



**Honors Studying Abroad**  
*Visiting Student Program  
 Oxford University*



**HONORS COLLEGE**  
 COLUMBUS STATE UNIVERSITY

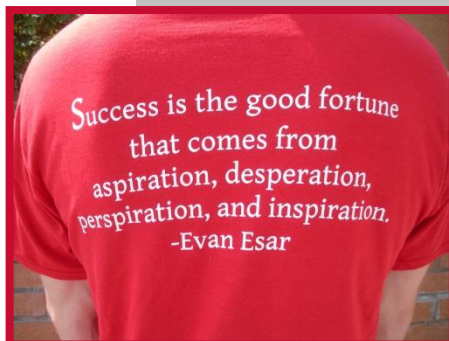
## **ANNUAL REPORT** **2014-15**



**Honors Enrichment**  
*Columbus Economics  
 at Golden Foundry*



**Honors Core Courses**  
*Biology of Fishes  
 at Lindsey Creek*



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*Columbus State University is an institutional member of the*



## EXECUTIVE SUMMARY

The first year of the Honors College held remarkable accomplishments supporting our mission to recruit high achieving students and raise the recognition of the university. The Honors College attracted outstanding students by coupling an engaging, rigorous curriculum with scholarships that defray the costs of tuition and educational activities. We encouraged students, through academic advising, to compete for national and regional scholarships, conferences, and internships to position them to reach their career goals. We also continued to identify resources that support the need of our ambitious students and community.

By showcasing our curriculum to prospective students at our fall event, *The Honors Experience*, and hiring a new Recruitment Coordinator, we were able to attract a record number of applications for our scholarships, with 21 applicants earning a perfect, unweighted high school grade point average of 4.0. Typically, over half of our students come from our community, but this year 70% of our applicants reside outside our service area. The new Honors College is transforming CSU's regional reputation.

Once more, our fall undergraduate census exceeded our expectations, growing 18% while undergraduate enrollment declined for the university. Our work with high achieving students expanded as we introduced a new Honors Academy for dual enrollment high school students in our region. Academy students are invited to enroll in honors courses and experience our innovative curriculum while still completing high school. We support them, along with all dual enrollment students, bringing the total number of students served by the Honors College to nearly 400.

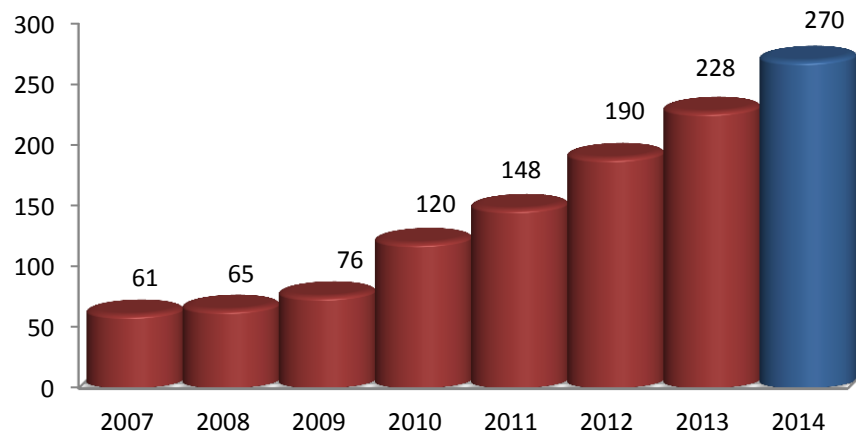
Across the campus, honors students made a significant impact as they garnered over 15 departmental awards and led efforts to highlight undergraduate research at Tower Day and through publications such as *Momentum*, our interdisciplinary research journal. In our community, our students logged over 2100 service hours. In this annual report, we highlight two of our seniors, who were recognized locally and nationally: Angelin Shajan, who earned the Faculty Cup and will be in the inaugural class of The Edward Via College of Osteopathic Medicine at Auburn University, and Katherine Hinzman, who won a national Phi Kappa Phi Fellowship and will study art history in a graduate program at Oxford University. These students exemplify the Honors College's ability bring together remarkable students from in and outside our community, and provide educational opportunities that allow them to achieve their ambitious goals.

The Honors College was launched with a strong curriculum, outstanding faculty, and historic financial support from Tower Society. As we look forward, we will continue to refine our operations, expand our recruiting efforts, and seek critical resources to match our phenomenal growth in enrollment.



*Graduating seniors, Andrew Smith (Music) and Katherine Hinzman (Art History & History) show off their new Honors Regalia.*

## Fall Enrollment



## 2014 Incoming Freshmen *provisional included*

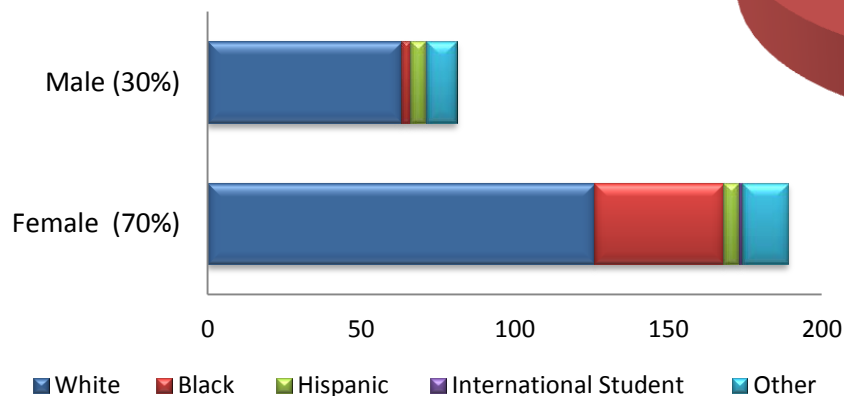
**3.75** Average High School GPA  
**1213** Average SAT Math & Critical Reading

## 22 Scholarship Recipients *freshmen four-year*

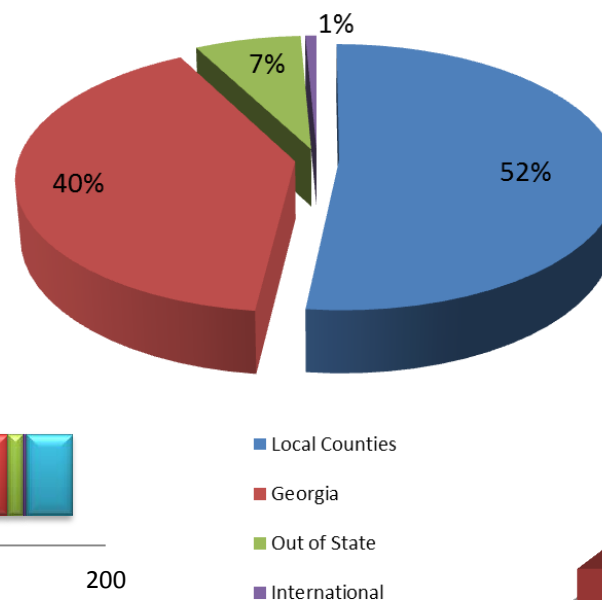
**3.81** Average High School GPA  
**1236** Average SAT Math & Critical Reading

## by Class Standing

125	46%	Freshmen
51	19%	Sophomores
57	21%	Juniors
37	14%	Seniors

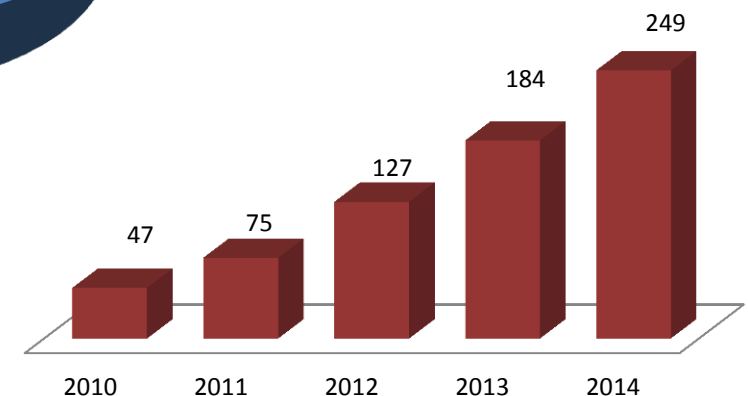


## by Place of Residence



Business & Computer Science	36	13%
Education & Health Professions	44	16%
The Arts	69	26%
Letters & Sciences	116	43%
Undeclared	5	2%

## Fall Core Course Headcount





## HONORS COLLEGE STAFF



### **Dr. Cindy Ticknor, Dean**

After a national search, Dr. Ticknor was appointed as the first dean of the Honors College. She is a Professor of Mathematics Education and has been a leader in Science, Technology, Engineering, & Mathematics (STEM) Education. Since arriving at CSU in 2003, she has received over \$2.5 million in grants to support STEM initiatives and has served as the Associate Dean of the College of Science. She holds degrees from the University of Maryland, Columbus State University, and Auburn University.



### **Dr. Susan Tomkiewicz, Director of RiverPark Honors**

Dr. Tomkiewicz is the Associate Professor of Oboe at the Schowb School of Music at Columbus State University since 2009. She holds degrees from the University of Texas at Austin, where she graduated summa cum laude, the University of New Mexico and the University of New Hampshire. Dr. Tomkiewicz has commissioned and premiered many new solo electronic and chamber works for oboe and English horn by such composers as Brooke Joyce, Bruce Pennycook, Jeremy Baguyos, Matt McCabe, John Lato, and Nancy Galbraith.



### **Ms. Suzes Casseus, Honors Advisor**

Ms. Casseus came to Columbus State University during the Fall of 2013 and brings with her several years of Higher Education experience. Prior to joining CSU, Suzes worked within Student Services and College Access Initiatives. She graduated from Florida A&M University with a Bachelor of Art in Political Science and obtained a Master of Science degree in Higher Education Administration from Florida International University.



### **Mrs. Jonelle Karasow, Honors Advisor**

Mrs. Karasow joined the Honors College during the Spring of 2015 and brings with her several years of higher education experience. She previously worked at CSU in the Department of Communication as an Academic Advisor and Administrator, and also has experience in college admissions recruiting and counseling entering freshman. She graduated from Ursinus College with a Bachelor of Science in Exercise and Sport Science and obtained a Master of Science in School Counseling from Troy University.



### **Ms. Laura Pate, Administrative Coordinator**

Ms. Pate joined the Honors staff at Columbus State University in the Summer of 2013. She is experienced in higher education and enrollment management, working previously in a college admissions environment recruiting and counseling entering undergraduates and international students through the college admissions process. She graduated summa cum laude from Shorter College with a Bachelor of Arts in Public Relations.



### **Ms. Diana Gill, Recruitment Coordinator**

Ms. Gill joined the Honors College in the Spring of 2015. She brings with her over 11 years of experience in higher education and enrollment management. Previously, Ms. Gill lived and worked in New York for her alma mater and is experienced in working with entering freshmen, transfer, and international students through the college admissions and financial aid processes.

# HONORS COLLEGE VISION & MISSION

*The Honors College will make Columbus State University a first choice institution for students who strive to succeed by championing innovative instruction, undergraduate research, and interdisciplinary studies.*

## Honors College Mission

*Our dual mission provides an innovatively delivered curriculum for high achieving students and advances the intellectual growth and recognition of the university. Our college challenges a diverse community of students to individualize their academic experiences, while serving as an institutional champion for undergraduate research, interdisciplinary studies, and creative instruction.*

## Learning Outcomes

Honors graduates will:

- ❖ Identify resources and evaluate evidence used to support arguments or critiques in multiple academic disciplines.
- ❖ Analyze the commonalities and discords of the different disciplinary perspectives.
- ❖ Design independent inquiry projects that require critical and creative thinking.
- ❖ Demonstrate effective research or performance skills in their academic discipline.
- ❖ Connect their academic experience with local and global community experiences.
- ❖ Experience interactive, innovative, and engaging instructional methods.

## Honors Curricular Requirements

The number of credits required to earn the Honors Seal is 26 credit hours that includes:

- Honors Seminar, ITDS 1779H Scholarship Across the Disciplines (2 credit hours)
- Lower division courses designated as Honors (6-12\* credit hours)
- Upper division Honors Contracts (6-12\* credit hours)
- HONS 3555 Great Conversations (3 credit hours)
- Honors Senior Thesis Sequence (3 credit hours)
- Three sections of HONS 3000: Honors Enrichment Seminars
- One of the following off-campus enrichment seminars:
  - HONS 3010: Global Perspectives (in conjunction with a Study Abroad course)
  - or HONS 3020: Service Learning

\*All students must take a minimum of 18 credit hours of lower or upper division courses in addition to ITDS 1779H, HONS 3555, and the senior capstone sequence.

## HONORS EDUCATION

The Honors College curriculum is designed to develop our student's ability to conduct independent inquiry and analyze the world through interdisciplinary lenses. The introductory seminar, ITDS 1779H Scholarship Across the Disciplines, emphasizes those two themes. First, students learn valuable research skills such as navigating library resources, writing literature reviews and grant applications, designing conference posters and presentations, and understanding research and publishing ethics. Second, students' notions of research are challenged by a series of guest lectures featuring researchers who discuss their current scholarly activities. After completing the seminar, students are familiarized with the goals of the honors lower division courses, to develop analytical skills for inquiry and to appreciate the disciplinary lenses of the faculty who teach core honors courses.

### Honors Lower Division or Core Courses

The Honors College recruits faculty members who use innovative teaching practices and activities that invite students to examine subject matter through their disciplinary lens or using multiple disciplinary perspectives. This year, for example, our students had the option of enrolling in BIOL 1225H: The Biology of Fishes, taught by Dr. Michael Newbrey. In the course, students examined variations in fish species and behaviors at two locations on Lindsey Creek, which are separated by the Columbus Airport. In ENGL 1101H and ENGL 1102H, Dr. Dan Ross and Dr. Jim Owens combined efforts to provide unique writing assignments tied to art. They invited a guest lecturer on the art of photography and took their students to a photography exhibit at the High Museum in Atlanta, then created writing assignments inspired by those experiences. Field trips, guest speakers, pedagogical tools, and other unique academic experiences such as these are supported by the Honors College. To insure student engagement with the faculty, course capacities are limited to 18 students and course enrollment is restricted to Honors College students, Honors Academy (high school dual enrollment) and those earning greater than a 3.0 GPA.

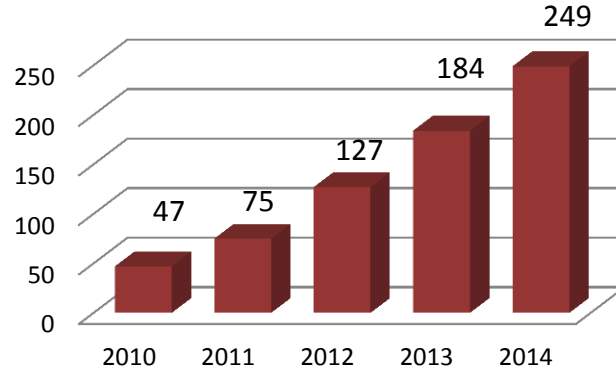


Will Anders (Marketing) electro-shocks fish that are harmlessly released after data collection.



**Results.** During 2014-15, fall course enrollment grew by 35% from Fall 2013. For the year, 321 students were enrolled, filling sections to 93% of capacity. Spring sections historically have lower enrollment as freshmen tend to take courses their first semester and second semester sophomores have completed lower division requirements.

## Fall Core Course Headcount



Fall 2014 Core Sections*				
Course	CRN	Title	Capacity	Enrolled
BIOL 1225H	82499	Contemporary Issues Biology w/ Lab	18	18
ENGL 1101H	82186	English Composition 1	17	16
ENGL 1102H	81525	English Composition 2	18	18
ENGL 2112H	82185	ILC World Lit After 1660	18	15
HIST 2111H	82008	US History to 1865	18	17
ITDS 1145H	82480	Comparative Arts	18	20
ITDS 1156H	82187	Understanding Non-West Culture	18	18
ITDS 1779H	82003	Scholarship Across the Disciplines	80	78
MATH 1113H	82184	Pre-Calculus	18	18
POLS 1101H	82178	American Government	18	17
PSYC 1101H	80658	General Psychology	18	18
Spring 2015 Core Sections*				
ANTH 1107H	23554	Discovering Archaeology	18	11
COMM 1110H	23874	Communication	18	18
ENGL 1102H	20308	English Composition 2	18	18
MUSC 1100H	23741	Music Appreciation	15	12
STAT 1127H	21297	Introductory Statistics	18	9
*All study abroad core sections are excluded.				

In the introductory seminar this year, we combined all sections to accommodate the guest lecturer's schedules and the course was offered at 8:30AM to avoid scheduling conflicts with performing arts majors. Student evaluations of the course indicated excellent positive responses, averaging above 4.0 on all items with 68% of the students completing the online questionnaire. The most common critique targeted the early hour of the course and a need for more information on the construction of the literature review. Next year, the course will be offered in both spring and fall, and on both campuses in smaller sections. This will allow more flexibility in when the course is offered.

In lower division (core) courses, students complete an honors evaluation, which asks about course elements that align with our programmatic learning outcomes, in addition to the university's traditional course evaluations. Eight honors sections completed the evaluation, with an average response rate of 93%. Students responded to questions on a five point



Likert scale, with 1 representing “strongly disagree” and 5 representing “strongly agree” to items such as, “My professor organized a field trip.” A table summarizing all responses is available in Appendix A. On average, students in all eight courses agreed that their course was a valuable educational experience, and in seven of the courses, students were in strong agreement that the course should be taught in honors again. Overall, the survey provided evidence that students were:

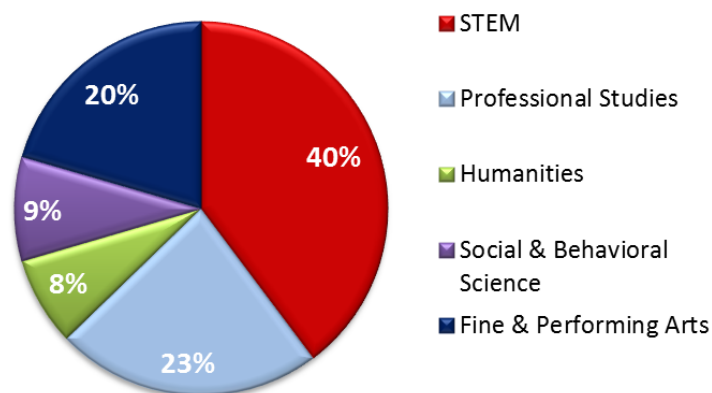
- Learning in interactive, engaged environments (strong agreement noted in all eight courses).
- Challenged to learn about a discipline that was not their chosen major (interestingly only one class had strong agreement in the item “overall the course deepened my understanding of my major,” but all learned more about their professor’s discipline, and seven courses analyzed topics from other disciplines).
- Participating in courses that utilized field trips, guest speakers, or used innovative teaching practices (agreement of at least one element in all eight courses).

The Honors curriculum is designed to emphasize interdisciplinary studies, undergraduate research, and innovative instruction. The results of the student evaluations provide evidence that lower division courses included opportunities for students to learn through interdisciplinary lenses and innovative instructions. In addition, all courses expected students to “identify resources or evaluate evidence used to support arguments or critiques in the professor’s academic discipline,” and five courses expected students to design an independent project that required critical or creative thinking. Therefore, there is some evidence that lower division courses are supporting students to develop the skills and capacity to conduct independent inquiry, which is the goal of upper division contracts.

## Honors Contracts

The primary method of earning honors credit in upper division courses is to complete an honors contract. A contract is an agreement between students and faculty members to complete a project that enhances the learning of any upper division course in their major. Honors contracts are included in the curriculum to allow students to customize their education with unique projects while developing stronger mentoring relationships with faculty. Examples of contracts include research papers, laboratory experiences, service learning, etc. Completed contracts reflect the ability of honors students to work independently, conduct creative inquiry, and think critically. They often inspire senior thesis work and lead to strong letters of recommendations for professional employment or graduate school applications.

During 2014-15, sixty honors students completed 78 contracts. The majority of the contracts were completed in the Science, Technology, Engineering and Mathematics (STEM) disciplines, but included many in the



category of professional studies. The latter category includes best practices research in nursing, curriculum development in education, service learning endeavors and other projects related to professional development. For example, two business students participated in the Society for Human Resource Management (SHRM) conference, which held a case study competition. They led a team to develop a response and publicly presented their work to a management class, receiving valuable critique by several business faculty members. A full list of students and contract titles for the year is provided in Appendix B.

Fifty-five members of the CSU faculty mentored these projects, and their mentoring was time donated to the Honors College. While excellent mentoring is critical to student success, current budgetary constraints do not allow for compensation, and therefore faculty agree to work with students in addition to their normal teaching load.

Since Fall 2013, the process of applying and approving contracts has been automated, and an optional faculty evaluation was embedded in the Contract Completion Form. Of the 146 Contract Completion Forms submitted, 73% responded to questions pertaining to the contract experience. Respondents agreed or strongly agreed with the following statements:

Contracts by College	
26	The Arts
41	Letters & Sciences
5	Business & Computer Science
6	Education & Health Professions
<b>78</b>	<b>Total</b>

The honors contract...

- Required the honors student to delve deeper into the course subject matter compared to my typical students. (96%)
- Allowed me to develop a better mentoring relationship with the student. (85%)
- Produced an innovative or creative scholarly work that the student may continue to pursue. (64%)

They also agreed with the following statements:

- The process of proposing, approving and completing the contract was efficient. (93%)
- I received adequate information and support from the Honors College to mentor the contract. (88%)

Thirty-six percent of faculty reported that the students were able to learn about their personal research project, but they also strongly disagreed or disagreed with the following statements:

The honors contract...

- Required too much of my time to mentor and support (83%)
- Was superficial and did not add much educational value to what the student learned in the course. (91%)

Overall, contracts appear to be meaningful and the new automated process is efficient. Although agreement with mentoring questions was high, this may be an area that should be addressed for new faculty in professional development activities.

## Honors Enrichment

Enrichment courses are designed to enhance our students' ability to view the world through multiple disciplinary lenses. Students are expected to take three HONS 3000 seminars which are zero-credit hour requirements, graded as satisfactory or unsatisfactory, and open only to members of the CSU Honors College. In the courses, faculty members share their passions and knowledge in creative, non-stress environments that foster faculty-student engagement. In addition, students are expected to take either HONS 3010 Global Perspectives when they study abroad or complete a service learning project in HONS 3020. Both are zero-credit hour requirements for earning the honors seal.



Students visit with Mayor Teresa Tomlinson in Columbus Economics and enjoy rafting while learning the geology of the Fall Line.



**Enrichment Seminars.** This year, the Honors College offered eleven sections with an average enrollment of 15 students. Seminars included *Exploring the Fall Line*, a course designed by Dr. Clint Barineau that explored the region's geological history, and *Digging Archaeology*, in which students helped Dr. Warren Church at a local site as they learned about Creek Indians. Students enrolled in *Funny Business*, met with up-and-coming comedians to learn about writing and performing stand-up comedy, and then hosted a comedy night open to the entire campus.



The *Gardens of Georgia* seminar included tours of the Atlanta Botanical Garden and Swan House, led by a CSU Alumni Doug Dorough, a landscape architect who was instrumental in developing both gardens.

HONS 3000 Topics	Students Enrolled
Would you sell a Kidney?	11
Exploring the Fall Line	15
Performance Anxiety	14
Iron Scientist	15
Digging Archaeology	10
Columbus Economics	7
Funny Business	18
Personal Finance	18
Gardens of Georgia	18
Learning Styles	18
Physics of Success	6
International Perspectives	29



In addition, a team of three faculty members from nursing, biology, and education challenged students to discuss ethical questions on organ transplants in *Would you sell a kidney?*

Student evaluations of four of our fall enrichment courses indicate that all seminars helped students develop an appreciation for and understanding of research in the professor's discipline and were valuable educational experiences. Enrichment seminars are essential to providing continued exposure to interdisciplinary perspectives; however this is based upon surveys that were only distributed in four of the sections. The Honors College needs to review and adjust student evaluation procedures to improve response rates. See Appendix A for a summary of course evaluations.



Lachesica (Biology) and Brittney (Health Science) meet the challenge of the week in *Iron Scientist*

**International Enrichment.** Twenty-three students completed their study abroad requirement, HONS 3010 Global Perspectives, which includes maintaining a blog or journal, or any activity that documents their reflection upon the experience (e.g. writing an article for a student newsletter, creating a website). For the second year, the Honors College has collaborated with the Center for International Education to sponsor an honors only spring break study abroad program. The program entitled, *Memorializing the Holocaust*, allowed students to enroll in two courses selecting from: English Composition, Communication, and the Honors Great Conversations (HONS 3555). In addition to traveling to Berlin to examine memorials and counter monuments, students were expected to design and present counter monuments at Tower Day.

Tower Scholarships funded over \$47,000 in study abroad experiences for 15 students who are on full tuition scholarships. One of whom is Harrison Sharitt (Mathematics) who studied abroad at Oxford University this year, with Cailee Davis (English) and Elizabeth Center (Biology). See Appendix C Tower Study Abroad Scholarships.



Harrison Sharitt (Mathematics) takes a break with international friends at Blenheim Palace outside Oxford.



**Local Service Learning.** Five students completed service learning projects in HONS 3020, as an alternative to studying abroad. Projects included a “CSU Best Buddies” project, in which two special education majors received grants from the international Best Buddies program to start a chapter on campus. The goal of Best Buddies is to build connections between people with and without intellectual and developmental disabilities. In addition, an early childhood education major organized a “Spring Fling” education carnival at Fox Elementary, a technical theatre major worked as the sound designer for the Columbus Family Theatre’s production of the *Curious Savage*, and a history major located Infantry Board papers and created an inventory for the National Infantry Museum at Fort Benning.

### **Great Conversations**

For the first year, honors students were able to take HONS 3555 Great Conversations, which is the new course designed to act as a capstone experience focused on interdisciplinary perspectives. These courses are offered with different topics and are designed to be team-taught by faculty in multiple academic departments. Honors in Berlin study abroad course on Memorializing the Holocaust included course credit for Great Conversations, and was led by faculty in English and Communication. On main campus, an interdisciplinary team of faculty taught a standard section with the topic, *A Mirror of the World: Film as a Medium of Cultural*. Led by psychologists Dr. Katherine White and Dr. Diana Riser, students analyzed international films under the guidance of guest lecturers in sociology, Dr. Thomas Dailey, and French culture, Dr. Cecile Accilien.

## HONORIS CAUSA

Honoris Causa is the Society of Honors College Scholars. The society has historically provided opportunities for students to work together on service projects, advise on CSU Honors College curriculum, and coordinate academic and social events. Bimonthly



meetings were held on both the Main and RiverPark campuses with programming available at each. All students are required to attend at least three meetings or program events during a semester to maintain active status and receive full benefits, including early registration privileges. This policy is designed to improve retention since program announcements and due dates are advertised at all meetings.

**Space Challenges.** This year, we faced the challenge of finding adequate space for our growing enrollment. For the first time, we exceeded the capacity of Schuster 130 on main campus. Our first two fall meetings hosted 93 and 90 students, respectively. As an alternative, the first meeting was a “carpet picnic” in the Center for International Education’s Event Hall. Over the semester, main campus averaged just over 60 students per meeting, where RiverPark meetings averaged 20. Space was also a problem on the RiverPark campus, since Residence Life repurposed the student lounge we previously used on Broadway to provide additional recreational opportunities for students living on campus. We were temporarily provided space in the Rankin Building, then moved to a newly renovated space in the basement of the Dillingham Building for the spring semester. Both spaces do not have audio visual capacity and rely on intermittent WiFi Internet access. Identifying permanent space is one of the top priorities for the upcoming year.

### Biweekly Meetings

#### Main Campus

Thursdays 12:30-1:30pm

Schuster 130

Average Attendance: 61.5

#### RiverPark Campus

Tuesdays 12:30-1:30pm

RiverPark Activity Center

Average Attendance: 19.8

*Honoris Causa meeting turns into a “carpet picnic” when attendance exceeds capacity of Schuster 130.*





*Officers show off their bowling shoes at the local alley after a long day of work at the new officer's retreat.*

## Officers 2014-15

Kameron Griffin, President  
 Samantha Cook, Vice President Main Campus  
 Samantha Chase, Vice President RiverPark Campus  
 Amelia Barton, Secretary Main Campus  
 Meredith Dayoub, Secretary RiverPark Campus  
 Katie Winkles, Treasurer Main Campus  
 Lauren Rosenblatt, Treasurer RiverPark Campus  
 Rachel Knapp, Social Media Coordinator  
 Amy Melton, Social Events Coordinator  
 Amber Holmes and Michael Hamm, SGA  
 Representatives

## Topics Presented at Honoris Causa Meetings

Jam Session with the Provost  
 How to Write a Curriculum Vita  
 CSU Involve and Volunteer Opportunities  
 How to Design Poster Presentations

Study Abroad Opportunities  
 Game Days!  
 Pizza with the President  
 Undergraduate Research

Disability Services & the Office of Student Diversity  
 UTeach Opportunities, Student Research Experiences  
 Ted Talks: *How to Learn Anything, How to make stress your friend, Keep your goals to yourself, and others*



## During 2014-15, the organization participated in the following:

*Georgia Collegiate Honors Council Conference  
 Georgia Undergraduate Research Conference  
 National Council of Undergraduate Research Conference  
 Service at the Garden at Calvary  
 Curriculum Vita Workshop  
 Welcome Back Party  
 Scholarship Days  
 Legacy Celebration  
 Cougarthon  
 Annual Awards Banquet  
 Faculty Student Mixer  
 Professional Etiquette*



*Winners are announced at the Tacky Holiday Sweater Competition & Social at Dr. Ticknor's house.*

## Highlighted Events & Service Activities

In the fall, Honoris Causa participated in the CSU Day of service by helping with several projects and playing a few rounds of Bingo with the residents of the Gardens at Calvary, an assisted living facility in Columbus. Our students enjoyed working with the residents and offered to return during the winter holidays to help decorate their facility. Over the course of the year, Honoris Causa students recorded more than 2,150 community service hours in activities ranging from Cougarthon to volunteering for the Ronald McDonald house.

Honoris Causa emphasized programming this year to refine professional, personal, and leadership skills. Ted Talks were used to introduce discussions about wellness, with topics ranging from goal setting to dealing with stress. Our students wanted to learn more about creating poster presentations for conferences, so Dr. Eliot Rendleman, director of the Writing Center, was invited to present strategies and hints at one of the main campus meetings. Later in the spring, Honors Advisors, working with the Career Center, hosted writing workshops to improve our students' curriculum vita to help prepare applications for summer internships, employment, and graduate school applications. In addition, our students participated in several conferences to help them improve their communication skills.



Mrs. Karasow helps Kara Jackson (Health Science) create a curriculum vita.



Incoming officers for 2015-16, Darby High (Computer Science) and Thai Johnson (Music) celebrating at the Annual Awards Banquet.



## HONORS ACADEMY

In Fall 2014, we served our first class of dual enrollment students in the Honors Academy. Dual enrollment students have the opportunity to earn college credit while still enrolled in high school, but also benefit from being exposed to the culture of a university. For highly qualified dual enrollment students, the Honors College offers the Honors Academy. Academy students are encouraged, but not required, to take lower division courses at the honors level so that they may experience our courses. The Honors College hopes to recruit these high achieving students when they enroll as freshmen, so our Honors Advisors provide orientation programming, in coordination with Enrollment Services, advising, and social events.

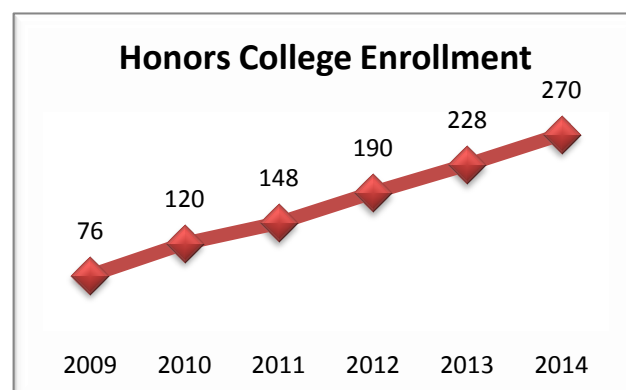
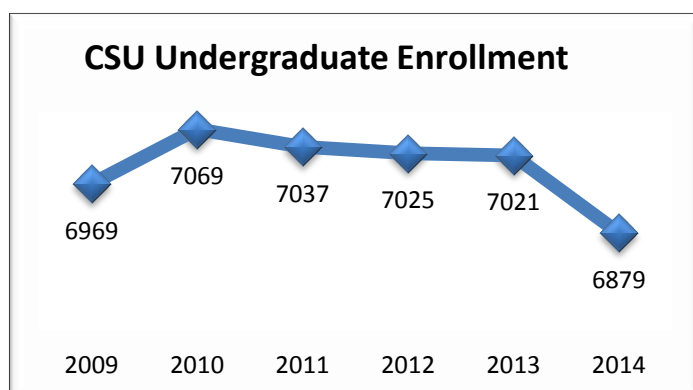
In 2014-15, we served 124 dual enrollment students from 15 high schools in the region, as well as students who were home schooled. Of the dual enrollment students, 46 qualified for the Honors Academy. Students enrolled in core courses across our campus, and 18 students from Harris County completed a political science course taught by Dr. Kyle Christensen on their high school campus.



BIOL 1225H Biology of Fishing Field Trip. Pictured in a group from left to right: Anna Maley (Honors Academy), Tymia Waller (Biology), Mikayla Cypert (Psychology), Corine Embola (Honors Academy), Kaitlin Moye (Accounting), Catrina Dygert (Communication). On the right, Anna Maley holds up an electroshocked fish for identification.

## RECRUITMENT AND SCHOLARSHIPS

The Honors College is a key component in the university's strategic plan to recruit discerning students, and we continue to grow enrollment and positively impact campus retention. In Fall 2014, the Honors College census reached 270 students, which represents 3.9% of CSU's undergraduate enrollment and an 18% increase over the past year. Over the last six years, the number of honors eligible first-time, full-time\* (FTFT) Freshman has grown from 35 students (representing 3% of all FTFT freshmen cohort in Fall 2009) to 67 students (8.1% of the Fall 2014 cohort). As CSU overall undergraduate enrollment has dipped or remained flat, the Honors College census has continued to climb over the last five years. As enrollment has grown, it has outpaced our ability to attract new scholarship funding. This year, only 35% of our students received tuition assistance to come to Columbus State University.



Demographically, 52% of our students come from our community, 58% enter as freshman, and 70% are women. Seventy percent describe themselves as white and 17% identify as black or African American. The most prevalent majors are music (38), biology (36), and theatre (20), but we have seen strong growth in our business majors (18).

Honors Students by Department of First Declared Major			
College of the Arts (26%)		College of Business & Computer Science (13%)	
Art	4	Accounting & Finance	8
Communication	7	Marketing & Management	10
Schwob School of Music	38	TSYS School of Computer Science	18
Theatre	20	College of Letters & Sciences (43%)	
College of Education & Health Professions (16%)		Biology	36
Health, Physical Ed & Exercise Science		Chemistry	15
Exercise Science	5	Criminal Justice & Sociology	8
Health Science	7	Earth & Space Science	17
School of Nursing	18	English	12
Teacher Education	14	History & Geography	6
Undeclared	5	Mathematics & Philosophy	6
		Political Science	3
		Psychology	13

\*Admission criteria are available in Appendix D.

**Recruitment Activities.** *The Honors Experience* has become our primary fall recruitment event, and 31 prospective students attended with their families. Students participated in mock enrichment seminars, simulations of honors courses, and informational sessions. In addition, the Honors College participated in all Discovery Days and hosted four scholarship days during the spring semester. In January 2015, our new recruitment coordinator, Ms. Diana Gill, joined our team and has already worked to refine our website, publications, and event schedule to improve our yield and impact.

**Scholarship Competitions.** The Honors College awards several levels of scholarships. The Presidential Scholarship was awarded at \$5,000 per year, and the Tower Scholarships were awarded at \$2,500 per year for four years. Both of the scholarships were complemented with a \$3,200 award to study abroad. In addition, the Honors College awards University Scholarships, in which each academic college selected three candidates to receive one time \$1,000 scholarships which may be converted to Tower Scholarships if students maintain at least a 3.4 grade point average. The University Scholars have lower academic requirements, which impacted our average test scores when the program was introduced in 2013. Finally, undergraduates reaching their junior year may also apply for scholarships. (See Appendix E for scholarship policies and procedures).

Honors students may combine their scholarships with Georgia's HOPE or Zell Miller Scholarship programs. HOPE scholarships require a grade point average of at least 3.0 and pays for approximately 90% of tuition. Zell Miller Scholarships fund 100% of tuition but require a high school grade point average of 3.7 or above and high standardized test scores (1200 or above on SAT Math and Critical Reading, or 27 or above on ACT Composite). Based on CSU's current tuition and fee structure, our Tower Scholarships pay all remaining institutional fees not funded by Georgia HOPE or Zell Miller and leaves a nominal amount for other educational costs (e.g. books). The Honors College also awards a limited number of out-of-state tuition waivers to recruit non-Georgia residents.

## Results & Challenges

We observed significant improvement in the number and quality of applications, as the opening of the Honors College increased our exposure across the state. Of the 97 applicants, only 30% came from our local service area and 21 had earned an unweighted grade point average (GPA) of 4.0.

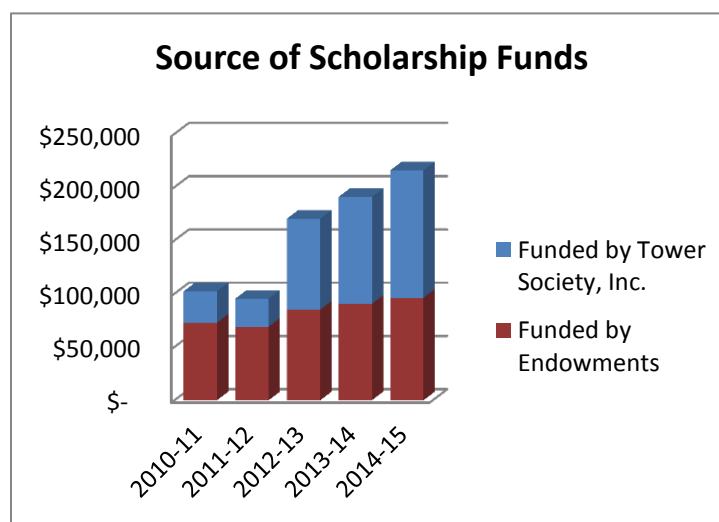
Full Scholarship Offers by Year			
	HS GPA	SAT Score*	ACT Score*
2010-11	3.75	1265	29
2011-12	3.89	1247	28
2012-13	3.84	1251	27
2013-14	3.84	1285	29
2014-15	3.84	1273	28
2015-16	3.98	1323	30
*SAT Score is the sum of Math and Critical Reading Sections and the ACT Score is the ACT Composite Score			

As the quality of our applicant pool has grown, scholarships have become very competitive, requiring students to earn either remarkable test scores or perfect grade point averages. This year, we offered scholarships to students who averaged 3.98 (unweighted) GPA.

Because of the steep demand for scholarships and reductions in annual giving, only eight Tower Scholarships and five university scholarships were awarded to incoming freshmen for Fall 2015; and, only one undergraduate student was awarded a scholars.

Freshman Scholarship Applications by Year							
Year	Number	Average HS GPA	Number With 4.0 GPA	Combined SAT	Composite ACT	Local	Out of State/ International
2010-11	36	3.63	6	1305	27	47%	8%
2011-12	63	3.65	14	1144	25	49%	11%
2012-13	82	3.67	19	1173	25	44%	9%
2013-14	93	3.65	17	1086	25	46%	15%
2014-15	66	3.70	18	1198	26	59%	8%
2015-16	97	3.67	21	1192	27	30%	9%

Over the years, the Honors College has seen modest growth in our scholarship funding that is supported by endowments, ranging from 3.7% to 9.1% annually. As a result, we have relied heavily on annual donations of the Tower Society to provide both the study abroad stipends and tuition assistance. From 2010-2014, tuition scholarships funded by the Tower Society grew from 29% to 55% of all paid tuition scholarships. For the last two years, annual giving has supported over half of all tuition scholarships we have awarded. Given an additional endowment and a growing economy, we have awarded just over \$213,000 in scholarships, with only 47% sourced by the Tower Society. The Honors College will continue to seek additional endowments to fund scholarships. Additional data on scholarships is provided in Appendix E.





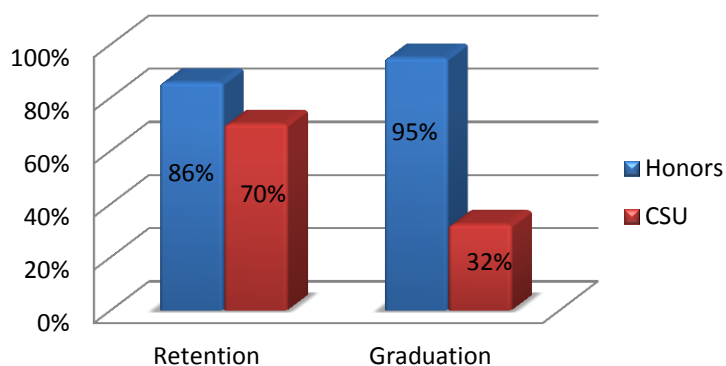
## RETENTION AND PROGRESSION

While some institutions limit the number of students admitted to their honors programs or colleges, CSU's Honors College admits all those who meet academic requirements and are strongly recommended by faculty members. The Honors College philosophy is to attract a diverse community of highly capable and motivated individuals, and support those students who want an opportunity to participate in a rigorous, engaging educational experience. Since the curriculum is rigorous, some opt out of honors education but are historically more likely than non-honors students to persist and graduate from CSU.

In order to longitudinally compare honors students' retention and progression to those of CSU, rates are calculated based upon the University System of Georgia method of tracking first-time full-time freshmen cohorts. Therefore, the following information does not take into account all students enrolled in the Honors College. Data collection only considers a cohort of students who enter the Honors College as freshmen during the fall semester of each year.

From Fall 2013 to Fall 2014, 85.7% of the cohort of first-time full-time freshmen who were honors students returned to study at CSU for their sophomore year, compared to only 70.1% of CSU's first-time full time freshmen. In addition, 75% of the cohort was retained as members of the Honors College. Remarkably, 95% of the honors students from the Fall 2008 freshman cohort graduated compared to only 32.3% of the corresponding CSU cohort. Clearly, Honors students are more likely to graduate from CSU than non-honor students.

**Retention & Graduation Rates**



This year, we conducted an analysis of all students who had been admitted into the Honors College (formerly program) to determine what characteristics, if any, could predict persistence in our curriculum and graduation rates. Of the 277, 63% graduated from CSU and 21% earned the Honors Seal. Students who received full scholarships (Presidential or Honors) were significantly more likely to graduate with the Honors Seal; and students who did not receive any tuition assistance were significantly less likely to graduate with the Honors Seal ( $\chi^2=41.08$ ,  $p<0.001$ ). When comparing the high school grade point averages and standardized test scores of the students who graduate with those who withdrew from CSU, no significant differences were observed. Those who graduated from CSU with the honors seal had statistically higher high school grade point averages and test scores. There is no evidence that race or gender impacts the likelihood to graduate at CSU with or without the Honors Seal.

Reasons for Leaving the Honors College	Admission Type		Total
	Freshman	Undergraduate	
<b>CSU Withdraw or Transfer</b>	12	7	19
<b>Suspended-GPA</b>	12	9	21
<b>Suspended-Inactivity</b>	1	10	11
<b>Withdrew</b>	6	6	12
<b>Grand Total</b>	<b>31</b>	<b>32</b>	<b>63</b>

Among those who left the Honors College, those admitted as freshmen were more likely to be suspended because their grade point average fell below the minimum requirements. If a student's grade point average falls below 3.4, they are placed on probation for one semester to allow them to receive advising, encouragement, and an opportunity to improve. After one semester of probation with a grade point lower than 3.4, students are suspended. Students may also be placed on probation for inactivity (not taking courses or participating in program events) and suspended after a semester. All but one student suspended for inactivity were admitted as undergraduates.



Tower Society members and Friends of Honors, Linda Shinkle, Linda Reynolds, Paul Holmer-Monte at the banquet with alumnus Kat Cannella (BA Communication, '04)

## HONORS COLLEGE AWARDS BANQUET

The inaugural Honors College Awards Banquet was held on Sunday, May 3<sup>rd</sup> in the Presidents Room of the Lumpkin Center. At the ceremony, graduating seniors who earned their Honors Seal received their regalia, and the Honors College presented awards to students, faculty, and alumni for outstanding achievements during the academic year. The Banquet was supported by the Friends of Honors and the CSU Alumni Association.

The following individuals were recognized at the event:

### *Alumni Awards for Community & Global Impact*

Dr. Blayke Gibson Anerin, BS Biology '05

Dr. Anerin is currently an Assistant Professor of Emergency Medicine and Emergency Ultrasound Fellowship Director at the University of Alabama – Birmingham (UAB). Dr. Anerin has participated in Medical Missions to Mexico and trains ER residents who practice around the world. She has also lectured on the topics of Ultrasound Anatomy, Bleeding Disorders and Anticoagulants, Peptic Ulcer Disease and Gastritis, and Point of Care Ultrasound in pregnancy and has been invited to present and serve as a guest trainer at a conference in Rome, Italy this September.

Dr. Joshua A. Fields, BS Biology '02

Dr. Fields is an Assistant Professor of Biology, Microbiology, and Chemistry in the Department of Natural Sciences at Georgia Military College. He has presented his research on infectious diseases, plasma membrane repair, and wound healing at international conferences. He has earned several awards including outstanding teaching and the R. August Roesel Memorial Award for Research Excellence in Biochemistry at the Medical College of Georgia.



Dr. Joshua Fields (far left) dines with Dr. Blayke Anerin (second from right) at the Awards Banquet.



Also nominated were Alex Acton (BA Communication '09) & Ms. Kat Cannella (BA Communication '04)

## ***Faculty Awards***

Excellence in Teaching: Dr. Michael Newbrey (Biology Department)

Outstanding Mentorship: Dr. Wade Holley (Chemistry Department)

## ***Student Awards***

### *Academic Achievement Awards:*

Interdisciplinary Studies Award: Catrina Dygert (Communication)

Scholarly Activities in Fine & Performing Arts Award: Amy Melton (Music)

Scholarly Activities in Humanities Award: Katherine Hinzman (History)

Scholarly Activities in Professional Students Award: Laurie Dishman (Early Childhood Education)

Scholarly Activities in Science Award: Lauren Whitehurst (Biology)

Scholarly Activities in Social Science Award: Louisa Tovar-Forero (Political Science)

*Community Service Award:* The student from the Honors College who has demonstrated extraordinary community service.

- Michael Kamar (Biology)– The Ronald McDonald House

*College Service Awards:* This award is given to the students from each class who have made the Honors College a better place through her/his presence. They have demonstrated strength in scholarship, outstanding service in on-campus and off-campus activities, special initiative.

- First Year - Manuel Parrachavez (Computer Science)
- Sophomore - Logan Greer (Biology)
- Junior - Amy Melton (Music)
- Senior - Cherie Corning (Mathematics)

## **Highlights of Student Achievements**

The Honors College publically congratulates students throughout the year when they report earning awards or grants, being accepted to conferences, competitions or internships, publishing creative works or scholarly papers, or any other achievement. This year, fifteen students earned top student awards in their departments and at the annual





Scholastic Convocation two of our students garnered the top awards. Angelin Shajan (Biology) was awarded the Faculty Cup and Katherine Hinzman (Art History & History) earned the Phi Kappa Phi Senior Award. Angelin will be attending medical school at Edward Via College of Osteopathic Medicine. Katherine will begin a Master's program in Art History at Oxford University, and was selected to receive a national Phi Kappa Phi Fellowship to support her studies.



Angelin Shajan (Biology) showing her Faculty Cup & Katherine Hinzman (History & Art History) getting her second diploma at graduation.



The fifteen departmental award winners recognized at Scholastic Honors Convocation:

Art History Award: Katherine Hinzman

History Award: Katherine Hinzman

Music-Presser Scholar Award: Jordan Walsh

Theatre Arts Performance Award: Amelia Maxfield

Software Systems Computer Science Award: Sharon Zeng

Outstanding Nursing BSN Award: Kaitlyn Given

Ecological & Evolutionary Biology Award: Katie Elaine Winkles

George Stanton Biology Award: Angelin Shajan

Organismic Biology Award: Rebecca Moody

American Chemical Society Undergraduate Award in Organic Chemistry: Kyle Summers

Excellence in Chemistry Research Award: Kameron Griffin

Outstanding Chemistry Major Award: Rubicelys Torres Guzman

Geology Award: Joel Roop-Eckart

Engineering Award: Ajith Shajan

Philosophy Award: Kevin Stanford

We have collected self-reported honors in Appendix F.

## HONORS GRADUATES & SENIOR PROJECTS

Thirteen students completed all Honors requirements and graduated with the Honors Seal. Seniors graduating with honors from the Summer of 2014 to Spring 2015. Each student earned the privilege of wearing the new honors cord and seal with their graduation regalia.



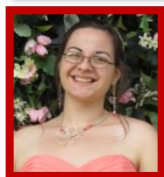
### **Thomas Adams – BSEd Music Education, Fall 2014**

Thesis Title: *Patronage: The Renaissance and Now*, mentored by Dr. Andrée Martin



### **E. Darci Burdett – BS Psychology, Fall 2014**

Thesis Title: *Perceptions of Humanity*, mentored by Dr. Diana Riser  
Notes: Is working as a copy editor for the Ledger-Enquirer while applying to graduate school for psychology or human resource management



### **Marlena Cameron – BA History, Spring 2015**

Thesis Title: *Of Mammoths, Mastodons, and Megalonyxes: Jefferson and the Question of American Degeneracy, 1780-1812*, mentored by Ilaria Scaglia  
Notes: To pursue a Masters in History and Philosophy of Science and a Museum Studies certificate at Florida State University



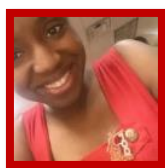
### **Telea Davis – BSEd Special Education, Spring 2015**

Thesis Title: *The use of IOS Systems to Support Mathematics Instruction for Students with Intellectual and Developmental Disabilities*, mentored by Dr. Mary Beth Hendricks  
Notes: Will attend graduate school at Georgia State University to get a Master of Education degree in Multiple and Severe Disabilities with a concentration in autism spectrum disorders



### **Laurie Dishman – BSEd Early Childhood Education, Fall 2014**

Thesis Title: *Educational Guide: Refugee Children's Storytelling across Curriculum*, mentored by Dr. Ekaterina Strekalova-Hughes



### **Adesikimi Ewedemi – BS Health Sciences, Summer 2014**

Thesis Title: *Substance Abuse with Pregnant Women: The Need for Health Education*, mentored by Dr. Joy Thomas  
Notes: Adesikimi was listed in last year's report but is listed again since we are aligning our reporting this year to be consistent with university reporting.



**Katherine Hinzman – BA History and Art History, Spring 2015**

Thesis Title: *'The Sanctity of Womanhood': John Ruskin and the Medieval Madonna*, mentored by Dr. Claire McCoy

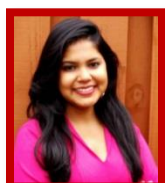
Notes: Accepted into graduate programs at the University of Oxford (Masters in the History of Art and Visual Culture); University of York; University of Kent; University of London; and the Courtauld Institute of Art. She will attend the University of Oxford in October 2015 and received the PKP National Fellowship



**M. (Charlotte) Moody – BSEd Theatre Education, Spring 2015**

Thesis Title: *Planning a High School Production of Roger's and Hammerstein's "The Sound Of Music"*, mentored by Dr. Brenda May Ito

Notes: Will be married in May 2015 (Charlotte Moody-Forrest) and moving to Atlanta to teach drama



**Angelin Shajan – BS Biology, Spring 2015**

Thesis Title: *The Effects of Curcumin on the Expression of p53 and Bcl-2 Proteins in the Human Breast Carcinoma Cell Line MDA-MB 468*, mentored by Dr. Monica Frazier

Notes: The CSU 2015 Faculty Cup winner will be attending medical school at the Edward Via College of Osteopathic Medicine in Auburn, AL.



**J. Andrew Smith – BM Music and BSEd Music Education, Spring 2015**

Breaking; Thesis Title: *Mending- For Oboe And Chamber Orchestra* mentored by Dr. Matthew McCabe

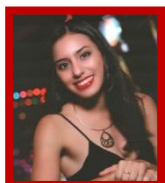
Notes: Pursuing a master's degree in composition at Bowling Green State University where he will be working as a graduate assistant



**T. Kyle Summers – BS Chemistry, Spring 2015**

Thesis Title: *Biginelli Synthesis and Characterization of Potentially Anti-Proliferative Dihydropyrimidinone Thione Analogs*, mentored by Dr. Renat Khatmullin

Notes: Awaiting medical school admission while working for Pratt Whitney



**Rubicelys Torres-Guzman – BS Chemistry, Spring 2015**

Thesis Title: *Effects of encapsulation on the Glass Transition Temperature*, mentored by Dr. Wade Holley

Notes: Accepted to University of Akron for a PhD in Polymer Science and Engineering



**Shannon Wilson – BFA Theatre, Fall 2014**

Thesis Title: *Technical Direction for Mr. Burns: A Post Electric Play*, Mentored by Prof. Krystal Kennel

Notes: Shannon included a blog with her project available at <http://mrburnstd.blogspot.com/>

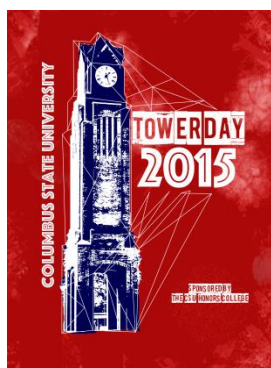


## PROMOTING UNDERGRADUATE RESEARCH

The Honors College encourages undergraduate research across all disciplines by coordinating events and publications with other campus resources in a combined campaign for students to “Prepare, Present, and Publish”. Resources are available to the students on the honors website. It contains links to various means of preparation support, including Student Research and Creative Endeavors (S-RACE) Grants and “How to create posters”. Students are also provided information for Tower Day, the annual showcase of undergraduate research and creative endeavors that is the cornerstone of CSU’s Academic Week of Excellence. All students who presented or published their projects during the year were invited to publish summaries of their work in *Abstract 2015* or submit manuscripts in *Momentum*, CSU’s Journal for Undergraduate Research and Critique.



*Katherine Hinzman (History) explains her research to Dr. Becky Becker at Tower Day 2015*



*Ellie Grace (English) designed the 2015 Tower Day Cover*

### Tower Day

Honors College students hosted the sixth Tower Day Showcase of Undergraduate Research and Creative Endeavors on Tuesday, April 14, 2015. At the event, students from all disciplines were invited to present their scholarly activities to our community to share their discoveries and inspire others to study in and learn more about their fields. A former alumnus, Samantha Worthy (BA Chemistry and BS Biology, '14), and Prof. Stacey Meyers-Prosyniuk, Assistant Director of the School of Nursing, were the keynote speakers at the opening plenary session with 162 students in attendance. The day showcased 59 projects presented by 148 undergraduates during multiple poster sessions. The poster sessions were attended by an average of 181, and the 20-minute presentations attended by an average audience of 16.

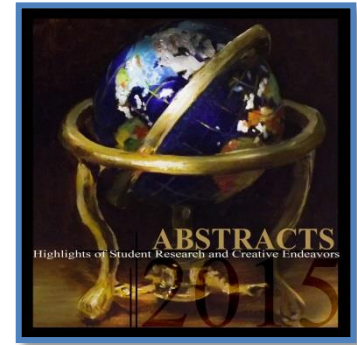
The plenary and awards ceremonies both had record attendance but all other metrics indicated strong attendance, but typical attendance compared to events over the last five years. All presentations and posters were judged by teams of honors students and faculty mentors. Ten awards for best posters and presentations are listed in Appendix G.





## Abstracts 2015

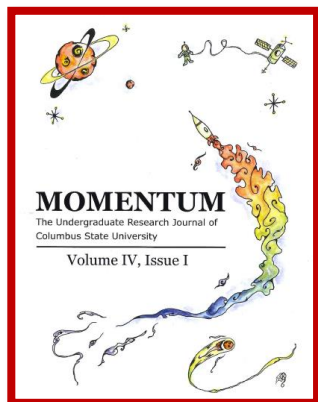
Undergraduates from all disciplines who have published or presented their work at local, regional, or national conferences during the academic year 2014-2015 were invited to submit their work to the annual publication of Abstracts 2015. The Abstracts publications are used to showcase and document the breadth and depth of undergraduate research occurring campus-wide. This year 79 abstracts were submitted from 14 academic departments. Of the submissions, 18 were presented at national or state conferences, and 30 were supported by CSU S-RACE Grants or external funding.



*Julianna Wells (Art) designed the 2015 Abstracts Cover*

## Momentum

In 2014-15, the Honors College supported the fourth volume of the publication of *Momentum*, CSU's Journal for Undergraduate Research and Critique. This peer-reviewed journal, edited by undergraduates and faculty members, contained six articles from the humanities, social science, geology, and two in the arts. Sam Chase (Music Performance) serves as the editor-in-chief and was advised by Dr. Kyle Christensen.



## MEETING THE NEXT CHALLENGE: RESOURCING THE FUTURE

As we look to the future, we will continue to seek resources that can solve our most pressing challenges and strategically plan for the future. Columbus State University will be transformed over the next five years when the new 500 bed freshmen residence hall opens in Fall 2016 and the College of Education and Health Professions moves to our RiverPark Campus by Spring 2017. For the Honors College, we have the opportunity to attract new high achieving freshmen by offering more comprehensive Living-Learning Community programming with our faculty members who live in honors housing. However, we also recognize the challenges of new growth and the changing needs of our current students, half of whom will major in academic departments that will reside at RiverPark.

During the spring semester, we were allocated space to open an Honors College office in One Arsenal Place on the RiverPark Campus. Beginning in Fall 2015, we will be providing students with advising and resources while using the offices to host recruitment events and tours for the entire campus. To address our space needs, we will continue to work on upgrading the facilities we share to accommodate basic PowerPoint presentations and sufficient connectivity to conduct regular meetings for officers, staff, and faculty who work on both campuses.

However, our primary goal for the year will be to work with the First Choice Comprehensive campaign to raise \$15 million. These funds will support tuition scholarships and educational activity grants that will allow students to travel national conferences and competitions. As we continue our mission to attract high achieving students and improve the national recognition of CSU, we have set goals to reach a census of 500 and support at least one-third with Tower Scholarships. Achieving these ambitious goals will allow the Honors College to make a greater contribution toward the improvement of the institution's reputation as an academic champion within and beyond our region.



*New Honors College office at One Arsenal, RiverPark Campus*



## **APPENDICES 2014-15**

## Appendix A: Summary of Student Evaluations of Core and Enrichment Courses

Fall 2014 Student Course Evaluations	Enrichment Courses				Core Courses							
Courses:	HONS 3000: Archaeology	HONS 3000: Fall Line	HONS 3000: Economics	HONS 3000: Performance	POLS 1101H	PSYC 1101H	MATH 1113H	ITDS 1156H	HIST 2111H	ENGL 2112H	ENGL 1101H	BIOL 1225H
Response Rate	50%	40%	57%	93%	100%	94%	83%	89%	88%	100%	100%	94%
<b>The course required me to:</b>												
Develop an appreciation for how research or scholarship is conducted in the professor's discipline.	5.0	4.7	4.0	4.2	3.1	4.6	3.1	3.7	4.1	4.6	3.3	4.9
Analyze topics from more than one disciplinary perspective	4.6	4.8	4.3	4.5	3.3	4.5	3.7	4.2	3.9	4.6	4.1	4.6
Identify resources or evaluate evidence used to support arguments or critiques in the professor's academic	4.4	4.7	4.3	4.0	3.6	4.6	3.8	3.9	4.2	4.7	3.9	4.7
Identify resources or evaluate evidence used to support arguments or critiques in my major field of study.	4.2	4.7	4.3	4.1	2.7	3.8	2.6	3.1	3.5	4.5	2.2	3.8
Independently design a project that required critical or creative thinking.	4.8	5.0	3.3	3.8	2.8	4.2	2.9	4.1	3.5	4.9	3.3	4.6
Meaningfully connect my academic classroom education with local community activities.	4.4	4.5	4.3	4.3	3.5	4.1	2.7	3.1	3.7	4.3	3.2	4.7
Meaningfully connect my academic classroom education with the international cultures or experiences.	4.0	4.2	3.8	3.9	3.3	4.2	2.4	4.4	3.9	4.8	4.3	4.3
Interact with my peer and professor at most class meetings through discussions, assignments, activities,	5.0	4.5	4.5	4.3	4.1	4.8	4.5	4.6	4.2	4.7	4.4	4.8
<b>In the course, the professor:</b>												
Utilized innovative instructional techniques or creative	4.8	4.5	3.3	4.8	2.8	4.7	3.8	4.0	3.7	4.6	3.4	4.9
Organized a field trip.	5.0	5.0	4.8	3.1	4.3	2.2	1.5	1.4	1.5	2.4	5.0	4.9
Invited guest lecturers.	3.8	3.0	3.3	3.0	2.5	2.5	2.3	4.9	2.3	2.9	4.6	3.6
<b>Overall the course:</b>												
Broadened my understanding of the professor's	4.8	4.8	4.5	4.5	3.5	4.6	3.6	4.2	4.2	4.6	4.2	5.0
Deepened my understanding of my major.	4.0	4.2	4.0	4.3	2.7	3.4	2.4	2.6	2.7	4.4	2.1	3.1
Was a valuable educational experience.	5.0	4.7	4.8	4.8	3.6	4.8	3.6	4.3	4.2	4.9	4.1	4.9
Should be taught in honors again.	5.0	4.8	5.0	4.9	3.9	4.8	3.3	4.8	3.9	4.9	4.3	5.0



## **Appendix B: Honors Completed Contracts 2014-15**

### **Summer 2014**

*Medicinal Plants of Belize Brochure* in BIOL 5535U  
Completed by Angelin Shajan, mentored by Clifton Ruehl

*Medicinal Plants of Belize Brochure* in BIOL 5535U  
Completed by Tatyana Foster, mentored by Clifton Ruehl

*Bletchley Park Codebreaking Problem Set* in MATH 3556  
Completed by Kayla Parsons, mentored by Cindy Ticknor

### **Fall 2014**

*The Double Helix* in CHEM 3141  
Completed by Claire M. Belay, mentored by Jonathan M. Meyers

*Cognitive Research Proposal* in PSYC 4275  
Completed by Emily A. Burdett, mentored by Rose H. Danek

*Orbit Refinement of Small Solar System Bodies* in ASTR 3105  
Completed by Austin L. Caughey, mentored by Andrew W. Puckett

*Marching Ensemble Conducting* in MUSE 3201  
Completed by Samantha N. Chase, mentored by Paul K. Hostetter

*Steiner Triple Systems* in MATH 5125U  
Completed by Cherie D. Corning, mentored by William B. Muse

*Group Development Stages Applied to Best Buddies Leadership Organization* in SPED 3275  
Completed by Lindsey M. Davies, mentored by Gregory A. Blalock

*William Byrd: A Look at his Life and Work* in MUSC 3228  
Completed by Meredith B. Dayoub, mentored by Andree E. Martin

*Instrumentation and Transcription Honors Contract* in MUSC 3117  
Completed by Francisco Javier D. De Alba, mentored by Edwin S. Harris

*Discerning the Discovery of the Double Helix* in CHEM 3141  
Completed by Jacob J. Dirkman, mentored by Jonathan M. Meyers

*Astrocytes and Hormones* in BIOL 3215K  
Completed by Lachesica Evans, mentored by Monica C. Frazier

*Gene-targeted mutagenesis in Yeast* in BIOL 3216

Completed by Lachesica Evans, mentored by Brian Schwartz

*J.J. Quantz: On Playing the Flute* in MUSC 3228

Completed by Ty A. Gable, mentored by Andree E. Martin

*Comparison of Histological Special Stains on Small Intestine or Appendix* in BIOL 5515U

Completed by Michael C. Hamm, mentored by Glenn D. Stokes

*Poster Design showing Effects of Acrylamide and Caffeine on Crayfish and Earthworms* in BIOL 5515U

Completed by Raquel R Hand, mentored by Kathleen S. Hughes

*An Observation of Varying Levels in Young Clarinet Students* in MUSE 3271

Completed by Victoria A. Hargrove, mentored by Lisa M. Oberlander

*Presentation of Research in Modernist Art History* in ARTH 3127

Completed by Katherine M. Hinzman, mentored by Michele M. McCrillis

*Exploration of Bioenergetics* in EXSC 4131

Completed by Amber D. Holmes, mentored by Clayton R. Nicks

*Identification of Significant Lifespan Development Terms Experienced in the Real World* in PSYC 2103

Completed by Amanda P. Marshall, mentored by Diana K. Riser

*When the Grid Falls* in THEA 4445

Completed by Amelia M. Maxfield, mentored by Becky K. Becker

*Neuroscience class research poster* in BIOL 5515U

Completed by Rebecca D. Moody, mentored by Kathleen S. Hughes

*Martian Geology: Possible Evidence for Plate Tectonics on Mars* in ASTR 3105

Completed by Wenonah J. Patrick, mentored by Andrew W. Puckett

*Using Radiometric Techniques to Determine Zircon Concentrations Prior to Extraction* in GEOL 4535

Completed by Kenneth Roop-Eckart, mentored by Clint Barineau

*Development of Opera* in MUSC 3228

Completed by Lauren N. Rosenblatt, mentored by Andree E. Martin

*Composition: A Look at Video Game Music and Style* in MUSA 1215

Completed by Justin D. Russell, mentored by Matthew L. McCabe

*Fluctuation-dissipation theorem and the competition between crystal and g* in CHEM 3135

Completed by Nicole M. Sikes, mentored by Floyd R. Jackson

*The Double Helix: Revolutionizing Science* in CHEM 3141  
Completed by Justin Skariah, mentored by Jonathan M. Meyers

*Seeking Dawn; a Piece for Orchestra* in MUSA 1215  
Completed by Jonathan A. Smith, mentored by Matthew L. McCabe

*Instrumental Conducting of Breaking; Mending* in MUSE 4207  
Completed by Jonathan A. Smith, mentored by Constantina Tsolainou

*The Double Helix* in CHEM 3141  
Completed by Abbee G. Stallone, mentored by Jonathan M. Meyers

*Rapid Prototyping with Field Programmable Gate Arrays* in CPSC 4899  
Completed by Joshua M. Staples, mentored by Angkul Kongmunvattana

*Werner Complexes: A Literature Review* in CHEM 3135  
Completed by Timothy Summers, mentored by Floyd R. Jackson

*Development of Articulation on the Saxophone* in MUSE 3271  
Completed by Leslie G. Thomas II, mentored by Amy E. Griffiths

*Foreign US Policy in Colombia* in POLS 3127  
Completed by Louisa G. Tovar Forero, mentored by Frederick D. Gordon

*Arranging Pop Songs for Orff Instruments* in MUSE 4205  
Completed by Mary C. Unthank, mentored by Bradley C. Olesen

*MIDI Controlled Vibraphone Motor* in MUSC 3311  
Completed by Jordan T. Walsh, mentored by Matthew L. McCabe

*Properly Preparing to Play in a Musical Theater Production* in MUSA 3221  
Completed by Jordan T. Walsh, mentored by Paul Vaillancourt

*Women in Crime and Justice Analysis* in CRJU 3135  
Completed by Anna M. Watson, mentored by Theresa D. Willey

*Visual Art Portfolio Development* in ARTS 3256  
Completed by Julianna M. Wells, mentored by Orion A. Wertz

*Analysis of "The Double Helix" by James Watson* in CHEM 3141  
Completed by Lauren E. Whitehurst, mentored by Jonathan M. Meyers

### **Spring 2015**

*Lights, Camera, Action: iProduce* in COMM 3257  
Completed by Aliyah C. Anglin, mentored by Christopher D. Robinson

*"Wedding Singer" Poster Design* in ENGL 3156  
Completed by Kaleigh M. Blessard, mentored by Joseph P. McCallus

*Descent of Man?: Darwin's Theory and its Impact on Victorian Society* in ENGL 3139  
Completed by Marlena B. Cameron, mentored by Daniel W. Ross

*Kitchen Chemistry* in CHEM 1212  
Completed by Stephanie R. Carney, mentored by Rajeev B. Dabke

*Stellar Observations Using Astrophysical Techniques* in ASTR 3115  
Completed by Austin L. Caughey, mentored by Rosa N. Williams

*Body Mapping the Trombonist* in MUSC 3105  
Completed by Matthew T. Daniels, mentored by Andree E. Martin

*U.S./ Colombia Drug Policies* in HIST 3137I  
Completed by Curtis L. Davis, mentored by Gerald M. Greenfield

*Conducting: How to Prepare and How to Execute* in MUSE 3202  
Completed by Meredith B. Dayoub, mentored by Constantina Tsolainou

*The comparison of Stravinsky's Petrushka and Rite of Spring in an extended research paper* in MUSC 3229  
Completed by Charley L. Denmark, mentored by Robert F. Sharpe

*Modeling: the challenges of teaching with an injury* in MUSE 3271  
Completed by Charley L. Denmark, mentored by Susan H. Tomkiewicz

*Molecular Barcoding from Field Work in Ecology* in BIOL 3217K  
Completed by Jacob J. Dirkman, mentored by John A. Barone

*Advertising Bodies* in PSYC 3565  
Completed by Catrina K. Dygert, mentored by Rose H. Danek

*Organisms in Soil* in BIOL 3218K  
Completed by Lachesica Evans, mentored by Harlan J. Hendricks

*Child Development Myth Busters: an in depth look into modern child rearing myths* in PSYC 3185  
Completed by Skye A. Geeslin, mentored by Diana K. Riser

*Puberty is a Dangerous Thing* in NURS 3279  
Completed by Elisha S. Germain, mentored by Katherine I. Herczeg

*SHRM Conference Project* in MGMT 3115  
Completed by Jaymes M. Gillett, mentored by Phillip Bryant



*The Golden Polyphemus* in MUSC 5224U

Completed by Katherine A. Holmes, mentored by Andrew E. Zohn

*Native Americans & Colonists: Relationships prior to the Trail of Tears* in HIST 3125

Completed by Rachel L. Knapp, mentored by Ilaria Scaglia

*Composition of a High School Percussion Book* in MUSE 4208

Completed by Jonathan J. Mashburn, mentored by Andrew F. Poor

*We Are Such Stuff As Dreams Are Made On* in THEA 3176

Completed by Amelia M. Maxfield, mentored by Becky K. Becker

*CAPM* in FINC 3105

Completed by Catherine E. North, mentored by Owen A. Tidwell

*Influence of Artificial Limbs on the Human Body* in EXSC 3135

Completed by Shelby A. Rolling, mentored by Michael Mangum

*Hospice Care* in HESC 4129

Completed by Shelby A. Rolling, mentored by Paula Walker King

*Thermal History and the Glass Transition* in CHEM 5105U

Completed by Nicole M. Sikes, mentored by Daniel W. Holley

*Understanding of Biology: TO learn a Fly* in BIOL 5525U

Completed by Justin T. Skariah, mentored by Harlan J. Hendricks

*Ancient Greek Historiography* in PHIL 3115

Completed by Kevin A. Stanford, mentored by David M. Wisdo

*Digital Forensic Investigation on Solid State Drives* in CPSC 3119

Completed by Joshua M. Staples, mentored by Lydia Ray

*RNA Interference in C. elegans.* in BIOL 5515U

Completed by Micah A. Staples, mentored by Brian W. Schwartz

*Investigation of Chemical Issues in the Environment - A Synopsis of Previous Literature* in CHEM 5555U

Completed by Timothy Summers, mentored by Samuel M. Abegaz

*Key Works for the Solo Saxophone* in MUSC 5239U

Completed by Leslie G. Thomas II, mentored by Amy E. Griffiths

*The Voices of the Valley* in MUSE 4206

Completed by Mary C. Unthank, mentored by Bradley C. Olesen

*Cultural Diversity and Juvenile Offenders* in CRJU 4167

Completed by Anna M. Watson, mentored by Bridget L. Downs

*RNA Interference in C. elegans* in BIOL 5515U

Completed by Lauren E. Whitehurst, mentored by Brian W Schwartz

*Critical Evaluation of a Peer Reviewed Article Related to Environmental Chemistry* in CHEM 5555U

Completed by Lauren E. Whitehurst, mentored by Samuel M. Abegaz

*SHRM Conference Project* in MGMT 3115

Completed by Cory L. Yelverton, mentored by Phillip Bryant

*Culturally-Relevant Instruction and Technology Enhanced Learning Environments to Close the Achievement Gap* in EDUF 4205

Completed by Telea Davis mentored by Dr. Bruce Foster

## Appendix C: Honors Tower Society Study Abroad Awards

Honors Tower Society Study Abroad Awards 2014-15			
Last Name	First Name	Location	Awards
Belay	Claire	Tanzania	3,200.00
De Alba	Paco	France	3,200.00
Delvelvis	Adalene	London	3,200.00
Dirkman	Jacob	Tanzania	3,200.00
Griffin	Brittany	Berlin	3,200.00
Grover	Emily	London	3,200.00
Hargrove	Victoria	Canada	2,955.30
Holmes	Katherine	London	3,200.00
Hetzel	John	Oxford	3,200.00
Maxfield	Amelia	Japan	3,200.00
Moody	Rebecca	Tanzania	3,200.00
Sharitt	Harrison	Oxford	3,200.00
Thomas	Leslie	France	3,200.00
Wells	Julilanna	Tanzania	3,200.00
Winkles	Katie	France	3,200.00
<b>Total</b>			<b>47,755.30</b>

## **Appendix D: Honors College Admission Criteria**

### **Entering Freshmen**

High school students who are applying for admission to Columbus State University are encouraged to apply for admission to the Honors College if they have:

- Earned a combined score of 1200 or higher on the SAT Math & SAT Verbal score, with a 550 minimum on both the math and verbal subsections, or an ACT composite score of 26\*
- Achieved a cumulative high school GPA of 3.50 or higher, based on high school academic courses only

### **CSU & Transfer Student Admissions**

In order to qualify for admissions, current CSU students or students transferring to CSU must meet the following criteria for admissions to the Honors College:

- Earned a cumulative GPA of 3.40 or higher (calculated by academic courses only)
- Completed a minimum of 15 semester hours earned that are applicable to a degree program\*\*
- Recommended by a university faculty member

\*The Honors Education Committee revised the ACT score to 26 this year to be consistent with USG's HOPE and Zell Miller Scholarships' interpretation of standardized test scores equivalent to 1200.

\*\*Students previously enrolled in developmental courses may enter the Honors College if they have COMPASS scores of 95 in reading, 97 in writing, and 48 in math and are no longer enrolled in developmental courses. Students enrolled in developmental courses or in courses to remediate CPC (College Preparatory Curriculum) deficiencies may not enter the CSU Honors College. The Honors College may consider exceptions to the admission criteria in certain cases.

### **Admissions requirements for dual enrollment in the Honors Academy:**

Combined SAT Math and Critical Reading score of at least 1100 with a minimum of 500 on each subsection or an ACT composite score of 24, and high school academic GPA of 3.50 or higher

## **Appendix E: Honors Scholarships Policies & Procedures (Revised January 2012)**

### **Entering Freshmen Scholarships**

Honors Scholarships for Entering Freshmen are competitively awarded each year to students who meet the minimum CSU Honors College admission requirements. The merit based scholarship competition includes a formal application and a campus interview. Funds may be used in addition to other financial aid, including Georgia's HOPE scholarship program. Freshmen are eligible for either the \$5,000 Presidential Scholarship or \$2,500 Tower Scholarships awarded annually. Both are annual, renewable scholarships and may be renewed for up to four years if students are active participants in the CSU Honors College. In addition, students receiving the scholarship are awarded a one-time study abroad scholarship of up to \$3,200 that may be used when the scholar reaches their junior year.

### **Undergraduate Scholarships**

Honors College Scholarships for Undergraduates are also competitively awarded to active Honors College students for tuition and academic pursuits during their junior and senior year. Scholarship may be up to \$1,250 per semester, renewable for four semesters. Full eligibility requirements and criteria are included on the application.

### **Committee Recommended Schedules**

Presidential Scholarship Competition, with one Presidential Scholarship of \$5,000 awarded:

- ▶ Application Due Date: January 31
- ▶ Notify Interviewees: February 8
- ▶ RSVP: February 17
- ▶ Interview Day: February 28 (Tuesday before Spring Break)
- ▶ Award Letters Mailed: March 2 (Friday before Spring Break) *\*All others will be wait listed.*
- ▶ Acceptance Required by: April 1

Full Competition:

- ▶ Application Due Date: March 1
- ▶ Notify Interviewees: March 16
- ▶ RSVP: March 30
- ▶ Send Interview Day Schedule: April 16
- ▶ Interview Day: April 20
- ▶ Award Letters Mailed: April 24 *\*Letters will include those with one time scholarships*
- ▶ Acceptance Required by: May 1



#### Undergraduate Competition:

- ▶ Application Due Date: April 15
- ▶ Award Letters Mailed: May 1, but may include a waiting list. Funding will occur after final acceptances received by Entering Freshmen

### **Awarding Policies**

The number of available scholarships will be determined by the endowment budgets provided by the CSU Foundation Office, with all endowment restrictions noted. Based on the total funds available, sufficient funds will be reserved to support at least five scholarships in the full competition and two scholarships for the undergraduate competition held in April. All applications may earn up to 100 points, as determined by the scholarship committee. The awards will be made according to the following:

- 1) Round 1 – Presidential Competition: Based on the points earned by the applicant, rank all those in presidential scholarship competition. Offer all fully qualified students, if possible, a scholarship after reserving funds as described above. Those not receiving scholarships will be placed on a waiting list. The presidential scholarship is awarded to top ranking students in Round 1. All scholarships offered and not accepted by the deadline will be awarded during Round 2 along with the five scholarships reserved for the full competition.
- 2) Round 2 – Full Competition: Evaluate all applicants in the full scholarship competition; Award scholarships by:
  - i) Add 5 points to scores of all those in Round 1
  - ii) Rank all fully qualified from Round 1 (with 5 points included) and Round 2
  - iii) Rank all remaining (with curve included in Round 1 candidates)
  - iv) Award remaining scholarship funds for new freshmen according ranking
- 3) Round 3 – Undergraduate Competition: Evaluate all applicants in the undergraduate scholarship competition and award the two reserved scholarships to the top two applicants according to rank. As scholarships are declined after Round 2 offers have been made, award additional funds to undergraduates. If there are remaining funds, return to ranked list created during Round 2.

## Appendix F: Scholarship Funding Sources

Scholarships by Funding Source:						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16*
Funded by Tower Society, Inc.	\$ 29,500	\$ 26,360	\$ 85,370	\$ 100,450	\$ 119,550	\$ 100,000
Funded by Endowments	\$ 72,750	\$ 69,000	\$ 85,090	\$ 90,413	\$ 96,200	\$ 113,505
Total Scholarship Paid	\$ 102,250	\$ 95,360	\$ 170,460	\$ 190,863	\$ 215,750	\$ 213,505
% Funded by Tower Society, Inc.	29%	28%	50%	53%	55%	47%
% Funded by Endowments	71%	72%	50%	47%	45%	53%
Budget by Endowments	\$76,005	\$82,085	\$85,090	\$92,800	\$97,780	113505
Increase growth of Endowments		8.0%	3.7%	9.1%	5.4%	16.1%

*Note: Tower Society funds both scholarships for tuition and for study abroad. Tower Funds reported here are for tuition scholarships only. Funded scholarships include only the amount actually paid to students during the year; cancelled scholarships due to transfers or suspensions are not included.*

*\*2015-16 include budgeted numbers only.*

## Appendix G: Self-reported accomplishments of Honors Students

*Note: This is not considered a comprehensive list of achievements, but only those that were reported to the Honors College office.*

Name	Award or Recognition
Dominique Tillman	Accepted to Georgia Undergraduate Research Conference
Joshua Staples	Accepted to Georgia Undergraduate Research Conference
Louisa Tovar-Forero	Accepted to 2015 Georgia Legislative Intern Program
Sam Cook	Accepted to Georgia Regents University for DMD Program
Kevin Stanford	Department of Mathematics and Philosophy Award
Haley Karabasz	Accepted to The Oxford Visiting Student Program
Kameron Griffin	Department of Chemistry Excellence in Chemistry Research Award
Rubicelys Torres-Guzman	Department of Chemistry Outstanding Chemistry Major Award
Joel Roop-Eckart	Department of Earth and Space Science Geology Award
Ajith Shajan	Department of Earth and Space Science Engineering Award
Katherine Hinzman	Department of History and Geography History Award
Katie Winkles	Department of Biology Ecological and Evolutionary Biology Award
Angelin Shajan	Department of Biology George Stanton Biology Award
Timothy Summers	Department of Chemistry American Chemical Society Undergraduate Award in Organic Chemistry
Jordan Walsh	Schwob School of Music Music-Presser Scholar Award
Amelia Maxfield	Department of Theatre Theatre Arts Performance Award
Sharon Zeng	TSYS School of Computer Science Software Systems Computer Science Award
Kaitlyn Given	School of Nursing Outstanding Nursing BSN Award
Laurie Dishman	Honors College Scholarly Activities in Professional Studies Award
Lauren Whitehurst	Honors College Scholarly Activities in Science Award
Louisa Tovar-Forero	Honors College Scholarly Activities in Social Science Award
Katherine Hinzman	Department of Art Art History Award
Catrina Dygert	Honors College Interdisciplinary Studies Award
Amy Melton	Honors College Scholarly Activities in Fine and Performing Arts Award
Katherine Hinzman	Phi Kappa Phi Senior Award
Katherine Hinzman	Honors College Scholarly Activities in Humanities Award
Angelin Shajan	Columbus State University Academic Recognition Award
Angelin Shajan	Columbus State University Faculty Cup
Caliee Davis	2015 Susan M. Cochran Memorial Scholarship for Faulkner Studies

<b>Name</b>	<b>Award or Recognition</b>
Lauren Rosenblatt	Accepted to The Oxford Visiting Student Program
Joel Roop-Eckart	Accepted to present at Georgia Collegiate Honors Council
Angelin Shajan	Accepted to Edward Via College of Osteopathic Medicine
Katherine Hinzman	Accepted to The University of Oxford for a Masters in History of Art and Visual Culture
Katherine Holmes	Merit Winner in the Young Arts 2015 National Competition
Katherine Holmes	Phi Beta Delta Outstanding Study Abroad Student Award
Katherine Holmes	Piece accepted to and premiered at the Columbus State University Composition Symposium
Joel Roop-Eckart	Accepted to present at The National Conference of Undergraduate Research
Joel Roop-Eckart	Accepted to present at The Southeastern Geological Society of America Conference
Joshua Staples	Accepted to present at the National Collegiate Honors Council Conference
Nicole Sikes	Accepted to present at the National Collegiate Honors Council Conference
Lauren Whitehurst	Accepted to present at Southern Regional Honors Council
Lauren Whitehurst	Accepted to present at Georgia Collegiate Honors Council
Lauren Whitehurst	Accepted to present at Emory University-Laney Graduate School's STEM Research and Career Symposium
Nicole Sikes	Accepted to present at Georgia Collegiate Honors Council
Katherine Hinzman	Phi Kappa Phi National Fellow
Jeannie Patrick	On to the Future Travel Grant to Geological Society of America Annual Meeting
Kameron Griffin	Publication in the Journal of Chemical Education
Cailee Davis	Accepted to the Oxford Visiting Student Program
Elizabeth Center	Accepted to the Oxford Visiting Student Program
Harrison Sharitt	Accepted to the Oxford Visiting Student Program
Lauren Whitehurst	Accepted to present at the Georgia Undergraduate Research Conference
Cherie Corning	Accepted to present at the Georgia Undergraduate Research Conference
Katherine Hinzman	Accepted to present at the Georgia Undergraduate Research Conference
Ford Fourqurean	Named Phi Kappa Phi Marcus L. Urann Fellow
Dajanae Davis	Nominated to attend the International Scholar Laureate Program by NSCS
Kayla Parsons	Elite 15 Award: Cross Country Athlete with the highest GPA

## **Appendix H: Tower Day Awards**

### **Best Posters**

#### **Best Practice to Support Breastfeeding Post Discharge**

Presenters: Andrea Bell, Kelsey Spencer, Emily Thompson, Kaitlyn Given, Anthony Spezzano, and Melvin MacGregor

Mentored By: Dr. LaTonya Santo, School of Nursing

#### **Effects of Fumonisin B1 Mycotoxin on Neural Tube Development in Zebrafish (Danio rerio)**

Presenters: Hinali Patel

Mentored By: Dr. Brian Schwartz and Mrs. Elizabeth Klar, Department of Biology

#### **The Effects of Curcumin on the Expression of p53 and Bcl-2 Proteins in the Human Breast Carcinoma Cell Line MDA-MB 468**

Presenters: Angelin Shajan

Mentored By: Dr. Monica Frazier, Department of Biology

#### **Photo-activity of Bis-azocrown ethers and azatrianglenium salts**

Presenters: Jacob Greene, Kory Collins, and Jonathan Burns

Mentored By: Dr. Renat Khatmullin, Department of Chemistry

#### **Impact of Barriers on Spatial Distribution of Fishes and the Ratio of E. Mosquitofish (Gambusia Holbrooki) to Predators in Lindsey Creek, Columbus, Ga**

Presenter: Catrina Dygert

Mentored By: Dr. Michael Newbrey, Department of Biology

### **Best Presentations**

#### **The Forgotten Homeless**

Presenters: Tyler Davidson, Kaity Howard, and Christina Shively

Mentored By: Dr. Mariko Izumi, Department of Communication

#### **Berlin the City that Remembers**

Presenter: Kevin Fabery

Mentored by: Dr. Carmen Skaggs, Department of English

#### **U Center Countermonument – The Holocaust**

Presenter: Jason Summerville

Mentored by: Dr. Carmen Skaggs, Department of English

#### **Escape These Southern Bones**

Presenter: Jeremy Andrews

Mentored by: Prof. Joseph Miller, Department of English

#### **Digital Storytelling**

Presenter: Kameron Griffin

Mentored By: Dr. Mariko Izumi, Department of Communication