

# ANNUAL REPORT OF INSTITUTIONAL PROGRESS

2002-2003

## HONORS COLLEGE AND SPECIAL PROGRAMS

STATE UNIVERSITY OF WEST GEORGIA

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DEAN, HONORS COLLEGE  
AND DIRECTOR, SPECIAL PROGRAMS

September 10, 2003

### MEMORANDUM

TO: Vice President Hynes  
FROM: Don Wagner  
RE: Annual Report 2002-2003

Enclosed please find the annual reports of the Honors College and of Special Programs for 2002-2003.

The Honors College formal reports include the Advanced Academy, the Debate Program, Presidential Scholarships, and the Honors College. As all of the Academy students are in Honors, and as both traditional Honors College students and Academy students are eligible for Presidential Scholarships, there is considerable overlap among these reports. I have attempted to reduce redundancy in the reports but some is inescapable.

Special Programs reports include Distance and Distributed Education, External Degree programs at Dalton and Rome, Evening/Weekend University, and the Newnan Center. Special Programs is distinct from the Honors College, but neither could operate as efficiently without the extraordinary collaborative efforts of all personnel concerned. Some examples: Mr. Paul Smith handles all administrative tasks at (1) Dalton and Rome, (2) Evening/Weekend University in Carrollton, but he also (3) is responsible for Presidential Scholarships and (4) given his vast knowledge and experience in Financial Aid matters, is a source of considerable assistance and expertise in

scholarship and financial aid matters to the Honors College generally and the Advanced Academy in particular. In previous years Paul has chaperoned many Honors and Academy students to various out-of-state locations so that they could present research at national conferences. His contributions are invaluable. Melanie Clay not only serves on the Admissions Committee for the Advanced Academy (each Academy applicant is interviewed with his or her parents for about two hours,) but she regularly employs a large number of Honors College students, including Academy students, in Distance Education work. Paul and Melanie also work together regularly in Distance Education matters. These collaborative efforts make for a much more efficient set of operations than would otherwise occur in and across Special Programs and the Honors College, and thereby benefit the University as a whole. In addition, Michael Hester, our Debate coach, played a valuable role in this year's Distance Learning Conference, and he has taken responsibility for advising Honors students on a variety of matters, including scholarship opportunities and initial advising during orientation.

Due to your excellent work and support, the Newnan Center has achieved sustained growth and financial stability. I asked our talented director, Rob Tornow, to provide a detailed report and, as you can readily see, he has done so. The addition of useable space in the former "blockhouse" will enhance our ability to serve the students of the southern metropolitan Atlanta area.

Our Distance and Distributed Education Center continues to set the standard for similar programs in our state and, for that matter, the Southeastern United States. Under Ms. Clay's direction, our on-line journal continues to receive notices of accomplishment in such publications as The Chronicle of Higher Education, and the Center and journal sponsored the fourth conference on Distance Learning Administration drawing participants internationally and from across the country.

Finally, I cannot write enough about the talented people who work in Honors College and Special Programs. We are blessed everyday with the wonderful students with whom we work, but the staff is extraordinarily talented.

Please contact me if you have questions.

## **HONORS COLLEGE ANNUAL REPORT 2002-2003**

This report is divided into four parts. Part I consists of an overview of Honors College operations and accomplishments; Part II details the activities of the Advanced Academy; Part III summarizes Debate Team activities and accomplishments; and Part IV is a summary of Presidential Scholarships.

### **I. HONORS COLLEGE**

#### **Mission**

The mission of the Honors College is (1) to attract and (2) to retain academically well prepared and intellectually gifted undergraduates. (1) Honors College personnel assist the University's admissions processes by designing and distributing recruitment materials for potential Honors students including Advanced Academy students and students interested in intercollegiate Debate. (2) The Honors College provides an enhanced and

supportive learning environment for its students by regularly offering small Honors sections of regular curriculum courses, interdisciplinary Honors courses, special Honors seminars, and opportunities for research and the presentation of that research in appropriate venues. The active involvement of faculty known for their excellence in teaching and support for student research is necessary for this latter objective to be accomplished. In addition, personal one-on-one advising concerning registration, scholarship opportunities, and opportunities for research presentations are regularly conducted by Honors College personnel.

### Goals

College Goal	University Mission	Bread and Butter Goal
Provide educational opportunities for exceptional undergraduate students	Educational opportunities for exceptional students through initiatives such as the Honors College and Advanced Academy of Georgia	<ol style="list-style-type: none"> <li>1. Commitment to UWG's mission and goals.</li> <li>2. Enrollment management.</li> <li>3. Academic Programs</li> </ol>
Increase enrollment in the Honors College while maintaining its diverse makeup.	Affirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty and staff.	<ol style="list-style-type: none"> <li>1. Commitment to UWG's mission and goals.</li> <li>2. Enrollment management.</li> <li>5. The university experience.</li> </ol>

### Outcomes, Processes to assess these Outcomes, and Assessment results where Appropriate

Outcomes	Assessment	Results
<u>44 Honors courses were offered enrolling 570 students</u>	<u>Student course evaluations were uniformly very positive.</u>	<u>Increased enrollment for sixth consecutive year</u>
<u>Students presented research in five different venues</u>	<u>Informed discussions with Honors Council last year recommended increased opportunities</u>	<u>The number of venues increased</u>
<u>Students received a number of scholarships and were admitted to graduate and professional schools of their choice</u>	<u>Informal discussion with Honors Council led to concern about information available</u>	<u>Increased publicity and number of personnel advising. "Scholarship Day" was created and will be held for a second year</u>

### An example of How the College used the assessment of Goals and Outcomes to Change/Improve a Process

Prior to year 2001-2002, advising about the opportunities for application for national and internationally competitive scholarships was conducted intermittently. As a result, fewer students who would have been eligible knew about processes, deadlines, preparations, etc. After much discussion among Honors College personnel and Honors students, the processes have been revised so that potentially eligible students are selected and notified far in advance of application deadlines. Honors College staff hold a "scholarship day" where invited students are apprised of opportunities and information and application materials are distributed. As a result, there is much more student interest, and many more student applications were handled this year. We plan to make this a regular part of our scheduled activities.

### General Statement of College Condition

The Honors College is in good condition.

### College Achievements

- Our numerous programs and activities were consistently highly evaluated by both faculty and students. The results of these evaluations are in the Dean's office.

### Staff Productivity

- Staff attended ten academic and academic related conferences.
- \$300,000 in scholarship monies were successfully added.
- Honors Day Convocation was held for the 17<sup>th</sup> consecutive year.

### Student Achievements

- Four Honors students presented research at the Georgia Academy of Science annual meeting.
- Nine Honors students presented research at the National Collegiate Honors Council annual meeting.
- Four Honors students presented research at the Georgia Collegiate Honors Council Annual Meeting
- Six Honors students presented research at the annual meeting of the National Conference on Undergraduate Research.
- For the third time in the past six years an Honors student was selected for a Goldwater Scholarship, the most prestigious undergraduate scholarship in the nation for Mathematics, Natural Sciences or Engineering.
- For the third time in the past six years an Honors student was selected for a Phi Kappa Phi national scholarship for graduate study.
- A team of three Honors students won the top prize for student research at the National Social Sciences Association annual meeting.
- Three Honors students were selected to participate in summer-length funded research programs at Harvard Medical School, the Cornell University, the Massachusetts Institute of Technology, the Shoals Marine Laboratory, respectively.
- Honors graduates were selected for admission to the following graduate and professional schools: M.I.T., Cornell, Emory University, University of Georgia, Georgia Tech, Medical College of Georgia, Mercer University School of Medicine, Morehouse Medical School, and the University of Michigan.
- One Honors student was selected to present two research projects at the joint meetings of the American Mathematical Society and the Mathematical Association of America, the first West Georgia student ever to participate in this meeting.

## II. THE ADVANCED ACADEMY OF GEORGIA ANNUAL REPORT 2002-2003

### Mission

The mission of the Advanced Academy of Georgia is to provide an enriched, residential early-entrance-to-college program for carefully selected bright and motivated high school juniors and seniors who are interested in accelerating their academic careers. The Academy seeks to provide opportunities for educational advancement in an environment that also supports students in developing the skills that will help to ensure their success, both in the Academy and as future leaders.

### Goals

Academy Goal	University Mission	Bread and Butter Goal

Provide educational opportunities for extraordinary high school juniors and seniors.	Educational opportunities for exceptional students through initiatives such as the Honors College and the Advanced Academy of Georgia.	1. Commitment to UWG's mission and goals. 2. Enrollment management. 3. Academic Programs
Increase enrollment in the Advanced Academy while maintaining its diverse makeup.	Affirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff.	1. Commitment to UWG's mission and goals. 2. Enrollment management. 5. The university experience.
Develop skills that will assist students' success, both in the Academy and as future leaders.	Commitments that culminate in educational experiences that foster the development of leaders and productive citizens who make a positive impact.	1. Commitment to UWG's mission and goals. 2. Academic programs.

**Outcomes, Processes to Assess These Outcomes, and Assessment Results Where Appropriate**

Outcomes	Assessment	Results
62 students were admitted into the Advanced Academy of Georgia for the 2002-2003 year	End of year reports.	Admission increased from previous year.
Students placed in courses according to their levels of ability and preparation	Self-reporting by students, AP testing, SAT or ACT test scores, University GPA.	A large majority of our students earned placement in higher-level English, math, chemistry, physics, biology, and disciplines while maintaining an average 3.473 GPA.
Academy students were active in Academy and University leadership activities.		Individual students and Academy programs received numerous awards and recognition.

**An Example of How The Academy Used the Assessment of Goals and Outcomes to Change/Improve a Process**

While admissions were up from the previous year, we wanted to enhance our recruitment activities. We examined the statistics about how this year's students first heard of the Advanced Academy. Thirty-five percent first heard of this program through our mass mailings. (This is consistent with all former years—a majority of our students report their first contact with the Academy was through our mailing.) Fifteen percent learned of the Academy through current Academy students or from Duke TIP. Former Academy students or siblings who had attended the Academy were the primary factors for ten percent of our students. The rest of our students learned of us from high school personnel, Academy staff contacts, our website, a UWG Honors student, and through Young Scholars Institute.

We came up with the following new recruitment efforts that enhanced our two most successful strategies: A letter included in the mass mailings invited recipients to obtain additional Academy information and meet Academy students and staff at five state-wide meetings. Meetings were held in Gwinnett County, Macon, Atlanta, Rome, and Savannah. Academy staff and students attended each meeting to contribute their perspectives on the Academy program. We also advertised for the first time on Georgia Public Radio. A team of Community Builders, a group of seventeen Academy

scholars who volunteered to assist with recruitment, was organized. These students were trained in public speaking techniques and represented the Academy during campus-wide visitation events and in-school presentations, such as parent night programs and meetings with teachers of the gifted.

### **General Statement of Academy Condition**

The Advanced Academy of Georgia is generally in very good condition. The staff member who resigned last year was replaced, and we are at full staff. There is a current need for additional administrative staff, including a combined Honors College/Academy recruitment person, counselor, and administrative aid. The professional staff apartment in the Academy residence hall received needed attention and was significantly improved. The deck was pressure washed and several interior spaces were painted. The main lobby has new furniture, and some floor lobbies have used but new-to-Gunn furniture that is superior to that which was replaced. Dry erase boards and window blinds were placed in each of the small study carrels in the hall. The physical condition of Gunn Hall needs some attention: the air handlers in the main lobby are not working up to full capacity, causing the lobby to be excessively hot in the summer and cold in the winter; hall windows will need to be replaced in the next few years (some have broken in recent years), there is a leak in a lobby window, and security screens for the first floors need to be installed. There is inadequate lighting and ventilation in the music practice room; there is inadequate ventilation in the computer lab. Students complain of faulty Internet connections.

### **Achievements**

- Residence Hall programs were plentiful and of high quality, affording students opportunities for out-of-class learning, socialization, and personal growth.
- The average GPA this academic year (3.473 in spring semester) was the highest since the Academy's inception.

### **Staff Productivity**

- The addition of an Assistant Residential Coordinator allowed for a stronger leadership team and provided double support for the Resident Assistants.
- Staff continues to work at and above capacity, well in excess of 40 hours per week.
- Gunn Hall RAs won the following awards: Outstanding RA of the Year, New RA of the Year, and Programmer of the Year.

### **Student Achievements**

- Our residence hall council was named Outstanding RHC of the year (university-wide) for the second year in a row.
- An Academy student was named Hall Council Member of the Year (university-wide) for the second year in a row.
- Six current and five former Academy students were awarded the University's prestigious Presidential Scholarships.
- Current and former Academy students were honorees at the State University of West Georgia's Academic Honors Convocation: Academic Recognition Day Scholar and Outstanding Honors College Freshmen, Sophomores, Outstanding Honors College Juniors, and Seniors.
- 54% placed out of the first freshman English Composition requirements and earned placement in sophomore-level Honors literature courses.
- 55% were enrolled in advanced mathematics courses.
- Many earned placement in accelerated and Honors chemistry courses.
- Students are also enrolled in higher-level physics and biology classes.
- Academy students are engaged in projects or original research through the departments of chemistry, psychology, math, marketing and physics
- Students presented their research at the National Collegiate Honors Council Conference, the Georgia Collegiate Honors Council Conference, and at the Georgia Academy of Science
- An Academy student presented two papers, one co-written with two other students and one an individual

- project, at the Joint Meetings of the American Mathematical Society and the Mathematical Association of America, and both his projects were listed among the top ten projects at the conference.
- Three West Georgia students, including one current and one former Academy student, presented a paper at the National Social Sciences Association annual conference and won first place in a competition that included all students, including graduate students.
  - A current Academy student and two former students made presentations at the annual meeting of the National Conferences for Undergraduate Research.
  - Students took Honors classes in numerous departments throughout the University, including: mathematics, English, anthropology, psychology, biology, history, foreign language, physical education, political science, astronomy, economics, chemistry, sociology, philosophy, marketing, and accounting
  - Academy students participated in a wide variety of community service projects, including: tutoring programs at local elementary schools, the local soup kitchen and children's home, a retirement center, A-Day for West Georgia, Red Cross blood drives, a recycling program within Gunn Hall, helping at a community center serving the local Latino population, participated in Safe Treat, raised money for the March of Dimes, and the Humane Society.
  - 100% percent of Academy seniors continued their university education after high school graduation; twenty post-Academy scholarships were offered
  - This year's graduating students were accepted into the following institutions: Agnes Scott College, Boston University, Clemson University, Duke University, Georgia Institute of Technology, Northeastern University, Oakwood College Savannah College of Art and Design, Transylvania University, University of Georgia, University of Hawaii, University of North Carolina—Chapel Hill, University of West Georgia, Washington University in St. Louis, and Wisconsin Lutheran College.
  - Several students had their poetry and art work published in the University's art magazine, *The Eclectic*, and others acted in university productions at the Townsend Center for Performing Arts.
  - An Academy student was awarded a Goldwater Scholarship this year, the third Academy student to be so honored.

### **Other Awards, Distinctions, and Achievements**

- Our annual St. Patty's Day Café won Hall Council program of the year (university-wide) for the second year in a row.
- Students participated in the American Invitational Mathematics Exam, the Mathematical Contest in Modeling, the United State physics Team contest, the American Mathematical Competition, and Academic and College Bowls.
- Students were awarded AP credit in calculus, American government, United States history, psychology, biology, and chemistry.

## **III. UWG DEBATE ANNUAL REPORT 2002 – 2003**

### **Mission Statement**

UWG Debate offers educational opportunities for exceptional students in intercollegiate debate. The program promotes scholarly inquiry and creative endeavor by preparing, traveling, and coaching UWG students for scholastic competition across the nation. UWG Debate also provides service for the public good by hosting high school debate tournaments throughout the year, offering benefits of public policy analysis to hundreds of high school students. UWG Debate aspires to preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community, focused on maximizing educational and competitive opportunities for a select group of demographically diverse students.

### **Staff and Students**

Coaches: Michael Hester and Daniel Davis

Students: Joshua Tandlich, Joe Koehle, Kelly Williams, Tim Sowers, Anita Lamar, Eric Cole, Brandon Scott, Logan Leslie, James Thomas

## Results

UWG Debate competed at 11 tournaments in 2002-2003. The total record for all teams was 173 wins and 82 losses (67.8%), finishing the year tied for 9<sup>th</sup> at both CEDA Nationals and the NDT. For the 30<sup>th</sup> consecutive year, UWG qualified a team for the National Debate Tournament. For the 4<sup>th</sup> consecutive year, UWG Debate had at least one team in the “Sweet Sixteen” of the NDT. For the third time in four years, UWG Debate advanced to the semifinals of Wake Forest, the largest tournament of the year (180+ teams attending).

## Community Service

UWG Debate hosted two debate tournaments for high school students and one for college students.

High School – The Chester Gibson Debates were held on campus, with more than 175 high school students participating. UWG Debate also operated the Richard B. Russell All-State Debates in Atlanta, with the top 20 high school debaters in Georgia participating.

College – The Tisinger Debates were held on campus in January 2003, with more than 35 schools and 136 college students participating.

## Budgets

UWG Debate operates primarily on two budgets: scholarships provided out of funds from the West Georgia Foundation and travel/supply money from Student Activities.

Scholarships – UWG Debate scholarships totaled \$2,500 for 2002-2003, with the following students receiving money: Joshua Tandlich, Joe Koehle, Anita Lamar, Brandon Scott, Eric Cole, and James Thomas. These students achieved an overall GPA of 3.2.

Travel/Supply – UWG Debate received \$28,000 from Student Activities. That money was allocated for travel to debate tournaments and used to pay for supplies (paper, copier toner, file folders, pens, legal pads, scissors, tape, hand trucks) and research (copying done at UWG and other libraries).

## **IV. Presidential Scholarships**

Presidential Scholarships, a combination “reward, recruitment and retention tool,” are the most prestigious awards given by West Georgia to select Honors College students based on academic criteria and a personal interview. The University has established 32 awards at \$4,000 each to be used to recruit eight (8) incoming freshmen each year and to retain and reward current recipients. The scholarships are structured to continue if the recipient maintains a minimum 3.2 cumulative grade point average and participates in Honors College courses and activities.

<u>TYPE</u>	<u>Number of Students</u>	<u>STATUS</u>	<u>Amount (1)</u>
<u>Designated:</u>			
<u>Continuing</u>	<u>6</u>		<u>\$ 23,000</u>



New	2	8,000
<u>Total Designated</u>	<u>8</u>	<u>\$ 31,000</u>

Undesignated:

Continuing	18	\$ 76,000
New	14	52,000
<u>Total Undesignated</u>	<u>32</u>	<u>\$128,000 (1)</u>

Grand Total - 40 \$159,000

(1) Several students received only partial year awards.

Average for New Recipients From High School

<u>HS GPA</u>	<u>SAT</u>	<u>Freshman</u>	<u>Index</u>	<u>V</u>	<u>M</u>	<u>Total</u>
3.99	688	664	1352			3347

**SPECIAL PROGRAMS  
ANNUAL REPORT 2002-2003**

The common features of Special Programs are 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 fourth Distance Learning Administration Conference, an event that drew participants from across the nation and from five foreign countries.

Our Dalton campus remains strong and active regarding its Nursing and Education programs. Our Nursing program in Rome remains strong, as does our enrollment in Evening/Weekend University.

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

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 2002-2003**

**Mission**

The Distance & Distributed Education Center is a university-wide function at UWG which serves to develop and enhance the university's ability to deliver education to students at remote locations, and to meet institutional distance learning goals. Through intercampus sharing of resources, the Distance and Distributed Education Center facilitates collaboration among university colleges and departments to deliver quality distance instruction, faculty and student services, and initiatives.

## Goals

Goals and functions of this department mirror the institutional distance learning goals (<http://www.westga.edu/~distance/aboutus.html>):

- Work with faculty to plan and create distance learning environments that encourage and support excellence in a personal environment
- In collaboration with other campus and state departments, maintain the human and technical resources and network infrastructure necessary to successfully support and deliver distance and distributed learning.
- Ensure that academic and student services are appropriate to meet the needs of distance and distributed learners.
- Conduct continuous evaluation of distance and distributed learning and support services to ensure the advancement of the University's mission and adherence to quality standards.
- Support research, scholarship, and creative endeavors which promote knowledge of distance learning.

These goals are reviewed annually in March, by the Distance and Distributed Education Steering Committee, and revised as appropriate.

### Statement of Outcomes, Processes to Assess These Outcomes, and Assessment Results Where Appropriate

Goal 1. Plan and create distance learning environments that encourage and support excellence in a personal environment. Accomplishing this goal will ensure that:

- Student and faculty satisfaction with distance and distributed education courses is high.
  - Fall 2002 evaluations showed that 78% of distance students agreed that their attitude toward online learning was positive at the end of the term. 82% agreed in Spring 2002. 88% in Summer.
  - 69% of students (Fall 2002) said they'd like to take more courses in future mostly online. (Spring 2002 - 71%; Summer 2002 – 80%).
  - 53% (Fall 2002) said they'd like to take courses in future completely online. (Spring - 59%; Summer – 60%)
  - 84% (Fall 2002) said that their instructor was positive about the online component of their course. (81% in Spring 2002; 97% in summer).
  - The number of faculty using distance technologies continues to increase. FY02 totals were 265 faculty, compared to 208 in FY01, and 167 in FY00.
- Student retention in distance and distributed education is comparable to that of traditional courses.
  - Fall 2002 retention for distance students was 88.8% for distance students, compared to 88.4% for non-distance students. Spring 2002 retention for distance students was 87.6% compared to 88.3% for non-distance students. Fall 2001 retention for Distance students was 90.3% compared to 88.5%
- Students enrolled in distance courses have access to student services.
  - The UWG Online Connection (<http://www.westga.edu/~online/>) provides easy web access for distance students to access student services.
  - Spring 2002 focus group indicated overall satisfaction with availability of student services for distance students.
  - February 2003 phone survey indicated that less than 8% of students felt there needed to be improvements for distance students in the areas of advisement, registration process, and orientation.
- Student learning outcomes are comparable to those in traditional courses. (ex. <http://coe.westga.edu/mit/outcomes/index.html>)
  - These are generally the same as traditional and are evaluated on a departmental basis.
- Interaction among student-faculty, and student-student are at least as high as in a traditional course.
  - Open-ended responses from written surveys Fall 2002 and Summer 2002 surveys indicate that students appreciate the ability to interact at flexible times with faculty and other students.
  - Fall 2002 focus group - "All students noted that the level of interaction was high, and that their instructors were easy to reach and quick to respond."

- February 2003 phone survey showed that 48% reported less interaction in DL course with instructor and other students. Note: In future survey, this should be split into two different questions. Also, survey more students in evening – large percentage of CISM course students because Education graduate students not available during day. Nature of CISM course is less interactive than typical DL course.
- Faculty demonstrate competence in developing distance courses whose academic standards and student learning are the same as those for other courses delivered.
  - All faculty MUST complete technical and pedagogical training prior to teaching a distance course.
  - Academic standards and student learning are evaluated on a departmental basis. The DDEC reviews student surveys, class by class, to assure that overall student satisfaction with the faculty and the course are adequate. Since 1998, there have only been two cases in which the faculty competence seemed questionable based on student complaints. These were referred to the appropriate department head and dean. Both faculty members have since left the institution.
- The number of courses developed and offered through distance media meets the demand of the region's students.
  - Probably not - several departments and the DDEC receive many phone calls and emails from students requesting more distance courses.
  - The phone survey of February 2003 indicates that more than 50% of distance students believe there are not enough distance courses. (Data added February 2003).

Assessment methods: Written student surveys at end of each term, annual focus group with distance students, informal discussions with Distance Learning Steering Committee and distance faculty. Student learning outcomes are assessed by academic units offering instruction. See: <http://www.westga.edu/~distance/data/eval/>

Goal 2. Maintain the human and technical resources and network infrastructure necessary to successfully support and deliver distance and distributed learning. Accomplishing this goal will ensure that:

- Faculty are trained and prepared to teach distance and distributed courses.
  - All faculty MUST complete technical and pedagogical training prior to teaching a distance course.
- Students are able to receive immediate technical assistance through telephone or email.
  - The DDEC staff provide immediate response to technical questions from students weekdays from 8 am until 8 pm weekdays. Students may contact a statewide support line after hours.
  - Helpline satisfaction surveys indicate that all students in January 2003 – March 2003 ranked the amount of time it took them to get help at least an 8 on a scale of 1 to 10.
- Students and faculty are able to receive assistance through a central point-of-contact.
  - The DDEC provides a central point of contact for support for all UWG distance courses.
- A variety of delivery methods are available.
  - In addition to the primary online mode of WebCT, distance courses may also utilize GSAMS two-way videoconferencing, and Horizon Live for synchronous or archived delivery of lectures featuring voice and visuals.
- Distance courses are easily accessible to a growing number of students and potential students.
  - All faculty MUST complete technical and pedagogical training prior to teaching a distance course.
- Downtime for courses is non-existent or minimal, with backup plans in place and utilized as needed.
  - Except for scheduled maintenance, the WebCT system has functioned without interruption since January 2002. Faculty use WebCT and Horizon Live as a backup to GSAMS.

Assessment methods: Written student surveys at end of each term, annual focus group with distance students, informal discussions with Distance Learning Steering Committee and distance faculty, departmental annual self-review. See: <http://www.westga.edu/~distance/data/eval/>

Goal 3. Ensure that academic and student services are appropriate to meet the needs of distance and distributed learners. Accomplishing this goal will ensure that:

- Each distance course or program provides students with clear, complete and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, prerequisite technology competencies, technical requirements, availability of academic support service, financial aid resources and costs and payment policies. See: <http://www.westga.edu/~distance/handbook.html>

- Information available on web and syllabi for all distance courses and programs.
- Information also available in online student handbook, and other online points of access for students.
- Students express satisfaction with the level of academic and student services received when taking distance and distributed courses.
  - Fall 2003 phone survey students expressed general satisfaction. Complaints primarily had to do with courses being closed when registering.
  - 94% of distance students surveyed in Feb. 2003 phone survey reported that they received prompt and courteous student support from West Georgia as a distance learner.
- Students are aware of and utilize online resources available to them for academic and student support.
  - According to Fall 2002 and Summer 2002, most students were either satisfied with support services, or said "did not apply." "Did not apply" usually referred to financial aid or career services, which are not needed by a large percentage of students.
  - Forty-six percent of Fall 2002 distance students (60% - Summer 2002) reported that they used library services, but 46% (both Fall summer 2002) said they were unaware of library services available specifically for distance students. Forty-six percent of Feb. 2003 phone survey students also said they used library services.
  - Phone survey indicated that as many as 44% of DL students get orientation from instructor rather than DDEC or online information. DDEC has prepared kit for instructors to use in orientation for those who choose, in order to make sure that all services are explained.
- Enrolled students have reasonable and adequate access to the range of student services and resources appropriate to support their learning.
  - Distance students have access to the range of student services and resources that traditional students do, and also special services such as support from the DDEC, and special services from the library. Information regarding services is available at [www.westga.edu/~online](http://www.westga.edu/~online)

Assessment methods: Written student surveys at end of each term, annual focus group with distance students, informal discussions with Distance Learning Steering Committee and distance faculty, departmental annual self-review. See: <http://www.westga.edu/~distance/data/eval/>

Goal 4. Conduct continuous evaluation of distance learning and support services to ensure the advancement of the University's mission. Accomplishing this goal will ensure that:

- Faculty use results of evaluations to improve courses.
  - All distance faculty must complete the Distance Evaluation Summary form, documenting what changes they will make in future distance courses based on their student surveys.
- Distance learning staff uses results of evaluations to improve programs and services as a whole.
  - The DDEC staff reviews evaluations and completes an annual effectiveness evaluation each June. A staff retreat is also held each December to assess staff quality standards, issues and plan for the next year.
- The technologies selected are appropriate to meet course or program objectives.
  - The DDEC selects technologies for campus use and support based on student need, recommendations from other institutions, and cost-benefit.
  - Individual departments and instructors select from combinations of the various institutional technologies (WebCT, GSAMS, Horizon Live) based on the program and course objectives.
- Documentation of evaluations for each course and the overall distance program is available and accessible.
  - Overall evaluations for student written surveys, focus groups, phone surveys, retention and other data is available at the DDEC website ([www.westga.edu/~distance/data/eval/](http://www.westga.edu/~distance/data/eval/))
  - Raw survey data is also maintained by the DDEC and each department offering distance courses.

Assessment methods: Faculty summary of evaluations each term, written student surveys at end of each term, annual focus group with distance students, informal discussions with Distance Learning Steering Committee and distance faculty, departmental annual self-review. See: <http://www.westga.edu/~distance/data/eval/>

Goal 5. Support research, scholarship, and creative endeavors which promote knowledge of distance learning. Accomplishing this goal will ensure that:

- Our journal, conference, and certificate programs maintain excellent reputations among distance learning

administrators in the United States and worldwide.

- The journal is required reading for many institutional programs, including University of Nebraska's doctoral program in Higher Education, and is referenced in many papers and books.
- The conference attracts a growing international audience of practitioners in the field.
- Our Online Journal of Distance Learning Administration continues to increase in readership.
  - The average edition had 12,000 hits in 2002, up from 8,000 in 2001, and 3,500 in 2000.
- UWG faculty conduct research to enhance distance courses at UWG and to provide scholarly information to their field.
  - UWG faculty and staff regularly present research at the DLA Conference and other conferences, including SITE, Educause, and other professional meetings. Many UWG faculty articles and books on distance learning are linked from the distance website.

Assessment methods: Certificate program and conference evaluations, readership data of journal, feedback from readers and participants.

### **Examples of Using of Assessment of Goals and Outcomes to Improve a Process**

1. **Delivery methods:** Some faculty indicated the need to use multimedia in their courses beyond what WebCT offers, but did not need the complexity of the Horizon Live tool. The DDEC purchased 10 Impatica licenses to enable faculty to quickly and easily narrate their Powerpoint slides and upload them to WebCT.
2. **Student services:** The February 2003 telephone survey indicated that a large portion of distance students receive their orientation during an on-campus meeting with their instructor, rather than from the DDEC staff or online. The survey also showed that some students are still not getting information about library services and other information specific to distance learners. In response, the DDEC has produced an orientation kit, including Powerpoints and narrated Powerpoints for instructors to use when they choose to conduct their own orientation sessions.
3. **Student services:** Student evaluations and an informal review of distance syllabi indicated that some faculty are not including enough information for distance learning students on their syllabi. Thus, the DDEC created a ready-made template for faculty to use in their syllabi, including information about DL student services and what students should expect as distance learners.

### **Department Condition**

**Students:** Student satisfaction with distance and distributed courses continues to be high. In Fall 2002, retention for distance courses was 89 percent. Seventy-eight percent of students reported that they had a positive attitude about distance learning after taking a course in Fall 2002. More than 91 percent reported that student services for distance students were good, excellent, or that they were unsure.

**Course Offerings:** The number of courses using WebCT has grown dramatically over the past five years, with this year's total estimated at an all-time high of 800, up from 599 last year. The number of courses offered 90-100% via distance was 81, up from 49 two years ago. Enrollments in distance courses (51% or more of instruction time) rose to 3817, from 2933 last fiscal year. Total distance and distributed enrollment supported by the DDEC climbed to 20,980 from 16,630 last fiscal year.

**Resources:** As the demand for distance learning courses and services has increased, so has the need for human resources. Two student assistants, funded by Student Technology Fees, were added to provide first-level telephone support for distance students.

## **Department Achievements**

1. Continued to make multiple operational improvements, particularly in the area of evaluation and student services for distance students, based on suggestions and recommendations from SACs.
2. Upgraded to WebCT version 3.8 Campus Edition; continued implementing development server protocol (providing faculty with a location to access past archived courses); participated in BOR's pre-migration testing, training, and planning for WebCT's new Vista product for online courses.
3. Conducted 157 one-on-one faculty and staff-training sessions for WebCT. The average training session lasts two hours.
4. Participated in coordination of planning and renovating Newnan Center's state-of-the-art Distance Learning Facility.
5. Published four quarterly editions of the Online Journal of Distance Learning Administration. Average number of visits to the site each month has climbed to 15,000. 1000 subscribers are on the email notification list.
6. Delivered 30 Distance Learning group workshops, serving nearly 100 faculty.
7. Delivered two sections of the Distance Learning Certificate Program to 26 participants from 18 states and 6 countries, including Chile, Canada, Japan, Germany, Malta, and the United States.
8. Implemented Horizon Live, new online course tool to work in collaboration with WebCT to provide live audio and video. Trained 6 instructors during Spring 2001 on its use.
9. Set up migration team for WebCT Vista. Made up of representatives of DDEC staff, campus technical support, faculty, and other support staff.
10. Developed and offered intensive, online pedagogical training course for faculty, called "How to Be an Amazing Online Teacher." Horizon Live modules developed for this course, which graduated nine UWG faculty, will be available to other faculty online for general pedagogical training purposes.
11. Implemented HelpLine software (Remedy) to enable us to track patterns in student and faculty support needs, and as well as satisfaction with telephone and email support services.

## **Staff Productivity**

DDEC staff members sponsored the fourth-annual Distance Learning Administration Conference at Jekyll Island in June 2003. The conference was attended by more than 110 distance learning professionals representing more than 25 states. Melanie Clay served as conference director, and Stacey Rowland was conference manager.

Melanie Clay and Janet Gubbins prepared and presented "Organizational Issues in Distance Learning: The Case for Centralization," at DLA2003 in Jekyll Island, Georgia.

Melanie Clay and Christy Talley prepared and presented "Are We There Yet? A Look at the Toughest Challenges in Student Support," at DLA2003 at Jekyll Island, Georgia

Janet Gubbins and Christy Talley attended Rock Eagle Computing Conference in Eatonton, Georgia.

Janet Gubbins attended WebCT Vista Admin Training in March 2003.

Janet Gubbins attended the Board of Regents' Teaching and Learning with Advanced Technologies Conference, in Athens, Georgia. She served on an invited panel, "Developing Faculty Technology Training Materials," and participated in a Lectora Demonstration. She also served on the advisory board for the conference.

Melanie Clay completed first year work of an online doctoral program in Higher Education at the University of Nebraska at Lincoln.

Christy Talley completed first year work towards a master's in Media and Instructional Technology at the University of West Georgia.

Christy Talley served as an advisor for FYRST (First Year Residents Succeeding Together).

Melanie Clay served on the Distance Learning Committee for SACS self-study.

Melanie Clay served on the executive board of the Georgia Distance Learning Association.

Melanie Clay served as an editorial reviewer for Educational Evaluation and Policy Analysis.

Melanie Clay continued to serve as editor-in-chief of the Online Journal of Distance Learning Administration. Janet Gubbins served as managing editor.

## **II. EXTERNAL DEGREE PROGRAMS**

### **ANNUAL REPORT**

**FY 2002-03**

#### **Dalton State College**

#### **Mission**

The University of West Georgia continued its mission established by the University System Board of Regents in 1983 by providing educational opportunities to students in northwest Georgia. Baccalaureate degrees in Early Childhood Education (BS-ECE) and Nursing (BSN) and graduate degrees in Early Childhood Education (Med ECE) and Middle Grades Education (Med MGE) and selected Ed.S courses were offered on the campus of Dalton State College.

#### **Goals**

Enrollment goals are to provide sufficient undergraduate courses leading to BS-ECE and BSN degrees and graduate courses leading to Med-ECE and Med-MGE for northwest Georgia residents who need and desire such degrees.

Faculty goals are to maintain ample professional faculty to teach and to advise the BS-ECE, BSN, Med-ECE and Med-MGE students. Staff goals are to maintain a full time secretary and part-time coordinator to offer student support services and resources to students and faculty.

Facility equipment and supply goals are to maintain enough offices for personnel, classrooms for instruction, equipment for faculty support and materials for students and faculty for proper delivery of University of West Georgia programs of study.

## Assessments

A resident staff of four full time education faculty and eight adjunct education instructors plus three Carrollton based faculty offered 32 education courses. Six Carrollton based nursing faculty offered 6 nursing courses.

One full time secretary handled all secretarial duties for the education and nursing faculty and the Carrollton based part-time coordinator. Additionally, all student and fiscal services such as admissions, registration, financial aid, book orders, fee payments and general assistance were handled by the on-site secretary.

Dalton State College continued to provide nine offices for faculty and staff, classrooms for instruction and facilities and services such as parking, security, maintenance and cleaning, computer labs and library access to the West Georgia students. These services continue to be covered by West Georgia's annual payment of \$21,750 (\$14,000-general and \$7,750 – media and technology) to Dalton State College.

### Course Offerings and Enrollment

#### Fall '02

<u>College/Department Number</u>	<u>Courses</u>	<u>Enrollment</u>	<u>Gross</u>	<u>Unduplicated</u>
- Education				
Undergraduate	10	387	79	
Graduate	<u>5</u>	<u>72</u>	<u>44</u>	
Total Education	15	459	123	
Nursing	3	53	31	
Total – Fall '02	18	512	154	

#### Spring '03

<u>College/Department Number</u>	<u>Courses</u>	<u>Enrollment</u>	<u>Gross</u>	<u>Unduplicated</u>
- Education				
Undergraduate	7	274	74	
Graduate	<u>4</u>	<u>79</u>	<u>52</u>	
Total Education	11	353	126	
Nursing	2	38	25	
Total – Spring '03	13	391	151	

#### Summer '03

<u>College/Department Number</u>	<u>Courses</u>	<u>Enrollment</u>	<u>Gross</u>	<u>Unduplicated</u>
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Education			
Undergraduate	2	86	43
Graduate	<u>4</u>	<u>90</u>	<u>56</u>
Total Education	6	176	99
Nursing	1	29	29
Total – Summer '03	7	205	128

FY '02 – '03

<u>College/Department</u>	<u>Courses</u>	<u>Gross Enrollment</u>
Education		
Undergraduate	19	747
Graduate	<u>13</u>	<u>241</u>
Total Education	32	988
Nursing	6	120
Grand Total	38	1108

Employee and student morale and relations within the institutional and broader local communities appear to be very satisfactory. The continuing presence of four education faculty with strong community involvement and credentials has strengthened the education undergraduate and graduate programs.

Nursing continued with Carrollton based faculty serving a slightly larger student base as compared to last year. Nursing is still attempting to coordinate the Dalton and Rome offerings. In order to grow, nursing requires more resident-based faculty.

Admission of new students and retention of existing students for the next year, FY 2003-04, continue to be very strong and encouraging for Education. Education could enroll more undergraduate applicants than the External Degree staff can handle with the existing faculty. Enrollment for the graduate offerings is at a reasonable, acceptable status. Demand still exceeds our supply of courses. Decisions must be made soon at the Deans' level concerning the level at which West Georgia wishes to operate. With the strong demand more resources need to be directed to Dalton.

Nursing is experiencing an increase in interest and enrollment. However, with limited operating funds for summer offerings, the standard three semester cohort program currently of summer-fall-spring has been changed to a spring-fall-spring sequence.

With the 49 education and nursing students who graduated during FY 2002-03, only 4 BS-ECE education graduates have not located employment. Restricted hiring practices due to budget limitations appear to be the reason.

**Rome (Floyd College-Heritage Hall)**

## Mission

The State University of West Georgia with the approval of the USG Board of Regents and Floyd College meets a need for trained health professionals in the Rome, Georgia area. A BSN degree is offered to local RN students in order to fulfill the community health need.

## Goals

Enrollment goals are to provide sufficient courses leading to a BSN degree for local students.

Faculty goals are to provide professional instruction in Rome at Floyd College.

Facility goals are to utilize the Floyd College classroom spaces and on campus parking.

## Assessments

The Department of Nursing continues to offer all the upper division courses required for the BSN through our off campus offerings at Floyd College. Demand from the local Rome community remains strong.

<u>Semester</u>	<u>Courses</u>	<u>Enrollment</u>	<u>Gross</u>	<u>Unduplicated Number</u>
Fall '02	3	51	36	
Spring '03	5	49	31	
Summer '03	<u>0</u>	<u>0</u>	0	
_____Total		8	100	36

### III. Evening/Weekend University Main Campus 2002-2003

## Mission

Evening/Weekend University is designed for students unable to attend class during traditional daytime hours. The University offers selected undergraduate and graduate degrees that may be earned in their entirety during evenings and weekends. With careful scheduling, undergraduate degrees may be earned in approximately five years.

The University of West Georgia designates its evening and weekend only courses on the main campus as Evening/Weekend University. The College of Arts and Sciences offers courses in all five areas of the core curriculum (A-E), the lower and upper level division courses for the BS-Criminology and the entire course sequence for a Master in Public Administration and a M.A.-Psychology.

The Richards College of Business offers a BBA in seven disciplines and an MBA and a Master of Professional Accounting. The College of Education offers eight certification endorsements and Med and EdS degrees in eight disciplines.

## Goals

- Enrollment goals are to provide adequate courses in all CORE CURRICULUM areas and upper division courses for all Richards College of Business majors and Criminology majors in the evening and weekend hours to allow non-traditional students to meet all institutional degree requirements for all Richards College of Business and Criminology degrees. Courses are structured to allow the students to meet all requirements in five years of full time study.

- Faculty goals are to provide professional faculty to teach the evening and weekend courses.

- Facility and support services goals are to offer the same service support level in the evening and on the weekend as during the regular week day hours.

## Assessments

- Extended hours are offered for a wide array of university services. A non-traditional orientation, advisement and registration session is held each semester. The admissions, financial aid and EXCEL Center offices offer extended hours during the beginning of each term. The bookstore and parking services offices and the food court are open in the evening.

- The course offering times remain unbalanced with over 75% of the courses offered during the first session, 5:30-6:45 pm, and over 20% offered during the second session, 7:00-8:15 p.m.

- The following number of evening/weekend only undergraduate students preregistered during the indicated semesters.

	Number of Students	Semester	
		During	For
	112	Fall '02	Spring '03
	111	Spring '03	Summer '03
	136	Spring '03	Fall '03

## IV. NEWNAN CENTER ANNUAL REPORT 2002-2003

### Mission

- The Newnan Center of the University of West Georgia will serve the regional constituencies by providing leadership in higher education and stewardship of state and University resources.

- The Newnan Center will promote a regional perspective on higher education that attends to the current and developing needs of the community, its citizens and students, and relates them effectively to the University System and its institutions. The Newnan Center will support the Advisory Board in achieving its vision for the Center by providing leadership in analyzing, monitoring, and anticipating higher education trends and developments, and by

planning for the future of the Center. The Newnan Center will act as steward of higher education resources by managing fiscal resources through university policies and procedures, overseeing facility maintenance and renovation activities, coordinating faculty and curriculum, using technology to advance learning, and evaluating the performance of the Center.

### Goals and Assessment Educational Goals

To fulfill the purpose of the Newnan Center, the specific goals shall be:

- Offer selected core curriculum courses to students who wish to continue on campus in Carrollton or at another senior college.
- Expand the course opportunities in the core elective block as students prepare to enroll in a specialized major on campus in Carrollton.
- Provide graduate degree programs in Education to in-service teachers.
- Offer a diversified program of personal enrichment short courses to adults and children.

### Goals and 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
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.

### Annual Progress in Assessing Institutional Effectiveness

1. Curriculum: We improved our offerings to 75 courses. There were 55 graduate courses and 20 undergraduate. A significant commitment by Education is bringing multiple graduate degree programs to the campus.
- Course offerings in both semesters increased to above 30. This exceeded our stated goal of 24.
  - The 2003 Summer/May term was superb. We had 19 graduate courses that drew to capacity. One of these courses met during the May semester. Tight budgets precluded offering our standard undergraduate curriculum.
  - Our efforts to offer a Post-secondary Option received support from the Coweta County school system this year. As a result, the University will offer English 1101 and Economics 2100 in fall 2003 at the Newnan Center. English 1102 and Political Science 1101 will follow in the spring. Classes will meet from 8:00 to 9:15AM. We anticipate fifteen high school participants. The courses will allow open enrollment to other college students to fill the sections.
2. Budget: This year marked the third year 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 exceeded the center operating budget by 250 percent.
  - Projected number of classes for the following year should enhance revenue.
  - Increased activity has begun to push the security costs. This year we scheduled classes meeting on Saturdays. Security costs increased by 10%.
  - The new Graduate Education Center will add 3200 square feet of useable space. We estimate an increase of 15% in operating costs for utilities and maintenance of this newly remodeled facility.

3. Enrollment: Average class size climbed to 21. This reflects an increase in graduate courses, and an overall increase in class enrollment. Average undergraduate enrollment dropped slightly to 23.5 students per class; graduate climbed to 19.7.

- Major impact has been the introduction of four permanent graduate education programs taught completely at the Newnan Center.
- The Summer 03 semester had 19 courses and 473 students. This established a new summer high for the Center.
- Continuity and predictability of course offerings has influenced increased enrollments.
- Non-traditional and traditional undergraduate student enrollment is nearly equal. This reflects an increase in our traditional student enrollment.

4. Distance Education: The number of courses taught through GSAMS dropped to 15 %, reflecting a decision to discontinue GSAMS by December 2003. With courses taught in the computer lab, the number increases to 20 %. However, by considering other modes of distance technology, including WebCT, the use of distance education is above 50 percent.

- The Newnan Center now has two computer classrooms and eight classrooms, all set up for alternate course delivery. This includes two new rooms in the Graduate Education Center (GEC) to seat 70 students. The lecture hall in the GEC seats 49 and is capable of connecting a computer to each seat.
- We have not televised a course into the home.
- An increasing number of students are taking courses through GLOBE. We proctored over 200 GLOBE midterm and final exams this year. This number is a 100 % increase, and is certain to increase even further. The Newnan Center provides this service gratis to any student, regardless of institution.

5. Continuing Education: Cancellation rates for courses improved to just under 50% this year. We are continuing to cut courses that historically have not drawn interest.

- We are scheduling fewer duplicate courses. By reducing the number of offerings, the cancellation rate has dropped.
- Contract courses off campus with business have increased. The core of professional development courses at the Center continues to be advanced computer, Supervisory Management and Spanish in the Workplace.
- Human Resources Certification continues to draw well.
- The Center enjoys a solid reputation for quality training programs.
- Personal enrichment courses make up less than 10 percent of our offerings.
- Planning is in the final phase to remodel the 2500 square foot Butler building into a dedicated Continuing Education facility. Having such a facility will allow planning for a more rigorous professional development program.

6. Facilities: Building use rate has begun to climb toward an annual average of 50 percent on a baseline of 64 hours per week to reflect actual operating time. This continues a trend from the previous year.

- Facility improvement continues to be a top item. Renovation of the Block House is now complete. The new Graduate Education Center (GEC) incorporates top-of-the-line technology for a full range of instructional capability. The facility will include a 49 seat tiered classroom and a 15 seat secondary classroom.
- The Center is finalizing architectural drawings for the continuing education training facility in the old maintenance Butler building. Plans will include three classrooms, a conference room, restrooms, an office, and storage. This will create an additional 2500 square feet of finished space.
- We added a ¾ ton air conditioner to the small computer laboratory. Despite efforts to cool this room with existing adjacent systems, we were not able to handle the increased temperatures generated by the computers. The added system has solved this problem.
- Maintenance costs for the building were very reasonable this year. We contracted to pressure wash the exterior brick and cement surfaces of the building to remove mildew and discoloration.
- We have contracted to reseal and stripe the main parking lot for \$4,200. The County has agreed to pave the parking areas around the new GEC.
- All of our service contractors have agreed to third year contract extensions by not increasing their rates.

We have negotiated custodial service for the GEC using the contractor that maintains the main facility.

7. **Equipment:** Funding from a variety of sources resulted in upgrade of two additional classrooms.
  - We will install screens, projectors and computer systems in the GEC, and the original GSAMS room. This enhances classroom delivery, especially at the graduate level. All classrooms are fully multimedia capable, and can handle computer and Internet based content delivery.
  - Two main computer labs provide a total of 37 computer stations with state-of-the-art Dell 1200 computers.
  - All classrooms have instructor computer stations with integrated VCR and dual mouse systems to provide wired and wireless mouse support.
  - The lecture hall in the GEC has integrated wiring for computer hookup in the permanently mounted tables. Students will have freestanding chairs.
  - We have noted that the competitive economy has allowed us to negotiate significant reductions in equipment and supply costs. Some of our electronic equipment has dropped nearly 50 percent in cost over the past year.
  - A solid maintenance and repair program is extending the life of current assets.

### **Changes based on Assessment**

1. We have refined planning to include those courses that are profitable and meet the greatest needs of student population. We were able to respond to a short-notice request to initiate the Post-Secondary option courses.
2. We continue to run the Newnan Campus as an independent cost center. This allows measurement of tuition revenues against operating costs. The goal is to be cost neutral. The Center is running a positive revenue margin.
  - a. Evaluation of electrical utility costs shows that our building systems are running efficiently. We continue to monitor our utility performance through access to Georgia Power's online program for business. We have seen a steady decrease in utility costs.
  - b. Our contractors continue to provide quality service at very competitive prices.
  - c. A continuous emphasis on cost control, and evaluation of spending, has kept our operating costs nearly constant while we have increased our enrollments by 50 percent.
3. Enrollment continues to rise based upon the success of the programs and course offerings. Enrollment has reached the goal of twenty students per class. We intend to keep that goal for another year to insure that we have established a reasonable baseline. Predictable course offerings have allowed us to maintain a repeatable base of students who return for additional courses.
4. Maintaining distance education equipment in good and reliable order keeps distractions to a minimum for students and faculty. This is a major reason that students accept this form of delivery as an alternative to live classroom instruction. Continuous support of the program offers a course opportunity for students that otherwise would not be available.
5. Continuing education gives the most direct feedback on the mood and needs of the community. We assess the market continuously to improve our service. Cutting the volume of courses still provides a range of programs that maintain a consistent flow of customers. Our challenge is to improve that flow of students.
6. Assessment of facility use gives an opportunity to predict classroom shortages. We have shown the departments that we can significantly increase our capacity by scheduling classes at times other than the preferred 5-7PM, Monday through Thursday. We now see a trend toward Friday and weekend offerings, and running two courses back-to-back so that students attend class only one day a week. This is more typical of graduate programs. Contrary to perception, the Newnan Center still has significant excess capacity.
7. Daytime classes have enjoyed an unanticipated surge in attendance. We are continuing that trend by offering the PSO courses in the early morning. The trend will be to give priority to graduate courses at 5PM and weekends. This gives us the largest return on our space.
8. Maintaining equipment in top running order has extended equipment life expectancy beyond normal ranges. This has allowed the center to operate with older equipment until funding could provide upgrades.

### **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. The Master of Special Education began in Spring 2002. We are now adding graduate courses in Middle Grades Education and the Education Specialist degree. 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.

The Center web site has an online evaluation tool for students and faculty. This program asks the evaluator to rate the importance of ten criteria, and then give a performance rating to each criterion. Participant response has been low, but the feedback is valuable. The Center is meeting or exceeding expectations in all areas for those who have completed the evaluation.

The Center entertained the visit of a SACS evaluator in early 2003. Major portions of this report were presented to, and discussed with, the evaluator. The SACS team had no suggestions or recommendations for the Newnan Center in their report. The evaluator shared some ideas in his visit on areas that the Center may pursue to expand its program. These will become part of the Five Year Plan that the Center is developing.

### **Summary of Major Institutional Accomplishments**

The State University of West Georgia at Newnan completed its fifth year as a permanent center.

GSAMS continues to be a vital but diminishing source of course delivery. About fifteen 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 over fifty-percent. 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. An initiative to integrate the Master of Aviation Management program from Auburn University is ongoing.

The College of Education has committed to Four Masters programs. The Board of Regents approved these programs for complete delivery at the Newnan Center.

The Newnan Center had its third fully funded budget this year. Using Newnan tuition as base revenue, the Center paid 100 percent of incentive fees to the Deans, and covered 100 percent of its operating expenses. Additionally it generated 150 percent revenue above operating expenses.

Technology continues to pace the operation of this Center. Our web site drew over 20,000 hits again this year. An administrative server centralizes scheduling and information. We are one hundred percent complete in upgrading classrooms to full technology presentation status.

### **Productivity**

1. The Center operates 12-14 hours per day, 5-6 days per week with four personnel. It has achieved this through efforts to streamline operations and concentrate on the core business of providing educational opportunities for students.
2. Use of technology has reduced administration overhead. All staff are trained on word processing, spreadsheets, and databases.
  - a. All building scheduling is done centrally on the administrative server. There is no paper schedule.



- b. Staff members create a Power Point slide on the server that outlines key points for the staff meeting. Slides are presented through multimedia from the server. This paperless staff meeting saves time and paper.
- 3. The Center staff installs all the multimedia equipment, saving 50 percent of the cost for classroom upgrade. This has saved \$7,500 per classroom.
- 4. The Center uses cost analysis to determine breakeven costs for conducting classes. After the academic semester, we evaluate cost breakdown to show courses that are not productive. When trends develop, we make recommendations to departments based on this analysis.

**Student Achievement**

**Retention Rates.** Retention at the Newnan Center remains high. Graduate offerings and 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 has now exceeded its goal of offering 60 courses per academic year, and will evaluate a new target based upon increased facilities and programs.

Students filled 77.3 percent of the seats available for classes. This is an increase of 5 percent on top of a 40 percent increase in total enrollments.

**Other Achievements**

**Facilities**

	<b>Size:</b>	<b>14-acre campus</b>
Value:	\$2,000,000 physical plant	
Facilities:	<ul style="list-style-type: none"> <li>- Main Building – Classrooms and Administration</li> <li>- GEC – Graduate Education Center. Recently remodeled building with 70 classroom seats and state-of-the-art multimedia and video conferencing</li> <li>- One Butler Building for Future Expansion</li> </ul>	
Employees:	3 Full-time; 1 Part-time	
<b><u>Operating Costs:</u></b>	<b>\$92,104</b>	
Secondary Revenue:	\$6,450	
Activity:	Over 20,000 people passed through our doors	

**Credit**

- 1551 Students in 75 courses paying \$434,140 in tuition
- “ 1083 Graduate Students in 55 courses paying \$316,000 in tuition
- “ 468 Undergraduate Students in 20 courses paying \$118,140 in tuition
- “ Generating \$1,551,500 in State matching funds for the University
- Providing \$198,800 to the University as course incentives
- “ \$48,400 to the College of Arts and Science for 18 courses
- “ \$144,200 to the College of Education for 55 courses
- “ \$6,000 to the Richards College of Business for 2 courses
- \$144,250 returned to the University (after Operating Costs)
- \$45,050 earned in Technology Fees

**Continuing Education**

- 436 Students in 66 courses paying \$46,719 in tuition
- “ 402 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 Training Courses and Activities
    - “ 15,000 Students in the K through 6<sup>th</sup> grade Science Field Trip Programs
    - “ 400 Students in 10 Summer Science Camps
    - “ 3000 Students and Parents in Family Science Nights at 13 Schools

**Global Achievers**

- Employees: 1 Full-time; 1 Part-time
- Serving:
- “ 850 Students from 16 school systems in Georgia and North Carolina
  - “ 54 middle and high schools
  - “ 9 LINK schools (elementary)
  - “ Matched with schools in Spain, United Kingdom, Japan, Germany, and S Africa

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