

Columbus State University
2000-2001 Annual Report of Institutional Progress
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Section A: Summary of Major Institutional Accomplishments in the Preceding Year

During this year at Columbus State University, we placed a major emphasis on the development of programs and services offered by the university to emphasize the social and intellectual growth of our students and to demonstrate concern for the education of our students and the residents of our region and beyond (CSU Goal #1¹). We believe that such efforts will promote recruitment and retention, improve graduation rates, and create a genuine community of learners. Some of our recognitions and efforts include

- < Several prominent international figures made presentations at the university this year. **Griffin Bell**, the 72nd U.S. Attorney General, spoke to the CSU Tower Society in April; **James Burke**, science historian and journalist, launched the Hunter Lecture Series in March; and CNN's **Judy Woodruff** delivered the commencement address in May.
- < The **Schwob School of Music**, formerly the Schwob Department of Music and approved by the Board of Regents at its November meeting, moved into its new location at the RiverCenter in December. The Music Library, a department of and first branch library of the **Simon Schwob Memorial Library**, opened in January as part of the RiverCenter.
- < The **Abbott Turner College of Business** began a Students in Free Enterprise (SIFE) program in November. In May at the national meeting in Kansas City, CSU was recognized as the National Rookie of the Year and First Runner-up to the Divisional Winner. SIFE members include **Paige Brown, Ashley Dennard, Courtney Goldsmith, Daryl Roddewig, Ukiah Senti, Vladislav Trofimov** and faculty leaders **Maurice Shalishali** and **Frank Lazzara**. SIFE is designed to place students in the community to share their growing expertise of the principles of market economics, business, and entrepreneurship.
- < Faculty in the **College of Science** continue online presentation of a masters degree in applied computer science with students in several states and a new audience in numerous countries in the Pacific Rim being brought into the program in 2001.
- < Faculty in **University College** designed and implemented First Year Residents Staying Together (FYRST) which included offering two sections of CSUS 1106 College Success for students living in university housing. Survey and focus group results indicated considerable success of the pilot of the project. The **Servant Leadership Program**, directed by **Mary Sue Polleys**, successfully completed its second year and enrolled 30 students; the **Honors Program**, directed by **Barbara Hunt**, enrolled 50 students and sponsored numerous activities for program participants as well as others on the campus and in the community.

To ensure effective management of our enrollment (CSU Goal #2), some reorganization of the university became effective on February 1, 2001. The **Division of Enrollment Marketing** was created with **Kathy Carlisle** as executive director. The division, including the Admissions Office, the Financial Aid Office, and the Cashiers Office, was created to maximize student recruiting and retention and will be located, when renovations are complete, in Fine Arts Hall. When re-located, the division will provide more centralized services with emphasis on customer service and will transform the University Avenue entrance into CSU's main thoroughfare. Assistant to the President **Lon Marlowe** oversees the division.

The university focuses 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 CSU is recognized as a distinguished institution, five select mission areas

¹ Columbus State University Strategic Plan Goals are included as Appendix A.

have been endorsed. These are 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** include

- < Schwob School of Music faculty **Robert Rumbelow, Patricio Cobos, Andrew Zohn, Ronald Wirt**, and **Lisa Oberlander** and students **Daniel Ord, Gina Moody, Meng Yang, Charles Krigbaum**, and **Juan Alberto Sanchez** traveled to Atlanta and performed and/or interviewed with Georgia Public Broadcasting in conjunction with Columbus Renaissance Week in May.
- < The **Department of Theatre** and the **Schwob School of Music** collaborated on a presentation of the musical *Anything Goes*. The highly successful presentation was attended by more than 1000 people during spring semester. Other presentations by the **Department of Theatre** included *Dancing at Lughnasa* (fall semester), *The School for Wives* (fall semester), and *Pinocchio Commedia* (spring semester).
- < The **Department of Art**, chaired by **Jeffrey Burden**, successfully completed requirements for accreditation from the National Association of Schools of Art and Design. The initial accreditation for the department was approved at the April meeting of the association. The **Schwob School of Music** completed curricular revisions in preparation for a reaffirmation visit from the National Association of Schools of Music; the **Department of Theatre** began its self-study in preparation for an on-site visit from the National Association of Schools of Theatre. The Schwob School of Music is chaired by **Daniel Taddie**; the Department of Theatre is chaired by **Hazel Hall**, this year's recipient of the Leighton Ballew Award for distinguished service to theatre in Georgia.

In **science, mathematics, and technology education**, some of our achievements are as follows:

- < The **Science Education Outreach Center**, directed by **Francis Gardner**, conducted six workshops/conferences for area teachers and college faculty from the Southeast. In March, the center hosted the Science Olympiad State Tournament with 425 student participants and more than 250 parents and teachers.
- < The **Oxbow Meadows Environmental Learning Center**, directed by **Becky Champion**, hosted 18,000 visitors. The center provided leadership for Help-the-Hooch, part of Rivers Alive, the state-wide river cleanup held each October. More than 10,000 participated in Columbus. The center also sponsored *Insectival* for 600 participants who enjoyed an insect chef, a puppet show, and educational demonstrations and lectures. Champion, director of the center, was appointed by Governor Barnes to the board of the metropolitan North Georgia Water Planning District.
- < The **Coca-Cola Space Science Center**, directed by **Carole Rutland**, celebrated its fifth anniversary in June 2001. After five years of operation, the center, which includes the Omnisphere Theatre, the Mead Observatory, and the Challenger Learning Center, has served about 300,000 visitors and has grown from its original staff of four to its current staff of 18 full-time employees, more than 15 volunteers, and part-time student assistants. An advisory committee comprised of 15 local business and community leaders is now working with the center to provide input for more advanced programming and fund raising projects. Among the numerous successful events this year, the Omnisphere Theatre collaborated with eight individual space centers and museums to produce a state of the art planetarium show "Greatest Wonders of the Universe."
- < The **Educational Technology Training Center** is a collaborative endeavor of the College of Education and the State Data and Research Center at Georgia Tech. First funded through a contract with the Georgia Department of Education in 1997, the primary mission of the center is to provide on-going professional development in application and integration of technologies into the P-16 curriculum. The primary professional development program delivered 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. By July 2001, the center has awarded more than 2000 InTech certificates of completion to P-16 educators. The center is directed by **Elizabeth Holmes**.

- < The **Columbus Regional Mathematics Collaborative**, a professional development center for pre-service and in-service mathematics teachers, delivered professional development activities funded by the university, grants, and membership fees from area public and independent schools. Staff of the center had about 2,000 contact hours with teachers and about 8,000 contact hours with students. The center was founded under the leadership of recently retired Callaway Professor of Mathematics Education **Mary Lindquist**.

Some achievements in **international education** include the following:

- < The university continues to record major increases in the number of students studying abroad. The year ending with spring semester included 76 study abroad participants, an increase of 950% since 1996-97. The success of the program is due in part to the support of the faculty and the administration, generous support and endowment income, extensive recruiting efforts, and new procedures to facilitate application, departure, and return of students.
- < Generous donors **Kyle and Sally Spencer** continue to provide CSU students and faculty with unrivaled opportunities to study at Oxford University. In summer 2000, participants included **Deborah Douglas** and **John Kocian** (students) and **Jeanne Dugas, Kitt Lumley, Brenda May, Dan Ross, and Rajgopal Sashti** (faculty/staff). The new International Student Exchange Program membership will offer students many new locations for long-term study abroad through exchanges in more than 100 countries.
- < The Latin American Studies program continues to prosper. The tenure of **Paul Little** as the second Elena Diaz-Verson Amos Eminent Scholar in Latin American Studies was a great success. Little contributed to his and other faculty members' classes, developed faculty interest in Latin America, and increased community awareness of Latin America. His work is a testament to the generous support and encouragement of the late Amos. **Sal Diaz-Verson**, Amos' brother, provided funding for the first Latin American student scholarships.
- < Among the events organized this year by the Center for International Education, several were particularly noteworthy. First, the international film series proved a continued success among students, faculty, and community members. This year's average attendance at each screening exceeded 40. Additionally, the films were purchased as part of the resource center created through the generosity of **Mildred Miller Fort**. Second, visits of **Professor Chen** from Shaanxi, China and **Stephen Regan** from the United Kingdom were especially successful with large crowds attending their presentations.

A fifth select mission area was added this year to the four selected more than 10 years ago. The fifth select mission, **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 included throughout this report; others include the following:

- < Education students continue to excel while at the university and after program completion. **Kelly Oestman**, a health and physical education major, was selected as the CSU Academic Recognition and the Phi Kappa Phi Senior Award recipient for 2000-2001, and **Rhonda Jewell**, the recipient of the Paul and Miriam Witt Scholarship, was selected the Georgia Early Childhood Student of the Year by the Georgia Association for the Education of Young Children. **Mary Moreland**, an MEd student, was named Muscogee County Teacher of the Year and will compete for the Georgia Teacher of the Year. Overall, 94 percent of regular program completers, as well as school counseling and educational leadership graduates,

passed the PRAXIS II examination.

- < In the College of Education, several projects are underway to enhance the success of our educator preparation programs. **Charles Cumisky** and **Rochelle Ripple** serve as co-directors of the Future Teachers Academy for the Muscogee County School District; **Sarah Garrett** serves as coordinator for the Muscogee County School District Apprentice Teacher Program; and **Virginia Causey** serves as coordinator for the Danielson Framework for Teaching project to align program pedagogy with expected student performance outcomes.
- < The **College of Education** hosted a three-member committee from the Georgia Professional Standards Committee for a review of the newly-initiated BSEd program in foreign language (French and Spanish). The college 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 MEd program in instructional technology is offered primarily through online instruction. **Paulina Kuforiji**, **Michael Taylor**, and **Judy Archer** provide leadership in the college for technology education.

The university's activities, collaborative ventures, and other accomplishments ensure that the visibility of the institution (CSU Goal #4) is strengthened to maintain and improve its competitive position in the recruitment of students and faculty. Some achievements in increased visibility include the following:

- < Columbus State University was selected for the first edition of *The Best 201 Colleges for the Real World: Get In. Get Out. Get a Job*. Adult Re-Entry and ICAPP were highlighted as effective facilitators of employment and advancement in area high-tech companies. CSU was the only Georgia institution to receive the recognition.
- < The Columbus Renaissance Week committee presented Columbus' inaugural **Renaissance Award** to University President Frank Brown in recognition of contributions of the university to the community. In an editorial on May 23, 2001 in the *Columbus Ledger-Enquirer*, the university was lauded as follows: "If there's a single identifiable thread that winds through the economic, scientific, environmental, esthetic and artistic progress this community has made, it's the growth and influence of CSU."
- < CSU's third **ICAP program** was announced in May. This project, a collaboration with the city of West Point, Georgia and ITC Holding Company, will provide instruction in communication and technology to potential employees of InterCall, one of ITC's companies. InterCall provides worldwide conferencing using a variety of technologies. The new project will differ from previous CSU ICAPP offerings; the new project will be non-credit and delivered through Continuing and Regional Education Services.
- < In February, the 2000 Teacher of the Year **Marilyn Whirry**, an AP senior English teacher from Manhattan Beach, California, was the twelfth consecutive Teacher of the Year to visit the CSU campus and several of our local education partners.
- < Among the many faculty publications and presentations this year, three received recognition for their book publications. **Craig Lloyd's** book *Eugene Bullard: Black Expatriate in Jazz Age Paris* (University of Georgia Press) represents the most complete and most recent Bullard biography in 30 years; **Noreen Lape's** *West of the Border: The Multicultural Literature of the Western American Frontiers* (Ohio University Press) examines native and minority writers whose land and lives were encroached on by frontiersmen; and **Joseph McCallus' American Exiles in the Philippines, 1941-1996: A Collected Oral Narrative** (New Day Publishers) explores the existence of postwar, postcolonial American exiles living in the Philippines.
- < James England conducted the Columbus Area **High School Model United Nations** program which brought 350 area high school students to the campus for a two-day role modeling exercise in January.

- < The Department of History and the Chattahoochee Indian Heritage Association staged the **Southern Indian Homecoming** at Fort Mitchell, Alabama in May. This event, sponsored in part by a generous grant from the J. W. & Ethel I. Woodruff Foundation, brought 70 native Americans from Oklahoma back to the Chattahoochee Valley, the land of their ancestors. The event attracted more than 1000 spectators.
- < **Michael Daniels** continued his role in economic development. Daniels completed projects for Callaway Gardens and for the Columbus Chamber of Commerce. **Suresh Gopalan**, who joined the faculty in business this year in the Rothschild Chair of Management and Leadership, worked with the Better Business Bureau in establishing their Torch Award Program to recognize firms that demonstrate high ethical standards. Gopalan also contributes to the management training program at the W.C. Bradley Company's Char-Broil division. The **Abbott Turner College of Business** sponsored a Stock Market Game, also directed by Daniels, in which more than 3,000 area school students participated.
- < University Advancement co-sponsored a **Charitable Tax Seminar** in November. Other sponsors of this first-time event included the Columbus Museum, Brookstone School, St. Francis Hospital, and the Chattahoochee Valley Community Foundation. The two-part seminar included information for potential donors and for financial planning professionals.

The university is committed to increasing and strengthening the diversity of its faculty, staff, and students (CSU Goal #5). Several strategies are already in place to ensure continued and increased diversity in the CSU community. Some of these include

- < **International and Multicultural Student Services** uses the CSU website as a primary recruiting tool for international students. **Cathy Anderson**, the director, and others are planning for an American Language Institute to be offered through our Division of Continuing and Regional Education Services beginning in January 2002. The institute should be particularly attractive to our international students who increased in number by about 15 percent this year.
- < The **Enrollment Marketing Division** completed a review of student recruitment plans and procedures and will continue to develop our strategic enrollment marketing plan. With assistance from the Enrollment Planning Service available from the College Board and other Student Searches, qualified students will be identified who will be the focus of additional marketing and recruitment techniques. Plans are underway to use scholarships more effectively in recruiting students especially for the CSU Honors Program and the CSU Servant Leadership Program.
- < Recruitment of diverse faculty and staff will continue as a priority at the university. Of 30 faculty joining us in the fall, 8 have race/ethnicity other than white. With more than 30 percent of our student body identified as nonwhite, CSU will continue to aggressively recruit additional faculty and staff to better reflect the racial composition of our students and our region.

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). Implementation and endorsement of the report took place in 2000-2001 and will continue in the following years along 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 includes the following:

- < A web-based system for receiving, tracking, and responding to information requests from faculty and staff was developed and implemented. Known as Remedy Web, the system is used for plant operations and computer center requests previously submitted through email and other forms.

- < The BANNER web product was enhanced to allow CAPP on the web to check for degree progress.
- < Office 2000 was installed on more than 1500 computers on the campus for faculty, staff, and students in offices and labs; all student lab PCS were upgraded to at least 64 megabytes of RAM.

Through extensive efforts of the Vice President for Business and Finance **Charles Pattillo** and his staff in plant operations and building and grounds maintenance, the campus continues to be attractive and functional in supporting the educational and administrative needs of the university (CSU Goal #7). Several construction and renovation projects are in progress to support the overall needs of the university, and three highly significant completions occurred during 2000-2001.

- < First, the RiverCenter, as previously mentioned, became a reality in part in January when the Schwob School of Music began spring semester in the new building.
- < Second, the **Frank G. Lumpkin, Jr. Center** was officially opened on November 30, 2000 and was used as the home for most of the 2000-2001 basketball season including the women's Division II NCAA regional tournament in March 2001. This major new and long-awaited facility on our campus houses the Department of Physical Education and Leisure Management and the Athletics Department. The multi-purpose building, which also includes classrooms, faculty offices, performance laboratories, and dressing rooms, was the location for May 2001 graduation, summer camps, and other large-group events held during the year.
- < Third, the renovation and expansion of the **Elizabeth Bradley Turner Center** for Continuing Education was completed during fall semester. The expanded and much-improved facility now includes a banquet hall which seats nearly 250 people and a renovated auditorium that is used to host meetings and classes in executive-style surroundings.

Significant progress was made at the university this year in increasing our funding sources to maintain and expand the programs and services of the university (CSU Goal #8). Achievements in increased funding sources include the following:

- < Giving to the **Annual Fund** increased more than 10 percent to a total of more than \$1.1 million. The number of donors to the Annual Fund increased from 3168 to 3522; the number of donors on CSU Day alone increased 26 percent. The Annual Fund is coordinated by **Meri Robinson**.
- < A \$1 million gift was received from AFLAC in honor of retiring chairman of the board **Paul S. Amos**. The gift will be used for the AFLAC Scholarship Fund for employees (or their children/grandchildren) with at least five years of service to the company.
- < In June, the university celebrated 10 years of international study funded by the **Fulbright-Hays Faculty Professional Development Program**. Directed by **Rajgopal Sashti**, more than 100 educators have received funding for international travel. In 2000, faculty and other educators traveled to Egypt and Israel; in 2001, faculty and other educators traveled to South Africa. Altogether, travel has taken place to more than 20 countries on funds of more than \$1 million. Sashti serves as director of the Nine University and College International Studies Consortium of Georgia and as Director of Grants and Sponsored Programs at CSU. The university is one of 24 colleges or universities to have a center that receives Fulbright-Hays grants.
- < The **Department of Public Safety** received a Community Oriented Policing Services grant for approximately \$300,000 during the year. With these funds, the department successfully hired five additional officers.

- < The **Coca-Cola Space Science Center** was awarded \$220,000 grant from the **Goizueta Foundation of Atlanta**. The grant, to be used primarily for equipment for the center, is described by Director Carole Rutland as “critical for us to continue to grow and remain progressively vital to the region.”

As these achievements and the following accomplishments indicate, CSU is making a significant commitment to action and accountability (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 Systemwide Strategic Planning Initiative and another review and update in 1999-2000. These efforts have been directed by the Office of the Vice President for Academic Affairs. (**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**. During fall semester 1999, **Vice President for Academic Affairs Thomas Z. Jones** convened the Strategic Planning Commission and requested that the commission revise the plan for 2001-2005. During the academic year, the Strategic Planning Commission was reorganized with some new members and with **Janice Harris** as chair. This revitalized commission, after being charged by the vice president, revisited and assessed the existing planning assumptions. The commission eliminated those assumptions which were no longer relevant and formulated new ones which better reflect the current position of the University vis-a-vis its mission, its student body, and its relationship to the community and to the University System of Georgia.

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/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 which was approved by the Board of Regents in June 1996. The revised goals along with their corresponding rationale were presented to the faculty and others on campus in early fall 2000. The revised plan has become the **Columbus State University Strategic Plan: 2001-2005**.

Members of our **Strategic Planning Commission** include **Janice Harris** (Chair, Nursing), **Cathy Anderson** (International and Multicultural Student Services), **Tina Butcher** (Education), **Kathy Carlisle** (Human Resources), **Thomas Harrison** (Education), **Teresa Irvin** (Basic Studies), **Ronald Kettering** (Accounting), **Jacqueline Konan** (Language and Literature), **Raymond Lakes** (Alumni Affairs), **Terry Norris** (Criminal Justice), **Ellen Roberts** (Physical Education), **Dana Schraufnagle** (Student Affairs), **Sandra Stratford** (Library), **Daniel Taddie** (Music), and **Jeffrey Zuiderveen** (Biology).

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, the Office of the Registrar, 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

- < The Center for Networking and Information Services purchased a Hewlett Packard 9000/A500 minicomputer to support the Oracle Application Server for BANNER and allow testing new applications, system upgrades, and database upgrades. The new computer was

upgraded to the UNIX 11 OIIT operating system, Oracle 8.1.6 environment, and the 4.1.2 version of the Oracle Application Server was installed in the test instance.

- < Initial plans were developed for an academic classroom and laboratory building to be attached to the Simon Schwob Memorial Library.
- < Reorganization of the Abbott Turner College of Business was completed to redirect funds from administration to instruction by reducing the number of 12-month appointments in the college to two. The college now includes two departments with department chairs and is administered by the dean and the associate dean.
- < Workshops were initiated for faculty and staff to provide information and skills on navigating the student information system on the web to facilitate advising.
- < Reports have been developed and are distributed to assist faculty and staff in managing and interpreting student information.
- < Technologies upgrades have been completed for the Departments of Art and Communication and the Schwob School of Music;
- < Other program and departmental changes include the termination of the BS in respiratory therapy, graduation of the final ASN class prior to termination of the program, implementation of the Department of Nursing, and planning for a proposed Department of Environmental Sciences.

To address one of the action goals of the university for 1999-2000 and in conjunction with technology planning in the University System, Vice President Jones appointed the **Technology Planning Task Force** 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 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.

The **Columbus State University Physical Master Plan** was completed in fall 1999 and presented to the Board of Regents in January 2000. The plan is 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 program, the housing policy, plans for new building, 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, old and new quadrangle tree planting 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 our 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 our 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
ACT College Outcomes Survey
ACT Student Opinion Survey (Fall 1997 and Fall 2001)
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]**
Retention study from the Division of Enrollment Services (annually)
- **Community needs and satisfaction [CSU Goals #1, #2, #3, #4, #5, #7, #8]**
Annual giving reports from the Office of Development (annually)
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
- **Athletics [CSU Goals #1, #4]**
NCAA review in 2000-2001

In **Academic Affairs**, assessment of general education is the responsibility of General Education Assessment Team. The General Education Assessment Team, a committee of 16 faculty members and the

Coordinator of the Testing Center, 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 ENG 1101 Composition and Rhetoric classes. The survey 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 23, 2001, CSU held its third Assessment Day. On Assessment Day, 583 students completed the Regents' Exam and nearly 500 students completed the CAAP and the Student Academic Support Services Survey. The CAAP was administered to seniors during three testing sessions by members of the General Education Assessment Team and staff volunteers. Approximately one-fourth of the students were each administered one subtest. Subtests administered included Writing Skills, Critical Thinking, Mathematics, and Science Reasoning. A summary of the CAAP results follow:

1999 Results	Writing Skills	Mathematics	Critical Thinking	Science Reasoning
CSU Means	62.4 N = 167	55.9 N = 167	63.8 N = 171	59.4 N = 189
National Means	64.3 N = 36,443	57.9 N = 34,922	62.3 N = 11,494	60.7 n = 24,319

2000 Results	Writing Skills	Mathematics	Critical Thinking	Science Reasoning
CSU Means	63.8 N = 129	56.7 N = 112	63.8 N = 171	60.1 N = 92
National Means	64.3 N = 38,398	58.1 N = 36,772	62.2 N = 12,985	60.9 n = 25,254

2001 Results	Writing Skills	Mathematics	Critical Thinking	Science Reasoning
CSU Means	63.4 N = 121	56.9 N = 127	63.6 N = 121	60.2 N = 132
National Means	64.3 N = 42,461	58.4 N = 40,412	62.4 N = 14,674	60.0 N = 27,789

The General Education Assessment Team, chaired by **William Frazier**, Professor of Geology; includes **Barbara Hunt**, Professor of English; **Robin Snipes**, Associate Professor of Marketing; **Ellen Roberts**, Professor of Physical Education; **Richard Long**, Associate Professor of Communication; **Thomas Dolan**, Assistant Professor of Political Science; **John Lupold**, Chair of the History Department and Professor of History; **Polly Adams**, Professor of Early Childhood Education; **Floyd Jackson**, Associate Professor of Chemistry; **Ronald Wirt**, Professor of Music; **Jeanne Dugas**, Professor of Psychology; **Julie Ballenger**, Associate Professor of Biology; **Albert VanCleave**, Professor of Mathematics; **Carolyn Cartledge**, Director of Institutional Research and Professor of Education; and **Pat Kinard**, Coordinator of the Testing Center.

In **major fields assessment**, learning outcomes for baccalaureate and graduate programs were reported

for the third 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. The 2001 reports, therefore, include results from the first three years after semester conversion.

Major fields assessment includes the use of standardized instruments in biology, computer science, chemistry, criminal justice, and mathematics; licensure exams in nursing, education including music education, theatre education, and art education; senior departmental exams in English and history; and individual senior student presentations in music and art in the form of exhibits and recitals. In public relations and 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, 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 **Office of the Registrar**, the **Simon Schwob Memorial Library**, **Continuing and Regional Education Services**, **Computer Information and Networking Services**, and all departments in **Business and Financial Affairs** and **Student 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 Affairs**, annual assessment reports are provided for Campus Recreation, the Career Center, the Counseling Center, International and Multicultural Student Services, Minority Affairs, Public Safety, Residence Life, Student Activities, Student Health Services, and Student Judicial Affairs.

In spring semester 2001, the Student Academic Support Services Survey was administered to undergraduate students on Assessment Day and to graduate students by program coordinators and instructors. Six hundred twenty students responded to the survey. The respondents included 77.7% undergraduates and 61.5% females. The sample also included 21.9% blacks, 2.1% Asians, 2.6% Hispanics, 4.8% other races, and 67.4% whites.

The survey includes items (84 multiple choice items and a comments section) related to the Admissions Office, the Office of Financial Aid, the Cashier's Office, the Center for Academic Support and Student Retention, the Computer Center, the Office of the Registrar, the Testing Center, and the Library. Results of the survey were provided to the directors of each of these areas in April; use of these results are reflected in their annual institutional effectiveness reports submitted at the end of June 2001.

Some of the use of these results include the following:

- < The Division of Enrollment Marketing (admissions, financial aid, cashier) will focus on improved customer service to facilitate the admissions and registration process. A new telephone system will be installed to meet the needs of volume of calls to offices in this area.
- < Computers and printer stations will be placed in two strategic locations on campus so that students will be able to print invoices without coming to the main administration building on the campus.
- < Additional computers and telephones will be placed by the cashier's office and the financial aid office to enable students to contact their academic advisor's without leaving the areas where business services are provided.

Annual assessment reports were also completed for all departments in **Business and Financial Affairs, University Advancement, Grants and Sponsored Programs, and Institutional Research**. Using the results from the Institutional Support Services Survey and the ACT College Outcomes Survey completed in spring 2000 and other information, staff in these areas identified changes made as a result of the data collected. The Institutional Support Services Surveys with responses from 79 administrators and their secretaries and 187 faculty and staff, includes 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 survey also includes items about professional development opportunities provided by the university for faculty and staff, the role of minorities and women on the campus, career advancement opportunities for minorities and women at the university, and salary equity.

A new part of the overall institutional effectiveness plan at the university will be comprehensive program review. The process will be 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. Plans for comprehensive program review were completed in May. A committee, including **Dan Ross** (Chair), **Julie Ballenger**, **Carolyn Cartledge**, **Beverly Davis**, **Arthur Joy**, **James Owen**, **Ellen Roberts**, and **Carl Wallman**, refined the plan that was tentatively proposed the previous year.

When implemented in 2001-2002, the process will be under the direction of the vice president for academic affairs and an eight member faculty committee representing the four degree-granting units of the university. The committee will oversee the process, receive the reports of departments examining programs, receive the reports of program reviewers, and make recommendations based on the reports. Assistant Vice President for Academic Affairs Wallman will serve as an ex officio member of the committee and will coordinate the development of information to be used in the process.

Plans for 2001-2002 include the following:

- < the second administration of the **ACT Student Opinion Survey** in fall semester 2001 to about 550 undergraduate students at the university as part of a University System of Georgia project;
- < our fourth **Assessment Day** in March 2002 to include administration of the **ACT CAAP** and the **ACT College Outcomes Survey** as well as the Regents' Exam;
- < 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 **Institutional Support Services Survey** in 2002 as planned for use in even-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 the new Enrollment Marketing Division; and
- < implementation of the comprehensive program review process to include a review of programs in art, chemistry, and geology.

Combined with our successful efforts in strategic planning, our institutional effectiveness program meets or exceeds accreditation expectations of SACS and other accrediting agencies.

Section D: Retention and Graduation Rates

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:

- < In February 2001, the **Division of Enrollment Marketing** was created and **Kathy Carlisle** was appointed as Executive Director and named as a member of the President's staff. The division includes the Admissions Office, the Financial Aid Office, and the Cashiers Office. While the function of the Admissions Office continues to focus on recruitment of new students, the goals of the division overall include improved customer service, improved business processes for students, and the implementation of the "one-stop shop" concept for several student services during the registration process.
- < The management team of the division meets weekly to discuss internal processes, organizational needs, and future plans. Networking with other university system institutions has been initiated to explore successful business processes and to incorporate "best practices" into the operations of the division. Division meetings are held to promote team building, information sharing, and customer service training.
- < Thirty students were enrolled in the **Honors Program** during the year. The CSU 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.
- < Three Honors-sponsored events received attention in the press and gleaned public support. These included the Word Religion Lecture Series, 10 lectures over 14 weeks covering such topics as Hinduism, Islam, Roman Catholicism, Olympian Religions, Buddhism, Baha'i, Judaism, Animism, and Mormonism; a public lecture by Richard Goldsby on "Biology of Race" which generated considerable on-campus discussion; and the International Film series co-sponsored with the Center for International Education.
- < The **Honors Program** also sponsored a Maymester course offered in collaboration with the departments of History and Chemistry and Geology. The course, the history and geology of the Civil War, included seven hours of credit for students, studying history from a geological perspective and geology from a historical perspective, and an eight-day field trip through seven states to visit key Civil War sites. Sixteen students participated, four of whom were Honors students.
- < The **Servant Leadership Program** had a very successful second year with 30 students enrolled. These students contributed 4712 hours of community service and worked at 20 different non-profit agencies. These students also spent 831 hours mentoring 15 first-graders at Wynnton Elementary and 15 first-graders at Allen Elementary. In addition to their community and campus involvement, Servant Leadership Students compiled good academic records. The overall cumulative GPA for sophomores this year was 3.51 and for freshmen, 3.32. Agency supervisors, teachers, and mentors provided constructive criticism and lavish praise. Some of the comments from students included the following:

*"The SL program is the most valuable experience I've had in college."
"I had a great first year. This is an awesome program."*

"I have gained so much from this one year of the program."

"The program has opened my eyes in a way that nothing else could ... thank you for this opportunity for a wonderful year."

The third year of the Servant Leadership Program will begin this fall with a total of 40 participants. The participants will include 13 sophomores, 12 juniors, and 15 freshmen selected from 72 applicants.

- < The **Adult Re-Entry Program** enrolled 141 students from summer 2000 through spring 2001. The program also developed the Adult Learning Resource Center for evening college students and others who need these services. Nearly 7000 students used the center since its fall 2000 opening.
- < The **Office of Disability Services** served 123 students during the year. The office provided testing accommodations for 272 students and 370 hours of service to students who required text in alternative formats.
- < The **Office of First Year Experiences** worked with Student Affairs, the College of Education, Residence Life, and Orientation to successfully pilot a Freshman Interest Group. The program will be continued in fall 2001. More than 900 entering freshmen completed orientation conducted with Student Affairs; 34 sections of CSUS 1106 College Success were offered by faculty and staff from the College of Arts and Letters, the Abbott Turner College of Business, the College of Education, the College of Science, University College, and Student Affairs; a total of 803 students enrolled in CSUS 1106 during the academic year with 87% of those successfully completing the course.
- < **Orientation** for new students was a huge success during the year with more than 1300 freshmen and transfer students completing the first-ever mandatory orientation. Additionally, more than 500 parents participated, and students were introduced to the new online registration system. Assisted by 27 orientation leaders, the students received a thorough introduction to the campus.
- < **Tutorial Services** were provided through University College for 4031 students with 4547 contact hours. Thirty-five study skills workshops were provided throughout the year. Additionally, the staff of University College and the Office of Minority Affairs conducted a Regents' Test preparation workshop.
- < The **Office of Minority Affairs**, directed by **Sharon Jamison**, sponsored approximately 20 programs during the year. The celebration of Black History Month began with the History of Rhythms and Blues, a laser show held at the Coca-Cola Space Science Center. The initial performance was so well attended that additional performances were scheduled. Minority Affairs also sponsored its annual Men's and Women's minority luncheons. Keynote speakers included Muscogee County Tax Commissioner Lula Huff and William King from the local office of Housing and Urban Development. Additionally, Minority Affairs also continued the Teen Achievers Program for more than 185 Muscogee County School District students.
- < The **Residence Housing Association** sponsored events to involve the students living in CSU housing. With the construction of three new apartment buildings underway on campus with 144 additional spaces for on-campus housing, the total capacity will reach 598 beds when construction is completed. **Miguel Hernandez**, CSU president of the Residents Housing Association, was elected state director of the housing association.

Six year graduation rates and retention rates for first-time students follow. While neither have shown significant changes for some time, efforts on the part of the entire university will hopefully be fruitful in improving both.

Six-Year Graduation Rates for All First-Time Full-Time Degree Seeking Freshmen				
CSU	Cohort Year 1991	Cohort Year 1992	Cohort Year 1993	Cohort Year 1994
Institution-Specific	21.2	23.5	20.5	22.5
System-wide	25.0	27.7	24.6	28.5

Fall 1999 - Fall 2000				
		Enrolled Fall 1999	Still Enrolled Fall 2000	Retention Rate
Learning Support	Asian	0	0	
	Black	41	21	41.2%
	Hispanic	7	3	42.9%
	American Indian	1	1	100.0%
	Multi-Racial	6	2	22.2%
	White	131	70	53.4%
	Subtotal	186	97	52.5%
CSU Freshmen	Asian	8	5	55.5%
	Black	88	63	71.6%
	Hispanic	21	10	47.9%
	American Indian	2	1	50.0%
	Multi-Racial	13	7	53.8%
	White	365	243	48.9%
	Subtotal	497	329	66.2%
Combined	Asian	8	5	62.5%
	Black	129	84	65.1%
	Hispanic	28	13	46.4%
	American Indian	3	2	66.7%
	Multi-Racial	19	9	47.4%
	White	496	313	63.1%
	Total	683	426	62.4%

Section E: Overall Institutional Health

At Columbus State University, we have just completed an outstanding year, and as we are beginning the new year, we are optimistic that our accomplishments next year will exceed those of the last. Our faculty, staff, students, alumni, and community join us in working together so that we continue to be a great university for our service region and beyond. Following are some of our plans for the new year, some of our work in progress, and additional accomplishments of 2000-2001.

Columbus State University, founded in 1958, celebrated its **fortieth anniversary** three years ago. The celebration began on May 14, the fortieth anniversary of the Board of Regents approval for a two-year college to be located in Columbus. Throughout the celebration and in the following years, the theme *The Power of Partnership* was adopted and has continued to be used. The significance of that theme is represented by President **Frank Brown's** remark "I can't think of any phrase which better sums up the basis of our growth and success. The history of CSU is interwoven into the fabric of this community and this region" (*Focus*, Fall 1998, preface).

At our May 2001 commencement, we awarded our seventh honorary doctorate of humane letters. The recipient was **A. J. McClung**, retired Mayor Pro Tem of the Columbus Consolidated Government (**Honorary Degrees**). Mr. McClung is the recipient of numerous awards and recognitions for his distinguished leadership and service. These awards include a 2001 Governor's Award in the Humanities and the 1978 renaming of the Brookhaven YMCA in Columbus to the A. J. McClung YMCA. The Georgia House of Representatives recognized him in 1998 upon his retirement from public service as "having played a pivotal role in quelling racial unrest in the early 1970s." A graduate of Tuskegee University, Mr. McClung served for 11 years as a high school and college educator, as a leader in the USO and the YMCA during World War II and afterwards, and served as one of the original elected members to the city council of the Columbus Consolidated Government. The commencement address was delivered by CNN's **Judy Woodruff**.

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. Major events this year included the following:

- < Total contributions from alumni increased from \$184,885 in FY2000 to \$248,628 in FY2001.
- < In February, the **Silver C Society** inducted 13 new members. The society recognizes faculty, retired faculty, and alumni twenty-five years after beginning service to the institution or graduating from the university.
- < Two new Friends groups were formed for Art and for the Coca-Cola Space Science Center. Friends of Art raised more than \$15,000, a five-fold increase since the previous year.
- < A website was created for University Advancement as part of the CSU website. The site includes the capacity for online giving.
- < The fourth annual **Orpheus Ball** was held in February 2001 and sponsored by the Schwob School of Music and University Advancement. The black-tie dinner/dance is held annually in honor of the late Gunby Jordan and his love and support for opera and the university. More than 300 guests attended and were entertained with performances by the CSU Jazz Band and student vocalists;
- < The Alumni Phonathon was expanded to include the College of Science which raised more than \$5000 from College of Science alumni.
- < The first annual CSU Alumni Association Golf Tournament was held in March which raised

more than \$9000 for scholarship funds.

- < The second annual College of Education Awards Banquet took place in May to recognize faculty and students as well as alumni who were named Teachers of the Year at their respective schools.
- < A feasibility study was conducted for a major capital campaign to provide funds for the five select mission areas, information technology, and a student success and leadership development center.

With the new technology and commerce center under construction and another new building in the planning phase, our faculty, staff, and students are looking forward to beginning fall semester in August. A summary of significant events in university facilities planning and construction include the following:

- < In September 1998, the Columbus community celebrated the ground breaking of the **RiverCenter**, the performing arts center to be shared by the university and the community is expected to be completed by January 2002. The Studio Theater and other academic parts of the facility are already completed and being used by the university.
- < Renovation of **Fine Arts Hall** began in 2001. Renovations will provide a new location for the Department of Theatre and a better ventilation system for the Department of Art.
- < Design work by Farrington Design Group is complete for our **Technology and Commerce Center**. Construction funding was approved by the legislature in 2000, and the bidding process began in September 2000. Ground breaking for the facility was held in March actually after construction had begun. The new building will house the Abbott Turner College of Business, the Computer Science Department, and Computer Information and Networking Services.
- < Much needed renovations of **Howard Hall** are underway and are expected to be completed by August 2001 for use in fall semester. Howard Hall, one of the oldest buildings on the campus, serves as a classroom building used primarily by the College of Arts and Letters, University College, and the College of Science.

To highlight accomplishments in learning and teaching, students and faculty were recognized at the annual Honors Convocation. Outstanding student awards were presented to **Chad Andrae** (Faculty Cup) and **Kelly Oestman** (Top Academic Student); faculty awards were presented to **Richard L. Newston** (Educator of the Year), **Sallie Averitt-Miller** (Faculty Service Award), and **Craig Lloyd** (Faculty Research and Scholarship Award). Newston is Assistant Professor of Sociology and Gerontology; Averitt-Miller is Associate Professor of Reading Education; and Lloyd is Professor of History.

CSU athletic programs completed another outstanding year. While all of our teams had commendable records, the following teams and athletes received national and regional recognitions:

- < The **Lady Cougars** provided fans with a wonder encore of their 1999-2000 basketball season by going undefeated through the first 31 games of the 2000-2001 season and earning the nation's top ranking for seven consecutive weeks. The team won the Peach Belt Conference regular season and tournament titles, hosted and won the South Atlantic Regional tournament, and made their second trip to the Division II Elite Eight. After defeating Southern Indiana, CSU suffered its only defeat of the season to eventual national champion Cal Poly Pomona. **Jay Sparks** was named Peach Belt, Georgia Division II, and National Division II Coach of the Year. **Kinesha Harden** earned second-team All-American honors and was co-Player of the Year in the Peach Belt.
- < In other sports, several individuals and teams received recognitions. In men's basketball, **Travis Crutcher** was named to the All-Peach Belt Conference team. In softball, **Daisey de Peinder, A. J. Rogers**, and **Angela Griffin** were names to the All-Peach Belt Conference. In baseball, **Brad**

Bouras was named to the All-Peach Belt Conference team, All-South Atlantic Region team, was a First-Team All-America team member, and was CSU's Male Athlete of the Year. **Ladd Hammond** was also named to the All-Peach Belt Conference team. In **men's golf**, the CSU team qualified for the Division II South Regional, and **Patricio Lopez Vilaclara** was named Peach Belt Conference Freshman of the Year. The **CSU Cheerleading Squad**, coached by **Jimbo Davis**, finished fourth nationally in Division II competition held at Disney World's MGM Studios theme park and televised by ESPN2. The squad has finished fourth, sixth, and third in the last three years, six years after Davis took over the leadership of the squad and began the first coed squad for the university. The **Cougar Heat** dance team, in its first year, qualified for its first national championship trip and won the Peach Belt Conference championship. The squad is coached by **Jimbo Davis** and **Janda Cearley**.

< In February, the **CSU Athletic Hall of Fame** inducted seven new members. These include **Fran Arrington** (multi-sport star), **Earl Bagley** (golf coach), **Rick Gordon** (basketball player), **Billy Key** (contributor), **Hugh Royer, Jr.** (golfer), **Tim Thomas** (basketball player), and **Tom (Chip) Whitley** (basketball player).

State appropriations continue to provide less than half of our annual revenues. During FY2001, state appropriations yielded 39.9% of the university's current funds revenues. A summary of actual revenues and expenditures for the fiscal year follows:

E & G Revenues	Amount	Percent	E & G Expenditures	Amount	Percent
State Appropriations	\$26,249,086	39.9%	Instruction	\$22,079,031	33.6%
Student Tuition & Fees	\$10,326,279	15.7%	Academic Support	\$ 5,379,226	8.2%
Fee Waivers	\$ 4,492,467	6.8%	Student Services	\$ 2,704,754	4.1%
Department Sales & Services	\$ 968,743	1.5%	Institutional Support	\$ 6,103,110	9.3%
Sponsored Operations	\$23,490,551	35.7%	Operation & Maintenance-Plant	\$ 5,201,902	7.9%
Other Sources	\$ 202,347	0.3%	Scholarship & Fellowships	\$24,256,327	36.9%
Total	\$65,729,473		Total	\$65,724,350	
Auxiliary Services	\$ 2,920,099		Auxiliary Services	\$2,374,098	

At CSU, we are looking forward to the new year. **Paul Vander Gheynst** continues to serve as Acting Vice President for Academic Affairs. A second search committee will begin work in fall semester to fill the position by August 2002 after an unsuccessful search this year to fill the position. Vander Gheynst, the university's senior academic dean, is the Dean of the College of Arts and Letters, professor of music, and director of the university's highly acclaimed jazz band.

The new year will bring other changes at CSU. The anticipated completion of both the RiverCenter and the ongoing construction of the new Technology and Commerce Center are long-awaited events. The new building brings us much-needed improvements to the campus. In academics, our Department of Theatre will host an accreditation committee from the National Association of Schools of Theatre for initial accreditation, and our Schwob School of Music will host a reaffirmation committee from the National Association of Schools of Music. Further, the implementation of the second cohort of the cooperative EdD program in educational leadership, expansion of other distance learning course offerings through GSAMS and asynchronous courses as well as eCollege and programs with the Medical College of Georgia, and the implementation of more aggressive marketing strategies by our new Division of Enrollment Marketing bring new opportunities to our region and new challenges to our faculty and staff.

Appendix A

Columbus State University Strategic Plan 2001-2005

Mission Statement

Columbus State University will serve the educational needs of a diverse region by providing a mixture of liberal arts and professional programs leading to associate, baccalaureate, and graduate degrees. The university will also serve transfer and transient students as well as those seeking certification and licensure. The university will maintain a strong core of general education as the foundation of all its academic programs. The university, through University College, will provide a student-centered developmental program for those students who are unprepared for the rigors of college work. The university will serve the educational, cultural, and economic needs of its region by providing credit and non-credit outreach programs. In all these endeavors, the college will strive to meet the needs of previously underserved populations in its service area.

Vision Statement

Columbus State University is committed to

! Educating students to think critically, work creatively, communicate effectively, and become technologically literate.

! Functioning as a visible, responsible and responsive student-centered institution dedicated to academic excellence.

! Fostering the cultural, ethnic, racial, and gender diversity of students, faculty and staff by responding to the needs of a changing student population.

! Promoting areas with distinctive strengths for which reputations for excellence can be recognized.

! Providing a supportive environment that encourages faculty and staff to continue their intellectual and professional growth.

! Meeting educational, research, and service needs of the region through collaboration with academic and technical institutions, area school systems, businesses and government agencies.

Students

Recent high school graduates who have completed a college preparatory curriculum will continue to form the nucleus of a diverse student body. Columbus State University accommodates students having a variety of needs. These students include those pursuing two-year, four-year and graduate degrees as taking credit and non-credit courses through the Division of Regional and Continuing Education

Program/Service Mix

To meet the diverse needs of its clientele, Columbus State University offers a mixtures of liberal arts and professional programs at the associate, baccalaureate and graduate levels. An exemplary general education program is the foundation of all degree programs. Columbus State University also provides a strong developmental studies program to serve those students underprepared for the rigors of university work. The University responds to the needs of under-served populations by providing new academic programs, offering off-site instruction, and utilizing distance learning technologies.

Columbus State University judiciously uses its financial resources in developing and implementing new credit and non-credit programs. In addition to meeting the general educational needs of its students, the University continues to identify and support programs and services for which reputation for excellence

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have been and/or will be developed.

These distinctive areas include:

- ! the fine and performing arts;
- ! science, mathematics, and technology education;
- ! regional economic and community development;
- ! international education and exchange; and
- ! educator preparator programs

Columbus State University offers a variety of services to stimulate the intellectual, cultural, physical and social development of its students. Services are student-oriented and are directed toward successful recruitment, advising, retention and placement. Research, consultation and other outreach efforts enhance the region as well as the institution; these efforts are supported and encouraged.

The management of all Columbus State University programs and services reflects a competent, confident and caring commitment to the development of the students, the institution and the region.

Comparative Advantage

Columbus State University offers an outstanding array of significant advantages which, when combined, are unequalled in the region. The University is accessible and affordable to a large segment of the region's population and offers a broad variety of excellent programs. With the help of a supportive community and a strong University Foundation, the University excels in providing:

- ! a qualified, credentialed teaching faculty offering exemplary instruction and individualized attention to students
- ! life-long learning opportunities serving the educational needs of the region
- ! excellent library resources, full media services, and emergent distance learning technology
- ! collaborative ventures with University System and area technical institutions
- ! effective partnerships with regional and international organizations
- ! quality services and activities promoting student development with a diverse population

The key to promoting Columbus State University lies in maintaining a positive internal and external image, developing and supporting exemplary programs and services, and aggressively marketing the distinctive strengths and comparative advantages of the institution.

Strategic Planning Goals: 2001-2005

GOAL 1: TO ORGANIZE ALL ACTIVITIES, INCLUDING PROGRAM DESIGN AND DELIVERY, EVALUATION AND REWARD SYSTEMS UPON THE PRINCIPLE OF GENUINE CONCERN FOR THE EDUCATION OF STUDENTS, THEIR SOCIAL AND INTELLECTUAL GROWTH, AND A DEMONSTRATED WILLINGNESS OF ALL PERSONNEL TO BECOME INVOLVED IN THAT GROWTH.

Rationale: Such a student centered environment will promote recruitment and retention, improve graduation rates, and create a genuine community of learners.

GOAL 2: TO IMPLEMENT PLANS AGGRESSIVELY THAT WILL ENSURE A COMPREHENSIVE ENROLLMENT MODEL APPROPRIATE TO OUR MISSION.

Rationale: Such a plan will include emphasis on admission standards, recruitment and marketing, retention, and student services to ensure continuous growth.

GOAL 3: TO SUPPORT SELECT MISSION AREAS THAT WILL STRENGTHEN COLUMBUS STATE UNIVERSITY AS A DISTINGUISHED ACADEMIC INSTITUTION.

Rationale: The select mission areas are

- ! fine and performing arts
- ! science, mathematics and technology
- ! regional economic and community development
- ! international education and exchange
- ! educator preparation

The university will 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. These will enhance the unique image of the university, provide creative opportunities for students and serve as powerful recruitment tools for students and faculty.

GOAL 4: TO INCREASE THE VISIBILITY OF THE UNIVERSITY IN THE COMMUNITY, REGION, STATE, NATION AND OTHER COUNTRIES.

Rationale: The university's activities, collaborative ventures and accomplishments need to be more visible in order to strengthen the university's competitive position in the recruitment of students and faculty. Such visibility enhancement will also increase awareness of the university's many contributions to the quality of life in the region.

GOAL 5: TO ADOPT NEW STRATEGIES TO INCREASE AND STRENGTHEN THE DIVERSITY OF THE UNIVERSITY COMMUNITY - FACULTY, STAFF, AND STUDENTS.

Rationale: Exposure to various ethnic, racial and international cultures and belief systems enhances the collegiate experience and the understanding of the social and professional world. The university must be aggressive in its efforts to recruit and retain minorities and international faculty, staff and students. The university will accommodate those with special needs and those whose academic potential has not been fully realized.

GOAL 6: TO DEVELOP AND IMPLEMENT A COMPREHENSIVE MASTER PLAN FOR THE ACQUISITION, USE, AND MAINTENANCE OF TECHNOLOGY INSTRUCTION AND UNIVERSITY OPERATIONS.

Rationale: A comprehensive technology plan is needed to provide direction in: resource allocations; expanding faculty and staff training in the use of technology; improving instruction; reaching new students; and making administrative processes more efficient and service-oriented.

GOAL 7: TO MAINTAIN AND ENHANCE A WELL-DESIGNED, FUNCTIONAL, AND ATTRACTIVE CAMPUS TO SUPPORT THE EDUCATIONAL AND ADMINISTRATIVE NEEDS OF THE UNIVERSITY.

Rationale: To be competitive and gain recognition, Columbus State University must provide a quality environment for a quality education by addressing: the classroom environment; work environment; adequate library incorporating technology; improvement and expansion of residence life; and an attractive, well designed maintained campus.

GOAL 8: TO INCREASE FUNDING SOURCES IN ORDER TO MAINTAIN AND EXPAND PROGRAMS AND SERVICES OF THE UNIVERSITY, AS WELL AS, TO ENSURE PROFESSIONAL DEVELOPMENT OF ALL PERSONNEL.

Rationale: The goals and aspirations of the university cannot be fulfilled through tuition income and state appropriated funding alone; therefore, additional funding sources must be identified. The university must strengthen its ability to attract higher levels of public and private financial support.

GOAL 9: TO MAKE AN INSTITUTIONAL COMMITMENT TO ACTION AND ACCOUNTABILITY.

Rationale: The Strategic Planning Commission offers insights concerning Columbus State University's needs and responsibilities to its service area. The goals proposed should be developed into accomplishments to ensure continued academic growth.

Appendix B

DEGREES AND MAJORS AUTHORIZED
As of June 2001

<p>One-year certificate in: Criminal Justice Data Processing</p> <p>Associate of Applied Science in: Applied Computer Science Criminal Justice</p> <p>Associate of Science in: General Studies</p> <p>Bachelor of Arts (with majors in): Biology Chemistry Communication English Language & Literature History Mathematics Music Political Science Psychology</p> <p>Bachelor of Business Administration (with majors in): Accounting Business Administration Computer Information Systems Finance Management Marketing</p> <p>Bachelor of Fine Arts Art Theatre</p> <p>Bachelor of Music (with majors in): Applied Music Music Education</p> <p>Bachelor of Science (with majors in): Biology Chemistry Computer Science Computer Science - Applied Criminal Justice Exercise Science General Studies Geology Health Science Mathematics Political Science Psychology Recreation and Park Administration Sociology</p> <p>Bachelor of Science in Nursing</p>	<p>Bachelor of Science in Education (with majors in): Art Early Childhood Health, P.E. & Sports Science Mental Retardation Middle Grades Secondary Teaching Field—Earth Science Teaching Field—English Language Arts Teaching Field—French Teaching Field—Spanish Teaching Field—General Science Teaching Field—History Teaching Field—Mathematics Theatre</p> <p>Master of Business Administration</p> <p>Master of Education (with majors in): Art Early Childhood Educational Leadership Instructional Technology Middle Grades Health and Physical Education School Counseling Secondary Teaching Field—Biology Teaching Field—English Language Arts Teaching Field—General Science Teaching Field—History Teaching Field—Mathematics Teaching Field—Social Science Special Education Teaching Field—Behavioral Disorders Teaching Field—Learning Disabilities Teaching Field—Mental Retardation</p> <p>Master of Music (with majors in): Music Education</p> <p>Master of Public Administration</p> <p>Master of Science (with major in): Applied Computer Science (Online) Community Counseling Environmental Science Information Technology Management</p> <p>Specialist in Education (with majors in): Early Childhood Educational Leadership Middle Grades School Counseling Secondary Teaching Field—English Language Arts Teaching Field—History Teaching Field—Science/Biology</p> <p>Advanced Certificate Gerontology</p> <p>Cooperative programs with</p> <p>Medical College of Georgia: Master of Science in Occupational Therapy</p> <p>Valdosta State University: Doctor of Education in Educational Leadership</p>
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Student Organizations 2000-2001

Alumni Association
Baptist Student Union
CSU Chorale
Columbus State Association of Nursing
Students
CSU History Club
CSU Housing Association
CSU Islamic Association
CSU Literature Club
CSU Orchestra
CSU Recreation Association
CSU Student Association for Information
Technology Professionals
CSU Student Personnel Society
CSU Studio Theatre
CSU Symphonic Wind Ensemble
Communication Club
Early childhood organization (ECHO)
International Affairs Council
Lambda Alpha Epsilon
MAX-Mathematics & Computer Science
Club
Mu Phi Epsilon
Phi Mu Alpha Sinfonia Professional
Fraternity for Men in Music
Psychology Club
Respiratory Therapy Club
Sociology Club
Student Political League
Tri-Beta Associates

HONOR SOCIETIES

Alpha Phi Sigma
Beta Beta Beta
Honor Society of Nursing
Kappa Delta Pi
Phi Alpha Theta
Phi Kappa Phi
Pi Kappa Lambda
Psi Chi
Sigma Phi Alpha

FRATERNITIES & SORORITIES

Alpha Kappa Alpha
Alpha Phi Alpha
Delta Pi
Delta Sigma Theta
Delta Zeta
Kappa Sigma
Phi Mu Kappa
Tau Kappa Epsilon
Sigma Nu
Sigma Omega
Tau Kappa Epsilon
Xi Theta
Zeta Phi Beta

Fall 2000 Student Profile						
	UNDERGRADUATE		GRADUATE		TOTAL	
	N	%	N	%	N	%
STATUS						
Full Time	2860	64.2%	190	25.8%	3050	58.8%
Part Time	1594	35.8%	547	74.2%	2141	41.2%
Total	4454		737		5191	
AGE						
16-20	1699	38.1%	0	0.0%	1699	32.7%
21-25	1430	32.1%	112	15.2%	1542	29.7%
26-30	488	11.0%	158	21.4%	646	12.4%
31-40	517	11.6%	211	28.6%	728	14.0%
41-50	254	5.7%	205	27.8%	459	8.8%
51 & Over	66	1.5%	51	6.9%	117	2.3%
Average	25.0		36.1		26.6	
GENDER						
Male	1682	37.8%	341	46.3%	2023	39.0%
Female	2772	62.2%	396	53.7%	3168	61.0%
RACE						
Am. Indian	25	0.6%	0	0.0%	25	0.5%
Asian	93	2.1%	24	3.3%	117	2.3%
Black	1189	26.7%	139	18.9%	1327	25.6%
Hispanic	154	3.5%	14	1.9%	168	3.2%
Multi-Racial	90	2.3%	5	0.7%	106	2.0%
White	2892	64.9%	555	75.3%	3447	66.4%

Full-Time Faculty Profile										
	Fall 1996		Fall 1997		Fall 1998		Fall 1999		Fall 2000	
	N	%	N	%	N	%	N	%	N	%
Doctorates	145	66	152	70	152	68	157	70	147	67
Tenured	130	59	125	57	121	55	115	51	115	53
Men	129	58	123	56	123	56	131	58	126	58
Women	92	42	95	44	98	44	94	42	92	42
Professors	75	34	68	31	67	30	67	30	63	29
Associate Professors	64	29	63	29	68	31	68	30	71	33
Assistant Professors	66	30	77	35	72	33	74	33	74	34
Instructors	16	7	10	5	14	6	16	7	10	5
Total Faculty	221		218		221		225		218	
Average Salary	\$47,450		\$46,687		\$47,960		\$48,661		\$49,669*	

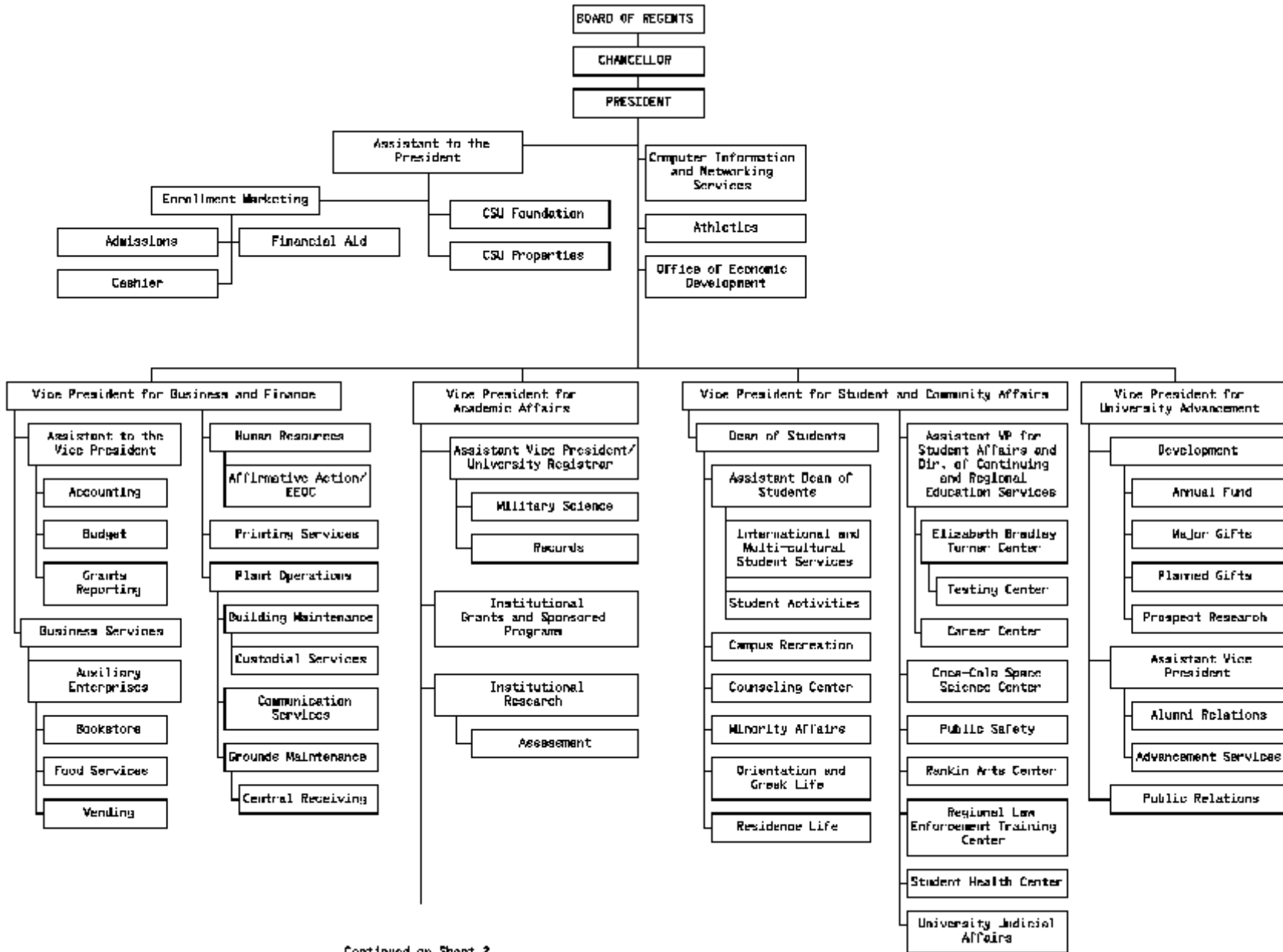
* Average nine month salary for 209 faculty (does not include vice presidents, deans, the Director of the Library, the Director of Continuing and Regional Education Services, and the visiting professor.)

Fall 2000 Full-Time Employment by Gender and Race														
	Black		Native American		Asian		Hispanic		White		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Females	85	15.1%	0	0.0%	4	0.7%	2	0.4%	215	38.3%	3	0.5%	309	55.0%
Males	40	7.1%	1	0.2%	8	1.4%	9	1.6%	190	33.8%	5	0.9%	253	45.0%
Total	125		1		12		11		405		8		562	

Female Full-Time Employment by EEO Categories												
EEO Category	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Fall 2000	
	N	%	N	%	N	%	N	%	N	%	N	%
Exec/Admin/Mgt	30	40.0%	32	42.1%	31	38.3%	38	43.7%	39	42.3%	37	44.6%
Faculty	90	43.1%	92	41.6%	84	43.6%	84	42.6%	88	42.7%	86	44.1%
Prof. Non-Faculty	30	68.2%	39	73.6%	44	62.9%	50	67.6%	57	66.3%	64	67.4%
Secretarial/Clerical	108	90.8%	106	90.6%	109	85.2%	113	86.9%	93	93.0%	82	92.1%
Technical/Paraprof.	5	33.3%	7	35.0%	5	25.0%	6	31.6%	17	44.7%	17	43.6%
Skilled Craft	3	12.5%	3	13.0%	3	15.0%	3	15.0%	2	13.3%	2	14.3%
Service Maintenance	23	33.8%	25	35.7%	33	42.3%	30	40.5%	20	41.7%	21	44.7%
Total Female Employment	289	52.2%	304	55.2%	309	52.9%	324	53.9%	316	54.0%	309	55.0%
Total University Employment	554		551		584		601		585		562	

Columbus State University 2001 - 2002

Sheet 1.



Continued on Sheet 2.

Columbus State University 2001 - 2002
Sheet 2.

Continued from Sheet 1.

