

**ANNUAL REPORT OF INSTITUTIONAL PROGRESS**

**2004-2005**

**HONORS COLLEGE**

**AND**

**SPECIAL PROGRAMS**

**UNIVERSITY OF WEST GEORGIA**

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

August 2, 2005

# MEMORANDUM

TO: Vice President Hynes  
FROM: Don Wagner  
RE: Annual Report 2004-2005

Enclosed please find the annual reports of the Honors College and of Special Programs for 2004-2005.

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. He has retired and we are in the process of finding a replacement for him. 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 have also worked 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, handles a variety of Visitation, Orientation, advising and related matters for the Honors College and the Academy as well as teaching Honors Public Speaking each fall semester.

Our Newnan Center has achieved very dramatic increases in enrollment these past ten years. 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" this past year, has enhanced 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 sixth 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 2004-2005**

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  
ANNUAL REPORT 2004-2005**

**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>3. The university experience.</li> </ol>

- **Outcomes, Processes to assess these Outcomes, and Assessment results where Appropriate**

<u>Outcomes</u>	<u>Assessment</u>	<u>Results</u>
<u>51 Honors courses were offered enrolling 650 students</u>	<u>Student course evaluations were uniformly very positive</u>	<u>Increased enrollment for seventh consecutive year</u>
<u>Students presented research in six 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 fourth 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 and last year. We have made 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 eight academic and academic related conferences.
- Over \$300,000 in scholarship monies were successfully awarded.
- Honors Day Convocation was held for the 19<sup>th</sup> consecutive year.

- **Student Achievements**

- Five Honors students presented research at the Georgia Academy of Science annual meeting.
- Ten Honors students presented research at the National Collegiate Honors Council annual meeting.
- Seven Honors students presented research at the Georgia Collegiate Honors Council Annual Meeting
- Eight Honors students presented research at the annual meeting of the National Conference on Undergraduate Research.
- For the fifth time in the past seven years an Honors student was selected for a Goldwater Scholarship, the most prestigious undergraduate scholarship in the nation for Mathematics, Natural Sciences or Engineering.
- Four Honors students were selected to participate in summer-length funded research programs at Harvard Medical School, the Massachusetts Institute of Technology, the Shoals Marine Laboratory, and Stanford

University respectively.

- Honors graduates were selected for admission to the following graduate and professional schools: Emory University, University of Georgia, Georgia Tech, Medical College of Georgia, Mercer University School of Medicine, Morehouse Medical School, University of Virginia Medical School, Vanderbilt Medical School, Duke University Medical School, University of North Carolina-Chapel Hill Medical School and Johns Hopkins University Medical School.

## **II. THE ADVANCED ACADEMY OF GEORGIA** **ANNUAL REPORT 2004-2005**

In 2004 the *Princeton Review* first published a new guidebook to colleges and universities listing the best 100 schools across the southeast, and UWG was included as a “Best Southeastern College” in both the first and second editions. *The Best Southeastern Colleges* showcases the top schools in 10 states after rating them in several categories including: admissions selectivity, fire safety, quality of life, academics, and financial aid ratings. The excellent ratings received by UWG that allowed its inclusion in these publications contribute to the quality experience Advanced Academy of Georgia students have on this campus. Our students benefit from the ambiance, safety factors, quality of life, and academic rigor found on this campus in equal measure, if not more so, than any other students on campus.

In its tenth year at the State University of West Georgia, The Advanced Academy of Georgia, a component of the University’s Honors College, enrolled 61 academically talented high school high school-aged students. Twenty-seven students returned from the previous year, and 34 were newly accepted. The class was composed of 15 juniors, 34 seniors, and one young man of exceptional ability who entered as a 13 year old after his eighth grade, 30 females and 31 males. Diversity continues to be a hallmark of the Academy experience; our population consisted of six African-Americans, one German-African, one Russian, one Kenyan, one Philippino, one Tanzanian, three Asian Indian-Americans, five from Spain, and one student each from Oklahoma, Kentucky, and Ohio. All other students were Georgia residents. Although we recruit students from across the state, ten percent of this year’s class came from Carroll County (home of the University of West Georgia) and fifty-six percent came from the 13 county greater Atlanta metro area. Ten percent of our students are international, and five percent are from out-of-state.

The 2004-2005 Academy class was highly qualified academically. SAT scores, earned when many of the students were high school sophomores or younger, averaged 648 and 645 on the verbal and math components, respectively, and the average composite score was 1297. The non-weighted high school Grade Point Average for the incoming students, based on college preparatory curriculum classes only, was 3.66 (including AP, Honors, and gifted classes). Students received AP credit in calculus, statistics, chemistry, United States history, world history, American government, psychology, economics, physics, biology, and English.

Academy students continue to accelerate academically. Among the 34 new students, a majority earned registration in sophomore-level Honors literature classes due to their demonstrated proficiency in English writing skills. Over half enrolled in advanced mathematics courses, and many earned placement in Honors chemistry classes. Students also enrolled in higher-level physics and biology classes, and many young scholars in the 2004-2005 class engaged in projects or original research through the departments of chemistry, math, and physics.

As in past years, Academy scholars demonstrated keen interest and talent in the fine arts. Academy musicians played the piano, flute, violin, and guitar as well as wrote poetry, danced, acted, and sang. They performed individually and as an ensemble during Academy events, including the annual Board of Trustees dinner and meeting and the end-of-year Recognition Ceremony, more affectionately known as The Academy Awards. Students demonstrated their talent, or in some cases, their hilarious extreme lack of talent, during our annual Academy Idol program. In addition, the Academy yearbook was organized and created entirely by students.

Academy scholars were active participants in the University’s Honors College and took a preponderance of Honors

classes. They also were active members of the Honors Council, the student-run organization of the Honors College that provides community service and recreational opportunities for Honors students. An Academy student was elected president of the Honors council this year, the youngest president ever, and helped organize and lead the Honor College's annual spring break trip to Washington, DC. At the 2005 Honors Convocation, current and former Academy students were recognized as Outstanding Honors College freshmen, sophomores, juniors and seniors. Our students continue to be a potent academic force in the university community after completion of the Academy program.

Academy students continued to demonstrate their academic prowess both in and out of the classroom. The Mathematical Contest in Modeling, the United States Physics Team Contest, the American Mathematics Exam (three students who took this exam qualified for the American Invitational Mathematics Exam), and Academic and College Bowls commanded their attention. The University's College Bowl team, which traveled to Tampa, Florida to compete, was made up solely of Academy students. A first year Academy student was presented with the Philosophy Department's New Major Award at the English and Philosophy awards ceremony this spring.

### Research

A large group of University of West Georgia students, including two former Academy scholars, attended this year's National Collegiate Honors Council Conference (NCHC) in New Orleans in November. NCHC provides a forum for students from around the country to gather together and present their original research projects. The organization generally accepts 10% of the proposals submitted, and for five of the past seven years, the University of West Georgia has had more student proposals accepted than any other institution in the country. Current and former Academy students also presented their research at the Georgia Collegiate Honors Conference, the southeast Regional meeting of the American Chemical Society, and at the National Conferences for Undergraduate Research.

A team of University of West Georgia physics and chemistry students that includes one current and one former Academy student has been conducting research on "The Effects of Acoustics on Combustion in Microgravity." Their proposal to NASA Reduced Gravity Student Flight Opportunity Program was accepted, and they will be going to Houston, Texas in July, 2005 to conduct their experiment while flying in reduced gravity on a DC-9 aircraft, affectionately dubbed the "Vomit Comet."

One of our students was among eight UWG students who presented research at the annual meeting of the Georgia Academy of Science in collaboration with Physics Department faculty. She received a Best Student Paper Award in Physics, Mathematics, Computer Science and Technology.

A former Academy student was one of three West Georgia alumni that were listed in *Georgia Trend* magazine's eighth "40 Under 40" list, which recognizes Georgia's "rising superstars" in the business, academic, political, entrepreneurial and nonprofit fields.

Academy scholars also continued the tradition of being very involved in university and community activities. An important component of Academy life is community service. Academy students and staff sponsored the annual community service fair in September to which various community service agencies were invited to speak. Students volunteered at the Carroll County Soup Kitchen, participated in A-Day activities and Red Cross blood drives, visited senior citizens at the Stewart House, helped at the Brookwood Community Center, continued the Gunn Hall recycling program, participated in Safe Treat, tutored local students, helped kindergarten students from a local elementary school with reading, and participated in local trash pick-ups. In addition, Gunn Hall held the sixth annual St. Patty's Day Café, a fundraiser that this year raised approximately \$500 that was donated to a local organization.

Another important component of the Academy program is the Thursday Night Dinner, during which students and staff enjoy dining together. Dinner is followed by a presentation, often given by a member of the West Georgia faculty or administration. This year's programs included a UWG activities fair; a study skills session; a program on terrorism; a trip to the Alliance Theater in Atlanta where we saw *The Fourth Wall*; a local high school student reported on her trip to Madagascar where she accompanied a UWG professor; Dr. Tracy Stallings, former Carrollton area member of the Georgia legislature, spoke on public service; local author Sybil Rosen spoke on her craft and most recent book; Mr. Neely Young, editor of *Georgia Trend* magazine; Mr. Cliff Oxford, entrepreneur and former UGW graduate; and our students presented the second annual Academy Idol, a newly established Academy tradition that combines talent with a

great deal of humor.

Although 61 students were eligible to enroll at the beginning of the year, including 27 returning students, by the beginning of spring semester we were down to 49 students. Every year returning students must reapply for their second year in the Academy. They are evaluated in terms of their contributions to the Academy and UWG and their academic and discipline records. This year for the first time, several students' applications were not accepted. Several of them made arrangements to go to summer school with the understanding that their status would be re-evaluated in August after receipt of their transcripts and other supporting documents. As a consequence, three did not return. In addition, one student was dismissed for disciplinary reasons, three were allowed to withdraw after serious disciplinary infractions, two returned to Spain for personal reasons, two graduated high school early and transferred to other institutions, and one went home because he did not like Academy rules.

Ten students (20 percent) had perfect Grade Point Averages of 4.00 in the fall semester, and 19 (thirty-seven percent) were on the Dean's List. In the spring semester, three students had Grade Point Averages of 4.00, while the median GPA was 3.30; sixteen students (thirty-three percent) made the Dean's List. Seventy-three percent earned a 3.00 or better. The median cumulative GPA for the year was 3.19.

There were a preponderance of high school seniors in this year's class, and there are only 14 students returning for academic year 2005-2006. One student is not returning for personal reasons. To date, 50 students have been accepted into The Academy for the fall 2005 semester, and inquiries and applications are continuing to arrive.

All of the high school seniors from the 2004-2005 class (including those who entered as juniors in fall 2003) graduated from their local high schools and are classified as either college sophomores or juniors, depending on their high school placement when they entered The Academy. Forty percent of our students chose to remain at the University of West Georgia after high school graduation, and fifteen percent will attend the Georgia Institute of Technology. Sixty-seven percent of our students will remain within the University System of Georgia. Students were accepted into the following institutions: Armstrong Atlantic State University, Boston University, Brenau University, Clemson University, Davidson College, Emory University, Florida Institute of Technology, Florida Southern College, Florida State University, Furman University, Georgia Institute of Technology, George Washington University, Georgia Southern University, Griffith University (Australia), Johns Hopkins University, Lee University, Long Island University, Mercer University, New York University, Northeastern University, Reed College, St. John's College of Maryland, St. Mary's University of Maryland, University of Florida, University of Georgia, University of Miami, University of Minnesota, University of North Carolina, University of Queensland (Australia), University of Tampa, University of West Georgia, and Valdosta State University.

In addition to the prestigious University of West Georgia Presidential Scholarships, Academy students were awarded the following scholarships for post-Academy matriculation in fall 2005: Chancellor's Scholar at University of Minnesota, Furman Scholar, Davidson Scholar AP Scholar, Georgia Association of Educators scholarship, National Achievement Scholarship, Educational Communication Scholarship, The Florida Institute of Technology NCSSMST Scholarship, Centennial Gold Scholarship (Lee University), National Merit Scholarships. In addition, many students were named Star Students from their high schools and were listed in Who's Who Among American Students. Several students were named valedictorian or salutatorian of their classes.

This year (2004-2005) seven current and seven former Academy students were awarded the University's Presidential Scholarship. In the fourth of a five year donation commitment, the Watson-Brown Foundation provided scholarships for 17 students. The Sallie Mae Corporation donation for 2003-2004 year was not all disbursed. We contacted them and asked if they wanted the balance returned. The response was to keep it to award scholarships for the 2004-2005 year. This year, 10 students received financial awards from the Sallie Mae funds. Students also received scholarship awards from the Pat Hughes Memorial and Julian C. Stanley Scholarship Funds. The Advanced Academy and its students are grateful for the continued support it receives that allows all students, regardless of family income, to participate in this program.

Extensive and budget cuts and financial restrictions from the previous years have negatively affected the funds available for Academy programming activities. We have had to scale back programs, including our artist/lecture

series, and face the prospect of further cuts in traditional Academy activities in many different areas (the annual Academy Awards Ceremony at the end of the year, travel to make research presentations, recruitment and publicity activities, and professional development) if this trend continues. Additional budgetary cuts would make it impossible to maintain the excellent opportunities we have been able to offer our students in the past that have been the hallmark of The Advanced Academy program. During last year's legislative session the Special Initiative Funds that had supported the Academy were eliminated. Fortunately, funds were made available that allowed the Academy to continue in operation for FY '05.

Last year Rep. Phil Gingrey and his staff sponsored a provision in the Education Bill presented to the U.S. Congress that would allow high school students who are enrolled full time in a residential university program to receive Title IV funds. This bill still awaits passage, and we are still hopeful our students will be able to benefit.

#### Fund for the Improvement of Education Grant from the US Department of Education

We were delighted when we received notification early this fall that The Advanced Academy had been awarded a one-year grant from the United States Department of Education Fund for the Improvement of Education Program. These funds were earmarked for supplies and equipment, technology, and personnel. This was a grant that we had not expected to receive, so we were thrilled to know that we would have some one-time money to spend. We applied for this grant, then the paperwork and behind-the-scenes workings in our behalf were conducted by the office of our U.S. Congressman, Mr. Phil Gingrey. Without the assistance we received from his office, these funds most likely would not have found their way to us. We are grateful for his continued support of The Advanced Academy and the University of West Georgia.

The first thing we did was to hire Justin Barlow, former Academy resident assistant and Gunn Hall director, to help with recruiting. The second thing we decided to do was to change the configuration of the Gunn Hall computer lab. The former lab on the main lobby level was converted into the hall director's office, and 12 new computers were purchased, two for each floor, and two printers were installed on the second floor of each wing. This will allow students to have 24 hour access to the equipment, which is a definite improvement over the limitations of the former lab.

Perhaps the most immediately obvious change is the new furniture that was installed in Gunn's main lobby and the six floor lobbies in January. We also moved some personnel items from the Academy's annual budget into the grant for this year. Moving these funds freed up "regular" money so we were able to create a new promotional DVD and viewbook to send out with our mass mailing recruitment efforts.

#### Board of Trustees Meeting

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, Chair, Former Director, Hobart Robinson Center for Young Scholars and Professor, Psychiatry and Behavioral Sciences (*emerita*), University of Washington; Juanita Powell Baranco, J.D., Co-owner and Vice President, Baranco Automotive Group; Stuart N. Bennett, Ed.S., Deputy Superintendent of Policy and External Affairs, Georgia Department of Education; Arthur Dunning, Ph.D., Vice President for Public Service and Outreach and Associate Provost, University of Georgia; Brenda C. Fitzgerald, M.D., Chairman of the Board, Georgia Public Policy Foundation; J. Wayne Garner, Mayor, City of Carrollton; Elizabeth Harris, Former First Lady of Georgia; Sally Drisel, Ed.D., Gifted program coordinator, Georgia Department of Education; Dr. Robert C. McMath, Jr., Ph.D., Professor and Vice Provost for Undergraduate Studies and Academic Affairs, Georgia Institute of Technology; Susan Meridith, Co-Owner Hutton and Meridith; Alice H. Richards, member, Board of Directors, Southwire Co.; Holly A. Robinson, Ed.D., Senior Vice President, Georgia Public Policy Foundation; Jack H. Schuster, J.D., Ph.D., Professor of Education and Public Policy, Claremont Graduate University; Julian C. Stanley, Ed.D., Professor of Psychology (*emeritus*) and Former Director, SMPY, Johns Hopkins University; Thomas Upchurch, Former President, Georgia Partnership for Excellence in Education; and Paul H. L. Walter, Ph.D., Professor of Chemistry (*emeritus*), Skidmore College, and Past President, American Chemical Society.

Topics on this year's agenda included the one-year Federal Grant that we received this year and its effects, recruitment



activities (tried and true and new initiatives), term expirations, and Dr. Stanley informed us of new trends in the early identification of talent. Friday evening's reception and dinner was followed by a lively, timely, and sometimes emotional discussion of the pros and cons of military service and whether this generation feels, or should feel, a moral responsibility to serve similar to the one felt during World Wars I and II. The final event of the night was the fifth annual Dr. Julian C. Stanley Distinguished Lecture Series presented by Dr. Jack Schuster, who spoke on "Higher Education's Future and Where the Advanced Academy Fits In," an informative and thought provoking analysis of current trends in post-secondary institutions.

Saturday's intensive work session resulted in a flurry of suggestions for new recruitment ideas, future meetings, and the beginning of an alumni giving program. Everyone agreed that this meeting between Academy and University personnel and Board members was one of the most productive. We are grateful to our Board members for their continued support, enthusiasm, and their genuine interest in our program and students.

Seven Board members' terms of service expired this year, and three were renewed, prompting a discussion of possible replacements. As a result, Sandra Dunson and Carlianne Patrick have accepted our offers to join the Board. We are delighted with the addition of each of them and look forward to their presence at future Board meetings.

Sandra Dunson is a former Advanced Academy employee. She was our Program Specialist, serving as our recruitment and admissions staff person, from 1997 – 1998. Ms. Dunson currently owns S. Dunson Consulting, a consulting and training firm with a direct focus in the area of Oracle/PeopleSoft Student Administration for the higher education industry. She also has generously awarded scholarships to participants in the Academy's summer camp, Young Scholars Institute for the past several years.

Carlianne Patrick is the first former Academy student (1996-1997) to sit on our Board. After graduating from the University of West Georgia, Ms. Patrick attended the London School of Economics, where she became the youngest student to earn a masters degree from that institution. She currently serves as the Vice President of Research and Planning for Carroll Tomorrow and Carroll County Chamber of Commerce.

Bob McMath has announced his retirement from Georgia Tech and his next career step; he is taking a newly created job as Dean of the Honors College at the University of Arkansas at Fayetteville, effective August 1, 2005. We are excited for him and his new venture and hope he will be able to maintain his presence on our Board.

## **Young Scholars Institute (YSI)**

In its seventh summer (July, 2004), The Young Scholars Institute continued its two-week summer camp for rising eighth and ninth grade students. Session I emphasized arts and humanities (ceramics, debate, computer animation, and a class in Shakespeare's Twelfth Night) and session II centered on science and math (physics/astronomy, geology, chemistry, and math). Students could attend either or both sessions. YSI was originally created in response to the many calls received each year asking if The Academy had a summer program for younger scholars, but it has proven to be a good recruitment tool; for the past several years YSI campers from previous summers have applied for admission into The Advanced Academy. Campers resided in Gunn Hall, and six Resident Mentors supervised their activities, including recreational activities—games, team building activities, and organized sporting events—throughout each day. The Academy staff organized the two-week event, and faculty and staff from the State University of West Georgia provided most of the instruction. A former Academy employee (now on our Board of Trustees) donated funds for scholarships for several students to attend the week-long camps.

## **Recruitment**

Realizing that recruitment of new students was an area that needed improving, a second recruitment staff person was hired using the money from the grant from the Fund for the Improvement of Education. Justin Barlow was a natural for the position because of his former Academy work experience and his drive and energy. This addition has made a significant improvement in the number of new students who have applied to the Academy. At this time we have

accepted 46 students for admission for fall 2005. Four students have interviews scheduled, several potential applicants are waiting to take the ISAT at the end of this month, and we are receiving new inquiries and applications every day. The previous record of new students accepted in one year was 51; we will exceed that figure this year.

We have continued tried and true methods of attracting new students. In keeping with The Academy’s goals of attracting and retaining gifted high school juniors and seniors and promoting the program both in Georgia and nationally, Academy staff attended, presented, and exhibited materials at professional conferences and state-wide events including: the Georgia Association for Gifted Children Annual Conference, the National Association of Gifted Children Annual Conference, the Georgia School Counselors Association Conference, state-wide PROBE fairs, the Georgia Governor’s Honors Program, and the three Duke TIP recognition ceremonies held throughout the state. In addition, Academy staff participated in three university visitation programs; two Academy overnight visitation programs; and the Georgia Science and Engineering Fair, during which we sponsored and presented an award to a student whose project earned special recognition. Mass mailings were sent to students whose names were obtained through three sources: The College Board Advanced Placement, SAT, and PSAT searches as well as from Duke TIP lists.

In addition, several new and expanded recruitment activities were tried. These are listed in detail on Attachments I and II found at the end of this report.

The 2004-2005 Recruitment Survey revealed that this year’s students first heard of the Academy in the following ways:

Type of Initial Contact	Percentage
Former or Current Student	20.0
Website	20.0
Direct Mail	16.7
Friend	10.0
Counselor/High School Personnel	10.0
Sibling	6.7
Duke TIP	6.7
Young Scholars Institute	3.3
High School Visits	3.3
UWG Employee	3.3

## Residence Life

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

All students in the Advanced Academy are required to perform 10 hours of community service to the community outside of Gunn Hall. Each year an Academy student takes the responsibility of becoming the Community Service Coordinator which is the leader of this group. This club makes the community connections needed in order to plan ways for our students to get involved. Traditionally this group plans a community service fair at the beginning of the year and invites community organizations to come in and meet our students to make connections that will last through the year.

This year’s Residence Hall Council was very active and productive. Events sponsored by this hard-working group of students include Back to School dance, homecoming float and banner (Gunn Hall was the only residence hall to have a float in the Homecoming parade for the second year in a row), Masquerade and Safetreat at Halloween, Holiday Semi-Formal Dance, International Week, rugby game, Jane and Joe Valentine program, and Advanced Academy formal.

## **2004-2005 Awards**

### University Homecoming Awards:

Homecoming Grand Champions  
Outstanding Float  
Outstanding Sidewalk Chalk  
Best Novelty Group  
Blue, Red and White Award  
Craftsmanship Award

### University Hall Council Awards:

Residence Hall Council of the Year  
Program of the Year - Decathlon & St. Patty's Day Cafe  
Executive Board Member of the Year - Karl Cepeda  
Student of the Year - Reba Cox  
Advisor of the Year - Terri Ducker

### University Resident Assistant Awards:

Best New RA - Justin Purkey  
Community Builders of the Year - Michael Brown & Nic Marino  
Programmer of the Year - Laura Guerry

### University Intramural Award:

RH & IRS Good Times Award

The Resident Assistants continue to plan educational, social, and community service programs for our students. We have continued to structure our programming using a community development model that awards points for programs, bulletin boards, door decorations, taking students to campus events, and anything else that helps to build community among and foster leadership in our students. Our RAs also supervise other opportunities for student involvement that include yearbook staff, intramural committee, College Bowl, newsletter staff, community service committee, video committee, and poetry club.

## **Gunn Hall Traditions and Theme Programming**

The Advanced Academy of Georgia has been in existence for ten years, and in these ten years we have created award winning programming traditions that occur every year in Gunn Hall.

**Decathlon**—This program is held during Martin Luther King holiday weekend in January and brings alumni back to participate in this ten-event competition. This event is planned by the residents with guidance from the RA's and has a high level of participation. Last year the female students were included in the teams for the first time, and this was and will be continued. This year there was a high level of alumni involvement, and we added a student council to determine events and plan out rules in advance.

**PB&J in your PJ's**—This program is held near the beginning of the year and is a big pajama party and bonding experience for the students.

**St. Patty's Day Café**—This program is held around St. Patrick's Day and is our charity event for the year. It allows students to donate items or services, collect donations from the community, and then students bid on items. This year we raised \$400.00 and donated it to Carroll County Soup Kitchen.

**Break Stuff**—For four years we have had a break stuff program during finals week to help students manage stress. Students take a breakable item (eggs, potatoes, dishes, etc.), write their stressors on the item, and then throw the item into a controlled location.

**Gunn Hall Formal**—As many of our students have given up typical high school activities, we plan a formal for students to attend, giving those who choose a chance to dress up. This year the theme was Alice in Wonderland. We also added a live band to the mix, and it was a success.

**International Week**--Since our building is so diverse culturally, we celebrate our diversity by planning a big International Week, usually in February. Our RA's did a great job this year planning the theme and choosing countries that had experienced oppression of some sort. First floor girls won the floor decorating contest.

**Joe/Jane Valentines**—For three years RHC has chosen somebody in the building who is not very social to be Joe or Jane Valentine. The students then vote on six prospective dates for that person, and in Reality T.V. style we eliminate prospects daily until only one remains. RHC then takes care of transporting the couple to a romantic spot for dinner or just dessert and then transports them to our Valentine's dance where they share the spotlight dance. It is a fun way to help students who are not quite so social as others to get out and participate in a social scene.

**Mr. & Ms. Gunn (homecoming)**—Gunn Hall has been an active participant in homecoming for the past three years, and this year we won all the homecoming awards once again.

Mid Year Resident Evaluations revealed that what Gunn Hall residents liked best about living in Gunn Hall was the strong sense of community that was evident in the building among students and staff alike. Also mentioned was the friendly, relaxed, and quiet atmosphere. Out of 59 respondents, 52 stated they would recommend Gunn Hall to other students. What students liked least were the rules (mainly curfew), Internet connection problems, and the “drama” in the hall. Regarding the facility itself, students reported the greatest dissatisfaction with the lack of air conditioning in some areas of the building and the unattractive furniture and décor (before the new furniture was installed).

### The Physical Facility

Renovations in Gunn Hall have been extensive throughout the building this year. Over the summer the showers and sinks in all of the bathrooms were completely renovated so that returning students started fall semester with entirely new bathrooms. New carpet was laid in the hallways, as well as in the upper and lower lobbies. All floor tiles were replaced in the rooms and hallways, including the stair treads. The entire building was outfitted with new windows that have screens. On the bottom floors there are special security screens to prevent people from breaking into the building through the windows.

Spring semester, Gunn received new furniture in the main lobby and all six floor lobbies. We had student input in regards to picking out patterns for the building. The furniture that was in the main lobby has been moved to the TV lobby downstairs.

The main lobby was repainted an appealing palette of colors. The main walls are a desert color with white trim and dark maroon doors. Often residence halls on this campus are painted white or cream without a lot of color brought in, making them look “institutional” as a few students have remarked. Bringing color into the main lobby has been a huge success with the students and staff. There have been comments remarking that it looks more like a home and less like a dorm. The halls will be repainted over the summer.

To complete the new computer rooms on each of the floors, we had computer counters made and installed by the carpentry department on campus. New swivel chairs have been put in the study rooms as well as new white boards for each study and computer room. This building had a lot of renovations over the past year that made it an attractive residence hall to live in.

Other areas of Gunn's physical condition still need 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, and the female wing tends to be colder than the male wing, which causes some conflict when deciding when to switch to/from heat and air. Lobby windows will need to be replaced in the next few years, and one of the main lobby windows leaks. There is inadequate lighting and ventilation in the music practice room. Students complain about internet connections, and the bulletin boards are crumbling. The building is not ADA compliant.

Another area that needs improving is the integration of student academic life with life in the residence hall. As Gunn Hall is an academic residence, hall it would be appropriate for us to have a classroom. Professors could be brought in for study groups and it would be possible for Honors classes to be held in the Honors residence hall. A classroom would also provide a space large and private enough for the staff to meet around a table, which is currently not possible.

## Staffing

Our assistant residence hall coordinator resigned effective June 30, 2004. This position was reformulated from a residence hall position into a recruitment/administrative position, and Justin Barlow, who has been working in a temporary position, was hired as a full time university employee. This means that our residence hall coordinator (ARC) will be assuming quite a lot of additional responsibility. To help with this, we have created a Lead RA position. This person will assume some of the duties previously held by the assistant ARC.

Other staff positions remain unchanged. As the Academy grows, we will need to be able to hire another fulltime residence hall staff person and a Licensed Professional Counselor on at least a part time basis. Consistent with this, we will either need to move into larger space or renovate Gunn Hall to include another professional apartment.

During the 2004-2005 academic year, staff attended the following professional development conferences:

- Conflict Management (2)
- Georgia School Counselor Association Conference (2)
- SCCCP (conference for college counselors)
- National Association of Gifted Children annual conference (2)
- Georgia Association of Gifted Children annual conference (2), where the Academy director made a presentation.
- Georgia State PTA Conference
- Georgia home School Association Conference (2)

### Attachment I

#### Academy Consultant: Justin Barlow 2004-2005 End of the Year Report

#### Traditional Visits and Exhibitions:

<b>Regional &amp; University Visit Days (See Attached Listing)</b>		
<b>Type of Event</b>	<b>Date</b>	<b>Location</b>
Friends and Family Day	?	The University of West GA
University Visitation Day	November 7 <sup>th</sup> , 2005	The University of West GA
University Visitation Day	February 6 <sup>th</sup> , 2005	The University of West GA
Academy Overnight Visit	February 6 <sup>th</sup> , 2005	The University of West GA
Regional Meeting	March 3 <sup>rd</sup> , 2005	The University of West GA
Regional Meeting	March 21 <sup>st</sup> , 2005	Augusta, GA
Regional Meeting	March 29 <sup>th</sup> , 2005	Dalton, GA
Regional Meeting	March 31 <sup>st</sup> , 2005	Lumpkin County, NE GA
University Visitation Day	April 17 <sup>th</sup> , 2005	The University of West GA

<b>Conferences and Organization Meetings (See Attached Listing)</b>		
<b>Type of Event</b>	<b>Date</b>	<b>Location</b>
National Gifted Association	November 3 <sup>rd</sup> thru 7 <sup>th</sup> , 2005	Salt Lake City, UT

Georgia Counselors Ass.	November 8 <sup>th</sup> & 9 <sup>th</sup> , 2005	Atlanta, GA
ACE Cobb Expo	January 29 <sup>th</sup> , 2005	Kennesaw, GA
Training Counselors Class	February 14 <sup>th</sup> & 24 <sup>th</sup> , 2005	UWG, Carrollton, GA
Regional Science Fair	February 25 <sup>th</sup> , 2005	Carrollton, GA
Cobb County Gifted Org.*	March 9 <sup>th</sup> , 2005	Marietta, GA
Georgia Gifted Association	March 10 <sup>th</sup> thru 12 <sup>th</sup> , 2005	Atlanta, GA
Regional Science Fair	March 22 <sup>nd</sup> , 2005	Augusta, GA
Training Teachers Class	April 13 <sup>th</sup> , 2005	UWG, Carrollton, GA
Saturday Scholars	April 16 <sup>th</sup> , 2005	GSU, Atlanta, GA
Paulding County Gifted Org.*	April 21 <sup>st</sup> , 2005	Paulding Co, GA
Georgia PTA Conference	April 29 <sup>th</sup> & 30 <sup>th</sup> , 2005	Atlanta, GA
Georgia Home School Ass.	May 6 <sup>th</sup> & 7 <sup>th</sup> , 2005	Atlanta, GA

**Varied Additional Visits (See Attached Listing)**

<b>Type of Event</b>	<b>Date</b>	<b>Location</b>
65 School Visits (Day)	Varied	Across GA
17 Probe College Fairs	Varied	Across GA
6 School College Fairs (Night)	Varied	Across GA
3 Meetings With Ed Consultants	Varied	Atlanta, GA
2 Meetings With Cobb Magnet Coord.	Varied	Cobb County, GA

\*Attached is a listing of Gifted Organizations I contacted over the Spring Semester. I booked two meetings and have meetings in the works with the majority of the other registered organizations for the Fall and Spring of next year. Please see the attached listing for further details.

**Print Based Advertisement:**

The Academy uses two separate brochures to advertise the program. The first is a more in-depth “viewbook” that discusses the program and highlights specific students and their accomplishments. The second brochure is a shorter “student centered” brochure used in our mass mailings. In addition, the Academy publishes Fast Facts for each academic class as well as a general profile explaining the program. The Academy also utilizes numerous print based advertisements to gain exposure for the program. These advertisements to prospective parents and students include: My College Guide Magazine, Atlanta Magazine (Annual School Edition), The Atlanta Business Chronicle, and Petersons Guide (Private School Addition), among others.

**Web and Video Based Advertisement:**

The Academy realizes the importance of the internet in allowing students the opportunity to access information at their own convenience. Over this past year, the Academy website has undergone a complete update, and slowly, new features are being added to the site including: an expansive picture section, pictorial tour of the hall, new student profiles, the ability to view our recruitment video online (this video is new and is also available in DVD format), and an expansive download section with updated material. In the future, revisions will make the website something that parents and students will want to visit in order to stay informed and entertained. In addition, a link or description of the program has been updated or created at:

MyCollegeGuide.com  
Petersons.com

**Boardingschoolreview.com:**

(For Fall 04 - Spring 05: [26,707](#) Visits to Our Profile, [4,029](#) Links to Our Website, [223](#) Specific Inquiries)

Fastweb.com  
Earlyentrance.org  
Georgia Gifted Association Website (Early Entrance Section)  
GEIN.org Home School Website  
Honors College Website  
University of West Georgia Residence Life Website

### **Additional Projects:**

Admissions Infrastructure/Materials: For its first ten years, the Academy lacked a Logo that represented the program. In order to have an image that represents the Academy, in concert with a current Academy student, a logo was created for the program. This logo has been used for our new promotional materials folder. Over the years, the Academy has had a need for folders that advertise the Academy while keeping papers, etc together. In addition, we have had signs made to direct parents and increase customer service.

### Database:

In order to better organize the Advanced Academy administrative activities, a File Maker Pro database solution was developed to allow the residential portion of the program to organize discipline cases, student records, and programming records. Over spring semester, the database became securely accessible across campus to the Honors House providing a vial link that has been missing for ten years. This link allows Honors House staff to be aware of students' residential discipline records and other important pieces of information.

### Academy Parent Listserv:

Academy parents have been an underutilized resource in our recruitment efforts. In the fall, we created a listserv so that we could contact parents via email. Throughout the year, we used this list to invite parents to participate in recruitment events and to solicit recruitment ideas.

## Attachment II

### **Anneliesa Finch**

#### **Recruitment Contacts 2004/2005**

\*Home School Expo/Exhibit/ Session Speaker- 7/29/04 thru 7/31/04  
Community Builders Training- 8/18/04  
Parkview High School, Lilburn, GA visit- 9/9/04  
Trickum Middle School, Lilburn, GA-YSI drop visit 9/9/04  
Shiloh High School, Snellville, GA visit- 9/9/04  
Meadowcreek High School, Norcross, GA visit 9/15/04  
Summerour Middle School, Norcross, GA School visit 9/15/04  
Chapel Hill High, Douglasville, GA School visit 9/16/04  
Northpoint Mall Probe 9/21/04  
Northlake Mall Probe 9/22/04  
Gifted Teachers training guest speaker/student panel-9/27/04  
Douglas County Probe, Douglasville, GA, 9/28/04  
Gwinnett County Probe, Lilburn, GA, 9/29/04  
Fayette County Probe, Tyrone, GA, 9/30/04  
Athens Probe, Athens, GA,- 10/4/04  
Temple High School, Temple, GA counselor meeting-10/8/04  
Grayson High School, Loganville, GA visit-10/14/04  
McConnell Middle School, Loganville, GA- 10/14/04  
Newnan Probe- 10/18/04

Clayton County Probe 10/19/04  
Gifted Teachers training guest speaker/ student panel, Carroll county- 10/20/04  
Campbell High School, Smyrna. GA- Parent Night 10/26/04  
Columbus Probe 11/4/04  
LaGrange Probe 11/5/04  
UWG visitation day 11/7/04  
Georgia School Counselor conference 11/8/04 thru 11/10/04  
Gwinnett South Probe fair-11/10/04  
\*Family And Friends Overnight visitation, 11/11/04  
Shiloh High School, Snellville, GA- parent night panel 11/16/04  
Mays High School, Atlanta, GA 11/19/04  
Northgate High School visit, Newnan, GA 11/23/04  
Rockdale County High School, Conyers, GA 12/2/04  
Heritage High School, Conyers, GA 12/2/04  
Whitewater High School, Fayetteville, GA 12/7/04  
Whitewater Middle School, Fayetteville, GA 12/7/04  
Phoenix High School, Lawrenceville, GA 12/8/04  
Grady High School, Atlanta, GA 12/9/04  
Riverdale High School, Riverdale, GA 1/7/05  
Temple High School, Temple High School 1/11/05  
Temple High School Interview Day 1/20/05  
Shiloh High School, Snellville, GA, gifted parent meeting- 1/20/05  
\*Extreme Science Expo Exhibit UWG -1/22/05  
DeKalb School of Performing Arts- junior parent night 1/25/05  
Sandy Creek High School, Tyrone, GA 1/26/04 classroom visits  
Summer ACE Expo Wheeler High School, 1/31/05  
Perimeter Mall Summer camp YSI inserts 2/1/05  
Martin Luther King High School Parent meeting 2/2/04  
Peachtree Ridge High School, Suwanee, GA 2/3/05  
UWG Overnight visitation day 2/6/05  
Mt Zion High School Interview Days, Mt Zion, GA- 2/8/05  
Rockdale High School-AP/ joint enrollment forum 2/8/05  
Collins Hill High Joint Enrollment Parent Night program 2/10/05  
Carrollton High School, Interview Days, Carrollton, GA 2/17/05  
Grady High School-classroom presentation 2/23/05  
Central High School Interview Day 3/3/05  
Academy Regional Meeting, Carrollton, GA 3/3/05  
Salem High School- Parent Night program 3/3/05  
Fayette county High School 3/4/05  
Flat Rock Middle School 3/4/05  
McIntosh High School Dropoffs 3/4/05  
Georgia Gifted Children's conference 3/10/05 thru 3/12/05  
Salem High Parent Night program 3/14/05  
Newton High School 3/16/05  
Starr's Mill High 3/17/05  
Georgia Tech's regional meeting 3/26/05  
Dream Jamboree Atlanta, GA 3/30/05 thru 3/31/05  
Counselor Invite to Recognition Ceremony 4/05  
Family and Friends- Overnight weekend spring 2005  
Georgia Science Fair (state competition) exhibit/presentation 4/7/05- 4/8/05  
SW DeKalb High -Parent Night Program 4/14/05  
UWG visitation day 4/17/05  
Westover High- Albany, GA 4/20/05  
Duke TIP- Georgia Southern University 5/19/05



\* denotes new initiatives

### III. DEBATE ANNUAL REPORT 2004-2005

#### 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 Sarah Holbrook

Students: Ivan Batischev, Joe Koehle, Kelly Williams, Tim Sowers, Anita Lamar, Rob Eback, Brandon Scott, Logan Leslie, James Thomas

#### Results

UWG Debate competed at 12 tournaments in 2004-2005. The total record for all teams was 204 wins and 94 losses (68.4%), finishing the year tied for 9<sup>th</sup> at both CEDA Nationals and the NDT. For the 33rd consecutive year, UWG qualified a team for the National Debate Tournament. For the 6<sup>th</sup> consecutive year, UWG Debate had at least one team in the "Sweet Sixteen" of the NDT. UWG Debate won the Cal-Berkeley Tournament, posting consecutive, unanimous (3-0) decisions over Dartmouth, Harvard, and Northwestern tournament, where more than 130 teams were competing.

#### 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 180 high school students participating. UWG Debate also operated the Richard B. Russell All-State Debates in Atlanta, with the top 24 high school debaters in Georgia participating.

College – The Tisinger Debates were held on campus in January 2005, with more than 33 schools and 134 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 \$22,500 for 2004-2005, with the following students receiving money: Joe Koehle, Anita Lamar, Brandon Scott, Rob Eback, and James Thomas. These students achieved an overall GPA of 3.16.

Travel/Supply – UWG Debate received \$30,000 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 ANNUAL REPORT 2004-2005

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. In fiscal year 2005-2006, the scholarships will be \$4,500 each. 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.

TYPE	-	-	STATUS
		Number of Students	Amount (1)
<u>Designated:</u>			
Continuing	5		\$ 16,000
Total Designated	5		\$ 16,000
<u>Undesignated:</u>			
Continuing	19		\$ 78,000 (1)
New*	14		52,000 (2)
Total Undesignated	33		\$130,000
Grand Total	38	-	\$146,000

(1) Three students also received Summer '05 awards for \$2,000 each.

(2) Three students also received Summer '05 awards for \$2,000 each.

\* Includes 7 new freshmen and 7 new current students.

#### Average for New Recipients From High School

# OF STUDENTS	HS GPA	SAT	TOTAL	FRESHMAN INDEX
		V	M	
7	3.94	711	709	1420
				3385

#### SPECIAL PROGRAMS ANNUAL REPORT 2004-2005

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 fourth Distance Learning Administration Conference, an event that drew participants from across the nation and from five foreign countries.

We have closed our programs on Dalton State College's campus. This is the final report on our Dalton offerings. 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 2004-2005**

#### **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 2004 evaluations showed that 89% of distance students agreed that their attitude toward online learning was positive at the end of the term. 86% agreed in Spring 2004. 93% in Summer. Fall and Spring showed a 11% or greater increase from the 2003 semesters in this area.
- 79% of students (Fall 2004) said they'd like to take more courses in future mostly online. (Spring 2004 - 74%; Summer 2004 – 85%). All semesters showed a 9% or greater increase from 2003 semesters in this area.
- 66% (Fall 2004) said they'd like to take courses in future completely online. (Spring - 61%; Summer – 67%) Fall and Summer semesters showed an increase of 7% or greater increase in this area from 2003 semesters.
- 96% (Fall 2004) said that their instructor was positive about the online component of their course. (88% in Spring 2004; 94% in summer). All semesters showed a 7% or greater increase in this area from the 2003 semesters.
- The number of faculty using distance technologies continues to increase. FY05 totals were 411 faculty, compared to 376 in FY04, and 319 in FY03.
- Student retention in distance and distributed education is comparable to that of traditional courses.
  - Fall 2004 retention for Distance students was 88.7% for distance students, compared to 89.5% for non-Distance students. Spring 2004 retention for Distance students was 85.9% compared to 88.9% for non-Distance students. Fall 2003 retention for Distance students was 85.2% compared to 90.1%
- 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.
  - February 2005 phone survey indicated that less than 5% of students felt there needed to be improvements for distance students in the areas of advisement, registration process, and orientation. This is an improvement over the 8% in the 2004 phone survey.
- 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 2004, Summer 2004, and Spring 2004 surveys indicate that students appreciate the ability to interact at flexible times with faculty and other students. For Fall 2005, 90% of respondents agreed that having the flexibility to contribute to class discussions outside the classroom on my own time was valuable to them.
  - February 2005 phone survey showed that only 29% reported less interaction in DL course with instructor and other students. This is down from 40% in February 2004.
- 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.
  - The phone survey of February 2005 indicates that 35% of distance students believe there are not enough distance courses. This is down from 44% in 2004. However, in 2004 only 14% of students were uncertain, while in 2005 that number climbed to 36%.
  - Although this is improving, a number of students mentioned in their open-ended responses on the phone survey that they need more online courses.

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 a 98 percent students in July 2004 – June 2005 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, and Impatica for simple audio-visual online presentations.
- Distance courses are easily accessible to a growing number of students and potential students.
  - The total number of online courses offered in FY05 was 292, compared to FY04 total of 243, compared to 132 in 2003, and 144 in 2002.
- Downtime for courses residing on UWG servers 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.
  - There have been extensive problems with downtimes for WebCT Vista eCore courses residing on a statewide centralized server. Plans to move all UWG courses to this centralized system are presently being reevaluated.

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 2005 phone survey students expressed general satisfaction. The majority of complaints were course-specific.
  - 90% of distance students surveyed in Feb. 2005 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 2004, Summer 2004, and Spring 2004, most students were either satisfied with support services, or said "did not apply," with the exception of Financial Aid where students mostly disagreed. "Did not apply" usually referred to career services, which are not needed by a large percentage of students.
  - Sixty-five percent of Fall 2004 distance students (up from 62% in Fall 2003) reported that they used library services, but 31% (Fall 2004) said they were unaware of library services available specifically for

distance students (down from 39% in 2003). Sixty-four percent of Feb. 2004 phone survey students also said they used library services. This is up from 48% in Feb. 2003.

- Phone survey indicated that as many as 77% of DL students get orientation from the DDEC staff or instructor rather than through online or printed 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, is referenced in many papers and books.
  - The conference attracts a growing international audience of practitioners in the field.
  - Our online Distance Learning Certificate Program is in its 8th year; it has been featured in The Chronicle of Higher Education and has had 201 participants from 14 countries. Participants are from the private sector, as well as the public sector and the US Armed Forces.
- Our Online Journal of Distance Learning Administration continues to increase in readership.
  - The average edition had 18,500 hits in 2004, up from 15,000 hits in 2003, up from 12,000 in 2002, and 8,000 in 2001.
  - In its eighth year of production, readers of our Online Journal of Distance Learning span 29 countries. As of June 15, 2005, the journal has been accessed over 250,000 times.

- 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 additional Impatica licenses to enable faculty to quickly and easily narrate their Powerpoint slides and upload them to WebCT.
2. **Faculty training:** Training housecalls (Dr. D) were implemented in January 2004 in order to allow faculty to get just-in-time training to assist them in preparing for their distance courses. Approximately 80 housecalls were made in FY2005.

### **Department Condition**

**Students:** Student satisfaction with distance and distributed courses continues to be high. In Fall 2004, retention for distance courses was 89 percent. Eighty-nine percent of students reported that they had a positive attitude about distance learning after taking a course in Fall 2004. 77% of phone survey respondents reported that they never had problems accessing the course or utilizing the WebCT in any way; this is a significant increase over the 48% who reported never having had problems last year.

**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 1318, up from 962 last year. The number of courses offered 90-100% via distance was 233, up from 190 one year ago, and 81 two years ago. However, enrollments in distance courses (51% or more of instruction time) dropped slightly to 4781, from 4884 last fiscal year. Total distance and distributed enrollment supported by the DDEC climbed to 36,655 from 27,504 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, have continued to be vital in providing first-level telephone support for distance students.

### **Department Achievements and Highlights**

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. Participated in BOR's 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. The DDEC began offering “housecalls” to faculty who need assistance with distance learning in Spring 2004. Support staff were available to visit faculty in their offices on Monday and Wednesday mornings by appointment. Visits were limited to 45-minutes, and support was limited to providing assistance with WebCT course tools, demos of technologies and software (such as HorizonLive, Impatica, etc.) and basic course evaluation and improvement. Approximately 80 visits were made during FY2005.
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 18,600..
6. Delivered 36 Distance Learning group workshops, serving approximately 100 faculty.
7. Delivered two sections of the Distance Learning Certificate Program to participants from 18 states and 6 countries, including Chile, Canada, Japan, Germany, Malta, and the United States.
8. Began delivery of new certificate program, called the Distance Education Certified Trainer Program, at the request of many of the participants in the original certificate program who wanted to continue with another course. Developed by Melanie Clay, this 5-month course was offered twice during FY2005 to approximately 30 participants.
9. During FY ‘05, UWG continued to be number one among the eCore host institutions, in eCore enrollment. The University of West Georgia accounted for 38% of all students in eCore, averaging 400 students per term for the year.

Two UWG distance faculty developed a first-of-its-kind online core Chemistry courses, complete with lab components, now used in the state-wide online eCore program. The CHEM1211K course is the first of its kind to address the primary concern of how to implement a pedagogically sound and safe off-site lab experience that is truly comparable to that of a college chemistry lab situation, including the use of college-level chemistry lab materials. CHEM1212K has since followed.

10. The department presented nine distance faculty who had met certain criteria in terms of online instruction, training, and mentoring with Apollo Awards in Spring 2005.
11. A new staff member, Chris Fearington was hired, and is developing online training modules for faculty, and continually enhancing the departmental website to respond to the needs of faculty and students. He also provides on-call telephone and email support to online students during weekends.

### **Staff Productivity**

DDEC staff members sponsored the sixth-annual Distance Learning Administration Conference at Jekyll Island in June 2005. The conference was attended by more than 140 distance learning professionals representing more than 30 states, and several countries. Melanie Clay served as conference director, and Stacey Rowland was conference manager.

Melanie Clay, Janet Gubbins, and Christy Talley presented “How Faculty Really Learn to Teach Online: Implications for Trainers,” at WebCT 2004 Conference in July 2004.

Janet Gubbins prepared and presented “Infiltrating the Ranks: A New Approach to Faculty Development,” at DLA2005 in Jekyll Island, Georgia.

Christy Talley presented “T Trainer’s Top Tips for Teaching Online” (with Rob Smith) at the SITE Conference in March 2005.

Christy Talley presented “The Benefits of Live Online Learning – by the Experts” (with Phil O’Hara and Maggie McVay Lynch) as part of the Horizon Wimba Desktop Lecture Series in August 2004.

Stacey Rowland and Christy Talley attended Rock Eagle Computing Conference in Eatonton, Georgia.



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

Janet Gubbins completed a USG collaborative 4-week program, to become a WebCT Vista Certified Senior Trainer.

Christy Talley graduated in December 2004 with a master's in Media and Instructional Technology at the University of West Georgia. She was also awarded the title of "Outstanding Masters of Instructional Technology Student" at the UWG College of Education Honors Convocation in April 2005.

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

Stacey Rowland learned Impatica for PowerPoint, Impatica OnCue, and developed workshops and presentations for these new programs.

Stacey Rowland attended the WebCT Conference in July 2004 and the Rock Eagle Annual Computing Conference in October 2004.

Janet Gubbins worked with a campus committee to develop a central, interactive calendar for UWG Faculty Training, which will be available for use Fall 2005.

Melanie Clay served on the UWG Learning Resources Committee. Janet Gubbins served on the Tech Fee Committee. Stacey Rowland served on the Georgia Early College Committee.

## **II. EXTERNAL DEGREE PROGRAMS**

### **ANNUAL REPORT**

**2004-2005**

#### **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 (BSECE) and Nursing (BSN) and graduate degrees in Early Childhood Education (Med ECE) and Middle Grades Education (Med MGE) 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 six adjunct education instructors offered 24 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 were 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 '04

<u>College/Department</u>	<u>Courses</u>	<u>Enrollment</u>	
		<u>Gross</u>	<u>Unduplicated Number</u>
-			
			Education
Undergraduate	10	487	97
Graduate	<u>3</u>	<u>67</u>	<u>40</u>
Total Education	13	554	137
Nursing	2	40	15
Total – Fall '04	15	594	152

Spring '05

<u>College/Department</u>	<u>Courses</u>	<u>Enrollment</u>	
		<u>Gross</u>	<u>Unduplicated Number</u>
-			
			Education
Undergraduate	7	364	95
Graduate	<u>4</u>	<u>62</u>	<u>32</u>
Total Education	11	426	127
Nursing	4	55	34
Total – Spring '05	15	481	161

FY '04 – '05

<u>College/Department</u>	<u>Courses</u>	<u>Gross Enrollment</u>
Education		

Undergraduate	17	851
Graduate	<u>7</u>	<u>129</u>
Total Education	24	980
Nursing	6	95
Grand Total	30	1075

Effective May 12, 2005, the University of West Georgia terminated its offering of the BS-ECE program at Dalton State College. The reason for the termination was that Dalton State College received approval from the University System Board of Regents to begin offering its own bachelor's degree program in early childhood education. Three of the four West Georgia education faculty transferred to Dalton State College on the effective date. One faculty member retired. The Special Programs secretary also transferred to Dalton State College in order to assist with DSC's new venture. All West Georgia students who were enrolled in the junior block program were automatically accepted as transfer students into Dalton State College's education program.

West Georgia will phase out its graduate education program for the existing 25 students in the External Degree-Dalton program. Carrollton-based faculty will travel to Dalton for some courses, students may have to travel to Carrollton for some courses and distance education technology can be used for some courses.

The External Degree- Dalton nursing program will continue to offer the BSN degree to twenty remaining students and the new students accepted for the fall semester, '05. All courses will be taught by Carrollton-based nursing faculty at Hamilton Memorial Health Center (hospital) in Dalton.

With all West Georgia activities removed from the Dalton State College campus effective May 12, 2005, West Georgia will not make annual payments of \$21,750 beginning FY '05-'06. The External Degree-Dalton, Special Programs budget has been eliminated for FY '05-'06 with the termination of operations at Dalton State College and the Special Programs personnel. The Department of Nursing will pay its faculty travel from its own internal budget for FY '05-'06.

Of the 37 undergraduate students in the early childhood education program, of the seven graduate education students and of the 13 nursing students who graduated in FY 2004-2005, all obtained employment in their respective fields of study.

## Rome (Floyd College)

### Mission

The 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.

Nursing

<u>Semester</u>	<u>Courses</u>	<u>Enrollment</u>	
		<u>Gross</u>	<u>Unduplicated Number</u>
Fall '04	4	60	35
Spring '05	<u>3</u>	<u>34</u>	<u>18</u>
Total	7	94	35

The College of Education offers the Junior Block and Senior Block for the BS ECE. This education program is funded by “soft” grant funds and has completed its last year of probable funding. Floyd College provides space at no cost and Carrollton based instructors handle the teaching load.

Education

<u>Semester</u>	<u>Courses</u>	<u>Enrollment</u>	
		<u>Gross</u>	<u>Unduplicated Number</u>
Fall '04	11	381	71
Spring '05	<u>8</u>	<u>288</u>	<u>72</u>
Total	19	669	72

**EVENING/WEEKEND UNIVERSITY**  
**ANNUAL REPORT**  
**2004-2005**

**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.

- The College of Arts and Sciences is offering only a minimum number of core classes during the evening. However, with careful planning and accepting limited choices, an evening only student can find sufficient courses over a three to four year period.

- Also, a minimum number of courses for a BS-Criminology are offered. A student must exercise patience to get eventually all the courses needed in the evening for the degree.

- The College of Business offers an adequate number of courses in the evening for a student to obtain an undergraduate degree within a reasonable time.

- All graduate degrees are represented adequately for evening only students in all colleges.

## **IV. NEWNAN CENTER ANNUAL REPORT 2004-2005**

### **Mission**

The Newnan Center of the State 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:

1. Offer select core curriculum to students who wish to continue on campus in Carrollton or at another senior college.
2. Expand the course opportunities in the Core Elective block as students prepare to enroll in a specialized major on campus in Carrollton.
3. Provide graduate degrees in Education to in-service teachers.
4. 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
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.

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### Annual Progress in Assessing Institutional Effectiveness

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1. Curriculum: We improved our offerings to 82 courses. There were 60 graduate courses and 22 undergraduate. These represent new highs across the board. A continuing commitment by education is bringing multiple graduate degree programs to the campus.
- Course offerings in both semesters exceeded our stated goal of 24.
  - The 2004 Summer/May term was superb. We had 15 graduate courses that drew to 90 percent capacity. Tight budgets precluded offering our standard undergraduate curriculum for the second year.
  - Our efforts to offer a Post-secondary Option received support from the Coweta County school system last year. The Newnan Center offered English 1101 and Economics 2100 in fall 2003, and English 1102 and Political Science 1101 in the spring. Classes met from 8:00 to 9:15AM. We had thirteen high school participants. The courses had open enrollment to other college students to fill the sections.
    - Lack of student response this spring caused us to cancel PSO for next year. We plan to market this independently in the fall with a renewed goal of having the program active the following year. There is support from the university and the local school system to make this happen
2. Budget: The Center has operated with a fixed budget for four years. Although budget cuts took 7.5%, the Center was able to match expenditures and revenues. QuickBooks continues to make 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 300 percent.
  - Increased activity continues to push the security costs. We conducted Saturday classes every semester. Security costs remained equal to last year. The Center augmented the security budget by 10 percent.
  - The new Graduate Education Center added 3200 square feet of useable space. Our estimated increase of 15% in operating costs for utilities and maintenance was on target. Incorporation of a 277 volt electrical system by the design architect has not been a cost saving endeavor.
3. Enrollment: Average class size climbed to 22. This reflects an increase in graduate courses, and an overall increase in class enrollment. We have more than doubled enrollment to 1800 in the last four years. Average undergraduate enrollment dropped slightly to 23.2 students per class; graduate climbed to 21.6.
- Major impact has been the robust growth of four permanent graduate education programs taught completely at the Newnan Center.
  - The Summer 04 semester had 15 graduate courses and 404 students.
  - Continuity and predictability of course offerings has influenced increased enrollments.
  - Non-traditional and traditional undergraduate student enrollment remains nearly equal. This reflects an increase in our traditional student enrollment.
4. Distance Education: GSAMS was discontinued this year, reflecting a campus decision based on line charges. Credit course use of the computer labs reflects an increased use of WebCT in the graduate courses. However, since many of these courses are not online at least 51 percent, they do not count as distance education

courses.

- The Newnan Center has two computer classrooms and eight classrooms, all set up for alternate course delivery. Two rooms in the Graduate Education Center (GEC) seat 70 students. The lecture hall in the GEC seats 49 and is capable of connecting a computer to each seat.
- An increasing number of students are taking courses through GLOBE. We proctored over 300 GLOBE midterm and final exams this year. This is a 50 percent increase, and is certain to grow further. The Newnan Center has provided this service gratis to any student, regardless of institution. Beginning in the fall, there will be a 10 dollar charge for proctored exams.

5. Continuing Education: Cancellation rates exceeded 50% this year. The state made a decision to drastically reduce the manning in continuing education. We are now playing a more direct role in course offerings in Newnan.

- In the second quarter, 2004, we significantly increased low cost computer programs for seniors, and the response has been incredible. We are averaging more than 15 students per class for a three-hour class costing \$19.
- The core of professional development courses at the Center continues to be advanced computer, Supervisory Management and Spanish in the Workplace.
- The Center enjoys a solid reputation for quality training programs.
- Personal enrichment courses make up less than 10 percent of our offerings.
- Budget cuts postponed remodeling of the 2500 square foot Butler building into a dedicated Continuing Education facility.

6. Facilities: Building use rate has climbed 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. The new Graduate Education Center (GEC) is handling our increased class load.
- The Center resurfaced and relined the main parking lot to preserve the paving.
- Coweta County agreed to repave the area around the GEC into parking. The Center pays for the materials, and the county is providing the labor at no cost. We allocated \$11,000 from this year, and will pay \$9,000 from next year's funds.
- Maintenance costs for the building were very reasonable this year. We replaced one air conditioning unit that failed with age.
- We have contracted to build a permanent sign to designate the GEC.
- We rebid our HVAC service contract for the 2004-05 year. Bid went to Blue Chip Air, Inc. All of our other service contractors have agreed to third year contract extensions by not increasing their rates.
- The community is interested in expanding the course program of the Center. Discussions are ongoing to consider daytime courses for undergraduate nursing and education programs. These would start at the core level courses.
- Education is considering a graduate Education Specialist degree program in Newnan.

7. Equipment: There were no major upgrades this year.

- We converted the GSAMS classroom into a standard configuration. The room has full multimedia capability and a 12 foot green chalkboard.
- Two main computer labs provide a total of 37 computer stations with state-of-the-art Dell 1200 computers.
- Technology fees purchased sixteen new Dell 2.8GHz computers and a 200 gigabyte Server. These machines will replace 600MHz computers in the classrooms and the six machines in the student lab. The server will provide a central upgrade platform for all 60 computers in the facility. Currently that function is provided by a standard desktop computer at 25 percent of the speed and capacity of the new server.
- The lecture hall in the GEC has integrated wiring for computer hookup in the permanently mounted tables. All tables were replaced under contractor warranty.
- A solid maintenance and repair program is extending the life of current assets.

## Changes Based on Assessment



1. We have assessed our goals and will be making the following changes:
  - a. Curriculum:
    - i. We will increase our graduate course goal from 12 to 20 courses per semester. We will drop the MBA from our goals.
    - ii. Summer course projections will increase from 10 to 15.
    - iii. PSO course projections will increase to two courses per semester.
  - b. Distance Education:
    - i. We will drop the goal of 50 percent of our courses delivered by distance education
    - ii. Our goal of delivering courses to the home by TV is not currently realistic.
    - iii. Ecore has made computer course delivery to the home a reality.
  - c. Continuing Education: We will track all courses for minimum enrollment of 7 and maximum cancellation rate of 30 percent. Previously we tracked computer courses separately with different standards.
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.
  - Evaluation of 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.
  - Our contractors continue to provide quality service at very competitive prices.
  - A continuous emphasis on cost control, and evaluation of spending, has kept our operating costs nearly constant while we have increased our enrollments by 100 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. Continuing education gives the most direct feedback on the mood and needs of the community. We assess the market continuously to improve our service. With a reduction in the level of services, we will engage more actively in setting the frequency and type of courses based upon our market analysis.
5. Assessment of facility use gives an opportunity to predict classroom shortages. We have given block priority to departments so that they can effectively schedule their courses. The 5-8PM, Monday through Thursday period continues to be the time of maximum use. There is movement toward Friday and weekend offerings for graduate students and running two courses back-to-back so that students attend class only one day a week. Contrary to perception, the Newnan Center still has significant capacity.
6. Daytime classes still enjoyed solid attendance. We are considering this period for some of our proposed new undergraduate programs. The trend will be to give priority to graduate courses at 5PM and weekends. This gives us the largest return on space.
7. 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 provides upgrades.

## **Overall Institutional Health**

The Newnan Center offers a strong mix of graduate and undergraduate courses, active but diminished 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.

Mature programs leading to Masters in Education Leadership, Early Childhood, Special Education and Middle Grades Education reflected the increased emphasis by the College of Education. We are confident that there is a good market for the Education Specialist degree. Newnan will continue to attract the non-traditional student, making it an ideal location for instruction.

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 passed the SACS evaluation with no discrepancies. 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 sixth year as a permanent center.

Use of WebCT and other computer related delivery methods reflects the changing nature of instruction. It was unfortunate that we lost the GSAMS method of delivery, but we intend to push for delivery over the internet as a substitute for GSAMS.

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 failed to gain approval from the University System.

The Newnan Center had its fourth 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.
  - All building scheduling is done centrally on the administrative server. There is no paper schedule.
  - 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 for two years, and will institute a new target of 75 based upon

increased facilities and programs.

Students filled 80.1 percent of the seats available for classes. This is an increase of 3 percent on top of a 17 percent increase in total enrollments.

## **Other Achievements.**

### **Facilities**

Size: 14-acre campus  
Value: \$2,000,000 physical plant  
Facilities:  
- Main Building – Eight Classrooms and Administration  
- GEC – Graduate Education Center. Lecture Hall with 70 classroom seats, state-of-the-art multimedia and video conferencing. One twenty-seat conference room with Polycom.  
- One Building for Future Expansion  
Employees: 3 Full-time; 1 Part-time  
**Operating Costs:** **\$86,704**  
Secondary Revenue: \$6,450  
Activity: Over 20,000 people passed through our doors

### **Credit**

1809 Students in 82 courses paying \$560,600 in tuition  
“ 1297 Graduate Students in 60 courses paying \$418,700 in tuition  
“ 512 Undergraduate Students in 22 courses paying \$141,900 in tuition  
“ Generating \$1,461,600 in State matching funds for the University  
Providing \$232,200 to the University as course incentives  
“ \$45,600 to the College of Arts and Science for 16 courses  
“ \$171,800 to the College of Education for 61 courses  
“ \$14,800 to the Richards College of Business for 5 courses  
\$ 241,700 returned to the University (after Operating Costs)  
\$ 51,000 earned in Technology Fees

### **Continuing Education**

586 Students in 81 courses paying \$40,385 in tuition  
“ 500 hours of instruction

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

Employees: 2 Full-time; 9 Part-time teachers  
“ Serving: Coweta, Harris, Heard and Meriwether counties  
“ 913 Teachers in 72 Training Courses and Activities  
“ 14,000 Students in the PRE-K through 6<sup>th</sup> grade Science Field Trip Programs  
“ 381 Students in 12 Summer Science Camps  
“ 5,618 Students and Parents in Family Science Nights at 23 Schools

### **Global Achievers**

Employees: 1 Full-time; 1 Part-time  
Serving:  
“ 850 Students from 15 school systems in Georgia  
“ 54 middle and high schools  
“ 7 LINK schools (elementary)  
“ Matched with schools in Spain, United Kingdom, Japan, Canada and China

