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Section A. Summary of Major Institutional Accomplishments in 2005-2006

The 2005-2010 University Strategic Plan states:

The overarching aspiration of Georgia State University is to become one of the nation's premiere research universities in focused areas that maximize our unique strengths. We recognize that perhaps our greatest comparative advantage is our location in Atlanta, a cosmopolitan city with a diverse population, and with close proximity to corporations and centers of state and city government as well as easy access to an international airport. The University will achieve this goal through the continual pursuit of excellence in its instructional and strategic research programs. Georgia State will strive to fulfill the expectations of the citizens of Georgia by providing undergraduate and graduate programs of the highest quality in the arts and sciences, business, education, health and human sciences, law, and policy studies for traditional and non-traditional students.

Georgia State's mission as a research university in an urban setting is multi-faceted:

- The University, which has one of the most diverse undergraduate student populations nationally and the most diverse in the University System of Georgia, is dedicated to undergraduate programs based on a core curriculum that promotes interdisciplinary, intercultural, and international perspectives and that provide options that emphasize an urban focus.*
- The University, which has one of the most diverse graduate and professional student populations nationally and the most diverse in the University System of Georgia, is dedicated to provide premier graduate and professional programs in a significant number of areas.*
- The University is committed to graduate students who are proficient in their discipline as trained and talented professionals and have interpersonal skills and competence to lead in a global society.*
- The University is committed to the enhancement of scholarship of its disciplinary and interdisciplinary research programs, centers and institutes that have achieved, or demonstrated promise to achieve, national and international recognition.*
- The University is committed to have its undergraduate, graduate, and professional programs contribute to the economic, educational, social, professional, and cultural vitality of the city, the state, and the region.*
- The University recognizes, nevertheless, that it must select some programs on which to focus special resources in order to achieve the national and international distinction it must achieve to serve Georgia best.*

The narrative, which follows, testifies to diligent pursuit of this mission in year one of the five years addressed by this edition of the University Strategic Plan.

Fall Semester 2005 saw 25,945 students enrolled from 151 Georgia counties, all 50 states, and 154 foreign countries. Out-of-state students numbered 3,102, the second highest out-of-state enrollment ever, largely due to accommodating several hundred students, who were displaced from New Orleans area universities by Hurricane Katrina.

The diversity of the Fall Semester 2005 enrollment reflected the unique student body composition of Georgia State among University System universities. Undergraduate students were 43.6% white, 36.5% African-American, and 9.0% Asian-American for U.S. citizens only. Graduate students were 68.8% white, 20.7% African-American, and 4.0% Asian-American for U.S. citizens only. A national survey reported in June 2006 by *Diverse: Issues in Higher Education*

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ranked Georgia State first nationally in the number of bachelor degrees in Psychology awarded to African-American students.

The J. Mack Robinson College of Business for the 11th straight year saw the part-time (FLEX) MBA program ranked in the top 10 in the nation, 3rd among public universities, by *U.S. News & World Report*. The Information Systems program moved up two positions to 8th best, 5th among public universities. The Risk Management and Insurance program ranked 2nd in the nation, 1st among public universities. The Real Estate program ranked 8th in the nation, and the overall undergraduate program in Business ranked among the top 50. On a worldwide basis, the *Financial Times* ranked the Executive MBA program in the top 40 programs, up 31 places from 2003.

The Global Partners MBA program welcomed its first class in Fall Semester 2005. This unique 14-month program, established in cooperation with the Sorbonne in Paris and the Federal University in Rio de Janeiro, offered international residencies and on-site internships, with each student spending considerable time in Atlanta, Paris and Rio de Janeiro and two weeks in China.

The Middle East Center in the College of Arts and Sciences became the Middle East Institute in January 2006 as Georgia State sought to move to the forefront of research and teaching in this vital and growing field. The institute will enable Georgia State to help meet the enormous need for scholars and professionals, who understand the region.

After 15 years as a program within the Department of Philosophy, Religious Studies became a separate department, only the second in the University System, and accepted its first class of students into the MA program. The Academic Common Market recognized the MA program in Religious Studies as one of the first truly comparative religion programs in the Southeast.

The Computer Assisted Debate program in the Department of Communication, which teaches debate skills to low-income students, was featured at a White House summit on "America Helping Youth" as a program that successfully reaches at-risk high school students. Another program, the Urban Debate Initiative, provided mentorship in argumentation and oral advocacy skills for approximately 200 Atlanta metro area high school students, who came to the Georgia State campus weekly for training sessions.

With the opening of the Georgia Aquarium in November 2005, the Department of Biology began an internship program to train undergraduate and graduate students to participate in science education and outreach programs sponsored by the Aquarium. A new marine biology course was introduced to support this activity. Biology faculty also developed education modules for K-12 students visiting the Aquarium. Collaboration with the Georgia Aquarium was built on successful collaborations between the Department of Biology and Zoo Atlanta.

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Georgia State students worked as interns in a wide variety of government and non-profit organizations. Political Science undergraduates interned at the US Commission on Civil Rights, the Georgia General Assembly, the Georgia Office of the First Lady, the US Department of Health and Human Services, and Amnesty International. The National Endowment for the Arts-supported Music-in-Education program placed Music students as community service interns in local elementary schools. Art and Design students created a web site for Central Outreach and Advocacy, a non-profit organization working with homeless persons. The Department of African American Studies mandated that all majors fulfill a service requirement in which they volunteer a minimum of 15 hours with a community-based non-profit organization. Journalism students worked on a public relations campaign for Habitat for Humanity.

The Bio-Bus made 147 trips to 121 schools in 21 counties for the purpose of providing science enrichment programs to approximately 12,000 K-12 students. New science teaching modules added this year included Geoscience and Weather for a total of 12 different modules.

The Center for Behavioral Neuroscience organized the 6th annual "Brains Rule Expo" at Zoo Atlanta involving 200 volunteers and 10 community organizations in reaching nearly 4,000 students and adults, including 90 students from the Drew Charter School. The center also led a summer camp for African-American middle school students at the Morehouse School of Medicine and "Brain Camp for Kids" at Renfroe Middle School in Decatur.

The School of Music brought Pulitzer Prize winning composer Michael Colgrass to campus to work with Atlanta metro area public school music teachers during a three-day institute. The Department of Applied Linguistics and English as a Second Language worked with Georgia public school teachers and administrators to improve instruction for English language learners. The Ernest G. Welch School of Art and Design developed a field program for refugee children at the Avondale School.

The Department of English opened two new technical writing labs with desktop computers and wireless access points. The Ernest G. Welch School of Art and Design constructed a studio for electronically-assisted interior design, including AutoCAD instruction, and doubled its use of the ARTstor image database for Art History students. The Department of Biology acquired keypad-based classroom participation systems (clickers), which allow students to answer questions electronically during class. This systems increases student participation and gives real-time feedback to professors as to how well students understand the material they are presenting.

The Reading Recovery Program in the College of Education celebrated 15 years of providing literacy training for over 1,500 teachers, who have in turn served over 100,000 literacy learners.

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In order to meet the growing demand for ESOL-certified teachers, the Department of Early Childhood Education initiated an innovative program to allow students to complete ESOL endorsement requirements while working on their initial teacher certification. Thirty-eight students participated in the program, which will enable them to teach in ESOL classrooms or more effectively in general classrooms.

The Department of Early Childhood participated in state-level development of a new birth-five professional preparation program arising out of increased focus nationally and statewide on strengthening standards for highly qualified childcare and early education professionals. This "B-5" program will have a strong research component attached to the certification component along with a multi-disciplinary approach to preparing those who work with very young children in various urban settings.

The Urban Teacher Leadership (UTL) Master's Degree/Turner Teacher Scholars program saw 15 teachers from the Atlanta Public Schools, Fulton County Schools and DeKalb County Schools enroll with scholarships provided by Turner Broadcast Systems, Inc. These teachers will graduate in May 2007.

The Saturday School for Scholars and Leaders expanded its programming to serve the needs of gifted and talented children in the Atlanta metro area with more than 1,200 children in a variety of classes from the hard sciences to the fine and applied arts.

The Center for Research on School Safety, School Climate and Classroom Management pursued projects in several areas of critical importance to schools nationally as well as statewide. These included bullying, safe and drug-free schools, and development of violence among immigrant youth.

Professional Development Schools (PDS) in its second year of multi-million dollar USDOE funding saw College of Education faculty serve as university liaisons to 15 elementary, middle and high schools in the Atlanta metro area. More than 150 early childhood education majors participated in practicum and student teaching experiences in the PDS affiliated schools and other partner schools. Middle-Secondary Education and Instructional Technology faculty supported a unique experiment called "Early College High School" at Carver High School in Atlanta, which provides specialized academic support to enable at-risk students not only to complete high school, but to transition to college early as well.

The College of Education and the National Commission on Teaching and America's Future partnered to help four school districts in the Atlanta metro area provide comprehensive support for new teachers in order to attract and retain new teachers at high-need schools. The goal of the project is to improve student

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achievement by enhancing the quality of new teachers and by increasing the likelihood they will stay in their teaching positions and become skilled teachers.

The Institute of Public Health (IPH) graduated its first class of master's students in Spring Semester 2006. IPH engaged in a 3-year policy research initiative called Policy Leadership for Active Youth (PLAY) to identify and assimilate promising strategies for increasing physical activity, decreasing sedentary behaviors, and preventing childhood obesity. In addition, IPH assisted the Georgia Division of Public Health in evaluation, research and training activities linked to the tobacco quit line, cancer state aid, and the breast and cervical cancer case management programs. The Department of Criminal Justice and IPH collaborated on the Governor's Jail Diversion Program, a pilot program designed to keep people with mental illnesses from inappropriate incarceration.

The Byrdine F. Lewis School of Nursing developed a novel scheme to convert its doctoral program to a web-facilitated program by offering the PhD degree with a significant distance learning component. This strategy is intended to generate more doctorally prepared nurse educators to ease the faculty shortage in this field, which in turn will help address the shortage of nurses in Georgia. Undergraduate applications for Nursing continued to be strong with 679 applications. A total of 111 students were admitted, with 54 in the traditionally paced program and 57 in the accelerated program.

The College of Law nurtured growth of its centers of excellence, the Center for Law, Health and Society and the Center for the Comparative Study of Metropolitan Urban Growth. The Center for Law, Health and Society explores the intersection of law, medicine, health policy, and ethics with an emphasis on cross-professional education, research, and outreach. The center is already becoming a leading forum for examining the interplay of law and medical ethics and the impact of ethical norms in shaping health policy.

The Center for the Comparative Study of Metropolitan Growth featured an innovative foreign enrichment course taught by leading international scholars, a visiting lecturer series, the Urban Fellows Program which provided opportunities for law students to meet leading urban planners and policymakers, and a study abroad program in Rio de Janeiro, Brazil.

The College of Law launched plans for a second live-client clinic, the Health Law Partnership (HeLP) Legal Services Clinic, to focus on children and families. This partnership links the College of Law with Children's Healthcare of Atlanta and Atlanta Legal Aid. Another initiative related to biotechnology law and policy with the hiring of a nationally renowned bioethicist and legal scholar.

The Department of Economics in the Andrew Young School of Policy Studies and the Department of Modern and Classical Languages in the College of Arts and Sciences collaborated on a new joint major in International Economics and

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Modern Languages. The program received Board of Regents approval for implementation in Fall Semester 2006.

U.S. News & World Report rated the Andrew Young School of Policy Studies as the 26th best public affairs graduate school in the nation after only 10 years of operation. Higher rankings went to the Public Finance and Budgeting program at 5th, City Management and Urban Policy at 12th, Public Management and Administration at 16th and Public Policy Analysis at 21st. The Department of Economics ranked 10th in the nation in external funding for Economics research.

The Georgia Health Policy Center received \$1 million in new external funding for the Community Health Systems Development program, renewable for 5 additional years, to increase access to primary care and to improve the health status of rural residents in Georgia and nationally. The center also served as home of Building Strong Families Georgia, which seeks to enhance child well-being through strengthening relationships and the family in low-income population.

Georgia State faculty submitted nearly 800 proposals for external funding with 508 funded for more than \$55.5 million. These awards included \$33.5 million for research, \$12.7 million for instruction, and \$9.4 million for public service. The College of Arts and Sciences led the way with \$23.9 million, followed by the College of Education with \$13 million and the Andrew Young School of Policy Studies with \$10.8 million. Within the College of Arts and Sciences, the awards included \$18.1 million for natural and computational sciences and \$5.1 million for social and behavioral sciences. Researchers and data from Georgia State were featured in more than 4,400 newspaper, magazine, and broadcast reports from locally to internationally.

International education grew with a record 463 students participating in Study Abroad programs. Study Abroad programs led by Georgia State faculty increased by 9, and student exchange programs increased by 3. The Freshman Learning Communities "Global Ambassadors" program with a focus on international education became so popular that a second section was added. The International Education Fee implemented the previous year enabled many students to afford Study Abroad experiences through awards totaling over \$165,000.

Engagement in international initiatives expanded on many fronts. Nearly two years of work with CARE and the World Bank resulted in an innovative public-private sector partnership between the City of Atlanta and Kumasi, Ghana to promote urban economic development. The College of Education received funding for a pre-service secondary school mathematics teacher training program in Jamaica. The College of Arts and Sciences developed a collaborative project in behavioral and social sciences in South Africa with potential for USAID

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funding. A gerontological education partnership was initiated with Kenya, Uganda and Tanzania.

The University Educational Technology Services (UETS) division of Information Systems and Technology researched and formalized an eLearning solution for the campus. After assessing the existing landscape of on-line delivery of instruction, UETS developed institutional guidelines and standards and identified incentives for faculty to migrate their courses to an on-line environment. Another development in the application of educational technology was the rapid expansion in the use of "clickers" (Classroom Performance System technology) to enable faculty to engage students during class time. Instant feedback from students to questions during class helped faculty to gauge how well their students understood the topics being presented. More than 1,250 students used these clickers on a daily basis.

The University Library prepared for a major physical transformation, which will result in a spacious learning commons where students will receive help with their academic work from librarians, technology experts, English writing specialists, and English as a Second Language experts, all in the same common space. The transformation project will address the increasing role of technology in providing library services. This shift was reflected in a 30% decline in use of print reserves, while electronic reserves increased 18%, and a decrease of 6% in regular circulation, while media circulation increased 16%.

University fundraising efforts exceeded projections with \$17.1 million raised, an increase of 20% over the previous year. Much of the increase was due to major foundation and corporation gifts totaling \$10.8 million for construction of the Science Teaching Laboratory Building. In line with the national trend, the number of donors overall declined, but average gift size increased. Total fundraising exceeded \$10 million for the ninth consecutive year, and annual fund giving rose 54% over the previous year to \$4.3 million, and to exceed \$2 million for the tenth consecutive year. Alumni unrestricted giving to the annual fund increased 15% over the previous year.

The State Relations office worked with University System colleagues and the nationally recognized AlumNet team of Georgia State alumni across the state to seek legislative support for University System and Georgia State funding priorities, including faculty and staff raises, workload formula funding, funding for capital projects and major repairs and renovations, and extension of carry-forward authorization for specific fund types. The major funding successes for Georgia State were \$37.5 million for construction of the Science Teaching Laboratory Building, following on state funding of \$2.7 million the previous year for project design and to leverage non-state support for the project, and \$4 million for major repairs and renovations.

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Georgia State initiated new marketing strategies for the purpose of branding the university and boosting recruitment of students. Activities included lease of billboards at key interstate locations, purchase of radio spots, production of new brochures for prospective students, production of a new five-minute recruitment video, production of 5,000 CDs featuring the new video for distribution to high school guidance counselors and others, production of a new Freshman Learning Communities brochure, and production of a 30-second video for use in televised athletic events.

Georgia State completed an update of the 1999 comprehensive physical master plan, which addressed current and long-range needs of the university. The update will guide development of an urban learning environment that binds the university together as a community while simultaneously integrating the university with its urban surroundings. The updated master plan further supports the goal of Georgia State to become one of the premiere urban research universities in the nation.

Capital projects, in addition to pre-construction phases of the University Library transformation project and Science Teaching Laboratory Building mentioned above, included the completion of the Arts and Humanities Building infrastructure improvement project, which was a \$4.5 million minor capital project, and the groundbreaking for the residence halls with capacity for 2,000 students, recently named University Commons, at the Piedmont Avenue/Ellis Street site.

The university outsourced shuttle bus service, called PantherExpress, expanded daytime services for the GSU Village residence halls and added services for the Welcome Center and visiting students and their families. The fleet was replaced with 13 new handicapped-accessible buses, including 6 buses which run on environment-friendly CNG fuel. The University Police Department became the first campus police department in Georgia to achieve the distinction of being a Certified Law Enforcement Agency.

Georgia State completed its first year as a member of the Colonial Athletic Association (CAA) comprised of 12 member institutions: Delaware, Drexel, George Mason, Hofstra, James Madison, North Carolina at Wilmington, Northeastern, Old Dominion, Towson, Virginia Commonwealth, and William and Mary. The CAA grew in national recognition when George Mason advanced the Final Four in men's basketball. Georgia State competed well in a number of sports, and won the CAA championships in both men's and women's golf.

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Section B. Annual Progress in Institutional Strategic Planning

The University Senate approved the 2005-2010 University Strategic Plan on February 17, 2005. The document may be found at the following URL:
http://www2.gsu.edu/~wwwact/pdf_plan_archive/2005_strategicplan.pdf

The 2005-2010 University Strategic Plan contained a summary of accomplished goals from the 2000-2005 University Strategic Plan. These may also be seen at the above URL. These accomplishments were facilitated by development of annual Action Plans, which guided budgetary and programmatic decision-making each year toward the goals set forth in the University Strategic Plan. The process of developing the Action Plans, as well as that for the University Strategic Plan, through the committee structure of the University Senate was designed to be highly participatory in order to maximize university community buy-in.

The goals in the 2005-2010 University Strategic Plan were in five areas: Students (Recruitment, Undergraduate Experience, Graduate Experience), Faculty, Programs, Staff and Facilities, and Financial Support.

The goals for Students were: a student body of 32,000 by fall 2009 while increasing quality and maintaining diversity; more higher-qualified graduate students, especially in doctoral programs; increase in number of National Merit Scholars to 10; increase in financial support (scholarships) for undergraduates and graduates; increase in participation in Freshman Learning Communities to more than half of the entering class; increase in first-year retention rate to 86% for fall 2009 freshman class; decrease attrition for second year to less than 10% and for third year to less than 5%; increase in student engagement in the university through student organizations and recreational services; increase in student engagement in the university through service activities; increase in participation in Study Abroad to at least 2% per year; maintenance of 4% of the overall enrollment being international students; increase in number of graduate and professional students to 8,000 by fall 2009; increase number of full-time doctoral students graduating in amount of time comparable to medians for respective disciplines; membership in the Association of Research Libraries; improvement of preparation of doctoral students for careers in teaching; and increase in the number, value and benefits of graduate assistantships and fellowships.

The goals for Faculty were: increase in the number of tenure-track faculty to at least 800; increase in grant and contract support to \$100 million by FY2010; increase in internal funding of the Office of Research to match growth in extramural funding; increase in faculty and administrator diversity; recruitment and retention of high quality faculty through competitive salaries and removing salary compression; and building of high quality academic programs through

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clustering current or new faculty in areas closely related to those of existing or newly added endowed professorships and endowed chairs.

The goals for Programs were: providing of academic programs of high quality and central to an increasingly sharpened mission of the university; ensuring support activities are effective and efficient and regularly collecting and using data to improve those services; development of a limited number of new academic programs based on strategic strengths of the university, including more joint degree programs; full implementation of a writing-across-the-curriculum program and expansion to include oral communication; increase in flexibility of curricular offerings through on-line delivery; increase in flexibility of curricular offerings through development of diploma and certificate programs in areas that match faculty strengths and market niches; enhance of high quality, central academic programs that cut across some traditional organizational lines and advance multidisciplinary approaches to future complex problems and needs such as Molecular Basis of Disease, Brains and Behavior, and Urban Health; doubling of the number of certified teachers prepared per year and doubling percentage of certified minority teachers; resource for Georgia in attraction and retention of "industries of the mind"; recognition nationally and internationally of strong global perspective and center of international excellence in engagements with other countries; recognition by international development agencies and international higher education institutions for expert advice and consultation; increase in opportunities for international perspectives by further internationalizing curricula and international linkages; and development of at least 15 active international cooperation partnerships.

The goals for Staff and Facilities were: recruitment and retention of highly competent staff through competitive salaries, closing of the gap relative to median market salaries, and correcting salary inequities; enhancement of customer service and preservation of fiscal and administrative accountability; development of workforce to meet changing needs of an evolving university; development of facilities supporting student success and faculty scholarship; monitoring of safety and security issues and implementation of corrective actions as the campus expands; maintenance and upgrading of the existing facility inventory and development of strategies to improve operational efficiency; preservation of up-to-date status of computing and information technologies congruent with the needs of Net Gen students; provision of reliable, quality data with which administrators will be informed in making decisions and reporting campus statistics to various constituencies and agencies; enhancement of alumni support and fundraising; launching of next capital campaign with a goal at least doubling the "Results" campaign; development of effective internal and external communications plans to increase national, state and local reputation; and attainment of The Center and *US News & World Report* rankings.

The annual Action Plans and progress reports by year are available on-line at http://www2.gsu.edu/~wwwact/actionplan_year/index.html.

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Section C. Annual Progress in Assessing Institutional Effectiveness

Six departments underwent academic program review (APR): Biology, Chemistry, Early Childhood Education, Nursing, Psychology, and Social Work. Seven research, teaching, and education centers affiliated with these departments were also reviewed: the Center for Biotechnology and Drug Design, the Center for Brain Sciences and Health, the Center for Environmental Research, the Center for Neuromics, the Lanette L. Suttles Child Development Center, the Center for Research on Atypical Development and Learning, and the Regents' Center for Learning Disorders. Eight academic departments and centers completed the APR review process by submitting their action plans: African-American Studies, Counseling and Psychological Services, English, the Fiscal Research Center, the School of Music, the Neighborhood Collaborative, Public Administration and Urban Studies, and Sociology.

Several significant program changes occurred as a result of findings from reviews in prior years. For example, the Department of Anthropology and Geography and the Department of Geology were reorganized into two new departments, the Department of Anthropology and the Department of Geosciences. Additionally, the Middle East Center gained institute status, as the Middle East Institute, following assessments of the growing need for curricular and extra-curricular offerings in the field.

Eighteen units underwent administrative and support unit review (ASUR): Registrar (and six college scheduling units), Georgia Career Information Services, Educational Opportunity (TRIO Programs), Facilities Customer Communication Center, Facilities Information Systems Technology, Information Systems and Technology Planning and Strategic Initiatives (and six college tech support units).

Twelve units completed the ASUR review process by submitting their action plans: the Associate Vice President/Dean of Students Office, Facilities Maintenance and Operations, Management and Staff Development Services, the Student Advisement Center (and five college academic assistance offices), Undergraduate Admissions, University Auditing, University Computing and Communications.

In preparation for submission of the Southern Association of Colleges and Schools (SACS) compliance report in September, 2007, the university leadership team for SACS reaffirmation began entering sections of the compliance report on the institutional SACS website. The website was completed and operational in February, 2006, and the first draft of all sections will be completed in March, 2007. Specific institutional policy needs were identified and will be put in place through appropriate channels (degree hour requirements, student grievance, etc.). In addition, software applications were installed to provide all of the data required for the SACS review committee, including WeaveOnline to track

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institutional outcomes assessments, results, and action plans based on those results.

Discussions across campus resulted in the identification of a focus for the SACS quality enhancement plan, which will be Critical Thinking through Writing (CTTW). This initiative will entail a graduation requirement of two CTTW courses in every major and is linked both to the existing Writing Across the Curriculum (WAC) program and to general education outcomes assessment efforts. The co-leaders of the CTTW effort completed a cost and needs analysis, and began development of the program, which will be implemented in September, 2008.

All academic departments developed student learning outcomes assessment plans in 2003-2004. These plans focused on outcomes assessments for each degree program (undergraduate and graduate), and general education outcomes assessment were also included for all undergraduate programs, in addition to major-specific outcomes. All departments completed a first round of assessment and analysis in 2004-2005, and made some changes to their plans based on feedback from the Office of Associate Provost for Institutional Effectiveness and the Center for Teaching and Learning. A few departments made curricular revisions based on the outcomes assessments, but most departments held that single-year data were not actionable. With the second year of assessment in 2005-2006, there was a marked increase in action plans, with changes indicated for 74% of the degree programs.

As an example, the Department of English saw improvement in the portfolio results for all four concentrations for the bachelor's degree program: literature, secondary English, creative writing, and rhetoric/composition. This increase was attributed to improved communications with students about the portfolio instructions and the decision to extend the deadline for completion by one month. The senior exit portfolios for the literature concentration showed noticeable improvement in skills of communications and research and in the knowledge of critical theory. There was improvement in every category of the secondary English portfolios. Adjusting the categories addressing literary criticism and reflections upon teaching clearly helped align the criteria to the type of work students submitted. The improved scores in the senior seminar on secondary English suggested that the revisions made to the assessment form were helpful in creating a better assessment tool. The marked improvement in scores on the senior seminars for creative writing were also the result of faculty having a more uniform sense of the criteria for grading. Two new faculty members taught this class, which meant fewer graduate teaching assistants were teaching this capstone course. Improved scores in the rhetoric/composition concentration senior seminar were attributed to the new requirement that students take "Introduction to Rhetorical Studies" before signing up for the senior seminar.

Likewise, all administrative and support units developed outcomes assessment plans in 2003-2004. Units made changes if needed to their assessment plans in

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2004-2005 based on feedback from the Office of Administrative and Support Unit Planning and Assessment. In the second year of assessment in 2005-2006, 96% of the administrative and support units submitted action plans resulting from their outcomes assessments.

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Section D. Improving Student Retention and Graduation

Fall semester 2005 marked the eighth year of the Freshman Learning Community (FLC) program, with 45 learning communities at 94% capacity and 1,023 students. In 2005, FLC received the Board of Regents "Best Practices" award in the Academic Affairs category. For the last four years, *U.S. News & World Report* has listed the FLC program at Georgia State among the "outstanding examples of academic programs that are believed to lead to student success." Assessment data collected over the last seven years have consistently shown students in the FLC program with increased retention rates and higher grade point averages compared to non-FLC students. The Fall Semester 2006 saw the program grow to 50 learning communities, again at 94% capacity, and with 1,114 students. FLC enrollment numbers for the last two years represented 50% of the entering freshman classes.

Efforts to improve student retention and graduation in 2005-2006 amounted to a jumpstart for the Retention, Progression and Graduation (RPG) initiative funded for 2006-2007. Various academic departments and support units began planning or piloted programs intended to help students choose the right major, improve advisement, mentor at-risk students in large section classes, increase the number of internships, and foster a sense of community among majors in specific disciplines.

Several units improved major-level advisement structures. For example in response to the increased demands for undergraduate student advisement, the Department of Biology created an undergraduate coordinator staff position. Student response was very favorable.

A number of departments offered additional tutorial programs for undergraduates, which contributed significantly to retention, especially in introductory courses. For example, the Department of Modern and Classical Languages offered extensive tutoring supported by graduate assistantships in the Language Acquisition Resource Center. The Department of Chemistry offered for-credit, peer-led tutorial courses in introductory, organic, and physical chemistry.

The Department of Mathematics and Statistics took several steps to improve instruction and retention in lower division courses. The department offered a mathematics placement test to incoming freshmen, which improved retention by having students enroll in the appropriate introductory course for their level of preparation. A pilot program of redesigned college algebra and calculus courses expanded to all sections of those courses. The redesigned courses reduced the rates of grades of "D", "F" and "W", and interestingly, reduced costs as well. The department instituted weekly meetings of all instructors and a common examination for all calculus sections in order to ensure all sections meet the same standards for both content and assessment.

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The new Department of Religious Studies offered faculty workshops and peer mentoring programs to its majors. In the workshops, faculty discussed both career opportunities and the process of applying to graduate schools. In the peer mentoring program, 40 students attended a regularly scheduled writing workshop in which students read and commented on the scholarly work of their peers with faculty present.

Several departments took steps to improve the quality of graduate instruction. For example, the Department of Sociology created a teaching associate position to help mentor graduate teaching assistants. Department of English faculty and graduate teaching assistants produced a 160-page teaching guide that was sent to all departmental instructors and faculty. The Department of Computer Science offered a pedagogy course for its graduate assistants.

The faculty in the Department of Educational Policy Studies drafted a student retention policy in Fall Semester 2005 in response to NCATE requirements. A database was constructed and student advisement loads were examined in order to implement the policy and more carefully monitor student persistence to graduation. It was determined that the majority of faculty members had inappropriately high advising loads at the doctoral level. Policies to reduce this load were approved for implementation in 2006-2007.

Likewise the Department of Educational Psychology and Special Education developed a program-wide policy regarding student retention. This program included advisement, specific flags of concern, and development of a process for remediation with a retention committee. In addition to new student orientation, the department required written program plans as the foundation for advisement and matriculation. Students received feedback at those times that coincide with the transition points identified by the Professional Standards Commission.

The School of Health Professions completed retention plans in Nutrition and Respiratory Therapy. Reviews of retention in these and other health programs showed high rates of retention, including 92% for Physical Therapy, 88% for Nutrition, and 73% for Respiratory Therapy.

The School of Social Work received funding to develop a "sophomore connections" program to enhance recruitment and retention of pre-BSW students. This program included community-building activities for sophomore students who express interest in Social Work as a major, peer mentoring, and mini-internships to expose students to field work early in the program.

Research has indicated that students who are involved and engaged in the community are retained and graduate in greater numbers than students who are relatively isolated. Out-of-classroom experiences allowed students to increase their involvement in university life. The Division of Student Services offered

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various opportunities for experience in community service, volunteerism, cultural activities, scholarly pursuits through lecture series, hands-on involvement in day-to-day life in Student Affairs, and other programs and services designed to improve retention.

Retention efforts in the Counseling Center included counseling services, outreach presentations, crisis interventions, life skills laboratory operations, collaboration with other services and departments on campus, and conference offerings. Results indicated that students who utilized individual counseling services learned to manage their emotions, manage conflict, be more genuine, develop new meaning in different areas of their lives, and understand how their trauma could impair their academic performance.

The Counseling Center assessed client satisfaction for randomly selected students who had availed themselves of counseling services. Seventy-nine percent overall indicated counseling helped them to stay enrolled at Georgia State, and 65% said they were more successful in their areas of study. Of those students who were seen by clinical faculty, 91% reported being better able to remain enrolled at Georgia State, and 81% said they were more successful academically.

Students voluntarily taking the GSU 1010 courses in stress management and conflict resolution unanimously reported progress in both of these areas. These 16-week courses included weekly practice and skills building, and provided strong evidence that experiential learning over a short time period can build complex life skills, which potentially contribute to retention and graduation.

The Office of Disability Services contributed to the retention by providing a variety of accommodations to students with disabilities. Retention activities included assistance with issues of mobility and accessibility, foreign language course substitutions, assistance with academic appeals, academic coaching interventions, and referrals to on- and off-campus resources and student-focused workshops. The Office of Disability Services worked with at-risk students through counseling, outreach services, and interventions with professors about classroom disputes.

The Office of Student Life and Leadership offered programs and services designed to provide quality involvement opportunities for students to connect with each other and the university. These efforts concentrated on establishing school spirit, enhancing communication with students and student organizations to inform them about involvement opportunities, offering cultural programming to increase appreciation of the diversity of Georgia State, enhancing student leadership training toward the development of life-long skills, developing partnerships with faculty to complement classroom experiences, and increasing student satisfaction with services through late-night hours and access to student organization space.

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Section E. Management of Campus Conflict and Change

Georgia State revised policies, procedures and programs to promote managing change and conflict. The Opportunity Development Office, the Human Resources Division and the Ombudsperson Office led the way in this initiative. Through collaborative efforts involving the offices mentioned above, training and development programs were developed to include certifications in conflict management, managing performance, positive customer relations, and change management as well as classroom instruction at both undergraduate and graduate levels that impart and reinforce experiential learning techniques and methodology for embracing diversity and managing conflict. Additionally, the University Grievance Policy was revised to include and encourage early conflict resolution options. Every department and college and well over 1,000 students participated in these sessions

With respect to the Grievance Policy the following was incorporated:

Employees, supervisors and managers are encouraged to identify and resolve workplace problems as early as possible. An employee who has a complaint covered by this Procedure is encouraged to first bring the complaint directly to the attention of the person(s) whose actions are the subject of the complaint. At this stage, these individuals should consult with the Office of Employee Relations and/or the Office of the Ombudsperson for assistance in identifying methods for informal resolution (mediation, facilitated discussion, etc.). Audio taping of informal mediations is prohibited.

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Section F. Overall Institutional Health

Georgia State is a vibrant urban research university with a rising reputation in the state, the region and the nation for the quality of its programs and the strength and breadth of its connectivity to the public it serves. Significant progress has been achieved toward the goals set forth in the 2005-2010 Strategic Plan. Much of that progress is due to a strong coupling between the strategic plan and the budgetary process. The base budget has been tightly aligned with strategic goals leaving no excess after multiple years of redirection.

The primary commitment remains to provide support for greater student success in academic programs and for strategic enhancement of research and graduate programs. Strategic hiring of high quality tenure-track faculty would contribute toward retention of students, greater student success in academic programs, and enhancement of research and graduate programs. Being more competitive for graduate students by increasing the number, value, and benefits of graduate assistantships would contribute to enhancement of research and graduate programs. The number and quality of support staff would also need to increase in order to deliver better customer service to students.

The greatest need for Georgia State continues to be additional full-time and tenure-track faculty. In 1999-2000, Georgia State initiated the first phase of a plan to decrease reliance on part-time instructors (PTI) for instruction in core courses by converting part-time positions to full-time non-tenure track positions, many of which were visiting positions. Nevertheless, there continue to be a large number of PTIs in a number of professional programs. The second phase would be to convert a number of non-tenure track positions to tenure-track positions. In addition, rigorous Academic Program Review has identified a large number of full-time faculty positions in order to increase academic excellence in specific programs. Addition of full-time faculty provides more opportunities for student-faculty interaction, an important element for student retention.

Workload funds are another critical need in order to increase capacity and make the research universities more accessible to Georgia citizens. Growth requires funding. The 2005-2010 Strategic Plan has a goal of 32,000 students by Fall Semester 2009. For Fall Semester 2006, there are 26,100 students enrolled. To achieve this goal there must be increased support for Enrollment Services, especially admissions and financial aid. One of the keys to retention is student advisement by faculty and staff. Currently support areas in student advisement are woefully understaffed even for 26,100 students.

Georgia State is a major producer of teacher educators. In particular, Georgia State is the largest supplier of minority teachers of any Georgia institution. New funding is needed to increase the number of teacher-training faculty in the College of Arts and Sciences and the College of Education in order to double the number and double the diversity of high quality teachers prepared. Particular

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focus will be on teachers of Science, Mathematics, Special Education, and Educational Leadership, all areas of shortage and critical to state needs.

Another funding need is to address the continuing shortage of nurses in Georgia by adding additional University System institutions to the original four institutions in the Georgia State statewide doctoral program in Nursing. The 2006 Task Force on Health Professions found that Georgia public institutions are only able to meet about two-thirds of the annual need for registered nurses. A major limitation to the increased production of registered nurses is the significant faculty shortage in Georgia and nationwide. Results of a survey show 10% of all full-time faculty positions in Nursing in Georgia remain unfilled because of the shortage of faculty. With new funding, Georgia State would propose to train more PhDs in Nursing in order to reduce the number of vacant faculty positions in University System nursing programs and thereby increase capacity to graduate registered nurses.

As Georgia State prepares for growth to 32,000 students, there is the immediate need to invest in on-line learning capabilities so that more students can be accommodated without increasing physical space proportionally and to expand beyond the downtown Atlanta location. In order to compete with national universities that are operating in the Atlanta market, Georgia State needs to offer blended courses, which are partially face-to-face, but mostly on-line. There is the need to invest in instructional designers, faculty support, improvements in the existing computer portal posture, and instructional technology staff. Beyond the downtown campus, there are fertile areas east and south in Newton and Houston counties.

Georgia State conducts world-class research supported by outstanding faculty, students, and programs. This research is performed as part of the institutional mission to generate new knowledge and to provide student access to cutting-edge ideas transforming our society. This research also has the potential to develop products to serve humanity. New funding is needed for development of intellectual property and commercialization-related activities, including student training and conversion of the results of Georgia State research into delivery methods to serve Georgia citizens. Supplemental development funds are needed to advance promising projects to levels where commercialization is more likely.

Continuation of Retention, Progression, and Graduation (RPG) funding is important to ensure continuation of the three-year program initially funded for 2006-2007. Investments have already been directed toward course redesign, supplemental instruction, "Sophomore Connections", and academic advising as well as expansion of the successful Freshman Learning Communities and Campus Atlanta.

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For Georgia State, space remains an extremely critical need. Construction of the Parker H. Petit Science Teaching Laboratory Building will commence this year. This facility will relieve the overcrowding of antiquated laboratories in Kell Hall, and anchor the Science Park to be constructed on the former site of the Atlanta Police Department. The additional facilities on this site dedicated to research will go a long way toward enabling Georgia State to attain the status of a premiere research university. The second capital project recommended by the Board of Regents, the Humanities Building, is likewise a critically needed addition to the campus. This facility on the site of Sparks Hall will include 47 classrooms, offices for seven academic departments currently scattered across the campus (English, History, Communications, Anthropology, Applied Linguistics and ESL, Modern and Classical Languages, Philosophy, and Religious Studies), and offices for Enrollment Services and Student Services.