

**ANNUAL REPORT OF INSTITUTIONAL
PROGRESS
2000-2001**

**HONORS COLLEGE
AND
SPECIAL PROGRAMS**

STATE UNIVERSITY OF WEST GEORGIA

**DONALD R. WAGNER
DEAN, HONORS COLLEGE
AND DIRECTOR OF SPECIAL PROGRAMS**

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 weeklong 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 consist of an 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.

I. HONORS COLLEGE (NON-ACADEMY) ANNUAL REPORT 2000-2001

The Honors College offered thirty-eight formal sections of Honors courses in 2000-2001 enrolling 496 students in these courses (some students took multiple courses), and serving approximately 335 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 for Honors in the University System except for the University of Georgia. Our Honors student body population has remained stable this year in spite of the minimum combined SAT for incoming freshmen being raised to 1200 last year. We maintain the highest admission criteria for Honors in the System except for the University of Georgia.

This past year West Georgia Honors students continued to excel in research presentations. For the second time in the past three years, more West Georgia students made research presentations at the annual conference of the National Collegiate Honors Council (this year held in Washington, D.C.) than any other college or university in the nation. Of the thirteen students who presented, four were Advanced Academy students. Their presentations ranged across academic disciplines including Economics, Psychology, Early Childhood, Chemistry, Biology, etc. This was the sixth consecutive year that at least one West Georgia student's research project was selected for presentation at this national, highly competitive meeting. No other college or university in Georgia has had as many participate in the last decade as West Georgia.

At the annual meeting of the Georgia Honors Council, five West Georgia Honors students presented individual research projects.

One West Georgia Honors student presented research at the annual national meeting of the American Chemical Society in San Diego, California. And, one West Georgia student made a research presentation at the annual national conference on Undergraduate Research (NCUR) in Lexington, Kentucky.

Two West Georgia Honors students were selected to participate in summer length funded research programs at the University of Pennsylvania Medical School and the Massachusetts Institute of Technology, respectively. And, a West Georgia Honors student was one of only four students from across the nation selected as undergraduates to work in the laboratory of Dr. Francis Collins, Director of the Human Genome Project at the National Institute of Health in Washington, D.C. for this entire year.

One of the measures of success for high achieving undergraduates is how they fare in competition for prestigious national scholarships. This past year West Georgia Honors students received (1) the Marie Leonard Scholarship from Alpha Lambda Delta (there is only one of these for the entire nation), (2) one of sixteen Omicron Delta Kappa awards selected from across the country, and, (3) for the second year in a row, a West Georgia student received a Phi Kappa Phi scholarship for graduate study. West Georgia is the only institution in Georgia to have Phi Kappa Phi recipients in the last two consecutive years. Phi Kappa Phi awards approximately thirty-five of

these annually across the nation. Finally, one of our Honors students received the highest scholarship award for incoming law students to Mercer University Law School.

The Honors College curriculum and activities has proven to be excellent preparation for graduate and professional school. Almost all of the students who complete the Honors College curriculum go on to graduate or professional school. In the past year West Georgia Honors students have been accepted for admission for graduate or professional study (Law School, Medical School, etc.) to Harvard University, Stanford University, the California Institute of Technology, the Massachusetts Institute of Technology, the Georgia Institute of Technology, the University of California at Berkeley, Cambridge University, Columbia University, the University of Pennsylvania, Vanderbilt University, the University of Indiana, the University of North Carolina-Chapel Hill, Rochester University, Emory University, Georgetown University, the University of Georgia, the University of Michigan, Mercer University, the State University of West Georgia and many others.

Sixteen Honors College students competed as West Georgia's representatives in the Southeastern Regional Model United Nations in Atlanta.

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 became, by vote of the General Faculty, a standing committee of the Faculty Senate. 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. John Fuller, Professor of Criminology and Sociology.

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

In its sixth year at the State University of West Georgia, The Advanced Academy of Georgia enrolled 71 academically talented high school juniors and seniors, an increase of almost ten percent over last year's class. Twenty-nine students returned from the previous year, and 42 were newly enrolled students. The class was composed of 26 juniors and 45 seniors, 44 females and 27 males. (Females have outnumbered males five of the six years, ranging from fifty-four to seventy-two percent of the Academy population.) For the first time a student was accepted into the program beginning in spring semester. This mid-year entrance into the Academy worked out well for both the student and the program, encouraging us to allow mid-year enrollment in the future for selected students.

Diversity continues to be a hallmark of The Academy experience, and our student population consisted of the following: two students from Spain, two from Florida, one from Missouri, three African Americans, three Indian-Americans, one Chinese-American, one Taiwanese-American, one German-American, and one American Orthodox Jew. Other than the students from Spain, Florida and Missouri, all students were Georgia residents.

The 2000-2001 entering students were highly qualified academically. This is the first year that the Academy's minimum composite SAT score requirement increased from 1100 to 1150. This year's SAT scores, earned when many of the students were high school sophomores or younger, averaged 645 and 608 on the verbal and math components, respectively, and the average composite score was 1254. The average high school Grade Point Average for college preparatory curriculum classes was 3.99. Students received AP credit in Intermediate German I and II, U.S. History I and II, Calculus I and II, Introduction to Physics I and II, and English Composition I.

Academy students continued to accelerate academically. Among the 42 new students, thirty-one earned registration in sophomore-level Honors literature classes due to both their performance on the English Exemption Examination and their SAT verbal scores. Nine students enrolled in advanced mathematics (Calculus II or above), and four students' exceptional scores on the Chemistry Placement Examination allowed enrollment in the Honors Accelerated Principles of Chemistry class. Second-year students enrolled in upper division English, Physics, Mathematics, German, Psychology, Biology, Spanish, Sports Management, French, Geography, Anthropology, and Marketing classes. Academy students enrolled in a total of forty Honors classes throughout the year.

At least 15 scholars in the 2000-2001 class engaged in projects or original research through the departments of Psychology, Mathematics, Physics, and Chemistry. Four Academy students were among the thirteen State University of West Georgia students whose proposals were accepted for presentation at the National Collegiate Honors Council conference in Washington DC. In addition, two Academy scholars presented at the Georgia Collegiate Honors Conference, and Academy students were the president and vice president of Alpha Lambda Delta (ALD), the national honor society for freshmen, and attended the ALD National Leadership Conference in Washington, D.C.

As in past years, Academy scholars demonstrated keen interest and talent in the fine arts. Academy musicians played the trombone, violin, viola, piano, saxophone and flute and participated in the University's symphony, marching and jazz bands as well as the Academy's chamber music ensemble. Several students performed recitals with other University students and faculty. In addition, the Academy yearbook was again organized and completed entirely by Academy students. For the second year in a row, an Academy student created an Academy scrapbook that celebrates the students and activities of this year.

Academy scholars were active participants in the University's Honors College, and a former Academy student was elected Honors Council President. At the 2001 University Honors Convocation, Academy students were recognized in several categories. An Academy student was awarded the Sigma Pi Sigma Award for Excellence in Physics, another the Mrs. Jewell Miles Burson Calculus Award. Three Academy students were named Outstanding Honors freshmen, and three were named Outstanding Honors Sophomores. An Academy student and a former Academy student were named Outstanding Honors Juniors. In addition a, a former Academy student was named this year's Academic Recognition Day Scholar. Another former Academy student was awarded the Phi Kappa Phi Award of Excellence in the College of Arts and Sciences, and the Omicron Delta Kappa leadership award. Our students continue to be a potent academic force in the University community after completion of the Academy program.

Community service continues to be a hallmark of The Academy experience. Academy scholars are required to complete community service projects each semester, and opportunities to complete this requirement are presented through programming in Gunn Hall. Activities include: donating food to a local food pantry, the initiation of an in-house recycling program, running in the annual Run for A-Day, helping Habitat for Humanity in house construction, beautification projects around Gunn Hall, serving food at the Soup Kitchen, helping at a festival in the local Hispanic community, performing at a local retirement home, volunteering at the Hispanic Health Fair, and the annual St. Paddy's Day Café which this year raised over \$300.00 that was donated to the American Cancer Society. In addition, Academy students are involved in projects through their churches and home communities.

Another 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 Rosemary Sutton, an Australian opera singer, and Captain Winston Scott, an astronaut, 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 71 students who enrolled in the fall of this year, four students voluntarily left The Academy mid-year. One student had personal and home problems, one preferred her mother's more casual attitude toward rules, one graduated from high school in December, and one changed her career goals and made plans to attend culinary school (two high school juniors and two high school seniors). In addition, three students left the Academy for disciplinary reasons

(violation of the zero tolerance policy). The fact that no Academy student has been dismissed for academic reasons remains unchanged. This year fourteen percent of Academy students earned 4.00 GPA's in both fall and spring semesters. Approximately forty percent had GPA's 3.50 or greater each semester. The yearlong cumulative GPA was 3.15.

Among the forty-two graduating seniors were seven National Merit finalists and four National achievement finalists. Eleven students chose to remain at the State University of West Georgia, two will attend the University of Georgia, and five will attend Georgia Institute of Technology. Students were also accepted into Berry College, Boston University, Brandeis University, Carnegie-Mellon University, Cornell University, Duke University, Emory University, Furman University, Georgia State University, Ouachita Baptist University, Scripps Institute, Tufts University, Tulane University, University of California – Santa Barbara, University of Florida, University of Maryland—College Park, University of Notre Dame, University of Pittsburgh, University of Washington, Washington University (St. Louis), Wesleyan College, The Massachusetts Institute of Technology and Yale.

Many graduating seniors were awarded scholarships, including Presidential Scholarships at the State University of West Georgia. Other awards received include: academic scholarships at Berry College, Georgia Institute of Technology Presidential Scholarships, Scripps Scholar to Scripps Institute, Ouachita Baptist University academic scholarship, Distinguished Scholars Award from Tulane University, four-year Air Force ROTC scholarships at Notre Dame, M.I.T. academic scholarships, and Josiah Penfield Scholar at Mercer University.

Twenty-three of the 24 juniors who entered The Academy Fall 2000 and who completed the year plan to return for the next academic year. The one non-returning student will continue as a joint enrolled senior enrichment student living at home. It is expected that next year's Academy student population will approximate that of this year, consistent with the Academy's enrollment trend of several growth years followed by a plateau year.

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, Ed.S., Assistant Superintendent Fayette County Board of Education; Joseph B. Cumming, Jr., Journalist and professor of Mass Communication, State University of West Georgia (emeritus) ; Brenda C. Fitzgerald, M.D., Emory University; Dr. Roger A. Horn, Research Professor of Mathematics, University of Utah, and editor, *American Mathematical Monthly*; Dr. Robert C. McMath, Jr., Professor and Vice Provost for Undergraduate Studies and Academic Affairs, Georgia Institute of Technology; Dr. Paul H.L. Walter, Ph.D., Professor of Chemistry (emeritus) Skidmore College, Immediate Past President of The American Chemical Society, Timothy Page, Pulitzer Prize winner; Alice H. Richards, member, Board of Directors, Southwire Co.; Holly Robinson, Ed.D., Executive Director of Convergent Media Systems; Linda C. Schrenko, Superintendent of Schools, Georgia Department of Education; Dr. Jack H. Schuster, J.D., Ph.D., Professor of Education and Public Policy, Claremont Graduate University; and Dr. Julian C. Stanley, Director of the Study of Mathematically Precocious Youth and Professor of Psychology at Johns Hopkins University.

Young Scholars Institute (YSI)

This year The Advanced Academy of Georgia sponsored for the third summer the Young Scholars Institute, a residential camp for rising eighth and ninth grade students. Hands-on activities are provided in mathematics, biology, astronomy and physics, geology, chemistry, and computer science. A field trip to Cloudland Canyon was the final event of the weeklong camp. Academy staff and Dr. Bob Powell, the faculty advisor, organize this event, and faculty from the State University of West Georgia provide instruction. Conversations have begun about expanding this program into a two-week camp that includes a fine arts component.

Academy Residential 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 residence hall director and his staff did a superlative job in creating and maintaining an atmosphere in Gunn Hall that promoted the healthy balance between academic and personal growth while providing for students' health, safety, and well being.

Gunn Hall activities consist of three main areas of focus: academic, personal and social/community building programs. Gunn Hall staff won Program of the Year for the State of Georgia and won all four programming awards on campus. They also won Program of the Month four times, and an Academy Resident Assistant was named RA of the Year by UWG's Department of Residence Life. A total of 102 programs were presented in Gunn Hall this year. Academic programs included: a discussion of services offered on UWG's campus, activities promoting responsible sexuality, a discussion of driving under the influence, instruction in vegetarianism that included a meal, critiques of the Presidential debates, attending as a group speakers who came to the UWG campus, relaxation techniques, a discussion on the University's grade replacement policy, watching a movie centered on the theme of hate crimes followed by a discussion, Black History month events, and discussion of memory and learning. Personal programs included stress relieving activities, how to remain healthy on campus, personality testing, being aware of and preventing 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 initiated by the RA staff and some events were suggested and organized by Academy students. These include: PB & J in your PJ's; ultimate Frisbee, paintball, basketball, volleyball and soccer games; milkshake socials; art activities; pizza parties; dances; the third annual Men's Decathlon (state Program of the Year); fall festival; International Coffee House; and the Academy formal.

New carpet was installed in Gunn Hall this spring. After many months, the card access locks on the computer lab and music practice room doors were correctly programmed to accept students' ID cards. The air handlers in the main lobby are not working up to full capacity resulting in an extremely hot lobby in the summer and a very cold lobby in the winter. 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 be asbestos tiles, and to replace them would require an abatement of the entire building. Room air conditioners frequently are in need of repair. The stove and oven in the kitchen are worn and are scheduled to be replaced in the next few months, as is the stove and oven in the staff apartment. The horrendous roach problem continues.

A proposal for remodeling Gunn Hall that includes another staff apartment and office, updating the existing staff apartment, an office for a counselor, and meeting and classrooms was written earlier in the year. To date there has been no decision on this proposal.

Recruiting

The Advanced Academy staff includes an individual whose responsibility it is to oversee the Academy recruitment and application process. The Academy employs many strategies to recruit students. Some of these include: our Website; website links from other sites (for example, ERIC Clearinghouse on Gifted Education, Simon's Rock College, and National Association of Gifted Children); College Fairs, including PROBE Fairs and Dream Jamboree; Counselor Workshops, including those at the Dream Jamboree, PROBE Fairs and the Georgia School Counselor conference; numerous and regular high school visits to Advanced Placement classes and evening programs, exhibiting at professional conferences, direct mailings to lists obtained from the College Board AP and SAT programs; promotional materials, including our viewbook and video; participation in the University Visitation days; campus tours; Academy overnight visitations; Duke Talent Identification Program's annual Guide to Gifted Programs and its Recognition Ceremonies throughout the state; and the Young Scholars Institute. (Our recruitment specialist also is responsible for YSI publicity and admissions process.)

In keeping with the 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 annual professional conferences including the Georgia Association of Gifted Children, the National Association of Gifted Children, and the Southern Association of College Admission Counselors.

Staffing

-
Last summer an Assistant Residential Coordinator (ARD) was hired to assist our Residence Life Coordinator (RLC). Shortly thereafter, the RLC resigned and the newly hired ARD stepped in to fill those responsibilities and moved into

the one staff apartment that is located in Gunn Hall. He was named RLC during the academic year and has done a terrific job. A new ARD has been hired. There is not an apartment in Gunn Hall for a second live-in professional; Residence Life graciously offered, on loan, an apartment in another residence hall in which this person now resides. We would not have been able to hire this much needed professional without this offer from Residence Life. This is a temporary solution to the problem and creates its own set of questions: How will this person become a member of the Gunn Hall community while living apart from it? How will overnight coverage, when this professional staff person has to be on duty in Gunn Hall be arranged? We have done our best but resolving the looming question of permanent housing for The Advanced Academy and the secondary question of what renovations will be made to Gunn Hall will greatly assist our staffing concerns.

The Student Development Specialist position was filled in November 2000. The individual hired came from within the University and had been the Assistant Registrar. She readily adapted to the challenges of this position and has quickly become an integral member of our staff.

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 staff ratio to insure 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. There is a present need for a professional staff person to provide counseling support to the students and administrative support to the Academy.

III. PRESIDENTIAL SCHOLARSHIPS ANNUAL REPORT 2000-2001

A special awards luncheon was held in September 2000 to honor the donors and recipients of the designated scholarships. The luncheon, held at the Sunset Hills County Club in Carrollton, allowed the donors and recipients to meet one another and allowed West Georgia to give needed local publicity to the awards.

Personal visits to the recipients' homes were made for the eight new incoming students. These visits were well received by the students and the parents.

Three newsletters were sent to each scholar during the year. The scholars participated in Honors College courses and activities.

The average West Georgia GPA was 3.60 for the 37 recipients with six (6) maintaining a 4.00 GPA. Three recipients were removed for academic reasons due to the lack of maintenance of the required 3.20 GPA. Two of the three performed poorly during the fall semester '00 with one receiving all "F's" due to a combination of problems and with one withdrawing during the spring semester '01. The third student maintained decent grades but less than the minimum. He returned without the Presidential Scholarship for the fall semester '01.

Presidential Scholarships 2000-2001

Status	Number of Students	Amount
Designated:		
Continuing	3	\$5,820
New	4	7,838
Total Designated	7	\$13,658

Undesignated:		
Continuing	13	\$39,000
New	17	49,000
Total Undesignated	30	\$88,000
Grand Total	37	\$101,658

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 year, FY 2000-01.

SPECIAL PROGRAMS ANNUAL REPORT 2000-2001

The common features of Special Programs is that they provide services to 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 and Distributed 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. Our Distance and Distributed Education Center also publishes an on-line journal, and this year it hosted its second 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 phased 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 AND DISTRIBUTED EDUCATION ANNUAL REPORT 2000-2001

Distance & Distributed Courses

WebCT and GSAMS continued to be the primary delivery method for distance and distributed courses. Distance courses are those offered 51% or more via distance media, and distributed are those offered 10-50% through distance media.

The largest growth was in the area of *distributed* learning. The number of courses utilizing WebCT for 10-50% of instruction time more than doubled, from 110 courses (FY00) to 271 courses (FY01). The number of *distance* (51% of more instruction time) courses using WebCT did not change significantly (135 in FY01; 128 in FY00). The number of distance courses using WebCT for 90-100% of instruction did not change significantly (49 in FY01; 47 in FY 00).

The number of GSAMS courses decreased to 32 in FY01 (from 33 in FY00).

Emerging Technologies

As the GSAMS system ages and remote site locations close, we have been testing and exploring new ways to offer videoconferencing.

One graduate education course successfully utilized EnVision, a low-cost point-to-point system using IP, for a course between Carrollton and Dalton. We have also purchased two portable Polycom IP-based videoconferencing units for use between the Carrollton and Newnan campuses. The GSAMS room in the Richards College of Business was dismantled and closed due to lack of usage, as most business courses are WebCT-based. The UWG campus GSAMS equipment was upgraded to a Vtel PC-based system that will have the future capability to transmit via the H.323 protocol.

WebCT was upgraded to version 3.5.

Program Delivery

An agreement was made between Chattooga County School System and UWG for delivery of the M.Ed. and Ed.S. programs in Media with a major in Instructional Technology. This cohort is to be delivered primarily through distance education.

Faculty Training

Seventy-nine faculty received one-on-one WebCT training from DDE staff in 2000-2001. Of these, 35 were faculty who had never before used GSAMS. Seventy additional faculty received training through 14 group WebCT workshops. An average of 20 new faculty per term use WebCT.

Selected members of the Distance Learning Steering Committee are working with the DDE staff to develop a three-level certification program for distance instructors. The goals of the program are to formalize training structures and to provide additional opportunities to recognize and reward those who have attained higher levels of expertise.

Course & Program Evaluation

GSAMS and WebCT student survey results continue to reflect positive feedback from a majority of students. Evaluations are distributed to department heads, who then distribute them to faculty for review and subsequent course improvement as needed. Evaluation results from FY 2000-2001 are now available online at <http://www.westga.edu/~distance/sacs/eval/>.

Continuing Education & Publications

Twenty-nine individuals from several states and countries, including Canada, England, Japan, and Brazil completed and graduated from the Distance Learning Certificate Program, delivered by members of the DDE staff and selected faculty.

Eight-nine distance learning professionals from around the world attended our annual Distance Learning Administration Conference at Callaway Gardens.

The Online Journal of Distance Learning Administration received more than 30,000 hits in its third year (up from 14,000 last year, and 6,000 in its first year). The journal continues to attract submissions from nationally recognized

leaders in distance education.

The monthly one-page DE Report was replaced by the quarterly, more extensive DDE Report. The printed publication is distributed to all UWG faculty and staff, and is available online at <http://www.westga.edu/~distance/news/>

Goals for 2002

1. Identify, test, and implement cost-effective tools to enhance the WebCT learning environment, including tools that provide multimedia, recorded or live audio and/or video, and document sharing.
2. Complete development of Certification Program for UWG Distance Faculty.
3. Work in collaboration with Student Services to formalize and enhance advisement services for distance students.
4. Explore need/opportunities for additional continuing education, non-credit courses offered via WebCT.

Presentations Delivered & Conferences Attended

1. "Managing Online Courses Around the World," Janet Gubbins and Nancy Mims, Distance Learning Administration 2001, Pine Mountain, Georgia, June 6-8, 2001.
2. "Untangling the Organizational Web," Melanie Clay, Janet Gubbins, and Stacey Rowland, GDLA 2001, Jekyll Island, Georgia, September 26-29, 2000.
3. "Growing Pains: How to Do More with Less," Janet Gubbins and Kathy Kral, WebCT 2000, Athens, Georgia, July 9-12, 2001.
4. "Tips for Maintaining Your WebCT Course Data," Janet Gubbins and Madison Bryan, Vancouver, B.C., June 23-27, 2001.
5. "Using WebCT to Develop a Personal Finance Course," Janet Gubbins, National Business Educators' Association Convention, Atlanta, Georgia, April 11-14, 2001.
6. Attendee Florida Education Technology Conference 2001, Orlando, Florida, January 11-14. (Janet Gubbins)
7. Attendee, OIIT Training, Athens, Georgia, July 27, 2000. (Janet Gubbins)
8. Attendee, Society for Information Technology and Teacher Education, Orlando, Florida, March 5-10. (Janet Gubbins)
9. Attendee and Moderator, Teaching and Learning with Advanced Technologies, Athens, Georgia, February 18-20, 2001. (Janet Gubbins & Stacey Rowland)
10. Attendee, Internet World Conference, October 2000. (Stacey Rowland)

Professional Service

Melanie Clay

- Editor-in Chief, Online Journal of Distance Learning Administration
- Conference Director, Distance Learning Administration 2001
- Elected Board Member, Georgia Distance Learning Association
- Chair, Special Program Evaluation Committee, Winter 2001 (developed evaluation instruments and procedures for Special Programs at UWG)
- Chair, Chief Technology Officer Search Committee, Spring 2001
- Member, Learning Resources Committee

Janet Gubbins

- Employee of the Year, State University of West Georgia

- Managing Editor, Online Journal of Distance Learning Administration

Stacey Rowland

- Conference Manager, Distance Learning Administration 2001

II. EXTERNAL DEGREE PROGRAMS ANNUAL REPORT 2000-2001

Dalton

The External Degree Program in Dalton experienced a 13% decrease in Semester Credit Hours and a 22% decrease in Enrollment from the Previous year. Primary reasons were the planned phase out of the BBA-Management and the MBA degrees and the leadership uncertainty in the BS and MEd programs in the College of Education.

Beginning fall semester '00, 32 BBA-Management students remained in the program. After the summer semester '01, only five (5) students should remain. The remaining 27 students either graduated or transferred. The five (5) remaining students can finish by taking approved electives from Dalton State College during FY 2001-02.

The MBA class in the External Degree Program started the fiscal year with 13 active students. After the spring semester '01, nine (9) graduated and one (1) had withdrawn. The remaining three students should finish with on line courses, two (2) after summer semester '01 and one (1) during FY 2001-02. All future Dalton area MBA students will be enrolled only on line and will not be considered as External Degree.

The External Degree Programs in Education suffered from a lack of leadership during the year. Dr. Mary Edwards was "on, off and on again" as the local department head. Dr. John von Eschenbach and Dr. Price Michael were the respective chairman and dean and were not familiar with the program. Hence, the BS and MEd offerings and students were not "on a steady course" and were taught by three adjunct and two regular (residential full time) instructors. The junior block, BS-ECE, only had 17 students enrolled as compared to 25 to 30 students in previous years.

When the College of Education personnel maintained separate facilities at Ft. Hill Elementary School in Dalton, a one half time secretary was hired to handle their support work. Since the move to Dalton State College before FY 2000-01, all West Georgia programs and operations have been centralized in one location. The one half time secretary for education became unnecessary. During FY 2000-01, Dr. Price Michael, acting dean of the College of Education, agreed to eliminate the one half time secretarial position. Dr. Michael, however, did not eliminate the position. The current full time (40 hours per week) External Degree secretary easily can handle the support work for education and nursing.

The BSN program continued at a constant pace with 30 students. With the termination of the local nursing instructor, all courses were taught by regular nursing faculty from Carrollton and by one local adjunct instructor. The demand is strong for the degree and plans are being studied to offer a Masters in Nursing in future years.

Administrative relations with the Dalton State College personnel continued to be positive with the exception of the disagreement concerning last year's "agreement" for GSAMS. Dalton State College reneged on the "agreement" by offering a course during the evening hours for the fall semester '00. That action conflicted with our plans to offer a course at the same time in the same space (GSAMS room). We canceled our course yet Dalton State College requested the previously agreed upon payment of \$3,900 (one half of the GSAMS line charge)! Finally, as a compromise between DSC Academic VP, Dr. John Black, and our Academic VP, Dr. Tim Hynes, we paid \$1,550 to Dalton State College for GSAMS "non use" for FY 2000-01. However, we did use an Envision hook up (our Envision equipment) for a small graduate education course during the spring semester '01.

GSAMS will not be used for any future West Georgia courses at Dalton State College.

Rome

Two BSN courses were offered each semester during FY 2000-01 for 23 nursing students. Faculty from Carrollton traveled to Floyd College, Heritage Hall. The demand for BSN continues and the nursing faculty is studying the possibilities for a Masters in Nursing for the Rome area.

Douglasville

Inquiries were conducted to determine the need to offer core curriculum courses during the day at Douglas County high school. Perimeter College, Dekalb County, already has begun offering such courses at the high school. After consultations with the College of Arts and Sciences administration, the decision was made not to offer any credit courses in the lucrative Douglas County market.

OFF SITE SEMESTER REVIEW

2000-2001

DALTON

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>	<u>Total</u>
Number of Students	430	386	190	1006
Unduplicated number	159	153	107	----
Semester Credit Hours	1365	1209	528	3102

Course Offerings

Education	16	13	5	34
Management	5	4	2	11
Nursing/BSN	5	4	2	11
Total	26	21	9	56

ROME (1)

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>	<u>Total</u>
Number of students	44	40	0	84
Unduplicated number	23	20	0	---
Semester Credit Hours	88	80	0	168
Course Offerings	2	2	0	4

(1) BSN only

III. EVENING AND WEEKEND UNIVERSITY (MAIN CAMPUS)

ANNUAL REPORT

2000-2001

The total number of courses offered in the evening and on weekends decreased 6% from the previous year. Courses

for the College of Arts and Sciences decreased 11% and courses from the College of Education decreased 7% while the Richards College of Business increased its course offerings by 6%. Core curriculum offerings increased 28% from 65 in FY 1999-2000 to 83 in FY 2000-01.

Course offerings barely exist to pronounce confidently that we offer an Evening and Weekend University. A major shortcoming continues to be the time spread of the courses. Seventy nine per cent (79%) were offered at the early time slot, seventeen per cent (17%) at the next time slot and only three per cent (3%) at the late time slot. Only one undergraduate course was offered on a Saturday morning.

Eight undergraduate major are mentioned as offered. However, only seven, all in the Richards College of Business, provide adequate courses. The BS in criminology basically was not available during the year because during the entire fiscal year only three (3) upper division courses were offered.

With the less than desired daytime enrollment and less than expressed interest by the College of Arts and Sciences academic units for evening and weekend course offerings, for the current year Evening and Weekend University possibilities are nominal at best.

Evening and Weekend University
2000-2001 – Number of Courses Offered – Main Campus

-
College of Arts and Sciences

	<u>Fall '00</u>	<u>Spring '01</u>	<u>Summer '01</u>	<u>Total</u>
Undergraduate	94	83	12	189
Graduate	43	45	7	95
Total	137	128	19	284

-
Richards College of Business

	<u>Fall '00</u>	<u>Spring '01</u>	<u>Summer '01</u>	<u>Total</u>
Undergraduate	38	34	14	86
Graduate	14	16	8	38
Total	52	50	22	124

College Of Education

	<u>Fall '00</u>	<u>Spring '01</u>	<u>Summer '01</u>	<u>Total</u>
Undergraduate	35	33	2	70
Graduate	107	92	23	222
Total	142	125	25	292

Grand Total

	<u>Fall '00</u>	<u>Spring '01</u>	<u>Summer '01</u>	<u>Total</u>
Undergraduate	167	150	28	345
Graduate	164	153	38	355
Total	331	303	66	700

Evening and Weekend University
2000-2001 – Undergraduate – Main Campus
Number of Courses

-
All Courses

<u>Course Days</u>	<u>Course Times</u>					<u>Total</u>
	<u>5/5:30/6pm</u>	<u>7pm</u>	<u>8:30pm</u>	<u>8:30/9am</u>		
- <u>FALL '00</u>						
M/W/F/MWF/MW		66	18	5	---	89
T/R/TR	65	12	1		---	78
SAT		---	---	---	---	---
Total – Fall		131	30	6	0	167
<u>SPRING '01</u>						
M/W/F/MWF/MW		62	14	2	---	78
T/R/TR	55	14	2		---	71
SAT		---	---	---	1	1
Total-Spring		117	28	4	1	150
<u>SUMMER '01 (all sessions)</u>						
MTWRF/MTW/MW/M/W		21	---	2	---	23
T/R/TR	5	---	---		---	5
SAT		---	---	---	---	---
TOTAL		26	---	2	---	28

SUMMARY – UNDERGRADUATE MAIN CAMPUS

<u>Semester</u>	<u>Course Times</u>				<u>Total</u>
	<u>5/5:30/6pm</u>	<u>7pm</u>	<u>8:30pm</u>	<u>Sat</u>	
Fall '00	131	30	6	---	167
Spring '01	117	28	4	1	150
Summer '01	126	---	2	---	28
Total-FY 2000-01	274	58	12	1	345
% of Total	79.0%	17%	3%	1%	100%

Core Curriculum Offerings
Main Campus

<u>Area</u>	<u>Course Offerings</u>			
	<u>Fall '00</u>	<u>Spring '01</u>	<u>Summer '01</u>	<u>Total</u>

A(1)	2	1	0	3
A(2)	4	3	1	8
B(1)	1	1	1	3
B(2)	1	1	1	3
C(1)	0	0	0	0
C(2)	7	5	2	14
D(1)	11	9	0	20
D(2)	3	10	1	14
E(1)	3	1	1	5
E(2)	1	1	0	2
E(3)	4	1	0	5
E(4)	3	3	0	6
TOTAL	40	36	7	83

-
-
Required Upper Division Courses
For Undergraduate Majors
Main Campus
-

<u>Major</u>	<u>Course Offerings</u>			
	<u>Fall '00</u>	<u>Spring '01</u>	<u>Summer '01</u>	<u>Total</u>
Criminology	2	1	0	3
Accounting	9	11	6	26
Business Info. Sys.	10	9	7	26
Economics	10	7	6	23
Finance	11	8	6	25
Management	9	10	8	27
Marketing	10	8	6	24
Real Estate	8	6	5	19

-
-
IV. NEWNAN CENTER
ANNUAL REPORT 2000-2001

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

GSAMS continued to be a vital source of course delivery. About thirty-five percent of courses at the Newnan Center were by GSAMS. The heaviest use was for graduate courses offered at multiple sites. Use of WebCT and other computer related delivery methods raised the distance learning percentage to around fifty-percent. Business and government agencies used GSAMS for training and video conferencing an average of twice a month. Reliability of GSAMS has remained good, a function of attention to the technical health of the system.

The Department of Political Science continued its Master of Public Administration program at the Newnan Center. A cohort of twelve students is in this class.

The College of Education has committed to two Masters programs in the fall 2001 semester. The College will offer two-year programs in Early Childhood and Education Leadership, all from the Newnan Center.

The Newnan Center had its first fully funded budget this year. Using Newnan tuition as base revenue, the Center paid 100% of incentive fees to the Deans, and covered ninety-four percent of its operating expenses.

Technology continues to pace the operation of this Center. Our Web Site drew over 20,000 hits this year. An administrative server centralizes scheduling and information. We are sixty-percent complete in upgrading classrooms to full technology presentation status. We expect completion this coming year.

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

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

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

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.

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

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

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

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.

Annual Progress in Assessing Institutional Effectiveness.

1. Curriculum: We improved our offerings to 50 courses. There were 28 graduate courses and 22 undergraduate. A significant commitment by education is bringing multiple graduate degree programs to the campus. The Summer/May term was superb. We had sixteen courses, which included freshman English, Math and Public Speaking. These undergraduate summer programs continue to draw to capacity. We scheduled Post-secondary option Math and Political Science for the fall at the Central Education Center. Only four students made application. We will try again next fall.
2. Budget: This year marked the first time that the center had fully-funded budget. Year-end expenditures matched revenues. Online budget reports, integrated with Quickbooks, made our accounting process very timely. The Cost Center approach is matching our expectations. Virtual revenue from tuition covered 100 percent of incentive payments and matched over 94 percent of the center budget. Projected number of classes for the following year should enhance revenue.
3. Enrollment: Average class size dropped slightly to 17. This reflects the increased number of graduate courses. Average undergraduate enrollment was 23 students per class. Major impact has been the introduction of permanent graduate education programs. The Summer semester had 16 courses and 262 students. This established a summer high for the Center. Continuity and predictability of course offerings has influenced increased enrollments. Non-traditional enrollment has decreased from an historical average of 80 percent to a current level of 55 percent.
4. Distance Education: The number of courses taught through GSAMS dropped to 35 percent. However, by considering other modes of distance technology, including WebCT, the use of distance education is above 50%. The Newnan Center now has two computer classrooms and all but two of six classrooms set up for alternate course delivery. We have not televised a course into the home. An increasing number of students are taking courses through GLOBE. We proctored over 30 GLOBE final exams this year.
5. Continuing Education: Cancellation rates for courses climbed to 55 percent this year. We need continuing emphasis to cut courses that historically have not drawn interest. Contract courses with business have shown steady growth. In particular, advanced computer courses, Supervisory Management and Spanish in the Workplace remain the prime areas of interest. Business is growing, and the Center is beginning to gain a solid reputation for quality training programs. Personal enrichment courses make up less than 10 percent of our offerings.
6. Facilities: Building use rate peaked at 54 percent in the Fall for an annual average of 40 percent on a baseline of 60 hours per week to reflect actual operating time. Facility improvement continues to be a top item. Renovation to the old display area adding another classroom, an office and a 14 station

computer lab. Traffic flow through the building has improved significantly.

The Center contracted for architectural drawings to begin planning for a continuing education training facility in the old maintenance Butler building. This is the first phase of improvement convert this into a usable facility.

Currently we conduct Continuing Education courses in a classroom within the facility.

The Maintenance Division from the Carrollton campus painted the interior of the main building on this campus. We replaced a 10-ton heat pump for the Administrative section of the building. This was a twelve year old unit that failed.

7. Equipment: Funding from a variety of sources resulted in upgrade of some very old equipment, and upgrade of the facility.

The VP for Academic Affairs provided funds to replace computers in the main lab. New Dell 1200s replaced Gateway 120s.

The Center replaced its outdated telephones with a new digital system.

A combination of funding sources provided equipment to install screens, projectors and computer systems in four classrooms. This will enhance classroom delivery, especially at the graduate level. All classrooms are currently capable of computer and internet based content delivery.

Continuing Ed provided a digital projector and 15 Dell 1200s for the 15-station computer lab.

Only two classrooms remain for upgrade to new screens and projection systems.

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

Retention Rates. Retention at the Newnan Center remains high. New graduate offerings and a stable core curriculum encourage students to return. The College of Business provides the most comprehensive core. The College of Arts and Science has maintained a balanced universal core for all majors. In the future we would like to see the inclusion of more non-lab science, and the reintroduction of a core education program. The Center still has a goal of offering 60 courses per academic year, consistent with the load under the quarter system.

Overall Institutional Health. The Newnan Center offers a strong mix of graduate and undergraduate courses, active Continuing Education offerings and three independent partnership programs inherited from Georgia Power. Business and government increasingly look to the center for training programs and training facilities. Activity level remains strong, and is increasing.

Newnan continues to be a magnet for business. As those businesses settle and mature, they are seeking us for education and degree programs to support that expanding workforce. Continuing Education has gained a solid reputation for its computer, language and professional management training to businesses.

New programs leading to Masters in Education Leadership and Early Childhood reflected the increased emphasis by the College of Education. Plans call for the addition of the Master of Special Education to begin in Spring 2002. Newnan will continue to attract the non-traditional student, making it an ideal location for instruction through all forms of distance learning.

The Newnan Center focuses on the needs of the community, and offers those courses that can make the most profound affect on quality of life and economic growth. The attitude of the community toward advanced education is improving daily. The volume of interest from new students is increasing. The presence of a broad spectrum of students that ranges from undergraduate to graduate and traditional to non-traditional is building quality enrollment for the University.

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

Operating Costs: \$92,104

Secondary Revenue: \$5,200

Activity: Over 20,000 people passed through our doors
Credit: 860 students in 5 courses paying \$215,124 in tuition
356 Graduate students in 28 courses paying \$97,288 in tuition
504 Undergraduate students in 22 courses paying \$117,938 in tuition
Generating \$553,176 in State matching funds for the University
Providing \$117,200 to the University as course incentives
\$50,800 to the College of Arts and Science for 17 courses
\$53,200 to the College of Education for 28 courses
\$13,200 to the Richards College of Business for 5 courses
\$6,000 returned to the University (after Operating Costs)
\$23,066 earned in Technology Fees
Continuing Education: 568 students in 87 courses paying \$63,980 in tuition (555 hours of instruction)
Georgia Youth Science & Technology Cooperative
Employees: 2 full-time; 6 part-time teachers
Serving: Coweta, Harris, Heard and Meriwether counties
450 Teachers in 60 courses earning over 350 SDU's
15,000 students in the K-8 Field Trip Programs
400 students in summer camps
Achievers International – Georgia: Employees: 2 full-time, 1 part-time
Serving: 850 students from 16 local school systems
34 middle and high schools
30 LINK schools (elementary)