



HONORS COLLEGE

COLUMBUS STATE UNIVERSITY



**ANNUAL
REPORT
2015-16**

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Columbus State University is an institutional member of the



EXECUTIVE SUMMARY

The Honors College has the critical mission of attracting, mentoring, and graduating high-achieving students at Columbus State University. In 2015-16, we served over 400 students in the College, including 288 undergraduates and 153 high school students who were dual enrolled in Georgia's Move On When Ready (MOWR) program. We attracted a record number of applicants, with 72% residing outside of our region and 37 having earned perfect, unweighted grade point averages of 4.0 at their high schools.

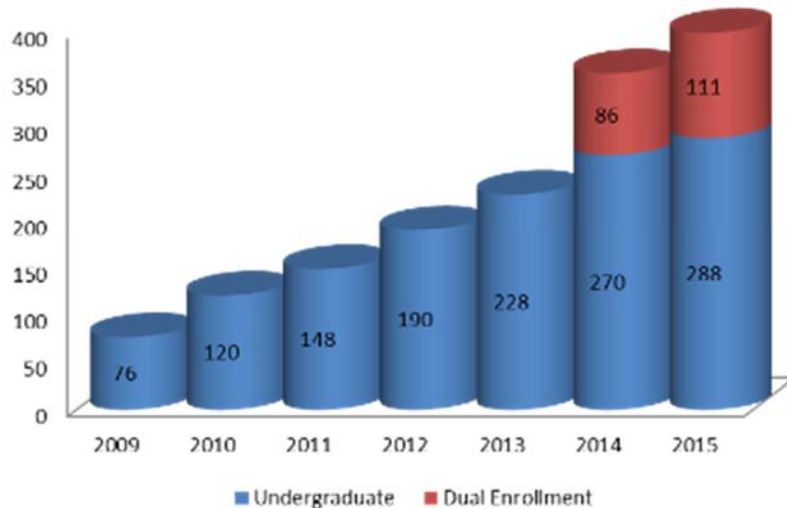
Honors students have a profound impact in our classrooms, on our campus, and in our community, and they are earning national awards, fellowships, and recognitions. Our record number of graduates this year have each defended an honors thesis or senior project, worked with faculty in labs, archives or studios, and developed the skills to work with interdisciplinary or cross-cultural groups as they studied everywhere from India to Japan. This year, honors students:

- Set the academic bar high for their peers. While completing his honors thesis in astrophysics, Austin Caughey worked with a team of students to refine orbits of near Earth asteroids and impressively made five published discoveries.
- Won national awards, like Joel Roop-Eckart, who won a \$5000 national Phi Kappa Phi Fellowship, and Michael Rohly, a junior who won an award to conduct research at Harvard University this summer.
- Earned substantial scholarships to continue their studies in seven different states.
- Brought distinction to our institution as alumni. Martha Newell Kinsman (BS Biology, '12) was recognized as an outstanding alumni for her research at the University of Hawaii on coral reef bleaching and will soon begin a fellowship on marine policy in Washington, D.C.

The Honors College supports students as they strive for academic excellence by providing a rigorous curriculum that champions undergraduate research, develops interdisciplinary perspectives, and encourages innovative pedagogies. The academic rigor is balanced by the support of an active community of student scholars, Honoris Causa, which coordinates social events, personal/professional development activities, and community service opportunities. This year, Honoris Causa organized 74 events, including three service days where students cleaned, weeded, and painted for veterans with House of Heroes. Honors students served as officers in student organizations across campus, participated in Winterfest, and teams competed in the We Solve It! Competition to find creative solutions to make our campus more sustainable. Honoris Causa is a community of scholars that embraces the institutional commitment to servant leadership and sustainability.

With these impressive accomplishments, we will continue to attract high achieving students. The challenge we face is finding resources that fund scholarships, travel, and activities that make CSU students competitive. A sports team cannot claim a national championship unless they travel to the game or have the equipment needed to play; the same is true for undergraduate researchers, business plan developers, creative artists, and performers. We will continue to seek funding for all students who strive for excellence.

Fall Enrollment



2015 Incoming Freshmen *provisional included*

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

6 Scholarship Recipients *freshmen four-year*

3.96 Average High School GPA
1285 Average SAT Math & Critical Reading

by **Academic College**

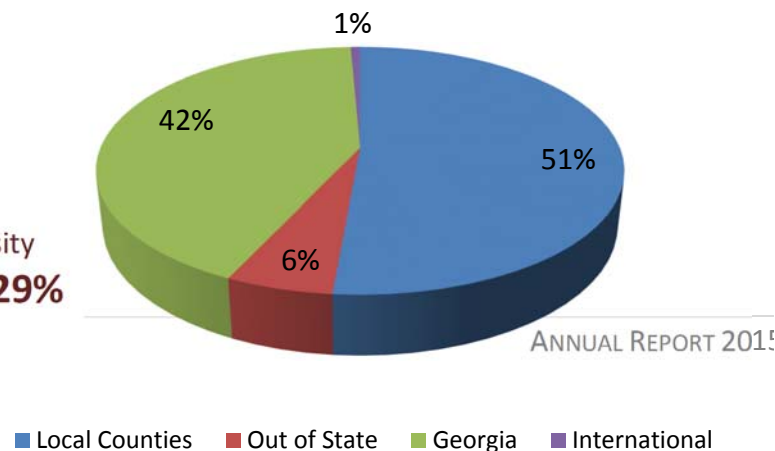
Business & Computer Science	43	15%
Education & Health Professions	44	15%
The Arts	78	27%
Letters & Sciences	120	42%
Undeclared	3	1%

by **Class Standing**

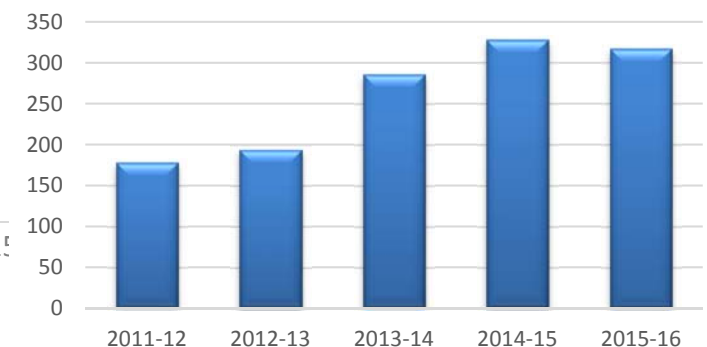
77	27%	First Year
82	28%	Sophomores
63	22%	Juniors
66	23%	Seniors

Students receiving Honors & University
Scholarships: 29%

by Place of Residence



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 Schwob 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, Matthew McCabe, John Lato, and Nancy Galbraith. She was the co-host of the 2016 International Double Reed Society's Annual Conferernce here at Columbus State University in June of 2016.



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.

Note: Ms. Diana Gill, the honors recruiter, left our team in January 2016 when she was promoted to Assistant Director of Campus Experience Programs Recruitment.

HONORS COLLEGE ADVISORY BOARD

Established in the Fall of 2015, The Advisory Board of the Honors College aims to support the mission of both CSU and the Honors College through providing valued counsel on innovative strategies that connect the Honors College with the community. The responsibilities of board members include:

- Educating our local community about the Honors College's programming, goals, and achievements.
- Supporting activities related to the recruitment and selection of scholars.
- Promoting academic and co-curricular educational opportunities that develop the institution's regional, state, national, and international recognition for academic excellence.
- Identifying emerging issues and trends that may impact the Honors College.
- Providing guidance and advice with regard to our fundraising program.
- Assisting in the cultivation of potential board members while promoting a climate for support for educational excellence.

The Honors College is pleased to have the following board members committed for three-year terms.

Mr. Russ Carreker, Board Chair
Ms. Janet Davis
Mr. Paul Holmer-Monte
Mr. Kelsey Kennon

Mr. Tim Money
Mrs. Dian Naman
Mrs. Linda Shinkle
Mr. Torrey Wiley

HONORS EDUCATION COMMITTEE

As a committee of the CSU Faculty Senate, it oversees and supports scholarship competitions and the curriculum.

Dr. Andrea Dawn Frazier, Chair, College of Education & Health Professions
Dr. Andres Jauregui, Turner College of Business
Dr. Barbara Johnston, College of the Arts
Dr. Jennifer Newbrey, College of Letters & Sciences
Dr. Kimberly Shaw, College of Letters & Sciences
Dr. LaTonya Santo, College of Education & Health Professions
Mr Rylan Steel, College of the Arts

Ex-Officio
Ms Kat Cannella, Honors College Alumnus
Ms Amy Clines, Director of Undergraduate Recruitment
Mr. Spence Sealy, Interim Vice President of Advancement
Ms. Corrina Jordan, Financial Aid

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

Twenty-six credit hours are required to earn the Honors Seal. These include:

- 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

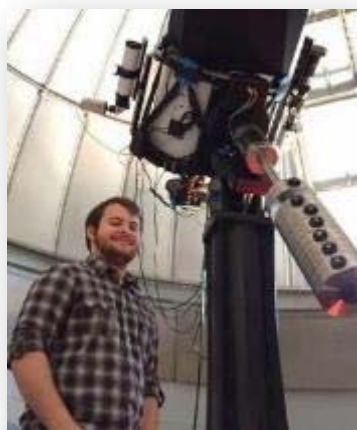
*All students must take a minimum of 18 credit hours of lower or upper division courses in addition to ITDS 1779H, HONS 3555, and the senior capstone sequence.

LEADING THE UNIVERSITY IN NATIONAL RECOGNITION

The Honors College mentors students who earn national and international distinction for their work at Columbus State University. Graduating senior, Joel Roop-Eckart, earned the Phi Kappa Phi Senior Award, won the National Phi Kappa Phi Fellowship to support his graduate studies at **Penn State**, and was selected by the Georgia Rotary Club to attend a summer school program in **Oslo, Norway**. In addition, this year's finalists for the distinguished Faculty Cup included two honors graduates Kameron Griffin (Chemistry) and Joel Roop-Eckart (Geology). The winner, Chelsea Person was a former member of the Honors College. In addition, fourteen honors students earned top student awards in their departments and at the 2016 Scholastic Convocation.



Joel Roop-Eckart, (Geology) earned Phi Kappa Phi & Rotary Awards



Austin Caughey (Astrophysics) published findings on the orbits of five near Earth asteroids.

The excellence of our graduates is also being recognized across the country. Six earned fellowships or awards to support their graduate studies at institutions in **Colorado, Arizona, Massachusetts, Pennsylvania, Texas, and Florida**, and two others will be in medical and veterinary schools at Auburn University and University of Georgia. Several will pursue graduate studies at Columbus State University, but others are beginning their professional careers including theatre major Amelia Maxfield, who will be a character performer at Disney World, and finance major Catherine North, who will be working at Synovus.

Other notable accomplishments this year include:

- Astrophysics major Austin Caughey led his peers in five published discoveries while completing his honors thesis.
- Harrison Sharitt was accepted into graduate studies at the **University of Edinburgh, Scotland** and in the Peace Corps, but has accepted his offer of an Assistantship at University of Massachusetts at Amherst.
- Biology major Micah Staples conducted water surveys at Columbus Water Works to screen for the presence of E.coli, developing his problem-solving skills while providing a valuable service to the community. Micah will join his mother, Valerie Staples, who also graduated from the Honors College, in medical school.
- Biology major Michael Rohly will be studying at **Harvard** this summer through a National Institutes of Health program.
- Jacob Dirkman's research won 2nd Place at the Association of Southeastern Biologists Conference in **North Carolina**.
- At **Georgia Collegiate Honors Council** in Augusta, Nicole Sikes won 1st place for her research in natural sciences, Jocelyn Canedo was elected student Vice President, and Dean Ticknor was elected Vice President.



Victoria Hargrove (Music) will pursue a fully funded Master's degree at Colorado State University

ADVANCING OUR STATE AND NATIONAL REPUTATION

In 2016-17, we look forward to:

- ❖ Hosting the Georgia Collegiate Honors Council Conference
- ❖ Creating a New Faculty Committee to support National and International Scholarships & Awards

Next February, all honors programs and colleges will be sending undergraduates to Columbus to attend the statewide conference. It's an opportunity to showcase our unique two campuses and the outstanding work of our students.

The record of achievement of honors students illustrates the importance of rigorous educational opportunities and supportive mentoring needed to encourage students to apply for conferences, awards, and recognitions. In order to expand this work to the entire campus, the Honors College proposed a new faculty committee to promote and mentor applications for National Scholarships and Awards. The Faculty Senate approved the new committee, which will begin its work in Fall 2016. The faculty members will be charged promoting competitions like the national Goldwater and Truman awards to all students and mentoring them to prepare strong applications.

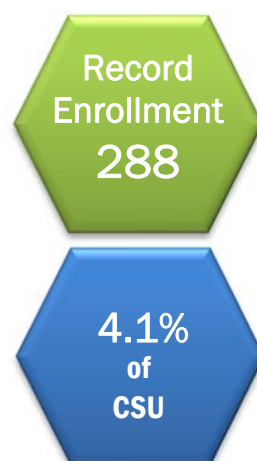
The Honors College will continue to pursue funding that will allow students to travel to competitive meetings and conferences. We know the excellence of our students, but they need our support to compete. To view more honor student achievements, see Appendix G.



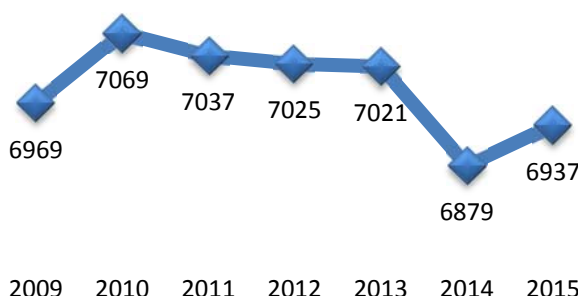
Harrison Sharitt (Math) earned a fellowship to attend UMass at Amherst, while Kameron Griffin (Chemistry; a Faculty Cup finalist) will pursue a Masters' at CSU.

RECRUITMENT & SCHOLARSHIPS

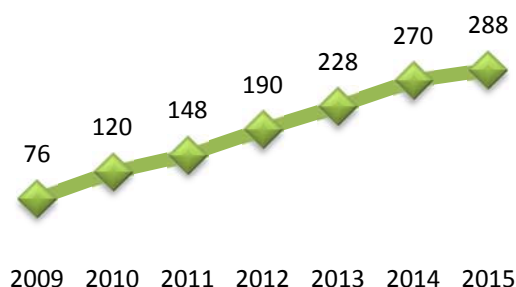
The Honors College is a key component in the university's strategic plan to recruit discerning students, and we continue to grow enrollment and positively impact campus retention. In Fall 2015, the Honors College census reached 288 students, which represents 4.1% of CSU's undergraduate enrollment and an 7% increase over the past year. Over the last five years, the number of honors eligible first-time, full-time* (FTFT) freshman has grown from 33 students (representing 2.8% of all FTFT freshmen cohort in Fall 2010) to 58 students (6.2% of the Fall 2014 cohort). As CSU's 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 29% of our students received tuition assistance to come to Columbus State University.



Undergraduate Enrollment



Honors Enrollment



Demographically, 51% of our students come from our community, 58% enter as freshman, and 66% are women. Sixty-six percent describe themselves as white and the most prevalent majors are biology (42), music (40), and we have seen strong growth in our business majors (25) and nursing majors (22).

Honors Students by Department of First Declared Major (Fall 2015)			
College of the Arts (27%)		College of Business & Computer Science (15%)	
Art	6	Accounting & Finance	6
Communication	11	Marketing & Management	19
Schwob School of Music	40	TSYS School of Computer Science	17
Theatre	20	College of Letters & Sciences (42%)	
College of Education & Health Professions (16%)		Biology	42
Health, Physical Ed & Exercise Science		Chemistry	13
Exercise Science	5	Criminal Justice & Sociology	4
Health Science	10	Earth & Space Science	13
School of Nursing	22	English	12
Teacher Education	9	History & Geography	5
Undeclared	3	Mathematics & Philosophy	11
		Political Science	4
		Psychology	3

*Admission criteria are available in Appendix D.



Recruitment Activities. *The Honors Experience* has become our primary fall recruitment event for prospective freshmen, and 27 prospective students attended with their families. Students participated in mock enrichment seminars, simulations of honors classes, and informational sessions. In addition, the Honors College participated in all CSU Discovery Days and hosted two scholarship days during the spring semester. In addition, our Honors Advisors host information sessions each semester for students interested in the Move On When Ready

(MOWR). During the fall, we also had a Recruitment Coordinator who vacated the position in January 2016.

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. 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.

Application Year	Total	Admitted	GPA ⁺	SAT Score*	ACT Score*	Yield	Not Local**	No. of 4.0 GPAs
Fall 2016	137	96 (70%)	3.85	1213	27	NA	72%	37
Fall 2015	97	75 (77%)	3.74	1221	27	75%	70%	22

*SAT Score is the sum of Math and Critical Reading Sections and the ACT Score is the ACT Composite Score

**Applicants attended high school outside a 50-mile radius of Columbus State University

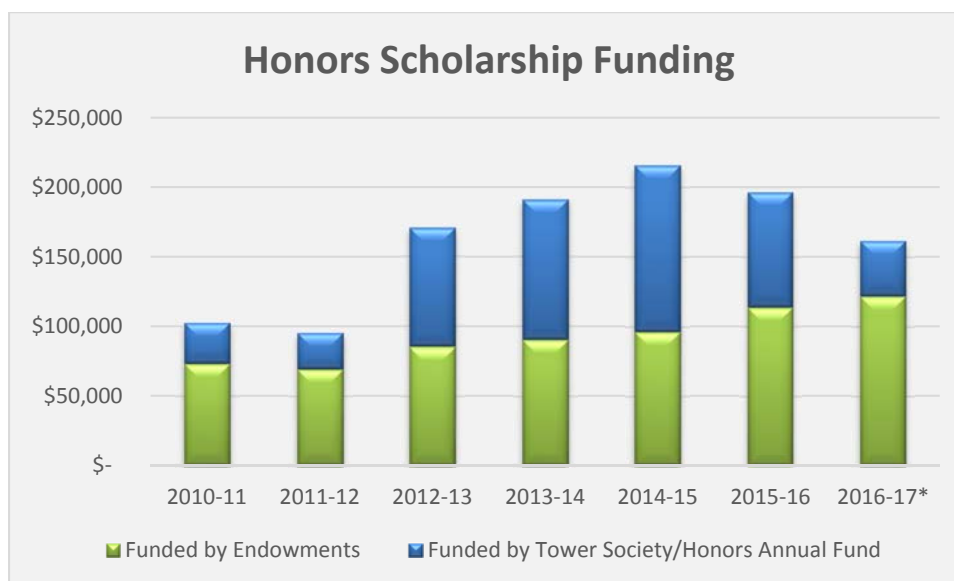
+ GPA, SAT, and ACT Scores are averages from Admitted Students

Assessment: Dramatic Growth in Applications

The applicant pool grew dramatically by 41%, with 37 applicants earning an unweighted grade point average (GPA) of 4.0 and 72% of the applicants coming from outside our local communities. The overall high school GPA for admitted students rose to 3.85, and for all applicants it was 3.72 (up from 3.66 in the prior year). While the percentage of applicants for Fall 2016 who eventually enroll at CSU is unknown at this time, we hope to match the yield of 75% that was achieved with the Fall 2015 applicant pool.

FUNDING SCHOLARSHIPS

As the quality of our applicant pool has grown, scholarships have become very competitive, with only 11 scholarships offered for incoming freshman in 2016. As the demand for scholarships grows, the total funds available has been reduced. Funds available from restricted endowments has grown 7%, but the funds that were once provided by the Tower Society are diminishing and the Honors College is now raising annual funds to support both tuition and study abroad scholarship. Restricted endowments now support for 75% of scholarship offers. Additional data on scholarship funding is provided in Appendix E.



In 2015-16, \$93,529 were awarded to honors students from the Honors College Annual Fund, with \$31,359 of those funds supporting study abroad. Annual gifts and pledges in 2014-15 totaled \$68,046, and as of 5/31/16, the annual gifts and pledges for 2015-16 totaled \$127,102. If all pledges are realized, the Honors College will be able to sustain the same spending to fund tuition scholarships, study abroad, and educational activities.

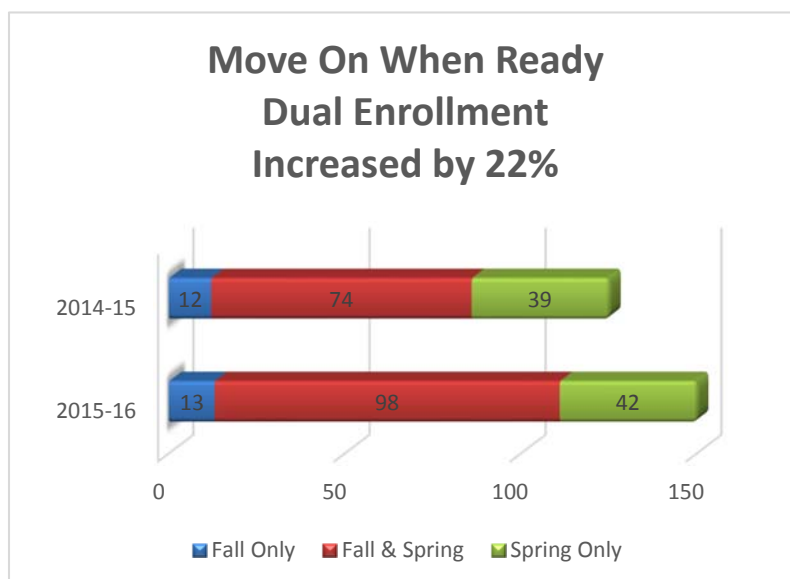


HONORS ACADEMY & DUAL ENROLLMENT

Since Fall 2014, the Honors College has also provided advising and support to **Move On When Ready (MOWR)** students. These are high school students that are earning college credit while still enrolled in high school. Also known as dual enrollment, these students are exposed to the culture of a university and have the opportunity to take courses at a nominal cost through the state of Georgia's MOWR program. 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, advising, and social events.

In 2015-16, we served 153 MOWR students (up 22% from 2014-15) who came from 14 high schools in the region, as well as students who were home schooled. The cohort had an average 3.68 High School GPA at the time of enrollment, 78% were in their senior year, and 36% were eligible for the Honors Academy. In the spring semester,

140 enrolled. Ninety-eight of 111 students who were enrolled in the fall semester continued to enroll in university courses and were joined by 42 additional students. Most students enrolled in core courses across our campus, but 18 students from Harris County completed a political science courses on their high school campus. We also delivered two courses through technology to Taylor County High School, where four students were able to participate in a political science course and a communication course. We recruited 27 students (25% yield) who were MOWR high school seniors in 2014-15 to CSU with eight joining the Honors College.



Anticipating Future Growth

We are anticipating dramatic enrollment increases in the coming years for dual enrollment due to:

- A new partnership with Muscogee County Schools to develop programming in the schools
- Eligibility for high school student to use MOWR funds to support summer course taking.
- Expansion of courses offered to rural schools through distance technology.

Honors Advisors have the challenging task of enrolling students in optimal schedules which requires coordination with high school counselors, admissions, financial aid, parents, and students. While some opt to take all courses at CSU, others spend only part of their day at the university, but all courses must contribute to their high school curriculum. In addition, our advisors coordinate events such as MOWR Orientation, with student/parent panels on transitioning to college classrooms, and social activities.



Ms. Casseus and Mrs. Karasow hosted an auditorium of students and parents at orientation (right) and sported holiday sweaters to decorate cookies at the end of term party (above).



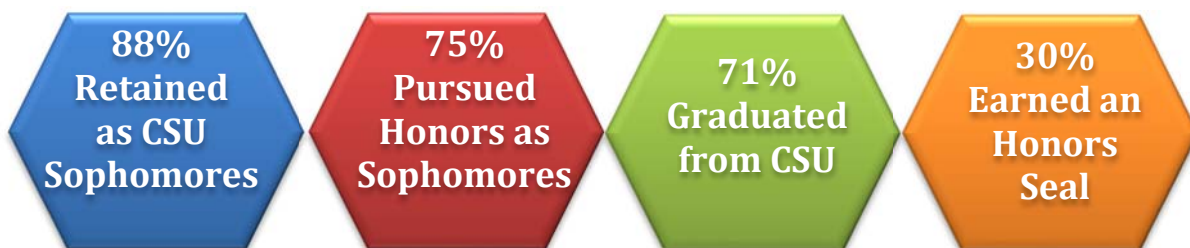
HONORS RETENTION AND GRADUATION RATES

The Honors College recruits and supports high achieving students, offering a rigorous curriculum that helps them achieve their academic, personal, and professional goals. However, our mission is to also improve the overall retention and graduation rates of Columbus State University. Even if students opt out of the rigorous courses, the institution benefits from their academic achievements, recognitions, and classroom interactions. Historically, honors students have higher retention and graduation rates, which means they tend to persist in their studies much longer than traditional students. Not only does recruiting high achieving students benefit the academic environment and institutional reputation, it also contributes to tuition revenue and formula funding for CSU. Therefore, tracking retention and graduation rates is critical.

From Fall 2014 to Fall 2015, 89.2% 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 71.2% of CSU's first-time full time freshmen*. In addition, 68% of the cohort was retained as members of the Honors College.

Remarkably, 95% of the honors students from the Fall 2008 freshman cohort graduated from CSU, but that dropped to 63.6% and 56% in 2009 and 2010 cohorts. These are still strong in comparison to CSU figures, as the percentage of students who graduated were 32.3% and 30.3% in 2008 and 2009, respectively. The honors cohorts were small, ranging in size from 19 to 27, and were impacted by medical withdrawal of one student and the tragic death of two others. To get a better sense of overall retention and graduation rates, the cohorts from five consecutive years (2006 to 2010) were aggregated to generate a five-year average retention and graduation rate.

- Of the 102 students in the cohorts from Fall 2006 to Fall 2010, 88% were retained at CSU as sophomores, 75% of the sophomore continued to pursue their Honor Seal, and 71% graduated from CSU.
- Of those graduates, only 31 or 30% earned their Honors Seal in six years.



Please note that all graduation rates are based upon those who graduate within six years. We already know that 70% of the Fall 2011 will graduate from CSU, because they have done so in five years.

*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, data collection only considers a cohort of students who enter the Honors College as freshmen during the fall semester of each year.

HONORS EDUCATION

The Honors College curriculum is designed to develop our students' 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 use multiple disciplinary perspectives. This year, our students had many options to choose from, including STAT 1127H Introductory Statistics. During that course, student teams tackled the problem, "The Cost of Being a Student," conducting statistical comparisons of textbook prices, course fees, and student employment. Alternatively, they could opt for 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. 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.



**Biology of
Fishes**

**Experiential
Learning**

Course
Headcount:
317
Efficiency:
90%

Assessment of Core: Increased Efficiency, Innovation & Positive Student Perceptions

During 2015-16, 317 students enrolled in honors courses, with 193 enrolling in Fall core honors sections. This year, we were able to offer the introductory seminar (ITDS 1779H) during both the fall (on Main Campus) and spring semester (on RiverPark), allowing us to serve both location for the first time. This caused the fall course headcount to drop compared to the previous year but also caused a dramatic increase in the spring course headcount. Overall, course enrollment was relatively unchanged, with four fewer students enrolling this year. In addition, we used the strategy of cross-listing an Astronomy and Art Appreciation course to improve our efficiency. We were able to serve the same number of students in ITDS 1779H, maintain over 90% enrollment capacity, and offer three newly piloted courses: EDUC 2130H Exploring & Learning Teaching and two courses that provided synchronized distance learning with Honors Academy students in a rural Georgia County (see more details in *The Honors Academy & Dual Enrollment*).

Core Honors Sections					
Type	Course	CRN	Title	Capacity	Enrolled
Core/Cross-listed	ASTR1105H	82540	Desc Astronomy: The Solar System	24	21
Core	ASTR1305H	82541	Descriptive Astronomy Lab	18	8
Core	COMM1110H	82855	Communication	18	17
Core	EDUC2130H	82546	Exploring Learning & Teaching	18	9
Core	ENGL1101H	81320	English Composition I	18	18
Core	ENGL1102H	81011	English Composition II	18	18
Core	ITDS1779H	81173	Scholarship Across the Disc	50	50
Core	MATH1113H	81318	Pre-Calculus	18	17
Core	POLS1101H	82799	American Government	18	18
Core	PSYC1101H	80541	General Psychology	18	17
Total Fall Core Sections					193
Core/Cross-listed	ARTH1100H	20503	Art Appreciation	10	4
Core	BIOL1225H	22310	Biology of Fishes	18	14
Core	COMM1110H	21546	Communication	18	18
Core	ENGL1102H	20180	English Composition II	18	14
Core	HIST1112H	22296	World History since 1500	18	15
Core	ITDS1779H	22269	Scholarship Across the Disciplines	50	29
Core	POLS1101H	22404	American Government	13	12
Core	STAT1127H	20745	Introductory Statistics	18	18
Total Spring Core Sections					124
Total Core Enrollment					317

For the first time, Dr. Jennifer Brown in the College of Education offered Exploring Learning & Teaching, a course required for most students pursuing K-12 teacher certification. This was also a great opportunity to promote honors to education majors. Dr. Brown partnered with a Muscogee County School to teach the course at a local elementary school setting, which allowed students the unique opportunity to synthesize their field placements and course discussions. By the end of the term, each student participated in a poster session displaying their educational research project to university and K-12 stakeholders. This pilot was very successful according to participants and student evaluations.

Course Evaluations. 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. Nine 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. In all but one course, over 75% of students agreed or strongly agreed that the course should be taught in honors again. In the other course, the instructor was attempting to utilize a "flipped classroom" model, and it was not evaluated highly by either the instructor or the students. However, using a baseline of at least 70% agreeing or strongly agreeing to items. Almost all courses required students to:

- Independently design a project that required critical or creative thinking.
- Interact with my peer and professor at most class meetings through discussions, assignments, activities, etc.
- Participate in courses that invited guest speakers or used innovative teaching practices.

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. Interestingly, this year professors rarely opted to use field trips and there was more inconsistency in students perceiving that they were learning about the professor's discipline.

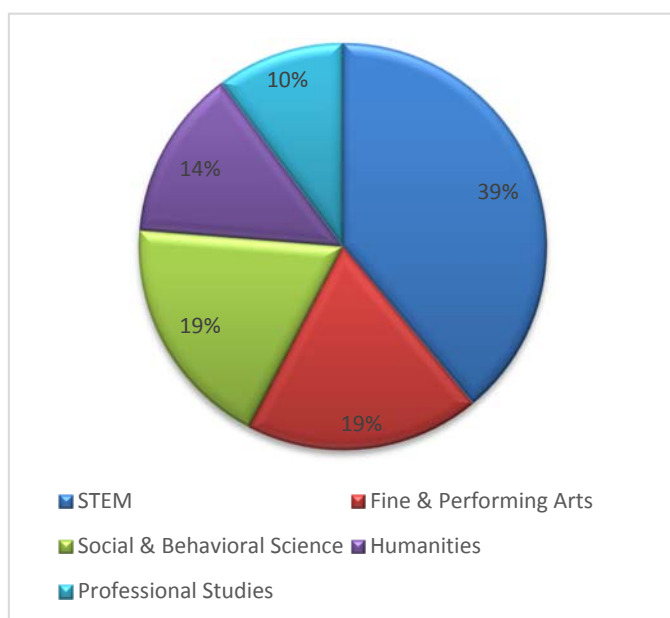
Review of Syllabi. In addition to student course evaluations, course consistency is monitored by assessing syllabi, monitoring requests for funding field trips, guest speakers, or innovative pedagogies, as well as pre-term/midterm interviews with faculty members about their courses. Results indicate that several Spring 2016 courses did utilize field trips, most expected discussions regularly in classrooms, most required inquiry based assignments and student presentations, and several indicated team based assignments.

Areas for Improvement. Overall the honors core courses are positively perceived by students and appear to meet the goal of being engaging, not relying solely on traditional lectures (evidence of being innovative), and building skills to conduct independent inquiry. However, core course may not challenge students to look at the world from multiple disciplinary lenses when considering student course evaluations. This may only be student perception, since syllabi and interviews with faculty indicate much different intentions. Therefore, in the next year, faculty development will focus on emphasizing interdisciplinary perspectives in the core, as well as increasing awareness of resources for field trips and innovating pedagogies. In addition, the assessment plan will be revised to improve course evaluations and programmatic learning outcomes to improve our ability to assess learning rather than relying on perceptions of teaching and learning.



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 2015-16, honors students completed 59 contracts. The majority of the contracts were completed in the Science, Technology, Engineering and Mathematics (STEM) disciplines, but are becoming more diverse with respect to disciplines. A full list of students and contract titles for the year is provided in Appendix B.

Forty-three members of the CSU faculty mentored these projects. 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.

Assessment of Contracts: Enriched Courses & Efficient Processes

Faculty Evaluation of Honors Contracts. Between Fall 2013 and Spring 2016, 237 contracts were approved and 199 completed, an 84% completion rate. The contracts were mentored by 121 unique faculty members who could then provide multiple responses to the evaluation questions if they mentored more than one student in a semester or mentored in multiple semesters. Thus, the response rate is based upon the number of approved contracts (overall 82% responded to the approval form) and the number of completed contracts (overall 90% responded to the approval form). The number of respondents who completed the evaluation portion was 148, or 63% of all respondent and 74% of completed contracts.



**121 Faculty
Mentored
Contracts
(AY 2014-16)**

**96%
Contracts are
Effective**

Faculty mentors agreed or strongly agreed that honors contracts required students to delve deeper into the course material than was required of their typical students (96%), allowed the development of better mentoring relationships (84%), and two-thirds (67%) produced a scholarly work that the student might elect to pursue in the future. In addition, 36% indicated that the student was able to learn about the professor's personal area of research through the process, but ten instructors (7%) reported that the project was superficial and did not add to the educational value of what was learned in the course. However, when examining those ten cases, there may have been a problem with the survey. Two questions were posed about the depth of the project: one posed positively and one posed negatively. Half of the ten respondents agreed with both the negatively and positively worded statements, demonstrating inconsistency of the data. However, one faculty member commented specifically that the presentation produced by the students was "just average". Overall, the contracts enriched honors students' education.

Mentors also found the process of proposing, approving, and completing the contract was efficient (91%) and received adequate support from the Honor College (87%), with only 2% or 3 faculty members either disagreeing or strongly disagreeing with either statement. Only 2% felt that mentoring the contract took too much of their time.

When describing the projects, faculty indicated that students:

- Worked in a lab: 30
- Wrote a report or creative piece: 143
- Presented their project to an audience: 60
- Worked with primary documents: 27
- Taught (4), created a program, artistic piece or performance (6), participated in job shadowing/professional interviews (3), conducted service learning (3).

Overall, honors contracts appear to enrich the course content, provide the development of mentoring relationships, and over one-third of the students had the opportunity to learn about the professor's research. Survey responses to all items can be found at the end of Appendix B.

Areas of Improvement. The concern of "average" performances and awarding contract credit for such performances may indicate the need for greater support of faculty mentors who may be awarding honors credit for "extra work" rather than truly enriching experiences. While only one faculty mentor out of the forty-three unique faculty respondents indicated that they did not feel adequately supported by the Honors College, additional strategies may need to be developed to provide richer information mentoring and evaluating contract work.

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 in *Science Olympiad* construct wheeled vehicles and robots during “Wheeled Challenge” and “Robocross” competitions.

Enrichment Seminars. This year, the Honors College offered ten sections with an average enrollment of 16.5 students, and one newly developed seminar for honors students studying in Oxford, England in the Oxford Visiting Students program entitled *Oxford Architecture*. Seminars offered on both the main campus and RiverPark campus included *Science & Conspiracy Theories*, a course designed by Dr. Clint Barineau, a geology professor, in which students were randomly assigned which side of a topic to debate from global warming to genetically modified grains. Dean Ticknor and Dr. Kim Shaw, a physics professor, challenged students in competitive events inspired by the regional Science Olympiad competition. In the arts, students enjoyed learning about photography from our art professor, Rylan Steele, and designed and printed the CSU Clock Tower in a course on 3D Printing.



HONS 3000 Topics	Students Enrolled
Science & Conspiracy	18
Stress Relief	15
Science Olympiad	18
Photography	16
Consumer Challenge	13
3D Printing	18
Top Dorm Chef	18
PiYo	17
Pride & Privilege	7
International Perspectives	25
Oxford Architecture	1



Amy Melton (Music Performance Major) was the first honors student to try one of the new enrichment course for students studying for a semester at Oxford University, and she produced a striking photo essay of architecture including fan and ribbed vaults in Christ Church College.

Student evaluations of four of our fall enrichment courses indicate that all seminars provided opportunities for students to engage with other honors students and used innovative instructional techniques. We faced challenges with students completing exit evaluations, so we will need to continue to develop better strategies for course assessment. See Appendix A for a summary of course evaluations.



International Enrichment. Forty-one 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). One of the most creative examples was a journal produced by Samantha Chase (Music Education Major) during her semester abroad in Japan. She included Manga style drawings to document her experience. In their

reflections students often provide detailed descriptions of the impact of their study abroad, as in this entry from another study who spent six months abroad:

This has literally been life-changing, opening my eyes to possibilities that I never saw before. My life, both professionally and personally, looks very different now than it did six months ago, and I needed this more than I even knew.

For a third 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, *Honors in Oxford – Exploring the Renaissance*, allowed students to enroll in two courses selecting from: English Composition, Comparative Arts: Music in the Court of Elizabeth I, Renaissance Literature, or Renaissance Music in England. In addition to traveling to Oxford, students were expected to research topics to present at Tower Day.



Tower Scholarships funded over \$31,000 in study abroad experiences for 9 students who are on full tuition scholarships. These included Amy Melton, who joined two other honors

students who studied at Oxford without support (Haley Karabasz and Amber Colberg), Samantha Chase, who studied in Japan, and Kyle Eason, who was awarded an internship in London. A complete list of study abroad scholarships funded is in Appendix C.

Local Service Learning. Six students completed service learning projects in HONS 3020, as an alternative to studying abroad. Students propose projects with local organizations, maintain reflective journals, and summarize their experience in written or oral presentations. Projects are designed to have students utilize what they have learned at Columbus State to serve the community and provide a learning experience for the student. This year's projects included:

- A music education major assisted the director of the Columbus Youth Orchestra and learned about managing ensembles, as well as working with parents to coordinate rehearsals and events.
- A sociology major volunteered for the Enrichment Services Program of Columbus Georgia.
- A communication major conducted video interviews and produced segments that may be used in future promotion campaigns for the Honors College.
- A political science major worked as a planning intern for the River Valley Regional Commission on developing projects for bicyclists and pedestrians.
- A biology major worked with students at Arnold Middle School to prepare for the Science Olympiad.
- A nursing student worked with Mercy Med, a local clinic that provides free health care to the homeless and others in need, where she learned more about the patients' home conditions compared to those she served in her clinical rotations. She also learned about free resources,

"Since many of the patients that visit this location have little to no income, it was interesting to learn that Publix offers some medications for free...This information is extremely important to know as a nurse because not only do they care for the patient but they also serve as a patient advocate and educator."

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, coordinated academic and social events, and disseminated information about Honors College Requirements. Traditionally, honors students were 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 was designed to improve retention by building a community of scholars. This year, our staff and officers implemented changes to respond to student needs and to the mission of impacting our community and campus.



Officers 2015-16

Janell James, President

Harrison Sharitt, Vice President Main Campus

Katie Holbrook, Vice President RiverPark Campus

Alexander Jones, Secretary Main Campus

Charley Weaver, Secretary RiverPark Campus

Jocelyn Canedo, Treasurer Main Campus

Greg Pitts, Treasurer RiverPark Campus

Darby High, Social Media Coordinator

Thai Johnson, Social Event Coordinator

Amber Holmes and Alex Medina, SGA
Representatives



Officers and ambassadors ready for laser tag after their training session at the start of the year!

Meetings, Workshops & More

In Fall 2015, bimonthly meetings were held on both the Main and RiverPark campuses during the lunch hour when classes are not held, Thursdays from 12:30-1:30 PM. Additional workshops were held outside of the lunch hour on developing resumes, applying for scholarships, exploring volunteer opportunities, etc. Honors officers noted that many of their peers are leaders in other campus organizations, are pursuing more than one major, or are active in employment or servant leadership. Honors students also indicated that they found it challenging to attend workshops outside the lunch hour. In addition, our main campus meetings were often too large to accommodate students in Schuster 130, our historic meeting space. Using an online RSVP allowed us to anticipate popular meetings and move them to either the Spencer Event Hall in the Center for International Education or the Multipurpose room in the Student Recreation Center. To respond to these challenges, the meetings were reformatted for the Spring semester.

In the Spring 2016, the structure of meetings varied but had a common monthly theme. The formats offered during Thursday lunch hours included: traditional meetings, idea exchanges, workshops, and brown bag lunches. At traditional meetings, officers conducted business and announced the theme for the month, deadlines, service projects and the upcoming

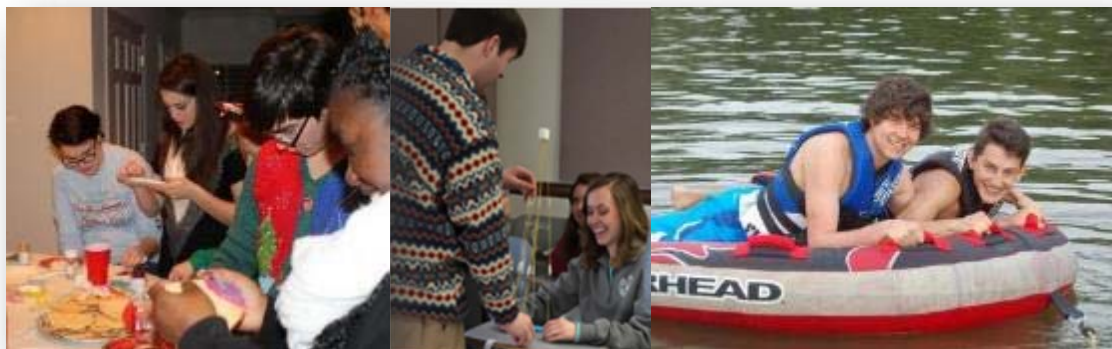
events. Idea exchanges invited students, professors, and staff to interact based upon the monthly theme, and the following week a workshop would be held for more intensive development of the theme. For example, honors students invited faculty to participate in an academic poster session so that they could see actual posters and interact with faculty. The following week, they held a workshop on technical aspects of creating a poster for a conference. The attendance requirement was also reduced so that each student was required to attend one meeting by the priority registration deadline, unless students were new to the Honors College or on probation.

Topics Presented at Honoris Causa Meetings, Idea Exchanges, and Workshops

- Leadership Styles Assessment
- Contract and Thesis Brainstorming
- Study Abroad Opportunities
- Creating a Curriculum Vita
- The Ultimate Trivia Game Show!
- Leadership and Volunteering
- Problem Solving: Marshmallow Challenge
- Getting Accepted: Writing a Personal Statement
- Poster Presenting: Faculty Poster Session
- Understanding the Research Process
- Presenting You and Your Research: Soft Skills



Meeting New Challenges. The content and quality of discussions on relevant topics among faculty and students improved through the implementation of idea exchanges and workshops. In addition, increasing the number of meetings helped us to meet the challenge of our enrollment outgrowing our meeting space on Main Campus, and allowed students to impact our campus through their work in other student organizations. However, the reduced attendance requirement may have negatively impacted RiverPark meetings, which struggled



Honors students will take on any challenge, from decorating the best holiday cookie, to building the highest tower in the We Solve It! Marshmallow Challenge, to tubing on Lake Oliver.

with a different challenge. On RiverPark, RiverPark Activities Center was identified as a consistent place to meet. Consistency is important for students who are trying to meet within the constraints of busy class and rehearsal schedules. Unfortunately, the center was frequently locked during the time reserved for the meetings causing frustration. Students would leave while waiting for campus police to arrive to open the center, which took up to 20 minutes. This led to relocating some meetings to the RiverPark Honors Office, which caused confusion about meeting locations. During the semester, the average attendance dropped to below 6 students, after reaching a maximum RiverPark attendance of 35 in the Fall. While the RiverPark campus is typically lower than Main Campus attendance, which peaked at 77 students, meetings should reach a minimum of 10 students to be successful. Next year it is critical to find consistent meeting space for officers and students on RiverPark to build a successful community of scholars

During 2016-17, the organization participated in:

- Georgia Collegiate Honors Council Conference
- Georgia Undergraduate Research Conference
- National Collegiate Honors Council Research Conference
- CSU's Homecoming Week Activities
- Day of Service at House of Heroes
- WinterFest
- Spooktacular
- Jim Blanchard Leadership Forum
- Professional Etiquette Dinner
- Scholarship Interview Day
- CSU Day at the Capital
- Cougar Service Day
- Honors Service Day
- Legacy Celebration
- We Solve It! President's
- Tower Day
- Cougarthon



Janell James works the bake sale while promoting the Honors College.



Honors students win \$2500 for their solution to improving sustainability at the We Solve It! Competition during the President's Investiture Celebration. Pictured from left: Dr. Tidwell, Colombia Renix, Katie Holbrook, Victoria Hargrove, and Charley Weaver.



In November, Dr. Ticknor, Nicole Sikes, and Josh Staples traveled to Chicago to present at the National Council of Undergraduate Research Conference. Nicole won 1st Place for research in Natural Sciences at the Georgia Collegiate Honors Council.

HIGHLIGHTED SERVICE ACTIVITIES & EVENTS

During the year, the student leaders decided to offer more service opportunities through Honors Causa. Through these efforts they made great strides in doing more to connect to both the CSU campus and the Columbus community. This was accomplished through participating in the First Annual WinterFest and serving with House of Heroes through Day of Service, Cougar Service Days, and an Honors Service Day.

At WinterFest, Honors students shared snowflake trivia with the children from the community and gave them stickers declaring them “HONORary Snowflakes.” Kids also had the opportunity to have a snowflake painted on their faces and make their own paper snowflakes to take home.

After helping a veteran in our community by repainting their deck on CSU’s Day of Service, the officers of Honors Causa, coordinated another service day exclusively for our group, during which they cleaned out some storage for another family through House of Heroes. These opportunities are beneficial to our students, the community, and the promotion of the Honors College. They are looking forward to more service events next year.



At Winterfest, Alex Medina (Math), Valencia Coleman(Computer Science) and Kara Jackson (Health Science) help children create snowflakes, while Amanda Ellenburg (Theatre; Above) paints a snowflake on another Honorary Snowflake.



Katie Holbrook (Music; Left) coordinated Honors Service Day for another veteran through the House of Heroes. Over twenty-four students helped clean out a garage. Stephanie Carney (Biology & Linguistics), Jared Bies (Chemistry), Jacob Dirkman (Biology), Elisha Germain (Nursing), and Jane Mader (History & Anthropology) swept the garage. Early this year, Lee Gilford painted a deck during CSU’s Day of Service.

HONORS COLLEGE AWARDS BANQUET

The second annual Honors College Awards Banquet was held on Sunday, May 1st in Blanchard Hall of the Cunningham 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. Awards and recognitions included:

Alumni Award for Global Impact

Martha Newell Kinsman, BS Biology '13



Martha is currently a NSF Graduate Research Fellow and completed her masters in Zoology at the University of Hawaii, Honolulu studying the major coral bleaching that occurred in 2014 and the recovery of the reefs. She worked with a team at the Hawaii Institute of Marine Biology and Ohio State University, and is moving to Washington, DC as a John A. Knauss Marine Policy Fellow working to shape policies through a scientific lens. Martha has studied all over the United States, is producing research that adds to our understanding of the impact of global warming, and is a decorated veteran of the war in Afghanistan.

Alumni Award for Community Impact

Kat Cannella, BA Communication '04

Kat Cannella is currently the Assistant Director for the Leadership Institute at Columbus State University, as well as part-time faculty for the Department of Communication and instructor in the Honors College. She is working with the Honors College to help develop a Leadership Track that will provide students with real world leadership experience they will be able to use upon graduation. She has won the inaugural "Jonathan Longtin Service Award" in 2015 and the Outstanding Service Above and Beyond the Call of Duty award in 2014 for the Columbus, GA Young Professionals and was a recipient of the Rising Star: 5 under 40 award for Columbus and the Valley Magazine.



Faculty Awards

Excellence in Teaching: Dr. Kimberly Gill (Political Science Department)

Outstanding Mentorship: Dr. Andrew Puckett (Earth & Space Sciences Department)

Student Awards

Academic Achievement Awards:

Interdisciplinary Studies: Lyndsay Richardson (Music Education)

Scholarly Activities in:

Fine & Performing Arts: Meredith Dayoub (Music Education)

Humanities: Curtis Davis (History)

Professional Studies: Catherine North (Marketing & Finance)

Science: Jacob Dirkman (Biology)

Social Science: Shelby Rolling (Health Science)



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

Darby High (Theatre Education) - Girl Scouts

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

First Year – J'Lynne Jordan (Management)

Junior – Charley Weaver (Biology)

Sophomore – Katherine Holbrook (Music Ed)

Senior – Harrison Sharitt (Mathematics)

Honors College Engagement Award: This award is given to a student who has dedicated significant amounts of effort and energy in their involvement of Honoris Causa activities.

Amelia Barton (Psychology)

Academic Department Awards (Presented at Scholastic Honors Convocation):

Cellular & Molecular Biology Award: Jacob Dirkman

Award & Health Science Award: Shelby Rolling

Art History Award: Karolyn Turner

Music-Presser Scholar Award: Amy Melton

Mario Mion Scholarship Award: Louisa Tovar-Forero

Ecological & Evolutionary Biology Award: Katie Winkles

George Stanton Biology Award: Michael Rohly

Mathematics Award: Michael Rohly

Outstanding Freshman Chemistry Major Award: Nakia Guy

Excellence in Chemistry Research Award: Nicole Sikes

Outstanding Chemistry Major Award: Kameron Griffin

Geology Award: Mark Bair

Engineering Award: Kayla Parsons

Astronomy Award: Austin Caughey

HONORS GRADUATES & SENIOR PROJECTS

Thirteen students completed all Honors requirements and graduated with the Honors Seal. Seniors graduating with honors from the Summer of 2015 to Spring 2016. Each student earned the privilege of wearing the new honors cord and seal with their graduation regalia.



Lindsey Baker, Summer 2015

Thesis Title: *The Social and Cultural Changes the Affected the Music of Motown Records between 1960 to 1975*, mentored by Dr. Kevin Whalen
Notes: Plans to attend graduate school for Ethnomusicology



Michael Hamm, Summer 2015

Thesis Title: *Effect of Indole-3-Propionic acid on Saccharomyces cerevisiae lacking YFH1, A Homologue of the FXN Gene in Humans*, mentored by Dr. Brian Schwartz
Notes: Plans to attend a pre-med post-baccalaureate at Drexel University or Virginia College of Medicine and Medical School in the future

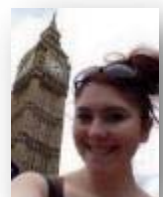
Rebecca Moody, Summer 2015

Thesis Title: *Effects of fluoxetine on proliferation and viability of cardiomyoblasts*, mentored by Dr. Glenn Stokes
Notes: Applying to veterinary school after graduation



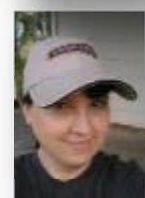
Justin Skariah, Summer 2015

Thesis Title: *The Loss of Methanol Utilization in Methylobacteria*, mentored by Dr. John Davis
Notes: Applying to medical school after graduation



Amanda Marshall – BS Psychology, Fall 2015

Thesis Title: *Factors Contributing to Attitudes towards Disciplinary Parenting Styles*, mentored by Dr. Diana Riser



Jeannie Patrick – BS Earth, Space and Science - Geology, Fall 2015

Thesis Title: *A Comparison of Hydraulic Sorting Techniques Useful for Concentration of Zircon*, mentored by Dr. Clinton Barineau
Notes: Is working as an Engineering Technician Trainee at Building and Earth Sciences



Kevin Stanford – BA History with Philosophy Minor, Fall 2015

Thesis Title: *English Responses to the Sieges of Rhodes and Malta: English Print and the Hospitallers*, mentored by Dr. Daniel Gullo

Anna Watson – BS Criminal Justice, Fall 2015

Thesis Title: *An Analysis of the Effects of the Social Disorganization Theory on Juveniles in Georgia*, mentored by Dr. Theresa Willey



Lauren Whitehurst – BS Biology, Fall 2015

Thesis Title: *Determining the Effects of Herbivory on an Herbaceous Plant, American Bellflower (Campanulastrum Americanum L.)*, mentored by Dr. Kevin Burgess

Notes: Pursuing a M.S. in Science at Columbus State University



Austin Caughey – BS Earth and Space Science – Astrophysics and Planetary Geology, Spring 2016

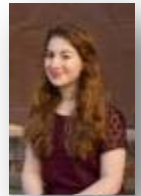
Thesis Title: *Rapid Orbit Refinement of Potential Near-Earth-Objects and Recovery of Nearly Lost Asteroids*, mentored by Dr. Andrew Puckett

Notes: Plans to pursue a Ph.D. in Astrophysics or Physics

Elizabeth Center – BS Biology – Pre-Med, Spring 2016

Thesis Title: *Antibiotic Resistance in Bacteria Isolated from Playground Equipment*, mentored by Dr. Lauren King

Notes: Currently working with a pulmonary specialist to set up a Medical Assistant and Scribe Program to get hands on patient care before applying to medical school



Meredith Dayoub – BMed Music Education, Spring 2016

Thesis Title: *Music for Caroline: Including Students with Autism in the Elementary Music Classroom*, mentored by Dr. Michelle Herring

Notes: Will be an elementary music teacher in Cherokee County School System



Francisco-Javier De Alba – BM Music Performance Instrumental, Spring 2016

Thesis Title: *Exploring the Life and Music of Percy Aldridge Grainger Through Transcription*, mentored by Dr. Lisa Oberlander

Notes: Will attend Arizona State University to pursue a Master of Music in Clarinet Performance,



Jacob Dirkman – BS Biology - Pre-Med, Spring 2016

Thesis Title: *Estrogen's Effects on Oxidative Stress Levels in Glial Cells*, mentored by Dr. Kathleen Hughes

Notes: Applying to Medical School after graduation



Skye Geeslin – BS Psychology with Business Minor, Spring 2016

Thesis Title: *The influence of sexual knowledge and bystander attitudes on rape myth acceptance*, mentored by Dr. Diana Riser

Notes: Will pursue a Master's degree in Industrial Organizational Psychology at the University of West Florida



Colleen Gottfried - BA History with Political Science Minor, Spring 2016

Thesis Title: *The Changing Portrayal of the Irish Republican Army Through Film*, mentored by Dr. Ilaria Scaglia

B. Kameron Griffin – BS Chemistry, Spring 2016

Thesis Title: *Cellular Uptake of Polyphenols in a Bacterial Protein Expression System*, mentored by Dr. Jonathan Meyers

Notes: Attending Columbus State University for her Masters degree in Chemistry



Victoria Hargrove – BM Music Performance Instrumental, Spring 2016

Thesis Title: *Relations Between the Progression of the Clarinet and the Compositions Written for the Instrument*, mentored by Dr. Lisa Oberlander

Notes: Will attend the University of Missouri on a Clarinet fellowship for their New Music Ensemble



Amelia Maxfield – BFA Theatre Performance, Spring 2016

Thesis Title: *Decadence & Discernment*, mentored by Dr. Becky Becker

Notes: Heading to Disney World in Orlando, FL to be a part of their college program as a character performer

Catherine North –BBA Marketing & Finance, Spring 2016

Thesis Title: *The Economics of Trust in Buyer-Seller Relationships: A Transaction Cost Perspective*, mentored by Dr. Edward O'Donnell & Dr. Laurence Marsh

Notes: Working for Synovus as an Accounting/Financial Analyst



Shelby Rolling – BS Health Science, Spring 2016

Thesis Title: *The Influence of Video Games Regarding Children with Autism*, mentored by Dr. Joy Thomas

Notes: She is going to Nursing School and then on to become a Nurse Practitioner



Kenneth Joel Roop-Eckart – BS Earth and Space Science - Geology, Spring 2016

Thesis Title: *Strain analysis across the margins of the Elkahatchee and Coley Creek plutons, Alabama eastern Blue Ridge: Implications for the Alexander City Fault*, mentored by Dr. David Schwimmer

Notes: Pursuing a Ph.D. in Climate and Hydrology at Penn State University after spending the summer in Oslo, Norway on the Rotary Scholarship. He also received the PKP National Fellowship.



Harrison Sharitt – BS Mathematics - Statistics, Spring 2016

Thesis Title: *An Analysis of the Impact of the CSU Peer Leader Program on Student Performance in 2014-2015*, mentored by Dr. Timothy Howard

Notes: Teaching Assistant at University of Massachusetts Amherst, pursuing a Masters degree in Statistics



Micah Staples – BS Biology - Pre-Med, Spring 2016

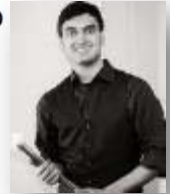
Thesis Title: *Screening for Pathogenic E. coli in the Chattahoochee River, Columbus, GA*, mentored by Dr. Lauren King

Notes: Attending medical school at VCOM –Auburn beginning this summer

Jordan Walsh – BM Music Performance Instrumental with Audio Technology Minor, Spring 2016

Thesis Title: *The Percussion Music of Kevin Volans*, mentored by Dr. Paul Vaillancourt

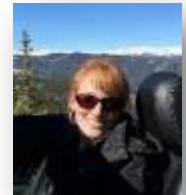
Notes: Accepted a scholarship at the University of Texas at Austin for a Masters degree



Katie Winkles – BS Biology - Pre-Vet, Spring 2016

Thesis Title: *Impact of a Diesel Spill on Macroinvertebrate Communities in ponds in S.E. Alabama, USA*, mentored by Dr. Jeffrey Zuiderveen

Notes: Attending UGA College of Veterinary Medicine



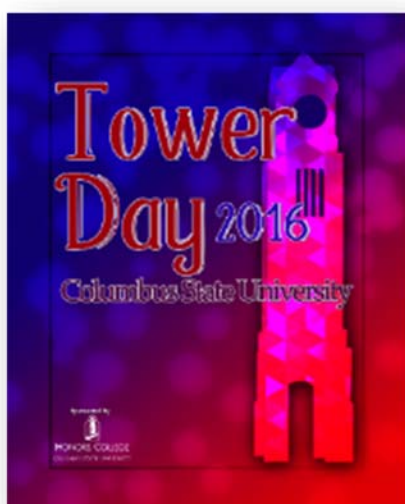
Mark Yanoschik – BA Communication - Integrated Media, Spring 2016

Thesis Title: *A Public Relations Approach to Greek Life*, mentored by Dr. Mariko Izumi

Notes: Columbus State University for a Masters degree in Organizational Leadership and the Media Specialist for the Public Relations office

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 2016* or submit manuscripts in *Momentum*, CSU’s Journal for Undergraduate Research and Critique.

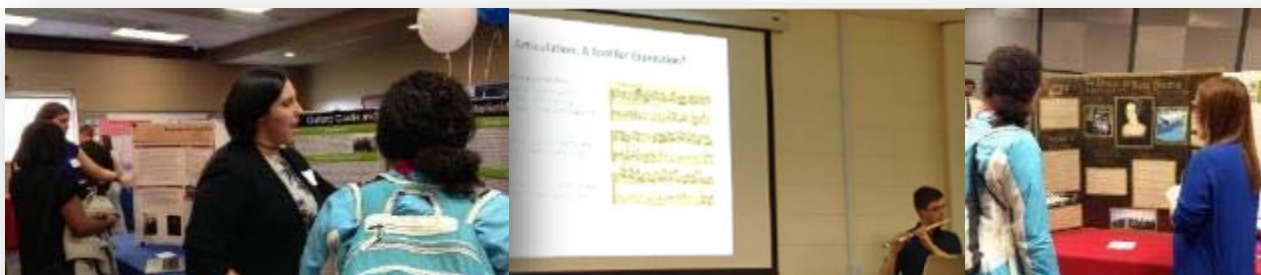


Darby High (Theatre & Special Education) designed the 2016 Abstracts Cover

Tower Day

Honors College students hosted the seventh Tower Day Showcase of Undergraduate Research and Creative Endeavors on Tuesday, April 12, 2016. 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. An Honors College alumnus, Jared Wiehe (BA English, '11) returned from University of Connecticut to present his paper, “‘They’ll make a cripple dance:’ John Bunyan’s Moral Model of Disability.” Dr. Mariko Izumi, the Director of Quality Enhancement Plan followed Jared and impressed the audience of 111 students and faculty with her analysis of images and captions of Hurricane Katrina and the underlying racial biases presented. These outstanding keynote speeches kicked off a day that showcased 80 projects presented by 158 undergraduates (7% increase from 2015) during sessions featuring poster and podium presentations. The poster sessions were

attended by an average of 175 (down from 180 last year), and the 20-minute presentations attended by an average audience of 22 (up from a mean of 16 in 2016). 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 H.





*Julianna Wells (Art) designed
the 2016 Abstracts Cover*

Abstracts 2016

Undergraduates from all disciplines who have published or presented their work at local, regional, or national conferences during the academic year 2015-2016 were invited to submit their work to the annual publication of Abstracts 2016. The Abstracts publications are used to showcase and document the breadth and depth of undergraduate research occurring campus-wide. This year 153 students submitted abstracts naming 66 faculty mentors. A total of 91 projects represent 79 abstracts were submitted from 17 academic departments. Of the submissions, 11 were presented at national or state conferences, and 29 were supported by CSU S-RACE Grants or external funding.

APPENDICES 2015-16

Appendix A: Course Evaluations

	HONS 3000 Science Olympiad	HONS 3000 Consumer Challenge	HONS 3000 Conspiracy Theory	HONS 3000 Stress Relief	ASTR 1105H	EDUC 2130H	ENGL 1101H	ENGL 1102H	COMM 1101H	ITDS 1779H	MATH 1113H	PSYC 1101H	POLS 1101H
Response Rate	83%	77%	50%	107%	86%	94%	100%	94%	89%	88%	94%	94%	94%
The course required me to:													
Develop an appreciation for how research or scholarship is conducted in the professor's discipline.	47%	30%	67%	13%	83%	89%	65%	63%	69%	82%	50%	69%	88%
Analyze topics from more than one disciplinary perspective	87%	50%	100%	25%	61%	78%	65%	81%	94%	95%	44%	69%	100%
Identify resources or evaluate evidence used to support arguments or critiques in the professor's academic	73%	30%	67%	13%	83%	67%	71%	88%	94%	52%	63%	69%	88%
Identify resources or evaluate evidence used to support arguments or critiques in my major field of study.	27%	20%	67%	6%	33%	89%	24%	38%	69%	59%	25%	38%	88%
Independently design a project that required critical or creative thinking.	100%	60%	100%	25%	94%	89%	88%	75%	94%	73%	94%	88%	88%
Meaningfully connect my academic classroom education with local community activities.	40%	50%	33%	31%	67%	78%	53%	50%	75%	20%	31%	63%	76%
Meaningfully connect my academic classroom education with the international cultures or experiences.	33%	40%	56%	6%	56%	44%	35%	56%	69%	41%	13%	44%	82%
Interact with my peer and professor at most class meetings through discussions, assignments, activities, etc.	100%	90%	100%	94%	83%	100%	76%	94%	81%	80%	69%	100%	100%
In the course, the professor:													
Utilized innovative instructional techniques or creative assignments.	100%	80%	100%	100%	83%	56%	71%	69%	81%	64%	56%	81%	94%
Organized a field trip.	13%	10%	11%	75%	28%	11%	6%	44%	0%	0%	0%	0%	29%
Invited guest lecturers.	20%	20%	56%	0%	94%	67%	82%	100%	94%	100%	44%	50%	35%
Overall the course:													
Broadened my understanding of the professor's discipline.	67%	30%	56%	44%	100%	89%	53%	63%	94%	75%	50%	88%	100%
Deepened my understanding of my major.	27%	10%	67%	44%	22%	67%	18%	19%	13%	25%	31%	50%	65%
Was a valuable educational experience.	80%	50%	89%	100%	83%	100%	59%	63%	88%	70%	44%	75%	88%
Should be taught in honors again.	87%	50%	100%	100%	83%	89%	76%	81%	81%	84%	31%	75%	94%

Appendix B: Honors Completed Contracts 2015-16

Contracts Fall 2015

Half Domination Arrangements in Graphs Associated with Archimedean Solids in MATH 5135U

Completed by Kimberly D. Apple, mentored by Eugen J. Ionascu

Vocal Pedagogy Presentation of research on Cochlear Implants and effect on hearing music in MUSC 3221

Completed by Jonathan J. Burns, mentored by Michelle M. Debruyne

Bach's Catholic Mass in MUSC 3228

Completed by Amber A. Colberg, mentored by Andree E. Martin

The Dichotomy of C.P.E. Bach in MUSC 3228

Completed by Kelly M. Cole, mentored by Andree E. Martin

Grainger Quartet Honors Contract in MUSA 4331

Completed by Francisco Javier D. De Alba, mentored by Lisa M. Oberlander

The Double Helix in CHEM 3141

Completed by Brandi L. Fine, mentored by Jonathan M. Meyers

Winston Churchill's Wartime use of English Constitutional Law in Rhetoric in HIST 3129I

Completed by Colleen B. Gottfried, mentored by Neal R. McCrillis

Isolating Specific Mutant Genes of Yeast When Exposed to Copper in BIOL 3216K

Completed by Logan K. Greer, mentored by Brian W. Schwartz

Gamma-Hydroxybutyric Acid: Structure, Use, and Analytical Challenges in CHEM 4181

Completed by Brittany K. Griffin, mentored by Jonathan M. Meyers

Music, Poetry and Politics in the Court of King James VI/I in MUSC 3228

Completed by Jessica C. Griggs, mentored by Andree E. Martin

Instructional Beginner Videos on the Clarinet in CPSC 1105

Completed by Victoria A. Hargrove, mentored by Christopher E. Sellers

Mathematical Statistics in MATH 5175U

Completed by John D. Hetzel, mentored by Richard L. Stephens

Cost Benefit Analysis of Attending Law School in POLS 3155

Completed by Tameika Jackson, mentored by Anthony B. Minter

It's in their DNA in CHEM 3141

Completed by Janell T. James, mentored by Jonathan M. Meyers

Quantitative Observation: Community Juveniles Behaviors in CRJU 3155
Completed by Comfort O. Johnson, mentored by Steven D. Glassner

The Double Helix in CHEM 3141
Completed by Lauren M. Johnson, mentored by Jonathan M. Meyers

Patients with Ileostomies and Changes In Medications Administered in NURS 3175
Completed by Taylor L. Marks, mentored by Katherine I. Herczeg

The Influence of Dr. John Feierabend on Elementary Music Education in MUSE 4205
Completed by Amy N. Melton, mentored by Michelle L. Herring

Moral Responsibility and Stock Returns in FINC 3125
Completed by Catherine E. North, mentored by Owen A. Tidwell

Does Morally Responsible Investing Effect Return? in FINC 3125
Completed by Jamila W. Porter, mentored by Owen A. Tidwell

Compare and Contrast College Level and the Public School System Lesson Plan Requirements in EDEC 3255
Completed by Columbia Z. Renix, mentored by Heather S. Tarver

Alternative Staining of Elastic and Reticulate Fibers in BIOL 5216U
Completed by Michael E. Rohly, mentored by Glenn D. Stokes

Examining Parasitoids in Grasshoppers in BIOL 5286U
Completed by Michael E. Rohly, mentored by John A. Barone

Barriers Associated with Collection of Research in HESC 5187U
Completed by Shelby A. Rolling, mentored by Joy G. Thomas

Show, Don't Tell in ENGL 3108
Completed by Melissa N. Slaton, mentored by Carey S. Wilkerson

Immunology Experimental Design in BIOL 5515U
Completed by Micah A. Staples, mentored by Lauren B. King

DNA Barcoding of Plants in Georgia Long-Leaf Pine Savannas in BIOL 5286U
Completed by Micah A. Staples, mentored by John A. Barone

Alternative Transportation in POLS 4899
Completed by Louisa G. Tovar Forero, mentored by Frederick D. Gordon

Color Theory Research in Modernist Art History in ARTH 3127
Completed by Julianna M. Wells, mentored by Michele M. McCrillis

In My Genes: Genetic Mutation and Autosomal Transmission in BIOL 3216K
Completed by Julie A. Wilson, mentored by Brian W. Schwartz

The Double Helix in CHEM 3141

Completed by Katie E. Winkles, mentored by Jonathan M. Meyers

Introduction to Public Relations in COMM 3141

Completed by Mark M. Yanoschik, mentored by Marion L. Scott

Social and Digital Media Writing in COMM 3143

Completed by Mark M. Yanoschik, mentored by Pamela F. Avery

Contracts Spring 2016

An Organic Chemistry Guide in CHEM 3112

Completed by Jared J. Bies, mentored by James O. Schreck

Schubertiade - A Recreation of 19th Century Salon Cullture in MUSC 3229

Completed by Jonathan J. Burns, mentored by Kristen S. Hansen

Andersonville: The Civil War Village and Cultural Memory in HIST 3125

Completed by Cailee S. Davis, mentored by Sarah K. Bowman

On the Page and On the Stage: What Qualifies a Text as Postcolonial? in ENGL 3197

Completed by Cailee S. Davis, mentored by Patrick E. Jackson

Roosevelt Corollary and the Expansion of the US Navy in HIST 3555

Completed by Curtis L. Davis, mentored by Daniel K. Crosswell

Conflict Within the Argentinian Pampas in HIST 3135I

Completed by Curtis L. Davis, mentored by Douglas A. Tompson

Refining SAIL Camp – Prisoner B-3087 in EDSE 3117

Completed by Rachel Funk, mentored by Kimberly Cason

Junior Recital: Program Notes in MUSA 3332

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

Learning and Behavior Analysis in the Workplace in PSYC 3235

Completed by Skye A. Geeslin, mentored by Stephanie P. Da Silva

Investigation of plant and animal material collected by seed harvester ants in BIOL 3217K

Completed by Logan K. Greer, mentored by John A. Barone

Michaelis-Menten Enzyme Kinetics in CHEM 4112

Completed by Brittany K. Griffin, mentored by Anil C. Banerjee

The Third Reich's Ministry of Propaganda use of Big Band Jazz as Propaganda in MUSC 3230

Completed by Jessica C. Griggs, mentored by Kevin P. Whalen

Light on Alisoun in ENGL 3135

Completed by Katherine A. Holmes, mentored by Shannon N. Godlove

Enhancing my portfolio to separate myself from the nursing student body in NURS 3112

Completed by Taylor L. Marks, mentored by Cheryl Smith

Using Object Oriented Design Principals to Run Simulations in CPSC 3175

Completed by Manuel R. Parrachavez, mentored by Rodrigo A. Obando

The use of Partial Differential Equations in Engineering in MATH 3556

Completed by Kayla Parsons, mentored by Carlos J. Almada

Identification of tree species for Trees Columbus in BIOL 3216K

Completed by Anisha Patel, mentored by Kevin S. Burgess

Construction of the Real Numbers by the Method of Dedekind Cuts in MATH 3155

Completed by Haley J. Pavlis, mentored by Carlos J. Almada

Middle School Male Voices in MUSE 4206

Completed by Lyndsay Richardson, mentored by Michelle Herring

Examining Evolution of Hominids in BIOL 4795

Completed by Michael E. Rohly, mentored by Brian W. Schwartz

Religiosity & Spirituality in PSYC 3565

Completed by Shaunquelle A. Sapp, mentored by Diana K. Riser

Barlow-Popoviciu Formula and other Math Discoveries: Who Deserves the Credit? in MATH 5185U

Completed by Harrison E. Sharitt, mentored by Eugen J. Ionascu

Witchcraft in Early Modern Europe in HIST 3156I

Completed by Phong T. Vo, mentored by Steven A. Gill

Incorporating Max/MSP into Live Performance in MUSA 4232

Completed by Jordan T. Walsh, mentored by Paul Vaillancourt

Investigation into Tempera Painting and Fresco in ARTS 5256U

Completed by Julianna M. Wells, mentored by Orion A. Wertz

Strategy in Public Relations for the University Environment in COMM 4143

Completed by Mark M. Yanoschik, mentored by Marion L. Scott

Fall 2013-Spring 2016 Faculty Evaluation of Honors Contracts

The honors contract....	SA	A	N	D	SD	Totals	
						Agreement	Disagreement
Required the honors student to delve deeper into the course subject matter compared to my typical students.	60%	36%	0%	2%	2%	96%	4%
Allowed me to develop a better mentoring relationship with the student	37%	47%	14%	1%	1%	84%	3%
Required too much of my time to mentor and support	1%	1%	18%	42%	38%	2%	80%
Allowed the student to learn about my personal research project(s).	11%	24%	35%	25%	4%	36%	29%
Was superficial and did not add much educational value to what the student learned in the course	3%	4%	5%	35%	53%	7%	88%
Produced an innovative or creative scholarly work that the student may continue to pursue.	33%	35%	20%	10%	3%	67%	13%
The process of proposing, approving and completing the contract was efficient.	53%	38%	7%	1%	1%	91%	2%
I received adequate information and support from the Honors Program to mentor the contract.	49%	38%	11%	1%	1%	87%	2%

Appendix C: Honors Study Abroad Awards

Honors Tower Society Study Abroad Awards 2015-16			
Last Name	First Name	Location	Awards
Chase	Samantha	Kansai Gaidai, Japan	3,200.00
Cole	Kelly	Oxford Honors (England)	3,112.00
Crouch	Olivia	CSU in Italy (Florence)	3,200.00
Daniels	Matt	CSU in Spain, Business	3,200.00
Eason	Kyle	CSU Internship in London	3,200.00
Johnson	Lauren	Andros Island, Bahamas	3,200.00
Melton	Amy	Oxford Visiting Student Program	3,200.00
Richardson	Lyndsay	CSU in Italy (Florence)	3,200.00
Walsh	Jordan	Oxford Honors (England)	2,647.00
Weaver	Charley	Belize Ecology	3,200.00
Total			\$31,359.00

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. 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 to 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:	2012-13	2013-14	2014-15	2015-16	2016-17*
Funded by Tower Society, Inc.	\$ 85,370	\$ 100,450	\$ 119,550	\$ 83,000	\$ 40,000
Funded by Endowments	\$ 85,090	\$ 90,413	\$ 96,200	\$ 113,450	\$ 121,550
Total Scholarship Paid	\$ 170,460	\$ 190,863	\$ 215,750	\$ 196,505	\$ 161,550
% Funded by Tower Society Inc.	50%	53%	55%	42%	25%
% Funded by Endowments	50%	47%	45%	58%	75%
Budget by Endowments	\$85,090	\$92,800	\$97,780	\$ 113,505	\$ 121,605
Increase growth of Endowments	3.7%	9.1%	5.4%	16.1%	7.1%
<p><i>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.</i></p> <p><i>*2016-17 include budgeted numbers only.</i></p>					

Appendix G: Self-reported accomplishments of Honors Students 2015-16

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

Name	Award
Kameron Griffin	Accepted to present at Southeastern Regional Meeting of the American Chemical Society
Jeannie Patrick	Accepted to present at the Geological Society of America's Annual Meeting
Jeannie Patrick	Received a Student Research and Creative Endeavors Grant
Micah Staples	Accepted to Edward Via College of Osteopathic Medicine at Auburn University
Joshua Staples	Accepted to present at the National Collegiate Honors Council Conference
Nicole Sikes	Accepted to present at the National Collegiate Honors Council Conference
Katie Winkles	Accepted to Colorado State University's College of Veterinary Medicine and Biochemical Science
Katie Winkles	Accepted to the University of Georgia's College of Veterinary Medicine
Jared Bies	Selected for "Who's Who Among Students in American Universities and Colleges"
Harrison Sharitt	Accepted to the University of Edinburgh's School of Mathematics
Harrison Sharitt	Invited to join the Peace Corps
Jocelyn Canedo	Elected Vice President of Georgia Collegiate Honors Council
Amber Holmes	Accepted to Brenau University's Doctorate of Physical Therapy Program
Joel Roop-Eckart	Accepted to Penn. State's Geoscience PhD Program
Manuel Parrachavez	Accepted for an Internship at Software AG in Germany for the Summer of 2016
Manuel Parrachavez	Received the Aflac Honors Scholarship
Nicole Sikes	Placed First in the Natural Sciences Presentations at GCHC
Samantha Chase	Accepted to present at the Southern Regional Honors Council
Harrison Sharitt	Accepted to Florida State University's Statistics Program
Harrison Sharitt	Accepted to The University of Massachusetts-Amherst's Department of Mathematics and Statistics Program
Harrison Sharitt	Accepted to present at the MAA - Southern Conference
Michael Rohly	Accepted to the NIH Step Up Summer Internship Program
Danielle Royal	Received the Aflac Honors Scholarship
Joel Roop-Eckart	Received the 2016 Oslo International Summer School Scholarship
Darby High	Received The Paul and Miriam Witt Education Scholarship

Name	Award
Skye Geeslin	Accepted to The University of West Florida's Master's Industrial Organization Program
Jacob Dirkman	Received Second Place on his Tri Beta Research Presentation at the Association of Southeastern Biologists Conference
Harrison Sharitt	Offered an Assistantship at the University of Massachusetts-Amherst
Skye Geeslin	Received Second Place on her research presentation at the Georgia Undergraduate in Psychology Conference
Austin Caughey	Won Best Poster Presentation at Columbus State University's 2016 Tower Day
Jordan Walsh	Won Best Poster Presentation at Columbus State University's 2016 Tower Day
Shelby Rolling	Received the Health Science Award at Columbus State University's Scholastic Honors Convocation
Mark Allen Blair	Received the 2016 AIPG Scholarship from the Georgia Section of the American Institute of Professional Biologists
Kameron Griffin	Accepted for publication in The Journal of Chemical Education
Amelia Maxfield	Accepted into Disney's College Program
Lyndsay Richardson	Received the Interdisciplinary Award at Columbus State University's Scholastic Honors Convocation
Victoria Hargrove	Accepted to Colorado State University's Music Performance Graduate Program
Katie Winkles	Received the Ecological and Evolutionary Biology Award at Columbus State University's Scholastic Honors Convocation
Skye Geeslin	Won Best Poster Presentation at Columbus State University's 2016 Tower Day
Brandi Fine	Won Best Poster Presentation at Columbus State University's 2016 Tower Day
Nicole Sikes	Received the Excellence in Chemistry Award at Columbus State University's Scholastic Honors Convocation
Joel Roop-Eckart	Received the Phi Kappa Phi Senior Award at Columbus State University's Scholastic Honors Convocation
Amy Melton	Received the Music-Presser Scholar Award at Columbus State University's Scholastic Honors Convocation
Austin Caughey	Received the Astronomy Award at Columbus State University's Scholastic Honors Convocation
Curtis Davis	Received the Scholarly Activities in Humanities Award at Columbus State University's Scholastic Honors Convocation
Mark Allen Blair	Received the Geology Award at Columbus State University's Scholastic Honors Convocation
Nakia Guy	Received the Outstanding Freshman in Chemistry Major Award at Columbus State University's Scholastic Honors Convocation
Louisa Tovar-Forero	Received the Mario Mion Scholarship Award at Columbus State University's Scholastic Honors Convocation

Name	Award
Meredith Dayoub	Received the Scholarly Activities Fine Arts and Performing Arts Award at Columbus State University's Scholastic Honors Convocation
Jacob Dirkman	Received the Cellular and Molecular Biology Award at Columbus State University's Scholastic Honors Convocation
Kayla Parsons	Received the Engineering Award at Columbus State University's Scholastic Honors Convocation
Michael Rohly	Received the Mathematics Award at Columbus State University's Scholastic Honors Convocation
Shelby Rolling	Received the Scholarly Activities in Social Science Award at Columbus State University's Scholastic Honors Convocation
Michael Rohly	Received the George Stanton Biology Award at Columbus State University's Scholastic Honors Convocation
Kameron Griffin	Received the Outstanding Senior Chemistry Major Award at Columbus State University's Scholastic Honors Convocation
Catherine North	Received the Scholarly Activities in Professional Studies Award at Columbus State University's Scholastic Honors Convocation
Karolyn Turner	Received the Art History Award at Columbus State University's Scholastic Honors Convocation
Joel Roop-Eckart	Received the Academic Recognition Award at Columbus State University's Scholastic Honors Convocation
Julianna Wells	Accepted to the NY Academy of Arts Undergraduate Residency Program
Julianna Wells	Receiving an Honors Educational Activity Grant
Jolie Rambin	Receiving an Honors Educational Activity Grant
Jared Bies	Receiving the Honors Undergraduate Scholarship
Brandi Fine	Receiving the Honors Undergraduate Scholarship
Michael Rohly	Receiving the Honors Undergraduate Scholarship
Morgan Gillett	Receiving an Internship in Human Resources at TSYS
Cory Yelverton	Receiving an Internship with TSYS
Tristan Porter	Accepted for the Exchange Program at Kansai Gaidai University
Phong Vo	Accepted for the Exchange Program at Kansai Gaidai University
Melissa Slaton	Accepted to study abroad for Fall 2016 at Edge Hill University in Ormskirk, England
Ellie Pippas	Accepted for the Oxford Visiting Student Program
Darby High	Receiving the Ranger Memorial Scholarship
Joel Roop-Eckart	Receiving a \$5000 Phi Kappa Phi Fellowship

Appendix H: Tower Day Awards 2016

Best Posters

Retrospective study of birds of prey treated at the Southeastern Raptor Center in Auburn, Alabama

Presenters: Cecilia Hernandez

Mentored By: Dr. Jennifer L. Newbrey & Dr. John Barone, Department of Biology

Completing the Puzzle: Exploring Possible Antecedents to Rape Myth Acceptance

Presenter: Skye Geeslin

Mentored by: Dr. Diana Riser, Department of Psychology

Losing the Night: A Survey of Light Pollution in Columbus, GA

Presenter: Brendon O'Keeffe and Ryan Hutto

Mentored by: Dr. Rosa Williams, Department of Earth & Space Science

Rapid Orbit Refinement of Potential Near-Earth Objects and Recovery of Nearly Lost Asteroids

Presenter: Austin Caughey

Mentored by: Dr. Andy Puckett, Department of Earth & Space Science

Principles of Biology Tutorial Videos

Presenter: Brandi Fine

Mentored By: Dr. Tim Howard, Department of Mathematics and Dr. Amy Sandy, Department of Biology

Best Presentations

An Exploration of the Roles of Music in Shakespeare's Plays

Presenters: Jordan Walsh

Mentored By: Dr. Andree Martin, Schwob School of Music and Dr. Susan Hrach, Department of English

Exceedance Probability of E. coli in Weracoba Creek's Watersheds

Presenter: Amanda Hall

Mentored by: Dr. Brad Huff, Department of History and Geography and Dr. Troy Keller, Department of Earth and Space Science

Pathways of neutrophil cell death in response to nonetypeable Haemophilus influenzae

Presenter: Rachel Pearson

Mentored by: Dr. Lauren King, Department of Biology

The Use of Pitocin and its Effects on Postpartum Hemorrhage

Presenter: Fawn Miller, Xandria Vo, Colby Nicholson, Abigail Goins, and Jazmine White

Mentored by: Dr. Cheryl Smith, School of Nursing

An Examination of Carotenoid-based Selectivity in the Diet of the Eastern Bluebird (Sialia sialis)

Presenter: Walker Rogers

Mentored By: Dr. Jennifer Newbrey, Department of Biology