NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

ANNUAL REPORT
2008-2009
(Abridged Appendices Version)

GREENSBORO, NORTH CAROLINA
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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

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I. EXECUTIVE SUMMARY

A. Introduction

The College of Arts and Sciences is one of eight academic units under the Division of Academic Affairs at North Carolina A&T State University. The College of Arts and Sciences is comprised of thirteen departments encompassing the five broad areas of (1) cultural studies, (2) visual and performing arts (3) the sciences and mathematics, (4) the social sciences and (5) interdisciplinary studies. Accordingly, the College's thirteen departments are arrayed in the following manner:

I. Cultural Studies

1. Department of English
    - A. English
    - B. Speech
2. Department of Foreign Languages
3. Department of History

II. Department of Visual and Performing Arts

- A. Dance
- B. Music
- C. Theatre
- D. Visual Arts

III. Mathematics, Physical, and Natural Sciences

1. Department of Biology
2. Department of Chemistry
3. Department of Mathematics
4. Department of Physics

IV. Social and Behavioral Sciences

1. Department of Political Science and Criminal Justice
2. Department of Psychology
3. Department of Sociology and Social Work
4. Department of Journalism and Mass Communication

V. Interdisciplinary Studies

Department of Liberal Studies

Undergraduate Degrees offered:

Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Science
Bachelor of Social Work

Graduate Degrees offered:

Master of Arts
Master of Science
Master of Social Work

B. Vision

The College of Arts and Sciences seeks to provide students with high quality instruction and research experiences for its students inclusive of a broad interdisciplinary knowledge based on an ethical framework. The College encourages technological learning, creative thinking and professional excellence among its students, faculty and staff. The College's programs prepare students for a lifetime of learning, productive work, and leadership in a global multicultural environment.

C. Mission

The mission of the College of Arts and Sciences is to provide concentrated programs of study in the arts, humanities, cultural studies and the natural, social and behavioral sciences and to provide research and other creative opportunities for the College's students and faculty. The College of Arts and Sciences intends to accomplish its mission through the following objectives:

- To provide courses of instruction and service-learning experiences that prepare students for professional and self-employment.
- Increasing the research and creative opportunities for the students and faculty in the College through expanded extramural funding and development gifts.
- Increasing the research and creative productivity of the College's faculty and students as evidenced by peer-reviewed publication and juried performances and creative works.
- To provide opportunities and experiences for students to acquire analytical and critical thinking skills.
- To provide training in effective communication.
- To stimulate and encourage individual creativity and personal development among the College's students, faculty and staff through research and related activities.
- To foster and inspire creativity, self-discipline, and objective thinking among our students.
- To provide the undergraduate academic foundation for our students to assure their success in graduate and professional education.

In addition to the usual academic curriculum, the College operates the Mattye Reed African Heritage Center, the Taylor Art Gallery, the Paul Robeson Theatre, *The A&T Register* student newspaper, a television studio, the WNAA 90.1 FM radio station, the Greensboro Area Mathematics and Science Education Center (GAMSEC), an observatory/planetarium, TALENT-21, an NSF funded HBCU-UP program, and the newly established Interdisciplinary Scientific Environmental Technology (ISET) Cooperative Science Center funded by the National Oceanic & Atmospheric Administration. Moreover, the College offers support services through the University Writing Center and the Mathematics and Sciences Learning Resource Center (MSLRC), as well as a wide array of academic and professional development venues such as mini-grant awards, travel abroad opportunities, conferences, workshops, and seminars for faculty and students.

D. Overview of Significant Accomplishments

The four major accomplishments for the College of Arts and Sciences during the 2008-2009 academic year were, in order of importance:

- **Retention & Graduation Rates**: The College exceeded its first-year retention and four-year graduation goals for the 2007 fall freshmen cohort and the 2004 fall freshmen cohort, respectively. First-year retention percentages for the freshmen cohort of 2007 was 74% (goal was 71%). The four-year graduation percentage for the freshmen cohort of 2004 was 18% (goal was 17%). The six-year graduation percentage for the freshmen cohort of 2002 was 38% which was below the College's goal of 43%. However, the five-year graduation percentage for the freshmen cohort of 2003 is 40%, so the College's six-year graduation goal for the 2003 cohort of 45% is within reach for next year. Meeting this year's first-year retention and four-year graduation goals are important steps in the College's ongoing efforts for achieving the retention and graduation rate goals set by UNC General Administration for each of the 16 constituent institutions in 2007. Each department in the College has formulated its own plans for meeting these retention and graduation rate goals and they are updated annually.

- **Extramural Funding through Grants & Contracts:** A&S faculty received $5,116,598 in extramural funding since July 1, 2008. This represents a small increase over extramural funding awards in 2007-2008. By department:

  - Physics - $2,769,950
  - Biology - $2,047,560
  - Mathematics - $26,000
  - Chemistry - $239,000
  - Psychology - $20,088
  - Sociology & Social Work - $5,000
  - Political Science & Criminal Justice - $2,000

  These extramural funds generate better classroom experiences for the University's students as well as expanded research opportunities for the University's undergraduate and graduate students in the College's programs. This funding also provides scholarship, stipend and assistantship support for both undergraduate and graduate students. These funds also offer enhanced resources for faculty development and research. (The numbers above do not include the funding for the NSF funded Talent-21 program. This program is managed by a co-principal investigator that is a faculty member in Arts and Sciences.)

- **Fund Raising:** The College of Arts and Sciences received $1,457,357 in gifts (cash, in-kind & pledges) since July 1, 2008. This represents an 11% increase in gifts to the College compared to the 2007-2008 fiscal year. These funds will be used to establish endowed faculty chairs, establish endowed scholarships, expand

faculty development opportunities, and expand educational opportunities for the College's undergraduates.

- **Student Enrollment:** The College of Arts & Sciences had 2,973 enrolled majors in fall 2008, representing a 1% increase over fall 2007 enrollment levels. While not a large increase in enrollment, this must be evaluated in the context of the overall 1% decline in enrollment the University experienced between fall 2007 and fall 2008.

E. Goals for the Upcoming Year (2009-2010)

- Increase retention and graduation rates in the College's programs.
- Increase scholarly productivity and extramural funding in the College.
- Expand participation in interdisciplinary programs.
- Improve research infrastructure.
- Effectively initiate and facilitate new capital improvement projects.
- Update the College's strategic plan and emphasize the University's assessment and evaluation process for the College's departments.
- Secure Reaccreditation of the Department of Journalism & Mass Communication by the Accrediting Council on Education in Journalism and Mass Communication in 2009-2010.

II. AN OVERVIEW OF THE COLLEGE OF ARTS AND SCIENCES

A. Overview of the College's Strategies/Role in the University and FUTURES

The College of Arts and Sciences is centrally and uniquely positioned to produce educated individuals through offerings in the arts and humanities, cultural studies, the natural and behavioral sciences, mathematics and the social sciences.

Having considered the implications of the FUTURES program within the environment of the College of Arts & Sciences, the FUTURES Implementation Committee for the College previously recommended that the following five items serve as guideposts for direction:

- **The College will develop and maintain visionary interdisciplinary programs and centers**.
- **The College will forge and maintain strategic partnerships with supportive businesses and institutions.**
- **The College will continue explorations and developments in the arena of programmatic globalization**.
- **The College will maintain and enhance its implementation of diversified resources.**
- **The College will continuously maintain a positive atmosphere concurrent with that of a responsive learning environment.**

As the College believes these directives to be vital to the College's overall mission, it will continue their inclusion in the strategic initiatives undertaken by the College in 2009-2010.

B. Number of Current Faculty and Staff

The College in 2008-2009 had 185 full-time EPA teaching faculty, 7 EPA teaching faculty holding joint appointments, 95 part-time teaching faculty in fall 2008 and 83 part-time teaching faculty in spring 2009 (Appendix A1a). The College had 4 EPA non-teaching employees in 2008-2009, 53 full-time SPA staff, and 2 part-time SPA staff (Appendix A1a).

C. Number of New Employees: Faculty & Staff

The College hired 14 new EPA teaching faculty and 11 new SPA staff in 2008-2009 (Appendix A1b). Most of the new SPA staff, 9 of the 11, are paid using federal grant funds.

D. Advisory Board Members for the College of Arts and Sciences 08-09

Ms. Deloris Chisley, Class of ’73
Mr. Craig Owen White
Mr. Timothy Howell
Mr. Royall M. Mack Sr., Class of ’69
Ms. Tina Kelly Becket, Class of ’79
Mr. Tyrone Stephenson, Class of ‘73
Mr. Anthony Lavaz Watson
Bishop George W. Brooks, Class of ‘73
Ms. Angela Newell Gray
Mr. John W. Trustman
Mr. Gregory G. Pridgeon, Class of ’74

E. Basic Structure (Appendix G)

Dr. Michael A. Plater, Dean
Dr. David W. Aldridge, Associate Dean for Research and Graduate Programs; Dr. Nita M. Dewberry, Associate Dean for Curriculum and Student Affairs; Ms. Dina Eagle, Assistant Dean; Ms. Ann McCabe Beamon, Director of Development

Office of the Dean

Ms. Penelope Oglesby, Administrative Assistant I, Admin Asst to the Dean; Mrs. Cheryl Siler, Receptionist/Office Assistant; Ms. LaChelle McClean, Processing Assistant IV, EPA Salary Admin; Ms. Willene Rucker, Processing Assistant IV, Operations and Logistics; Mrs. Deborah Williamson, Office Assistant IV, Admin Asst to the Assoc Deans; Mrs. Hope Jackson, Director of Student Support Services; Mr. Kevin Lupo, IT Specialist

Departments	**Chairpersons**
▪ Biology	Dr. Mary Smith
▪ Chemistry	Dr. Debasish Kuila
▪ English	Dr. Chimalum Nwankwo
▪ Foreign Languages	Dr. Jose Bravo de Rueda (Interim)
▪ History	Dr. Olen Cole
▪ Journalism & Mass Communication	Dr. Humphrey Regis
▪ Liberal Studies	Dr. Beverly Grier
▪ Mathematics	Dr. Gouqing Tang (Interim)
▪ Physics	Dr. Abdellah Ahmidouch
▪ Political Science	Dr. Samuel Moseley
▪ Psychology	Dr. George S. Robinson, Jr.
▪ Sociology & Social Work	Dr. Robert Davis (Chair) Dr. Elizabeth Watson (Director of BSW) Dr. Arnold Barnes (Co-Director of JMSW)
▪ Visual & Performing Arts	Dr. Eleanor Gwynn (Chair) Dr. Eleanor Gwynn (Director of Dance) Dr. John Henry (Director of Music) Ms. Frankie Day (Director of Theatre) Dr. Brenda Faison (Director of Visual Arts)

Special Programs: Student support facilities in the College of Arts and Sciences include:

- **University Writing Center & Mathematics & Science Learning Resource Center:** A306/A309 New Classroom Building
- ***TALENT-21 Program:*** The National Science Foundation HBCU Undergraduate Program (HBCU-UP) funds, *TALENT-21: Gateway for Advancing Science and Mathematics Talent*. The TALENT-21 Project is a comprehensive academic enhancement project encompassing curriculum development and reform in SMET "gate-keeper" courses (calculus chemistry, and physics), integration of technology in teaching, infrastructure improvement, student support, faculty development, and student learning and research development.
- **Interdisciplinary Scientific Environmental Technology (ISET) Cooperative Science Center:** Funded by the National Oceanic & Atmospheric Administration (NOAA), this program's mission is to train students in NOAA scientific areas and develop technology and analysis techniques for improved understanding of climate change.

Special research and learning facilities in the College of Arts and Sciences include:

Computational Research Facility - 236 Marteena Hall
Seismic Physical Modeling Research Facility - 120 Wendover Avenue
Neuropsychology Laboratory - 302-F Gibbs Hall
Journalism and Mass Communication Laboratory – A323 New Classroom Building
Geographic Information Systems Laboratory (GIS) - 212 General Classroom Bldg
ISETCSC Computational Facility – 307 Gibbs Hall

Other special programs under the auspices of the College of Arts and Sciences include:

Mattye Reed African Heritage Center, Dudley Building
Taylor Art Gallery, Dudley Building
Paul Robeson Theatre and the Richard B. Harrison Players
Television Studio, 324 Crosby Hall
WNAA 90.1 FM Radio Station, Price Hall
Planetarium and Observatory, Marteena Hall
***The Register* Newspaper**, A328 New Classroom Building
University Bands
University Choirs & The University Chamber Singers
University Jazz Ensemble
The E. Gwynn Dancers of NCA&T
The Arts Circle

Special K-12 Outreach in the College of Arts and Sciences include:

The Greensboro Area Mathematics and Science Education Center (GAMSEC): The Center is one of ten (10) outreach/public service centers coordinated by the UNC Mathematics and Science Education Network (MSEN). The purpose of the program is to improve the quality of mathematics and science teaching and learning in the schools located in the service area by strengthening the quality and increasing the size of the teaching base in mathematics and science education.

III. Key Goals

A. Goals for 2008-2009

1. Statement of 2008-2009 Goals

- Increase first-year retention rates (Goal for 2007 cohort = 71%).
- Increase 4-year graduation rates (Goal for 2004 Cohort = 17%).
- Increase 6-year graduation rates (Goal for 2002 Cohort = 43%).
- Increase scholarly productivity and extramural funding in the College.
- Expand participation in interdisciplinary programs.
- Improve research infrastructure.
- Effectively facilitate new capital improvement projects.

2. Key Indicators of Progress

- First-year retention of 2007 freshmen cohort will meet or exceed a retention rate of 71%.
- Four-year graduation rate of 2004 freshmen cohort will meet or exceed a four-year graduation rate of 17%.
- Six-year Graduation rate of 2002 freshmen cohort will meet or exceed a six-year graduation rate of 43%.
- Increase scholarly productivity (publications & presentations), proposal writing, and extramural funding in the College.
- Meeting deadline goals for renovations.
- Interdisciplinary hiring and joint appointments.

3. Outcomes/Results of Goals

- The first-year retention rate of the 2007 freshmen cohort exceeded the College's goal with a retention rate of 74%.
- The four-year graduation rate of the 2004 freshmen cohort exceeded the College's goal with a four-year graduation rate of 18%.
- The six-year graduation rate of the 2002 freshmen cohort was 38% and did not achieve the College's goal of 43%. However, the five-year graduation percentage for the freshmen cohort of 2003 is 40%, so the College's six-year graduation goal for the 2003 cohort of 45% is within reach for next year.
- Scholarly productivity (publications & presentations) by the faculty increased by 14% for 08-09 compared to 07-08 despite reductions in funding available to support faculty development and travel.

- Extramural awards rose by 0.6% in 08-09 compared to the same period in 07-08. Extramural proposal submissions increased by 82% this year compared to 07-08.
- Gifts to the College totaled $1,457,357 (cash, in-kind & pledges) since July 1, 2008. This represents an 11% increase in gifts to the College compared to the 2007-2008 fiscal year.
- The hiring of Dr. Sun Young Bae as Assistant Professor between the Energy and Environmental Sciences program and Chemistry as a key faculty member in the interdisciplinary Atmospheric Sciences and Meteorology program occurred this year. The College added five (5) new joint appointments this year. The faculty searches for two (2) other joint appointments between the Computational Sciences program and Biology and Physics have been postponed due to the state hiring freeze.
- Biology is expected to reoccupy the newly renovated Barnes Hall in August 2009.
- The new HD radio transmitter was installed for A&T's radio station, WNAA-FM, in April of 2009. This state-of-the-art transmitter replaces the analog transmitter that has served the radio station since 1983. The plans to move the WNAA studio to Crosby Hall began the design phase in spring 2009.

4. Data Summary and Productivity Measures

Enrollment

- Undergraduate major enrollment in the College was 2,806 in fall 2008, representing a 1% increase over fall 2007 enrollments. Departments with the highest major enrollment are: Journalism & Mass Communication (452), Psychology (383), Political Science & Criminal Justice (368), Biology (332), and Sociology & Social Work (323). Since the fall of 2003, the College's undergraduate programs have shown an average annual percentage increase of over 6% per year. Double digit percent annual growth in undergraduate enrollments have been achieved since fall 2003 by Chemistry (10%/yr), Foreign Language (10%), Liberal Studies (85%/yr since inception in 2005), and Political Science (11%/yr) (Appendix B1a).
- Graduate enrollment in the College was 167 in fall 2008, representing an 8% increase over fall 2007 enrollments. Our largest graduate program is the Joint Master of Social Work program with the University of North Carolina at Greensboro (Appendix B1b).

Retention and Graduation Rates

- The College exceeded its first-year retention goals for the 2007 fall freshmen cohort. First-year retention percentages for the freshmen cohort of 2007 averaged 74% (goal was 71%) (Appendix B1d). Meeting this year's first-year retention goal is an important step in the College's ongoing efforts for achieving the retention goals set by UNC General Administration for each of the 16 constituent institutions in 2007. Each department in

the College has formulated its own plans for meeting these retention goals and they are updated annually.

- The College exceeded its four-year graduation goal for the 2004 fall freshmen cohort. The four-year graduation percentage for the freshmen cohort of 2004 was 18% (goal was 17%) (Appendix B1e). Meeting this year's four-year graduation goal is an important step in the College's ongoing efforts for achieving the graduation rate goals set by UNC General Administration for each of the 16 constituent institutions in 2007. Each department in the College has formulated its own plans for meeting these graduation rate goals and they are updated annually.
- The College did not meet its six-year graduation goal for the fall 2002 freshmen cohort. The six-year graduation percentage for the freshmen cohort of 2002 was 38% which was below the College's goal of 43% (Appendix B1e). However, the five-year graduation percentage for the freshmen cohort of 2003 is 40%, so the College's six-year graduation goal for the 2003 cohort of 45% is within reach for next year.
- A key element of improving retention and graduation rates is the maintenance of high quality academic advisement for the College's majors. The table in Appendix B1c clearly demonstrates providing sufficient faculty to maintain adequate advising in departments with large enrollments of major students will remain a challenge for some time. However, the College will continue to innovate and use those means it has at its disposal (use of retention coordinators, faculty release for advising, etc.) to maintain satisfactory academic advisement for its majors.

Student Credit Hour Production

- The College's total student credit hour (SCH) production for the 2008-2009 academic year was 115,332 SCHs and represented 44% of the University's total SCH production. By cost category, the College produced 75,829 Category I SCHs, 5,871 Category II SCHs, and 33,632 Category III SCHs (Appendix B2).
- The College's largest producers of student credit hours are Mathematics (22,238 – Category I), English (17,532 – Category I), Sociology & Social Work (10,732 – 68% Category I & 32% Category III), Psychology (9,656 – Category I), Biology (8,359 – Category III) and Chemistry (8,349 – Category III) (Appendix B2).

5. New Faculty and Administrators as Related to Goals of Capacity Building

- New full-time teaching faculty were added to Visual & Performing Arts (3), Mathematics (2), Political Science & Criminal Justice (2), Psychology (2), Journalism & Mass Communication (1), and English (1 Speech) departments to adjust for some of the shortfalls revealed in last year's annual report in teaching and advisement (Appendix A1b).
- A new Chairperson was hired for the Department of Liberal Studies which houses the fastest growing degree program in the College. Other interim administrative appointments were made to cover retirements or resignations (Biology, English, Foreign Languages, Mathematics, & GAMSEC) (Appendix A1b).

IV. Most Significant Accomplishments

A. Learning

1. Innovations in pedagogy including the use of Information and Instructional Technology.

Instructional quality and student learning are the central issue for the College's faculty and administration and efforts to continually improve both are an ongoing concern for the College. Some examples of efforts to improve the learning environment in the College are:

- Biology faculty members in most classes are now using computer-generated information and instructional technologies in their courses. In their self-evaluations, up to 85% of faculty members are using these methods. Most of the teaching faculty members in Biology use Blackboard extensively and take advantage of edublogs and web-based tutorials in their classrooms.
- Mathematics offers tutorial services for students across campus who took mathematics courses ranging from algebra and trigonometry, pre-calculus, calculus through introductory differential equations, numerical methods, and elementary analysis. The faculty in the Department of Mathematics continue to use innovative teaching strategies. Among the innovations are the implementation of cooperative learning, supplemental instruction, computer tutorials, calculators, and the use of mathematical software packages such as MAPLE, Mathematica and MATLAB as well as STELLA. The statistical package R is used in statistics courses. Many of the faculty members use WebAssign, MyMathLab and EduSpace for course assessment as well as PowerPoint presentations and Blackboard for course management and delivery. Many faculty members developed problem worksheets and conducted problem sessions. In assessing student work, many of the courses are implementing the use of portfolios and projects as well as topic summaries. Four math courses, MATH 101, MATH 102, MATH 111, and MATH 131, were offered on-line.
- In Sociology & Social Work several faculty, especially Dr. Carter, Dr. Johnson, and Dr. Lewis, have been regular participants in NC A&T Academy for Teaching and Learning workshops, as well as those workshops given at UNC-G, Elon College, and Greensboro College and others. From these workshops have come changes in faculty structuring of their classes, syllabi and in class exercises. Faculty have written their syllabi to focus on learning objectives and are conscious of finding ways to do formative and summative assessment in their assignments, including using rubrics to mark assignments and in-class reports and using classroom assessment techniques (CATs) for immediate feedback about their teaching. There have also been discussions in the department about using learning portfolios as a way for students and faculty to track student learning. Such portfolios would supplement the current exit exam, which is a comprehensive multiple choice exam, taken by seniors, which is used as a diagnostic tool for faculty to assess student learning in the department's major courses. Sociology & Social Work has also, for many years, stressed that students have skills in using some major analytical software packages, most notably SPSS (Statistical Package for the Social Sciences) and Excel (spreadsheet).

These skills are taught in foundational courses, especially SOCI 101 (Writing and computational skills) for Excel and SOCI 203 (Introductory Social Statistics) for SPSS.

2. Accreditation/licensure reviews.

- The Department of Journalism & Mass Communication continued to conduct a reaccreditation self-study and is in the final stages of writing the self-study report. These actions are in preparation for a visit by a site team from the Accrediting Council on Education in Journalism and Mass Communication in 2009-2010.
- The College's administrative staff, departments and faculty are heavily engaged in an array of activities and projects to assure a successful reaccreditation review by the Southern Association of Schools & Colleges (SACS) in 2010.
- In Sociology & Social Work, the BSW and MSW programs in Social Work are both fully accredited by the Council on Social Work Education. The next accreditation review is scheduled for the BSW program in 2010 and 2012 for the MSW program. The BSW re-accreditation self-study is to be submitted to the Council on Social Work Education in August of 2010 with a site visit to follow in September 2010.
- This spring, the Visual Arts Program was visited by Vice President Ken Strickland from the Memphis College of Art. Mr. Strickland is a reviewer for the National Association of Schools of Art and Design (NASAD). His visit to the VPA was to provide preliminary planning for the Visual Arts program's intention to seek accreditation in the near future. A comprehensive, written report from Mr. Strickland was submitted to Visual Arts on May 30, 2009.

3. Facilities Updates.

- The Department of Biology completed renovations and furnished a room in Marteena Hall as the Resource Room for Undergraduate Research Training. Funding to renovate the space in Marteena Hall was from the National Institutes of Health. The space serves as a training ground for research students in the BLEND, RISE, GSK, Merck/AAAS, MARC and other programs interested in research activities. Training programs hold their weekly meeting there to teach students how to conduct research, read the literature, design experiments, collect data and present data through PowerPoint and poster presentations. In addition, A&T's administration provided support to renovate a large space on the third floor of Hines Hall. This space has been renovated and now houses a cancer research core with two cancer biology researchers and a technician.
- The new HD radio transmitter was installed for A&T's radio station, WNAA-FM, in April of 2009. This state-of-the-art transmitter replaces the analog transmitter that has served the radio station since 1983. The planning to move the WNAA studio to Crosby Hall began the design phase in spring 2009. Both projects are funded by Title III CCRAA.
- The Department of Journalism & Mass Communication (JOMC) set in motion the process of acquiring new AVID video editing hardware and software for instructional use by JOMC's students in conjunction with the television studio. These improvements will be implemented in the summer of 2009. This project was funded by Title III HBCU.

- The music program (Visual & Performing Arts) acquired and installed a new electronic organ in Harrison Auditorium to provide instructional support for the proposed concentration in sacred music. This project was funded by Title III CCRAA.
- In Physics, new computers were purchased for the General Physics I and II PHYS 251 and PHYS 252 labs as well as the Survey of Physics Lab PHYS 111. This completed a refit of the instructional laboratories in Physics that was initiated in the previous year.
- Physics also completed the installation of a new telescope and the dome at the NCA&T farm, which are now operational. The telescope is now part of a network of telescopes around the globe that can be operated remotely through the internet. As such, Physics students and faculty can participate in astrophotography, where they can use any telescope on the network to make observations.
- For Political Science and Criminal Justice, the Geographic Information Systems (GIS)/computer-assisted telephone interviewing (CATI) instructional laboratory was refitted with 22 new computer workstations. Server issues, however, continue to limit the utility of this instructional laboratory.

4. Faculty Awards and Promotions.

- Nine Arts and Sciences' faculty were recommended for tenure during this academic year.
- Eight Arts and Sciences' faculty were recommended for promotion (Appendix A2a).
- Faculty in the College of Arts and Sciences were awarded 96 awards and professional recognitions during the 2008-2009 academic year (Appendix A2b).

5. Student honors/scholarships/fellowships.

- The College of Arts and Sciences acknowledged 844 students for their scholastic achievements during the Honors Day Convocation held on Tuesday, March 17, 2009 (Appendix C1a).
- These 844 students represent 30% of the College's majors enrolled in the fall of 2008 (Appendix C1a).
- The College's majors received 1,034 honors and awards during the 2008-2009 academic year (Appendix C1b).
- The College's majors received 232 scholarships and 11 fellowships during the 2008-2009 academic year (Appendix C1b).
- The College's majors received 331 internships during the 2008-2009 academic year and the summer of 2009 (Appendix C1b).

6. Alumni and employer feedback.

- The Biology Alumni Advisory Board met three times this academic year and is very pleased about the progress on the scholarship endowment and the direction of the department. Each member of the Board contributes finances, time, shadowing opportunities and assistance. Alumni are beginning to contribute more dollars, time and expertise to the department through solicitations in the department's newsletters, phone

conversations, receptions and visits. The alumni have provided motivational speeches, seminars and panels that encourage students to pursue graduate and professional school and prestigious careers in the sciences. In the 2008-2009 academic year, 53 alumni donated to Biology for a total of $29,817.68.

- Sociology and Social Work has initiated a questionnaire assessing graduation trends and level of satisfaction of students in the Department of Sociology and Social Work. Surveys were sent to alumni this year. More than 100 were sent and to date, 59 Sociology alumni have returned completed questionnaires. Of those 59 alumni, 27 were male and 54 were female. In addition, for those that reported their current employment sector, many alumni reported being employed at educational and government-type institutions (22% and 21%, respectively). Findings from the questionnaire suggest that sociology graduates are "very satisfied" with their academic and professional preparation in the Department of Sociology and Social Work at North Carolina A & T State University. In particular, about 88% of sociology alumni reported that their "overall preparation as a sociology major for performance in job and/or graduate student" was "very good" and "good," while at the same time, 9% reported their overall preparation as being "fair." Within this same group, approximately 17% were currently enrolled in graduate school, 57% "had gone to graduate school," and approximately 27% were neither currently in, nor have attended graduate school. Overall, approximately 12% of alumni were currently enrolled in graduate school, while 65% reported having attended graduate school.
- The College of Arts and Sciences has organized a College of Arts and Sciences' Advisory Board comprised of alumni, business executives and professionals from the community to counsel the College on the changing economy and the opportunities it offers for our students.
- The College has also formed an Attorney Affinity Group to advise the College's pre-law programs.

7. Summary of student opinion form ratings.

- The College's overall mean score on the spring 2009 student evaluations of instruction was 4.2 on a 5 point scale. This was identical to the University average.

8. Building Academic Excellence

The College is undertaking a process of linking and aligning the goal setting and achievement of departmental strategic and administrative goals as well as academic learning outcomes that apply to all Arts and Sciences majors. This new methodology is intended to highlight for the department chairs how integrated the work of the department is to the fabric of the College's strategic plan. It will also show the expectation of the Dean's Office that the departmental strategic plan is the road map guiding the department's progress. All goal reporting going forward, including information reported in the annual report should reflect and hark back to the department's strategic plan, and be congruent with SACS data requests and the university's strategic plan.

A retreat workshop in fall 2009 will provide Arts and Sciences departments a plan for yearly deliverables in the creation of the five-year assessment reports. The College will introduce some standard tools for use by all departments, including a new Annual Evaluation of Department Contributions instrument and senior exit survey with a set of standard questions posed to all graduating seniors and options for departments to tailor the survey to gather specific program feedback. We will draw on strong existing models from psychology, visual and performing arts, and foreign languages to draft the instrument. Chairs will implement these new tools in 2009-2010. These instruments and this approach to educate department chairs and build consensus will provide new sources of information and data to help sort out programs that are humming and innovating versus those that are not.

A. Discovery & Extramural Funding & Gifts

1. New Research Awards.

- Extramural awards for the College of Arts & Sciences rose by 0.6% in 08-09 compared to the same period in 07-08 (Appendix A3b).
- Extramural proposal submissions increased by 82% this year compared to 07-08 (Appendix A3a).
- Total extramural funding awards for the period between Jul 1, 2008 and May 21, 2009, totaled $5,116,598 (Appendix A3b).
- Of the total extramural funding, Physics generated 54%, Biology generated 40%, and Chemistry generated 5% (Appendix A3b).
- Gifts to the College totaled $1,457,357 (cash, in-kind & pledges) since July 1, 2008. This represents an 11% increase in gifts to the College compared to the 2007-2008 fiscal year (appendix A3d).

2. Scholarly productivity.

- Scholarly productivity in the College has improved by 14% over the last academic year (Appendix A4a).
- The College's faculty produced 137 peer reviewed works in 2008-2009 (Appendix A4a).
- Physics (31%), English (16%), and Mathematics 12%) led the College's production of peer reviewed works (Appendix A4a).
- The College's faculty presented 389 works and performances in 2008-2009 (Appendix A4a).
- Visual & Performing Arts (29%), Physics (26%), and Biology (12%) led the College's production of presented works and performances.

3. Professional growth and development – faculty and staff.

- The College's faculty attended and participated in 554 professional meetings/conferences/workshops/seminars in 2008-2009 (Appendix A3e). This represents a decline of development activities of 15% from the preceding year. Most of

this decline can be attributed to state travel restrictions imposed in the winter of 2008 which lead to the College suspending its $500 travel award program for faculty making presentations at meetings.

C. Engagement

1. Outreach and access activities.

Engagement with the community and K-12 education is an important activity for the College's faculty, administration, and students. The College and its departments hosted over 300 outreach and access activities in 2008-2009 (Appendix D1a). Some examples of these outreach and access activities include:

- The Department of Biology extended its outreach and public service activities in 2008-2009. The department reached out to high schools, sister institutions, local officials, the A&T community and the greater State of North Carolina community. The Department of Biology invited over 120 students from 7 high schools to participate in the 11th Life and Physical Sciences Research Symposium to hear and interact with the featured Nobel Laureate, Dr. Oliver Smithies. The Department of Biology offered the Students Hot on the Sciences (SHOTS) summer enrichment program for high school students during the summer 2008. Dr. Byrd and Mrs. Starks provided outreach seminars to more than 200 African Americans on Alzheimer's disease.
- The outreach activities of the Department of Chemistry are best represented by the Science and Technology Enrichment Program (STEP) directed by Drs. J. Kumar, M. Kanipes and M. Franks in summer 2008. Twenty students and two teachers from NC public school systems participated in this program. The high school students had "hands-on and minds-on" activities in the areas of analytical, organic, and biochemistry. They also did on-line research, wrote a technical paper and presented it to the STEP faculty, staff and parents. They will continue this program in summer 2009. The Department extended its outreach and public service to other high school students who were treated to a great presentation by undergraduate and graduate student volunteers of a magic show.
- In 2008-2009, the Greensboro Area Mathematics and Science Education Center's (GAMSEC) summer academy had 360 enrolled pre-college students. GAMSEC's Saturday academy during the academic year had a weekly average attendance of 160 pre-college students.
- Speech students performed complimentary hearing, speech and language screenings to all 3 to 5 year old classes at the Hayes Taylor YMCA Kiddie Kollege.
- In the Department of Journalism & Mass Communication, Prof. Bruce Clark produced Aggie Access and Aggie Sports Report for cable public access channel 8 (GCTV). He also produced Campaign Watch 2008, a forum on politics organized by the Department of Political Science and Criminal Justice. Dr. Teresa Styles served on the Knight Foundation's Commission on the Information Needs of Communities in a Democracy and on the Aspen Society's Program Advisory Group, helped with media relations for a local church's fundraising campaign, and interviewed Ms. Elizabeth Dowdy for a Bluford Library series on prominent alumni of the NC A&T State University.

- In Visual & Performing Arts, dance continued its dance academy on Saturday for ages 7-15. Twenty-five students participated (males and females) in the program this year. The children are tutored in dance and drumming. The closing event was Saturday, May 2nd and was attended by over 100 parents, grandparents and friends. The hour long performance featured drumming and dances of Ghana and South Africa and Dunham Technique.
- At the University Galleries, the major exhibition programming this year centered on the exhibition *Coming by Force, Overcoming by Choice*, which was originally organized by the National Alliance of Artists from Historically Black Colleges and Universities headquartered in Atlanta, GA. The exhibition was reinforced by a popular artist talk held on January 28, 2009 and additional group tours.
- The College of Arts and Sciences hosted the Top Teens of America on Saturday, March 28, 2009. Approximately 200 middle and high school students and their chaperones participated in a day-long event that provided exposure to the College's academic programs and affiliated programs including the University Band.

2. New collaborations/partnerships

Collaborations and partnerships with other institutions, organizations, and businesses are an important activity for the College's faculty, administration, and students. Some examples of these collaborations in 2008-2009 include:

- New collaborations/partnerships in Biology included: (1) Dr. Mary Smith partnering with NC A&T faculty (Drs. Patrick Martin and Marion Franks) and with the Wake Forest University Cancer Center (WFUCCC). (2) Drs. Checo Rorie and Perpetua Muganda implemented an NCI P20 cancer grant with the WFUCCC for cancer research and training in the Departments of Chemistry and Biology at NC A&T. (3) Dr. Smith and Dr. Goins continue to participate in collaborations with scientists at the Pittsburgh Supercomputing Center to enhance bioinformatics courses and research at NC A&T. (4) Dr. Goins is partnering with Dr. Thomas Redd in the Department of Mathematics to develop a biomathematics course.
- In Chemistry, Dr. Kuila and his postdoctoral scholar, Y. Basova, are collaborating with Drs. D. Kumar, S. Yarmalenko, and S. Ilias in the College of Engineering on the characterization of bimetallic nanoparticles in mesoporous silica and their catalytic applications. Dr. Assefa continues a highly productive interaction with a scientist at the University of South Alabama (Richard Sykora) that involves x-ray crystallography. Dr. Bae, Chemistry's new joint faculty with EES, is currently interacting with Dr. Steven Peckham of the National Oceanographic and Atmospheric Administration (NOAA), Dr. Susan Brantley, Penn State, and Dr. Jerold Herwehe of the U.S. Environmental Protection Agency (EPA). Dr. Bae has also established a collaboration with Drs. Jeff Novak and Kyoung Ro of USDA-ARS. Dr. Basti has established a research collaboration with Dr. Shamsuddin Elias in chemical engineering at NCA&T that involves the study of the kinetics of EDTA/Pd^{+2} binding and the kinetics of electrolysis deposition of Pd(s). Dr. Basti is also continuing an NSF-funded collaboration, with Dr. Paul Agris of the Department of Biochemistry at NCSU, to explore the use of UV-melt

and circular dichroism (CD) in the study of Mg^{+2} binding to mitochondrial t-RNA. Dr. Franks continues his collaborations with Drs. Suzy Torti and Yong Chen of Wake Forest University School of Medicine. Their collaboration involves the study of the chemopreventive activity of various synthetic chalcones on prostate cancer in cellular and animal models. Dr. Kanipes continues to collaborate with Dr. Patricia Guerry at the Naval Medical Research Center in Silver Spring, MD. Their research focus has been on the classification of food-borne pathogens such as *Campylobacter*. Dr. Venkateswarlu is interacting with Professor Joseph Audie of Sacred Heart University, Professor Philip N. Fay, University of Rochester, MN and Dr. Sriram Krishnaswamy of Children's Hospital of Philadelphia on the structure and activation of blood coagulation factors. Dr. Harp has been interacting with NASA senior researchers, Dr. Ji Su and Dr. Tian-Bing XU and has established collaborations with Dr. Sheila Ann Thibeault of NASA- Langley in the area of radiation and particle protection research. The faculty members of Chemistry have also been quite involved in developing the joint nanoscience programs (PhD and MS) in collaboration with UNCG for the Joint School of Nanoscience and Nanoengineering (JSNN).

- The composition program in English has established "Making Global Connections through Writing: A Writing Exchange Program" with the composition students at North Carolina A&T and the composition students at Nnamdi Azikiwe University, Awka, Nigeria, in Fall 2009. The goal of this program is to establish a writing exchange program between the composition students at North Carolina A&T in Greensboro, North Carolina and the composition students at Nnamdi Azikiwe University in Awka, Nigeria. Dr. Jane Brown, in partnership with Jerry Blackwelder, president of Blackwelder Communications in Greensboro, NC, developed "Better Business Communications," a course taught in the Spring of 2009 for Continuing Education. They have also proposed the following courses for Continuing Education: Writing Words That Sell, Email Netiquette. Direct Mail, and Paid Media Writing. These are online courses available through distance learning. Dr. Brown is also developing "Technical Grammar and Style" for the classroom as a result of teaching a class to the engineers and chemists at Banner Pharma Cap in High Point, NC through Continuing Education. Dr. Gregory Meyerson collaborated with Dr. Michael Roberto of History to write "Obama and the Irreversible Crisis," which appeared in *Socialism and Democracy*.
- Dr. Bravo de Rueda (Foreign Languages) translated an article from A&T History professor James Wood, which will be published as a book chapter in Chile. These two professors, along with Prof. Sarita Jackson (Department of Political Science & Criminal Justice) and members from Guilford College and the Triad community, are promoting a research group on Latin America. Conversations have begun between Foreign Languages and the Guilford County Health Department to explore the possibility of placing A&T students as interpreters and assistants.
- Members of the Department of Mathematics have partnered with the Black Child Development Institute and a number of other local civic organizations to provide tutoring services to elementary, middle and high school students. The department has also partnered with the NOAA ERSL through NOAA ISET CSC which offers graduate students an opportunity to conduct research in atmospheric science and meteorology. Dr. Yuh-Lang Lin of Physics and the EES Ph.D. program, and Drs. Tang, Kyei, Rastigejev and Roop of Mathematics recently formed a mathematical modeling and computational

simulation group, and have involved several graduate students in applied mathematics, physics and computational science and engineering in NOAA ISET related research projects. Drs. Bangura, Burns, Cousins-Cooper, Oldham, Staley, and Tang are participating in the Institute for Advancement of Mathematics and Science initiative in the Guildford County which involves almost all local universities and colleges, community college and Guilford County Schools, and is sponsored by several local foundations and development organizations.

- In Physics, Drs. Bililign and Lin collaborated on a Cooperative Institute for Satellite Climate with the following Partner Institutions: Georgia Institute of Technology (lead), George Mason University, University of Maryland Baltimore County, North Carolina Agricultural and Technical State University, University of Georgia, Duke University, City College of New York. Dr. A. Kebede is an active participant of International Year of Astronomy during which several schools in Africa and North Carolina are participating in astrophotography using networked telescopes. Drs. Ahmidouch and Danagoulian joined the GEp-III collaboration at Jefferson Lab, Hall C. This collaboration includes the College of William and Mary, Norfolk State University, JLab, University of Regina (Canada), Argonne National Lab, Saclay (France), Duke University, Florida International University, Hampton University, University of Illinois, INFN Roma (Italy) and many other. Drs. Ahmidouch and Danagoulian are also leading partners of the SANE collaboration at Jefferson Lab, Hall C. This collaboration includes the University of Virginia, Norfolk State, JLab, University of Regina (Canada), Argonne National Lab, Saclay (France), Florida International, Hampton University, the College of William and Marry, Temple University and many others institutions. Drs. Ahmidouch and Danagoulian continue as collaborators on an NSF-MRI grant for nuclear physics instrumentation in a collaboration between NCA&T Physics, Hampton University, James Madison University, and the College of William & Mary. Dr. Lin leads a global and mesoscale modeling research team (Lin, Tang, Kyei & Semazzi) on simulating African easterly waves and tropical cyclogenesis. Dr. Lin also leads several research teams on campus made of NOAA-ISET faculty from Mathematics and Chemistry. Dr. Lin has also established an array of international collaborations: (1) Prof. C.-S. Chen: the National Central University in studying the Mei-Yu rainfall and the Taiwan Island Monsoon Rainfall Experiment (TiMREX); (2) Dr. Samuel Westrelin: Unversity of La Reunion, (Reunion Island) on tropical cyclones in the Indian Ocean; (3) Dr. H.-H. Hsu at National Taiwan University and Dr. Jin Lee at NOAA/ESRL on orographic effects on Madden-Julian Oscillation. Dr. Gasparain is the leader of the PrimEx collaboration which consists of 15 universities and six (6) international institutions. These include University of Kentucky, University of Massachusetts at Amherst, Norfolk State, Hampton University, Jefferson Lab, etc. Dr. Pedroni is also collaborating on a funded research proposal with Duke University as the lead institution, Calvin R. Howell as PI, and the University of North Carolina at Chapel Hill, Hugon J. Karwowski as PI.
- In Visual & Performing Arts, dance, theater, music and visual arts have joined in a new collaboration with the Partnership Village and the Servant Leadership School in Greensboro. The department hosted 20 children, parents, and volunteers on campus for a workshop and mini performance for the children.

3. Student Activities – Organized Student Activities and Groups; Sophomore/Senior Survey Results.

- The extracurricular activities in the Department of Mathematics include the Mathematical Association of America (MAA) and the North Carolina Council of Teachers of Mathematics (NCCTM). During the 2008-2009 academic year, the NC A&T Student Chapter of MAA conducted both community service and social activities. Through these activities, members were able to help K-6 students with mathematics. The MAA informed members about summer research internships (REIs), conferences, and summer and permanent job opportunities in mathematics. Members tutored A&T students and area public and private school students. Members also provided support for the 26th Annual High School Math Contest at A & T, April 2, 2009. Other activities included University Day in the fall, events with NSBE, presentations at Math Awareness Day, and the McNair Symposium.
- Fifteen Political Science and Criminal Justice students attended the Presidential Inaugural and interviewed observers concerning perspective on the significance of the moment in history. (January 20, 2009).
- At the University Galleries, the annual student exhibition entitled, the Art Spirit Revealed was displayed in its historic location of the H.C. Taylor Gallery once more. Several submissions from all classes were submitted and the artworks including a range of media: drawings, paintings, ceramics, lithography, mixed media compositions and computer graphics with several works being offered for sale. Cash prizes were awarded to students through the visual arts program. Professor James Williams, a former adjunct instructor in the visual arts program served as the juror.
- The student newspaper, *A&T Register*, won nine awards from the 2009 Black Collegiate Communications Association contest: First Place in Best Online Audio Story "Ride to the Polls with Mayor Johnson" by Leroy V. Mikel III; Second Place in Best A&E Criticism by Stacie Bailey; Second Place in Best Signed Commentary or Column by Dexter Mullins; Second Place in Best Headline Writer by Malcolm Eustache; Second Place in Best Editorial/Opinion Section by the staff; Third Place in Best News Coverage (2008 Elections) by the staff; Honorable Mention in Best Informational Graphics or News Art/Illustration by Michael McCray; Honorable Mention in Best Headline Writer by Leroy V. Mikel III; and Honorable Mention in Best Design Broadsheet or Tabloid.
- For the University Bands, A&T's marching band, the "Marching Machine" was one of ten Historically Black College and University marching bands chosen to participate in the 2009 Invitational Showcase in the Honda Battle of the Bands. As a part of the weekend experiences, Urban Sports and Entertainment hosted the Honda Battle of the Bands Recruitment Fair held prior to the main event in the Georgia World Congress Center on Saturday January 24, 2009 from 10:00 a.m. – 2:00 p.m. This recruitment fair offered interested high school students and their parents an opportunity to learn more about the nation's black colleges, their music programs, scholarships and admissions requirements.
- The senior exit survey in Psychology was given to spring 2008 and summer 2008 graduating seniors for the first time. The senior exit survey for this academic year (2008-

2009), was given online for the first time. The results from the previous senior exit survey of Psychology are available in Appendix E5.

- In Biology, Dr. Byrd had exit interviews with graduating seniors, both in December 2008 and May 2009. Twenty-nine graduates participated in the exit interview and completed the exit survey. Twelve of them planned to work immediately after graduation, twelve planned to go to graduate school, one planned to go to post baccalaureate programs, one planned to take classes, and two gave no response. Experiences that students most enjoyed included: research, attending meetings and recruiting sessions, developing relationships with faculty and peers, extracurricular activities, e.g. career advising about how the biology degree can be used, peer mentoring through the biology club and Tri-Beta. In general, students enjoyed courses that they perceived prepared them for graduate and professional schools. Such courses included Developmental Biology, Biochemistry, Epidemiology, Human Anatomy, Molecular Biology, Comparative Anatomy, Human Physiology, Bioinformatics, Immunology and Zoology. Ironically, some of the same courses were also listed by some as the least favorite, including Cell Physiology, calculus, chemistry and physics. For unpopular courses, students gave reasons such as the need for better instruction, need for smaller classes, lack of structure in the classroom, faculty preparation in class, instructor "did not teach," work environment is not suitable, and the need for new ways of presenting material. Many found the traditional curriculum boring. They desired additional career advisement and more academic advisement opportunities. They showed a general preference for instructors who were enthusiastic about the classroom and appeared to have a passion for teaching. Other issues the students commonly raised included: (1) More research opportunities with faculty; (2) Spaces that students could congregate and collaborate, such as student lounge or library; (3) More hands-on labs; (4) Freshman should receive career advice from faculty; (5) Students should be held more accountable for their actions; (6) Begin critical thinking exercises as early as the freshman/sophomore years; (7) Adding a program or track that caters to students who are interested in attending physicians assistant school, dental school, and medical school; (8) Make GRE or MCAT test prep classes as part of the curriculum; (9) Evaluate professors more frequently and extensively (10) Provide tutors within the department; and (11) Make peer mentoring mandatory. As the department raises its admission standards it will also have to provide more meaningful opportunities that advance a larger number of our students toward graduate and professional degree programs. Alumni who qualify to move forward are more excited about owning the department and giving back.

4. Staff activities in support of learning, discovery, and engagement.

The college and departmental staff are a vital element of virtually every activity in the College from guiding students to planning and executing college, departmental, student and faculty activities. Without their conscientious support of the faculty's efforts in education, research and service very little would be achieved in the College. The College's staff serve admirably despite the reality that for most departments, there has not been any significant increase in staffing in many years, and that most staffers are overburdened by the growth in the College's departmental enrollments.

D. Retention

1. Goals, Strategies & Outcomes:

- **Goal:** Increase the retention rate of new freshmen.
  Strategies: (1) Departments will appoint a Retention Coordinator who will serve on the College of Arts and Sciences Retention Committee. (Undergraduate and Graduate Programs). (2) Departments will submit to the Office of the Associate Dean for Curriculum and Student Affairs a departmental action plan to enhance retention and graduation rates (undergraduate and graduate programs). (3) All faculty advisors are to be listed with their advisees on a departmental listing. (4) Departments are to submit a monitoring alert system of students experiencing academic difficulties and to implement mandatory attendance at the University Writing Center, Math Tutorials and Tutorials conducted in the Center for Academic Excellence. Faculty members are to submit monitoring reports on at risk students. (5) Faculty will attend academic training to become more proficient in using the Banner system. (6) Use the College's Retention Coordinators to provide advisement in large enrollment departments.
  Outcome: 1st year retention rate of the 2007 freshmen cohort exceeded goal with a retention rate of 74% (Goal was 69%).

- **Goal:** To increase full-time sophomore to junior (second-year) retention rates.
  Strategies: (1) Use College of Arts and Sciences Colloquium Series to enhance student development. (2) Utilize the CAE team members that are designated for the various academic areas in the College of Arts and Sciences. (3) Continue to host a New Faculty Mentoring Workshop in the College of Arts & Sciences and place special emphasis on the importance of increasing the College of Arts & Sciences Retention rates (undergraduate and graduate programs). (4) Recognize students with a 3.0 G.P.A. or higher during the Colloquium Series with special recognition of students earning a 4.0 G.P.A. (5) Each department will be asked to provide one outstanding student to become a member of the College of Arts & Sciences Student Advisory Committee. This student advisory committee will meet at least twice a semester with the Dean and Associate Deans (undergraduate and graduate programs). (6) Provide a detailed listing of tutorials offered within the College of Arts & Sciences and ensure that faculty are provided with the academic monitoring forms to identify at-risk students.
  Outcome: Second-year retention rate for the 2006 freshmen cohort exceeded that of the 2005 cohort by 5%.

- **Goal:** To increase graduation rates.
  Strategies: (1) Enhance the annual awards and citations program to recognize outstanding faculty, faculty advisors, and students in the College of Arts and Sciences. (2) Highlight graduate and undergraduate research during the Fall and Spring Colloquium Series. (3) Publicize research topics of senior students for marketing purposes. (4) Develop College check-list concerning the progress of seniors within their programs of study. (5) Continue to encourage faculty to submit grants with specific line items in their

budgets for student support. (6) Faculty will encourage students to attend academic development skills workshops in the Center for Academic Excellence.
Outcome: Four-year graduation rate of the 2004 freshmen cohort exceeded the College's goal with a four-year graduation rate of 18% (goal was 17%). Six-year graduation rate of the 2002 freshmen cohort failed to meet the College's goal with a six-year graduation rate of 38% (goal was 43%). However, the 2003 freshmen cohort's 40% five-year graduation rate means the six-year graduation rate goal for the 2003 cohort is within reach for next year.

V. Goals for Upcoming Academic Year 2009-2010

A. Key Indicators of Progress

Progress was made toward the fulfillment of the 2008-09 goals and these goals will provide the foundation for the College's continued progression during the 2009-2010 academic year.

The College's goals, aligned with the FUTURES themes previously indicated, have proven to exhibit the potential for successful achievement. As the very nature of some of these goals will constitute ongoing realization and assessment, the College will have opportunity to further define and refine them for maximum benefit to the College's overall mission during the upcoming year.

- ***Increase retention and graduation rates in the College's programs.***

Projected Outcomes (2009-2010):

- Increase first-year retention rates (Goal for 2008 cohort = 72%).
- Increase four-year graduation rates (Goal for 2005 Cohort = 19%).
- Increase six-year year graduation rates (Goal for 2003 Cohort = 45%).

- ***To increase scholarly productivity and extramural funding in the College.***

Projected Outcomes (2009-2010):

- Increase in peer reviewed publications/juried shows by faculty.
- Increase in book publications/creative activities by faculty.
- Increase in faculty presentations at scholarly meetings.

- ***To expand interdisciplinary academic programs***

Projected Outcomes (2009-2010):

- Increased collaborations by faculty outside their academic units.

- Increase in the number of jointly appointed faculty.

➢ ***Improve research infrastructure.***

Projected Outcomes (2009-2010):

- College will strive to keep the third floor of Hines Hall as a research facility for funded research projects in all disciplines.
- College will pursue federal "STIMULUS" funds to improve existing facilities and create new facilities.
- Increase extramural funding.

➢ ***Effectively facilitate new capital improvement projects.***

Projected Outcomes (2009-2010):

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- Oversight of Barnes Hall renovations to ensure they meet instructional and research needs in the life sciences.
- Facilities improvements through the application of extramural funding.

➢ ***Effectively facilitate new capital improvement projects.***

Projected Outcomes (2009-2010):

- New Strategic Plan for College

➢ ***Effectively facilitate the reaccreditation of Department of Journalism & Mass Communication by the Accrediting Council on Education in Journalism and Mass Communication.***

Projected Outcomes (2009-2010):

- Reaccreditation of the Department of Journalism & Mass Communication by the Accrediting Council on Education in Journalism and Mass Communication in 2009-2010.

B. Challenges to Achieving the College's Goals

Challenges for the College of Arts & Sciences include:

- Lack of effective procedures for placing new freshmen in their beginning courses in writing and mathematics.

- Lack of graduate tuition remission and graduate stipends. Given the way the UNC Change Funding Model is structured, investing in graduate student support generates a large financial yield to the University.

- Lack of funding for eradication of the wood boring insects consuming the University Galleries' collection of more than six hundred wood artifacts.

- Inadequate levels of departmental SPA staffing.

- Lack of a University owned facility to house the University Bands. Leasing costs for the current band facility are exhorbitant.

- Lack of office space to house faculty as well as graduate students and personnel hired on federal grant funds.

- Lack of a current Procedures Manual for purchasing and PCard activities, undergraduate and graduate student hiring during the academic year as well as during the summer, SPA & EPA hiring procedures, postdoctoral hiring, budget revisions for grants & contracts, procedures for contractual arrangements, etc. The current written policies available on the web are often out-of-date and/or lacking detail to cover situations that commonly arise (like paying students who are not enrolled or on campus, etc). The lack of a Procedures Manual for these areas wastes a lot of effort across the University.

- Lack of technical support for Apple computer hardware and software.

- Lack of stable funding or ready access for the University's licenses for software like Adobe Creative Suite, SPSS, MAPLE, Mathematica, MATLAB, STELLA, etc.