Academic Distinction

The Admissions Office hosted the First Annual Scholars’ Day to recruit higher ability students (SAT 1200+) by front-loading scholarships. Of the one hundred ninety-six students (average SAT 1265) accompanied by two hundred forty-nine parents who attended, seventy-five percent of the students (n=147) have enrolled for fall 2003 with an average SAT of 1259. It is interesting to note that only 125 students of the 147 were offered and accepted scholarships. The remaining 22 entered Georgia Southern without a scholarship offer.

Compared to last year, Georgia Southern University enrolled forty-four more students with an SAT of 1200 or above.

Admissions has undertaken steps to charter Tau Sigma, a national honor society for transfer students who will serve as advocates for other transfers and aid in enhancing the recruitment of transfer students.

Financial Aid partnered with the Jack N. Averitt College of Graduate Studies to develop a computer-generated Satisfactory Academic Progress process for graduate students and to develop a process to identify graduate transients electronically in BANNER.

The Academic Success Center (ASC) utilized volunteer University Honors Program (UHP) students to conduct study groups for seven sections of MATH 1111 and three sections of History 1112 and to staff the ASC computer lab.

Student-Centered Campus

The Office of Admissions absorbed the Graduate Admissions office in January 2004 and assumed all responsibilities therein, including making many positive changes in the processing of applications.

University Housing conducted the ACUHO-I Resident Survey, a national assessment instrument for residence hall students, and will continue to do so annually. The goal is to implement two changes/improvements in order to increase student satisfaction. Student dissatisfaction with the lack of privacy resulted in 1110 new single bedrooms opening in August 2003 and planning future residence halls with private bedrooms. Another notable change is that campus residents can now register their computers via the web rather than standing in line at Information Technology Services.

Working with the Registrar’s office, the Testing Office began automatically registering students for the Regents’ Exam and testing students during their first semester at the university in order to improve the pass rate. Nearly seventy-five percent (74.9%) of first-time examinees passed in 2002-03, the highest passing rate since Regents’ testing began with the exception of a seventy-five percent rate for the 1998-99 academic year.

Career Services implemented the First Annual Career Week in which 689 students, 15 faculty/staff members, and 38 alumni/employers participated. The event included presentations from Stephen Covey’s Group, the Ronald E. McNair Program, College of Graduate Studies, Academic Advisement Center, Enterprise Rent-A-Car, New England Financial, Walt Disney World College, Wal-Mart, and Career Services.

Graduate Studies and Career Services sponsored the first Graduate School Fair attended by 413 students, 25 universities, and 17 departments.
Career Services implemented a student scanner system in the Career Resources Center to collect data on student participation with the goal to improve services and programs.

The Office of Strategic Research and Analysis compiled an Assessment Inventory for the entire campus in preparation for the SACS self study to document that the institution is engaged in evaluating its programs and services and using the results for continuous improvement across campus.

The Academic Success Center (ASC) and the Math Department collaborated to ensure student success in college algebra classes. ASC staff monitors the students in MATH 91 computer lab classes while the Math Department designs and maintains the WebCT materials used in the class.

The ACT Student Opinion Survey (SOS) results were presented at the fall 2002 Administrative Workshop and indicated that Recreational and Intramural Programs (CRI) was the highest-ranked college service, 4.47 out of possible 5.00.

Financial Aid developed and implemented a web-based Federal College Work Study Authorization Form for easy access for students.

Financial Aid conducted student focus groups to assess student satisfaction. Results lead to the expansion of office hours to accommodate transfer and non-traditional students.

Financial Aid developed the Georgia Southern University Student Employee of the Year Program to recognize the hard work and dedication of student employees. The nominees' outstanding contributions as student employees serve as a true indication of the value of student employment programs on college campuses. A committee of faculty and staff evaluated nominees in the following categories: reliability, quality of work, initiative, professionalism, and uniqueness of contribution. Shemica Lockey received the Student Employee of the Year Award for 2002-03 and was presented with a cash award and plaque. Additionally, her name was submitted to compete for the Southern Association for Student Employment Administrators' (SASEA) award. SASEA encompasses member colleges and universities in Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

After examining its summer application process and the frustration level of students, Financial Aid will streamline the process for summer 2004 by eliminating the summer application and awarding aid based on existing data on file.

Russell Union conducted the ACUI/EBI survey to assess and track its programs, services, and facilities. Data are being analyzed now and will be used to focus attention on strengths and to identify areas in need of improvement.

The Campus Single Parent Association, a new student organization designed as a support system for single parents, especially non-traditional ones, was established by the Academic Success Center in spring 2003.

WINGS was modified to allow students to view their grades immediately after the faculty records the grades in Faculty WINGS.

The Tutoring Center’s staff conducted over 4500 tutoring sessions during the past year.

Career Services proposed and received approval from the Undergraduate Council to offer a two credit-hour course, titled Professional Development Seminar (GSU 2122), to help students execute an effective job search campaign, develop business etiquette, and succeed in the working world.

**Technological Advancement**

On November 1, 2002, the Office of Admissions began to fully utilize imaging to process applications via Software Services of Delaware’s OCR/ICR software called Easy Admit for Admissions. Health Services’ migrated its stand-
alone imaging system to the new SCT Banner-interfaced imaging application. The Registrar’s Office, Judicial Affairs and the Student Disability Resource Center are in the initial phases of imaging implementation.

A dynamic schedule of classes was developed for students and advisors to have on-line, live access to class availability information. This web-based class schedule replaced the printed hard copy and saved approximately $12,000 in printing costs.

CRI implemented Vermont System’s RecTrak system to monitor inventory, memberships, and participation, and utilization rates.

The Registrar’s Office extensively tested the Curriculum, Advising, and Program Planning (CAPP) module of Banner and successfully completed degree program compliances. In Fall 2003, the automated degree audit program will be tested in the College of Business Administration with advisement staff and students.

After piloting MATH 91 (Algebra Lab) via WebCT, the on-line platform for course delivery, a decision was made that all sections taught by Academic Success Center personnel would be offered via WebCT. Students take the lab concurrently with MATH 1111 (College Algebra) and are provided additional instruction and problem solving exercises.

The Psychiatry and Health Behavior Department at the Medical College of Georgia, working with the Counseling Center, will provide psychiatric services to our students through the use of telemedicine. Telemedicine is a network of computers, high-resolution cameras and a special grouping of telephone lines that makes patient examination/consultation possible regardless of distance between patient and doctor.

The Banner-generated mass mailing system utilized by Admissions to target prospective students resulted in $6300 savings in postage and publications in 2002-03 compared to 2001-02.

The reporting of students’ attendance was added as a feature of Faculty WINGS in order to make the process as simple as possible.

Resource 25, a web-based event scheduling software, has been tested thoroughly and will go online in Fall 2003. The program will deliver the first campus-wide calendar that is designed to quickly and easily assign, view, and change reservations for campus spaces and to inform the campus community and the general public of the events taking place at Georgia Southern.

**Public-Private Partnerships**

Student Media partnered with Associate Dean Denise Battles of the College of Science and Technology and Professor Jane Rhoades-Hudak of the Art Department to create an academic textbook that merges the studies of science and art.

The Admissions Office and the Office of Alumni Relations combined their respective student tour guides into one Southern Ambassador team that will serve both offices. Their collaboration continued throughout the SOAR Welcome sessions with the introduction of the new Georgia Southern University ring.

CRI secured the services of East Georgia Regional Medical Center to provide athletic training and oversee risk management for students recreating indoor and outdoor on campus.

Health Services served as a preceptor site for nurse practitioner students at Georgia Southern and for medical students enrolled at the Medical College of Georgia.

The Greek students performed 14,104 community service hours and raised $39,722 for charities.
The Multicultural Student Center coordinated a volunteer tutoring program at Mill Creek Elementary School with fourteen education majors who worked with “at risk” students during fall 2002.

On November 20, 2002, a Law Enforcement Luncheon was held with local law enforcement agencies and selected Georgia Southern officials to enhance communication between local law enforcement agencies and campus officials regarding student violations of the law and the Student Conduct Code.

**Transcultural Experiences**

Career Services conducted two focus groups to understand international students’ career service needs.

The Multicultural Student Center celebrated the diversity of the campus community through various events to recognize and embrace culture, race, ethnicity, and gender. These celebrations included: Cultural Diversity Week, Hispanic Awareness Week, Asian Awareness, Religious Awareness Week, GLBT Awareness Month, the Winter Holiday Celebration, Dr. Martin Luther King, Jr. Celebration, Black Awareness, Women’s Awareness, and Holocaust Remembrance.

Georgia Southern students in Southern Adventures joined with the Aztec Adventure Program at San Diego State for a sea kayaking trip to Baja, Mexico.

**Physical Environment**

Capstone Development Corporation designed and built, Southern Courtyard and Southern Pines, providing 1100 new beds for student residing on campus, and opening August 16, 2003.

The expansion process for additional indoor and outdoor recreational facilities began with presentations to 2272 students representing 77 student organizations and culminated in a needs assessment survey via WINGS with 2182 students responding. The results showed that ninety-one percent of the students wanted more recreation and seventy-seven percent were willing to pay.

Phase I of the Outdoor Venue at M.C. Anderson Park opened in spring 2003 with an outdoor pavilion. The design of Phase II has been completed and construction will begin soon for a meeting room, a catering kitchen, restrooms, and a covered band-stage.

Russell Union renovated space to accommodate student needs. Two meeting rooms in the Russell Union were renovated to create the Office of Multicultural Student Center which houses three full-time staff and several student employees. Two open lounge areas were enclosed to create two conference rooms on the second floor. Meeting rooms 2047 and 2045 were combined to make one large meeting room that will hold over 100 people.

In Fall 2002, CRI opened the Skate Park and offered 400 skate enthusiasts who a place to practice their sport.

**Other Highlights and Accomplishments**

Vickie Hawkins, Director of University Housing, was awarded the first Vickie Hawkins Award for Young Professionals by the Georgia Housing Officer’s Association.

Janet O’Brien, Director of the Academic Success Center, received the Outstanding Service Award from the Georgia Chapter of the National Association for Developmental Education.

Dr. Dave Matthews, Director of the Counseling Center, served as a site visitor on two occasions for two other university counseling centers seeking IACS accreditation.
Ted Williams, Jody Kemp, and Susan Davies demonstrated and discussed imaging with the Office of Admissions at Kennesaw State University and at Clayton State University.


Wendy Wolfe became a fully licensed Psychologist in July 2003 and was a peer reviewer for refereed journal, *Personality and Individual Differences*.

Elise Boyett and Deborah Porter provided consulting services to Gordon College’s Financial Aid Department.

CRI student employee Brendon Harvey was awarded the William N. Wasson Leadership Award by the National Intramural-Recreational Sports Association (NIRSA) at the April 2003 national conference in Cleveland, Ohio. Named after NIRSA's founder, Dr. William N. Wasson, the award recognizes outstanding undergraduate and graduate students who are active participants, employees or volunteers in collegiate recreational sports departments.

Zach Gilbert, Chuck McDonnell, and Eric Simpson were honored as the best in the nation as All American Officials at the 24th ACIC (American Collegiate Intramural Championships) National Flag Football Championships in New Orleans, LA in December 2003.

Twelve McNair Scholars presented their research projects at the Ninth Annual SAEOPP/UTK McNair National Scholars Research Conference held in Knoxville, TN, July 10-13, 2003. Shanta Harper, mentored by Dr. Pamela Bourland-Davis, won third place for her presentation of “An Investigation of Gender Stereotyping Based on a Content Analysis of BET Commercials.”

McNair Scholars Kanisha Robinson and Shantea Whitehead presented their research at national conferences in spring 2003. Kanisha, mentored by Dr. Dorothy Battle, presented “What Are The Values of Adolescents” at the American Educational Research Association Annual Conference in Chicago, IL and Shantea, mentored by Dr. Diana Cone, presented “Cultural Variations of Body Image Perception Among College Students,” at the National Association of Consumer Science Annual Conference in Washington, DC.

The RHPC (Resident Hall President’s Council) was recognized as the Student Organization of the Year by the Georgia Southern University Center for Student Leadership Development.

Dorman Hall’s See Saw-a-Thon raised over $1000 for Joseph’s Home for Boys.

*Recreational Sports and Fitness*, the official magazine of the National Intramural-Recreational Sports Association (NIRSA), featured CRI’s fitness program in its October 2002 issue.

The SOAR Team traveled to the University of Greensboro in North Carolina in March 2003 and placed fourth in the skit competition at the Southern Regional Orientation Workshop.

*The George-Anne* was named one of the top three collegiate newspapers in Georgia by the Georgia College Press Association (GCPA), earning third place honors.

In its 75th year of operation, Student Media researched, designed, and staged a four-month exhibit at the Georgia Southern Museum chronicling over seven decades of student media achievements on campus.

WVGS, the campus radio station, underwent a review and will follow a collaborative model for FY04 as a result of the Radio Task Force recommendations. An adviser from the Department of Communication Arts will assist in providing advisement and direction in connection with on-air programming while Student Affairs & Enrollment Management will provide technical support and budgetary oversight.

Georgia Southern University ranks second in the state in the number of HOPE Scholars awarded and forth in dollars disbursed.
Career Services has implemented an alumni-mentoring network in which 166 Georgia Southern alumni as employers mentor future graduates in their career fields.

Michael Thurmond, State Labor Commissioner, was the guest speaker at EOP’s Senior Honors Night in April 2003.
Narrative

Academic Success Center

The 2002-03 academic year was a time of growth and expansion for the Academic Success Center. The Center continued to enhance programs already in existence and to develop new ones in an effort to better serve our students.

At the beginning of fall semester, Jo Hanschke and Rochelle Spencer held meetings with focus groups consisting of a cross section of the Georgia Southern student body. These students offered their opinions on the services offered by the Center. They suggested, for example, that we hold workshops on the weekends to better fit some students’ schedules and that some of the workshops be more subject-specific. The Center implemented both of these ideas. We plan to conduct more focus groups next year in an effort to continue to improve our services.

New staff member Rochelle Spencer coordinated our marketing efforts this year. She began The Brainchild, a Center newsletter, which spotlighted students, staff, and tutors and publicized Center programs and activities. She conducted several radio interviews and posted fliers around campus advertising Center activities. We also participated in every Georgia Southern Open House, Recruiting Reception, and SOAR session of the year. We have made progress in the marketing area this year but hope to do even more marketing in the coming year.

Even though we continued to teach Learning Support, Regents’ Reading Remediation, Math 91, and GSU 1120 classes, we were able to reduce our staff’s teaching load and devote time to developing new programs for the Center. One new program is the Campus Single Parent Association, which is designed as a support system for single parents, especially non-traditional ones, and has proven very successful. The Association received official University sanction this past spring. In addition, the Center reactivated the Non-traditional Student Organization. We plan to work very closely with both of these organizations next year and truly feel that these groups will be instrumental in helping our non-traditional students adjust to college life.

Workshop presentation is another area that grew during the year. In addition to continuing success with the GSU 1120 workshops, the Center increased the number of Regents’ test preparation workshops. About 200 students attended the Regents’ Review Workshops during the year. Center staff also made 37 workshop presentations to GSU 1210 classes. In collaboration with the academic departments, the Center offered “Study Tips for . . .” workshops for core classes – 7 in the fall and 9 in the spring – which were presented by professors from the specific academic department. In addition, the Center offered study skills workshops to the general student population.
We expanded our Auxiliary Instruction Program this year with the help of the University Honors Program. The Honors students used their service hours to conduct some of the study groups. We had two sections of Math 1111 and one of History 1112 in the fall and five of Math 1111 and two in History 1112 in the spring. We didn’t get the numbers attending that we had hoped for but the students who did attend these study sessions made grades higher than those who did not attend. We hope to market this program more effectively this year. We also plan to gather more data on the students participating in the program this year so we can continue to improve the program.

We continued to encourage students to use our computer lab that is equipped with online tutorial software for several subjects as well as CDs that teach topics in College Algebra, Trigonometry, Calculus, Biology, Physics, Chemistry, American Government, and Economics. With budget cuts, we were afraid that we would not be able to keep our lab open at convenient times for students but with the help of the University Honors Program we found a solution. Some of the University Honors students used their service hours to serve as lab assistants, and their support allowed us to keep the computer lab open from 8:00 am until 8:00 pm each day. The Computer Lab was used for 697 sessions for a total of 503 hours in the fall and 583 sessions for a total of 377 hours in the spring. The CDs for math were the most popular item in the lab. We plan to conduct our Math 91 classes in our computer lab next year.

Another major project this year involved the Math 91 classes. Both the ASC and the Math Department have been teaching these classes but neither department has the staff to continue teaching them in their present format. The Math Department created a WebCT format for the class, piloted the WebCT version, and has decided to offer future sections via WebCT. The staff here in the ASC will monitor the students in the Math 91 classes as they work in our computer lab, and the Math Department will continue to maintain the WebCT materials. Our math specialists in the ASC will be working very closely with the Math Department to make the transition to this new format as smooth as possible. We will reevaluate this new format at the end of the year and see if we need to make any adjustments.

The Tutoring Center continued to provide a very valuable service to the students at Georgia Southern. The Tutoring Center’s staff conducted over 4500 tutoring sessions during the past year. The Center continued to offer assistance in Math 97 through Math 2242 Statistics, Biology, Chemistry, Physics, Probability, Java, C++, Visual Basic, Writing Across the Curriculum, College Reading/Study Skills, Sociology, Psychology, History, and American Government. Anthropology was added to the list of subjects. The Tutoring Center continues to look for
new ways to improve so that it can better serve the students of Georgia Southern but really needs more space if it is to continue to grow to meet the needs of the University.

The Testing Office continued to offer the CPE, ISAT, MAT, ACT, SAT, EIT, LSAT, PRAXIS, Regents’ Exam, Legislative Exam, Pharmacy Exam, and Math Placement Exam this year. A major project for the Testing Office this year was changing the administrative procedures for the Regents’ Exam. Working with the Registrar’s office, the Testing Office implemented a new way to register students to take the Regents’ Exam and began to test students during their first semester at the University. The result was a 1000 student increase in those testing this past year over the previous one. 74.9% of first-time examinees passed this year, the highest passing rate since Regents’ testing began, with the exception of a 75% rate for the 1998-99 academic year. 54.8% of repeat examinees passed, the highest rate in the history of the test, with the exception of a 54.9% rate for the 1985-86 academic year. We plan to continue with this strategy for next year. The Testing Office also gathered information this year to enable us to begin using the COMPASS for placement in learning support next spring.

Along with staff involvement in the University community came continued professional activity beyond the institution. At the national level, Janet O’Brien served as Co-chair of the Placement Services Committee of the National Association for Developmental Education. At the state level, Janet O’Brien served as Chair of the Executive Committee of the Regents' Academic Committee on Learning Support and Developmental Studies and as Chair of the Georgia Mathematics Conference Board. At the annual Learning Support Conference in April, Janet O’Brien received the Outstanding Service Award from the Georgia Chapter of the National Association for Developmental Education.

Overall, the 2002-03 was a successful year for the Academic Success Center. As the Center grew and expanded its services, so did its reputation as a place where students of all types can come for help and support.

**Office of Admissions**

The 2002-2003 year was an eventful one for the Office of Admissions, characterized largely by the addition of new projects, units, and technology (Scholars’ Day, Office of Graduate Admissions, and Imaging). These additions, coupled with seven support staff and four professional staff vacancies, created challenges for our staff members, but overall resulted in more cross-training and much more collaboration within the office. Working together to overcome these challenges, the Office of Admissions fully embraced the year’s goal to go “Above and
Beyond” and to follow the team objectives of customer service/personal attention, collaboration and teamwork, and communication in order to reach the goals set for the 2002-2003 academic year (see Appendix I).

Highlights for the 2002-2003 academic year:

- Hosted the First Annual Scholars’ Day event for 196 students (average SAT 1265) and 249 parents. This event successfully united the academic colleges with the Division of Student Affairs and Enrollment Management in an effort to recruit high-ability students (SAT 1200+) to Georgia Southern by front-loading scholarships. Seventy-five percent of the students who attended Scholars’ Day have enrolled for fall 2003 with an average SAT of 1259.

- Enrolled 44 more students, compared to last year, with an SAT of 1200 or above.

- Absorbed the Graduate Admissions office in January and assumed all responsibilities therein, including making many positive changes in the processing of applications.

- On November 1, 2002, the Office of Admissions began to fully utilize imaging to process applications.

- Received and processed 12,463 applications compared to 15,571 for 2001-02. This reduction in the number of applications signifies that we are being effective in communicating our requirements for admission and therefore can have increased efficiency in processing more applications that may meet these requirements.

- Hosted an increased number of freshmen students (2458) and their parents at eight two-day SOAR sessions throughout the summer. Evaluations from parents and students were favorable, and many University staff and faculty commented that this was the smoothest summer ever!

- Successful integration of the recruitment teams, linking an Admissions Counselor, Admissions Specialist, and two student tele-counselors into the organization of the Office of Admissions, has increased collaboration/teamwork, communication, and personal attention to students.

- The largest Dessert Reception in our history was hosted in Atlanta on January 30, 2003 with 300 students attending. Of those who were accepted for admission, 68% enrolled with a 1071 average SAT.

- Yield rates (accepts to enrolled) for Visitation Programs:
  
  Information Sessions 60% – 1075 visited, 585 applied, 510 were accepted, and 306 enrolled (SAT 1057)

  Open House 72% – 1618 attended, 1123 applied, 978 were accepted, and 707 enrolled (SAT 1052)
Receptions 60% – 877 attended, 543 applied, 461 were accepted, and 278 enrolled (SAT 1069)

Southern Exposure 77% - 49 visited, 48 applied, 48 were accepted, and 37 enrolled (SAT 1195).

The numbers reported for Open Houses, Information Sessions, and Receptions include all students who attended and not just seniors who are eligible for admission.

- Increased travel out-of-state, spending one week in South Carolina, one week in Tennessee, and three weeks in Florida. We also attended a college fair in Virginia and North Carolina.
- Hosted several new programs for joint-enrolled students, including a Welcome Reception and a Mentor Program with Honors Ambassadors. A joint-enrolled student orientation will be held August 1, 2003.
- A mass mailing system mailed over 110,551 ($20,788.52) pieces, compared to 126,226 ($27,154.61) last year, to prospective students. The majority of all mailings are system-generated and traceable through Banner. We adapted a more targeted mailing plan to exclude students who did not meet the minimum required SAT, and this resulted in cost savings in the mailing and publication areas.
- The Tele-counseling team attempted 24,694 calls during the year, with 11,474 successful calls (talking to student or parent), a success rate of 46.4%.
- Special tour groups numbered 21 this year with 799 visitors compared to 17 with 772 visitors last year.
- Staff members were reassigned to positions that fit their expertise, the needs of the office, and the changing needs of students.

**Personnel** Several new staff members were added to the Office of Admissions during the course of the year as a result of seven support staff and four professional staff vacancies. The absorption of Graduate Admissions into the Office brought many personnel changes: Dr. Teresa Thompson was promoted to Associate Vice President for Enrollment Management, Susan Davies to Associate Director, Jody Kemp to Assistant Director, and Mindy Hatchell to Coordinator of Graduate Admissions (former High Ability Student Recruitment Coordinator).

Three employees were reassigned job descriptions based upon needs of the office. To handle the large volumes of materials scanned for imaging, Rachael Thompson was assigned to the processing area. Laura Saunders was assigned as full-time Counselor on Call to deliver full personal attention and customer service to students who walk-in and call-in. She was also assigned recruitment of several groups, which we have not intentionally recruited
in the past: mature, home-school, out-of-state, and international students. Shun Newson was reassigned to recruitment as the minority student recruiter and will continue to handle requests for information.

**Freshman Recruitment**  
Travel to high schools and college fairs continued to be much more strategic and targeted this year as compared to last year. Admissions Counselors traveled to the top thirty schools in each territory in Georgia during the fall. During the spring, they traveled for two weeks in January and then to specific college fairs. Less time on the road meant savings in travel expenses and also more time to develop relationships with high-ability students via e-mail and telephone calls. The 1200+ SAT students were the major targets as Scholars’ Day was the highest priority recruitment event.

Yield rates (accepts/enrolled) for Recruiter Travel:

- High School Visits (presentations) 52% – 2009 attended, 676 applied, 529 were accepted, and 276 enrolled (SAT 1062)
- Lunch-Room Visits 52% – 402 visited the table, 98 applied, 66 were accepted, and 34 enrolled (SAT 1043)
- College Fairs (hosted by high schools) 55% – 1200 visited the table, 190 applied, 111 were accepted, and 61 enrolled (SAT 1043)
- PROBE Fairs 45% - 1411 visited the table, 249 applied, 150 were accepted, and 68 enrolled (SAT 1036). The flaw in the collection of these data was corrected this year, and each type of visit had a different contact code to be entered on the lead card.

Goals were set for each territory, the 16 targeted high-ability schools, and the southeast states where we travel – Virginia, Tennessee, South Carolina, Florida, and North Carolina (travel to these states increased over last year). Accepted student and enrolled student goals were set and when a goal was achieved, each member of the Recruitment Team was rewarded. This increased motivation and excitement, and made recruitment more purposeful. At this point, we are on-track to achieve our enrolled student goal for freshmen – 2750.

Academic Affairs’ involvement in the recruitment of freshman students increased this year. Monthly meetings were held with College representatives (usually Associate/Assistant Deans) where recruitment initiatives and upcoming recruitment events were discussed. These representatives received monthly the names of accepted students by major, and they were encouraged to contact these students regularly.
Scholars’ Day and Scholarships  Our first annual Scholars’ Day event was incredibly successful as demonstrated by the positive comments in evaluations and also in the yield rate – 75% of the students who attended will enroll at Georgia Southern. The event was hosted at the Nessmith-Lane Building and the Performing Arts Center, which provided the University an opportunity to showcase this impressive facility. Numerous current students were utilized throughout the program – a student organization fair kicked-off the event on Friday afternoon, Honors Ambassadors and SOAR Leaders assisted with interview rooms, Southern Ambassadors provided tours of campus including a classroom viewing, and Blair Riley offered a student address at the Opening Banquet. Seventeen committees interviewed the students on Saturday morning. Eight of these committees were organized by the Office of Admissions and included representatives from Academic and Student Affairs. Over fifty-five faculty and staff members attended the banquet and the luncheon and hosted tables for parents and students. Dr. Bruce Grube and Dr. Linda Bleicken posed with the students for pictures that were sent to hometown newspapers.

This was our second year of awarding scholarships to incoming freshmen and using these as a recruiting tool. The process of handling scholarships went much more smoothly as we created a structured system of coding scholarship applications, collecting information from students via the Admissions Counselor, and then hosting the First Annual Scholars’ Day event. Additionally, we assisted with marketing the Bell and University Honors Programs. According to Dr. Martha Abell, the Bell Honors Program (BHP) received more completed applications than usual. Of the 196 students who attended Scholars’ Day, 125 with an average SAT of 1264 were offered and accepted scholarships. (Please note this figure does not include the University Honors Program Scholarship). Twenty-nine students with an average SAT of 1300 rejected our scholarship offers to attend other institutions, which include Georgia Tech, University of Georgia, Mercer University, and East Tennessee State University. (ETSU offered a student full tuition, fees, housing and meals – an academic scholarship that we do not offer.)

Transfer Recruitment  Mike Kane led the transfer recruitment team this year and worked to develop a strategic plan for the recruitment of transfer students. He began the first of many steps in the recruitment of transfer students: developed relationships with representatives at the two-year schools, conducted a focus group of current transfer students, and identified the top five two-year colleges (Georgia Perimeter College, Middle Georgia College, ABAC, South Georgia College, and East Georgia College). Over 3500 pieces of mail were sent to graduating students at the top five two-year schools, and communication between the Office of Admissions and these five schools was established: newspaper advertisements, mailings to graduates, campus visits, and e-mails to prospects.
Campus visits consisted of tables in student unions, meetings with clubs and organizations (Phi Theta Kappa), speaking to a Business class, and on-the-spot decisions. A database was created to record contacts with each school. This type of historical information had not been kept in past years.

Increasing the involvement of Academic Affairs in the recruitment of transfer students was manifested in two ways. First, a new academic advisement program, which permitted transfer students to be pre-aided prior to attending SOAR, started during the summer. The goals of this program were to a) allow departments to better plan for the number of seats available in courses that transfer students would need, and b) provide better, more one-on-one academic advisement for transfer students. Secondly, a relationship was developed with the School of Nursing for travel to two-year colleges and better collaboration with the Office of Admissions.

Tele-Counseling During fall term, the tele-counselors placed 11,640 calls with 5,120 of those calls making contact with a parent or student (44% success rate). During spring term, they made 13,054 calls with 6,354 of those calls successful (48.7% success rate). They invited students to particular events (Open House, Receptions, SOAR, and High School Visits) and then evaluated Open House and Receptions, and encouraged them to apply and to complete their application. Ten tele-counselors, including five former SOAR leaders, three Southern Ambassadors, and two students involved in Greek Life, were divided into recruitment territories. The Coordinator of Orientation supervised the tele-counseling area during fall term, but with his resignation on December 30, 2002, a Student Coordinator and Admissions Counselor, Mike Kane, supervised tele-counseling during spring term and made some great motivational changes. Incentives were offered every two weeks based upon the number of calls per hour (goal was 13).

Visitation Programs Southern Exposure was initiated last year and occurred on November 17-18 (Sunday-Monday), 2002. Students were paired with an upper-class host (Southern Ambassadors, University Honors Program, and Bell Honors Program Scholars, SOAR Leaders, Resident Assistants, etc.) for activities on Sunday evening (pizza dinner, educational program in Olliff Hall, recreation at the RAC) and to attend classes on Monday. The program concluded with a luncheon with academic representatives and a flight show by the Raptor Center. It continues to be our highest yield event.

Recruitment of Southern Ambassadors was strengthened this year in an effort to enlarge the size of the group to cover the ever-increasing numbers attending Open Houses and wanting tours. Thirty new Southern Ambassadors were selected from 80 applicants, and eleven chose to return from last year. In June, the Office of
Alumni Relations approached us about combining the two groups into one Southern Ambassador team that would serve both offices. This collaboration across campus will strengthen the Southern Ambassador program through more visibility with alumni, key University administrators, and donors, and more financial and human resources to support the program.

The Honors Ambassadors program was utilized in recruitment more than ever this year. Thirty-two students from both the University Honors Program and the Bell Honors Program volunteered at all admissions events including Open Houses, Receptions, Scholars’ Day, and Southern Exposure. Additionally, the Honors Ambassadors made phone calls and sent e-mails to prospective students and also organized a “Road-Runner” program to send honors students back to their high schools with information about Georgia Southern University.

Open House events continued to be large. The number of guests attending Open House had created a challenge for accommodating everyone in the Opening Session, but with the assistance of the Russell Union staff, we now have the capability to hold our Opening Session in the Union, no matter how large the crowd. A new improvement to the schedule occurred at the February and March Open House programs: The Faculty and Student Services Interaction Sessions were scheduled to start earlier in the day. The change afforded guests an opportunity to meet with faculty and staff earlier and spend more time together.

Like last year, Recruiting Reception locations were evaluated and we discontinued the Savannah Reception, because it did not produce the enrollment we needed. Receptions and Guidance Counselor Luncheons were planned for the same day, which resulted in less travel time for University faculty and staff who attended. Receptions and luncheons were hosted in October in the following cities: Atlanta (two), Macon, Columbus, and Albany. Only a Reception was held in Augusta. In January, the largest Reception was hosted in Atlanta, and we hosted a second Counselor Luncheon for the private and high-ability public schools (i.e., Marist, Westminster, and Woodward). In the spring, Guidance Counselor Luncheons were hosted in Savannah and Statesboro.

**SOAR** The entire campus plays a critical role in the success of SOAR, and this year was no exception. The SOAR Advisory Council met five times to provide recommendations for the program. The two new residence halls, addition of the College of Information Technology, and other new services to students were each evident in the programming of SOAR. A collaborative effort with the Office of Alumni Relations produced an exciting Welcome at SOAR and incorporated a tradition video and the new Georgia Southern ring. An initiative by the Vice President of Student Affairs and Enrollment Management produced several changes in the mature student
orientation, including more communication with mature students prior to SOAR particularly about the College Placement Exam, grouping mature students together at SOAR in a small group that is led by a mature student SOAR leader, and incorporating the Academic Success Center and recently revitalized Non-Traditional Student Organization. Again, the Office of Admissions staff collaborated to provide extensive support of SOAR including assistance with mailings, preparation of materials, running reports, and several programs during SOAR. Admissions Counselors and Tele-Counselors worked to encourage students to sign-up for SOAR in advance, and we started taking reservations earlier this year, at the beginning of February.

The Coordinator of Orientation resigned effective December 30, 2002, so the Associate Director of Admissions, Susan Davies, assumed that role along with her recruitment duties and a student coordinator was hired. This continued until May when the new Coordinator of Orientation, Kellie Pickett, started. Twenty-three SOAR Leaders were selected, including three returnees (two from the 2001 Team; one from the 2002 Team). Ninety students applied for the remaining 20 positions. The diversity of the team greatly matched the diversity of the school: 13 women and 10 men and 13 white and 10 minority students. All seven of the academic colleges were represented on the team (including two engineering majors and two information technology majors). The team’s average GPA was 3.13. The SOAR Team traveled to the University of Greensboro in North Carolina in March 2003 and placed 4th in the song competition at the Southern Regional Orientation Workshop. Nancy Wright, Assistant Dean of CLASS, was named the “Honorary SOAR Leader.”

Graduate Admissions processing joined the Office of Admissions in January 2003 along with three staff members and a history of data entry inconsistencies and errors, as well as an overwhelming backlog of applications. We experienced a complete turnover of staff by May 2003 and immediately filled those positions with two undergraduate employees and casual labor personnel. Many improvements have been implemented: all processing is up-to-date; all filing systems are usable; all letters (accepts, provisional accepts, denieds, and summary for recommendations) are in the communication plan; and there is a system of audit reports to double check data entry to catch SIRS errors prior to submission. Through improvements in processing, we have built strong working relationships with academic program directors and have increased the turn-around time from application to decision for applicants.
**Campus Recreation and Intramurals**

Hard work, dedication, and sacrifice describe the skilled full-time staff and student staff who accomplished more than imaginable even though there was high turnover. Intramural Sports had a new full-time program director and all three graduate assistants were new to the Georgia Southern campus. Facilities had a new director who filled only one of four graduate assistant positions and hired three new undergraduate program assistants. The publicity area had two out of six staff members return and faced the challenge of filling technical and skilled positions. The accounting/statistics area was without a full-time person from June 24-August 15 and was without a second graduate assistant for the entire year. The Fitness Program Director unexpectedly resigned at Christmas and three of four graduate assistants were unfilled. This is not a total look, but a glance at the daunting task of rebuilding, reloading, and surviving.

The challenge was enhanced as 2002-03 saw record enrollments and a reduction in recreation space. The additional 600-800 students during the fall and spring were followed by a summer trend increase culminating in 7,000 summer school students. The Housing Master Plan-Phase I reduced outdoor Recreational facilities, Oxford Field, sand volleyball courts, and basketball courts.

Despite the challenges, there were successes. The Grappling Club was successful due to the advisor (faculty member, Garth Spendiff) and club president’s (Mike Renfro) active involvement. Grappling arranged for Relson Gracie to visit Georgia Southern and conduct a seminar on Self-Defense and Brazilian Jui Jitsu. Significant tournaments hosted by Club Sports included: “Black Rose” Men’s and Women’s Rugby teams from the Southeast region; “Equestrian Zones” Men’s and Women’s English and Western style riding—Tennessee, Georgia, Florida, South Carolina, and Alabama schools attended; “Southern’s Ultimate Frisbee”—48 Men’s and Women’s teams from around the nation, as far away as California, participated.

Intramural Sports again saw an increase in the number of participants and teams. CRI student employees continue to qualify and excel at extramural events around the country. Georgia Southern participants included eighteen flag football officials, five basketball officials, and five softball officials at various state, regional, and national tournaments; nine of which earned All-Tournament honors including three All-Americans at the National Flag Football Tournament in New Orleans at the Sugar Bowl. They were Zach Gilbert, Chuck McDonnell, and Eric Simpson. The sports officials’ development program continues to receive national attention. Intramural Sports with CRI hosted the 19th Annual State Flag Football Tournament, which drew 64 teams from institutions around the state.
The Pi Kappa Phi (Men’s) chapter of Georgia Southern and Z-71 Women’s claimed state titles. Twenty extramural teams participated in various state, regional, and national tournaments. The results included three championships, four second-place finishes, and two final four appearances. Highlighting the success was Z-71 placing second nationally and participating in the exhibition game at the Louisiana Superdome prior to the Sugar Bowl.

Facilities highlights included the opening of Phase I of the Pavilion and the design completion of Phase II. The expansion process for additional indoor and outdoor recreational facilities has begun with strong student input and support. The Skate Park opened on the old Marvin Pittman Tennis Courts. The Fitness Program had its most popular pieces of equipment, Woodway Treadmills, refurbished. New facility management software, RecTrac, was purchased and put into operation mid-year. The involvement in SOAR’s “First Night Out” is a staple in the orientation program and acts as a pre-season event for the year. Collaboration continues as facilities hosted several significant student and university events. A few of the standouts were the largest Open House, two Career Fairs and two Educational Fairs, and the DOO DAH Step Show with over 1,100 in attendance.

The popularity of Aqua Aerobics, Women and Weights, and the Personal Training Services continue to expand beyond current facility and financial support levels. Several charity co-sponsored events are growing in popularity. One notable event is the annual Hoofin for Habitat 5K Fun Run/Walk. Student employee training sessions each spring continue to grow. The Train to be a Trainer, Learn to Teach Aerobics and ACE Personal Trainer preparation classes saw record numbers. Twenty-five participated in the Train to be a Trainer with eleven eventually being hired by CRI.

Southern Adventures’ growth continues in the Challenge Course operation requests, trips and equipment rental program. Academic classes are increasing their awareness of and requests for the Challenge Course. Popularity abounds as for two years the S.C.A.D. Orientation Team has taken advantage and raved about the benefits of the experience. The first co-op trip occurred this spring between Southern Adventures and the Aztec Adventure Program at San Diego State with a sea kayaking trip to Baja, Mexico. The Aquatics program was stable for nine months, mainly due to the CRI addition of an Aquatics Graduate Assistant for twelve months.

Operationally, the department underwent an internal audit by the university. The results were encouraging and progressive steps continue to be taken to utilize the new RecTrac software’s financial processes. Risk management was a concern of the audit with the impending expiration of and eventual non-renewal of the Athletic Trainer Services Contract with St. Joseph’s Candler Hospital. The new vendor, East Georgia Regional Medical
Center, is a local provider. The 15-passenger van safety issue surfaced as the National Transportation Safety Board published its report. Steve Sanders, in conjunction with Mike Russell from Public Safety, completed a CRI Van Usage Policy to address safety concerns. The policy is so favorable that several state agencies are reviewing it for possible adoption. Publicity staff produced a web site to promote programs and services. The success included over sixty presentations to GSU1210 classes, and the massive Facilities Expansion Feedback Project. Exposure for CRI was expanded at the university level with a feature article in the *Reflector* (Vol. 76 Issue 1). National exposure continued with a cover story/feature article on the Fitness Program in a national magazine—“Recreational Sports and Fitness, October 2002. The National Intramural and Recreational Sports Association awarded student employee Brendon Harvey one of the National William Wasson Leadership Awards.

**Career Services**

**New Initiatives:**

- Attracted a more diverse group of employers by using alumni as contacts and participated in the Chambers of Commerce in Statesboro, Savannah, and Augusta. We also participated in the Eagle Club Events in order to reach the alumni. In FY 2004, we will add the Chambers of Commerce in Atlanta, Brunswick, Jacksonville and Orlando, Florida.

- Expanded the Student Peer Mentoring Program/Career Ambassador Program (one student ambassador for Summer Semester 2002, three for Fall Semester 2002 and five for Spring Semester 2003).

- Created and implemented the Career Services’ first Career Week in the six colleges. Collaborated with other departments to implement the 1st annual career week, which included presentations from the Stephen Covey’s Group, McNair Program, College of Graduate Studies, Academic Advisement Center, Enterprise Rent-A-Car, New England Financial, Walt Disney World College, Wal-Mart, and Career Services. 689 students, 15 faculty/staff members and 38 alumni/employers participated in the Career Week programs.

- Implemented Phase II of the “Career Doctor Team” concept in six colleges.

- Post Graduation Assessment Surveys: Planned and created a five-year post-graduation survey.

- Conducted “Dining for Success” and “Dress for Success” programs for the Fall Semester 2002 and the Spring Semester 2003 for 337 graduating seniors.
• Implemented the first Graduate School Fair at Georgia Southern University on November 12, 2002. 413 students, 25 universities and 17 departments at Georgia Southern participated in the event.

• Participated in a monthly career radio talk show on WVGS, wrote weekly articles for the Residence Halls newsletter and participated in the Eagle Club Events around the state during the Fall Semester and Spring Semester.

• Implemented a student scanner system in the Career Resources Center to obtain participant data in order to improve services.

• Proposed and received approval for a Professional Development Seminar, a 2-credit hour course for juniors and seniors.

**Georgia Southern University Strategic Themes:**

**Academic Distinction**

• Taught a GSU 1210 Career-Focused Class during the Fall Semester 2002.

• Taught two sections of the Career Development Class during the Spring Semester 2003 and one section during Fall Semester 2002.

• Proposed and received approval for a new two credit-hour Professional Development Seminar course, which will be offered every semester beginning Fall Semester 2003.

• Planned and implemented the Career Week activities which included special workshops and presentations.

• Implemented an “Alumni Mentoring/Sharing Network” where employers (GSU alumni) mentor students in their career field. 166 Alumni signed up to be mentors for GSU students.

• Created a five-year post-graduation survey and a six-month post graduation survey.

• Actively participated in a Career Services bench marketing study conducted by the National Association of Colleges and Employers (NACE).

**Student-Centered University**

• Expanded the Career Doctor Team concept from four to six of the seven colleges.

• Implemented the Alumni Mentoring/Sharing Network for students.

• Implemented the Fall Semester 2002 and Spring Semester 2003 Dining Etiquette Programs.
• Implemented the Spring Semester 2003 Graduation Gala event, which offered one stop shopping for 1,093 graduating students to complete their graduation requirements. Enterprise Rent-A-Car, the University Book Store, Herff Jones, Life Touch Photography, Professional Framing Company, Registrar’s Office, Financial Aid, College of Graduate Studies, Career Services and Alumni Relations sponsored the event.

• Experiential Education Full Spectrum Programs: Implemented Job Shadowing for freshmen and sophomores (opportunities to observe an expert for one day within the occupation of their choice), implemented a “Parallel CO-OP Program” and a “Combination CO-OP Program”, which allowed the students to work 16 to 30 hours a week while attending classes at Georgia Southern.

• The Spring Semester 2003 Career Week was a huge success with 689 students attending the workshops and 38 employers/alumni sharing their knowledge with the students.

Technological Advancement
• Updated the Career Services website, which offers Web-based surveys, evaluations forms, career fair invitations and career-related material which allowed students to use the office material seven days a week and 24 hours per day.

• Created an online resume posting capability for students by using MonsterTRAK.com.

• Developed a new career website for the College of Education students.

Private and Public Partnerships
• Expanded the Career Services Corporate Sponsors’ Program with assistance from the Development/GSU Foundation, which funded career programs, instructional materials, Dining Etiquette Programs in the fall and spring semesters, the Peer Leader Program, the Graduation Gala in the spring semester and Career Weeks in the different colleges.

• Conducted one Career Services Advisory Board meeting in February 2003.

• Served as Judge for the Governor’s Honor’s Program at Effingham County High Schools.

• Worked collaboratively with different departments on campus to plan and implement the Career Week, Graduation Gala, Career Week, Dining for Success, and Graduate School Fair.

Transcultural Opportunities
• Conducted two “Focus Groups” to understand international students’ career services needs.
The mission of the Counseling and Career Development Center is intertwined with that of the Division of Student Affairs and the University. As an active partner in the educational process, the staff provides assistance to students to cope with personal, educational, or career concerns including helping students acquire the cognitive, affective, and behavioral skills needed to cope with their environment. These skills enable students to take advantage of opportunities afforded them in college and to develop as effective, responsible members of society. The staff supports the belief that students are the principal agents of their own growth and offers a variety of services to them and the university community to facilitate that development.

The staff is invested in multiple levels of intervention. We provide remedial support to assist students with problems that may interfere with their ability to succeed in school. In addition, we provide developmental and preventative services that enhance students’ ability to experience their college years as productive, creative, rewarding, and satisfying. A wide range of services is offered within a relatively short-term treatment model. The staff of the Counseling Center provides individual, couples, and group therapy, crisis intervention, career development assistance, workshops and seminars on a variety of mental health issues. Consultation to faculty and staff is provided in a collaborative effort to work effectively with students in reaching common goals associated with the educational process. The addition of a training component as part of our operation connects us in a joint educational effort with the academic affairs branch of the university.

During FY03, the Counseling Center continued to provide a high level of services and support for our students. Our satisfaction ratings on our student surveys remained consistently high throughout the year. We started the school year with one new staff member, Dr. Tobin Lovell. We continued the year with eight full time staff psychologists, one faculty member (Dr. Marlo Rouse-Arnett) fulfilling requirements for her Marriage and Family Therapy License, and three practicum students from the Psychology Department. Our staff was able to spend 5292 (up from 4974 last year) hours in individual appointments with students. We responded to 119 (up from 60 last year) crisis situations, both during regular hours and after hours. We served 776 (up from 682 last year) students who were first time users of counseling services and had 853 (up from 831 last year) walk-in appointments. We increased our student involvement in group therapy and workshops, with 923 (up from 661) hours spent in seven therapy groups,
two structured skill building groups, one body image group, two coping skills groups, four anxiety and depression management workshops, and four career workshops. Despite our busy schedules, we were able to maintain our no-show rate at 13.8% (14% last year), which is comparable to national norms for counseling centers.

Our outreach efforts expanded 73% over last year, as we had 173 presentations in which we served 6371 (up from 3718 last year) students in a variety of outreach programs on mental health topics. On our outreach feedback forms completed by participants, we received an average of a 4.5 rating of effectiveness on a 1-5 point scale. In collaboration with the First Year Experience Program, six of our staff members doubled our offerings for GSU 1210 courses by teaching seven regular sections and five special sections (Healthy Living, Women’s and Men’s sections with University Housing, Transfer, Non-traditional). In addition to the outreach to students, Drs. Emerson and Caldwell developed a workshop for faculty and staff on how to deal with difficult students and crisis situations and did two team-building workshops for other SAEM offices. On the first anniversary of September 11th Dr. Caldwell presented with a university panel. She spoke about the events of September 11th and gave information about expected reactions (anxiety symptoms, sleep difficulties, and depression) that people might have.

The Sexual Assault Response Team (SART), which is housed in the Center and chaired by Dr. Caldwell, increased its participation and visibility during Sexual Assault Awareness Week and throughout the year. Highlights include: the making of over 300 t-shirts as part of the Clothesline Project, increased participation in the Take Back the Night March, and attendance of over 500 students at the national presentation “Sex Signals.” A group of students completed training and education in the area of prevention of sexual assault and made over 25 presentations to GSU 1210 classes and student groups. Four officers from the student group, Sexual Assault Prevention Advocates (SAPA), attended the International Sexual Assault Conference. Counseling Center staff members continue to provide training and support for these students as they take their message across campus.

We also continued the Eating Disorders Team. This is a collaborative effort with staff members from Student Health Services, the Counseling Center, Athletic Training, and a faculty member in Nutrition. Through a coordinated team effort, we are now more able to assure that students with eating disorders are getting the care they need to stay in school. We continued our collaborative efforts with the Psychology Department and the Counseling Department by providing practicum training for three Master’s level students. All three completed the practicum and their degrees and are now fully employed. We attempted to continue our partnership with the Medical College of Georgia that we began last year. The Psychiatry and Health Behavior Department had worked out an agreement
with us to provide psychiatric services one day per week for our students. This program was placed on hold during FY03 due to technology problems and lack of personnel from MCG. This program was reinstated for FY04 and we are working on a groundbreaking effort to provide psychiatry services through the use of telemedicine. The Distance Learning Center has been instrumental in helping us launch this program.

Another notable accomplishment is the improvement on our website in 2003 made by Dr. Price, our Webmaster. She has developed a website that is informative, interactive, useful, and user friendly. We have received a lot of compliments on the site and have doubled our hit rate (over 6000) over last year. The site provides information on our services as well as information on a variety of concerns for parents, students, alumni, faculty, and staff. Parents frequently tell us that the website helps them assist their student with a variety of concerns. Faculty and staff can now also use our website to make requests for outreach presentations.

Finally, all staff members have been involved in our research program to help us with accountability and to understand our students’ needs. Staff collaborated with and supported research efforts from three other universities. Dr. Wolfe collaborated with the Office of Leadership and Outreach Programs to continue our parent expectations research project and with an interdisciplinary research team at GSU designed to pursue grant-funded research on sexual assault. We have continued our partnership program with the Psychology Department so that students can learn research and other skills. Dr. Wolfe supervised one student who assisted with a research study conducted by our center, attended advanced seminars, assisted in outreach presentations, co-wrote self-help articles for our website, and helped coordinate and implement activities during eating disorder and women’s awareness weeks.

Individual contributions and accomplishments are also noteworthy. Drs. Zanone and Lovell provided great service to the university community by serving on the First Year Experience Committee and The University Wellness Council, respectively. Dr. Wolfe served on a committee to bring Mike Green to campus for a well-attended presentation on drinking/alcohol abuse. Dr. Caldwell was invited to speak about sexual assault to the Nursing Department and to the Judicial Board. Drs. Vives and Wolfe participated in training for the Red Cross mental health response team for crises. Dr. Wolfe became a fully licensed Psychologist, Dr. Vives passed his licensing exam and will be fully licensed in September 2003, and Drs. Price and Lovell are scheduled to take the licensing exam this fall. Drs. Zanone, Caldwell, and Emerson have been serving in leadership positions in the American College Personnel Association. Dr. Emerson served on the Steering Committee for the Association for
the Coordination of Counseling Center Clinical Services. Finally, Dr. Matthews served as a site visitor on two occasions for two other university counseling centers seeking IACS accreditation.

**Equal Opportunity Programs**

The Educational Opportunity Programs office consists of four federally funded programs. The three federal TRIO programs include Upward Bound, Talent Search, and McNair and the fourth is the America Reads work-study program. The efforts in this office have been very productive, and we have hosted a number of activities on the campus and in the community that have had a positive impact on the clients we serve as well as the university.

2003 has been a great year for our McNair Program with seven scholars graduating from Georgia Southern University and all planning to attend graduate school this fall. Twelve McNair Scholars presented their research projects at the 9th Annual SAEOPP/UTK McNair National Scholars Research Conference held in Knoxville, TN, July 10-13, 2003. Shanta Harper, mentored by Dr. Pamela Bourland-Davis, won third place for her presentation on “An Investigation of Gender Stereotyping Based on a Content Analysis of BET Commercials”. Eight McNair Scholars had the opportunity to attend the McNair Scholars Conference at the University of Maryland-College Park, March 2003. Two Scholars presented at the Annual Georgia Southern University and Community Wild Game Supper. Four presented their research at the Annual Phi Kappa Phi Symposium held at Georgia Southern University in April 2003. Scholars had many opportunities to present their research at national and state conferences. Kanisha Robinson, mentored by Dr. Dorothy Battle, presented “What Are The Values of Adolescents” at the American Educational Research Association Annual Conference in Chicago, IL and Shantea Whitehead, mentored by Dr. Diana Cone, presented “Cultural Variations of Body Image Perception Among College Students”, at the National Association of Consumer Science Annual Conference held in Washington, DC, June, 2003. Krystal Hodges was sponsored by the Council on Education to attend the Southern Regional Educational Education Board’s 10th Annual Compact for Faculty Diversity held in Washington, DC. Kameelah L. Martin, a 2000 McNair Scholar, was the recipient of a Graduate Student Award at the National Council for Black Studies, Inc., 27th Annual Conference. Kameelah graduated from UCLA in May 2003 with a Master’s in African America Studies. She will enter the University of Florida to pursue a Ph.D. Chris Schmitt, 2001 McNair Scholar and Lisa DeBeer 2002
McNair Scholar were married May 21, 2003. They are planning to attend Notre Dame’s Ph.D. Program in Physics. Marlow Lemons, 2001 McNair Scholar, will graduate in August 2003 with a Masters of Science in Statistics from the University of Georgia. Marlow has been accepted to the University of Northern Illinois to study for a Ph.D. in Physics. The McNair Program is continuing to do the great job for which it was funded.

During this program year, Georgia Southern Upward Bound program served 96 students throughout our five-county service area. The goals and objectives of the grant were met without exception. The Upward Bound Project began the 2002-03 year with our fall recruitment and sought students who typically fall through the cracks of our educational system. The program’s primary goal is to identify high ability youth who with proper guidance and additional educational resources will become successful college students and eventually outstanding community leaders. This goal was accomplished through the use of intensive academic programming held twice a month, an informative and fun tour of colleges that included Alabama State University, Tuskegee Institute, State University of West Georgia and Georgia State University, a variety of workshops that provided students and parents with pertinent information concerning post-secondary education and funding that education, as well as luncheons and award banquets that celebrated the accomplishments of our students.

While the academic component of the project was quite engaging its challenge pales in comparison to the summer residential program. During the summer program, the Upward Bound staff strives to provide students with several unique learning opportunities. This summer the students struggled to adjust to a new staff, stricter rules and regulations as well as high expectations concerning their academic performance and personal growth and development. The six-week residential program began on May 28, 2003 and included a rigorous academic schedule including environmental science, chemistry, geometry, trigonometry, Spanish I & II, English III & IV, Psychology, Black History, Journalism, Music, Art and Career Exploration. Students learned the value of time management while juggling their class schedules with the many social and cultural activities planned. Students enjoyed a weekend trip to Atlanta, Georgia where they visited the Martin Luther King Center for Nonviolent Social Change, learned the history of the Herndon Family through a tour of their magnificent mansion and enjoyed the American pastime, baseball at Turner Field. Students learned about the first Black school in the south when we toured the Penn Center in St. Helena Island, and we all received a surprise when we met Ms. Susan Taylor, editor-in-chief of Essence Magazine. Ms. Taylor took time out of her busy schedule to encourage our students to continue to strive
for excellence. Outside of class time, students researched colleges and universities to create a Mock College Fair where students assumed the role of college admissions counselors and they also displayed their creativity during the annual talent show. No Upward Bound summer program would be complete without the Regional Olympic competition and the end of the program trip. GSU Upward Bound hosted the 22nd Annual Regional Olympics which was a great success. The final trip was to Chicago, Illinois. Students enjoyed a variety of museums, college tours, educational programming and exciting adventures at the Navy Pier and Six Flags Great America.

The Educational Talent Search (ETS) 2002-03 academic year officially began on September 4th when the Education Specialists went back into the 19 ETS target schools to meet with key school personnel. These ‘courtesy visits’ were followed by a College Board workshop held at Savannah State University on September 6, which laid out important information concerning the SAT and other College Board services. The ETS Advisory Board, which is a student leadership initiative, was the first student activity of the year. September 28 proved to be a busy day; both the SAT Preparation Workshop and Parent Club meeting were held on that day. October was a month of travel for the ETS staff. To increase the number of students who participate in the college tours, it was decided that each school served would have a college tour set up during one of the school’s in-service days. Three tours were conducted. November saw the ETS staff presenting more workshops and seminars than traveling. On November 5, ETS middle schoolers were brought to Georgia Southern for workshops and a campus tour during the Middle School Workshop Day program. November 9th the High School Workshop was held (which coincided with GSU’s Open House). Swainsboro High students closed out the month with a tour of Savannah State University on November 23. As is customary, the Parent Club Association hosted its annual Christmas social on December 8th, the first Sunday in the month. On December 10, ETS participants and their parents were given the opportunity to attend A Christmas Carol at the Performing Arts Center. December ended with a bang as Langston Chapel Middle school students traveled to Savannah to tour Savannah College of Art & Design. This year’s ETS Day program was held on January 11 and was hosted by 94.1 FM radio personality Bo Money. Well over 100 ETS participants and parents, as well as participants attended this year’s program from Concerted Service’s ETS program in Reidsville, GA. As the year progressed we found ourselves split between hosting the Financial Aid Workshop with guest speaker Kelly Lewis from the Georgia Student Finance Authority and traveling to Atlanta for the Middle School Academic Bowl and a tour of the World of Coke. This year our annual spring tour (April 1-2) was conducted in Alabama and included
visits to Alabama State, Auburn, Faulkner, and Tuskegee. We were fortunate in our timing of the tour to also visit the Alabama Shakespeare Festival to see *Romeo & Juliet*, as well as visiting the Tuskegee Human and Civil Rights Museum for the largest collection of artifacts and memorabilia related to the Tuskegee Syphilis Experiment. We hosted our annual Family Fun Day cookout at Magnolia Springs State Park. This was an opportunity for our participants and their parents to come together with our staff for fun, games and good food. EOP closed out the month of April with the Senior Honors Night program and guest speaker Michael Thurmond, State Labor Commissioner.

The Senior Challenge and Middle School Technology Camp rounded out our activities for the 2002-03 academic year. The Senior Challenge was held on May 30-31 and provided upcoming high school seniors with the opportunity to live a day in the life of a college student while also providing them with valuable information on SAT preparation, scholarship preparation and search, and the college admissions and application process. Students were also provided the opportunity to travel to Atlanta to tour the CNN Studios and wander Underground Atlanta. Two days after the completion of Senior Challenge the ETS staff was off and running with the Middle School Technology Camp. The camp was held on June 2-6 and focused on exposing students to the different aspects of technology and to the computer. Students attended PC Applications and Web Design classes everyday. In addition, students visited the Statesboro Fire Department, Airport, and Georgia State Patrol office as part of their Technology in Action class. Each day was concluded with fun activities such as Movie Day where students watched *Finding Nemo* or *Daddy Daycare*; RAC Day which included activities such as basketball, racquetball, the climbing wall and aerobics/kickboxing; Pool Day was a refreshing visit to the Hanner pool for more fun and frolicking. Our closing ceremony included viewing the top entries in the Web Design contest, Award of Excellence certificates, and reflections by both staff and students. This year’s camp was concluded by a trip to the awe-inspiring Cyclorama and the fascinating World of Coke on June 7.

**Financial Aid**

The following is a brief summary of Financial Aid’s 2003 Fiscal Year:

1. Developed and implemented a web Federal College Work Study Authorization Form for easy access for students

2. Developed and implemented a financial aid award by term option in WINGS
3. Contacted returning students by EAGLEGRAM in November, February and March reminding them to re-apply for financial aid
4. Contacted parents of dependent students to remind them of financial aid deadlines
5. EAGLEGRAMs to students explaining summer application process
6. Requested consultancies at other state institutions
7. Participated in SCT Enhancement Review
8. Participated in Board of Regents Process Improvement Assessment (PIA)
9. Presentations at State Association: Georgia Association of Student Financial Aid Administrators
10. Membership in the State of Georgia Association of Student Financial Aid Administrators
11. Co-chair of the HOPE Regent’s Advisory Committee on Student Financial Aid
12. Largest number of Federal Student Aid ISIR’s processed to date
13. Conducted Student Focus Groups
14. Partnered with the Graduate Office:
   - Developed a computer generated academic standing for the Satisfactory Academic Progress process
   - Developed process to identify graduate transients electronically in BANNER
15. Enhanced Financial Aid website for scholarship
16. Largest amount of financial aid disbursed to date (see below)

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<td>Other Loans</td>
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<td>HOPE Promise</td>
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<td>HOPE Teacher</td>
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<td>HOPE Promise II</td>
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<td><strong>Total Number of Awards</strong></td>
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<td><strong>24,919</strong></td>
<td><strong>$459,263</strong></td>
<td><strong>$69,749,210</strong></td>
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- Georgia Southern University ranks second in the state in number of HOPE Scholars awarded and forth in dollars disbursed

**Health Services**

The mission of Health Services is to help Georgia Southern University Students achieve the best possible physical and psychological health and to positively impact their long-term health-related behaviors by providing them with high-quality, cost-effective healthcare services, programs, and products. Health Services supports the vision, mission, and strategic initiatives of Georgia Southern University, the Division of Student Affairs and Enrollment Management, and the Division of Auxiliary Services.

Fiscal Year 2003 was an excellent year for Health Services. The department served 8,211 distinct patients, a number that represents 54.47 percent of the Fall 2002 Enrollment. There were 24,071 total patient visits for an average of 2.93 visits per patient during the year. Health Services achieved excellent financial performance with slightly more than $2.2 million in total revenue and $463,549 in net operating income. Based on the total number of patient visits, average revenue per visit is $94.38 for the year; very reasonable compared to private sector medical care costs.

Patient satisfaction remained high as evidenced by the Patient Satisfaction Survey administered throughout the year by the department. Although this survey is not considered statistically reliable or valid, it has been utilized several years as an important tool for patient feedback. Survey results have been steady over the years with only
Department categories such as Quality Care, Cost Effectiveness, Confidentiality, Facility Appearance, Hours of Operation, and Overall (total department) received average ratings of 3.64 or higher on a 4.0 scale with 4.0 being “Very Satisfied” and 3.0 being “Somewhat Satisfied.” Essentially, these categories received an “A” grade from students. The only category to receive a “B” rating was Timely Care with a 3.55 average rating. Plans are being made to conduct a statistically reliable and valid survey of students during Fall Semester 2003.

In general, most indicators demonstrate an effective, efficient, productive, and positive year for Health Services. Following are some highlights and success stories from FY 2002:

- Collaborated with researchers from the Medical College of Georgia (MCG) in a project regarding Human Papillomavirus (HPV) infection and titled “Double-Blind, Placebo-Controlled, Randomized, Pilot Phase IIB Study of the Efficacy of an HPV 16/18 VLP Vaccine in the Prevention of HPV 16 and/or 18 Cervical Infection in Health Adolescent and Young Adult Women in North America and Brazil.”
- The Office of Health Education and Promotion provided more than 2,000 bottles of ice-cold water to emphasize the importance of hydration during Summer 2002 First Night Out / New-Student Orientation activities.
- The department served as a preceptor site for Nurse Practitioner Students enrolled in Georgia Southern University’s School of Nursing.
- The department served as a preceptor site for Medical Students enrolled in the Medical College of Georgia.
- Participated in the Spring 2002 Wellness Event and Fall 2002 Wellness Event, both sponsored by the Georgia Southern University Wellness Council.
- Offered flu and pneumonia vaccinations to faculty and staff.

Health Services clearly achieved its mission during FY 2003 and the Students of Georgia Southern University were positively impacted as a result. The department provided high-quality, cost effective services, programs, and products while continuing sound financial management. Plans are in place to ensure that FY 2004 will be even better as the department continually searches for ways to improve.
Institutional Research

The Fiscal Year 03 was a productive year for the Office of Institutional Research (OIR). It began with a full staff for the first time since 1998. To support project requests and assignment distribution, a weekly work log was created and managed by the Administrative Secretary. The work log allowed all staff an opportunity to review ongoing projects, as well as requested and completed projects. The work log assisted workflow assignments from the Director and provided informative data on office projects to the Vice President.

Physical space changes were finalized by December 2002, with multiple discussions and negotiations with the Dean of Graduate Studies. Three supply cabinets were located into a smaller space in the north, central workspace for supplies. The two campus printers were relocated into an office workspace in order to provide more space in a smaller workspace where the Facility Inventory Analyst was relocated. The Graduate Studies Office painted all OIR offices and hallways to match the color scheme updates of their workspaces; the Graduate Studies Office, with the exception of chair rails that were paid by OIR, funded all costs.

File consolidation and purging continued in FY03 for the entire OIR office. When appropriate, files were archived to the campus archive office. File/document/report/survey retention schedules were reviewed and a draft created to guide the file consolidation project.

Support was provided on a need-by basis to the Strategic Planning Council (SPC) from July 2002 – June 2003 by Jayne Perkins, ex-officio to SPC. Minutes were taken throughout the FY03 and posted to the SPC website. Various organizational charts were updated by request of the Provost, SPC, and Vice Presidents. All Level II draft plans were modified by the President’s Office and updated by OIR to the SPC website by November 2002. An Assessment Inventory was compiled for the entire campus through input from all campus offices/departments; the Inventory was provided to the President’s Cabinet members for usage by the Institutional Effectiveness Committee in FY04.

The ACT Student Opinion Survey (SOS) results were presented at the Fall 2002 Administrative Workshop. All Vice Presidents, Deans, and Directors were provided with the final report and asked to provide departmental responses to the survey items by January 2003. All responses were summarized in a report for the Institutional Effectiveness Committee to review in FY04.

The National Survey of Student Engagement (NSSE) 2002 results were finalized by Indiana University by November 2002. Results were disseminated to the President’s Cabinet for review and use as appropriate. The small
response rate impacted the use of the results, although several items received attention for review. Discussions were held with the Provost regarding specific items of interest; also, a Brown Bag lunch presentation was done for professionals in the Division of Student Affairs and Enrollment Management.

The President requested OIR support to provide a staffing analysis that reviewed all campus divisions and units. EEO classifications were the source for comparisons; additionally faculty data in the Delaware Study 2001 (also known as the National Study of Instructional Costs) were used, as well as IPEDS staffing and financial resource peer data.

The College of Liberal Arts and Social Sciences subcommittee on retention requested assistance in developing a model for study of retention of their majors. Considerable time was invested in the presentation and review of various components of this model. This model provided a pilot that was replicated for all colleges of the university. Retention was framed through an analysis of a first year, freshmen cohort. It examined the retention of students in the major, in the College, in the University and also included a component that reviewed attrition to other Georgia Southern colleges, other University System of Georgia (USG) institutions, or with the use of National Student Clearinghouse data, students who transferred outside of Georgia.

The Enrollment Management Council requested a two-year analysis of students on probation and suspension. The analysis provided insight into characteristics and trends with students facing academic difficulty. Academic Deans were also provided with the report and recommendations included.

Various standard surveys were coordinated and completed by OIR. These included the Integrated Postsecondary Education Data Systems (IPEDS) collections, Common Data Set (CDS), Peterson’s Guide suite of surveys, Princeton Review, U.S. News and World Report suite of surveys, Wintergreen Review, as well as various smaller surveys.

OIR support was provided in review and archival of the Student Information Reporting Systems (SIRS), Curriculum Inventory Reports (CIR), Facilities Inventory Reporting Systems (FIRS), and Room Utilization Reporting Systems (RURS). December 2002 provided the first submission and review of Financial Aid Reporting Systems (FARS) for the University System of Georgia; OIR provided support for this process likewise. All of these reports are critical to data analyses from the University System of Georgia Board of Regents Staff. Several offices requested the support of OIR staff to analyze data pertinent to their areas or needs. The offices and services that were completed within the FY03 were:
• Admissions, transfer student profiles based on various demographic data,
• Career Services and Registrar Graduation Gala data, analysis reports,
• Union events regarding participation data,
• Campus Recreation and Intramurals regarding participation data,
• Minority Advisement Program USG Report, survey review and assistance,
• Health Services Survey, survey review and development,
• President’s Office, PRAXIS analyses, Regent’s Test rates analyses.

Additional analyses were begun in FY03, with completion targeted in July and August 2003. The offices and service requested included:

• Athletics Gender Equity Survey, analysis report,
• Campus Recreation and Intramurals data, facility and program enhancement survey, survey development and analysis,
• Career Services Post-Graduation Survey, analysis report,
• Judicial Affairs Survey, report analysis and scantron assistance,

The library and files in the Office of Institutional Research continued to receive a significant amount of focus during the year. The library has been enhanced as resources were organized and collected from within individual staff offices to the Administrative Secretary office; additionally needed publications were identified and purchased. The files, which likewise serve as a tremendous resource, continue to remain as a focal project for merging, purging, archiving and retention review. This process has consumed a tremendous amount of time, but has allowed the files to better serve and support the OIR staff.

Finally, June 1, 2003 was the date for a new name for the Office of Institutional Research; the office was renamed as the Office of Strategic Research and Analysis. This change better aligns the office with the USG counterpart and distinguishes responsibilities for reporting.

**Judicial Affairs**

From July 1, 2002 through June 30, 2003, the Office of Judicial Affairs adjudicated 397 cases compared to 294 cases in the previous year. The University Judicial Officer adjudicated 370 cases, the University Judicial Board
(UJB) adjudicated 24 cases, University Hearing Officers two cases, and one case was referred to mediation. This may be the result of a more aggressive policy of holding students accountable for their off-campus behavior. There were 563 total violations of the Student Conduct Code.

On August 27, 2002, the Office of Judicial Affairs provided a comprehensive orientation training program that included presentations by the University Judicial Officer and the UJB Chairperson and a guest speaker, discussing sexual assault, for student and faculty members of the University Judicial Board. In addition to information on how to conduct a fair and impartial hearing, other topics covered included due process rights, ethical standards, philosophy and purpose of the campus judicial system, standard of proof, confidentiality, and sanctioning guidelines. Each student and faculty member (regular members and alternate members) received a University Judicial Board Manual. In terms of ethnicity, faculty and student members come from very diverse backgrounds.

On May 15, 2003, an orientation training program was held for University Hearing Officers. Much of the same information that was presented at the UJB orientation training program was presented at the University Hearing Officers training program. A copy of the UJB Manual and the PowerPoint presentation to the University Hearing Officers are available upon request.

During the fall semester, “A Faculty Guide To Adjudicating Academic Dishonesty” was distributed to the faculty to assist them on the proper procedures for reporting incidents of academic dishonesty. The guide defines academic dishonesty and explains the evolution of the campus Honor Code. It offers suggestions on how the faculty can promote and encourage academic integrity and offers suggestions for discouraging plagiarism. It defines the ten principles of academic integrity and defines the five fundamental values of academic integrity as defined by the Center for Academic Integrity, of which Georgia Southern University is an institutional member.

It is the mission and philosophy of the Office of Judicial Affairs to treat every student charged with a violation of the Student Conduct Code in a fair and consistent manner and to treat each student with dignity and respect. This objective was accomplished when 99% of the students responded “yes” when asked if the University Judicial Officer treated them with dignity and respect on the Office of Judicial Affairs evaluation.

During the 2003 spring semester, the Office of Judicial Affairs interviewed over 50 students to fill four regular and four alternate positions on the University Judicial Board for the 2003-04 academic year. The selection process was highly competitive. Four regular and six alternate members were selected. Their gender and ethnic backgrounds are very diverse.
On November 20, 2002, a Law Enforcement Luncheon was held with local law enforcement agencies and selected Georgia Southern officials. Communication between local law enforcement agencies and campus officials was discussed. It is important for campus security that local law enforcement agencies and campus officials cooperate in matters pertaining to violations of the law and the Student Conduct Code. This is an excellent example of collaboration outside the campus community.

The Office of Judicial Affairs continues to administer the Parental Notification Policy. During the 2002-03 academic year, 73 parental notification letters were mailed to parents informing them that their son or daughter was found responsible for violation of the University alcohol or drug policy. The letter also contained a copy of the sanction imposed by the University.

During the 2002 Fall Semester, the University Judicial Officer taught a GSU 1210 class and presented ten programs to GSU 1210 classes on the Student Conduct Code and the Honor Code. During SOAR, six programs on campus safety, the alcohol and drug policy, and the Parental Notification Policy were presented to parents.

The Office of Judicial Affairs presented plaques to student members of the University Judicial Board for their outstanding service to the University at the Student Leadership Banquet. They served the University with distinction and were publicly recognized for their leadership.

The University Judicial Officer chaired the Student Conduct Code Task Force. The charge of the Task Force was to make the Student Conduct Code a more user-friendly document; review peer and aspirant institutions conduct code models; eliminate inconsistencies and redundancies in the Student Conduct Code; and to make the language free of “legal terms” and more understandable for students. A draft of the document was to be submitted on or before February 1, 2003. This was accomplished on time and approved by University officials.

Assessment was a top priority in the Office of Judicial Affairs. Student evaluations of the Judicial Officer, the University Judicial Board, and University Hearing Officers were extremely positive. Of the students responding to the evaluation, 99% said the University Judicial Officer treated them with dignity and respect; 100% stated they were informed of the specific violation of the Student Conduct Code they were being charged with and that their due process rights and hearing options were explained to them. Ninety-seven percent (97%) stated their hearing was conducted fairly. Ninety-four percent (94%) stated the sanctions imposed were fair. Ninety-eight percent (98%) stated that the Office of Judicial Affairs staff and student workers treated them with dignity and respect.

The Office of Judicial Affairs continues to provide leadership regarding students who self-disclose a
criminal conviction on their application for undergraduate admission and to provide disciplinary information on
Georgia Southern University students seeking employment in a federal or state agency or admission to professional
schools. The Office of Judicial Affairs continues to enforce the policy related to the termination of housing
contracts for residence hall students found in violation of the Georgia Southern University drug policy.

The Office of Judicial Affairs prepared semester and annual discipline reports designed to notice trends in
student behavior. These reports were forwarded to the Associate Vice President and Dean of Students.

Multicultural Student Center

The Multicultural Student Center’s activities during the past year have consisted of programs and special
events for the purpose of educating the campus community on diversity, multiculturalism, and pluralism. Many of
the programs were traditional for an office of this nature but intentional efforts to expose the campus community to
the MSC resulted in several new collaborative initiatives. All MSC programming included the participation of
students, faculty, staff, administrators, and community members. The MSC’s programs and services were primarily
administered through four areas: Multicultural Programs, the Gay Lesbian Bisexual Transgender (GLBT) Resource
Center, the Minority Advisement Program (MAP), and outreach services through Diversity Presentations and
Workshops. Programs administered through these areas were in place to provide social opportunities for students,
celebrate diversity, support under-represented students, promote respect of individual differences, encourage
persistence towards graduation and promote academic excellence. This narrative will summarize the previously
mentioned service components in the Multicultural Student Center.

The Minority Advisement Program (MAP) services were coordinated by the MAP Coordinator and
twenty (20) MAP Sponsors delivering mentoring services. Prior to the Fall 2002 semester, the MAP Sponsors
participated in a comprehensive training program that was designed to assist them in working with first-year
Georgia Southern University minority students (MAPees). This program consisted of workshops on campus
services, mentoring techniques, diversity, self-esteem, time management, and other training aspects designed to
provide the MAP Sponsors with tools to facilitate the academic and social transition of the MAPees from high
school to Georgia Southern. The training familiarized the MAP Sponsors with various campus resources and
provided them with an opportunity to interact with several student service practitioners. Georgia Southern
University staff or faculty members presented all workshops associated with this training. The training was
followed by a series of programs at the beginning of the semester that was designed to increase the comfort level of the MAPees on Georgia Southern’s campus. MAP’s programs throughout the remaining of the academic year were planned to keep the students focused on academics while encouraging students to engage in on campus extracurricular activities. Some of those activities included seminars and programs on: time management, healthy living, political perspectives, award ceremonies, and social events with other minority students, faculty and staff groups. During the winter break, the MAP Coordinator position became available and the Director in the MSC assumed all duties for MAP.

Results from MAP evaluations and focus groups demonstrate the importance of this program to student retention. Some key points noted in the evaluations are the following: (1) Ninety-three percent (93%) of MAP program participants were satisfied with activities; (2) Students in the focus group cited that the most important aspects of MAP are MAP social events, meeting new people, and getting academic help; and (3) MAP participants, according to registration information, projected retention rate is ten percent (10%) higher than non-MAP participants. MAP was selected as Georgia Southern University’s submission to the Georgia Board of Regents for consideration as a best practice.

The campus lead in diversity related programming was taken by the Multicultural Student Center with Diversity Workshops and events planned through Multicultural Programs and the GLBT Resource Center components of the office. During the summer, fall and spring semesters the MSC staff delivered diversity presentation to the Russell Union, Campus Recreation and Intramurals, and GSU 1210 classes. This gave the office an opportunity to interact with a large number of both majority and minority students. The presentations were primarily used to set the stage for all students by promoting civility and respect regardless of differences. Thirty (30) Diversity Workshops were given to approximately 900 students. According to evaluations from the diversity sessions, ninety-four percent (94%) of the workshop attendees rated the event to be good or excellent.

The MSC celebrated the diversity of the campus community through various Multicultural Programs and GLBT Programs throughout the year. Events took place to recognize and embrace culture, race, ethnicity, and gender. These celebrations included: Cultural Diversity Week, Hispanic Awareness Week, Asian Awareness, Religious Awareness Week, GLBT Awareness Month, the Winter Holiday Celebration, Dr. Martin Luther King, Jr. Celebration, Black Awareness, Women’s Awareness, and Holocaust Remembrance. These celebrations included seventy-five (75) individual programs that were all free and open to the campus and local community. All programs
were coordinated through committees led by MSC staff members and volunteers from the campus and community. These programs were made possible through MSC student activity allocated funds and other departments that provided assistance. Collaborative use of resources, financial as well as support through committee duties, were secured through the following departments and organizations: Campus Life Enrichment Committee (CLEC), Women’s and Gender Studies, Eagle Entertainment, The Center for International Studies, Career Services, Residence Life and Housing, The Henderson Library, The Counseling Center, ReVision, NAACP, The Black Student Alliance, the Hispanic Student Association, Hillel, the Baptist Student Union, Voices in Ministry, and several faculty and staff volunteers.

The MSC has implemented several new initiatives that evidence the office’s efforts to intentionally interact with the entire campus community and demonstrate that everyone has a role in diversity. New programs were coordinated by the MSC in efforts to increase the number of students our services touch as well as addressing expressed needs by students on campus. During the 2002-2003 academic year the MSC held the Holiday Celebration in December, Holocaust Remembrance Day in April, and was one of the lead groups in coordinating an alcohol awareness program featuring nationally recognized speaker, Mr. Mike Green. This event was coordinated with the Student Government Association, Residence Life and Housing, The Residence Hall President’s Council, Judicial Affairs, Greek Life, Athletics, Counseling Center, and the Health Center. The center also created a student Multicultural Advisory Council for the purpose of alerting the MSC of student issues as they relate to diversity as well as encouraging groups to work together to accomplish similar programming goals. In reference to community outreach, the MSC coordinated a volunteer tutoring program at Mill Creek Elementary School with fourteen education majors working with “at risk” students during the fall of 2002.

The MSC staff members attended various professional development workshops and conferences to obtain certifications as well as to learn of higher education trends and model programs. MSC staff members attended the SACSA Diversity Drive In Workshop in Spartanburg, South Carolina, the Stop the Hate Trainers Program in Chicago, Illinois, and the National Conference on Race and Ethnicity in San Francisco.

Office of the Registrar

The 2002-2003 year has been an eventful year for the Office of the Registrar. Among the major events are implementation of an attendance verification process, testing of the automated degree audit module CAPP, testing
and implementing Banner 5.4, development of a dynamic schedule of classes on the web, modifying WINGS to allow students to view their grades immediately after faculty record the grades in Faculty WINGS, completion of the pre-Banner record verification project, and the continued training of faculty in the use of Faculty WINGS. Among the other accomplishments of the office in 2002-2003 are moving final registration and drop add out of the Williams Center to our office, reducing room conflicts in class scheduling, enhancement of the transfer credit process with Admissions, and the move of our office back to the Rosenwald Building.

The attendance verification process was implemented in order to bring the institution into compliance with federal financial aid guidelines. Development of the process required several months of planning and the work of several offices including Financial Aid, Student Fees, Information Technology, and Auxiliary Services in addition to the Office of the Registrar. A significant part of the implementation included the notification of the campus community of why attendance verification was necessary and how the process would work. This was done through the combination of email communications to faculty and students and meetings with student groups and faculty. In order to make the process as simple as possible, the reporting of attendance was added as a feature of Faculty WINGS. Of course, this required a series of training sessions for faculty in the use of the new web forms. The first attendance verification was done for Fall 2002 and continues to be done each term. The process seems to be the most automated attendance verification process done by any institution in the state. However, it has limitations and we are continually working on the enhancement of the process to make it run smoother.

Extensive testing of the Curriculum, Advising, and Program Planning (CAPP) module of Banner was done during the past year. After the undergraduate degree programs were built by the SCT consultant, staff from our office entered course attributes on courses for individual students and were able to run degree program compliances with success. The next step in testing is to load the attributes for all courses into grade history for our enrolled students. There was a delay in getting these scripts from OIIT, and this has delayed progress on CAPP testing. Now that we have the scripts to do the attribute loading, we should be able to make significant progress in testing. We plan to test CAPP for some degree programs with advisement staff and students in the fall term of 2003.

Periodic updates by SCT of the Banner student information system create opportunities for improvement of processes but the upgrades also create new challenges. Testing in preparation for the installation of the new release is one of the challenges. Since our office is a key user of the student system, many hours of testing had to be
completed by our staff during a time that the workload in the office was already heavy. Our office was also responsible for responding to the challenge of training other campus users in navigation using the new release. Time had to be allocated for training staff from across campus in navigation. There were also the challenges of the flaws that were discovered in the new release and obtaining fixes for the flaws. Despite the challenges, we were able to implement the new release and enjoy the new features provided in the new release.

A dynamic schedule of classes was developed so that students and advisors could have on-line, live access to information on class availability. This web schedule of classes replaced the old printed hard copy schedule which was out of date once it was printed. Overall, the web schedule was received positively. The web schedule also saved approximately $12,000 in printing costs. This savings was a great benefit during these lean budget years. We continue to work toward improving the web schedule by adding text comments indicating special course requirements, reserved status, or special fees associated with the courses.

Students, faculty, and advisors requested that students be allowed to see grades entered by faculty through Faculty WINGS before the processing of grades. This was accomplished this year. However, the response from some faculty was negative. Some faculty were harassed by students about the grades assigned while the faculty were still grading other classes. Therefore, the Academic Advisory Council reviewed the issue and determined that grades should be made viewable to students twenty-four hours after the last final exam.

The verification of academic history prior to the implementation of Banner was completed in the Spring of 2003. This was the culmination of years of tedious work of staff members verifying the accuracy of the academic history that was converted from our legacy student information to Banner in 1996. The completion of this project was a major accomplishment.

Another major initiative of our office was to continue the training of faculty in the use of Faculty WINGS. This was extremely successful and resulted in approximately 99 percent of our faculty entering their grades via Faculty WINGS as of Spring 2003. Not only are faculty entering their grades via WINGS, they are also getting their class rolls and advisement information through WINGS. The use of Faculty WINGS has improved efficiency of faculty and our office resulting in improved service to students.

The past academic year ended with us moving our office back to the Rosenwald Building. This was a very positive experience because we now have a new facility with new furnishings of which we can be very proud. It is a
comfortable facility in which we can better serve our students. This move contributed to a very positive boost in the morale of our staff.

In the upcoming year, we look forward to many accomplishments. Among our goals are full implementation of CAPP, implementation of document imaging, implementation of the Clearinghouse’s web certification service, implementation of Resource 25 for classroom scheduling, implementation of progress reports for freshmen, and completion of a workforce evaluation and reorganization. Accomplishment of these goals should assure that our office is able to meet the service demands of students, faculty, and staff.

**Russell Union**

This has been a very challenging year for the various areas of the Russell Union. There have been new offices created, budget cuts, staff positions eliminated, staff turn over, facility changes, and new programs introduced. The staff of the Russell Union worked very hard to meet these challenges while still giving our students excellent service and programs. This past year John Tyler, Associate Director, left in early fall and was replaced by Jeff Herrington in early spring. Jane Campagne, Greek Advisor, left at the end of the summer, but came back to supervise Greek recruitment. Jane was replaced by Cara Dawn Byford in late spring. Dave Campagne, Assistant Director for Outreach Programs, left in late summer and was replaced by Emily Chandler. Chris Carter, Activities Coordinator, left in November and his position was eliminated due to budget cuts. Betty Cliffton, custodian, retired in early spring and has not been replaced due to budget cuts.

There were several physical changes made to the Russell Union this past year. Two meeting rooms were renovated to create the office of Multicultural Student Center. These offices house three full time staff and several student employees. Two open lounge areas were enclosed to create two conference rooms on the second floor. Meeting rooms 2047 and 2045 were combined to make one large meeting room that will hold over 100 people.

The operations area includes the game room, concessions stand, information desk, van rental, student managers, maintenance, reservations, and custodial. This year the company that had the video games contract with the Russell Union canceled the contract due to lack of revenue. The video game market has declined due to improved home video games. This was a major source of revenue for the game room that is no longer available. The game room generated $18,258 from pool tables this past year. This is a $10,000 decrease or a decrease of 56%
in total revenue for the game room. The future of the game room is in question. The reservations area had an 11% drop in the number of reservations from 11,152 to 10,023. The big difference was the drop in revenue from $31,228 to $13,010. This is a $18,218 drop in revenue due to the opening of the Nessmith-Lane facility. The van rental program experienced a small decline in uses from 88 uses to 81 uses this past year and consequently revenue dropped from $9000 to $7000 this year. This year a new student employee-training program was implemented with very positive results. This program will continue and expand next year.

The programs area had a very successful move to the new Student Activities Center on the first floor of the Russell Union. This move combined Student Government, Eagle Entertainment and student organizations in one area that is easily accessible to students. This move had a very positive influence on the student organizations as we added 30 new student organizations this year for a total of 185 student organizations. Eagle Entertainment produced 37 programs with 12,368 students in attendance. While this is a 48% drop in the number of programs, overall student attendance remained about the same. This year there was no movie program as it was eliminated due to budget cuts. The program will return next year. Welcome Week, Homecoming and Miss GSU programs were very successful this year. The most successful program was the Spring Break trip to South Beach, which saw an increase in students attending from 88 to 147.

The Greek Life office reported a very good recruiting year with 239 new sorority members, 216 new fraternity members and 17 new inductions into Order of Omega. The Greek students performed 14,104 community service hours and raised $39,722 for charities. The Greek Life office registered 144 social events for the Greek system this year. This year all three Greek councils worked together to produce Greek Week, and this has not happened in many years. Stricter party procedures were implemented this year and outdoor bands were eliminated after 11 PM. A new fraternity, Delta Chi, was added to the GSU Greek community this year.

This year the leadership area was combined with the outreach programs area to create the Office of Leadership and Outreach Programs. This area consists of Volunteer Services, Off-Campus Housing, Parent Programs, and Leadership Development. This year the off-campus housing area printed the “Guide to Off-Campus Housing”, helped recruit and train 26 community advisors, and sponsored an Off-Campus housing fair. The office of Volunteer Services sponsored Step into Statesboro, Adopt-a-Grandparent, Sculpt it for the Hungry, Homeless and Hunger week, and the Holiday Helper Tree. The office of Parent Programs sponsored Parents Weekend in the fall with over 1200 people in attendance. They also sponsored the first Spring Parents Weekend with over 100 in
attendance. There is now a parents list serve as well as newsletters. The office of Leadership Development sponsored the Southern Leaders cookout, Camp Eagle, Search for Southern Leaders, Leadership Edge classes, Eagle Summit, Sixth Annual Student Recognition Awards Banquet, and for the first time a Spring Leadership Conference that was very successful. The Leadership and Outreach programs area continues to grow to meet the needs of the students at Georgia Southern University.

This has been a year of challenges and successes, and we have tried to do more with less. The office changes made last year have been a success, and we were able to serve our students better. The facility is thirteen years old and is in need of a new paint color scheme, and we are still experiencing roof leaks and air conditioning problems. Other than that, the Russell Union is in good shape and ready to meet the challenges of next year.

**Student Disability Resource Center**

The Student Disability Resource Center (SDRC) enjoyed another successful year even while coping with an opening in the Assistant Director position for a period of over eight months. We reached an all-time high in the number of students served (335) and accomplished a number of initiatives (outlined in Appendix I).

The data reflecting our day-to-day work with students illustrates the growth we have experienced over the last year:

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>New requests for services</td>
<td>91</td>
<td>140</td>
</tr>
<tr>
<td>Evaluations reviewed</td>
<td>62</td>
<td>68</td>
</tr>
<tr>
<td>New cases opened</td>
<td>119</td>
<td>134</td>
</tr>
<tr>
<td>Exams proctored</td>
<td>1341</td>
<td>1713</td>
</tr>
<tr>
<td>Tests scanned onto disks</td>
<td>44</td>
<td>129</td>
</tr>
<tr>
<td>Textbooks scanned onto disks</td>
<td>58</td>
<td>144</td>
</tr>
<tr>
<td>Tutorial sessions</td>
<td>415</td>
<td>556</td>
</tr>
<tr>
<td>Hours usage of adaptive equipment</td>
<td>232</td>
<td>148</td>
</tr>
<tr>
<td>Students provided with early registration</td>
<td>341</td>
<td>371</td>
</tr>
<tr>
<td>Standardized tests accommodated</td>
<td>95</td>
<td>104</td>
</tr>
<tr>
<td>Current Active caseload (students eligible to receive accommodations)</td>
<td>275</td>
<td>335</td>
</tr>
</tbody>
</table>
Student Media

Student Media entered its 76th year of service to the Georgia Southern community during 2002-2003, marking the progression of one of the oldest student activity areas on campus. During the year the Office of Student Media continued developing on- and off-campus partnerships, including academic presentations at the national and state levels, produced essential divisional publications, and recorded the achievements of its students to a level of excellence in contests and critiques of their performance.

Coordinator of Student Media Bill Neville, serving as an adjunct journalism instructor, supervised sixteen students in practicum courses in cooperation with Communication Arts and Printing Management, as well as one student engaged in a full-time internship. The coordinator also taught twenty-two students during spring semester for a photojournalism course.

The coordinator, along with a team of Georgia Southern students, edited and produced the 2002 National College Media Convention program, a 72-page program distributed to over 3,000 students and advisers nationwide. The Office of Student Media also compiled, edited and produced the “Student Guide” for summer orientation sessions and prepared the on-line version.

A centerpiece of the year’s activities was the celebration of 75 years of service to the university community. Student Media researched, designed and staged a four-month exhibit at the Georgia Southern Museum chronicling over seven decades of student media achievements on campus. Using the museum exhibit as a backdrop, student Media hosted its second Alumni Weekend in November, featuring museum tours, a tailgate party at the Williams Center, and Eagle football at Paulson. About 50 people attended the rain-dampened event.

Student Media also entered into a partnership with Associate Dean Denise Battles of the College of Science and technology and Professor Jane Rhoades-Hudak of the Art Department in connection with a pilot effort to create an academic textbook that merges the studies of science and art. In their grant proposal, the PAGES group of student media would be funded $3,000 to cover the cost of student labor in scanning and creating a directory of art and scientific images to be used in connection with their project. Both Battles and Hudak said that the inclusion of a student-oriented group to provide components of their project probably reflected favorably on the project’s approval.
For the tenth time in as many years, *The George-Anne* (G-A) was named one of the top three collegiate newspapers in Georgia by the Georgia College Press Association (GCPA), earning third place honors. The G-A had been named the top collegiate paper in Georgia during five times during that time span. During awards ceremonies at the College Press Institute, the George-Anne newspaper and its student staff won a total of 12 awards, competing among Georgia’s largest college and universities. The student newspaper also was named a First Class newspaper with three marks of distinction by the Associated Collegiate Press (ACP), a national society of student journalists, following an extensive critique of the newspaper by journalism professionals.

The *George-Anne* completed its third year as a tri-weekly (Monday-Wednesday-Friday) publication. As a tri-weekly it is considered a “daily” for awards and critique standards, and its operational structure is modeled after a daily newspaper operation.

Advertising and Distribution Services (ADS), which serves as the student-managed advertising agency for Student Media, captured Second Place in General Advertising Excellence from the GCPA for 2002. The ADS operation again won first place in General Advertising Excellence from the GCP. During the past 13 years, the ADS operation has earned First Place accolades in Advertising Excellence eleven times.

The ADS department published its fifth annual Housing Guide in February 2003 in cooperation with the Department of Off-Campus Programs.

An ACP critique of the magazine for its 2002 publication year named the *Reflector* an “All American” publication, with citations for its outstanding graphics, photography, writing, leadership and production work. The magazine published four editions during the academic year. Fewer than 20 percent of publications nationwide achieve this level of recognition.

The 2002 edition of *Miscellany* magazine earned “All American” honors with marks of distinction in graphics, writing, leadership and production during its annual critique from the Associated Collegiate Press for its 2002 edition. *Miscellany* consistently has been cited among the nation’s top literary magazines over the past decade, earning coveted All American status five times during that span.

The *Miscellany* staff hosted an “Evening of the Arts” which drew about 125 each in attendance, and a “Sidewalk Arts Festival” in the spring that hosted over 250 attendees.
The station completed its third year of transmitting utilizing a state of the art computer-based operating system. Educationally, the station now emulates the technology of mainstream radio so the students who participate in radio activities at Georgia Southern will be better prepared to enter the job market in broadcasting across the U.S.

During FY2003 the station continued its broadcast schedule of Georgia Southern football games, Eagle basketball and baseball games. The station also broadcast over 50 other “live remote” events.

WVGS implemented numerous public service initiatives, including a “91 Drivers” campaign to promote responsible attitudes toward safety.

The radio station was the subject of study by a Radio Task Force that recommended a collaborative structure between the Department of Communication Arts and the Division of Student Affairs and Enrollment Management to usher in the station for FY04. Under this structure, an adviser from Communication Arts would be given release time to assist in providing advisement and direction in connection with on-air programming while SAEM provides technical support and budgetary oversight. Implementation of the plan began during summer semester 2003.

During FY03 Student Media Online, managed by PAGES technicians, recorded nearly three million page views or "hits" on the address www.stp.gasou.edu. Student Media Online consists of 15 related sites.

Of the near three million pages of information accessed, approximately 35 percent of our visitors accessed the George-Anne, 25 percent WVGS-FM, 15 percent accessed the Fun & Stuff entertainment site, with the remainder split among other sites. The presence of the radio station on the web, since the station began “webcasting” the programming in FY2000, coupled with the success of the football team, has helped propel these numbers.

**Technical Support**

Our mission is to provide units of Student Affairs and Enrollment Management with the information technology necessary to provide the highest level of service to our students.

**Staff:**  
Mr. Jeffrey Mitchell, Office Automation Specialist, Hired: 10/22/01; **Resigned: 6/30/03**  
Mr. Marshall Orvin, Information Analyst I, Date Hired: 08/05/96  
Mr. Theodore Williams, Coordinator, Date Hired: 10/15/89  
Mr. Robert Powell, College Work-Study, 10 hrs a week; **Graduated: 7/03**  
Mr. Brian Miles, Institutional, 15 hours a week; **Graduated: 7/03**
We worked on the following projects:

- Imaging. Migrated Health Services’ imaging system to the new SCT/OTG Application Xtender (AX) solution. Implemented AX in Alumni, and Undergraduate Admissions.
- Implemented SSD’s OCR/ICR software called Easy Admit for Admissions.
- Implemented Vermont System’s RecTrak system for Campus Recreation and Intramurals.
- Novell Servers. Migrated the division’s novell accounts and file space from the divisions’ servers to the university’s novell cluster.
- ZenWorks. Successfully piloted the Zenworks’ remote control program in Career Services and the Russell Union.

We completed 1,150 requests.

**University Housing**

During FY 03, University Housing enjoyed one of the most exciting and productive years in recent history. The year was filled with challenging, interesting, and unbelievable opportunities for staff and students.

The projected net income was exceeded by more than $150,000 when the net income for FY 03 reached $1,662,141. Occupancy levels were over 98% for Fall Semester and 95% for Spring Semester. Georgia Southern participated in the ACUHO-I benchmarking survey on resident satisfaction for the second year in a row; improvements were noted.

Facility improvements and expansion were a driving force during 2002-03. The Olliff Hall renovation project was completed; new HVAC, data, electrical and cable lines were installed for the 300 residents. Abatement of lead paint and asbestos occurred in Oxford Hall and In the Pines Apartment Complex. Capstone Development Corporation designed and built 1100 new beds that opened in Fall 2003. Southern Courtyard is an apartment complex, and Southern Pines is a deluxe suite complex. A recycling program began in each residence hall.

Outdoor Adventures, a new living learning community (LLC) with freshmen and upperclass students, was established and has proven to be one of the most popular LLCs for the year. The FIGS (First-Year Interest Groups) living learning community introduced new theme areas: Movies and Mass Media, Theatre, and Baseball in America. The Academic Mentor (AM) program, which provided tutoring sessions and academic programming, was started in Johnson Hall.

A year-long marketing program was created and implemented; several new brochures, displays, flyers and presentations were created.
Vickie Hawkins, Director of University Housing, had a state award named after her by the Georgia Housing Officer’s Association. Curt Erwin, Assistant Director of University Housing for Residential Education, presented a program at the national housing conference ACUHO-I titled “Resurgence of Passion”. The Residence Hall President’s Council was named the Student Organization of the Year. Erika Brayboy, Resident Advisor in Kennedy Hall, was selected as Miss GSU. Dorman Hall’s See Saw-a-Thon contributed over $1000 to Joseph’s Home for Boys. A Winburn Hall resident contracted bacterial meningitis in late January of 2003. The staff provided programs and information to other residence hall students on the hazards of bacterial meningitis. Information was provided to students on how Georgia Southern was addressing potential security threats.
## Unit Effectiveness Toward Meeting 2002-2003 Objectives

### Academic Success Center

<table>
<thead>
<tr>
<th>Objective</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop a marketing plan to communicate the support offered at the ASC.</td>
<td>Objective Ongoing. We conducted some radio interviews and presented Breakout Sessions at every SOAR this year. We also developed some posters and brochures to post and distribute around campus.</td>
</tr>
<tr>
<td>2. To develop an Auxiliary Instruction program with high-risk core courses.</td>
<td>Objective Ongoing. We worked with two sections of MATH 1111 and one section of HIST 1112 during Fall 2002. We worked with 5 sections of MATH 1111 and 2 sections of HIST 1112 during Spring 2003. We plan to expand the program for Fall 2003 and to gather more information about the participants.</td>
</tr>
<tr>
<td>3. To collaborate with other departments on campus to offer workshops in time management, study skills in a variety of disciplines, reading skills, and math review.</td>
<td>Objective Ongoing. The ASC staff offered workshops on Time Management, Test Preparation, Notetaking, Visual Notetaking, Learning Styles, Memory and Concentration, GPA, SQ4R, Annotating, Goals, Working with Words, Study Smarter, Making Needed Adjustments, Writing Under Pressure, Writing the Personal Essay, Analyzing Literature, Math Anxiety, Math Study Skills, Math Test Taking, A Personal Approach to Math, and a variety of TI-83 workshops for our GSU 1120 students and others interested in these topics. In addition, the ASC staff gave 37 workshops in GSU 1210 classes this year. We also offered 17 Regents’ Reading Review and 17 Regents’ Essay Review Workshops each semester. In collaboration with the Career Services Center, we offered “Career Planning” to our GSU 1120 students. We also collaborated with eight departments on campus to offer a series of workshops entitled “Study tips for….”. We hope to expand this series next year.</td>
</tr>
<tr>
<td>4. To help in the formation and maintenance of study groups in a variety of courses.</td>
<td>Objective Ongoing. Study groups were formed for Math 1111 each semester. We plan to continue with this class and add some others.</td>
</tr>
<tr>
<td>5. To provide audiotape and videotape resources for students to use on an individual basis.</td>
<td>Objective Ongoing. We have some audiotapes and videotapes for students to use.</td>
</tr>
<tr>
<td>6. To provide computer-based instruction in math, writing, reading and study skills strategies as well as other selected fields.</td>
<td>Objective Ongoing. Our computer lab has software for algebra, trigonometry, calculus, economics, physics, biology, chemistry, and American government. We also have GRE and Regents’ Test prep software.</td>
</tr>
<tr>
<td>7. To develop a mentoring program for our learning support students.</td>
<td>Objective Ongoing. We had about 10 students paired up with mentors this spring. We hope to expand this for next fall.</td>
</tr>
<tr>
<td>8. To provide peer-tutoring in a variety of subjects.</td>
<td>Objective Ongoing. We offered peer-tutoring in math, statistics, computer science, physics, chemistry, biology, writing across the curriculum, sociology, psychology, history, and American government. We added anthropology tutoring this year.</td>
</tr>
<tr>
<td>9. To help the campus-wide tutorial steering committee and the program for the certification of tutors remain active and provide them with the means to stay current with national tutoring trends.</td>
<td>Objective Ongoing. We conducted a program for the certification of tutors each semester.</td>
</tr>
</tbody>
</table>
10. To provide the testing and evaluation needs of the different University communities.  

<table>
<thead>
<tr>
<th>Objective</th>
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</thead>
<tbody>
<tr>
<td>Ongoing. We offer the ISAT, MAT, ACT, SAT, CPE, EIT, LSAT, PRAXIS, Regents’ Exam, Legislative Exam, and Pharmacy Exam. We worked with the Registrar’s Office to improve the procedures for the Regents’ Exam. We also attended meetings and gathered information to help us convert from the CPE to the COMPASS for placement of students into learning support.</td>
</tr>
</tbody>
</table>

### Office of Admissions

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Training with everyone learning about processing, i.e., how to write-up CPC, how to index files on Application Xtender, how to perform other Banner functions and run reports; the new Counselor-on-Call program means that everyone learns answers and we provide more personal attention to walk-ins and call-ins in a timely manner; professional development (training, workshops); positive attitudes about helping (mailings, staying after 5 PM).</td>
</tr>
</tbody>
</table>

1. “Above and Beyond” is the theme for the Office of Admissions this year. As a team, our office chose three objectives which will assist us to accomplish this goal: 1) improve communication, both externally and internally; 2) improve customer service and personal attention to students; and 3) improve our teamwork and collaboration within our office. Achievement of these objectives will assist us in going “Above and Beyond” by recruiting quality students to Georgia Southern.  

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective met – Cross Training with everyone learning about processing, i.e., how to write-up CPC, how to index files on Application Xtender, how to perform other Banner functions and run reports; the new Counselor-on-Call program means that everyone learns answers and we provide more personal attention to walk-ins and call-ins in a timely manner; professional development (training, workshops); positive attitudes about helping (mailings, staying after 5 PM).</td>
</tr>
</tbody>
</table>

2. Academic Distinction: Implement Scholars Day for 200 prospective students with 1200+ SAT.  

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective met – Positive evaluations were received from parents/students and University personnel.</td>
</tr>
</tbody>
</table>

3. Academic Distinction: Improve information for high-ability students about how Advanced Placement and International Baccalaureate credit transfers.  

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective not met - In progress for this year (FY 04).</td>
</tr>
</tbody>
</table>

4. Academic Distinction: Continue to achieve enrollment and SAT goals set by the President. Increase the average SAT for first-time/full-time entering freshmen.  

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Date: 8/1/2003 – We will be able to answer this question after classes start. The goals for Fall 03: 950 transfers and 2700 freshmen, SAT above 1052 average.</td>
</tr>
</tbody>
</table>

5. Academic Distinction: Develop a more systematic scholarship procedure to better meet the needs of our high ability students.  

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective met by Scholars’ Day. Academic colleges front-loaded scholarships to recruit high-ability students.</td>
</tr>
</tbody>
</table>

6. Academic Distinction: Retain more joint-enrolled students as beginning freshman.  

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Date: 8/1/2003 – We will be able to answer this question after classes start. Academic Advisement for current PSO students was moved to the Academic Advisement Center (from the Registrar’s Office) and students were allowed to register on WINGS. A PSO Mentor program was implemented/attempted.</td>
</tr>
</tbody>
</table>

7. Student-Centered: Create recruitment teams in the Office of Admissions to involve each person in the achievement of the goal to recruit students. Recruitment Teams will consist of an Admissions Counselor, Admissions Specialist, and two Tele-Counselors. The territories for the state of Georgia will be re-drawn to provide equity in the number of potential students and the number of high schools.  

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective met – The Recruitment Teams have worked to build more collaboration and motivation within the Office of Admissions. Teams work together to reach goals and are rewarded together. The Tele-Counselors initiated a communication plan to provide mailboxes for all staff in the office, particularly the Specialists, and to improve communication between those two groups.</td>
</tr>
</tbody>
</table>

8. Student-Centered: Improve daily information sessions and tours by creating a structure, implementing a standard PowerPoint presentation, and recording appointments in an automated  

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective partially met – A systematic plan and PowerPoint presentation were developed and for the first half of the year, both were implemented. Then, for the second half of the year, they were not. A decline in the</td>
</tr>
<tr>
<td>9. <strong>Student-Centered:</strong> Build the Southern Ambassador program to be a coveted position on campus. Improve the student development offered by the program and the services Southern Ambassadors offer to prospective students and guests.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>10. <strong>Student-Centered:</strong> Maintain and increase current student involvement in Open House.</td>
</tr>
<tr>
<td>11. <strong>Student-Centered:</strong> Initiate regular training of student workers and staff particularly in the areas of communication, customer Service/personal attention, and teamwork/collaboration.</td>
</tr>
<tr>
<td>12. <strong>Technological Advancement:</strong> Integrate SOAR invitation into Admissions acceptance packet to reduce postage costs.</td>
</tr>
<tr>
<td>13. <strong>Technological Advancement:</strong> Fine-tune reporting methods of the numbers and types of calls made by Tele-Counselors to increase the effectiveness of recruiting methods.</td>
</tr>
<tr>
<td>14. <strong>Technological Advancement:</strong> Streamline the processing aspect of the communication plan.</td>
</tr>
<tr>
<td>15. <strong>Technological Advancement:</strong> Record type of visit accurately and analyze types of visits made by recruiters and their yield rate.</td>
</tr>
<tr>
<td>16. <strong>Technological Advancement:</strong> Implement Imaging System to save time and money.</td>
</tr>
<tr>
<td>17. <strong>Technological Advancement:</strong> Improve the turn-around time for requests for information.</td>
</tr>
<tr>
<td>18. <strong>Technological Advancement:</strong> Implement cross-training in the office such as extending transfer articulation training to the International Admissions Specialist and instructing personnel other than the Research Analyst on report writing and letter generation.</td>
</tr>
<tr>
<td>19. <strong>Transcultural Opportunities:</strong> Examine the time-lines for international students to ensure that they arrive in Statesboro early, attend SOAR, and have a smooth transition.</td>
</tr>
<tr>
<td>20. <strong>Private and Public Partnerships:</strong> Improve alumni involvement in all areas of recruiting.</td>
</tr>
<tr>
<td>Objective</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>21. Private and Public Partnerships:</td>
</tr>
<tr>
<td>22. Private and Public Partnerships:</td>
</tr>
<tr>
<td>23. Physical Environment:</td>
</tr>
</tbody>
</table>

**Campus Recreation and Intramurals**

| Objective 1: | Maintain quality student interaction with participants and employees. | Participants---Re-initiated employee interaction with users using examples of smiles, “hello”, “have a good day”, etc. CRI presented over 60 presentations to 1210 classes and over 60 1210 classes utilized the Challenge Course. Over 70 presentations were made and information gathered from student organizations regarding their recreational facility needs. A survey was conducted through WINGS with over 2,000 students informing CRI of their expansion area priorities and their willingness to support the cost. The CRI Advisory Council replenished its members and met frequently during the year representing participant concerns and providing CRI with valuable insight. 
Response time to participant related discipline and requests remains below a preferred level. The volume of work and the lack of staff to personally respond is an issue. The placement of CRI as the top student satisfaction service on campus in a 2001 survey was revealed. Employees---Student staff communications within each area routinely met and maintained weekly email contact. The beginning staff training continues to improve. However, the turnover/replacement training continues to draw large resources during the year and is neither effective nor efficient. The annual awards cookout continues to provide both the administration and the student employees with an event worthy of their year long efforts. Student employees continue to serve on the Advisory Council and stepped up this year with representation on the Expansion Program Statement Committee. CRI has good representation on the Student... |
| Objective 2: Establish fiscal practices with the aim of a more sound financial foundation. | The full-time accounting staff position was vacant for 8 critical weeks -- June 24 through August 12, 2002 and a senior veteran accounting staff member was eventually hired and is supported by two graduate assistants one of whom is a certified CPA returning for her MBA and another is a CRI undergraduate employee who graduated in three years with a Business degree and is working on her MBA. The department underwent an internal audit that aided in this process. The end of the year has produced remarkable results. Although the monitoring and evaluation process is not where it can be, progress has been made. Biweekly reports are being reworked and updated. The communication and collaboration with the division’s Business Manager is improving. The facility software is improving the membership and fee collection process for the department. |
| Objective 3. Maintain current levels of facilities and programs while preparing for future needs. Open the Outdoor Pavilion to serve the campus. Improve the conditions of the playing surfaces/fields and grounds at M.C. Anderson Park. Design improvements to the Challenge Course that will increase its service potential. Open Skate Park and plan for its future development. Completion of the wall replacement in the RAC multipurpose room, locker room, locker replacement, and repair of the acoustics in the group exercise room. Design of the retrofitting of showerheads in the locker rooms and additional office space in the Recreational Activity Center. | Facilities----A few recreational facilities were lost in 2002-03: a green grass playing field and beach volleyball courts at Oxford. The maintenance of facilities is a struggle. As the university experiences budget cuts, the Physical Plant resources to repair and maintain items are strained. As facilities age, maintenance and repairs increase. CRI is contributing significant student and full-time staff labor to assist in the challenge. The expansion dream has begun in preparing to meet the recreational needs of the future Georgia Southern students. The Pavilion is open and contributing positively to the campus needs. The playing surfaces at M. C. Anderson and the surrounding landscape continue to decline as resources and attention decline. The Challenge Course experienced some maintenance enhancements to assist in erosion and plans are available to add to the functional capabilities should funding be secured. The Skate Park opened and serviced the students and is a hot topic among high school students according to our Admissions Counselors. The movable wall has been a welcome addition to the multi-purpose room in the RAC. We have identified a solution and cost estimate for the acoustics in the Group Exercise room, but are waiting on funding. The inability of CRI to respond to user complaints regarding shower heads and sanitary conditions remains. The locker room, however, did receive a change in locker sizes that was a well-received addition. Office space design was requested, but Physical Plant denied the plans. The result is 8-10 new employees, student and full time, sharing already small office space and having an inefficient, poor work environment. Without a budget to handle equipment repair and new equipment purchases, CRI will experience major equipment costs in the near future. |
| Objective 4. Take the first step in the staffing | A new staffing plan was formulated for CRI. The plan |
Plan. Locate additional funding and redirect some current funding for two entry-level full-time staff and the increase in student wages. Includes the present through the opening of expanded indoor and outdoor facilities. The plan includes the internal redirection of funds plus additional funding to begin the process. A new facility position has been secured. The program area resources have been reduced in the numbers of graduate assistants. The beginning of additional entry-level staff and reduced/not eliminated dependency on graduate assistants has begun. The plan has been submitted to the Vice President of Student Affairs and Enrollment Management. The plan will be evaluated yearly to respond to changing needs and resources.

**Objective 5.** Continue to integrate technology into recreation with more visible and user-friendly results.

Limited success. The delay of the wireless system for the RAC has been an obstacle to technological speed and capacity.

The addition and midyear conversion to facility management software, RecTrac, is enhancing service to members and patrons. The inability to repair the security camera network resulted in less than desired security and enforcement of conduct violations.

The weight room sound system was successfully changed for $4,000 after careful investigation and research compared to the initial cost estimate of $15,000. The patrons received a more friendly, adaptable, quality sound system with an increase in music selection options.

The expensive nature and inability to renegotiate a reasonable price on departmental cell phones has resulted in their elimination. The inability to acquire modern communication tools such as the city and county’s Mega hertz system continues to frustrate and restrict communication. Safety and efficiency are the areas needing attention.

**Objective 6.** Re-evaluate the Campus Recreation and Intramurals student employee incentive plan and institute changes as needed.

The student employee incentive plan was evaluated and changes implemented for 2004. Gene Sherry collected information from the student and full-time staff early in Fall 2003. Feedback was compiled and the result is a more defined and responsive reward system. The 2004 version is outlined in the new CRI Student Employee Handbook and has been modified to incorporate the “FISH” theme. The result is increased student input in several award processes and several new awards.

**Objective 7.** Establish Standard Operating Procedures for Campus Recreation and Intramurals and Institutional Research. The goal being clearer and more efficient data collection and analysis.

The beginning of the year saw the most in-depth and highest quality of assessment of CRI information. The collaboration of CRI, Student Affairs and Enrollment Management’s Information Systems Office, and the Office of Strategic Research and Analysis (SRA) resulted in a professional assessment report. Standard definitions and processes by which data will be collected and analyzed have been established. Failure exists at this time in almost every facet of data collected for 2002-2003. CRI changed facility software and experienced major student staff changes in the statistical area. The bottom line is that until CRI can provide Information Systems with data, the analysis of last year’s data will
remain a pending issue. Again, the actual goal was met but the results are incomplete.

### Career Services

1. **Pursue higher levels of teamwork, partnerships, collaboration and professionalism with our Customers**
   - Created partnerships with all Academic Advisement Centers, Academic Success Center, Residence Life, IR Office, Counseling Center, Alumni Relations, Volunteer Services, Library, Multicultural Student Center and Student Employment Office

2. **Engage students in active career related learning**
   - Taught a GSU 1210 Career-Focus Class during the Fall Semester 2002
   - Taught two sections of the Career Development Class during the Spring Semester 2003 and one section during the Fall Semester 2002
   - Provided “Real World Hands On” experiences through the Job Shadowing Program, Cooperative Education Program and the Non-Academic Internship Program

3. **Enhance employment opportunities for all students and identify options for attracting a more diverse group of employers to recruit on-campus**
   - Attended selected Chamber of Commerce events in Statesboro, Savannah, Augusta, Macon and Atlanta
   - Obtained referrals from faculty and alumni
   - Increased advertisement of employment opportunities to students and faculty
   - Contacted and encouraged more 1200 companies to recruit GSU students

4. **Provide integrated career advising to 15,000 students seeking a career, a major/minor, and relevant work experiences (Job Shadowing, Summer Jobs, Internships and Cooperative Education) plus alumni (changing careers or looking for employment)**
   - Provided career advising to 3,377 students
   - 7,381 students attended programs, workshops and presentations
   - 47 students were placed in a CO-OP position, 10 students were placed in a non-academic internship position and four students participated in the Job Shadowing Program

5. **Continue to work with faculty in integrating career development and experiential education into the classroom (Career Doctor Team)**
   - Career Doctor Teams were implemented in the College of Education, College of Business, College of Liberal Arts and Social Sciences, College of Health and Human Sciences and College of Science and Technology

6. **Bench mark our processes (Job Shadowing Program and On-Campus Interviews Process) against Peer Universities**
   - Completed the University System for Career Services & Cooperative Education survey, which benchmarked staffing, services and funding
   - Completed the study on Professional Standards for College and University Career Services
   - Completed the 2002 Career Services Performance Measurement Survey conducted by National Association of Colleges and Employers (NACE), which
| 7. Create a friendly and nurturing environment for students and faculty that exceeds the needs of all students, parents and faculty | Offered longer operating hours (8:00 am – 6:00 pm) for the students
Upgraded the speed and memory of the computers in the Career Resources Center
Painted the office area and placed career-related pictures on the walls
Trained the student workers and graduate assistants so that they can provide outstanding services to the students |
| 8. Implement the Ambassador/Student Peer Leaders Mentoring Program | Created and trained 8 students
Three student ambassadors were active during the Spring Semester 2002, one student ambassador for Summer Semester 2002, three students ambassadors for Fall Semester 2002 and five student ambassadors for Spring Semester 2003 |
| 9. Strengthen partnerships with Academic Advising offices, Academic Success Center, Library, Student Disability Resource Center, Alumni relations, Counseling and Career Development, Volunteer Services, Leadership Experience, Distance Learning Center and University Housing to help students with their career development. | Created partnerships after we had face to face meeting, which defined common areas of services that will help students with their career development |
| 10. Provide comprehensive Career Services to the seven colleges, GSU satellite locations (Dublin, Hinesville, Savannah, Augusta and Brunswick) and Alumni | Implemented the Career Doctor Teams for five of the seven colleges (Education, Business Administration, Liberal Arts and Social Sciences, Science and Technology and Health and Human Services)
Created an Off-Campus section to our Web-Site for the students at the Off-Campus locations
The next task in FY 2004 is to conduct a needs assessment for GSU satellite locations |
| 11. Implement an Alumni Mentoring/Sharing Network/Resources Network for all students | Worked closely with Alumni Relations to develop this system
Alumni Relations included a Career Services letter with their correspondence to advertise this program. 166 alumni signed up to be mentors.
Established guidelines for the use of the Alumni Mentoring/Sharing Network |
<table>
<thead>
<tr>
<th>12. Enhance international students participation in career related activities on-campus and off-campus</th>
<th>Conducted two “Focus Groups” to understand international students Career Services needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Promote excellence in the delivery of academic instruction in the Career Class and GSU 1210 Class</td>
<td>Taught the following courses with outstanding students evaluations:  - Career Development Class…Fall Semester 2002 and Spring Semester 2003  - GSU 1210…Fall Semester 2003 Proposed and received approval for a new two credit hours Professional Development Seminar course, which will be offered every semester beginning Fall Semester 2003</td>
</tr>
<tr>
<td>14. Assist students in their planning and preparation for the “World of Work”</td>
<td>Created a Career Week for students in each of the colleges Implemented the concept of using Alumni as mentors for students Implemented the Job Shadowing Program for Students Implemented the Non-Academic Internship Program for students Expanded the Cooperative Education Program to include the “Combination CO-OP Model”</td>
</tr>
</tbody>
</table>

**Counseling and Career Development Center**

<table>
<thead>
<tr>
<th>1. Maintain IACS accreditation.</th>
<th>Objective partially met. We have maintained IACS accreditation and passed our last site visit. However, we continue to operate at less than the recommended ratio of counselors to students of 1:1500. To meet objective during our next accreditation visit, we need to have a staff of 10 FTE psychologists to keep pace with increased enrollment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain psychiatric coverage.</td>
<td>Objective not met. We continue to work on a partnership with the Department of Psychiatry and Health Behavior at the Medical College of Georgia. We have an affiliation agreement for FY04 with Medical College of Georgia in which they will provide psychiatric services through their Telemedicine program. We are working with Distance Learning and Medical College of Georgia to establish procedures and technology for Telemedicine. Changes in HIPAA and problems with technology have impeded our progress thus far, but we should be online in the fall.</td>
</tr>
<tr>
<td>3. Maintain, as measured by client feedback forms, our consistent rating of high satisfaction by clients of the services we provide.</td>
<td>Objective met. Clients continue to give us high marks for our services. Clients rated us with 5.8 or higher (out of 7 points) on all areas of services.</td>
</tr>
<tr>
<td>4. Reduce waiting time for follow-up.</td>
<td>Objective partially met. We continue to serve our clients in the best manner possible. 80% of the time, students did not need to wait more than two weeks for a follow-up appointment after their initial appointment. We continue to have screening appointments available daily</td>
</tr>
</tbody>
</table>
5. Facilitate professional licensure of new staff.  
   Objective met. Dr. Wolfe became fully licensed. Dr. Vives passed the licensing exam and finished supervised hours, and will be fully licensed in September, 2003. Drs. Price and Lovell passed the state laws and rules exam and are scheduled to take the licensing exam in fall 2003.

6. Increase diversity of staff as vacancies occurred.  
   Objective partially met. No vacancies occurred. We increased the diversity of our staff by having an African American faculty member, Dr. Marlo Rouse-Arnett, work with us for 10 hours per week seeing clients on a pro bono basis. We also had one African American practicum student working with us this year, and have three next year.

7. Reduce staff turnover.  
   Objective met. No staff member left this year.

### Equal Opportunity Programs

1. Complete all work necessary to meet the goals and objectives of the Department of Education Grants.  
   At the end of the grant cycle, all grants met their goals and objectives as stated in the partnership agreements as required by the department of Education. **Objective Met**

2. Monitor budgets for grants and maintain appropriate accounting for grants.  
   All budgets maintained on spreadsheets, with budgets available at anytime. All budgets have been spent to meet Edgar and OMB regulations. **Objective Met**

3. Increase program participant’s contact with GSU students, faculty and staff.  
   At least 3 programs have been held this year with increased participation from the university students, faculty and students which include Honors night, SAT Preparation Workshop, Financial Aid Workshop, 4 faculty used as teachers for summer programs, 25 students used as tutors, mentors and support staff. **Objective Met**

4. Write at least one additional grant to support the current University grants in EOP.  
   Two Grants were written and funded for the next four years. **Objective Met**

5. Improve technology in the EOP office.  
   Staff training in technology has increased and a technology support position has been developed to support the office. A technology lab for students has been developed and is in use by summer program participants – Upward Bound and McNair. **Objective Met**

### Financial Aid

- **Expand office hours to accommodate transfer and non-traditional students**  
  Made financial aid process easier and more accessible; provided more training for students on web. Focus groups to develop plan.

- **Created Financial Aid computer Lab**  
  Tracked users in lab; utilized graduate students for supervision

- **Financial Aid Student Focus Group**  
  Utilized student groups to conduct surveys of financial aid customer service. Expanded availability of after-
| **Class Attendance Verification Implemented** | Developed and implemented a class verification process prior to financial aid disbursement. |
| **Mid-term Grades for students** | Notified HOPE scholars by email if they were reaching a bridge term for 3.0 check. |

## Health Services

**Objective 1:** Effectively manage financial resources and achieve net operating income of at least 10 percent.

**Objective Met**

| Total Revenue | $2,271,816 |
| Total Personal Services | $1,400,864 |
| Total Operating Expenses | $407,403 |
| Net Operating Income (NOI) | $463,549 |
| NOI is 20.4 percent of Total Revenue |

**Objective 2:** Meet or exceed student/patient expectations. Implement a campus-wide survey of users and non-users in collaboration with the Department of Strategic Research & Analysis.

**Objective Partially / Mostly Met**

Health Services Internal Patient Satisfaction Survey indicates a high level of satisfaction by those students who actually utilize the service.

A campus-wide student opinion survey was not conducted during the year as planned; however, a survey is scheduled for Fall 2003 semester.

Highlights from Health Services FY 2003 Internal Patient Satisfaction Survey follow. On a scale of 1-4 with 4 being “Very Satisfied,” Survey Respondents rated their satisfaction with Staff, Services, and various Department Attributes. Shown below are the average rating and the resulting percentage of the maximum 4.0 rating.

### Staff Ratings
- Helpful = 3.89 (97.31%)
- Friendly = 3.80 (95.08%)
- Caring = 3.82 (95.38%)
- Knowledgeable = 3.86 (96.54%)
- Professional = 3.83 (95.77%)

### Service Ratings
- Pharmacy = 3.73 (93.33%)
- X-Ray = 3.60 (90.00%)
- Laboratory = 3.84 (96.05%)
- Injection Office = 3.94 (98.44%)
- Women’s Health = 3.92 (98.00%)
- Men’s Health = 3.82 (95.45%)

### Department Attribute Ratings
- Quality Care = 3.86 (96.59%)
- Timely Care = 3.55 (88.67%)
<table>
<thead>
<tr>
<th>Objective 3: Support and participate in university efforts such as recruiting receptions, open houses, and new student orientations.</th>
<th>Objective Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services was well represented at all Georgia Southern University Recruiting Receptions, Open Houses, New Student Orientations, and Scholars Weekend.</td>
<td></td>
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<thead>
<tr>
<th>Objective 4: Comply with local, state, and federal laws and regulations and minimize medical malpractice.</th>
<th>Objective Met</th>
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</thead>
<tbody>
<tr>
<td>Collaborated with Office of Legal Affairs to implement necessary changes due to new laws. Working on implementation of new Meningitis Immunization requirement passed by the Georgia Legislature 2003.</td>
<td></td>
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<thead>
<tr>
<th>Objective 5: Collaborate with Medical College of Georgia Researchers on research projects that can potentially benefit Georgia Southern Students.</th>
<th>Objective Met</th>
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</thead>
<tbody>
<tr>
<td>Collaborated with researchers from the Medical College of Georgia (MCG) in a project regarding Human Papillomavirus (HPV) infection and titled “Double-Blind, Placebo-Controlled, Randomized, Pilot Phase IIB Study of the Efficacy of an HPV 16/18 VLP Vaccine in the Prevention of HPV 16 and/or 18 Cervical Infection in Health Adolescent and Young Adult Women in North America and Brazil.”</td>
<td></td>
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<tr>
<th>Objective 6: Begin the process of accreditation with the Accreditation Association for Ambulatory Health Care (AAAHC). Final accreditation will be attained within 3-5 years.</th>
<th>Objective Met</th>
</tr>
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<tbody>
<tr>
<td>Assigned Ms. Kathy Bridges, Nurse Practitioner, to coordinate overall accreditation efforts and established several committees to facilitate the process. All committees are working diligently on their assigned areas.</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Objective 7: Conduct a major Meningitis and Hepatitis B vaccination campaign using VaccessHealth, Inc., a private sector vendor.</th>
<th>Objective Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranged for VACCESSHealth to conduct a meningitis and Hepatitis B Vaccination Program on campus September 24, 2002. The company returned to campus on January 30, 2003 immediately following one case of meningitis on campus. The student survived the disease and plans to return to campus Fall 2003 semester.</td>
<td></td>
</tr>
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</table>

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<tr>
<th>Objective 8: Upgrade X-Ray Equipment</th>
<th>Objective Not Met</th>
</tr>
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<tbody>
<tr>
<td>Surplus &amp; Reserve funds have been designated for FY 2004 for this purpose. Much more data needs to be collected from potential vendors. Health Services staff, including Ms. Marti Palmer, Radiology Technologist, and Dr. Curtis Hames, Chief of Medical Staff should make site visits to actually see a proposed model in operation and to discuss the system with current users. East Georgia Regional Medical Center Radiology Services staff has been solicited for their assistance in this process.</td>
<td></td>
</tr>
</tbody>
</table>
### Objective 9: Upgrade Imaging System

**Objective Met**

With the assistance of Information Technology Staff of Auxiliary Services and the Division of Student Affairs and Enrollment Management, the previous stand-alone imaging system was upgraded to BANNER. All Clerical Staff now have access to images at their workstation.

### Institutional Research

1. **Conduct appropriate research projects and surveys.**

   Results of Fall 2001 ACT Student Opinion Survey (SOS) were provided at Fall 2002 Administrative Workshop. Responses to the survey data were collected from all campus departments. Results are available for the Institutional Effective Committee’s review.

   National Survey of Student Engagement 2002 (NSSE) was administered in Spring, 2002. Results were provided to President’s Cabinet in Summer and Fall 2002.

   Administrative support for the EBI-Union survey was provided in Spring 2003. Results will be analyzed and disseminated in FY04.

   Administrative support for the Campus Health Services Survey creation were provided and completed in FY03. The survey is scheduled for administration in Fall 2003.

2. **Support Academic Advisory Council work.**

   A study on Repeat Courses was done at the request of Academic Deans.

   A study on course scheduling generated support documents for Academic Deans to review availability of classes for students and facility usage by times of day.

3. **Interact with graduate assistants to help develop an understanding of coherent values and ethical standards.**

   Graduate assistants from the Campus Recreation and Intramurals Department were engaged in data entry and analysis to provide hands-on experience.

   Athletics engaged a graduate assistant to do data entry for the Sports Interest Survey, Gender Equity. OSRA provided supervisory support for questions/issues.

4. **Support Enrollment Management Council work.**

   An analysis of characteristics of Probation/Suspension students was provided in June 2003.

   All Colleges were provided data on students retained by majors within CLASS, Georgia Southern, and the University System of Georgia and outside the system. National Student Clearinghouse was utilized to supplement SIRS data.

   Transfer characteristics were provided to the Office of Admissions for review.
Enrollment Projections were updated in Fall 2002 and Spring 2003 for Fall 2003. A Graduate School model was created in Spring 2003 for Fall 2003.

Three variations on course scheduling data were provided for Parking Master Plan discussions. EMC reviewed these data.

5. Enhance office website with current AY 03 data.

The website was updated to reflect Summer '02, Fall '02, Spring '03 data. Additional variations on data were provided to respond to public requests. These offered significant enhancements to data available for public and campus consumption.

6. Provide mini-workshops for academic deans and student affairs directors on the FactBook and upgrades, ACT-SOS and NSSE survey results.

A presentation was done on the FactBook available on the OSRA website at the Fall 2002 Administrative Workshop.

ACT-SOS results were presented at the Fall 2002 Administrative Workshop and the Student Advisory Board. Highlights of the NSSE 2002 survey were done at a Brown Bag Lunch for SAEM Directors, as well as campus personnel who could attend.

7. Identify outdated equipment and surplus.

One printer and 2 monitors were surplused in conjunction with computer inventory review by the Student Affairs Technical Support Staff.

8. Consolidate publications into one location as a complete Strategic Research and Analysis library.

In Fall 2001, each office space was inventoried for publications that were pertinent to all staff for review and access. Where appropriate publications were merged into the main office library. This process will continue during FY04 and includes survey and report files, paper and electronically.

**Judicial Affairs**

1. Continue the mission and philosophy to treat each student charged with a violation of the Student Conduct Code with dignity and respect.

   Objective completed. Ninety-nine percent (99%) of students responded “yes” when asked if the Judicial Officer treated them with dignity and respect on the Office of Judicial Affairs evaluation.

2. Continue to provide a comprehensive orientation for student and faculty members of the University Judicial Board and Hearing Officers.

   Objective completed. A comprehensive training program was conducted for student and faculty members of the University Judicial Board on August 27, 2002. A Power Point training program for University Hearing Officers was conducted on May 15, 2003.

3. Identify and recruit competent colleagues to serve as University Hearing Officers.

   Objective completed. Four new University Hearing Officers were recruited during the spring semester and trained on May 15, 2003. Directors recommended the new University Hearing Officers from the Division of Student Affairs and Enrollment Management.

4. Provide leadership for the development of the Student Mediation Program.

   Objective completed. The Student Mediation Program has been initiated. Brochures and emails were sent to the faculty and presentations were made to student groups to solicit their input and recommendations for the program.
5. Increase and expand communication efforts with University Housing.  

| Objective completed. During the 2002-03 academic year, bi-monthly meetings with University Housing were held to discuss completed and pending cases involving residence hall students. Sanctioning letters and emails have been provided on a regular basis to University Housing officials notifying them of judicial action by this office. Input from University Housing has been sought on policy issues involving residence hall students. |

6. Continue professional development opportunities by attending the Law and Policy in Higher Education Conference and the joint GCPA and GNTI Conference.  


7. Continue to provide faculty members with “A Faculty Guide to Adjudicating Academic Dishonesty.”  

| Objective completed. The faculty guide was prepared and distributed to the faculty during the 2003 fall semester. |

8. Improve the method of collecting information to be included in the Student Guide.  

| Objective completed. The Office of Judicial Affairs and Student Media assisted the Associate Vice President/Dean of Students in collecting information that was included in the Student Guide. |

### Multicultural Student Center

1. Invite and host minority Georgia Southern University alumni to campus to give workshops on success after graduation to current Georgia Southern University students.  

| Objective achieved- During Black Awareness Month and as part of an event that was coordinated with Career Services, three Georgia Southern University graduates participated in a panel discussion entitled, “Starting Your Career: the Reality of Finding that First Job.” |

2. Provide a regular informal forum for GLBT, sexual preference questioning students, and allies to discuss issues of safety, sexuality, etc.  

| Objective in progress- For issues of safety this goal will be changed to fostering supportive relationships with the GLBT population through monthly meetings with the student GLBT organization leadership. |

3. Collaborate with the Academic Success Center in providing MAP students with exposure to tutorial and academic enhancement services.  

| Objective achieved-During the Fall of 2003 MAP coordinated three (3) workshops with the Academic Success Center- Study Skills, Essay Writing and Time Management. |

4. Present a program at a local, regional, or national conference.  

| Objective achieved- Georj Lewis, Director, presented on hate crime prevention, “Stop the Hate” during the Leaders Uniting and Unwinding (LUAU) conference on campus. |

5. Create and utilize an instrument to evaluate programs in reference to quality, advertisement, and attendance.  

| Objective achieved- A program evaluation was created and utilized for all of the MSC sponsored events during the 2002-2003 academic year. |

6. Build a partnership to provide mentoring and community service opportunities for students off campus with school-aged children.  

| Objective achieved- During the fall of 2002 a tutoring/mentoring program took place with students at Mill Creek Elementary School and fourteen Georgia Southern Students who are members of Student Georgia Association of Educators. |

7. Expand office video and resource library.  

| Objective achieved- The following new items were purchased; four volumes of the reference library of Hispanic America, the Campus Diversity Report newsletter, Out Magazine, and four California News Reel Films. |
8. Pursue outside funding through grant opportunities and alumni contributions. | In progress- In order to eliminate conflict with University solicitations, outside funding will be pursued from foundations and other outside funding agencies.

### Office of the Registrar

| 1. Use Banner for graduation processing. | Objective partially met. The processes for tracking attendance at the ceremony and the diploma order have been implemented in BANNER. |
| 3. Implement CAPP with COBA by the end of Fall 2002 for students and advisors. | Objective not met. |
| 4. Implement CAPP in other colleges with CLASS being second. | Objective not met. |
| 5. Move registration from out of office site to office | Objective met. |
| 6. Test and implement BANNER 5.4 | Objective met. |
| 8. Get institutional decision on graduation honors attire. | Objective met. Decision was made not to change graduation honors attire. |
| 10. Develop Improve lookup of classes on web by including text comments. | Objective partially accomplished. Text comments have been added to the dynamic schedule of classes on the web. However, text comments still need to be added in the schedule used in registration and for the students’ schedules in WINGS. |
| 11. Reduce building room conflicts. | Objective met. Conflicts have been reduced but we must continue reducing conflicts. |
| 12. Allow students to see grades on WINGS when entered by the instructor. | Objective met, however, some faculty complained that students should not be able to see grades until a later time. It was determined that grades would be made available for students to view 24 hours after the last final exam. |
| 13. Have all faculty use WINGS for grade entry. | Objective partially met. 99% of faculty are entering grades via WINGS. |
| 14. Enhance transfer credit process with Admissions. | Objective met. |
| 15. Complete Pre-Banner verification of records. | Objective met. |
| 16. Develop process to check pre-requisites after grade processing. | Objective not met. The process for doing this furnished through Banner is not working. |
| 17. Continue to redesign D-Base programs for graduation and convert them to Microsoft ACCESS. | Objective abandoned. It was decided that these processes should be done in BANNER rather in a subsidiary system. |
### Russell Union

<table>
<thead>
<tr>
<th>Improvement Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve academic standards for recruitment, pledgship, and membership in student</td>
<td>There are GPA requirements for fraternities, sororities, SGA members, Eagle Entertainment members as well as student employees of the Russell Union.</td>
</tr>
<tr>
<td>organizations and for student employment.</td>
<td></td>
</tr>
<tr>
<td>Improve, expand and design more interactive web sites of all areas of the Russell</td>
<td>All of the web sites have been expanded and improved!! Several of the sites have on line forms to fill out and you can even make a room reservation on the web.</td>
</tr>
<tr>
<td>Union.</td>
<td></td>
</tr>
<tr>
<td>Promote and improve trans-cultural communication among the three Greek councils</td>
<td>The three councils worked together on Greek Week, and it was a very positive experience.</td>
</tr>
<tr>
<td>and their membership.</td>
<td></td>
</tr>
<tr>
<td>Research and coordinate the administering of a qualitative and quantitative</td>
<td>Several areas of the Russell Union conducted assessment of their programs, but the most inclusive was the EBI survey, which covered all areas of the Russell Union.</td>
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<tr>
<td>scientific needs assessment instruments.</td>
<td></td>
</tr>
<tr>
<td>Increase the number of trans-cultural programs presented by 15%.</td>
<td>This increase was accomplished as well as co-sponsoring three additional trans-cultural programs.</td>
</tr>
<tr>
<td>Develop marketing materials for the Russell Union to be inclusive of all of the</td>
<td>New brochures were developed for several areas and the development of a comprehensive marketing piece for the Russell Union is almost complete.</td>
</tr>
<tr>
<td>various areas as well as individual areas.</td>
<td></td>
</tr>
<tr>
<td>Expand the use of newsletters in the various areas of the Russell Union as a</td>
<td>Newsletters were developed in the operations area, leadership area and parent programs area. The loss of a staff position in the programs area prevented the development of a brochure for student organizations.</td>
</tr>
<tr>
<td>communication tool.</td>
<td></td>
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<tr>
<td>Expand the opportunities for students to attend leadership training by increasing</td>
<td>The number of students who attended training slightly increased. We were not able to meet our goal of increasing the number of training sessions.</td>
</tr>
<tr>
<td>the number of students who attend training and increasing the number of training</td>
<td></td>
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<tr>
<td>sessions available to students.</td>
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<tr>
<td>Recognize outstanding student leaders in the Russell Union through banquets,</td>
<td>This goal was accomplished in all areas of the Russell Union with numerous banquets, receptions and media coverage.</td>
</tr>
<tr>
<td>receptions, cookouts, letters of praise and the media.</td>
<td></td>
</tr>
<tr>
<td>Improve and publicize the Volunteer Services Transcript.</td>
<td>Accomplished. Electronic registration was put in place this Fall and the student files were reorganized.</td>
</tr>
<tr>
<td>Promote parent involvement in the university: establish a Parent Club</td>
<td>A parent club was established and a parent council was selected and membership recruitment is on going.</td>
</tr>
<tr>
<td>directed by a parent council and initiate a newsletter.</td>
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### Student Disability Resource

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Form SDRC Student Advisory Group</td>
<td>Objective met with development of Student Advisory Group.</td>
</tr>
<tr>
<td>2. Demonstrate need for increased budget</td>
<td>Objective not met. Current budget is sufficient given cost saving measures taken, including transition to volunteer notetakers and hiring of staff interpreter.</td>
</tr>
<tr>
<td>3. Hire staff interpreter</td>
<td>Objective met on April 1, 2003 with hiring of Amanda Oliveira.</td>
</tr>
<tr>
<td>4. Monthly in-house training for staff</td>
<td>Not met due to time constraints caused by staff shortage.</td>
</tr>
<tr>
<td>5. Increase retention efforts</td>
<td>Objective partially met – received referrals from Office of the Registrar on a regular basis. Will interview all students taking GSU 1120 beginning fall 2003. A brochure for faculty members to aid them in identifying</td>
</tr>
<tr>
<td>Objective</td>
<td>Completion Status</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
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<tr>
<td>6. Installation of Suggestion Box</td>
<td>Objective met.</td>
</tr>
<tr>
<td>7. Transition to volunteer notetaking system</td>
<td>Objective substantially, but not completely, met. The transition will be completed in fall 2003 making notetaking costs minimal in the future.</td>
</tr>
<tr>
<td>8. Train staff member in web design and update SDRC website</td>
<td>Objective not met. Staff member was trained but resigned before substantial work could be completed.</td>
</tr>
<tr>
<td>9. Increase number of freshmen who follow through in setting up accommodations</td>
<td>Objection not met despite the completion of all planned actions to encourage students to receive services.</td>
</tr>
<tr>
<td>10. Creation of a more inviting atmosphere within the SDRC</td>
<td>Objective met. We have a lobby with comfortable chairs and couches. An equally comfortable study lounge with a big-screen TV/VCR/DVD has also been created.</td>
</tr>
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**Student Media**

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<thead>
<tr>
<th>Objective</th>
<th>Completion Status</th>
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<tbody>
<tr>
<td>Continue to explore opportunities to enhance student experiential learning.</td>
<td>Objective met. The museum exhibit project, for example, provided a new avenue of expression for students.</td>
</tr>
<tr>
<td>Develop a more formalized training program for student staff members.</td>
<td>Objective met.</td>
</tr>
<tr>
<td>Examine strategies to monitor student satisfaction with Student Media using scientific methods.</td>
<td>Objective partially met with strong report in the Student Satisfaction Survey. Continued discussion with the Office of Strategic Research on methods to improve data collection.</td>
</tr>
<tr>
<td>Continue to develop alumni connections and student career opportunities.</td>
<td>Objective met.</td>
</tr>
<tr>
<td>Continue to provide student development through learning, involvement, intercollegiate competition and other external evaluations and assessments.</td>
<td>Objective met. The G-A collected twelve state individual and group awards and was named a First Class newspaper nationally; the Reflecto and the Miscellany were both named All American publications in external critiques.</td>
</tr>
<tr>
<td>Continue to contribute scholarly research, articles and presentations at the state and national level.</td>
<td>Objective met.</td>
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</table>

**Technical Support**

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<th>Objective</th>
<th>Completion Status</th>
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<tbody>
<tr>
<td>2. Complete implementation of CRI’s new RecTrak Recreation System.</td>
<td>Complete.</td>
</tr>
<tr>
<td>3. Work on the implementation of Resource25.</td>
<td>On-going. Role is limited because ITS is supporting servers and client support is provided by the vendor.</td>
</tr>
<tr>
<td>4. Work on the implementation of ZenWorks which allows Technical Support to lock PC configurations, troubleshoot remotely, install and update applications remotely, etc.</td>
<td>On-going. We piloted the software in Career Services and the Russell Union and it has been successful. We are currently setting up the workstations though out the division to run it and will seek necessary approval for wide spread implementation soon.</td>
</tr>
</tbody>
</table>
### University Housing

<table>
<thead>
<tr>
<th>Objective</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan, implement and evaluate ways residence hall students are and can be engaged in their own campus living experience.</td>
<td>Objective met, partially.</td>
</tr>
<tr>
<td>2. Prepare and implement an effective marketing campaign for Fall 03.</td>
<td>Objective met. A graduate student, Michelle Pouzol, was employed to create and implement the marketing plan.</td>
</tr>
<tr>
<td>3. Effectively spend at least $1.5 million in surplus and reserve.</td>
<td>Objective met. Over $2 million spent.</td>
</tr>
<tr>
<td>5. Plan and implement effective strategies (marketing, assignments, staffing, programming, budgeting, policies, and procedures and facilities) for opening 1100 new beds by Fall 03.</td>
<td>Objective met. Both of the new facilities are full and have a waiting list.</td>
</tr>
<tr>
<td>6. Improve office productivity, management, and general satisfaction of all DUH employees.</td>
<td>Objective partially met. More intentional work is needed.</td>
</tr>
<tr>
<td>7. Implement at least one national assessment instrument with residence hall students. Upon completion and evaluation, make at least two changes that will increase student satisfaction.</td>
<td>Objective met. ACUHO-I Resident Survey was conducted.</td>
</tr>
</tbody>
</table>
Summary of Strengths, Weaknesses, and Needs

**Academic Success Center**

**Strengths**
1. A staff willing to do what it takes to make Center programs successful
2. A staff of student-oriented, committed teachers who are experts in their fields
3. The Center is open from early morning until 10:00PM and is thus available to accommodate students who can only come during certain hours
4. An established, proven tutoring component
5. A proven tutor certification program
6. A state of the art computer lab with a variety of self-study programs
7. All components of the Center, except for Testing, contained within one building
8. The Center offers a wide variety of workshops and study groups
9. The University Testing Center is an established facility with a track record of good student service

**Weaknesses**
1. A physical facility too small to accommodate the needs of the Center
2. Inadequate marketing
3. Auxiliary Instruction Program is underdeveloped

**Needs**
1. A larger facility so we could accommodate the number of students needing tutoring and offer more workshops and study groups
2. Better ways to market ourselves

**Office of Admissions**

**Strengths**
1. The Office of Admissions has come together as a team during the year and is really focused on the main goal of recruiting quality students. This has occurred with several vacant positions during the year (i.e., fewer people in the office) and several new staff members starting throughout the year (i.e., learning curve, additional training). Our strength is our personnel, their attitudes about work, and their ability to collaborate with one another and across campus.
2. The formation of recruitment teams has increased collaboration and motivation within the office and aligned our organizational structure to work more efficiently.
3. The Office of Admissions is continually examining its procedures and is willing to change standard operations to better accomplish the goals of recruiting quality students. A very flexible staff contributes to this success.
4. The Office of Admissions has strong partnerships with Academic Affairs (monthly meetings with Assistant/Associate Deans or other recruiting representatives) and the University Honors Program, increasing our ability to recruit high-ability students.

5. SOAR is considered one of the strongest student leadership positions on campus, and our SOAR Team is perennially one of the best in the southeast.

6. Good relationships with other University units and departments provide strong orientation sessions, Open Houses, and Recruiting Receptions for students and parents. Scholars’ Day was a huge success in aligning both Academic Affairs and Student Affairs & Enrollment Management towards the main objective of recruiting high quality students.

7. Strong student leaders have been selected as tele-counselors, and they are able to give the “student perspective” to prospects, making these students feel more comfortable with Georgia Southern.

8. Strategic call targeting and recording of call completion in Banner improves the effectiveness of this recruitment initiative (tele-counseling).

9. Recruiting receptions and guidance counselor luncheons continue to create a Georgia Southern presence in areas of the state that may not be aware of our programs and curriculum.

10. Our current students continue to be great recruiters! Eagle Roadrunners (Honors Ambassadors) have volunteered to visit their high schools in Georgia. This is very cost effective recruiting.

11. With new residency policies from the Board of Regents, we will be able to enroll more students moving into the state, because they will pay in-state tuition.

12. Communication among different units within the Office of Admissions continues to improve, with more contacts with recruiters when they are on-the-road via cell phones and with everyone in the Office via AOL Instant Messenger.

13. We have improved to ensure consistent data entry to pull accurate numbers to make decisions about recruitment.

14. We have responded to the needs of students in our office by restructuring positions. A Senior Admissions Counselor position now includes the recruitment of mature and home-schooled students, and another position includes the recruitment of minority students.

**Weaknesses**

1. As the number of guests increase at Open House, available space becomes a problem and can compromise the program.

2. Rising costs of food, facility charges, and services at reception locations, coupled with budget cuts, may prove to be a weakness in delivering the type of service and image that we want.

3. Turn-around time for a decision on an application has been longer than our goal of seven days. The implementation and testing of imaging took longer than we had expected and was not a smooth transition. The learning curve and programming of imaging also increased this turn-around time.

4. The processing of international applications needs to be automated, like the processes for residents. Specifically, international students need to be included in the communications plan.

5. Enrollment of PSO/Joint-Enrolled students for Fall 2003 is 125 (compared to 127 students Fall 2002) with an average SAT of 1161 (1157 Fall 02). More emphasis needs to be placed on the recruitment and retention of these students.
6. The satellite office in the Russell Union continues to be a good location for Visitation Programs and affords our visitors a warm and welcoming environment; however, because of the distance between our offices communication can become difficult at times.

7. Preparation for our Open House events become difficult as the reservation system is not accurate. Students say that they are coming, and they do not show. Then, we still accommodate walk-ins. Predicting an accurate count for the University to prepare (residence hall tours, catering, etc.) is difficult.

8. Confirmation letters for SOAR need to be sent on a regular basis. This lack of communication prior to SOAR was the number one complaint in parent evaluations.

9. More follow-up and regular updates in Banner, such as cancellations, updates, changes in SOAR sessions, would clear up “issues” before students come to SOAR or have to ask again for a change to be made in Banner.

**Needs**

1. A comprehensive, user-friendly, and usable web site is needed to promote Georgia Southern to high-ability students and to provide necessary information, i.e., Banner Web for Admissions.

2. More intentional marketing is needed to attract high-ability students to campus. We need outside marketing expertise to analyze our current market of high-ability students and provide direction for our marketing publications.

3. Chat room technology is needed to provide more opportunities for technologically savvy students to communicate with tele-counselors and/or Admissions Counselors.

4. A cooperative effort between University Housing and the Office of Admissions is needed to ensure that a residence hall room is available for viewing at all times. This is a priority to many visitors to campus and would help recruit students to live on-campus.

5. The Georgia Southern recruitment video needs to be updated. This is on the project list with Marketing and Communications and we expect a July 2003 delivery (Today’s Date: 8/1/2003 and no delivery).

6. More scholarship money is needed to recruit high-ability students. We currently have only 125 scholarships for freshmen students and no scholarships for transfer students.

7. More out of state recruiting is needed to attract high-ability students to Georgia Southern. We traveled to Florida, South Carolina, Tennessee, and Virginia and North Carolina during FY03, but a week or less in each state is not enough. Additionally, more out-of-state fee waivers are needed to recruit high-ability students.

8. Due to budget constraints, the Welcome Center no longer offers tours of our campus on weekends. We receive regular requests for weekend tours, but are not accommodating those requests. We know that students who visit our campus and more likely to enroll, so this area (Saturday tours) needs to be improved.
Campus Recreation and Intramurals

Strengths

1. Developing and teaching student employees.

2. Provides services at a high level of student satisfaction.

3. Collaborative contributions to the university mission including hosting and jointly presenting programs, providing services, expertise, advice, as well as sharing facilities and equipment.

4. Quantity and quality of full-time staff time and energies. Program Directors often work 6-7 days a week for over 55 hours a week. Support staff often adjust the workday to complete projects and attend staff training.

5. The expansion plan which responds to the indoor and outdoor recreational facility needs.

Weaknesses

1. Technology capacity. CRI is not currently operating on fiber.

2. Lack of computer technical support and slow response time. Security camera operations were not functional.

3. Lack of indoor and outdoor facilities.

4. Declining facility maintenance and repair -- M.C. Anderson playing fields, continuous failure of HVAC system, poor function of shower heads, locker room sanitary conditions, outside trash removal, and unsafe vehicular traffic off parking lots onto recreational and surrounding areas. These are safety and physical environment issues.

5. A deficit in full-time staff positions in relation to student labor hours and high participation rates.

Needs

1. Wireless Technology system for the Recreation Activities Center- expand server capacity and increase the speed of basic functions.

2. Formalize a short-term plan to accommodate recreational needs when the loss of more recreational facilities becomes a reality. This may include renovation of existing spaces and/or leasing of spaces. The loss of Dorman Hall basketball court, Southern Splash Pool, Marvin Pittman Gymnasium, Skate Park, the Fitness and Weight Extension are all projected realities for 2004-2005. This represents a loss of over 20,000 square feet of indoor recreational space and results in the elimination of the last outdoor pool on campus.

3. Secure funding for the unexpected high cost of the athletic trainers contract. Cost for year one is 72,500. Secured S.A.B.C. and E and G support for all but about $30,000.00. This will come from CRI reserves in 2003-04.

4. Secure funding support for the conversion of the Russell Union Game Room into a Fitness Area. The renovation costs are initially estimated at $68,000.00 and equipment costs at $100,000.00. This is the number one student rated expansion item in the recent survey and the center of campus is a key location for residence hall students. This may be a strong service response to the physically challenged on-campus community.

5. Re-evaluation of recreational resources allocated to non-recreational, non-CRI programs. This involves the re-defining of CRI-facility reservation practices. The increased student enrollment last fall, spring, and summer of almost 800 students resulted in reduced recreational opportunities. The
anticipated continued increase in enrollment and reduction of indoor recreational space makes this evaluation critical.

6. Office space for full-time and student employees.
8. Repair and have operational the security camera system.

Career Services

Strengths
1. Staff…we do more with less, but with a smile. We call it Acreativity@career.service
2. Content and variety of services provided to the students, faculty, staff and employers.
3. Office environment…friendly, approachable, supportive and servant leadership.

Weaknesses
1. Inadequate budget since 1992.
2. Faculty and Students’ perception of Career Services.
3. Inadequate job development activities for enhanced employment opportunities (COIT, CLASS, COBA, COST, CHHS).

Needs
1. Fully implement the “Career Doctor Team” concept by being allocated five (5) Graduate Assistants for the College of Education, the College of Liberal Arts and Social Sciences, Allen E. Paulson College of Science and Technology, College of Business Administration, College of Information Technology, College of Health and Human Sciences and the Jack N. Averitt College of Graduate Studies and the five off-campus locations
   a. GA for Career Advising in CRC and CLASS Career Doctor Team
   b. GA for Career Advising in COBA, COBA Career Doctor Team and COIT Career Doctor Team
   c. GA for Experiential Education Programs and COST Career Doctor Team
   d. GA for Career Planning, Career Advising and COE Career Doctor Team
   e. GA for CHHS Career Doctor Team, College of Graduate Studies Career Doctor Team, and the five off-campus locations
2. Adequate “E&G” budget to support students in the seven (7) colleges and students at the five (5) off-campus locations.

Counseling and Career Development Center

Strengths
1. Full service center that includes after hours crisis care, individual, group, and couples therapy, outreach and consultation to the University community.
2. Key players in the retention of students.
3. Collaborative relationships/partnerships with the community (especially with mental health providers and emergency care personnel) and within Student Affairs and Enrollment Management (particularly with Health Services, University Housing, and the Sexual Assault Response Team).

4. Centrally located, new, attractive, functionally facility that gives us a high degree of visibility on campus.

5. Highly skilled staff with a variety of expertise, who are active in service in and presentations to national organizations, and who are professionally licensed or license eligible.

6. Staff members who are highly visible and well connected to other departments and serve on University committees.

7. Center has achieved and maintained IACS accreditation.

8. Widely accessed by students and immediately responsive to faculty, staff, and parents, all of whom give us high satisfaction ratings.

9. Staff are actively involved in scholarship, as evidenced by ongoing research program and conference presentations.

10. Active collaboration and partnership with academic departments as evidenced by practicum training program for graduate students and field study placement for undergraduate psychology majors.


12. Staff actively involved in teaching.

**Weaknesses**

1. Chronically understaffed to respond to the demand for our services and for liability purposes – which had led to high degree of staff turnover, staff burnout, and staff retention concerns.

2. Underbudgeted

3. Lack of psychiatric coverage.

4. The number one complaint from students is that there is too much lag time between initial appointment and follow-up appointment and that they have to schedule their appointments at least two weeks apart.

5. Difficulty in attracting minority candidates to a small town location and retaining minority staff members when we do have them.

**Needs**

1. Maintain sufficient budget to support staffing levels recommended by IACS.

2. Establish link with the Medical College of Georgia for psychiatric services.

3. Increase budget for operating expenses rather than continue to be dependent on salary savings for operation.

4. Provide supervision and professional development opportunities to new staff.

5. Budgetary support for recruitment at local, regional, and national conferences and networking. Receiving salary parity with local psychologists on university payroll, and continued professional development of staff by funding attendance at conferences and workshops to meet continuing
Equal Opportunity Programs

Strengths
1. A solid team of professionals dedicated to increasing the educational opportunities of first generation, low-income students.
2. Staff members that display creativity and initiative; staff are comfortable and willing to think ‘outside the box’.
3. There is a spirit of teamwork among the professional and administrative staff.
4. EOP enjoys the support of the administration, faculty and staff at Georgia Southern University.

Weaknesses
1. The EOP staff is quite new and the learning curve may serve as a slight weakness.
2. The programs are not all looked upon as a valued commodity by all target area schools.
3. Developing networks of support and understanding is needed in all areas outside Students Affairs.

Needs
1. Office located in a more accessible place. We are difficult to find and hard to give directions to someone who is unfamiliar with this campus.
2. Greater assistance from the Georgia Southern community would enhance our mission and would be an excellent recruiting tool for the University.
3. Access to funds other than those provided by the grant to provide services/activities “non-allowable” by the grant such as scholarships, assistance with housing deposits or admission waivers, etc for future GSU students from EOP.

Financial Aid

Strengths
1. Financial Aid liabilities are low due to web-based access to Financial Aid
2. Contribute to the institution mission and enrollment management goals
3. Annual audits continue to be exceptional
4. U. S. Department of Educational Quality Assurance Program Model offers benefits to customizing verification procedures for students
5. HOPE Scholarship Program – continues to attract high ability students to GSU
6. Staff dedicated to the mission of institution and strategic plan
7. Staff members are leaders in the financial aid community
8. Banner User Experts of System
a. Excellent relationship with divisional information technology staff

**Weaknesses**

1. Counselor caseload is high, 1400 plus students per counselor
2. Office of Student Fees only audit check
3. Student financial aid disbursements done weekly instead of 2 to 3 times per week
4. Staff wages not competitive with peer institutions
5. No direct deposit option for students
6. Substandard financial aid facilities, limited and inadequate space
7. Office of Student Fees invoicing procedures

**Needs**

1. Student Services Facility needed
2. Short term loan needed to add funds to help students with financial aid over-award and beginning of term cost
3. Internal HOPE database to track data for HOPE compliance

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**Health Services**

**Strengths**

1. Excellent Staff - Quality and Quantity
2. Wide Range of Services
3. Very Cost Effective and Efficient for Patients
4. Central Location on Campus

**Weaknesses**

1. Limited Parking Spaces for Patients
2. Non-Emergency Medical Transport Procedures
3. High Humidity Building

**Needs**

1. Support of inflationary annual Health Fee increases to maintain excellent services.
2. Accreditation by AAAHC
3. Interactive web-based services, programs, forms, appointment scheduling, and so on where feasible.
4. Nurse-On-Call service when office is closed.
5. New Radiology Equipment
Institutional Research

Strengths
1. Accessibility and knowledge of the Banner Data System, Campus Data Warehouse, and University System of Georgia data files.
2. Website defined and in place. Enhancements were made in FY03.
3. Good facilities and computer equipment, as well as FY03 upgraded commitment to the server farm.
4. Appropriate staff expertise to support various decision-making processes.
5. Confidence of various campus departments for resource and evaluation support.
6. Factbook process defined and in place, paper and on-line. Enhancements were made for FY03 version.

Weaknesses
1. Lack of understanding of assessment support needs for Institutional Effectiveness processes; processes are not fully defined by IE leaders.
2. Limited staff to extract emergency data requests. New staff has adapted to databases and processes; this weakness should be minimized within FY04.
3. Limited knowledge of the PeopleSoft Human Resources and Finance Data Systems, due to insufficient data dictionaries from the University System of Georgia.
4. Insufficient training in the PeopleSoft Human Resources and Finance Data Systems, due to insufficient data dictionaries from the University System of Georgia.

Needs
1. Staff workflow analysis with the outcome of assigned project targets.
2. Continued support of the Office of Information Technology, Office of Human Resources, and Office of the Comptroller to provide “quick data analysis” as requests require data from areas where OSRA does not have electronic access.
3. Facilities inventory analysis that provides space utilization.
4. Continue to upgrade existing website.

Judicial Affairs

Strengths
1. Judicial Hearings before the University Judicial Board, University Hearing Officers, and the University Hearing Officer are conducted in a fair and impartial manner.
2. The mission and philosophy of the Office of Judicial Affairs is to treat each student charged with a violation of the Student Conduct Code with dignity and respect.
3. The Office of Judicial Affairs provides a comprehensive orientation training program to faculty and student members of the University Judicial Board and University Hearing Officers annually.
4. A professional manual for faculty and student members of the University Judicial Board is provided for their use in adjudicating violations of the Student Conduct Code.

5. “A Faculty Guide to Adjudicating Academic Dishonesty” is distributed to faculty members in order to assist them in determining if a charge of academic dishonesty is necessary.

6. Collaborative communication with faculty members regarding violations of academic dishonesty, classroom disruption, and presentations to GSU 1210 classes on the Student Conduct Code and the Honor Code.

7. The Office of Judicial Affairs provides semesterly and annual discipline statistics designed to detect current trends in student behavior.

8. The establishment of effective communication with off-campus local law enforcement agencies, attorneys, and the district attorney’s office.

9. The establishment of a web-based online alcohol education course “UNDER THE INFLUENCE” as part of a comprehensive alcohol education program. This is an example of using technology to address inappropriate behavior related to the misuse and abuse of alcohol.

10. A Student Conduct Code that is user-friendlier and easily understood by students when redundancies and legal terms were eliminated.

11. The use of an assessment instrument designed to measure student satisfaction with the University Judicial Board, University Hearing Officers, and the University Judicial Officer.

**Weaknesses**

1. Lack of adequate office coverage at times because budgetary constraints prohibits the hiring of a full-time secretary.

2. There continues to be a lack of uniformity between how University Housing and the Office of Judicial Affairs adjudicates violations of the Student Conduct Code.

3. Update and improve the Office of Judicial Affairs web site. This will be a primary responsibility of the Graduate Assistant.

**Needs**

1. Research, purchase, or design a software program designed to track completion of educational sanctions imposed by the Office of Judicial Affairs.

2. Review and research use of the new Alcohol 101 plus interactive video as the primary educational sanction for first-time alcohol violations.

3. A more effective use of technology in reporting student discipline statistics on a semester and annual basis.

4. Develop a more collaborative approach in problem solving with colleagues within the Division of Student Affairs and Enrollment Management.
Multicultural Student Center

Strengths
1. MSC Office location.
2. Committed staff.
3. MSC collaborative efforts with other offices and student organizations.
4. MAP’s focus on the entire college life experience (academic and social experiences as well as the development of students).
5. Demand for services as evidenced by requests for diversity presentations and University support as evidenced by Student Activity Budget allocations.

Weaknesses
1. Staff Consistency
2. Student participation in Gay, Lesbian, Bi-Sexual, Transgender (GLBT) programs.
3. Historical quantitative data of office events, programs, etc.
4. Majority student participation.

Needs
1. Outside funding to supplement continuous improvement of services and programs.
2. Upon confirmed research, a staff (professional or graduate) member to specialize with GLBT students.
3. Computer resources to accommodate student educational and programming needs in the MSC (MAP tutors, event planning, etc.).

Office of the Registrar

Strengths
1. Staff works well together.
2. Up-to-date equipment/software made available.
3. Good relationships with other offices on campus and with students.
4. Improved ability to acquire needed information from the Student System.
5. Positive staff morale even though there has been added stress.
6. Staff development through classes (CET & HR).
7. Staff take advantage of TRR programs to obtain an education.
8. Use web as much as possible to give and receive information.
9. New facility – pleasant working environment
Weaknesses
1. Additional stress due to the new services we are providing with fewer resources.
2. Lack of adequate computer programming resources.
3. Turnover due to low salaries and retirement of staff this year. Relatively low classifications of staff positions as compared to other offices.
4. Having to change software even though old software works (Reportsmith vs Crystal).
5. There is a need for a consistent way to contact students.
6. Services to students are impacted due to lack of training resources, inability to fill vacant positions immediately due to budget constraints, and not having access to salary savings.

Needs
1. Make improving technology a priority across campus.
2. Need better salaries in order to cut down on staff turnover.
3. Need more Information Technology Services
4. Imaging to be implemented
5. Resources (i.e., staff time) for working on CAPP
6. Improvement of Transfer Credit Information
7. Standardize class schedule to conform to standard class times.
8. Evaluate scheduling for Fall and Spring to reduce number of classes starting after 1st of term due to attendance verification process.
9. Even though we have Eaglegrams, students don’t check their email. It needs to be required.

Russell Union

Strengths
1. Physical facilities and environment
2. Office technology
3. Award winning programs
4. Quality staff
5. Strong program support from other departments
6. Strong student involvement
7. Student leadership development opportunities
8. Student centered focus in servicing student’s needs
9. Comprehensive student employee training program

10. Interactive web sites

11. Student learning opportunities

12. Motivated parents association council

13. Flexible design of facility

Weaknesses
1. Lack of awareness and communication of cultural differences among Greek organizations

2. Lack of faculty/staff support for Russell Union programs and student organizations

3. Lack of on-going assessment of student programs and services

4. Lack of needs assessment on campus for the total population

5. Difficult to market programs on campus as campus continues to grow

6. Already diffuse parent programs around the university. Parents are confused as to which area to seek guidance and are not sure which area is sponsoring the program.

7. Poorly maintained HVAC system in the Russell Union

8. Lack of competitive student wages compared to community

Needs
1. Quality graduate assistant applications for the Greek Life position

2. Funding for graduate assistant or interns

3. Student recognition of Volunteer Services Transcript at graduation

4. More direction of how the University would like to see the Leadership area develop

5. More accurate information on student campus addresses and email addresses

6. Increase funding for student programs and services

7. Access to all parent email addresses located in Banner

8. A better preventive maintenance program for the HVAC in the Russell Union

Student Disability Resource Center

Strengths
1. SDRC staff (perhaps the best ever)

2. Legally sound and well-established procedures

3. Increased clarity of role within the University
Weaknesses
1. Increasing number of faculty members untrained in disability compliance
2. Rapidly increasing caseload

Needs
1. Administrative support for faculty training
2. Permanent location supporting the mission of the office
3. More/better methods of evaluating the benefits of our services to students

Student Media

Strengths
1. Seventy-five year tradition of service to Georgia Southern Community.
2. Opportunities for public and private partnerships.
3. Demonstrated effectiveness in student involvement and career preparation.
4. Strong and active student involvement (over 200 students work and volunteer with Student Media).
5. Viewed by students as primary resource for news and information about the university community.
6. University commitment to Student Media as the domain (and responsibility) of students.
7. Practical, real world learning (without a safety net) modeled on professional enterprises.
8. Extended use of technology with state of the art equipment for publishing and broadcast activities.
9. Multi-disciplinary student-centered activities attract students from diverse majors.
10. Consistently strong critiques of Student Media operations by external professionals.

Weaknesses
1. Lack of television/video broadcasting component.
2. Inadequate funding from student activity fees for expanded services.
3. Faculty support waning. Few faculty members are offered class release time in exchange for advisement contributions and involvement with Student Media.
4. Inadequate and dated facilities.
5. Inadequate number of professional support staff.

Needs
1. Full time support staff needed.
2. Development and creation of student-run television station or video component.
3. Upgrade and expansion of physical facilities devoted to Student Media.
Technical Support

Strengths
1. Knowledgeable staff.
2. Supportive administration.
3. Central office location.
4. Excellent rapport with divisional departments and IT Services’ staff throughout the University.
5. Departments have quality computer systems that are under warranty for the most part.
6. Work at divisional level to support departmental IT requirements.

Weaknesses
1. Ratio for PC support staff/computer hardware is low.
2. PC configurations are not locked after setup and can be altered by clients, causing the systems to fail.
3. No specific monetary funds for hardware and software purchases. Must rely on year-end funds.
4. Software is not standardized for University.
5. Lack of staff training, specifically for the software required, to perform job requirements.

Needs
1. Budget of $5,000 for student labor.
2. Reclassify Office Automation Special position to degree required.

University Housing

Strengths
1. University Housing designed and built two residence halls. One thousand one hundred new beds will be available in July 2003.
2. University Housing’s net surplus was $1.5 million. This represents a 680% increase in 6 years.
3. The University Housing Central Office staff members are very knowledgeable, team oriented, flexible, and experienced housing professionals.
4. Leadership opportunities increase each year for residence hall students. The RHPC was recognized as the Student Organization of the Year.
5. The foundation of the housing program is based on living learning communities. Improvements are made each year. Housing’s commitment is based on education and supporting University goals outside the classroom. Fourteen Living Learning Communities were available for students this past year.

Weaknesses
1. Inability to recruit enough highly qualified and skilled staff members.
2. Lack of team approach in defining long-term goals.
3. Lack of technology and technology knowledge and support in the office (personnel, BANNER, etc.)

4. Communication within the department and the university needs to be improved.

**Needs**

1. Implementation of the technology plan to improve student and staff satisfaction, as well as, accuracy and maintenance of records. Imaging is a technology major need.

2. Card access is needed for all residence halls.

3. Prioritization of goals.

4. An additional 2,000 new residence hall beds are needed.
Objectives for 2003-2004

Academic Success Center

1. To collaborate with other departments on campus to offer workshops in time management, study skills in a variety of disciplines, reading skills, and math review
2. To provide computer-based instruction in math, writing, reading and study skills strategies as well as other selected fields
3. To provide an Auxiliary Instruction program with high-risk core courses
4. To work closely with the Math Department to move all of the new web-based Math 91 classes to our Center
5. To communicate the support offered at the ASC
6. To develop a mentoring program for our learning support students
7. To provide guidance and support for the newly formed Campus Single Parent Association and the reactivated Non-traditional Student Organization
8. To provide peer-tutoring in a variety of subjects
9. To help the campus-wide tutorial steering committee and the program for the certification of tutors remain active and to provide them with the means to stay current with the national tutoring trends
10. To collaborate with the Registrar’s Office to continue to improve our Regents’ Exam procedures
11. To convert from using the CPE to the COMPASS for placement of students in learning support
12. To provide the testing and evaluation needs of the different University communities

Office of Admissions

1. The FISH Philosophy will be the platform for our Office of Admissions theme this year. We will challenge our staff to 1) Choose Your Attitude, 2) Play (i.e., make work fun), 3) Make Their Day (i.e., customer service/personal attention), and 4) Be Present (i.e., communication). An on-going training and motivation plan for both staff and student workers will be implemented.
2. Academic Distinction: Improve our marketing to prospective students and parents by articulating the promise that we offer to these constituency groups and by incorporating this marketing into our publications and web site. In order to accomplish this objective, we must work to develop a better, more collaborative working relationship with Marketing and Communications in order to bridge the disconnect that has existed between our two offices.
3. Academic Distinction: Continue to achieve enrollment and SAT goals set by the President. Increase the average SAT for first-time/full-time entering freshmen. Increase the minimum required SAT for admission.
4. Academic Distinction: Collaborate with the University Honors Program to accept applications for UHP/1906 Scholars via the Office of Admissions and work closely to best utilize our scholarship monies available, to recruit the most academically prepared student to Georgia Southern.
5. **Academic Distinction:** Charter the nationally recognized Tau Sigma transfer student honorary on campus and utilize this group to enhance the recruitment of transfer students.

6. **Academic Distinction:** Retain more joint-enrolled students as beginning freshman.

7. **Academic Distinction:** Place more emphasis on recruitment in the state of Florida. Host a counselor luncheon and reception in Jacksonville. Utilize the out-of-state fee waiver opportunity more.

8. **Academic Distinction:** Continue to involve colleges (via Assistant/Associate Deans) in the recruitment of high-ability students by providing more information about their prospective students and more directive methods for their involvement.

9. **Student-Centered:** Utilize the recruitment module in Banner to link all areas of recruitment – processing, tele-counseling, recruiting, and daily information sessions and tours. A comment section in Banner will allow all staff and student workers to enter information about students and deliver more personal attention. The transfer recruitment module needs to be utilized so that the Coordinator of Transfer Recruitment can pull lists of prospects from each two-year college.

10. **Student-Centered:** Collaborate with the Office of Alumni Relations to combine the Student Alumni Council’s duties with the Southern Ambassadors so that the Southern Ambassadors greet at the President’s Box for home football games and also attend Eagle Club events.

11. **Student-Centered:** Regain the seven-day turn-around goal for decisions on admission applications after the implementation of imaging.

12. **Student-Centered/Technological Advancement:** Determine an effective method of sharing transcript evaluations with academic advisors in an effort to support that unit in delivering accurate and efficient academic advisement to transfer students. The implementation of CAPP by the Registrar’s Office would solve this problem. Another possible solution is granting access via Application Extender.

13. **Student-Centered/Technological Advancement:** Update the Office of Admissions web site to be utilized as a recruiting tool (i.e., to direct prospective students to take action).

14. **Technological Advancement:** Implement the Banner Web application status-check by September 1, 2003, the project request deadline for Computer Services.

15. **Technological Advancement:** Implement the Banner EZ Admit online application for both undergraduate and graduate admission and then strongly encourage students to apply online, thus reducing our processing time.

16. **Technological Advancement:** Implement an electronic loading of AP scores into SOATEST and SHATAEQ. Currently this is a manual process, and only the AP scores that merit credit are entered.

17. **Technological Advancement:** Implement electronic loading of ACT scores into Banner. Currently this process is manual.

18. **Technological Advancement:** Implement imaging for Graduate Admissions for Spring 2004.

19. **Technological Advancement:** Work with graduate program directors so that they can access files through imaging, review, and stamp a decision. These changes will create a more efficient system by expediting the processing and decision posting (i.e., communication of a decision to a student), as well reduce the use of financial and human resources incurred by photocopying.
20. **Technological Advancement**: Implement electronic loading of GRE scores into Banner. Currently this process is manual.

21. **Technological Advancement**: Begin responding to requests for information immediately within two days of the request and mailing the packets first-class.

22. **Transcultural Opportunities**: Develop a more comprehensive web site for prospective international students.

23. **Private and Public Partnerships**: Implement a high school counselor workshop in November.

24. **Private and Public Partnerships**: Involve alumni in the recruitment of students.

25. **Physical Environment**: Continue to purchase appropriate furniture and accessories to make the successful move to Lewis Hall by May 2004. The goal is to create a spectacular first impression for guests.

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**Campus Recreation and Intramurals**

1. **Academic Distinction**: Expand the practicum and internship opportunities with academic departments, specifically, Health, Human Services, and Recreation Sports Management Departments. Maintain a service component to the 1210, 1211 leadership classes and outdoor recreation classes. Explore the possibilities of the CRI athletic training services as a clinical site for student athletic training lab hours.

2. **Student Centered University**: Continue to provide thrilling customer service with the highest levels of student satisfaction. Maintain student input in the expansion process. Continue to contribute to the total development of students by collaborating/hosting events such as educational and business expo fairs. Continue involvement in university efforts such as Open House, SOAR, and Camp Eagle. Maintain levels of recreational programs and opportunities in the face of declining resources. Develop, promote, and nominate student employees, and participants for university, state, regional, and national awards and recognition.

3. **Technology**: Increase the technological capacity of the RAC. Complete the wireless connection to the university system. Purchase and implement new Intramural Sports software. Repair and have operational the security camera system. Expand the implementation of the Rec Trac software.

4. **Private and Public Partners**: Secure the services of a local vendor for athletic training services (EGRMC). This contract should be long term in nature-3-5 years. Continue to be a visible and viable option for Capital Campaign Contributions. Explore the private sector for the basic financial process for recreational facilities expansion. Continue the collaboration with local charity organizations such as the Habitat for Humanity Road Race.

5. **Physical Environment**: Proceed with the expansion process. To include the definition and scope of the project, architect selection and beginning the design process. Complete Phase II of the Pavilion. Complete a master plan for the M.C. Anderson site. Present a collaboration proposal with the Athletic Department to re-organize and re-apply existing university resources to the maintenance and upkeep of outdoor fields. This includes premier and recreational turf areas. Prepare and begin the process required to convert the Russell Union game room into a fitness area. This includes renovation and equipment purchases. Address the locker room/shower issues in the RAC. Investigate creative alternative solutions to space for the interim between the loss of recreational space and the expansion project.
Career Services

1. Pursue higher levels of teamwork, partnerships, collaboration and professionalism with our Customers (Students, Parents, Employers, Faculty and Staff).
   a. Strengthen partnerships with Academic Advising offices, Academic Success Center, Library, Student Disability Resource Center, Alumni Relations, Counseling and Career Development, Volunteer Services, Leadership Experience, Distance Learning Center, Multicultural Students Center, College of Information Technology, Center for Retailing Studies Advisory Board, Chambers of Commerce and University Housing to help students with their career development.
      i. Hold meetings with departments to discuss means of collaboration to achieve goals, share resources, create an atmosphere of shared vision…
      ii. Monthly, provide career information for the students
   b. Corporate Sponsors supporting Career Events for Students
   c. “Professional working parents” supporting Career Events for Students
   d. Alumni acting as mentors to students and providing job shadowing experiences

2. Engage students in active career related learning (Student Learning).
   a. Action steps: Teach GSU 1210, Teach Career Development Class, Teach Professional Development Seminar, provide “Real World Hands On” experiences through the Job Shadowing Program, Cooperative Education Program and the Non-Academic Internship Program
   b. Feedback measures: Students feedback, Faculty feedback, Employers feedback
   c. Evaluation: Supervisor Performance Report, Student Evaluation Report, Class room activities, Projects, and Examinations

3. Enhance employment opportunities for all students and identify options for attracting a more diverse group of employers to recruit on-campus including Fortune 500 companies.
   a. Action steps: Contact Alumni and request that they encourage their employers to recruit GSU students, Market Chambers of Commerce members
   b. Feedback measures: Resume referrals, Career Fair participation, On-Campus Interviews
   c. Evaluation: Survey Analysis, Reports, and Student Satisfaction Survey

   a. Action steps: Bench mark our processes against 6 Peer Universities
   b. Feedback measures: Site visits, Surveys
   c. Evaluation: Survey Analysis, Reports

5. Implement the Career Ambassador/Student Peer Leaders Mentoring Program in all seven colleges.
   a. Action steps: Select and train 24 students
   b. Feedback measures: Student feedback, Faculty feedback, Staff feedback
   c. Evaluation: Student Satisfaction Survey, Student Evaluation, and Faculty Evaluation

   a. Action steps: Enhance the existing Assessment Outcomes Plan, Create new instruments for collecting metrics and tallies
b. Feedback measures: Staff feedback, Faculty feedback

c. Evaluation: Tallies, Surveys, and Reports

7. Outreach to alumni and implement an Alumni Mentoring/Sharing Network/Resources Network for all students.
   a. Action steps: Work closely with Alumni Relations to enhance this network, Market this information to the students
   b. Feedback measures: Student feedback, Faculty feedback, Staff feedback
   c. Evaluation: Student Satisfaction Survey, Student Evaluation, and Faculty Evaluation

8. Provide integrated career advising to 15,000 students seeking a career, a major/minor and relevant work experiences (Job Shadowing, Summer Jobs, Internships and Cooperative Education) plus alumni (changing careers or looking for employment).
   a. Action steps: Force ourselves to make time for students, students organizations, class room presentations and alumni
   b. Feedback measures: Student feedback, Faculty feedback, Staff feedback
   c. Evaluation: Student Satisfaction Survey, Student Evaluation, and Faculty Evaluation

9. Continue to work with faculty in integrating career development and experiential education into the classroom (Career Doctor Team).
   a. Action steps: Enhance the Career Doctor Team Activities in the seven colleges
   b. Feedback measures: Student feedback, Faculty feedback, Staff feedback
   c. Evaluation: Student Satisfaction Survey, Student Evaluation, and Faculty Evaluation

10. Create a friendly and nurturing environment for students and faculty that exceeds the needs of all students, parents and faculty.
    a. Action steps: Provide outstanding “Customer Service” every hour of the day, Train our Student Workers and Graduate Assistants to become “Knowledge Workers”, Upgrade the technology in the Career Resources Center and the COBA Resource Laboratory
    b. Feedback measures: Student feedback, Faculty feedback, Staff feedback
    c. Evaluation: Student Satisfaction Survey, Student Evaluation, and Faculty Evaluation

11. Provide comprehensive Career Services to seven colleges, GSU satellite locations (Dublin, Hinesville, Savannah, Augusta and Brunswick) and Alumni.
    a. Action steps: Needs Assessments, Enhance the Off-Campus section to the Career Services Web-Site, Enhance the Career Doctor Team support
    b. Feedback measures: Student feedback, Faculty feedback, Staff feedback
    c. Evaluation: Student Satisfaction Survey, Student Evaluation, and Faculty Evaluation

12. Enhance international students’ participation in career related activities on-campus and off-campus.
    a. Action steps: Work with the International Studies Center, Conduct Focus Groups, Support International Students Programs
    b. Feedback measures: Student feedback
c. Evaluation: Student Satisfaction Survey, Student Evaluation

13. Promote excellence in the delivery of academic instruction in the Career Class (GSU 2121), the Professional Development Seminar (GSU 2122) and GSU 1210 Class.
   a. Action steps: Needs Assessments, Teach the Career Development Class, Teach GSU 1210 Class, Teach Professional Development Seminar Class, Classroom Presentations, Workshops
   b. Feedback measures: Student feedback, analysis of students feedback
   c. Evaluation: Students Evaluation, Peer Review

14. Assist students in their planning and preparation for the “World of Work.”
   a. Action steps: Needs Assessments, Career Development Class, Professional Development Seminar Course, use Alumni as Mentors, Career Week, Career Fairs, Job Shadowing Program, CO-OP Program and Non-Academic Internship Program
   b. Feedback measures: Class projects and presentations; Job performance, Informational Interviews
   c. Evaluation: Class examinations, Supervisor Performance Evaluation, Student Performance Evaluation

15. Outreach more to sophomore level students through innovative career programming.
   a. Action steps: Needs Assessments
   b. Feedback measures: Career Advisory Notes, FOCUS Survey, Focus Groups, Student Peer Leaders Activities
   c. Evaluation: FOCUS Survey Analysis, Student Satisfaction Survey

Counseling and Career Development Center

1. Maintain IACS accreditation.
2. Obtain psychiatric coverage.
3. Maintain, as measured by client feedback forms, our consistent rating of high satisfaction by clients of the services we provide.
4. Reduce waiting time for follow-up appointments.
5. Facilitate professional licensure of new staff.
6. Increase diversity of staff as vacancies occur.

Equal Opportunity Programs

1. To complete all work necessary to meet the goals and objectives of the US Department of Education grants funded in the EOP office.
2. To increase the number of Upward Bound classes taught by GSU faculty by 50%.
3. To increase the number of scholarships received by students in the EOP office at least 15%. 
4. Increase the awareness level of the EOP on the campus by providing programs and disseminating information.

**Financial Aid**

1. Facilities: Financial Aid facilities are in need of improvement. As part of the overall strategic plan, set important directions for the financial aid office for the next 4 to 8 years. The plan would include:
   - Provide overall direction for obtaining the necessary support for better facilities
   - Prepare plans which would include other strategic offices
   - Plan creatively to minimize cost and maximize resources

2. Student Secret Shopper Project: To improve service to the students and begin to prepare for SACS, financial aid plans to launch a new project that would give students a chance to give feedback on the various student services Georgia Southern University offers. The goal of the project would include students as shoppers, and they would give their feedback on their treatment and the type of service they received in the various departments. One of the most powerful tools in this project would be that we would listen to our students as customers. We would listen to what they are saying about our service and what they want as they go through this exercise. Timeframe for the project:
   - October, talk with SGA and define students for the project
   - November through March, have students begin the secret shopper process
   - April through May, compile the data and summary of findings

3. Quality Assurance Default Management Project: Participate in the U.S. Department of Education’s QA Special Initiative for default management. The initiatives will include:
   - Perform an analysis of their defaulted loan borrowers to identify and create interventions to address factors that contribute to delinquency and default in their student populations.
   - Implement and monitor Late Stage Delinquency Assistance (LSDA) as a technique to reduce both delinquency and default.
   - Explore delinquency and default aversion strategies within the Federal Perkins Loan borrower population, evaluating the extent to which the same strategies correlate with delinquency and default aversion strategies for the Stafford Loan program.

4. Student Customer Service Plan: In an effort to improve service to students and parents, the financial aid office will begin reviewing counselor caseload and ways to improve/streamline processes. Recommendations included in this process:
   - Review counselor caseload by:
     - total FAFSA applicants
     - total applicants accepted and awarded
     - total enrolled applicants with aid disbursed
   - Review ways to streamline processes, including:
→ file review of documents
→ telephone calls
→ e-mail communications
→ walk-in students who need immediate service

5. Summer Financial Aid Application Process: The financial aid process for fall and spring is complicated and having to complete an additional summer application adds to student frustration. Instead of having students complete an additional in-house summer application, it is best to change the summer process by accessing information in the Banner system using targeted reports. As students register, aid could be awarded if the student has a current year financial aid file. Streamlining the process for summer 2004 would include:

- Defining student information needed for awarding
- Developing reports and/or Banner jobs with Information Services
- Testing the process
- Implementing a no summer application procedure

Health Services

1. Effectively manage financial resources and achieve net operating income of at least 10 percent.

2. Meet or exceed student/patient expectations. Conduct a campus-wide survey during Fall 2003 Semester of users and non-users in collaboration with the Department of Strategic Research and Analysis.

3. Support and participate in university efforts such as recruiting receptions, open houses, and new student orientations.

4. Comply with local, state, and federal laws and regulations and minimize medical malpractice.

5. Collaborate with Medical College of Georgia Researchers on research projects that can potentially benefit Georgia Southern Students.

6. Continue the process of accreditation with the Accreditation Association for Ambulatory Health Care (AAAHC). Final accreditation will be attained by July 1, 2006.

7. Conduct a major Meningitis and Hepatitis B vaccination campaign using a private sector vendor.

8. Upgrade X-Ray Equipment

Institutional Research

1. Provide ACT-Student Opinion Survey (SOS) follow-up actions to Institutional Effectiveness Committee for review.

2. Provide FY03 Institutional Assessment Inventory to Institutional Effectiveness Committee for review.
3. Support administration of BarOn Emotional Quotient Inventory (BarOn EQi:S) survey in Fall 2003, including IRB approval, faculty notification, survey packets to faculty, collection of packets. Analyze and disseminate the results.


5. Support administration of an appropriate alumni survey (ACT survey recommended, June 2003). Provide administrative support for analysis and dissemination of results.

6. Provide administrative support for the Georgia Southern University, Strategic Planning Committee (SPC) as an ex-officio member.

7. Develop and dispense a fall and spring Office of Strategic Research and Analysis newsletter. Consider redrafting the previous Graphs, Stats, Updates version used in the 1980’s – early 1990’s.

8. Utilize Office of Strategic Research and Analysis Project Review Survey for each constituent receiving OSRA support.

9. Continue to respond to internal ad hoc data requests.

10. Continue to respond to external surveys and ad hoc data requests.

11. Support appropriate research for distance learning activities. Director for Distance Learning identified measures in FY03.

12. Update retention research for all Colleges.

13. Complete and provide support for all reports in the federal Integrated Postsecondary Education Data System (IPEDS), including the fall, winter, and spring collection cycles.

14. Provide a student profile by colleges, degrees, and majors. The profile will reflect trend data and various demographic data, and be separated into undergraduate and graduate populations.

15. Provide a Peer Analysis of various benchmarks.

16. Provide a trend analysis of Curriculum Inventory Reporting data.

17. Provide a trend analysis of Student Information Reporting System data.

18. Support administration of a campus Health Services Survey. Questions were identified and refined in FY03. Provide administrative support for analysis and dissemination of results.

19. Provide administrative support for analysis of EBI Union Survey results from FY03.

20. Collect and finalize Factbook FY03. Disseminate to appropriate constituents.

21. Provide analytical support for the Enrollment Management Council, Course Scheduling Project. This project is intended to refine scheduling options with fewer conflicts. Three different analyses were provided in FY03.

22. Provide analytical support for the Office of Admissions market analysis.
**Judicial Affairs**

1. Continue to treat every student charged with a violation of the Student Conduct Code with dignity and respect.

2. Provide a comprehensive orientation program for student and faculty members of the University Judicial Board.

3. Continue professional development opportunities by attending the Law and Policy in Higher Education Conference and the joint GCPA and GNTI Conference.

4. Update and provide faculty members with “A Faculty Guide to Adjudicating Academic Dishonesty.”

5. Enhance the reporting capabilities of the Judicial Officer database.

6. Incorporate an online web-based marijuana course from 3rd Millennium Classrooms.

7. Continue to present programs on the Student Conduct Code to GSU 1210 classes.

8. Assess the effectiveness and fairness of the Office of Judicial Affairs, University Judicial Board, and University Hearing Officers by having students complete student evaluations.

**Multicultural Student Center**

1. Pursue outside funding through grants opportunities for programming.

2. Publish four issues of the Multicultural Student Center Newsletter.

3. Implement a tutoring program, with certified tutors, as part of the Minority Advisement Program.

4. Adopt a system that will enable accurate tracking of MAPee participation, academic performance, and persistence.

5. Begin the early phases of creating an African-American Male student retention program (assessing student interest, forming a group of student volunteers, forming a group of faculty/staff volunteers).

6. Programming collaboratively with five other campus departments

7. Promote continuous cultural sensitivity by programming for three cultural awareness events outside of the nationally recognized time of the year.

8. Perform a mid-term grad check with all registered MAP students

9. Foster relationships and assess the needs of the campus GLBT population through MSC staff attendance to monthly organizational meetings and individual student leader meetings.

**Office of the Registrar**

1. Continue automation of graduation processing (i.e., add table in Banner for generating degree major full names for diplomas)

2. Improve Attendance Verification Process.
5. Include text comments on Class Schedule in Registration and on student’s schedule in WINGS.
6. Continue to reduce building/room conflicts.
7. Get after grades Pre-requisites Checking process working.
8. Develop WINGS Grade Change Form.
9. Convert all standardized letters to WORD (training needed).
10. Implement Clearinghouse Web certification.
11. Implement Web VA certification submission (E-Cert).
12. Get IT services to write script for automated anticipated graduation date.
13. Implement EDI Transcripts (dependent on OIIT action).
15. Implement scheduling of classrooms through Resource 25.
16. Enhance the transfer credit information available on the web.
17. Complete a workforce evaluation and implement a reorganization to make our office operate more efficiently.

**Russell Union**

1. Create an academic manual for Greek organizations.
2. Execute a leadership and planning retreat as well as an ongoing program for all three Greek Councils.
3. Update and expand web sites to be more interactive and reflect the standards set by the University.
4. Improve communication with faculty/staff advisors through recognition at meetings and receptions.
5. Develop and implement an award for the student organization of the year with the highest academic profile.
6. Coordinate and present training sessions for student organizations that focus on: leadership development, organizational planning, ethics, decision-making, officer transition, and financial management.
7. Develop an electronic newsletter for student organizations.
8. Develop a pre- and post-assessment of students’ perceived skills and knowledge involved in Russell Union programs.
9. Increase the number of leadership development opportunities and classes as well as the number of students involved in each class.

10. Provide opportunities for students to attend leadership conferences where they will have the opportunity to interact with other college students.

11. Develop an advanced skills based leadership series for student organization officers and potential officers.

12. Assess the Russell Union programs’ effectiveness in meeting the needs of students through student focus groups.

13. Increase the number of Volunteer Service Transcripts awarded to students.

14. Increase the campus awareness of the Volunteer Services office.

15. Increase student awareness of services provided by the Off-Campus Housing office using student media, off-campus newsletters and flyers.

16. Research the possibility of producing an Off-Campus Housing brochure to include in mailings and use at recruiting receptions.

17. Increase Parent Association involvement at admissions receptions and open houses.

18. Form an on-campus committee with representatives from all departments that sponsor parent programs to better coordinate the programs.

19. Expand and improve the existing Russell Union student employee-training program.

20. Expand and improve newsletters produced in the Russell Union.

21. Provide a new updated training manual to student employees and administer a written test on material in the manual early each semester.

22. Create customer evaluation programs for the various areas of the Russell Union.

23. Administer the R-25 scheduling software program for the campus.

24. Create a Russell Union marketing plan.

**Student Disability Resource Center**

1. Distribution of bi-annual faculty/staff survey

2. Distribution of bi-annual student survey

3. Improve participation of SDRC Student Advisory Group

4. Monthly in-house lunch-and-learn training sessions

5. SLI training for staff

6. Freshman study – five-year study to track retention and success rates
7. Use of independent evaluators to reduce dependence on RCLD
8. Redesign and update web page
9. Seek permanent location that supports the mission of the office
10. Determine need for new SLI position

**Student Media**

1. Continue to explore opportunities to enhance student experiential learning.
2. Develop a more formalized training program for student staff members.
3. Examine strategies to monitor student satisfaction with Student Media using scientific methods.
4. Continue to develop alumni connections and student career opportunities.
5. Continue to provide student development through learning, involvement, intercollegiate competition and other external evaluations and assessments.
6. Continue to contribute scholarly research, articles and presentations at the state and national level relating the story of Georgia Southern’s Student Media successes.
7. Facilitate study for campus radio in connection with the president’s goal of relocating the radio station’s antenna tower or acquiring a more powerful signal.

**Technical Support**

1. Implement Application Xtender (imaging) in Judicial Affairs and the Student Disability Resource Center. Finalize the implementation in Graduate Admissions.
2. Work on the implementation of Resource25.
3. Work on the implementation of ZenWorks which allows Technical Support to lock PC configurations, troubleshoot remotely, install and update applications remotely, etc.
4. Work with IT Services to develop a working Level III Strategic plan.
5. Implement the Student Participation Collection System where applicable.

**University Housing**

1. Plan, implement and evaluate ways residence hall student are and can be more engaged in their on campus living experience.
2. Prepare and implement an effective marketing campaign for Fall 04.
3. Effectively spend at least $1.5 million in surplus and reserve funds.
4. Realize a net surplus of at least $500,000 by June 30, 2004.
5. Explore card access for the residence halls.

6. Improve office productivity, management and general satisfaction of all DUH employees.

7. Implement at least one national assessment instrument with residence hall students. Upon completion and evaluation, make at least two changes that will increase student satisfaction.

8. Assess Housing’s technology needs and implement at least two new ways of improving services to students.

9. Plan for 500-700 new residence hall beds to open Fall 2005 on Knight Drive.

10. Write RFPs for Laundry and Cable service in the residence halls.
### Publications, Presentations, and Invited Speeches

#### Academic Success Center

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<tr>
<th>National</th>
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<tbody>
<tr>
<td>Hanschke, Jo</td>
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<tr>
<td>“Lines of Flight: Three Teachers Create Spaces for Powerful Literacy in Classes with ‘Underprepared’ College Students”, Fostering Our Youth’s Well Being: Healing the Social Disease of Violence, 2003</td>
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<tr>
<td>O’Brien, Janet</td>
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<tr>
<td>“NADE Placement Services”, National Association for Developmental Education 27th Annual Conference, Austin, Texas, February 2003</td>
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#### Campus Recreation and Intramurals

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<tr>
<td>Ehling, William</td>
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<tr>
<td>NIRSA, National Conference Region II Award of Merit Presentation Speech, Cleveland, Ohio, April 2003</td>
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<td>Sherry, Gene</td>
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<tr>
<td>“A Guide to Decide—Officiating Unsporting Behavior” NIRSA National Conference, Cleveland, Ohio, April 2003</td>
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<td>Sherry, Gene</td>
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<td>Pre-Conference Workshop—“Basketball Officiating”, NIRSA National Conference, Cleveland, Ohio, April 2003</td>
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<tr>
<td>Minc, America</td>
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<tr>
<td>“Student Leadership”, National Intramural Recreational Sports Association (NIRSA), Cleveland, Ohio, April 2003</td>
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<tr>
<td>Minc, America</td>
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<tr>
<td>“Don’t be the Weakest Link; Get Connected!”, NIRSA Region II Conference, Miami, Florida, December 2002</td>
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<tr>
<td>Schmaltz, Chris</td>
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<tr>
<td>Cook, Brett</td>
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<tr>
<td>“Training the College Student”, Southeast Fitness Expo, University of Florida, Gainesville, Florida, February 2003</td>
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<tr>
<td>Ehling, William</td>
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<tr>
<td>“What Are You Waiting For?”, Leaders Uniting and Unwinding, Leadership Conference, Statesboro, Georgia, March 2003</td>
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<tr>
<td>Steve Sanders</td>
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<tr>
<td>Ehling, William</td>
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<tr>
<td>“What Are You Waiting For?”, Camp Eagle Conference, Statesboro, Georgia, June 2003</td>
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<td>Sanders, Steve</td>
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<td>Ehling, William</td>
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<tr>
<td>“Values-Do They Really Change?”, Camp Eagle Conference, Statesboro, Georgia, June 2003</td>
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<td>Sanders, Steve</td>
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<td>Ehling, William</td>
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<tr>
<td>Keynote address to graduating students and their parents at the Leadership Edge Programs, Georgia Southern University, Spring 2003</td>
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<tr>
<td>Ehling, William</td>
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<tr>
<td>“We Talk the Talk, But Do We Walk the Walk?” Presented at the Student Affairs Enrollment Management Divisional Workshop for Department Chairs and Assistant Directors, Georgia Southern University, Summer 2002.</td>
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## Career Services

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### Regional

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<tbody>
<tr>
<td>Williams, Amy</td>
<td>“Career Development Class Charting the Course for Students Future Careers”, SACE Conference, December 2, 2002</td>
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## Counseling and Career Development Center

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<th>Name</th>
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<tbody>
<tr>
<td>Matthews, David</td>
<td>Matthews, D.P. (2002). Increasing Compliance with Treatment for Clients with Attention Deficit Hyperactivity Disorder, Southeastern Conference for College Counseling Center Personnel, Biloxi, MS, October 22-25.</td>
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## Equal Opportunity Programs

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<tr>
<td>Shahnjayla Connors, mentored by Jo Anne Powell-Coffman</td>
<td>“Genetic Analysis of HIF-3, a Novel bHLH-PAS Transcription Factor in C. elegans”, Iowa State University, August 2002.</td>
</tr>
<tr>
<td>Christina Clark, mentored by Dr. Bryan Riemann</td>
<td>“Effect of Ankle Bracing and Ankle Taping on Postural Control” at the 54th Annual Meeting and Clinical Symposia of the National Athletic Trainers Association, St Louis, MO, June 2002.</td>
</tr>
</tbody>
</table>
### Student Affairs and Enrollment Management

#### Annual Report 2002-03

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**State**

<table>
<thead>
<tr>
<th>Name</th>
<th>Presentation</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Dulong-Brown, mentored by Dr. Matthew Williamson</td>
<td>“Health and Behavior in the 18th Century Creek Town: What the Bones Tell Us”, Georgia Southern University and Community Wild Game Supper, Atlanta, GA, February 2003.</td>
<td></td>
</tr>
</tbody>
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**Financial Aid**

<table>
<thead>
<tr>
<th>Name</th>
<th>Presentation</th>
<th>Location</th>
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**Office of the Registrar**

**Regional**

<table>
<thead>
<tr>
<th>Name</th>
<th>Presentation</th>
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<tbody>
<tr>
<td>Perkins, Cecil</td>
<td>“Graduation Gala at Georgia Southern University”, Southern Association of Collegiate Registrars and Admissions Officers, Biloxi, Mississippi, February 2003.</td>
<td></td>
</tr>
<tr>
<td>Smith, Wayne</td>
<td>“Graduation Gala at Georgia Southern University”, Southern Association of Collegiate Registrars and Admissions Officers, Biloxi, Mississippi, February 2003.</td>
<td></td>
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**State**

<table>
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**Russell Union**

**International**

<table>
<thead>
<tr>
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**State**

<table>
<thead>
<tr>
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</table>
### Student Media

#### National

<table>
<thead>
<tr>
<th>Name</th>
<th>Presentation</th>
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</thead>
<tbody>
<tr>
<td>Drew, Adam (grad assistant) Neville, Bill</td>
<td>“Going Digital II—An Introduction to Digital File formats and scanning”, National Student Media Convention, Orlando, FL, Fall 2002.</td>
</tr>
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</table>

#### Technical Support

#### National

<table>
<thead>
<tr>
<th>Name</th>
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#### University Housing

#### International

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Erwin, Curt</td>
<td>“Resurgence of Passion”, Association of University and College Housing Officers, Orlando, Florida, July 2002.</td>
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</table>
### Consulting and Advisory Services

#### Academic Success Center

<table>
<thead>
<tr>
<th>Name</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanschke, Jo</td>
<td>Judge for German Language Division, Georgia Southern University</td>
</tr>
<tr>
<td></td>
<td>Oratorical Competition, Statesboro, Georgia, March 2003</td>
</tr>
</tbody>
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#### Admissions

<table>
<thead>
<tr>
<th>Name</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Jody Kemp &amp; Susan Davies</td>
<td>Representatives from the Office of Admissions at Kennesaw State University visited in December 2002 to observe our imaging system and to discuss recruitment.</td>
</tr>
<tr>
<td>Ted Williams &amp; Jody Kemp</td>
<td>Imaging demonstration and discussion for Clayton State University</td>
</tr>
<tr>
<td>Mindy Hatchell</td>
<td>Graduate Admissions processing demonstration and consultation for Savannah State University</td>
</tr>
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#### Campus Recreation and Intramurals

<table>
<thead>
<tr>
<th>Name</th>
<th>Details</th>
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<tbody>
<tr>
<td>Ehling, William</td>
<td>University of Illinois at Chicago, Architect Selection Consultation</td>
</tr>
<tr>
<td>Ehling, William</td>
<td>Clayton State University, Student Recreation Area Feasibility Advisory Service</td>
</tr>
<tr>
<td>Fain, Sarah</td>
<td>Officials Committee, Swamp Bowl Flag Football Tournament, University of Florida, Gainesville, Florida, 2002</td>
</tr>
<tr>
<td>Fain, Sarah</td>
<td>All-Tournament Committee, ACIC Footlocker.com Regional Flag Football Championships, University of West Florida, Pensacola, Florida, 2002</td>
</tr>
<tr>
<td>Fain, Sarah</td>
<td>All-American Selection Committee, ACIC Footlocker.com National Flag Football Championships, New Orleans, Louisiana, 2002</td>
</tr>
<tr>
<td>Fain, Sarah</td>
<td>All-Tournament Committee, Georgia Collegiate Basketball Championships, University of Georgia, Athens, Georgia, 2003</td>
</tr>
<tr>
<td>Fain, Sarah</td>
<td>Officials Committee, Target ACIC Regional Basketball Tournament, University of North Carolina, Chapel Hill, North Carolina, 2003</td>
</tr>
<tr>
<td>Fain, Sarah</td>
<td>All-Tournament Committee, Georgia Collegiate Softball Championships, Gainesville, Georgia, 2003</td>
</tr>
<tr>
<td>Fain, Sarah</td>
<td>All-Tournament Committee, Lonestar Shootout Regional Basketball Tournament, University of Texas, Austin, Texas, 2003</td>
</tr>
<tr>
<td>Frederick, Kurt</td>
<td>Advised Florida State University’s <em>Outdoor Pursuits</em>, recreation program</td>
</tr>
<tr>
<td>Gilbert, Zach</td>
<td>Assistant Tournament Director, Georgia Collegiate Flag Football Championships, Georgia Southern University, Statesboro, Georgia, 2002</td>
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<tr>
<td>Gilbert, Zach</td>
<td>All-Tournament Committee, Georgia Collegiate Basketball Championships, University of Georgia, Athens, Georgia, 2003</td>
</tr>
<tr>
<td>Gilbert, Zach</td>
<td>Umpires Committee. Georgia Collegiate Softball Championships, Gainesville, Georgia, 2003</td>
</tr>
<tr>
<td>Hagstrom, Angie</td>
<td>Fitness Flooring, University of West Florida, Fall 2002</td>
</tr>
<tr>
<td>Hagstrom, Angie</td>
<td>NIRSA Fitness Symposium Information, NIRSA, September 2002</td>
</tr>
<tr>
<td>Hagstrom, Angie</td>
<td>Group Exercise Instructor Training Information, NIRSA Listserv, Fall 2002</td>
</tr>
<tr>
<td>Jackson, Jerrod</td>
<td>Officials Committee, Georgia Collegiate Flag Football Championships, Georgia Southern University, Statesboro, Georgia, 2002</td>
</tr>
<tr>
<td>Jackson, Jerrod</td>
<td>Officials Committee, M.T.S.U. Shootout Regional Flag Football</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
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<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>Tournament, Middle Tennessee State University, Murfreesboro, Tennessee, 2002</td>
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<tr>
<td>Jackson, Jerrod</td>
<td>Officials Committee, Georgia Collegiate Basketball Championships, University of Georgia, Athens, Georgia, 2003</td>
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<tr>
<td>Jackson, Jerrod</td>
<td>Tournament Staff, Lonestar Shootout Regional Basketball Tournament, University of Texas, Austin, Texas, 2003</td>
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<tr>
<td>Jackson, Jerrod</td>
<td>Umpires Committee, Georgia Collegiate Softball Championships, Gainesville, Georgia, 2003</td>
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<tr>
<td>Johnson, Jerome</td>
<td>Clinician, Southeastern Flag Football Officials’ Workshop, North Georgia College and State University, Dahlonega, Georgia 2002</td>
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<tr>
<td>McDonnell, Chuck</td>
<td>Clinician, Southeastern Flag Football Officials’ Workshop, North Georgia College and State University, Dahlonega, Georgia 2002</td>
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<tr>
<td>Minc, America</td>
<td>Women and Weights Program Information, University of Connecticut, March 2003</td>
</tr>
<tr>
<td>Minc, America</td>
<td>Group Exercise Instructor Training Manual Information, University of South Florida, February 2003</td>
</tr>
<tr>
<td>Rapier, Steve</td>
<td>Clinician, Southeastern Flag Football Officials’ Workshop, North Georgia College and State University, Dahlonega, Georgia 2002</td>
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<tr>
<td>Sherry, Gene</td>
<td>Director of Officials, NIRSA National Basketball Tournament, Athens, Ohio, April 2003</td>
</tr>
<tr>
<td>Sherry, Gene</td>
<td>Director of Officials, American Collegiate Intramural Championships, Orlando, Florida, May 2003</td>
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### Counseling and Career Development Center

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caldwell, Jodi</td>
<td>Consultant, Bulloch County Rape Crisis Center</td>
</tr>
<tr>
<td>Caldwell, Jodi</td>
<td>Textbook Reviewer for Wadsworth Group/Brooks Cole</td>
</tr>
<tr>
<td>Matthews, David</td>
<td>Consultant, Georgia System Counseling Center Directors as part of his role on the standards committee for the Directors of Counseling Centers Organization.</td>
</tr>
<tr>
<td>Matthews, David</td>
<td>Consultant/Supervisor of the Regents Center for Learning Disorders Psychologist in the absence of a qualified licensed Psychologist.</td>
</tr>
<tr>
<td>Matthews, David</td>
<td>Serves as a site visitor for International Association of Counseling Services.</td>
</tr>
<tr>
<td>Wolfe, Wendy</td>
<td>Invited Peer Reviewer for Personality and Individual Differences professional journal.</td>
</tr>
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### Financial Aid

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Murphey, Connie</td>
<td>Advisory Committee, OIIT-Georgia Best User Group</td>
</tr>
<tr>
<td>Boyett, Elise</td>
<td>Consultant, Gordon College, Financial Aid Department Policy and Procedures Review</td>
</tr>
<tr>
<td>Porter, Deborah</td>
<td>Consultant, Gordon College, Financial Aid Department Policy and Procedures Review</td>
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### Health Services

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Hilde, ElDonna</td>
<td>Reviewer for The American Journal for Nurse Practitioner article entitled “Trichomanas Vaginalis – By Slander or Attacker,” March 2003</td>
</tr>
</tbody>
</table>
Hilde, ElDonna | Research participant in a study entitled “Determine the Current Prescribing Practices of APNs in Georgia,” Fall 2002. Primary researcher was Dr. Donna Hodnicki, School of Nursing Faculty, Georgia Southern University. Three graduate nursing students also participated in the research project.

**Russell Union**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role/Activity</th>
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<tbody>
<tr>
<td>Beebe, Theresa</td>
<td>Facilitator, Student Leadership Retreat, South Dakota School of Mines and Technology, Rapid City, SD, November 2002.</td>
</tr>
<tr>
<td>Chandler, Emily</td>
<td>Bulloch County Workforce Housing Committee</td>
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**Student Media**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Neville, Bill</td>
<td>Acting Chair, Photojournalism Committee, College Media Advisers, Inc., 2003</td>
</tr>
<tr>
<td>Neville, Bill</td>
<td>Acting Co-Chair, On Site Critique Committee, College Media Advisers, Inc., 2003</td>
</tr>
<tr>
<td>Neville, Bill</td>
<td>Chair, Newsletter Committee, Collegiate Broadcasters, Inc., 2003</td>
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### Professional Organizations, Boards, and Agencies

#### Academic Success Center

<table>
<thead>
<tr>
<th>National</th>
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<tbody>
<tr>
<td>O’Brien, Janet</td>
<td>Co-Chair of Placement Services Committee</td>
<td>National Association for Developmental Education</td>
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#### Campus Recreation and Intramurals

<table>
<thead>
<tr>
<th>Regional</th>
<th>National</th>
<th>State</th>
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<tbody>
<tr>
<td>Ehling, William</td>
<td>Member</td>
<td>National Intramural Recreational Sports Association (NIRSA) Region II Award Committee Chairperson</td>
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#### Career Services

<table>
<thead>
<tr>
<th>National</th>
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<tbody>
<tr>
<td>Riles, Warren</td>
<td>Vice-President, Attributes-Based Cooperative Education Program Network</td>
<td>Cooperative Education &amp; Internships Association (CEIA)</td>
</tr>
<tr>
<td>Riles, Warren</td>
<td>Vice-President, Finance</td>
<td>Accreditation Council for Cooperative Education (ACCE)</td>
</tr>
<tr>
<td>Riles, Warren</td>
<td>Member</td>
<td>CEIA Executive Steering Committee for Recognitions &amp; Awards</td>
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<tr>
<th>Regional</th>
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<tbody>
<tr>
<td>Williams, Amy</td>
<td>Member</td>
<td>Southeastern Association of Colleges and Employers (SACE) Programming Committee</td>
</tr>
<tr>
<td>Riles, Warren</td>
<td>Member</td>
<td>2003 South Eastern Regional Cooperative Education Conference Planning Committee</td>
</tr>
<tr>
<td>Riles, Warren</td>
<td>Program Co-Chairman</td>
<td>2004 South Eastern Regional Cooperative Education Conference Planning Committee</td>
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#### State

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<tr>
<th>National</th>
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<tbody>
<tr>
<td>Riles, Warren</td>
<td>Judge</td>
<td>Governor’s Honors Program at Effingham County High Schools</td>
</tr>
<tr>
<td>Williams, Amy</td>
<td>Member</td>
<td>Georgia Association of Colleges and Employers (GACE) Technology Committee</td>
</tr>
<tr>
<td>Townsend, Karen</td>
<td>Member</td>
<td>Georgia Association of Colleges and Employers (GACE) Technology Committee</td>
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</table>
### Employers (GACE) Marketing Committee

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Barrett, Rachael</td>
<td>Member</td>
<td>GACE State Career Fair 2003-2004</td>
</tr>
<tr>
<td>Barrett, Rachael</td>
<td>Member</td>
<td>GACE Conference Committee 2003-2004</td>
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### Counseling and Career Development Center

#### National

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Emerson, Ellen</td>
<td>Member</td>
<td>Directorate Body of the Commission for Counseling and Psychological Services of the American College Personnel Association – term 2001-2004</td>
</tr>
<tr>
<td>Emerson, Ellen</td>
<td>Member</td>
<td>Steering Committee for the Association for the Coordination of Counseling Center Clinical Services – term 2002-2004</td>
</tr>
<tr>
<td>Zanone, Charles</td>
<td>Member</td>
<td>Directorate Body of the Commission for Counseling and Psychological Services of the American College Personnel Association – term 2001-2004</td>
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#### Regional

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Caldwell, Jodi</td>
<td>Member</td>
<td>Bulloch County Sexual Assault Response Initiative</td>
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### Financial Aid

#### National

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Chapman, Kerri</td>
<td>Committee Member</td>
<td>U. S. Department of Education Quality Assurance Program</td>
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#### Regional

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Murphey, Connie</td>
<td>Member</td>
<td>SASFAA Diversity Committee</td>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Murphey, Connie</td>
<td>Member</td>
<td>Georgia Association of Student Financial Aid Administrators, Nominations, Elections and Awards Committee</td>
</tr>
<tr>
<td>Murphey, Connie</td>
<td>Chair</td>
<td>Regents’ Advisory Committee on Student Financial Aid</td>
</tr>
<tr>
<td>Murphey, Connie</td>
<td>Committee Member and Officer’s Nomination Committee</td>
<td>Georgia Student Finance Commission, HOPE Advisory Committee</td>
</tr>
<tr>
<td>Wynn, Diane</td>
<td>Committee Member</td>
<td>Program Committee, Georgia Association</td>
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</tr>
<tr>
<td><strong>Health Services</strong></td>
<td><strong>State</strong></td>
<td><strong>Board</strong></td>
</tr>
<tr>
<td>Bridges, Kathy</td>
<td>District 18 Vice- President &amp; Legislative Representative</td>
<td>Georgia Nurses Association</td>
</tr>
<tr>
<td>Hilde, ElDonna</td>
<td>Board of Directors</td>
<td>Bulloch County Board of Health</td>
</tr>
</tbody>
</table>

|                                | **State Disability Resource Center**          | **Board Member**                  |
| Akins, Wayne                   | Board Member                                  | Georgia Association of Disability Service Providers in Higher Education |

|                                | **Student Media**                             | **Board Member**                  |
| Neville, Bill                  | Editor, National College Media Convention Guide | Associated Collegiate Press and College Media Advisers, Inc         |
|                                | Coordinator, Georgia College Critiques        | Georgia College Press Association |

|                                | **University Housing**                        | **Board Member**                  |
| Schlierf, Greg                  | Appointed Program Chair                       | Southeastern Association of University Housing Officers |