The tree canopy walkway
at CSU's Oxbow Meadows

Columbus State University

Annual Report of

Institutional Progress

2003-2004

COLUMBUS STATE
UNIVERSITY

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2003-2004
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Section A

Summary of Major Institutional Accomplishments

As a teaching university, Columbus State University remains focused on providing superior student-centered learning experiences. (CSU Goals[1] 1, 3, 4) During a retreat held by the Vice President for Academic Affairs in the summer of 2003, academic colleges renewed their commitment to increase student engagement and later set goals to expand student activities inside and outside the classroom environment. Many objectives have been met during the 2003-04 academic year. Below are some examples of how academic departments are enhancing the aspects of their students' learning experiences.

- CSU's biology curriculum generated extraordinary experiences for students in 2004. Highlights included a swim with dolphins along the Bahamian ocean reef while there to study the ecosystems of Andros Island, and an interactive demonstration in the Australian rainforest of the endangered "flying fox" by one of Australia's leading environmental scientists. Incorporating such activity into the curriculum has merited the "Best Practices in International Education: Most Internationalized Academic Unit" designation from the University System of Georgia Board of Regents. The board will feature CSU biology as a model to increase an international focus in academic curricula—particularly science—system wide.
- Piano performance majors at the Schwob School of Music experienced "Pianomania" in June 2004 at the RiverCenter for the Performing Arts campus. The students spent 20 hours within the span of two days and one evening with CSU's Associate Professor Betty Anne Diaz in intensive sessions of piano study.
- The D. Abbott Turner College of Business formed a Student Advisory Council, which provides input to the college on a host of student-related issues.
- Psychology professor Mark Schmidt and two CSU students presented a poster entitled "Numerousness Discrimination in Rats" at the annual International Conference on Comparative Cognition in Florida. One of the students, Jennifer Warhawk, presented some of the data in three student competitions, winning first place in the poster presentation competition and second place in the paper presentation competitions.
- The College of Education staged a Spring Literacy Conference, coordinated by Professor Sallie Miller, that brought together 156 area teachers and CSU graduate students to share research and/or learn about advanced strategies for teaching reading. Joining the College of Education as event sponsors were the Muscogee Reading Association, the Muscogee County School District, and CSU Continuing Education.
- Professors in the College of Education have found a new way to keep up interest in their Early Childhood Education class. They have started a "While You Were At Recess" component. While elementary students are out of their classroom on a field trip, CSU education students rush in and give the classroom a full makeover using a design that accounts for a good learning and teaching environment.

CSU and the Columbus community have a long established collaborative and supportive relationship. (CSU Goals 1, 2, 4, 5, 8)

- The CSU Testing Center administered over 8,000 tests to CSU students and the Columbus community including the Regents' Test, Compass, Praxis and many more computer and paper-based tests necessary for graduation, admission or professional certification.
- CSU teacher candidates from the College of Education presented a workshop at the Muscogee County School District's Teenage Parenting Center to young mothers and pre-school workers on applications designed to build a young child's vocabulary.

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[1] Columbus State University's Strategic Plan is on the CSU Web at http://faculty.colstate.edu/program.htm.

- CSU's computer science department formally became the TSYS Department of Computer Science in February 2004. The renaming signifies the legacy of the cooperative effort between TSYS and CSU. CSU now has educated more than 1,400 computer professionals for employment with TSYS.
- Several faculty from the TSYS Department of Computer Science helped found and organize the Columbus Regional Technology Association with several hundred community IT professionals as members.
- CSU mathematics professor Renjin Tu completed six consulting projects for the Research Department of Hughston Sports Clinic in Columbus, for which she received a 5,250-dollar grant for faculty development.
- Charlotte Ingram of CSU's Department of Nursing provided consulting services regarding safe nursing protocols and practices for the New Horizons Community Service Board and, also, presented quarterly educational offerings in cultural diversity to the Columbus Rape Crisis Center volunteers.
- In March 2004, more than 1,000 fourth graders from Georgia, Florida and Alabama along with their teachers and regional natural resources professionals gathered on CSU's main campus for a first annual groundwater festival named "Winning Water: AFC (Apalachicola-Flint-Chattahoochee) Children's Water Festival." The Georgia Department of Community Affairs recruited the schools for the event
- An endowment to provide tuition and books for eligible CSU students in the Teacher Education Program who are planning to teach in the Talbot County School System was established by the estate of Richard M. Alsobrook in memory of his wife and veteran Talbot County educator Ophelia Fleming Alsobrook.
- A three-member team representing the CSU Teen Achievers program tied for first place in the annual Alpha Kappa Alpha Black Heritage Bowl in Columbus. A CSU outreach program since 1987, Teen Achievers includes monthly seminars dealing with issues such as gangs, health awareness and college and career planning. The participants are selected each year by local school administrators and teachers.
- The 283rd Fort Benning band has turned to CSU's Rankin Arts Center's Music Conservatory in the division of Continuing Education to update their skills as instrumentalists in the Army. The "Instrument Update Program" is considered unique since it is the first professional development course in the arts offered to soldiers through the conservatory.
- Continuing Education at Columbus State University successfully extends the university's remarkable standards of higher learning through its comprehensive portfolio of personal enrichment and professional development programs. In fiscal year 2004, eight thousand thirty-three adults and children took courses through the two locations for the Center: The versatile Elizabeth Bradley Turner Center on CSU's main campus or Uptown Columbus at the historic Rankin Arts Center.

Collaborative efforts included other state, national and international institutions, most often involving CSU students in the implementation and delivery of activities . (CSU Goals 1, 3, 4, 5, 6, 8)

- Dr. Florence Wakoko, Assistant Professor in Sociology, and two professors at two other system institutions, received a Title VIA Undergraduate International Studies and Foreign Language Program grant of $364,700 from the U.S. Department of Education to collaboratively develop and implement a USG Certificate in African Studies on behalf of the USG's African Council. The result will be an interdisciplinary African Studies Certificate that will be available to the 190,000-plus undergraduate students at any of the USG's 34 institutions. The grant will run for 3 years.
- As a result of proactive collaboration of CSU's computer science and biology departments, four students have built a one-of-a-kind robot to counteract faulty methods for finding gopher tortoises, a federally protected, endangered species. The student-led team initially came together because of CSU senior Fredrick Johnson's push for CSU's first robotics course, under the supervision of computer science Professor Ronald Linton. Associate Dean of Science Glenn Stokes, who has worked closely with the students, provided the group with rooms to set up their workshop, computers for programming the robots and some $400 through the student affairs office to help fund the project.
- CSU's Center for International Education in collaboration with several other CSU departments hosted the fourth annual International Education Week at CSU including activities such as lectures by visiting scholars and a "European Night" at CSU's residence Global Village, a unique setting created especially to meet the needs of CSU's international students.
- CSU's Mead Observatory at the Coca-Cola Space Science Center was one of 13 observatories worldwide selected by NASA's Goddard Space Flight Center to assist in recording the rare transit of Venus across the disk of the sun. Professor Shawn Cruzen and the center's graphic artist Chris Johnson moved equipment to Anastasia Island in Florida to record the event. Images they recorded are posted on NASA's Web site.

- Students in the CSU Servant Leadership Seminar led high school juniors in planting 31 new trees on a local school campus. Each year the seniors in the seminar complete a community project as their culminating activity. At least half a dozen community groups helped with this year's project.

One of CSU's most important services to the community is its exceptional training of the region's school teachers. (CSU Goals 1, 3, 4, 8, 9) A few examples are

- The Educator Preparation Advisory Council, composed of members of the university and the community, presented and asked for the approval of plans including a guarantee, or "take back", policy for graduates, the Partner School Network and the recruitment plan.
- Oxbow Meadows Environmental Learning Center launched the umbrella program POWER Team (Protecting Our Waters & Environmental resources). This program works with 31 teachers in 15 schools to deliver and support four national environmental education programs: The Environment as an Integrating Concept for Learning (EIC), Roots and Shoots, Adopt-A-Watershed, and the Keystone Environmental Institute. Through the POWER Team, Oxbow coordinated the construction of butterfly gardens at several Columbus schools.
- The Calculus Consortium on Higher Education, a Harvard based organization, awarded Tim Howard, Debbie Gober, and Ann Assad of the College of Science's Department of Math a SMART Grant of $16,000 to work with beginning math teachers to improve teacher retention rates.
- Approaching its fourth year, CSU's Teacher Alternative Preparation Program (TAPP) continues to make headway in replenishing Georgia's teaching ranks.

During the year, Columbus State University students distinguished themselves and the university with their activities and accomplishments. (CSU Goals 1, 3, 4, 8)

- Several piano majors from the Schwob School of Music received "Awards of Excellence" at the Georgia Music Teachers Association's In-State auditions. CSU's music majors participate in musical activities throughout the region and nation. Some examples are performing and teaching musical theatre in Atlanta; teaching for the group Creative Impressions in Augusta; serving as a music intern at the First Methodist Church in Auburn, Alabama; attending festivals and competitions throughout Georgia and in North Carolina, Florida, Canada, and Finland.
- While engaged in undergraduate research at a small research outcrop, CSU students Sean Bingham and Terrell Knight discovered a horde of 85-million-year-old marine and terrestrial fossils in east central Alabama, including feathers dating back to the last era of the dinosaur age. The CSU seniors presented their findings to more than 1,000 international geoscientists during a joint meeting of the northeastern and southern sections of the Geological Society of America in March 2004.
- Undergraduate biology students Mary Hill and Dorothy Cheruiyot distinguished themselves nationally among their biologist peers by earning high honors for individual research presentations at the Tri-Beta National Biological Honor Society's 2004 Biennial National Convention. CSU Professor Harlan Hendricks, who supervised Cheruiyot's project, commented that "her approach to carrying out this study and presenting the results to the scientific community should serve as a model for future students in our undergraduate research program."
- Computer science majors presented ten posters and papers at professional conferences, with one taking second place in a competition.
- CSU graduate Amanda Lane was named Muscogee County School District's First-Year Teacher of the Year for 2003-2004.
- In intramural sports, CSU won the men's 2003 Georgia State Flag Football Tournament. The title gives CSU men's intramural teams three consecutive major championships including a state title in softball and the national championship in basketball.

The CSU faculty are critical to the success of Columbus State University's growth into a distinguished academic institution. (CSU Goals 1, 3, 4, 8)

- Dr. Earl Bagley, Vice President for Student Affairs, is one of 10 national recipients of the First Year Advocate award, recognizing careers that have furthered the advancement of the first-year experience for students.

- The D. Abbott Turner College of Business began piloting the university's online faculty evaluation program.
- After an exhaustive nationwide search, CSU has hired Dr. Laurence Kaptain as the new director for its heralded Schwob School of Music. An accomplished and widely heard percussionist, Dr. Kaptain comes to CSU from the Conservatory of Music at the University of Missouri-Kansas City, the Missouri System's designated campus for the visual and performing arts. At Missouri, his titles included professor of percussion as well as vice-provost for faculty programs and academic quality.
- Student engagement is a high priority university goal and CSU's College of Science students were encouraged to participate in professional conferences and meetings. Students in geology, working with CSU Professors David Schwimmer, William Frazier and Thomas Hanley have presented papers and posters at professional meetings. Four environmental graduate students, working with Professor James Gore, presented papers at the meeting of the North American Benthological Society in Vancouver, Canada in June 2004. Biology students presented papers and posters at three meetings this spring: One, working with College of Science's Associate Dean Glenn Stokes, won first place in biology at the Georgia Academic of Science. Another, working with Associate Professor Brian Schwartz, won first place at the southeast regional Tri-Beta meeting, and two presented papers at the national Tri-Beta meeting in the summer and received first and third place awards.
- CSU biologist and dean of the College of Science, Dr. George Stanton, along with Carson Stringfellow, a part-time CSU instructor and recognized specialist in identifying native mussel species, received U.S. Fish and Wildlife grants to study the status and reproductive biology of an endangered unionid mussel, prepare a poster and a general field guide to the mussels of the Apalachicola, Chattahoochee and Flint catchment, and organize a workshop on ACF mussels.
- CSU geologist Dr. William Frazier was the editor of the geology section of the online *New Georgia Encyclopedia* for which CSU professors David Schwimmer and Thomas Hanley contributed entries.
- Dr. John Studstill, Associate Professor in Anthropology and Sociology, was presented the Annual Research Award in Multicultural Education by the Georgia Chapter of the National Association for Multicultural Education last spring.
- Dr. Robert Rumbelow, associate professor of music, completed two commissions that were both premiered in the spring of 2004. A setting of "Amazing Grace" was completed for Texas Lutheran University's Symphonic Wind Band, and "The Snowmaiden" was completed for the Columbus High School Band.

Over the course of the academic year, Columbus State University has strengthened the university's program for international studies by planning new programs and providing support for students and faculty interested in studying abroad. (CSU Goal 1, 3) Some highlights for the year are

- To achieve its goal of enhancing program quality, the D. Abbott Turner College of Business collaborated with the Center for International Education to develop opportunities for international educational experiences for business students. One DATCOB faculty member traveled to Brazil in May 2004 to explore imbedding short-term (2-3 weeks) international educational opportunities in existing courses. Another faculty member traveled to Oxford in May 2004 to explore offering business courses during summer term 2005.
- The number of students in the College of Arts & Letters participating in study abroad programs increased with 67 majors studying in 15 different locations.
- CSU librarian Diana Lomarcan attended the Oxford seminar on British Libraries and Librarianship.
- Holly Chesnut, a CSU voice student, was awarded a Mu Phi Epsilon Competition Scholarship and attended Oxford University as part of the CSU Honors Program.
- While studying at Oxford, faculty and students reside at CSU's Spencer House.

With emphasis placed on student recruitment, services and retention, Columbus State undertook new and unique programs to ensure the university's continuous growth and to improve the quality of its students' social and intellectual growth. And, often recognition comes with the success of its programs. (CSU Goals 1, 2)

- Sixty-four CSU degree holders completing their first year in regional classrooms are engaged in a new university-facilitated mentoring program named STEADY (Sustained Teacher Education Advisement for the Defining Years). Funded by a gift to CSU's capital campaign, the program is based on a nationwide movement to prevent new teachers from feeling overwhelmed and eventually quitting.
- The Adult Learning Resource Center was created as a retention mechanism for non-traditional students. Here, the "older students" find the social environment they may need to feel connected to campus.

- The D. Abbott Turner College of Business, in collaboration with the Freshmen Year Experience Committee and University Housing, created "Wall Street," a residential learning community to help with the university's retention efforts.
- The *Strategic Learning* course, UNIV 1105, was created to introduce students to a variety of learning strategies that can be employed to manage and process information derived from Core courses.
- A series of new, two-day residence life student orientations called ROAR (Retention through Orientation, Advisement & Registration) was held for students and their parents over the summer of 2004. Over the two-day orientation, separate activities were offered for students and their parents, with students staying in campus housing while their parents retired to off-campus hotel rooms.
- CSU opened its restructured Enrollment Services "One-Stop Shop" in December 2003. Now, a student can make one visit to one location to apply to the university, register, receive financial aid, pay fees and receive book vouchers.
- In a continued effort to recruit more students with leadership potential, the Student Leadership Award Conference, a collaborative effort between CSU and Callaway Gardens, was established. The first conference took place in June 2003 with 15 exemplary high school students. Evaluations were extremely positive (4.97 on 5.0 scale). Six of the 15 students applied for the Servant Leadership program at CSU, and two were selected for next year's freshman class.
- About 360 Harris County fifth graders experienced college in 2003-04 thanks to a new five-year CSU outreach program called "I'm Taking a Step Toward College Prep," developed in collaboration with Harris County Schools.
- CSU announced the addition of women's soccer as the 10th sport in the CSU athletic program. The team will begin play in the fall semester 2004.

Accreditation by eminent organizations strengthens Columbus State University as a distinguished academic institution. (CSU Goals 1, 3, 4)

- In April 2004, the D. Abbott Turner College of Business was awarded accreditation by AACSB, the premier accrediting organization for institutions providing management education. Prior to receiving accreditation, the college had formed a Business Advisory Council to provide input on the college's activities. And, select members represented the group during the Peer Review Team visit for AACSB accreditation. As part of receiving AACSB accreditation, the D. Abbott Turner College of Business instituted a chapter of the Beta Gamma Sigma honor society and inducted its first group of students, faculty and administrators.

The visibility of Columbus State in the community, region, state, nation and other countries is increased through the recognition of its programs, faculty and students.

- CSU's Oxbow Meadows Environmental Learning Center successfully produced *Waters to the Sea: Chattahoochee* CD ROM. The CD is a finalist for the Arkive Interactive Award at the world's largest and most prestigious nature and wildlife film festival Wildscreen, which is held every two years in Bristol, England. The CD is for ages 8+ and contains 10 hours of interactive information about the Chattahoochee Watershed.
- The Office of Public Relations is well on the way to developing a consistent university image and brand recognition for external audiences. Information gathered from focus groups has been used to develop marketing pieces for Enrollment Marketing and will now be used to implement a campus-wide consistent image.
- CSU archaeologist Warren Church leads a team of Peruvian scientists in restoring the ruined settlements and tombs of the Chachapoya civilization. In its June issue *National Geographic Magazine* ran an article detailing the restoration of the tombs of Los Pinchudos with a focus on Church's work.
- The Oxbow TreeTop Trail, a forest canopy walkway funded by MeadWestvaco, was built at CSU's Oxbow Meadows Environmental Learning Center. The canopy will open to the public in 2005. The canopy has been featured in the national publication *USA Weekend*. The center received a Georgia Forestry Commission Urban Forestry Grant that will engage 30 individuals in work on the TreeTop Trail and will promote Urban Forestry ideas to local governments and citizens.
- The College of Education student advising program was one of just 12 such programs nationwide to be selected as a 2003 Outstanding Institutional Advising Program by the National Academic Advising Association.

- Under the baton of Michael Marcades, the University Singers and CSU Chorale gave a solo performance in New York City's Carnegie Hall during April. The event was attended by 50 students, two faculty, and 19 members of the Columbus community.
- *The History Detectives*, a PBS series, filmed part of an episode in the CSU Archives which aired during the summer of 2004. PBS filmed the process of finding information on an obscure Columbus area man from the mid 1800's.
- Dr. Robert Rumbelow of the Schwob School of Music has been awarded his fourth ASCAP Writer's Award over the last four years.
- In the fall, Candace Turner, a May 2003 graduate, became the first CSU and Peach Belt Conference student to be named Georgia's NCAA Woman of the Year. The honor reflects Turner's dual tenacity as both athlete and scholar — now coach and scholar—as she works toward a master's degree in education while serving as an assistant coach for CSU's women's basketball team.
- The American Baseball Coaches Association (ABCA) selected CSU's Greg Appleton as ABCA/Diamond Sports Company NCAA Division II South Atlantic Regional Coach of the Year. Appleton led CSU to a 40-21 record and an appearance in the 2004 NCAA championship finals.
- CSU's cheer coach Jimbo Davis's small co-ed squad won the UCA Collegiate National Championship, while the Cougars' primary squad earned a second-place finish.
- Col. Hal Gibson, former director of bands at CSU, was inducted into the National Band Association Hall of Fame of Distinguished Band Conductors in February.

Throughout this report, there are numerous examples of how technology is becoming more integral to CSU's educational aims. (CSU Goals 6, 8) Here are a couple of additional examples

- The BSN program is making increased progress in efforts to incorporate online learning activities into selected courses. All nursing courses had at least a "web-presence" which included a course website containing announcements, course syllabus, outline and schedule, electronic grade book, as well as group email and other electronic communications. A number of courses used their website more extensively for posting learning materials and providing links to electronic resources. In May/June 2004, five faculty members participated in an intense 3-week online course "Facilitating Online Learning" and attended a conference "Moving to Web-based Learning" at Indiana University School of Nursing. These five faculty members are currently working on the development of online learning modules for selected courses (Nursing Leadership, Nutrition, Pharmacology).
- CSU's College of Education has been awarded a $1.5 million federal grant to teach technologically based techniques aimed at improving reading skills in West Central Georgia. Chattahoochee and Putnam Counties are among CSU's partners in the project, which includes the Chattahoochee-Flint Regional Educational Service Agency, two software development companies and 12 of West Central Georgia's school systems. The $1.5 million to implement such programs is one in a string of grants awarded to the college to further the use of technology in the classroom.

The campus of Columbus State has had many changes that improve the quality of the campus environment and expands the functional areas of the university.

- Mrs. Hazel Lewis, a long-time friend of CSU and libraries, contributed funds to purchase outdoor furniture to create a Simon Schwob Memorial Library patio complete with seating.
- CSU officials made a presentation to the Columbus City Council in early March, outlining its proposal for how CSU's Uptown fine and performing arts campus would be built. The complex will be home to the university's art and theatre departments.
- Additional facilities additions are listed in Section E of this report.

Section B
Annual Progress in Institutional Strategic Planning

Columbus State University is in the final year (2004-2005) of a strategic plan that was revised and implemented in fall 2000. The revised plan comprises five sections: Vision Statement, Students, Program/Service Mix, Comparative Advantage, and Goals.[2] The plan also includes planning assumptions based on external environmental factors; 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.

An integral part of the strategic planning process has been the on-going assessment and update of **Level 2 plans**. These plans identify a variable number of goals that support the goals listed in the strategic (Level 1) plan, but are focused by the nature of the programs included within the college or division. Colleges and divisions have created their own goal statements that address Level 1 goals from their perspective. Level 2 plans link the goals identified in Level 2 plans with the goals identified in the Level 1 plan.

Level 2 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 CSU Libraries, and Enrollment Services. An additional university-wide Level 2 Functional Plan is developed and assessed for Information Technology. Key activities at the university reflecting the achievement of established goals and initiatives in this year's reports include:

- In an effort to enhance writing across the curriculum, the Writing Center increased hours and students served. The Departments of Criminal Justice, History, and Political Science have increased writing assignments and liaison with the Writing Center. The institution adopted *turnitin.com* as a means to help prevent plagiarism.
- The College of Education, College of Science, and College of Arts & Letters collaborated to increase the effectiveness of teacher preparation in the fields of biology, chemistry, English, geology, history, and mathematics.
- The D. Abbott Turner College of Business enhanced teaching excellence by employing seven new faculty: Accounting (2), Computer Information Systems Management (1), Economics (1) Finance (2) and Marketing (1). All hold terminal degrees and had recent publications. The college also pilot-tested a Web-based student course evaluation system being developed by Computer Information and Networking Services at CSU.
- All programs of study in the College of Education leading to PSC certification were revised to meet the BOR Principles and Actions. All certification programs conducted self-studies for PSC and NCATE review. Undergraduate teacher education programs were examined and, as needed, aligned with QCC and Praxis II content.
- The College of Education established organizational structures that reflect the shared, collaborative responsibility for Educator Preparation among educational partners. The college worked with area school systems to make 1230 field experiences and 113 student teaching placements in the Partner School Network.
- The College of Education enhanced the quality and relevance of its programs using research-based instructional strategies. Examples include the development of a cohort structure for the Educational Leadership program and block scheduling for the B.S.Ed. in Early Childhood Education to facilitate timely degree completion.
- A diversity in Education course was added to all B.S.Ed. programs to support the COE goal to recognize communities and their diversity.
- The College of Science increased undergraduate opportunities for research and summer field experiences. Biology, computer science, geology, psychology, and sociology students presented research at off-campus venues and won several awards.

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[2] Columbus State University's Strategic Plan is on the CSU Web at http://faculty.colstate.edu/program.htm.

- The College of Science experienced significant participation of its faculty in scientific research and professional development activities, particularly in the fields of computer science and environmental science. Faculty were successful in seeking external funding. Several graduate and undergraduate students were included in research efforts.
- Students in the first cohort of the ICAPP Health Professions Initiative successfully completed the program with 42 students graduating with a BSN degree in May. A HPI proposal for a second cohort of students was funded in the amount of $148,000 for fiscal year 2005.
- Through the leadership of the dean of University College, CSU sought and was granted permission by the *National Resource Center for the First Year Experience and Students in Transition* to use the copyrighted First Year Experience® service mark to identify the envisioned CSU program which focuses on the unique needs of students in transition. An FYE Advisory Committee comprised of faculty and staff from throughout campus was formed fall semester 2003 to define CSU's program and identify initiatives to be implemented fall semester 2004. A pilot program of four Freshman Learning Communities will begin fall semester 2004.
- Encouraging students to take a Life and Career Planning course within their first two semesters at CSU enhanced the academic advising program for students who have not declared majors. In this course, students were required to complete several informal personality and interest inventories and were required to complete the Strong Interest Inventory (SII). Students received Career Counseling upon receiving the results.
- Training in instructional technology was enhanced with the addition of the new WebCT VISTA.
- Enrollment Services improved its communication with international applicants by creating separate admission applications for both undergraduate and graduate international students.
- Enrollment Services improved student services by creating Interactive Web forms to request major program changes, official transcripts, grade changes, and CAPP adjustments.
- As part of a continuing goal to increase the number of students enrolled from outside the immediate service area, an additional residence hall complex was constructed. For fall 2004, close to 1,000 students will be in campus housing, a growing number from the Atlanta area.
- An internally designed and developed Budget Access System has improved the access to financial data for all users of the CSU financial reporting system. The system was awarded first place in the 2004 University System of Georgia's Best Practices competition.
- The Banner system was upgraded to the 5.6 release; in preparation for the 6.X release the database was upgraded to Oracle 9.2.0.4. Patches and other upgrades were completed on a monthly basis. All applications of upgrades and patches went extremely well technically, but some problems were encountered on the functional side because of the lack of testing of the upgrades.
- The AdAstra Schedule system, a course and event scheduler that interfaces directly with the Banner system, was successfully implemented in February 2004.
- A Web application for faculty to submit course proposals to be reviewed by college and university curriculum committees was successfully implemented in September 2003.

During the 2003-04 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 and staff compensation. Anticipated quantitative outcomes identified included:

> Faculty Salaries at or above national averages for rank & discipline
> Graduation rate to exceed state averages
> Increased FT/FT freshmen retention to exceed state averages
> Regents' Test Pass Rate to exceed state averages
> Nursing exam pass rate average above 95%
> Study abroad participation above 4% of student body
> Racial diversity of faculty at 25% minority
> Courses taught by part-time faculty not to exceed 25%
> Praxis II pass rate above 95%
> Average SAT score for FT/FT freshmen to exceed 1000
> Enrollment of 10,000 by the year 2010

Section C
Annual Progress in Assessing Institutional Effectiveness

Columbus State University has a formal process by which systematic assessment of institutional effectiveness is conducted and the results of assessments are used to achieve institutional improvement. Areas assessed include basic academic skills at entry, general education, degree programs, and academic and administrative support programs. CSU faculty and staff are involved in developing and implementing assessment processes. 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.

At CSU, assessment of institutional effectiveness focuses on

- **Student achievement**   [CSU Goals 1, 3, 6, 7, 8]
  General Education and Major Fields Assessment

- **Student Engagement** [CSU Goals 1, 2, 3]
  National Survey of Student Engagement – NSSE (Spring 2004, 2005)

- **Student needs and satisfaction**   [CSU Goals 1, 2, 3, 5, 6]
  ACT Entering Students Survey (Fall 1998, 1999, 2000, 2002, 2003, 2004)
  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)

- **Retention and Graduation rates**   [CSU Goals 1, 2]

- **Institutional Support Services**   [CSU Goals 1, 6, 7, 8]
  Institutional Effectiveness Reports
  Institutional Support Services Survey (even-numbered years)

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 **major fields assessment**, learning outcomes for baccalaureate and graduate programs were reported for the sixth year since 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. Results of major fields assessment are on the CSU Web at the following location: http://faculty.colstate.edu/program.htm.

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. Results of the assessment of academic and administrative support units are on the CSU Web at the following location: http://faculty.colstate.edu/program.htm.

New or significantly revised student learning outcomes in general education and degree programs

- Historical interpretation, a general education learning outcome, includes the ability to develop informed judgments about the past and using that information to draw inferences about contemporary events. Faculty have expressed concern about the lack of adequate assessment tools to measure this outcome. The General Education Assessment Team is exploring the possibility of replacing this outcome with an international education component.
- The following learning outcome was added to the BSEd in Theatre Education: For P-12 certification, graduates will demonstrate proficiency in the methods of teaching theatre arts.
- As a result of their self-study in preparation for accreditation by AACSB, faculty in the D. Abbott Turner College of Business revised learning outcomes in all programs including the following general program outcomes: knowledge of the foundation areas of business; proficiency in critical thinking and decision-making skills; proficiency in oral and written communication skills; an awareness of ethical, global, and diversity issues in business; ability to apply computer technology within the context of business; knowledge in a major field of specialization; and knowledge of the operations function of business.
- The Educational Leadership program has undergone program redesign to conform to NCATE, BOR and ISLLC Standards. The new curriculum was approved by college and university curriculum committees with the following intended program outcomes: facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community; advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; ensuring management of the organization operations and resources for a safe, efficient, and effective learning environment; acting with integrity, fairness, and in an ethical manner by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context; and utilizing new and emerging technologies into the instructional and other programs and is innovative in the use of technology.

New or significantly revised outcome measures in administrative and support functions

- The following intended outcomes were added with the implementation of the First Year Experience®: improved retention rates of participants, improved grades of participants, improved student engagement of participants, and improved graduation rates of participants

New methods for assessing learning and non-academic outcomes

- The National Survey of Student Engagement (NSSE) was administered for the first time at CSU in 2004. Based on the premise that students who are actively involved in both academic and out-of-class activities gain more from their college experience than those not involved, this survey will be used, by comparing to national norms, the extent to which first-year and senior students at CSU engage in educational practices that are associated with high levels of learning and development.

Institutional follow-up as the result of assessment evidence – General Education and Major Fields Assessment

- The Collegiate Assessment of Academic Proficiency (CAAP) is administered as part of the institutional effectiveness plan for general education assessment. The mean score for CSU students has consistently been above the national norm in critical thinking, and below the national norm in writing skills, mathematics, and science reasoning. The CSU General Education Assessment Team is using the results of this test to explore possible changes in the delivery of the core curriculum and to address the general education learning outcomes. Possible changes include strengthening the mathematics requirement in Areas A and D of the core and the science requirement in Area D. Other changes may include increasing the amount of required reading and writing across the curriculum.
- Based on the results of exit exams and portfolio review in the Department of Communication, faculty have recommended that more emphasis be placed on creativity and grammatical correctness, and on experimental research projects versus the majority representation of group projects. Individually, and through team projects, students will be required to accurately apply theory and demonstrate a clear understanding of commu-

nication theory. These skills will be emphasized in all upper level courses and specifically in the required Theories course.

- Based on responses to an alumni survey, several courses in the Masters in Public Administration program will have an increased emphasis on applying concepts to cases. Results of the comprehensive examination suggest a need to review subject content in some courses, particularly in the areas of performance audit and purchasing.
- 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.
- 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.
- EBI assessment results show that D. Abbott Turner College of Business students do better than national averages in most intended outcome areas, but below the national average in international topics. As a result, courses in each major program will include an international component. Study abroad opportunities are also being explored.
- As a result of weaknesses found, DATCOB faculty are reviewing the coverage of history of marketing, marketing interaction with other business functional areas, computer applications for marketing, and marketing research. Changes in faculty teaching research and e-commerce are expected to improve these results. Faculty believe other weaknesses identified in major field exams are a result of timing of course offerings. Faculty have revised several course sequences to provide more regularity in course offerings.
- Based on assessment results in the school counseling programs, exit exams and portfolio processes are being revised to ensure better assessment of the link between the curriculum and student learning outcomes. Program outcomes have been modified to be in compliance with BOR and PSC/NCATE requirements, while maintaining consistency with CACREP standards.
- Based on performance in courses in the discipline and Praxis II results, several secondary education programs have been redesigned to include more coursework in the concentration. Dual programs have been proposed for next year. If approved, graduates would meet all requirements for the degree in the discipline in addition to meeting certification requirements.
- Fifty percent of the students in the MS in applied computer science who completed a follow-up survey strongly disagreed with the statement that their online courses provided the same educational experience as corresponding face-to-face courses; students expressed concern with the level of preparation, design and/or delivery of online courses. As a result of this feedback, the quality of online delivery of courses in the graduate program will be evaluated in 2004-05.
- Although results of exit surveys indicate satisfaction with intended outcomes in the psychology programs, faculty are currently engaged in deliberations on development of a comprehensive exit examination which will better reflect the extent to which anticipated outcomes are being met by the program. The exit survey will also be revised to better indicate student estimates of the extent to which they believe that the psychology programs contributed to the development of their reasoning and critical thinking skills.

Institutional follow-up as the result of assessment evidence – Academic and Administrative Support Programs

- Surveys and direct input from faculty and students helped Computer Information and Networking Services improve instructions, guided the development of frequently asked questions, and helped in the development of training schedules. Input from the Administrative Technology Utilization Committee helped CINS develop and enhance priorities.
- Based on results of the Entering Student Survey and the College Outcomes Survey, Enrollment Services improved communication by changing the content and structure of letters to students. Campus services will be connected to the Web and initiatives that provide a high level of communication to all prospective and enrolled students regarding student support services will be implemented.
- Results of the Student Academic Support Services Survey indicated concern about student run-around. A cross-training program in enrollment Services was implemented to increase customer satisfaction for both students and employees.

- Negative feedback received from interviews with current international students resulted in the following improvements: the preparation of comprehensive materials, guiding international students through the application process; increased use of e-mail as a means of communication; and an enhanced Web site.
- Results of a customer satisfaction survey conducted by the CSU Libraries showed that users were generally satisfied with the services provided. Seven percent indicated dissatisfaction with the photocopiers; as a result, three new machines were purchased.
- 62% of residents responding to a residence life survey were satisfied with the timeliness of repairs. Smaller projects will be given to student assistants to help free up the Plant Operations maintenance staff to handle the bigger projects.
- In the most recent annual survey, students with disabilities expressed a need for updated software and equipment. The Office of Disability Services received upgrades on JAWS and Dragon Naturally Speaking. Five new computers were also purchased.
- Based on the results of a satisfaction survey of students in the CSU Servant Leadership Program, administrators will attempt to find a better fit with the agencies to which the students are assigned.

Major findings from self-studies performed for program accreditations

- The faculty in the Schwob School of Music conducted a self-study of their programs in 2001-2002 in preparation for review by the National Association of Schools of Music (NASM). Major findings of this self-study are located on the CSU Web at the following location: http://aa.colstate.edu/assess/cprtbl.htm.
- The faculty in the Department of Nursing conducted a self-study of their program in 2001-2002 in preparation for review by the National League for Nursing (NLN). Major findings of this self-study are located on the CSU Web at the following location: http://aa.colstate.edu/assess/cprtbl.htm.

Activities and major improvements associated with the implementation of Comprehensive Program Review

- In addition to music and nursing, comprehensive program reviews were conducted for the following programs during 2003-2004: BA in English, BS in Health Science, MS in Environmental Science, and the BA & BS in Psychology. Major findings of these self-studies and associated plans for improvement are located on the CSU Web at the following location: http://aa.colstate.edu/assess/cprtbl.htm.

Plans for 2004-2005 include the following:

- institutional self-study in preparation for reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS);
- the sixth administration of the **ACT Entering Student Survey** during fall semester 2005 to about 300 freshmen enrolled in English composition and rhetoric classes;
- our seventh **Assessment Day** in March 2005 to include administration of the **Collegiate Assessment of Academic Proficiency (CAAP)** and the **Student Academic Support Services Survey**;
- our second participation in the **National Survey of Student Engagement** (NSSE) in spring 2005;
- a survey of students enrolled in online (Internet) courses in fall 2005;
- 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 of academic and administrative support units;
- continuation of the comprehensive program review process to include a review of programs in education;

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

Improving Student Retention and Graduation

A Columbus State University task force studied attrition statistics, interviewed students who did not return to the university, reviewed current CSU practices, and evaluated "best practices" at similar institutions. As a result of the data collected and responses from former students contacted, the task force concluded that effective retention results from students bonding with the institution and requires intensive intervention of at-risk students who are less prepared academically and who tend to come from lower-socioeconomic backgrounds. Based on these principles, the task force made the following recommendations:
- Designate an administrator to coordinate all university advising and retention efforts.
- Require each CSU college to develop formal advising and mentoring programs, and reward outstanding advisement.
- Implement intervention strategies for at-risk students
- Continue phase-in of new admission requirements
- Improve student services
- Attend to delivery systems by offering more flexible course offerings and incorporating innovative curricular offerings such as cluster scheduling and learning communities.

In response to these recommendations, the following strategies have been implemented:
- All undergraduate students are assigned an advisor and are required to meet with that advisor at least twice a year. The advisor releases an advising hold that permits the student to register for classes.
- The D. Abbott Turner College of Business and the College of Education have established advising centers for students enrolled in their programs.
- Advising workshops and training for faculty are held during Faculty Planning Week and periodically throughout the academic year.
- First Time freshmen are required to attend a formal orientation program before they register for classes.
- Current technology is utilized to provide students with up-to-date feedback on progress toward their degrees.
- All students admitted to and enrolled in the Department of Basic Studies in University College, many of whom are considered at-risk, are required to take the College Success course and are encouraged to take Life and Career Planning.
- Faculty advisors and department chairs in some of the colleges are now required to contact students placed on academic probation.
- In response to more flexible course offerings, the institution has increased distance education opportunities including Web-enhanced courses and active participation in eCore as an affiliate institution.
- Minimum SAT/ACT scores required will be increased over a three-year period beginning with the 2004-2005 academic year.
- Student services have been improved by moving all enrollment services units (admissions, financial aid, registrar, and student account services) into one building (one-stop-shop).
- To help improve social interaction, on-campus housing has been expanded and can now accommodate almost 1,000 students.
- A first year experience program with the following components will be implemented in the 2004-2005 academic year: learning communities, advising services center, career development and exploration, leadership development, and pre-semester programming.

What has not been implemented is a reward system for faculty for being involved with students and the identification of an individual responsible for coordinating retention efforts.

Listed below are examples of interventions developed and implemented at CSU for **students identified as at-risk**.
- In some colleges, faculty and department chairs contact students on probation or below a specified grade point average. Interventions in other units include requiring students to submit a portfolio and conducting interactive mentoring sessions and remediation when necessary.
- The Center for Academic Support and Student Retention has implemented an *Early Alert Program* through

which faculty may identify students who may benefit from student support services such as tutoring, counseling, etc. The students are then contacted by CASSR staff.

- An advisement program for undeclared students is being used to encourage students to select majors as soon as possible. Undeclared students are urged to enroll in the course *Life and Career Planning*, to take the Strong Interest Inventory, and to receive counseling from the Counseling Center and the Career Center.
- The *Strategic Learning* course is recommended by Learning Support advisors for students whose grades are below satisfactory progress levels.
- All students assigned to the Department of Basic Studies are considered at-risk. Along with enrolling in their required Learning Support courses, these students are required to enroll in the FYE course, *College Success*. In this course they receive instruction in topics such as managing time, thinking critically, managing test anxiety, balancing school and life, and improving study skills.
- Some program coordinators check students GPAs on a regular basis so that students may be alerted that they may be in danger of losing financial aid, being placed on academic probation/exclusion, or being excluded from academic programs.
- All professors have been made aware of available tutorial services and frequently disseminate information to students.
- Some advisors encourage students to self-select available intervention workshops that are offered.

The following programs and intervention strategies for **students placed on probation** have been implemented at CSU:

- A policy/practice for students placed on their first dismissal was implemented this academic year. Before reinstatement is granted, students must meet with their academic advisor and participate in an Academic Retention Workshop conducted by the CSU Counseling Center. Topics addressed include study and test-taking skills, time management, stress management, and career decision-making.
- Learning Support students who are granted an additional attempt before suspension are restricted to enrolling in only the Learning Support course in the area of the deficiency.
- For most students, Learning Support remediation is sufficient in preparing them to succeed in Core courses. This may be confirmed by comparing the success rates of former LS students in certain core courses (e.g. MATH 1111 and ENGL 1101) to the course success rates of students not required to take LS courses.
- For others, Learning Support remediation is sometimes insufficient. Consider CSU's non-traditional students. Because CSU has no admission restrictions that apply to non-traditional students, there exists a likelihood that some may be admitted for whom our Learning Support programs are not equipped to remediate. However, these students are afforded an opportunity to enter CSU through the Adult Re-Entry Program. Through this program, students get to "try college out" before being admitted. After going through the program, some apply for admission, but some decide CSU is not really where they want/need to be. After being admitted to CSU, these students find resources geared toward them in the Adult Learning Resource Center, a gathering place for non-traditional students.
- The Center for Academic Support and Student Retention has a nationally certified tutorial program (tutors are trained using national guidelines). In addition, the Office of Tutorial Services works closely with academic departments in finding tutors for students. Retired CSU faculty are hired to tutor in specialized area. The center also offers study skills workshops for students each term.

Retention beyond the second year of enrollment has not been monitored routinely, but is becoming a concern among the faculty at CSU. Of the Fall 2000 cohort of 794 first-time full-time students, 69% returned the first year, 55% returned the second year, and 49% returned the third year. CSU fills the role of a two-year transfer institution for many students in the local area. Although, these students are expected to leave after their second year, it has been difficult identifying those who fall into this category. Anecdotal data suggest other factors that may play a role in the departure after the first year of college. Among them are: Personal/family crises, Indecision about majors, Preference/necessity to work rather than attend school, Loss/lack of financial resources, Difficulties imposed as a result of commuting to Columbus from surrounding counties.

Interviews and surveys of **non-returning students** have been useful. The responses to a telephone survey covered a broad range of reasons for leaving CSU with relocation being the most dominate reason. Focus groups of non-traditional students correlated with national research regarding retention issues related to this group. Students indicated the following reasons for leaving school before graduation:

- Lack of flexible and accelerated schedules. CSU is located near an Alabama university and junior college that provide night programs in areas of studies that typically prepare students for immediate employment. The programs are generally considered "easy," but attract students who need to work and attend school. Students would like to see more weekend, on-line and accelerated classes.
- Financial. Many non-traditional students must work while attending school. These pressures often cause low GPA, loss of financial aid or personal stress, causing early dropout.
- Family and personal reasons. Non-traditional students have problems finding childcare and have difficulty managing school and family demands.
- Lack of night degree programs.
- Lack of night support programs for non-traditional students such as student government and other traditional student program.

Recent focus groups conducted by a marketing firm provided significant information about the **college expectations of traditional students** that indicates their commitment to college might be destabilized if certain needs are not met. The main points of the research are:
- Job employment has taken on a greater meaning today than career avocation.
- Students expressed a significant need-gap in relationship to study skills
- Most students expect and desire to work while attending school. Financial independence is extremely important. The parents of these students have experienced lay-offs, downsizing and significant changes in family income.
- A sense of community and connectivity (**student engageme**nt) with the university is important.
- The use of technology is imperative.

The quality and effectiveness of **academic advising** has been shown to be a key factor in the retention of students. CSU has demonstrated its commitment to improving this endeavor.
- Results of the College Outcomes Survey conducted in 2002 and again in 2004 show improvements in the quality of academic advising. In the section addressing satisfaction with 39 given aspects of CSU, the quality of academic advising improved in ranking from 35 in 2002 to 20 in 2004.
- Declaration of a major seems to be a factor in retention. The retention rate for all first-time full-time students Fall Semester 2002 was 68%. The rate for the undeclared sub-group was 41%. We expect advising ratings to improve with the addition of the advising centers.
- The CSU Task Force on the First Year Experience® recommended the establishment of a University Advising Center. Based on this recommendation, the Vice President for Academic Affairs appointed a CSU faculty member to develop the advising center and serve as the founding director. This individual was previously the director of the CSU Writing Center and brings valuable experience to this new position.

Faculty and staff have identified the following key reasons that graduation rates are not higher at CSU: admission standards, student demographics (i.e., transient student body - military, non-traditional students, socioeconomic background), and for some students in the local area, serving as a two-year transfer institution. The six-year graduation rate for the 1997 cohort of all first-time full-time students pursuing a baccalaureate degree (586) is 24%. Listed below are graduation rates for selected sub-groups of this cohort.

Sub-Group	Number in Sub-Group	Graduation Rate
Total SAT Score < 900	177	16%
High School GPA < 2.5	163	9%
Military	22	5%
Non-Traditional	19	19%
Males	250	21%
African American	143	22%

No data reflecting socio-economic status are available for this cohort group. However, a comparison of recent Pell and non-Pell recipients showed no significant difference in retention rates. To illustrate CSU's role as a two-year transfer institution for some students, reports generated by the System Office show that 4-6% of the FTFT students who do not graduate from CSU, do so at another USG institution. In addition, several non-returning students contacted via follow-up surveys indicate they plan to attend another institution away from home.

Section E
Overall Institutional Health

As predicted, the fall 2003 class at Columbus State University again set a record as the largest in its history with an enrollment of 6,927. Enrollments for the spring and summer of 2004 also had increases over past years.

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

- Fine Arts Hall was renovated to house Enrollment Services to centralize student services.
- Phase one of the Cunningham Conference Center began in FY 2004 and was scheduled for completion in the fall of 2004. Phase two is due to be completed in April 2005.
- Construction of 192 beds for expansion of student housing began in 2003-04 and was completed in August before fall semester 2004 began.
- Development of a new facility in downtown Columbus for the relocation of the Art and Drama Departments began and a site was selected and the land has been acquired.
- Construction began on the state-of-the-art soccer stadium to house the new women's soccer team. The project is due to be completed by the start of the 2005 season.
- The Simon Schwob Memorial Library Archives expanded its facility to encompass the entire south side of the third floor of the library building. Funding for the project was provided by the Institute for the Study of American Cultures.

State appropriations yielded slightly more than 50 percent of the university's current funds revenues during FY2004.

Summary of Actual CSU Revenues and Expenditures for FY 2004

Revenues			Expenditures		
State Appropriations	$26,421,431	50.6%	Instruction	$24,086,218	46.1%
Student Tuition & Fees	$18,791,891	36.0%	Academic Support	$ 5,858,420	11.2%
Fee Waivers	$(5,951,234)	-11.4%	Student Services	$ 3,631,415	6.9%
DS&S	$ 1,255,363	2.4%	Institutional Support	$ 7,357,193	14.1%
Sponsored Operations	$10,290,677	19.7%	Oper & Maint-Plant	$ 6,206,108	11.9%
Other Sources	$ 1,447,756	2.8%	Schshps & Fellow	$ 5,116,530	9.8%
TOTAL	**$52,255,884**		**TOTAL**	**$52,255,884**	
Auxiliary Services	$ 4,581,050		Auxiliary Services	$4,581,050	

External grants and funding continue to help maintain and expand programs and services of the university, as well as ensure professional development of personnel.

- In addition to CSU's TSYS Department of Computer Science receiving a $500,000 endowment from Synovus, other monies were awarded to the department. Its faculty received a $160,000 two-year Research for Emerging Undergraduates from the National Science Foundation. The grant provided for research by eight CSU undergraduates during the summer of 2004. The department, working with Southwest Georgia State University, received a $12,500 Global Partnership Grant Award to set up a service-learning program with AT&T India.
- The Nursing ICAPP program was renewed for 2004-2006, providing $400,000 over that two-year period from state and local community partner funding. Community partners have pledged $150,000 which will be matched by $296,000 in direct state funding and student access to over $650,000 in service-cancelable loans over the next two years. ICAPP service cancelable loans in the amount of $210,000 were awarded to 28 students in 2003-04.

- The Georgia Hospital Association and Johnson & Johnson awarded CSU's Department of Nursing the "Promise of Nursing in Georgia" grant for $25,000 to plan and implement a "Clinical Teaching Quality Improvement Program" in nursing.
- CSU's Bachelor of Science in Nursing program received a one-time $20,000 Department of Labor grant that funded portions of the salary for the Pre-nursing Coordinator and the RN-BSN Bridge Coordinator as well as $500 scholarships for 10 students.
- Oxbow Meadows Environmental Learning Center received a Department of Natural Resources Educational Wildlife grant for development of an outdoor gopher tortoise habitat.
- The CSU Archives has been awarded a Preservation Assistance grant for $3,810 by the National Endowment for the Humanities. Columbus State was the only Georgia institution selected for funding in the 2004 grant cycle. Further, a generous donation of $25,000 by the Institute of the Study of American Cultures allowed for the construction of the Joseph B. Mahan/ISAC Reading Room, located in the CSU Archives.
- The CSU Libraries reinstituted binding and the purchase of microfilm, which had been curtailed due to budget constraints.

The Division of University Advancement supports Goals 4 and 8 of the Columbus State University Strategic Plan, focusing on raising funds for our outstanding academic programs and enhancing the image of the university.

- The excitement generated by the Capital Campaign continues to energize University Advancement staff members. As of June 30, 2004 , the campaign was just short of the $77 million mark, exceeding the goal of $72 million by June 30. Plans for raising funds well above the $80 million campaign goal are in place.
- The success of the Capital Campaign has provided the means for CSU to open a campus in Oxford, England, house an artist-in-residence at the Carson McCullers Center for writers and musicians here in Columbus, develop a mentoring program to support first year teachers, obtain property in preparation for moving art and theater downtown, promote and enhance the nationally recognized servant leadership program, and establish new endowment funds for scholarships and faculty support.
- Building on successful alumni meetings in Atlanta, University Advancement staff members are now reaching out to those Atlanta area alumni to help reach the campaign goal. Other alumni meetings in Gainesville and Tampa, Florida have provided a basis for reaching out to those alumni for support as well.
- While the Capital Campaign has received the most notice, donations to the annual fund have come in at an accelerated pace. Annual fund gifts totaled $1,203,820, exceeding the original $1,150,000 goal by almost five percent. These critical donations provide the means for the continued excellence of CSU's academic programs during this time of economic downturn and shrinking state budgets.
- In support of the fund-raising efforts, University Advancement implemented new endowment/restricted fund policies with the Office of the Vice President for Academic Affairs. This has led to better control over spending and better stewardship of these funds.
- A challenge for the new fiscal year will be the timely accomplishment of an audit of the CSU Foundation, Inc. and Foundation Properties, Inc., which will be added to the university's audit, adhering to Board of Regents requirements and deadlines.

Because of the economic downturn, State appropriated funding to Columbus State University has been adversely impacted over the last few years. Nevertheless, the university—in partnership with an exceptionally supportive community and through the innovative ideas of its faculty and staff—has found the necessary 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.

This student comment expresses the kind of quality educational experience Columbus State University offers:

At CSU, I feel like I'm away at college, but I never feel lost. The professors here are awesome —they know me by name, and I'm never afraid to ask questions....And there's always something new and interesting to learn about. I can't imagine going to school anywhere else!

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Institutional Research
Columbus State University
4225 University Avenue, Columbus, Georgia 31907-5645
(706) 562-1684

A Unit of the University System of Georgia