



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:

I. To provide courses that improve student retention

II. To collaborate with campus units in initiating and maintaining effective retention programs

III. To provide and promote professional development opportunities for staff.

Center for Academic Support and Student Retention 2003-2004

Program Intended

Outcomes:

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

1b. Students who complete UNIV 1105 – *Strategic Learning* – will improve their GPAs

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:

1. Assessment methods and criteria:

- Course evaluation instrument which has been in place since 1999 to allow student input into course development.
- Course enrollment and completion rates.

2a. Collaboration with the Director of Orientation in assessing the results of participants' evaluations of the orientation program.

2b. The ACT College Outcomes Survey was completed by 589 seniors on March 16, Assessment Day.

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. 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.

1b. During AY 04,

- A total of 683 students enrolled in CSUS 1106. Fifty-one of those students withdrew from the course. Of the 632 student who completed the course, 84% completed with satisfactory grades in the course.

- A total of 54 students enrolled in UNIV 1105. Thirty-nine or 72% completed the course with passing grades.

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

2b. According to the 2004 ACT College Outcomes Survey, new student orientation services was rated 3.73 on a 5 point scale with 5 being *very satisfied*. This rating is above the national average.

3a. CASSR staff attended state and regional conferences.

3b. CASSR staff attended campus sponsored computer skills workshops.

Use of Results:

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

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

2b. CASSR will continue to improve services to students.

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



COLUMBUS STATE
UNIVERSITY

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:

I. To provide for non-traditional students an easily accessible portal of entry to CSU

II. To provide a free informative seminar and an orientation course for students interested in entering or re-entering the university setting

III. To provide services for non-traditional students through the Adult Learning Resource Center

Center for Academic Support and Student Retention

Adult Re-Entry Program

2003-2004

Program Intended

Outcomes:

1. Through the Adult Re-entry 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.

3a. Many of the students who successfully complete CSUS1105 will enroll in classes at CSU.

3b. Non-traditional students will feel connected to 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.

3a. A check of the number of students enrolled in classes the semester following the completion of CSUS1105 will indicate the retention of these students.

3b. The ACT College Outcomes Survey was completed by 589 seniors on March 16, Assessment Day.

Assessment Results:

1. This academic year 9 people attended the free seminar. Of these, 3 or 33 % enrolled in CSUS 1105.

2. Very positive feedback has been received. Students continue to indicate that the math section is too accelerated.

3a. 85% of the students who enrolled in CSUS 1105 successfully completed the course. Of those, 74% enrolled in CSU the next semester.

3b. According to the 2004 ACT College Outcomes Survey, students rated *College Response to Non-Traditional Students* 3.82 on a 5 point scale with 5 being *very satisfied*. This rating is below the national average of 3.86.

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 continues to encourage these students and is very successful in convincing the students who do not have the proper math background that being placed in Basic Studies can be a very positive step. We are very pleased to have had the same math instructor teaching this portion for fourteen years.

3a. All students enrolled in CSUS 1105 are encouraged to apply to CSU for admission as a portion of the course. Many receive acceptance letters during the time period of the course and this acts as motivation for others and for themselves.

3b. AREP will continue to show appreciation and sensitivity to non-traditional students by providing them accommodations and services.



COLUMBUS STATE
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Center for Academic Support and Student Retention

Adult Re-Entry Program

2003-2004

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:

- I. To provide for non-traditional students an easily accessible portal of entry to CSU
- II. To provide an orientation course for students interested in entering or re-entering the university setting
- III. To provide a feeling of connectedness to non-traditional students through the Adult Learning Resource Center

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. Eleven thousand eight hundred twenty-six (11,826) student “sign-ins” were recorded during AY 2003 –2004.
- 4b. Positive feedback was received. There have been computer upgrades.

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. A network printer and a new student computer workstation were added this academic year. A fax machine for student use was added.



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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 provide services, equipment, and accommodations for students with documented disabilities in order to ensure that they have equal opportunity for success as CSU students

Center for Academic Support and Student Retention Office of Disability Services 2003-2004

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.

1d. The ACT College Outcomes Survey was completed by 589 seniors on March 16, Assessment Day.

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. Twenty-five new items of accessible furniture were provided for 29 students.

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

1d. According to the 2004 ACT College Outcomes Survey, students rated *College Response to Students with Special Needs* 3.95 on a 5 point scale with 5 being *very satisfied*. This rating is above the national average of 3.81.

2a. ODS received upgrades on JAWS and Dragon Naturally Speaking. Five new computers were received.

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

2c. Students continued to express the need for updated software and equipment.

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.

1d. ODS will continue to improve services to students.

2a. Appropriate technology will be available for student use.

Tech Lab Statistics:

JAWS – 84.25 hours

Duxbury & Embosser – 29 hrs

Scanner – 50 hrs

•Trackball mouse – 37.5 hrs

•CCTV – 6.75 hrs

•# of Students using Lab: 65

•Print-to-Braille – 79.25 hrs

•Transcribe Tape-to-Print – 17 hrs

•Record text – 29 hrs

•Oral exams – 1.5 hrs

•208.75 hrs of sign language interpretation were provided

2b. Students were made aware of available technological resources.

2a,c. ODS received upgrades on JAWS and Dragon Naturally Speaking. Five new computers were received.



COLUMBUS STATE
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Center for Academic Support and Student Retention Office of Disability Services 2003-2004

Program Intended Outcomes:

Assessment Method and Criteria:

Assessment Results:

Use of Results:

Expanded

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Goal Statement:

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

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

3. A survey conducted regarding testing accommodations.

ODS administered 233 exams, 28 Regents' exams and 2 CAPP exams.

3. Services will continue to be provided to students in a timely manner. The 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 were sent to 297 faculty members this academic year thanking them for their cooperation and asking them to fill out the on-line ODS survey.

Presentations made:

- COE, Teacher Education Department
- COE, Counseling Education Faculty
- New Faculty Orientation
- COAL, Schwob School of Music
- COE, SAFE office advisors
- Recruitment and Retention Committee
- Disability Awareness Display in Schwob Memorial Library from 8/03 – 10/03

ODS provided 392 instructor letters to students with disabilities and met with 27 faculty members.



COLUMBUS STATE
UNIVERSITY

Center for Academic Support and Student Retention

Tutorial Services

2003-2004

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:

I. To provide tutorial services in learning support and many core curriculum courses as requested

II. To offer study skills workshops

III. To provide tutors with opportunities to develop and hone their tutoring skills

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 effective methods for assisting students in their academic growth.

Assessment Method and

Criteria:

1a. 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.

1c. The 2004 ACT College Outcomes Survey was completed by 589 seniors on March 16, Assessment Day.

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 CRLA certification.

Assessment Results:

1a. Tutorial Services provided 5679 hours of tutorials to 5224 student contacts during this academic year.

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

1c. According to the ACT College Outcomes Survey, students rated *Developmental, Remedial, and Tutorial Services* 3.87 on a 5 point scale with 5 being *very satisfied*. This rating is above the national average of 3.77.

2. Twenty-eight workshops were presented and a total of 112 students participated. Surveys were distributed. The results indicate an overall satisfaction with workshops.

3a, b. Surveys showed an overall very high satisfaction rate with tutors.

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

4. Fourteen tutors were certified by CRLA during this academic 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.

1c. Tutorial Services will continue to improve services to students.

2. Active Learning workshops were added.

3a, b,c. College Reading and Learning Association (CRLA) tutor training will continue.

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



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Mission Statement:

The CSU FYE program will promote for entering students a positive assimilation into the community of scholars at CSU through the development of a set of adaptive coping, critical thinking, and survival strategies in order to improve retention and graduation rates.

Goal Statement:

To plan for the establishment of an integrated program for first year students to be implemented fall semester 2004. Components include:

1. Learning Communities
2. Leadership Development
3. Pre-semester Programming
4. Career Exploration and Development

First Year Experience[®] Program 2003-2004

Program Intended

Outcomes:

- a. Improved retention rates of participants
- b. Improved grades of participants
- c. Improved student engagement of participants
- d. Improved graduation rates of participants

Assessment Method and

Criteria:

- a. Review of one-year retention rates of participants
- b. Review of grades of first year student participants
- c. Review of engagement data on participants
- d. Review of graduation rates of participants

Assessment Results:

FYE Program will not be implemented until fall 2004. Participants will be from the fall 2004 cohort of new CSU freshmen. No results are available at this time.

Use of Results:

Modify FYE Program components as needed.



COLUMBUS STATE
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CSU Honors Program

2003-2004

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. Ten graduates interviewed in spring 2004. All had positive assessment of the program. Most stressed the value 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

Institutional

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
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Expanded

Statement of

Institutional

Purpose

Mission Statement:

The mission of the Minority Advising Program is to enhance the academic, social, and cultural experiences of African American and other minority students attending CSU.

Goals:

1. To increase awareness of the Minority Advising Program among minority students
2. To provide services, activities, and opportunities for minority students that foster retention
3. To provide information to students concerning campus resources

Program Intended

Outcomes:

1. Students would become aware of MAP, its mission, and its goals.
- 2a. Core math tutorial services for minority students would be provided, since math is the subject in which most students seek tutoring.
- 2b. MAP organizational meetings would be conducted.
- 2c. MAP informational seminars would be held in conjunction with organizational meetings.
- 2d. Minority students would have access to a student advocate.
- 2e. Opportunities would be provided to students to get involved in state MAP conference.
- 3a. A new website was developed through the FYE program.
- 3b. Newsletters were sent to all minority freshmen and sophomores.

Minority Advising Program 2003-2004

Assessment Method and

Criteria:

1. Records were kept of correspondence, programs and numbers of participants.
2. Records were kept of programs, numbers of participants, and their grades in courses.
3. Records were kept of programs and numbers of participants.

Assessment Results:

- 1a. Eight hundred eleven newsletters were mailed to minority freshmen.
- 1b. A new website was developed at http://uc.colstate.edu/minority_advising.htm.
- 1c. Letters of introduction were sent to minority students along with certificates of achievement (See goal 7).
- 2a. Seven Sunday afternoon math workshops were conducted for students enrolled in freshman math courses. Though students were sent post cards announcing sessions, only 27 students participated. Most students passed the math course in which they sought assistance.
Fall 04 – 85% passed
Spring 04 – 83% passed
- 2b,c. Wesley Myrick coordinated 3 organizational meetings and seminars.
- 2d. Beverly Davis, Sharon Jamison, and Wesley Myrick served as student advocates as needed.
- 2e. Wesley Myrick took 3 students to spring MAP conference at Georgia Southern University.
3. Eight hundred eleven newsletters were mailed.

Use of Results:

1. Along with sending out newsletters, some other means needs to be incorporated to advertise MAP.
2. Better communication and increased visibility are planned to maximize student participation.
3. Better communication and increased visibility are planned to maximize student participation.



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Minority Advising Program 2003-2004

<u>Expanded Statement of Institutional Purpose</u>	<u>Program Intended Outcomes:</u>	<u>Assessment Method and Criteria:</u>	<u>Assessment Results:</u>	<u>Use of Results:</u>
<p><u>Mission Statement:</u></p> <p>The mission of the Minority Advising Program is to enhance the academic, social, and cultural experiences of African American and other minority students attending CSU.</p>	<p>4. Students who may not have become familiar with campus would be able to make contact with a campus resources as needed.</p>	<p>4. Records were kept of recommendations.</p>	<p>4. Referrals were made to Financial Aid Office, Registrar's Office, Admissions Office, Counseling Center, deans, department chairs and the VPAA when needed.</p>	<p>4. Better communication and increased visibility is planned in order to maximize student participation.</p>
<p><u>Goals:</u></p> <p>4. To make student referrals to campus offices and resources</p>	<p>5. Students needing an advocate would be able to have someone speak in their behalf.</p>	<p>5. Records were kept of situations where advocacy was required and their results.</p>	<p>5. Student issues were resolved.</p>	<p>5. Better communication and increased visibility is planned in order to maximize student participation.</p>
<p>5. To advocate for students as needed and required</p>	<p>6. MAP would work collaboratively with Student Affairs to provide a student friendly atmosphere.</p>	<p>6. Notes were made of anecdotal comments from students.</p>	<p>6. Positive and negative comments were passed along to those persons in supervisory positions.</p>	<p>6. Better communication and increased visibility is planned in order to maximize student participation.</p>
<p>6. To assist in creating of an environment that fosters the success and retention of minority students</p>	<p>7. Students receiving recognition would be encouraged to continue their outstanding work</p>	<p>7. Records were kept of the number of minority students earning minimum GPA of 3.0.</p>	<p>7. Three hundred ninety-seven certificates were mailed to full time students. Anecdotal comments from students indicated their satisfaction with receiving recognition.</p>	<p>7. This practice will continue during AY05.</p>
<p>7. To recognize academic accomplishments of minority students</p>				



COLUMBUS STATE
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CSU Servant Leadership Program 2003 – 2004

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:

I. 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 86 applications. 46 students were interviewed, and 15 were selected.

1b. Selection Committee members made several suggestions including setting the date for Interview Day as much as 6 mo.-1 year ahead of time and asking applicants for an optional photograph.

2a. Senior GPA –
Fall, 3.74
Spring, 3.59
Junior GPA –
Fall, 3.56
Spring, 3.49
Sophomore GPA –
Fall, 3.28
Spring, 3.23
Freshman GPA –
Fall, 3.41
Spring, 3.43

2b. 7,784 hours of service and mentoring. 80% retention rate.

Use of Results:

1a. All recruiting methods will be continued.

1b. We will attempt to coordinate with other CSU entities far in advance for the '05 recruiting effort. Will seek advise about legality of asking for optional photos.

2a. All efforts will be continued.

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



COLUMBUS STATE
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Servant Leadership Program

2003 – 2004

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:

I. 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 – 4.60
Community work – 4.95
Being a mentor – 4.72
Having a mentor – 3.93
Assessments – 4.65
Retreats – 4.67
Overall program – 4.95

4. Supervisor evaluations yielded the following results:
Diligence – 4.81
Initiative – 4.86
Interpersonal Skills – 4.90
Learns – 4.90
Dependability – 4.57
Integrity – 4.90
Attitude – 5.0

Use of Results:

3. We continue to explore ideas and suggestions for ways to improve the adult mentoring part of the program. Some of these experiences are excellent and some are poor. Reviews have continued to be mixed and lower than other components of the program.

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
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Servant Leadership Program

2003 – 2004

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:

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

Program Intended

Outcomes:

5. To have students evaluate the community service work positively by assigning a rating of at least 4 (5-point scale) on all factors.

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.

Assessment Method and

Criteria:

5. Students will complete an evaluation focusing on the following factors: sense of satisfaction, growth, agency support, value of work to the agency, your own dependability and diligence, and climate of the agency.

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.

Assessment Results:

5. Student evaluations yielded the following results:

Satisfaction – 4.53

Growth – 4.53

Agency support – 4.48

Value of work – 4.55

Dependability – 4.64

Climate of agency – 4.55

6. Adult mentor evaluations yielded the following results:

Training/prep – 4.31

Comfort level – 4.44

Availability – 3.94

Quality – 4.13

Satisfaction – 4.44

Average hours – 16

Use of Results:

5. Will help several students find a better fit than the agency they worked in. If any agencies are, in the future, consistently rated low by students, those agencies will be dropped from our list.

6. Scores on most of these factors were higher this year than last year. Student availability increased from 3.65 to 3.94. Students will be complimented, and we will continue to stress to students the importance of being available to these adult volunteers.



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Servant Leadership Program

2003 – 2004

Program Intended Outcomes:

Assessment Method and Criteria:

Assessment Results:

Use of Results:

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

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

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

7. Students reported giving 840 hours of “extra mile” service to the university and community. 3 SL students were honored as the top student in their discipline, and 1 was honored by receiving the top academic award for the university. Another SL student won the Eason Award, and another was nominated by CSU for a national student service award. A SL student also won the award for being the most outstanding student assistant employee.

7. We will continue to work on improving our reporting method for this category. Students will be encouraged to see benefits of providing campus leadership and documenting their involvement on campus.



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Goal Statement:

II. To promote continuing professional development of faculty.

Servant Leadership Program

2003 – 2004

Program Intended

Outcomes:

1. To write and submit presentation proposals to professional conferences.
2. To write proposals for awards for the program and individual students.
3. To take advantage of professional training opportunities.

Assessment Method and

Criteria:

End of year report will document the number of professional proposals written and training completed.

Assessment Results:

1. Have submitted the following 2 proposals for The Leading Edge Conference “Engaging Students in a Changing World” sponsored by Phi Theta Kappa -Peachtree City, GA – Nov. 18-21, 2004 :

- a. “Changing Students’ Lives Through Leadership Development”
- b. “Developing Leaders Who Can Change”

2a. Wrote and submitted proposal and was awarded the Urban Forestry Award by Keep Columbus Beautiful for the Senior Project, “Trees for Baker.”

2b. Wrote proposal for Melissa Chaney for national student leadership award.

3. Completed Diversity training sponsored by CSU Human Resources, Oct. 22.

Use of Results:

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



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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:

II. To promote continuing professional development of faculty.

Servant Leadership Program

2003 – 2004

Program Intended
Outcomes:

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

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. Associate Status in the Servant Leadership Program was implemented this year with 5 students, who meet program responsibilities without receiving stipends.

4b. LEAD 1705 was offered each semester to the general student population and enrolled 49 non-program students for the year. Each of these students completed at least 12 hours of community service and learned servant leadership principles and concepts.

4c. Collaborated again with Callaway Gardens by conducting the Callaway Student Leadership Award Conference, June 12-19, 2004. Increased size of conference From 15 to 24 participants.

4d. Assisted John Lester, who was in charge of Youth Leadership Columbus Day at CSU. Taught SL in the morning and led a mock school board meeting in afternoon, April 15, 2004, for 48 high school leaders.

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.



COLUMBUS STATE
UNIVERSITY

Expanded

Statement of

Institutional

Purpose

Mission Statement:

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Goal Statement:

II. To promote continuing professional development of faculty.

Servant Leadership Program

2003 – 2004

Program Intended

Outcomes:

4. To reach a broader audience with information about servant leadership, cont'd.

Assessment Method and

Criteria:

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

Assessment Results:

4e. The '04 Senior Project, planting of an urban forest of 31 new trees at Baker Middle School, resulted in widespread community collaboration with the following groups, all of whom learned something about the CSU SL Program: Youth Leadership Columbus, Chamber of Commerce & Leadership Columbus Alumni, Trees Columbus, GA Power Co., and the Muscogee County School District.

4f. Developed an Alumni Connection of former SL students who have graduated.

4g. Collaboration with the FYE Committee in order To fuse the FYE Leadership Initiative and the SL Associate Program as much as possible.

4h. Program for the Columbus Academy of Lifelong Learning, May 12, 2004.

4i. Program for Rotary Club, Feb. 26, 2004 – assisted by 2 servant leadership students, and Network program, Feb. 27.

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.