

Columbia 2010  
 May 2005 Progress Report  
 Steven Kapelke, Provost/V.P. for Academic Affairs

STATUS: ACTIVE

A. INNOVATIVE ARTS AND MEDIA EDUCATION AND PRACTICE						
	Initiative	Objective(s)	Description	Progress	Measures of Success	Change
1	<b>CUSTOMER SERVICE</b>  Office of Student Affairs— Mark Kelly	<b>A.1.6.</b> Create a holistic student support network that integrates student services and student learning. Also relates to: <b>B.5.</b> Develop ways to mitigate the impact of size on the learning environment. <b>B.6.</b> Fully implement existing retention strategies.	Continue efforts to streamline College processes to better support students; reduce bureaucracy and encourage self-service.	OASIS, Student Financial Services, UPASS, orientation: all have streamlined services and virtually eliminated lines. Extending initiative to other student services.	<b>A.4.</b> Freshmen to sophomore retention rates exceed the national average for open admissions colleges by 2010; and six-year graduation rates meet the national average for open admissions colleges.	<ul style="list-style-type: none"> <li>○ Freshmen to sophomore retention increased 2% from Fall '03. Cohort baseline of 59% to 61%.</li> </ul>
2	<b>PROFILE OF A GRADUATE</b>  Schools and the Center for Evaluation	<b>A.1.1.</b> Organize attaining a degree around production of a body of work that demonstrates mastery of defined knowledge, skills and attitudes. <b>A.1.7.</b> Focus evaluation of programs on learning outcomes of students, alumni faculty and staff.	Re-examining, redefining and making well known the knowledge skills and attitudes (learning outcomes) graduates should possess when they complete their course of study. Will address learning outcomes at the College and program level.	As part of the learning outcomes assessment initiative (see below) all departments have begun identifying key outcomes for graduates of their programs. A summary of the profile of undergraduate learning outcomes contained in the Strategic Plan is ready for publication. Plans will be set to build discourse about the profile among students, faculty and staff. Deans charged with working with their students, faculty and staff to develop comprehensive articulation and understanding of learning outcomes for all programs in their School. Initial discussions have begun in the Deans' Councils which are comprised of department Chairs. Map learning outcomes assessment across the Schools and the College to develop a more holistic understanding of undergraduate learning and to identify opportunities for collaboration.	<b>A.1.</b> Employers rate Columbia graduates as well prepared for successful careers in arts and media professions. <b>A.2.</b> Alumni credit their experiences at Columbia as important to their creative success, cognitive growth, and career development. <b>A.3.</b> Educators and industry/professional leaders recognized the quality and influence of Columbia's pedagogic innovations.	<ul style="list-style-type: none"> <li>○ Outcomes not yet measurable.</li> </ul>

3	<p><b>LEARNING OUTCOMES ASSESSMENT (LOA)</b></p> <p><b>Schools and the Center for Evaluation</b></p>	<p><b>A.1.1.</b> Organize attaining a degree around production of a body of work that demonstrates mastery of defined knowledge, skills and attitudes.</p> <p><b>A.1.7.</b> Focus evaluation of programs on learning outcomes of students, alumni faculty and staff.</p>	<p>Overhaul the process that the College uses to evaluate the effectiveness of the academic programs in developing the learning outcomes (knowledge, skills and attitudes) graduates should possess when they complete their course of study.</p>	<p>Proposal for re-designed system completed and approved. Resources budgeted in FY '05. Training workshops conducted in Fall '05. Person responsible for coordinating LOA identified for every program. Manual completed and will be distributed in February '05. Revised department LOA plans, including identification of key outcomes, due in April '05. Redesigned process will be fully implemented in Fall '05.</p>	<p><b>A.1.</b> Employers rate Columbia graduates as well prepared for successful careers in arts and media professions.</p> <p><b>A.2.</b> Alumni credit their experiences at Columbia as important to their creative success, cognitive growth, and career development.</p> <p><b>A.5.</b> Columbia scores higher than the average of a peer comparison group on a set of key indicators of student-centered pedagogy in the National Survey of Student-Centered Engagement.</p>	<ul style="list-style-type: none"> <li>○ Outcomes not yet measured.</li> </ul>
4	<p><b>ACADEMIC PROGRAM REVIEW</b></p> <p><b>Schools and the Center for Evaluation</b></p>	<p><b>A.1.</b> Transform arts and media education by incorporating the principles and practices of student-centeredness in arts and media pedagogy.</p> <p><b>A.7.</b> Define the leading edge of arts and media practice in partnerships with the industries and professions.</p>	<p>Periodic evaluation of all academic programs. Self-evaluations by departments based on College criteria and standards. Includes participation of external reviewers and evaluation of Deans and Provost. Results used for ongoing improvement.</p> <p>Reviews focus on:</p> <ul style="list-style-type: none"> <li>○ Congruence with mission and Strategic Plan of the College</li> <li>○ Quality and relevance of student learning outcomes</li> <li>○ Quality of holistic student learning experience</li> <li>○ Scholarly and artistic work of faculty.</li> <li>○ Competitive viability</li> <li>○ Resources</li> </ul>	<p>First round of program reviews conducted in AY 03/04. Eight departments completed first reviews. Scheduled other departments for review on five-year cycle.</p> <p>Examples of outcomes of review:</p> <ul style="list-style-type: none"> <li>○ Decision to merge Academic Computing and Interactive Multi-media</li> <li>○ Decision to redesign Freshman Seminar and discontinue Senior Seminar</li> <li>○ Decision to develop a Digital Game Design major</li> </ul>	<p><b>A.1.</b> Employers rate Columbia graduates as well prepared for successful careers in arts and media professions.</p> <p><b>A.4.</b> Freshmen to sophomore retention rates exceed the national average for open admissions colleges by 2010; and six-year graduation rates meet the national average for open admissions colleges.</p> <p><b>A.5.</b> Columbia scores higher than the average of a peer comparison group on a set of key indicators of student-centered pedagogy in the National Survey of Student Engagement.</p>	<ul style="list-style-type: none"> <li>○ Outcomes not yet measurable.</li> </ul>

5	<p><b>FOCUS ON LEARNING</b></p> <p><b>Office of the Provost And Schools</b></p>	<p><b>A.2.</b> Develop a faculty and academic staff that advance student-centered arts and media education.</p> <p><b>A.3.</b> Develop a diverse learning environment as a fundamental resource for the education of contemporary arts and media professionals.</p> <p><b>A.8.</b> Develop a faculty and academic staff that advance arts and media practice.</p>	<p>Create more time for faculty to focus on student learning, including student advising, curriculum development and scholarly and artistic endeavors. Leverage renewed focus on learning to recruit and retain faculty.</p>	<p>President has tentatively approved a proposal, including an implementation plan, to reduce the standard teaching load of full-time faculty from 4 courses/12 credit hours per semester to 3 courses/9 credit hours per semester. Anticipate implementing plan between Fall '05 and Fall '07. First phase budgeted for FY '06. Begun discussions on developing a revised articulation of the full-range of faculty responsibilities, which include but are not limited to teaching. Planning for revision of criteria and standards for teaching release-time. Researching ways to reduce faculty administrative load.</p>	<p><b>A.1.</b> Employers rate Columbia graduates as well prepared for successful careers in arts and media professions.</p> <p><b>A.2.</b> Alumni credit their experiences at Columbia as important to their creative success, cognitive growth, and career development.</p> <p><b>A.3.</b> Educators and industry/professional leaders recognized the quality and influence of Columbia's pedagogic innovations.</p> <p><b>A.4.</b> Freshmen to sophomore retention rates exceed the national average for open admissions colleges by 2010; and six-year graduation rates meet the national average for open admissions colleges.</p> <p><b>A.5.</b> Columbia scores higher than the average of a peer comparison group on a set of key indicators of student-centered pedagogy in the National Survey of Student-Centered Engagement.</p>	<ul style="list-style-type: none"> <li>○ Freshmen to sophomore retention increased 2% from Fall '03. Cohort baseline of 59% to 61%.</li> <li>○ All others not yet measurable.</li> </ul>
6	<p><b>FOCUS ON FACULTY SCHOLARSHIP AND ARTISTIC ACTIVITY</b></p> <p><b>Office of the Provost And Schools</b></p>	<p><b>A.2.</b> Develop a faculty and staff that advance student-centeredness in arts and media education.</p> <p><b>A.8.</b> Develop a faculty and academic staff that advance arts and media practice.</p>	<p>Develop venues and processes to preserve, showcase and promote faculty scholarship and artistic activity.</p> <p>Use to:</p> <ul style="list-style-type: none"> <li>○ Advance student learning outcomes</li> <li>○ Develop interdisciplinary collaboration</li> <li>○ Recruit faculty and students</li> <li>○ Build the College's reputation as an innovator in arts and media education and practice</li> </ul>	<p>Database and web site in early planning stage. Initial implementation expected during AY 05/06.</p>	<p><b>A.1.</b> Employers rate Columbia graduates as well prepared for successful careers in arts and media professions.</p> <p><b>A.2.</b> Alumni credit their experiences at Columbia as important to their creative success, cognitive growth, and career development.</p> <p><b>A.3.</b> Educators and industry/professional leaders recognized the quality and influence of Columbia's pedagogic innovations.</p>	<ul style="list-style-type: none"> <li>○ Outcomes not yet measured.</li> </ul>

7	<p><b>FACULTY DEVELOPMENT GRANTS</b></p> <p><b>Office of the Provost And Schools</b></p>	<p><b>A.2.</b> Develop a faculty and staff that advance student-centeredness in arts and media education.</p> <p><b>A.8.</b> Develop a faculty and academic staff that advance arts and media practice.</p>	<p>Align faculty development grants with College's strategic objectives and with performance standards articulated in the full-time faculty tenure document.</p>	<p>Begun discussions on changing the structure and processes for awarding grants, for example giving the Schools greater responsibility and authority for making awards. Provost's FY '06 budget will include faculty development funds to support two strategic priorities: interdisciplinary collaboration and co-curricular learning.</p>	<p><b>A.1.</b> Employers rate Columbia graduates as well prepared for successful careers in arts and media professions.</p> <p><b>A.2.</b> Alumni credit their experiences at Columbia as important to their creative success, cognitive growth, and career development.</p> <p><b>A.3.</b> Educators and industry/professional leaders recognized the quality and influence of Columbia's pedagogic innovations.</p>	<ul style="list-style-type: none"> <li>○ Outcomes not yet measured.</li> </ul>
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**STATUS: PENDING**

A. INNOVATIVE ARTS AND MEDIA EDUCATION AND PRACTICE						
	Initiative	Objective(s)	Description	Progress	Measures of Success	Change
1	<p><b>PORTFOLIO PROJECT</b></p> <p>Office of the Provost</p>	<p><b>A.1.1.</b> Organize attaining a degree around production of a body of work that demonstrates mastery of defined knowledge, skills and attitudes.</p> <p><b>A.1.2.</b> Fully synthesize learning in the arts and media with learning in the liberal arts and sciences.</p> <p><b>A.1.7.</b> Focus evaluation of programs on learning outcomes of students, alumni faculty and staff.</p> <p><b>A.2.2.</b> Promote faculty and staff applied research in student-centered arts and media pedagogy.</p> <p><b>A.5.3.</b> Introduce programs that respond to the convergent sets of knowledge and skills required for contemporary arts and media careers.</p>	<p>Develop a process to build and use portfolios of student work as primary evidence to evaluate student progress toward the knowledge, skills and attitudes required to attain a degree. Process will include criteria and standards of evaluation.</p>	<p>Initiative not yet underway.</p>	<p><b>A.1.</b> Employers rate Columbia graduates as well prepared for successful careers in arts and media professions.</p> <p><b>A.2.</b> Alumni credit their experiences at Columbia as important to their creative success, cognitive growth, and career development.</p> <p><b>A.3.</b> Educators and industry/professional leaders recognized the quality and influence of Columbia's pedagogic innovations.</p> <p><b>A.5.</b> Columbia scores higher than the average of a peer comparison group on a set of key indicators of student-centered pedagogy in the National Survey of Student-Centered Engagement.</p>	<ul style="list-style-type: none"> <li>○ Outcomes not yet measurable.</li> </ul>

2	<p><b>TEAM TEACHING</b></p> <p><b>Office of the Provost</b></p>	<p><b>A.1.1.</b> Organize attaining a degree around production of a body of work that demonstrates mastery of defined knowledge, skills and attitudes.</p> <p><b>A.1.2.</b> Fully synthesize learning in the arts and media with learning in the liberal arts and sciences.</p> <p><b>A.2.2.</b> Promote faculty and staff applied research in student-centered arts and media pedagogy.</p> <p><b>A.5.3.</b> Introduce programs that respond to the convergent sets of knowledge and skills required for contemporary arts and media careers.</p>	<p>Develop policies, structures, resources and rewards to encourage more team-taught courses within and across the Schools. Develop criteria and standards for team-teaching that ensure effective-practice and advance the Columbia 2010 objectives.</p>	<p>Preliminary discussions begun within the Learning Implementation Team. Team teaching encompassed within Academic Affairs FY '06 budget goal to expand and strengthen interdisciplinary collaboration.</p>	<p><b>A.1.</b> Employers rate Columbia graduates as well prepared for successful careers in arts and media professions.</p> <p><b>A.2.</b> Alumni credit their experiences at Columbia as important to their creative success, cognitive growth, and career development.</p> <p><b>A.3.</b> Educators and industry/professional leaders recognized the quality and influence of Columbia's pedagogic innovations.</p> <p><b>A.5.</b> Columbia scores higher than the average of a peer comparison group on a set of key indicators of student-centered pedagogy in the National Survey of Student-Centered Engagement.</p>	<ul style="list-style-type: none"> <li>○ Outcomes not yet measurable.</li> </ul>
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3	<b>CO-CURRICULAR LEARNING EXPERIENCES</b>  <b>Office of the Provost</b>	<p><b>A.1.1.</b> Organize attaining a degree around production of a body of work that demonstrates mastery of defined knowledge, skills and attitudes.</p> <p><b>A.1.4.</b> Make extensive use of co-curricular activities to strengthen students' mastery of the knowledge, skills and attitudes required for a degree,</p> <p><b>A.1.5.</b> Provide a variety of learning experiences that simulate professional working environments and professional level standards of work.</p>	<p>Develop policies, structures, resources and rewards to encourage more and better co-curricular learning experiences. Develop criteria and standards for co-curricular learning experiences linked to student learning outcomes. Incorporate student affairs, the Library, OCAP, and the research and performance centers and institutes in the initiative.</p>	<p>Preliminary discussion begun within the Learning Implementation Team and the Provost's Cabinet. Two out of three of Academic Affairs budget goals for FY '06 encompass co-curricular learning.</p>	<p><b>A.1.</b> Employers rate Columbia graduates as well prepared for successful careers in arts and media professions.</p> <p><b>A.2.</b> Alumni credit their experiences at Columbia as important to their creative success, cognitive growth, and career development.</p> <p><b>A.3.</b> Educators and industry/professional leaders recognized the quality and influence of Columbia's pedagogic innovations.</p> <p><b>A.5.</b> Columbia scores higher than the average of a peer comparison group on a set of key indicators of student-centered pedagogy in the National Survey of Student-Centered Engagement.</p>	<ul style="list-style-type: none"> <li>○ Outcomes not yet measurable.</li> </ul>
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**STATUS: COMPLETE**

A. INNOVATIVE ARTS AND MEDIA EDUCATION AND PRACTICE						
	Initiative	Objective(s)	Description	Progress	Measures of Success	Change
1	<b>STUDENT COMMUNICATIONS</b>  <b>Office of Student Affairs— Mark Kelly</b>	<p><b>A.1.6.</b> Create a holistic student support network that integrates student services and student learning.</p>	<p>Develop a web-based student communications program to collect and distribute key College information and to encourage a sense of community.</p>	<p>The new Director of Student Communications, with web designers in the Provost's Office, has redesigned the student portal page and established a system to update the page on a frequent and regular basis. The new page, online at <a href="http://www.colum.edu/students">www.colum.edu/students</a>, renders information infinitely more accessible to students and includes new features like the "What's Hot Now" column involving tips and insights from faculty and staff, as well as highlights from the galleries and other venues in the community. Additionally, the new Director has placed standing placards in all lobbies with the events schedule for the week. Regular targeted emails to students continue.</p>	<p><b>A.4.</b> Freshmen to sophomore retention rates exceed the national average for open admissions colleges by 2010; and six-year graduation rates meet the national average for open admissions colleges.</p> <p><b>A.5.</b> Columbia scores higher than the average of a peer comparison group on a set of key indicators of student-centered pedagogy in the National Survey of Student Engagement.</p>	<ul style="list-style-type: none"> <li>○ Freshmen to sophomore retention increased 2% from Fall '03. Cohort baseline of 59% to 61%.</li> <li>○ Not yet measured.</li> </ul>

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**STATUS: ACTIVE**

**B. MAINTAIN AND MANAGE STEADY ANNUAL ENROLLMENT GROWTH**

	Initiative	Objective(s)	Description	Progress	Measures of Success	Change (Same indicators for all items.)
1	<p><b>PARENT ORIENTATION</b></p> <p>Office of the Dean of Students— Sharon Wilson-Taylor</p>	<p><b>B.1.1.</b> Market Columbia more effectively to parents and guidance counselors.</p>	<p>Attend to parents as a major constituency in the enrollment process.</p>	<p>Currently, Student Activities and Institutional Advancement staff are drafting a comprehensive program for parents which will consist of: (a) parent orientation; (b) parent weekend; (c) inviting parents to activities/events on campus (e.g. Manifest); as well as, (d) cultivating parents to be potential donors.</p> <p>The parent website is live; parents have been invited to Manifest; currently planning for the Parents' Weekend; and New Student Parent Orientation has improved.</p>	<p><b>B.1.</b> Total full-time equivalent (FTE) enrollment grows at an annual average rate of 2%.</p> <p><b>B.2.</b> Columbia meets its diversity benchmarks by 2010:</p> <ul style="list-style-type: none"> <li>a) The percent of minority students reaches 34%;</li> <li>b) The number of out-of-state students increases at an annual rate of 3%; and</li> <li>c) The number of international students increases at an annual rate of 2.5%.</li> </ul>	<ul style="list-style-type: none"> <li>o Total Fall '04 enrollment increased by 4%.</li> <li>o Undergraduate out-of-state student enrollment increased by 13%.</li> <li>o Undergraduate minority enrollment fell slightly to 30%; freshmen enrollment remains constant at 36%.</li> <li>o Undergraduate international student enrollment decreased by 11 students, or 5%.</li> </ul>
2	<p><b>WEB ASSISTED RECRUITING</b></p> <p>Office of Enrollment Management— Debra McGrath</p>	<p><b>B.1.4.</b> Provide admissions, housing and student financial services that are responsive to individual needs.</p>	<p>Accelerate the move from recruiting through printed materials to web-based recruiting.</p>	<p>Employed a consultant to assist in merging of five software platforms. Extended web-based recruiting and use of web resources.</p> <p>The Admissions Office is building and refining a single integrated admissions database that tracks, interprets and reports on all prospective student transactions with the College. Adding profiles on <a href="http://www.collegebound.com">www.collegebound.com</a> and <a href="http://www.collegeview.com">www.collegeview.com</a> and engaged outside firm to improve the College's visibility on popular internet search engines.</p>	<p><b>B.1.</b> Total full-time equivalent (FTE) enrollment grows at an annual average rate of 2%.</p>	<ul style="list-style-type: none"> <li>o Total Fall '04 enrollment increased by 4%.</li> </ul>

3	<p><b>NATIONAL RECRUITING PLAN</b></p> <p>Office of Enrollment Management— Debra McGrath</p>	<p><b>B.1.</b> Expand the ethnic, geographic and educational diversity of the student population.</p>	<p>Develop and implement a comprehensive national marketing and recruitment plan.</p>	<p>National recruitment plan refined to allow for expansion of Columbia recruiting in targeted areas; increased high school visits surrounding identified national recruitment fairs and events. Will continue to implement changes over 05/06 recruiting cycle.</p> <p>We are building a state-of-the-art visitors' center to better greet and inform prospective students and their parents.</p> <p>The Admissions Office increased the number of high school visits within key out-of-state territories; and increased profile listings in major college search guides (Petersons, Hobson's, Princeton Review). Added Florida and Atlanta as recruitment territories. Recruiters spent three weeks visiting large high schools and key community colleges. Attended national fairs and arts focused high schools.</p>	<p><b>B.1.</b> Total full-time equivalent (FTE) enrollment grows at an annual average of 2%.</p>	<ul style="list-style-type: none"> <li>○ Total Fall '04 enrollment increased by 4%.</li> </ul>
4	<p><b>REVISIT HIGH SCHOOL INSTITUTE</b></p> <p>Office of Enrollment Management— Debra McGrath</p>	<p><b>B.7.</b> Introduce new or redesigned learning delivery formats that make Columbia's programs accessible to new markets of students.</p>	<p>Revisit the High School Institute, developing a shorter and more intensive semester with a larger residential population.</p>	<p>Held meetings with the Provost's Cabinet and each School; drafted and distributed proposal with two different options for restructuring; proposal has been endorsed with plans to implement in summer of 2006.</p>	<p><b>B.1.</b> Total full-time equivalent enrollment grows at an annual average rate of 2%.</p> <p><b>B.2.</b> Columbia meets its benchmarks by 2010:</p> <ul style="list-style-type: none"> <li>a) The percent of minority students reaches 34%;</li> <li>b) The number of out-of-state students increases at an annual rate of 3%; and</li> <li>c) The number of international students increases at an annual rate of 2.5%.</li> </ul>	<ul style="list-style-type: none"> <li>○ Total Fall '04 enrollment increased by 4%.</li> <li>○ Undergraduate out-of-state student enrollment increased by 13%.</li> <li>○ Undergraduate minority enrollment fell slightly to 30%; freshmen enrollment remains constant at 36%.</li> <li>○ Undergraduate international student enrollment decreased by 11 students, or 5%.</li> </ul>

5	<b>HOUSING PLAN</b>  <b>Office of the Dean of Students—Sharon Wilson-Taylor</b>	<b>B.1.</b> Expand the ethnic, geographic and educational diversity of the student population.	Develop and implement a long-range plan to expand residential housing.	The Office of the Dean of Students is negotiating with 2 East 8 <sup>th</sup> management to add 400 additional beds. These additional beds will bring the College's total number to 1,950 at this location. Last summer, the Office of the Dean of Students renewed the College's lease with Youth Hostelling for another 5 years. We have contracted with UCC for 731 beds next year.	<b>B.2.</b> Columbia meets its benchmarks by 2010: b) The number of out-of-state students increases at an annual rate of 3%.	<ul style="list-style-type: none"> <li>○ Undergraduate out-of-state student enrollment increased by 13%.</li> </ul>
6	<b>HONORS PROGRAM</b>  <b>Office of Student Affairs—Mark Kelly</b>	<b>B.1.</b> Expand the ethnic, geographic and educational diversity of the student population. <b>B.6.</b> Fully implement existing retention strategies. Also relates to: <b>A.1.</b> Transform arts and media education by incorporating the principles and practices of student-centeredness in arts and media pedagogy.	Revisit the proposed honors program as an enrollment tool to attract and connect high achieving high school and transfer students.	The proposal to revisit the honors program proposal was presented by the Dean of Liberal Arts and Sciences (who is coordinating the effort) to the Enrollment 2010 committee. The proposal will be presented to Academic Affairs later this year.	<b>B.1.</b> Total full-time equivalent enrollment grows at an annual average rate of 2%. <b>A.4.</b> Freshmen to sophomore retention rates exceed the national average for open admissions colleges by 2010; and six-year graduation rates meet the national average for open admissions colleges.	<ul style="list-style-type: none"> <li>○ Total Fall '04 enrollment increased by 4%.</li> <li>○ Freshmen to sophomore retention increased 2% from Fall '03. Cohort baseline of 59% to 61%.</li> </ul>
7	<b>ADVISING CENTER OUTREACH</b>  <b>Office of the Dean of Students—Sharon Wilson-Taylor</b>	<b>B.3.1.</b> Counsel students more effectively about the range of program offerings and related career options. <b>B.3.3.</b> Exploit opportunities to shift course-level enrollment from over-enrolled programs to under-enrolled programs. <b>B.5.</b> Develop ways to mitigate the impact of size on the learning environment.	Create a strong working relationship between the Advising Center and Academic Affairs, the academic departments and faculty.	The Advising Center director met with the Dean's Cabinet, the Provost's Cabinet and the Chairs Council to discuss the functions of the new Advising Center. Staff from the Advising Center are regularly meeting with the Associate Deans to discuss registration and advising issues.  Advisors are meeting with their respective academic departments regularly and are often invited to faculty meetings.	<b>B.1.</b> Total full-time equivalent (FTE) enrollment grows at an annual average rate of 2%. <b>B.3.</b> Students who change major programs within the first two years increasingly graduate within six years at the same rate as students who do not change programs.	<ul style="list-style-type: none"> <li>○ Total Fall '04 enrollment increased by 4%.</li> <li>○ Not yet measured.</li> </ul>

8	<p><b>FRESHMEN EXPERIENCE</b></p> <p>Office of the Dean of the School of Liberal Arts and Sciences— Cheryl Johnson-Odim and the Office of Student Affairs— Mark Kelly</p>	<p><b>B.3.</b> Promote broader distribution of enrollment across the programs.</p> <p><b>B.5.</b> Develop ways to mitigate the impact of size on the learning environment.</p> <p><b>B.6.</b> Fully implement existing retention strategies.</p>	<p>Redesign the Freshman Seminar as the centerpiece of a comprehensive freshman learning experience.</p>	<p>The new “Millennium Studies: First-Year Seminar” will begin in Fall ‘05 and will be required of all students by Fall ‘08. This course will help focus, define and integrate the distinctive characteristic of learning and teaching within Columbia’s urban arts environment.</p> <p>Student Affairs will work in partnership with Liberal Arts and Sciences and the faculty to support the program. The College received a five year \$1.8 million Title III grant to support a comprehensive freshmen year retention effort focused on developmental education, faculty advising, and the First-Year Seminar.</p>	<p><b>B.1.</b> Total full-time equivalent enrollment grows at an annual average rate of 2%.</p> <p><b>B.3.</b> Students who change major programs within the first two years increasingly graduate within six years at the same rate as students who do not change programs.</p>	<ul style="list-style-type: none"> <li>○ Total Fall ‘04 enrollment increased by 4%.</li> <li>○ Not yet measured.</li> </ul>
9	<p><b>MINORITY RECRUITMENT AND RETENTION PLAN</b></p> <p>Office of Enrollment Management— Debra McGrath</p>	<p><b>B.1.</b> Expand the ethnic, geographic and educational diversity of the student population.</p> <p><b>B.1.1.</b> Market Columbia more effectively to parents and guidance counselors.</p> <p><b>B.1.2.</b> Use community-based tactics to recruit historically underserved populations.</p> <p><b>B.1.4.</b> Provide admissions, housing and student financial services that are responsive to individual needs.</p>	<p>Develop and implement a minority recruitment and retention plan.</p>	<p>Increased the number of Open Doors Scholarships from 5 to 69. Hosted two new minority events: Shadow Day and CPHS financial aid planning. Offered 12 financial aid workshops in CPHS and increased visits. Added new radio campaigns focusing on diversity. Sponsored Hobson’s Guide to Diversity on Campus, featuring President Carter. Expect to complete a comprehensive plan by August ‘05.</p> <p>The Admissions Office increased the number of minority recruiters. Each recruiter visits each Chicago Public School. They increased from 15 to 20 out-of-state minority student college fairs in various cities, e.g. St. Louis, New Orleans, Cleveland, Boston, Atlanta, and multiple locales in New York and Michigan. Recruiters also added new e-mail communications to highlight active minority involvement on campus.</p>	<p><b>B.1.</b> Total full-time equivalent enrollment grows at an annual average rate of 2%.</p> <p><b>B.2.</b> Columbia meets its diversity benchmarks by 2010:</p> <ul style="list-style-type: none"> <li>a) The percent of minority students reaches 34%.</li> </ul>	<ul style="list-style-type: none"> <li>○ Total Fall ‘04 enrollment increased by 4%.</li> <li>○ Undergraduate minority enrollment fell slightly to 30%; freshmen enrollment remains constant at 36%.</li> </ul>

10	<p align="center"><b>NON-TRADITIONAL RECRUITMENT</b></p> <p align="center"><b>Office of Enrollment Management—Debra McGrath</b></p>	<p><b>B.1.</b> Expand the ethnic, geographic and educational diversity of the student population.</p> <p><b>B.1.2.</b> Use community-based tactics to recruit historically underserved populations.</p> <p><b>B.1.4.</b> Provide admissions, housing and student financial services that are responsive to individual needs.</p>	<p>Develop non-traditional approaches to the recruitment of undergraduate students to better recruit historically underserved populations.</p>	<p>Developed several non-traditional recruiting activities and strategic sponsorships, including:</p> <p align="center">NON-TRADITIONAL RECRUITMENT</p> <p>Writer’s Night Out: Recruitment event held at local bookstores chosen in strategic neighborhoods that bring current Columbia students and faculty together with prospective students to share their work.</p> <p>Instant Art Show: Recruitment event held at a Chicago gallery that invites high school students from the greater Chicago area to have their visual art work hung in a professional gallery with a reception and awards ceremony in their honor.</p>	<p><b>B.1.</b> Total full-time equivalent enrollment grows at an annual average rate of 2%.</p> <p><b>B.2.</b> Columbia meets its diversity benchmarks by 2010:</p> <p style="padding-left: 20px;">a) The percent of minority students reaches 34%.</p>	<ul style="list-style-type: none"> <li>○ Total Fall ‘04 enrollment increased by 4%.</li> <li>○ Undergraduate minority enrollment fell slightly to 30%; freshmen enrollment remains constant at 36%.</li> </ul>
11	<p align="center"><b>GRADUATE SCHOOL</b></p> <p align="center"><b>Office of Enrollment Management—Debra McGrath and Acting Dean of the Graduate School—Keith Cleveland</b></p>	<p><b>B.1.</b> Expand the ethnic, geographic and educational diversity of the student population.</p> <p><b>B.7.</b> Introduce new or redesigned learning delivery formats that make Columbia’s programs accessible to new markets of students.</p>	<p>Develop and implement a plan for the recruitment of graduate students.</p>	<p>Initiated meetings with Acting Dean and Acting Director to identify ways Enrollment Management/ Student Affairs can support and grow the Graduate School.</p> <p>Graduate School presented an enrollment plan and began discussions about developing a long-range strategic enrollment plan for the school.</p>	<p><b>B.1.</b> Total full-time equivalent enrollment grows at an annual average rate of 2%.</p>	<ul style="list-style-type: none"> <li>○ Total Fall ‘04 enrollment increased by 4%.</li> </ul>
12	<p align="center"><b>SUMMER SCHOOL</b></p> <p align="center"><b>Office of Enrollment Management—Debra McGrath</b></p>	<p><b>B.7.</b> Introduce new or redesigned learning delivery formats that make Columbia’s programs accessible to new markets of students.</p>	<p>Develop and implement a plan to increase enrollment for classes during the summer.</p>	<p>Launched a summer school marketing campaign.</p>	<p><b>B.1.</b> Total full-time equivalent enrollment grows at an annual average rate of 2%.</p>	<ul style="list-style-type: none"> <li>○ Total Fall ‘04 enrollment increased by 4%.</li> </ul>

13	<p><b>MAJOR CHANGING STUDENTS</b></p> <p>Office of Student Affairs- Mark Kelly</p>	<p><b>B.3.</b> Promote broader distribution of enrollment across the programs.  <b>B.6.</b> Fully implement existing retention strategies.</p>	<p>Develop and implement a plan to help students who change majors within the first two years graduate within six years at the same rate as students who do not change programs.</p>	<p>An interdepartmental discussion, including the Associate Deans, on the issue of major changing students has been initiated. Tentative plans include: redesigning the message that comes from Admissions; requiring students to declare academic intentions at orientation and registration; requiring students in the new “Millennium Studies” course to declare at the conclusion of the course; and drawing distinctions between undecideds (undecided between specific majors and undecided within majors).</p>	<p><b>B.3.</b> Students who change major programs within the first two years increasingly graduate within six years at the same rate as students who do not change programs.</p>	<p>○ Not yet measured.</p>
14	<p><b>FACULTY ADVISING</b></p> <p>Office of the Associate Provost—Janice Garfield</p>	<p><b>B.5</b> Develop ways to mitigate the impact of size on the learning environment.  <b>B.6</b> Fully implement existing retention strategies.</p>	<p>Revamp faculty advising to provide more consistent guidance and support to students.</p>	<p>Academic Affairs and Student Affairs committees regularly discuss how to strengthen faculty advising. The Associate Provost has researched the topic to share with the appropriate bodies. The Title III grant will provide funds to support the initiative.</p>	<p><b>B.1.</b> Total full-time equivalent enrollment grows at an annual average rate of 2%.  <b>B.3.</b> Students who change major programs within the first two years increasingly graduate within six years at the same rate as students who do not change programs.</p>	<p>○ Not yet measured.</p>
15	<p><b>UNDER-ENROLLED PROGRAMS</b></p> <p>Office of Student Affairs- Mark Kelly</p>	<p><b>B.3.</b> Promote broader distribution of enrollment across the programs.</p>	<p>Develop a strategy to increase student enrollment in under-enrolled majors.</p>	<p>Meetings held with academic leaders in Television and Film/Video department to create ‘pilot program’ to identify ways students can be better prepared to make the most appropriate major choice (e.g. pairing television and film at open house); next steps include examining curricular pathways that would allow students to move from one program to the other without significant loss of credit.</p>	<p><b>B.3.</b> Students who change major programs within the first two years increasingly graduate within six years at the same rate as students who do not change programs.</p>	<p>○ Not yet measured.</p>

**STATUS: PENDING**

**B. MAINTAIN AND MANAGE STEADY ANNUAL ENROLLMENT GROWTH**

	Initiative	Objective(s)	Description	Progress	Measures of Success	Change
1	<p><b>STUDENT-AT-LARGE POPULATION</b></p> <p>Office of Enrollment Management—Debra McGrath</p>	<p><b>B.1.</b> Expand the ethnic, geographic and educational diversity of the student population.</p> <p><b>B.7.</b> Introduce new or redesigned learning delivery formats that make Columbia’s programs accessible to new markets of students.</p>	<p>Research opportunity to expand enrollment of non-traditional students in student-at-large category.</p>	<p>Currently examining Columbia’s existing Student-at-Large Population.</p> <p>Developed a proposal for a new admissions category: Professional-at-Large. Proposal will be circulated to appropriate academic bodies.</p>	<p><b>B.4.</b> The number of non-traditional students – part-time and 25 years old or older – increases at an annual rate of 1.5%.</p>	<ul style="list-style-type: none"> <li>○ Not yet measured.</li> </ul>
2	<p><b>INTERNATIONAL STUDENT RECRUITMENT AND RETENTION PLAN</b></p> <p>Office of Enrollment Management—Debra McGrath</p>	<p><b>B.1.</b> Expand the ethnic, geographic and educational diversity of the student population.</p> <p><b>B.7.</b> Introduce new or redesigned learning delivery formats that make Columbia’s programs accessible to new markets of students.</p>	<p>Develop and implement a plan for the recruitment of international students.</p>	<p>Expect to complete a plan by August ‘05. The 04/05 Admissions budget includes funds to hire a consultant who will develop an international student recruitment plan.</p> <p>Associate V.P. of Enrollment Management attended a national conference regarding international student recruitment. The Assistant Dean proposed a white paper on the same topic. Consultant selection will take place next academic year.</p>	<p><b>B.1.</b> Total full-time equivalent enrollment grows at an annual average rate of 2%.</p> <p><b>B.2.</b> Columbia meets its benchmarks by 2010:</p> <ul style="list-style-type: none"> <li>a) The number of international students increases at an annual rate of 2.5%.</li> </ul>	<ul style="list-style-type: none"> <li>○ Total Fall ‘04 enrollment increased by 4%.</li> <li>○ Undergraduate international student enrollment decreased by 11 students, or 5%.</li> </ul>

3	<b>NEW STUDENT POPULATIONS</b>  <b>Office of Enrollment Management—Debra McGrath</b>	<b>B.7.</b> Introduce new or redesigned learning delivery formats that make Columbia’s programs accessible to new markets of students.	Develop new or redesigned delivery formats in order to make Columbia more accessible to new markets of students.	<p>This summer Columbia will be a national site for the College Board’s AP Faculty Development in the Arts, bringing some 300 AP arts teachers onto campus. Film/Video will host the National University Film/Video Association in August, bringing film educators to the campus. These programs, using the University Center to house participants, allows Columbia to present itself as a leader in arts and media education to a national audience.</p> <p>Researching why the number of non-traditional undergraduate students is decreasing. Discussions have taken place within the enrollment team, and the issue was presented to faculty at the Faculty Convocation. Developed preliminary plans to address this issue.</p>	<b>B.4.</b> The number of non-traditional students – part-time and 25 years old and older – increases at an annual rate of 1.5%.	<ul style="list-style-type: none"> <li>○ Not yet measured.</li> </ul>
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**STATUS: CLOSED**

**B. MAINTAIN AND MANAGE STEADY ANNUAL ENROLLMENT GROWTH**

	Initiative	Objective(s)	Description	Progress	Measures of Success	Change
1	<b>STUDENT LIFE/ REORGANIZATION</b>  <b>Office of the Dean of Students—Sharon Wilson-Taylor</b>	<b>B.5.</b> Develop ways to mitigate the impact of size on the learning environment. <b>B.6.</b> Fully implement existing retention strategies.	Reorganize the Office of the Dean of Students to better manage the mix of services, including Counseling Services, Student Health, Immediate Response, Students in Crisis, and student disciplinary issues.	A full-time Coordinator of Student Relations was added to the Office of the Dean of Students’ staff to enhance the immediate response team and to deal with student issues. The Health Center, Counseling Center, and the Dean of Students’ staff have begun to work to resolve student issues and provide a variety of services to students in need.	<b>B.1.</b> Total full-time equivalent (FTE) enrollment grows at an annual average rate of 2%.	<ul style="list-style-type: none"> <li>○ Total Fall ‘04 enrollment increased by 4%.</li> </ul>

2	<p><b>NEW STUDENT ORIENTATION REDESIGN</b></p> <p>Office of the Dean of Students– Sharon Wilson-Taylor</p>	<p><b>B.5.</b> Develop ways to mitigate the impact of size on the learning environment.  <b>B.6.</b> Fully implement existing retention strategies.</p>	<p>Overhaul orientation for new students to reduce bureaucracy and increase individual attention, engage the entire College community to welcome new students, and bring more substance to the process.</p>	<p>Feedback received from faculty, students, parents, and staff is being used to adjust the mandatory program. This is done through regular meetings with the Associate Deans and several staff in the Office of Student Affairs. This group of staff is also working to implement the new orientation model for spring orientation, which will bring a different set of challenges.</p>	<p><b>B.1.</b> Total full-time equivalent (FTE) enrollment grows at an annual average rate of 2%.  <b>B.3.</b> Students who change major programs within the first two years increasingly graduate within six years at the same rate as students who do not change programs.</p>	<ul style="list-style-type: none"> <li>○ Total Fall '04 enrollment increased by 4%.</li> <li>○ Not yet measured.</li> </ul>
3	<p><b>STUDENT DEVELOPMENT REORGANIZATION</b></p> <p>Office of the Dean of Students– Sharon Wilson-Taylor</p>	<p><b>B.5.</b> Develop ways to mitigate the impact of size on the learning environment.  <b>B.6.</b> Fully implement existing retention strategies.</p>	<p>Restructure student development (New Student Programs, the Advising Center, the Portfolio Center) to provide more individualized attention to students more consistently.</p>	<p>Advisors have seen a reduction in their caseloads and students wanting to see advisors are now able to make appointments and meet with them more frequently.</p>	<p><b>B.1.</b> Total full-time equivalent (FTE) enrollment grows at an annual average rate of 2%.  <b>B.3.</b> Students who change major programs within the first two years increasingly graduate within six years at the same rate as students who do not change programs.</p>	<ul style="list-style-type: none"> <li>○ Total Fall '04 enrollment increased by 4%.</li> <li>○ Not yet measured.</li> </ul>

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 May 2005 Progress Report  
 Michael DeSalle, V.P. for Finance and C.F.O.

**STATUS: ACTIVE**

**C. MAKE COLUMBIA AFFORDABLE TO STUDENTS AT ALL INCOME LEVELS**

	Initiative	Objective(s)	Description	Progress	Measures of Success	Change
1	<p style="text-align: center;"><b>REFOCUS CONSTITUENT RELATIONS</b></p> <p style="text-align: center;">Office of Institutional Advancement— Sam Ross</p>	<p><b>C.1.</b> Reduce dependence on tuition revenue to fund college operations.</p>	<p>Redefine events to focus on development. Establish an event approval process. Organize a consolidated special event encompassing a variety of special events in order to help raise scholarship revenue. Establish signature events to create key branding moments. Open New York City and Los Angeles alumni and major gifts offices. Organize stewardship visits to other cities where alumni groups work.</p>	<p>Opened West Coast office January '05. "Conversations in the Arts: Up Close With..." series successfully started with Lauren Bacall in November '04. Upcoming "Up Close..." series with Ben Vereen and Mary Tyler Moore being coordinated with other campus events to allow for good cross-marketing of Columbia.</p>	<p><b>C.1.</b> Contributed and other non-tuition revenue increases at an average annual rate of 10%.</p>	<p>Progress toward FY '05 overall goal of \$8.25 million--\$4.13 million (50% of total). Progress toward Board "give or get" at \$135,088 (26% of total). Unrestricted giving at \$800,000+ as of 4/18/05.</p>
2	<p style="text-align: center;"><b>RESEARCH AND INFRASTRUC- TURE</b></p> <p style="text-align: center;">Office of Institutional Advancement— Sam Ross</p>	<p><b>C.1.</b> Reduce dependence on tuition revenue to fund college operations.</p>	<p>Build a sophisticated information services department per best practices for colleges and universities.</p>	<p>Best practices adopted in accordance with industry, CASE, and IRS fundraising guidelines. Streamlined documented and implemented advancement services-related policies and procedures; fundraising policy approved by Board and widely distributed. Launched knowledge management ("KM") initiative and task force; eleven fundraising hubs in various stages of system integration. Raiser's Edge database system updated and optimized for KM; training program launched. Prospect research operation, information resources, and protocols in place. Prospect Evaluation and Rating Committee developed and active.</p>	<p><b>C.1.</b> Contributed and other non-tuition revenue increases at an average annual rate of 10%.</p>	<p>Progress toward FY '05 overall goal of \$8.25 million--\$4.13 million (50% of total). Progress toward Board "give or get" at \$135,088 (26% of total). Unrestricted giving at \$800,000+ as of 4/18/05.</p>

3	<p><b>REDESIGN PRESIDENT'S CLUB</b></p> <p>Office of Institutional Advancement—Sam Ross</p>	<p><b>C.1.</b> Reduce dependence on tuition revenue to fund college operations.</p>	<p>Redesigned the President's Club to be the most prestigious giving society at Columbia College Chicago. The College uses the President's Club as a vehicle for recognizing major donors, or donors who make gifts of \$1,000 or more.</p>	<p>Planned social gatherings at the President's home each semester in FY '05 in order to cultivate new members. Established 5-year goals—700 members contributing \$650,000+ by FY '10. Comparative numbers through the 1<sup>st</sup> Quarter: FY '04 (entire year)—193 members (\$583,000); FY '05 (1<sup>st</sup> Quarter Only)—240 members (\$327,000).</p>	<p><b>C.1.</b> Contributed and other non-tuition revenue increases at an average annual rate of 10%.</p>	<p>Progress toward FY '05 overall goal of \$8.25 million—\$4.13 million (50% of total). Progress toward Board “give or get” at \$135,088 (26% of total). Unrestricted giving at \$800,000+ as of 4/18/05.</p>
4	<p><b>ESTABLISH ANNUAL FUND</b></p> <p>Office of Institutional Advancement—Sam Ross</p>	<p><b>C.1.</b> Reduce dependence on tuition revenue to fund college operations.</p>	<p>Institutional Advancement staff will combine the Alumni Network into a more comprehensive annual fund structure. Potential donors will include alumni, non-graduating students who attended Columbia College Chicago, attendees to a variety of events associated with the Columbia, and the general public.</p>	<p>Set the following goals:</p> <ol style="list-style-type: none"> <li>1) FY '05: 250 members, \$250,000+</li> <li>2) FY '06: 500 members, \$500,000+</li> <li>3) 75% of current donors will continue to donate funds to the College while the number of new donors will increase.</li> <li>4) \$50,000 restricted and unrestricted funds will be raised from exclusive members of the President's Club.</li> <li>5) \$5,000 will be raised by 1,000 donors making gifts via email solicitations.</li> <li>6) In FY '05, Trustee Giving &amp; Getting set a goal to raise more than \$500,000. For FY '05, set an overall fundraising goal of \$8.25 million.</li> </ol>	<p><b>C.1.</b> Contributed and other non-tuition revenue increases at an average annual rate of 10%.</p>	<p>Progress toward FY '05 overall goal of \$8.25 million—\$4.13 million (50% of total). Progress toward Board “give or get” at \$135,088 (26% of total). Unrestricted giving at \$800,000+ as of 4/18/05.</p>
5	<p><b>MAJOR GIFTS OBJECTIVE</b></p> <p>Office of Institutional Advancement—Sam Ross</p>	<p><b>C.1.</b> Reduce dependence on tuition revenue to fund college operations.</p>	<p>In FY '05, seven social gatherings will take place at the President's home in order to cultivate prospective major donors. Invitation lists are generated from an analysis of prospects in the Institutional Advancement database and from personal contacts from Trustees.</p> <p>Major Goals:</p> <ol style="list-style-type: none"> <li>1) Identify Columbia College Chicago's top 200 major donor prospects, as well as a top 1,000 pool of prospective donors.</li> <li>2) Engage over 900 high-end prospects in phone calls, meetings and/or intimate events to discuss the needs of the College.</li> <li>3) Raise \$2 million from major donors who are exclusive members of the President's Club.</li> </ol>	<p>Identified 350 “high capacity” prospects based on giving history and other financial indicators. Restructured development's primary database to identify, evaluate, segment and track donors and prospects. Identified 19 regions with clusters of potential donors nationally. Assigned eight staff to various areas for regional visits. At least 20 regional trips have already occurred, with another 15 planned for the remainder of FY '05. Approximately 1,200 high-end prospects have attended a number of cultivation and stewardship events.</p>	<p><b>C.1.</b> Contributed and other non-tuition revenue increases at an average annual rate of 10%.</p>	<p>Progress toward FY '05 overall goal of \$8.25 million—\$4.13 million (50% of total). Progress toward Board “give or get” at \$135,088 (26% of total). Unrestricted giving at \$800,000+ as of 4/18/05.</p>

6	<b>STRENGTHEN CORPORATE AND FOUNDATION RELATIONS</b>  <b>Office of Institutional Advancement—Sam Ross</b>	<b>C.1.</b> Reduce dependence on tuition revenue to fund college operations.	Corporate and foundation relations include government, foundation and corporate support. Corporate and foundation relations will work with departments and affiliated centers to identify funding needs. They will research existing sponsorship alliances and potential partnerships with corporations and local businesses. Major Goals: 1) Increase the quality and number of proposals to foundations in order to attain academic scholarships and other forms of academic support. 2) Raise \$5.8 million from corporate, foundations and government sources and sponsorships in FY '05.	Website under development to be launched early March '05. Faculty and staff training workshops held regularly once each semester. Approximately 30 faculty and staff attend each session. Outstanding, innovative or grant-seeking faculty will be honored annually at a reception at the President's house. Funding from foundations in FY '05 is anticipated to exceed FY '04 funding by 50%. FY '05 yield is anticipated to be in excess of \$6m.	<b>C.1.</b> Contributed and other non-tuition revenue increases at an average annual rate of 10%.	Progress toward FY '05 overall goal of \$8.25 million–\$4.13 million (50% of total). Progress toward Board “give or get” at \$135,088 (26% of total). Unrestricted giving at \$800,000+ as of 4/18/05.
7	<b>TUITION PRICING</b>  <b>V.P. of Finance—Mike DeSalle</b>	<b>C.2.</b> Keep tuition increases to the minimum necessary to accomplish the College's objectives.	Continue low price/moderate discounting strategy.	Tuition increased by 0% between AY '03-'04 and '04-'05.	<b>C.3.</b> Undergraduate tuition costs remain below comparable institutions, measuring Columbia's tuition as a percent of the average tuition cost of the comparison.	Progress toward FY '05 overall goal of \$8.25 million–\$4.13 million (50% of total). Progress toward Board “give or get” at \$135,088 (26% of total). Unrestricted giving at \$800,000+ as of 4/18/05.
8	<b>LOCAL BUDGET AUTHORITY</b>  <b>V.P. of Finance—Mike DeSalle</b>	<b>C.7.3.</b> Plan and develop resources collaboratively at the college and school level.	Move towards giving direct authority for planning and allocating department level budgets to the V.P.'s and Deans.	For FY '06, V.P.'s and Deans give full authority to allocate funds within their units within a set “not-to-exceed” a budget.	<b>C.3.</b> Undergraduate tuition costs remain below comparable institutions, measuring Columbia's tuition as a percent of the average tuition cost of the comparison.	Progress toward FY '05 overall goal of \$8.25 million–\$4.13 million (50% of total). Progress toward Board “give or get” at \$135,088 (26% of total). Unrestricted giving at \$800,000+ as of 4/18/05.

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 May 2005 Progress Report  
 Alicia Berg, V.P. for Campus Environment

**STATUS: ACTIVE**

D. CREATE A COHERENT, STUDENT-CENTERED CAMPUS						
	Initiative	Objective(s)	Description	Progress	Measures of Success	Change
1	<b>STRATEGIC DEVELOPMENT PLAN FOR FUTURE GROWTH</b>  <b>Office of Campus Environment— Alicia Berg with the Office of Institutional Planning &amp; Research— Anne Foley</b>	<b>D.1.</b> Develop a coherent campus layout with a focal axis on Wabash Avenue. <b>D.4.</b> Work with the City and South Loop community to develop a Wabash Avenue arts/education corridor <b>D.5</b> Acquire expansion space on and around Wabash Avenue <b>D.8.</b> Develop facilities that support campus life.	Develop strategic plan for the future growth of the College.	Valerio Dewalt Train leading a multi-disciplinary team in developing an overall plan (ranging from space needs by type to real estate strategy for growth in South Loop), including a campus center.  Forecasting space needs based on credit hours (total and by department). Have completed mapping the College's space by department.  Next Advisory Committee (comprised of representatives of all campus communities from Board to Alumni plus City, South Loop Neighbors, etc.) Meeting May '05 to review research findings.  Board Presentation at March and May meetings.	<b>D.3.</b> Key constituencies – prospective students, donors, alumni, civic leaders and government officials, arts patrons, and South Loop community – perceive Columbia as a vibrant urban campus. <b>D.4.</b> Expansion and use of facilities aligns with the strategic objectives. <b>D.5.</b> Columbia makes maximum use of its facilities.	Not yet measured formally; however, Board very interested at March meeting.  Coordinating with Provost to work on single class schedule for whole campus as a result of research findings.  Coordinating with Student Affairs re: fleshing out concept of Campus Center.

2	<p style="text-align: center;"><b><u>ACTIVE Unless otherwise noted</u></b></p> <p style="text-align: center;"><b>CAMPUS IDENTIFICATION AND IMPROVEMENTS</b></p> <p style="text-align: center;">Office of Campus Environment—Alicia Berg with Various Partners (Creative Services, Chairs/Faculty From Several Departments, etc.)</p>	<p><b>D.2.</b> Create a distinct sense of place with a recognizable street presence.</p> <p><b>D.2.1.</b> Set and apply facilities standards that reflect the value the College places on good design.</p> <p><b>D.2.2.</b> Create a recognizable campus identity in entryways and external signage.</p> <p><b>D.8.2.</b> Increase showcase spaces for student and faculty work.</p>	<p>Projects include:</p> <ol style="list-style-type: none"> <li>1. Corridor Blitz creates a showcase of student/alumni work, makes the Columbia community aware of its environment and responds to it</li> <li>2. Create Change/Word Mark logo throughout campus</li> <li>3. Outdoor wall art on 33 E. Congress Ave. and 72 E. 11<sup>th</sup> St.</li> <li>4. Fire escapes as identifiers</li> <li>5. Harrison Street CTA “Adopt-a-Station”</li> <li>6. 33 E. Congress Ave. arcade improvement</li> <li>7. Enliven underutilized storefronts</li> <li>8. Improve 11<sup>th</sup> St sculpture garden</li> <li>9. Sidewalk information kiosks</li> <li>10. Banners on buildings and light poles;</li> <li>11. Design of Wabash Streetscape</li> <li>12. Getty Foundation Grant for preservation plan could provide information about historic fabric when making improvements to buildings – combine new and historic features</li> <li>13. Campus-wide directories/orientation signs</li> <li>14. SpaceHeaters</li> </ol>	<p>Progress by project:</p> <ol style="list-style-type: none"> <li>1. <b><u>COMPLETE</u></b></li> <li>2. <b><u>COMPLETE</u></b></li> <li>3. <b><u>COMPLETE</u></b></li> <li>4. “Art Escape” winning concept selected by Outdoor Wall Art Committee 4/15. Next step: artist and architect develop design/cost</li> <li>5. Students in Interior Architecture developed cost effective conceptual designs for “Harrison Haiku”. Preferred design selected by Outdoor Wall Art Committee 4/15. Next step: students and architect develop design/cost. Need fundraising strategy – not eligible for capital budget (not our property)</li> <li>6. Lighting/movement concept in development with Film/TV departments and architect. Preparing for equipment donation request from Mac</li> <li>7. <b><u>COMPLETE</u></b> (will be updated regularly)</li> <li>8. Maintained regularly by Chicago Christian Industrial League; working with Openlands on native planting plan &amp; plant donation; working w/Art &amp; Design re: new sculpture; and working w/neighborhood re: dog problem (posted new, decorative “no dogs” signs)</li> <li>9. Product Design class presented concepts to Outdoor Wall Art Committee 4/15</li> <li>10. Awaiting permit for banner on south wall of 623. Art banners for 619 façade installed. Light pole banner test on Michigan Avenue (600 and 1000 blocks)</li> <li>11. <b><u>PENDING</u></b> – Will work with city in 05/06 on design and advocate for identification and public art component</li> <li>12. McGuire Iglewski Architects completed historic research; building survey/database complete; starting training</li> <li>13. Student-created “living art installations”; 5 completed, 2 underway. Signage being developed</li> </ol>	<p><b>D.1.</b> Students, faculty and staff are satisfied with the physical environment of Columbia’s campus.</p> <p><b>D.2.</b> Students are satisfied or very satisfied with Columbia’s campus life.</p> <p><b>D.3.</b> Key constituencies – prospective students, donors, alumni, civic leaders and government officials, arts patrons, and South Loop community – perceive Columbia as a vibrant urban campus.</p>	<p>In addition to students, faculty and staff noticing the exterior identification improvements and providing positive feedback, non-Columbia community is noticing as well. We have been informed that we will receive a 2005 “Coolest Thing” award from Friends of Downtown – an award initiated by FOD with no application made.</p>
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3	<p><b>INSTRUC-TIONAL SPACE IMPROVE-MENTS</b></p> <p><b>Office of Campus Environment- Alicia Berg</b></p>	<p><b>D.2.1.</b> Set and apply facilities standards that reflect the value the College places on good design.  <b>D.3.</b> Develop flexible and adaptable facilities.  <b>D.8.</b> Develop facilities that support campus life.</p>	<p>Projects include:</p> <ol style="list-style-type: none"> <li>1. Survey of Faculty and Schools regarding classroom improvement needs for FY '06 capital budget</li> <li>2. Illinois Clean Energy Foundation Grant Lighting Project</li> <li>3. Journalism/Chronicle Shared Space – bringing related functions together, standardizing office sizes, space allocated for press room</li> <li>4. Reuse of space formerly occupied by Journalism</li> <li>5. Anchor Graphics/Art &amp; Design graphics merger</li> <li>6. Faculty Center – bringing related functions together, standardizing office sizes and open plan work areas.</li> <li>7. Theater/Dance Classrooms</li> <li>8. Writing Center – improving lighting, converting underutilized wide corridors for informal instruction</li> </ol>	<p>Progress by project:</p> <ol style="list-style-type: none"> <li>1. Survey complete. Proposed FY '06 budget includes \$500K project to handle heat and L noise issues on 33E Congress, 3<sup>rd</sup> floor</li> <li>2. Lighting was also big concern of the Survey of Faculty and Schools – lighting efficiency and replacement project to occur this summer. Lighting in all classrooms to be improved</li> <li>3. Construction complete by June '05</li> <li>4. Space to be shared by several departments; very minor space reconfiguration; shared classrooms will be made “smart” (see below)</li> <li>5. Construction to begin Fall '05</li> <li>6. In design; need client sign off</li> <li>7. Negotiating lease for shared space for these two departments and others that need dance floors, etc</li> <li>8. Construction complete by Fall '05</li> </ol>	<p><b>D.1.</b> Students, faculty and staff are satisfied with the physical environment of Columbia’s campus.  <b>D.5.</b> Columbia makes maximum use of its facilities.</p>	<p>Level of space sharing has been increased.</p> <p>Standardized office sizes applying to new projects.</p> <p>Encouraging open plan work areas wherever possible – more efficient use of space, encourages collaborative work environment, and more cost effective build out.</p>
4	<p><b>MAXIMIZE “SMART” INSTRUC-TIONAL SPACE</b></p> <p><b>Office of the Dean of the School of Liberal Arts and Sciences— Cheryl Johnson-Odim</b></p>	<p><b>D.3.1.</b> Maximize “smart” instructional spaces.</p>	<p>Work in conjunction with the Provost’s Office in order to ensure that “smart” spaces are general classroom spaces open to the entire Columbia community. Ferguson Theater (see below) will also be turned into a “smart” space.</p>	<p>Under Provost’s direction, Deans agreed that LAS would be lead; oversight committee has developed program, selected rooms; test rooms installed over Fall '04/Spring '05 semester break.</p> <p>Remainder will be installed over summer break.</p> <p>Coordination with scheduling to occur so that faculty that need equipment will get “smart” general classrooms.</p>	<p><b>D.5.</b> Columbia makes maximum use of its facilities.</p>	<p>\$120,000 allocation originally thought would improve 4 rooms. Costs/room reduced. Now able to do 12-13 rooms.</p> <p>Encouraging space sharing and consistent technology planning across departments. This replaces budget requests from specific deans. Since funds come from Campus Environment, rooms open to all.</p>

5	<p><b>ACTIVE (unless otherwise noted)</b></p> <p><b>MAKE OVER KEY PUBLIC SPACES FOR MULTI-PURPOSE USE</b></p> <p>Office of Campus Environment— Alicia Berg</p>	<p><b>D.2.1.</b> Set and apply facilities standards that reflect the value the College places on good design.</p> <p><b>D.3.</b> Develop flexible and adaptable facilities.</p> <p><b>D.8.1.</b> Increase common space across the campus.</p> <p><b>D.8.2.</b> Increase showcase spaces for student and faculty work.</p>	<p>Projects include:</p> <ol style="list-style-type: none"> <li>Hokin Annex – improve layout separating gallery from performance area/common space and increase gallery space for student/faculty work</li> <li>Conaway Center &amp; 1104 S. Wabash Ave. Lobby – improve: student hangout space, functionality between performance space and computer lab; acoustics; relationship w/Glass Curtain Gallery</li> <li>Ferguson Theater, 600 S. Michigan Ave. lobby &amp; visitors center</li> <li>Lobbies (33 E. Congress Ave., 1014 S. Michigan, 72 E. 11<sup>th</sup> St.)</li> <li>619 – Art &amp; Design Gallery to move to 1<sup>st</sup> floor; other uses to include: mailroom, Xerox center, Community Media Workshop &amp; Youth Communications</li> </ol>	<p>Progress by project:</p> <ol style="list-style-type: none"> <li><b>COMPLETE</b></li> <li>In for permits; construction Summer '05</li> <li>In for permits; construction Summer '05</li> <li>In for permits; construction Summer '05</li> <li>In for permits; construction Summer '05</li> </ol>	<p><b>D.1.</b> Students, faculty and staff are satisfied with the physical environment of Columbia's campus.</p> <p><b>D.2.</b> Students are satisfied or very satisfied with Columbia's campus life.</p> <p><b>D.4.</b> Expansion and use of facilities aligns with the strategic objectives.</p> <p><b>D.5.</b> Columbia makes maximum use of its facilities.</p>	<p>Design projects are of high quality and cost effective, reflecting the high quality art and design school that we are. Various user groups are involved in design process and pleased with flexibility and workability of completed space.</p>
6	<p><b>IMPROVE SERVICE AND SPACE MANAGEMENT AND ENHANCEMENT</b></p> <p>Office of Campus Environment— Alicia Berg with various partners</p>	<p><b>D.3.</b> Develop flexible and adaptable facilities.</p> <p><b>D.5.</b> Acquire expansion space on and around Wabash Avenue</p> <p><b>D.8.</b> Develop facilities that support campus life.</p>	<p>Projects include:</p> <ol style="list-style-type: none"> <li>Space Planning software to enable us to keep current the space mapping completed as part of campus master plan; produce visual reports on floor layouts; and optimize space by bringing departments together</li> <li>Capital Budget Process</li> <li>Single Campus Schedule</li> <li>Task Order Management Software</li> <li>Purchase of Spertus Building, 610 S. Michigan Ave.</li> <li>Buddy Guy Property, 724 S. Wabash Ave.</li> <li>New Campus Food and Vending Service Provider</li> </ol>	<p>Progress by project:</p> <ol style="list-style-type: none"> <li>Have identified preferred space planning software; next step: negotiate contract</li> <li>The College community is providing input into identifying and prioritizing improvements and space needs. Suggestions are being vetted by Space Planning Committee (A Foley, chair + Deans, M Debish) and Space Approval Committee (A Berg, chair + Kapelke, DeSalle, Kelly). Next step: formalize system to coincide with Budget process and mid-year revision, including forms</li> <li>In coordination with the Provost, working towards a single college-wide schedule since Campus Master Plan research identified that we are underutilizing classrooms</li> <li>Formal tracking system for the many building service requests/repairs up and running</li> <li>Negotiating letter of intent; approx. 80,000 sf net useable space; next step if deal accepted: space plan for building. Available for use in FY '09</li> <li>Negotiating 2-3 year lease for Buddy Guy; building to be demolished for future expansion TBD in Campus Master Plan</li> <li>In coordination with Purchasing, negotiating for new services following an RFP to improve food quality and cost effectiveness</li> </ol>	<p><b>D.1.</b> Students, faculty and staff and satisfied with the physical environment</p> <p><b>D.4.</b> Expansion and use of facilities aligns with the strategic objectives.</p> <p><b>D.5.</b> Columbia makes maximum use of its facilities.</p>	<p>Capital investments based on consensus.</p> <p>Increased recognition that space is college-wide resource to be maximized.</p> <p>Improved customer service.</p>

7	<p><b>STUDENT ORGANIZED COLLEGE WIDE EVENTS</b></p> <p>Office of the Dean of Students— Sharon Wilson-Taylor</p>	<p><b>D.7.</b> Develop a campus life that enriches learning and builds strong bonds to the college community.</p>	<p>Encourage student leadership organizations including S.O.C., S.G.A., R.H.A. and the Student Programming Board to work individually and collaboratively in order to engage the student body with an emphasis on regular college-wide events.</p>	<p>Some student leaders from S.O.C., S.G.A., R.H.A. and the Student Programming Board are being trained as orientation leaders to assist in orienting our new students to the College.</p>	<p><b>D.2.</b> Students are satisfied or very satisfied with Columbia's campus life.</p>	<p>○ Not yet measured.</p>
8	<p><b>RESIDENTIAL COMMUNITY</b></p> <p>Office of Campus Environment with the Office of Student Affairs— Mark Kelly</p>	<p><b>D.8.</b> Develop facilities that support campus life.</p>	<p>Institute changes in the College's practices that respond to the growing residential community.</p>	<p>The Library is now open Sundays and this Spring, four additional buildings and several labs will also have Sunday hours. Merging residential life programming into the comprehensive Student Life calendar of events.</p>	<p><b>D.1.</b> Students, faculty and staff are satisfied with the physical environment of Columbia's campus.  <b>D.2.</b> Students are satisfied or very satisfied with Columbia's campus life.  <b>D.4.</b> Expansion and use of facilities aligns with the strategic objectives.</p>	<p>○ Not yet measured.</p>
9	<p><b>STUDENT AFFAIRS PLANNING AND EVALUATION</b></p> <p>Office of Campus Environment with the Office of Student Affairs— Mark Kelly</p>	<p><b>D.7.</b> Develop facilities that support campus life.  Also related to:  <b>A.1.4.</b> Make extensive use of co-curricular activities to strengthen students' mastery of the knowledge, skills and attitudes required for a degree.  <b>B.5.</b> Develop ways to mitigate the impact of size on the learning environment.</p>	<p>Encourage student input, formal and informal, throughout Student Affairs planning and evaluation processes.</p> <p>Encourage student input into facilities needs and space enhancements.</p>	<p>Multiple new and revitalized structures are in place, including the Student Curator Board and the Student Programming Board. Additional structures in the planning stage.</p> <p>Facilities staff seeks out and responds to student requests to improve space: student center, student bathroom survey, lockers, comments re: Conaway and the Hub.</p>	<p><b>D.2.</b> Students are satisfied or very satisfied with Columbia's campus life.</p>	<p>○ Not yet measured.</p>

Columbia 2010  
 May 2005 Progress Report  
 Sam Ross, V.P. for Institutional Advancement

STATUS: ACTIVE

**E. BUILD A REPUTATION FOR EXCELLENCE AND INNOVATION IN ARTS AND MEDIA EDUCATION**

	Initiative	Objective(s)	Description	Progress	Measures of Success	Change
1	<b>BENCHMARK RESEARCH</b>  Office of Institutional Advancement- Sam Ross	<b>E.1.</b> Determine the current reputation and relevance among key constituencies and establish benchmarks.	Conduct research to ascertain current levels of reputation and relevance among key constituencies.	Research conducted among prospective donors, alumni establish baseline. Planning underway to evaluate variables among other audiences, including educators, arts and media professionals, and potential students.	<b>E.1.</b> Educators, arts and media professionals, and potential students strongly associate Columbia with the very best programs in arts and media education. <b>E.2.</b> Donors, civic leaders and arts patrons recognize Columbia as a major cultural and educational institution.	<ul style="list-style-type: none"> <li>o Outcome not yet measured.</li> </ul>
2	<b>ARTICULATE THE BRAND</b>  Office of Institutional Advancement- Sam Ross	<b>E.2.1.</b> Identify core elements/characteristics of the brand. <b>E.2.2.</b> Create brand proposition/promise statement. <b>E.2.3.</b> Create promotional supports, i.e. brand slogan, themes and logo. <b>E.2.4.</b> Incorporate brand elements in the physical environment.	Create brand strategy with promise statement, slogan, themes, logo and incorporate brand elements in physical environment. Implement service standards that embody brand promise.	Brand identity manual complete, internal training with constituencies complete. New external/internal communications – brochures, promotional items, exterior signage – incorporate the Columbia “look,” with brand promise included as identity element.	<b>E.3.</b> All external communications are consistent with Columbia’s brand identity and marketing priorities.	90% of newly produced materials incorporate brand identity elements. Language of “Create ...Change” being incorporated into spoken and written materials.

3	<p><b>EXTERNAL CONSTITUENCIES MARKETING PLAN</b></p> <p>Office of Institutional Advancement-Sam Ross</p>	<p><b>E.3.</b> All external communications are consistent with Columbia's brand identity and marketing priorities.</p>	<p>Develop a marketing plan that creates coordinated messages directed to key external constituencies</p>	<p>Marketing plan developed, with proposals to enhance coordinated delivery of messages and prioritization of needs. Proposals to restructure marketing activity for College deferred.</p>	<p><b>E.1.</b> Educators, arts and media professionals, and potential students strongly associate Columbia with the very best programs in arts and media education.  <b>E.2.</b> Donors, civic leaders and arts patrons recognize Columbia as a major cultural and educational institution.  <b>E.3.</b> All external communications are consistent with Columbia's brand identity and marketing priorities.</p>	<ul style="list-style-type: none"> <li>o Outcomes not yet measured.</li> </ul>
4	<p><b>MARKETING STANDARDS</b></p> <p>Office of Institutional Advancement-Sam Ross</p>	<p><b>E.4.</b> Recognize that Columbia is a single institution with common objectives.</p>	<p>Implement institutional design and editorial standards, using brand messages consistently. Centralize allocation and oversight of marketing budgets, while implementing management structures that promote consistent marketing practices.</p>	<p>Developed and implemented institutional design and editorial standards. Management has declined to centralize marketing budgets or to implement management structures regarding centralized approach to marketing activities at the College. Program to coordinate brand advertising initiated, i.e., "The Heritage Series" promotion for African-American Heritage month. Identity and editorial standards introduced, marketing operations group to meet regularly to coordinate brand messaging.</p>	<p><b>E.3.</b> All external communications are consistent with Columbia's brand identity and marketing priorities.  <b>E.4.</b> Columbia gets the maximum return on its consolidated marketing expenditures.</p>	<ul style="list-style-type: none"> <li>o Ongoing.</li> </ul>
5	<p><b>BRAND DEVELOPMENT</b></p> <p>Office of Institutional Advancement-Sam Ross</p>	<p><b>E.5.</b> Build the brand with key external constituencies.</p>	<p>Refine communication to targeted audiences by supporting "defining" events. Position the President as embodiment of brand. Redesign the college website.</p>	<p>Identified defining events for donor constituencies, and introduced advertising featuring the President. Introduced aesthetic changes to the College website. Currently, conducting research regarding "best practices" for overall web enhancement. External consultant has completed analysis of College website. Conducting web policies initiative. Enhanced awareness, fund-raising success from defined events. The creation of a College website reflects the institutional brand. This website is user-friendly and reflects "best practices."</p>	<p><b>E.1.</b> Educators, arts and media professionals, and potential students strongly associate Columbia with the very best programs in arts and media education.  <b>E.2.</b> Donors, civic leaders and arts patrons recognize Columbia as a major cultural and educational institution.</p>	<ul style="list-style-type: none"> <li>o Outcomes not yet measured.</li> </ul>

6	<b>MARKETING TOOL BOX</b>  <b>Office of Institutional Advancement- Sam Ross</b>	<b>E.6.</b> Empower internal constituencies to carry the brand.	Drive brand management “down” to operating units to incorporate into daily operations and marketing activities.	Online mechanisms have been developed to provide “tools” for units to access brand identity elements. Online editorial and message guidelines are being developed.	<b>E.3.</b> All external communications are consistent with Columbia’s brand identity and marketing priorities. <b>E.4.</b> Columbia gets the maximum return on its consolidated marketing expenditures.	<ul style="list-style-type: none"> <li>○ In progress.</li> </ul>
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