



COLUMBUS STATE
UNIVERSITY

Center for Academic Support and Student Retention 2004-2005

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.

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

Assessment Method and

Criteria:

1. A course evaluation instrument has been in place since 1999 to allow student input into course development.

1b. 673 students enrolled in CSUS 1106 during this academic year. 73 of those students withdrew from the course. Of the 597 student who completed the course, 79% completed with satisfactory grades in the course.

2. 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:

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

2a. CASSR staff attended the following state and regional conferences:

- Association of tutoring professionals
- GA AHEAD
- GA AHEAD Executive Council
- Phi Theta Kappa Leadership Faculty Certification Conference

•Regents Center for Learning Disorders

- GA Voices that Count
- ACCESS-NOW Advocacy Training

2b. CASSR staff attended the following campus sponsored computer skills workshops:

- EXCEL
- E-doption Textbook Adoption Training
- CSU secretarial Association Training

Use of Results:

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

1b. Faculty Training Seminar is offered each year to instructors of CSUS 1106.

2. Training received by CASSR staff will be used to improve student learning and job performance. Positive comments from staff indicate a need for more staff development opportunities.



COLUMBUS STATE
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Center for Academic Support and Student Retention Office of Disability Services 2004-2005

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:

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- To effectively assess programs and services.
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- 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. Sixteen items of accessible furniture were provided for six students with physical disabilities.
- 1c. In student surveys the promptness of response to requests and the effectiveness of accommodations provided were rated very favorably.
- 2a. ODS received appropriate upgrades as were available.
- 2b. New students were offered the use of assistive technology at the time of identification with the Office of Disability Services.
- 2c. Students using the available technology expressed overall satisfaction with services available.

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. Appropriate technology will be available for student use.
 - Tech Lab Statistics:
 - JAWS – 69 hours
 - Duxbury & Embosser – 22 hrs
 - Scanner – 23 hrs
 - Trackball mouse – 20 hrs
 - CCTV – 7.5 hrs
 - # of Students using Lab: 47
 - Print-to-Braille – 29 hrs
 - Transcribe Tape-to-Print – 22 hrs
 - 206 hrs of sign language interpretation were provided
 - 18 books acquired in tape or electronic format
- 2b. Students were made aware of available technological resources.
- 2a,c. ODS received appropriate upgrades as were available.



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Center for Academic Support and Student Retention Office of Disability Services 2004-2005

Program Intended

Assessment Method and

Assessment Results:

Use of Results:

Outcomes:

Criteria:

Expanded

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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 will be surveyed to determine if appropriate testing accommodations were provided.

3. A survey conducted received favorable ratings regarding testing accommodations.
ODS administered 388 exams, 23 Regents exams and 2 CAPP exams.

3. Services will continue to be provided to students in a timely manner. 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 44 Faculty members this academic year thanking them for their cooperation and asking them to fill out the on-line ODS survey.

Presentations made:

- CSU New Faculty Orientation
- SPED 6187 – Transition
- GA AHEAD annual conference
- COUN 6175 – Deaf Culture

ODS provided 482 instructor letters to students with disabilities and met with 88 faculty members.



COLUMBUS STATE
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Center for Academic Support and Student Retention Tutorial Services 2004 - 2005

Expanded Statement of Institutional Purpose

Mission Statement:

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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. 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:

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.

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 6,930 hours of tutorials to 5,545 student contacts during this academic year.

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

2. Twenty-one workshops were presented and a total of 78 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. 6 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.

2. A variety of workshops were offered based on reported student need.

3a, b. 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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Expanded

Statement of

Institutional

Purpose

Mission Statement:

The Adult Re-Entry Program provides an easily accessible portal of entry to CSU for non-traditional students, those who have been away from an educational setting five or more years.

Goal Statements

1. To assist non-traditional students with the admissions process
2. To provide support services, activities and programs for non-traditional students

Program Intended

Outcomes:

- 1a. To increase the number of students who enroll in the Adult Re-Entry seminar, CSUS 1105 – *Learning to Learn*
- 1b. To increase the number of non-traditional students who enrolled at CSU
2. To help non-traditional students feel welcome at and appreciated by CSU

Adult Re-Entry Program 2004 – 2005

Assessment Method and

Criteria:

- 1a. Keep track of the number of students who enroll in and complete CSUS1105
- 1b. Keep track of the number of students who enroll at CSU after completing the seminar
- 2a. Keep track of students who sign-in at the Adult Learning Resource Center (ALRC)
- 2b. Allow students to evaluate the Adult Re-Entry seminar and the ALRC
- 2c. Provide Omicron Psi, the non-traditional student honor society

Assessment Results:

- 1a. Fifty-nine students enrolled in CSUS 1105 during AY05. Of this number, 53 completed the course.
- 1b. See below.
 - Of the 13 students who enrolled in CSUS 1105 summer 2004, 9 enrolled at CSU fall semester 2004 and one enrolled summer 2005.
 - Of the 21 students who enrolled in CSUS 1105 fall semester 2004, 8 enrolled at CSU spring semester 2005.
 - Of the 25 students who enrolled in CSUS 1105 spring semester 2004, 11 enrolled at CSU summer term 2005. Several others expressed the intent to enroll for fall 2005 classes.
- 2a. There were 14,396 sign-ins at the ALRC during AY 05.
- 2b. Students evaluations of CSUS 1105 were positive.
- 2c. Seven students were inducted into the CSU Chapter of Omicron Psi during AY 05.

Use of Results:

1. Use results as a benchmark that may be used to compare to future enrollments.
- 2a. Compare AY05 sign-ins to those of the future .
- 2b. Continue to maintain quality of CSUS 1105
- 2c. Keep chapter active and growing by identifying and recognizing outstanding non-traditional students



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Purpose

Mission Statement:

The CSU FYE program will promote for entering students a positive assimilation into the CSU community of learners through the administration of programs, activities and services designed for freshmen.

Goal Statement:

1. To provide Freshman Learning Communities (FLCs)
2. To provide a Freshman Leadership Program (FLP)
3. To provide pre-semester programs
4. To provide monthly thematic programs
5. To provide career exploration and development
6. To provide a freshman convocation during fall 2005
7. To provide freshman orientation
8. To provide a Center for Academic Advising

First Year Experience[®] Program 2004 – 2005

Program Intended

Outcomes:

1a. Students who participate in FLCs will be retained.

1b. Students who participate in FLCs will have good grades.

1c. Students who participate in FLCs will be engaged.

1d. Students who participate in FLCs will graduate from CSU

Assessment Method and

Criteria:

1a. During fall 2005, retention rates of fall 2004 FLC students will be reviewed for one year retention rates.

1b. Review of grades of FLC participants

1c. Review of engagement data on participants

1d. Review of 2008 graduation rates of participants from the fall 2004 cohort

Assessment Results:

1a. No results are available at this time.

1b. Seventy-five entering freshmen enrolled in fall 2004 FLCs. The average GPA of participating students was 2.66 compared to 2.59 for entering freshmen who enrolled in the same courses and 2.65 for all entering freshmen.

1c. Seventy-five students were enrolled in fall 2004 FLCs

1d. Graduation results will not be available until 2008.

Use of Results:

1a. Modify FLCs as needed.

1b. Use information as a benchmark by which future FLC participation will be measured.

1c. Use information as benchmark by which future FLC engagement will be measured.

1d. Use information as benchmark by which future FLC engagement will be measured.



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First Year Experience[®] Program 2004 – 2005

Program Intended

Outcomes:

2a. Students who participate in FLP will be retained.

2b. Students who participate in FLP will have good grades.

2c. Students who participate in FLP will be engaged.

2d. Students who participate in FLP will graduate from CSU

Assessment Method and

Criteria:

2a. During fall 2005, retention rates of fall 2004 FLP students will be reviewed for one year retention rates.

2b. Review of grades of FLP participants

2c. Review of engagement data on FLP participants

2d. Review of 2008 graduation rates of FLP participants

Assessment Results:

2a. Eleven students participated in fall 2004 Freshman Leadership Program.

2b. The average GPA of participating students was 3.02, compared to 2.65 for all entering freshmen

2c. FLP students reported 112 hours of activity (10 hours per student) in various CSU clubs and organizations.

2d. Graduation results will not be available until 2008

Use of Results:

2a. Modify FLP program as needed.

2b. Use information as a benchmark by which future FLP participation will be measured.

2c. Use information as benchmark by which future FLP engagement will be measured.

2d. Use information as benchmark by which future FLP engagement will be measured.



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First Year Experience® Program 2004 – 2005

Program Intended

Outcomes:

3. Students who participate in Pre Semester Programming will be engaged.

Assessment Method and

Criteria:

3. Review of engagement data on students who participate in pre semester programming

Assessment Results:

3. Pre-semester programming, also known as Cougar Kickoff, was held during the week of August 15-20, 2004
The following are activities held and student participation data:

- August 15
Pool Party and Cookout
Attendance 300
- August 16
The Ultimate Road Trip: Campus to Career presentation – 10
Movie – 200+
- August 17
Taste of CSU Cookout Party – 300
- August 18
How to Survive College Outside presentation – 40
Ice Cream Social – 200
- August 19
How to Survive College Inside the Classroom – 25
Skating Night at Hollywood Connection – 225
- August 20
Protecting Yourself on Campus – 12
Karaoke Night - 200

Use of Results:

3a. Use information as benchmark by which participation in future Pre-Semester Programs will be measured.

3b. Attendance information may be used in future planning



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First Year Experience® Program 2004 – 2005

Program Intended

Outcomes:

4. Students will participate in monthly thematic programming

Assessment Method and

Criteria:

4. Review of data on students who participate in monthly thematic programs

Assessment Results:

4. 2004-2005 programs and the attendance are as follows:
 - September 7
Getting Along with Roommates – 40
 - September 19
Alcohol: The Game of Life – 50
 - October 5
Oral Sex: Sex and Dating Education – 150
 - December 5
How Does It Feel: Stress Management – 30
 - December 9
Self Defense: Keeping Yourself Safe – 25
 - February 9
Sexually Transmitted Disease Education – 60
 - March 6
Show me the Money: Money Management – 25
 - April 14
Jumping to Conclusions: Diversity Education – 40

Use of Results:

- 4a. Use information as benchmark by which participation in future Pre-Semester Programs will be measured.
- 4b. Attendance information may be used in future planning



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First Year Experience[®] Program 2004 – 2005

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Program Intended Outcomes:

5. Students will participate in Career Exploration and Development activities

Assessment Method and Criteria:

5. Review of data on students who participate in activities

Assessment Results:

5. One thousand one hundred thirteen students participated in freshman Career Exploration and Development.

Use of Results:

5. Use information as benchmark by which participation in future Career Exploration and Development Programs will be measured.



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Program Intended Outcomes:

6. Students will participate in Freshman Convocation and reception.

Assessment Method and Criteria:

6. Number of students attending

Assessment Results:

6. Plans are now underway for fall 2005 implementation.

Use of Results:

6. Use information as benchmark by which participation in future freshman convocations will be measured.



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First Year Experience[®] Program 2004 – 2005

Program Intended Outcomes:

7. Students will participate in freshman orientation.

Assessment Method and Criteria:

7. Number of students attending

Assessment Results:

7. One thousand, one hundred forty-one freshmen participated in orientation fall semester. The aspect of the program enjoyed least was the “lectures.” The part enjoyed most was “interacting with other students.”

Use of Results:

7. Use information as benchmark by which participation in future orientation sessions will be measured.

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Program Intended Outcomes:

8. Students will receive academic advising necessary to help them reach their potential.

Assessment Method and Criteria:

8. Examine the evaluations of students being advised through Center for Academic Advising.

Assessment Results:

8. The Center for Academic Advising will begin serving students summer 2005.

Use of Results:

8. Use information as benchmark by which the Center for Academic Advising will be measured in the future.



COLUMBUS STATE
UNIVERSITY

CSU Honors Program 2004-2005

Program Intended

Outcomes:

1. To design, implement and evaluate the CSU Honors Program for outstanding students
2. To strengthen recruiting for the CSU Honors Program and Scholarships

Assessment Method and

Criteria:

- 1a. Employ exit interviews of all graduating seniors 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
- 2a. Use scholarship interview to screen for best candidates for the program
- 2b. Continue to work with Enrollment Marketing to develop better recruiting methods, especially for the scholarship
- 2c. Mail scholarship acceptances in timely manner—fast turnaround

Assessment Results:

- 1a. Eight graduates interviewed in spring 2005 all had positive assessment of the program. Most stressed the value of the thesis in “pulling together” their experience at CSU. Also noted: study abroad experience.
- 1b. Benchmarking revealed about 85% are keeping pace with requirements
- 1c. Positive results, especially in student evaluations
- 2a. High retention rate of 94-96% indicates that GPA and SAT scores are only part of the reason for success in college
- 2b. Highest number of applicants ever in January 2005—total of 47 applicants
- 2c. Faster turn around time this year

Use of Results:

- 1a. Encourage students to plan thesis early and take multiple study abroad opportunities if possible
- 1b. Students appreciate knowing exactly what they have to do to complete requirements
- 1c. Evaluations and syllabi are on file in the coordinator’s office and prove the quality of the Honors Program
- 2a. Personal attention is key to retention—Coordinator will get to know freshmen even better this year
- 2b. Will use similar marketing plan next year
- 2c. Applicant evaluation form needs revising for better evaluation of candidates prior to interview

Expanded

Statement of

Institutional

Purpose

Mission Statement:

The mission of University College is to provide support, services, programs, and experiences that inspire and enable students to achieve their educational goals.

Goals Statement:

To create and sustain the best Honors Program possible, together with high retention and completion rates



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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 (MAP) 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 will become aware of MAP, its mission, and its goals.
- 2a. Minority Students will have campus advocates as needed.
- 2b. MAP organizational meetings will be conducted.
- 2c. MAP participants will be able to attend the MAP/MRO state conference
3. The MAP web site will be updated in order to provide students with access to important information.

Minority Advising Program 2004 – 2005

Assessment Method and

Criteria:

1. Records will be kept of correspondence, programs and numbers of participants.
- 2a. Assessment of availability of Ms. Davis and Mr. Myrick
- 2b. Records will be kept of programs, and the numbers of participants.
- 2c. Records will be kept of conference attendance
3. The MAP will be evaluated by students and interested parties for efficacy.

Assessment Results:

1. Information tables were set up at campus events in order to advertise MAP.
- 2a. Beverly Davis and Mr. Wesley Myrick served as student advocates as needed.
- 2b. Three MAP meetings were held fall semester. Mr. Wesley Myrick coordinated the meetings.
- 2c. Wesley Myrick and Ms. Cathy Anderson took 5 students to spring MAP conference at Valdosta State University during spring semester 2005.

3. MAP web site was deemed sufficient by users. See http://uc.colstate.edu/minority_advising.htm

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 2004 – 2005

<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. Certificates will be mailed during July 2005.</p>	<p>7. This practice will be suggested for continuance during AY06.</p>
<p>7. To recognize academic accomplishments of minority students</p>				



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Expanded

Statement of

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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

CSU Servant Leadership Program 2004 – 2005

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 41 applications. 37 students were interviewed. 17 were offered stipends; all accepted initially, but 1 declined in June. 16 will comprise the freshman cohort in August '05.

1b. Selection Committee members made several suggestions. Setting the interview date 6 months ahead was again suggested. Photos proved helpful, and photo process can be improved next year.

2a. Senior GPA –
Fall, 3.63
Spring, 3.70

Junior GPA –
Fall, 3.65
Spring, 3.68

Sophomore GPA –
Fall, 3.43
Spring, 3.30

Freshman GPA –
Fall, 3.61
Spring, 3.66

2b. 7,318 hours of service and mentoring.
78% retention rate.

Use of Results:

1a. All recruiting methods will be continued and some used earlier will be resumed, such as mailing the actual application to prospective applicants.

1b. We will again attempt to coordinate with other CSU entities far in advance for scheduling interview day.

2a. All efforts will be continued.

2b. All supervisory and advisory efforts will continue. Progress will be continually monitored. Ask Selection Committee to give consideration to applicants' plans for transfer.



COLUMBUS STATE
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CSU Servant Leadership Program 2004 – 2005

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 for Fall and Spring:

Seminar – 4.50; 4.46

Service – 4.89; 4.97

Mentoring – 4.74; 4.68

Having mentor – 3.69; 3.24

Assessments – 4.53; 4.65

Retreats – 4.71; 4.76

Overall – 4.90; 4.89

4. Supervisor evaluations yielded the following results for Fall & Spring:

Diligence – 4.47; 4.88

Initiative – 4.44; 4.76

Interpersonal – 4.50; 4.78

Learns – 4.67; 4.90

Dependability – 4.27; 4.78

Integrity – 4.78; 4.90

Attitude – 4.65; 4.98

Value – 4.65; 4.93

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. Consider abolishing or drastically modifying this component.

4. We will share with students the importance of good evaluations by telling them how we rely on these evaluations when writing references for awards and graduate schools later. Consider leading students to set personal & group goals concerning evaluations.



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Program Intended

Outcomes:

5. To have Big Brothers/ Big Sisters evaluate the students' positive mentoring of children by assigning a rate 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. Big Brothers/ Big Sisters will complete an evaluation focusing on the following factors: dependability and reliability, attitude, relationship with mentee, responsibility, and leadership.

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. Big Brothers/ Big Sisters evaluations yielded the following results:

Dependability and Reliability – 4.63

Attitude – 4.88

Relationship with Mentee – 4.92

Responsibility – 4.79

Leadership – 4.79

6. Adult mentor evaluations yielded the following results:

Training/prep – 4.23

Comfort level – 4.58

Availability – 3.85

Quality – 3.92

Satisfaction – 4.08

Frequency of Meetings – 7.88

Average hours (for the year) – 12.03

Use of Results:

5. We will again share with students the importance of attaining high evaluation scores. Address categories with lower scores by considering improvements that can be made in the mentoring process or changes in scheduling that will help students meet and exceed the weekly requirements.

6. Some of these scores increased and some decreased compared to last year---a situation that reflects the mixed nature of the experience...some very positive and some negative.



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Program Intended
Outcomes:

Assessment Method and
Criteria:

Assessment Results:

Use of Results:

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7. To have 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 457 hours of “extra mile” service to the university and community. 2 SL students were honored as the top student in their disciplines, and 5 were honored by various service agencies as recipients of special awards. Another SL student won the Eason Award, and another was named CSU’s Student Volunteer of the Year. Academic Achievement Awards went to 5 SL students, 1 student received a Phi Kappa Phi award, and 8 were chosen for Who’s Who.

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:

To promote continuing professional development of faculty.

CSU Servant Leadership Program 2004 – 2005

Program Intended

Outcomes:

1. To write and submit presentation proposals to professional conferences.
2. To take advantage of professional training opportunities.
3. To write and submit articles to appropriate publications.

Assessment Method and

Criteria:

End of year report will document the professional proposals submitted, training completed, and articles written and submitted.

Assessment Results:

1. Presented, with Mary and students' help, "Changing Students' Lives Through Leadership Development" at The Leading Edge Conference sponsored by Phi Theta Kappa -Peachtree City, GA – Nov. 18-21, 2004.
Have submitted a proposal to make presentation entitled "Servant Leadership: An Idea Whose Time Has Come For School Governance" at the National School Boards Association in New Orleans in April 2006. Submitted June 6, 2005.
2. Completed leadership training sponsored by National School Boards Association April 15-19, 2005.
- 3a. Submitted article entitled "Living Lessons in Leadership" to WeLEAD Online Journal June 9, 2005.

Use of Results:

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



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CSU Servant Leadership Program 2004 – 2005

Program Intended

Outcomes:

- 3. To write and submit articles to appropriate publications, cont'd.
- 4. To reach a broader audience with information about servant leadership

Assessment Method and

Criteria:

- 3. End of year report will document the professional proposals submitted, training completed, and articles written and submitted, cont'd.
- 4. End of year report will document the events through which servant leadership reached a wider audience than usual.

Assessment Results:

- 3b. Mary Hill authored article entitled "Learning to Serve: Charting a Journey into Servant Leadership" published in the Fall '04 edition of the Pastoral Forum.
- 4a. Associate Status in the Servant Leadership Program grew in number from 5 to 12 students. These are students who accept certain program responsibilities without receiving stipends. Receiving grant from the Woodruff Foundation will increase staff and enable further growth.
- 4b. LEAD 1705 was offered each semester to the general student population and enrolled 39 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 with the Department of Nursing by teaching a 2-hour unit on SL as a part of their curriculum both Fall and Spring semesters.

Use of Results:

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



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CSU Servant Leadership Program 2004 – 2005

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:

4d. Mary Hill, collaborating with the Center for International Education, led CSU American Democracy Project, planning a week of service events for students, faculty, and staff in March '05. The project was presented at the National American Democracy Project Conference in Portland, Oregon (June '05).

4e. Planned and executed a trip with SL students to hear a presentation by Jane Goodall on global issues at the Carter Center in Atlanta. This activity was in response to a request by the Jane Goodall Institute to have CSU students in leadership positions represented at the conference.

4f. The '05 Senior Project, leading the campus in building the first CSU Habitat for Humanity House, resulted in widespread campus and community collaboration with groups such as the following, all of whom learned something about the CSU SL Program: businesses, campus groups, faculty and staff members, friends, family, work, and mentoring partners, among others.

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.



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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:

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

4h. Collaboration with the FYE Director in order To enhance both the FYE Leadership Initiative and the SL Associate Program as much as possible.

4i. Mary Hill represented the SL Program as a speaker at 3 CSU functions and 2 Pastoral Institute functions.

4j. Collaborated with Youth Leadership Columbus by organizing and facilitating a goal-setting and team work program for their students during Fall semester.

4k. Mary Sue was the speaker For an Aug. 3rd radio program, The Tri-Communities Directors of Volunteer Services Conference, the GREAT Program, Exchange Club, MCSD JROTC Program, and Baker Middle School Honor Society Induction.

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.