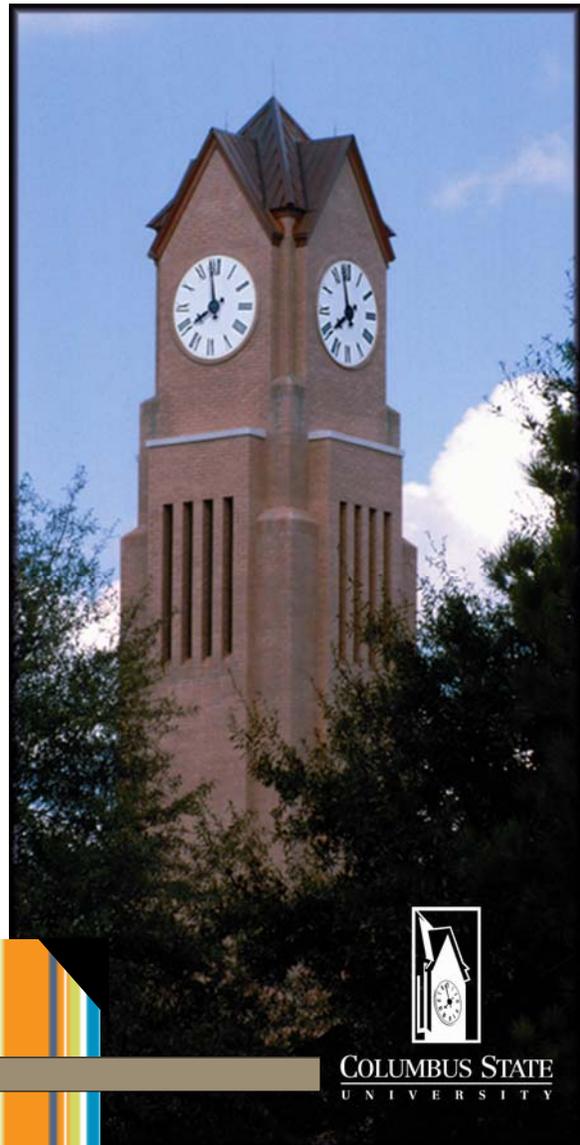


Columbus State University

2004-2005 ANNUAL REPORT OF
INSTITUTIONAL PROGRESS



COLUMBUS STATE
UNIVERSITY

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Columbus State University

2004-2005
Annual Report of Institutional Progress

Table of Contents

<i>Section A:</i>		
Summary of Major Institutional Accomplishments in 2004-2005		1
<i>Section B:</i>		
Annual Progress in Institutional Strategic Planning		7
<i>Section C:</i>		
Annual Progress in Assessing Institutional Effectiveness		9
<i>Section D:</i>		
Improving Student Retention and Graduation		13
<i>Section E:</i>		
Management of Campus Conflict and Change		16
<i>Section A:</i>		
Overall Institutional Health		18

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Columbus State University Annual Report of Institutional Progress 2004-2005

Section A

Summary of Major Institutional Accomplishments

Columbus State University continues to distinguish itself throughout the Chattahoochee Valley region, statewide, nationally, and internationally. Expanding its studies in international venues, developing world-class music and performing arts facilities, raising record-breaking funds during its capital campaign, meeting regional needs in education and science, and addressing the challenges of growth, the university has developed into a major force since its founding in 1958.

CSU Makes A Significant Impact Beyond Its Campus

The community's return from the investments in CSU abound. In addition to a \$175 million impact on the community, more than 50 percent of teachers in Muscogee County are CSU graduates, more than 80 percent of local nurses were educated at CSU, about 70 percent of local law enforcement officers were trained and educated at CSU and half of all baccalaureate degree holders in Muscogee County received their degree from CSU. Furthermore, based on a report by the Selig Center for Economic Growth, there were 2,385 jobs in Columbus during 2004 attributable to Columbus State University; 870 full- and part-time jobs on campus and 1,515 off campus.

To address a growing community need for more and better-educated police officers, CSU has teamed with the Columbus Police Department to offer \$75,000 in scholarships to further the education of new officers. The police department has struggled for years to fill its open positions with qualified officers. To help officers continue their education during their probationary period, CSU President Frank Brown suggested CSU step forward with what will be called the Columbus Police Partnership Scholarship, or CPPS. Most local law enforcement officers already get their certification training at CSU through the Regional Law Enforcement Training Center on campus. With the new scholarship program, CSU Criminal Justice Department Chair Dorinda Dowis has worked with CPD representatives to create new course offerings that will be of particular use in the field to new officers. "We are collaborating closely with the Columbus Police Department to add to our academic offerings in a way that will be beneficial to both our current students, and the new officers we are hoping to entice into Columbus and into college with this scholarship," Dowis said.

Columbus State University's success in offsetting a growing shortage of healthcare workers has prompted the renewal of CSU's efforts as part of a second-phase of the Board of Regents' Health Professionals Initiative, administered by the board's Intellectual Capital Partnership Program®. At CSU phase one of the initiative that started in 2002 graduated almost 95 new nurses for its partners Columbus Regional Healthcare System, St. Francis Hospital, and Doctors' Hospital. Renewing CSU's part of the statewide program means about \$400,000 to the university over the next two years. The program's private partners are pledging about a quarter of that. The ICAPP® model for this program began at CSU with a computer programming training program for TSYs. This Health Professionals Initiative ICAPP® is yet another example of how CSU is uniquely positioned to meet the needs of the community.

To address educational needs in China, Dr. Jan Burcham, associate professor of education and program coordinator for Early Childhood Education, co-authored two manuals that have been published for the Global Bridges Curriculum for preschool children in China. She was involved during summer 2005 in training both American and Chinese teachers to implement the curriculum throughout China.

In collaboration with CSU's computer science and biology departments, four CSU students built a robot, aptly named the Gopher Turtle Burrow Explorer, to assist in exploring the burrows of gopher tortoises in an effort to aid in the process of conservation and management of gopher tortoises, recognized by ecologists as the most important animals in their ecosystem. Prototypes of the robot continue to be developed and, upon completion, will be used to assist in relocating gopher tortoises, one of several projects the university has had with the Georgia Department of Transportation over the last decade. Associate Dean of Science Glenn Stokes provided the group with office rooms to set up their workshop, two computers for programming the robot, and \$400 through the student affairs office to help fund the project.

Volunteerism by university students during 2004-05 reached beyond the bounds of the campus to provide important support and services to the community and region.

- Columbus State University partnered with the community to build the first CSU Habitat for Humanity House. Students in CSU's Servant Leadership program spearheaded the project and worked for months to raise the necessary \$25,000 to start a Habitat house. "The students have learned so much from working together on this – with the whole campus and community," said Mary Sue Polleys, director of CSU's Servant Leadership Program.
- Approximately 25 students from the Health Science program and the American Student Medical Association participated as volunteers in the Annual Men and Women's Health Expo. Students were instrumental in conducting cancer risk assessments for participants of the event held at the Columbus Convention and Trade Center.
- In an effort to raise the local community's awareness of citizenship and civic responsibility, CSU's Servant Leadership Program staged a program series, "Service and Citizenship: Local Opportunity, Global Impact." The initiative was part of the American Association of State Colleges and Universities' "American Democracy Project."

Preparing Teachers for Today's Classrooms

Much of what has been and is being accomplished in the College of Education may be directly attributed to the production of seven COE Standing Committees, established early in Dean Thomas Harrison's tenure to address accreditation and other professional issues important to the quality of academic life. With committee membership consisting of various educational partners on and off campus, the Standing Committees have become recognized as models in democratic decision making focusing frequently on issues of social justice and ethical matters.

Numerous examples of the work of those committees and the college were evident throughout 2004-05 with the culmination being the college meeting all standards of the National Council for Accreditation of Teacher Accreditation (NCATE) and receiving reaccreditation. All programs of study met state standards and have the continuing approval of the Georgia Professional Standards Commission.

- The COE has developed a more focused Partner School Network in that students are placed in

fewer schools in participating school systems. At the same time, work in those schools has broadened to include not only future teachers but also those in counseling and educational leadership.

- The College of Education's comprehensive student services were nominated by the college and the university for a Board of Regents' Teaching Excellence Award. Graduate and undergraduate surveys indicate high levels of satisfaction with student services. The COE SAFE Office continues to advise a record numbers of students, place them for field experiences in P-12 schools, admit them to teacher education, and process their certification and endorsement paperwork.
- The college has refined its accountability system, especially with regard to the knowledge, skills, and dispositions of its undergraduate and graduate students. Data are collected, analyzed, disseminated, and used for the improvement of students and programs.
- The college developed a process for recognizing outstanding graduates through an Education Hall of Fame and outstanding leadership through the Thomas E. Harrison Leadership Award.
- The Educational Technology Training Center expanded its mission and became the Center for Quality Teaching and Learning. The CQTL will coordinate and customize professional learning opportunities for educators and technology specialists in West Central Georgia.
- The college continues to support first and second-year teachers who are graduates of its programs through its STEADY program. The COE's Sustained Teacher Education Advisement for the Defining Years, which has completed its second year, is contributing to the retention of beginning teachers.
- The Avenue for a Culture of Excellence (ACE) Project was piloted during the 2004-05 year. ACE is designed to provide support and resources for lower-division students, encourage academic excellent in students who may be "borderline", and increase student retention, especially of minority candidates.
- Dr. Sallie Miller, through the Summer Reading Institute, provides area teachers with the training necessary to obtain the Georgia Reading Endorsement. As a part of their training, graduate students diagnose and remediate the reading difficulties of children in the region.

International Education Expands

CSU enrolled 96 international students in fall 2004 and 117 international students in spring 2005. And, the university's Center for International Education added eight new study abroad and exchange programs, increasing the number available to students from one in 1996-97 to 18 programs in 2004-05.

- These programs include the university's Biology Department's field study programs cited by the Board of Regents in fall 2004 as a "Best Practice" in international education. "This award gives evidence of a very real commitment by the faculty toward a quality educational experience for our students," commented Vice President for Academic Affairs Martha Saunders. In 2004-05, biology students studied in Andros Island, Bahamas and Botswana, Africa.
- Nineteen students from the D. Abbott Turner College of Business participated in CSU's first business study abroad program in Niteroi, Brazil during May 2005.
- The "CSU in Oxford Visiting Student Program" played a crucial role in increasing the number of CSU students participating in semester and year-long programs. During the inaugural year CSU students studied at Greyfriars Hall, University of Oxford.
- Other new programs for the coming year include spring programs in London for students studying economics or theater, a Japanese *washi* and art program in Kiryu, Japan, and the first College of Education program which will be in Belize.

International area studies and curriculum initiatives are key elements of CSU's international education strategy.

- Led by Dr. John Studstill, its chairperson, the African Studies Committee launched the African Studies Certificate with support of the Board of Regents and a Department of Education grant. During spring semester the program offered a Swahili course, the first African language class at CSU.
- The fall 2004 Elena Diaz-Verson Amos Eminent Scholar in Latin American Studies was Dr. Karen Stothert, who taught courses on "Ancient Art and Religion of Latin America" and "Contemporary and Ancient Women of Latin America."
- Dr. Reneo Lukic was the spring 2005 Mildred Miller Fort Foundation Visiting Scholar in European Studies. Dr. Lukic taught classes on "U.S.-European Relations since World War II" and "European Political and Economic Integration." CSU continued its collaboration with other University System institutions by offering the EU studies Certificate and online EU Studies classes.
- For more than a decade CSU has provided facilities on campus for a Japanese Saturday School. CSU's first exchange student to Japan successfully completed his studies at Kansai Gaidai University in fall 2004.
- CSU International Education Committee and General Education Assessment Team (GEAT) spearheaded the university's effort to incorporate international courses across the curriculum. During the past year, a number of international courses have been added, most notably the Department of Political Science's "Global Issues" and several new courses in the D. Abbott Turner College of Business.

One of the most significant reasons for the university's success in study abroad is the availability of scholarships, including Fort Foundation, Amos Foundation, Spencer, Nakai Fund, and Honors Study Abroad Scholarships. The Center for International Education also has drawn additional funding from the Board of Regents' STARS program.

CSU Has Profound Impact on Arts in Columbus

Columbus State University is playing a major role in fostering the growth and vitality of the arts in the Columbus region. The most heralded example of the university's commitment to excellence in the arts is CSU's Schwob School of Music, housed in the RiverCenter for the Performing Arts in Uptown Columbus. Musicians from the school have performed at Carnegie Hall, been invited to the national band directors annual conference, won competitions, recorded CDs, and developed programs and competitions attracting some of the world's best musicians to Columbus.

During the 2004-05 season, such artists as Bobby McFerrin, Itzhak Perlman, and Jim Brickman, were featured on the RiverCenter's Premier Series. Often the visiting artists are available to work with students of the music school.

Dr. E. Stephen Purdom, a retired AFLAC executive vice president and retired medical director of the Columbus Clinic, established the visiting artist program this year with a major gift that will bring world-class performing artists to Columbus. The university's Schwob School of Music has selected internationally acclaimed concert pianist Jon Kimura Parker as the first musician for the new distinguished visiting artist program.

The RiverCenter for the Performing Arts and Legacy Hall was the prime venue during November for the inaugural Jordan International Competition in Solo Organ Playing. Five finalists competed for a \$30,000 first prize, the largest prize amount in the world for this type of competition. Marie-Claire Alain of Paris, France, who is widely regarded as the world's leading organ recitalist, recording artist, and instructor, presided over the judging.

In June 2005, more than 200 organists and organ enthusiasts gathered in Columbus for the annual Southeast regional convention of the American Guild of Organists (AGO), hosted by CSU's Schwob School of Music, the CSU Foundation, and the Columbus AGO chapter.

Next door to the RiverCenter is the Rankin Arts Center, the Uptown location of CSU's Continuing Education, offering a diverse schedule of classes in all disciplines of the arts to the public.

Soon to join the music school and Rankin Arts Center in Uptown Columbus will be the university's departments of art and theatre, both nationally accredited. Their move to Uptown in the next two years will create a downtown fine and performing arts campus unlike any other in the country.

Recognition and Awards Earned

A production by CSU's Oxbow Meadows Environmental Learning Center and the Upper Chattahoochee Riverkeeper, earned a Panda Award as the best interactive learning film, selected by the world's largest and most prestigious nature and wildlife film festival. Produced in conjunction with the Center for Global Environmental Education at Hamline University in Saint Paul, Minnesota, "Waters to the Sea: The Chattahoochee River" is an interactive learning CD-ROM that explores the Chattahoochee and Appalachian rivers from ancient times to the present.

CSU paleontologist and professor David Schwimmer worked with fossils, collected in Alabama and Georgia since 1982, that turned out to be a previously unnamed dinosaur. Along with co-authors Thomas Carr of Carthage College and Thomas Williamson of the New Mexico Museum of Natural History and Science, Schwimmer announced the name of the newly identified dinosaur in the March issue of the *Journal of Vertebrate Paleontology*. The announcement in April drew nationwide media attention — from the *Boston Globe* to the *San Francisco Chronicle* — to the dinosaur as well as Schwimmer and his co-investigators.

The Georgia Association on Higher Education and Disability (AHEAD) named Joy Norman, coordinator of disability services at CSU, as its 2005 Regional Representative of the Year. Among accomplishments that garnered Norman recognition was her coordination of Disability Awareness Month activities. Significantly, she directed 14 students with disabilities who shadowed 21 CSU faculty and staff volunteers at work.

Students earned top honors at state and regional conferences and competitions throughout the year. Two TSYS Department of Computer Science students each earned first place honors in the Student Paper Competition at the November Association for Computing Machinery MidSoutheast Conference. CSU's Beta Beta Beta chapter of the national biological honor society earned outstanding chapter and outstanding chapter advisor (Julie Ballenger) plus first, second, and honorable mention awards for paper presentation and posters. Five CSU student singers placed among winning finalists in the Southeastern Regional Auditions of the National Association of Teachers of

Singing. Jazz musician in the CSU Jazz Band was named outstanding musician of the Downhome Jazz Festival.

The College of Education was awarded the Cornerstone Partner Award by the Georgia Chapter of the National Association for Multicultural Education “in recognition of contributions made to support the advancement of multicultural education in the state of Georgia, 2002-2004.”

Rex Whiddon, director of major gifts and former chair of the Schwob Department of Music, received the inaugural Music Teachers National Association’s Distinguished Service Award.

Columbus State University alumnus James D. Yancey was one of six individuals representing the University System of Georgia’s 34 colleges and universities recognized by the Board of Regents as inaugural recipients of the “Regents’ Hall of Fame Awards.”

CSU Attracts Prominent Guest Artists and Speakers

Internationally renowned artist Bo Bartlett, one of today’s foremost American painters, will return to his Columbus hometown to help establish a permanent gallery and learning center as a visiting professor at Columbus State University. Having Bartlett’s work, presence and expertise at Columbus State bolsters a burgeoning art program already making strides and planning a move in 2006 into spectacular riverside facilities that will complete a world-class fine and performing arts campus in historic downtown Columbus. While he plans to continue his artistry around the world, Barlett has committed to spending several weeks a year at the university as an artist-in-residence.

Through invitations supported by endowed lecture series and university organizations, CSU hosted several speakers of national prominence during 2004-05. Among those speaking were the Rev. Jesse Jackson, noted motivational speaker “Coach” Ken, and MacArthur Genius Fellow and professor of biology and neurology at Stanford University Robert Sapolsky.

Extracurricular Activities Enhance College Experience

The quality of CSU’s sports programs gained regional and national attention because of their successes during 2004-05.

- CSU’s newest sport officially got under way in August 2004 when the women’s soccer team took the field for its first official practice, under the direction of head coach Jay Entlich.
- For the second year in a row, the CSU small co-ed cheer squad captured the Universal Cheer Association’s Division II National Championship.
- At the Peach Belt Conference Tournament, hosted by the university, CSU’s men’s basketball team claimed the championship for the sixth time. CSU now has six tournament titles, while three other schools have won two each. The Cougar women’s team lost in overtime in their bid to win the championship game, but both teams made it to the national tournament.
- The Atlanta Tipoff Club named men’s basketball coach and CSU Athletic Director Herbert Greene the 2005 Georgia Men’s College Coach of the Year. Green also was inducted into the Wiregrass Sports Hall of Fame in Dothan, Alabama.
- Yandel Brown of CSU’s men’s basketball earned the Daktronics Division II First-Team All-America honor and the NABC All-America team recognition. Brown’s scoring average (28 points per game) was the second best in the nation in Division II.

Section B

Annual Progress in Institutional Strategic Planning

Columbus State University is in the final year of a strategic plan that was revised and implemented in fall 2000. (http://aa.colstate.edu/assess/StratPlans/Lvl1/2000_2005.pdf) A revised plan, developed during the 2004-2005 academic year to be effective fall 2006, has been submitted to the System Office. (<http://www.colstate.edu/spc/>)

Key activities at the university reflecting the achievement of established goals and initiatives listed in Level 2 plans (<http://aa.colstate.edu/assess/stratlvl2.htm>) this year include:

- All departments in the College of Arts and Letters reaffirmed or revised standards for annual performance review, promotion, and tenure. Major modifications included separate standards for English and foreign language faculty and the establishment of a portfolio approach in the Schwob School of Music.
- Ten COAL faculty taught or directed study abroad programs, an increase of 43 percent over the 2003-04 academic year. A service learning opportunity was added to the program in Cuernevaca.
- Faculty in the D. Abbott Turner College of Business successfully pilot-tested a Web-based student evaluation of courses. Further testing will continue in an effort to increase student participation in this activity.
- DATCOB faculty delivered a business course with an embedded international component in May 2005. Twenty students and three faculty members traveled to Brazil to study the operations of American companies doing business in Brazil.
- To enhance communication with alumni and other stakeholders, more than twenty spring classes in DATCOB had local executives as guest lectures.
- The College of Education met all NCATE standards and received national re-accreditation. All programs of study met state standards and have the continuing approval of the Professional Standards Commission.
- Opportunities for service learning in COE were established with selected entities (ex: Our House, Columbus Museum). Service continues to be one of the three areas on which faculty are evaluated yearly; it is one of the criteria for promotion, tenure, and post-tenure review; Teacher Education faculty count their time in the schools as a part of their work load; service is a consideration when merit pay is awarded.
- The College of Science increased emphasis on international education experiences. The Sociology Department developed a program in African Studies; Computer Science students and faculty worked on a project in India in collaboration with Georgia Southwestern University; and the Biology Department won state-level recognition for their international program.
- University College implemented a pilot program in self-advocacy training involving three students with Learning Disabilities. The students were given the opportunity to participate in one-on-one advocacy training/coaching and time/academic organization coaching/training. Student reports about this training have shown an increase in confidence in relation to academic performance and the development of more positive, supportive relationships with professors.
- Working with Computer Information and Networking Services (CINS) and GIL Server Site staff, the CSU Libraries staff successfully implemented data encryption for patron file transfers.
- The Cougar OneCard program was implemented spring 2005. This program allows students the option of receiving refunds from CSU in the choice of three methods and eliminates the need to issue book vouchers.

- Wireless hot-spots in selected buildings and other areas on campus were developed to provide access to the Internet using notebook computers and PDAs.
- The Capital Campaign goal of \$80 million was exceeded. The goal was raised to \$85 million which was also exceeded.

In July 2004, 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. Based on the guiding principles and strategic priorities developed the previous year, the group established 11 action items for the 2004-05 academic year. (<http://aa.colstate.edu/SAP/AY2005/index05.htm>) Listed below is the status of each of those items:

1. Increase fulltime faculty positions by five percent: Thirteen new full-time faculty positions have been funded for 2005-06.
2. Continue competitive salary strategies for faculty: \$100,000.00 has been allocated for equity adjustments.
3. Increase diversity of faculty by five percent: The number of minority faculty has increased by 25 percent over the most recent two-year period. The number of African-American faculty has increased by five for a total of 20 for 2005-06.
4. Increase percentage of courses taught by full-time faculty to 75 percent: The percentage of courses taught by full-time faculty decreased from 75 percent to 72 percent between 2002-03 and 2004-05. With the expected increase in full-time faculty, the percentage is expected to increase in 2005-06.
5. Prepare compliance report for SACS re-accreditation: Compliance report submitted the week of September 5, 2005.
6. Begin development of Quality Enhancement Plan for SACS re-accreditation: In progress.
7. Develop Strategic Plan 2006-2011: Completed and submitted to System Office.
8. Review curricula for quality, relevance, efficiency and effectiveness: The Comprehensive Program Review Plan was revised by the CPR Committee and has been approved by the VPAA. The plan, which is waiting final approval from the University System office, includes more quantifiable indicators for measuring program productivity.
9. Implement FYE: The Freshman Year Experience (FYE) was implemented with the establishment of a Freshmen Advising Center, learning communities, a leadership development program, career exploration and development services, and a freshman convocation.
10. Create/maintain prioritized list of computing and equipment needs: Completed.
11. Improve functionality and effectiveness of websites: CINS updated a total of 18 sites. Academic Affairs developed three new sites: Judicial Affairs, Faculty Senate, and the Part-time Faculty Handbook.

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 (conducted annually)
- **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, 2005)
ACT College Outcomes Survey (even numbered years)
ACT Student Opinion Survey (Fall 1997 and Fall 2001)
Survey of Students Enrolled in Online courses (Spring 2003 and Spring 2005)
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 (conducted annually)
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 general education outcomes of the university which are listed on the CSU Web at the following location: http://academics.colstate.edu/catalogs/2005-2006/degrees_genreqs.htm#LearnOutcome. Assessment results are available at: <http://faculty.colstate.edu/program.htm#Surv>.

In **major fields assessment**, learning outcomes for baccalaureate and graduate programs were reported for the seventh 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://aa.colstate.edu/assess/MajorField.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 CSU Libraries, Computer Information and Networking Services, Continuing Education, Student Affairs, and University Advancement each submitted outcomes and assessment reports in the format as described above for major fields assessment. Assessment results are on the CSU Web at the following location: <http://aa.colstate.edu/assess/InstSupp.htm>.

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

- Faculty expressed concern about the relevancy of some of the general education learning outcomes as well as the lack of adequate assessment tools to measure those outcomes. As a result, the faculty, upon recommendation of the General Education Assessment Team, revised the learning outcomes which are listed on the CSU Web at the following location: http://academics.colstate.edu/catalogs/20052006/degrees_genreqs.htm#Learn Outcome.
- To address an expanded student learning outcome in international education, the Department of Political Science added a course in global issues to the curriculum. Faculty in the D. Abbott Turner College of Business revised learning outcomes in all programs including the following program-level outcomes: knowledge of the foundation areas of business; proficiency in critical thinking and decision-making skills; proficiency in oral and written communication skills; 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.
- Secondary education programs were redesigned to include more coursework in the discipline. A dual program was proposed and implemented this year, resulting in students receiving a double major (i.e., Biology and Secondary Education.) Graduates will now meet all requirements for the discipline in addition to certification requirements.
- The Program in Mental Retardation will be discontinued beginning with fall 2005 semester in order to comply with the new State PSC requirements to offer a degree in Special Education – General Curriculum.
- The Department of Biology added an international perspective as a program intended outcome and received a University System best practices award for internationalizing its curriculum.
- The TSYS Department of Computer Science added the development of a web-based software solution using high-level development tools as an intended learning outcome. Students are now required to complete a three course sequence in web development.

New or significantly revised outcome measures in administrative and support functions

- The Division of Enrollment Services increased recruitment efforts in the Atlanta area to be measured by the number of students enrolled from high schools in Atlanta and surrounding counties.
- 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 and again in 2005 with other University System institutions included as comparators

in the consortium. 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 has been used, by comparing to national norms, to determine 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.

- To enhance its focus on assessment, an experienced faculty member in the college of business will coordinate assessment efforts. One of the primary issues considered will be using more direct measures of student performance, especially embedded assessment that uses information already captured by instructors as they evaluate student performance.

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

- Based on performance in field-based courses, art education courses have been aligned with national, state, and local standards for teaching art.
- As a result of student surveys, programs in Educational Leadership have been changed in scope and sequence to focus on technology and internship-related issues at the beginning of the course sequence and to balance the course load during times when candidates work.
- 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, the faculty have determined that more emphasis across the curriculum must be placed on increasing the level of production skills among majors.
- 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.
- 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.

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.
- Enrollment Services improved telephone response time based on results of the ACD (automatic call distribution) system installed in spring 2005.

- Based on feedback on a customer satisfaction survey, the CSU Libraries purchased three more photocopiers for users.
- Based on Regents' Reading Test pass rates, the Department of Basic Studies implemented new initiatives, including additional technological support in skills classes, an advisor alert system, and a special program for students with multiple failures.

Major findings from self-studies performed for program accreditations

Overall assessments of Standards 1-6 for the NCATE self-study, conducted in preparation of the 2004-05 review, showed that all standards were met. New areas for improvement identified include content mastery for candidates in art education, biology, chemistry, and French; evaluation of part-time faculty; and better training of part-time faculty on assessments used to evaluate candidates.

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

Based on feedback from the System Office, the CSU faculty undertook a complete analysis of its comprehensive program review process. As a result of this analysis, the self-study guidelines and evaluation procedures were completely revamped with greater emphasis placed on productivity indicators. The updated CPR Plan has been submitted to the System Office for approval.

Section D

Improving Student Retention and Graduation

A university task force charged with developing the CSU plan for improving student retention and graduation rates discovered the following while conducting trend analysis of student characteristics.

1. Both retention and graduation rates of first-time full-time students have improved in recent years. The institution-specific and system-wide retention rates for the 2003 cohort were 71.33% and 76.69%, respectively. The institution-specific graduation rate for the 1998 cohort was 26.35% and the system-wide rate was 32.46%.
2. Students without learning support requirements are retained at a higher rate with an institution-specific rate of 73.24% and a system-wide rate of 79.41% for the 2003 cohort.
3. Retention rates based on academic discipline vary from year-to-year making it difficult to draw conclusions. Although students who had not declared a major are retained at a lower rate than those with declared majors, the rate has improved in recent years.
4. Males, particularly those with learning support requirements, are consistently retained at a lower rate than females.
5. There does not seem to be an appreciable difference in retention based on ethnic background.
6. Retention rates between the second and third year drop another 15-17% and appear to be consistent across categories.
7. Traditional students are retained at a higher rate than non-traditional students.
8. Students living in campus housing are retained at approximately the same rate as those who commute to campus. A similar finding was observed for students enrolled from outside the local geographic area compared to those who reside in the local service area.
9. The high school GPA continues to be a better predictor of success than do SAT scores. Students with a high school GPA above 2.5 are retained at a much higher rate than those below this grade point level.
10. Students participating in Freshman Learning Communities were retained at the same rate as non-FLC freshmen. This component of the Freshman Year Experience was implemented Fall Semester 2004 and will continue to be monitored for its effectiveness.
11. Students awarded the HOPE scholarship are retained at a higher rate than those not receiving this award. It was noted that for students returning for a third and fourth year, there was no appreciable difference between those who retained the HOPE award and those not retaining this award.
12. A particularly noteworthy finding was that students admitted well in advance of the beginning of the term were retained at a much higher rate than those admitted just before the term began (almost 10% more for the 2004 cohort).
13. Students who successfully complete core English and mathematics courses their first semester are much more likely to return their second and subsequent years than those who are not successful in these courses and those who do not take these courses their first term of attendance.

These findings support the following recommendations of the previous task force on student retention and have been endorsed by members of the current task force.

1. Designate an administrator to coordinate all university advising and retention efforts
2. Require each CSU college to develop formal advising and mentoring programs, and reward outstanding advisement

3. Implement intervention strategies for at-risk students
4. Continue phase-in of new admission requirements
5. Improve student services
6. Attend to delivery systems by offering more flexible course offerings and incorporating innovative curricular offerings such as cluster scheduling and learning communities

To date, recommendations 1, 3, 4, 5, and 6 have been fully or partially implemented.

Listed below are activities conducted at CSU during 2004-05 to help improve retention and graduation rates.

- As part of the comprehensive diversity plan in the College of Education, the Avenue for a Culture of Excellence (ACE) Project was piloted during the 04-05 year; it is designed to provide support and resources for lower-division students; encourage academic excellence in students who may be “borderline”; and increase student retention, especially of minority candidates. A minority candidate is being hired in Counseling for 05-06.
- Fall 2004 saw the implementation of several new FYE initiatives. The following programs were a product of collaboration between Academic Affairs and Student Affairs: Freshman Learning Communities; Leadership Development for Freshmen; Pre-Semester Programming – *Cougar Kickoff*; Career Exploration and Development; and Residence Life Thematic Programming Series.
- Collaboration was fostered between FYE and the Servant Leadership Associate Programs. LEAD classes taught by FYE staff created freshmen collegiality and increased the number of students participating in leadership development by approximately 25. Additional service to the campus and community from these students was an added benefit.
- Enrollment Services improved awareness of financial aid procedures by conducting a Mardi Gras-themed student event in March 2005. The event made the financial aid staff more visible and approachable by students.
- The following initiatives were implemented in the College of Business to promote student success and retention (Goal #5):
 1. Relocated and expanded the Student Services Center to provide more privacy and better service to students.
 2. Undertook Major curriculum review to improve student preparation for upper division coursework and career success.
 3. Modified microcomputer applications course to reflect better preparation of entering students. Modified course will focus heavily on Excel and Database business applications.
 4. Eliminated calculus as a BBA requirement. Essential calculus concepts added to a revised quantitative methods course required of all BBA students.
 5. Modified summer course offerings to be more appealing and accommodating to students.
 6. Completed first year with “Wall Street,” a Freshmen Year Experience (FYE) learning community co-sponsored with CSU Residence Life and Synovus.
 7. Conducted “tapping” ceremony for new inductees into Beta Gamma Sigma.

Although the plan to improve retention and graduation rates at CSU has not been fully developed, the following activities have been implemented to focus on at-risk students, including those identified through the trend analysis outlined above.

- Students having repeated difficulty passing the Regents' Test have been offered tutoring and other special assistance.
- All students admitted to and enrolled in the Department of Basic Studies in University College are required to take the College Success course and are encouraged to take Life and Career Planning.
- The Center for Academic Support and Student Retention implemented an *Early Alert Program* through which faculty identify students who may benefit from student support services such as tutoring, counseling, etc. The students are then contacted by CASSR staff.
- 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.
- Before reinstatement is granted, students placed on academic dismissal 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.
- An Academic Advising Center was created during the 2004-05 academic year. Although the focus has been on students who have not declared a major, students in disciplines with limited faculty available have been assigned to the center.

Section E

Management of Campus Conflict and Change

Columbus State University minimizes campus conflict by maintaining an atmosphere of tolerance and respect. When conflict does arise, every effort is made to resolve it at the lowest feasible level, in the least confrontational manner possible. Many members of the campus community have been prepared to cope with conflict through mediation including personnel in Academic Affairs, University Judicial Affairs, Human Resources, Residence Life, and the Registrar's Office. As the data will indicate, CSU encounters relatively few conflicts for a community of its size.

The major flash points for conflict tend to be Residence Life, Human Resources, and Academic Affairs. Each of these units aims to dissipate conflicts through informal means – facilitated discussions and mediation.

In Residence Life, trained resident assistants facilitate roommate discussions. When a dispute persists, a professional staff member will mediate. The Associate Director of Residence Life, Mr. Wesley Todd Myrick, has participated in ombudsman training at Kennesaw State University and in the CNCR-organized beginning mediator training program; he draws on this background in training the resident assistants and in mediating disputes between dormitory residents.

The Director of Human Resources, Ms. Laurie Jones, notes that HR representatives often serve as “sounding boards” for employees and supervisors, and provide guidance to help employees resolve their conflicts. They, too, facilitate a number of discussions. As a result, they find that managers are often more sensitive to employees' needs and that employees better understand their roles at the institution.

The Director of Judicial Affairs and Associate Vice President for Academic Affairs, Dr. Terry Norris, reports to the Vice President for Academic Affairs. He holds extensive experience in the mediation of campus conflicts within the University System of Georgia. This experience enables him to diffuse many conflicts before they result in legal proceedings. Under his guidance, the university has reduced disputes stemming from annual performance reviews and promotion and tenure proceedings by establishing more transparent review processes. Reviews are now based on criteria that incorporate broad faculty input.

Specific activities related to conflict management during the 2004-2005 academic year include the following:

- In July 2004, Alternative Dispute Resolution Liaison and committee chair, Tim Howard, participated in the CNCR-organized beginning mediator training program.
- In August 2004, Residence Life conducted training in conflict resolution as part of the orientation program for resident assistants
- In fall 2004, the university adopted a new Alternative Dispute Resolution policy. This policy was created with broad campus input, including representatives from faculty, staff, Student Affairs, and Residence Life. It has been endorsed by the Faculty Senate and by the Staff Council, and was reviewed by student government.
- Human Resources conducted a workshop on “Customer Service” that aimed to diminish conflicts by sensitizing faculty and staff to the needs and perceptions of others.
- Three committee members attended the spring 2005 ADR Liaisons meeting in Mil-

ledgeville.

- Academic departments reviewed and, as appropriate, revised the criteria by which faculty performance is evaluated.
- The Human Resources Office is working to improve communication, teamwork and networking on campus, which should indirectly reduce conflict.

The following data are available regarding campus conflicts during the 2004-2005 academic year:

- ADR Liaison and Committee chair Dr. Tim Howard consulted with two faculty regarding disputes with their department chairs. One case was successfully mediated by Dr. Howard and Dr. Michael Baltimore; it was determined that mediation was not an appropriate remedy for the other dispute.
- Judicial Affairs reports that mediation was offered in two cases involving student academic appeals and a third is pending. Mediation was also offered in a half dozen cases involving faculty (besides those processed by the ADR Committee chair), but these matters were resolved without mediation and before they reached formal hearings.
- Residence Life reports that approximately 100 dormitory-related disputes were resolved through facilitated discussions and/or mediation.
- Human Resources does not track the number of informal contacts related to campus disputes, due to the varied nature of the disputes and who in the department may handle the dispute. However, they did conduct five formal conversations that resulted in changes in employment status that proved more satisfactory to the departments and their employees.
- Associate Dean of Students Cathy Anderson reports that Student Affairs sought help for three students who were involved in disputes related to inadequate academic advising. In each case, formal proceedings were avoided.

Section F

Overall Institutional Health

Rapid enrollment increases over the past six years has placed a strain on faculty and infrastructure but has also fostered an excitement in reevaluating our practices to meet these challenges. Coupled with the various committees formed to prepare for the institutional review by the Southern Association of Colleges and Schools, specially appointed task groups are studying how to adjust to the changes and, at the same time, improve the quality of the educational experience for our diverse study body.

Student Enrollment Increases

The fall 2004 enrollment showed another record-breaking enrollment at CSU with 7,224 students, a four percent increase over the fall 2003 class. The economy, the growing stature of the university, and a more aggressive recruitment program have likely spurred the 39.2 percent growth since fall 2000. Expanding the teaching ranks is a high priority to keep up with changes in the student body.

New Administrative Appointments

Upon retiring as CSU's College of Education dean, Thomas Harrison returned to CSU as Acting Vice President for Academic Affairs, succeeding Martha Saunders, who left CSU at the end of fiscal year 2005 to become chancellor of the University of Wisconsin Whitewater. Harrison agreed to remain with the university for another year while a search for a permanent replacement is completed.

After nationwide searches, the university hired Laurence Kaptain as the director for its Schwob School of Music and Shawn Cruzen as director of the Coca-Cola Space Science Center.

CSU's Cooperative Organizations

The financial operations and position of four university cooperative organizations — CSU Foundation, CSU Foundation Properties, Inc., CSU Alumni Association, Inc., and The Athletic Fund, Inc. — are essential sources of support for the university. Although these organizations operate exclusively to provide the university with supplemental resources and support, they are separately incorporated and managed by their own boards.

Fundraising

With the financial commitment of the university's alumni, friends, and faculty and staff, CSU has had another outstanding year in fundraising. The support of its donors has enabled the university to continue to provide quality academic programs and to make a significant positive impact on the quality of life in our region. CSU donors are truly the partners with the institution.

As of September 2005, the "CSU — An Investment in People," capital campaign had raised \$4,284,988 over its goal of \$85 million for a total of \$89,284,988 through 2,163 gifts. Twenty-eight donors gave \$1 million and above with the largest single gift being \$25 million. It should be noted that CSU alumni have contributed \$16,877,803, and over 500 university faculty and staff have con-

tributed almost \$2 million since the campaign began. The number of donors who have contributed to Columbus State University every year for the past ten years continues to grow, surpassing the 500 mark.

These annual gifts support on-going educational programs, scholarships, and projects that mean so much to the students, faculty, staff, and community. The “Investment in People” campaign has led to the creation of 29 new scholarships and eight new endowed faculty chairs, and added to one existing endowed faculty chair.

Major Grants and Awards Received

The Atlanta-based Goizueta Foundation awarded \$500,000 to Columbus State to support a comprehensive Hispanic/Latino recruitment initiative. The majority of the grant will go into The Goizueta Foundation Scholars Fund to provide need-based scholarships. Some money will be used immediately to provide support for Hispanic and Latino students during the next three years. CSU figures show an increase of more than 55 percent in the number of Hispanic students during the last four years, with 236 students enrolled during the fall 2004 semester. This is not the first grant to CSU from The Goizueta Foundation. The foundation helped establish and later support, CSU's Coca-Cola Space Science Center in Uptown Columbus.

The Kresge Foundation has awarded CSU a \$1 million challenge grant for CSU's Uptown art and theatre complex, a move that signals the national scale on which the university and its fund-raising efforts now operate. To meet the challenge grant requirements, the university had to reach \$85 million in its fund-raising campaign, which it has met and surpassed.

Facilities Added or Renovated

Opened in fall 2004, Courtyard I North, consisting of four apartment buildings along University Avenue, provides an additional 192 beds in 48 apartments to house freshmen and a pair of new “living learning” community projects facilitated by Residence Life. According to Residence Life director Dana Larkin, the Intensive Study Program community was created to help retain upper classmen and provide an incentive for them to continue to excel in academics. In a partnership with Synovus Financial Corporation, other major companies and the D. Abbott Turner College of Business, the Wall Street Program is designed to advance students' studies and career prospects. In addition to the Residence Life-administered Courtyard I and II complexes, CSU Foundation Properties provides housing in downtown Columbus at CSU's Rankin building (108 beds) and converted houses near the main campus at Maryland Court. In all, CSU was able to house almost 1,000 students in the fall.

Construction was completed on the John Cunningham Conference Center for Leadership Development in June 2005. The facility is utilized by the institution to house:

- Cunningham Sales Institute
- A conference center with 20 seminar rooms and a banquet hall
- The CSU Institute for Leadership
- Center for Quality Teaching and Learning
- The Information Technology Innovation Center

The Office of the Vice President for Academic Affairs' move from the second to the renovated third floor in Richards Hall last year accommodated a second-floor expansion of administrative business

offices and relocation of Human Resources from the Richards Hall basement and the budget office from Tucker Hall in fiscal year 2005.

The Center for International Education moved into its new facility in late summer 2005. The genesis for the International House was the “Investment in People” Capital Campaign. With the support of contributors, especially the Mildred Miller Fort Foundation, the CSU Foundation purchased the Baptist Student Union building and renovated the building to house the Center.

Technology and Equipment Improves University Services

Over a year of preparation led by CINS culminated in the implementation of Luminis/Campus Pipeline Portal. Web-based CougarNet Mail was implemented in early November 2004. The web-based portal, calendar, and targeted messaging were implemented at the beginning of January 2005. The Luminis Portal implementation dramatically improved the opportunity for anytime/anywhere interpersonal communications.

A comprehensive plan to upgrade the communications infrastructure on main campus and for adding infrastructure for our downtown campus was developed. The campus communications infrastructure upgrade project recognizes the need for enhanced data, voice, and video communication services and includes a comprehensive plan for providing those services.

Several enhancements were made to improve CINS help desk services for students, faculty, and staff. Phone lines and student assistants were added. Staff training was increased, a major revision of help desk documentation was completed, and great strides were made toward coordinating student help desk services provided by CINS and Enrollment Services. The web-based self-help services are leveraging the investments made in the portal and the upgrades to the campus communications infrastructure.

Through the university’s Auxiliary Services, medical equipment was purchased to furnish two additional examination rooms in the Student Health Center. The additional equipment allowed the center to expand the number of examination rooms from two to four. The need was evidenced by the continued increase in student enrollment.

Although Columbus State University faces many challenges in dealing with continuing increases in student enrollment, professors and administrators maintain strong rapport and connections with many local leaders and organizations, which benefits CSU students while they are in school — and long after they graduate. Efforts to address the imbalances between its infrastructure and the delivery of curriculum and services to a growing student body have begun with faculty, staff, and administration serving on task groups working on recommendations for keeping Columbus State University the vital source to its community that it is today.

“I owe much of my professional success to the faculty at CSU, who instilled in me a love for learning and a confidence in my abilities to achieve my goals. The small class sizes at a mid-sized school like CSU afford students a great level of interaction with faculty that continues even beyond the classroom. My education at CSU has remained a strong influence during my career...”

Angie Hart, CSU Graduate (1978), Senior Vice President of Community Relations, AFLAC

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UNIVERSITY

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

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