

Annual Report Of Institutional Progress 2006-2007



**Columbus State University
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SECTION ONE

Annual Progress in Assessing Institutional Effectiveness

The Implementation of New Methods for Assessing Learning as a Response to SACS Effectiveness-related Accreditation Requirements

Improving Student Writing Skills

A five year, \$1.8 million project titled, "Writing the Solution: Steps Toward Developing Competent and Professional Student Writers", began Fall 2006 with the collection of samples of student writing in the beginning English composition courses, English 1101 and English 1102. A 20% sample was collected and these baseline data will be used to establish benchmarks for continuous improvement. The Cognitive Level and Quality Writing Assessment (CLAQWA) rubric was used to assess student writing. This initiative represents an accreditation requirement by the Southern Association of Colleges and Schools (SACS) and serves as the institution's Quality Enhancement Plan (QEP). The Impact Report will be submitted at the end of five years in order to demonstrate the extent to which the QEP has affected outcomes related to student learning.

The scores for the 307 samples collected in the fall of 2006 show that for each of the sixteen writing traits of the CLAQWA, the percentage of these beginning writers meeting or exceeding the standard (3.0 or higher) ranged from 42% to 60% across the CLAQWA traits. When averaged for the entire group the trait score means ranged from 2.73 to 3.04. The 201 writing samples collected from the spring 2007, second English course, indicated mean trait scores ranging from 2.58 to 2.96. The percentage of these student writers meeting or exceeding the 3.0 Quality Enhancement Plan standards ranged from 29% to 60% across the CLAQWA traits. Columbus State University will employ the analytic strengths of the CLAQWA instrument to foster more meaningful and structured pedagogical development for writing faculty by focusing on those writing traits which need the most improvement, as revealed in this baseline analysis.

The departments of History and Nursing became intensive writing departments and feature writing throughout the curriculum. Departmental standards in Political Science also include emphasis on written projects.

Adoption of New or Significantly Revised Student Learning Outcomes in General Education and/or the degree majors

Information Literacy and Communications Technology Literacy Designated as Required Proficiencies

The University Curriculum Committee approved Information Literacy and Communications Technology Literacy as required proficiencies for all CSU students fall 2006. Students will receive instruction in Information Literacy in English 1102 and instruction in Communications Technology Literacy in Communication 1110. Transfer students who have taken these courses elsewhere may have to pass a proficiency examination or take other classes to fulfill this requirement.

Implementation of Departmental Review and Exit Examinations

Graduating students in History are required to take an exit exam that tests specific knowledge of events, concepts, and individuals as well as their understanding in both world history and U. S.

History. Students are also required to take the Major Fields Test in History. Results indicate that history students perform at the national mean in all fields.

Music Education students are required to take the Educational Testing Service's PRAXIS examination. On the first attempt 85% of these students passed PRAXIS II.

The Bachelor of Business Administration Outcomes Assessment results indicate Educational Test Service major field findings as follows:

Accounting: The pass rate has improved by 5% over the prior 4 years

Finance: The pass rate has improved by 18% over the prior 4 years

Economics: The pass rate has improved by 6% over the prior 4 years

Prior to graduation psychology majors will be required to take the ETS Psychology Major Field Test (PMFT). The first group of graduates scored at or above the 95th percentile based on normative data provided by ETS.

One hundred percent of students in the BFA Art degree passed the student exhibit requirement for graduation. Students completing the B.S. Education program in Art Education have a cumulative GPA of 3.5 or better. Of these students 70% received satisfactory ratings on sophomore and junior reviews, an internal departmental assessment process.

The Nursing Department attained a 100% first time pass rate on the National Council Licensure Examination (NCLEX-RN) for 2006, representing the performance of 52 graduates.

Faculty in the College of Education (COE) continued the use of the Model of Appropriate Practice (MAP) in instructing, mentoring, and assessing initial preparation teacher candidates. The MAP provides a common structure, language, and set of expectations for instructing, mentoring, and assessing teacher candidates. All COE faculty who work with pre-service teachers in foundations courses, methods courses/practica, and student teaching use the MAP.

Curriculum Modifications

Art Education courses have been aligned with national, state and local standards for teaching art. As a result of feedback from spring 2007 graduating students the curriculum of Computer Science is being adjusted to accommodate more flexible scheduling, the offering of more programming languages more often, additional labs and more assistance with designing and testing, and the inclusion of pod casts. Additionally, as a result of the ETS Major Field test scores in Biology more senior botanical electives have been added. Because of the ETS scores a new course, BIOL 1125, Contemporary Issues in Biology (with a Biodiversity option), also has been added.

The College of Education revised all undergraduate programs to strengthen them and to comply with BOR mandates. A new M. Ed. In School Library Media degree was designed with enrollment beginning in summer 2007. The College also revised graduate admission requirements to facilitate entry by certified teachers and positively impact graduate enrollment.

The College of Business implemented a broad-spectrum assessment program for the BBA Core (Areas F and G). Furthermore, the graduate faculty of the College of Business developed an assessment plan for the MBA program.

The Adoption of Significantly Revised Student Learning Outcomes

The College of Education revised all undergraduate programs to fit Board of Regents' requirements for new courses in education foundations and new science education courses in Early Childhood Education.

Curriculum development initiatives in the College also included the ongoing redesign of Educational Leadership programs to meet new BOR and Professional Standards Commission requirements.

Learning outcomes and assessment methods for the area of Physical Education and Leisure Management include the use of internal and external assessment instruments, exit examinations or interviews, oral and written reports or tests, portfolios, surveys, special projects and capstone courses, as well as other methods.

Faculty in the D. Abbott Turner College of Business established The Assurance of Learning Committee. This committee reviews and revises all of the major field examinations and maps the questions with each outcome.

The Adoption of New or Significantly Revised Outcomes Measures in Administrative and Support Functions

An Information Technology (IT) Audit was completed in November 2006 by the audit staff of the University System of Georgia Board of Regents. The audit report made several recommendations for improving IT practices based on the facts gathered during the audit process. These recommendations are being implemented by CSU. As a result, IT will have improved procedures and internal controls and bring compliance with policies, laws or regulations. This audit document will serve as a strategic document for the IT management team in setting priorities with FY 2008 projects and IT governance.

Internal review and analyses of various programs and initiatives at CSU have led to substantive change in many cases. The processes of planning, implementing, and assessing has yielded rich data which have been used to make positive changes for improvement. More in depth analyses of assessment data have taken the improvement planning cycle to a more effective level and helped to "close the loop." These initiatives are described as follows:

Institutional Follow-up as a Result of Assessment Evidence

Early Advising and Registration

The Center for Academic Advising (CAA) led the campus in promoting effective academic advising services for all CSU students. Early advising/registration were conducted during the week of April 16-20, 2007. According to the results of a survey the human element seemed to be the most positive aspect of this experience. The process allowed time with students and their families and permitted departments an opportunity to introduce students to elements of their specific discipline(s). A personal touch was added to the first advising and registration experience. Individuals reported that this activity fostered better interaction; allowed students to make an early connection to CSU and their major; and helped students feel that they were a part of the university earlier. Survey results indicated a need to improve the efficiency of the process and the need for more thorough communication. In future early advising sessions the process will be streamlined to increase the effectiveness and there also will be a more comprehensive dissemination of information. From summer 2006 through spring 2007, the CAA advised 1,527 students in 620 hours. In addition, the CAA collaborated with the Career Center and the Counseling Center to host the first Majors Fair in October, 2006. This event allowed students who had not declared a major, and students who were considering a change of major, an opportunity to speak informally with students majoring in a variety of CSU programs.

Response to Mathematics Deficiencies of Students Admitted to CSU

To address the mathematics deficiencies of students admitted to CSU as determined by the Regents' Test, the Department of Basic Studies collaborated with the Department of Mathematics in developing and offering a new remedial math course, MATH 0195, for students whose math skills were inadequate to be successful in core math courses. The course was made a prerequisite fall semester 2006 for students who did not pass the Math Placement Test. Early results indicate that 70% of students who passed MATH 0195 with a grade of "C" or higher during fall semester earned "C" or higher in MATH 1111 spring semester 2007 compared to the overall A-B-C pass rate of 51%.

The Implementation of New Methods for Assessing Learning

The College of Business implemented a broad-spectrum assessment program for the BBA Core (Areas F and G). One example is that faculty developed and administered an assessment instrument to determine preparedness for final quantitative coursework. The graduate faculty of the College of Business also developed an assessment plan for the MBA program. The annual faculty evaluation process was modified to require faculty to report results and planned use of course embedded assessment outcomes. This process will allow the creation of an annual assessment inventory for the college.

Student portfolios continue to be used in Educational Leadership and in Counselor Education programs, as well as in Teacher Education programs. The Department of Counseling, Educational Leadership and Professional Studies has furnished a computer laboratory to facilitate the electronic collection of assessment data from Educational Leadership students in order to guide and monitor their progress through the program.

Improvements Associated with the Implementation of the Comprehensive Program Review

A comprehensive review of each degree-granting program at Columbus State University is conducted at least once every seven years according to the policies of the Board of Regents of the University System of Georgia. The primary goal of the academic program review is to make improvements through the use of information gathered during the process. During the 2006-2007 academic year, six programs were reviewed and included: Criminal Justice, French, Spanish, History, Geology, and Chemistry. Each was examined in terms of quality, productivity, and viability. Program reviews yielded information that supported proposed major improvements:

- The faculty members of the Criminal Justice program are working to enhance the curricular offerings of the program. New departmental learning objectives and course learning objectives have been created that are degree and course specific. Faculty also proposes adding on-line courses and distance learning opportunities to expand the criminal justice program. Additionally, efforts are being made to provide more interactive opportunities for students to learn first-hand to acquire skills through practical experience in criminal justice. The reorganization of advising procedures and assignments, the implementation of a freshman/sophomore/transfer student orientation and a senior graduation preparation seminar, and the extension of the criminal justice degree programs to the Ft. Benning campus have all been added recently in order to make the CSU criminal justice program one that is on the cutting edge.
- French and Spanish programs are very similar in their characteristics and challenges. Review of the programs led the faculty to propose the discontinuation of the stand-alone B.A. in Spanish, B.A. in French, B.A. in Spanish with Teacher Certification, and B.A. in French with Teacher Certification degrees, consolidating them into a single B.A. degree program in Modern Language & Culture. The consolidated program will focus on oral

proficiency language acquisition, study abroad, and options for in-depth cultural studies, tri-lingual proficiency, or coursework related to career opportunities in international business, governmental affairs, or education.

- Several program improvements are being implemented for the History programs as a result of their comprehensive program review and self study. Beginning Spring 2007 the History department will prepare for the implementation of an assessment plan. The letter of intent has been submitted for a program leading to the M.A. degree. Faculty will also prepare an Advising Manual for students and a new History Faculty Handbook. Curricular changes will include the development of learning experiences particular to faculty expertise and the introduction of specialized studies in Borderlands or other subjects. By spring 2008, faculty will have plans for a field program in the U. S. West and begin plans for a department sponsored program in Moscow. Full time faculty plan to present at least one paper a year at a major conference in their field. Service activities in the community will be expanded over the next few years to target underrepresented and diverse groups. Changes to public relations materials and the webpage will be implemented. Continued advisement of student organizations, university service and the development of course guidelines for core courses and teaching portfolios will enhance the department and improve teaching.
- The Geology program is characterized by a highly qualified and productive faculty, a cost efficient program in terms of FTE and core enrollment ratio, a strong, diverse curriculum involving students in high level research, and a high degree of professional success among its graduates. However, the critically low number of declared Geology majors and thus, low numbers of graduates, has caused the viability of the program to be seriously considered. The program will be deactivated pending termination in three years.
- Program review of the Chemistry programs acknowledged the lack of accreditation by the American Chemical Society (ACS) as an obstacle to being recognized as a program of high quality; therefore, faculty will begin pursuing specialized program accreditation.

Summary

Columbus State University continues to place significant emphasis on striving for the improvement of academic programs and administrative/support services. Advances in assessing and evaluating institutional effectiveness are being made. The review and study of several academic departments and support programs has led to the redefinition of learner outcomes and the manner in which many of them are assessed. Curricular modifications and procedural revisions guided by these assessment initiatives have been implemented as described in Section One.

Section 2

Overall Institutional Health

Impact of Columbus State University

The following statistics for 2006-2007 indicate the influence of CSU on the immediate and surrounding region:

- Columbus State University has a \$174.3 million impact on the regional and state economy.
- About 54% of all the baccalaureate and graduate degree holders in the Columbus metropolitan area earned their degrees from CSU
- Of all the Information Technology employees in this region, 92% were educated in Columbus, most at CSU.
- More than 55 percent of Muscogee County's teachers are CSU graduates
- The Columbus State University golf team has won six Division II national championships.
- The CSU Department of Theatre is the only program in the University System of Georgia offering the Bachelor of Science in Education and teacher certification in drama.
- Over the last eight years, total private giving to the university has increased by over one thousand percent
- About 90 percent of the region's music teachers were trained at Columbus State University
- Through Oxbow Meadows Environmental Learning Center environmental education training for 211 local formal and non-formal teachers was completed, with 2,245 visitors experiencing the Tree Top Trail, 1,400 participants attending the Reptile Festival and 600 participants observing the Insectival event.
- Continuing Education provided CE programming to 7,000 participants.
- The Columbus Regional Mathematics Collaborative (CRMC) enhanced the mathematics education of regional P-16 students through the development of teacher leaders, beginning with initial preparation and continuing through their professional teaching careers.
- The Coca-Cola Space Science Center observed its tenth anniversary celebration and also hosted Astronomy Night at Callaway Gardens and Sci-Fi under the Stars for the Columbus community.
- The Carson McCullers Center for Writers and Musicians established the first fellowship to a writer who resided during the 2006-2007 academic year in the Smith-McCullers House. Subsequent fellowships will be awarded to composers in honor of the importance of music to McCullers' writing.

Quality of New Faculty Increases

CSU opened fall semester 2006 with 47 new professors, with 25 of the new professors filling newly created positions. Included were a former foreign policy director in the Pentagon and a former state education official nationally heralded as a classroom technology innovator. One new faculty is also the former senior vice president and director of information technology at AFLAC. Collectively, the new faculty class was the largest for the start of an academic year since the early 1970s when CSU was transitioning from a two-year to a four-year institution. Seventy-five percent of the new faculty held the terminal degree.

Quality of Students Increases

Enrollment Services gained approval to increase the current SAT 890 requirement for entering freshmen to 950 and the GPA from 2.0 to 2.5, effective fall 2007. This initiative supports goal two of CSU's strategic plan, which is to attract promising students.

Students in honors courses designed a shock absorber, produced an eye color inheritance report, developed methods that could reproduce results covered in earlier research on existing chiroscience experiments, organized and presented information on a middle and high school instrumental music curriculum, conducted research on the politics of the male gaze, researched the topic of locomotion and adaptations in mammals, and studied paleobotany

The Improvement of Student Writing is Emphasized

Sixty-three faculty members participated in fall 2006 writing instruction workshops to kick off CSU's Quality Enhancement Plan – a five-year initiative to improve student writing across disciplines. The workshops incorporated discussion and practice of effective writing assignment sequences using Bloom's taxonomy for categorizing the level of abstraction. Secondly, participants were introduced to the Cognitive Level and Quality Writing Assessment (CLAQWA) instrument – a device to help professors evaluate their students' writing. The instrument represents a method of analytic assessment of student writing.

The workshops served to implement the quality enhancement plan and represented the first of many subsequent initiatives to involve faculty and staff in order to provide them with support, resources, and skills to implement writing in their courses. CSU officials project the QEP will impact about 4,000 CSU students in separate components. Accordingly, CSU will chart the growth of students as "competent" and "professional" writers.

Athletic Program Values Academic Success

The CSU athletic program, through its emphasis on academic success, graduates almost 90 percent of the student-athletes in the program. A fifth-year scholarship program has helped well over 100 student-athletes attain degrees after their athletic eligibility was exhausted. In 2006-2007, 57 CSU athletes were named to the Peach Belt Conference's Presidential Honor Roll. Several individuals attained regional and/or national recognition in their respective sports for their academic work.

The department also strives to foster leadership skills among its student-athletes through the Student-Athlete Advisory Committee. Each sport has representation on the committee and this group meets to discuss various issues surrounding their experiences as student-athletes. The committee takes a hands-on approach to improve the experiences of all CSU student-athletes.

CSU's Intramural basketball men's team won its second national championship, and CSU won the coveted Peach Belt Conference Commissioner's Cup for the second year in row. The softball team won 58 games against only five losses, and the Lady Cougars won the Peach Belt Conference regular season and tournament championships, along with the South Atlantic Region championship. The CSU men's and women's cross-country teams also captured the Peach Belt Conference championships fall 2006. Both squads earned NCAA regional berths and performed well in NCAA competition.

Two New Offices are Created to Implement University's Mission

Office of Institutional Effectiveness

A new Office of Institutional Effectiveness was established July 2007 and reports to the Vice President for Academic Affairs. This office is designed to provide coordination and input to strategic planning, SACS reviews and program accreditations, the institution's quality enhancement plan, comprehensive program review, assessment of student learning, and institutional research. Accordingly, institutional effectiveness is now an ongoing, comprehensive, and institutionally integrated system of planning, assessment and evaluation designed to enhance unit functions and improve the institution, and to demonstrate to what degree CSU has been effective in achieving its mission.

Faculty Center for the Enhancement of Teaching and Learning

The Faculty Center for the Enhancement of Teaching and Learning was established July 2007. The purpose of the Faculty Center is to foster and promote dialogue about effective teaching strategies and to provide faculty development opportunities to assist all faculty members in becoming more effective teachers. This Center sponsored university-wide and departmental forums on teaching strategies; it coordinated book-study groups, aided in new faculty orientation; and it offered confidential consultations to faculty members working to improve their teaching. The Center sponsored faculty development activities in teaching ("What the Best College Teachers Do" learning communities) and in assessment (Promoters of Outstanding Standards-based, Student-centered Education (POSSE) learning communities). The Center also coordinated numerous activities to evaluate student writing. Six Faculty Fellows were named and stipends and release time were also given to faculty to pursue writing projects.

Physical Facilities are Expanded

The College of Arts and Letters opened three new buildings on the Riverpark campus: The Corn Center for the Visual Arts, The Yancey Center at One Arsenal Place and Carpenters Hall. The Departments of Arts and Theatre moved to their new quarters. Theatre opened its main stage with a major production of *Midsummer Night's Dream*, and Art opened the Illges Gallery with a very successful student art show. Additionally, the College of Business developed a plan for moving the MBA program to the RiverPark campus in an effort to meet the needs of the business community. The new RiverPark campus facility, housing academic, exhibit, and performance space, was built entirely using private donations at a cost of over \$35,000,000. A story describing the new Art and Theatre Complex was featured in the *Chronicle of Higher Education*, June 15, 2007.

Construction was also completed on the LeNoir Annex Environmental Science Facility. This facility contains four research labs and one teaching lab.

A main campus student parking deck, adjacent to the Lumpkin Center, was opened during spring 2007. The deck is providing much needed additional parking for the growing CSU student population.

Two new five-story buildings for student apartments opened at the downtown campus Fall 2006. Accordingly, CSU will have about 350 students living downtown.

The Campus Community is Provided with a Healthy, Safe and Secure Environment

All CSU employees take responsibility for maintaining the health, safety and security of the CSU community. Certain campus agencies, however, have particular responsibilities which are relevant to these issues. They include the Department of University Police, the Office of Residence Life, the Counseling Center, the Student Health Center, the Office of Campus Recreation and the Department of Plant Operations.

- The Emergency Action Plan has been updated. This plan will provide the CSU community with the appropriate steps to be followed should a catastrophic event occur on campus or in the Columbus community. Copies of the plan will be distributed to member of the campus community, with a table top exercise October 2007 and a campus-wide drill scheduled for December 2007.
- The Department of University Police provides information on campus crime statistics, crime prevention and personal safety tips, procedures for difference kinds of emergencies such as fire, tornado or bomb threat, laws and procedures regarding sexual harassment and sexual assault and tips for healthy conflict management. If a serious incident occurs on or near campus an advisory is issued to the campus community.

- The Office of Residence Life offers a mandatory safety meeting once per year which includes presentations by the chief of police and the dean of students on safety issues. Residence assistants also are given safety training, conduct safety inspections every semester, and conduct fire drills every semester.
- The Counseling Center provides professional psychological services to CSU students. The mental health and safety of the CSU community is served by the Counseling Center's efforts to address psychologically based emergencies, including situations where students are at risk for harming themselves or others. In addition, the personal counseling and mental health workshops provided by Counseling Center staff help prevent the incidence of such emergencies.
- The Student Health Center is committed to the delivery of quality health care and health education and to a nurturing environment in which students feel free to seek professional assistance. According to the statewide Student Opinion Survey the Student Health Center at CSU has been the highest rated student health center in the Georgia university system. Staff provides health education to students on topics such as substance abuse, nutrition, eating disorders, stress management, sexually transmitted diseases and HIV/AIDS.
- The Office of Campus Recreation provides trained staff for all its programs and services including the Fitness Center, intramural sports and supervised outdoor programs.
- The Department of Plant Operations adopts a pro-active approach to ensure that sound environmental, health and safety planning is integrated into decision-making. This office maintains cleanliness in campus facilities and on the grounds and is a resource for environmental health and safety issues.

Fundraising Activities are Successful

University Advancement raised \$1.5 million in the Annual Fund in 2006-07, which is an all time record and represents the fourteenth consecutive year of exceeding the established goal. During the course of the campaign there were 742 new donors (an all time record), 42 new \$1,000 donors and a 10% increase in unrestricted giving. Alumni chapters were also established in the College of Education and at Total Systems (TSYS, Inc.). The TSYS Alumni Chapter may be the only one of its kind – a chapter made up of individuals who all work for the same corporation.

The CSU Foundation provided \$900,000 to the CSU libraries over a period of five years, as a result of funds raised during the recent Capital Campaign. In addition, \$70,000 has been provided to the international education center to expand opportunities for study abroad.

The Department of Nursing was awarded funding from the state and local health care partners totaling over \$500,000 over a two year period.

The University Receives Federal and State Grants Awards

A number of grants were awarded as follows:

- *Promise of Teacher Quality Project* – A 1.5 million dollar Preparing Tomorrow's Teachers to Use Technology (PT3) grant funded through Title II Part B of the Elementary and Secondary Education Act: No Child Left Behind.
- *Six (6) Wireless Technology Grants* – Funded through Title II Part D of the Elementary and Secondary Education Act: No Child Left Behind
- *E-Math Grant* – Funded through Title II Part D of the Elementary and Secondary Education Act: No Child Left Behind
- *Mathematics and Science Partnership Grant* – Funded through Title II Part B of the Elementary and Secondary Education Act: No Child Left Behind

Partnerships Strengthen Ties with the Community

The Partner School Network was extended for the past year. The College of Education obtained approval to offer a 3-credit graduate course to cooperating teachers for supervision of pre-service teachers in the Partner School Network, increasing graduate enrollment and strengthening CSU's partnership with schools.

The Cunningham Center for Leadership Development (CCLD) facilitated strategic planning sessions with the Greater Columbus Chamber of Commerce, Uptown Columbus, Inc., the Columbus Convention and Visitors Bureau, The Valley Partnership Joint Development Authority, Music in Columbus, Columbus Regional Healthcare System, The Tourism Division of the Georgia Department of Economic Development, The Muscogee County School District and The Highway 27 Corridor Initiative. Additionally, sales training programs for businesses in the region were developed and the CCLD hosted the first sales development conference held in the region.

Oxbow Meadows Environmental Learning Center was selected as one of five sites in the state of Georgia for "Our Shared Forests", an inquiry based science unit to stimulate student, teacher and parental involvement in school systems by increasing awareness of similarity of Ecuador and Georgia forests and birds that migrate in between.

The 81 CSU Honors Program students were successful in meeting community literacy needs by raising money to provide dictionaries for each 3rd grader enrolled in a Columbus elementary school. Honors students also served as volunteer readers in at-risk pre-k reading programs at Muscogee Elementary and Cusseta Road Elementary Schools; partnered with the Early College Academy of Columbus in serving as mentors and tutors to ECAC students, and assisted the Hispanic Family Literacy Day family event sponsored by the Muscogee County School District's Adult Education.

Technology Upgrades Improve Customer Service

The Computer Information and Networking Services (CINS) implemented advanced desktop support and management application (NovellZenWorks) to improve the customer service experience in desktop computer services. This project was initiated from a partnership of administrative technology utilization committee and CINS management team working together to meet the growing needs of faculty and staff in their daily computer usage. CINS also expanded the fiber optic network at the main campus to meet the growing demand on network resources. Several campus network data switches have been upgraded with high performance data switches. This project supports the use of technology to deliver instruction and provide student services, as well as enhance administrative functions.

The Center for International Education Expands Services

The Center for International Education (CIE) created the "World Without Borders" campus-wide international learning community. The Center also hosted the first African visiting scholar and increased the study abroad program offerings and scholarships. The International Student Service scholarship was created through which ten international students will perform service activities such as foreign language conversation tables, classroom presentations, intercultural interviews and visits to community schools.

Faculty development opportunities in international education extended to study abroad teaching, development grants and international curriculum development grants. During the year CSU also offered five new study abroad and exchange programs. Among these programs were the Contemporary Health Issues Program in the Bahamas, the historical and contemporary theatre programs in London and new semester programs at Edge Hill University, England and Zeppelin University, Germany. During the coming year students will be able to participate in an archaeology and anthropology program in Peru, a French language program in Martinique and a

semester exchange program at Laval University, Quebec. A major reason for the success of study abroad is the availability of scholarships, particularly those provided by Mr. Kyle Spencer, the Campus Internationalization Fund, and the Fort Foundation .

SECTION THREE (Optional)

Summary of Major Institutional Accomplishments in 2006-2007

1. Improving Student Retention and Graduation

The CSU Retention, Progression and Graduation Committee identified the following as major factors in the retention of first-time students:

- The high school GPA continues to be a better predictor of success than do SAT or ACT scores. Students with a high school GPA above 2.5 are retained at a much higher rate than those below this grade point level. Of the regular first-time full-time students in the 2004 cohort who entered with a high school grade point average of 2.5 or above, 75% returned the following year. Students in this cohort who entered with a high school grade point average below 2.5 were retained at a rate of 55%.
- Students who refrain from course withdrawals their first term of enrollment are retained at a higher rate than students who withdraw from one or more courses their first term. Of the regular first-time full-time students in the 2004 cohort who did not withdraw from a course their first semester, over 78% returned the following year. Students in this cohort who withdrew from one course were retained at a rate of 67%, and those who withdrew from two or more courses had a retention rate under 38%.

Based on these findings, the CSU Academic Council recommended the following changes in policy which were approved by the Vice President for Academic Affairs to be effective Fall Semester 2007:

- Higher admissions standards for entering freshmen: a minimum high school grade point average of 2.5, a minimum SAT Critical Reading score of 490 (ACT English score of 20), and a minimum SAT Math score of 460 (ACT Math score of 19).
- Students may withdraw from a course and receive a grade or W through the fourth week of the semester. After this time period, course withdrawals will result in the grade of WF. Withdrawals for non-academic reasons may be appealed through the CSU Academic Standards Committee.

Both Biology and Health Science have added specific achievement criteria for admission to their upper-division course offerings. Nursing added a new criterion for entry into their clinical portions to improve student retention. An entrance examination will be required beginning January 2008 for the class of fall 2008. The department was using "nursing GPA" but found that it alone did not serve as a reliable measure to predict success. Accordingly, "nursing GPA" along with entrance exam scores will now be used to determine admission.

In an effort to increase retention of upper-classman residents, Residence Life began offering a number of one bedroom apartments in Courtyard II as private apartments during spring semester 2007. These buildings, named "University Village", are offered to graduate students, married couples, students 25 years or older, or residents who have lived in university housing for at least two years. During the spring pilot program, 12 students were housed, with eight students returning in the fall. This new initiative along with the Intensive Study Community, The Wall Street Community, and The Global Village Community at Courtyard II, have significantly increased the number of returning upperclassman students living on campus.

As a result of ongoing efforts to address recruitment and retention of entering freshman students, the university has made several changes. The Adult Learning Resource Center serves as a retention mechanism for non-traditional students. Additionally, the refinement of the First Year Experience improves the quality of the student's orientation to the university. The collaborative efforts of the D. Abbott Turner College of Business and Residence Life created "Wall Street," a pilot residential learning community to help with the university's retention efforts. Another innovation is the development of several Learning Communities for freshmen students. Each of the communities paired two core courses with a college success class. By this means, students were able to see the interconnected nature of their courses and develop their own learning community. Learning communities reinforce the academic course goals and improve student retention

2. Annual Progress in Strategic Planning

Goal 1 Promote academic excellence at every level

The CSU Foundation provided \$900,000 to the CSU libraries over a period of 5 years as a result of funds raised during the Capital Campaign. In addition, \$70,000 a year has been provided to the international education program to expand opportunities for study abroad. As example of expanded participation in study abroad experiences is that sixteen faculty in the College of Arts and Letters participated in these programs.

The College of Education revised all undergraduate programs to strengthen them and to comply with BOR mandates. The COE also made plans to begin enrolling students in the new M.Ed. in School Library Media.

The College of Business implemented a broad-spectrum assessment program for the BBA Core (Areas F and G) and developed an assessment plan for the MBA program.

Goal 2 Attract promising students; graduate educated citizens

The College of Science increased the annual fall admissions to upper level nursing courses to 91 (from 70). Three community clinical partners were added and the Department of Nursing received a USG Nursing Initiative grant. Admissions will be increased by another 22 students due to additional state funding.

The College of Education revised graduate admission requirements to facilitate entry by certified teachers and positively impact graduate enrollment. The COE also obtained approval to offer a 3-credit graduate course to cooperating teachers for supervision of pre-service teachers in the Partner School Network, increasing graduate enrollment and strengthening CSU's partnership with the schools.

Through the Center for Academic Support and Student Retention, the Writing Center, the Center for Academic Advising, the Adult Re-Entry Program, and the Department of Basic Studies, students were provided with academic support services designed to improve retention, progression and graduation rates.

Goal 3 Attract and retain outstanding faculty

The department of University Advancement, through its fund raising initiatives, and through the generosity of donors, was able to provide funding for a number of new endowed faculty positions. Two endowed faculty positions were filled during the last academic year, the Paul S. Amos Chair of Choral Conducting and the William B. and Sue Marie Turner Chair in Music.

Goal 4 Build a diverse and inclusive campus community

The International Education Committee approved the development of a year-long international learning community that includes courses, co-curricular and extra-curricular activities. "World Without Borders" will include upper and lower division courses across the campus. Participating faculty will collaborate by integrating international themes into their courses. During the last decade CSU's study abroad enrollments have increased 1,625%. In the 2006-2007 academic year, CSU enrolled 111 international students in the fall semester and 102 international students in the spring semester.

Goal 5 Improve the academic and social experiences of all students through comprehensive student services

University College's Adult Re-Entry Program provided 94 non-traditional students with an introduction to college through the CSUS 1105 course, Learning to Learn Adult Re-Entry.

Goal 6 Increase funding

The College of Education's Center for Quality Teaching and Learning was awarded six wireless technology grants, one e-math grant, one mathematics and science partnership grant and a continuing Preparing Tomorrow's Teachers to Use Technology grant. For additional information please refer back to page 9.

The Carson McCullers Center for Writers and Musicians received separate gifts of \$100,000 and \$50,000 to establish the Marguerite and Lamar Smith Fellowship endowment.

Goal 7 Demonstrate a commitment to excellence in the use of technology to deliver instruction, provide student services and enhance administrative functions

The College of Business created a second computer-based class room for use in the COB's curriculum delivery. This classroom provides 27 computer workstations and a full complement of educational technology for the teaching faculty.

The Computer Information and Networking Services (CINS) and Instructional Technology Services (ITS) held Security Awareness Week, a weeklong program to educate the CSU campus community about physical security, emergency response, and information security.

The Department of English provided an Apple computer lab for instruction. The lab is used by the department's professional writing majors.

Goal 8 Maintain and improve campus facilities and grounds to meet the needs of a rapidly growing enrollment

The art and theatre complex in the RiverPark facilities was completed and includes two new theatres, a costume shop, rehearsal room, lighting lab, dressing rooms, eight art teaching studios, galleries, lounge, courtyard and a two-story, glass-lined lobby overlooking a public park and the Chattahoochee River. Two new student apartment buildings are located nearby. The RiverPark campus includes the Schwob School of Music, the Coca-Cola Space Science Center and the historic Rankin building, home to continuing education classes and deluxe loft apartments.

Goal 9 Ensure continuity of effective leadership

CSU's Women's Issues Advisory Council, with the Association of University Women, sponsored a Women's Leadership series. The series targeted future leaders among young women. The Cunningham Center for Leadership Development also conducted leadership development programs for staff and faculty.

Goal 10 Sustain a culture that values all university employees and their contribution to the overall mission of CSU

The Dean of Libraries devised a career ladder scale that enables classified library staff to progress systematically from Library Assistant to Senior Library Paraprofessional over a period of 17 years, with the potential to advance to Library Associate and Senior Library Associate. In addition to creating a means for staff advancement this career ladder will also provide for salary/position reviews for employees who have reached the highest level positions.

Goal 11 Develop and sustain partnerships for the benefit of CSU and the surrounding community

Enrollment Services expanded the program "Taking the Step Toward College Prep" to include fifth graders in Harris County, Fort Benning and seven schools in Muscogee County. Over 2000 students will participate in the program.

The Department of Communication faculty continued to expand service learning opportunities for students in group communication, community and public relations campaigns. Projects created partnerships with local non-profit and educational agencies to extend university services and provide real-world learning experiences for students. The Public Relations Campaigns class developed a comprehensive public relations campaign for the adult education program for the Muscogee County School system.

The executive director of the Cunningham Center for Leadership Development serves as the Chair of the Valley Partnership Joint Development Authority, executive committee member of the Greater Columbus Chamber of Commerce and the Columbus Development Authority, and as a board member of United Way, Columbus Regional Healthcare System, and the Infantry Museum.

CSU and Muscogee County School District completed the first year of their partnership in preparing intelligent, but at-risk, ninth grade students for success in Early College Academy of Columbus (ECAC) and, eventually, CSU. Honors Program students served as tutors and the Center for Academic Advising served as the college-level advising unity for ECAC students.

3. Other Areas of Achievement

Student Achievements

The 75 students in the Servant Leadership program gave almost 10,000 hours of community service to Columbus and surrounding communities. They mentored at risk students at local elementary schools and were mentored through engaging in structured dialogue with corporate partners W. C. Bradley Co., Synovus and AFLAC.

The Music Teachers National Association conducts collegiate competitions on the state, regional, and national levels. This year, undergraduate students of the Schwob School of Music won every state category that they entered, besting competition that included graduate students from around the state.

Michael Sumuel, senior, is the National Winner of the Music Teachers National Association of Young Artist Collegiate Voice Competition. The distinguished honor of winning the 2007 Atlanta Community Symphony Orchestra's Ruth Kern Young Artists Concerto Competition has been awarded to four students from the Schwob School of Music:

- Nelli Jabotinsky, violin
- Michelle Cardenas, violin
- Robin Quinnett, violin
- Steven Naimark, clarinet

The Peach Belt Conference named John Riddle as Freshman and Runner of the Year in men's cross-country; Tiara Brown was Freshman of the Year in women's cross-country; Andrew Georgiou was Player of the Year in golf; Amber Browning was Pitcher of the Year in softball, while teammate Brittany Leverett was Freshman of the Year.

Several students won awards at the Beta Beta Beta regional meeting at the meeting of the Association of Southeastern Biologists. Wesley Ker-Fox earned second place for his senior research poster presentation and Contessa Bowman and Lauren Eklund both won third place for their presentations.

Chelsea Bullock, Melanie Greenwood and Sydney Lanier presented at the national conference for Sigma Tau Delta, the national honor society for English majors. Greenwood also read a poem she had written in response to the 9-11 attacks and received a \$1,000 scholarship, the only such award for the Southern region.

College and Support Areas Achievements

The College of Arts and Letters swept the faculty awards for AY 2006-07: Dr. Dan Ross (Language and Literature) won the Faculty Service Award; Dr. Dorinda Dowis (Criminal Justice) won the Faculty Teaching Award; Professor Jeff Kaller (Art) won the Faculty Research Award; and Dr. Noreen Lape (Language and Literature) is CSU's nominee for the BOR Regents Excellence in Teaching and Learning, Instructor category.

The College of Business began the Ray and Evelyn Crowley Entrepreneurship Speaker Series. Dr. Donald Ratajczak, a renowned economist, was the keynote speaker. The COB also re-implemented the Center for Economic Education. This is a nationally based initiative that involves the COB in the K-12 educational system in the region. The college also developed a plan for moving the MBA program to the University's RiverPark campus in an effort to meet the needs of the business community. Faculty members produced economic impact studies for the Columbus Naval Museum, the Columbus Convention and Visitors' Bureau and the RiverPark Campus of CSU.

In the College of Science the TSYS Department of Computer Science and the College of Education's Center for Quality Teaching and Learning have created the CSTA Academy, a four-workshop series targeting middle and high school educators in west-central Georgia who teach computer science and business education. The Chattahoochee, Fort Benning, Harris, Muscogee, Schley, Talbot and Taylor public school systems have registered teachers to participate in the academy.

The College of Education's Center for Assessment and Reading Education incorporated a new scientifically based reading software system that helps readers of all ages develop foundational reading skills.

University College's Center for Academic Advising (CAA) led the campus in promoting effective academic advising services for all CSU students. Another unit, the Writing Center, served 679 students during fall and spring semesters and recorded 1,578 visits

The CSU Libraries successfully coordinated an effort to have Information Literacy and Communications Technology Literacy officially recognized as required proficiencies for all CSU students. The libraries also measured three dimensions of service quality: affect of service, information control and the library as a place. The results showed strong user satisfaction with group study, facilities and employees who instill confidence and give users individual attention

Individual Accomplishments

Music Professor Joe David was presented the Georgia Music Educator's Association (GMEA) Distinguished Career Award. He was also honored by being inducted in the Georgia Bandmasters Hall of Fame.

Art Professor Mara Scrupe, holder of the Rothschild Chair in Art, performed and presented at the following events:

- 10th Unfringed Festival of Internal Performance Art, Limerick, Ireland
- Fourth Annual Taipei Public Art Festival, Taipei, Taiwan, 2007
- Cork Harbour, Art and Nature Project, Cork, Ireland
- Claremorris International Open Exhibition, May, Ireland

Dr. Tina Butcher of University College presented at the annual meeting of the National Academic Advising Association. Dr. Butcher also represented CSU on the USG Enhanced Advising Processes Team.

Dr. Florence Wakoko, sociology professor, is a first recipient of the Faculty Internationalization Award from the Georgia Consortium for International Studies. The award committee (representing university system faculty and administrators) recognized her many contributions to international education, particularly her outstanding work in promoting African studies, including the African Studies Certificate and the Southeast Model African Union, hosted by CSU last fall.

English education Professor Jim Brewbaker has been honored with a life-time service award from the Georgia Council of Teachers of English (GCTE). The award cites Brewbaker "for his many years of dedication in the field as a teacher and professor of English education" and cites his "prolific scholarly publications, literary reviews, poetry and prose, his service as poetry editor of the English Journal, his service to GCTE as president for two terms and his leadership in the field."

Rebecca Tew, Director of the Student Health Center, was selected to participate in the Oxford Round Table on the topic of "Preventive Health, Intervention and Progress" in Oxford, England. Selection for this program is limited to 35 participants throughout the world, and is by invitation only.

The Society of Georgia Archivists has appointed Reagan Grimsley as editor of Provenance, the organization's scholarly journal. Grimsley will work with an editorial staff of four and a nine-member board of editors to produce the annual journal that primarily publishes scholarship about theory and practice in the archival field.

Dr. Melody Shumaker of University College wrote the successful grant proposal to purchase Skills Tutor and has coordinated its implementation in Basic Studies courses. She presented "A Technological Resource for Learning Support Reading Courses" at the 2006 CRLA Southeast Symposium. She also was a co-presenter of "A Computer-Based Approach for Academic Advising" at the GADE conference.

Susan Miller, Director of the Cunningham Sales Institute, received the 2006 Best in Business award from the Society of American Business Writers and Editors for her weekly Columbus Ledger-Enquirer newspaper Columbus. The national award recognizes the best in newspaper business journalism and was created to help set standards and recognize role models for outstanding business journalism.

Four members of the Student Affairs Division, Cathy Anderson, Gina Sheeks, Dana Larkin and Todd Myrick, presented at the Southern Association of College and Student Affairs conference on "Collaboration is a Reality: Building Community among Student Academic and Local Partners."

Professor Julie Ballenger (Biology) was named the Outstanding Advisor for the Southeast District II of the Beta Beta Beta Biological Honor Society.

Dr. Wayne Summers (Computer Science) was the invited keynote speaker at the International Conference on Business IT in Kuala Lumpur, Malaysia.

Summary

Columbus State University continues to distinguish itself through its emphasis on academic excellence, the expansion of its studies in international venues, the growth and vitality of the arts (art, music, theatre), the preparation of teachers for today's classrooms and the graduating of new nurses to offset health care shortage. Additionally, accomplishments are impressive fund-raising achievements and the contributions of faculty, staff and students. Partnerships with regional and international organizations have been established as well for the benefit of CSU and the surrounding community.

Strategic planning serves to guide all university activities, while institutional effectiveness is an ongoing, comprehensive and institutionally integrated system of planning, assessment and evaluation. The institution also continues to be dedicated to promoting a productive work environment as well as an optimum campus climate. With all these endeavors Columbus State University continues to make a significant and outstanding impact beyond the campus. The initiatives as described in the 2006-2007 Annual Report of Institutional Progress enable the institution to support programs and services for which a reputation for excellence has been developed and enable the university to continue to move forward from a progressive framework.