

**ANNUAL REPORT OF INSTITUTIONAL PROGRESS**

**2005-2006**

**HONORS COLLEGE  
AND  
SPECIAL PROGRAMS**

**UNIVERSITY OF WEST GEORGIA**

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

July 25, 2006

## MEMORANDUM

TO: Interim Vice President Stone  
FROM: Don Wagner  
RE: Annual Report 2005-2006

Enclosed please find the annual reports of the Honors College and of Special Programs for 2005-2006.

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. As you have participated this past year on the Honors College Committee, I have not provided a narrative as extensive for Honors as the narratives for the Academy, Distance and Distributed Education, and the Newnan Center, respectively, as these are programs with which you are presumably not as familiar.

Special Programs reports include Distance and Distributed Education, our Nursing External Degree program at 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: Ms. Christy Talley handles all administrative tasks for (1) Rome and (2) Evening/Weekend University in Carrollton and she also (3) is responsible for a variety of administrative responsibilities in our Distance and Distributed Education Center. Melanie Clay, our director of the Distance and Distributed Education Center, not only serves on the Admissions Committee for the Advanced Academy (each Academy applicant is interviewed with his or her parents or guardians for about two hours), but she regularly employs a number of Honors College students, including Academy students, in Distance Education work. 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 and Honors College Assistant Dean, 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 eight 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 Graduate Education Center (formerly the "blockhouse") these past two years has enhanced our ability to serve the students of the southern metropolitan Atlanta area as well as dramatically increasing our utility bills.

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 Special Programs, the Center and the journal sponsored the seventh consecutive annual 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 2005-2006

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

### I. HONORS COLLEGE

#### Mission

The mission of the Honors College is (1) to attract and (2) to retain academically well prepared and intellectually gifted undergraduates. (1) Honors College personnel assist the University's admissions processes by designing and distributing recruitment materials for potential Honors students including Advanced Academy students and students interested in intercollegiate Debate. (2) The Honors College provides an enhanced and supportive learning environment for its students by regularly offering small Honors sections of regular curriculum courses, interdisciplinary Honors courses, special Honors seminars, and opportunities for research and the presentation of that research in appropriate venues. The active involvement of faculty known for their excellence in teaching and support for student research is necessary for this latter objective to be accomplished. In addition, personal one-on-one advising concerning registration, scholarship opportunities, and opportunities for research presentations are regularly conducted by Honors College personnel.

#### Goals

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

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

<u>Outcomes</u>	<u>Assessment</u>	<u>Results</u>
<u>54 Honors courses were offered enrolling 650 students</u>	<u>Student course evaluations were uniformly very positive</u>	<u>Increased enrollment for seventh consecutive year, and the number of Honors College graduates (30) increased for the fourth consecutive year</u>
<u>Students presented research in ten different venues</u>	<u>Discussions with Honors Council and the Faculty Senate Honors College Committee last year resulted in increased student opportunities for presenting research</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 holds 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. In addition, the Honors College faculty senate committee developed learning outcomes appropriate for all honors college courses. These will be effective fall semester 2006.

**General Statement of College Condition**

The Honors College is in very 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 nine academic and academic related conferences.
- Over \$300,000 in scholarship monies were successfully awarded.
- Honors Day Convocation was held for the 20<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 and we again topped the nation in the number of accepted presentations for the sixth time in the past eight years.
- 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.
- A team of Honors College science students was selected by NASA for their Reduced Gravity Space program. This is a national competition, and for the second time in the past five years, West Georgia Honors College students were the only team from Georgia selected to participate.
- Logan Leslie, an Honors College junior, was selected as one of the twenty four top undergraduate students in the nation by USA Today.
- 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 Yale University Medical School.

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

### **ANNUAL REPORT 2005-2006**

In its eleventh year at the University of West Georgia, The Advanced Academy of Georgia, a component of the University's Honors College, enrolled 67 academically talented high school high school-aged students, a 10% increase over last year. Fourteen students returned from the previous year, and 53 were newly accepted, an increase in acceptances of 64%. The class was composed of 30 juniors, 37 seniors, 26 females and 41 males. Diversity continues to be a hallmark of the Academy experience; our population consisted of four African-Americans, two Russians, one Filipino, one Asian Indian-American, three Spaniards, one Iranian, four Asians and one Vietnamese student from Canada. In addition, there was one student each from Oklahoma, Kentucky, New Hampshire, Tennessee, and New Jersey. All other students were Georgia residents. Although we recruit students from across the state, fifty-eight percent of this year's entering class came from the 28 counties included in the Atlanta Metropolitan Statistical area, eight percent were from out-of-state, and another eight percent were international students. Two students came from Carroll County, home of the University of West Georgia.

The 2005-2006 Academy class was highly qualified academically. SAT scores, earned when many of the students were high school sophomores or younger, averaged 640 and 636 on the verbal and math components, respectively, and the composite score was 1278. The high school Grade Point Average (weighted for AP, Honors, and gifted classes) for the incoming students, based on college preparatory curriculum classes only, was 3.90. Students received AP credit in calculus, statistics, United States history, biology, and English.

Academy students continue to accelerate academically. Among the 53 new students, a majority earned registration in sophomore-level Honors literature classes due to their demonstrated proficiency in English writing skills. Many enrolled in advanced mathematics courses and earned placement in Honors chemistry classes. Students also enrolled in higher-level physics, biology, foreign language, political science, and marketing classes, and many young scholars in the 2005-2006 class engaged in projects or original research through the departments of chemistry, math, marketing, 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 part of various West Georgia musical ensembles. One of our students had the lead in the West Georgia Theater Company's staging of Alfred Uhry's Pulitzer winning play, *The Last Night of Ballyhoo*. 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 students are responsible for writing the *Gunn Hall Gazette*, the Advanced Academy newsletter.

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 will serve in this position through December, 2006. Her responsibilities include helping to organize and lead the Honors College's annual spring break trip to Washington, DC and organizing the Honors fall picnic and spring banquet. At the spring 2006 Honors Convocation, current and former Academy students were recognized as Outstanding Honors College freshmen, sophomores, and seniors. One former Academy student was named "Outstanding Alumna" by the National Alumni Association. 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 American Mathematical Exams (both A and B), American Invitational Mathematics Exam, Canadian Mathematical Open Challenge, Canadian Mathematical Olympiad, Euclid, Fermat, Asian Pacific Mathematical Olympiad, and the American Regions Math League commanded their attention. Additionally, one of our current students will be attending Harvard's summer school program prior to returning to the Academy for his high school senior/college sophomore year, and another will be attending the International Summer School for Young Physicists.

### Research

Current and former Academy students also presented their research at the Georgia Collegiate Honors Conference and the National Conference for Undergraduate Research. A group of current Academy students won 2nd place at Big Night 2006 in the business category for their project and research in the marketing class taught by the University president, Dr. Beheruz Sethna.

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 71 different community service events, including Hurricane Katrina relief efforts, A-Day for West Georgia, Safe Treat, the Soup Kitchen, Learning buddies (a tutoring program in the local public schools), hospital volunteer work, toy drives, Carrollton Lake clean up, retirement home visits, and church-related activities. In addition, Gunn Hall held its eighth annual St. Patty's Day Café, a fundraiser that this year raised approximately \$325 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; Dr. Debra MacComb who spoke on plagiarism and academic dishonesty; Ms. Debra Dugan gave a presentation entitled "Sexuality: Know Your Rights"; Lt. Col. Michael Paulk discussed his deployment in Iraq and the many issues that country faces; Ms. Carol Conchar gave the students tips and advice on college admissions applications and essays; Dr. Al Bailes presented a lecture on the supply, demand and conservation of energy; Judge Cordell Maddox spoke on politics, judges and lawyers; Mr. Mike Felipe discussed engineering and tips on getting hired; Mr. Valentin Todorov discussed the topic "Conflicts & Refugees – How International Organizations Address the Problem"; a university-wide presentation by Dr. Cornel West; a campus safety/public services presentation; a community service fair; a run for A-Day; International Night; a trip to the High Museum in Atlanta; the play *The Last Night of Ballyhoo* at the Townsend Center, featuring one of the Academy students; several presentations by current and former Academy students; and our students presented the second annual Academy Idol, a newly established Academy tradition that combines talent with a great deal of humor.

Although 67 students enrolled at the beginning of the year, including 14 returning students, we had the usual turnover in January. Four students did not return after fall semester: one student graduated from high school early (December 2005), one chose to return to high school, one was not allowed to return because of poor grades, and one returned home because of emotional problems. We accepted two students for spring admission, bringing our student count to 66 students.

Twelve students (eighteen percent) had perfect Grade Point Averages of 4.00 in the fall semester, thirty-three students (about fifty percent) were on the Dean's List, and ninety-one percent of the students had a 3.0 or higher. The median cumulative GPA for the fall semester was 3.47. In the spring semester, fifteen students (twenty-three percent) had Grade Point Averages of 4.00, while the median GPA was 3.50; thirty-five students (fifty-two percent) made the Dean's List. Seventy-seven percent earned a 3.00 or better.

Thirty-six students completed the program this academic year, and there are 32 students returning for academic year 2006-2007. To date, 42 students have been accepted into The Academy for the fall 2006 semester, several interviews are

pending, and inquiries and applications are continuing to arrive. It appears that the Academy will have a record number of students in fall 2006.

All of the high school seniors from the 2005-2006 class (including those who entered as juniors in fall 2004) 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-four percent of our students chose to remain at the University of West Georgia after high school graduation, and eight 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: Auburn University, Brigham Young University, Brown University, College of William and Mary, Columbia University, Covenant University, Duke University, Erskine University, Emory University, Georgia Institute of Technology, Georgia State University, George Washington University, Harvard University, Howard University, Kennesaw State University, Massachusetts Institute of Technology, Mercer University, Michigan State, Mt. Jackson Jr. College, New York University, North Carolina State University, Northwestern University, Princeton University, Samford University, United States Merchant Marine Academy, University of Cambridge, University of California Los Angeles, University of Chicago, University of Evansville, University of Florida, University of Georgia, University of Missouri, University of Pittsburg, University of Rochester, University of Texas, University of West Georgia, and Yale 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 2006: UGA Foundation Fellows Scholarship; Brigham Young Scholars Scholarship; the Georgia Institute of Technology Prestige Scholarship for the Polymer, Textile, and Fiber Engineering Program; Emory Scholar Scholarship, Albert Gallatin Scholarship from NYU; Josiah Pennington Scholarship from Mercer University; a full scholarship to the United States Merchant Marine Academy; a full tuition scholarship to the University of Evansville; the Berner Scholarship; full scholarships to both Georgia Institute of Technology and North Carolina State, and National Merit Scholarships. In addition, several students were named Star Students from their high schools, valedictorian or salutatorian of their classes, and were listed in Who's Who Among American Students.

This year (2005-2006), eleven current and former Academy students were awarded the University's Presidential Scholarship. In the fourth year of a five year donation commitment, the Watson-Brown Foundation provided scholarships for 23 students. Three students were awarded UWG Ingram Scholars scholarships. This year, 8 students received financial awards from the Sallie Mae funds. Students also received scholarship awards from the Pat Hughes Memorial, Julian C. Stanley Scholarship, and Jack Kent Cook Scholarship Funds, and the Frances Wood Wilson Foundation. 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.

There is hope for the restoration of eligibility of Academy students for federal aid. Last year Rep. Phil Gingrey and his staff sponsored a provision in the re-authorization of the Higher Education Act that would allow high school students who are enrolled full time in a residential university program and meet federal eligibility requirements to receive Title IV funds. This bill has passed the House, and we are still hopeful that it will pass in the Senate and be signed by the President this year.

#### 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 (*emeriti*), University of Washington;
- Stuart N. Bennett, Ed.S., Deputy Superintendent of Policy and External Affairs, Georgia Department of Education;
- Sandra Dunson, M.P.A., Former Member of Advanced Academy Staff, Owner S. Dunson Consulting, LLC;
- Brenda C. Fitzgerald, M.D., Chairman of the Board, Georgia Public Policy Foundation;
- J. Wayne Garner, Mayor, City of Carrollton;
- Dottie Hamrick, Former Member, UWG Alumni Association Board of Directors;
- Thomas J. Hynes, Jr., Ph.D., Vice President of Academics Affairs and Professor of Speech, University of West Georgia;
- Sally Krisel, Ed.D., Gifted Program Coordinator, Georgia Department of Education;
- Dr. Robert C. McMath, Jr., Ph.D., Professor and Dean of the Honors College at the University of Arkansas (formerly at Georgia Tech)
- Carlianne Patrick, MSc., Vice President of Research and Planning, Carroll Tomorrow and Carroll County Chamber of Commerce;
- 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;
- Beheruz N. Sethna, Ph.D., President and Professor of Business Administration, University of West Georgia;
- 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 time to remember Dr. Julian C. Stanley, the mentor and friend to all of us and first chair of the Board who passed away this year. Much time was spent discussing the prospect of forming an organization of programs similar to the Academy for the purposes of mutual support and accreditation. Also discussed were the State of the Academy and recruitment. The sixth annual Dr. Julian C. Stanley Distinguished Lecture Series was presented by Dr. Robert C. McMath. We are grateful to our Board members for their continued support, enthusiasm, and their genuine interest in our program and students.

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

In its eighth summer (July, 2005), 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 English/drama), and Session II centered on science and math (physics/astronomy, geology, chemistry, and math). Students could attend either or both sessions. 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 University of West Georgia provided most of the instruction. 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. A former Academy employee (now on our Board of Trustees) donated funds for scholarships for several students to attend the week-long camps.

### **Recruitment**

For the 2005-2006 academic year, fifty-nine students completed the Advanced Academy application process. Of these, 55 students were accepted by the Advisory committee. Two students chose not to enroll. The 53 students who enrolled this year comprise the largest incoming class in the history of the Academy.

We anticipate enrollment this year to total 90 to 100 students, by far the largest Academy group ever.

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 UWG visitation programs; two Academy 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 four 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 2005-2006 Recruitment Survey revealed that this year’s students first heard of the Academy in the following ways:

Type of Initial Contact	Percentage
Academy Staff	24.07
Academy Student	12.96
Sibling	5.56



Friend	5.56
Mass Mailing	18.52
Duke TIP	5.56
Website	9.26
Peterson Website	1.85
YSI	1.85
GAMES	3.7
Spain Recruitment	3.7
High School Personnel	3.7
University Staff/Dr. Sethna	1.85
Classes on Campus	1.85

## 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, the Lead Resident Assistant and the twelve Resident Assistants did an outstanding 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 a minimum of 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, who 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, Masquerade and Safetreat at Halloween, Holiday Semi-Formal Dance, International Week, rugby game, Jane and Joe Valentine program, and the Advanced Academy formal

## Discipline Philosophy

- This year the Advanced Academy "borrowed" a discipline model used by the Texas Academy of Math and Science. The Academy adopted a 100 point system for administering discipline. Points are assigned for various policy violations. The number of points assigned is based on the nature and severity of the violation. There are policies so important that violating them is an automatic 100 points, such as our zero tolerance policy and fire safety policies. If a student accumulates 100 points he or she is dismissed from the Advanced Academy of Georgia.

This system has been incredibly beneficial to our program and we have seen a dramatic decrease in students seen for discipline from last year. This year 84% of our students have not been seen for discipline, versus the 11% that were not seen for discipline last year. We had only 17 documentations in the fall semester and 15 documentations in the spring semester. We have also noticed that overall the severity of the cases has lessened. This system sets clear boundaries to which students have responded positively.

## 2005-2006 Awards

### University Homecoming Awards:

Homecoming Grand Champions (Residence Hall Division)  
 Outstanding Float  
 Outstanding Sidewalk Chalk  
 Best Novelty Group

### University Hall Council Awards:

Residence Hall Council of the Year  
Program of the Year - Coffeehouse  
Student of the Year - Jessica Henry  
Advisor of the Year - Justin Purkey

University Resident Assistant Awards:

RA of the Year - Frances Colon  
Community Developer of the Year - Michael Brown  
Program of the Year - Coffeehouse by Michael Brown

University Intramural Award:

2006 Soccer Champions  
Intramural Team of the Year - G-Unit

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 eleven years, and in these eleven 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; this was popular and successful and will be continued. This year there was a high level of alumni involvement, and we added a student committee to determine events and plan the rules and procedures 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 major charity event of the year. Students donate items or services and collect donations from the community that are then put on auction. The funds raised this year were donated to Carroll County Soup Kitchen.

**Break Stuff**—For five 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 to a chance to dress up. This year the theme was Arabian Nights. We also added a live band to the mix, and it was a huge success.

**International Week**--Since our building is so culturally diverse, 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.

**Joe/Jane Valentine**—For four years, RHC has chosen someone in the building 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 and/or dessert and then transports them to our Valentine's dance where they share the spotlight dance.

Mid Year Resident Evaluations revealed what Gunn Hall residents liked best about living in Gunn Hall: 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 toilet stalls in the floor bathrooms.

### The Physical Facility

This year did not see much renovation in Gunn Hall except for in the Resident Assistants’ office where new storage structures were installed.

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 conditioning. New heat and air units are needed. When the bathrooms were renovated several years ago, the toilet stalls were not changed. They are getting shabby and should be replaced. 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. The building is not ADA compliant. The students’ rooms need painting.

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 and students to meet around a table, which is currently not possible.

### Staffing

This year our staff positions remain unchanged. As the Academy grows, we will need 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. These are paramount concerns as we have one full time staff person in our residence hall, and this is woefully understaffing for a program of this kind. We are in addition, the only program of this kind not to have a full time LPC on staff.

## **III. UWG DEBATE ANNUAL REPORT 2005-2006**

### **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: Joe Koehle, Geoff Lundeen, Jane Munksgaard, Jason Derby, Zak Schaller, Rob Eback, Brandon Scott, Jadon Marianetti,

## Results

UWG Debate competed at 12 tournaments in 2005-2006. The total record for all teams was 198 wins and 104 losses, finishing the year tied for 17th at both CEDA Nationals and the NDT. For the 34th consecutive year, UWG qualified a team for the National Debate Tournament. UWG won the District VI NDT Qualifying tournament, the third time that West Georgia has finished first in the Southeast district, which includes the University of Alabama, Emory University, University of Florida, Florida State University, University of Georgia, Georgia State University, University of Kentucky, Louisville University, University of Miami, University of North Carolina, Vanderbilt University, and Wake Forest University.

## **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 220 high school students participating. UWG Debate also operated the Richard B. Russell All-State Debates in Atlanta, with the top 20 high school debaters in Georgia participating.

College - The Tisinger Debates were held on campus in January 2006, with 29 schools and 128 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 \$27,500 for 2004-2005, with the following students receiving money: Joe Koehle, Jadon Marianetti, Jason Derby, Rob Eback, Geoff Lundeen, and Jane Munksgaard. These students achieved an overall GPA of 3.02.

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 2005-2006**

Presidential Scholarship, 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 (8) incoming freshman each year and to retain and reward current recipients. In fiscal year 2005-2006, the scholarships were increased to \$4,500 for the 8 new recipients, and will be continued each year until the \$4,000 are completely phased out. 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.

### I. Designated Presidential Scholarships

	<b>Summer 2005</b>	<b>Fall 2005</b>	<b>Spring 2006</b>	<b>Total</b>
<b>Continuing (5)</b>	\$0	\$10,000	\$10,000	\$20,000
<b>New (2)</b>	\$0	\$3,500	\$2,500	\$6,000

				<b>\$26,000</b>
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## II. Undesignated Presidential Scholarships

	<b>Summer 2005</b>	<b>Fall 2005</b>	<b>Spring 2006</b>	<b>Total</b>
<b>Continuing(16)</b>	\$3,000	\$32,000	\$30,000	\$65,000
<b>New (17)</b>	\$2,000	\$32,000	\$33,000	\$67,000
				<b>\$132,000</b>

## III. Average Scores for New Recipients from High School

# of Students	HS GPA	SAT-Verbal	SAT-Math	SAT-Total	Freshman Index
10	3.96	712	728	1440	3417

## **SPECIAL PROGRAMS ANNUAL REPORT 2005-2006**

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 we hosted our seventh Distance Learning Administration Conference (fifth at Jekyl Island), an event that drew participants from across the nation and from a number of foreign countries.

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 our External Nursing Degree Program in Rome; Part III is Evening/ Weekend University; and Part IV is the Newnan Center.

## **I. DISTANCE AND DISTRIBUTED EDUCATION**

### **ANNUAL REPORT 2005-2006**

#### **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 2005 evaluations showed that 80% of distance students agreed that their attitude toward online learning was positive at the end of the term. 84 % agreed in Spring 2006. 89% in Summer 2005.
  - 71% of students (Fall 2005) said they'd like to take more courses in future mostly online. (Spring 2006 - 76%; Summer 2005 – 80%).
  - 61% (Fall 2005) of students said they'd like to take courses in the future completely online. (Spring - 64%; Summer – 69%) Spring and Summer semesters showed an increase of 2% or greater increase in this area from 2004 semesters.
  - 88% (Fall 2005) said that their instructor was positive about the online component of their course. (92% in Spring 2006; 95% in Summer 2005). Spring and summer semesters both showed an increase in this area from the 2004 semesters.
  - The number of faculty using distance technologies continues to increase. FY06 totals were 564 faculty, compared to 411 in FY05, and 376 in FY04.
- Student retention in distance and distributed education is comparable to that of traditional courses.
  - Fall 2005 retention for Distance students was 92.3% for distance students excluding eCore, compared to ???? for non-Distance students. Spring 2006 retention for Distance students was 93.9% excluding eCore, compared to ??? for non-Distance students. (Janet still waiting on IRP to give the figures here)
  - eCore retention improved slightly, going from 71.4% in Fall 2004 to 78.0% in Fall 2006; and from 67.6% in Spring 2005 to 71.6% in Spring 2006.
- 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 2006 phone survey indicated that only 5% of students felt there needed to be improvements for distance students in the areas of advisement and 6% for orientation.
- Student learning outcomes are comparable to those in traditional courses. (ex. <http://coe.westga.edu/mit/outcomes/index.html>)
  - These are generally the same as traditional and are evaluated on a departmental basis.
  - More than 78% of those students interviewed through random phone surveys indicated that they learned as much or more in a distance course as in a traditional course.
- Interaction among student-faculty, and student-student are at least as high as in a traditional course.
  - Open-ended responses from written surveys Fall 2005, Summer 2005, and Spring 2006 surveys indicate that students appreciate the ability to interact at flexible times with faculty and other students. For Summer 2005, 89% of respondents agreed that having the flexibility to contribute to class discussions outside the classroom on my own time was valuable to them. (86% in Spring 2006; 81% in Fall 2005).
  - February 2006 phone survey showed that 40% reported less interaction in DL course with instructor and other students. This is consistent with the past three years, and down from 48% in February 2003.

- 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 2006 indicates that 25% of distance students believe there are not enough distance courses. This is down from 50% in 2003.
  - Although this is improving, a number of students mentioned in their open-ended responses on the phone survey that they need more online courses and online degree programs.

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

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

- Faculty are trained and prepared to teach distance and distributed courses.
  - All faculty **MUST** complete technical and pedagogical training prior to teaching a distance course.
- Students are able to receive immediate technical assistance through telephone or email.
  - The DDEC staff provide immediate response to technical questions from students weekdays from 8 am until 8 pm weekdays. Students may contact a statewide support line after hours.
  - Helpline satisfaction surveys indicate that all students in July 2005 – May 2006 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 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 distance courses offered in FY06 was 308, compared to FY05 total of 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.
  - All UWG WebCT courses are being migrated to the VISTA version, which will be housed on a centralized USG server. Migration will be complete by January 2007.

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 2006 phone survey students expressed general satisfaction. The majority of complaints were course specific.
  - MEL: 90% of distance students surveyed in Feb. 2004 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 2005, Summer 2005, and Spring 2006, 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.
  - Fifty-five percent of Fall 2005 distance students reported that they used library services, but 34% (Fall 2005) said they were unaware of library services available specifically for distance students. Sixty-eight percent of Feb. 2006 phone survey students also said they used library services. This is up from 64% in 2005 and 48% in Feb. 2003.
  - Phone survey indicated that as many as 53% (down from 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. An increasing percentage (38%) are utilizing online resources which points to a need to direct resources towards the maintenance and continual improvements of the online services
- 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 annually 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, videoconferencing, Horizon Live) based on the program and course objectives.
- Documentation of evaluations for each course and the overall distance program is available and accessible.
  - Overall evaluations for student written surveys, focus groups, phone surveys, retention and other data is available at the DDEC website ([www.westga.edu/~distance/data/eval/](http://www.westga.edu/~distance/data/eval/))
  - Raw survey data is also maintained by the DDEC and each department offering distance courses.

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

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

- Our journal, conference, and certificate programs maintain excellent reputations among distance learning administrators in the United States and worldwide.
  - The journal is required reading for many institutional programs, including University of Nebraska's doctoral program in Higher Education, and is referenced in many papers and books.
  - The conference attracts a growing international audience of practitioners in the field.



- Our Online Journal of Distance Learning Administration continues to increase in readership.
  - The average edition had 19,000 hits in 2005, up from 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 ninth year of production, readers of our Online Journal of Distance Learning Administration span 34 countries. As of June 15, 2006, the journal had been accessed over 339,000 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 continued need to incorporate use of multimedia in their courses, and their satisfaction with last year's purchase of the Impatica software for limited faculty use. The DDEC responded by expanding its handful of Impatica licenses to a site-wide license, in order to allow all faculty and student on campus to quickly and easily share narrated their Powerpoint presentations via WebCT . Impatica is now installed in many labs across campus. The more robust HorizonWimba Live Classroom services were also upgraded to a newer, more user-friendly version. A limited number of Camtasia screen-capture, audio, and video editing software license were purchased, for further exploratory development. The DDEC sponsored the registration fee and travel expenses for 14 faculty and 3 staff, so that they could attend iPod Innovation Day, a USG/ GCSU sponsored event on podcasting.
2. **Faculty training:** Training housecalls 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. 200 housecalls were made in FY2006, up significantly from the 80 that were made in FY05. Also, as of July 2006, plans are underway to increase the resources available to those instructors who are primarily self-directed.
3. **eCore retention:** Resources are increasingly being directed towards meeting the unique advisement and support needs of those engaged in online learning through eCore. A year-long evaluation and improvement process is currently underway.

### **Department Condition**

**Students:** Student satisfaction with distance and distributed courses continues to be high. In Fall 2005, retention for distance courses was 92.3 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 1610, up from 1318 last year. The number of courses offered 90-100% via distance was 301, up from 233 one year ago, and 190 two years ago. Enrollments in distance courses (51% or more of instruction time) were up to 5274 in FY06, from 4781 last fiscal year. Total distance and distributed enrollment supported by the DDEC climbed to 40691 from 36,655 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**

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. We conducted 43 face-to-face student orientations in the classroom in FY06.

1. Began the university's migration to the BOR's centralized WebCT Vista server, in Spring 2006, with all courses expected to be using WebCT Vista by December 2006.
2. Conducted 286 one-on-one faculty and staff training sessions, up from 157 last year. The average training session

lasts one-and-a-half hours.

3. 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. 218 visits were made in FY06, up from approximately 80 made during FY2005.
4. Published four quarterly editions of the Online Journal of Distance Learning Administration. Average number of visits to the site each month has climbed to 19,000, up from 18,500 last year.
5. More than doubled the number of faculty workshops delivered, with a total of 80 Distance Learning group workshops, serving approximately 417 faculty; this is a significant increase from the 100 faculty workshop attendees last FY05.
6. Delivered two sections of the Distance Learning Certificate Program to 28 participants from 12 states and 2 countries, including Venezuela.
7. Delivered two sections of the Distance Education Certified Trainer Program to 21 participants from 10 states and 3 countries, including Canada and Greece.
8. During FY '06, UWG continued to be number one among the eCore host institutions, in eCore enrollment. The University of West Georgia accounted for 37% of all students in eCore , averaging 497 students per term for the year.

### **Staff Productivity**

DDEC staff members sponsored the fifth-annual Distance Learning Administration Conference at Jekyll Island in June 2006 (previously this event was held at Callaway Gardens). The conference was attended by more than 150 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 completed her doctoral studies, dissertation and final oral examination for a Ph.D. in Educational Leadership in Higher Education from the University of Nebraska-Lincoln. The title of her dissertation was “Training Practices and Participation of Faculty Preparing to Teach Online in the University System of Georgia: A Mixed Methods Study.” Graduation: August 2006.

Melanie Clay and Janet Gubbins prepared and presented "The Wonders of Just-in-Time Training," at DLA2006 in Jekyll Island, Georgia.

Janet Gubbins and Chris Fearrington presented “Dr. D and Apollo Lounge: Innovative Ideas for Faculty Development” at the WebCT Conference.

Christy Talley presented two online workshops through Horizon Wimba’s Desktop Lecture Series: “Horizon Wimba & Education: A Single Focus)” and “USG Brown Bag Presentation of Horizon Wimba.”

Stacey Rowland attended the Distance Teaching & Learning Conference in Madison, Wisconsin; the Rock Eagle Annual Computing Conference in Eatonton, Georgia; and the Texas Distance Learning Association Conference in San Antonio.

Janet Gubbins and Chris Fearrington attended Ipod Innovation Day at Georgia College and State University.

Janet Gubbins attended nine desktop conferences, including “ePortfolios and NCATE,” “Online Mentoring,” “Introduction to Vista 4,” and “LiveClassroom Presenter Training.”

Christy Talley served as a College of Education peer mentor for distance faculty.

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

## **II. EVENING/WEEKEND UNIVERSITY ANNUAL REPORT 2005-2006**

### **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 a doctorate degree, nine certification endorsements, 23 Master degrees and ten Specialist 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 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 College of Education and Richards College of Business graduate degrees are represented adequately for evening and weekend students. The College of Arts and Sciences offers many of its graduate courses in the evening although not a majority.

### III. EXTERNAL DEGREE PROGRAMS ANNUAL REPORT

2005-2006

#### Dalton

##### 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. Currently, only the Baccalaureate degree in Nursing (BSN) is offered via Dalton.

##### Goals

Enrollment goals are to provide sufficient undergraduate courses leading to a BSN degree for northwest Georgia residents.

Faculty goals are to maintain ample professional faculty to teach and to advise the BSN students. Staff goals are to maintain a 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

Five Carrollton based nursing faculty offered 6 nursing courses.

Additionally, all student and fiscal services such as admissions, registration, financial aid, book orders, fee payments and general assistance were able to be handled online, by telephone or in Carrollton by the Nursing Department.

#### Course Offerings and Enrollment

The unduplicated headcount enrollment in Dalton was 80 for Summer 2005 through Spring 2006. Total gross enrollment for FY '05-06' was 201.

The University of West Georgia terminated its offering of the BS-ECE program at Dalton State College, effective May 12, 2005. 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.

West Georgia phased out its graduate education program for the existing 25 students in the External Degree-Dalton program. Carrollton-based faculty traveled to Dalton State College for some courses, and some students had to travel to Carrollton for some courses. Distance education technology was used for some courses.

The External Degree- Dalton nursing program offered the BSN degree to twenty remaining students and the new students accepted for the fall semester, '05. All courses were 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 did not make annual payments of \$21,750 beginning FY '05-'06 as it had for the previous twenty-three years. The External Degree-Dalton, Special Programs budget was eliminated for FY '05-'06 with the termination of operations at Dalton State College and the termination and retirement of the Special Programs personnel who provided staff support for our programs at Dalton State. The Department of Nursing paid its faculty travel from its own internal budget for FY '05-'06.

This will be the final Special Programs report about our programs at Dalton. Our Nursing Department has its own travel

funds and is now completely responsible for liaison and staffing for its Dalton program.

## **Rome (Georgia Highlands College)**

### **Mission**

The University of West Georgia with the approval of the USG Board of Regents and Georgia Highlands 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 Georgia Highlands College.

Facility goals are to utilize the Georgia Highlands 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 Georgia Highlands College. Demand from the local Rome community remains strong.

The total unduplicated enrollment of BSN students at Rome for FY '05-'06 was 41 which increased by six since FY '04-'05. Gross enrollment for BSN students in Rome was 91. A total of six BSN courses were taught at Georgia Highlands College for FY '05-'06.

The College of Education offers the Junior Block and Senior Block for the BS Early Childhood Education. Georgia Highlands College provides space at no cost and Carrollton based instructors handle the teaching load.

The unduplicated enrollment headcount of the ECE program was 112 for FY '06-06. The unduplicated enrollment increased by 40 students since FY '04-'05. Total gross enrollment for ECE in Rome was 667. Eighteen ECE courses were offered at GHC during fiscal year 2005-06. Demand for the Rome ECE program courses remains at a high level.

## **IV. UNIVERSITY OF WEST GEORGIA AT NEWNAN ANNUAL REPORT 2005-2006**

### **Mission**

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

The Newnan Center promotes 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 supports 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 acts 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 Baccalaureate degree programs in Nursing and Education
4. Provide graduate degrees in Education to in-service teachers.
5. Provide graduate degrees in Public Administration with a concentration in Aviation Management.
6. 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
  - 20 Graduate courses per semester
    - Target Education, and expand Public Administration
  - Offer 20 total courses between May and Summer semester
    - Emphasis on graduate courses
    - Offer Communications and English for undergraduates
    - Incorporate nursing courses
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 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 distance learning courses
  - Expand use of online courses using the computer and internet
  - Hybrid courses that use combination of computer and interactive classroom work
  - Support students taking Ecore courses and provide exam proctoring services
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
  - Eliminate courses that do not make a profit
6. Facilities: Expand facility utilization rates based upon four 12-hour days and two 8-hour days per week.

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

### Annual Progress in Assessing Institutional Effectiveness

1. Curriculum: We significantly increased our offerings from 78 to 101 courses. There were 72 graduate courses and 29 undergraduate courses. These sustain a level of effort across the board. A continuing commitment by education has maintained steady enrollment in four graduate degree programs on this campus. A course each semester supports the Master in Public Administration.
- Course offerings in both main semesters exceeded our stated goal of 24 by more than 50 percent.
  - The 2006 Summer/May term showed an increase in courses. We had 26 graduate courses and began offering an undergraduate class in literature for the first time in four years. Nursing expanded to four classes.
  - Although we have discontinued the PSO Program, there is steady interest by high school students who are interested in taking college level courses while still in high school. There remains insufficient interest to institute a designated joint enrollment program.
  - The Newnan Center completed the first year of the BS in Registered Nursing program this summer. This twenty-seven month program offers upper level courses leading to a BSRN degree. Thirty-one students began the program in June 2005. Twenty-nine students completed the first year. In summer 2006 the second class entered with thirty-two students. There were four nursing courses offered in the summer term.
    - Coweta County continues to underwrite \$588,000 for the program, with the understanding that the university will pursue private funding or grants to offset the cost.
    - The university will buy back the contract over four years and assume the full cost of the program within five years
  - The Geology department introduced an undergraduate geography course with lab in Newnan. Student enrollment was nearly 30.
  - The Center continues to pursue a Master in Aviation Management through Auburn University as part of the University's Master of Public Administration.
  - The community has encouraged the university to offer a degree program in education, and another in business. Planning efforts are ongoing to increase the core curriculum offerings and begin a Bachelor of Science in Early Child Education, to begin in the spring semester, 2007.
2. Budget: The Center has operated with a fixed budget for six years. We were able to match expenditures and revenues this year, with the exception of faculty travel. The faculty travel budget line has not increased in many years, although the number of faculty who travel to the Center and the cost per mile of that travel have dramatically increased. 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 more than 300 percent for a third year.
  - The Newnan Center increased its staff from four to five personnel. Mr Javarus Boyce joined the staff in September 2005 as an assistant technical coordinator.
  - Despite increased activity with Saturday classes every semester, security costs remained equal to last year. The Center achieved this economy by judicious scheduling of its security resource.
  - The new Graduate Education Center continues to provide a viable classroom facility. Utility and maintenance costs for this facility remain within target.
  - Faculty travel costs increased significantly with when the state instituted a 55 percent increase in travel reimbursement. The Newnan Center required a supplement of nearly \$9,000 to its travel budget of \$10,000. A budget increase of \$5,000 for FY07 will leave a projected shortfall of at least \$5,000 in travel costs. This must be addressed. We cannot shift funds from other areas of our budget to cover this as we have no excess in those other budget lines.
3. Enrollment: We have grown to 1900 student enrollments this year. Average undergraduate class enrollment is holding above 26 students per class; graduate enrollment fell from 21.6 to 18.0 per class.
- Major impact has been the mature growth of four permanent graduate education programs taught completely at

the Newnan Center.

- The Summer 06 semester had 26 graduate courses and 491 students, consistent with the previous summer.
  - Nursing accounted for the increased undergraduate enrollment.
  - Non-traditional and traditional undergraduate student enrollment remains nearly equal. This reflects an increase in our traditional student enrollment.
4. Distance Education: Credit course use of the computer labs reflects an increased use of WebCT in the graduate courses. WebCT is delivering more course content in the graduate programs.
- 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 Ecore. We proctored 500 Ecore midterm and final exams this year, a 100 percent increase over last year. The Newnan Center provides this service for a ten dollar charge. We added video and audio monitoring to the NT Lab. This allows us to monitor up to 12 students taking exams simultaneously. We are adding desks with hidden monitors in this lab to provide secure computer-based testing
5. Continuing Education: With drastically reduced staffing in continuing education, we have seen a seventy-five percent drop in traditional course offerings.
- Overall course offerings have dropped fifty percent, but revenues remain fairly consistent
  - Most of the courses are contracts with industry. These run the spectrum from professional development courses to computer instruction.
  - The Center enjoys a solid reputation for quality training programs.
6. Facilities: Building use rate averaged right at 40 percent on a baseline of 64 hours per week to reflect actual operating time. This continues a trend from the previous year. Half of this activity relates directly to credit course instruction. Continuing Education, partnership programs, and contract use account for the remaining activity.
- Facility improvement remains a top item. The new Graduate Education Center (GEC) has provided significant space for larger classes, and has significant appeal for commercial meetings and training classes. The Nursing program is conducting classes in the main lecture hall.
  - The Center completed paving in front of the GEC, providing an additional 14 parking spaces. Coweta County performed all labor at no cost to the Center.
  - Maintenance costs for the main building were very reasonable this year. There were no major facility expenses.
  - We completed a concrete block wall to enclose a 50 square-foot room adjacent to the rear of the GEC. Access is by a new exterior steel door. Room will house paints and other flammable materials.
  - We rebid our custodial contract for the 2006-07 year. Bid went to Victorious Cleaning. There were over twenty bidders. Winning bid came in at \$8,150, almost half price of the previous contractor. All of our other service contractors have agreed to contract extensions by not increasing their rates.
  - We are considering options to renovate the Butler Building to house the nursing program and its associated practical nursing laboratories.
7. Equipment: We received no technology money this year.
- The Technology Committee denied our request for desks in the NT Lab that conceal the monitors. Purpose was to enhance testing security and allow dual classroom use of the room. We purchased twelve of the desks out of our own funds for \$7,100.
  - Newnan building revenue purchased one administrative computers for \$2,500.
  - We replaced the last of our original air-conditioners for \$4,850.
  - A solid maintenance and repair program is extending the life of current assets.

### Changes Based on Assessment

1. We have assessed our goals and made the following changes:
  - a. Curriculum:
    - i. We will increase our graduate course goal from 20 to 25 courses per semester.
    - ii. Summer course projections will increase from 20 to 25.
    - iii. We will begin to add more undergraduate courses in the summer.
  - b. Distance Education:
    - i. We dropped the goal of 50 percent of our courses delivered by distance education



- ii. WEB CT has become so integrated into the curriculum that virtually every course has a distance education component.
  - iii. Ecore continues to grow exponentially. We administered 500 exams for students in Ecore classes. To accommodate this demand, we installed a GSAMS video camera in the NT Lab. A TV monitor with video recorder at the front desk connects to the camera and allows the test proctor to monitor all activity in the room. This also expands the testing capacity of the room from 3 to 12 students. The camera provides audio monitoring and video recording for playback.
  - iv. Our technical coordinator developed a data base program to deconflict student exam scheduling. This program allows us to schedule the maximum number of exams in each time block without fear of over-scheduling or creating conflicts. This program also provides a tracking system for the examination documents.
- c. Continuing Education: This program has diminished to a level that there is no meaningful tracking. The Center needs to enter into discussions with Continuing Education to determine the continuing education mission for Newnan.
- d. Equipment: Summer 2006 saw a drastic increase in student printer and copier demand. Until now, the Center has provided free printer service and a very reasonable copy service for students. Current demand and university course policy will require us to install a pay for service printer and copier.
- i. After significant analysis, the Center chose a multi-purpose machine for printing and copying. This machine will connect to all computers in the building, and each computer will have a distinct printer mailbox. Students will pay a per-sheet fee of five cents for this service. The Center will sell \$5.00 prepaid cards that will fit in the card reader and will automatically deduct reproduction fees.
  - ii. The Center will lease this machine for three years at \$100 per month plus 0.9 cents per copy. Purchase cost of the card reader is \$945. The Center will provide paper and absorb the 25-cent cost of producing the prepaid card. Toner and maintenance will come under the contract.
2. We continue to run the Newnan Campus as if it were 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 steady utility costs this past year. The addition of the nursing program will increase utility costs for the GEC.
  - 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 except for faculty travel expenses. We had no unanticipated major maintenance costs this year.
  - Enrollment has leveled, based upon the success of the programs and course offerings. Predictable course offerings have allowed us to maintain a repeatable base of students who return for additional courses.
3. Continuing education has cut its staff at the university to reflect funding cuts. This year saw a 75 percent reduction in the number of personal enrichment courses.
- Contract courses have produced the highest revenue and net profit.
  - Our perception is that community interest is waning due to the reduced number of courses offered.
4. Assessment of facility use gave us an opportunity to predict classroom shortages. Our block scheduling priority to departments has worked effectively to schedule 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. Contrary to perception, the Newnan Center still has significant capacity.
5. 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.
6. 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.

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## 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 solid.

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. 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 has a Five-Year Plan that will incorporate expansion of course offerings and degree opportunities. These items are under discussion with the community and the main campus.

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

The University of West Georgia at Newnan completed its eighth year as a permanent Center.

Use of WebCT and other computer related delivery methods reflects the changing nature of instruction. Many faculty, especially graduate, are conducting more of their classes through multimedia sources. We see more use of the center's computer labs during instructional time. Department policies now require students to print large volumes of course materials from the class web site. This has forced the Newnan Center to install a vending printer and to charge per page.

The Department of Political Science continued its Master of Public Administration program at the Newnan Center. A cohort of sixteen students is in this class. An initiative to integrate the Master of Aviation Management program from Auburn University has renewed support. Positive efforts are under way to initiate program approval from the University System.

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.

### **Productivity**

1. The Center operates 12-14 hours per day, 6 days per week with five personnel. It has achieved this through efforts to streamline operations and concentrate on the core business of providing educational opportunities for students. The addition of an assistant technical coordinator has increased the oversight of our technical equipment, and provides technical assistance to faculty and students during all periods that classes are running.
2. Use of technology has reduced administration overhead. All staff are trained on word processing, spreadsheets, and databases.
  - The Center contracted for a new multitask copier, scanner, printer and fax. This one machine has increased efficiency at a reduced cost. The scanner operates at 30 pages per minute and stores in pdf format. This allows for electronic record storage and upload of instructional material. Some material is going on CDs for permanent storage and distribution. Electronic record storage has cut paper consumption and reduced physical storage requirements.
  - 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 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 offerings encourage students to return. The College of Arts and Science has, for the last two years, offered a lab science course in the spring semester. The Center has exceeded its goal of offering 75 courses per academic year. We will evaluate this goal for another year before establishing a new target.

## **Other Achievements.**

### **Facilities**

**Size:** 14-acre campus

Value: \$2,000,000 physical plant

Facilities:

- Main Building – Eight Classrooms and Administration
- Graduate Education Center (GEC). Lecture Hall with 49 classroom seats, state-of-the-art multimedia and video conferencing. Twenty-seat conference room with Polycom.
- One Building for Future Expansion

Employees: 5 Full-time

**Operating Costs:** \$86,704

Secondary Revenue: \$12,000

Activity: Over 20,000 people passed through our doors

### **Credit**

1895 Students in 101 courses

- .. 1245 Graduate Students in 72 courses
- .. 651 Undergraduate Students in 29 courses

### **Continuing Education**

417 Students in 43 courses

- .. 260 hours of instruction

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

Employees: 1 Full-time and 1 Part-time; 9 Part-time teachers

Serving: Coweta, Harris, Heard and Meriwether counties

- .. 1400 Teachers in 90 days of Training Courses and Activities
- .. 15,000 Students in the PRE-K through 5<sup>th</sup> grade Science Field Trip Programs
- .. 450 Students in 7 Summer Science Camps
- .. 1,700 Students and Parents in Family Science/Math Nights at 14 Schools

### **Global Achievers**

Employees: 1 Full-time; 1 Part-time

Serving:

- .. 1060 Students from 53 middle and high schools in Georgia
- .. Partnered with DOE, CTAE to match international schools worldwide
- .. Communities and schools in economic development and cultural exchange

“ Matched with schools in Spain, United Kingdom, Japan, S Africa and China