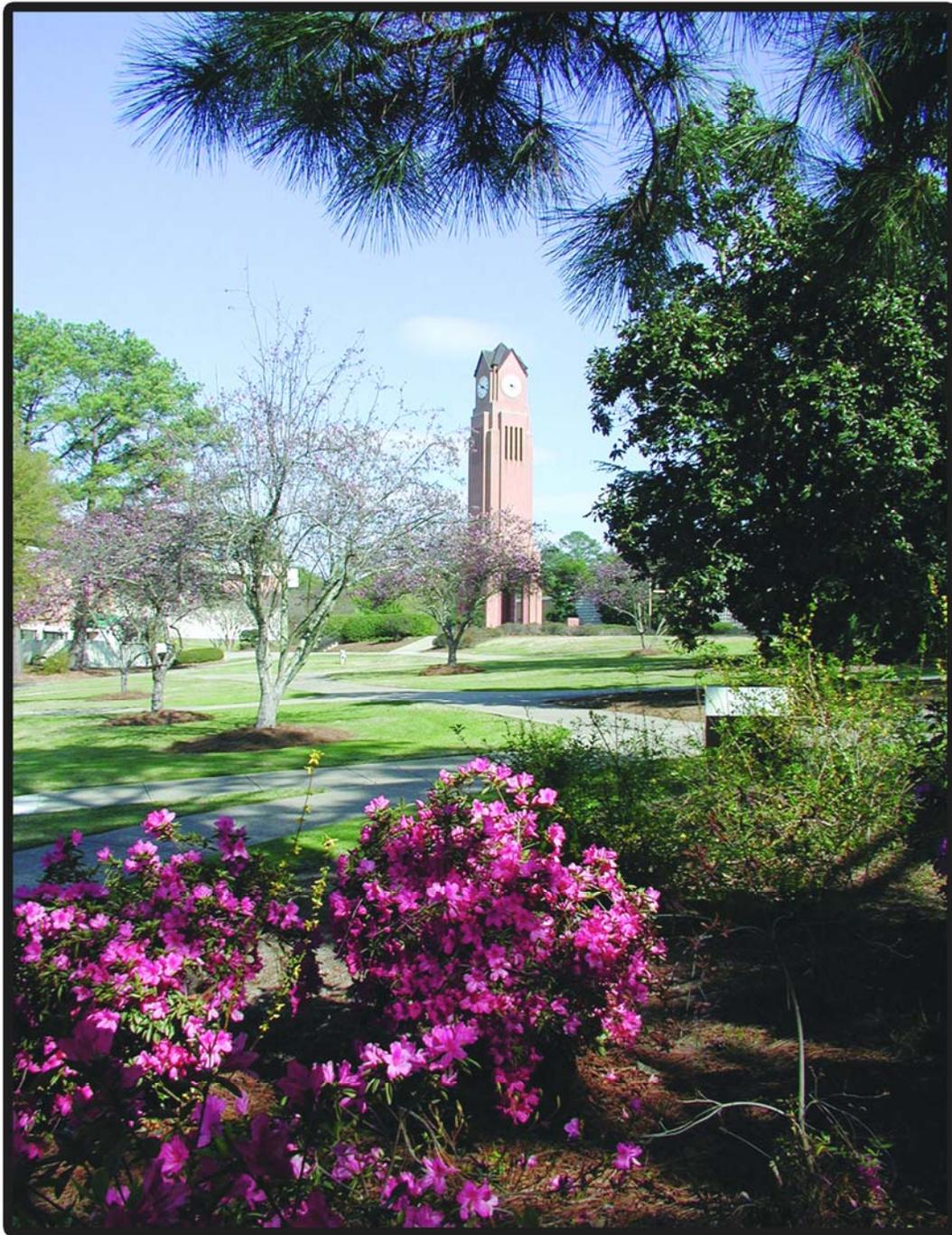


# **Columbus State University**

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## **2005-2006 Annual Report of Institutional Progress**



# Columbus State University

## Annual Report of Institutional Progress 2005-2006

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# Columbus State University Annual Report of Institutional Progress 2005-2006

## Summary of Major Institutional Accomplishments

### Promoting Academic Excellence at Every Level

(Strategic Goal #1, #3, #6, #7)

#### *The Quality Enhancement Plan Initiative*

Three forums fall 2005 drew 175 faculty, staff and students who identified writing as a “critical ability” and “area of improvement” for CSU students. Additionally, more than 1,000 campus respondents to an online survey also identified “writing effectively in a variety of forms and contexts” as the greatest need for improvement in student learning. These conclusions initiated a five year, \$1.8 million project titled, “Writing the Solution: Steps Toward Developing Competent and Professional Student Writers” and represent the university’s Quality Enhancement Plan (QEP), a recently added accreditation requirement by the Southern Association of Colleges and Schools (SACS). This focus on student learning will translate to CSU graduates strengthening the skill level of the professional workforce locally and beyond. Columbus State’s QEP is projected to impact 4,000 students. The Department of Nursing is participating as an entire department in an effort to enhance the professional writing abilities of nursing students.

To reinforce the writing initiative, Robert Fulghum, author of “All I really Need to Know I Learned in Kindergarten,” visited the campus in the spring and lectured in writing classes. Garrison Keillor, author of twelve books and noted radio host, delivered the 2006 Hunter Lecture in April. Keillor also hosted a question and answer session on “The Craft of Writing” for CSU students.

#### *Improving Technology*

The arrival of the fall 2005 semester signaled the opening of a new, 24 hour computer lab and a pilot wireless computer network. The lab’s site, with 24 hour police oversight and well lighted parking access, satisfies post 9-11 security standards for an all hours facility on campus. The new computer lab will benefit university computer users who do not have off campus computer access. The new wireless network is a convenience for those students with notebook computers who now will be able to check e-mail or conduct web research from settings as diverse as the library archives, the student center, or from connected building lobbies.

Through the purchase of \$75,000 in new technology for classroom and offices, the College of Education made significant contributions toward improving student engagement and facilitating teaching and learning.

The Department of Communication launched the university’s first department blog site, [www.csucommlink.com](http://www.csucommlink.com). This site is designed to enhance recruitment and retention of students, build a stronger sense of community among majors and create greater public visibility for the program.

Other technology initiatives by the university are as follows:

- The Division of Enrollment Services created and implemented an electronic loan processing system using a SunGard Higher Education Banner consultant.
- The College of Science provided online training for all full-time nursing faculty (IUPUI Certificate course) and provided summer stipends for nursing faculty to develop on-line learning modules.
- The Computer Information and Networking Services (CINS) restructured the CSU web site and ensured that over 25% of CSU official sites are ADA compliant.

- University College secured a technology grant award for the Department of Basic Studies to purchase Skills Tutor, an online, basic skills remediation program.
- The Office of Disability Services Coordinator collaborated with the Board of Regents to develop strategies in providing training to students with learning disabilities by using assistive software.

### *Developing the Uptown Arts Campus*

The Art and Theatre departments continue the process of moving to downtown Columbus as work continues on the development of a spectacular new art and theatre complex along the river. The new facilities will give another venue for enriching the quality of the entire student body and the learning experience itself. The university's commitment to excellence in the arts is demonstrated by the continued achievements of CSU's Schwob School of Music, housed in the RiverCenter for the Performing Arts. An international competition offering the largest monetary prize in the world for solo organ playing was held in November 2005. Competing organists represented not only North America but Germany, France, Japan, China, South Korea, Hungary, Switzerland and the United Kingdom. Such competitions reaffirm the Schwob School of Music's growing reputation on an international level.

### *Earning National Recognition for Program Excellence*

The Mu Omicron chapter of the CSU *Beta Beta Beta* Biological Honor Society was awarded Second Honorable Mention for the Lloyd M. Bertholf Award. The Bertholf Award is the highest award in the nation for biology honor societies. The primary emphasis for placing in this competition is the scholarly activity among the students. Chapters that receive an honorable mention have conducted biological research, presented their work at scientific meetings and have written and submitted their work for publication in a scientific journal.

### *Hosting SACS Reaffirmation of Accreditation Visiting Committee*

The SACS Reaffirmation Committee visited the campus March 13-16, 2006. The professional judgment of this peer review body resulted in only seven recommendations for improvement, with three of these recommendations pertaining to the Quality Enhancement Plan (QEP). The three recommendations reference initiatives for the future QEP project during the time period 2006-2011.

### *Raising Admissions Standards and Enhancing Program Quality*

The College of Arts and Letters emphasized international education for FY06. Six faculty taught or directed Study Abroad programs in Summer 2005. Sixty-eight COAL students participated in these programs, an increase of 56% over the previous year.

The D. Abbott Turner College of Business revised B.B.A. learning outcomes and completed a Student Handbook for DATCOB Information Technology. The college also completed the development of the General Business Minor for Non-Business majors and created minors in Economics and International Business.

The College of Education's assessment system was improved, focusing especially on graduate level knowledge, skills and dispositions. A new graduate dispositions instrument and rubric was developed and approved in Teacher Education and implemented fall 2005. A proposal for the M. Ed in School Library Media was approved on campus as was a Letter of Intent for an Ed. D in School Improvement. Both were forwarded to the Board of Regents.

The College of Science raised the admissions standards at the junior level in biology, chemistry, geology, computer science, nursing, psychology and sociology and also created a College of Science Mathematics and Science Education Council. The college also designed and planned a modern and complete science building as a future facility.

University College completed the process leading to program certification of learning support by the National Association of Developmental Education and also opened the Center for Academic Advising summer 2005. The college sponsored CSU's first freshman convocation August 21, 2005. Approximately 600 students and 120 faculty, staff and administrators participated.

The Schwob Library received a \$200,000 gift for materials to enrich the Music library and to enhance the operations of the library as a whole. The library implemented Iliad Interlibrary Loan management software. As part of its 30<sup>th</sup> anniversary celebration, a Friends of CSU Libraries group was initiated.

### **Building a Diverse and Inclusive Campus Community** (Strategic Goal 5)

The Atlanta-based Goizuetta Foundation awarded the university \$500,000 to support a comprehensive Hispanic/Latino recruitment initiative. A majority of the grant funds provide need based scholarships. Additionally, the grant pays for a bilingual adviser and recruiter. Ms. Paola Machado, a native of Honduras, is serving in this role. She is able to recruit students from the Hispanic/Latino population and to advise them in their own language. Preference for scholarship recipients is given to students in the College of Education. Accordingly, Hispanic/Latino teachers can impact other students through their own classrooms in their own communities and sustain a circle of learning in the community.

An International House is now located on the campus, enhancing CSU's advocacy and support for international students and facilitating cross-cultural interaction with the off campus community through outreach programs. The facility also increases the university's attractiveness to top international scholars who are interested in visiting professor positions. The International House has facilitated efforts to "internationalize" the campus. Study abroad enrollments increased 28% over the previous year, reaching a record 153 students, and faculty teaching in study abroad programs increased by 36% from the previous year. The initiative to add an international education component to all majors (begun in 2004) continues. International curricula added since 2000 include the African Studies Certificate, the European Union Certificate, Latin American Studies Certificate and Asian Studies Minor. To facilitate intercultural understanding the institution hosted the 2005 Southeast Model African Union and also showcased the university's African Studies curriculum.

Growth in international student enrollment increased by 36% in the last four years and international students continue to benefit from the American English Program. This program provides instruction in English as a second language. During the time period July 1, 2005 through June 30, 2006 approximately 128 students attended classes in the program.

In addition to increasing its number of international students, the university was recognized by U. S. News and World Report as having a high degree of racial diversity in its student body. Currently, 31 percent of CSU's student enrollment is classified as African-American, with 2% classified as Asian or Pacific Islander, 3% as Hispanic and 3.5% multiracial. These statistics compare to statistics from the U. S. Census Bureau for the state of Georgia as follows: African-American (30%), Asian or Pacific Islander (2.6%), Hispanic (6.85%), and multiracial (1.0%).

To highlight cultural diversity certain colleges are employing different strategies: (1) The College of Education's Committee on Diversity sent out monthly tips to CSU faculty on addressing diversity in classroom teaching and (2) The D. Abbott Turner College of Business hosted two international delegations of Rotarians and introduced them to the campus community. To sensitize the campus community to intercultural issues the institution hosted Les Blank, a prize winning independent filmmaker best known for his poetic documentaries interpreting the diversity of American culture. "An Evening with Les Blank" was presented in February 2006.

The Division of Continuing Education was designated as one of two initial sites in Columbus to house the computer labs for the Plaza Communitarian, a partnership with the Mexican government to bring online classes here to serve the Hispanic population. Students are able to complete their education, learn to use computers, and improve their English language skills.

The exhibit "Place/Displace: Three Generations of Taiwanese Art" was held August 2005. The exhibit was co-sponsored by CSU, local officials, and the National Taiwan Museum of Fine Arts.

### **Increasing Funding** (Strategic Goal #3, #8)

The Kresge Foundation, an extremely prestigious organization, awarded CSU a \$1 million challenge grant to the *Investment in People* capital campaign. This grant was yet another verification that the university and its fund-raising efforts were operating on a national scale. As the *Investment in People* campaign closed October 31, 2005, the university could offer dozens of examples where a regional impact already has been made as a result of the campaign's transforming gifts. The campaign collected more than \$100 million in gifts and pledges. Some achievements that have already been accomplished with the *Investment in People* campaign include:

- Thirty-two new endowed scholarships for students,
- Ten new endowed faculty chairs, and additional funding for one existing chair,
- \$7 million distributed on campus for libraries, enhancements to undergraduate teaching and learning, faculty development, academic equipment, and support for advising, creative writing, student activities, athletics, and the honors and servant leadership program,
- The Spencer House in Oxford, England, a CSU residence for study abroad programs,
- A program funded by the Knight Foundation to mentor teachers during their first years in the classroom,
- The downtown fine and performing arts complex, scheduled to open in the fall of 2006, and
- The establishment of The Cunningham Center, a new center for the development of leadership.

Three other grant awards are noteworthy. The National Aeronautics and Space Administration (NASA) awarded the Coca Cola Space Science Center \$148,800 to develop an interactive lobby display designed to enhance the impact on space science education and science literacy. Additionally, the Child Care Resources and Referral Center was awarded a public service grant of \$403,082 to provide the community with child care and resource and referral services. Finally, the Educational Technology Training Center (ETTC) was awarded a state grant of \$428,023 to manage, coordinate and conduct United States Department of Education/Georgia Department of Education approved training courses for the local school system.

CSU's Annual Fund campaign for FY06 exceeded its goal of \$1.375 million, raising \$1.475 million for scholarships, faculty development, and equipment and outreach programs at the university. During the same period of time University Advancement increased the number of donors to the Annual Fund over the previous year by 15%.

### **Developing and Sustaining partnerships for the benefit of CSU and the Surrounding Community** (Strategic Goal #4, #9)

A report published in February 2006 by the Selig Center for Economic Growth in the University of Georgia's Terry College of Business estimates a total economic impact of almost \$188 million by Columbus State University on the region it serves. In Columbus there were 2,598 jobs in 2005 that were attributable to CSU: 1,001 full and part-time jobs on campus and 1,597 off campus. The report also says the university and its students spent almost \$137 million directly into the region.

More than 80 percent of local nurses were educated at CSU, more than 50 percent of teachers in Muscogee County are CSU graduates, approximately 70 percent of local law enforcement officers were

trained and educated at CSU and half of all baccalaureate degree holders in the county earned their degrees at CSU.

Further indication of the university's commitment to the community is the number of continuing education courses offered through FY2006. Enrollments in these courses totaled 6,344, reflecting 262 programs for 3,972 adults and 140 programs for 2,371 children.

The Columbus Technology Incubator and Innovation Center, formerly the Information Technology Innovation Center, has been transferred from the Georgia Institute of Technology to Columbus State. The center will be a model participant in the new statewide incubator network.

Spurred by the impending expansion of personnel and operations at Fort Benning, CSU increased its presence there by hiring a full-time director of Fort Benning operations, as well as an office manager to help bring the offerings of a major regional university closer to the residents and staff at the installation. With input from former Fort Benning Commanding General Carmen Cavezza, now on staff at CSU as the director of the Cunningham Center for Leadership Development, CSU is working with Fort Benning to find ways to: (1) provide support services for active duty soldiers, their families and our veterans, (2) expand Continuing Education offerings to provide additional classes to spouses and children of military personnel, and (3) use the new Cunningham Center for Leadership Development to conduct leadership and other training instruction at Fort Benning.

The College of Business prepared an Economic Impact Study for Columbus Technical College. Economic impact analyses were also rendered as a community service to the Columbus Convention and Visitor's Bureau.

Oxbow Meadows Environmental Learning Center ushered in a new era for environmental science investigation with a canopy trail that is among the most unique in the United States. The Forest Canopy Walkway provides a bird's-eye view of wetlands and an up close view of animal and plant life in the forest canopy. While approximately 100 similar walkways exist worldwide, Oxbow's canopy walkway is the first trail of its kind built in the United States. The center is a valuable resource for area schools, nature organizations and study groups.

The Center for Quality Teaching and Learning coordinated and customized professional learning opportunities for CSU faculty. Individualized programs were also designed for P-12 educators and technology specialists in West Central Georgia.

Finishing its third year, "Taking a Step Towards College Prep" served as a partnership between CSU Enrollment Services and the Harris County School System. This initiative was designed to motivate school children to attend college and to become knowledgeable about college preparation topics such as the college application and admission process, adapting to college life, selecting appropriate elective classes, and other relevant areas.

The Division of Continuing Education established a relationship with the Fort Benning Child and Youth Services to be the sole provider of continuing education classes for children and families at Fort Benning. Classes began in March 2006. The Division also partnered with CSG Aviation to offer the Ground School portion of private pilot training as well as with Chattahoochee Riverwalk Outfitters to offer canoeing and kayaking classes.

The College of Science developed seven community partnerships in community health, while the Department of Criminal Justice, a department in the College of Arts and Letters, proposed a certificate curriculum in collaboration with the Columbus Police Department in order to promote community development.

A major portion of the economic impact that is generated in the community occurs because of the partnerships that have been created as a result of town-gown relationships.

### **Ensuring Continuity of Effective Leadership** (Strategic Goal #9)

The opening of the Cunningham Center for Leadership Development continues the tradition of fostering community and economic development in the region. Although the center has several different functions for different audiences all under one roof, the overriding goal of each is to provide growth and leadership development opportunities for Columbus. Some of the components of the center are as follows:

- A *conference center* featuring 10 seminar rooms that can seat 10 to 90 people, plus a 5,432-square foot banquet hall that can accommodate up to 540 guests,
- The *CSU Institute for Leadership Development*, which will conduct value based, leadership development programs for first-line supervisors through top level management executives, and
- *Cunningham Sales Institute*, an institute that will develop motivated, ethical and successful sales personnel and managers through dynamic and effective learning techniques and experiences.

The “Women’s Development Conference: Skills, Strategies and Inspiration for the 21<sup>st</sup> Century,” was held on the CSU campus in October 2005 and featured Atlanta Mayor Shirley Franklin. The conference provided information for women who aspire to develop skill sets that will move them toward their career goals and increase their value in the corporate world.

CSU’s Servant Leadership Program awarded \$2,500 stipends to 15 high school seniors. The program offers a comprehensive leadership development experience that integrates the academic study of leadership with community service, mentoring, self-awareness activities and personal reflection. The goal is to help students grow as they develop leadership skills through service. Spearheaded by those in the university’s Servant Leadership program, CSU students built their first Habitat for Humanity House spring 2006.

Approval was received from the Board of Regents during the 2005-2006 academic year to begin construction of the Student Success and Leadership Center. The center will house a number of student services currently housed in multiple buildings and locations across campus.

The university collaborates with the Columbus chapter of the “100” Black Men in America. This program offers young men the opportunity to be mentored by outstanding community minority leaders who are doctors, lawyers, judges, and other successful professionals. In turn, the students in the program serve as mentors for students in area schools, in grades K-12. Scholarship opportunities, networking, job opportunities, tutorial assistance, and lifelong relationships are just a few of the benefits of this program.

The Columbus Renaissance Week Committee gave CSU the first Renaissance Award for its work in revitalizing Columbus. Specifically mentioned are Oxbow Meadows, the Coca Cola Space Science Center, the RiverCenter for the Performing Arts, and the Rankin Center.

### **Summary**

Through its emphasis on academic excellence, Columbus State University continues to provide students with rich learning opportunities on campus and beyond campus boundaries. Partnerships with regional and international organizations have been established for the benefit of CSU and the surrounding community. The university maintains a major presence in its regional area as attested to by the success of the recent \$100 million *Investment in People* campaign, a success resulting in achievements such as 32 new endowed scholarships for students and ten new endowed faculty chairs, and additional funding for one existing chair. These initiatives enable the institution to support programs and services for which a reputation for excellence has been developed.

## **Section B** **Annual Progress in Institutional Strategic Planning**

A new strategic plan was developed during the past year and will be implemented fall 2006. An integral part of the strategic planning process has been the on-going assessment and update of Level 2 plans. These plans, established by each college and division, identify goals that are linked to and support the goals listed in the strategic plan (Level 1), but are focused by nature on the programs included within each unit. Annual updates of Level 2 plans include planning initiatives with associated costs that are linked to unit and institutional goals. Each updated plan includes an assessment of the plan for the previous year based on the intended impact. The appropriate vice president reviews Level 2 plans for his or her area of responsibility and allocates resources accordingly.

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

- According to the 2005 Report of the Student Academic Support Services Survey, all of the departments in the Enrollment Services Division have improved in the area of student satisfaction. The Enrollment Services future web site was revamped and improved to provide a cutting edge appearance and more efficient navigation. To improve communication the division launched a web platform which provides instant responses to frequently asked questions and has improved the ability for students to request tours and visits to the university. Additionally, Enrollment Services implemented a FERPA awareness campaign using web pages and Power Point workshops. Because of Enrollment Services' successful implementation of the state's first comprehensive One Stop Shop, personnel were invited to present at four state conferences, a regional conference and the national conference for Admissions and Registrar professionals. Presently, officials from over ten major colleges and universities have visited the One Stop Shop.
- Faculty in the Department of Communication, a department in the College of Arts and Letters, determined the need to restructure COMM 2106 (Foundations) in order to place a greater emphasis on the introduction of theory and its relationship to research methods earlier in the curriculum. This was completed in the spring of 2006. In another department in COAL, a writing component is being used in upper division history classes and an assessment instrument has been adopted for research in HIS 4795 as well as for HIS 3125.
- The D. Abbott Turner College of Business analyzed, designed, and implemented an online database solution for cataloguing Association to Advance Collegiate Schools of Business (AACSB) reports, intellectual contributions, teaching evaluations and faculty service activities.
- The College of Education completed Comprehensive Program Reviews for 24 programs of study. Model classrooms were developed for Early Childhood Education and Middle/Secondary Education.
- The College of Science's Nursing Department was awarded a USG Nursing Initiative Grant for 2006-08 that will provide \$300,000 to allow the B.S.N. program to increase nursing student admissions into clinical courses from 70 to 90 per year for the next two years. Fourteen undergraduate and six graduate students in Computer Science (a department in the College of Science) were funded through a NSF Research for Emerging Undergraduates grant to conduct research with a CSU faculty mentor. Two graduate and four undergraduate students in the same department received funding through a grant from the Georgia Courts to evaluate software for the traffic courts.
- The Division of Student Affairs created on-campus initiatives to raise student awareness of the availability and value of experiential opportunities such as internships. The Division also submitted a successful bid to host the Southern Regional Orientation Workshop (SROW), the largest student conference, for 2008. Additionally, the Intramural basketball teams received state and national recognition during 2005-06. The Men's and Women's teams won the State Championships, with the Men's team advancing to win the National Championship title in the tournament.

In July 2005, 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 action items for the 2005-06 academic year (<http://aa.colstate.edu/SAP/AY2006/index.htm>). Listed below is the status of each of those items:

- Attain a successful evaluation of the Southern Association of Colleges and Schools (SACS) Compliance Certification Report as well as the Quality Enhancement Plan (Strategic Goals 1, 4, 9): The SACS Visiting Reaffirmation Committee made only seven minor recommendations for improvement and approved the institution's Quality Enhancement Plan, "Writing the Solution: Steps Toward Preparing Competent and Professional Student Writers."
- Continue to employ additional full-time faculty, making CSU less dependent on part-time faculty, especially in the delivery of core courses and graduate courses (Strategic Goals 8, 9): Thirteen new faculty positions were funded for 2005-06. Among other recommendations, a high priority was placed on adding new, full-time faculty to deliver general education instruction. Additionally, priority was placed on adding full-time instructors or part-time instructors who were better qualified to teach in graduate programs.
- Continue faculty salary equity adjustments at promotion, tenure, post tenure, and at other established review periods (Strategic Goals 8, 9): \$149,814 was allocated for equity adjustments.
- Implement an enrollment management plan that balances academic resources with student enrollment, especially in the offering and availability of core courses (Strategic Goals 2, 4, 7, 8): A task force committee studied this issue and made recommendations that would balance enrollment growth with academic and university resources.
- Implement a campus wide plan to improve student retention and graduation rates that reflects a commitment to the success of students (Strategic Goals 1, 4, 7, 8): The task force on Retention and Graduation Rates recommended increased funding for tutorial support services and assessment studies of these services as well as studies of all special programs and policies to study their retention effect.
- Increase faculty professional development funding in teaching, research and service (Strategic Goals 8): The task force recommended supporting ongoing, long-term faculty development initiatives aimed at tenure, promotion and faculty retention. The committee recommended competitive grants up to \$5,000 each, post-project assessment awards, the use of incentives to encourage participation in writing grant proposals, and an increase in faculty development funding to \$60,000 for the next fiscal year.
- Provide support and assistance to part-time faculty in performing their professional responsibilities (Strategic Goal 8): A task force committee studied this issue and made recommendations concerning orientation and information, faculty development, office and classroom access, and the evaluation of part-time faculty.

## Summary

Strategic planning serves to guide the planning, implementation, and evaluation of all university activities. Strategic action items were addressed for FY06 and key activities reflected the achievement of established goals.

## **Section C**

### **Annual Progress in Assessing Institutional Effectiveness**

CSU has a formal process by which systematic planning and research based assessment of institutional effectiveness is conducted on an annual basis, and the results are used to achieve institutional improvement. Areas assessed include basic academic skills at entry, general education and 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 by providing data to monitor progress toward achieving our goals and to use in making changes for program improvement.

#### *Academic Program Review*

Assessment of general education is the responsibility of the General Education Assessment Team (GEAT). The GEAT committee is composed of fifteen faculty and staff members and 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 six general education learning outcomes of the university.

The CAAP 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 GEAT committee is using the results of this test to explore changes in the delivery of the general education core curriculum and to address the general education learning outcomes. Changes being considered include strengthening the mathematics requirement in Areas A and D of the core as well as the science requirement in Area D. Additional changes being considered include increasing the amount of required reading and writing across the curriculum. The institution's Quality Enhancement Plan approved by the SACS visiting reaffirmation committee ("Writing the Solution: Steps Toward Developing Competent and Professional Student Writers") is a writing initiative that is intended to improve the basic writing skills of undergraduate students.

During November 2005 the GEAT committee offered a proposal to develop an institutional assessment examination which would be tailored for each student to reflect the general education courses (Areas A-E) that students had taken. This proposal is currently being discussed.

Learning outcomes for baccalaureate and graduate programs (major fields) have been reported in a standard format since semester conversion in 1998. This format includes a link to the university's mission statement and a column for learning outcome, assessment methods for each outcome, results for each outcome, and use of results for the outcome. Annual reporting using the common format continues each year at the end of the spring semester. Institutional follow-up as a result of assessment evidence is reported in both major field and support unit reports. Specific examples illustrating how the process has resulted in improvement in services and programs at CSU are included in annual reports submitted to the USG Board of Regents.

Academic departments are required to conduct a comprehensive review every seven years. The guidelines for completing this process were developed to adhere to the policy outlined by the USG while simultaneously recognizing the mission of CSU and the program undergoing review. Each department is asked to respond to its mission, its fiscal resources processes for curriculum review, and program learning and service outcomes. Statistics supporting academic program review are provided for use by the department chairs and faculty in conducting their assessments. During FY2006 the institution completed reviews of 38 programs of study.

### **New or significantly revised outcome measures in administrative and support functions**

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 that reinforced the academic course goals and improved student retention.

The university has responded to survey information regarding student services in a wide variety of other areas. The CSU Libraries has added photocopiers to relieve the bottlenecks created by a limited number of machines. Although 62% of campus residents responded to a survey that they were satisfied with repair timeliness Residence Life has assigned small repair projects to student assistants to help free Plant Operations maintenance staff for larger housing repair projects. Five new upgraded computers were also purchased by the Office of Disability Services in response to students with disabilities expressed need for more computers with up-to-date programs.

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

- Faculty in the Department of Communication determined the need to restructure COMM 2106 (Foundations) so as to place a greater emphasis on the introduction of theory and its relationship to research methods earlier in the curriculum. This was accomplished spring 2006.
- A writing component is being used in upper division history classes and an assessment instrument has been adopted for research in HIS 4795 as well as for HIS 3125.
- There is a new information literacy requirement for ENGL 1101 and ENGL 1102 classes. Research skills, citation methods and avoidance of plagiarism will be stressed. A tutorial and quiz have been developed by English faculty members to use in these and other CSU courses. There is also encouragement of more majors to become Peer Tutors.
- In B.A. Music classes freshman are now tracked by section in an attempt to streamline theory curriculum to include recent musical development and to emphasize critical listening. For applied music major proficiency a rubric with a narrative assessment is completed for all juries and discussion with the student about this assessment provides feedback to the student regarding his/her progress. In graduate music theory and history courses the content has been reconstructed so that there is more utility in application.
- In the B.F.A. theatre program internships were initiated in the areas of sound, lights and riggings. The department has also received permission from the Board of Regents to offer the B.A. in Theatre in addition to the B.F.A. and the B.S. Ed degrees.
- Faculty in the D. Abbott Turner College of Business established The Assurance of Learning Committee and this committee successfully reviewed and revised all of the major field examinations and mapped the questions with each outcome. The committee also had a one day assessment seminar for all faculty and the seminar focused on writing rubrics to better measure learning goals.
- Faculty teaching graduate courses in Educational Leadership have aligned curriculum with Educational Leadership Constituent Council (ELCC) standards.
- The graduate counseling curriculum has been modified to adhere to national Council of Accreditation of Counseling and Related Educational Program (CACREP) standards.
- The B.A. Biology and Secondary Education degree program has been redesigned to include more coursework in the concentration.

- More stringent criteria designed to motivate students to complete their senior research in Biology in a more timely manner has reduced the duration of this experience from four to three semesters.
- Program strengths and weaknesses have been evaluated based on the pass rates of the NCLEX-RN licensing exam in Nursing and the curriculum and specific courses have been revised.

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

All General Education learning outcomes were revised the previous year based on the recommendations of the General Education Assessment Team.

### **Major findings from self-studies performed for program accreditations**

*Report of the Reaffirmation Committee  
Southern Association of Colleges and Schools (SACS) Review*

The institution's Quality Enhancement Plan, "Writing the Solution: Steps Toward Developing Competent and Professional Student Writers" was approved. The committee report made the following seven recommendations listed below.

**Recommendation #1:** The Committee recommended that a formal system be established that assures administrative review and reporting of all appropriate substantive change actions.

**Institutional Response:** A training manual has been developed and training sessions are being conducted with designated parties. Changes in the current university curriculum approval process also have been made.

**Recommendation #2:** The Committee recommended that Columbus State University commit to strengthening Institutional Effectiveness, in particular to support implementation and continuation of the QEP.

**Institutional Response:** The initiatives being used to strengthen institutional effectiveness were described in the institution's reaffirmation report. Also described was the Assessment/Evaluation plan to be used with the QEP as well as the learner and/or program outcomes, assessment methods, data collection and documentation, person or groups responsible for collection and performance criteria. Resource allocations for the project also were described.

**Recommendation #3:** The Committee recommends that Columbus State University charge the QEP Advisory and Oversight Committees and all academic departments to conduct baseline sampling of student writing and to determine current faculty uses and assessments of student writing.

**Institutional Response:** The results of a survey to determine current faculty uses and assessments of student writing have been forwarded to the committee. Two training sessions in using a writing rubric to evaluate student writing have been conducted and baseline sampling will begin fall 2006 and continue spring 2007.

**Recommendation #4:** The Committee recommends the development of opportunities for adjunct and part-time faculty in the QEP, recognizing that the rewards for involvement of part-time faculty will differ from the reward structures for full time faculty.

**Institutional Response:** The Part-Time Faculty Development Task force studied the issue of the use of part-time faculty and faculty development for this sector. A number of recommendations have been made and are now being implemented. Part-Time faculty were involved in the two recent QEP training workshops and will be extended the opportunity for involvement again in the spring workshops.

**Recommendation #5:** The Committee recommends that the strategies outlined in the compliance report, specifically, the creation of an Office of Institutional Effectiveness, is accomplished, is adequately funded, and is supported by executive leadership.

**Institutional Response:** The vice president for academic affairs has established a Center for Institutional Effectiveness and a Director has been named, Dr. Carl Wallman. A description of the center's operations was forwarded to SACS.

**Recommendation #6:** The Committee recommends that the institution provide adequate documentation for the three faculty members cited for non-compliance with faculty qualifications.

**Institutional Response:** One faculty member completed her MSN in Nursing, May 2006 and is now in compliance. The remaining two faculty members will no longer be teaching the courses specified by SACS.

**Recommendation #7:** The Committee recommends that the institution develop an administrative mechanism for evaluating credentials prior to employment which certifies academic qualifications, content area appropriateness and level at which the individual might teach (developmental, undergraduate, graduate). This process should be suitable for both full-time and part-time faculty on the main campus and at off-site locations to assure that the institution employs competent faculty members to accomplish the mission and goals of the institution.

**Institutional Response:** The appropriate credentials as indicated in the SACS credentials guidelines are now included in each advertisement for employment positions. Additionally, an orientation session for department chairs relative to this issue has been implemented. Furthermore, the SACS credentials guidelines now appear in the Faculty Handbook. A new form completed by each department chair now indicates an evaluation of credentials and the match between content area and training and the course level (developmental, undergraduate, graduate). Prior to an offer of employment the Office of the Vice-President for Academic Affairs receives transcripts, the applicant's curriculum vita, and letters of recommendation. This information is reviewed prior to an offer of employment.

A full response to each of these recommendations is included in the reaffirmation report sent to SACS in July 2006.

#### *Additional Accreditation Activities*

CSU has nationally accredited programs in art, business, counseling, education, music, nursing and theatre. The Department of Computer Science was recognized in 2005 for meeting the highest of standards – established through the U. S. Department of Defense – for information technology security training. The National Security Agency's Committee on National Security Systems (CNSS) has accredited CSU's computer science master's degree program with a concentration in information assurance. CSU is one of only four institutions in Georgia (along with Clark Atlanta, Georgia Institute of Technology and Kennesaw State) producing information security professionals skilled according to standards set by the CNSS, a body chaired by the U. S. Department of Defense. The College of Education continues to meet all eight state standards and all six national standards in maintaining its accreditation by the Professional Standards Commission and the National Council for the Accreditation of Teacher Education (NCATE). The university provides resources to support extensive field experiences in teacher education and the college has been awarded an Endowed Chair, which became effective fall 2005. An accreditation review by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) labeled CSU's counseling program as a "national model" for "its use of cutting-edge technology in professional counselor training."

#### **Summary**

Institutional effectiveness at CSU is an ongoing, comprehensive and institutionally integrated system of planning, assessment and evaluation. For FY06 the institution enhanced unit functioning and the results of assessment were used to achieve institutional improvement.

## 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:

- Both retention and graduation rates of first time full-time students have improved in recent years, although there was a slight decline for the previous year. The institution specific and system wide retention rates for the 2004 cohort were 70.15% and 76.08%, respectively. The institution specific graduation rate for the 1999 cohort was 27.57% and the system wide rate was 33.28%.
- Students without learning support requirements (i.e., those student not required to take developmental writing, math, and/or reading courses based on their standardized test results) are retained at a higher rate with an institution specific rate of 71.75% and a system wide rate of 78.72% for the 2004 cohort.
- 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.
- Males, particularly those with learning support requirements, are consistently retained at a lower rate than females.
- There does not seem to be an appreciable difference in retention based on ethnic background.
- Retention rates between the second and third year drop another 15-17% and appear to be consistent across categories.
- Traditional students are retained at a higher rate than non-traditional students.
- 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.
- 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.
- 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.
- 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.
- 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).
- 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:

- Designate an administrator to coordinate all university advising and retention efforts,
- Require each CSU college to develop formal advising and mentoring programs, and reward outstanding advisement,
- Implement intervention strategies for at-risk students,
- Continue phase-in of new admission requirements,
- Improve student services, and
- Attend to delivery systems by offering more flexible course offerings and incorporating innovative curricular offerings such as cluster scheduling and learning communities.

All recommendations have been fully or partially implemented.

Listed below are activities conducted at CSU during 2005-06 to help improve retention and graduation rates:

- The following FYE initiatives 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.
- All undergraduate students are assigned an advisor with whom they are required to meet at least twice annually.
- The university has increased the capacity to over 1,200 for the number of students who may live on campus.
- All first-time freshmen are required to attend a structured orientation program.
- All University College students assigned to Basic Studies are required to enroll in the college success course.
- Higher admissions standards have been implemented and the plan for the future is to raise admission standards for the class of fall 2007 as follows: a minimum high school grade point average of 2.5, a minimum SAT Verbal score of 490, and a minimum SAT Math score of 460. Although students assigned to learning support courses would not be required to meet minimum SAT requirements, they would need to meet the minimum high school GPA of 2.5.

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.
- 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.

## Summary

The current task force on student retention endorsed the recommendations of a previous task force. All recommendations have been fully or partially implemented and specific activities have been designed to focus on at risk students.

## **Section E**

### **Management of Campus Conflict and Change**

The university minimizes campus conflicts by cultivating a spirit of cooperation, tolerance, and respect for all members of the community. This atmosphere is established through ongoing training and policies that promote the resolution of conflicts at the lowest possible level, in the least confrontational manner possible. Personnel working in Academic Affairs, University Judicial Affairs, Human Resources, Residence Life, and the Registrar's Office have participated in mediation training. As the data will indicate, CSU encounters relatively few conflicts for a community of its size. The focal points for managing conflict at Columbus State are in Residence Life, Human Resources, and Academic Affairs. These units normally 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 ombuds training and in a formal mediation training program. He prepares resident assistants to resolve most roommate disputes and mediates when necessary.

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 2005-2006 academic year include the following:

- The Assistant Director of Judicial Affairs, Tim Howard, participated in the Donald D. Gehring Campus Judicial Affairs Training Institute. This institute stresses the management of student conflicts and misconduct cases in a student-centered, developmentally appropriate manner.
- Residence Life conducted training in conflict resolution as part of its orientation program for resident assistants.
- Human Resources conducted a workshop, “A Measure of Swords”, which provided tools to diffuse destructive conflict while preserving the constructive nature of differing points of view. This was made available to all employees.
- Three committee members attended the spring 2006 ADR Liaisons meeting in Fort Valley.
- Academic departments conduct annual reviews of the criteria by which faculty performance is evaluated and revise their criteria through a collaborative process.
- The Human Resources Office continues its efforts to improve communication, teamwork and networking on campus, which should indirectly reduce conflict.

The following data are available regarding campus conflicts during the 2005-2006 academic year:

- ADR Liaison and Committee chair Dr. Tim Howard facilitated a discussion between a student and an academic dean. The student had complained about her treatment when communicating her concerns regarding her academic program. A settlement was reached that satisfied both parties.
- ADR Liaison and Committee chair Dr. Tim Howard mediated a dispute between a faculty member and his department chair. No agreement was reached.

- Residence Life reports that there were 53 incidents of conflict in the dormitories. Each of these disputes was 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. They were involved in two formal conversations which resulted in changes in employment status that are more satisfactory to the respective departments and employees, and which provided better “fits” for the employees.

### **Summary**

Campus conflicts are resolved at the lowest possible level, in the most respectful manner. Ongoing training and policies promote the resolution of conflict. The institution is dedicated to promoting a productive work environment as well as an optimum campus climate.

## **Section F**

### **Overall Institutional Health**

#### Accreditation Activities Indicate Overall Institutional Effectiveness

Report of the Reaffirmation Committee (On-Site) March 13-16, 2006  
Commission on Colleges  
Southern Association of Colleges and Schools

Peer review committees conducted a comprehensive review of the institution's compliance with the accreditation requirements of the Commission on Colleges contained in the Principles of Accreditation. Although the Commission on Colleges will make the final determination on reaffirmation of accreditation at its December 2006 meeting in Orlando, Florida, the Report of the Reaffirmation Committee was very positive. In its assessment of compliance the committee made seven recommendations, three of which pertained to the implementation and continuation of the Quality Enhancement Plan. These recommendations have been previously described in Section C (Annual Progress in Assessing Institutional Effectiveness). Essentially, the institution was found to have the resources, programs and services sufficient to accomplish and sustain its mission.

#### Enrollment Growth Demonstrates Robustness

The university enrolled 7,475 students for fall 2005, the largest enrollment in its history and an increase of 3.5% over the previous year. An increase in cultural diversity was realized, particularly with African-American enrollment (2,336), reflecting an increase of 2.4% over the previous year. The number of degrees awarded also increased by 3.5% from 945 in FY 2004 to 1,021 in FY 2005.

#### Success in Fund-Raising Denotes CSU Visibility in the Community

CSU's capital campaign concluded in October 2005, having exceeded its \$85 million goal by raising over 100 million dollars. This was the largest campaign in the history of the institution, and the largest for any regional or comprehensive university in the state of Georgia.

The Annual Fund campaign for FY06 raised \$1.475 million for scholarships, faculty development, and equipment and outreach programs. The number of donors to this campaign increased by 15%.

The institution received notification of new planned gifts totaling \$2,259,538, bringing the Cumulative Present Value of planned gifts to \$12,392,471, a record amount.

#### Peer Review Underscores Financial Stability and a Sound Financial Base

In the reaffirmation of accreditation review of the institution's financial resources and recent financial history Columbus State received no SACS findings of any area of deficiency. The University ensures accuracy and integrity of its financial data by following generally accepted accounting principles, standards of the American Institute of Certified Public Accountants (AICPA), standards promulgated by the Government Accounting Standards Board (GASB), and recommendations of the National Association of College and University Business Officers (NACUBO). The Georgia Department of Audits performs a complete annual audit of the University's financial statements, providing assurance that the institution has accounted for the funds properly and that the financial statements are presented fairly, in all material respects, and in conformity with accounting principles and government accounting standards.

#### Physical Facilities are Well Maintained and Expanded

The University operates and maintains over 71 academic, administrative, and residential buildings that include 1,242,340 gross square feet (GSF). CSU will experience an increase in square footage of approximately 449,962 GSF when in process construction projects are completed. New facilities include the Cunningham Conference Center, Student Success Center, Art and Theatre facilities, and a classroom

and laboratory building. Additionally, campus renovations include the International House, Courtyard I, Mock Pavillion, Lady Cougar Softball Field and Ragsdale Field.

#### 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 Department of University Police provides information on campus crime statistics, crime prevention and personal safety tips, procedures for different 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 provide 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 of 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.

Additionally, institutional committees which are responsible for the health and safety of the campus community include the Human Subjects Review Committee and the Facilities and Safety Committee.

#### A Center for Institutional Effectiveness is Created for Optimum Functioning

The Center for Institutional Effectiveness is designed to provide coordination and input to strategic planning, SACS reviews and program accreditations, the institutional 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 functioning, improve the institution, and to demonstrate to what degree CSU has been effective in achieving its mission.

#### A Quality Enhancement Plan is Implemented to Improve Student Learning

The institution's Quality Enhancement Plan, "Writing the Solution: Steps Toward Developing Competent and Professional Student Writers," is congruent with the institution's mission and represents an important component of the strategic planning framework that supports continuous institutional improvement. Key factors in the expected success of the plan involve assessment of student learning outcomes and the

evaluation of goals and objectives at critical points in the plan's implementation. Resource allocations of \$1,823,808 over five years indicate institutional priorities and a commitment to sustain the institution's QEP.

#### The Faculty Pursue Instructional Initiatives and Gain Recognition

Dr. Neal McCrillis, director of the Center for International Education and Associate Professor of History, was elected Chair of the University System of Georgia (USG) European Council, a consortium of international educators and faculty from all 35 USG institutions that send 300 students to study abroad each year.

A work written by Dr. Kristen Hansen, Associate Professor of Music, was performed by eight Schwob School of Music students who participated in a three-week study abroad program at CSU's Spencer House in Oxford.

Several art faculty exhibited artworks at prestigious venues, including Erika Adams (Rosenberg Gallery, New York University, New York, NY), Eugene Bates (Athens Institute for Contemporary Art, Athens, Georgia), Jeff Kaller (Naas Konsthantverk Galleri, Naas, Sweden), and Tina Reuterberg (Moore College of Art and Design, Philadelphia, Pennsylvania).

Dr. Nick Norwood, Assistant Professor of English, was invited to present his work in a conference session on King Ludwig II at the European Open Science Forum 2006 which was held at the Deutsches Muuseum in Munich, German, Ludwig's birthplace and home.

Dr. Florence Wakoko, Assistant Professor of Sociology, received the Faculty Internationalization Award from the Georgia Consortium for International Studies in recognition of her contributions in promoting Africa Studies, including developing a system-wide certificate program.

The Department of Nursing is participating as an entire department in the CSU Quality Enhancement Plan, "Writing the Solution: Steps Toward Developing Competent and Professional Student Writers."

Biology faculty were involved in courses taught outside the United States as follows: Dr. John Barone and Dr. William Birkhead (Ecuador), Dr. Julie Ballenger, Dr. William Birkhead and Dr. Kathleen Sellers (Andros), and Dr. Glen Stokes and Dr. William Birkhead (Australia).

Dr. Michael Baltimore, Professor in the College of Education, developed Studio 2, a television production studio, in the College of Education. It is being used to develop teaching DVDs for the counseling programs and for intern portfolio presentations in Educational Leadership.

Dr. Jan Burcham, Associate Professor in Childhood Education (COE), is a member of the Curriculum Development Team for *Global Bridges: An International Preschool Curriculum*. She traveled to China to continue her work on the Global Bridges project.

Dr. Bonita Williams, Associate Professor in the College of Education, traveled to West Africa to research the values and beliefs of selected West African cultures regarding the education of young adolescents for "It Takes A village: A Resource Development Project Focused on African Values in Education."

Dr. James Brewbaker was honored with a lifetime service award, the Louise Newland Capen Award for Lifetime Service, from the Georgia Council of Teachers of English.

Dr. Linda Hadley, Dean of the D. Abbott Turner College of Business, completed training to become an accreditation reviewer for the Association to Advance Collegiate Schools of Business (AACSB).

Faculty in the D. Abbott Turner College of Business matched learning outcomes on course syllabi to categories in the cognitive domain of Bloom's Taxonomy of Educational Objectives. This analysis

indicated to what degree outcomes emphasized knowledge, comprehension, application, analysis, synthesis or evaluation.

### **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 shortages, impressive fund-raising achievements, and the contributions of its faculty, staff and students. With all of these endeavors Columbus State University continues to make a significant and outstanding impact beyond the campus.