

## **PART 1. PHILOSOPHY**

### **COLUMBUS STATE UNIVERSITY UNIVERSITY COLLEGE LEVEL 2 STRATEGIC PLANNING GOALS FY 2003**

**University College Mission Statement:** The mission of University College is twofold: to address the remediation needs of students and to improve retention.

#### **Goals**

1. Remedial Instruction  
To provide courses, services, and programs that will assist Basic Studies and CSU students in realizing their academic goals.
2. Infusion of Technology  
To explore and adopt technological options in order to enhance teaching and learning.
3. Faculty and Staff Development  
To provide opportunities for faculty, staff, and tutors to continue their intellectual and professional development.
4. Campus Relations  
To work collaboratively with campus units in order to better address the academic needs of Basic Studies and CSU students.
5. Community Relations  
To work collaboratively with community and regional agencies in order to better address the educational needs of the CSU service area.
6. CSU Honors Program  
To design, implement, evaluate, and strengthen recruiting for the CSU Honors Program for outstanding students.
7. CSU Servant Leadership Program  
To implement the CSU Servant Leadership Program, which is designed to build a community of future servant leaders through study, experiential learning, self-awareness, modeling and mentoring.
8. Minority Advisement Program  
To enhance the academic welfare of minority students through the administration of the Minority Advisement Program.

COLUMBUS STATE UNIVERSITY  
**UNIVERSITY COLLEGE**  
 FY03 STRATEGIC PLANNING ASSESSMENT

GOAL*		PLANNING INITIATIVE	ASSESSMENT OF RESULTS
INSTITUTIONAL	UNIT		
1	1	Complete process leading to program certification of Learning Support by National Association of Developmental Education.	Funding issues prevented department from pursuing this certification.
1	1	Develop alternative delivery system for orientation information for Learning Support students.	Development is in beginning stage. Traditional delivery system has been refined so that all students assigned to University College can self-register.
1	1, 2	Provide professional development activities targeted for part-time instructors.	<ul style="list-style-type: none"> <li>• Two training meetings were held for part-time faculty to update them on administrative procedures and other issues.</li> <li>• The CASSR provided training sessions for all part-time CSUS 1106 instructors.</li> </ul>
2	3	Develop retention initiative program for University College students.	Two sections of UNIV 1105 were offered this year, serving 50 students. An expanded advising system was put in place including, a workshop for Basic Studies advisors, a reporting system for advisors to monitor students' course schedules and learning support requirements, and a process for students to evaluate their advising sessions.
2	1	Continue to offer the <i>College Success</i> course	Twenty-three sections of CSUS 1106 were offered, with 530 students enrolled and an 84% course pass rate. As a result of data collected from course surveys, course changes were made.
5	1, 2	Purchase remediation software for reading, math, and writing to be placed on stations in the CASSR computer labs.	PLATO software for reading and math were installed on stations in CASSR and reading software was installed in the computer lab.
5	3	Provide training opportunities for tutors.	All tutors were provided with the opportunity to be certified through the College Reading and Learning Association. Six tutors were certified. The CASSR continues its Level 1 National CRLA certification.

GOAL*		PLANNING INITIATIVE	ASSESSMENT OF RESULTS
INSTITUTIONAL	UNIT		
1,5	2	Purchase additional adaptive software and hardware and upgrade existing hardware and software in the technology lab of the Office of Disability Services.	No purchases were made due to budgets constraints.
5	1	Acquire additional testing space for the Office of Disability Services.	No additional space was acquired.
1	3	Provide workshops to all UC faculty and staff on core curriculum and recommended advising practices.	<ul style="list-style-type: none"> <li>• Workshops on registering online were held prior to early registration for summer and fall terms.</li> <li>• CASSR and Basic Studies Staff attended the Region IV NACADA Conference in Pensacola Beach, Florida and the USG Learning Support Conference at Callaway Gardens.</li> <li>• UC faculty and staff attended CINS training workshops.</li> <li>• CASSR staff attended Regents Center for Learning Disorders Conferences and coordinated computer workshops on disability services.</li> </ul>
5	1	Acquire additional space for the Adult Learning Resource Center.	No additional space was acquired.
6	2	Upgrade computers in the Adult Learning Resource Center.	Three new computers were purchases for use in the ALRC. There are now four student workstations available.

GOAL*		PLANNING INITIATIVE	ASSESSMENT OF RESULTS
INSTITUTIONAL	UNIT		
1	7	Implementation and development of the 4 <sup>th</sup> year of the Servant Leadership Program	<p><b>Retention:</b> 48 students were in the SL program during FY 03---11 seniors, 10 juniors, 12 sophomores, and 15 freshmen. The overall retention rate in the program is 80%.</p> <p><b>Academics:</b> At the end of fall semester, SL students had an average GPA of 3.6.</p> <p><b>Community Service:</b> Students have given over 7,000 hours of community service to date this year, serving in 26 different agencies and mentoring at-risk children in the Muscogee County School District.</p> <p><b>Campus Leadership:</b> SL students have given over 500 hours of service on the CSU campus this year. They served in SGA, on the Saber Staff, as members of CORE, in various academic honorary organizations, as student representatives for the Capital Campaign, and as Ambassadors at graduation. Most of the juniors and seniors have been named to Who's Who. Two seniors were named the most outstanding graduate in their discipline, and one SL senior was awarded the Faculty Cup.</p>

\*Institutional Goal is goal established in the University Strategic Plan. Unit Goal addresses the Institutional Goal.

COLUMBUS STATE UNIVERSITY  
UNIVERSITY COLLEGE  
FY 2004 LEVEL 2 PLAN

Goal*		Planning Initiative	Cost	Planned Impact
Institutional	Unit			
1	1, 3	Complete process leading to program certification of Learning Support by National Association of Developmental Education	\$800	Improve academic programs and services
1, 2	1, 2	Develop alternative delivery system of orientation information for Learning Support Students	\$5,000	Improve academic success and student retention. Improve service to entering freshmen
1, 2	1, 4	Develop a comprehensive First Year Experience plan in conjunction with other campus departments.	\$2,000	Improve academic success and student retention
1, 2	3	Provide professional development opportunities for full-time faculty in their disciplines.	\$3,000	Improve academic success; incorporate best practices in all courses taught in Basic Studies
1, 2	1	Hire counselor whose efforts are dedicated to University College and Learning Support students.	\$35,000	Improve student retention and academic success.
1, 2	1	Hire full-time mathematics faculty.	\$35,000	Improve student retention and academic success.
1, 2	3	Provide professional development opportunities for part-time faculty.	\$2,000	Improve academic success and increase student retention
1, 2	1	Further develop the academic advising program for students who have not declared majors.	\$3500	Improve academic success and improve student retention.
1, 2	1	Promote CSUS 1106 to new CSU students.	\$0	Increased enrollment and improved retention among CSU students
5, 6	1	Purchase remediation software and software upgrades for reading, mathematics, and writing for CASSR computer labs.	\$5,000	Improve academic success and improve student retention
1	3	Provide opportunities for the training of CASSR tutors.	\$1,000	Improved customer service and increased retention.
5, 6	2	Purchase additional and upgrade existing adaptive software and hardware for/in the technology lab of the Office of Disability Services	\$5,400	Improve retention rates of students with disabilities
1	3	Provide training workshops for advisors of students assigned to University College.	\$500	Increased student retention and persistence

\* Institutional Goals were established in the University Strategic Plan. Unit Goal addresses the Institutional Goal.

Goal*		Planning Initiative	Cost	Planned Impact
Institutional	Unit			
1, 2	6	Continue to develop “Omicron Psi,” the honor society for non-traditional students	\$500	Improved retention of non-traditional students
1, 2	1	Acquire additional testing space for the Office of Disability Services	\$10,000	Improved retention of students with disabilities
1, 2	1	Acquire additional space for the Adult Learning Resource Center	\$10,000	Improved retention of non-traditional students
1	1	Hire part time staff to keep the Adult Learning Resource Center open from 4:00 – 9:00 PM Monday through Thursday evenings	\$6,000	Improved retention of non-traditional students
1, 2	6	Implement and develop the CSU Honors program	\$0	Improve program and student retention
1	6	Acquire new central office for the CSU Honors Program and an Honors Lounge for students	\$0	Greater visibility on campus
1	6	Work with Enrollment Marketing and the Honors Scholarship Committee	\$0	Improve recruiting and number of scholarship applicants
1	6	Re-institute Alpha Sigma Lambda	\$500	Improved retention of non-traditional students
1	7	Develop alumni group of Servant Leadership students	\$0	Greater support for the University and the program
1	7	Develop and implement “Associate Status” for students who do not have SL stipends but who want to participate in the program	\$500	Greater impact on campus; more students involved in community service and mentoring
1, 4	7	Produce a monthly on-line servant leadership newsletter	\$0	Better communication between students, alumni, and all program stakeholders
4, 9	5, 7	Develop and implement collaboration between CSU and Callaway Gardens with the Callaway Student Leadership Award Conference	\$0	Access to superior students for recruiting by both the University and the SL Program; increased visibility and credibility for the SL Program; increased support from partnering with an organization with the stature of Callaway Gardens.
1	1	Continue to offer the Strategic Learning course, UNIV 1105	\$0	Increase student academic success and retention

4	7	Continue the fully developed Servant Leadership Program	\$125,000	50 students achieving academic excellence, meeting community needs through volunteer services, and providing student leadership
5	8	Administer and promote the Minority Advisement Program	\$5,000	Improved retention of minority students

\* Institutional Goals were established in the University Strategic Plan. Unit Goal addresses the Institutional Goal.

### Part 3

COLUMBUS STATE UNIVERSITY  
UNIVERSITY COLLEGE  
EXECUTIVE SUMMARY FY2003

University College is completing its fifth year as one of CSU's five academic units. University College continues to house the Center for Academic Support and Student Retention, the Department of Basic Studies, the CSU Honors Program, and the CSU Servant Leadership Program. During late fall of 2002, the Minority Advising Program was assigned to University College. In the spring of 2003, University College's Pilot Admissions Program, which was begun fall semester 1998 as a pilot program, underwent its second evaluation by the Board of Regents of the University System of Georgia. President Frank Brown was notified of the results of the review by letter in April 2003. The following is an excerpt from that letter. "As a result of the continuing good performance of your Pilot Admissions Program (PAP) and the excellent supportive documentation you submitted regarding it, your PAP has been re-designated a Special Freshman Admissions Program. For the foreseeable future, it may thus be regarded as a permanent program." Ms. Beverly M. Davis was appointed dean of University College in the spring of 2003.

#### **Center for Academic Support and Student Retention (CASSR)**

Tutorial Services recorded 5,828 hours of tutorial assistance provided for 5,055 student contacts. The CASSR also continued its status as a National Level 1 Tutorial Facility by the College Reading and Learning Association.

The Office of Disability Services (ODS) provided services to 169 students during FY2003. Thirty-one of these students were first identified for services during FY03. The ODS proctored 345 tests in isolation and/or with technological accommodations. The ODS also provided 227 hours of adaptive technology assistance to students with disabilities. Examples of other services provided include: preparing print to Braille services, transcribing tape to print, recording text, providing examinations in oral format, and preparing tactile maps and diagrams.

The Adult Learning Resource Center recorded 9,617 student visits. The Adult Re-Entry Program enrolled a total of 97 students in the pre-admission course CSUS 1105 – *Learning to Learn* – in FY2003. Twenty of the 29 students who enrolled in CSUS 1105 summer 2002 were admitted to and enrolled at CSU. Twenty of the 45 students who enrolled in CSUS 1105 fall 2002 subsequently enrolled at CSU.

The CASSR was responsible for the academic advising for all undeclared majors, High School Joint Enrollment/Post Secondary Options/Early Admission students, and audit students.

The CASSR coordinated and staffed 23 sections of CSUS 1106 – *College Success* – in which 530 students enrolled. Eighty-four percent of the enrolled students completed the course with passing grades. The CASSR also assisted the Dean's Office in the coordination and staffing of ITDS 2735 – *Life and Career Planning*, an Area B interdisciplinary seminar that undeclared students are strongly encouraged to enroll in. Of the 23 sections of this course that were offered, 15 were taught by University College staff. CASSR staff taught one section of READ 0098 – *Developmental Reading* – and one section of UNIV 1105 – *Strategic Learning*.

**Concerns and Initiatives:** All initiatives being planned within the CASSR revolve around the need to increase the retention rates of our freshman and sophomore students. CASSR will work collaboratively with Student Affairs in planning and developing CSU's First Year Experience Program and Student Success Center.

## **Department of Basic Studies**

From Summer Term 2002 through Spring Semester 2003, 182 students completed Learning Support requirements and/or CPC deficiencies, exited University College and were assigned to other academic units.

To enhance the advisement process, the department had students complete the advisement assessment instrument after their advisement sessions. Results of the survey were compiled and analyzed for individual advisors and the department as a whole. The department also developed a computer program that compares a students' learning support requirements and CPC deficiencies and the courses for which they register. At the end of the registration period, each advisor reviews all his or her advisees' registrations to ensure appropriate enrollment. Advisor training was held before Advisement Week fall semester during which CSU and BOR Learning Support policies and procedures were highlighted.

Fifty students were identified fall 2002 and spring 2003 semesters as needing additional study and learning strategy skills and were enrolled in UNIV 1105.

Collaboration between the Department of Basic Studies, CINS, and Assistant Vice President for Academic Affairs Carl Wallman led to the development of a process by which Basic Studies students can register themselves online after meeting with an advisor. CSU is the only institution in the University System of Georgia presently using a self-registration model.

In its effort to use technology to enhance teaching and learning, 12 sections of developmental courses were taught exclusively in the department's computer lab. Software for reading and math remediation was purchased and installed in the computer lab and on computers in the CASSR.

Dr. Melody Shumaker was hired as full-time reading instructor. Dr. Teresa Irvin was the recipient of the 2003 Faculty Service Award in recognition of outstanding service to students, university and community.

## **CSU Honors Program**

For a second year, the CSU Honors Program was blessed to have AirTran Airways as its corporate sponsor. This year, AirTran Airways provided free transportation for the POLS 1105H class (17 students, 2 chaperones) to go to Washington, D.C., for cultural and intellectual enrichment. Later in the school year, AirTran Airways will provide free transportation for four students and one faculty member to present papers at the Southern Anthropological Society in Baton Rouge, Louisiana. The estimated value of the tickets for both trips is \$6,000-\$9,000. Such a savings has allowed the Honors Program to focus its budget on other areas, such as honorariums, speaker fees, hotels, and ground transportation costs. Without AirTran's support, the Honors Program would be able to support only 20% of its current activities.

When opportunities arise, the CSU Honors Program grabs hold. This year, one unforeseen opportunity was the availability over spring break of the newly acquired Spencer House in Oxford, England. For only \$500 (the cost of the airline ticket), Honors students enrolled in ENGL 1102H in spring 2003 traveled to Oxford to visit museums, historical sites, and the Globe. Incidentally, one student actually joined the Honors Program once he heard about this trip to Oxford. Unfortunately, due to the war in Iraq, which started a week before the trip, only five of eight students enrolled went to Oxford.

Next spring, plans are that students enrolled in ARTH 1100H will also experience the culture and history of Oxford over spring break.

When Dr. Studstill taught ANTH 1105H in fall 2002, he planned for each student to do original research, most of it on homelessness in Columbus. From the 20 or so projects, he chose the five best for submission to the spring 2003 Southern Anthropological Society in Baton Rouge. All five presentations were accepted, though only three students presented. (The two students unable to attend had their papers presented by the other Honors students.) Dr. Studstill's approach to Honors really differentiated ANTH 1105H from regular Cultural Anthropology classes in which no research is done. This is the first Honors class taught by Dr. Studstill and he was very pleased with the level of competency of the Honors students.

AY 2002-2203 has proven to be a bumper-crop year for speakers. The CSU Honors Program has sponsored, or co-sponsored, more speakers this year than in any year since its founding in 1998. Here is a listing of the speakers, their topics, dates, and co-sponsors:

<u>Name/Title</u>	<u>Topic</u>	<u>Date</u>	<u>Co-Sponsors</u>
Ken Giles, Public Affairs Specialist Consumer Product Safety Commission	History of Consumer Rights	Oct. 21, 2002	none
Yvette Roudy, French Diplomat	Women's Rights in France	Oct. 28, 2002	Pol. Sci. & Lang./Lit.
Raymond Osei, Fulbright Scholar from Univ. of Cape Coast, Ghana	Politics in Africa	Jan. 30, 2003	CIE & History
Precious Bryant, Blues Artist	Performance	Feb. 19, 2003	Student Activities

Speaker fees ranged from \$100 to \$750 plus expenses.

Instead of attending either the NCHC or the SRHC conference this year, students attended DragonCon, the largest science fiction and fantasy conference in the world. DragonCon always proves to be a culture shock for first-time attendees because of the intensity of the culture-immersion—these fun-loving folks are SERIOUS about their passion for the un-real. Science fiction and fantasy buffs are definitely extreme in their fanaticism. Where else do you find stock brokers dressed as Mr. Spock, lawyers as vampires, grade school principles as Darth Vader, construction workers as Storm Troopers, and MD's as Bilbo Baggins or Frodo?

This conference attracts the eclectically obsessed from all over the US, even from foreign countries. High points of the conference include the art auction, the dealer room, and the Masquerade. Four Honors students attended, all vowing to return next year despite having had very little sleep during the four-day conference. One Honors student conducted research on demographics of attendees and used her research for an Honors Contract and later presented her research at the Student Colloquium. Some of the costs of this trip were defrayed by Student Academic Travel.

Two chaperones (Dr. Gonzalez and his wife) took the POLS 1105H class of sixteen students to Washington, DC, fall 2002. An international student, not enrolled in the class, was also allowed to participate. Students went to the Holocaust Museum, the National Cathedral, the US Mint, the Smithsonian, the Capitol Building, Arlington National Cemetery, the Ford Theatre, and various national monuments, among other sites. Student Academic Travel helped defray some of the costs, as did AirTran Airways' contribution of free airline tickets.

Two new forms have been developed concerning the thesis. The first requires students to put in writing the basic idea of their thesis. This form can substitute for the proposal, though it is better if students take the time to write a formal proposal. The second form aids in getting faculty their honorarium. See Appendix E.

In spring 2001, the CSU Honors Program sponsored a very successful series of lectures on world religions. Approximately 100 people attended each of those lectures. Believing that interest in religion is high in the community, though low at CSU, the Honors Program decided to repeat the lecture series with a different topic, that of the history and development of Protestantism. The series was entitled "Varieties of Protestantism." Publicity included a write-up in the Faith section the *Ledger-Enquirer*, notice on the public bulletin board, notice on the student bulletin board, individual notices to faculty, reminders to Honors students, and posters sent to all churches represented in the series. Turnout has been disappointing, with 15 to 20 in attendance per lecture.

As in 2002, the CSU Honors Program will continue to sponsor the Student Colloquium again this year. New forms, posters, and letters have been written and new criteria developed. (See Appendix D) Last year almost 50 students participated in 29 offerings, including presentation in paper, PowerPoint, debate, exhibit, and performance formats. Last year the total cost to the Honors Program was \$550. This year's budget is expected to be about \$600.

## **CSU Servant Leadership Program**

The Servant Leadership Program has been the focus of much attention this year. On October 20, 2002 the Columbus Ledger-Enquirer featured a large 2-page article entitled "To Lead by Example," featuring six SL students. The article was the result of an extensive roundtable discussion with the newspaper's editorial staff. Our program was highlighted in a presentation entitled "Assessment of Reflective Journals for Leadership Development" at the Phi Theta Kappa Conference in Peachtree City, Georgia, on November 16, 2002. On November 24, 2002, the Ledger-Enquirer featured a front-page article entitled "Follow the Leader," which told the story of Paige Moore's curriculum for teaching servant leadership to fifth graders. The Saber featured front-page stories about the SL Program on both November 21 and December 4, 2002. The May Pastoral Forum includes an article entitled "Meet me at the Movies for Lessons in Servant Leadership," which discusses our students' film class.

Girls, Inc. awarded their "Special Friend Award" to the Servant Leadership Program at the Girls, Inc. Awards Banquet on March 20, 2003, and the May Impact includes an article about this honor. A highlight of the year was the project that was the culminating event of the seniors' seminar---a mini-conference to teach servant leadership to high school seniors. Forty seniors from a dozen different high schools attended the Friday night and all-day Saturday event on November 22-23. Activities on Saturday afternoon involved cleaning yards, painting, and repairing homes in Oakland Park. The January Impact featured a story about this project.

The Servant Leadership Students continue to distinguish themselves academically and through service to our campus and community. They have a collective cumulative GPA of 3.6, and over half of them are consistently on the Dean's List. They reported 35 campus positions of leadership or honor. Students have served the community for over 7,000 hours this year and have continued to mentor at-risk children in the school district. Evaluation information has been collected from community agency supervisors, mentors, and students. Results continue to be positive, exceeding 4 on all 5-point scales that assess students' work and other aspects of the program.

The program currently has an 80% retention rate, and most of the students who leave the program do so to transfer to a larger university with programs CSU does not offer. We have lost students to Auburn, Georgia Tech, Georgia State and the University of Georgia during their sophomore or junior years to study engineering, speech pathology, sports physiology, etc.

Recruiting efforts continue to be successful with over 90 applicants for the program this year. Applications from 89 students were complete, on time, and considered as the Selection Committee selected 50 for interviews. From those 50, 15 students have been selected for next year's freshman group. The major concern is a need for more space and improved facilities to enable the program's growth and outreach efforts and to enhance the spirit of camaraderie, peer mentoring, and collegiality.

## **Minority Advising Program**

The Minority Advising Program was moved from Student Affairs to University College in late fall 2002. In the spring of 2003, Dean Beverly Davis and Assistant Dean of Students Cathy Anderson began to work collaboratively in coordinating a program that addresses the needs of all minority students, especially African American students.