

PART 1 – PHILOSOPHY

UNIVERSITY COLLEGE LEVEL 2 STRATEGIC PLANNING GOALS FY 2004

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

Unit Goals

1. Academic Support Services
To provide courses, services, and programs that will assist 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 CSU students.
5. Community Relations
To work collaboratively with agencies, businesses and institutions in order to better address the educational needs of individuals and to increase the visibility of the University.
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 Advising Program**
To enhance the academic welfare and social experiences of minority students through the administration of the Minority Advising Program.
9. **First Year Experience[®] Program**
To coordinate the delivery of an integrated program for first year students designed to improve retention rates and enhance graduation rates.

Part 2A
 UNIVERSITY COLLEGE
FY2004 STRATEGIC PLANNING ASSESSMENT

Goal*		Planning Initiative	Assessment Of Results
Institutional	Unit		
1	1, 3	Complete process leading to program certification of Learning Support by National Association of Developmental Education	Funding issues prevented faculty member from attending required. Data is still being collected for future application
1, 2	1, 2	Develop alternative delivery system of orientation information for Learning Support Students	One advisor assigned for orientation session for transfer LS students. CD or web-based orientation information still in planning stage.

Goal*		Planning Initiative	Assessment Of Results
Institutional	Unit		
1, 2	1, 4, 9	Develop a comprehensive First Year Experience [®] plan in conjunction with other campus departments.	<p>In 2003, CSU sought and was granted permission by the <i>National Resource Center for the First Year Experience and Students in Transition</i> to use the copyrighted First Year Experience[®] service mark to identify the envisioned CSU program which focuses on the unique needs of students in transition. An FYE Advisory Committee comprised of faculty and staff from throughout campus was formed fall semester 2004 to define CSU's program and identify initiatives to be implemented fall semester 2004. After numerous committee and subcommittee meetings, initiatives targeted for implementation – and their coordinators – were Freshman Learning Communities, Terry Irvin; Leadership Development Program, Lane Brooks; Pre-semester Programming Series, Dana Larkin; and Career Exploration and Development, Joyce Fowler.</p> <p>A pilot program of 4 Freshman Learning Communities is planned and set to begin fall semester 2004. Each FLC consists of two academic courses and a CSUS 1106 tailored to the theme of the learning community. Full-time faculty and staff will be instructors.</p>
1, 2	3	Provide professional development opportunities for full-time faculty in their disciplines.	Dr. Melody Shumaker attended the 2003 Learning Differences Conference sponsored by Harvard University's Graduate School of Education, the NACADA regional conference in Pensacola, FL and with Mr. Hassan Hassani was a presenter at the NADE/GA conference in Jekyll Island, GA.
1, 2	1	Hire counselor whose efforts are dedicated to University College and Learning Support students.	Funding issues prevented the pursuit of this initiative.

Goal*		Planning Initiative	Assessment Of Results
Institutional	Unit		
1, 2	1	Hire full-time mathematics faculty.	Funding issues prevented the pursuit this initiative.
1, 2	3	Provide professional development opportunities for part-time faculty.	Funding issues prevented the department from pursuing this initiative.
1, 2	1	Further develop the academic advising program for students who have not declared majors.	All students who have not declared majors were encouraged to take ITDS 2735 – <i>Life and Career Planning</i> – within their first two semesters at CSU. In this course students were required to complete several informal personality and interest inventories and were required to complete the Strong Interest Inventory (SII) which was administered through the CSU Counseling Center. After completing the SII, they received Career Counseling upon receiving the results. Because undeclared students who received certain types of financial aid were ineligible to receive financial aid after earning 30 semester credit hours, the Financial Aid Office began sending letters encouraging them to select majors as soon as possible. Advisors of undeclared students have been updated on financial aid policies as they relate to undeclared students.
1, 2	1	Promote CSUS 1106 to new CSU students.	Thirty sections of CSUS 1106 were offered in AY04. A total of 604 students were enrolled.
5, 6	1	Purchase remediation software and software upgrades for reading, mathematics, and writing for CASSR computer labs.	The department has purchased <i>The Reader's Edge</i> software to enhance Learning Support reading courses and Regents' Reading remediation courses. The software is being installed in the UC computer lab, on 5 computers in the CASSR, and on 16 computers in the computer lab on the main floor of the Schwob Library.

Goal*		Planning Initiative	Assessment Of Results
Institutional	Unit		
1	3	Provide opportunities for the training of CASSR tutors.	Student satisfaction surveys of the services provided by Tutorial Services continue to be very positive as a whole. During this academic year fourteen new tutors completed ten hours each of academic tutor training for a total of 140 training hours. The CASSR continues to maintain its CRLA Level 1 tutoring facility certification.
5, 6	2	Purchase additional and upgrade existing adaptive software and hardware for/in the technology lab of the Office of Disability Services	This year four new Dell Optiplex computers, five user district license and maintenance agreements for JAWS Professional Edition, One Dragon Naturally Speaking Professional Version and maintenance agreement, four Kensington Turbobal Mouses and one Dell Latitude D600 Laptop Computer were purchased for use of students with disabilities.
1	3	Provide training workshops for advisors of students assigned to University College.	Advising forms were developed to standardize advising sessions and provide documentation of each advising session. Post-registration printouts allow advisors to review the registrations of all their advisees to make sure they are appropriately registered. The chief advisor in University College relays advising information from all academic departments to all advisors in the Department of Basic Studies.

Goal*		Planning Initiative	Assessment Of Results
Institutional	Unit		
1, 2	6	Continue to develop "Omicron Psi," the honor society for non-traditional students	Omicron Psi became an active campus organization in May 2003. The first induction to move students into the national level occurred in January of 2004. Omicron Psi is a recognized campus organization with representation on the Student Government Association. Tracie Price, Coordinator of Adult Re-Entry Program, serves as the campus advisor.
1, 2	1	Acquire additional testing space for the Office of Disability Services	No progress has been made on this initiative.
1, 2, 7	1,	Acquire additional space for the Adult Learning Resource Center	No progress has been made on this initiative.
1	1	Hire part time staff to keep the Adult Learning Resource Center open from 4:00 – 9:00 PM Monday through Thursday evenings	A part time staff member was hired in August of 2003.
1	6	Acquire new central office for the CSU Honors Program and an Honors Lounge for students	No progress made toward this initiative
1	7	Develop alumni group of Servant Leadership students	Seven of the original 15 SL students attended the May 2004 Celebration Luncheon, and contact is being maintained with the other 4 from that group who completed the program. A database of contact information for these alumni has been built and connections will continue. One of these graduates will be serving as a mentor for one of the SLP freshmen next year.

Goal*		Planning Initiative	Assessment Of Results
Institutional	Unit		
1	7	Develop and implement "Associate Status" for students who do not have SL stipends but who want to participate in the program	5 students have participated as Associates this year, and 4 additional students have indicated their desire to become Associates next year. The benefits and obligations of Associate status are explained on the website at http://www.colstate.edu/servant/associates.html .
1, 4	7	Produce a monthly on-line servant leadership newsletter	The newsletter is now on the website at http://www.colstate.edu/servant/ .
4, 9	5, 7	Develop and implement collaboration between CSU and Callaway Gardens with the Callaway Student Leadership Award Conference	The Conference took place during June 2003 with 15 exemplary high school students. Evaluations were extremely positive (4.97 on 5.0 scale). Six of the 15 applied this year for our SL Program, and 2 were chosen by our Selection Committee for next year's freshman class. CSU Enrollment Marketing gained names and addresses of 500 of the most outstanding high school seniors in GA. SL Program earned a \$3,000 consulting fee from Callaway Gardens that we deposited in its revenue account to be used for student service projects.
1	1	Continue to offer the Strategic Learning course, UNIV 1105	UNIV 1105 was taught both Fall and Spring Semesters and enrolled a total of 39 students. Qualitative comments from students indicate strong positive beliefs about the course's value in helping them improve their learning ability.

Goal*		Planning Initiative	Assessment Of Results
Institutional	Unit		
4	7	Continue directing the fully developed Servant Leadership Program	<p>Retention: Forty-eight students were in the SL program during FY 04 --- 9 seniors, 10 juniors, 14 sophomores, and 15 freshmen. The overall retention rate in the program remains at 80%.</p> <p>Academics: At the end of Fall Semester, SL students had an average collective GPA of 3.5, and half of them earned Dean's List honors.</p> <p>Community Service: Students have given 7,471 hours of community service to date this year serving in 25 different agencies and mentoring at-risk children in local public schools.</p> <p>Campus Leadership: SL students have given over 600 hours of service on the CSU campus this year through various organizations, by speaking to alumni and donor groups, and by serving as Diplomats at graduation. Three seniors were named as the most outstanding graduates in their departments (CISM, Communication, and English), and one senior received the top academic award on campus.</p>

Goal*		Planning Initiative	Assessment Of Results
Institutional	Unit		
5	8	Administer and promote the Minority Advisement Program	During fall semester 2003 Sharon Jamison coordinated the Minority Advisement Program. In Spring 2004 Todd Myrick began coordinating the program. Approximately 30 students were involved in the CSU MAP program.
1, 2	6	Monitor Honors students progress more carefully. GPA is only one consideration for remaining in good standing in the Honors Program; the other is fulfillment of requirements of the Honors Program	AY04 marks the first year that a scholarship has been taken away from a student for reasons other than GPA. Andrea Lewis lost her scholarship as a result of not participating in the program, despite numerous attempts to counsel her.
1, 2	6	Counsel students so more students are successful in completing the requirements of the CSU Honors Program. In spring 2003, seven students completed the thesis, giving 70% success rate for graduating seniors in completing all requirements.	Despite increased counseling, only 50% of those graduating 2003-2004 completed the thesis. One attempted it but did not complete it. Two others finished all requirements except the thesis. Still, we are ahead of the national average, with only a 15-20% completion rate at those institutions that require a thesis.
1, 2	6	Continue to work out details (and commit to writing) on the thesis and alternative to the thesis for the Honors Program.	The “thesis packet” was updated this year.
1, 2	6	Continue to distribute honorariums to a faculty member who directs an Honors Program thesis.	Honorariums were not paid this year due to lack of funds; however, as soon as the new fiscal year’s budget is available, the honorariums will be paid.

Goal*		Planning Initiative	Assessment Of Results
Institutional	Unit		
1, 2	6	Continue innovative ideas for HONS 3000 courses.	Proof that this form of enrichment is working well is that several students have signed up for more than the required four. In January I sent out a notice to all faculty and staff asking for ideas and help in this area and got about 20 responses, ranging from coin collecting to auto repair. Some of those ideas will be put to use starting this summer when a course in necrogeography will be taught by Callie McGinnis.
1, 2	6	Reconfigure Honors Program Committee for 2002-2003.	This goal was not achieved.
1	6	Continue sponsoring as many speakers as possible, integrating them with Honors courses whenever possible.	This goal was achieved. The CSU Honors Program sponsored six speakers in 2003-2004, more than any year since its founding. Sponsoring so many also broke the budget for the year.
1	6	Offer a 2004 Maymester Honors course entitled "The Civil Rights Movement."	This goal was not achieved. Instead, I will be encouraged students to design their own "Study Trips" in the future.
2, 7	6	Strive for more visibility on campus with a central office for the Honors Program and an Honors Lounge for students.	This goal was not achieved.
2	6	Continue to work with Enrollment Marketing to develop better Honors Program recruiting methods, especially for the scholarship.	This goal was achieved, but not consistently. When student applications come in January, it can be seen that certain schools were not contacted or the counselors there didn't get the word out. Still Enrollment Marketing is reaching out beyond the immediate community better than ever.
2	6	Work with the Chair of Honors Scholarships to revise scholarship information, letters, etc., as early as possible.	The chair of the Honors Scholarship Committee and the Program coordinator work well together. One area needing improvement, however, is the speed by which students are contacted regarding the scholarship results once they have been interviewed.

Goal*		Planning Initiative	Assessment Of Results
Institutional	Unit		
1	6	Work with Tracie Price to re-institute Alpha Sigma Lambda at CSU.	This goal was not achieved.

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

Part 2B
UNIVERSITY COLLEGE
FY 2005 LEVEL 2 PLAN

Goal*		Planning Initiative	Cost	Planned Impact
Institutional	Unit			
1	1,3	Continue self-study leading to certification of Learning Support courses by the National Association of Developmental Educators	\$800	Improved academic programs and services; incorporate best practices in all courses taught in Basic Studies
6	1	Purchase software for remedial reading, mathematics, and English for Basic Studies computer lab and CASSR computers	\$3,000	Improved academic program and student success
1,2	1	Hire additional full-time math faculty	\$34,000	Improved academic program and student success
1	3	Provide support for professional development activities for faculty in their disciplines	\$3,000	Improved academic program and student success; best practices incorporated in all courses taught in Basic Studies
1,2	3	Provide professional development activities targeted for part-time faculty	\$500	Improved academic program and student success; best practices incorporated in all courses taught in Basic Studies
1	3	Provide training for advisors of students assigned to University College	\$0	Increased student retention and persistence
1, 6	1	Conduct research in basic skills areas to study effects of teaching practices and technology on student success in remedial courses	\$0	Best practices incorporated in all courses taught in Basic Studies
1, 7	7	Acquire space for a combined Servant Leadership Program and Student Leadership Development Program student lounge (Leadership Lounge).	\$10,000	Greater continuity between programs of like mission. Greater campus visibility. Increased planning and recruitment for service projects and other components of the programs

5	1	Planning and implementation of self-advocacy training program for incoming students with disabilities to CSU.	\$1000	Improved retention of students with disabilities.
1,2	1, 4, 9	Continue to develop and implement a comprehensive First Year Experience [®] Program in conjunction with other campus units.	\$5,000	Improved academic success and student retention.
1,2	1	Continue to fine-tune the academic advising program for students who have not declared majors.	\$3500	Improved academic success and student retention.
1,2	1, 9	Continue to promote CSUS 1106 to new CSU students including by promoting the class as a component of Freshman Learning Communities.	\$500	Improved academic success and student retention.
1	3	Provide continued opportunities for the training of CASSR tutors in order to continue CRLA Level 1 certification.	\$1000	Improved customer service, academic success and student retention.
1, 6	1, 2	Purchase additional and upgrade existing software and hardware in the CASSR tutoring and registration lab.	\$10,000	Improved academic success and student retention.
1, 6	3	Purchase new computer hardware and printers for CASSR program coordinators and secretarial staff.	\$4000	Improved job efficiency and customer service leading to improved student success.
1	1	Provide training workshops for advisors of students who have not declared majors.	\$500	Increased student retention and persistence.
1, 2, 7	1	Acquire additional testing space for the Office of Disability Services.	\$10,000	Improved retention of students with disabilities.
1,2, 7	1	Acquire additional space for the Adult Learning Resource Center.	\$10,000	Improved retention rates of non-traditional students.
1	1	Develop a monthly seminar/workshop series for non-traditional students through the Adult Learning Resource Center.	\$1200	Improved retention rates of non-traditional students.
1	7	Continue the fully developed CSU Servant Leadership Program	Same as the current SL budget	Fifty students achieving academic excellence, meeting community needs through volunteer service, and providing student leadership on campus

1	1	Focus Strategic Learning (UNIV 1105) to serve as a bridge from Learning Support to the regular core curriculum	\$0	Increased academic success and retention of students exiting Learning Support
1	7	Fully develop the online servant leadership newsletter	\$0	Improved communication with all program stakeholders, including students and alumni
1	7, 9	Fuse the FYE Leadership initiative and the Servant Leadership Associate Program	Nothing extra from SL budget	Increased numbers of students participating in leadership development; creation of a vehicle for improving collegiality among outstanding freshmen; greater impact on the community with more students performing community service

Goal*		Planning Initiative	Cost	Planned Impact
Institutional	Unit			
4	5, 7	Maintain contact with Servant Leadership Program alumni students	\$0	Greater support for the program and, ultimately, for the university
4	3, 7	Submit one Servant Leadership article for publication and one proposal for a conference presentation	\$0	Increased visibility for the program; professional growth
1	8	Increase students participation in Minority Advising Program activities	\$0	Improved student retention and persistence
1	9	Develop and implement the new Student Leadership Development Program (A component of the FYE Program).	\$14,000	Improved student retention and persistence
1	9	Hire Graduate Teaching Assistant for use in the Student Leadership Development Program.	\$7,500	Improved student retention and persistence
1	6	Implement and develop CSU Honors Program	\$0	Improve program and student retention
7	9	New central office for the Honors Program and an Honors Lounge for students.	\$3,000	Greater visibility on campus
2	6	Work with Enrollment Marketing and Honors Scholarship Committee	\$0	Improve recruiting and number of scholarship applicants
1	6	Re-institute Alpha Sigma Lambda	\$500	Retention of non-traditional students

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

PART 3
UNIVERSITY COLLEGE
EXECUTIVE SUMMARY AY2004

University College completed its sixth year as one of CSU's five academic units. University College continued to house the Center for Academic Support and Student Retention, the Department of Basic Studies, the CSU Honors Program, the CSU Servant Leadership Program and the Minority Advising Program. During AY04, University College began providing academic advising for the AS in General Studies Program and the remaining students in the BS in General Studies program. University College also provided academic advising for High School Joint Enrollment students.

Center for Academic Support and Student Retention (CASSR)

Through its Tutorial Services Program, the CASSR recorded 6,233 hours of tutorial assistance provided for 5352 student contacts. The Tutorial Services Program also continued its status as a National Level 1 Tutoring Facility through the College Reading and Learning Association by providing 140 training hours to new tutors.

The Office of Disability Services provided services to 270 actively identified students. Forty-eight of these students were first identified for services during AY 04. The ODS proctored 265 tests in isolation and/or with technological accommodations. The ODS provided 211 hours of adaptive technology assistance to students with disabilities. The ODS upgraded its technology lab for students with disabilities with four new Dell Optiplex computers, five user district license and maintenance agreements for JAWS Professional Edition, one Dragon Naturally Speaking Professional Version, four Kensington Turbobal Mouses and one Dell Latitude D600 laptop computer.

The Adult Learning Resource Center recorded 11,826 student contacts. The Adult Re-Entry Program enrolled a total of 63 students in the pre-admission course, CSUS 1105 – Learning to Learn.

The CASSR continued to act as an advising center for all undeclared majors and High School Joint Enrollment/Post Secondary Option students. Advisors within the CASSR also carry an advising load of Basic Studies students.

The CASSR coordinated and staffed 30 sections of CSUS 1106 – College Success – in which 604 students enrolled. The CASSR also coordinated and staffed ITDS 2735 – *Life and Career Planning*, an Area B elective seminar suggested for undeclared students. During AY04, An \$8 fee was approved for ITDS 2735, beginning fall 2004, to defray the expense of the electronic administration of the Strong Interest Inventory. Forty sections of ITDS 2735 were offered during AY04, with CASSR staff teaching 23. CASSR personnel also taught sections of ITDS 2749 – *Ethics and Legal Issues in the Professions* and ITDS 2727 – *Introduction to Interpersonal Skills*.

Department of Basic Studies

From Summer Term 2003 through Spring Semester 2004, two hundred sixty students completed Learning Support and/or CPC deficiencies, exited University College, and were assigned to other academic units.

To enhance the advisement process, the department developed a standard form that is used by all advisors when they meet with their advisees. At the close of each registration period, LS advisors receive a printout outlining the LS and CPC courses required for each advisee and the courses for which he or she registered. The advisors then contact any of their advisees who have registered inappropriately to ensure that they take the required courses. A training workshop was held for all advisors prior to Advisement Week for fall semester. Advisees completed the advisement assessment instrument after their advisement session.

Fifty four students (34 UC students) were identified Fall Semester 2003 and Spring Semester 2004 as needing additional study and learning strategy skills and were enrolled in UNIV 1105.

In its effort to use technology to enhance teaching and learning, 15 sections of developmental courses were taught exclusively in the department's computer lab. The department received a grant to install *The Reader's Edge* software in the department's computer lab, in the library, and on computers in the CASSR to enhance instruction in Learning Support reading courses and in Regents' Reading Test remediation courses.

Faculty presented papers at the USG NADE/GA conference, attended the NACADA regional conference and the Learning Differences Conference at Harvard College Graduate School of Education. Faculty members had 3 poems accepted for publication, won several awards for advertising writing, and served as reviewers for 4 textbook publications.

Faculty collaborated with the College of Education on the Secondary English Language Arts Education Advisory Committee and with the Department of Language and Literature on the Freshman Composition Committee. The department was heavily involved in the development of the pilot Freshman Learning Communities Program involving the Colleges of Arts and Letters, Science, and Business.

CSU Honors Program

AirTran Airways. Two events have been major forces in the CSU Honors Program in the last three years: the support of the Tower Society and the sponsorship of AirTran Airways. Take away these two forces and what you would have left would pale by comparison. This year the support of AirTran Airways allowed three students and a faculty member to attend the National Collegiate Honors Conference in Chicago. In addition, the American Government class, for the third time, was able to spend four days in

Washington, D.C. taking in all the major historical sites. AirTran Airways support has made the difference between offering a fair program and a good program to Honors students.

Speakers. Speakers benefit not only the education of the Honors students, but the education of other students, faculty, staff, and the general public. The CSU Honors Program sponsored four speakers in Fall 2003:

- a. Zair Kedadouche "The Problems of Arab Immigrants in France"
(Co-sponsor: Department of Language and Literature)
- b. Roger Newman "9/11 and Our Rights"
(Co-sponsors: Department of Political Science, Department of Language and Literature, Department of Criminal Justice)
- c. Joshua Greene "Justice at Dachau"
(Co-sponsor: Department of Language and Literature)
- d. Edgard Sankara "Autobiography in Francophone Africa: History and Reception"
(Co sponsors: Department of Language and Literature, Center for International Education, Department of History)
- e. The CSU Honors Program sponsored two speakers in Spring 2004:
- f. Allen Lowrie of the American Association of Petroleum Geologists. Special grants allow CSU to bring speakers in for only the cost of their direct expenses. Lowrie gave two talks on different subjects. (Co-sponsor: Department of Chemistry and Geology)
- g. Richard Rubenstein "Auschwitz, Catastrophic Terrorism and the Clash of Civilizations" (Co-sponsor: Shearith Israel Synagogue)

Due to costs, however, the number of speakers next year will be decreased so that the Honors Program can do other things with its money. The Program plans on bringing in only one speaker next year.

Washington D.C. For the third time, and for the second year in a row, the CSU Honors Program was able to send an entire POLS 1105 class to Washington, D.C. for four days. Students saw everything possible during their stay: the Capitol, the Smithsonian, Ford's Theatre, the U.S. Mint, Arlington Cemetery, Mount Vernon, the National Cathedral, the Holocaust Museum, the Library of Congress. Students who attended were Sarah Derr, Daniel Dukes, Jennifer Galloway, Gwendolyn Reid, Heather Thompson, Shana Vasquez, and John Voynich. Because this trip was partially funded by Student Activity Funds, I sent Dr. Saunders a scrapbook of photos and student commentary documenting their experiences.

National Collegiate Honors Council. The National Collegiate Honors Council Conference provides Honors Program directors, Honors faculty, and Honors students the opportunity to meet and exchange ideas and information. Since AirTran Airways agreed to sponsor air travel to this event, three students (Limor Raz, Nermina Grgas, and Kathy Honea) and one faculty member (Prof. Becky Matthews) went to Chicago to the conference in November. Dr Matthews was chosen because she taught an Honors section of American History in Fall 2003. In addition to participating in conference activities, Dr. Matthews and the students visited various historical and cultural sites around Chicago, including taking an architectural tour of the city, visiting Hull House, attending a speech at the Institute of Science and Industry, and visiting the Chicago Art Museum. Because this trip was partially funded by Student Activity Funds, I sent Dr. Saunders a scrapbook of photos and student commentary documenting their experiences.

In May 2003, I became chair of the NCHC Committee on Pre-College Gifted Education. In Fall 2004, I will be appearing on a panel at the NCHC conference in New Orleans. CSU gains credibility and visibility by having its coordinator active at the national level.

Fall Retreat. This year's fall retreat was the most successful yet in terms of attendance. Almost half of the Honors Program student body attended either the sleepover at Huckleberry's Inn or the field trip to the Little White House or both. So that everyone attends, next year I plan to have a welcome/informational meeting on campus the day before classes start. At that meeting, I will announce the retreat at Huckleberry's, which has proven to be very popular with students. Since we are repeat customers for Huckleberry's, the owners now give the CSU Honors Program "deep discounts" on room rates.

HONS 3000 and Honors Courses. This year's HONS 3000 features a new course that promises to be offered every semester: Arts Venues. The hit HONS 3000 class of Fall 2003 was Basic Cooking in which students not only learned the basics, such as how to make a white sauce, but also took lessons from a French chef and from a professional baker. The highlight of the class was creating a gingerbread house. A call for ideas for future HONS 3000 courses gleaned many suggestions and volunteers, ranging from coin collecting, to cemetery restoration, viola repair, and automobile maintenance.

Fall 2003 Honors courses included the following: MATH 1131H (mixed with regular section), HIST 2111H, POLS 1101H, and ANTH 1105H. Spring 2004 Honors courses include the following: BIOL 1225H, ENGL 1102H, ARTH 1100H, and MUSC 1100H (mixed with regular section). Spring 2004 also marks the first time I have taught an Honors course; I now know what an incredible joy it is to have an entire class of students who are eager to learn and do their work.

CSU Servant Leadership Program

This has been a year of growth and outreach for the Servant Leadership Program as we implemented measures to increase the impact of the program. The Associate Program has attracted several highly motivated students, and the program, university, and

community have benefited from the contributions of these students who participate even without stipends. As we work toward the First Year Experience Leadership Program, attempting to fuse the Associate concept as much as possible into the new program for outstanding freshmen, we expect this branch of the program to grow dramatically.

Collaboration between CSU and Callaway Gardens was begun through the Callaway Student Leadership Award Conference, which this office developed and implemented. Participants' evaluations rated the overall leadership conference 4.97 on a 5-point scale. Six of the fifteen Callaway winners applied this year for our CSU Servant Leadership Program, and two of those were chosen by our selection committee for next year's freshman class. Two other specific benefits accrued---the CSU Enrollment Marketing Department gained names and addresses of 500 of the most outstanding high school seniors in Georgia, and our Servant Leadership Program earned a \$3,000 consulting fee that we have deposited in a Revenue Account to be used for student service projects. This win-win collaboration is continuing, and we are now in the process of selecting students for the '04 Callaway Student Leadership Award Conference, which will take place June 12-19, 2004.

The Servant Leadership Students continue to distinguish themselves academically and through service to our campus and community. They have a collective cumulative GPA of 3.5, and over half of them are consistently on the Dean's List. Students have served the community for over 7,400 hours this year through 25 different agencies plus a number of public schools. Evaluations for all stakeholders in the program continue to be very positive.

The Senior Project was a highlight of the year. A variety of beautiful trees---31 in all---were planted on the campus of Baker Middle School. Our seniors led the Youth Leadership Columbus teenagers, whom they enlisted to help with the project. Seniors learned the necessity of collaboration as they worked with the Georgia Power Company, Trees Columbus, Leadership Columbus, Baker Middle School teachers, students, and administrators, and the Muscogee County School District. Keep Columbus Beautiful will present their 2004 Urban Forestry Award to our seniors on May 13 for their accomplishments in this project.

Recruiting and retention efforts continue to be successful. The program is maintaining an 80% retention rate, and, again this year, six times as many students applied for the program as can be accepted with the 15 stipends available. Three SL students were chosen as the top graduate in their disciplines and one was honored with CSU's top academic award. AY04 has been another busy and productive year.

Minority Advising Program

During AY04, Todd Myrick became the coordinator of the Minority Advising Program. A spring semester newsletter was mailed to all minority freshmen highlighting the following information: academic support services and hours of operation; spring semester MAP meetings; important spring semester dates; and basketball, softball and baseball schedules. Six Sunday afternoon math review sessions were held for all students enrolled in MATH 0097, MATH 0098 and MATH 1111. Three organizational meetings for student were held during spring semester. Mr. Todd Myrick took three students to the state MAP/MRO meeting on the campus of Georgia Southern University.

First Year Experience[®] Program

CSU sought and was granted permission by the *National Resource Center for the First Year Experience and Students in Transition* to use the copyrighted First Year Experience[®] (FYE) service mark to identify CSU's integrated program for first year students that was to focus on their unique needs and help ensure successful transition to university life. An FYE Advisory Committee comprised of faculty and staff from throughout campus was formed during early fall semester 2004 to define CSU's FYE program and identify initiatives to be implemented fall semester 2004. The Advisory Committee received the following charge from VPAA Saunders: "Develop a first year experience unique to the needs and culture of the CSU campus. Activities should complement and enhance current programming and work in consultation with Enrollment Service and Student Affairs." After numerous committee and subcommittee meetings, initiatives targeted for fall 2004 implementation were Freshman Learning Communities – led by Terry Irvin; Leadership Development Program – led by Lane Brooks; Pre-semester Programming Series – led by Dana Larkin; and Career Exploration and Development – led by Joyce Fowler. At the conclusion of AY04, plans were under way for piloting of all of these program and services beginning Fall Semester 2004.

There will be 4 Freshman Learning Communities. Each FLC consists of two academic courses and a CSUS 1106 course tailored to the theme of the learning community. University College faculty and staff were heavily involved in the establishment of the CSU First Year Experience[®] program.