

**ANNUAL REPORT OF INSTITUTIONAL  
PROGRESS  
1999-2000**

**HONORS COLLEGE**

**AND**

**SPECIAL PROGRAMS**

**STATE UNIVERSITY OF WEST GEORGIA**

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DEAN, HONORS COLLEGE  
AND DIRECTOR OF SPECIAL PROGRAMS**

# **HONORS COLLEGE**

## **Annual Report 1999-2000**

The principal purpose of our Honors College is to attract and retain academically prepared and intellectually gifted undergraduates. The Honors College includes traditional Honors students, the Advanced Academy of Georgia (which in turn operates the Young Scholars Institute, a week long summer residential program for gifted eighth and ninth graders), and, the Honors College is responsible for the administration of Presidential Scholarships.

This report is divided into three parts. Part I consists of overview of Honors College operations and accomplishments; Part II details the activities of the Advanced Academy; and Part III is a summary of Presidential Scholarships and Assistantships.

## **I: HONORS COLLEGE**

### **Annual Report 1999-2000**

The Honors College offered thirty-nine formal sections of Honors courses in 1999-2000, enrolling 599 students in these courses (some students took multiple courses), and serving approximately 325 highly qualified full-time Honors College students. Many Honors students also earned Honors credit in traditional classes through formal arrangements with their instructors. Honors students are required to maintain an overall grade point average of 3.2 or better. To graduate with Honors distinction students must complete ten or more Honors courses including two or more upper division seminars, and an Honors thesis or research project. Our retention standards are the highest in the University System except for the University of Georgia. Our Honors student body population has grown this past year in spite of the minimum combined SAT for freshman being raised to 1200 this past year. We maintain the highest admission criteria for Honors in the System except for the University of Georgia.

During the 1999-2000 year University Honors students won numerous honors for their research. Jedadiah Drew Pounds, a pre-med major, was one of only 24 students in the United States selected from a pool of 302 applicants, to participate in a six-week training program sponsored by NASA. Also, as a result of the research he completed, he was selected to present his findings at the annual national meeting of the American Society of Gravitational and Space Biology in Seattle.

Later in the year, NASA announced that a team of West Georgia Honors students including Drew Pounds, Rachel Fuller, Mary Kate McBrayer, Allison Kimball, and Benson Ledbetter, had been selected as the only team from Georgia and one of only twenty-four selected in a national competition to participate in a two-week training session on Reduced Gravity experiments at NASA headquarters in Houston, Texas. (Allison Kimball is an Academy student, Rachel Fuller is a former Academy student, the remainder are traditional Honors College students.) This same team later in the year traveled to Greece to present their findings to an International meeting on Reduced Gravity experiments. The West Georgia team was the only team of undergraduates in the world -invited to the meeting in Greece. In addition, Mary Kate McBrayer a member of the NASA team, spent the summer doing research at the University of Alabama.

Candace Cato, a senior pre-med Biology major (and a former Academy student), won the prestigious President's Award for the best undergraduate research presentation at the annual meeting of the Southeastern branch of the American Society of Microbiology.

Ryan Kaufmann, a pre-med Biology major and winner of every prestigious scholarship and award this University offers, was awarded a Phi Kappa Phi scholarship to Vanderbilt University School of Medicine. Only forty

Phi Kappa Phi Scholarships were awarded nation-wide this year, and Ryan Kaufmann is the first West Georgia student ever to receive one.

Justin Russell, a sophomore pre-med Chemistry major, presented research to the Georgia Honors Council annual meeting, and he was one of five West Georgia Honors students to present their research project to the annual national meeting of the American Chemical Society in San Francisco. Justin spent the summer doing research at The University of Pittsburgh. The others presenting with Justin in San Francisco were Jon Cutchins, Jonathan Brauer, Chris Lane, and Roger Huffstetler. (Jon Cutchins and Jonathan Brauer are Academy students.)

Heather Brown, a Sociology major, was one of ten undergraduate students from the Southeast selected to present research at the Southeastern Sociology Symposium.

Roger Huffstetler made two research presentations to the Southeast regional meeting of the American Chemical Society, and he was one of the members of the group who presented at the American Chemical Society annual meeting in San Francisco. Roger spent the summer doing research in the laboratory of internationally known research chemist Dr. Richard Zare of Stanford University. He was the only undergraduate student from across the county chosen to participate in Dr. Zare's summer research.

Rachel Fuller and Yong Suh, pre-med students, gave separate research presentations to the annual national conference on Undergraduate Research in Missoula, Montana. Mr. Suh gave another research presentation to the National Collegiate Honors annual conference in Orlando, Florida. This was the fifth consecutive year that a West Georgia student was selected for this conference. No other college or university in Georgia has had as many participants in the last decade as West Georgia. Yong Suh was selected in a national competition to receive a Goldwater Scholarship, the most prestigious scholarship in the nation for undergraduates interested in mathematics, engineering and the natural sciences. Two other students from Georgia received Goldwaters this year, but West Georgia is the only college or university in our state to have students selected two years in a row.

Sixteen Honors College students competed as West Georgia's representatives in the Southeastern Regional Model United Nations in Atlanta. Because of the success at that meeting, they were invited to participate in the national Model United Nations meeting in New York City, and did so.

The Honors Council (our student organization) continued its successful sponsorship of the College Bowl competition. The winning team of our campus competition advanced to the regional contest. The Honors Council also hosted its annual fall banquet and spring cookout. These events are designed to promote community among the students and to inform them of national scholarship opportunities, upcoming research opportunities, and the next term's Honors courses.

The Honors College Committee and the Honors Council planned and carried out the annual Honors Convocation in the spring. This year's Honors Professor of the Year (chosen by the students) was Dr. Chatty Pittman, Professor and Chair of the Department of Mathematics and Physics.

West Georgia's Honors College continues to hold institutional memberships in the Georgia Collegiate Honors Council, the Southeast Regional Collegiate Honors Council, and the National Collegiate Honors Council.

## **II. THE ADVANCED ACADEMY OF GEORGIA**

### **Annual Report 1999-2000**

In its fifth year at the State University of West Georgia, The Advanced Academy of Georgia enrolled 66 academically talented high school juniors and seniors, an increase of eleven percent over last year's class. Fifteen

students returned from the previous year, and 51 were newly enrolled students. The class was composed of 35 juniors, 31 seniors, 42 females, and 24 males. Diversity continues to be a hallmark of the Academy experience; our population consisted of five students from Spain, two from Florida, one from Oklahoma, five African-Americans, two Asian-Indian Americans, one Vietnamese-American, one Chinese-American, and one each who recently emigrated from Germany, Nigeria, Iran, and the Philippines. Other than the students from Spain, Florida, and Oklahoma, all students were Georgia residents.

The 1999-2000 Academy class was highly qualified academically. SAT scores, earned when many of the students were high school sophomores or younger, averaged 632 and 604 on the verbal and math components, respectively, and the average composite score was 1238. The high school grade point average for college preparatory curriculum classes was 3.84. Students received AP credit in Calculus I and II, Introductory Physics I and II, English Composition I and II, U.S. History I, Principles of Chemistry I and II (with labs), and Computer Science I.

Academy students continue to accelerate academically. Among the 51 new students, 35 earned registration in sophomore-level Honors literature classes due to their performance on the English Exemption Examination. Nineteen students enrolled in advanced mathematics, and twelve students' exceptional scores on the chemistry exemption exam allowed enrollment in the Accelerated Honors Chemistry class. Students also enrolled in high-level physics and biology classes, and many young scholars in the 1999-2000 class engaged in projects or original research through the departments of chemistry, math, physics, and psychology.

The research opportunities available to Academy students comprise an important part of the students' lives at the State University of West Georgia. In addition to the research projects mentioned above, current and former Academy students were part of a team of West Georgia Honors College students that conducted research at the NASA Reduced Gravity Student Flight Opportunities Program at the Johnson Space Center in Houston, Texas. The team's efforts were so successful they were invited to attend the 13<sup>th</sup> Annual Humans in Space Symposium in Greece this summer. Another student attended a summer research program in surface chemistry. Several students were able to attend the regional and national meetings of the American Chemical Society. A group of Academy scholars attended the National Collegiate Honors Conference where students from around the country gather to present their original research. Two West Georgia Honors College students attended the National Undergraduate Research Conference and presented the research they began when they were Academy students.

As in past classes, this year's Academy scholars demonstrated keen interest and talent in the fine arts. Academy musicians played the trumpet, violin, cello, and flute and participated in the university's symphony and marching bands and the Academy's chamber music ensemble. Other students acted in and helped with the productions of Episodes in Sexuality and The Country Wife. An Academy student was the editor of and contributor to *The Eclectic* and was awarded the Kay Magenheimer Poetry Prize. In addition, the Academy yearbook was organized and completed entirely by students.

Academy scholars were active participants in the University's Honors College, and two were elected to the positions of Honors Council vice president and treasurer. At the 2000 University Honors Convocation, Academy students were recognized in several categories. Two Academy students were named Outstanding Honors Freshmen, and one was named Outstanding Honors Junior. Four past Academy students who chose to remain at West Georgia after high school graduation were named Outstanding Honors Sophomore, Junior, and Seniors. In addition, former Academy students were named the outstanding students in Geology and Physics. Our students continue to be a potent academic force in the university community after completion of the Academy program.

Academy students continued to demonstrate their academic prowess both in and out of the classroom. Model United Nations, Odyssey of the Mind, the Mathematical Contest in Modeling, the United States Physics Team Contest, the American Mathematical Competition, and College Bowl commanded their attention. The Academy Model U.N. team earned accolades in the Southeastern Regional Model U.N. tournament in Tallahassee and participated in National Model U.N. in New York City. Odyssey of the Mind teams placed second and fifth in state competition; the second place team earned a trip to the world competition where they won the Omer award, an award given to the team that overcame the most adversity in order to compete. Our Mathematical Modeling and American Mathematics

Competition teams received Honorable Mentions. An Academy student was the director of the campus College Bowl Tournament, and 12 Academy students served as volunteers for this event. Three Academy students competed and earned, with their team, second place.

Academy scholars also continued the tradition of being very involved in university and community activities. An important component of Academy life is community service. Students volunteered at the Carroll County Soup Kitchen, the Carroll County Humane Society, participated in A-Day activities and Red Cross blood drives, donated and bought Christmas gifts for the children in Alice's House (a local shelter), visited and took gifts to children hospitalized in Tanner Medical Center, helped kindergarten students from a local elementary school with reading, planted greenery around Gunn Hall, and held the second annual St. Patty's Day Café, a fundraiser for Habitat for Humanity that raised \$850.00 for the West Georgia chapter this year. Three Academy students competed and earned, with their team, second place.

Another important component of the Academy program is the Thursday Night Dinner, during which students and staff enjoy dinner together. Dinner is followed by a presentation, often given by a member of the West Georgia faculty or administration. In conjunction with these dinners, The Academy often sponsors an artist-lecture series for the university and Carrollton communities. This year the Scholars of London and Tom Key, noted actor/director/producer, performed at the Townsend Performing Arts Center and met privately with Academy students, speaking to them of their experiences and answering questions. Thursday night activities are integral to the Academy program in that they help to cultivate the family-like atmosphere that is so important to students and staff alike.

Of the 66 students who enrolled in the fall of this year, three left the program in the first half of the year. One student transferred to another institution closer to her home, and one decided his interests were better served in high school, and one withdrew. For the second year in a row, no students were dismissed for disciplinary reasons. In the history of the Academy, no student has ever been dismissed for academic reasons. This year six students had cumulative Grade Point Averages of 4.00, and an additional 21 made the Dean's List, for a total of 43 percent earning a GPA of 3.50 or better. The average GPA for the year was 3.20.

All but two of the high school seniors from the 1999-2000 class (including those who entered as juniors in Fall 1998) graduated from their local high schools while becoming either college sophomores or juniors, depending on their classification when they entered The Academy. The two who did not graduate had illnesses that caused them to withdraw from classes during the year. They will finish their high school coursework in the fall of 2000 and graduate in December.

Among the graduating seniors were four National Merit Scholarship finalists and several STAR students. Eleven students chose to remain at the State University of West Georgia, three will attend the University of Georgia, and four will attend Georgia Institute of Technology. Students were also accepted in Fordham University, Smith College, Hampshire College, Berry College, Agnes Scott College, University of Alabama, Clemson University, University of Colorado at Boulder, Furman University, and Emory University.

Many graduating seniors were awarded scholarships, including Presidential Scholarships at the State University of West Georgia. Other awards received include: Dunn Scholar at Smith College, Johnson Scholar at Hampshire College, Furman Honors Scholarship, Berry Presidential Scholarship, State Farm Companies Foundation Merit Scholarship, UGA Bernard Ramsey Honors Scholarship, Furman University Belltower Scholarship, the University of Georgia Charter Scholarship, and the UWG's Department of Chemistry Scholarship.

Thirty-one of the thirty-four juniors who entered The Academy Fall 1999 plan to return for the next academic year. Of the three who will not return, one transferred to George Washington University, one to Berry College, and one moved with her family to Oregon. To date, over 40 new students have been accepted into The Academy for the Fall 2000 semester, and applications continue to arrive. It is expected that The Academy's student population will increase in size again this year, and that this trend will continue during the next few years until growth is restricted by the size of Gunn Hall, or, as outgoing Vice-President for Student Services Bruce Lyon suggested, we move to a larger hall.

Once again, The Academy's prominent Board of Trustees held its annual meeting in February on the West Georgia campus. Members are: Dr. Nancy M. Robinson, Professor and Director, Hobart Robinson Center for the Study of Capable Youth, University of Washington, Chair; Stuart Bennett, Assistant Superintendent for Curriculum and Instruction, Fayette County Board of Education; Joseph B. Cumming, Jr., journalist and professor of Mass Communication, retired; Brenda C. Fitzgerald, M.D., Director, Emory Executive Women's Health; Dr. Roger A. Horn, Research Professor of Mathematics, University of Utah, and editor, *American Mathematical Monthly*; Dr. Robert C. McMath, Professor and Vice Provost for Undergraduate Studies, Georgia Institute of Technology; Tim Page, Pulitzer Prize winner; Alice H. Richards, member, Board of Directors, Southwire Co.; Dr. Holly Robinson, Adult Learning, Convergent Media Systems; Linda C. Schrenko, Superintendent of Schools, Georgia Department of Education; Dr. Jack H. Schuster, Professor of Education and Public Policy, Claremont Graduate University; Dr. Julian C. Stanley, Director of the Study of Mathematically Precocious Youth and Professor of Psychology at Johns Hopkins University, Past Chair; Dr. Paul Walter, Professor of Chemistry, emeritus, Skidmore College, and Immediate Past President, American Chemical Society.

In keeping with The Academy's goals of attracting and retaining gifted high school juniors and seniors and promoting the program both in Georgia and nationally, Academy staff attended, presented, and exhibited materials at professional conferences and high school Honors activities, including: the Georgia Association for Gifted Children Annual Conference, the National Association for Gifted Children Annual Conference, the 1999 World Council for Gifted and Talented Children Bi-annual Conference, the Georgia School Counselors Association Conference, state-wide PROBE fairs, the Duke TIP recognition ceremonies throughout the state, the Georgia Governor's Honors Program, three Academy overnight visitation programs, and the Hollingsworth Conference on the Profoundly Gifted Child.

### Young Scholars Institute (YSI)

In its second summer, The Young Scholars Institute offered a summer camp in math, science, and computers for rising eighth and ninth grade students. YSI was originally created in response to the many calls received each year asking if The Academy had a summer program for young scholars. These students engaged in hands-on activities in mathematics, biology, astronomy and physics, geology, chemistry, and computer science; a field trip to Cloudland Canyon was the final event. Campers resided in Gunn Hall, and current and former Academy students served as Resident Mentors to supervise their activities throughout each day. The Academy staff organized the week-long event, and faculty from the State University of West Georgia provided instruction.

### Residence Life

While the primary focus of The Academy is academics, the residence life component is essential for the students' balanced personal and intellectual growth. Again this year, the Academy Residential Coordinator and her staff did a superlative job in creating and maintaining an atmosphere in Gunn Hall that promoted the healthy balance between work and play while providing for students' health, safety, and well being.

Gunn Hall activities consist of three areas of focus: academic, personal, and social programs. This year's academic programs included alcohol awareness, sexual assault prevention, breast cancer awareness, STD awareness, a study skills workshop, stargazing at the observatory, an introduction to summer internship opportunities, and a week-long event centered on election primaries during which a mock primary election was held using an actual voter booth.

Personal programs included stress relieving activities, an evening discussion on the topic of religious tolerance, personality testing, tips on how to prevent procrastination, and a discussion on how to go back home for the summer after living on your own at college. Many social programs were held throughout the year. Some events were initiated by the RA staff, and others were suggested and organized by Academy students. These include: PB&J in your PJ's (which was voted program of the month by the Department of Residence Life); ultimate Frisbee; basketball, volleyball and soccer games; milkshake socials, art activities, pizza parties, dances, the second annual Men's Decathlon, filming the RA video, and the Academy Formal.

The RA staff presented 114 programs for Gunn Hall residents with a total attendance of 2886 students over the course of the academic year. 3-A, a floor on the men's wing of Gunn Hall, was recognized as the Best Floor Community on campus, and the Department of Residence Life recognized an Academy RA as the Best New Resident Assistant.

Last year's (1998-1999) forced housing of non-Academy students in the bottom floor of Gunn Hall caused intense and recurring discipline problems that have no place in an academically oriented residence hall full of students who are younger than the general university population. This year, unlike last year, The Academy was able to house Honors students in the first floors of both the male and female wings of Gunn Hall. The difference was immeasurable in terms of staff morale and the overall tenor of the hall. There were very few discipline problems among Academy students, and they were of the types of rules violation for which the Academy's Judicial Board was created. In its second year, the "J Board" has proven to be an extremely effective way of encouraging students to be responsible for their actions.

Several improvements were made to the physical structure of Gunn Hall this year. A piano was installed in a soundproofed room off the main lobby that serves as a practice room for Academy musicians. Card access locks were installed on doors to the computer and practice rooms. All metal furniture in student rooms was stripped of contact paper and repainted. In addition, all of the counter tops were re-covered with new laminate.

A number of critical needs remain for building improvements. The tiled flooring in student rooms is stained and in horrible condition, cracking and peeling from the floor. The tiles are believed to contain asbestos, and to replace them would require an abatement of the entire building. The carpet in all of the common areas needs to be replaced. The cooling system does not function well in the main lobby area and needs to be repaired or replaced. Room air conditioners frequently are in need of repair. The stove and oven in the kitchen are worn and need to be replaced. The front door routinely fails to close properly and is constantly in need of repair, which creates a serious security violation. Storage space for student and staff materials is sorely needed.

### Staffing

Last year's goal of adding a professional staff member to assist the Academy Residential Coordinator was achieved with the hiring of an Assistant Academy Residential Coordinator, effective July 1, 2000. Gunn Hall is not configured to accommodate another staff person, and this newly hired professional person is living in a student room and using the community shower. Gunn Hall should be remodeled to allow for living and office spaces for another professional staff person, or a move to a larger residence hall with adequate staffing facilities should be planned. Dr. Bruce Lyon, retired Vice President for Student Services, recently suggested we move to Downs Hall.

The individual hired as the Academy's Director went on extended sick leave three months after assuming the position and resigned months later. During this time the individual in the position of Student Development Specialist assumed the additional responsibilities of Acting Director. After the resignation of the Academy Director, the Acting Director was named the new Director. As a replacement for the Student Development Specialist position has not yet been hired, the newly appointed Director is still assuming the responsibilities of two positions. In addition, the Academy Residential Coordinator has resigned effective July 31, 2000. The newly hired Assistant Academy Residential Coordinator is ably stepping in until a replacement is hired, and a job search is currently underway. So far, all is well.

As The Academy continues to grow in both stature and population, staffing needs will increase. The nature of the program and the specialized needs of its student population dictate a small student to staff ratio to insure its continued success. Allocations must be made to fund and support the inevitable changes that will occur and to allow continued excellence in programming and opportunities for Academy students.

### III. PRESIDENTIAL SCHOLARSHIPS AND ASSISTANTSHIPS

#### Annual Report 1999-2000

Each Presidential Scholarship was increased from the amount of in state tuition for two semesters (currently \$1,808) to \$4000.00 per year for new recipients. Continuing recipients remained at the in state tuition rate.

Also, Presidential Assistantships valued at \$1,000.00 per semester were offered to 16 new students. These students were expected to work in academic or related areas on campus. Of the 16 assistantships that were offered, 12 were accepted and four were declined. During the year four students decided to terminate their respective assignments due to a variety of reasons.

Nine entering freshman were offered a combination package of a \$4,000.00 Presidential Scholarships and \$2,000.00 Presidential Assistantship. Of these nine students, one declined the assistantship.

The following listing highlights the 1999-2000 recipients:

<u>Status</u>	<u>Number</u>	<u>Amount Offered</u>
Continuing Awards	25	\$45,200
New Awards	<u>9</u>	<u>36,000</u>
Total	34	\$81,200
Less:		
Attrition (1) During Year		
Continuing Awards	2	\$1,808
New Awards	<u>1</u>	<u>2,000</u>
Total at End of Year	31	\$77,392

#### Presidential Assistantships

<u>Awarded</u>		<u>End of Year</u>	
<u>Number</u>	<u>Proposed Earnings</u>	<u>Number</u>	<u>Proposed Earnings</u>
16	\$32,000.00	8	\$16,000.00

A major problem existed for the funding and implementing of the assistantships. No special funds were available to use for the positions within the various academic units. Therefore, many academic departments did not have sufficient funds and/or unfilled positions to accommodate our assistantship students.

A Presidential newsletter was sent to all recipients during the year. Seven newsletters outlined news and highlighted appropriate personal activities/events, etc.

The near term future should be one of maintenance of the present level of scholarship dollars and consequently fewer recipients since the award level for new students has increased slightly over two-fold. As continuing students on the former lower award level leave, the available dollars must be spread over fewer students at the \$4,000 higher level.

Assistantship opportunities are poor considering the present lack of external funding and the commitment level of academic units to employ the students. No Presidential Assistantships were awarded for the next year, FY 2000-01.

# **SPECIAL PROGRAMS**

## **Annual Report 1999-2000**

The common features of Special Programs is that they enroll and service West Georgia students and faculty in locations other than our main campus in Carrollton or at times other than during traditional daytime hours of operation. The Distance Education Center is responsible for the administration of courses and programs delivered through technological media, and for the technological enhancement of traditional on-campus courses and programs through WebCT and other technologies. West Georgia provides more distance education credit hours than any college or university in Georgia. Our Distance Education Center also publishes an on-line journal, and this year it hosted its first Distance Learning Administration Conference, an event that drew participants from across the nation and from four foreign countries.

Our Dalton campus remains strong and active regarding Nursing and Education programs as we phase out our Business degree programs. This is detailed in Paul Smith's report. Our Nursing program in Rome remains strong, as does our enrollment in Evening/Weekend University.

Finally, the report of the Newnan Center is the most comprehensive look at Newnan's operations we have provided.

Part I is Distance Education, Part II is External Degree Programs, Part III is Evening/Weekend University, and Part IV is the Newnan Center.

## **I. DISTANCE EDUCATION**

### **ANNUAL REPORT 1999-2000**

#### **Overview of Achievements**

As distance education courses continued to grow in number at UWG, the Distance Education Center also continued to receive regional and national recognition for its administrative model and contributions to the field of Distance Education Administration.

We look with satisfaction on a number of significant accomplishments:

- The first annual Distance Learning Administration Conference was held in June 2000 at Callaway Gardens. The conference was attended by nearly 100 leading distance education practitioners, representing many states and four countries. Conference evaluations were overwhelmingly positive and indicated a need to continue this meeting annually.
- The Certificate Program in Distance Education graduated 42 program participants from six countries during its fourth and fifth sessions.
- The State University of West Georgia's distance program and Ed Leadership chair Dr. Lena Morgan were featured in a 2-page Chronicle of Higher Education ad, paid for by WebCT.
- UWG President Sethna and UWG technology personnel led the state in experimenting with a low-cost IP-based videoconferencing system (EnVision) which is now quickly gaining popularity statewide.
- A proposal for a master's in Educational Leadership delivered primarily through distance education was approved.
- The Online Journal of Distance Learning Administration received more than 14,000 hits in its second year (up from 6,000), and has been cited and referenced in The Chronicle of Higher Education. The journal continues

- to attract submissions from nationally recognized leaders in distance education and educational administration.
- The number of students enrolled in distance courses in FY 00 was 2,821. This represented a 20% increase over FY 99 (2,336). During Fall 1999, UWG had the highest number of distance credit hours of any institution in the university system ([www.westga.edu/~distance/borstats.html](http://www.westga.edu/~distance/borstats.html)).
- Ninety-two credit courses were delivered over the Internet (at least 50% online) during UWG's third year of on-line learning, up from 60 in FY 99. Two of these courses originated in India, with Dr. Nancy Mims as professor. Thirty-eight courses were delivered through GSAMS (down from 47 the prior year). 315 additional courses (up from 158 in FY 99) utilized an online component for 50 percent or fewer of the class meetings.
- Fifty-three faculty received first-time distance learning training in FY 00. The Distance Education Centers also began offering "WebCT Student Orientation" training sessions for students.
- Installed state-of-the-art Chroma Key system in Education 243 GSAMS room.

### **Goals for 2000-2001**

1. Continue to develop UWG's presence as an international leader in Distance Learning Administration through the addition of an Annual Conference on Distance Learning Administration, in addition to further promotion of the Online Journal of Distance Learning Administration, the Distance Learning Certificate Program, and the Distance Learning Administration Conference.
2. Evaluate, refine and improve distance program evaluation.
3. Promote increased collaboration with other supporting departments, including the Registrar, library, the Graduate School, and ITS to streamline support process into solutions scalable for a rapidly-growing population of distance students.
4. Begin extensive experimentation with desktop distance delivery systems and other IP-based alternatives to present GSAMS.

### **Professional Growth, Melanie N. Clay**

#### ***Conferences Directed***

1. Distance Learning Administration 2000, Pine Mountain, Georgia

#### ***Conferences Attended***

1. Internet World, New York, New York
2. Flashlight Workshop on Distance Program Evaluation, Rochester, New York
3. Distance Learning Administration 2000, Pine Mountain, Georgia

#### ***Presentations***

1. "Economy vs. Quality: Class Size Policies" Distance Learning Administration 2000, Pine Mountain, Georgia, June 2000

#### ***Professional Service***

1. Charter Member, Georgia Distance Learning Association.
2. Member, GSAMS Technical Advisory Committee

#### ***Publications***

1. "Development of Training and Support Programs for Distance Education Instructors," Online Journal of Distance Learning Administration, Fall 1999
2. "Online Journal of Distance Learning Administration," Editor-in-Chief

#### ***Degree Earned***

Ed.S. in Educational Leadership, State University of West Georgia, December 1999

### **Professional Growth, Janet P. Gubbins**

#### ***Conferences Attended***

1. University System Annual Computing Conference, Rock Eagle, Eatonton, Georgia
2. Internet World, New York, New York
3. Flashlight Workshop on Distance Program Evaluation, Rochester, New York
4. USG Video Symposium, Athens, Georgia
5. WebCT Train the Trainer Workshop, Athens, Georgia
6. Distance Learning Administration 2000, Pine Mountain, Georgia

#### ***Professional Service***

1. Charter Member, Georgia Distance Learning Association

#### ***Presentations***

1. "Economy vs. Quality: Class Size Policies" Distance Learning Administration 2000, Pine Mountain, Georgia, June 2000.
2. "DE Faculty Training: Strategies on a Shoestring" Distance Learning Administration 2000, Pine Mountain, Georgia, June 2000.
3. Faculty Training and Support Roundtable, moderator, Distance Learning Administration 2000, Pine Mountain, Georgia, June 2000.

#### ***Publications***

1. "The Development of an Online Course to Teach Public Administrators Computer Utilization," Online Journal of Distance Learning Administration, Volume II, Number II, Summer 1999
2. "Online Journal of Distance Learning Administration," Managing Editor

### **Professional Growth, Stacey Rowland**

#### ***Conferences Attended***

1. University System Annual Computing Conference, Rock Eagle, Eatonton, Georgia
2. Distance Learning Administration 2000, Pine Mountain, Georgia (Conference Manager)
3. GDLA (Where are We Now and Where are We Going?), Macon, Georgia
4. WebCT Train the Trainer, Athens, Georgia

#### ***Presentations***

"Economy vs. Quality: Class Size Policies" Distance Learning Administration 2000. Pine Mountain, Georgia, June 2000.

## **II. EXTERNAL DEGREE**

### **ANNUAL REPORT 1999-2000**

The unduplicated number of students and the semester credit hours decreased slightly from the previous year. The decline resulted mainly from fewer students enrolled in the BBA-Management program.

The undergraduate education and nursing programs enrollments remained constant and the graduate program enrollments, especially in several Ed.S. offerings, in education increased. The MBA program continued with its cohort group from last year with only a modest level of attrition. No new students were enrolled.

All of the offices were moved from various locations to one central location on the ground level, Memorial Building. West Georgia now “enjoys one face” in one place, a “one-stop shop” for all of our students.

Generally, administrative support from the Dalton State College staff remains positive with one exception. Our initial mutual verbal agreement and understanding between Dr. Jim Burran, President, and Dr. John Black, Academic Vice President, of Dalton State College and Dr. Michael Crafton, Acting Academic Vice President, Dr. Don Wagner, Dean, Honors College and Director, Special Programs, and Mr Paul Smith, Senior Coordinator of the External Degree Program of the State University of West Georgia was compromised. The initial agreement affected West Georgia’s use of the one remaining GSAMS room and the payment for such use. The understanding was that West Georgia could use the one GSAMS room during the evening hours and pay 50% of the direct state/telephone charges for the room. Dalton State College could use during the daytime hours. In planning for the approaching fall semester ’00 Dr. John Black scheduled a DSC course during an evening time. This conflict will result in several West Georgia graduate education courses being eliminated from the DSC campus next year.

The BBA-Management program decreased significantly during the year. Dalton State College’s new four year business program, the local Dalton community’s support of the DSC program, due to no special advertising, etc., and West Georgia’s changing leadership in the College of Business all impacted the decrease. The College of Business in late spring, 2000 decided to close the BBA program effective the end of summer semester, ’01. Beginning summer semester ’00, no new students were accepted. Approximately 32 students remain in the program and approximately 50% of these students should complete their respective degree requirements by this time. Those students who do not complete their course requirements should be allowed to enroll in DSC business courses as transient students and to graduate from West Georgia.

The MBA program currently has 13 active students in the two year cohort basis program. These students should complete their degree requirements during FY 2000-01. No new students are being accepted for the traditional program. Since the MBA will be web-based, all new students are being directed to the WebCT delivery system.

The BSN program remains constant with approximately 30 students. The local demand continues and applications for FY 2000-01 have increased slightly over the current year. This year one BSN faculty member lived in the area and the other three instructors commuted from Carrollton. The Department of Nursing is considering offering a master’s degree in nursing in future years.

The College of Education continues to operate at full time capacity in the undergraduate program (BS-ECE) and at an acceptable size in the graduate (M.Ed.-ECE; M.Ed.-MGE) and the educational specialist (Ed.S) levels. During the summer semester 2000, three of the four resident faculty either resigned (two) or were not offered a position for next year (one). Therefore, with a projected undergraduate enrollment of at least 50 students and an estimated 50+ graduate students, the College of Education must locate and employ very quickly replacement faculty.

Also, the uncertainty of use of the GSAMS room may impact adversely on graduate education course offerings. The College of Education has a supply (instructors and GSAMS room) problem when considering the still large local demand for courses.

The move from Sequoya Hall and Ft. Hill School went smoothly with great assistance from the DSC staff. After the move, however, our offices received two major floods, one from the back up sewer system and one from heavy rains. Each time, we had to clean, fumigate and “dry out.” Overall, with two secretarial offices, one coordinator office, five faculty offices and one supply/work room, we are well positioned. These are much better facilities than we

have had in past years at Dalton.

## ROME

The BSN program continues its strong enrollment in Rome at Heritage Hall-Floyd College. Over 30 students take our courses, usually two per semester. The future appears strong for our presence and need in Rome.

Between six to eight graduate education courses continue to be offered in the area. Demand remains positive.

## Evening /Weekend University

A sufficient number of courses are offered on the main campus to allow us to state that students in certain disciplines may obtain a degree entirely during the evening/weekend. Core curriculum courses are offered in Areas A-E in order to accommodate all students who must get their foundation freshman and sophomore requirements.

Creative scheduling still is necessary for students to obtain all their needed courses. About 79% if all evening courses were offered at the first session (5, 5:30 or 6pm), 16% at the second session (7pm) and only 3% at the third session (8:30pm). Slightly over 1% were offered on the weekend.

Due to the lower than desired daytime enrollment, advertising for the evening/weekend university courses has been subdued. In the future, we must spread our courses over the available sessions in a more effective manner.

## OFF SITE SEMESTER REVIEW 1999-2000

### DALTON

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Number of students	583	475	230
Unduplicated number	185	172	136
SCH	1526	1355	639

### Course Offerings

Education	20	17	10
Management	8	8	5
Nursing/BSN	4	4	3

### ROME

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
--	-------------	---------------	---------------

-				
Number of students	107		98	0
Unduplicated number	90		75	0
SCH	339		312	0

Course Offerings

-				
Nursing	2		2	0
Education	8		6	0

**Enrollment**

**Off Site**

	<u>Dalton</u>	<u>Rome</u>
1999-2000		
Gross Number – students	1288	205
Semester Credit hours	3574	651
1998-1999		
Gross Number – students	1364	141
Semester Credit hours	3890	378

**III. EVENING /WEEKEND UNIVERSITY**

**1999-2000  
UNDERGRADUATE – MAIN CAMPUS  
NUMBER OF COURSES**

**FALL '99**

<u>Course Days</u>	<u>Course Times</u>				
-					
	<u>5:30/6pm</u>	<u>7pm</u>	<u>8:30pm</u>	<u>8:30/9pm</u>	<u>1pm</u>
M/W/F/MWF	58	15	3	---	---
T/R/TR	58	14	---	---	---
SAT	---	---	---	2	---
SUN	---	---	---	---	<u>1</u>
Total	<u>116</u>	<u>29</u>	<u>3</u>	<u>2</u>	<u>1</u>

**SPRING '00**

<u>5:30/6pm</u>	<u>7pm</u>	<u>8:30pm</u>	<u>8:30/9pm</u>	<u>1pm</u>
-----------------	------------	---------------	-----------------	------------

M/W/F/MWF	75	15	3	---	---
T/R/TR	57	12	1	---	---
SAT	---	---	---	---	---
Total	132	27	4	---	---

### SUMMER '00

	<u>5:30/6pm</u>	<u>7pm</u>	<u>8:30pm</u>	<u>8:30/9pm</u>	<u>1pm</u>
MTWR	17	1	3		
M/W/F/MWF	2	---	---	---	---
T/R/TR	7	---	---	---	---
SAT	---	---	---	---	---
Total	26	1	3	---	---

### SUMMARY – UNDERGRADUATE MAIN CAMPUS

	<u>5:30/6pm</u>	<u>7pm</u>	<u>8:30pm</u>	<u>8:30/9pm</u>	<u>1pm</u>
Fall '99	116	29	3	2	1
Spring '00	132	27	4	3	---
Summer '00	<u>26</u>	<u>1</u>	<u>3</u>	<u>---</u>	<u>---</u>
Total	274	57	10	5	1
% of total	79.0%	16.4%	2.9%	1.4%	.03%

### EVENING /WEEKEND UNIVERSITY 1999-2000

#### Number of Courses Offered Main Campus

#### College of Arts and Sciences

	<u>Fall '99</u>	<u>Spring '00</u>	<u>Summer '00</u>	<u>Total</u>
Undergraduate	85*	107*	10	202
Graduate	<u>50</u>	<u>63</u>	<u>4</u>	<u>117</u>
Total	135*	170*	14	319

#### College of Business

	<u>Fall '99</u>	<u>Spring '00</u>	<u>Summer '00</u>	<u>Total</u>
Undergraduate	35	28	16	79
Graduate	<u>17</u>	<u>12</u>	<u>6</u>	<u>35</u>
Total	52	40	22	114

#### College of Education

	<u>Fall '99</u>	<u>Spring '00</u>	<u>Summer '00</u>	<u>Total</u>
Undergraduate	27	31	4	62
Graduate	<u>114</u>	<u>103</u>	<u>35</u>	<u>252</u>
Total	141	134	39	314

## Grand Total FY '99-'00

	<u>Fall '99</u>	<u>Spring '00</u>	<u>Summer '00</u>	<u>Total</u>
Undergraduate	147*	166*	30	343
Graduate	<u>181</u>	<u>178</u>	<u>45</u>	<u>404</u>
Total	328	344	75	747

\*Includes Labs as separate offering from class itself.

### Core Curriculum Courses Offered\*

<u>Area</u>	<u>Fall '99</u>	<u>Spring '00</u>	<u>Summer '00</u>	<u>Total</u>
A	3	5	---	8
B	3	2	---	5
C	2	6	1	9
D	13	11	1	25
E	9	7	2	18
Total	30	31	4	65

\*Courses that may count in several areas are shown only once in the first occurring area.

## IV. NEWNAN CENTER 1999-2000 Annual Report

**A. Summary of Major Institutional Accomplishments.** The State University of West Georgia at Newnan completed its second year as a permanent center. This year also marked the second year of academic semesters for the University system.

**GSAMS** continues to be a vital source of course delivery, accounting for fifty percent of courses at the Newnan Center. The heaviest use is for graduate courses offered at multiple sites. Reliability of GSAMS has improved, a function of increased attention to the technical health of the system. WebCT and computer online coursework enhance the effectiveness of distance education courses.

Businesses have shown an increased interest in using GSAMS for training and video conferencing. State agencies and other universities are using the site to receive online classes.

The Department of Political Science established a Masters of Public Administration program at the Newnan Center. A cohort of ten students is in this initial class.

The Newnan Center made significant progress in establishing cost center accounting to establish its budget and revenue planning. In the spring semester the Center reimbursed the academic Deans for courses delivered in Newnan. Additionally, the Center reconfirmed a baseline budget by tracking its expenditures and potential

revenues. This led to approval of a fully funded FY01 budget.

Technology has enhanced the operation of this Center. We have operated our own Website for nearly one year. Information about the Center, class schedules, calendars and directions are increasing awareness. Within the Center we have instituted an administrative server. All scheduling is centralized and available to everyone on the network. A software program called imagecast has allowed our technical director to rewrite every computer in the 20-station lab in less than one hour. This enhances instruction by providing uniform setup, clean hard drives, and increased disk space.

**B. Annual Progress in Institutional Planning.** The Newnan Center established a set of seven goals with specific objectives.

1. **Curriculum:** Secure adequate courses to meet the requirements of students and achieve balance between graduate and undergraduate courses.
  - 12 Undergraduate courses per semester.
    - Balance among core areas A-F
  - 12 Graduate courses per semester
    - Target Education, and start Business and Public Administration
  - Offer 10 total courses between May and Summer semester
    - Balance between graduate and undergraduate
    - Offer basic math and English to attract graduating high school seniors
  - Offer at least one Post Secondary Option course each semester
    - Targeted at advanced students and taught at the Newnan Center
    - Draw 20 students from three local high schools
2. **Budget:** Secure a budget that reflects reasonable expenditures. Establish procedures to operate Newnan Center as an independent cost center.
  - Establish budget categories that allow prudent tracking of expenditures
    - Track locally and compare with campus reports
    - Establish procedures to commit 30%, 60% and 90% expenditures at the end of FQ 1,2,3 respectively
    - Prepare priority list to expend 200% of remainder
  - Project revenue generation based on enrollment in credit, non-credit and other activities at the Center.
3. **Enrollment:** Establish targets for student registration in all credit courses
  - Set initial goal of 20 students per class
  - Track courses and determine trends in undergraduate and graduate courses
  - Compare results of like semesters as a basis for scheduling courses
4. **Distance Education:** Establish the Newnan Center as a hub for receipt, transmission and distribution of distance learning courses
  - Set the initial target at no less than 50% classes by distance education
  - Expand use of online courses using the computer and internet
    - Hybrid courses that use combination of computer and interactive classroom work
  - Establish a course delivered into the home via cable TV and computer
  - Expand the Newnan facility by adding another interactive classroom with associated computer lab
5. **Continuing Education:** Expand course offerings to meet needs of the community. Reduce the rate of course cancellations.
  - Track computer course enrollment and cancellations.
    - Establish target of 7 students per computer course
    - Establish maximum cancellation rate of 30%
  - Track all other course enrollments and cancellations
    - Establish maximum cancellation rate of 25%
    - Eliminate courses that do not make a profit.

6. Facilities: Expand facility utilization rates based upon four 12-hour days and two 8-hour days per week. Establish a target of using all areas of the facility 50% of the baseline time of 64 hours per week. Target facility improvement initiatives
7. Equipment: Track the age of all equipment and use a scheduled replacement/upgrade program  
Integrate into annual budget  
Maintain lists for opportunities of unscheduled funding  
Consider a full range of items from furniture to computers.

### C. Annual Progress in Assessing Institutional Effectiveness

1. Curriculum: The Spring semester was the first opportunity to achieve the full course load. We achieved undergraduate goals with a good balance of courses, but fell short of graduate courses. Our intention is to implement education programs in early childhood and middle grades. Currently, our MBA is restricted to the new online courses. Insufficient candidates preclude a cohort MBA program in Newnan.  
The Summer/May term fell well short of course goals (6 vs 10), although we did achieve our aim of having freshman English and Math offered.  
Post-secondary course options did not materialize. We attempted this through a teacher cadet grant program, but fell short. This will be a point of emphasis in the following year.
2. Budget: Having the university budget and accounting history online has enhanced our ability to closely track the budget and expenditures. We instituted Quickbooks as an accounting platform. This program needed some adjustment to operate in a nonprofit organization. The main benefit of the program is record keeping and reports.  
Our ability to establish expenditure rates was diminished by an uneven flow of revenues. Sufficient initial funding for FY01 will make this goal achievable. Yearend expenditures matched revenues. We established a priority list for year-end expenditures. Funds availability was tight, which precluded execution.  
Through use of Banner data, we have been able to generate instant reports that accurately show tuition revenue and incentive payments.
3. Enrollment: We are consistently achieving right at 20 students per class, average. This, despite low caps on some of the graduate courses.  
In tracking courses and enrollment, we confirmed that there is direct correlation between number of classes and enrollments.  
The Spring semester had 21 courses and 417 students. This established a high for the Center. Continuity and predictability of course offerings is a big factor in high enrollments  
At the Newnan Center, unduplicated head-count is right at 90% of enrollment.
4. Distance Education: We did not achieve a goal of 50%, although this remains as achievable goal as more courses become available online. Use of technology, especially WebCT to enhance course delivery, is increasing. The Newnan Center should continue to posture itself for alternate course delivery.  
We have not televised a course into the home.  
The University approved a low cost renovation to the old display area, achieving the goal of adding a 12-station computer lab and space for a 3-seat distance learning classroom.
5. Continuing Education: We have achieved an average of 7 students per computer class. Cancellation rates for computer courses remain over 40%. Cancellation rates for all other courses are over 50%. We are putting emphasis to cut courses that historically have not drawn interest.  
Contract courses with business have enhanced revenue. In particular, advanced computer courses and Spanish in the Workplace are popular. Business is growing, and the Center is beginning to gain a solid reputation for quality training programs.

6. **Facilities:** Building use rate was over 60% for the Fall and Spring semesters. This rate fell below 50% during the summer due to decreased class offerings. We have reduced our baseline to a more reasonable 60 hours per week to reflect actual operating time.

Facility improvement continues to be a top item. We secured funding for renovation to the old display area, adding two finished classrooms, another office, and improved traffic flow through the building. The Center plans to contract for architectural drawings to create a continuing education training facility in the old maintenance Butler building. Plans will include four classrooms, restrooms, an office, and storage. Such a plan would create an additional 2500 square feet of finished space. The original blockhouse control facility remains a future option for a media center to produce credit and non-credit distance learning classes.

7. **Equipment:** The Center has a complete inventory of equipment and associated replacement costs. Now that there is a stable budget, we will begin programming annual allowances to make prudent replacements.

A solid maintenance and repair program is extending the life of current assets

The newly instituted technology fees will be dedicated to upgrading related equipment systems

- D. Retention Rates.** Retention at the Newnan Center translates to increased enrollments. Historically, enrollments have run parallel with the number of class offerings. This year, student enrollments increased significantly as the number of courses expanded. The Spring semester produced a record enrollment of 417 students in 21 courses. Only five students dropped before the midterm. A consistent and predictable schedule of classes will sustain this rate. The Center still has a goal of offering 60 courses per academic year, consistent with the load under the quarter system.

- E. Overall Institutional Health.** Total operation of the Newnan Center involves a strong mix of graduate and undergraduate courses, active Continuing Education offerings and three independent partnership programs inherited from Georgia Power. Business increasingly looks to the Center for training programs and training facilities. Activity level remains strong, and is increasing.

Coweta County recently established a Charter school that consolidates all secondary vocational and technical training. West Georgia Central College (Carroll Tech formerly) is a full partner in that initiative. The University can play an active role in that effort by offering post-secondary courses to combined high school enrollment for Honors level students.

Newnan is a rapidly growing community actively recruiting businesses that will provide high quality jobs and products and exploit an extensive fiber link. Such growth is spawning the need for education and degree programs to support that expanding workforce. There is a market for Continuing Education to provide professional training beyond the technical college. Plans are also ongoing to increase programs leading to Masters in several areas of Education. Newnan will continue to attract the non-traditional student, making it an ideal location for instruction through all forms of distance education.

The Newnan Center will continue to assess its programs based upon the needs of the community, and offer those courses that can make the most profound affect on quality of life and economic growth.

**F. Newnan Fast Facts:**

Size: 14-acre campus  
Value: \$1,800,000 physical plant  
Facilities: Main Building – Classrooms and Administration  
Two Buildings for Future Expansion  
Employees: 3 Full-time; 1 Part-time  
Activity: Over 20,000 people passed through our doors

**Credit**

723 Students in 37 courses paying \$172,854 in tuition

178 Graduate Students in 14 courses paying \$48,594 in tuition  
545 Undergraduate Students in 23 courses paying \$124,260 in tuition  
Generating \$444,482 in State matching funds for the University  
Starting in spring 2000, \$52,4000 to the University as course incentives  
\$29,000 to the College of Arts and Sciences for 10 courses

\$17,400 to the College of Education for 9 courses  
\$6,000 to the Richard College of Business for 2 courses

### **Continuing Education**

994 Students in 123 courses paying \$96,889 in tuition  
1089 hours of instruction

### **Georgia Youth Science & Technology Cooperative**

Employees: 2 full-time; 6 Part-time teachers

Serving:

Coweta, Harris, Heard and Meriwether counties  
727 Teachers in 50 courses earning over 350 SDU's  
14,486 Students in the K-8 Field Trip Programs  
400 Students in Summer Camps

### **Achievers International – Georgia**

Employees: 2 full-time

Serving:

796 Student from 16 school systems  
31 middle and high schools  
27 LINK schools (elementary)