



COLUMBUS STATE
UNIVERSITY

Expanded

Statement of

Institutional

Purpose

Mission Statement:

The Center for Academic Support and student Retention (CASSR) promotes student Academic success through its programs, courses, and services.

Goal Statement:

To increase students' use of services provided by the CASSR.

To effectively assess programs and services.

To collaborate with other academic units to initiate new programs and services in academic support.

To improve retention and success rates of students attending CSU and those enrolled in Learning Support.

To continue to improve the College Success course.

To promote continuing professional development of faculty and staff.

Center for Academic Support and Student Retention 2002-2003

Program Intended

Outcomes:

1. Students who successfully complete CSUS 1106 – *College Success* – will be retained and will persist in completing their program of study.

2. CASSR's collaboration with Student Services will help provide new students with an informative and fun-filled orientation program.

3. CASSR staff will receive adequate training in providing appropriate services to CSU students, faculty and staff.

Assessment Method and

Criteria:

1a. Retention rates and GPA of students enrolled in CSUS 1106 and a control group not enrolled in the course will be measured over a five year period.

1b. A course evaluation instrument was developed for implementation Fall 1999 to allow student input into course development. Course evaluation instrument was completely over-hauled Fall 2000.

2. To collaborate with the Director of Orientation in assessing the results of participants' evaluations of the orientation program.

3. Within budget constraints, workshops and training sessions will be planned for and by CASSR staff. Also, opportunities for participation in state, regional and national conferences will be provided.

Assessment Results:

1a. Due to the fact that CSUS 1106 no longer satisfies AREA B seminar requirements, it has been impossible to identify an appropriate control group, since only students with LS deficiencies are required to now take the course. New parameters will be set for this study.

1b. According to the results of the student evaluations, the class components of goal setting and time management, student rights and responsibilities, technology, and core curriculum information rated as the most important constructs of the course.

2. Results of surveys indicate satisfaction among students and parents. Few areas needing improvement were identified.

3a. CASSR staff attended state and regional conferences.

3b. CASSR staff presented at state and regional conferences.

3c. CASSR staff presented three advising workshops throughout the year.

Use of Results:

1a. Adjustments will be made as necessary when valid information is available.

1b. Course content is adjusted on a yearly basis according to research of "best practices" and survey results.

2. CASSR staff will continue to work with Student Services to improve areas identified in surveys.

3. Positive comments from faculty and staff indicate a need for more staff development opportunities.



COLUMBUS STATE
UNIVERSITY

Center for Academic Support and Student Retention Adult Re-Entry Program 2002-2003

Expanded

Statement of

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Purpose

Mission Statement:

The Center for Academic Support and Student Retention (CASSR) promotes student academic success and retention through its programs, courses, and services.

Goal Statement:

To increase students' use of services provided by the CASSR.

To effectively assess programs and services.

To establish mutually beneficial relationships with other organizations on campus and in the community.

To improve retention rates of students attending CSU and those enrolled in Learning Support.

To continue to improve the College Success course.

To promote continuing professional development of faculty and staff.

Program Intended

Outcomes:

1. Through the Adult Reentry seminar, non-traditional students from the CSU community will have an easily accessible portal of entry to Columbus State University.
2. Non-traditional students participate in the program and enroll in the CSUS 1105 course – *Learning to Learn* – in order to refresh skills necessary for successful college careers.
3. Many of the students who successfully complete CSUS1105 will enroll in classes at CSU.

Assessment Method and

Criteria:

1. Compare the number of students attending the free seminar with those who actually enroll in CSUS 1105
2. At the end of each CSUS 1105 session, the students will complete evaluations of the program.
3. A check of the number of students enrolled in classes the semester following the completion of CSUS1105 will indicate the retention of these students.

Assessment Results:

1. From Summer 2002 – Spring 2003, 17 persons attended the free seminar. Of these, 10 or 59 % enrolled in CSUS 1105.
2. Very positive feedback has been received. Some students felt the math section was too accelerated.
3. Eighty-one percent of the students who enrolled in CSUS 1105 successfully completed the course. (excluding Spring 2003) Of those, 67% enrolled in CSU the next semester.

Use of Results:

1. Increase the number of students attending the free seminar and the number/percent of students who subsequently enroll in CSUS 1105. A “sign up” link has been added to the AREP webpage.
2. The math instructor continued to encourage these students and was very successful in convincing the students who did not have the proper math background that being placed in Basic Studies could be a very positive step.
3. All students enrolled in CSUS 1105 were encouraged to apply to for admission to CSU as a portion of the course. Many received acceptance letters during the time period of the course, and this provided motivation for others and for themselves.



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To continue to improve the College Success course.

To promote continuing professional development of faculty and staff.

Program Intended

Outcomes:

4. Continue to sponsor and operate the Adult Learning Resource Center (ALRC) with the purpose of raising retention and persistence rates of non-traditional students at CSU by giving this student population a feeling of "connectedness" to Columbus State University.

Assessment Method and

Criteria:

4a. A sign in procedure is being used to track student usage of the ALRC.

4b. A suggestion box and survey forms have been made available to students.

Assessment Results:

4a. Nine thousand, six hundred seventeen (9,617) student "sign-ins" were recorded during AY 2002 –2003.

4b. Positive feedback was received. Updated computers have been received. A network printer is needed.

Use of Results:

4a. The large number of student "sign-ins" indicate a need to maintain the ALRC.

4b. The ALRC will continue to use survey results and student suggestions to make changes to the Center as funds are available.



COLUMBUS STATE
UNIVERSITY

Center for Academic Support and Student Retention Minority Advising Program 2002-2003

Expanded

Statement of

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Purpose

Mission Statement:

The Minority Advising Program provides services which promote the successful college experiences for African Americans and other minority students by providing activities and programs that focus on the academic and social needs of a diverse and changing student body and administration.

Goal Statement:

1. Provide academic advising and counseling, tutorial referrals, academic workshops, and social and cultural activities for minority students.

Program Intended

Outcomes:

1. Improved retention of minority students.

Assessment Method and

Criteria:

1. Records were kept of programs and numbers of participants.

Assessment Results:

1. Eleven programs/activities were held during 2002-2003.

a. Get Acquainted Reception – approximately 100 student participants

b. Four MAP meetings – approximately 100 students participants

c. Book Lovers Club meeting – approximately 20 student participants

d. Women's Luncheon – approximately 90 student participants

e. Workshop on Study and Test Taking Skills – approximately 10 student participants

f. Men's Luncheon – approximately 70 student participants

g. Financial Aid Workshop – approximately 15 student participants

h. Career Exploration – approximately 15 student participants

Use of Results:

1. Based on number of participants and their evaluations, changes will be made as deemed appropriate.



COLUMBUS STATE
UNIVERSITY

Center for Academic Support and Student Retention Minority Advising Program 2002-2003

Expanded
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Purpose

Mission Statement:

The Minority Advising Program provides services which promote the successful college experiences for African Americans and other minority students by providing activities and programs that focus on the academic and social needs of a diverse and changing student body and administration.

Goal Statement:

2. Serve as a liaison between African-American students and administration, faculty, and staff.
3. Assist the African-American and other minority students with the transition from high school to college.
4. Develop and schedule workshops that focus on issues that affect African American and other minority students in a collegiate setting.

Program Intended
Outcomes:

2. Resolution of conflicts between minority students and faculty.
3. Improved retention of minority students
4. Students will attend appropriate workshops.

Assessment Method and
Criteria:

2. Evaluation of conflict resolution method by students and faculty.
3. Examine one-year retention rates of students who enroll fall semesters.
4. Completion of evaluation forms by students

Assessment Results:

2. Three to 5 CSU students consulted Sharon Jamison concerning issues that needed resolution. Issues were satisfactorily resolved.
3. According to on-line *CSU Facts & Figures 2002 Student Information:*
---Of the 119 Black students who enrolled fall 2001, 80 or 67.2% returned fall 2002.
--- Of the 60 non-Black minority students who enrolled fall 2001, 40 or 66.7% returned fall 2002.
4. More student workshops are being planned for AY 03-04.

Use of Results:

2. Successful methods of resolution will be used for conflicts. Unsuccessful methods will be re-evaluated. Due to the campus reorganization and redefining of responsibilities, the Director of Diversity and Minority Services will handle non-academic issues related to minority students.
3. Modify assistance provided to students as needed
4. Workshops that students lacked interest in will be discontinued and replaced with others.



COLUMBUS STATE
UNIVERSITY

Center for Academic Support and Student Retention Office of Disability Services 2002-2003

Expanded Statement of Institutional Purpose

Mission Statement:

The Center for Academic Support and Student Retention (CASSR) promotes student academic success and retention through its programs, courses and services.

Goal Statement:

- To increase student's use of services provided by CASSR.
- To effectively assess programs and services.
- To collaborate with other academic units to initiate new programs and services in academic support.
- To improve retention rates and success rates of students attending CSU and students enrolled in Learning Support.
- To continue to improve the College Success course.
- To promote continuing professional development of faculty and staff.

Program Intended Outcomes:

1. Students with disabilities will have appropriate programmatic and environmental access to the classroom learning environment.

2. Students with disabilities will have appropriate access to computer workstations in the CASSR and an introduction to assistive technology if appropriate.

Assessment Method and Criteria:

1a. Students' schedules will be checked every semester as appropriate for physical accessibility.

1b. Classrooms will be checked as appropriate after the beginning of each semester to verify that accessible furniture is in place and appropriately positioned.

1c. Once per semester, students with disabilities will complete a survey to indicate if appropriate accommodations were made in the classroom.

2a. Equipment in the technology lab will be checked every semester for working condition and accessibility.

2b. Students will be offered the opportunity for assistive technology training, if appropriate, at the time identification is made with the Office of Disability Services.

2c. In an annual survey, students with disabilities who have used assistive technology will indicate the effectiveness of the technology in their academic work.

Assessment Results:

1a. Students who requested furniture were provided this no later than three days after the request was submitted to the Office of Disability Services.

1b. Fifty-two items of accessible furniture were provided for 17 students in 25 classrooms.

1c. In a student survey the promptness of response to requests and the effectiveness of accommodations provided were rated very favorably.

2a. ODS requested upgrade on JAWS and Dragon Naturally Speaking and new computers. The following were purchased with ETAC funds:

- 4 computers
- JAWS 4.5 with Service Maintenance Agreement
- Dragon Naturally Speaking with SMA

2b. New students were offered the use of assistive technology at the time of identification with the Office of Disability Services.

2c. Although students surveyed rated the ODS favorably on its provision of assistive technology, some have requested upgraded technology to improve access.

Use of Results:

1a. Services will continue to be provided to students in a timely manner.

1b. Services will continue to be provided to students in a timely manner.

1c. Services will continue to be provided in a prompt and effective manner.

2a. The following Tech Lab Statistics:
JAWS – 85.5 hours
Duxbury & Embosser – 35 hrs
Scanner – 22.5 hrs
Dragon – 3 hrs
•Trackball mouse – 23 hrs
•CCTV – 1.5 hrs
•# of Students using Lab: 91

2b. Students will continue to be made aware of available technological resources.

2c. ODS is attempting to upgrade its technology lab and other campus computer labs to improve accessibility for students with disabilities.



COLUMBUS STATE
UNIVERSITY

Center for Academic Support and Student Retention Office of Disability Services 2001-2002

Program Intended

Assessment Method and

Assessment Results:

Use of Results:

Outcomes:

Criteria:

Expanded

Statement of

Institutional

Purpose

Mission Statement:

The Center for Academic Support and Student Retention (CASSR) promotes student academic success and retention through its programs, courses and services.

Goal Statement:

To increase student's use of services provided by CASSR.

To effectively assess programs and services.

To collaborate with other academic units to initiate new programs and services in academic support.

To improve retention rates and success rates of students attending CSU and students enrolled in Learning Support.

To continue to improve the College Success course.

To promote continuing professional development of faculty and staff.

3. Students with disabilities will be provided appropriate accommodations during testing.

3. Once per semester, students eligible for testing accommodations were surveyed to determine if appropriate testing accommodations were provided.

3. A survey conducted received favorable ratings regarding testing accommodations.

One student mentioned the need to provide testing accommodations at night for students attending night classes.

Another student stated that professors seem to lack understanding regarding disabilities and effective accommodations.

ODS administered 345 exams, 20 Regents' exams and 6 CAPP exams.

3. Services will continue to be provided to students in a timely manner.

Services for night classes during mid-terms and finals may be arranged if prior notice is given.

ODS will continue to provide the opportunity for increasing awareness among the CSU faculty through presentations in faculty meetings, Disability Awareness Week in October, and campus media.

Letters sent to 40 New Faculty - 9/02

Presentations made:

- Nursing Faculty 9/13/02
- Lang/Lit Faculty 9/24/02
- New Faculty – 10/02
- COD – 12/05/02

Letters sent to faculty chairs requesting opportunity to speak at faculty meeting, 9/02

Email to faculty chairs requesting opportunity to make presentation, 2/03



COLUMBUS STATE
UNIVERSITY

Center for Academic Support and Student Retention Tutorial Services 2002-2003

Expanded

Statement of

Institutional

Purpose

Mission Statement:

See previous ASC mission statement

Goal Statement:

See previous ASC goal statement.

Program Intended

Outcomes:

1. Tutorial assistance will provide students with a better understanding of course content and study strategies.

2. After attending study skills workshops, the students will know the methods for improving acquisition and retention of information.

3. Students employed as tutors will interact with faculty and fellow students in a professional manner.

4. Tutors will use the best methods for assisting students in their academic growth.

Assessment Method and

Criteria:

1. Data will be collected on the number of students and hours of tutorial assistance provided.

1b. Students will complete a qualitative evaluation at the end of each semester regarding tutorial effectiveness. Online evaluation form implemented for tutoring in areas other than math.

2. Students will complete a survey regarding the effectiveness of the workshops in providing them with useful study methods and strategies.

3. Students will complete an evaluation of each tutor.

4. Tutors will attend training sessions and work toward certification.

Assessment Results:

1a. Tutorial Services provided 6057 hours of tutorials to 5209 student contacts during this academic year. This indicates a slight decrease in the number of contact hours and a decrease in number of student contacts from AY 01-02.

1b. The qualitative evaluations indicate an overall satisfaction with tutorial services as offered at this time.

2. Thirty surveys were distributed. The results indicate an overall satisfaction with workshops.

3a, b. This area will be worked on in fall 2003.

3c. The student evaluations on each tutor indicate that students who use these services are very satisfied.

4. Three(3) tutors were certified by CRLA during the year.

Use of Results:

1a,b Math lab hours are adjusted each semester to better coincide with class offering and times. All other tutorials are appointment based. Surveys indicate a high level of satisfaction with tutorial services offered.

2. As a result of surveys, a workshop on plagiarism will be added.

3a, b. Tutor training will continue.

4. As a result of certification training, tutors were able to work comfortably with students in various circumstances.



COLUMBUS STATE
UNIVERSITY

CSU Honors Program 2002-2003

Program Intended

Outcomes:

1. To continue to develop details of the CSU Honors Program, including a projected 3-year course schedule, recommendations for scholarship appropriations, and minimum requirements for participation.

2. To offer an honors organization, Alpha Sigma Lambda, for non-traditional students.

Assessment Method and

Criteria:

1a. Employ exit interviews of all graduating seniors in the Honors Program for qualitative review of the program.

1b. Use a "Satisfactory Progress" system of benchmarking progress in the program

1c. Collect syllabi and student evaluations of as many Honors courses as possible to help evaluate Honors course offerings.

1d. Use scholarship interview to screen for best candidates of Honors Scholarships.

2a. Verify need by number of acceptances into the society.

2b. Verify effectiveness by quantity of participation

Assessment Results:

1a. Seven graduates interviewed in spring 2003. All had positive assessment of the program. All stressed the importance of the thesis in "pulling together" their experience at CSU.

1.b. Benchmarking revealed about 85% the students are keeping pace with requirements.

1c. Positive results, especially in student evaluations.

1d. High retention rate of 94-96% indicates that GPA and SAT scores are only part of the reason for success in college.

2a. No officers elected in current year so no new members invited.

2b. Only two students participated in activities in 2000-2001.

Use of Results:

1a. Students in program will be warned to clear senior year of requirements before starting thesis.

1b. Students reacted positively to assessment of progress. Results very revealing to coordinator.

1c. Evaluations and syllabi are on file in the coordinator's office and prove the quality of the Honors Program.

1d. Interviews will continue to be a major deciding factor in awarding scholarships.

2a-b. New advisor of Alpha Sigma Lambda needs to be appointed, probably the person who currently heads Adult Re-Entry and who knows the incoming adult students.

Expanded

Statement of

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Purpose

Mission Statement:

The Center for Academic Support and Student Retention promotes student Academic success through its programs, courses, and services

Goal Statement:

To effectively assess programs and services.

To design the CSU Honors Program for outstanding students.

To improve retention and success rates of students attending CSU.



COLUMBUS STATE
UNIVERSITY

CSU Servant Leadership Program 2002-2003

Expanded

Statement of

Institutional

Purpose

Mission Statement:

The mission of the Servant Leadership Program is to build a community of future servant leaders through study, experiential learning, self-awareness, modeling, and mentoring.

Goal Statement:

To have a cohort of students succeeding academically, serving the community and providing student leadership and service on campus

Program Intended

Outcomes:

1. To stabilize size of the cohort by continuing to recruit 15 incoming freshmen for the program.

2. To advise and assist students so that they will maintain B averages and fulfill all requirements of the program—to retain at least 80% of those admitted to the program.

Assessment Method and

Criteria:

1a. Recruitment, application, and selection efforts will be tracked and documented.

1b. Selection process will be evaluated by Selection Committee

2a. Grades will be monitored.

2b. Hours of community service and mentoring will be reported on a weekly basis.

Assessment Results:

1a. Recruiting resulted in 92 applications. 49 students were interviewed, and 15 were selected. There were 34 fewer applications compared to last year. Quality of applicants was very high.

1b. Evaluations by the Selection Committee indicate a desire to narrow the applicant pool for interviews and have all interviewers meet all students.

2a. Senior GPA – 3.75
Junior GPA – 3.66
Sophomore GPA – 3.65
Freshman GPA – 3.40

2b. 7,680 hours of community service and 836 hours spent mentoring.

We ended the year with an 82% retention rate.

Use of Results:

1a. All recruiting methods will be continued. In addition, the list of students identified for the Callaway Leadership Award will be sent information and invited to apply.

1b. Interview formats will be modified to allow all interviewers to meet all student applicants.

2a. All efforts will be continued.

2b. All supervisory and advisory efforts will continue. Progress will continue to be monitored.



COLUMBUS STATE
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Servant Leadership Program 2002-2003

Expanded Statement of Institutional Purpose

Mission Statement:

The mission of the Servant Leadership Program is to build a community of future servant leaders through study, experiential learning, self-awareness, modeling, and mentoring.

Goal Statement:

To have a cohort of students succeeding academically, serving the community and providing student leadership and service on campus

Program Intended

Outcomes:

3. To have students evaluate all aspects of the Servant Leadership Program positively by assigning a rating of at least 4 (on a 5-point scale) to all aspects of the program.

4. To have agency supervisors evaluate servant leadership students positively by assigning a rating of at least 4 to all factors.

Assessment Method and Criteria:

3. Students will complete an evaluation focusing on the following components: having a community mentor, retreats and social events, seminar, personal development assessments, serving as a mentor to a child, community service work, and the overall program effectiveness.

4. Supervisors will complete an evaluation focusing on the following components: dependability, attitude, diligence, integrity, initiative, interpersonal skills, learns from experience, value of student's work to agency

Assessment Results:

3. Student evaluations yielded the following results:

Seminar – 4.80

Community work – 4.95

Being a mentor – 4.80

Having a mentor – 4.0

Assessments – 4.70

Retreats – 4.90

Overall program – 4.95

4. Supervisor evaluations yielded the following results:

Diligence – 4.73

Initiative – 4.55

Interpersonal Skills – 4.58

Learns – 4.70

Dependability – 4.61

Integrity – 4.70

Attitude – 4.79

Use of Results:

3. The process of being mentored by a business executive is under consideration. Plans are to invite adult mentors from different sources instead of from just the 3 businesses with whom we began. Obtaining mentors from Leadership Columbus is a possibility.

4. We will continue to share with students the importance of good evaluations by telling them how we rely on these evaluations when writing references for awards and grad schools later.



COLUMBUS STATE
UNIVERSITY

Servant Leadership Program 2002-2003

Program Intended

Assessment Method and

Assessment Results:

Use of Results:

Outcomes:

Criteria:

Expanded

Statement of

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Mission Statement:

The mission of the Servant Leadership Program is to build a community of future servant leaders through study, experiential learning, self-awareness, modeling, and mentoring.

Goal Statement:

To have a cohort of students succeeding academically, serving the community and providing student leadership and service on campus

5. To have teachers of the young students mentored by SL students to evaluate the mentoring experience positively by assigning a rating of at least 4 (5-point scale) on all factors.

5. Teachers will complete an evaluation focusing on the following factors: dependability, attitude, relationship with mentee, responsibility, leadership

5. Teacher evaluations yielded the following results:

Attitude – 4.96

Dependability – 4.76

Leadership – 4.92

Relationship – 4.96

Responsibility – 4.92

5. Scores on all of these factors were higher this year than last year.

6. To have business executives who served as mentors for the SL students to evaluate the experience positively by assigning a rating of at least 4 on all factors.

6. Adult mentors will complete an evaluation focusing on the following factors: training and preparation, comfort level, mentee's availability, quality of activities, satisfaction with experience, frequency of meetings, total hours spent.

6. Adult mentor evaluations yielded the following results:

Training/prep – 4.33

Comfort level – 4.58

Availability – 3.65

Quality – 4.0

Satisfaction – 4.43

Average hours – 13.24

6. Scores on all of these factors were higher this year than last year. We will continue to stress to students the importance of being available to these adult volunteers.



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Program Intended

Outcomes:

7. To have servant servant leadership students providing service and leadership on campus

Assessment Method and

Criteria:

7. Students will be asked to record their campus honors, leadership, and service. End of year report will document that service.

Assessment Results:

7. Students reported giving 532 hours of "extra mile" service to the university. Students reported 49 different campus honors, activities, and leadership positions.

Use of Results:

7. Believing that not nearly all campus service is reported, program director will devise new reporting system for better documentation. Students will be encouraged to see benefits of providing campus leadership.



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Goal Statement:

To promote continuing professional development of faculty.

Program Intended

Outcomes:

1. To write and submit presentation proposals to professional conferences.

Assessment Method and

Criteria:

1. End of year report will document the number of professional proposals and presentations made.

Assessment Results:

1a. Mid-South Educational Research Association – Memphis, TN – Nov. 6, 2002 – “Relationships between Self-Regulated Learning, Personality, and Achievement”

1b. Phi Theta Kappa Leading Edge Conference – Peachtree City, GA – Nov. 16, 2002 – “Assessment of Reflective Journals”

1c. Faculty Research Forum – CSU – January 28, 2003 – “Leadership in Theory and Practice: The Servant Leadership Model”

1d. Georgia Learn and Serve Regional Conference, March 28, 2003 – Poster display featuring the CSU SL Program

Use of Results:

1. Such efforts will continue in order to promote continual professional development.

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Goal Statement:

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Program Intended

Outcomes:

2. To speak to groups about servant leadership and the CSU program

3. To have articles about the program published---written both by program director and others.

Assessment Method and Assessment Results:

Criteria:

2. End of year report will document the number of group presentations

3. End of year report will document the articles published.

1e. Wrote proposals for Board of Regents Best Practices Award and Jimmy Carter Partnership Award

1f. International Conference on Servant Leadership – Indianapolis, IN – June 5-7, 2003 – “Becoming a Leader: Servant Leadership in Elementary Schools”

1g. Completed Executive College.

2. Spoke to 16 groups about servant leadership

3a. “To Lead by Example” – Columbus Ledger-Enquirer, October 20, 2002

3b. “Follow the Leader” – Columbus Ledger-Enquirer, November 24, 2002

3c. “Meet Me at the Movies for Lessons in Servant Leadership” – Pastoral Forum, Winter '02-'03

Use of Results:

2. Efforts will continue.

3. Such efforts will continue in order to promote professional development and to disseminate more widely information about the Servant Leadership Program.



COLUMBUS STATE
UNIVERSITY

Servant Leadership Program 2002-2003

Program Intended Outcomes:

4. To reach a broader audience with information about servant leadership

Mission Statement:

The mission of the Servant Leadership Program is to build a community of future servant leaders through study, experiential learning, self-awareness, modeling, and mentoring.

Goal Statement:

To promote continuing professional development of faculty.

Assessment Method and Criteria:

4. End of year report will document the events through which servant leadership reached a wider audience than usual

Assessment Results:

4a. Conference for 40 high school seniors planned and produced by our CSU SL seniors as their culminating project – Nov. 22-23, '02

4b. Servant Leadership Program Awareness Event – A dinner attended by about 200 community individuals held at the River Center; program provided by SL students – April 14, 2003

4c. Half-day seminar about servant leadership taught to 12 Russian physicians in collaboration with the local Rotary Club under auspices of the U.S. State Department – May 27, 2003

4d. Week long servant leadership conference with 15 outstanding high school leaders from across the state in collaboration with Callaway Gardens – June 13-20, 2003

Use of Results:

4. Such efforts will continue in order to promote professional development and to disseminate more widely information about the Servant Leadership Program.