Columbus State University

2002-2003
Annual Report
of
Institutional Progress

COLUMBUS STATE

U N I V E R S I T Y

Table of Contents

Columbus State University

Section A: Summary of Major Institutional Accomplishments

Since its founding 45 years ago, Columbus State University has evolved into a vital force in our region and community. The university has developed top quality academic and cultural programs, gained national and international recognition, and established unmatched partnerships with public agencies, private businesses, and people.

More than 80 percent of local nurses were educated at CSU, more than 50 percent of teachers in Muscogee County are CSU graduates, about 70 percent of local law enforcement officers were trained and educated at CSU, and half of all baccalaureate degree holders in the county earned their degrees at CSU. Further indication of the university's commitment to the community is the 1,609 continuing education courses offered during FY 2003 with enrollments totaling nearly 9,000 students.

3, 9

In addition to a $146 million impact on the local economy, CSU provides necessary resources and intellectual capital for economic development projects.

- The university was an integral part of a Hope VI Grant for 20 million dollars awarded to the City of Columbus allowing for the demolishment of 510 public housing units and rebuilding of the area with mixed income housing. CSU will provide the evaluation portion of the grant.

  3, 8, 9

- The Valley Partnership Joint Development Authority received a $500,000 grant from OneGeorgia Authority for a business incubator, the Columbus Regional Technology Center, to be housed on the CSU campus, in cooperation with Georgia Tech and the University System. The center is estimated to incubate eight entrepreneurial companies creating up to 720 new jobs in the next 10 years. The total estimated project cost is $2.9 million dollars.

  3, 8, 9

- The City of Columbus, with Columbus State University as the host institution, was named as a potential site to host a presidential debate for the 2004 national election. Columbus was one of 14 sites across the country under consideration.

  1, 3, 4, 9

- Led by Cathy Fussell and Carole Rutland, CSU faculty members and local historians collaborated on "A Guide to the Chattahoochee Riverwalk," a 24-page guide that earned first place in the Best Collaborative Effort category of the Southern Newspaper Publishers Association Foundation Literacy Awards announced in February. The project was sponsored by the *Columbus Ledger-Enquirer's* Newspaper in Education office and supported by the Greater Columbus Chamber of Commerce.

  3, 4

- Oxbow Meadows Environmental Learning Center is creating a CD-ROM that will demonstrate the concerns and the history of the Chattahoochee River. Written for 4-7 grade students, the program also will show how ecosystems work. There are videos as well. Center director Becky Champion received $30,000 from Georgia Power, Coca-Cola, and the Woodruff Foundation to create the program.

  2, 3, 4, 8

Beyond collaboration locally, CSU faculty and staff received international, national, state, and regional recognition as well as grants awarded for specialized studies.

- Tom Hanley, professor of geology and acting chair of CSU's Department of Chemistry and Geology is part of a National Science Foundation project called Southeast Maps and Aerial Photographic Systems. Aimed at middle grade and high school students, the project combines geology, maps and history to show changes in the land and in the culture of the Southeast.

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[1] Columbus State University's Strategic Plan may be viewed in its entirety on the CSU Web at
  http://www.colstate.edu/visitors/vis_mission.asp.

- Jim Gore, professor and director of the Graduate Program in Environmental Science is finalizing a multi-year study for the Georgia Ecoregions Project. Funded by the Environmental Protection Agency for about $1 million, Gore and his students are finishing a reference manual for streams in Georgia that will characterize the least impacted streams for each ecoregion, The manual will help the state establish water quality standards and pollution regulations throughout Georgia. *1, 3, 4, 8*

- College of Education professors Sallie Averitt Miller and Bonita Williams are participating in a prestigious national research program that aims to better prepare early childhood education majors for their journey into the classroom. The project, funded by one of the largest education research grants ever awarded by the National Science Foundation and called the Case Technologies to Enhance Learning, will compile data from 25 participating schools across the nation. *1, 2, 3, 8*

- Columbus State University Paleontologist David Schwimmer uncovered some soft-bodied fossils unusual to the Southeast U.S., and some that may have never before been identified anywhere. Even more unusual is that some fossils, estimated at about 500 million years old, still had evidence of soft tissue. *3, 4*

- Brian Schwartz, associate professor of biology, was one of 20 biologists selected from more than 120 applicants for the 2003 Dartmouth College Faculty Summer Institute. Schwartz participated in a seminar titled "Ethical, Legal, and Social Implications of the Human Genome Project." *3, 4*

- For the second consecutive year, the American Society of Composers, Authors and Publishers (ASCAP) selected CSU music professor Robert Rumbelow for an award based on his catalog of original compositions and his recent performances. Broadcasts of his music have been heard on PBS, NPR, BBC, and NHK Japan. His composition "Night" was lauded twice in the June 2003 edition of *The Instrumentalist* magazine. *3, 4*

  Through the work of Trans-Atlantic Concert Connections, a program sanctioned by Conductors Guild, Inc., Rumbelow also was invited to guest conduct one of the most famous chamber orchestras in Russia, the Hermitage Chamber Orchestra in St. Petersburg.

- Schwob School of Music professor and orchestra conductor Manuel Diaz directed classes and performed at the 32nd annual International Workshops for Music and Art, in Biarrittz, France. Diaz was selected for the event by the American String Teachers Association and was joined by his wife Betty Anne, also a CSU professor of music, in recital. *3, 4, 5*

- Ellen Martin from the College of Education was selected for the Lawrence F. Locke Outstanding Dissertation Award. This prestigious award, sponsored by the American Education Research Association, recognizes excellence in doctoral dissertation research on educational issues in teaching and teacher education in physical education. *3, 4*

- University College dean Beverly Davis was recognized with eight other area women as Women of Achievement by the Girl Scouts of Concharty Council, Inc., headquartered in Columbus. *4*

- The *Admissions Marketing Report*, a national publication, presented CSU with a gold award for CSU's fall series of commercials. CSU was recognized from more than 2,000 entries submitted by other colleges and universities. The *Report* also recognized CSU with a bronze award for a video produced by Enrollment Services for the D. Abbott Turner College of Business. *2, 4*

  The Advertising Federation of Columbus awarded the university videos an "Addy", the top award, in their local competition involving Columbus-area advertisers.

Committed to quality education, CSU was recognized for its distinguished academic programs and initiatives.

- For the first time, Columbus State University was invited to the College Band Directors National *3, 4*

Association national convention in March, an extremely prestigious invitation that signals national prominence and recognition. Seven other bands joined CSU at the conference, but each of those schools are large state universities with at least three times as many music majors.

- The Committee on National Security Systems and the National Security Agency has recognized the new focus of Columbus State's TSYS Department of Computer Science's curriculum as meeting national standards for information systems security professionals.

  1, 3, 4

- The National Council for Accreditation of Teacher Education recognized CSU's teacher assessment plan for teacher candidates as an example that could be followed by any college of education trying to assess teacher candidates as they progress through their teacher education program.

  1, 2

- CSU's College of Education, with the Muscogee County School District and supported by a grant affiliated with the Georgia READS Program, has enacted a federally-funded program with a long-term objective to ensure children are able to "read well and independently by the end of the third grade."

  1, 3, 4, 8

- CSU's Servant Leadership program taught its philosophies to a select group of high school seniors from throughout Georgia during a summer retreat at Callaway Gardens in Pine Mountain, Ga. School superintendents statewide recommended 500 students based on criteria dealing with service, leadership, academics and character. From those who applied, 15 were selected to participate in daily Servant Leadership training sessions.

  1, 2

- Graduates from CSU's College of Education achieve a 96% pass rate on the Praxis II Test, a requirement for educator certification in Georgia, according to the latest publication of the Educator Preparation Quality Report for Georgia, an annual report card to the U. S. Department of Education on the condition of educator preparation in the state's public and private institutions.

  1, 3

As evidence of CSU's commitment to quality education, CSU students were recognized for outstanding research and achievements.

- The Beta Beta Beta honor and professional society for biological sciences students named CSU senior Mary Hill's research on food selection by Florida scrub jays as the outstanding paper in her district at a regional meeting in Washington, D.C. last spring. Hill was president of the Mu Omicron Chapter of Beta Beta Beta at CSU, a member of the first class of Servant Leader graduates, an Honors Scholar and received the CSU Faculty Cup as the university's most outstanding student.

  1, 3, 4

  Through CSU's Servant Leadership Program and with Oxbow Meadows Environmental Learning Center, Hill has worked to implement in the local schools Roots & Shoots, an environmental and humanitarian awareness program of the Maryland-based Jane Goodall Institute.

- CSU students, funded through grants, maintain the Coca-Cola Space Science Center's solar observatory. Shannon Wells, a recent student assistant, cataloged and recorded solar data over two academic years. Over the summer of 2002, Wells worked at Florida International University on radio data from the Very Large Array in New Mexico, and observing at the National Observatory at Kitt Peak, Arizona. Wells presented the results at the 201st meeting of the American Astronomical Society in Seattle, Washington in January. For the summer of 2003, Wells was accepted into the highly competitive REU Program at the National Radio Astronomy Observatory, the world's leading institution for radio astronomy.

  1, 3, 4

- The first group of students in CSU's Servant Leadership program, which started in fall 1999, were graduated in May 2003. The nine graduates maintained a cumulative grade point average of 3.6 while performing thousands of hours of community service and participating in a two-way mentoring program through which local professionals and civic leaders mentored the CSU servant leaders, who, in turn, mentored elementary students.

  1, 2, 4

- Music student Christina Durden received a trophy, along with a Steinway Scholarship Award of $2,000, from the Atlanta Steinway Society. A piano performance major in the Schwob School of Music, Durden also earned the All-American Collegiate Award in 2001. *1, 3, 4*

- Twenty-two students from the Department of Theatre attended the Georgia Theatre Conference and competed for audition slots at the Southeastern Theatre Conference, the largest and most prestigious conference of its kind in the nation. Six of the 49 students passed on to the regional conference as finalists were CSU students. In addition to student involvement, several CSU theatre faculty members hold offices in the Georgia conference. *1, 2, 3,*

- The Department of Political Science sponsored a delegation of seven students to participate in the Southeast Model Arab League in Spartanburg, South Carolina. Competing against 17 other universities, the CSU team received the Honors Overall Award. Two students, Richard Martinez and Nicole Cozine, received Best Delegate for the Interior Ministers Council and the Social Affairs Council respectively. *1, 3, 4, 5*

- CSU's team captain for the Lady Cougar basketball squad, Candace Turner, was selected as the NCAA's Woman of the Year for Georgia. Turner was selected from a pool of 340 student-athletes. The award honors not only athletic performance but also academic achievement and community involvement. Turner was the first Peach Belt Conference athlete to achieve this honor. Other achievements by Turner include receiving the Charles Eason Leadership Award at CSU and being graduated in May with a 3.5 grade point average. *1, 4*

- Two CSU men's intramural sports teams capture titles. CSU won its first national championship in intramural basketball at the 2003 American Collegiate Intramural Championships. The CSU intramural softball team won its second consecutive Georgia Collegiate Softball Championship. The title is CSU's third in four years. *1, 4*

Capital projects and renovations of existing facilities enhance CSU's ability to deliver quality education and experiences for students, faculty, and visiting scholars.

- In fall 2002, students moved into newly renovated loft apartments in downtown Columbus after the university, with private support, tripled its available living space next door to the Schwob School of Music. The apartments are located in a historic building in the heart of downtown and now house more than 100 students. *7*

- With a gift of the building from a local benefactor, CSU opened the Carson McCullers Center for Writers and Musicians, located in the Smith-McCullers House, Carson McCullers' childhood home in Columbus, Georgia. The center is dedicated to preserving the legacy of Carson McCullers, to nurturing American writers and musicians, to educating young people, and to fostering the literary and musical life of Columbus, the state of Georgia, and the American South. To that end, the Center operates a museum in McCullers' childhood home in Columbus, Georgia, and presents educational and cultural programs for the community. The house is home to many one-of-a-kind relics from McCullers' life, and the CSU library has an impressive, growing collection of McCullers' works and related items. *1, 3, 4*

- The new 96,000-square-foot Center for Commerce and Technology, which opened in May as the new home for the D. Abbott Turner College of Business, TSYS Department of Computer Science, and the university's Computer Information & Networking Services department. The building features wiring for 1,500 computers; lounge areas on all floors for students to socialize; and auditoriums outfitted with the latest technology including rear-screen projectors; audio-visual control panels for professors and power, voice, and data ports at each seat for students. *3, 6, 7*

- The opening of the new Center resulted in a series of departmental moves and plans on campus. The College of Education and its outreach programs now occupy all three floors of Jordan Hall. With the *3, 6, 7*

education outreach centers out of Fine Arts Hall, a new unified Enrollment Services one-stop-shop will move to the building.

- Considerable renovation occurred in Illges Hall using new ICAPP Advantage funds.

3, 7

- A new laboratory was completed in LeNoir Hall for use of the atomic absorption unit for environmental science.

3, 7

CSU centers and programs offer opportunities for faculty and students to study and learn beyond the boundaries of the university's service region, reaching to other continents as well as other regions in the U.S.

- The Center for Archaeological and Environmental Research and Conservation receives grants and coordinates research on ancient environments, human settlement patterns and landscape histories in the Americas. The center is currently engaged in archaeological research in support of efforts to conserve monumental sites within Peru's Rio Abiseo National Park.

1, 3, 5

- The university's commitment to the arts goes beyond the creativity process. Each summer a group of honors students takes a trip to New York for an intensive week of involvement with all aspects of the cultural scene, providing students with a unique grounding in arts management.

1, 3, 4

- A grant from the J. Kyle Spencer and Sara D. Spencer Charitable Trust enabled CSU Foundation Properties to purchase a house near England's historic and prestigious Oxford University. Named the Spencer House, the three-story Edwardian residence will house CSU students in various study abroad programs, CSU faculty members on sabbatical, as well as students from affiliated colleges at Oxford. CSU is one of only four colleges or universities in the country to have permanent facilities in Oxford, England. CSU has agreements with the Grey Friars and Corpus Christi colleges, with the possibility of other colleges being added later, to hold enrollment spaces for CSU students.

1, 3, 8

- Music Professor Patricio Cobos spent several weeks during the summer in Chile, teaching and conducting at the request of Luisa Duran de Lagos, first lady of Chile. Cobos also gave a full presentation about CSU's Schwob School of Music and its scholarship program. Since 1990, 22 students from Chile have studied at CSU

2, 3, 4, 5

In support of the university's academic programs and services, improvements and additions were made in technology services.

- An Information Commons in the Schwob Memorial Library is a one-stop-shop for researching. Fifteen computer workstations have been installed in the reference area for use by students, faculty, and staff. Library staff are available for assistance. Each station accesses library systems such as GIL and GALLILEO, the World Wide Web, and the entire Microsoft Office Suite.

2, 6, 7

- The Georgia Historical Records Advisory Board Grant Program has awarded CSU's Archives a grant to preserve and enhance access to the Chattahoochee Valley Photograph Collection. The project, funded under the Georgia's Historical Repositories Grant Program, will develop an electronic database to facilitate access to the materials.

  In addition, the Historic Chattahoochee Commission Matching Grant Program awarded the Archives a grant to provide enhanced access via the World Wide Web to the Louise Gunby Jones

  Collection, the Anne Fannie Gorham Diary, and selected oral history interviews with local mill workers available via the World Wide Web.

6, 7

- CSU's TSYS Department of Computer Science and InfraGard, a security cooperative of the U.S. Government and an association of businesses, academic institutions, and state and local

6, 9

governments, hosted a conference and town hall meeting on issues related to computer network security, identity theft, and medical/bio terrorism.

- Mashusita, a Japan-based company that operates a battery manufacturing division in Columbus, presented to CSU a Panasonic Multi-Standard VHS VCR, which can play videotapes of materials created in other countries. The VCR, available through the university's Instructional Technology Services, complements an expansion of university-related international studies and programming.   *3, 4, 6*

- The university has developed a CSU Press and produced its first publication, a collection of transcriptions for the viola by Professor Manuel Diaz.   *4, 6, 8*

Columbus State University's commitment to the social and intellectual development of its students, faculty, and staff creates an environment in which community outreach and international activities become a natural part of the educational experience. Not only does the CSU community benefit from this broad scope of activities, but the community, region, state, nation, as well as other countries are impacted positively by the outstanding quality of CSU's human resources.

Section B: Annual Progress in Institutional Strategic Planning

Columbus State University's first comprehensive strategic plan was developed and implemented in 1990. It was subjected to a five-year review and update in January 1995 as part of the comprehensive institutional mission review required by the Board of Regents in its System-wide Strategic Planning Initiative and another review and update in 1999-2000. The Office of the Vice President for Academic Affairs directed these efforts. (Mission Development and Review)

A revision of the original plan was approved by the president in April 1995—Columbus State University Strategic Plan: 1996 - 2000. In 1999, the vice president convened the Strategic Planning Commission and requested that the commission revise the plan for 2001-2005. The commission subsequently recommended to the vice president revisions of the strategic planning assumptions and CSU's nine goals. The revised plan, similar in format to the previous version, comprises five sections: Vision Statement, Students, Program/Service Mix, Comparative Advantage, and Goals. The plan also includes planning assumptions based on external environmental factors including demographic, political, education competition, education needs, economic growth of area, quality of life in the region, and impact of technology on employment; planning assumptions based on the image, climate, culture and values; and planning assumptions based upon internal environmental factors. The plan and the assumptions are closely linked and amplify the major themes of the Columbus State University Mission Statement that was approved by the Board of Regents in June 1996. In fall 2000, the revised plan became the *Columbus State University Strategic Plan: 2001-2005*.

Membership of the Strategic Planning Commission is made up of representatives from College of Arts and Letters, D. Abbott Turner College of Business, College of Education, College of Science, University College, Enrollment Services, Alumni Affairs, Academic Affairs, Student Affairs, International and Multicultural Student Services, and Simon Schwob Memorial Library.

During the 2002-03 academic year, the vice president for academic affairs lead a retreat of senior academic administrators for the purpose of identifying strategic action items to be addressed during the next academic year. Three guiding principles evolved from the discussion at the retreat: Quality, Collaboration, and Compensation. The strategic priorities identified were grouped into four broad categories: improve student learning, improve program quality, enhance faculty performance, and improve faculty compensation. All 21 action items to be addressed are associated with the leadership team member(s) responsible, the action timeline, the strategic priority, the related CSU and BOR goal and the current status. The status of each item is updated on the Academic Affairs website[2] as appropriate and is linked to a site showing the specific action taken.

Level II Functional Plans are developed and assessed each year by the major units of the university for the College of Arts and Letters, the D. Abbott Turner College of Business, the College of Education, the College of Science, University College, Student Affairs, Business and Financial Affairs, University Advancement, Continuing Education, the Simon Schwob Memorial Library, and Enrollment Services. An additional university-wide Level II Functional Plan is developed and assessed for Information Technology. Some of the key activities at the university directly related to the strategic planning process identified in this year's reports include:

- The number of students in the College of Arts & Letters participating in study abroad programs increased with majors studying in seven different locations.
- An architect has been selected and plans are on schedule for the downtown location of the departments of Art and Theatre.
- Participation in teaching certification programs was expanded to include Early Mentoring Systems in English and History.
- The D. Abbott Turner College of Business completed its self-evaluation report and submitted a final draft to the AACSB on August 1, 2003.
- The D. Abbott Turner College of Business completed its move to the Center for Commerce and Technology, a start-of-the-art facility that also houses the TSYS Department of Computer Science and Computer Information and Networking Services.

- The College of Education collaborated with partner and area schools and school systems to recruit and prepare career-change teachers through the Intern Teaching Team Program (ITTP), Content-Oriented Preparation for Educators (COPE), and non-traditional MEd programs.
- The Department of Teacher Education (1) sponsored a workshop on Diversity for COE faculty and staff that was delivered by two consultants, (2) created a survey on Diversity to be administered Summer 2003 to CSU faculty/staff and graduates, and (3) developed a syllabus for a 5000-level Diversity course to be offered beginning Fall 2003.
- The College of Science completed a successful year in the recruitment and retention of students, and the recruitment of highly prepared and diverse faculty.
- The Departments of Nursing completed a successful first year of the ICAPP Health Professions Initiative. Pre-nursing enrollment has increased by 75% and an additional 42 students are on track to graduate in Spring 2004.
- University College developed a retention initiative by expanding its offering of UNIV1105, a strategic learning course. In addition, an expanded advising system was put in place including, a workshop for Basic Studies advisors, a reporting system for advisors to monitor students' course schedules and learning support requirements, and a process for students to evaluate their advising sessions.
- The Division of Enrollment Services developed and implemented a strategic recruitment plan for the university that is supported by faculty and clearly connects all marketing efforts to a long-term institutional directed strategy.
- The $67 million goal for the CSU Capital Campaign was raised to $80 million in October 2002.   Confirmed gifts and pledges now exceed $59,000.
- PeopleSoft Financials was implemented and the institution received a Code 2 audit rating as a result of the completion of the FY2003 Annual Financial Report.
- The Facility Master Plan was updated and approved be the Board of Regents in Spring 2003

Information & Instructional Technology Strategic Planning at CSU (IIT)

The directors of Computer Information & Networking Services (CINS), CSU Libraries, and Instructional Technology Services (ITS) collaborate to develop and implement information and instructional technology plans at CSU. Input from faculty, staff and students is an important part of the planning process. Significant accomplishments towards meeting institutional and system IIT goals include the following items:

- A thorough network security assessment was completed through a collaborative effort between CSU and the USG Office of Information and Instructional Technology (OIIT) at no cost to CSU.
- Two NetWare 6.1 servers were installed in March. The first server (NWCERT) is considered the master/primary server. This server provides accurate time and directory services to all of the other Novell servers in the network. The second server (LAB0) provides students with storage space, email, and serves many applications to CINS-managed computer labs.
- Upgrades to Banner 5.X Student Records and Financial Aid System were completed December. The upgrades to Oracle 9i and Oracle Application Server 9ias were completed in March.
- College of Education data warehouse was completed in March.
- Library and ITS personnel were actively involved in working with programming consultants for the Academic Support Center. A request to continue funding for this building was submitted by Plant Operations.
- Campus data communications were enhanced, with upgrades to higher-speed equipment in academic buildings.
- The 12-year old FAH Auditorium sound system was upgraded through the design and work of ITS Technician.
- To identify instances of potential plagiarism, the product, TURNITIN.com, was used on a trial basis by several faculty during fall semester and was deployed campus wide spring semester. The product is being evaluated by several institutions within the USG and is likely to become the system standard for this type product.

The application of technology for instruction and administrative activities requires support beyond what current staff can be expected to provide. A strong commitment to training and the dedication of the staff keeps Columbus State University at the leading edge of technology within the University System.

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[2] The Strategic Action Plan for Academic Year 2004 is on the CSU Web at http://aa.colstate.edu/SAP/AY2004.htm.

Section C: Annual Progress in Assessing Institutional Effectiveness

The purpose of assessment at the university is to ensure continued improvement in meeting the needs of our students, faculty, staff, and the service region. The assessment program supports the strategic planning process of the university and the University System of Georgia by providing data to monitor progress toward achieving our goals and to use in making changes for program improvement.

Assessing institutional effectiveness includes activities in academic affairs, student affairs, business and financial affairs, and university advancement. In early 1992, the university took steps to develop a comprehensive assessment program by establishing an Academic Assessment Committee to oversee the academic assessment program. Since then, assessment activities have been implemented in student affairs in 1995-1996 and business and financial affairs in 1997-1998.

At CSU, assessment of institutional effectiveness focuses on

- **Student achievement   [CSU Goals 1, 3, 6, 7, 8]**
  - General Education and Major Fields Assessment
- **Student needs and satisfaction   [CSU Goals 1, 2, 3, 5, 6]**
  - ACT Entering Students Survey (Fall 1998, 1999, 2000, 2002, 2003)
  - ACT College Outcomes Survey (even numbered years)
  - ACT Student Opinion Survey (Fall 1997 and Fall 2001)
  - Survey of Students Enrolled in Online (Internet) courses
  - Student Academic Support Services Survey (odd numbered years)
  - Student Affairs assessment conducted annually by each unit
  - Continuing Education assessment
- **Graduate success   [CSU Goals 1, 2]**
  - Graduate surveys by colleges and other campus units
- **Graduation rates   [CSU Goals 1, 2]**
- **Retention rates   [CSU Goals 1, 2]**
- **Community needs and satisfaction   [CSU Goals 1, 2, 3, 4, 5, 7, 8]**
  - Annual giving reports from the Office of Development
  - Surveys from the Office of Alumni Relations
  - Continuing and Regional Education Services assessment
  - Program needs assessment by academic units
- **Institutional Support Services   [CSU Goals 1, 6, 7, 8]**
  - Institutional Support Services Survey (even-numbered years)
  - Simon Schwob Memorial Library assessment

In **Academic Affairs**, assessment of general education is the responsibility of the General Education Assessment Team. The General Education Assessment Team, a committee of 15 faculty and staff members, identified the Regents' Test, the ACT Collegiate Assessment of Academic Proficiency (CAAP), the ACT Entering Student Survey, and the ACT College Outcomes Survey as methods to assess the nine general education outcomes of the university.

In 1998-1999, the use of the ACT Entering Student Survey and the CAAP were implemented (in addition to the Regents' Test). In fall semesters 1998, 1999, 2000 and 2002, the Entering Student Survey was administered to freshmen enrolled in ENG 1101 Composition and Rhetoric classes. The survey provided a variety of demographic, background, and educational information about the students as they enter the university.   Understanding the students' background provided a foundation for general education assessment.

On March 18, 2003, CSU held its fifth **Assessment Day**. On Assessment Day, 733 students completed the Regents' Exam, 539 students completed CAAP and 418 students completed the Student Academic Support Services Survey. Members of the General Education Assessment Team and staff volunteers administered CAAP to seniors during three testing sessions. The General Education Assessment Team is comprised of representatives from each of the

degree-granting colleges, the Testing Center, Institutional Research, and the SACS Liaison Officer. Approximately one-fourth of the students were each administered one subtest. Subtests administered included Writing Skills, Critical Thinking, Mathematics, and Science Reasoning. A summary of the CAAP results follows:

1999 Results	Writing Skills	Mathematics	Critical Thinking	Science Reasoning
CSU Means	62.4 N= 167	55.9 N = 167	63.8 N = 171	59.4 N = 189
National Means	64.3 N = 36,443	57.9 N = 34,922	62.3 N = 11,494	60.7 n = 24,319
2000 Results	Writing Skills	Mathematics	Critical Thinking	Science Reasoning
CSU Means	63.8 N= 129	56.7 N = 112	63.8 N = 171	60.1 N = 92
National Means	64.3 N = 38,398	58.1 N = 36,772	62.2 N = 12,985	60.9 n = 25,254
2001 Results	Writing Skills	Mathematics	Critical Thinking	Science Reasoning
CSU Means	63.4 N= 121	56.9 N = 127	63.6 N = 121	60.2 N = 132
National Means	64.3 N = 42,461	58.4 N = 40,412	62.4 N = 14,674	60.0 N = 27,789
2002 Results	Writing Skills	Mathematics	Critical Thinking	Science Reasoning
CSU Means	63.5 N= 131	57.8 N = 109	63.1 N = 144	59.1 N = 112
National Means	64.5 N = 42,869	58.5 N = 42,692	62.4 N = 14,518	61.1 N = 29,537
2003 Results	Writing Skills	Mathematics	Critical Thinking	Science Reasoning
CSU Means	63.3 N= 135	56.6 N = 134	63.4 N = 135	59.9 N = 135
National Means	64.5 N = 43,043	58.3 N = 4,107	62.2 N = 14,013	61.1 N = 31,390

Recently, CSU was granted approval to participate in the National Survey of Student Engagement (NSSE) during FY 04. For budgetary reasons, CAAP will be administered in odd numbered years and participation in NSSE will occur in even numbered years.

In **major fields assessment**, learning outcomes for baccalaureate and graduate programs were reported for the fifth year of semester conversion in a standard format. The format includes a link to the university's mission statement and a column for learning outcomes, assessment methods for each outcome, results for each outcome, and use of results for each outcome. Annual reporting using the common format continues each year at the end of spring semester.

Major fields assessment includes the use of standardized instruments in biology, computer science, chemistry, and mathematics; licensure exams in nursing, education including music education, theatre education, and art education; senior departmental exams in business, English and history; and individual senior student presentations in music and art in the form of exhibits and recitals. In communication, students complete an exit exam which includes both a portfolio of student work and an oral presentation**;** in political science, assessment methods include assessment techniques used in three capstone seminars, standardized test scores, and a survey of graduates; public administration students complete an exit exam while graduates of the program complete an alumni survey; and theatre majors complete entrance and exit exams and exit interviews.

Listed below are examples of changes in academic processes that have occurred as a result of assessment evidence:

- The Department of Communication will require majors to give more presentations in upper division courses based on a decline in presentation skills.
- To increase the ability of majors to apply research skills, the Department of Language & Literature will increase the amount of primary-source and archival research in upper-level courses.
- To increase the ability of majors to apply knowledge of form and composition, classes in the Schwob School of Music will include self-evaluations with an instructor rubric to focus student attention on objective attributes of their work.
- The Department of Political Science is considering a restructure of course content based on the value students place on written assignments and essay exams; some students have requested a more demanding curriculum.
- More students in the Department of Theatre have better-defined educational and career goals based on the results of a formal assessment of each major during the spring semester.
- Selected courses in the MPA Program will be refined based on results of the comprehensive examination.
- As a result of faculty feedback and student scores in junior-level business courses, the D. Abbott Turner College of Business added prerequisites to all Area G business courses to ensure students have the appropriate knowledge base to succeed.
- The ATCOB added more choices in marketing courses that integrate commerce and technology based on alumni surveys and changes in the environment. An additional international management course was added as a result of student survey responses.
- Based on responses to a program completion survey, more courses in the College of Education will be offered on-line and on the weekends.
- Results of assessments from practicum supervisors, cooperating teachers, and university supervisors using instruments based on INTASC principles affirm the need for pedagogy courses and field experiences prior to student teaching in Secondary Language Arts.
- Teacher candidates must meet expectations on each component of the Model of Appropriate Practice (MAP) to exit methods courses and student teaching.
- As a result of a joint effort between the Departments of History and Teacher Education to assess content knowledge of teacher candidates in history, faculty recognized the need to stress research and writing skills in content courses.
- The Department of Biology faculty significantly reduced the number of students procrastinating in their research by tightening their policies and practices of awarding "in progress" grades in the research proposal course.
- Based on classroom performance and feedback from alumni and employer surveys, the TSYS Department of Computer Science has added a second course in software engineering to the BS program.

The university conducts **comprehensive program review** as part of the overall institutional effectiveness plan. The process was undertaken to improve all instructional programs by reviewing their strengths and weaknesses and establishing a set of priorities for their improvement based on information gathered during a seven-year cyclical

review process. A committee of ten faculty and staff oversees the process, receives the reports of departments examining programs, receives the reports of program reviewers, and makes recommendations based on these reports. The Comprehensive Program Review Committee is comprised of two faculty members from each of the four degree-granting colleges with the two associate vice presidents serving as ex officio members. Programs in mathematics, sociology, and theatre were reviewed during 2002-2003. A summary of findings for each program was submitted to the System Office in June 2003. Each report addressed program quality, productivity, and viability as well as plans for improvement.

A survey, administered in the Testing Center after mid-term exams, was completed by 61 students fall 2002 and 33 students spring 2003 who had enrolled in an **online (Internet) eCore®** course. Items on the survey addressed the following student development services for online students: admissions, financial aid, testing, registration, academic support services, and library services. Using the results from this survey as well as those from the Student Academic Support Services Survey completed in spring 2003, staff in these areas identified changes made as a result of the data collected. The most significant change for the Division of Enrollment Services is the creation of a "one-stop-shop" which is expected to be ready for occupancy in fall 2003. To address concerns expressed about academic advising, plans are underway to create an academic advising center. In an ongoing effort to provide a positive adjustment and assimilation into a university setting, a First Year Experience plan is being developed for implementation during the 2003-04 academic year. Finally, several Web pages have been redesigned to address concerns expressed about the difficulty of finding information needed by students.

At the university, **academic and administrative support units** also have implemented assessment models. Using results from the ACT College Outcomes Survey, the ACT Entering Students Survey, the Student Academic Support Services Survey, the Institutional Support Services Survey and other data collected by each unit, the Enrollment Services Division, the Center for Academic Support and Student Retention, the Department of Basic Studies, the Simon Schwob Memorial Library, Computer Information and Networking Services, and all departments in Student and Community Affairs each submitted outcomes and assessment reports in the format as described above for major fields assessment. Annual assessment reports were also completed for all departments in Business and Financial Affairs and University Advancement**.** The outcomes for these units emphasize services provided to students, faculty, and staff of the university.

Plans for 2003-2004 include the following:

- the fifth administration of the **ACT Entering Student Survey** during fall semester 2003 to about 300 freshmen enrolled in English composition and rhetoric classes;
- our six **Assessment Day** in March 2004 to include administration of the **College Outcomes Survey** as well as the Regents' Exam;
- our first participation in the **National Survey of Student Engagement** (NSSE) in spring 2004
- a survey of students enrolled in online (Internet) courses in fall 2003. Students will complete the survey at the CSU Testing Center after taking mid-term exams.
- expansion of **general education** assessment to include data collection for the ninth outcome Historical Interpretation and to include expanded use of data collected in the last two years;
- administration of the **Institutional Support Services Survey** in 2004 as planned for use in even-numbered years;
- consideration of options for possible **alumni surveys** for use in assessment in academic programs as well as the Career Center and other areas of the campus;
- continuation and improvement of already functioning assessment activities in all areas of the campus with special emphasis on refinement of major fields assessment and assessment for continuing education programs, public relations, public safety, and enrollment marketing; and
- continuation of the comprehensive program review process to include a review of programs in biology, English, environmental science, health science, music, nursing, and psychology.

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

Section D: Improving Student Retention and Graduation

Faculty and staff at the university have focused on efforts to improve retention and graduation rates this year as well as in other recent years. Along with higher admission standards to be phased in during the next three years, these efforts are expected to affect our retention and graduation rates in the years to come. Some specific programs on our campus are designed to improve retention of our students and to increase the likelihood for their successful program completion. Following is a brief summary of the accomplishments of these programs:

The **Center for Academic Support and Student Retention** in University College served 50 students in two sections of UNIV 1105, a strategic learning course providing a variety of strategies to manage and process information derived from core curriculum courses. An expanded advising system included a workshop for Basic Studies advisors, a reporting system for advisors to monitor student course schedules and learning support requirements, and a process for students to evaluate advising sessions. Two training meetings were held for part-time faculty to provide updates on administrative procedures and other issues. In addition, training sessions were held for all part-time CSUS 1106 (College Success) instructors.

The **Adult Re-Entry Program** of University College, enrolled a total of 17 students in the preadmission course, and 59% of those students enrolled at Columbus State University the following semester. The Adult Learning Resource Center recorded 9,617 student contacts.

An **Enrollment Services Division** meeting was held in April, 2003 with all unit heads and the following action plan was instituted with respect to problem areas as revealed by two surveys: l) Student runaround was addressed and new measures will be instituted. 2) Comprehensive training of all staff was conducted. 3) An examination of the internal use of "jargon" was completed in order to improve oral and written communication. 4) More focus groups were conducted in order to improve the division's image. 5) Networking with departments and units on campus was instituted in order to improve customer service. 6) Plans were formulated to recognize excellent performance by division employees. 7) And, bi-monthly staff meetings, "Counselor 101" sessions and training have been implemented to improve staff knowledge.

In efforts to provide more specialized programming**,** the **orientation program**, a component of the **Student Affairs Division** was modified to meet the needs of traditional commuter, residence life, nontraditional, and transfer students. Over 1,510 students participated in the programs in 2003. In collaboration with the Success Staff, a group of faculty and staff advisors, the orientation staff worked to provide streamlined, effective orientation sessions.

During the 2002-2003 academic year, 179 students satisfied Learning Support deficiencies and/or College Preparatory Curriculum deficiencies and exited University College's **Department of Basic Studies**, which offers a student-centered developmental program for those students unprepared for the rigors of college work. The pass rate in each of the learning support subject areas was 91.1 percent in English, 89.0 percent in mathematics, and 94.7 percent in reading. The pass rates in related core courses included 80.9 percent in English Composition, 69.2 percent in College Algebra, and 71.1 percent in history and political science courses.

The 48 students in the **Servant Leadership Program** represent a 86 percent retention rate from the previous year. The average GPA was 3.6. Students gave over 7,000 hours of community service in 26 different agencies, including mentoring at-risk children in the Muscogee County School District, and over 500 hours of service on the CSU campus. Servant Leadership served in the student government association, on the student newspaper staff, as members of the orientation team, in various academic honorary organizations, as student representatives for the Capital Campaign, and as Ambassadors at graduation. Most of the juniors and seniors have been named to Who's Who. Two seniors were named the most outstanding graduate in their discipline, and one senior was awarded the Faculty Cup.

The **Honors Program** strived to create a community of outstanding scholars and to stimulate involvement in campus and community activities. It provided significant challenges and opportunities to enrich an exceptional student's education and take it beyond the ordinary. The program emphasized service to the community, collaborative relationships, and special program for students. The high retention rate of 94 percent reflects the importance and success of the program.

The **Registrar** implemented several processes on line. CAPP, a degree audit system, went on line allowing students and their advisors to monitor progress toward a degree completion. Plus, online forms were developed for student withdrawal and faculty class roll auditing. A significant accomplishment during 2003 was the development of a Web registration process that prohibits students from enrolling in degree level courses unless they are also enrolling in required learning support or Regents' Test remediation courses.

The **Financial Aid Office** implemented a more efficient method of scholarship reconciliation and published a scholarship guide to be used as a recruitment and retention tool. Changes within the financial aid office resulted in a 48 percent improvement over the previous year in the timeliness of financial award notification to students.

International Student Services has had a significant impact on campus with 214 students served during 2002-2003. This total includes resident aliens, students on F-1 visas, and those enrolled though student exchange programs. Cross-cultural awareness was enhanced through weekly lectures presented by international students, and specialty celebrations, including Chinese New Year, Diversity Week, and North American Thanksgiving.

The **Office of Minority Affairs** sponsored numerous programs during the year. The citywide celebration of Black History Month included music events, a panel discussion led by the Young Professionals of the Urban League, a keynote speaker on the CSU campus, games, and the Black Applause Banquet. Eleven programs supporting the **Minority Advising Program** were held throughout the academic year. The number of students participating ranged from 10 who attended the workshop on study and test taking skills to 90 who attended a women's luncheon.

Assessment results showed that the **Counseling Center** had a positive effect on retention. A comparison of arithmetic means for 52 clients who completed a self-report inventory fall and spring semesters indicated a reduction in symptoms. Students reinstated after being placed on exclusion were required to attend an academic retention workshop. The average GPA after attending the workshop was higher for these students than those reinstated the previous year who did not participate in a workshop. Students who received personal and career counseling were retained at a higher rate than the overall retention rate for CSU students.

The **Career Center** experienced a year of specialization with increased emphasis on the Cooperative Education Program and the establishment of the CSU Service Learning Program. The number of students utilizing the services of the center and the number of employers attending Careers Expo has steadily increased. Over 200 student positions were filled during the year. Students participating in experiential education indicate an increased career understanding and the an appreciation of knowledge gained through co-op.

Graduation and retention rates for first-time students follow. While neither has shown significant changes for sometime, efforts on the part of the entire university should improve both.

Bachelor's Degree, Six-Year Graduation Rates for
All First-Time, Full-Time, Degree-Seeking Freshmen

Cohort Year	1992	1993	1994	1995	1996
Institution Specific (CSU)	23.46%	20.64%	22.45%	23.02%	20.59%
System Wide (State Universities)	25.62%	23.93%	25.22%	25.26%	26.92%

Columbus State University
2002-2003 Retention Rates
Full-Time Entering Freshmen (*)

A. **Retention Rate by Gender**

	Entered 2002	Returned 2003	Rate
CSU Freshmen			
Female	418	295	70.57%
Male	288	198	68.75%
Total	706	493	69.83%
University College/Learning Support Freshmen			
Female	103	79	76.70%
Male	55	32	58.18%
Total	158	111	70.25%
Total Freshmen			
Female	521	374	71.79%
Male	343	230	67.06%
Total	864	604	69.91%

B. **Retention Rate by Race**

	Entered 2002	Returned 2003	Rate
CSU Freshmen			
Asian	16	10	62.50%
Black	185	134	72.43%
Hispanic	20	13	65.00%
American Indian	1	1	100.00%
Multi-Racial	24	18	75.00%
White	460	317	68.91%
Total	706	493	69.83%
University College/Learning Support Freshmen			
Asian	2	1	50.00%
Black	72	57	79.17%
Hispanic	6	6	100.00%
American Indian	1	1	100.00%
Multi-Racial	11	6	54.55%
White	66	40	60.61%
Total	158	111	70.25%
Total Freshmen			
Asian	18	11	61.11%
Black	257	191	74.32%
Hispanic	26	19	73.08%
American Indian	2	2	100.00%
Multi-Racial	35	24	68.57%
White	526	357	67.87%
Total	864	604	69.91%

Section E: Overall Institutional Health

Columbus State University has become a vital force in our region and community since its founding in 1958. The university has developed top quality academic and cultural programs, gained national and international recognition, and established unmatched partnerships with public agencies, private businesses, and people. It is notable that community and regional collaborations and partnerships are encouraged in several of CSU's strategic planning goals.

Enrollment at the university continues to set records. The fall 2002 class was 6,250, an increase of 13 percent over the previous year and 20 percent from fall 2000. CSU was recognized by the Board of Regents as having the highest percentage increase in enrollment among all the state institutions. At the end of May, applications for fall 2003 showed an 30 percent increase over the previous year. There has been a 73 percent increase in applications since 1998.

Enrollment Services prepared an extensive demographic study for Academic Affairs which will be used for targeted and strategic recruitment for the university and direction for advertising and marketing.

Strong interest in CSU housing prompted plans for more beds. The Board of Regents has approved for CSU to begin construction on a new complex that will add 288 beds to CSU's housing options. CSU Foundation Properties owns and develops CSU's housing complexes.

The Division of University Advancement, in support of CSU Goal 8, continues to focus efforts on promoting the university and raising funds for outstanding academic programs.

The Capital Campaign initiated in 2001 remains the division's major focus. After several months of behind-the-scenes fundraising, the campaign was officially and publicly kicked off in October of 2002 with $50,829,000.00 or 63.5% of the announced goal of $80 million. As of June 30, 2003 the campaign is over the $66 million mark and anticipates concluding in December of 2004.

All of the efforts of University Advancement are designed to promote the University, and particularly to promote the high profile programs that are highlighted in the CSU strategic plan. CSU has, in this capital campaign, acquired a magnificent residential property in Oxford, England to promote the international studies program, has established the Carson McCullers Center for Writers and Musicians, has promoted and publicized CSU's nationally recognized servant leadership program, and has provided significant visibility for some of our outstanding teacher education programs.

The campaign has pushed CSU to reach out to alumni in ways it has never done before. Alumni meetings were held in several cities in Georgia and Florida, and significant plans for building alumni support outside of Columbus have been developed. The alumni division of the Capital Campaign has exceeded $2.6 million.

Another major accomplishment of the year has been the maintenance of the Annual Fund in an environment of economic downturn and a major capital campaign, with donations actually increasing slightly in FY03 to over $1,150,000. Continuing to maintain annual fund support will be a critical challenge for the next year as well. The Tower Society, a group of CSU alumni who pledge to give at least $1,000 each year, increased by 16 percent.

In recognition for its success, University Advancement received the 2002 Georgia Education Advancement Council Distinguished Service Award for Overall Institutional Excellence in Advancement.

Faculty, staff, and alumni contribute to the university's resources through external grants and fundraising events in support of the intellectual and social growth of CSU students (CSU Goals 1, 8). Their accomplishments help offset the effects from the reduction in State appropriated funding. Some examples, not mentioned earlier in this report, are

- The John S. and James L. Knight Foundation approved a grant to be used to improve new-teacher retention among CSU graduates in the Columbus-area schools.

- The Schwob Memorial Library held a book sale of various donated books, scores and media, raising over $200 to be used toward the purchase of new library books.

- The Office of Minority Affairs in Student Affairs received a $5,000 grant from the Tobacco Use and Prevention Coalition to study smoking habits at CSU and to educate students on the dangers of smoking and second-hand smoke.

- CSU's Staff Council held several activities to raise funds for book scholarships for CSU employees who are enrolled as students at CSU. The council was ranked by the University System of Georgia as the top staff council in the system.

- Under the auspices of CSU's Continuing and Regional Educational Services, the Rankin Arts Center partnered with the Columbus Ballet in an effort to build a broader base of constituents in the arts.

- Collectively, the student services and outreach efforts of the Division of Student and Community Affairs continue to strive to meet the needs of CSU's varied clientele. While budget constraints have limited the addition of personnel and expanded programming in some departments, the division continues to provide quality service to our campus community and the region.

The third year of the CSU Student Technology Fee provided funds for the purchase of equipment and software needed for instructional technology support and personnel to staff a student help desk. Items funded included a Microsoft campus software currency license, laser printers and electronic journals for the Schwob Memorial Library, file servers for instructional web support and student electronic mail, data projectors and instructor PCs for classrooms, specialized software for foreign language and math courses, and PCs for a TSYS Department of Computer Science classroom and the Computer Information and Networking Services open lab in the new Center for Commerce and Technology.

State appropriations yielded slightly more than 39 percent of the university's current funds revenues during FY2003.

Summary of Actual CSU Revenues and Expenditures for FY 2003						
E & G Revenues	**Amount**	**Percent**	**E & G Expenditures**	**Amount**	**Percent**
State Appropriations	26,393,297	39.2	Instruction	26,111,228	38.8
Student Tuition & Fees	18,018,873	26.8	Academic Support	4,926,258	7.3
Fee Waivers	<5,191,522>	-7.7	Student Services	3,311,506	4.9
Department Sales & Services	1,396,248	2.1	Institutional Support	6,782,107	10.1
Sponsored Operations	26,483,153	39.4	Operation & Maintenance-Plant	5,850,300	8.7
Other Sources	161,467	0.2	Scholarship & Fellowships	20,280,117	30.2
Total	**67,261,516**		**Total**	**67,261,516**	
Auxiliary Services	4,087,106		Auxiliary Services	4,087,106	

Significant events in university facilities planning and construction took place this year, helping to achieve our goal to provide a quality environment for a quality education (CSU Goal 7).

- The Center for Commerce and Technology was completed and classes were held there in May 2003.

- Jordan Hall was renovated to house the College of Education and its outreach programs.

- The Davidson Student Center outdoor cafés were added to the recently renovated cafeteria.

- Using new ICAPP Advantage funds, Illges Hall was partially renovated.

Colleges and divisions implemented and planned new initiatives, reaffirmed their missions, and reorganized for more efficiency and to better serve and educate our students. Business and Finance completed the implementation of PeopleSoft Financials in April and received a high-efficiency audit rating. In a collaborative effort between the comptroller's office and CSU's Computer Information and Networking Services, the division also implemented the revised PeopleSoft Budget Access System, which provides easy access for departments to view their budgetary items. The system received a Board of Regents' Best Practices in Finance and Business Operations award.

Although the economic downturn has adversely impacted State appropriated funding to Columbus State University, the institution, in partnership with a remarkably supportive community, has found resources to continue offering an outstanding educational experience for students, and through external grants, CSU faculty have had the opportunity for development and scholarly pursuits. "Columbus and Columbus State serve as the prime example of the efficiency of public/private partnerships."

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