

ANNUAL REPORT OF INSTITUTIONAL PROGRESS

FY 2000

VALDOSTA STATE UNIVERSITY

To

THE CHANCELLOR

and

THE BOARD OF REGENTS

of the

UNIVERSITY SYSTEM OF GEORGIA

**Hugh C. Bailey
President**

**VALDOSTA STATE UNIVERSITY
Valdosta, Georgia**

June 30, 2000

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1999-2000 Annual Report of Institutional Progress

Section A: Summary of Major Institutional Accomplishments

During the 1999-2000 academic year, Valdosta State University (VSU) maintained and enhanced its position as a learning community distinguished by its dedication to student success. For the fourth consecutive year, VSU was invited to send a team to the AAHE Summer Academy focusing upon the theme of learning communities and organizational change to enhance learning. The University finalized its institutional self-study and had a SACS site-visit. The SACS team recommended reaffirmation of VSU's accreditation with only ten recommendations. Also, this year the Sports Medicine/Athletic Training Program received another five-year accreditation by the Committee for Allied Health Education Programs. The Counseling Center was accredited by the International Association of Counseling Services, becoming one of only five Counseling Centers in Georgia to receive this accreditation.

VSU has focused its efforts on quality enhancement, student success, regional service, and strategic planning to improve institutional effectiveness. New programs in peer mentoring, the "First Year Experience," and supplemental instruction in high-risk classes were developed. VSU continued its collaboration with the South Georgia Regional Education Consortium on VSU's campus. The SREC gained enrollment this year. The University continued to stress the importance of applied research by faculty and their students, regional service to improve the quality of life in its service area, and awareness of global/international issues. VSU has supported the development of advanced uses of technology to create new ways of teaching, learning, and transacting business. Through its status as a home institution and course developer for GLOBE, its collaborations with other USG institutions, and the development of its own courses and degree programs, VSU has become an active player in on-line learning. The University has been successful in using sponsored research (grants and contracts) and foundation support to further its initiatives. These endeavors are consistent with the goals of the University System of Georgia and with the criteria required by regional and disciplinary accrediting organizations.

Notable advances were made in the areas of teaching and learning this year. VSU has virtually eliminated Developmental Studies, but even well qualified students can have problems in their adjustment to college life. Thus, VSU has inaugurated a highly successful Freshman Year Experience program through the Office of Academic Student Instructional Support (OASIS). OASIS completely redesigned VSU 1101 and developed a new follow-up course, VSU 1102. The new Freshman Year Experience program served 200 undeclared majors in 1999-2000 and expanded that number to 300 for 2000-2001.

New degree programs or other curriculum initiatives were developed or implemented during the year:

- A Master's in Marriage and Family Therapy was approved by the BOR in October to be implemented Fall 2000.
- The new major in Environmental Geography now serves over eighty majors.
- The MPA Program offered one of its tracks completely on-line.
- Arts and Sciences faculty supported the development of eCore courses and telecourses to be offered through GLOBE.
- The College of Nursing instituted the Care Manager track for graduate students, one of the earliest such programs in the country.
- College of Nursing faculty served as leaders in a Board of Regents sponsored consortium, which is developing a model on-line course in multi-cultural nursing.
- A cooperative doctoral program in Educational Leadership between VSU and Columbus State University was approved.
- The College of Education initiated the South Georgia Leadership Academy, a program designed to support principals and other educational leaders by empowering them to implement comprehensive school reform.
- School Improvement Graduate Programs were piloted in five school districts in our region with an enrollment of over 230 teachers.
- The Educational Interpreting Training program was approved.
- The Curriculum and Instructional Technology Department offered its first totally online Ed.S. program in Instructional Technology.
- With five other USG institutions, VSU's College of Business Administration developed and implemented an MBA Program exclusively via the Internet.
- An MSW program was begun on the Albany State University campus.

The Colleges of Arts and Sciences and Education collaborated to improve teacher preparation programs and to implement the BOR Teacher Education Principles. They developed new curricula to support majors in Early Childhood Education and Middle Grades Education and expanded cooperation between VSU and area public schools through PACTS and VSU's Teacher Education Council. Their deans' leadership was evident at the state and national levels. The deans were leaders of a national seminar sponsored by CCAS and AACTE, which examined collaborative efforts between colleges of arts and sciences and education and attracted participants from twenty-two institutions. A&S led in developing a proposal to join with STEP (Standards-Based Teacher Education Programs) through Title II Teacher Quality funding. This initiative supports

the extensive work of the A&S/COE discipline committees, which developed content standards for each of the teacher preparation programs. During the year, COE submitted greatly revised programs, which incorporated these curricular changes to go into effect Fall 2000.

Through an ICAPP initiative and in collaboration with ABAC and Coastal Georgia Community College, VSU sought to address the Information Technology needs of South Georgia. This partnership is offering a new track in the B.A.S. program in Applied Information Technology, which will be delivered largely through distance learning (on-line and GSAMS) beginning Fall 2000.

VSU entered collaboration with North Georgia College and State University, Georgia College and State University, and Georgia Southwestern to jointly offer a major in French through Distance Learning. The Department of Modern and Classical Languages developed the first completely on-line upper-division course in French offered on all four campuses in Spring 2000, and another course will be offered from North Georgia in Fall 2000.

To aid in integrating students into the total educational experience, VSU's College of Business Administration implemented a new course, BUSA 2000, Introduction to the College of Business Administration, during Spring Semester 2000. Early assessments indicate that a significantly lower than average number of students completing the course experience academic difficulty.

The College of Education developed Curriculum Portfolios for the following Professional Organizations: Council for Exception Children (CEC); National Science Teachers Association Education of Young Children (NAEYC); International Reading Association (IRA); National Association for School Psychologists (NASP); and National Council of Teachers of English (NCTE).

Assisted by Public Services, 121 VSU faculty offered 424 off-campus courses at 17 locations. Many classes were taught in whole or in part by GSAMS.

As a learning community, Valdosta State University values different forms of scholarship and creative research and performance. In 1999-2000, VSU faculty presented 901 papers at professional meetings and had 1,382 scholarly publications/creative activities. Many of these achievements were supported by three VSU programs: the VSU Center for Faculty Development and Instructional Improvement, the VSU Faculty Research Grants Program, and the International Travel Redirection. Several particular items are of note:

- Dr. Tom Manning, Associate Professor of Chemistry, received VSU's first institutional patent, which involves the generation of ozone.
- Janice Daugharty, VSU's Writer-in-Residence, published to wide acclaim her sixth novel, *Like a Sister*.

- Several faculty were awarded leaves-with-pay to conduct research.
- The SARA telescope in Arizona was successfully configured to operate remotely from the VSU campus, making it available for faculty and student research and serving as a national model for the use of technology in teaching and research.

Some of the most beneficial scholarly and creative activities continued to be supported by internal and external grants or contracts. This year faculty applied for 458 grants and contracts (internal and external) and received awards of almost \$5 million. Examples include the following:

- The College of Education received a three-year grant of \$550,000 from the Teacher Quality Enhancement Program State Grants to increase student learning through enhanced teacher quality.
- The Educational Technology Training Center received funds from the Georgia Department of Education to provide comprehensive curricular reform and technology support training.
- The South Georgia Folklife Project again received \$49,600 funding from the National Endowment of the Arts, the largest single NEA grant of its type.
- The College of the Arts support included a \$250,000 Bank of America gift and a total of more than \$500,000 from the NEA and other agencies.

VSU offered various scholarly programs throughout the year. Of particular note were the following:

- The fourth annual African American Studies Lecture Series, supported this year by a grant from the Georgia Humanities Council,
- The fifth annual international Women's Studies Conference which attracted a large and diverse audience from around the world,
- The annual Conference on Central Asia and the Middle East, supported by a grant from the Georgia Humanities Council, and
- The Georgia Academy of Science Annual Conference (the largest conference yet run through Continuing Education) with 249 participants from across Georgia.

Recently VSU organized the Community of Scholars composed of one faculty member from each department to study and extend the meaning of the term "the scholarship of teaching" at a regional university.

Valdosta State University continued to render vital services to the region and beyond. At the state level, the University, for the twenty-first time, hosted the Governor's Honors

Program, a very successful summer program for many of the best and brightest high school students in Georgia.

Faculty and staff engaged in over 3,400 service activities in the south Georgia region. Often service took the form of collaboration with schools and school systems and volunteer agencies, provision of cultural enrichment activities, evaluation of social service agencies, and consultations with business enterprises and Chambers of Commerce.

The University provided exceptional service to the region in the area of the arts:

- The Valdosta Symphony Orchestra in its Tenth Anniversary Season presented twenty-one performances including regional concerts in Douglas, Madison, Moultrie, and Waycross. The season included performances celebrating the music of the region.
- The Jekyll Island Summer Musical Theatre Festival returned to a full season of 44 performances after a reduced 1998 season due to semester conversion. VSU and the Jekyll Island Authority re-affirmed their relationship by approving a new three-year collaborative agreement.
- The South Georgia Folklife Project provided technical assistance to organizations and individuals in the region, field research, exhibits, programming and live and media performances (National Public Radio affiliate stations), as well as publication of materials, conference presentations, and special events. The major activity for South Georgia Heritage Month, February 2000, was a collaboration between the African-American Studies program, the Valdosta Symphony Orchestra, and the Folklife project.
- ArtSouth, the administrative outreach arm of the College of the Arts, has provided the initiative for the creation of nine arts support groups throughout the region.

Valdosta State University and school districts in the South Georgia region developed five comprehensive Partner Schools based on NCATE standards to serve K-12 preservice teachers.

The College of Nursing collaborating with the Division of Social Work provided service and conducted research through the Healthy Grandparent Program. Social Work added an Alzheimer Day Care Program to its successful CARE-NET program.

The Office of Public Services:

- With academic departments (psychology, family therapy, social work, vocational education, criminal justice, nursing, and music), PS offered many programs with C.E.U's.

- The SCOPE Program provided weekend enrichment activities for 388 students.
- Continuing Education developed successful summer programs for children. Eighty students received swimming lessons, and 80 participated in Summer 1999 Kamp Kids.
- The 100-member Learning in Retirement program provided learning and social activities for a growing population.
- Satellite Services produced a ten-minute videotape to be used by Admissions for recruiting freshmen and 76 class periods of instruction in the ESOL program, 27 via satellite. It produced Georgia College Quiz Bowl with teams from six junior colleges for GPTV to air. It also provided news feeds for ABC, CNN, WSB, and WALB.

Section B: Annual Progress in Institutional Strategic Planning

Assessing institutional effectiveness within the parameters of internal and external environments led Valdosta State University to reaffirm the continuation of many previously identified goals. Paramount importance was given enrollment stabilization (recruitment, learning support, and retention), resource redirection, the use of technology to provide access to VSU courses/programs, and the development of collaborative graduate programs aimed toward extending VSU's regional instructional service in partnership with Albany State University and Columbus State University.

In response to increased admission standards and enrollment declines, the Retention Task Force led VSU in reorganizing its orientation program, implementing a program of learning support and creating the "Freshman Year Experience." Reading, writing, and math labs were created with robust technology, trained staff, and peer mentors. Special sections of enriched college algebra and math modeling were established linking freshman core classes with the learning communities. Freshman retention improved, Fall 1999 to Spring 2000, by almost 5 percent. In response to the planning goals:

- The College of Business Administration was one of five collaborating USG institutions to develop and implement an MBA program exclusively via the Internet.
- The Odum Library completed and had approved an MLIS degree, a unique web-based program in Library Informational Studies.
- Nursing developed an articulation plan, which affords ADN graduates of South Georgia College direct entry into the BSN program. Social Work implemented an off-campus site program at Albany State in August. A second cohort will begin Fall 2000.
- VSU became a Home Institution in the development of e-Core courses and telecourses and added two more GSAMS sites (for a total of eleven).

- The number of WebCT-based courses offered by VSU grew to 180 with 20% of the faculty involved.
- The College of Nursing instituted an Educational Resources Total Testing program that provides students nationally normed, external measures of progress and faculty content specific normed data. Class scores were at or above the national mean.
- The Art program was reaccredited by NASAD, and NAST accredited the Theater program. Nursing achieved the maximum four-year approval from the Georgia Board of Nursing.
- Despite higher admission standards, the percentage of minority students enrolled remained constant.
- The University exceeded a two percent goal for students studying abroad.
- The Office of University Relations received four major CASE awards in the District III Advancement Awards Competition.
- Cooperative Education received from the U.S. Department of Education a \$74,500 grant for “Partnering with High Schools to Expand Work-Base Learning.” VSU was one of only nine institutions to receive this grant.
- The Financial Aid Office cut the student application processing time for financial aid in half by submitting applications electronically.
- Information Technology installed \$2.2 million worth of computer and network equipment, and its inventory of microcomputers increased to 2,600. VSU has 32 labs on the main campus and three at Kings Bay Naval Submarine Base. Students, faculty, and staff were provided one single web log-in for all computer applications, the only school in the USG to provide this leading-edge capability.
- In Athletics, VSU teams won Gulf South Conference Championships in Men’s Tennis and Golf. The golf coach, John Hansen, was named the International Tennis Association’s Tennis Coach of the Year.

Section C: Annual Progress in Assessing Institutional Effectiveness

Valdosta State University is committed to planning, evaluating, and ensuring that all academic departments use evaluation results to improve programs. In addition, the institution is committed to ensuring systemic, across-the-board, documented evidence to demonstrate this use. Each departmental/unit was required by the recent SACS Review to present evidence that steps are taken to use evaluation results to improve effectiveness. Moreover, the institution has developed and approved a plan for cyclical evaluation of the academic program. Currently, the review process is beginning with several programs in the College of Arts and Sciences. Others will be evaluated on a schedule coordinated by

the deans of the colleges. Eight specific goals require an annual report of their status. (See Appendix A)

Section D: Retention Rates (and Graduation/Transfer)

During FY 2000, Valdosta State University graduated 1,782 students, 590 males and 1,192 females. Significantly, the institution has maintained its ability to attract, retain and graduate African American students. This fact can be attributed largely to an environment that is conducive to addressing the needs of a diverse student body. Table 1 below reflects the composition of the student body by race for the period Fall 1977 – Spring 2000.

**Student Composition By Race
Fall 1997 – Spring 2000
Table 1**

Quarter/ Semester	Caucasian	African American	American Indian	Asian	Hispanic	Multiracial	Total
Fall 1997	7312 (74.7%)	2140 (21.87%)	34 (.34%)	120 (1.22%)	92 (.94%)	83 (.84%)	9781
Winter '98	6977 (74.6%)	2065 (22.08%)	32 (.34%)	120 (1.28%)	85 (.90%)	72 (.76%)	9351
Spring '98	6651 (74.2%)	2021 (22.54%)	26 (.29%)	105 (1.17%)	85 (.94%)	75 (.83%)	8963
Summer '98	3398 (73.7%)	1063 (23.07%)	14 (.30%)	55 (1.19%)	47 (1.02%)	29 (.62%)	4606
Fall '98	7051 (74.9%)	2006 (21.3%)	26 (.27%)	139 (1.47%)	101 (1.07%)	81 (.86%)	9404
Spring '99	6591 (74.5%)	1908 (21.57%)	23 (.26%)	124 (1.4%)	108 (1.22%)	88 (.99%)	8842
Summer '99	3329 (74.5%)	958 (21.57%)	17 (.38%)	69 (1.54%)	49 (1.09%)	46 (1.02%)	4468
Fall '99	6559 (74.91%)	1853 (21.16%)	19 (.21%)	118 (1.34%)	117 (1.33%)	89 (1.01%)	8755
Spring '00	6327 (74.98%)	1777 (21.05%)	17 (.20%)	121 (1.43%)	112 (1.32%)	84 (.99%)	8438

The Office of Admissions generated 5,532 undergraduate applications, a decrease of 14.55% from Fall 98. New undergraduates enrolled in the Fall of 1999 numbered 1,902 of whom 1,337 were freshmen. While overall enrollment was impacted negatively by the new admission standards, the University was able to exceed the University System's requirements for reducing the number and percentage of Developmental Studies students by eliminating Developmental Studies except for a few non-traditional students. On the positive side, the freshman class averaged a SAT score of 1006, the highest ever recorded. Over 10% of all applications were received via the VSU web site. Special emphasis was placed on the recruitment of transfer students, and articulation transfer handouts were developed for all area USG two-year institutions.

Section E: Overall Institutional Health

Examples of student success, the ultimate barometer of institutional health, include the following accomplishments:

- The College of Arts and Sciences sponsored the sixth annual Symposium on Undergraduate Research at which over forty undergraduates presented the results of their research.
- N-CLEX is the national examination for registered nurses. The six-month N-CLEX national pass rate was 84.6%; the Georgia pass rate was 73%; VSU graduates' rate was 90%.
- Deborah Demps, Polly Diamond, Lynn Minor, doctoral students from Cohort II, had their research articles published in Research in the Schools.
- *The Spectator*, the student newspaper, won 10 Georgia College Press Association Awards.
- Professor Hollis Barnett and his sculpture students completed an upgrade of the Russell Fiore sculpture collection for the Jekyll Island Arts Association. Mr. Barnett and his students produced twenty bronze sculptures from plaster models or plaster molds by Fiore resulting in the completion of sculptures that Fiore had been unable to finish.
- The Valdosta State University Chamber Singers toured Hungary in March 2000.
- VSU student Marc Herb received the highest audition score at the Georgia Theatre Conference.
- Three students helped secure a Census 2000 Grant to professionally publish *MOJA*, VSU's *Multicultural Journal of the Arts*.
- The Georgia Educational Research Association selected doctoral graduate Shirley Andrews' dissertation as the best of the year.

Valdosta State University's institutional culture is dynamic and diverse. In FY 2000, great changes took place in the arts, technology and physical appearance of the campus. VSU continued its commitment to international activities and to a diverse student body. In addition, the institutional culture was characterized by evidence-based decision-making that is supported by planning, evaluation, program review, and assessment.

New construction projects include a state-of-the-art Biology/Chemistry building, which is nearing completion. The new Communication Disorders building was completed and houses over thirty faculty members and the Speech and Hearing Clinic. Construction of the new Student Recreation Center will begin in the Fall 2000. The

design phase of the Odum Library addition was initiated. Renovation projects improved existing facilities including the Fine Arts building and Converse and Lowndes Halls.

Advanced technology has infiltrated and enhanced every segment of the VSU community. Examples include the following:

- Over 10% of all applications were received via the Admissions' web site. Business and Finance now has the ability to direct deposit students' paychecks and excess financial aid awards. VSU's data network is being gradually upgraded from 10/100 Mbps Ethernet to asynchronous transfer mode (ATM).
- Wireless Internet connectivity was piloted in two residence halls and will be implemented in all halls for 2000-2001.

International Studies continued to be a major initiative at VSU. With the support of the Office of International Programs, VSU

- Led international programs/trips in Belize, England/Scotland, Mexico, and Israel/Palestine. Faculty exchange programs were conducted in Russia, China, and Belize.
- Implemented reciprocal exchange agreement with Yangzhou University in Jiangsu Province, China, by sending two faculty to teach for a semester.
- Strengthened Russian Studies offerings in the System through collaboration with nine USG institutions in a distance-learning project.
- Provided leadership for the European Council of the USG by coordinating summer study abroad programs in London, Paris, and St. Petersburg; a faculty development seminar in Ireland; a student exchange agreement with the University of Northumbria at Newcastle; and a System certificate program in European Union Studies.
- Developed a model for System membership and participation in the International Student Exchange Program so that several USG institutions will be able to send students for semester or year-long exchanges to over 100 universities around the world.
- Increased the number of study abroad participants from 125 in AY 98-99 to 146 in AY 99-00, a 17% increase; also VSU increased its number of international students from 186 in fall 1998 to 207 in fall 1999, an 11% increase.

The Odum Library added 8,620 volumes to bring the book collection to 422,059 and the total collection (including microforms) to 1,597,847. The Archives added 107 feet of new collections, and the King's Bay library added 445 new titles. The materials budget for the Odum Library was increased by \$100,000. Door count this year was 423,336, and circulation at the main desk was 40,447.

Assessment and reflective practice are important components of the academic environment at VSU. For example, the College of Education appointed a coordinator to implement the Quality Assurance Program and conducted a pilot test to assess graduates' performance according to employers. Eighty to ninety percent of representatives agreed that College of Education graduates were prepared to address principles of the Undergraduate Teacher Education Program's Conceptual Framework. The College of Nursing instituted Educational Resource's Total Testing program to provide undergraduate students with both formative and summative external measures of their progress and to provide faculty with external measures of the program.

Through its programs and its services, VSU's Division of Student Affairs improved the quality of life on campus. Examples of their service include the following:

- The Office of Alcohol and Other Drug Education offered 25 programs, presentations, and training sessions to 1,303 students.
- Career Planning and Placement implemented a new system, GeorgiaHire, to register students and alumni with Career Services.
- The Counseling Center provided counseling to 733 individuals involving over 1,758 client contact hours. The Center offered a total of 31 different groups and seminars.
- Cooperative Education placed 234 students in Co-op Internships.
- Financial Aid was in the first group of schools in the nation to become Y2K compliant with the U.S. Department of Education.
- Housing and Residence Life offered 1,225 activities with 33,852 participants. This is the third consecutive year without the need for a Residence Hall Judicial Hearing.
- Student Health provided acute, routine, and preventive care for 14,570 patient visits. Also, the unit performed 4,100 laboratory tests, filled 9,074 prescriptions, and provided 205 female wellness physicals.
- The Campus Activities Board sponsored over 90 programs. Attendance at CAB events totaled 12,260.
- The Campus Recreation Department had 2,135 students participate in competitive sports programs.
- The fraternities and sororities donated 17,500 volunteer hours, \$58,500, 16,630 pounds of food, 150 teddy bears, and 200 toys to local, regional and national philanthropies.

Athletics was another important component of campus culture. Men and women's tennis and the golf team participated in the NCAA National Championship Tournaments. They finished 4th, 5th, and 16th respectively. VSU won the Gulf South Conference Championships in men's tennis and golf.

Many of the accomplishments mentioned in this report could not have been achieved without the support of private donations to the Division of University Advancement. Highlights from that area include:

- Total private support of Valdosta State University in 1999 topped \$2.8 million, with \$548,660 raised through the Annual Fund. VSU faculty and staff monetarily supported university programs at record levels. The 1999 Faculty and Staff Campaign's participation rate rose to 48.4 percent from 46.43 percent.
- VSU's Office of Alumni Relations worked to expand local and regional alumni events into areas with large concentrations of alumni and to increase programs and services to alumni. New programs initiated included a Valdosta St. Patrick's Day alumni golf tournament and reception, an Atlanta area alumni networking reception, and an alumni day at Turner Field for an Atlanta Braves game.
- The Office of University Relations was honored with four major awards in the 2000 Council for Advancement and Support of Education (CASE) District III Advancement Awards Competition.

Senior Administrators (Vice Presidents and Deans Only)

	Total	Females	Percentage	Minorities	Percentage
September 1997 – October 1999	10	3	30	0	0
October 1999 – June 2000	9	2	22	0	0

The Number and Percentage of Students Involved in Study Abroad for the Last Three Years

	No. of Participants	EFT	Percentage
1997-98	111	8584.1	1.29
1998-99	125	7439.2	1.68
1999-00	146	6931.2	2.11

**Fall to Fall One Year Retention Rates
Cohort Years 1996,1997, and 1998
All First-Time Full-Time Freshmen
Summer Term Matriculants Included**

Cohort Year	Total Freshmen	Institution Retention Count	Institution Retention Percent	System Retention Count	System Retention Percent
1996	1838	1180	64.20	1371	74.59
1997	1594	1104	69.26	1257	78.86
1998	1300	859	66.08	1018	78.31

**Student Composition By Gender
Fall 1997 – Spring 2000**

Quarter/ Semester	Caucasian	African American	American Indian	Asian	Hispanic	Multiracial	Total
	M/F	M/F	M/F	M/F	M/F	M/F	M/F
Fall 1997	2888/4424 (39%/61%)	725/1415 (33%/67%)	17/17 (50%/50%)	53/67 (44%/56%)	42/50 (45%/55%)	34/49 (41%/59%)	3759/6022
Winter '98	2763/4214 (39%/61%)	693/1372 (33%/67%)	14/18 (43%/67%)	57/63 (48%/52%)	39/46 (49%/51%)	28/44 (39%/61%)	3594/5757
Spring '98	2631/4020 (39%/61%)	662/1359 (32%/68%)	13/13 (50%/50%)	46/59 (43%/57%)	42/43 (49%/51%)	27/48 (36%/64%)	3421/5542
Summer '98	1208/2190 (35%/65%)	323/740 (30%/70%)	7/7 (50%/50%)	21/34 (43%/57%)	21/26 (44%/56%)	8/21 (27%/73%)	1588/3018
Fall '98	2845/4206 (40%/60%)	646/1360 (32%/68%)	14/12 (53%/47%)	61/78 (43%/57%)	46/55 (45%/55%)	29/52 (35%/65%)	3641/5763
Spring '99	2684/3907 (40%/60%)	620/1288 (32%/68%)	11/12 (47%/53%)	51/73 (41%/59%)	49/59 (45%/55%)	34/54 (38%/62%)	3449/5398
Summer '99	1247/2082 (37%/63%)	275/683 (28%/72%)	9/8 (52%/48%)	24/45 (52%/48%)	18/31 (36%/64%)	17/29 (36%/64%)	1590/2878
Fall '99	2583/3976 (39%/61%)	606/1247 (32%/68%)	11/8 (57%/43%)	46/72 (38%/62%)	44/73 (37%/63%)	28/61 (31%/69%)	3278/5437
Spring '00	2413/3940 (37%/63%)	584/1201 (32%/68%)	10/7 (58%/42%)	51/70 (42%/58%)	41/71 (36%/64%)	26/58 (30%/70%)	3125/5347

DEPARTMENT/UNIT: _____

**APPENDIX A
PROGRESS TOWARD STRATEGIC INSTITUTIONAL GOALS**

Please list activities initiated and/or completed during the year to address the Strategic Institutional Goals listed below. Under Status, indicate percent of activity completed. Under Evidence list the documents that will provide evidence of progress.

Goal	Activity	Status	Evidence
<p>1. To Provide a Quality Education</p> <p>Provide a comprehensive quality curriculum in all of its degree programs in order to meet the needs of students in this region. Included in this curriculum is a core curriculum and major requirements for the development of oral, written, creative and critical thinking, and computational skills; understanding of various societies; ethical awareness; knowledge of the physical universe; and appreciation of different forms of artistic expression. Assess student learning in order to improve programs.</p>			
<p>2. To Encourage Cultural Diversity</p> <p>Promote global and cultural awareness and an appreciation for human diversity through the study of other cultures, international exchanges, and the development of a safe campus environment sensitive to individual needs and cultural backgrounds. Recruit students from a diverse background and create avenues for all students to intellectual achievement and academic success.</p>			
<p>3. To Recruit and Retain Qualified Students and Outstanding Faculty, Staff and Administrators</p> <p>Recruit a qualified student body and promote student retention and graduation; attract and retain talented and diverse faculty, staff, and administrators committed to the mission of the University.</p>			
<p>4. To Continue to Grow as a Distinguished Regional University</p> <p>Perform research, scholarship, service, continuing education and creative work that meets regional needs, supports academic excellence, develops knowledge, and enhances professional development; provide contract research for external agencies to meet the needs of the region. Sponsor cultural events that involve students and the south Georgia community in intellectually, physically and aesthetically stimulating programs. Promote environmental stewardship for the service area.</p>			

Goal	Activity	Status	Evidence
<p>5. To Improve the Effectiveness and Performance of the Institution</p> <p>Maintain a strategic plan to guide the development and improvement of institutional programs, facilities, services, and budgeting; develop policies and procedures accommodating new Regents' policy concerning faculty, staff and program evaluation and development. Identify and provide support services and programs which reflect a competent and caring commitment to the development of students, the University and the region. Work with area school systems, technical institutes, and other University System Institutions to create cooperative and collaborative arrangements in research, service and educational programs. Expand resources and services for professional, instructional and intellectual development of its faculty, staff and administrators.</p>			
<p>6. To Identify and Support Areas of Excellence</p> <p>Identify and encourage the growth of singularly effective programs of quality where VSU's leadership can best be utilized.</p>			
<p>7. To Increase Funding Sources</p> <p>The University, its faculty and administrators, must appropriately identify and seek out additional public and private funding to achieve higher goals and aspirations than can be achieved through Board of Regents funding alone.</p>			
<p>8. To Make an Institutional Commitment to Act</p> <p>All units and individuals at Valdosta State University shall seek to turn these goals into accomplishments using our individual and collective talents and effective assessments to continuously improve the University.</p>			