



HONORS COLLEGE

COLUMBUS STATE UNIVERSITY

A NEW POINT SYSTEM INCENTIVIZING:

***HONORS...
What's The Point?***



SERVICE



*AWARD-WINNING
PERFORMANCES*



INTERNSHIPS



LEADERSHIP

ANNUAL REPORT 2016-17

TABLE OF CONTENTS

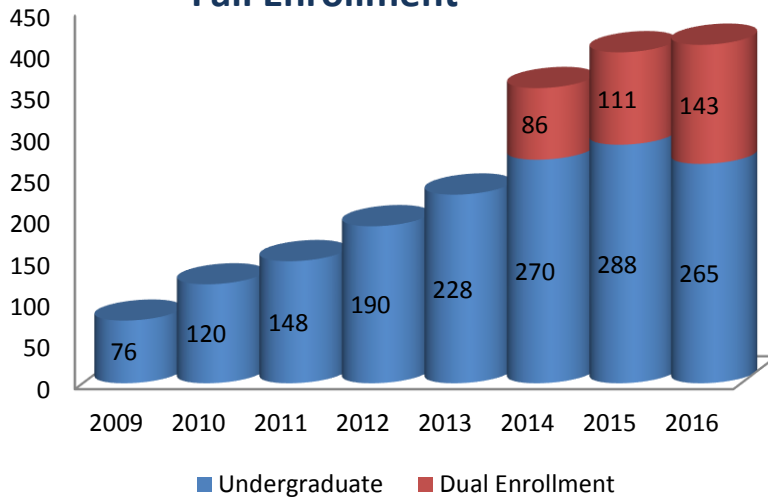
By the Numbers.....	2
Honors College Staff	3
Honors College Advisory Board & Honors Education Committee	4
Executive Summary	5
Vision & Mission.....	6
Introducing the New Point System.....	7
Scholarships and Advancement	8
Leading the University in National Recognition	10
Attracting & Supporting Honors Students	13
Honors Education.....	19
Lower Division	19
Contracts	20
Enrichment	21
Great Conversations & International Education	22
Community Engagement & Service Learning.....	24
Promoting the QEP: We Solve It	25
Honoris Causa	27
Honors Awards Banquet.....	29
Honors Graduates and Senior Projects	31
Appendices	36

Columbus State University is an institutional member of the





Fall Enrollment



Students receiving Honors & University
Tuition Scholarships: 27%

by Academic College

Business & Computer Science	48	18%
Education & Health Professions	35	13%
The Arts	78	28%
Letters & Sciences	108	41%

2016 Incoming Freshmen *provisional included*

3.86 Average High School GPA
1212 Average SAT Math & Critical Reading

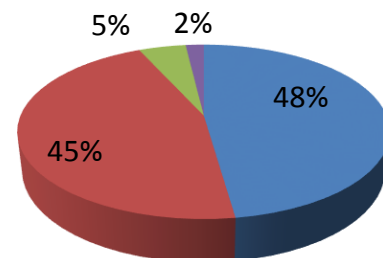
8 Scholarship Recipients *freshmen four-year*

3.95 Average High School GPA
1233 Average SAT Math & Critical Reading

by Class Standing

72	27%	First Year
74	28%	Sophomores
58	22%	Juniors
62	23%	Seniors

by Place of Residence



Local Counties Georgia
Out of State International

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 Conference 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.



Ms. Laura Pate, Honors Advisor

Ms. Pate has been with Columbus State and the Honors College since 2013. Prior to becoming an advisor, she worked as Administrative Coordinator and Program Coordinator for the Honors College. She also has experience in enrollment management in recruiting and counseling entering students through the college admissions process. She graduated summa cum laude from Shorter College with a Bachelor of Art in Public Relations and completed the Master of Organizational Leadership degree in the Servant Leadership Track at Columbus State University in 2016.



Ms. Darci Burdett, Administrative Coordinator

Darci Burdett, a 2014 graduate of the Honors College and a former Student Assistant, joined us after a year of working in journalism as our Administrative Coordinator. She has a B.S. in Psychology and completed the Servant Leadership program during her time at Columbus State. Darci is working on completing a Graphic Design certificate through the Continuing Education program and plans to pursue a Master's degree.

Note: Ms. Jonelle Karasow, honors advisor, left our team in March 2017 and Ms. Pate was promoted to an advisor.

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. Mark James, Turner College of Business
Dr. Barbara Johnston, College of the Arts
Dr. Stephanie Patterson, College of the Arts
Dr. Jennifer Newbrey, College of Letters & Sciences
Dr. John Barone, College of Letters & Sciences
Dr. Eduardo Leon, College of Letters & Sciences
Dr. LaTonya Santo, College of Education & Health Professions
Ms. Jacqueline Radebaugh, Library

Ex-Officio
Mr. Don Osborne, Honors College Alumnus
Mr. Spence Sealy, University Advancement

EXECUTIVE SUMMARY

The Honors College is proudly introducing a unique new point system that will replace our honors curriculum beginning in Fall 2017. This system is designed to add flexibility and incentives for our students to design an academic experience that is not limited to the classrooms of Columbus State University. Our new “*What’s the Point?*” campaign highlights the new point system and is inspired by the general question that honors staff, faculty and students wrestled with this year: “What is the point of an honors education?”

Comments collected from area businesses, members of our advisory board, and honor students and faculty inspired us to re-examine our curriculum. We wanted to incorporate incentives for our students to develop leadership skills, apply for national awards and competitive internships, present and perform at regional conferences, and engage in our community. These highly valued educational activities extend well beyond academic credit hours. After researching best practices used across the country in honors programs and colleges, we proposed a new point system that was vetted by our students and faculty, and eventually approved by the University Curriculum Committee.

What’s the Point?

This annual report begins by introducing the new system and highlighting how it will impact our strategic goals to recruit and support high achieving students. As we showcase the accomplishments of our students, document our progress on our strategic goals, and discuss our challenges, we have inserted “What’s the Point?” annotations to underscore benefits and changes anticipated for next year.

Among this year’s accomplishments:

- ▶ The Honors College brought statewide attention to CSU by **hosting the 2017 Georgia College Honors Council Conference**. At the event, our dean was elected president of the organization.
- ▶ Two students were recognized in the national **Barry Goldwater Competition**; one earned state-wide recognition for academic excellence, and won first place at the Georgia Honors Conference.
- ▶ The Honors College received its **first major gifts** for the Comprehensive Campaign from the family of Allen Pettis and Mr. & Mrs. John and Betty Rogers. Their gifts support scholarships for new students and endow our Honors Educational Activity Grants fund.
- ▶ We supported **CSU’s Quality Enhancement Plan: We Solve It** by institutionalizing Tower Day, producing the student journal *Momentum*, and incorporating problem solving in our courses, honors contracts, service learning projects, and senior thesis projects.
- ▶ The Honors College **served over 400 students**, including dual enrolled high school students and undergraduates that represented 3.6% of CSU enrollment. We **awarded \$54,000 in scholarships** for 106 applicants for Fall 2017. Our core courses operated at 96% efficiency and our students completed 76 contracts, five service learning projects, and 19 honors senior projects that earned the Honors College seal.



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 multiple perspectives.
- ❖ Demonstrate cultural awareness and view issues from a global perspective.
- ❖ Design independent inquiry projects that require critical and creative thinking
- ❖ Demonstrate effective research or performance skills in their academic discipline.
- ❖ Effectively communicate scholarly work within their discipline and the broader community.
- ❖ Connect their academic experience with local community experiences.
- ❖ Demonstrate that they are prepared for a career in their chosen field.

Honors Curricular Requirements (Beginning in Fall 2017)

Students must graduate with cum laude honors (3.4 GPA) or better and complete the following to earn the Honors Seal:

- Complete ITDS 1779H Scholarship Across the Disciplines (2 credit hours)
- Earn a total of 30 Honors Points by submitting work into each of the following areas:
 - Personal Enrichment – 10 points required
 - Academic Enhancement – 10 points required
 - Research & Independent Inquiry – 10 points required
- Complete HONS 3555 Great Conversations (3 credit hours)
- Complete an Honors Senior Project Sequence (3 credit hours)

Students earn points that demonstrate mastery of all the learning outcomes and are equivalent to 26 credit hours of honor educational requirements.

Additional details on how students may earn points in each area are provided in Appendix A.

OUR NEW POINT SYSTEM

The new curriculum includes many of the elements of the credit hour based curriculum, but includes the following improvements:

- Incentivizes scholarly publications, dissemination of work, and applications for national recognitions.
- Incorporates honors level internships, practicums and other field experiences through problem solving.
- Prioritizes cultural awareness and developing global perspectives.
- Improves the alignment of requirements with learning outcomes. This not only benefits program assessments, but also enables students to effectively communicate the skills and richness of their honors experience to future employers and graduate schools.
- Adds flexibility for transfer students and undergraduates who did not excel during high school.
- Moves community engagement requirements from our honors society (Honoris Causa) into the curriculum.

Students will still complete three mandatory requirements: Our introductory seminar (ITDS 1779H), our capstone for interdisciplinary studies (HONS 3555: Great Conversations) and complete a senior project. But they will also earn points in three areas:

Research & Inquiry: Students are challenged to go DEEPER into their major through honors contract work, publishing and professional presentations. By the time they graduate they will have demonstrated that they can work effectively on independent project requiring critical thinking.

Academic Enhancement: Students make their academic experience BROADER by taking honors core courses, studying abroad, and double majoring or adding minors. By the time they graduate, students will be able to understand alternative viewpoints, appreciate other cultures, and think outside the box.

Personal Enrichment: Students become BETTER at leading organizations, engaging in the community, and applying for national awards. Graduates will be prepared to succeed in professional settings, work with teams, and give back to their community.

BETTER: Personal Enrichment	BROADER: Academic Enhancement	DEEPER: Research & Inquiry
<ul style="list-style-type: none">•Leadership•Community Service•Career Preparation•Enrichment Seminars•National Recognitions	<ul style="list-style-type: none">•Honors Courses•International Education•Minors & Certificates•Academic Seminars•Honors Study Trips	<ul style="list-style-type: none">•Honors Contracts•Independent Studies•Field Based Problem-Solving•Publications•Presentations & Performances•Service Learning

SCHOLARSHIPS AND HONORS COLLEGE ADVANCEMENT

The Honors College would not be successful without the financial investment of our local community and support of the Honors Advisory Board. The majority of the raised funds go directly to students through tuition scholarships for incoming and undergraduate students, study abroad grants, and Honors Educational Activity Grants.

Incoming Freshmen Scholarships: Funded by fifteen restricted endowments and state scholarship fund, listed in Appendix B, the Honors College awards students with Presidential (4 year, \$5000 per year), Tower (\$2500 per year), University (4 year, \$1000 first year, convertible to \$2500 in subsequent years), and one-time scholarships.

Incoming Freshmen Study Abroad Grants: Those who win a Presidential and Tower scholarship may use up to \$3200 for one study abroad experience once they reach their junior year.

Undergraduate Scholarships: Students reaching their junior year may apply for an Honors Undergraduate Scholarship (up to 2 years, up to \$2500 per year).

Honors Educational Activity Grants: Students can apply for these funds to compete in regional and national conferences, support international internships and study abroad, or offset the costs for research.

FY 2016-17 Scholarship Expenditures	
Awarded to Students Entering as First Years	
Presidential Scholarship Commitments	\$15,000
Tower Scholarship Commitments	\$105,900
University Scholarship Commitments	\$7,500
One-Time Scholarships Commitments	\$871
Tower Study Abroad Commitments	\$18,742
Awarded to Undergraduates	
Undergraduates 2-year Scholarships	\$15,000
Honor Education Activity Funds	\$3,312

**29% of
Students
supported with
\$166,000**

What's the Point? *Funding student academic activities for Institution Recognition*

Just as we attract star athletes and pay for their travel to compete, funding honors students to compete and showcase their talents is essential for garnering a reputation of academic excellence.

INVESTING IN THE HONORS COLLEGE

This was a successful year in fundraising for the Honors College, which received its first major investments in the CSU Comprehensive Campaign:

The **Allen Pettis Family pledged \$100,000** over the next five years to meet the demands for scholarships needed to attract incoming first year students. Because of this gift and strategic shifts in Honors College staffing, we were able to offer \$54,000 in scholarships to incoming students beyond our endowed scholarship funds. Additional details of the scholarships are reported in Honors Recruitment on page 14.

John and Beth Ruth Rogers Endowment for Excellence was established with a \$25,000 gift that will be used to fund the educational activities of honors students through the Honors Educational Activity Grant Program.

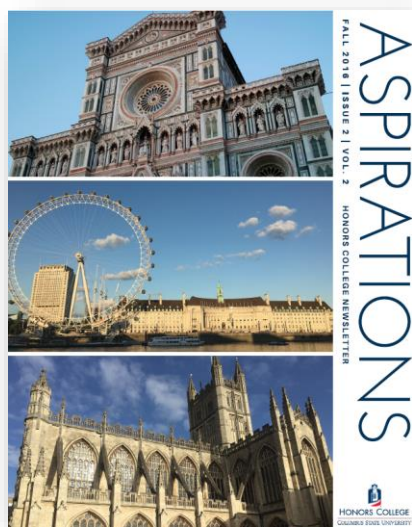
Beyond these gifts, our annual fundraising for Fall 2016-17 added over \$26,000 for use next year and our student organization raised \$530 in the GiveCampus crowd sourcing campaign to support their participation in the Georgia Collegiate Honors Council 2017 Conference.

A New Development Officer: Cameron Bean

In April, CSU office of University Advancement invested in Honors by naming Cameron Bean the new executive director of development for Columbus State University's College of the Arts, Honors College, Library, and Strategic Initiatives. Cameron has served as executive director of the Columbus Symphony Orchestra and executive director of development for the Springer Opera House, and has already met with the Honors College Advisory Board to develop an advancement plan for next year. His office is now open on our RiverPark campus near the Honors College shared office suite.



Cameron Bean (BSEd '07, MBA '10) will lead advancement initiatives for the Honors College.



Aspirations & Alumni Events

This fall we hosted our first alumni event associated with CSU's Homecoming Week and enjoyed an evening at the Social watching our students and staff in the parade down Broadway. Our office now publishes Aspirations, a semi-annual electronic newsletter for alumni, parents and stakeholders. The latest copy can be found on our homepage at Honors.ColumbusState.edu.

LEADING THE UNIVERSITY IN NATIONAL AND STATE RECOGNITION

THE PURSUIT OF NATIONALLY AND INTERNATIONALLY COMPETITIVE SCHOLARSHIPS

This year, the Honors College led the effort to create a faculty senate committee charged with promoting national scholarship opportunities. Dr. Benjamin Blair and Dr. Sarah Bowman were elected co-chairs, and the Honors College funded membership in the National Association of Fellowships and Awards (NAFA) and re-assigned one of our advisors to lead efforts to support applications to national and international competitions. NAFA is providing much needed professional development for our advisor and faculty committee. Together, these groups have improved a website and resources for students, encouraged faculty to identify students for competition, and supported students as they applied for awards. While the committee is only at the initial stages of development, we are already beginning to see increases in the number of applications and some promising results.

What's the Point? *Incentivizing students to apply for national awards.*

One advantage of the new point system is that it allows the Honors College to reward students who apply for national awards, which are very lengthy applications. Not only are students incentivized to apply, they also earn points for co-curricular activities such as community service, leadership, and internships that make applications more competitive.

Promising Results. This year **Michael Rohly** (Biology, Mathematics double major, Business minor) and **Candice Tate** (Biology, Chemistry double major) were Columbus State's first two students to apply for the Goldwater Scholarship. We were delighted to learn that they both received Honorable Mentions for their applications.

Lauren Rosenblatt (Music major, Business minor) completed the rigorous application process for the Rhodes Scholarship to Oxford. She has ultimately decided to attend King's College in London for a MA in Digital Humanities.

Cailee Davis (English Language/Literature major, History minor) applied for the prestigious Fulbright English Teaching Award. While Cailee is committed to her plans to pursue a graduate degree, she has accepted a position for the next year as a Corps Member with the City Year program through AmeriCorps. She will be serving at a school in New Orleans, LA, working hands-on with students to support them both inside and outside of the classroom.



Lauren Rosenblatt is presenting her paper "Painted Faces & Printed Music" at the Georgia Collegiate Honor Council Conference.



Julianna Wells, Phi Kappa Phi Scholarship Nominee.

Since 2014, our Columbus State Phi Kappa Phi Fellowship nominees have received one of the Phi Kappa Phi Fellowships, and we were pleased to have **Samantha Chase** (Music Education major) and **Julianna Wells** (Art major) each submit impressive applications for CSU's nomination this year. The Phi Kappa Phi Scholarship Committee selected Julianna as the university's nominee. Despite a truly wonderful application, Julianna did not receive a fellowship. However, after acceptances to four prestigious art schools, she has chosen to attend New York Academy of Art and Design and the Honors College is excited to follow her career.

In seeking funding for their study abroad experiences **Jane Mader** (History major, Anthropology minor), **Shaunquelle Sapp** (Psychology major), **Hannah Turner** (Computer Science major, Mathematics minor), and **Jocelyn Canedo** (Biology major,

Business minor) submitted applications for Phi Kappa Phi's Study Abroad Scholarship.

Senior Music Education major **Amy Melton** was the recipient of the University System of Georgia's Academic Recognition Award for Columbus State. In February she also impressed the judges at the Georgia Collegiate Honors Council Conference 2017 with her research and presentation on incorporating somatics into the general music education classroom. Amy received First Place in the Humanities Division of the conferences research competition.



Amy Melton in her graduation regalia with her thesis mentor Dr. Andrée Martin.



Above, Roman Anderson taking a break from his congressional internship in Washington. Right, Manuel Parrachavez interned in Germany.

In addition to supporting national awards, the Honors College actively promotes national and international internships. Last summer, Business major **Manuel Parrachavez** was selected for an internship in Germany. The following spring semester, Early Childhood Education major **Roman Anderson** was selected for an internship in Washington, DC during which he worked with educational policies in the offices of Congressman Earl L. "Buddy" Carter.



Beyond these highlighted national awards, supported by the National Awards Committee, our students earned 64 recognitions that can be reviewed in Appendix C.

MAKING A STATEMENT IN GEORGIA

The Columbus State Honors College had the opportunity to host other Honors Colleges and Programs from universities across the state for the Georgia Collegiate Honors Council (GCHC) Annual Conference in February of 2017. Dr. Cindy Ticknor served GCHC this year as Vice President, and Jocelyn Canedo served as the Student Vice President. Along with a student committee, they were able to showcase Columbus State to other Georgia institutions throughout the conference by hosting events on both campuses. At the event, Dr. Ticknor was elected president of GCHC for 2017.

What's the Point? *Incentivizing students to attend and compete at meetings.*

The new point system encourages students to participate in international, national and regional meetings by awarding points when they competitively present or perform. If students win awards, they earn additional points toward their honors seal.

GCHC 2017
15 Institutions
92 Projects

Hosting the GCHC 2017 Conference. The conference began at the Coca-Cola Space Science Center at RiverPark with our keynote address by Dr. Andy Puckett, interdisciplinary activities, and a dessert reception. The second day's events were focused on student research with an array of podium and poster presentations, and many CSU honors students gained invaluable experience by presenting in this statewide event. In addition, our student volunteers helped set up the poster session, moderated all podium presentations, and led a real-world problem solving activity during awards tabulations. The student conference committee and Honoris Causa officers honed their leadership and organizational skills as they hosted their first large event. Overall, 92 research projects from fifteen institutions across the state competed for prizes, with CSU's Amy Melton winning first place in the humanities.



ATTRACTING & SUPPORTING HONORS STUDENTS

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.

From Fall 2015 to Fall 2016, 86% of the cohort of first-time full-time freshmen who were honors students returned to study at CSU for their sophomore year, compared to 73% of CSU's first-time full-time freshmen*. In addition, 61% of the cohort was retained as members of the Honors College. Graduation rates at CSU have remained relatively stable ranging from 32% in the 2008-14 cohort to 30.2% in the 2010-16. For the comparable cohorts in the Honors College the rates have varied from 95% in 2008-14 cohort to 56% in the 2010-16 cohort. In addition, we already graduated all students in the 2011-17 cohort which reached 70%. The last five years of cohorts also averaged a 70% graduation rate for first year students recruited by the Honors College.



70%
Graduate
from CSU

RECRUITING STUDENTS TO CSU

Recruiting new students to CSU is one of the primary missions of the Honors College, and we host three events dedicated to attracting students to CSU each year. At the fall Honors Experience Day, students participate in mock seminars, learning about study abroad and library resources, and have informal opportunities to meet with Honors College student ambassadors. In the spring, we invite applicants to two interview days, during which students meet fellow honors students, department chairs, and have customized campus tours by our honors ambassadors. Students at all events learn about scholarship opportunities and the advantages of our honors curriculum.

What's the Point? *Recruiting with a Broader, Deeper, Better curriculum*

We began marketing the new point system to prospective students in the Spring as an honors curriculum that promises to be broader, deeper, and better at helping students achieve their educational, personal and professional goals.

Scholarships for First Year Students. The Honors College awards several levels of scholarships. The Presidential Scholarship was awarded at \$5,000 per year, and the Tower

*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.

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. 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.

Strategic Changes for 2016-17. We enjoyed a record number of applications for Fall 2016. Of the 135* applicants, 37 earned perfect 4.0 grade point averages. We admitted 94 students and recruited 60 students for the fall, which was up by four students from the previous year and resulted in a 64% yield rate. However, in order to bolster our dwindling scholarship fund, the Honors College did not fill a vacant recruiter position and relies upon all Honors College staff to recruit students. Our administrative coordinator and advisors utilizes Salesforce software to identify potential candidates and process applications. With the reduction in staff dedicated to recruitment we expected a decline in applications for Fall 2017.

Applications for Fall 2016 & Fall 2017

Term	Total	Not Local	Perfect 4.0 GPA	Admitted	Admission Rate	GPA	SAT	ACT	Yield
Fall 2017	106	52%	23	87	82%	3.81	1213	27	NA
Fall 2016	135	72%	37	94	70%	3.86	1212	27	64%

As of July 2017, 106 students have applied to the Honors College and 87 students have been admitted. Our applicant pool has remained relatively strong academically, but we have not had the broader, statewide impact we have enjoyed last year. Only 52% of our applicants have come from outside our region, but our admission rate had been strong.

However, we have admitted 82% of our applicants and offered 39% financial assistance to attend CSU.

The reallocation of resources in staffing, the strong support of CSU Leadership, and a generous donation by a leading family of our community, **The Allen Pettis Family**, has dramatically changed our ability to recruit high achieving students for Fall 2017. In Fall 2016, we only offered eleven Tower Scholarships and ten university scholarships, with 16 students accepting their offers and enrolling at CSU. This meant that 16 students with perfect grade point averages did not receive a scholarship offer. In contrast, 34 students in our Fall 2017 scholarship competition received scholarship offers totaling \$54,000. Overall, in 2016-17 only 27% of our students received financial support for their tuition and fees.

**\$54,000
scholarship
offers**

*This figure is revised down from the reported 137 in the 2015-16 annual report due to error discovered during our internal audit process.

RECRUITING UNDERGRADUATES TO THE HONORS COLLEGE

Over a third of the students in the Honors College are recruited as transfer students (5%) or as students enrolled at CSU. Any student who has earned a grade point average at or above 3.4 after completing fifteen credit hours is eligible to enroll in the Honors College. With the credit hour based curriculum, undergraduates with more than 30 credit hours found it very challenging to complete the program so we targeted our recruitment efforts to students who earned between 15 and 30 credit hours. We recruited students through invitational emails, posters, and through faculty nominations. Included in our recruitment strategy are two financial incentives.

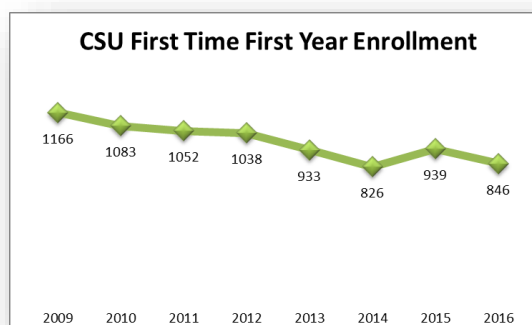
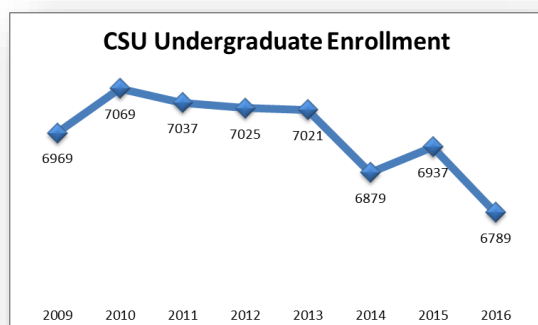
Financial Support for Honors College Undergraduates. All students are eligible to apply for Honors Educational Activity Grants to support co-curricular activities. Undergraduates reaching their junior year may apply for tuition scholarships and are awarded based upon financial need and their commitment to successfully completing the Honors College curriculum. (See Appendix E for scholarship policies and procedures).

What's the Point? *Flexible options that appeal to undergraduates*

The new point system allows us to evaluate prior work of transfer and undergraduate students who are interested in pursuing honors and have already completed outstanding work. Now the Honors College has the potential to serve more students who have achieved academic excellence.

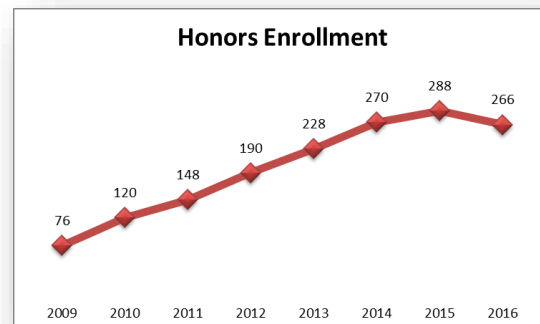
HONORS COLLEGE CENSUS

As depicted below, while CSU enrollment has remained relatively flat, undergraduate enrollment has declined by 3.5% over the last five years, with an overall decrease of 248 students. Recruitment of incoming first year student has similarly decreased by 206 students, creating a challenging environment for recruiting new first year students for the Honors College.



Overall, our fall undergraduate census dropped for the first time since 2009 as we served 266 students or 3.9% of CSU's undergraduate enrollment. Our goal is to reach 4.0%. Many

factors contributed to this slight drop in our census, including overall CSU enrollment trends, a reduction in resources for recruitment and scholarships, retention of qualified students, and high graduation rates.



**3.9% of
Undergraduate
Enrollment**

Persistence in Honors Education

While students recruited to CSU by the Honors College have a much higher graduation rate than other undergraduates, we continue to have challenges with students persisting through the curriculum with only 30-33% of our cohorts earning the Honors Seal. With our census numbers dropping for the first time in the last five years, we conducted an analysis of students who leave the Honors College.

Reasons for Attrition

- 29% Graduated (24 with Honors)
- 29% Suspended due to low GPA
- 6% Suspended due to inactivity
- 36% Withdrew (13 Transferred)

Total: 140 Departures

Since Fall 2015, 140 students left the Honors College before Fall 2016. Of the departures, the largest portion voluntarily withdrew from honors which account for 50 of the students. While 13 of them transferred to other institutions, 37 (26%) were still eligible for honors. When students leave the Honors College we ask them to complete a survey, but our response rate is low (24 out of 140). The most common reason cited was the

inability to complete honors requirements because of time commitments or other priorities, most often related to requirements of their major, second majors, or minors. For example, we lost several nursing students as they began their practicums at area hospitals.

What's the Point? *Flexible options that appeal to undergraduates*

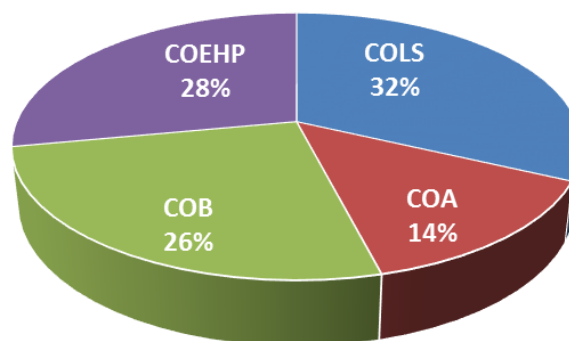
The new point system targets the most common reason for attrition: choosing between double major/minor requirements and honors requirements. Students will be able to earn points for adding majors and participating in highly-valued co-curricular activities that will no longer be in competition with earning the honors seal.

HONORS COLLEGE DEMOGRAPHICS

The Honors College strive to bring together diverse students, to enhance the academic environment with unique perspectives and an array of interests. Our goal is to encourage participation of all majors and students from a variety of backgrounds. In 2016-17, our students were pursuing majors in all academic colleges, with the largest representation in the Department of Biology and the Schwob School of Music. Computer Science majors now outnumber theatre majors and the Honors College is still struggling to recruit students from the College of Education.

College of the Arts		28%	College of Letters & Science		41%
Art Department	8		Biology Department	42	
Communication Department	9		Core Curriculum	1	
Schwob School of Music	35		Chemistry Department	13	
Theatre Department	23		Criminal Justice & Sociology	3	
Turner College of Business		18%	Earth and Space Science Department	6	
Accounting & Finance	12		English Department	12	
Marketing & Management	12		History & Geography Department	5	
TSYS School of Computer Science	24		Mathematics Department	9	
College of Education & Health Prof.		13%	Modern & Classical Languages	2	
Health, Physical Ed, & Exercise Science	10		Political Science & Public Administration	2	
School of Nursing	16		Psychology Department	13	
Teacher Education Department	9				
Grand Total				266	

CSU Undergraduates by College



Compared to CSU undergraduate proportions, we have improved the number of Accounting and Finance Majors, but are well below the number of Management, Marketing and General Business majors which comprise 12% of CSU Undergraduates. Proportionally, students' majors in Marketing & Management should be our third largest cohort and we will continue to target our marketing efforts toward this group.

Demographics	CSU	Honors College
Female	59%	66%
Male	41%	34%
Black or African-American	37%	15%
White	51%	76%
Asian	2%	5%
Two or More Races	2%	1%
Hispanic or Latino	6%	5%

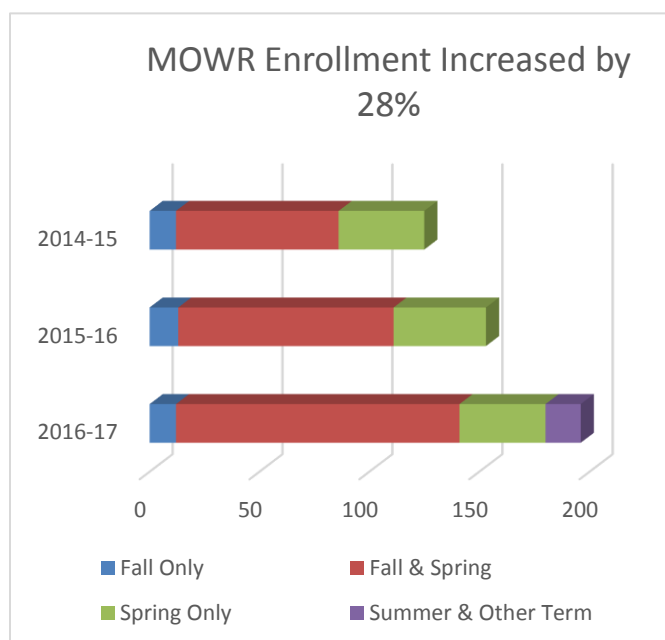
The demographic makeup of students enrolled in the Honors College has remained relatively stable over the last few years with the majority of our students describing themselves as white female. This is disproportionate compared to CSU undergraduates and continues to be an area of concern. In 2017-18, we plan to host focus groups and conduct research into this phenomenon.

HONORS ACADEMY & DUAL ENROLLMENT

Since Fall 2014, the Honors College has provided advising and support to all **Move On When Ready (MOWR)** students and programming for those who are honors qualified, designated as the Honors Academy. These dual enrollment students are high school students that are earning college credit while still enrolled in high school. Honors 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 2016-17, we served 196 MOWR students (up 28% from 2015-16) who came from 15 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, 73% were in their senior year, and 53% (103) were eligible for the Honors Academy. Much of the growth is attributable to our new programming at Harris County High School, which hosted courses taught by CSU professors on that campus. This programming was successful with 109 students from Harris County participating in MOWR.

We recruited 32 (27%) of the 2015-16 MOWR cohorts to attend CSU, which was up slightly from the previous year. However, we noted that recruitment of Honors Academy students was proportionally lower than non-academy students (yielding 23% compared to 29%).



New Directions: Recruiting Honors Academy Students

With the successful piloting of courses at Harris County, Columbus State University is planning to expand offerings at Harris County and to provide similar programs to serve our region. Opening access to university level curriculum at all high schools is an important mission for CSU, which is investing in a new coordinator for MOWR for 2017-18 to advance dual enrollment offerings in high schools and oversee advising of all students by advisors at Academic Center for Excellence. This will allow the Honors College to strategically refocusing resources to provide programming for Honors Academy student who are taking courses on CSU's campus with a focus on improving yield rates, and devote additional time to promoting applications for national awards.

HONORS EDUCATION

The new point system will still require honors core courses and enrichment seminars. In 2016-17 our students enjoyed twenty-nine different offerings of seminars and courses, including an optional Honors Study Abroad course in Berlin, and a problem solving based Great Conversations: Think Like a Freak!

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 Discovering Archaeology. Students in the course had a hands-on experience working with a collection of ancient Peruvian artifacts and learning how to analyze and catalogue them under the direction of Professor Danielle Cook. Later in the semester they camped near the Etowah Mounds to explore ancient cultures. To celebrate the 100th birthday of Carson McCullers, our English professors teamed together to host field trips to the McCullers Center and the Columbus Museum, providing a richer understandings of the author's background and inspirations for her short stories and novels.



Core enrollment reached 252 students fill 96% of all seats available. 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.

**96%
Efficiency
in Core
Offerings**

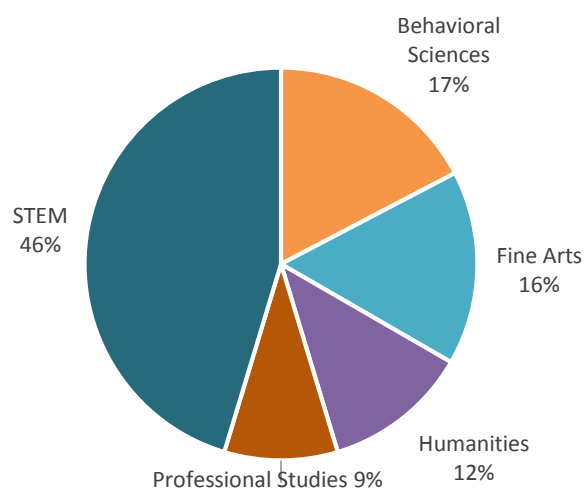
Course	Title	Capacity	Actual
ANTH1107H	Discovering Archaeology	18	16
ENGL1101H	English Composition I	18	14
ENGL1102H	English Composition II	18	18
HIST2112H	U.S. History since 1865	18	16
ITDS1779H	Scholarship Across the Disc	50	52
POLS1101H	American Government	18	18
PSYC1101H	General Psychology	18	17
COMM1110H	Communication	18	18
HIST1111H*	World History to 1500	1	1
HIST2112H	U.S. History since 1865	18	16
ITDS1145H	Comparative Arts	18	18
ITDS1779H	Scholarship Across the Disc	33	33
PSYC1101H	General Psychology	18	15
*Cross-Listed Course			

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 2016-17, our students utilized contracts to delve deeper into their topics that interested them, but also many tackled real world problems. For example, one psychology major researched factors that impacted professional counseling of minority populations in an upper division course on Counseling Psychology. The research allowed her to learn more about the population she hoped to serve in the future. Another student who has interests in special education and theatre, completed a contract on adapting plays for children with hypersensitivity to stimuli (common among those diagnosed on the autism spectrum). Not only did she complete a review of literature, she visited theatre productions that had been adapted and interviewed directors.

76
Contracts &
Real World
Problems



Overall, students completed 76 contracts. As is typical, 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 members of the CSU faculty mentored 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 work with students in addition to their normal teaching load.

What's the Point? *New Faculty 5 Videos*

The Honors College developed a new series of professional development videos that walk new faculty through the Honors Contract process. The first explains what contracts are, the second discusses forms and processes, and the third provides ideas and resources for mentoring.

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.

Enrichment Seminars. This year, the Honors College offered a wide variety of seminars that leveraged partnerships and independent studies. The Honors College partnered with the Cunningham Center to pilot a soft skills seminar, "Right Pathing Your Future" that may be used for all CSU students in the future. We also partnered with Residence Life and our Living Learning Communities on both the RiverPark and Main Campuses by offering "Debating with the President" in the fall and "Exploring Columbus" in the spring. In the fall, our faculty met with our students in their residence halls to watch the presidential debates. In the spring, we chartered a bus to pick up students at both sites and connect them with our area gems (The

Honors Enrichment 2016-17	
Oxford Architecture	2
Oxford Independent Study	2
Right Pathing Your Future	9
Extraterrestrial Impacts	15
Birth of American Music	18
Keys to Creative Living	10
Debating with President	18
Meditation for Beginners	15
Debating with President	19
Top Chef	15
Meditation	13
Personal Finance	10
Careers of Leaders	4
Experience Columbus	25

costs.

What's the Point? Distinguishing Enrichment Seminars The new curriculum will realign our course numbers to help students easily distinguish the focus of different seminars. In HONS 3000, faculty will offer seminars to enhance academics; HONS 3010 will highlight global perspectives and HONS 3020 will be devoted to personal enrichment such as leadership training and soft skill development.



Above, Caleb Corbin (Computer Science) and Abby Buck (Theatre) explore Oxbow Meadows. Below Caitlyn Gallagher (Theatre), and art majors Joshua Richmond & Elizabeth Thornton at Pasaquan



National Infantry Museum, Port Columbus, Art Galleries and more). We also added a "Careers of Leaders" independent study seminar, which required students to participate in the Executive Speaker Series offered by the Turner College of Business and soft skill seminars offered by the Career Center. For our students studying in the Visiting Student Program in Oxford, we developed an independent study seminar on Oxford Architecture and allowed students to design seminars based upon a collection of performances that complimented their educational experiences. By partnering with other units on campus, we were able to offer a wider variety of seminars at no additional

GREAT CONVERSATIONS & INTERNATIONAL EDUCATION

The Honors College curriculum encourages students to look at the world and problems through alternative perspectives. We challenge students to “think sideways” and appreciate perspectives of multiple disciplinary lenses in core courses, enrichment seminars, and in our capstone course HONS 3555 Great Conversations. We also encourage students to study abroad in order to immerse themselves in other cultures, to appreciate global viewpoints. Through these experiences, our graduates become culturally aware with broader perspectives that enable them to adapt to new situations, thinking critically and creatively when facing problems.



Dr. DaSilva with some of her HONS 3555 class after trying to escape a room at “Escape This”.

Great Conversations. In 2016-17, 31 honors students participated in three HONS 3555 Great Conversations courses. This course is designed to bring together students and faculty members from different disciplines to study a common issue. The course may be repeated with different topics. In the fall, English professor Dan Ross teamed up with a professor of Art History to teach HONS 3555: The Experience of Immigrants through Literature, Film and the Visual Arts. Students studied the work of artists from the

Middle East, Cuba and Cameroon, watched films depicting immigration experiences such as *In This World*, and delve into novels, such as Amy Tan’s *The Joy Luck Club*. In the spring, psychology professor Dr. Stephanie DaSilva lead a problem solving course inspired by the QEP entitled, “Think Like a Freak.” The culminating event challenged the students to solve a mystery at the local escape room event space, *Escape This*. Sadly both teams, one lead by Dr. Ticknor and the other by Dr. DaSilva, failed to solve the mystery and escape their rooms. Also in the spring, students had the option to study abroad in Berlin over the spring break. One of the course options for the study trip was HONS 3555: Memorialize the Holocaust taught by Dr. Mariko Izumi in Communications and Dr. Neal McCrillis, director of the Center for International Education and professor of history.

Study Abroad. Thirty-four students completed HONS 3010 Global Perspectives, which is an independent, zero credit hour course, which required them to maintain a journal or blog during their study abroad experience. For the course, each student must choose a lens through which to view the experience, document the use of the lens, and prepare a reflection after their travel is complete. This allows students to intentionally and critically look at their experience as they become culturally immersed.



Studying Abroad in Berlin: Cailee Davis (English), Joshua Richmond (Art), Dr. Izumi, Collins Nelson (Psychology), Dr. McCrillis, Hannah Turner (Computer Science), Abigail Lloyd (Art), Russell Bugg (Theatre), Meredith Donovan (History) Johan Lonzanida (Music Education) in front of their tour kneeling tour guide. Photo by Russell Bugg.

What follows is an example of the journaling students submit, which illustrates the power of an immersive experience in an unplanned cultural exchange. This is reprinted with the permission of Russell Bugg, majoring in Theatre Arts on the honors Berlin study abroad:

Excerpts from a Student's Journal

First Entry: "As an actor, your entire job is to be able to understand a person and their behaviors well enough to portray them with the utmost dedication and honesty. Discovering the world that a character lives in and their relationships with the other people that inhabit the same world as them is part of your duty as a performer. For this assignment I decided to look through the lens of an actor studying people's behaviors, interactions and relationships with other people, and their feelings toward the world around them."

Fourth Entry: "The old man in these pictures is named Nick. On this night I was not feeling well, so I didn't go out to eat with the group. It got kind of late and I was starving, so I decided to brave the streets of Berlin to find something to eat. This was the first time I went out by myself in the city which was terrifying. I searched everywhere and couldn't find anything to eat. As I was about to give up and just find something in the grocery store near the hotel, I saw an old man cleaning tables at a CurryWurst stand. I asked him was he open and he said yes. I then proceeded to have the highlight of my trip to Berlin. I spent forever just hanging out there late at night having a conversation with a man who lived half a world away from me. We talked politics, life in Berlin, life in America and everything in between. As I began to reflect on my chosen lens for this assignment, I realized something very meaningful. What made this conversation so impactful was that we both needed someone. I was admittedly terrified and alone in this massive city. He was alone cleaning tables at a tiny shop and we were there for each other. What informed our conversation and connection to one another was the fact that we filled a gap that each other had in that moment and it was immensely comforting. I promised to come back for lunch the next day and bring some of my friends... and I did exactly that. I didn't have lunch, but I got a glass bottle Coke and got a picture in the process!"



What's the Point? *Increased Emphasis on International Education*

Rather than allowing students to choose between service learning and study abroad, the new curriculum will require all students to develop cultural awareness by participating in study abroad, completing campus internationalized courses, or taking newly designated HONS 3010 Honors Global Perspective Seminars. The journaling course that accompanies study abroad courses will become HONS 3510 Honors International Study.

COMMUNITY ENGAGEMENT AND SERVICE LEARNING



The Honors College encourages all students to be engaged members of their community, giving back by providing leadership to student organizations, volunteering for campus-wide service events, logging community service hours through CSU Involve, or using what they've learned in their majors to design a service learning project. Honors students are expected to engage in their community every year to earn their Honors Seal.

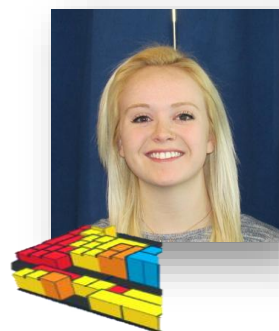
What's the Point? *Rewarding personal development and community engagement.*

In the past, service learning projects were an alternative to study abroad and community service was a co-curricular requirement. The Personal Enrichment area of the new point system fully rewards students who develop leadership skills, engage with the community, and connect their academics with service activities.

Community Service. Our student organization, Honoris Causa, filled two buses at CSU's Day of Service in Fall 2016. Half of our volunteers helped to clean the Springer Opera House with President Markwood's Family, and the other half volunteered to clean up the landscaping at the Salvation Army with the help of one of their favorite finance professors, Dr. Brett Cotten. At the second annual WinterFest celebration, 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 snowflakes painted on their faces and make their own paper snowflakes to take home.



Service Learning. As an alternative to study abroad, several of our students developed service learning projects. Two honors students, History major Abby Gibbons and Math major Bao Do, volunteered to work with high school students to prepare them for the Academic Decathlon. Biology major Alyssa Graves developed educational activities for Oxbow Meadows. One of the most impressive projects was done by Chemistry major, Candice Tate. She worked with Dr. Rajeev Dabke to develop a 3-4 model of the Periodic Table that could be used by blind and visually impaired students. Her work was presented at the Georgia Collegiate Honors Council and likely contributed to her earning an honorable mention in the national Barry Goldwater Scholarship competition.



Candice Tate & an image of her 3D model

PROMOTING THE QEP: WE SOLVE IT!

CSU's Quality Enhancement Plan (QEP) focuses on real world problem solving which is embedded in much of the Honors College's curriculum. In the introductory seminars, students learn essential skills needed to engage in effective problem solving as they develop a review of related literature. As students advance through the curriculum, they tackle real world problems with their honors contracts, service learning projects, and eventually their senior projects. The Honors College encourages faculty teaching core courses and seminars to use the instructional opportunity as an incubator for innovation that can translate to non-honors courses across the campus. This year, our emphasis on real world problem solving resulted in our Great Conversations (HONS 3555) courses "Think Like a Freak" and "Memorializing the Holocaust." Both were aligned with the QEP and the latter was co-taught by Dr. Mariko Izumi, the Director of the QEP. In addition to honors education, the Honors College has supported the QEP through campus events and publications.



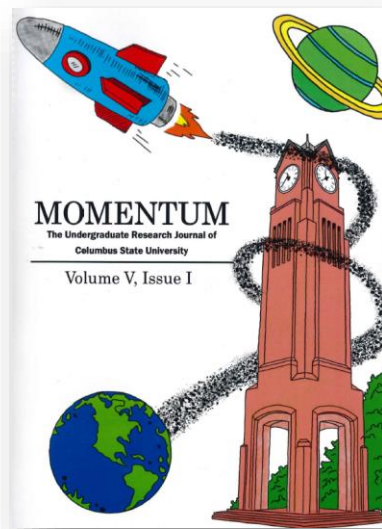
Martha Kinsman ('13) Keynote Speaker at Tower Day

TOWER DAY

This year the Honors College supported the transition of our annual showcase of undergraduate research and creative endeavors, Tower Day to support the QEP. The event, which is now under the direction of Dr. Hannah Israel incorporated We Solve It! Sessions in the morning. The event was kicked off by an Honors College Alumni, Ms. Martha Newell Kinsman ('13), who presented her research on coral bleaching caused by global warming. She is currently working in Washington, DC on a marine policy fellowship. Though the event is no longer tracked by the Honors College, our students formed a committee to support the event and they volunteered as moderators, judges and facilitators. The successful transition of Tower Day from an Honors College event to an institutional event is another example of how innovative ideas within the college are adopted by our university.

MOMENTUM

The Honors College continues to support the publication of Momentum, CSU's Journal of Undergraduate Research, which is advised by Dr. Lauren King and lead editors Amy Adams and Samantha Chase. The Fall 2016 issue was the fifth volume of the

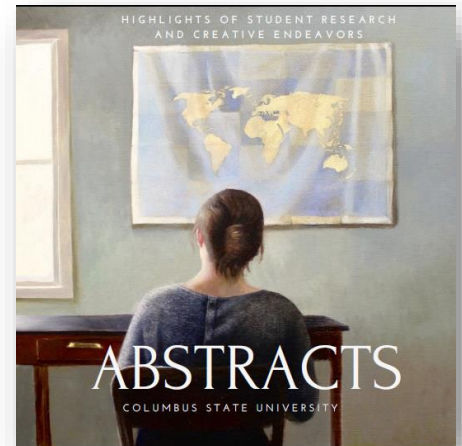


journal contained seven articles from four institutions, including two from outside the United States.

THE ABSTRACT ANNUAL

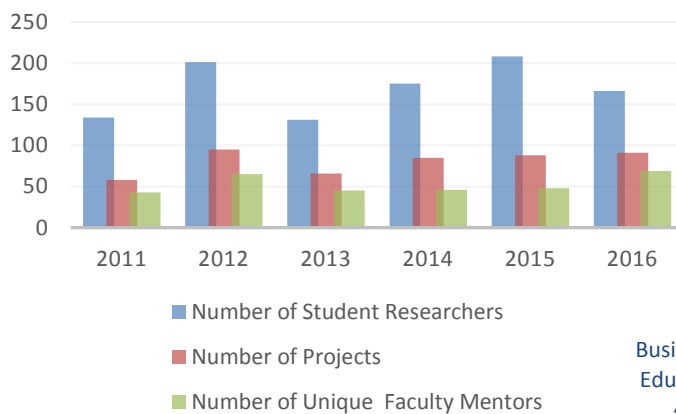
Each year, the Honors College advertises and collects abstracts of research projects produced by undergraduates across our institution, publishing the collection in the Abstract Annual. We've collected this self-reported student data from 2011-2016 to capture the scholarly activity of our students at Columbus State University. Since the data is self-reported, it is likely an underestimate of the actual activity occurring on our campus.

During the last six years, our undergraduates produce an average of 80 projects per year completed by 169 undergraduates. Their work has resulted in 46 awards, 13 publications, and 112 presentations at conference outside our region. This includes twenty national and one international conference presentation. Forty-two percent of the projects have received financial support, primarily stemming from academic departments and the Student Research And Creative Endeavor (S-RACE) grant program, but 39 of the projects were supported by external sources, such as the National Science Foundation and local organizations such as the Columbus Water Works.



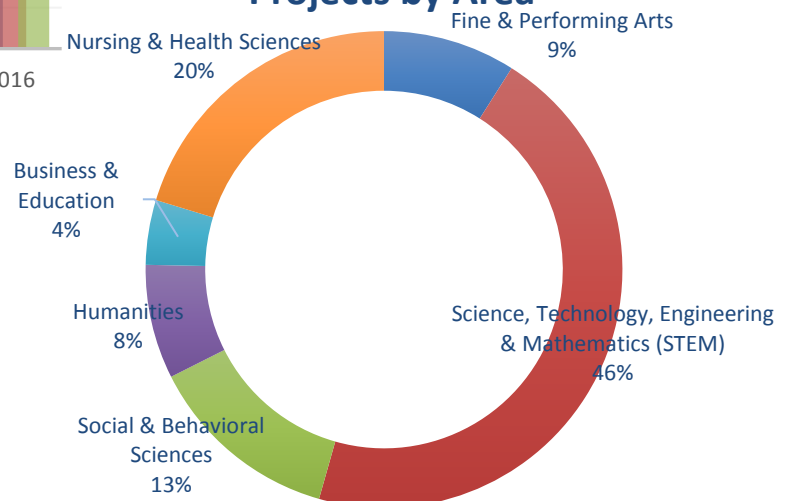
Julianna Wells (Art) designed the 2017 Abstracts Cover

Undergraduate Research 2011-2016



These projects could not have occurred without committed faculty mentors. Every year 45-69 different faculty engaged with student projects that ranged from the areas of STEM to the Fine & Performing Arts.

Projects by Area



HONORIS CAUSA

Honoris Causa is the Society of Honors College Scholars. The society provides opportunities for students to work together on service projects, coordinates academic and social events, and disseminates 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 2016 - 17

Janell James, President
Amelia Barton, Vice President Main Campus
Darby High, Vice President RiverPark Campus
Alexander Jones, Secretary Main Campus
Tate Muhammed Abdullah, Secretary RiverPark Campus
Shaunquelle Sapp, Treasurer Main Campus
Lauren Rosenblatt, Treasurer RiverPark Campus
Alaina Whitmore, Social Event Coordinator
Kaylyn Cockrell, Social Media Coordinator
Alex Medina and Jocelyn Canedo, SGA Representatives



Students orchestrated a whitewater rafting trip during their fall semester.

Meetings, Workshops & More

In Fall 2016, bimonthly meetings were held on the Main campus during the lunch hour when classes are not held, Thursdays from 12:30-1:30 PM. RiverPark campus met on alternating days between Tuesday from 12:30 – 1:30 PM and Friday at 2 in the afternoon. Historically, it has been difficult to find a time that works for the RiverPark students given that they have practices and lessons during the times that they do not have classes. This altered meeting schedule gave them more opportunities to be involved with Honoris Causa.

Additionally, many of our social events were hosted on the RiverPark campus to bridge the campus divide in Honoris Causa. Among the Honoris Causa events held on RiverPark were whitewater rafting, biking, geocaching, and a winter formal. Students coordinated the entirety of the winter formal on their own and were able to secure free event space near RiverPark Campus at Second Story.

In the Spring 2017, the structure of meetings varied between campuses, but had a common theme for the parallel meetings. The activities offered during regular member meetings included: traditional meetings, TedTalks, and board games. At traditional meetings, officers conducted business and announced the theme for the month, deadlines, service projects and the upcoming events. Having a theme worked well for our RiverPark officers who were able to mold the theme into something more appealing to their students. For example, we had a “De-



Honors students had many opportunities throughout the academic year to spend time with each other. They hosted a winter formal with a Great Gatsby theme, an ugly Christmas Sweater party, and they hiked in Pine Mountain to find waterfalls.

stress” theme in April. The Main Campus students had dogs from P.A.W.S. on campus to pet and play with, while the RiverPark students had a crafting session where they created glitter bottles. These bottles could be shaken to present a pleasing array of sparkles that was calming.

Charity and Volunteering

Our students took part this semester in helping to raise funds for a charity organization called Charity: Water. Once a month the students sold discounted Chick-Fil-A biscuits on campus and donated the proceeds to Charity: Water. They also held a boat race in the Recreation Center pool where students paid an entry fee. All proceeds were again donated to Charity: Water, bringing the total to nearly \$200 donated during the academic year.

Meeting New Challenges

On RiverPark, RiverPark Student 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. This year we were granted permission to

use the President's RiverPark office as the downtown Honors Office. This gave us access to multiple rooms where students could host events, as well as 24/7 access with a staff ID. While the RiverPark campus is typically lower than Main Campus attendance, which peaked at 92 students, meetings should reach a minimum of 10 students to be successful. With our new meeting space, RiverPark was able to host 31 students at their March meeting.



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 Salvation Army and Springer Opera House
- WinterFest
- Spooktacular
- Jim Blanchard Leadership Forum
- Professional Etiquette Dinner
- Scholarship Interview Day
- CSU Day at the Capital
- Legacy Celebration
- Tower Day
- Cougarthon

HONORS COLLEGE AWARDS BANQUET

The third annual Honors College Awards Banquet was held on Sunday, April 30th 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 Community Impact

Dr. Wendi Jenkins, BS English '00

Dr. Wendi Jenkins got her Bachelor of Science in English at Columbus State University in 2000 where she was the first graduate of the Honors Program with a thesis called, "Cleaning Up the Junkyard: An Exploration in Developing an Online Course." At that time she began working at TSYS and in 2003 moved into education at St. Anne/Pacelli while getting a Masters of Education at Columbus State. In the Fall of 2003, Dr. Jenkins moved to Hardaway High School working her way up through Media Specialist into a role as the Academic Dean. In her time at Hardaway, Wendi implemented and directed the first servant leadership program in a public high school. This outstanding accomplishment is not to be overlooked when acknowledging her position now at Columbus State as the Director of the Servant Leadership



program. Since joining the Servant Leadership program at Columbus State, Dr. Jenkins has completed her dissertation, a phenomenological study of Columbus State's own servant leadership program. Wendi serves as the Executive Board Secretary for Twin Cedars Youth Services, member of the Emergency Food and Shelter Board for Muscogee County, committee chair for the St. Francis Hospital Auxiliary, current Board President of Girls Inc. and the immediate past board chair of Teen Advisors, Inc. She is also a past President of the Junior League of Columbus, 2nd Vice President of the Alpha Xi chapter of Delta Kappa Gamma, and 2nd Vice Regent of the George Walton Chapter of the Daughters of the American Revolution.



Graduating seniors at the Banquet from left: Katherine Holmes, Brandi Fine, Lauren Rosenblatt, Aliyah Anglin, Samantha Chase, Emilee Leslie, Amber Colberg, Shaunquelle Sapp, Janell James, Julianna Wells, Amelia Barton, Comfort Johnson, Nicole Sikes, and Cailee Davis.

Faculty Awards

Excellence in Teaching: Dr. Patrick Jackson (Department of English)

Outstanding Mentorship: Dr. Brian Schwartz (Department of Biology)

Student Awards

Academic Achievement Awards:

Interdisciplinary Studies: Katherine Holmes (Music Performance)

Scholarly Activities in:

Fine & Performing Arts: Julianna Wells (Art)

Humanities: Cailee Davis (English Language/Literature)

Professional Studies: Amy Melton (Music Education)

Science: Michael Rohly (Biology/Mathematics)

Social Science: Amelia Barton (Psychology)

Community Service Award:

Abby Gibbons (History) – CSU Archives

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.

Freshman – Abby Grace Moore (Biology)



Janell James was recognized for serving two terms as President for Honoris Causa.

Sophomore – Joshua Richmond (Art)

Junior – Ekta Parab (Biology)

Senior – Jared Bies (Chemistry)

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.

Caleb Corbin (Computer Science-Games Programming)

Academic Department Awards (Presented at Scholastic Honors Convocation):

Studio Art Award – Department of Art: Julianna Wells

Student of Excellence Award – Department of Art: Julianna Wells

Student of the Year Award – Department of Communication: Aliyah Anglin

Music Award – Schwob School of Music: Amy Melton

Music Award from the Schwob School of Music: Jessica Griggs

Student of Excellence Award from the Department of Communication: Madison Ullman

Games Programming Award – TSYS School of Computer Science: Jacob Taylor

Information Technology Award – TSYS School of Computer Science: Kevin Ferreira

Student of Excellence Award – TSYS School of Computer Science: Marko Marksmovic

English Literature Award – Department of English: Cailee Davis

Student of Excellence Award – Department of English: Cailee Davis

Student of Excellence Award – Department of History and Geography: Jane Mader

A.C.S. Organic Chemistry (Undergraduate) Award – Department of Chemistry: Nicole Sikes

Outstanding Chemistry Major Award from the Department of Chemistry: Nicole Sikes

Student of Excellence Award – Department of Chemistry: Nicole Sikes

Psychology Award – Department of Psychology: Amelia Barton

Student of Excellence Award – Department of Psychology: Amelia Barton

USG Academic Recognition Award: Amy Melton

HONORS GRADUATES & SENIOR PROJECTS

Nineteen students completed all Honors requirements and graduated with the Honors Seal. Seniors graduating with honors from the Fall of 2016 to Spring 2017. Each student earned the privilege of wearing the new honors cord and seal with their graduation regalia.



Aliyah Anglin - B.A. Communication-Integrated Media, Spring 2017

Thesis: *A Narrative in One Scene*

Mentored By: Prof. Chris Robinson

Notes: Aliyah plans to finish TESOL (Teaching English to Speakers of Other Languages) certificate in South Korea then work as an independent English-language instructor in Japan while practicing film skills.

Amelia Barton - B.S. Psychology, Spring 2017

Thesis: *Understanding the Relations Between Discipline, Dehumanization, and Violence Beliefs*

Mentored By: Dr. Diana Riser

Notes: Amelia plans to continue working with the nonprofit Teen Advisors Inc., stay involved in the community and servant leadership, pursue research interests, and to earn a master's degree in school counseling.



Samantha Chase - B.M. Music Education-Instrumental, Spring 2017

Thesis: *Finding Home: Creating a Video Game Soundtrack*

Mentored By: Dr. James Ogburn

Notes: Samantha is considering both jobs in Instrumental Music Education and graduate programs. Samantha was also a finalist for Columbus State's nomination for the National Phi Kappa Phi Fellowship

Amber Colberg - B.M. Music Education-Instrumental, Spring 2017

Thesis: *Music Education for Future "Mathews": Down syndrome in General Music Education*

Mentored By: Dr. Michelle Herring

Notes: Amber is seeking job opportunities as a music teacher



Cailee Davis - B.A. English Language/Literature-Literature Emphasis and History Minor, Spring 2017

Thesis: *"Laurent Binet's HHhH: Historiographic Metafiction in Contemporary French Literature about World War II"*

Mentored By: Prof. Scott Wilkerson, Dr. Sarah Bowman, and Dr. Mariko Izumi

Notes: Cailee has accepted a job as a Corps Member with the City Year program through AmeriCorps. She will be serving at a school in New Orleans, LA, working hands-on with students to support them both inside and outside of the classroom.



Brandi Fine - B.A. Biology, Spring 2017

Thesis: *The Effects of Alternative Sweeteners on Oral Pathogens*

Mentored By: Dr. Lauren King

Notes: Brandi will be returning to school to earn a degree in Dental Hygiene.

Rachel Funk - B.S. Middle Grades Education with a concentration in Language Arts/Social Studies, Fall 2016

Thesis: *Poetry in the Classroom: The Why and How of Teaching and Inspiring Students through Poetry*

Mentored By: Dr. Erinn Bentley

Notes: Rachel is teaching Special Education at a Muscogee County middle school.



Jessica Griggs - B.A. Music and Audio Technology Minor, Spring 2017

Thesis: *The use of radio music as propaganda in Nazi Germany*

Mentored By: Dr. Kevin Whalen



Katherine Holmes - B.M. Music Performance-Instrumental and Audio Technology Minor, Spring 2017

Theses: *"The Return of the Ordinary"* and *"How Queer the Delight of Man"*

Mentored By: Dr. Kristen Hansen and Dr. Becky Becker

Notes: Katie has been accepted to Hull University in England where she will pursue

Lauren Johnson - B.S. Biology – Pre-Med, Fall 2016

Thesis: *The Involvement of Estrogen Receptors in Astrocyte Survival*

Mentored By: Dr. Kathleen Hughes

Notes: Lauren has moved back home to North Carolina and plans to obtain a Master's Degree in Physician Assistant Studies in the near future.

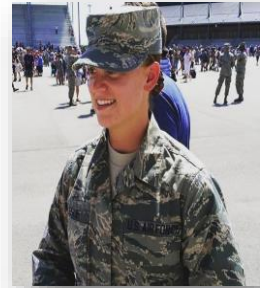


Emilee Leslie - B.S. Health Science, Spring 2017

Thesis: *Exploration of the Impact of Childhood Obesity and the Correlation with Parents*

Mentored By: Dr. Paula Walker King

Notes: Emilee plans to become an Officer in the U.S. Air Force and plans to obtain a Master's Degree in Physician Assistant Studies



Amy Melton - B.M. Music Education – Instrumental, Spring 2017

Thesis: *Experience in Action: Incorporating Somatic Education into the General Music Classroom*

Mentored By: Dr. Andrée Martin

Notes: Amy plans to teach elementary school music in the metro-Atlanta area and free-lance on French Horn.

Anisha Patel - B.S. Health Science with Biology Minor, Fall 2016

Thesis: *The Mental Health Assessment of Female Breast Cancer Survivors With and Without Support Groups*

Mentored By: Dr. Paula Walker King

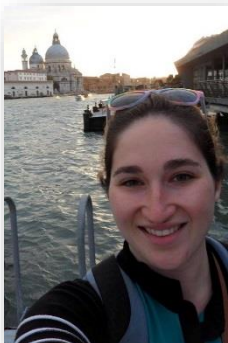
Notes: This Spring, Anisha has had the opportunity to shadow a physician in Africa while traveling there with family. She has also been seeking an internship in the field of cancer research in the summer of 2017 with plans to attend medical school in the Fall.



Dakota Reyes

Thesis: *Composition of Melody Utilizing an Evolutionary Algorithm*

Mentored By: Dr. Alfredo Perez



Lauren Rosenblatt - B.A. Music and Business Minor, Spring 2017

Thesis: *Painted Faces & Printed Music: Women and music in the paintings of Bartolomeo Veneto and Sebastiano Florigerio*

Mentored By: Dr. Andrée Martin

Notes: Lauren will be pursuing a career and/or Masters in digital humanities.

Shaunquelle Sapp - B.S. Psychology, Spring 2017

Thesis: *The Role of Religious & Spiritual Beliefs in Academic Success of College Students*

Mentored By: Dr. Brandt Smith

Notes: Shaunquelle plans to attend graduate school and obtain her Master of Science (MS) degree in Clinical Mental Health Counseling.



Nicole Sikes - B.S. Chemistry-ACS Professional Track, Spring 2017

Thesis: *Interfacial Dynamics of Silica/P2VP Nanocomposites: Adsorption vs Grafting*

Mentored By: Dr. D. Wade Holley

Notes: Nicole will be starting her PhD in Organic Chemistry at the University of Michigan in the Fall.

Charley Weaver - B.A. Biology with Music Minor, Fall 2016

Thesis: *The Effects of Musical Intervals from Consonant to Dissonant on the Neural Activity of Earthworms*

Mentored By: Dr. Kathleen Hughes

Julianna Wells - B.F.A. Art, Spring 2017

Thesis: *Patterns of Existence: An Analysis of Personal Inspirations, Historical Influences, and Motivations*

Mentored By: Prof. Orion Wertz and Dr. Barbara Johnston

Notes: Julianna plans to pursue a Master of Fine Arts at New York Academy of Art and Design. She is Columbus State's Nominee for the National Phi Kappa Phi Fellowship.



APPENDICES 2016-17

Appendix A: The New Point System – Details in the Areas of Personal Enrichment, Academic Enhancement, and Research and Inquiry

Honors Module:	Personal Enrichment
Required Points in this Category:	10 Honors Points
Required Capstone:	Submission of a Curriculum Vita

In this area, honors students earn points for becoming engaged members of our campus and local community as they prepare for professional and academic careers. Community service and engagement allows students to work with others from diverse backgrounds to achieve a common goal, to develop leadership skills and manage projects, and to prepare for a career in their chosen field.

By completing this area, honors students will:

- Connect their academic experience with local community experiences.
- Demonstrate that they are prepared for a career in their chosen field.

Earning Points in Personal Enrichment

Honors students may earn up to 10 honors points in the area of Personal Enrichment through any of the following activities. In general, one point is awarded for 15 contact hours.

Leadership Development (0-4 points)

The Honors College encourages students to develop their leadership skills through many campus programs and activities. Students may earn points by completing leadership workshops or earning leadership certificates, with points awarded based on the contact hours required. In addition, students that support substantial activities of any campus or community organization may earn up to 2 points for each leadership position held.

Community Engagement (0-4 points)

Students may earn 1 point for every 15 hours of community service documented in CSUinvolve, ½ of a point for participating in Honors Day of Services, and 1 point for each year of active engagement in Honoris Causa.

Career Readiness (0-4 points)

Honors students are strongly encouraged to engage in activities that prepare them for careers and graduate studies. Point may be earned by completing 15 hours of job shadow to explore career options (1 point), completing internships (1-3 points), completing “soft skills” or “life skills” workshops, or completing test preparation programs for graduate entrance exams (GRE, MCAT, LSAT, etc.).

National Awards & Recognitions (0-2 points)

Honors students should apply for Rhodes, Truman, Goldwater, Phi Kappa Phi and many other national scholarships, fellowships and recognitions. These applications are intensive, and an excellent opportunity to reflect on accomplishments, goals, and aspirations.

Honors 3020 Personal Enrichment (0-4)

Regularly, HONS 3020 courses will focus on personal enrichment. Course topics will include personal finance, leadership training, risk-taking, grant-writing and meditation. Each course earns 1 point.

HONS 3025 Service Learning (0-2 points)

Students may enroll in HONS 3025 and independently design a project with a community partner that provides a deeper, real-world application of their knowledge or skills in their field. Satisfactory completion of HONS 3025 earns 2 points in the area of *Personal Enrichment*, if not applied to the area of *Research and Inquiry*.

Honors Module:	Academic Enhancement
Required Points in this Category:	10 Honors Points
Required Capstone:	HONS 3555 Great Conversations

Honors students should amass experiences that broaden their knowledge of the world to complement the in-depth study of their chosen field. By enhancing academics with diverse, multidisciplinary educational experiences, students become more adaptable to new situations, more creative in problem-solving approaches, and multi-culturally sensitive in their interactions. All of these attributes are highly valued by employers and graduate programs.

In this module, students earn points for participating in experiences that broaden and enhance traditional academic majors. In addition, students complete HONS 3555 Great Conversations, a course designed to challenge students to consider a topic from multiple disciplinary lenses.

By completing this module, honors students will:

- Identify resources and evaluate evidence used to support arguments or critiques in *multiple* academic disciplines.
- Analyze the commonalities and discords of the multiple perspectives.
- Demonstrate cultural awareness and view issues from a global perspective.

Earning Points in Academic Enhancement

Honors students may earn up to 10 honors points in the area of Academic Enhancement.

Honors Core Courses (3-8 points)

Core coursework in the Honors College is designed to invite students to view the world from the disciplinary perspective of their professor or challenge students to view the world

from multiple disciplinary perspectives. Students earn one honors point for each credit hour completed with a grade of B or better. Students must complete at least one, three credit hour core course.

International Education (2-7 points)

Global education is a critical component of the Honors College since graduates must demonstrate the ability to work effectively cross-culturally. A minimum of two honors points must be earned cultural competence (International students are exempt from this requirement). Points may be earned by:

- Earning course credit in a study abroad program accompanied by HONS 3015* (3 points)
- Completing a visiting student (semester long) study abroad program (4 points)
- Completing courses in the International Learning Community (2 points per course)
- HONS 3010 Global Perspectives Seminar (1 point per course)
- Other substantial projects that enhance cultural competence (points will vary)

*When traveling abroad, students must enroll in HONS 3015 Honors International Travel to document their growth in cultural awareness.

Double Majors, Minors, Certificates & Programs (0-5 points)

Many students add diversity to their academic programs by completing a double major, adding a minor, or completing a certificate program, which also adds honors points.

Possible ways to earn points include:

- Earning a second major (3 points)
- Earning a minor (2 points)
- Earning an undergraduate certificate (e.g. Medieval & Renaissance Studies, GIS, Jazz Studies, etc.) (2 points)
- Completing the Servant Leadership Program (2 points)

HONS 3000: Academic Enhancement Seminars (0-5)

Students may earn additional points by taking HONS 3000 Seminars. The courses are designed to interconnect disciplines and enrich the collegiate experience through cultural, historical, and social perspectives. HONS 3000 are zero-credit hours and require 12-15 contact hours. Topics vary each term and extend beyond standard university offerings. Some of the past topics include: World Religions, Comparative Media, Photography, Varieties of Protestantism, Gardens of Georgia, and Historical Venues. HONS 3000 courses are open to all levels of students, including freshmen and sophomores, and are graded S/U (satisfactory/unsatisfactory). Students may only enroll in up to two HONS 3000 courses in one semester. Students earn 1 point per HONS 3000 seminar.

Other Academically Enhanced Courses (0-5)

Students may apply for points when they participate in unique credit hour generating experiences that broaden perspectives or enhance academics. Points are awarded based upon credit hours generated. Some examples of these experiences include:

- HONS 3500 Honors Study Trips (3 points per course)

Student travel away from campus to study a topic. Topics might include Civil War Battlefields and Burial Grounds, Antebellum Southern Architecture, Music of the South (Memphis, Nashville, New Orleans), Historic Air and Naval Sites of the Southeast, Caverns of Appalachia, a week on Broadway, etc.

- Extended field based courses outside of the local region (3 points)
Faculty have lead 3-6 week programs studying the geology of sites such as Yellowstone and the Appalachia Mountains, or arts in New York City
- HONS 3555 (If repeated for credit)

HONS 3555 Great Conversations

This cross-disciplinary seminar examines a selected topic from at least two disciplinary lenses. Topics may include current, global issues or significant historical questions that are examined in the context of divergent disciplines. Course may be repeated for credit with different topics.

Honors Module:	Research & Independent Inquiry
Required Points in this Category:	10 Honors Points
Required Capstone:	Honors Senior Project Course Sequence

Honors students should strive to develop the skills and competencies needed to complete independent projects in their discipline. The ability to work independently on extended projects, to analytically and creatively solve problems, and to communicate effectively, are all top skills employers and graduate schools seek. In this area, students earn points for participating in experiences that enhance those valued skills and complete a culminating senior project that documents the following learning outcomes:

By completing this module, honors students will:

- Identify resources and evaluate evidence used to support arguments or critiques in their academic discipline.
- Design independent inquiry projects that require critical and creative thinking.
- Demonstrate effective research or performance skills in their academic discipline.
- Effectively communicate scholarly work within their discipline and the broader community.

Earning Points in Research & Independent Inquiry

Honors students may earn up to 10 honors points in the area of Research and Independent Inquiry, by completing activities or experiences that will prepare them for completing an honors level senior project. Honors Points may be earned in the following ways:

Contracts: Faculty Directed Projects (3-9 points)

Each completed honors contract is worth three points and all students must complete at least one honors contract to complete this area of Research & Independent Inquiry.

Honors contracts are proposed by students in any upper-division course (3000 level or above), and completed under the direction of a faculty member. All honors contracts should enrich the quality of a student's educational experience in their course rather than simply increasing their workload. More information on proposing an honors contract and the honors contract library of examples is available here:

<https://honors.columbusstate.edu/contracts.php>.

Field-Based Problem Solving (0-6)

Students who are participating in practicums, internships, and other field related experiences may propose projects that evolve from direct observation of real-world problems or issues. The projects are similar in scope to honors contracts, but since they are grounded on observations made during the field work, they cannot be constrained by the timeline of traditional honors contract proposals. All projects must include a scholarly review of best practices and approaches to solving the problem and dissemination of the work. Examples may include identifying new approaches to teaching a concept to an inclusive classroom, developing new applets for a small business, researching best practices for wound care. Each project is completed under the direction of a faculty member and may earn up to three points.

Independent Study (0-4 points)

Students may earn up to three points by taking an independent study in their major. The course must earn at least 3 semester credit hours.

HONS 3025 Service Learning (0-2 points)

Students may enroll in HONS 3025 and independently design a project with a community partner that provides a deeper, real-world application of their knowledge or skills in their field. Satisfactory completion of HONS 3025 earns 2 points in the area of Research and Inquiry, if not applied to the area of Personal Enrichment.

Publications (0-5 points)

Publishing research or creative works is highly valued and encouraged in the Honors College, and will earn points based upon the quality of the publishing venue and contribution of the author or artist. *Note that self-publishing does not qualify for points.*

Examples of points awarded:

A student who is the first author of an article or creative endeavor that appears in a peer reviewed or edited publication may earn 3 points per publication.

A student who is a contributing author of an article or creative endeavor that appears in a peer reviewed or edited publication may earn 2 points per publication.

Regional Presentations & Performances (0-5)

Students who are invited to present or perform at regional events may earn honors points. Regional events are any event that draws participants from outside our local community,

including state, southeastern, national or international conferences and competitions. The events may be conferences, competitions, other events designed for the scholarly exchange of professional work.

Examples of points awarded:

- Award winning presentations or performances may earn 3 points
- Presenting or performing may earn 2 points
- Attendance at a conference or workshop may earn 1 point

Appendix B: Restricted Endowments and State Funds

The following endowments and state scholarship allocations fund scholarships for our honors students each year. In 2016-17, these funds totaled \$121,600:

Community Scholarship
Frank Brown Scholarship
Gerald & Linnie Coady Scholarship
Hollis Leadership Scholarship
James Newsome Scholarship*
James & Gladys Smith Scholarship
James W. Hunter Scholarship
John & Judith Satlof Scholarship
Leo & Florence Brooks Scholarship
Pearle A. Thiele Scholarship*
T. Hiram Stanley Scholarship**
T. Whitley Scholarship**
Walter E. Haywood Scholarship
William Fort Scholarship
Merit Scholarship**

*Endowment rolled into Greentree Fund at the End of FY 2016 due to small size.

**State funded scholarships

In addition, \$44,725 were used for scholarships and grants from the Honors College operating funds, totaling \$166,325 for tuition assistance, averaging \$625 per Honors College student. Seventy-six students or 29% received some financial assistance, with the average award of \$2188 per awardee.

Annual Report		
Funding Sources		
Endowments and State Funded Scholarship:	\$ 121,600	
Honors College Operating Funds	\$ 44,725	\$ 166,325
Student Expenditures		
Tuition Scholarships awarded to Incoming Students	\$ 129,271	
Tower Study Abroad Grant Commitments	\$ 18,742	
Tuition Scholarships awarded to Undergraduates	\$ 15,000	
Honors Educational Activity Grants	\$ 3,312	\$ 166,325

Included in these funds are \$18,742 in study abroad funds committed to incoming freshmen receiving the Tower Scholarship. The awards and travel locations are as follows:

Honors-Towers Scholarships 2016-17					
Last Name	First Name	Term	CSU ID	Study Abroad Pgm	0645 Honors Escrow Account
Bugg	Russell	Spring 2017	909364909	Berlin Honors	\$ 3,200.00
Barton	Amelia	Spring 2017	909347821	Costa Rica - Intercultural Leadership & Service Learning	\$ 2,742.00
Bonas	Leah	Maymester 2017	909376834	CSU in Denmark	\$ 3,200.00
Cole	Caleb	Maymester 2017	909361012	CSU in Denmark	\$ 3,200.00
Jones	Alexander	Maymester 2017	909360908	Ireland Business	\$ 3,200.00
Nagelvoort	Theodore	Summer 2017	909361913	CSU in Oxford II	\$ 3,200.00
Total Awards					\$ 18,742.00

Appendix C: Self-reported accomplishments of Honors Students 2016-17

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

Name	Award
Valencia Coleman	Received a TSYS Future Scholars Scholarship
Abby Gibbons	Received a TSYS Future Scholars Scholarship
Janell James	Received a TSYS Future Scholars Scholarship
Michael Kamar	Received a TSYS Future Scholars Scholarship
Ansley Lynn	Received a TSYS Future Scholars Scholarship
Anju Shajan	Received a TSYS Future Scholars Scholarship
Corey Thompson	Received a TSYS Future Scholars Scholarship
Cailee Davis	Accepted to present at The Georgia Undergraduate Research Council Conference
Lauren Rosenblatt	Accepted to present at The Georgia Undergraduate Research Council Conference
Valencia Coleman	Won Best Science Paper at The Georgia Undergraduate Research Council Conference
Roman Anderson	Accepted to the Legislative Internship Program in Washington, D.C.
Tehgan Anguilm	Selected as the Peach Belt Conference Defender of the week
Michael Rohly	Awarded 3rd Place Poster Presentation at Southeastern Medical Scientist Symposium (SEMSS)
Michael Rohly	Awarded 1st Place Poster Presentation At Annual Biomedical Research Conference for Minority Students
Andrea Dorbu	Published on CSU ePress
Lauren Rosenblatt	Accepted to present at 11th Undergraduate Conference in Medieval & Early Modern Studies
Amy Melton	Received 1st place in Humanities at the Georgia Collegiate Honors Council
Emilee Leslie	Received Airman of the Year for her Operations Group at Maxwell AFB
Michael Rohly	Received an Honorable Mention on his Goldwater Scholarship
Candice Tate	Received an Honorable Mention on her Goldwater Scholarship
John Hetzel	Received an Internship: Bioinformatic and Genetics Auburn University
Katie Holmes	Accepted to the University of Hull in England
Julianna Wells	Accepted to Laguna College of Art and Design-Laguna Beach, CA
Julianna Wells	Accepted to New York Academy of Art-New York City, New York
Julianna Wells	Accepted to Pennsylvania Academy of Art
Juilanna Wells	Accepted to Sam Fox Graduate School of Art, Washington University
Nicole Sikes	Accepted to a PhD program at Duke University
Nicole Sikes	Accepted to a PhD program at University of Michigan
Nicole Sikes	Accepted to a PhD program at Emory University
Nicole Sikes	Accepted to a PhD program at Boston University
Nicole Sikes	Accepted to a PhD program at The University of Tennessee at Knoxville

Name	Award
Nicole Sikes	Accepted to a PhD program at University of California-Santa Barbara
Nicole Sikes	Accepted to a PhD program at the University of Pennsylvania
Andrea Dorbu	Published her book <i>Chaos</i>
Jonathan Burns	Awarded Best Poster at Tower Day
Darby High	Awarded Best Poster at Tower Day
Jared Bies	Awarded Best Poster at Tower Day
Julianna Wells	Received the Phi Kappa Phi Senior Award at Scholastic Honors Convocation
Katherine Holmes	Received the Interdisciplinary Studies Award from the Honors College at Scholastic Honors Convocation
Julianna Wells	Received the Scholarly Activities in Fine and Performing Arts Awards from the Honors College at Scholastic Honors Convocation
Cailee Davis	Received the Scholarly Activities in Humanities Award from the Honors College at the Scholastic Honors Convocation
Amy Melton	Received the Scholarly Activities in Professional Studies Award from the Honors College at the Scholastic Honors Convocation
Lauren Rosenblatt	Accepted to Jacobs School of Music at Indiana University Bloomington
Michael Rohly	Received the Scholarly Activities in Science Award from the Honors College at the Scholastic Honors Convocation
Ameila Barton	Received the Scholarly Activities in Social Science Award from the Honors College at the Scholastic Honors Convocation
Julianna Wells	Received the Studio Art Award from the Department of Art
Julianna Wells	Received the Student of Excellence Award from the Department of Art
Aliyah Anglin	Received the Communication Student of the Year Award from the Department of Communication
Amy Melton	Received the Music Award from the Schwob School of Music
Jessica Griggs	Received the Music Award from the Schwob School of Music
Madison Ullman	For receiving the Student of Excellence Award from the Department of Communication
Jacob Taylor	Received the Games Programming Computer Science Award from the TSYS School of Computer Science
Kevin Ferreira	Received the Information Technology Award from the TSYS School of Computer Science
Marko Marksmovic	Received the Student of Excellence Award from the TSYS School of Computer Science
Cailee Davis	Received the English Literature Award from the Department of English
Cailee Davis	Received the Student of Excellence Award from the Department of English
Jane Mader	Received the Student of Excellence Award from the Department of History and Geography
Nicole Sikes	Received the A.C.S. Organic Chemistry (Undergraduate) Award from the Department of Chemistry
Nicole Sikes	Received the Outstanding Chemistry Major Award from the Department of Chemistry

Name	Award
Nicole Sikes	Received the Student of Excellence Award from the Department of Chemistry
Ameila Barton	Received the Psychology Award from the Department of Psychology
Ameila Barton	Received the Student of Excellence Award from the Department of Psychology
Amy Melton	Received the USG Academic Recognition Award
Lauren Rosenblatt	Accepted to King's College in London for the Masters Program in Digital Humanities

Appendix D: Honors Completed Contracts 2016 - 17

Contracts Fall 2016

Visual Video Storyboard in COMM 4257

Completed by Aliyah C. Anglin, mentored by Chris Robinson

Boundary Extension and Restriction: Understanding the Effects of Emotion in PSYC 4275

Completed by Amelia K. Barton, mentored by Aisha Adams

The Double Helix in CHEM 3141

Completed by Jared J. Bies, mentored by Jonathan M. Meyers

Double Helix Book Club & Paper in CHEM 3141

Completed by Jonathan J. Burns, mentored by Jonathan M. Meyers

"The Double Helix" Reading Circle in CHEM 3141

Completed by Jocelyn S. Canedo, mentored by Jonathan M. Meyers

Exploring the Double Helix in CHEM 3141

Completed by Camila Cardenas, mentored by Jonathan M. Meyers

Critiquing a Marching Ensemble in MUSE 4208

Completed by Samantha N. Chase, mentored by James W. Shaw, Jr.

Concert Program Notes in MUSA 4321

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

Music History 1 in MUSC 3228

Completed by Caleb G. Cole, mentored by Andree E. Martin

Victorian Literature: Expanding the Canon in ENGL 3139

Completed by Cailee S. Davis, mentored by Daniel W. Ross

Sel Top: Intro/Partial Diff Equ in MATH 3556

Completed by Bao D. Do, mentored by Carlos Almada

Prevalence of Dental Caries in Rural versus Urban Populations in HESC 5115U

Completed by Brandi L. Fine, mentored by Tara L. Underwood

Who Am I: A Look at My Genetic Makeup in BIOL 3216K

Completed by Jodi L. Fraser, mentored by Brian W. Schwartz

Incorporation versus Bloodshed in HIST 5135U

Completed by Abby E. Gibbons, mentored by Douglas A. Tompson

Exploring the Double Helix in CHEM 3141

Completed by Tracee L. Guthrie, mentored by Jonathan M. Meyers

Can Sexual Offenders with a Tendency Toward Sexual Deviance be Successfully Rehabilitated? in PSYC 3125

Completed by Megan R. Higgins, mentored by Michael S. Osborne

Drama Therapy with Special Education Using Children's Theatre in THEA 3105

Completed by Darby C. High, mentored by Brenda M. Ito

The Effectiveness of Educational Posters in the Elementary Music Classroom in MUSE 4205

Completed by Katherine A. Holbrook, mentored by Michelle L. Herring

Neuroscience Poster Presentation in BIOL 5118U

Completed by Lauren M. Johnson, mentored by Kathleen S. Hughes

The Different Views of Ethics Within the Criminal Justice Field in CRJU 3136

Completed by Comfort O. Johnson, mentored by Michael P. Bailey

Bach and Theology: How Faith Pervades the Life and Music of J.S Bach in MUSC 3228

Completed by Thai S. Johnson, mentored by Andree E. Martin

William's Women: Understanding Faulkner's Portrayal of Matriarch Characters in ENGL 3149

Completed by Alexander M. Jones, mentored by Courtney R. George

Effects of Music on Alzheimer's Disease in PSYC 3125

Completed by Allison L. Kershner, mentored by Michael S. Osborne

Assessment of The Double Helix by James Watson in CHEM 3141

Completed by Kristina M. Lam, mentored by Jonathan M. Meyers

Survey Activity in HESC 5187U

Completed by Emilee Leslie, mentored by Joy Thomas

Research Paper: Effects of Pre-Workout on Consumers in HESC 5108U

Completed by Emilee Leslie, mentored by Paula Walker King

Comprehensive Analysis of Bluetooth Low Energy Operations and Protocols in CPSC 3108

Completed by Marko Maksimovic, mentored by Yesem K. Peker

"The Double Helix" Reading Circle in CHEM 3141

Completed by Rachel E. Osborne, mentored by Jonathan M. Meyers

Class vs.Clinic: Neurology in BIOL 5118U

Completed by Anisha Patel, mentored by Kathleen S. Hughes

Reading Circle in CHEM 3141

Completed by Anisha Patel, mentored by Jonathan M. Meyers

Septic Tank Marketing in MKTG 3115

Completed by Kenneth L. Ragan, mentored by Edward A. O'Donnell

Extracting Causal Relationships for Text Data Mining in CPSC 4505

Completed by Sam P. Rensenhous, mentored by Shamim S. Khan

The Creation of Transparent and Reflective Particles Using OpenGL in CPSC 5125U

Completed by Dakota B. Reyes, mentored by Rodrigo A. Obando

Sel Top: Intro/Partial Diff Equ in MATH 3556

Completed by Michael E. Rohly, mentored by Carlos Almada

Chemistry and Synthesis of Aromatic Heterocycles in CHEM 5555U

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

The Double Helix: Reading Circle and Report in CHEM 3141

Completed by Nicole M. Sikes, mentored by Jonathan M. Meyers

Circle of Apollonius (Euclidean vs Hyperbolic setting) in MATH 5135U

Completed by Hannah L. Turner, mentored by Eugen J. Ionascu

Non-Western Art Lesson Plans for Elementary Age Students in ARTH 2127

Completed by Karolyn L. Turner, mentored by Barbara J. Johnston

Identification of Tropical Birds Through Sound in BIOL 2207K

Completed by Charley L. Weaver, mentored by Jennifer Newbrey

Exploring the Double Helix in CHEM 3141

Completed by Julie A. Wilson, mentored by Jonathan M. Meyers

Contracts Spring 2017

Exploration of the views towards Hospice and Palliative Care in the United States in HESC 4129

Completed by Emilee L. Leslie, mentored by Paula Walker King

Chapbook in ENGL 3106

Completed by Haley M. Karabasz, mentored by Robert N. Norwood

The Social & Emotional Development of Children in PSYC 3185

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

Exposure and Display in ARTS 4795

Completed by Steven A. Bardou, mentored by Hannah L. Israel

Supplementary Comic-Making: Wolf & Witch Issue #1 in ARTS 4357
Completed by Steven A. Bardon, mentored by Orion A. Wertz

Exploring Presentation and Branding in ARTS 4795
Completed by Taylor J. Bardon, mentored by Hannah L. Israel

The Sun King's Manufactories and Extravagance in ARTH 3555
Completed by Taylor J. Bardon, mentored by Barbara J. Johnston

Evolutionary Psychology in PSYC 3265
Completed by Amelia Barton, mentored by Brandt Smith

Spanish Cinema: Politics and Subsidies in Spanish Cinema in SPAN 4118
Completed by Claire M. Belay, mentored by Bobby D. Nixon

DNA Fingerprinting in CHEM 3142
Completed by Camila Cardenas, mentored by Jonathan M. Meyers

An Examination of Eating Disorder Risks in PSYC 3555
Completed by Erin A. Chalmers, mentored by Diana K. Riser

The Effectiveness of Social Media Marketing versus Traditional Marketing in MKTG 3115
Completed by Gabrielle E. Chan, mentored by Edward A. O'Donnell

The Mouse Aims to Please: An Analysis of Hong Kong Disneyland Services in MKTG 3125
Completed by Kaylyn M. Cockrell, mentored by Edward A. O'Donnell

Human Demography: Columbus vs Snellville in BIOL 3217K
Completed by Jodi L. Fraser, mentored by Jennifer Newbrey

European Historiography in HIST 5195U
Completed by Abby E. Gibbons, mentored by Gary Sprayberry

Cohabitation in the Early Islamic Empire in HIST 3555
Completed by Abby E. Gibbons, mentored by Ryan Lynch

The Most Dangerous Case: A Look into Criminal Investigative Techniques in CRJU 3165
Completed by Jasmine B. Green, mentored by William D. Mixon

Survey of invasive and non-invasive ant densities of varying proximity to buildings in BIOL 3217K
Completed by Tracee L. Guthrie, mentored by Jennifer Newbrey

The Biochemical Methodology behind Paternity Testing in CHEM 3142
Completed by Tracee L. Guthrie, mentored by Jonathan M. Meyers

Effectiveness of RNAi gene silencing on different developmental phases of C. elegans in BIOL 5215U

Completed by John D. Hetzel, mentored by Brian W. Schwartz

Pedophiles vs. Child Molesters in PSYC 3555

Completed by Megan R. Higgins, mentored by Diana K. Riser

Sensory-Friendly Theatre Performances in THEA 5281U

Completed by Darby C. High, mentored by Molly E. Claassen

Literature Review on Human Genetic Disease in BIOL 3216K

Completed by Jesse D. Hunt, mentored by Kevin S. Burgess

The Mouse Aims to Please: An Analysis of Hong Kong Disneyland's Services in MKTG 3125

Completed by Alexander M. Jones, mentored by Edward A. O'Donnell

Exploration of Prevalence of Oral Cancer in Rural Areas in Georgia due to Chewing Tobacco in HESC 5115U

Completed by Emilee L. Leslie, mentored by Tara L. Underwood

A Forensic Anthropological Crime Scene Analysis of Fetal Pigs in ANTH 5555U

Completed by Jane E. Mader, mentored by Danielle Cook

Displaying History: A Look into Everyday Life during Reconstruction in HIST 5559U

Completed by Jane E. Mader, mentored by Sarah K. Bowman

Screenplay Challenge in ENGL 3109

Completed by Yvonne M. Marshall, mentored by Natalia N. Temesgen

The Effect of Hybridization on Red Mulberry Trees in BIOL 3216K

Completed by Ekta E. Parab, mentored by Kevin S. Burgess

Implementing a Rules Based System in Prolog in CPSC 5135U

Completed by Manuel R. Parrachavez, mentored by Shamim S. Khan

Obfuscation as a Means of Data Protection in CPSC 3106

Completed by Dakota B. Reyes, mentored by Mohamed R. Chouchane

Aging & Senescence in BOL 5215U

Completed by Michael Rohly, mentored by Brian W. Schwartz

Creation of Gel Permeation Chromatography Manual in CHEM 5555U

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

Factors that impact counseling of minorities in PSYC 3565

Completed by Maryah E. Thompson, mentored by Michael S. Osborne

United States Current Individual Income Tax System v. Flat Tax in ACCT 3111
Completed by Autumn S. Wilson, mentored by James P. Cook

DNA Fingerprinting Educational Video in CHEM 3142
Completed by Julie A. Wilson, mentored by Jonathan M. Meyers

Appendix E: 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 F: 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.