

Valdosta State University

2005-2006 Annual Report of Institutional Progress

November 2006

Section A: Summary of Major Institutional Accomplishments

Valdosta State University experienced continued growth and transformation during 2005-06 as the campus maintained its strategic focus on the success of its students and personnel; implemented additional key elements of the Master Plan; emphasized overall institutional effectiveness; and provided outreach to the community, region, and state. VSU's total economic impact on its four-county MSA for FY 2006 was \$331.7 million. With respect to its impact on the workforce, 5,183 jobs (8% of the employed labor force in the Valdosta MSA) were either directly related to the University or created as a result of spending by VSU employees and students. These figures are a testament to the integral role the University plays in the community and region. With the celebration of its centennial anniversary, VSU has become a significant force for education and economic development in South Georgia.

The University enrolled 10,503 students in Fall semester 2005, a 1.0% increase over the 10,400 students enrolled in Fall 2004. VSU's undergraduate enrollment rose 0.9%. In addition to an increase in the number of first-time freshmen (for a total of 1,812), this growth is attributable to a rise in the one-year institution-specific retention rate from 75.7% to 76.2%. VSU's institutional graduation rate for first-time, full-time freshmen rose to a record 41.0% from 38.6% in the previous year while its system-wide graduation rate improved to 51.1%. The Graduate School also experienced an increase in students, with a total enrollment of 1,410 in Fall 2005.

April 2006 brought the opening of VSU's new Pedestrian Mall, transforming a street that once separated West Hall from Nevins Hall into an attractive and comfortable space where students, faculty, and staff can walk, reflect, and interact. Completion of this component of the Master Plan has succeeded in unifying the campus and enhancing its beauty. The \$4.36 million renovation of Patterson Hall was completed, and 291 students occupied the building in Fall 2006. The integration of study areas, classroom space, and music practice areas produced an enhanced living-learning environment. In addition, Valdosta State recognized the contributions of former VSU President Hugh C. Bailey and his wife, Joan, by naming the biology-chemistry building in his honor. Dr. Bailey was instrumental in obtaining the funds that led to the construction of this science facility that opened in 2001. Thanks to a generous endowment of \$2 million from the James L. Dewar family, the University celebrated the renaming of the College of Education to the James L. and Dorothy H. Dewar College of Education on April 4, 2006. Valdosta State University also received official notification of a federal HRSA award of \$392,826 for the design of the proposed new Health Sciences and Business Administration facility on the North Campus across from South Georgia Medical Center.

At his Spring Convocation Address in January 2006, President Zaccari pledged to conduct studies of faculty and staff salaries and to develop models that represent more systematic methods of analyzing VSU's salary structures. The resulting models are expected to enhance both retention of our valued personnel and recruitment of highly qualified new faculty and staff to the University. In addressing these crucial issues, this initiative enables VSU to move forward on one of our highest strategic priorities.

To assist in maintaining an environment that promotes greater awareness of and respect for our diverse faculty, staff, students, and region, the University organized a new Diversity Council and finalized its charter and mission statement. This 20-member Council is engaged in efforts that support an inclusive

environment and culture; diversity at all levels; the best services for our students; and individual responsibility for change, growth, and excellence. A \$15,000 African American Male Initiative grant from the University System supported development and implementation of the HEROES (Helping Everyone Reach Optimal Educational Success) Institute. This initiative has made a difference in the lives of 25 at-risk ninth grade students by increasing their academic achievement, helping them experience success, and encouraging them to prepare for college. Several of the young HEROES participated in a six-part SAT workshop in August 2006.

The Department of Modern and Classical Languages was honored to receive a Best Practice Award and \$10,000 from the University System of Georgia Board of Regents for its Hispanic outreach through SPAN 4980 Community Practicum. The description of this distinctive learning program, "Hispanic Outreach through the Community Practicum: Learning More than We Teach," reflects its significant impact on VSU's students as well as on those who are served. The Department of Modern and Classical Languages also received certification from the American Council on the Teaching of Foreign Languages (ACTFL) during 2005-06. VSU is one of only two institutions in Georgia to have achieved this distinction.

Several other academic programs successfully completed accreditation reviews during 2005-06. The Sports Medicine/Athletic Training program received notification that it had received "continuing accreditation" status, valid for the next seven years. The Master of Music in Performance was approved by the National Association of Schools of Music in July 2006. The Dewar College of Education submitted program reports for all NCATE/Georgia Professional Standards Commission accredited programs in preparation for a Fall 2006 accreditation visit. The MLIS program received favorable notice that the program is on track for probable accreditation by the American Library Association. The Department of Communication Arts' proposed Musical Theatre emphasis was approved by the National Association of Schools of Theatre (NAST). The College of the Arts also celebrated the initial year of its minor in Dance, with 15 students declaring this new minor. In addition, the online Master's degree program in Special Education was submitted to the University System of Georgia Board of Regents and was approved in April 2006. The first students enrolled in Fall 2006.

The University received a major \$989,271 grant from the U.S. Department of Education in association with the Teaching American History program. In partnership with the Coastal Plains RESA, this three-year project will pair VSU Department of History faculty with selected elementary, middle, and high school history teachers to help improve the quality of history education for their students. During 2005-06, VSU received 65 funded grant awards totaling \$5,184,634. The Office of Grants and Contracts also administered 31 internal Faculty Research Grants, totaling \$26,118, and the Institutional Review Board completed 224 reviews for students and faculty proposing research involving human subjects.

Valdosta State University was selected as one of 40 two- and four-year colleges and universities nationwide to receive the 2006 HP Technology for Teaching grant, which is designed to transform and improve learning in the classroom through innovative uses of technology. Projects funded through this program will impact more than 4,000 students. VSU's award package of HP products and a faculty stipend is valued at more than \$69,000 and will benefit the University's pre-engineering program, part of the Department of Physics, Astronomy and Geosciences.

A number of VSU's student programs earned national or regional recognition for outstanding achievements during the 2005-06 year. The Men's Tennis Team garnered the 2006 NCAA Division II National Championship in May 2006 at Kansas City, Missouri. VSU's Students in Free Enterprise (SIFE) won an eleventh consecutive regional championship in April and went on to place in the top ten teams in the nation. This year's 425 SIFE members completed 56 service-learning projects and volunteered over 13,500 hours in the community. The College Bowl Team ranked fifth in the national

championship tournament. The Model United Nations Team competed against more than 250 national and international teams and finished in the top 10% at the 2006 national competition in New York City. Students from the Department of Communication Arts won five national awards at the Society for Collegiate Journalists and National Broadcasting Society competition, including first place in newscast for News 11.

In fulfilling its important regional mission, the University hosted national and international guests who toured Valdosta in April 2006 as part of the state's Red Carpet Tour. Each of VSU's colleges also reached out to the community and region through a diverse array of outstanding programs and activities. For example, the College of the Arts experienced the inaugural season of Peach State Summer Theatre in Valdosta during the Summer of 2005; welcomed 6,593 recorded viewers to the Fine Arts Gallery; and offered over 150 performances by members of the Music Department, both on and off campus, as well as an additional 100 non-VSU related performances by faculty in 2005-06. The Faculty Chamber Music Ensemble performed at the Society of Composers' National Conference in Greensboro, North Carolina, and the Theatre Program performed 67 shows for over 12,000 audience members.

The College of Arts and Sciences witnessed a successful inaugural year for the Center for Applied Research in which the Center distributed \$10,824 in seed grants to 13 faculty members across seven departments in Arts and Sciences to support applied research projects. The Center also received more than \$16,000 from Georgia Public Broadcasting for research initiatives and provided technical expertise throughout VSU's service region.

In the Langdale College of Business Administration, VSU's Small Business Development Center (SBDC) exceeded most contract deliverables for continuing education and consulting throughout the region by providing 1,750 consulting hours to 225 businesses, acquiring over \$2 million in capital from 27 client loan applications, offering 38 programs to 518 attendees, and assisting with Hurricane Katrina victims' relief. The SBDC also opened a new satellite office at South Georgia College.

The Dewar College of Education continues to actively prepare school personnel throughout the University's 41-county service region, delivering 160 courses off campus. The College is collaborating with 13 Comprehensive Partner Schools which have signed MOUs for the enhancement of teacher preparation and P-12 learning. The Departments of Early Childhood & Reading and Special Education & Communication Disorders were recognized by the American Association of Colleges for Teacher Education in 2005 with a Best Practice in Collaboration with Community Colleges for delivering the B.S.Ed. and M.Ed. in Early Childhood Special Education general curriculum at three two-year college campuses (Abraham Baldwin Agricultural College, South Georgia College, and Waycross College). Each campus has three cohorts progressing through the program that is delivered entirely on those campuses. The Department of Early Childhood and Reading Education delivered a graduate Reading Endorsement to the Tift County schools, Waycross area schools, and Colquitt County schools in 2005-06. The Department of Educational Leadership offered the M.Ed. and Ed.S. in Leadership in Tifton and Waycross. The Department of Middle Grades and Secondary Education delivered the Ed.S. in Early Childhood, Middle Grades and Secondary Education in Colquitt County (Moultrie). The Department of Adult and Career Education continued to offer the M.Ed. in Adult and Career Education at two sites in South Georgia: the Kings Bay Nuclear Submarine Base in St. Marys and Albany State University. In addition, the College offered 50 courses online during 2005-06 in the areas of Reading Education, Adult and Career Education, Educational Leadership, Curriculum and Instructional Technology, Psychology and Special Education.

The University System's ICAPP program has enabled VSU to increase the number of qualified nurses serving South Georgia in partnership with South Georgia Medical Center, Smith-Northview Hospital, and Archbold Medical Center. In May 2006, the College of Nursing welcomed a second cohort

of 29 students into the accelerated Baccalaureate Nursing Program for Second Degree Students. This program addresses the nursing shortage in South Georgia by offering an expedited Bachelor of Science in Nursing degree for students who already hold a four-year degree in a field other than nursing. The retention rate of the first cohort of 13 students who entered in May 2005 is 100%. Eight of these students received nursing degrees at the Spring 2006 Commencement, and the remaining five are on track to graduate in December 2006. The eight graduates were employed immediately. A full cohort of 15 students is expected for May 2007 as a number of well qualified prospective students already have applied. The College of Nursing is enriched by the diverse backgrounds and majors these students add to the program.

Continuing Education experienced an active year, generating 4,353 institutional CEUs. Distance learning opportunities continued to expand through the use of online and CD-ROM technologies. Enrollments in online programs, which include Business and Professional Development, Technical Certifications, Accredited Healthcare Certificate Programs, state-approved Teacher Recertification courses, and Personal Enrichment classes, rose from 108 in FY 2005 to 130 in FY 2006, an increase of 20%. CD-ROM courses for teacher recertification, a new initiative in FY 2005, realized an enrollment increase of 160% (from 15 to 39) during FY 2006. Satellite Services provided 289 services (a slight decrease from 298 last year) for 23 University departments/activities (an increase of 20 over last year). A major achievement for the Distance Learning Department has been the establishment of an institutional Instructional Delivery Plan which maps out the strategic plan for distance learning offerings and services for the next three years. Additionally, the Learning in Retirement program, which provides popular learning and social activities for area seniors, realized over 2,797 registrations in 171 different courses from 317 individuals during FY 2005-06.

For the twenty-seventh year, VSU was pleased to host the Governor's Honors Program, a highly successful six-week summer program that brings many of the best and brightest high school students in Georgia to campus. A record number of 690 students participated in this year's program.

Additional outstanding accomplishments of VSU's colleges; departments; organizations; and individual faculty, staff, and students combined to propel the University forward during 2005-06. These include the following:

- The inaugural President's Lecture Series featured Dr. Harold Kroto, the 1996 Nobel Laureate in Chemistry, speaking on "Architecture in Nanospace." His presentation focused on the structure and use of very small molecules like Bucky balls, a structure of carbon atoms arranged like the surface pattern of a soccer ball. Other lecturers who came to VSU through this series include Dr. Joel Best (author of *Lies, Damned Lies, and Statistics*) and Nathan McCall who presented "Telling HISTory II: African American Males Ordering the Universe."
- Extensive remodeling of the Palms Dining Center and addition of an Einstein Bros. Bagels in the Education Center resulted in updated facilities offering a greater variety of meal options for students, faculty, and staff.
- The 24th annual Connell Lecture delivered by Dr. John W. Fitzpatrick focused on "How Ivory-billed Woodpeckers (and other birds) Can Help Save the World."
- The College of Arts and Sciences witnessed a highly successful year for its Science Seminar Series with 22 invited speakers giving presentations on a wide range of science-based topics.
- The 12th annual Undergraduate Research Symposium boasted a record number of 70 student participants and provided awards for the Best Paper and Best Poster. Among the diverse

topics presented were “Teaching Probability Through Technology,” “AIDS in Africa,” and “Interdisciplinary Cooperation – Where Biology and Art Merge.”

- The Department of Mathematics and Computer Science sponsored the 11th annual VSU Mathematics Technology Conference and the 11th annual Sonya Kovalevsky High School Mathematics Day.
- The Department of Physics, Astronomy and Geosciences celebrated the dedication of the newly installed 16-inch telescope in the Nevins Hall observatory dome.
- The Department of Biology hosted the Louie Brown Visiting Scholar, Dr Joanne Kent from Australia.
- Valdosta State University’s chapter of Alpha Lambda Delta National Honor Society for First Year Students was presented with the bronze membership award by the society’s national organization. This award recognizes chapters that demonstrate a 10% increase in membership in a single year.
- The College of Arts and Sciences’ 10th annual Interdisciplinary Women’s Studies Conference, titled “Changing Time(s): Feminism Then and Now,” featured nine plenary sessions and 99 presentations.
- Marriage and Family Therapy faculty members continued to deliver therapeutic services to shelter clients at Lowndes Associated Ministries to People as part of a \$64,000 contract.
- The Langdale College of Business Administration conducted the second annual Minority Business and Leadership program for minority businesses interested in expansion in conjunction with the city of Valdosta. Fourteen businesses graduated from this program.
- SmithBarnas & Associates, Inc. won the first annual Guardian Bank Business Plan Competition in March 2006 designed to promote new business development in the Valdosta/Lowndes County area. Ms. Lara Bruhn, Instructor of Marketing, created and received funding for the Business Plan Competition which was co-sponsored by the Valdosta-Lowndes County Chamber of Commerce, Guardian Bank, Valdosta Daily Times, Valdosta Technical College, and VSU’s Small Business Development Center. The contest will be held again in 2006-07.
- The Langdale College of Business Administration Advisory Board’s gifts increased from \$2,000 in 2004 to \$11,000 in 2005 thanks to the efforts of the College’s Development Director who expanded personal, web-based, and print contact with business alumni and friends and assisted in fund raising for student organizations. As a result, the number of gifts rose from 291 to 398; donors increased from 89 to 105; and total discretionary funds grew from \$21,000 to \$31,000.
- The Dewar College of Education received a contract from the Georgia Professional Standards Commission in 2005-06 to develop 10 new online teacher education courses. These fully online courses will help in-service special education teachers achieve “highly qualified” certification in mathematics and reading as required under No Child Left Behind. Completion of these courses occurred in 2005, and they are currently being delivered.

- Several members of the Mock Trial Team won individual awards at the regional competition in Tallahassee, Florida.
- The debate team claimed its highest tournament finish during 2005-06, a second place win at West Florida.
- During the 2006 College Bowl National Championship Tournament, Senior English major Jarrod “Mitch” Alday was selected as the winner of the Pat Moonen Sportspersons Award. This award recognizes the one team member at the national competition who best demonstrates good sportsmanship and positive play.
- Dr. Thomas Manning, Professor of Chemistry, is one of eight scientists selected to share a \$620,000 grant from the National Science Foundation for further research of a cancer drug. The grant, titled “Acquisition of Equipment for Analytical Scanning Electron Microscope with Applications in Biology, Chemistry, Geology, and Engineering,” is for further research into the fundamentals and applied studies with nanostructures and nanoparticles, which are materials that are a 100,000 times smaller than a human hair.
- Dr. Barry Hojjatie, Assistant Professor of Physics, Astronomy and Geosciences, received a \$12,000 grant from the National Science Foundation to design and construct research equipment to study dimensional instability problems in paper products.
- Dr. John B. Pascarella, Associate Professor in the Biology Department, was selected as an American Association for the Advancement of Science (AAAS) and Technology Policy Fellow for the 2005-06 academic year.
- Dr. Larry Etling, Assistant Professor of Communication Arts, received a fellowship from the Academy of Television Arts and Sciences, the organization that presents the Emmy Awards. He is one of 20 faculty members from across the nation selected to spend five days in Hollywood attending meetings and seminars with media professionals and touring production facilities.
- Dr. Wayne Plumly, Professor and Head of Marketing and Economics, received SIFE International’s Sam Walton Fellow of the Year award.
- Dr. Don Leech, Associate Professor and Head of Educational Leadership, received the Paula Silver Case Award presented by the University Council for Educational Administration.
- Dr. Christine James, Assistant Professor of Philosophy and Religious Studies, received the local and state Young Careerist Award.
- Dr. Pat Burns, Department Head of OASIS, was named one of five finalists for the Outstanding First-Year Student Advocates Award from the National Resource Center.

Section B: Annual Progress in Institutional Strategic Planning

Valdosta State University continued to implement action steps for the eight key goals outlined in the University’s Strategic Plan, while assessing the structure of the original plan and preparing to refine it to reflect national, state, and institutional trends in higher education. VSU focused on refining the planning process with emphasis on educating the campus on the integration of the five interwoven

components of the model: the Strategic Plan, the Budget Plan, the Master Plan for the campus, the Facilities Plan for maintenance of the physical plant, and the External Plan for fund-raising. Special attention was given to communicating the function of the budget planning process and the national spotlight on clear accountability and demonstration of outcomes. This was accomplished through workshops attended by over 150 university personnel. All Deans, Directors, and Department Heads were involved in these sessions in order to gain greater depth and breadth of information on how to integrate continuous planning in collaboration with their faculty and staff. Participants were encouraged to think creatively about how they use their current resources before seeking additional financial support from strategic funds, considering what they can do differently to achieve more with the resources they have, and to develop assessments and documentation of success as part of a continuous planning routine.

The web-based planning system has continued to evolve over the past year, and it has supplied the President's Budget Advisory Council with key information that has been crucial to decision-making. The database was restructured to ensure that all initiative funding requests are clearly tied to institutional goals. This places the emphasis on planning, underscoring that the University's goals drive the budget process. Initiative funding requests that are linked to overall University goals are prioritized at departmental, division, and Cabinet levels. After this prioritization, the President's Budget Advisory Council evaluates each request, utilizing a newly created ranking module, and prioritizes it for funding. Over 50 one-time initiatives were funded during FY 2005-06 using this refined process. These initiatives totaled approximately \$2,391,000 and touched every division and level on campus. Additional completion modules were added to the planning system to facilitate the continuous collection of data and indicate the progress achieved on goals and funding initiatives. This refinement facilitates a greater level of accountability and places emphasis on completing goals and demonstrating effectiveness. During a visit to the campus in June, Senate Budget Office Analyst Ms. Heather DeNapoli noted that VSU's planning and budgeting processes, particularly the database utilities, are very much in keeping with the information needs of the state legislature.

The University Council was established on a pilot basis during 2005-06, assuming the functions of the former University Planning Council, the Master Planning Council, and the Administrative Council. This streamlines the previous committee structure and strengthens collaboration among existing campus entities such as the Budget Advisory Council, the Faculty Senate, the Council on Staff Affairs, and the individual operational units on campus. The University Council serves as an information conduit, a forum for discussion, and an advisory group to the President. It is a collaborative body that engages broad representation of key campus groups in the process of furthering goal attainment. Over the past year, the University Council assisted in developing the Space Management Plan, the Emergency Response Plan, and an e-mail policy that will make campus communications much more efficient.

Most recently, the University Council closely examined national best practices in strategic planning and conducted pre-planning exercises to refine VSU's Strategic Plan. The original Plan of 2002 was substantially revised during a two-day retreat held on campus in July and facilitated by Dr. Hal Irvin of the Georgia Institute of Technology. As a result of this retreat, the overall Strategic Plan was condensed from eight goals to the following five: Enrollment and Retention, Academic Programs, Faculty and Staff Development, Diversity, and Financial Support. Each of these university-wide goals is associated with a limited number of specific objectives that the campus has committed to accomplishing over the next five years. Task groups comprising all 50 planning retreat participants have developed performance indicators for each objective to ensure accountability and monitor progress. The effectiveness of the University Council will be assessed during Fall 2006, and it will continue its work by tracking progress toward university-wide objectives and providing regular updates on goal attainment to campus constituents.

While the above-mentioned refinements were made to the planning process, Valdosta State University moved forward with the implementation of numerous actions related to the original eight-goal Strategic Plan and advanced several Master Planning projects. For example, the University

- Engaged consultants to facilitate a North Campus sector plan and design the new Health Sciences and Business Administration facility. (Goal 1: Effective Planning and Resource Utilization)
- Actively advanced the Master Plan by completing historic preservation and parking studies; engaging architects to evaluate the student union and gymnasium facilities; and, through the VSU Foundation, acquiring land adjacent to campus to be used for relocation of the football practice facilities. (Goal 1)
- Continued to develop the data warehouse, including creation of over 30 online reports and implementation of a website for individual user-generated reports to facilitate data driven decision-making; purchased grid-based servers to support implementation. (Goal 1)
- Continued to increase campus efficiency through computerized irrigation management systems, document imaging and retrieval systems, and centralized campus security camera systems. (Goal 1)
- Established a mission statement and guiding principles for the Centennial Steering Committee and engaged in planning for the University's centennial celebration, including several state-wide press features; a major community event on the front lawn on August 18, 2006; an additional issue of *Alumni Voice*; colorful centennial banners across campus; and an on-going series of academic, artistic, athletic, and cultural events spanning the years from 2006 through 2013. (Goal 2: Successful Outreach)
- Participated in the National Survey of Student Engagement (NSSE) for a second year in Spring 2006 and purchased Goal Quest retention and yield modules to assist in enrollment management efforts. (Goal 3: Excellence in Student Learning and Retention)
- Continued to foster Excellence in Student Learning and Retention through renovating the Career Services Center, Financial Aid customer service area, campus television studio, speech science research laboratory, Sawyer Theater rigging, and Langdale College of Business Administration classrooms. (Goal 3)
- Developed the Student Success Center; a Board of Regents' special funding initiative designed to enhance retention, progression, and graduation by creating a centralized location for students seeking higher levels of achievement through tutoring consolidation, employment services, counseling referral, and other support activities. (Goal 3)
- Enhanced VSU's visual identity through the use of consistent logos and signage on the University's website, in printed materials, and physical design of landscape elements and facilities. (Goal 4: Access and Participation)
- Hosted 250 students from J.L. Newbern Middle School who participated in the Dewar College of Education's "If I Had a Hammer" educational building project. (Goal 5: Student Preparation)

- Recognized faculty members for Excellence in Teaching, Research, Service, and Advising; and a staff member for Excellence in Service. The first Employee Recognition Luncheon jointly honoring both faculty and staff was held in April. (Goal 6: High Quality Personnel)
- Completed the faculty salary study and made preliminary recommendations based on the findings; initiated the wage and classification study to develop data-driven recommendations for staff salaries; and engaged a committee in revising the faculty evaluation process. (Goal 6)
- Sponsored train-the-trainer diversity workshops and comprehensive wellness initiatives to support the development of high quality personnel. (Goal 6)
- Expanded community collaboration by partnering with local neighborhood groups on Historic Preservation, with the regional medical community to create opportunities to meet the need for health care professionals, and with the Chamber of Commerce on economic impact issues and community support. (Goal 7: Engagement in the Community and Region)
- Continued communication with the local legislative delegation as well as with our representatives in the federal House and Senate to share VSU's vision and the unfolding of the Strategic and Master Plans. (Goal 8: Strategic Alliances)

In addition, each academic and support department submitted an extensive annual report that described the unit's progress toward the strategic institutional goals. The reports included examples of departmental goals/activities, the status of each activity (percent complete), and evidence supporting the success of the activity.

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 systematic, across-the-board, documented evidence that demonstrates this use. Each department/unit has been required to present evidence that steps are taken to use evaluation results to improve effectiveness. VSU continues to follow its approved plan for cyclical review of academic programs. The program review process started in 2001-02 with several programs in the College of Arts and Sciences (Mathematics, Computer Science, and Philosophy), Social Work, and all programs in the Dewar College of Education. Programs reviewed since that time include Chemistry, Political Science, Sociology (BA and MS), Art, Interior Design, Music, Art Education (BFA and MAED), Music Education (BM and MMED), French, French Education, Spanish, Spanish Education, Astronomy, Environmental Geography, Physics, Public Administration (MPA), Library and Information Sciences, English (BA and MA), Criminal Justice (BA and MS), History (BA and MA), Marriage and Family Therapy (MS), and the Bachelor of Fine Arts degree programs in Mass Media, Speech Communication, and Theatre Arts. Positive changes and enhanced effectiveness have resulted from these evaluations as well as from student and alumni feedback.

During 2005-06, the program review process involved the Biology and General Studies programs in the College of Arts and Sciences along with the Langdale College of Business Administration's bachelor's degree programs in Accounting, Finance, Management, Marketing, and Economics and the Master of Business Administration degree.

A number of external and internal assessments of student learning have been completed over the last year and offer clear quantitative examples of outcomes. For example:

- Students completing an approved program through VSU demonstrated success on the Praxis II examination in the area(s) of their preparation with an overall institutional pass rate of 98.7%. Students in the Art Education, Business Education, Biology, Communication Disorders, Deaf Education, Earth/Space Science, French, Educational Leadership, Health and Physical Education, History, Mathematics, Media Specialist, School Counseling, School Psychology, and Special Education programs had 100% passing rates on the Praxis II examinations. Students in three of the Middle Grades areas (English/Language Arts, Mathematics, and Social Studies) also had 100% pass rates. Early Childhood Education majors had a 98% and 99% pass rate on the two tests required for that field.
- The overall NCLEX pass rate for the College of Nursing increased to 91.23% as the result of a targeted effort to enhance student success.
- Graduates of the Master's in Social Work program scored a 90% pass rate on the LMSW national examination for beginning social work practitioners.
- Of the seniors responding to the National Survey of Student Engagement in Spring 2006, 84% reported acquiring a broad general education "quite a bit" or "very much"; 90% indicated VSU developed their ability to think critically and analytically "quite a bit" or "very much"; 79% reported VSU increased their ability to write clearly and effectively "quite a bit" or "very much"; and 76% responded that VSU developed their ability to analyze quantitative problems "quite a bit" or "very much."
- The annual senior exit survey for 2005-06 indicated a high degree of satisfaction with VSU. Ninety-four percent of all responding seniors would recommend VSU to others; eighty-five percent would choose to attend VSU again.

The Annual Reports from academic and support units help to monitor the institution's ongoing improvements in effectiveness. Illustrations of changes made based on systematic feedback include:

- The History Department thoroughly revised the structure of the MA program as a result of the self-study and feedback process that took place during the 2004-05 Comprehensive Program Review. This revision included a change in the configuration of the fields to be mastered and examined by the written and oral comprehensive examinations. The new fields are more closely aligned with the expertise of the graduate faculty and will provide a useful degree of coverage for students who are pursuing careers in teaching and for those planning to enter Ph.D. programs.
- The Department of Philosophy and Religious Studies introduced several online courses in response to feedback gathered through student evaluations of instruction, student interviews, and program review.
- The College of Education implemented LiveText unit-wide for data collection and analysis as well as in many individual departments/programs. Each student entering a teacher education program purchases LiveText for use for six years. NCATE and the Georgia Professional Standards Commission require electronic data collection and analysis for documentation.
- As a result of interviews with local employers, the Management Department revised the curriculum of MGNT 4700 Total Quality Management and CISM 3450 Management Information Systems to include integrated projects and project management software.

- The Marketing Department restructured Marketing 4620 Buyer Behavior in response to student evaluations and material retention observations in the capstone course. Changes included selection of a new textbook that could be utilized with interactive technology to enhance students' attention, interest, and retention of the material.
- In response to accreditation agency standards, student feedback from course evaluations, and meetings with students, the Interior Design Program created ARID 1120 Fundamental Concepts in Interior Design. This course was added to the curriculum so that students new to the program would have a better understanding of what it means to be an Interior Designer, the requirements necessary for being successful in the program and career field, as well as providing the foundation for writing, research methods, visual analysis, and foundation concepts in art and design.
- The College of Nursing increased the use of simulated problem-solving approaches to teaching through the expansion of the human simulator in laboratory learning experiences and the use of case studies in didactic instruction. These changes came about as a result of suggestions from a teaching strategies consultant; student feedback, and student performance on tests.
- Faculty members in the Division of Social Work created a forum to present their face-to-face courses and web courses to one another for the purpose of giving and receiving feedback about the course. All faculty members have found that this type of workshop has enhanced their teaching. Faculty requests for help in course design and student evaluations have confirmed the success of some of the positive course changes.
- Special Education revised SEEC 3400 Classroom Management in response to feedback from employer surveys. The revised course added a peer-review video project involving showing a video of teaching (each student) and having the class and student discuss strengths and weaknesses of classroom management skills.
- The Psychology and Counseling Department introduced detailed measures of school counselor candidate performance in the field. Measures of each school counseling candidate's performance in class and in the field were used to indicate the effectiveness of the preparation program. Measures used included self-appraisals, instructor grading of course projects, end-of-course-grades, and several different samples of supervisor ratings on different surveys, advisory committee ratings, and PRAXIS II and Counselor Preparation Comprehensive Examination (CPCE) scores.

Section D: Improving Student Retention and Graduation

Retaining students through graduation is an integral part of Valdosta State University's Strategic Plan. Goal three of the VSU Strategic Plan implemented in 2002 encourages continuous enhancement of curricula and research opportunities, resulting in informed graduates and increased student retention and graduation rates. The University's retention and graduation rates have risen in recent years, primarily as a result of higher admissions standards. We are committed to further increasing retention and graduation rates to exceed the average rates at peer institutions. In November 2005, VSU finalized a Retention-Progression-Graduation Plan that focuses on student success and calls for a 1% increase each year in the University's retention and graduation rates.

Raising the level of student success is a continuous process that involves implementation, assessment, and shared responsibility. These key elements are embedded in VSU's Retention-Progression-Graduation Plan and reflect a global perspective that encompasses admission to the university, advising, orientation, first-year retention, and continuing progress to graduation. The following goals form the core of the University's Plan:

- Improve the advising process and implement intervention strategies.
- Expand VSU's Freshman Year Experience program to freshmen who have declared a major.
- Establish a Student Success Center to support learning.
- Identify and attempt to provide additional academic resources and delivery methods necessary to improve retention and graduation rates.
- Evaluate and attempt to change policies and procedures that may impede retention and graduation.
- Develop a "virtual orientation" on the web to enhance the existing new student orientation program.
- Promote retention and graduation as a positive institution cultural change to students, faculty, and staff.
- Continuously measure and assess the progress of VSU's retention and graduation rates, monitoring trends in these data over time as well as comparing our rates with those of peer institutions.

Examples of some action steps that were accomplished during 2005-06 to reach these goals include detailed planning for the creation of the Student Success Center in Fall 2006; the addition of new Freshman Year Experience cohort groups in Education, Computer Information Systems, and Critical Thinking; development of an advising manual; initiation of the Curriculum Advising and Program Planning (CAPP) Banner module; personal communication with students who withdrew or who were placed on probation; and conveying the message to students from their first orientation session that graduation is an expectation.

Significantly, as indicated in Table 1 below, the institution has maintained its ability to attract, retain, and graduate African American students over the years of rising admission standards. This fact can be attributed largely to an environment that is conducive to addressing the needs of a diverse student body. Table 1 reflects the composition of the student body by ethnicity for the period Fall 1998 through Spring 2006. Twenty-six percent of VSU's Fall 2005 students represented ethnic minorities.

TABLE 1: Student Composition By Ethnicity (Fall 1998 – Spring 2006)

Semester	Caucasian	African American	American Indian	Asian	Hispanic	Multiracial	Total
Fall '98	7,038 (75.0%)	2,002 (21.3%)	26 (.3%)	138 (1.5%)	101 (1.1%)	81 (.9%)	9,386
Spring '99	6,577 (74.6%)	1,902 (21.6%)	22 (.2%)	124 (1.4%)	107 (1.2%)	88 (1.0%)	8,820
Summer '99	3,266 (74.6%)	937 (21.4%)	17 (.4%)	67 (1.5%)	49 (1.1%)	44 (1.0%)	4,380
Fall '99	6,546 (75.0%)	1,842 (21.1%)	19 (.2%)	118 (1.4%)	116 (1.3%)	88 (1.0%)	8,729
Spring '00	6,327 (75.0%)	1,777 (21.1%)	17 (.20%)	121 (1.4%)	112 (1.3%)	84 (1.0%)	8,438
Summer '00	3,310 (74.4%)	964 (21.7%)	14 (.3%)	65 (1.5%)	60 (1.3%)	36 (.8%)	4,449
Fall '00	6,612 (75.2%)	1,819 (20.7%)	21 (.2%)	121 (1.4%)	129 (1.5%)	90 (1.0%)	8,792
Spring '01	6,262 (74.5%)	1,781 (21.2%)	21 (.2%)	119 (1.4%)	127 (1.5%)	90 (1.1%)	8,400
Summer '01	3,544 (75.2%)	993 (21.1%)	11 (.2%)	66 (1.4%)	60 (1.3%)	40 (.8%)	4,714
Fall '01	6,920 (75.0%)	1,912 (20.7%)	23 (.2%)	132 (1.4%)	142 (1.5%)	101 (1.1%)	9,230
Spring '02	6,599 (74.5%)	1,880 (21.2%)	18 (.2%)	120 (1.4%)	140 (1.6%)	99 (1.1%)	8,856
Summer '02	3,573 (74.9%)	996 (20.9%)	12 (.3%)	71 (1.5%)	72 (1.5%)	47 (1.0%)	4,771
Fall '02	7,454 (75.3%)	2,021 (20.4%)	29 (.3%)	122 (1.2%)	152 (1.5%)	122 (1.2%)	9,900
Spring '03	7,262 (75.4%)	1,979 (20.5%)	28 (.3%)	108 (1.1%)	143 (1.5%)	116 (1.2%)	9,636
Summer '03	4,043 (76.4%)	1,034 (19.5%)	12 (.2%)	65 (1.2%)	79 (1.5%)	58 (1.1%)	5,291
Fall '03	7,982 (75.7%)	2,114 (20.0%)	29 (.3%)	128 (1.2%)	155 (1.5%)	139 (1.3%)	10,547
Spring '04	7,587 (75.4%)	2,049 (20.4%)	28 (.3%)	122 (1.2%)	147 (1.5%)	127 (1.3%)	10,060
Summer '04	3,958 (75.9%)	1,045 (20.0%)	19 (.4%)	62 (1.2%)	66 (1.3%)	68 (1.3%)	5,218
Fall '04	7,834 (75.3%)	2,081 (20.0%)	30 (.3%)	142 (1.4%)	170 (1.6%)	143 (1.4%)	10,400
Spring '05	7,373 (75.0%)	2,001 (20.4%)	25 (.3%)	133 (1.4%)	165 (1.7%)	130 (1.3%)	9,827
Summer '05	3,612 (75.0%)	996 (20.7%)	15 (.3%)	67 (1.4%)	70 (1.5%)	58 (1.2%)	4,818
Fall '05	7,754 (73.8%)	2,200 (20.9%)	38 (.4%)	157 (1.5%)	196 (1.9%)	158 (1.5%)	10,503
Spring '06	7,287 (73.3%)	2,131 (21.4%)	31 (.3%)	158 (1.6%)	182 (1.8%)	148 (1.5%)	9,937

The Office of Admissions generated 7,254 undergraduate applications for Fall 2005, an increase of 11.0% from Fall 2004. New undergraduates enrolled in the Fall of 2005 numbered 2,816, of whom 1,896 were new freshmen. VSU continued to enroll significant numbers of transfer students from across the University System of Georgia as well as from private and out-of-state institutions. The University enrolls more transfer students each year than it sends to other University System campuses.

As Table 2 below suggests, increasing admissions standards also has resulted in higher student retention rates.

**TABLE 2: Fall-to-Fall One-Year Student Retention Rates (1997-2005)
(All First-Time, Full-Time Freshmen)**

Cohort Year	Institution Retention Percent	System* Retention Percent
1996-1997	64.3%	74.2%
1997-1998	69.6%	78.8%
1998-1999	66.3%	78.1%
1999-2000	70.9%	79.8%
2000-2001	72.5%	82.1%
2001-2002	75.1%	84.0%
2002-2003	74.3%	85.0%
2003-2004	75.7%	84.2%
2004-2005	76.2%	84.4%

*Includes students who began at VSU and returned and those who transferred to other USG schools.

During FY 2005-06, the six-year graduation rate rose to 41.0% (1999 cohort institutional rate). Over the past four years, the rate has averaged 35.8%. The six-year graduation rate for VSU students finishing their degrees either at VSU or at another system institution has increased to a new high of 51.1% (see Table 3 below). Both institutional and system graduation rates are expected to increase as the new admissions standards and new retention programs become effective. Additionally, graduation rates will increase to reflect the higher retention rates of the 2000 and beyond freshman cohorts.

**TABLE 3: VSU Six-Year Graduation Rates (1991-1999)
(All First-Time, Full-Time Freshmen Fall Cohorts)**

Cohort Year	Institutional Graduation Rates	System* Graduation Rates
Fall 1991	31.4%	38.1%
Fall 1992	31.1%	39.6%
Fall 1993	30.2%	38.3%
Fall 1994	30.8%	41.3%
Fall 1995	33.9%	43.3%
Fall 1996	30.2%	38.7%
Fall 1997	33.4%	43.2%
Fall 1998	38.6%	48.3%
Fall 1999	41.0%	51.1%

*Includes students who entered VSU and graduated either from VSU or from another USG institution.

Section E: Management of Institutional Conflict and Change

Valdosta State University has established an Alternative Dispute Resolution (ADR) Committee, the goals of which are consistent with those of the University System. The 14 trained members of this committee, as well as the institution's administration, remain deeply committed to these goals and are cognizant of the advantages that mediation and other non-adjudication remedies can afford the institution. During 2004-05, VSU supported beginning mediation training for five individuals (four staff and one faculty member).

A brochure sent to departments across the University and posted prominently on bulletin boards explains the goals of Alternative Dispute Resolution and provides contact information for members of the ADR Committee. The majority of the conflicts managed by the ADR Committee have involved faculty or staff and their supervisors.

The Alternative Dispute Resolution Committee did not conduct any mediation sessions during the past academic year (July 1, 2005 through June 30, 2006). One "facilitated conversation," which resolved an issue did occur, thus making mediation unnecessary. During the same period of time, an ADR web page was constructed; it will be accessible via the University's home page during the Fall 2006 semester.

Section F: Overall Institutional Health

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

- Graduation rates continued to increase, reaching the record high level of 41.0%.
- Sixteen students completed Honors Program certification during 2005-06; seventeen students who had completed all honors program requirements graduated during the same time period. Ninety new students were admitted to the Honors Program.
- The Emerging Leaders Program, a joint venture between OASIS and Student Affairs, enrolled 65 students last year while 38 students completed the year-long program.
- The VSU College of Arts and Sciences sponsored the 12th Annual Undergraduate Research Symposium, which boasted a record number of student participants, as well as awards for best paper and best poster submissions.
- VSU Students in Free Enterprise (SIFE) implemented 56 service-learning projects, accumulating over 13,500 hours of local and regional service, placed first in the regional SIFE competition, and placed in the top ten in the national SIFE competition.

Odum Library added 16,884 volumes, increasing the book collection to 499,501 and the total holdings of the library to 1,762,539, a 0.8% increase from last year. The Library also experienced a 12.6% increase in circulation, a 2% increase in Reference Desk transactions, a 7.9% increase in Interlibrary Loan transactions, and a 69% increase in media equipment circulation.

Information Technology has permeated and enhanced every segment of the VSU community. Examples of accomplishments include the following:

- Finalized a long and carefully planned reorganization of the division to facilitate effective and efficient administration of resources and projects. Personnel were grouped according to employment classifications and support areas for the University. The division was organized into the following four departments: (1) Enterprise Applications Services, comprised of Student Information, Financials and Human Resources, and Data Warehouse and Other Applications groups; (2) Enterprise Infrastructure Services, comprised of Networking, Systems, and Operations groups; (3) Client Support Services comprised of Computer Service Center, Audio-Visual/Information Technology, Instructional Technology, and Helpdesk support groups; and (4) Information Security.
- Student employment continued to expand and improve with cross-training of students in all areas of Information Technology, resulting in a total of nearly 50 student employees.
- Completed modeling and design of the admissions and the budget and expenditure analysis data marts within the Data Warehouse; also developed some online reporting capabilities for Strategic Research and Analysis. Equipment and storage were acquired to allow for full deployment of these resources in the coming year.
- Installed a new wireless network system to support residence halls and instruction while other network equipment was updated across campus. New enterprise class firewall equipment for the campus perimeter, as well as for internal data centers, was acquired.
- Replenished approximately 25% of smart classrooms and computer labs with new equipment and upgrades.
- Installed an advanced traffic management switch to improve performance of web-based technologies such as WebCT Vista and also installed a separate test instance that allows for testing and development of upgrades, enhancements, modifications, and third party tools and preserves the stability and availability of the production instance.
- The Banner Student Information System was maintained and upgraded to version 6.3, and new equipment and storage were procured to support greater accessibility and performance for the coming year's major upgrade to version 7.

The Office of the **Registrar** also achieved several notable results this year, including:

- Full implementation of "in-house" printing of diplomas. Benefits from this program include reduced turn around time for first-time printing and replacement diplomas, reduced costs, and higher quality diplomas.
- In conjunction with Information Technology, creation of a process that allows students to order transcripts online via Banner.
- Implementation of preliminary screening of applicants' records during the semester immediately preceding graduation.
- Implementation of an online course withdrawal process for students withdrawing before mid-term of the semester.

Diversity is a key component of a healthy campus. The Office of **Equal Opportunity Programs and Multicultural Affairs** promotes diversity on campus. This year the office:

- Conducted Cultural Diversity Training for Valdosta City Schools and Valdosta State University.
- Sponsored Diversity Training for VSU's Diversity Council on October 13, 2005, as well as follow-up training sessions.
- Sponsored the Martin Luther King, Junior, Celebration on January 12, 2006.
- Sponsored Cultural Diversity Week.

International Studies continued to be a major initiative at VSU which enhanced the health and diversity of the institution. This program is in part a response to the Board of Regents' initiative on the internationalization of the campus. With the support of the **Office of International Programs**, VSU:

- Hosted delegations from our partner universities in Samara and Syktyvkar, Russia, Abbat Izzet University in Turkey, Palacky University in the Czech Republic, and University of La Serena in Chile.
- Signed five new partnership agreements with Russian and Ukrainian universities and updated existing partnership MOUs.
- Supported the partnership with the University of Sunderland to continue joint supervision of Ph.D. students from VSU and Sunderland pursuing a degree at Sunderland with a research component at VSU.
- Served as host institution for highly selective federally-funded programs that sponsor year-long exchange visits by foreign scholars and students, including the Eurasian Undergraduate Exchange Program, the Azerbaijan Education Reform project with the World Bank, and the Azerbaijani Ministry of Education.
- Organized International Education Week activities that included country displays, student performances, study abroad sessions, and presentations by visiting lecturers in conjunction with Valdosta's Asia Society and the International Student Society.
- Sponsored Cinema International, a festival of foreign films, each semester for a total of 12 films shown.
- Functioned as the leading institution in the International Student Exchange Program (ISEP) Consortium with seven member institutions. Coordinated exchanges for the ISEP program for all USG institutions with \$10,000 funding from the Board of Regents' Office of International Education.
- Coordinated and supported the exchange of a faculty member from Palacky University in the Psychology Department for the Fall 2005 and Spring 2006 semesters.

Through its programs and services, VSU's Division of **Student Affairs** continued to improve the quality of life on campus. Examples of its many contributions include the following:

- Provided sign language interpreting and accessible seating at graduation.
- Started construction of the new intramural outdoor fields.
- A total of 9,707 jobs were listed with Career Services, and the office had 4,899 student contact visits.
- Three hundred eleven students and alumni were registered with Career Services as actively seeking employment, a 27% increase from last year.
- Four hundred thirty-four employers participated in on-campus recruitment efforts.
- At the request of 52 employing organizations, 932 student résumés were forwarded for consideration of full-time employment.
- KARMA Peer Education students reached 2,235 students through 20 presentations to residence halls, classes, awareness fairs, and community outreach.
- Natural High offered 26 events and provided 2,196 students with an opportunity to have fun in a safe, alcohol- and drug-free environment.
- The Counseling Center was awarded a seventh year of full accreditation from the International Association of Counseling Services, Inc. (IACS). It remains one of only four centers in the State of Georgia to be accredited by IACS. During the academic year 2005-06, the Counseling Center provided individual and group counseling to a total of 740 individuals, generating over 2,324 client contact hours. During this same period of time, the Center offered a total of 44 different groups and seminars on campus and met with over 7,396 individuals outside of the Counseling Center.
- The office of Alcohol and Other Drug Education was awarded renewal of a grant from the Governor's Office of Highway Safety in the amount of \$10,600.
- During the past year, the Office of Financial Aid processed and disbursed over \$63,000,000 in various types of aid to more than 8,700 students. Of these funds nearly \$40,000,000 came from federal loan programs, over \$14,100,000 from the HOPE Scholarship, and over \$7,030,000 from the Pell Grant Program.
- Centennial Hall West opened to residents in Fall 2005, adding 171 new beds, and Lowndes Hall reopened following extensive renovations. Residence hall occupancy rates remained at full capacity.
- A total of 2,599 students and 2,726 parents or guests participated in orientation sessions.

Athletics is another important component of campus culture, and this division's accomplishments further enhance the health of the University. Major achievements of the FY 2005-06 year follow:

- The Men's Tennis Team won the 2006 NCAA Division II National Championship.

- Seven of the University's eleven sports teams participated in NCAA post season playoffs.
- Three hundred four student athletes contributed 981 hours to the construction of two houses during the department's "Blazer Build" Habitat for Humanity project.
- Amy Draper, a sophomore from Warner Robins, was selected cheerleader of the month by *American Cheerleader* magazine and appeared on the front cover of the publication's September/October 2005 edition.

Many of the accomplishments outlined in this report would not have been achieved without the support of private donations through the Division of **University Advancement**. Highlights from that area include:

- Receipt of \$2,093,551 in gifts from 3,762 individuals, corporations, and foundations to support VSU's mission.
- An additional \$2 million (estimated) in ticket revenues and so-called "other income" passed through the VSU Foundation. \$389,885 was added to endowment funds. \$117,103 was given with no restrictions. \$238,184 was paid out from endowments to support students' scholarships.
- Creation of the 1906 Society, a student giving society, and, in conjunction with the Division of Student Affairs, creation of the VSU Parents' and Families' Association. The Parents' Association is a precursor to a Parents' Council focused on external funds development.
- Acquisition of four properties worth \$370,000 for the benefit of future campus expansion using lines of credit. Renovation was completed on Patterson Hall, the fourth residence hall in two years to be either newly built or renovated by VSU's first public-private partnership Foundation LLC.
- University Relations began a concentrated effort during the year to promote the VSU Centennial, including design of the new centennial banners displayed in the Pedestrian Mall, throughout other parts of campus, and in other areas of the city.
- The cross-functional Centennial Steering Committee unveiled a 2006-07 calendar of activities, including a community-wide celebration on August 18, 2006; the Grand Opening of the VSU Archives Museum; student poster and essay contests; and a Fine Arts weekend scheduled for Spring 2007.
- The University Relations Department's Publication and Design Services unit produced the Office of Alumni Relations' *Alumni News* twice during the year for distribution to more than 45,000 alumni. The office also prepared the Centennial issue of the *Alumni Voice* magazine. In addition, University Relations staff prepared over 150 general news releases and more than 1,200 publication and design services projects.

VSU's **Office of Legal Affairs** promotes an increased awareness of legal issues surrounding higher education. The Office has processed over 1,000 contracts since its inception in 2002, implemented policies in accordance with the mandates of state and federal law, and proactively presented a number of workshops relative to crucial legal issues:

- *The Basics and Beyond: Legal Issues in Higher Education and Sexual Harassment*, available to the entire campus community.
- *Avoiding Legal Pitfalls: The Fundamentals*, available to the entire campus community.
- *FERPA: The Basics*, presented to the Department of Housing and Residence Life.
- *Class, Gender, and Ethics Issues in Applied Settings: Employment Law – Sexual Harassment Considerations*, presented to the Department of Sociology, Anthropology, and Criminal Justice.
- *A HIPAA Primer for Student Interns*, presented to the Department of Special Education and Communications Disorders.
- *Perspectives on Leadership*, presented to the Perspective 2199 students.
- *Diversity and Special Programs: Higher Education's Legal Journey*, presented at the Board of Regents 2005 Minority Advising Program/Minority Recruitment Office Conference.
- *Recent Court Decisions Affecting Diversity in Higher Education* was conducted through the University of Georgia Institute of Higher Education for the benefit of college presidents, vice presidents, attorneys, and other administrative faculty.

The Division of **Finance and Administration** promotes efficient and effective business practices and services. Accomplishments during the 2005-06 year include the following:

- Coordinated the request for proposal process for outsourcing Dining Services and participated in the selection of the vendor.
- Instituted a 5% discount to incoming freshmen for pre-ordered textbooks with over 25% participation which led to guaranteed sales and satisfied customers.
- Developed a new division of responsibilities in the bookstore with the general merchandise department divided into three areas: apparel, gifts, and supplies.
- Scheduled the renovation of all food service facilities, with the exception of The Loop Pizza Grill, to occur by summer 2007.
- Student Health provided acute, routine, and preventive care to 23,150 patients; performed 7,801 laboratory tests; filled 11,309 prescriptions; administered 431 influenza vaccinations to students, staff and faculty; and provided numerous health promotion outreach programs.
- Upgraded the existing online card to Community System with expanded services.
- Added an express yellow bus route from Centennial Hall.
- Completed parking study and surveys of pricing.

- Finalized revision of the Emergency Contingency Plan and Emergency Quick-Reference Guide and aided in submission of the plan to the University System Board of Regents.
- Hosted the September 2005 meeting of the Georgia Higher Education Network for Environmental Health and Safety.
- Provided training resources to the campus community, including safety seminars for International Students in the 1101 course, fire safety training for Residence Hall Directors and Resident Assistants, fire safety training for Campus Recreation employees and the Financial Services department, and distribution of safety tips by e-mail.
- Environmental and Occupational Safety hosted an Awareness Level Weapons of Mass Destruction Training sponsored by the Homeland Security/Georgia Emergency Management Agency for our region's colleges, universities, and first responders.
- Created an online virtual student employment center by creating a student payroll website.
- Developed and delivered student supervisor training.
- Direct deposit efforts to date have resulted in a 9% participation increase.
- Employee and Organizational Development delivered 45 courses (11 Law Enforcement, 5 Strategic Planning, and 29 Professional Development) for VSU faculty, staff, student employees, and local law enforcement agencies. Of the 45 training classes offered, 21 were new or included updated information.
- 667 VSU faculty, staff, and students attended training sessions offered by the department of Employee and Organizational Development generating 3,437.8 completed contact hours.
- The work management system processed approximately 20,000 work orders during FY 2006.
- The Plant Operations Engineering Section participated in the design, bidding, contracting, and administration of over 75 projects with a combined cost of \$4.3 million.
- A new speed detection trailer was purchased and has been utilized on Patterson Street. This has assisted in making Patterson Street more pedestrian friendly.
- Installation of new security cameras resulted in a total of 78 cameras located across campus with digital capabilities to aid in crime prevention.
- Additional emergency telephones were added to various areas of campus in an effort to provide students, staff, faculty, and visitors with more opportunities to request assistance if needed.
- University Police completed 375 background checks for Human Resources, 121 for the office of the Vice President of Academic Affairs, and 492 for the Dewar College of Education.

Valdosta State University's **Strategic Research and Analysis** played a vital role in documenting institutional health and effectiveness, monitoring progress toward the University's strategic goals, and communicating information to enhance decision-making across campus. Throughout the past year, this area:

- Actively engaged in planning, coordinating, analyzing, and disseminating information related to student graduation and retention issues, including participation in the development of Valdosta State University's Retention-Progression-Graduation Plan.
- Coordinated the University's participation in the National Survey of Student Engagement (NSSE), working closely with the Student Government Association to ensure understanding of the goals of the survey and an appropriate level of response.
- Prepared the detailed documentation required for the HRSA grant to begin design of the Health Sciences and Business Administration facility. Also completed and transmitted periodic status update reports on the project as required by the federal government.
- Coordinated the review of the VSU *Statutes* for necessary updates and revisions to reflect current University structure.
- Traveled to Northwest Missouri State University to learn firsthand about the development, implementation, and use of their comprehensive "dashboard" accountability system. Upon return, began development of a pilot system for VSU and met with all vice presidential areas to identify and discuss potential strategic indicators. Weekly meetings have been held with Information Technology personnel to move the initial design to implementation through the Banner "dashboards." The overall University dashboard, based on the University System's benchmark indicators, will be made available first, followed by the academic area, and others thereafter.
- Participated in the SACS Commission on Colleges annual meeting in December. Arranged for SACS-COC President Belle Wheelan to visit VSU in April 2006 to discuss developing a model to prepare institutions for a SACS reaffirmation visit.
- Collaborated with Academic Affairs to fund the participation of three faculty members in student outcomes assessment conferences.
- Collaborated with Information Technology on the development of an institutional Data Warehouse system to make aggregate student and course data more accessible and useful to the President's cabinet, deans, and department heads for informed decision-making. Pilot-tested one module of the system with the department heads involved in the program review process during 2005-06 and provided hands-on training in the use of this database. The system enables department heads to produce tables with various enrollment demographics and graduation/retention rates specific to their areas based on official USG data.
- Actively engaged in refining VSU's Comprehensive Program Review process and developed analyses used in the review of the General Education Program.
- Developed a web-based general education assessment survey designed to identify the expected outcomes associated with each general education course and the methods used to assess student learning in those courses. Analyzed the results and shared this information with faculty involved in reviewing the General Education Program.

- Participated in the national Delaware Study of Faculty Productivity for the third year and expanded participation to include the Out-of-Classroom Activity component on a pilot basis for all departments.
- Created one-page information newsletters and benchmark summaries/analyses (enrollment, transfer students, alumni, NSSE results, etc.) that were shared widely across campus and posted on the website.
- Initiated Fall and Spring Daily Enrollment reports to closely monitor student registration in comparison with the same time last year.
- Collaborated with faculty members on the development of research grant applications, including the design and refinement of their hypotheses, literature base, and methodology sections. Created a special link on the website that outlines information and key statistics that are useful to grant writers.
- Facilitated the discussion and development of Guiding Principles and a Mission Statement for the Centennial Steering Committee, a key first step in the process of Centennial planning.
- Coordinated the development of an assessment plan for the Student Success Center, specifying expected outcomes to be achieved both in the short and long term.