Columbus State University  
2001-2002 Annual Report of Institutional Progress

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Section A: Summary of Major Institutional Accomplishments in 2001-2002

During 2001-2002, Columbus State University continued to place major emphasis on the development of activities, programs, and services offered by the university to improve the education of its students and enhance their social and intellectual growth through the demonstrated willingness of CSU personnel to become involved in that growth (CSU Goal #1). The institution believes that such efforts will promote recruitment and retention, improve graduation rates, and create a community of learners. Toward this goal, CSU has taken several strides during the past year.

The MEd School Counseling and the MS Community Counseling programs, offered by the College of Education, received reaccreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The college created and implemented, or redesigned, four programs in Alternative Teacher Preparation. The Educational Leadership faculty revised the MEd and EdS curricula for Fall 2002 implementation. The college is the first Georgia unit with an Educational Leadership program to complete the BOR-mandated "Principles and Actions" revision.

Faculty of the College of Arts and Letters published 54 articles, book chapters, reviews and other scholarly reports. Students in the Department of Communication presented seven papers at the Southern States Communication Association, Undergraduate Honors Conference.

The Graduate Certificate in Gerontology, a multidisciplinary graduate certificate program offered through the College of Science, is now available completely online. Faculty and graduate students of the College of Science published 34 articles, book chapters, reviews and other scientific, scholarly reports. Science faculty, staff and graduate students made 46 scholarly presentations in 10 states and 4 foreign countries during the year.

The Abbott Turner College of Business faculty continued to experience exceptional success in the classroom, intellectual contributions, and service. The faculty's research record included a total of 99 journal articles, professional meeting presentations, books, and public presentations. And, the Department of Business Administration completed an eight-year review of the major field examinations. The Department of Financial and Information Systems worked on developing multi-year class schedules, establishing outcome measures and linking those outcomes to mission statements and assessment tools. The department made special efforts to infuse technology into instructional delivery.

The Simon Schwob Memorial Library hosted seven university-wide research forums, with presentations by 16 faculty members. Surveys of attendees indicated a strong approval rating.

Having the Schwob School of Music in the RiverCenter for the Performing Arts has promoted the Columbus Uptown renaissance, added hundreds of students, faculty, and staff to the area on a daily basis. Applications to the program have more than doubled since it moved into world-class facilities.

Columbus State University continues to focus financial and intellectual resources on initiatives that will have a major influence on the development and growth of the region, especially those that emphasize collaboration and partnerships. To ensure that the university is recognized as a distinguished institution, five select mission areas have been endorsed—fine and performing arts; science, mathematics and technology education; regional economic and community development; international education and exchange; and educator preparation. (CSU Goal #3)

Some achievements in the fine and performing arts are

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1 Columbus State University Strategic Planning Goals are available on the World Wide Web at http://www.colstate.edu/visitors/vis_mission.asp.
Forty organists from around the world are on a list of people who want to play recitals on the Jordan Concert Organ, which was installed into the RiverCenter’s Legacy Hall in December. The unique design and beauty of the organ, which was designed by CSU professor of organ Joseph Golden and built by Orgues, makes it one of the most important new organ venues in the world.

CSU’s Department of Theatre was granted national accreditation by the Association of Schools of Theatre for the Bachelor of Fine Arts in Theatre Performance or Theatre Design/Technical and the Bachelor of Science in Theatre Education degrees.

In addition to the standard tools used to create art, the Department of Art offers state-of-the-art computers and equipment for students to study graphic design and computer graphics as well as digital photography, electronic illustration, and Web design. A gift in the name of LithoKrome co-founder James Thomas Morgan, which funds an endowment, made renovation of the graphic design lab possible.

In science, mathematics, and technology education, some achievements are

The College of Science continues its online presentation of a master’s degree in applied computer science with students in 28 cities in Georgia, 8 states, and a new audience in 4 countries along the Pacific Rim. This online degree program reaches non-traditional students through the use of the Internet and helps recruit international students in partnership with eCollege, a Denver based technical support group. In 2001, the dean of the college traveled to Vietnam, Singapore and Manila to talk with students about the online program. Classes in Global Positioning Systems (GPS) and Geographic Information Systems (GIS) technology continue to be incorporated into teaching and research activities in several programs. Faculty, staff and students in the College of Science continued collaboration with a diverse group of agencies, organizations and business across the state and nation. And science faculty, staff, and students—involved in research, teaching, cultural study, and presentation of scholarly work—traveled to 12 countries during the year.

The Columbus Regional Mathematics Collaborative (CRMC), a professional development center for pre-service and in-service mathematics and science teachers in 25 public and private school districts in the service area of CSU, is funded by the university, grants, and membership fees. In 2001, approximately 175 students attended the CRMC mathematics and science summer camps, which also serve as a practicum for teachers.

The Educational Technology Training Center (ETTC), a collaborative endeavor of the College of Education and the State Data and Research Center at Georgia Tech, provides technology-training opportunities for the P-16 education community in the university’s service area. The primary professional development program through the center is Integrating Technology in the Student Centered Classroom (InTech), a 50-hour course that satisfies requirements for the Georgia Special Technology Requirement mandated by the A-Plus Education Reform Act of 2000. This year the Danielson Framework for Teaching, a project to align program pedagogy with expected student performance outcomes, was implemented into the framework of InTech for state use; and 82 InTech sessions with 1,066 participants were held. Further, all ETTC instructors were presenters at state conferences to share designs for learning.

During the fifth anniversary year of the Coca-Cola Space Science Center, the Mead Observatory had over 2,000 participants during the fall and spring. Forty teachers were trained in workshops conducted by NASA Education Specialists. Since its founding the Space Science Center has served about 300,000 visitors. An advisory committee comprised of 15 local business and community leaders works with the center to provide input for more advanced programming and fund raising projects.

Columbus State University continues to make significant contributions to the economic and community development of the region as indicated by a state study, conducted by the Selig Center for Economic Growth of the University of Georgia that reported a total economic impact of almost $150 million by CSU on the region it serves. The report determined that, as a result of spending by the university, 2,205 jobs existed in fiscal year 2000-2001—on campus and off campus. Other examples of how CSU contributes to regional development are

The Intellectual Capital Partnership Program (ICAPP) continued with its partnership between TSYS and CSU to provide skilled computer programmers for the company. In 2002, a new ICAPP-Nursing project was
put in place to graduate nurses with bachelor’s degrees for Columbus Regional Healthcare System and St. Francis Hospital, CSU’s partners in the initiative.

In community, university, and college service, the Abbott Turner College of Business faculty and staff compiled an outstanding record of activity in 172 projects in the city and throughout the region.

Achievements in international education include:

The Center for International Education continues its successful administration of CSU’s study abroad and exchange programs and added a new exchange program—the International Student Exchange Program (ISEP) to offer opportunities for CSU students to study in more than 100 universities in 33 countries. And, Kyle and Sally Spencer continue to provide CSU students and faculty with unrivaled opportunities to study at Oxford University, England. During the year, the center disbursed $68,800 in various study abroad scholarships.

New financial support came when the Mildred Miller Fort Foundation awarded the center three years of support, totaling $129,000, for a visiting scholar in European Studies and additional study abroad scholarships. The Latin American Studies program continues to prosper. Dr. Guillermo Martinez, mathematician and novelist, was the third Elena Diaz-Verson Amos Eminent Scholar in Latin American Studies. Mr. Sal Diaz-Verson continues to fund the Diaz-Verson Scholars Program, a special scholarship for Latin American nationals studying at CSU. In the fall, literary scholars gathered at CSU for a colloquium on Spanish American fiction organized by the Department of Language and Literature, with guest novelists, poets, dramatists, and literary critics.

The addition of a fifth select mission area last year for educator preparation indicates the extent of the commitment of the university to improving the quality of public education in the region. Some indicators of excellence in educator preparation are

In year three of the Title II Grant of the Advanced Academy for Future Teachers, the academy conducted four workshops in the fall for 70 seniors and juniors from eight high schools in the Muscogee County School District. Eight of the students took two courses in the College of Education during the spring under the Post Secondary Option Plan. Two other MCSD high schools joined the FTA program during the year, bringing the total student enrollment to 120 for the year.

The Valdosta State University and CSU’s collaborative doctoral program in educational leadership, which began in Fall 2000, enrolled a second cohort in January 2002. The College of Education also continues its extensive involvement in distance learning technologies through the delivery of evening and weekend GSAMS courses and in innovative curricular programming through numerous web-based courses.

The new Leadership Academy began in June 2002, and the College of Education, in collaboration with the Muscogee County School District, will train approximately 30 potential educational leaders for the school system.

In support of the CSU comprehensive enrollment model (CSU Goal #2), the Division of Enrollment Marketing was created in February 2001 and is comprised of the departments of Admissions, Enrollment Communications, Enrollment Marketing, Financial Aid, Recruitment, Registrar, and Student Payment Center. The division continues to aggressively implement improvements to administrative processes, marketing initiatives, and communications. During 2001-2002, the division developed a comprehensive communication plan; increased its efforts to recruit from a diverse prospective student base; increased advertising on billboards, on TV, and in newspapers in CSU’s service area; actively partnered with the Columbus Chamber of Commerce; brought together scholarship recipients, donors, and CSU Foundation trustees; collaborated with the local Girl Scouts council; developed new recruitment materials and video; and implemented several online processes for students and faculty.

The university’s activities, collaborative ventures, and other accomplishments ensure that the visibility of the institution is strengthened to maintain and improve its competitive position in the recruitment of students and faculty (CSU Goal #4). In addition to increasing its visibility, CSU also makes valuable contributions to the quality of life in the region.
Arias Sanchez, Nobel laureate and former president of Costa Rica, spoke to about 750 people from the local and CSU communities, as part of CSU’s Hunter Lecture Series, a series made possible by a gift from Madge Hunter in memory of her husband James W. Hunter. In February, the 2002 National Teacher of the Year (TOY), Michele Forman, a social studies teacher from Vermont, was the thirteenth consecutive National TOY to visit the CSU campus and several of our local education partners. Four local teachers, all educated at CSU, were named to USA Today’s 2001 All-USA Teacher Teams, the largest number of teachers on the list from one city.

CSU nursing students won five awards including statewide Chapter of the Year and a scholarship at the Annual Georgia Association of Nursing Students Annual Meeting. And, a biology student’s presentation won second place in competition at the Southeastern Biologists Regional Conference. The Honors Program, a component of University College held its first Student Research Colloquium for about 40 students to showcase their research and creative works. The Students In Free Enterprise Program (SIFE), formed by the Abbott Turner College of Business in 2000, received a regional award, plus a grant to attend the national meeting. The Third Annual College of Education and Alumni Association Awards Banquet was held in April to celebrate the many contributions of university faculty, staff, students, and P-12 school partners in advancing the pursuit of excellence in educator preparation at CSU. More than 90 CSU business students participated in a forum on the globalization of markets, organized by Suresh Gopalan, the first appointee to the Rothschild Distinguished Chair of Management in the Abbott Turner College of Business. Panelists included local businessmen and CSU’s director of grants and special programs.

Students in the University College’s Servant Leadership Program gave over 6,500 hours of community service, including tutoring at-risk pre-school children. The program won the Girls Inc. 2001 Region IV Corporate and Private Program Volunteer Award for making the most positive impact on programming for their organization in the southeast region. Publications included a two-page, feature article by the Columbus Ledger-Enquirer and two professional articles by the program’s director.

The chair of the Department of Environmental and Health Sciences in the College of Science is serving on the UNESCO Scientific Advisory Board for hydrology. The Department of Chemistry and Geology sent a representative to the first International Conference on Inverse Gas Chromatography in London, England. Of the 80 papers presented at the conference, two were CSU contributions. The department, in collaboration with University College’s Honors Program, sponsored lectures by distinguished scientists. In the spring, the Honors Program, along with the Columbus Film Society, St. Francis Hospital, and GALA, presented a lecture by author Margaret Epson.

Several members of CSU’s Schwob School of Music were recognized for accomplishments during 2001-2002. The school’s director of opera/musical theater was appointed as the first permanent adviser for the Metropolitan Opera Council on Creating Original Opera, an educational endeavor of international scope, at the Lincoln Center in New York City. The American Society of Composers, Arrangers and Publishers (ASCAP) selected the school’s conductor and director of CSU wind ensemble activities, as a recipient of the “ASCAPPLUS” Standard Panel (classical music) Writers Award for a catalog of original compositions as well as recent performances of those works. And, the reputation of CSU’s Jazz Band continues to spread. In the summer of 2001, the band was one of only 10 university or college bands—from Europe, Japan, and the United States—selected to perform at the 8th Annual Hawaiian International Jazz Festival.

The Georgia Humanities Council named Thornton Jordan, a retired professor of English at CSU, one of 12 recipients of a Governor’s Award in the Humanities. The professor’s activities included purchasing the childhood home of Carson McCullers in Columbus. The house is the focal point in the development of CSU’s Carson McCullers Center for Writers and Musicians under the direction of the College of Arts and Letters.

In cooperation with the Georgia Department of Natural Resources, City of Columbus, Columbus Water Works, Glock Firearms Company, and Ducks Unlimited, CSU’s Oxbow Meadows Environmental Learning Center placed 80 wood duck boxes on the center’s grounds in order to preserve the duck’s natural habitat. This project at Oxbow, which involved local Boy Scouts and the Help the Hooch campaign, represents the largest such project in the state thus far.

The Child Care Resource and Referral Agency of West Georgia, located in the College of Education, made
558 child care referrals; had 3,681 visitors including community leaders and providers; accommodated 449
visitors in the lending library; provided 72 training opportunities with 2,787 providers and parents participating;
assisted 75 providers; provided technical assistance to 600 providers/parents including 55 site visits; and
participated in local and state events educating at least 2,500 people.

In affiliation with the Simon Schwob Memorial Library, the Board of the Historic Columbus Foundation
committed to work toward establishing the Columbus Archives and History Center at a central location. The
library collaborated with the community to host two teleconferences for the local library community.

CSU’s athletic programs had a banner year. CSU’s baseball team won the Division II World Series in
Montgomery, Alabama. The women’s tennis team advanced to the Mid-Atlantic Regional Finals. Further,
CSU’s dance team won the Peach Belt Conference dance championship for the second year in a row. And, the
cheerleading squad claimed its fourth straight title at the Peach Belt Athletic Conference, hosted by CSU in
the Lumpkin Center, and finished third in the nation at the UCA Collegiate National Championships in
Orlando, Florida.

Columbus State University is committed to increasing and strengthening the diversity of its faculty, staff, and
students (CSU Goal #5). In addition to several strategies already in place to ensure continued and increased diversity
in the CSU community, several new initiatives were implemented during the year.

International students have benefited since the opening in spring of the American Language Program, which
provides instruction in English as a second language for international students and other residents of the
Columbus and Chattahoochee Valley region who intend to study at CSU or other colleges and universities
throughout the United States. Although the program is offered through CSU’s continuing education services,
the students receive I-20 forms through the university’s admissions office, and the international counselor in
admissions serves as a point of contact for interested students. In the next three to five years, the office of
International and Multi-cultural Student Services plans to host about 500 international students a year.

Over eighty students and 16 faculty members from CSU traveled to more than 12 countries for international
study during 2001-2002.

In the wake of recent international developments, the Center for International Education hosted a speaker’s
series. Large audiences heard presentations on the European Union, Africa, China, and Muslims in Europe. The
presenters included the Fort Scholar for European Studies, Cathie Carmichael, and the ambassador of the
Democratic Republic of the Congo, Faida Mitifu (a CSU faculty member when appointed ambassador). Further,
the International Education Advisory Council held its inaugural meeting during the spring, with civic and
business leaders meeting with CSU leaders to discuss international trends, particularly as they affect the campus
and community.

CSU’s vice presidents and deans remain committed to identifying minority faculty and administrators for
recruitment to the university’s community.

The Technology Planning Task Force Report, developed in 1999-2000, includes planning assumptions and a
summary of the planning recommendations from the infrastructure, academic, and administrative subcommittees
(CSU Goal # 6). CSU continues implementation and endorsement of the report with a continuation of strategic
planning for future technology needs of the campus. Some of the technology improvements and advancements on
the campus this year are

Working closely with the Computer Information and Networking Services, the Enrollment Marketing
Division improved websites and offered forms on line, some of which should have a positive effect on
recruitment, retention and the graduation rate. (Also see Section B of this report.). The Student Payment Center
converted to PeopleSoft for its daily processing and gave students on line access to pay tuition and fees. The
Instructional Technology Services Department spent $99,000 of special initiative monies from Advanced
Learning Technologies to purchase computer and AV equipment to meet the needs of the campus community.
To be competitive and gain recognition, Columbus State strives to create a quality environment to enhance the education of its students by addressing the classroom environment, work environment, adequate library incorporating technology, improvement and expansion of residence life, and an attractive, well designed and maintained campus (CSU Goal #7).

The first branch of the Simon Schwob Memorial Library, a music library, opened at the RiverCenter for the Performing Arts. On the main campus, the library through ETAC monies secured twenty-one new public computers. Plans were developed for an information commons area, containing approximately 30 computers, designed to support the scholarly use of information, resources, and technology. The new Technology and Commerce Center, a 96,000-square-foot-facility scheduled to open in spring 2003, will house the Abbott Turner College of Business, Computer Science Department, and Computer Information Networking Services.

The Livery and Oglethorpe-Giglio buildings, adjacent to the CSU owned Rankin Arts Center in downtown Columbus, now belong to CSU’s Foundation Properties. The addition of these buildings will create a place to host events and more loft apartments, with 70 additional beds. During the year, three new student apartment buildings were constructed at Courtyard II, adding 144 beds to existing student housing. This addition will allow Courtyard I to serve exclusively as freshmen housing in support of efforts to build community among these students and enhance retention efforts.

Physical changes were made to Enrollment Marketing areas for recruitment, admissions, and registrar to create a central location for student materials within each office. Renovation of the upper level of the Davidson Student Center was completed and includes an information desk, game area, stage and dance area, and a multi-media section. An average of 225 students per day utilized the university’s Fitness Center. In addition to services in weight training and conditioning, the center serves as a classroom for 10 different academic classes. And, University Police installed emergency call boxes at CSU’s residence apartments and outreach facilities

Significant progress was made in 2001-2002 in increasing our funding sources to maintain and expand the programs and services and to ensure professional development of CSU personnel (CSU Goal #8). Departments and individuals received grants for a variety projects and activities during the year.

Thirteen College of Science faculty conducted externally funded research, projects and teaching improvement and professional development during the year resulting in about $1,000,000 in addition to local funding. Twelve faculty development grants were awarded to members of the Abbott Turner College of Business, reflecting the quality and quantity of the college’s proposed new projects. The College of Education secured financial support for five graduate fellowships for MEd students in Physical Education and Leisure Management. Departments and individual faculty in the College of Arts and Letters were awarded nine grants.

The Honors Program, a component of University College, gained corporate sponsorship from AirTran when it agreed to sponsor the CSU Honors Program for the year.

In January 2002, the Simon Schwob Memorial Library began a subscription to JSTOR, an online archive of nearly 120 scholarly journals, through a grant of $27,000 from CSU’s Student Technology Fee Committee. Also, in efforts to increase the funding for the library, a million dollar book endowment was included in the literature for CSU’s Capital Campaign.

Based on a $59,000 grant awarded to the director of CSU’s Office of Grants and Special Programs from the Fulbright Hays Program of the U.S. Department of Education, CSU conducted a four-week faculty and curriculum development program in Brazil. As of summer 2002, CSU has received uninterrupted funding from the Fulbright program for 11 consecutive years.

As will be indicated in the following sections of this report, Columbus State continues its commitment to action and accountability. The Strategic Planning Commission provides insights concerning the needs and responsibilities to the service areas, with an aim to develop goals into accomplishments in order to ensure academic growth (CSU Goal #9).
Section B: Annual Progress in Institutional Strategic Planning

Columbus State University’s first comprehensive strategic plan was developed and implemented in 1990. It was subjected to a five-year review and update in January 1995 as part of the comprehensive institutional mission review required by the Board of Regents in its System-wide Strategic Planning Initiative and another review and update in 1999-2000. The Office of the Vice President for Academic Affairs directed these efforts. (Mission Development and Review)

A revision of the original plan was approved by the president in April 1995—Columbus State University Strategic Plan: 1996 - 2000. In 1999, the vice president convened the Strategic Planning Commission and requested that the commission revise the plan for 2001-2005. The commission subsequently recommended to the vice president revisions of the strategic planning assumptions and CSU’s nine goals. The revised plan, similar in format to the previous version, comprises five sections: Vision Statement, Students, Program/Service Mix, Comparative Advantage, and Goals. The plan also includes planning assumptions based on external environmental factors including demographic, political, education-competition, education needs, economic growth of area, quality of life in the region, and impact of technology on employment; planning assumptions based on the image, climate, culture and values; and planning assumptions based upon internal environmental factors. The plan and the assumptions are closely linked and amplify the major themes of the Columbus State University Mission Statement that was approved by the Board of Regents in June 1996. In fall 2000, the revised plan became the Columbus State University Strategic Plan: 2001-2005.

Membership of the Strategic Planning Commission is made up of representatives from College of Arts and Letters, Abbott Turner College of Business, College of Education, College of Science, University College, Enrollment Marketing, Alumni Affairs, Academic Affairs, Student Affairs, International and Multicultural Student Services, and Simon Schwob Memorial Library.

Level II Functional Plans are developed and assessed each year by the major units of the university for the College of Arts and Letters, the Abbott Turner College of Business, the College of Education, the College of Science, University College, Student Affairs, Business and Financial Affairs, University Advancement, the Division of Continuing and Regional Education Services, the Simon Schwob Memorial Library, and the Division of Enrollment Marketing. Additional university-wide Level II Functional Plans are developed and assessed for Information Technology and Human Resources. Some of the changes at the university directly related to the strategic planning process identified in this year’s reports include:

- Plans were developed for an academic classroom and laboratory building to be attached to the Simon Schwob Memorial Library.
- Program and departmental changes include the merging of the Department of Health Sciences and the graduate program in environmental science into the Department of Environmental and Health Sciences.
- The CSU Testing Center, serving 87 percent of the university’s undergraduate students, became a component of Continuing and Regional Education Services.
- The College of Education began work on reorganizing of its departments to streamline services and improve the use of its faculty.

To address the university’s action goal #6 and in conjunction with technology planning in the University System, the Technology Planning Task Force was formed in 2002 to develop strategic and tactical planning for technology for 2001-2005. The Technology Planning Task Force Report includes planning assumptions and a summary of the planning recommendations from the infrastructure, academic, and administrative subcommittees. Implementation and endorsement of the report took place in 2000-2001 along with a continuation of strategic planning for future technology needs of the campus. All phases of the report relate to the need for a Chief Information Officer position on the campus; continuation of the technology strategic planning process; use of the student technology fee for instructional infrastructure and operations; institutional commitment to the continued replenishment of instructional technology resources; acceleration of the rate at which classrooms are being configured for technology-enabled

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Notes:
2 Columbus State University's Strategic Plan may be viewed in its entirety on the CSU Web at http://www.colstate.edu/visitors/vis_mission.asp.
course delivery; a web-based system for receiving, tracking, and responding to information requests from faculty and staff; and coordination of software acquisitions and development between software selected by the Board of Regents and software developed and selected at the institution level.

**Information & Instructional Technology Strategic Planning at CSU (IIT)**

The directors of Computer Information & Networking Services (CINS), CSU Libraries, and Instructional Technology Services (ITS) collaborate to develop and implement information and instructional technology plans at CSU. Input from faculty, staff and students is an important part of the planning process. Significant accomplishments towards meeting institutional and system IIT goals include the following items, the majority of which were made possible through the Student Technology Fee and the Advanced Learning Technologies special funding initiative:

- completed a comprehensive CSU Strategic plan for information technology;
- opened a student computer help desk accessible by phone, e-mail, or walk-in;
- upgraded network infrastructure (increased redundancy, increased bandwidth, and replaced switches), computer labs, and campus software (OS and applications);
- created an Information Commons in the library for students to search GALILEO, GIL, or Internet with assistance from librarians and use standard office application software;
- added and upgraded media-equipped classrooms - 35% of general classrooms now have installed technology (plus 20 media-equipped special purpose and computer classrooms)
- offered over 75 courses via distance learning (50+ via Internet, 25 via GSAMS); partnered with MCG to deliver three degree programs to CSU’s service region via distance learning
- renewed WebCT license; offered workshops, teleconferences, and individual instruction for faculty and staff;
- designed and implemented a new CSU home page and completed a major redesign and reorganization of the main CSU Web site;
- planned for technology in Technology and Commerce Center and the relocation of CINS to the new building; and
- hired an entry-level instructional technology specialist.

**The Columbus State University Physical Master Plan** was completed in fall 1999 and presented to the Board of Regents in January 2000. The plan was the result of a 12-month planning process to develop a campus master plan that addresses both current needs and long-range goals. The process concentrated on target years of 2002 and 2007 and adhered to five principle objectives related to growth of the institution, short-term and long-term needs of the university, consideration of current and proposed use of space on the campus, priority projects including expansion of the Schwob Library and the Davidson Student Center, and a long-range vision of the physical development of the campus.

The planning process considered the history of the institution, the current use of facilities and land, enrollment projections, academic programs, the housing policy, plans for new buildings, class size and utilization, traffic flow and parking, and recreation. The results include a list of projected needs. The plan focuses on priority projects with benefits to the widest range of users within the campus community which include the following: renovations to Fine Arts Hall, Jordan Hall, and Woodruff Gymnasium; realignment of the campus streets to create the Campus Loop Road; siting, design and construction of the Schwob Library addition, the Davidson Student Center addition, and the addition to the Technology and Commerce Center; layout of the proposed quadrangle and the new horseshoe road around the proposed quadrangle; the construction of new playing fields and the axial connection from the old quad to the recreation area; and implementation of street modifications, old and new quadrangle tree plantings and Lindsey Creek landscape restoration.

**Strategic planning at the university is a coordinated effort focused on the nine goals of the university. Technology planning (CSU Goal #6) and facilities planning (CSU Goal #7) complement and support the work of the Strategic Planning Commission and are part of the overall institutional effectiveness program of the institution.**
Section C: Annual Progress in Assessing Institutional Effectiveness

The purpose of assessment at the university is to ensure continued improvement in meeting the needs of its students, faculty, staff, and the service region. The assessment program supports the strategic planning process of the university and the University System of Georgia by providing data to monitor progress toward achieving CSU’s goals and to use in making changes for program improvement.

Assessing institutional effectiveness includes activities in academic affairs, student affairs, business and financial affairs, and university advancement. In early 1992, the university took steps to develop a comprehensive assessment program by establishing an Academic Assessment Committee to oversee the academic assessment program. Since then, assessment activities have been implemented in student affairs in 1995-1996 and business and financial affairs in 1997-1998.

At CSU, assessment of institutional effectiveness focuses on

- **Student achievement** [CSU Goals #1, #3, #6, #7, #8]
  General Education and Major Fields Assessment

- **Student needs and satisfaction** [CSU Goals #1, #2, #3, #5, #6]
  ACT Entering Students Survey (Fall 1998, 1999, 2000)
  ACT College Outcomes Survey (even numbered years)
  ACT Student Opinion Survey (Fall 1997 and Fall 2001)
  Survey of Students Enrolled in Online (Internet) courses
  Student Academic Support Services Survey (odd numbered years)
  Student Affairs assessment conducted annually by each unit
  Continuing and Regional Education Services assessment

- **Graduate success** [CSU Goals #1, #2]
  Graduate surveys by colleges and other campus units

- **Graduation rates** [CSU Goals #1, #2]

- **Retention rates** [CSU Goals #1, #2]

- **Community needs and satisfaction** [CSU Goals #1, #2, #3, #4, #5, #7, #8]
  Annual giving reports from the Office of Development
  Surveys from the Office of Alumni Relations
  Continuing and Regional Education Services assessment
  Program needs assessment by academic units

- **Institutional Support Services** [CSU Goals #1, #6, #7, #8]
  Institutional Support Services Survey (even-numbered years)
  Simon Schwob Memorial Library assessment

In **Academic Affairs**, assessment of general education is the responsibility of the General Education Assessment Team. The General Education Assessment Team, a committee of 16 faculty and staff members, identified the Regents’ Test, the ACT Collegiate Assessment of Academic Proficiency (CAAP), the ACT Entering Student Survey, and the ACT College Outcomes Survey as methods to assess the nine general education outcomes of the university.

In 1998-1999, the use of the ACT Entering Student Survey and the CAAP were implemented (in addition to the Regents’ Test). In fall semesters 1998, 1999, and 2000, the Entering Student Survey was administered to freshmen enrolled in ENGL 1101 Composition and Rhetoric classes. In Fall 1997 and 2001, the ACT Student Opinion Survey was administered to the same cohort for those years. The surveys provided a variety of demographic, background, and educational information about the students as they enter the university. Understanding the students’ background
provided a foundation for general education assessment.

On March 19, 2002, CSU held its fourth Assessment Day. On Assessment Day, 644 students completed the Regents’ Exam and nearly 500 students completed the CAAP and the College Outcomes Survey. Members of the General Education Assessment Team and staff volunteers administered the CAAP to seniors during three testing sessions. Approximately one-fourth of the students were each administered one subtest. Subtests administered included Writing Skills, Critical Thinking, Mathematics, and Science Reasoning.

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<th>Summary of CAAP Results</th>
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<tr>
<td>Writing Skills</td>
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<tr>
<td><strong>1999 Results</strong></td>
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<tr>
<td>N= 167</td>
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<td>National Means</td>
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<td><strong>2000 Results</strong></td>
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<td>National Means</td>
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<td><strong>2001 Results</strong></td>
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<td>CSU Means</td>
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<td>N= 121</td>
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<tr>
<td>National Means</td>
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<td>N = 42,461</td>
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<tr>
<td><strong>2002 Results</strong></td>
</tr>
<tr>
<td>CSU Means</td>
</tr>
<tr>
<td>N= 131</td>
</tr>
<tr>
<td>National Means</td>
</tr>
<tr>
<td>N = 42,869</td>
</tr>
</tbody>
</table>

The General Education Assessment Team is comprised of representatives from the College of Arts and Letters, Abbott Turner College of Business, College of Education, College of Science, Judicial Affairs, Academic Affairs, and Testing Center.

In major fields assessment, learning outcomes for baccalaureate and graduate programs were reported for the fourth year of semester conversion in a standard format. The format includes a link to the university’s mission statement and a column for learning outcomes, assessment methods for each outcome, results for each outcome, and use of results for each outcome. With revised program outcomes for the semester system, limited data and use of results for the newly implemented programs were available in 1999 and 2000; however, annual reporting using the common format continues each year at the end of spring semester.

Major fields assessment includes the use of standardized instruments in biology, computer science, chemistry, and mathematics; licensure exams in nursing, education including music education, theatre education, and art education;
senior departmental exams in business, English and history; and individual senior student presentations in music and art in the form of exhibits and recitals. In communication, students complete an exit exam which includes both a portfolio of student work and an oral presentation; in political science, assessment methods include assessment techniques used in three capstone seminars, standardized test scores, and a survey of graduates; public administration students complete an exit exam while graduates of the program complete an alumni survey; and theatre majors complete entrance and exit exams and exit interviews.

At the university level, academic and administrative support units also have implemented assessment models. Using results from the ACT College Outcomes Survey, the ACT Entering Students Survey, the Student Academic Support Services Survey, the Institutional Support Services Survey and other data collected by each unit, the Enrollment Marketing Division, the Center for Academic Support and Student Retention, the Department of Basic Studies, the Simon Schwob Memorial Library, Computer Information and Networking Services, and all departments in Student and Community Affairs each submitted outcomes and assessment reports in the format described above. The outcomes for these units emphasize services provided to students, faculty, and staff of the university. In Student and Community Affairs, annual assessment reports are provided for Campus Recreation, the Career Center, Continuing and Regional Education Services, the Counseling Center, International and Multicultural Student Services, Judicial Affairs, Minority Affairs, Public Safety, the Rankin Center, Residence Life, Student Activities, Student Health Services, and the Testing Center. Annual assessment reports were also completed for all departments in Business and Financial Affairs and University Advancement.

A survey was mailed in January 2002 to 142 students who had enrolled in an online (Internet) eCore™ course. Items on the survey addressed the following student development services for online students: admissions, financial aid, testing, registration, academic support services, and library services. Using the results from this survey as well as those from the institutional Support Services Survey and the ACT College Outcomes Survey completed in spring 2002, staff in these areas identified changes made as a result of the data collected. The Institutional Support Services Surveys with responses from 41 administrators and their secretaries and 102 faculty and staff, include items related to services provided by Accounts Payable, the bookstore, the Budget Office, the Business Office, the cafeteria, Grants and Sponsored Programs, Human Resources, Institutional Research/Enrollment Services, Plant Operations, Printing Services, Public Safety, Purchasing, Telecommunications, Transportation Services, and Supply.

The university conducts comprehensive program review as part of the overall institutional effectiveness plan. The process was undertaken to improve all instructional programs by reviewing their strengths and weaknesses and establishing a set of priorities for their improvement based on information gathered during a seven-year cyclical review process. A committee of ten faculty and staff oversees the process, receives the reports of departments examining programs, receives the reports of program reviewers, and makes recommendations based on these reports. The Comprehensive Program Review Committee is comprised of two faculty from each of the four degree-granting colleges with two ex-officio members from Judicial Affairs and Academic Affairs. Programs in art, chemistry, and geology were reviewed during 2001-2002.

Plans for 2002-2003 include the following:

- the fourth administration of the ACT Entering Student Survey during fall semester 2002 to about 300 freshmen enrolled in English composition and rhetoric classes;
- our fifth Assessment Day in March 2003 to include administration of the ACT CAAP and the Student Academic Support Services Survey as well as the Regents’ Exam;
- a survey of students enrolled in Online (Internet) courses in fall 2002 and spring 2003. Students will be instructed to complete the survey at the CSU secured Website, ISIS;
- expansion of general education assessment to include data collection for the ninth outcome Historical Interpretation and to include expanded use of data collected in the last two years;
- administration of the Academic Support Services Survey in 2003 as planned for use in odd-numbered years;
- consideration of options for possible alumni surveys for use in assessment in academic programs as well as the Career Center and other areas of the campus;
- continuation and improvement of already functioning assessment activities in all areas of the campus with special emphasis on refinement of major fields assessment and assessment for continuing education programs, public relations, public safety, and enrollment marketing; and
continuation of the comprehensive program review process to include a review of programs in mathematics, sociology, and theatre.

Combined with its successful efforts in strategic planning, CSU’s institutional effectiveness program meets or exceeds accreditation expectations of SACS and other accrediting agencies.
Section D: Improving Student Retention and Graduation

Faculty and staff at the university have focused on efforts to improve retention and graduation rates this year as well as in other recent years. Along with higher admission standards phased in during the last four years, these efforts are expected to affect our retention and graduation rates in the years to come. Some specific programs on our campus are designed to improve retention of our students and to increase the likelihood for their successful program completion. Following is a brief summary of the accomplishments of these programs:

The Center for Academic Support and Student Retention in University College earned a five-year re-certification as a National Level 1 Tutoring facility using criteria set forth by the College Reading and Learning Association, and 12 tutors employed by the CASSR earned national tutor certification. The Tutorial Services Program provided 6,990 hours of tutorial assistance through 5,560 student contacts. This reflects a 28% increase in the number of hours of tutoring provided and a 22% increase in number of student contacts.

The Office of Disability Services, a component of University College, provided services to 90 students during 2001-2002, with a 12 percent increase in the number of new students who identified with the office.

The Adult Re-Entry Program of University College, enrolled a total of 95 students in the preadmission course, and 65% of those students enrolled at Columbus State University the following semester. The Adult Learning Resource Center recorded 6,789 student contacts.

The Enrollment Marketing Division meets regularly to discuss internal processes, organizational needs, and future plans. The meetings promote team building, information sharing, and customer service training. Among other student services changed and improved, financial aid workshops were conducted on campus for students interested in the study abroad programs, adult reentry, and minority affairs, and off campus to prospective students in area high schools.

In efforts to provide more specialized programming, CSU’s orientation program, a component of the Student and Community Affairs Division was modified to meet the needs of traditional commuter, residence life, non-traditional, and transfer students. Over 1,200 students participated in the fall 2001 orientation program. In collaboration with the Success Staff, a group of faculty and staff advisors, the orientation staff works to provide streamlined, effective orientation programs.

In the spring, the College of Education held its first Graduate Orientation, Program Planning, and Advising session. Similar sessions will be held for new graduate students prior to early registration each term.

Two hundred seventeen students satisfied Learning Support deficiencies and/or College Preparatory Curriculum deficiencies and exited University College’s Department of Basic Studies, which offers a student-centered developmental program for those students unprepared for the rigors of college work. During the year, the department collaborated with the College of Education to develop a technology-infused Regents’ Reading Remediation course in conjunction with the annual USG Teaching and Learning Conference. The project compares a Regents’ Remediation course using technology with one that does not employ technology.

Students in University College’s Servant Leadership Program, with an 86 percent retention rate, reported 35 campus positions of leadership or honor.

The Honors Program strives to create a community of outstanding scholars and to stimulate involvement in campus and community activities. It provides significant challenges and opportunities to enrich an exceptional student’s education and take it beyond the ordinary. The program emphasizes service to the community, collaborative relationships, and special program for students.

The Registrar implemented several processes on line. CAPP, a degree audit system, went on line allowing students and their advisors to monitor progress toward a degree completion. Plus, online forms were developed for student withdrawal and faculty class roll auditing.
The **Financial Aid Office** streamlined the loan application process, automated loan disbursement, and, in collaboration with the office of enrollment marketing, placed the application for scholarships online. Changes within the financial aid office resulted in a 48 percent improvement over the previous year in the timeliness of financial award notification to students.

The Division of Student and Community Affairs provides a variety of student activities designed to involve the student in the campus community and to develop the student socially. The **Student Activities Council** sponsored over 40 events including Health Week and AIDS Awareness Week. The **Greek community**, in collaboration with the **Office of Student Life**, developed a marketing plan to increase the number of students joining Greek organizations. The **Student Government Association** sponsored many activities, one of which was a Halloween carnival, which reaches over 1,500 community and campus participants. The **Women’s Health Clinic**, started in 1994, meets a campus need for medical services, serving 492 women. And, the **Student Health Clinic** served 3,708 men and women.

The **Office of Minority Affairs** sponsored numerous programs during the year. The citywide celebration of Black History Month included music events, a panel discussion led by the Young Professionals of the Urban League, a keynote speaker on the CSU campus, games, and the Black Applause Banquet.

The **Counseling Center** participated in many outreach activities in support of CSU students. These activities included parents’ panels during CSU orientations, a GALA support group, activities for Sexual Assault Education and Prevention Week, and over 60 lectures and workshops, reaching approximately 927 students. The center distributed over 2,850 information and self-help brochures, newsletters, and health-related publications. In total, 4,612 students, faculty, and staff benefited from the many services offered by the center.

CSU’s **Career Center** experienced a year of specialization with increased emphasis on the Cooperative Education Program and the establishment of the CSU Service Learning Program. Over 6,500 students and alumni visited the center this past year to participate in various activities. A strong emphasis continues on part-time employment opportunities on and off campus for students. Forty school districts participated in this year’s Teacher Recruitment Fair. Careers Expo 2002 hosted over 70 area employers, 21 corporate sponsors, and approximately 1,000 participants.

**Graduation and retention rates for first-time students follow. While neither has shown significant changes for some time, efforts on the part of the entire university should improve both.**

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution Specific (CSU)</strong></td>
<td>21.2</td>
<td>23.5</td>
<td>20.5</td>
<td>22.5</td>
<td>23.0</td>
</tr>
<tr>
<td><strong>System Wide</strong></td>
<td>25.0</td>
<td>27.7</td>
<td>24.6</td>
<td>28.5</td>
<td>27.2</td>
</tr>
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</table>
Columbus State University
2001-2002 Retention Rates
Full-Time Entering Freshmen

### Retention Rate by Gender:

<table>
<thead>
<tr>
<th></th>
<th>Entered 2001</th>
<th>Returned 2002</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CSU Freshmen</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>358</td>
<td>253</td>
<td>70.67%</td>
</tr>
<tr>
<td>Male</td>
<td>227</td>
<td>161</td>
<td>70.93%</td>
</tr>
<tr>
<td>Total</td>
<td>585</td>
<td>414</td>
<td>70.77%</td>
</tr>
<tr>
<td><strong>University College/Learning Support Freshmen</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>97</td>
<td>57</td>
<td>58.76%</td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td>38</td>
<td>62.30%</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>95</td>
<td>60.13%</td>
</tr>
<tr>
<td><strong>Total Freshmen</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>455</td>
<td>310</td>
<td>68.13%</td>
</tr>
<tr>
<td>Male</td>
<td>288</td>
<td>199</td>
<td>69.10%</td>
</tr>
<tr>
<td>Total</td>
<td>743</td>
<td>509</td>
<td>68.51%</td>
</tr>
</tbody>
</table>

### Retention Rate by Race:

<table>
<thead>
<tr>
<th></th>
<th>Entered 2001</th>
<th>Returned 2002</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CSU Freshmen</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>13</td>
<td>8</td>
<td>61.54%</td>
</tr>
<tr>
<td>Black</td>
<td>119</td>
<td>80</td>
<td>67.23%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18</td>
<td>13</td>
<td>72.22%</td>
</tr>
<tr>
<td>American Indian</td>
<td>4</td>
<td>4</td>
<td>100.00%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>25</td>
<td>15</td>
<td>60.00%</td>
</tr>
<tr>
<td>White</td>
<td>406</td>
<td>294</td>
<td>72.41%</td>
</tr>
<tr>
<td>Total</td>
<td>585</td>
<td>414</td>
<td>70.77%</td>
</tr>
<tr>
<td><strong>University College/Learning Support Freshmen</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>3</td>
<td>100.00%</td>
</tr>
<tr>
<td>Black</td>
<td>60</td>
<td>40</td>
<td>66.67%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>4</td>
<td>57.14%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>3</td>
<td>2</td>
<td>66.67%</td>
</tr>
<tr>
<td>White</td>
<td>84</td>
<td>46</td>
<td>54.76%</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>95</td>
<td>60.13%</td>
</tr>
<tr>
<td><strong>Total Freshmen</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>16</td>
<td>11</td>
<td>68.75%</td>
</tr>
<tr>
<td>Black</td>
<td>179</td>
<td>120</td>
<td>67.04%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>25</td>
<td>17</td>
<td>68.00%</td>
</tr>
<tr>
<td>American Indian</td>
<td>5</td>
<td>4</td>
<td>80.00%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>28</td>
<td>17</td>
<td>60.71%</td>
</tr>
<tr>
<td>White</td>
<td>490</td>
<td>340</td>
<td>69.39%</td>
</tr>
<tr>
<td>Total</td>
<td>743</td>
<td>509</td>
<td>68.51%</td>
</tr>
</tbody>
</table>

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3 Students in Certificate Programs are not included in Freshmen Cohort
Section E: Overall Institutional Health

Founded in 1958 as a two-year college, Columbus State University has grown into an important institution integral to the continued growth and development of the region it serves. Our faculty, staff, students, alumni, as well as the community join us in our efforts to provide resources for education, culture, science, and economic development throughout our region and to attract students from throughout the world. In the last 43 years, CSU has created top quality academic programs and a history of unmatched partnerships with businesses, organizations, and people.

Columbus State remains committed to creating strong partnerships with educators and businesses in our service area. The most often mentioned example of the partnership between CSU and the community and its businesses is the Intellectual Capital Partnership Program (ICAPP). The program started as a partnership between TSYS, a Fortune 500 company, and CSU to provide skilled computer programmers for the company. Later, AFLAC, also a Fortune 500 company, participated in the computer program. In fiscal year 2002, a new ICAPP-Nursing project, called the Health Professionals Initiative, was put in place. The project will more than double CSU’s capacity to graduate nurses with bachelor’s degrees, with an immediate increase of nursing graduates to 40 in 2002-2003 and 70 in 2003-2004 for Columbus Regional Healthcare System and St. Francis Hospital, CSU’s partners in the initiative. In is notable that CSU encourages community and regional collaborations and partnerships in one of its strategic planning goals (#3). Examples of other partnerships, not previously mentioned in this report, are

The Columbus Regional Math Collaborative (CRMC), along with the CSU mathematics department and Georgia Tech’s Center for Education Integrating Science, Mathematics and Computing, participated in an intensive collaboration among higher education, state organizations, and local education agencies. Since the courses offered by the project were correlated with courses required for certification, the Professional Standards Commission paid each participant $300 for each successfully completed course. To bring teachers, students, and parents together during the year, CRMC presented eight parent and family mathematics workshops and information nights.

A NASA Electronic Educator Resource Center was established on campus through a grant from ORBIT Education, Inc., a federal subcontractor. Local teachers as well as CSU students and faculty have access to NASA educational materials. Because of the new partnership, the center will also host regular NASA sponsored programs and workshops.

CSU’s Department of History sponsored a University System of Georgia European Union workshop in April.

In Fall 2001, the John Cunningham Sales Institute, a component of Continuing and Regional Education Services and housed at the Elizabeth Bradley Turner Center, was established. The institute, under the direction of an alumnus of CSU, provides training in sales, customer service, and leadership skills to community and corporate participants. The institute will move into a new building, made possible by a generous donation from retired local businessman John Cunningham, that will be the first phase of a 60,000 square foot conference center on CSU’s campus.

A weeklong festival in December, which was coordinated by the CSU Alumni Association in cooperation with Uptown Columbus, Inc., and the Columbus Convention and Visitors Bureau, highlighted the arts organizations in Columbus, several local galleries, and CSU’s presence in the RiverCenter, Rankin Arts Center, and Coca-Cola Space Science Center in downtown Columbus.

Columbus State University continues to enjoy phenomenal community support as evidenced by the institution’s Foundation, Foundation Properties, Alumni Association, and Athletic Fund. Increased support from the community is the result of the University's long-term emphasis on enhancing its reputation and image, through a rigorous public relations effort, and the cultivation of its friends and supporters.

For the third consecutive year, the institution’s Annual Fund exceeded $1 million, with a five percent increase over the previous year, and an all time high of over $1,150,000. CSU faculty and staff participation was at 94 percent, an all time high. The Capital Campaign’s “quiet phase” began and a lead gift commitment of $25 million was made to the “CSU—An Investment in People” campaign—by far the largest gift to any single
institution in the history of Columbus. The campaign has received four gifts for $1 million, two for $2 million, and one for $1/2 million. Further, alumni giving increased from $259,995 to $270,716, an increase of 9.6 percent. The Tower Society, a group of CSU alumni giving at least $1,000 a year, grew by 8.5 percent. These gifts are particularly remarkable in a time of national insecurity and financial recession.

The university’s Office of Public Relations reports that news coverage of CSU in local and regional media increased significantly, with particularly strong coverage of spring commencement—three front-page stories on consecutive days in the Columbus Ledger-Enquirer newspaper. Prestigious lecturers and guests on campus usually are reported with film coverage on local TV news programs. The Enrollment Marketing Division, academic colleges, and athletics increased the visibility of CSU through advertising on TV, on billboards, and in newspapers. Multiple stories throughout the course of the campaign appear in the newspaper and on TV news, often featuring prominent business people in support of CSU.

Additional funding for the university comes from faculty, staff, and alumni activities. Some of the activities over the course of the year were

In conjunction with the Chattahoochee Indian Heritage Association, the Department of History sponsored a celebration of the history and culture of Native American groups associated with the Chattahoochee Valley. This program is supported by grants from the National Endowment for the Arts and the James & Ethel I. Woodruff Foundation.

The second annual CSU Alumni Association Golf Tournament was held in March, which raised more than $7,500 for scholarship funds.

The university’s Staff Council held several activities to raise funds for book scholarships for CSU employees who are enrolled as students at CSU.

During FY2002, state appropriations yielded 37 percent of the university’s current funds revenues.

<table>
<thead>
<tr>
<th>Summary of Actual CSU Revenues and Expenditures for FY 2002</th>
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<tbody>
<tr>
<td><strong>E &amp; G Revenues</strong></td>
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<tr>
<td>State Appropriations</td>
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<tr>
<td>Student Tuition &amp; Fees</td>
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<td>Fee Waivers</td>
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<tr>
<td>Department Sales &amp; Services</td>
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<td>Sponsored Operations</td>
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<tr>
<td>Other Sources</td>
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<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Auxiliary Services</td>
</tr>
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Significant events in university facilities planning and construction took place this year.

In the winter, the CSU and the Columbus community celebrated the opening of the RiverCenter, a performing arts center shared by the university and the community, and the premier of the Jordan Concert Organ—a world-class instrument. The Studio Theater and other academic parts of the facility were already completed and being used by the university in FY2001. Future plans for the concert organ include an international organ festival, a regional convention of the American Guild of Organists, and organ conferences sponsored by CSU.

Having to relocate the Educational Technology Training Center from Clearview Hall I because of environmental hazards delayed the move of the Enrollment Marketing Division offices into Fine Arts Hall. The move, which will create a one-stop-shop for prospective and regular students, is now scheduled for FY2003.

Construction of the Technology and Commerce Center continued, and the Abbott Turner College of Business, the Computer Science Department, and Computer Information and Networking Services will move into the building in spring 2003.
Much needed renovations of Howard Hall were completed by fall 2001. Howard Hall, one of the oldest buildings on the campus, serves as a general classroom building used by the College of Arts and Letters, University College, College of Education, and the College of Science.

Colleges and divisions implemented and planned new initiatives, reaffirmed their missions, and reorganized for more efficiency and to better serve and educate our students.

The Department of Theatre became a regular accredited member of the National Association of Schools of Theatre, and our Schwob School of Music was reaffirmed as a regular member of the National Association of Schools of Music.

With the recent retirements of three faculty members and impending retirements during the upcoming year, including the position of the dean, the Abbott Turner College of Business initiated national searches to recruit four new faculty members and a dean. This begins a transition to new leadership, new faculty, and the move into the new Technology and Commerce Building.

College of Science plans are in early stages for a program in actuarial science beginning in 2004. The computer science department is examining the feasibility of an online doctorate, and the environmental and health science department is discussing an agreement with the University of Georgia for of a collaborative Ph.D. in Conservation Science. This collaboration will be similar to the graduate degree in nursing with the Medical College of Georgia.

In the Enrollment Marketing Division, admission-counseling responsibilities were moved from the Admissions Office to the recruitment area in order to improve relations with prospective students. An improved telephone system plus a toll free number was installed in the Admissions Office to improve communications with students. To ensure equal treatment of all students, a financial aid appeals committee was appointed, the requirements for emergency loans was revised, and an emergency loan for new freshmen was created.

Public Relations increased resources and training of current personnel, allowing for in-house graphic design of most jobs, resulting in significant financial savings for the department and, in turn, the institution. The department also expanded and formalized a list of faculty available to the community through a speaker’s bureau list.

The university’s new Vice President for Academic Affairs took office on July 1, 2002. Martha D. Saunders, formerly the Dean of Arts and Sciences at the University of West Florida, replaced Paul Vander Gheynst, who served as CSU’s acting vice president for more than two years. “We’re very excited to be able to bring a person of Dr. Saunders’ caliber to this campus,” President Frank Brown said. The campus and regional communities look forward to the expertise and leadership she will bring to all phases of CSU’s academic affairs.

Columbus State University looks forward to the new opportunities, challenges, and rewards that its initiatives will bring to its students and the campus community as a whole. Continuing to develop unique partnerships with state, region, and local agencies and businesses, the institution should see marked improvements in the types and quality of academic programs and activities available to its students—here and abroad. Also, as the number of CSU’s students increases, its campus environment—physical and cultural—is being improved and expanded. The impact of this institution on its city and region is difficult to measure. However, as the Columbus Ledger-Enquirer newspaper noted, “Columbus State University has become the single most powerful force behind the economic and cultural vitality of people in our region....If there is a single identifiable thread that winds through the economic, scientific, environmental, aesthetic and artistic progress this community has made, it is the growth and influence of CSU.”