

ANNUAL REPORT OF INSTITUTIONAL PROGRESS

2006-2007

HONORS COLLEGE

AND

EXTENDED DEGREE PROGRAMS

UNIVERSITY OF WEST GEORGIA

**DONALD R. WAGNER
DEAN, HONORS COLLEGE
AND EXTENDED DEGREE PROGRAMS**

August 30, 2007

MEMORANDUM

TO: Vice President Hynes
FROM: Don Wagner
RE: Annual Report 2006-2007

Enclosed please find the annual reports of the Honors College and of Extended Degree Programs for 2006-2007.

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.

Extended Degree Programs reports include Distance and Distributed Education, our Nursing External Degree program at Rome, Evening/Weekend University, and the Newnan Center. Extended Degree 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 large 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 Extended Degree 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 ten years. I asked our talented director, Rob Tornow, to provide a detailed report and, as you can readily see, he has done so. The addition of useable space in the Graduate Education Center (formerly the "blockhouse") these past three years has enhanced our ability to serve the students of the southern metropolitan Atlanta area as well as dramatically increasing our utility bills. Rob's retirement is a great loss in leadership skills. We hope we can find a good replacement.

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 eighth 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 Extended Degree 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 2006-2007

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"> 1. Commitment to UWG's mission and goals. 2. Enrollment management. 3. Academic Programs
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"> 1. Commitment to UWG's mission and goals. 2. Enrollment management. 3. The university experience.

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

<u>Outcomes</u>	<u>Assessment</u>	<u>Results</u>
<u>56 Honors courses were offered enrolling 774 students</u>	<u>Student course evaluations were uniformly very positive.</u>	<u>Increased enrollment for tenth consecutive year</u>

<u>Students presented research in seven different venues</u>	<u>Discussions with Honors Council and the Faculty Senate Honors College Committee last year recommended increased opportunities</u>	<u>The number of venues increased</u>
<u>Students received a number of scholarships and were admitted to graduate and professional schools of their choice</u>	<u>Informal discussion with Honors Council led to concern about information available</u>	<u>Increased publicity and number of personnel advising. "Scholarship Day" was created and will be held for a fourth year</u>

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

Prior to year 2001-2002, advising about the opportunities for application for national and internationally competitive scholarships was conducted intermittently. As a result, fewer students who would have been eligible knew about processes, deadlines, preparations, etc. After much discussion among Honors College personnel and Honors students, the processes have been revised so that potentially eligible students are selected and notified far in advance of application deadlines. Honors College staff 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 were effective fall semester 2007.

HONORS COLLEGE LEARNING ENVIRONMENT AND OUTCOMES

The Honors College of the University of West Georgia is designed for highly motivated students who have demonstrated superior academic achievement and express a desire to continue on that path. Students accepted into the Honors College become immersed in a learning community, where they are expected to be actively engaged in an on-going, interactive learning process with like-minded faculty and peers, both in and out of the classroom. To support and nurture such an environment, Honors classes are small, seminar-based, and taught by faculty members approved by the Honors College. Honors course work differs from general course work in both breadth and depth of exploration of subject matter, and as much as possible, inclusion of primary sources of information. Honors students are expected to exhibit and further develop genuine emotional and cognitive engagement in the learning process and reflect on the meaning of what they are learning in their own and others' lives, including a consideration of ethical ramifications when applicable. Ultimately, the goal of the program is to produce young adults who will become leaders and serve as transformation agents among their peers, in the campus community, and in the larger social world. To this end, all courses in the Honors College will incorporate one or more of the following learning outcomes:

- 1) Students will demonstrate the ability to examine topics and issues from diverse perspectives.
- 2) Students will demonstrate the ability to engage in higher order abstract, creative and critical thinking.
- 3) Students will demonstrate the ability to explore, and if feasible, experiment with possible applications of their learning toward the solution of "real world" problems.
- 4) Students will demonstrate the ability to explore and conduct discipline-specific independent research and creative activities using a variety of resources.
- 5) Students will demonstrate superior oral and written communication skills.

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 21st consecutive year.

Student Achievements

- Eleven Honors students had research accepted at the National Collegiate Honors Council annual meeting. For the seventh time in the past nine years no college or university in the nation has more research proposals accepted for presentation than our University's students. This year we tied for the most proposals accepted with the University of Alabama-Birmingham, a much larger institution.
- Seven Honors students presented research at the Georgia Collegiate Honors Council Annual Meeting at Dalton State.
- Six Honors students presented research at the annual meeting of the National Conference on Undergraduate Research at Dominican University in San Rafael, CA.
- Two Honors students presented research at the annual meeting of the American Chemical Society in Chicago, IL.
- An Honors student, Justin Purkey, co-authored a report titled "Transportation Funding Alternatives: A Preliminary Analysis" with Dr. Joey Smith and the Fiscal Research Center of Georgia, and presented this at 2007 Academy of Economics & Finance meeting in Jacksonville, FL in February.
- Logan Leslie, an Honors College graduate, was awarded a Gates-Cambridge Scholarship. There were only 49 recipients in the U.S. this year.
- We had an increased number of honors graduates this year: Summer: 1, Fall: 10, and Spring 29.
- 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.

Honors College Housing

I. Introduction

The Honors College and The Advanced Academy were identified as one of the five areas in which UWG will seek to achieve national recognition as a leader among, and model for, state comprehensive universities. The University's mission statement commits us to provide: "Educational opportunities for exceptional students through initiatives such as the development of an Honors College and, for extraordinary high school juniors and seniors, through the Advanced Academy of Georgia."

In June of 1999, the Board of Regents created the first Honors College in our state at the University of West Georgia. There have been and are many Honors Programs in Georgia's colleges and universities for many years. West Georgia's Honors Program was established in 1975; only the University of Georgia's program is older. But an Honors College differs from an Honors Program, and the Board recognized the differences and elevated West Georgia's Honors Program to a different status.

According to the National Collegiate Honors Council's guidelines for the Basic Characteristics of a Fully Developed Honors College, "Where the home university has a significant residential component, the fully developed honors college should offer substantial honors residential opportunities."

II. History of Honors & Academy Housing

The Advanced Academy of Georgia enrolled its first students in the Fall of 1995. These students were housed in Gunn Hall along with other regular West Georgia students. Until the Fall of 1997, the selection of the Gunn Hall Resident Assistants and the Residence Hall Coordinator was handled by the University's Department of Residence Life. Now it is run entirely by the Advanced Academy and Honors College. Until the fall of 1999, UWG provided no residence space for Honors students. In that year, the first floor of Gunn Hall was made available. Housing Academy and Honors students together has proven to be extremely popular and beneficial.

III. Current Situation (as of Fall 2006)

The Advanced Academy shares its residence hall (Gunn Hall) on a space-available basis with Honors students; Academy

students on the top two floors and Honors students on the bottom floor. Each floor can hold up to 26 students (subtracting staff spaces). Since 1999 when both Honors and Academy have been housed in Gunn, the demand for space has far exceeded its availability. Academy students who choose to remain at UWG after completion of the Academy program often seek to remain in Gunn; this population of returning students contributes greatly to the sense of community found in this hall, as well as provides continuity and mentoring. Traditional Honors students enjoy the atmosphere and community in Gunn Hall, which is extraordinarily close-knit and conducive to academic excellence. As the Academy grows and fills Gunn Hall, Honors students will no longer have designated residence space on campus. In Fall 2006, ninety-eight Academy, 11 Honors upperclassmen (including some previous Academy students), and 14 Honors freshmen live in Gunn Hall. (Another 28 Honors Freshmen live elsewhere on campus. This past year the Academy increased by 46%, which means that soon there will no longer be space in Gunn Hall for regular Honors students.

IV. New Initiative Fall 2007: FYRST Honors Program

The FYRST program, First Year Residents Succeeding Together, was launched in Fall 2002 with the objective of assisting freshman in achieving academic success by focusing on their needs as a first-year student. FYRST helps the college transition through many different programs and resources. These include: the College Student Inventory (CSI), Student Academic Mentors (SAMs), Resident Assistants (RAs), certified tutors, academic programs, the FYRST Council, midterm grade checks, and the Emerging Leaders Series.

The FYRST Honors Program will be run in conjunction with the existing FYRST program and would be directed by the current coordinator, Ms. Jela'ni Dais, but with an emphasis for high ability students. The FYRST Honors students will be required to participate in the same programs as all other FYRST students. However, they will be housed in separate floors in the FYRST Residence Hall, which for Fall 2007 is Bowdon Hall. The FYRST Honors Program will be for incoming freshmen who are accepted to the Honors College and other high ability incoming freshmen (defined below). Last year, Fall 2006, we had 42 honors freshman living on campus. Of those, 14 lived in Gunn Hall, 10 in Bowdon, 4 in Strozier Annex, 4 in the Suites, 2 in Watson, 1 in Tyus, and 7 in Arbor View. With the exception of the students who will prefer to live in suite or apartment-style housing, we should have at least 35 honors residential freshmen each year who will choose to live in a traditional residential environment for their first year.

The objectives of the FYRST Honors Programs will be:

1. Assist Honors freshmen and other high ability freshmen in achieving academic success.
2. Focus on their needs as first-year students.
3. Create a residential environment with a strong social component through emphasis on community building and connecting the students with West Georgia and the Honors College.
4. Involve Honors Faculty and Staff with the students beyond the normal experiences (such as class room time or advising appointments).
5. Increase the retention, progression, and graduation rates of Honors and high ability students.
6. Increase the number of Honors students who complete all of the necessary requirements for graduation from the Honors College.
7. To recruit the program's participating high ability freshmen who do not initially meet the Honors requirements, into the Honors College in the Spring semester, as long as they have at least a 3.2 GPA at UWG.

The structure of the program is as follows:

A. Location

- a. Bowdon Hall
- b. 2 floors: one male & one female, designated as FYRST Honors Only

B. Students

- a. This program will be open to all incoming Honors freshmen
- b. If the 2 floors do not fill with accepted honors students by May 1st of each year, then other high ability students would be invited to join as well (High Ability to be defined as incoming freshmen with high school GPA's of at least 3.5)

C. Recruitment

- a. All incoming Honors First-year students who are considered Residential students will have the option to participate.
- b. The High Ability students will receive invitations to participate (after May 1 each year) along with a brochure about the Residential program and information regarding the Honors College and the possibility to join after their first semester. These students' names will be generated from the Fall Admissions report of accepted students with at least a 3.5 High school GPA.

D. Staff

- a. Program Coordinator: Ms. Jela'ni Dais
- b. Residence Life Coordinator: Mr. Michael Brown
- c. Residence Life Assistant's (RA's): continuing Honors students who participate in the same special training as the other FYRST RA's
- d. Academic Advisors: Dr. Michael Hester and Ms. Melanie Hildebrandt

E. Programs

- a. Current FYRST programs
 1. FYRST Council: the Honors and high ability students will participate in this organization alongside the other FYRST students
 2. Midterm Grade Checks: the Honors and high ability students will also have their Fall semester midterm grades submitted to the program coordinator for review
 3. Emerging Leaders Series: this program is open to all FYRST students and the Honors and high ability students will be encouraged to participate as well
- b. Current FYRST programs with added Honors Emphasis
 1. College Student Inventory: the faculty and staff that serve as advisors for the Honors students will be current Honors Faculty and Staff
 2. Student Academic Mentors: ideally, the SAM's that serve as mentors for the Honors students will be upperclassmen Honors students
- c. Honors Programs
 1. Faculty Lecture Series: The Honors College will host a lecture series that will be open to all FYRST students in an attempt to bring academics and faculty into the residence halls
 2. Other Honors Courses: all fully-accepted honors students will be required to take at least one additional honors course in the Fall and Spring semesters. The other high-ability students who finish the Fall semester will at least a 3.2 GPA, will have the option of taking an Honors course in the Spring.
 3. Student Honors Council: the Honors College student organization, will also have an Honors FYRST student serve as a representative from this program

-

II. THE ADVANCED ACADEMY OF GEORGIA at the UNIVERSITY OF WEST GEORGIA

ANNUAL REPORT 2006-2007

In its twelfth year at the University of West Georgia, The Advanced Academy of Georgia, a component of the University's Honors College, enrolled 98 academically talented high school high school-aged students, a forty percent increase over the previous year's student population. Thirty-two students returned from the previous year, and sixty-six were newly accepted. The class was composed of one sophomore, forty juniors, fifty-seven seniors, fifty-three females and forty-five males. Diversity continues to be a hallmark of the Academy experience; our population consisted of seven African-Americans, one Russian, one Philippino, five East Asians, one Spaniard, one Colombian, one Iranian, twelve Asians and one Vietnamese student from Canada. In addition, there were two students from North Carolina and one each from Louisiana, Tennessee, Ohio, and New Jersey. All other students were Georgia residents. Although we recruit students from across the state, fifty-one percent of this year's entering class came from the 28 counties included in the Atlanta Metropolitan Statistical area. Four students came from Carrollton/Carroll County, home of the University of West Georgia.

The 2006-2007 Academy class was highly qualified academically. SAT scores, earned when many of the students were high school sophomores or younger, averaged 640 and 635 on the Critical Reading and Math components, respectively, and the average composite score was 1274. The high school Grade Point Average (non-weighted) for the incoming students, based on college preparatory curriculum classes only, was 3.83. Students received AP credit in US history, world history, calculus I & II, statistics, physics and physics lab I, biology, chemistry and chemistry lab I, chemistry and chemistry lab II, and English.

Academy students continue to accelerate academically. Among the sixty-six 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 2006-2007 class engaged in either projects or original research through the departments of chemistry, biology, math, marketing, computer science, 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 a part in fall's production of the *Grapes of Wrath*, and another had the lead in the West Georgia Theater Company's staging of *Crumbs From the Table of Joy*. 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 created and edited entirely by students. Academy students are responsible for writing the monthly *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. At the spring 2007 Honors Convocation, a former Academy student received the Mrs. Jewell Miles Burson Calculus Award, and another was recognized as an Outstanding Honors College junior. Current Academy students were recognized as Outstanding Honors College freshmen and sophomores. 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 12A and 12B), American Invitational Mathematics Exam, the United States American Mathematical Olympiad, the Canadian Mathematics Open, the Asian Pacific Mathematical Olympiad, and the Fermat and the Euclid, both Canadian competitions, commanded their attention. Students received honorable mention in the Mathematical contest in Modeling. Several students were finalists in the 2007 National Merit Scholarship Program.

This year UWG, for the seventh time in the past nine years, had more research proposals accepted for presentation at the National Collegiate Honors Council annual conference than any other institution in the country. Of the eleven UWG students who attended, one was a former Academy student and four were current students. 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 in the College of Business competition for Big Night 2007, and another group competed in Computer Science department. Other students received the Best New Geology Student award from the Department of Geosciences, the Business Student Scholar Award for marketing research, and had poems and short stories published in *Eclectic*, the university's art magazine. Research projects were also completed in English and robotics. Academy students teach chemistry workshop sections for the first-year chemistry classes, and an Academy student was the leader of all the workshop facilitators. Another student was nominated and hired for a NASA Internship at Cape Canaveral for the summer. She will be working on improving security and communications for space shuttle flights. She was nominated and highly recommended by Dr. Ben deMayo, with whom she worked on undergraduate physics research during the spring semester.

Our students studied abroad during summer 2007 to France, Mexico, and Japan. The student who traveled to Japan is the youngest student (17) ever to have attended the Japan program, and in 3 months of strictly independent study, he advanced to a skill level of Japanese 4.

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 many different community service events, including river clean-up at McIntosh Reserve, after school tutoring at the local middle and elementary schools, on-campus nature trail reconstruction and picnic table installation, Run for A-Day (UWG's annual fundraiser), Learning Buddies Program (reading with kids at local schools), Special Olympics, Humane Society events, Community foundation of West Georgia Nonprofit Latino Cultural Celebration, Soup Kitchen, and Habitat for Humanity. In addition, Gunn Hall held its ninth annual St. Patty's Day Café, a fundraiser that this year raised approximately \$600 that was donated to a local organization, the Association for Retarded Citizens.

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. Tim Hynes, Acting UWG President, speaking on "Valuing Dissensus"; International Night; attending the University-sponsored lecture by Richard "Dick" Gregory; attending two productions of the West Georgia Theater Company; Mr. Ed Baskin, the Carroll County Deputy Coroner talking on forensic science; Dr. Julie Bartley, UWG professor of Geology speaking about the challenges of field research in the Sahara Desert; Leslie Schwartz from Georgia Tech speaking about their School of Polymer, Textile and Fiber Engineering; and Mason Peralta, a classical guitarist. In addition, our students presented the third annual Academy Idol, a recently established Academy tradition that combines talent with a great deal of humor, and our own version of the popular NPR program, Wait! Wait! Don't tell Me!

Although ninety-eight students enrolled at the beginning of the year, including thirty-two returning students, we had the usual turnover in January. Twelve students did not return after fall semester: one student graduated from high school early (December 2006), three left due to a combination of voluntary withdrawals and disciplinary action, one didn't like living in Gunn Hall, two were not allowed to return because of poor grades, one completed the Academy program and moved into another residence hall on campus, and four returned home because of emotional problems. We accepted two students for spring admission and one of the students who withdrew in fall returned after medical and psychological assistance greatly improved his conditions. This brought our January 2007 student count to eighty-nine students.

During Spring semester eleven more students withdrew: five were allowed to withdraw as a result of one incident involving our zero tolerance policy, five withdrew at mid-semester due to academic problems, and one left due to a combination of disciplinary and academic problems. This further reduced our student population to seventy-eight students. After the finish of the academic year, two students (rising seniors) were asked not to return due to academic problems.

Twenty-one students (twenty-eight percent) had perfect Grade Point Averages of 4.00 in the fall semester, and twenty-two students (twenty-five percent) earned between 3.50 and 3.99. Fifty-three percent were on the Dean's List, and eighty-eight percent of the students had a 3.0 or higher. In the spring semester, eighteen students (twenty-two percent) had Grade Point Averages of 4.00, and 29 (thirty-six percent) earned between 3.50 and 3.99. Forty-seven students (fifty-eight percent) made the Dean's List. Sixty-six percent earned a 3.00 or better.

Forty-nine students completed the program this academic year, and there are Twenty-nine students returning for academic year 2007-2008. To date, 69 students have been accepted into The Academy for fall 2007, and several interviews are pending. It appears that the Academy will again have a record number of students in fall 2007.

All of the high school seniors from the 2006-2007 class (including those who entered as juniors in fall 2005) 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 and the number of semester hours completed while at UWG. Thirty-two percent of our students chose to remain at the University of West Georgia after high school graduation, and twelve percent will attend the Georgia Institute of Technology. Eighteen percent will attend the University of Georgia. Sixty-six percent of our students will remain within the University System of Georgia. At this time, three students are undecided. Students were accepted into the following institutions: Berkeley City College, Berry College, College of Charleston, Cornell University, Dartmouth, Duke University, Emory University, Florida Institute of Technology, Furman University, Georgia College and State University, Georgia Institute of Technology, Georgia Southern, Harvard, Hillsdale College, Mercer University, New College of Florida, New York University, Pepperdine University, Purdue University, St. Louis University, Stanford University, Tulane University, University of Colorado, University of Georgia, University of Illinois—Urbana-Champaign, University of Indiana, University of Iowa, University of Michigan—Ann Arbor, University of North Carolina—Asheville, University of Southern California, University of Utah, University of West Georgia, University of Wisconsin—Madison, Washington University in St. Louis, Wheaton College, and Yale University.

In addition to the prestigious University of West Georgia Presidential Scholarships, Academy students were awarded scholarships for post-Academy matriculation in fall 2007, including: University of Indiana Scholarship, Florida Institute of Technology Scholarship, Distinguished Scholars Scholarship from Tulane, Georgia Tech Scholarship, Dean's Scholarship at Saint Louis University, President's Award at Wheaton College, ECE Freshman Scholar at University of Illinois, Vilas Equity Scholarship at University of Wisconsin, Four Winds Scholarship from New College of Florida, academic scholarship from Berry College, and an Emory University Scholarship. 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 (2006-2007), fourteen current Academy students were awarded the university's most prestigious scholarship, the

Presidential Scholarship, and eight former Academy students were continuing recipients of their earlier Presidential Scholarship award. In the fifth year of a five year donation commitment, the Watson-Brown Foundation provided scholarships for seventeen students. A proposal to renew this grant was submitted, and we are awaiting a response. Three students were awarded UWG Ingram Scholars scholarships. This year, one student received financial awards from the Sallie Mae funds. Students also received scholarship awards from the Pat Hughes Memorial, Julian C. Stanley memorial Scholarship, and Jack Kent Cook Scholarship Funds. The Advanced Academy and its students are grateful for the continued support it receives that allows all students, regardless of family income, to participate in this program.

RideQ Fundraiser

The RideQ, in its second year, raised funds for the Julian C. Stanley Memorial Scholarship fund. RideQ is a motorcycle ride that raises funds by soliciting corporate and individual sponsors as well as collecting a fee from riders in the event. Students competed to design the official RideQ logo. A prize for the winning entry, a gift certificate to the university book store, was donated by Sandra Dunson, one of our Board members. Ms. Dunson also was the driving force behind this successful event, donating her energy, ideas, and financial support.

Young Scholars Institute (YSI)

In its ninth summer (July, 2006), 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 creative writing), and Session II centered on science and math (physics/astronomy, geology, chemistry, and math). Students may 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.

Student Services Professional

The 2006-2007 academic year was full of new challenges and opportunities. The tremendous increase in enrollment was the primary reason for an increase in workload, particularly in those duties that are extremely time-intensive. Advising, testing, and the preparing of recommendations are the three areas that overtly increased the workload. This year, more students than ever before applied and were accepted to Ivy League or other prestigious universities. However, although it is not quantifiable, the number of e-mails and phone calls from students, parents, faculty, counselors and school system officials asking questions or needing either direct assistance or referrals to other offices also demanded a significant increase in time. The full report is found in Attachment III.

Recruitment

For the 2006-2007 academic year, the Academy received 135 total serious application inquiries, and seventy-four students completed the application process. Of these, fifty-five did not meet our requirements, and six were rejected after being interviewed. Sixty-eight students were accepted by the Advisory committee. Two students chose not to enroll. The sixty-six new students who enrolled this year comprise the largest incoming class in the history of the Academy.

To date, sixty-nine students have been accepted into The Academy for fall 2007, and several interviews are pending. It appears that the Academy will again have a record number of students in fall 2007.

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. Additional recruitment activities are included in Attachments I and II found at the end of this report.

The 2006-2007 Recruitment Survey revealed that this year's students first heard of the Academy in the following ways:

Type of Initial Contact	Percentage
Website	23
Direct Mail	19.1
Current Academy Student	15.1
Academy Personnel	13.7
Duke TIP	6.8
High School Personnel	5.8
YSI/Learn2Live	5.5
Sibling/Former Academy and GAMES (tied)	4.1
College Guide and Home School Expo (tied)	1.4

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 a superlative job of creating and maintaining an atmosphere in Gunn Hall that promoted a healthy balance between work and play while providing for students' health, safety, and well being.

All students in the Advanced Academy are required to perform 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.

Hall Council Programs:

October

October 4th, 2006 - Sock Hop Disco Dance-the first dance of the year.

October 2006 - Safe Treat-Gunn Hall produced a bone scavenger hunt booth where kids could get some candy.

November

November 4th, 2006 - Homecoming-Gunn Hall participated in all of the events possible.

February

February 15, 2007 - Semi-Formal-in Gunn Hall this was a Valentine's Day dance

March

March 15, 2007 - St. Patty's Day Café-a yearly event where students donate items to be bid on and proceeds this year went to Georgia ARC. (345.00 was raised this year)

April

April 20, 2007 - Formal-final program (dance) for the academy and first floor students-at the Mill Pond clubhouse.

2006-2007 Awards

University Homecoming Awards:

Homecoming Grand Champions (Residence Hall Division)

Best Float

Best Sidewalk Chalk

Best Banner

Best Novelty Group

-

University Resident Assistant Awards:

Programmer of the Year – Jason Soucy

RA of the Year (2nd Year) – Frances Colon

The Resident Assistants continue to plan educational, social, and community service programs for our students. A total of 175 Formal Programs were completed during the 2006-2007 school year. 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, 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.

Discipline

- 44 of 98 Students Had Completely Clear Records
- 65 of 98 Students Had No Discipline Beyond Blue/Green Book Violations
- 33 of 98 Students Had A Discipline Violation (outside of the books)
- 13 of 98 Student Had 50 or more points this year (5 of these were zero-tolerance violations)

115 Separate Policy Violations of those...

- 5 Zero-Tolerance Violations
- 7 Visitation Violations
- 3 Non-Compliance
- 18 Noise Violations
- 1 Littering
- 1 Fire Safety
- 42 Blue Book / Green Book Violations (Min of 7 documentations)
- 1 Escorting Violation
- 4 Disorderly Conduct
- 15 Curfew Outside of Building
- 1 Curfew Inside the Building
- 6 Community Standards Violation
- 12 Community Service Requirement

The Physical Facility

This year did not see much renovation in Gunn Hall.

a) Fire Alarms. There were eleven recorded fire alarms, however, there were actually more than that. The alarm went off several times due to cooking in the kitchen. It is almost impossible to fry anything without the alarm getting set off, and this will continue to be a problem with the current set-up in the kitchen.

b) A music practice room is located near the main lobby of Gunn Hall. Lights were recently added with the assistance of Mark Reeves. There is also an RA workroom set up on 2-A where RA's and Hall Council members can work on projects and use the Ellison machine. One of the rooms downstairs on the girl's side is used for an Admissions show room.

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. The building is not ADA compliant. The students' rooms need painting. The hall does not have a meeting room, and this is a problem when scheduling various activities or planning sessions for both the RA's and the students.

Staffing

This year our staff positions remained unchanged; however, the residence hall director resigned in January to take another position, the Program Specialist assumed the hall director's responsibilities, leaving the second admissions position vacant for most of the spring semester. A new hall director will be hired to begin July 1, 2007. Approval was granted for a new

position, that of a Licensed Professional Counselor. This person will also have some administrative duties. As the Academy grows, we will need to be able to hire additional residence hall staff and administrative staff.

Attachment I

Program Specialist: Justin Barlow 2006-2007 End of the Year Report

-
Traditional Visits and Exhibitions:

In order to distribute information about the program to students, parents, and counselors, I had some role in planning or administering these visits.

Regional & University Visit Days (See Attached Listing)		
Type of Event	Date	Location
University Visitation Day	October 22 nd , 2006	The University of West GA
University Visitation Day	February 25 th , 2007	The University of West GA
University Visitation Day	April 23 rd , 2006	The University of West GA

Conferences and Organization Meetings (See Attached Listing)		
Type of Event	Date	Location
Gifted Teacher Training	October 3 rd , 2006	Carrollton, GA
UWG Career Counsel Class*	October 24 th , 2006	UWG, Carrollton, GA
Saturday Scholars	November 11 th , 2006	Atlanta, GA (GSU)
National Gifted Association	November 2 nd -4 th , 2006	Charlotte, NC
ABAC Southern Counselors	January 23 rd , 2006	Tifton, GA

* I helped plan these meetings (booked date, venue, and assisted with presentations)

Varied Additional Visits (See Attached Listing)		
Type of Event	Date	Location
39 School Visits (Day)	Varied	Across GA
10 Probe College Fairs	Varied	Across GA
4 Probe Counselor Workshops	Varied	Across GA
8 School College Fairs (Night)	Varied	Across GA

-
Print Based Advertisement:

Over the past year, The Academy only printed one brochure “the blue book” for mass mailings. This year I supervised the ordering and procurement of these books. Over the Summer of 2006, massive changes were made to the publication. New photos, student profiles, and other useful information were added to this publication. In addition, changes to the cover were made (in order to give the publication a more professional look). In addition, postcards have been printed (highlighting our students) meant to be a low cost follow up to our direct mailings. The Academy also utilizes numerous print based advertisements to gain exposure for the program.

-
Web and Video Based Advertisement:

The Academy realizes the importance of the internet in allowing students the opportunity to access information at their own convenience. Over this past year, the Academy website has continued to be updated. The Academy website continues to be actively visited and continued efforts focus on links throughout the World Wide Web. Current links include:

MyCollegeGuide.com

-

Boardingschoolreview.com:

(For Spring 06: 29,450 Visits to Our Profile, 1,874 Links to Our Website, 91 Specific Inquiries)

Fastweb.com

Earlyentrance.org

Georgia Gifted Association Website (Early Entrance Section)

Honors College Website

West Georgia Main Page (Ajay Pillai, Student Feature)

University of West Georgia Residence Life Website

Additional Projects:

Academy Parent Listserv:

Academy parents have been an underutilized resource in our recruitment efforts. In the fall, we continued to use this listserv more by sending photos from Academy events and actively encouraging parents to spread positive sentiments about the program.

Academy Surveys:

Academy students & parents were surveyed using new instruments. Respondents could use a paper copy and online version to respond. These answers were carefully evaluated and indicated some interesting trends, spring surveys are now ongoing.

Academy Alumni / Parent Fundraising mailing:

Parents and students were solicited with a pledge card, letter, and postage paid envelope requesting information about alumni and donations to the program. A few thousand dollars were raised as part of the campaign.

Cooperation With Admissions:

- A) Developed Goalquest program for Academy use. Once prospective students are entered into Banner, they receive Goalquest emails intended to stimulate them into applying. Program is also ready for first year Academy students to receive emails intended to increase their retention.
- B) Worked with Admissions to share data so that they can use our students who don't attend the Academy in their next recruitment cycle. They provide us early applicant inquiry information previously only seen by Univ. Admissions.
- C) An Academy representative is at the check-in table at all university visitation events, future approval is available to have an Academy Check-in table
- D) Mass Email campaign developed and used twice
- E) Developed applicant status check system via Banner
- F) Developed Academy Communication Plan (Not Yet Put Into Action)

Analysis of Program:

I completed several reviews of program practices and attributes in order to get a better sense of ways we could improve the program. These projects included:

- A study of factors that contribute to student success and failure. The sample group included all students who have graduated from the program.
- What mailings we send out, their success, and the amount of duplicate names we purchase were also evaluated.

Honors FYRST Development:

In concert with Melanie Hildebrant and Taffey Cunnien, we developed a plan to move first-year honors students to Bowdon as part of the FYRST program. We developed advertisement to encourage enrollment in the program, and I also spoke at Ignite to stimulate involvement. Developing the plan involved submitting a full report that detailed several housing options (though Honors FYRST was the clear alternative).

Attachment II

Anneliesa Finch Program Specialist

The Advanced Academy of Georgia Program Specialist responsibilities and duties for the year ending 2007 include admissions, recruitment, Young Scholars Institute coordinator, and other duties as assigned. Specifically, other duties include coordination of the Board of Trustee meetings, RideQ fundraiser, on-call residence hall duties, and serving on the Alternative Dispute Resolution Committee.

Admissions

The Program Specialist admissions responsibilities for 2006/2007 include coordination with the University of West Georgia's Admissions office in the processing of all Academy applications for admissions including International applications. I have evaluated each application with initial review of the weighted calculation of Grade Point Average (GPA), College Preparatory Curriculum review, Academy application for admissions, teacher recommendations, Questionnaire. The Academy database has one hundred and fourteen (114) open records of applicants to the Academy. Approximately 59 have been accepted or are in the process of being accepted into the Academy for the 2007/2008 academic year. There are (2) two out- of- state applicants and eight (8) International applicants to date. I have participated in eight (8) Academy admissions interviews. There are some students that have taken the ISAT with the Academy scheduling but did not meet the requirements and did not submit an application.

Recruitment

As Program Specialist, I have served as the point of contact for prospective Academy students and/or parents, and school administrators. Daily, I prepare requested application packets for prospective students and parents. I have trained student workers in the preparation of application packets.

I have served as advisor for the Academy Ambassadors. I have coordinated and led campus tours with University personnel, prospective students, and Academy Ambassadors. Upon request, I have coordinated classroom visits for prospective students with current student and University instructors. I have coordinated Academy Ambassador panel discussions at Georgia Tech and during campus Preview Days. I have also moderated Preview Day information sessions.

I have exhibited for the Academy at over thirteen (13) Probe fairs. As Program Specialist, I have represented the Academy at various Parent Night programs as a panel participant or exhibitor. I have scheduled high school visits to speak with targeted students and school personnel. The following is a list of recruitment activities:

2/28/06	Salem Parent Night-Junior Parent Night
3/6/06	Mundy's Mill High-Student and Counselor visit
3/7/06	North Clayton High School-Media visit of gifted students
3/9/06	SW Dekalb High School-Career Day
3/9/06	Georgia Association for Gifted Children Conference
3/14/06	Yeagar Middle School-Eighth grade parent meeting
3/16/06	Parkview High School-PTA meeting
3/24/06	Henderson Mill Middle School-Career Day
3/28 thru 3/30	Dream Jamboree- Atlanta Public School College Fair
4/13/06	Salem High School-Junior Parent Night
5/16/06	Newton County Schools-classroom visits
5/18/06	Georgia Southern University-Duke TIP
5/20/06	Southern Poly Tech-Duke TIP
9/7/06	Clayton County Schools-Counselor visits
9/11/06	Atlanta Counselor Workshop-Probe College Fair
9/12/06	Gwinnett North Fair-Probe College Fair
9/13/06	Rockdale South-Probe College Fair
9/18/06	Atlanta North-Probe College Fair
9/10/06	Temple High-Counselor identified target student meeting

9/21/06 Creekside High School-College Fair
 9/21/06 Fayette County- Probe College Fair
 9/22/06 Atlanta City-Probe College Fair
 9/25/06 Temple High-Counselor target student meeting
 9/27/06 Douglasville-Probe College Fair
 10/3/06 LaGrange- Probe College Fair
 10/3/06 Newnan -Probe College Fair
 10/4/06 Columbus- Probe College Fair
 10/5/06 Macon-Probe College Fair
 10/10/06 North Clayton High School-Counselor identified target students
 10/16/06 Albany-Probe College Fair
 10/18/06 Riverdale High School-Counselor identified target students
 10/22/06 UWG Preview Day-University Open House
 10/24/06 Gwinnett South-Probe College Fair
 10/30/06 Newnan-Probe College Fair
 11/2/06 Osborne High School-Parent Night Program
 11/5 thru 11/7 Georgia School Counselor Conference
 11/8/06 Freedom Middle School-College Fair
 11/14/06 Spencer High School-classroom visits
 11/28/06 Loganville High School-Media Center visit
 1/20/07 Georgia Tech Regional Meeting-Prospective student meeting
 1/25/07 Peachtree Ridge High School -Joint Enrollment meeting
 2/1/07 Villa Rica High School Interview Day- Interview Review
 2/8/07 Chamblee Charter High-College Fair
 2/8/07 Collins Hills High-Joint Enrollment/Parent Night
 2/13/07 Quest-College Fair
 2/22/07 Carrollton High Interview Day-Interview Review
 2/27/07 Central Interview-Interview Review
 3/1/07 Southwest Dekalb High-College Fair
 3/8/07-3/9/07 Georgia Association for the Gifted Conference
 3/15/07 Shiloh High School-Junior Parent Night
 3/19/07 Rockdale High Joint Enrollment
 3/27/07 Grayson High School-College Fair
 3/27/07- 3/29/ Dream Jamboree-Atlanta Public Schools College Fair
 4/12/07 Harlem High-College fair
 4/15/07 UWG Preview Day-University Open House
 4/29/07 Grady High- Junior Parent Night
 5/12/07 Duke Tip- Southern Polytechnic Ceremony
 5/22/07 Duke Tip-Georgia Southern University
 5/30/07 Duke Tip- UWG Ceremony

Young Scholars Institute

Coordinate promotional materials for prospective middle school campers from December through July including brochures and application materials. As Program Specialist, I have collected and maintained application materials. I have disseminated materials to target markets such as Duke Tip ceremonies (all three Georgia ceremonies) at Southern Polytechnic State University, Georgia Southern University and the University of West Georgia.

I have also participated in middle school programs and promoted the Young Scholars Institute. I have served as a person of contact about Young Scholars to school officials, parents, and others requesting information via email and phone contact. I coordinated a visit for the Garrett Middle School students and school personnel visiting the University of West Georgia in the fall semester.

I coordinate location and classroom reservations for the Arts and Humanities sessions of Young Scholars Institute. I also contact the University Police for the Opening and Closing ceremonies for the Young Scholars Institute for building access. I coordinate the application process for students submitting applications. I maintain a database of information of applying YSI student profiles. I advise students and parents requesting scholarships of the financial aid procedures for the Young Scholars Institute. I organize and prepare camp applications for review.

Demographics Advanced Academy 2006-2007

Gender	Male	Female	Total			
	44	53	97			
Class	Junior	Senior	Total			
	39	58	97			
SAT	Average					
	1278					
HS GPA (unweighted)	Average					
	3.83					
System	Murray	Butts	Catoosa	Henry	Fayette	Lumpkin
	2	1	3	6	7	1
	Bremen City	Clarke	Richmond	Fulton	Paulding	Bibb
	1	1	1	6	5	1
	White	Clayton	Marietta	Coweta	Bartow	Jones
	1	5	1	4	2	1
	Pike	Mexico, MO	Carrollton City	Barrow	Carroll	Jackson
	1	1	3	1	1	1
	Cobb	Meriwether	Cartersville City	Lowndes	Douglas	Pierce
	3	1	1	2	1	1
	Cherokee	Gwinnett	Madison	Oconee	Effingham	Gilmer
	5	4	1	1	2	1
	Newton	Rockdale	Atlanta Public	Floyd	N/A	
	2	1	1	1	11	

Attachment III

Laura H. Lamb
STUDENT SERVICES PROFESSIONAL

The 2006-2007 academic year was full of new challenges and opportunities. The tremendous increase in enrollment was the primary reason for an increase in workload, particularly in those duties that are extremely time-intensive. Advising, testing, and the preparing of recommendations are the three areas that overtly increased the workload. However, although it is not quantifiable, the number of e-mails and phone calls from students, parents, faculty, counselors and school system officials asking questions or needing either direct assistance or referrals to other offices also demanded a significant increase in time.

Advising in itself is probably the least significant portion of the increase in workload. By that I mean that working directly with 30 additional students certainly involved more time, but it is the preparation that is so time-consuming. Contacting an additional 30 or so counselors and educating counselors and school systems regarding the Academy, negotiating course choices, waiting for decisions, and then acting as a resource contact for many counselors who have never dealt with the HOPE Accel paperwork was not an easy task. Advising itself has become more difficult each year as registration procedures for the University have changed and as departments face budget crunches which cause them to decrease their course offerings or class size. The period of time after the drop for non-payment is now open to other advisors on campus for making pre-schedules for their students. The demand for a very few seats is quite high, and it is impossible to guarantee the best professors and/or times from the end of advance registration on. Those students who are admitted from mid-May and later are often barely getting the classes they need, much less a choice of professors. Those who are not admitted until July will be lucky to get the basic classes they need.

Testing continues to be a tremendous drain on resources. The Academy walks a fine line with the Georgia Department of Education Division of Testing. The current director of this division is more willing to work with us than his predecessor. However, each test must be administered with perfection in order to give us the credibility we need so they will continue allowing us to be a testing center. If a student is ever missed and not tested, it would place great doubt on our reputation as well as being potentially disastrous to a student's chances of graduating on time. First, every student's file must be reviewed to see if they need the test. For example, all juniors must take the Georgia High School Writing Test and the four Georgia High School Graduation Tests, but so must any students (juniors or seniors) from out of state who have transferred in to a public high school in Georgia, as well as any student from a home-school or private school who is now attending a public high school. The tests are ordered directly through the Division of Testing, but I have found that I must be proactive every step of the way and make sure that the tests are ordered and shipped here in a timely manner. Scheduling the tests is a logistical nightmare, and is an extremely time-consuming task, especially as we increase in numbers of students. The End-Of-Course Tests require less paperwork, but an in-depth technical knowledge of the testing software and set-up is absolutely necessary to the success of the administration. Again, each student's file must be reviewed to ensure that no student is missed for any subject test. An electronic file containing the student's data in a precise manner is submitted in January for testing in April. Scheduling is just as time consuming as with the GHSWT and GHSGT. Each testing session must be set up using the State software, and changes must be made on the spot (if, for example, one student is a no-show and must be moved to another session). There are usually computer glitches, and experience is the best teacher in these instances.

The PSAT, American Mathematical Exam, and other individually-requested tests do not present quite the challenge that the above-mentioned tests do, simply because they are on specific mandatory dates and the numbers of students involved are relatively low.

There are some specific challenges of testing for The Academy. We do not administer all of the tests exactly "by the book" in that there are times when the tests are offered in the afternoons or evenings as opposed to the recommended 9 a.m. start time. Often, make-up exams are not administered because of sickness, but rather because of class conflicts. While another staff member could potentially stand in for the GHSWT, GHSGT, and PSAT tests, the EOCT tests require intensive training and experience, and there is no back-up staff member. Even with the first three tests mentioned, there are unusual paperwork procedures that need to be followed to make sure the scores are sent directly to the high schools, and again, training is required. Finally, we are only able to administer the EOCT tests because the Department of Continuing Education graciously allows us a flexible schedule in their computer lab in the Library. If we are ever unable to use the lab, our students would be unable to take the EOCT's here at UWG.

This year, the number of recommendations sent for students for college and scholarship applications tripled. In 2004-2005, the number was 68. Last year (2005-2006), it was 48. This year, 133 recommendations have been sent at this time. This number does not include an additional 55 Mid-Term Reports sent to colleges after the original recommendation was sent. Simply put, there were not enough hours in the day.

Working as a liaison with the Financial Aid office regarding student's bills and HOPE Accel and other scholarship posting has been frustrating. Their staff is overworked, and often students' bills are incorrect, HOPE Accel is not posted or posted incorrectly, or the posting is not done in as timely a manner as parents would like.

Other than presenting to Dr. Kerry Sebera's counseling classes with the Director of the Academy, I have not been involved in formal recruiting activities this year. There hasn't been time. However, I am involved in informal recruiting on a regular basis with conversations with parents and students who call requesting information regarding The Academy.

Additional responsibilities include coordinating Thursday night dinners/programs. This is a relatively insignificant component of the workload, although occasionally a specific program may take more time than usual. The coordination of the Academy Recognition Ceremony continues to go smoothly, although it has changed and presented some new challenges as we recognize more seniors. Interviews with prospective students and their parents also continue to be a time-intensive task with setting them up, coordinating the paperwork/letters, and the interviews themselves. Interviews have, by necessity, had to be streamlined a little. They are still effective and all of the basics are covered, but with 70 interviews last year, and 43 already by mid-May of this year, there are simply not enough resources of either staff or time available.

Focusing on academic support with nearly 100 students has been a final challenge. Requesting mid-semester progress reports to faculty translates to preparing and sending out approximately 500 pieces of paper (an average of 5 classes per student). I have thought about the possibility of using e-mail instead, but there is no readily available way of identifying the Academy students by professor rather than by class, and there is greater confidentiality ensured when each student's

report is separate. A casual labor staff person was helpful in assisting with this task during the spring, and I expect to continue to use her help next year. At the beginning of this semester, there were 11 students on Academy Academic Probation. Within a few weeks of the start of spring, 2 more were identified as high risk. Of the 13 students, I met with 9 of them on a weekly basis. This included working with their parents, several interventions with parents and myself, and communication with their professors on a regular basis.

Finally, probably the least concrete but possibly the most important responsibility of this position is simply having an open door and trouble-shooting for both Academy students and their parents. This responsibility can range from a few minutes each day to taking up virtually every moment of the day and making it impossible to get the planned tasks completed. However, I see this as a public relations duty and an obligation to those we serve, and it cannot be done with anything less than 100% effort.

UNIVERSITY OF WEST GEORGIA
ANNUAL REPORT
Fiscal Year 2007 (July 1, 2006 to June 30, 2007)

DEPARTMENT OF Advanced Academy of Georgia
Name of Department Head Susan Colgate
Name of Person Completing Report Susan Colgate

1*	Departmental Mission/Vision Statement <i>(url only, required)</i>	http://www.advancedacademy.org/mission.htm
2*	Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results <i>(url only, required)</i>	http://www.advancedacademy.org/goals.htm
3*	Give an Example of How your Department Used the Assessment of Goals and Outcomes to Change/Improve a Process <i>(required)</i>	<ul style="list-style-type: none"> • Outcome: There was an increase in meaningful community service opportunities and student participation and a decrease in the number of students who received sanctions for failing to comply with the Academy's community service requirement. (Related Goal: Develop skills that will foster student success, both while in the Academy and in the future as the leaders of tomorrow.) Percentage of non-participants was reduced from sixteen to nine, and student comments indicated greater satisfaction. • Assessment: Last year's (2005 – 2006) community service records were reviewed for participation, discipline records for non-participants, variety and meaningfulness of planned community service programs, and student evaluations. • Change/Improvement: A graduate student was hired whose job was to coordinate the Academy's community service component. This individual has numerous contacts within the community and knows of a variety of arenas for service, including places of interest to students. She spent time with students sharing information about the upcoming events and encouraging participation. She sponsored end-of-semester socials for students who had completed their required number of community service hours.
4*	General Statement of Department Condition <i>(required)</i>	<p>The Advanced Academy is in pretty good condition.</p> <ul style="list-style-type: none"> • Our <u>goals</u> for providing an accelerative educational experience, increasing enrollment, and developing skills that will foster success are being met. See sections 7 and 8 below. In addition, new student enrolment for 2006-2007 increased to 98 from 68 students in 2005-2006. • Our <u>staff</u> is currently functioning pretty well as a unit, working together in a spirit of cooperation for the betterment of the program. The Academy residential coordinator resigned unexpectedly January 2007 due to her accepting a very attractive job offer elsewhere. Her husband, who was employed as one of our two recruiter/admissions staff and who was formerly employed as the Academy's residential coordinator, assumed the responsibilities of this position. His recruitment position remained vacant for the remainder of the year. A new residence hall coordinator was hired effective July 1, 2007. We are currently interviewing for the vacant recruitment position, and this year's budget includes funds for a newly approved position, that of Academy counselor. This position has been posted, and we expect this position to be filled shortly • The <u>residential facility</u>: Gunn Hall did not receive renovation work this year, although some areas of the hall still need some attention. Lighting was improved in the music practice room. 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. The building is not ADA compliant. The students' rooms need painting. In addition, there is no meeting space in the hall for student or staff use.

5 Departmental Achievements

- Meeting all three of the stated goals for the Academy.
- Residence hall programs were numerous and of high quality.
- See sections 6 and 7.

6 Staff Productivity

- Staff continues to work at and above capacity, well in excess of 40 hours per week.
- In addition to numerous, monthly "...Of-the-Month" awards, Gunn Hall Staff won the following awards:
Programmer of the Year and RA of the Year (2nd Year)
- During the 2005-2006 academic year, staff attended the following professional development conferences:
Gifted Teacher Training
National Association of Gifted Children Conference
ABAC Southern Counselors
Georgia Board of Education Testing Workshops

7 Student Achievements

Academy students won the following awards for their activities in the residence hall:

- University Homecoming Awards:
Homecoming Grand Champions (Residence Hall Division)
Best Float
Best Sidewalk Chalk
Best Banner
Best Novelty Group
- Numerous students were accepted into prestigious schools after completing the Academy program. Students were accepted into the following institutions: Berkeley City College, Berry College, College of Charleston, Cornell University, Dartmouth, Duke University, Emory University, Florida Institute of Technology, Furman University, Georgia College and State University, Georgia Institute of Technology, Georgia Southern, Harvard, Hillsdale College, Mercer University, New College of Florida, New York University, Pepperdine University, Purdue University, St. Louis University, Stanford University, Tulane University, University of Colorado, University of Georgia, University of Illinois—Urbana-Champaign, University of Indiana, University of Iowa, University of Michigan—Ann Arbor, University of North Carolina—Ashville, University of Southern California, University of Utah, University of West Georgia, University of Wisconsin—Madison, Washington University in St. Louis, Wheaton College, and Yale University.
- Students were finalists in the 2007 National Merit Scholarship program
- One of our students had a part in fall's production of the *Grapes of Wrath*, and another had the lead in the West Georgia Theater Company's staging of *Crumbs From the Table of Joy*.
- At the spring 2007 Honors Convocation, a former Academy student received the Mrs. Jewell Miles Burson Calculus Award, and another was recognized as an Outstanding Honors College junior. Current Academy students were recognized as Outstanding Honors College freshmen and sophomores.
- Students received honorable mention in the Mathematical contest in Modeling
- Current and former Academy students also presented their research at the Georgia Collegiate Honors Conference and the National Conference for Undergraduate Research.
- Current Academy students won 2nd place in the College of Business competition for Big Night 2007, and another group competed in Computer Science department.
- Other students received the Best New Geology Student award from the Department of Geosciences, the Business Student Scholar Award for marketing research, and had poems and short stories published in *Eclectic*, the University's art magazine.
- Research projects were also completed in English and robotics.
- Academy students taught chemistry workshop sections for the first-year chemistry classes, and an Academy student was the leader of all the workshop facilitators.
- A student was nominated and hired for a NASA Internship at Cape Canaveral for the summer. She will be working on improving security and communications for space shuttle flights. She was nominated and highly recommended by Dr. Ben deMayo, with whom she worked on undergraduate physics research during the spring semester.
- Our students studied abroad during summer 2007 to France, Mexico, and Japan. The student who traveled to Japan is the youngest student (17) ever to have attended the Japan program, and in 3 months of strictly independent study, he advanced to a skill level of Japanese 4.
- In addition to the prestigious University of West Georgia Presidential Scholarships, Academy students were awarded scholarships for post-Academy matriculation in fall 2007, including: University of Indiana Scholarship, Florida Institute of Technology Scholarship, Distinguished Scholars Scholarship from Tulane, Georgia Tech Scholarship, Dean's Scholarship at Saint Louis University, President's Award at Wheaton College, ECE Freshman Scholar at University of Illinois, Vilas Equity Scholarship at University of Wisconsin, Four Winds

	<p>Scholarship from New College of Florida, academic scholarship from Berry College, and an Emory University Scholarship.</p> <ul style="list-style-type: none"> • 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.
8	Other Awards, Distinctions, and Achievements

III. UWG DEBATE ANNUAL REPORT 2006-2007

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, Jack Ewing, Jason Derby, Zak Schaller, Rob Eback, Brandon Scott, Jadon Marianetti, Jim Schultz, Eric Cole, Mark Presenti, Waleed Hamied, David Saenz

Results

UWG Debate competed at 11 tournaments in 2006-2007. For the 35th consecutive year, UWG qualified a team for the National Debate Tournament. This streak of consecutive years qualifying for the NDT is the fifth longest in intercollegiate debate history; UWG Debate is surpassed only by Dartmouth, University of Kansas, Harvard, and the University of Southern California.

Community Service

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

High School - UWG Debate operated the Richard B. Russell All-State Debates in Atlanta, with the top 40 high school debaters in Georgia participating.

College - The Tisinger Debates were held on campus in January 2007, with 27 schools and 132 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 2006-2007, with

the following students receiving money: Joe Koehle, Jadon Marianetti, Jason Derby, Rob Eback, Geoff Lundeen, Jim Schultz, Mark Presenti, and Jack Ewing.

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 2006-2007

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 Presidentials

	Summer 2005	Fall 2005	Spring 2006	Total
Continuing (4)	\$0	\$5,500	\$6,500	\$12,000
New (6)	\$0	\$9,000	\$12,300	\$21,300
				\$33,300

II. Undesignated Presidentials

	Summer 2005	Fall 2005	Spring 2006	Total
Continuing(22)	\$9,750	\$41,250	\$34,000	\$85,000
New (13)	\$0	\$24,750	\$26,000	\$50,750
				\$135,750

III. Average Scores for New Recipients from High School

# of Students	HS GPA	SAT-Verbal	SAT-Math	SAT-Total	Freshman Index
12	3.97	704	689	1385	3370

EXTENDED DEGREE PROGRAMS ANNUAL REPORT 2006-2007

The common features of Extended Degree 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 eighth Distance Learning Administration Conference (first on St. Simons

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 2006-2007

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/>):

- 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.
 1. Fall 2006 evaluations showed that 83% of distance students agreed that their attitude toward online learning was positive at the end of the term (up from 80% in Fall 2007). 86% agreed in Spring 2007. 84% in Summer 2006.
 2. 74% of students (Fall 2006) said they'd like to take more courses in future mostly online (compared to 71% in Fall 2005). (Spring 2006 - 78%; Summer 2006 – 76%).
 3. 63% (Fall 2006) of students said they'd like to take courses in the future completely online (up from 61% a year earlier). (Spring - 65%; Summer – 64%)
 4. 92% (Fall 2006) said that their instructor was positive about the online component of their course (up from 88% in Fall 2005). (93% in Spring 2007; 91% in Summer 2006).
 5. The number of faculty and students using our online course management system known as WebCT Vista Vista continues to increase, hitting an all-time high of 10,018 active users during Fall 2006; this means that approximately 84% of students and faculty at UWG used WebCT Vista Vista in some respect. Though the number of unique active users was not previously available in WebCT Vista Vista, the enrollment using distance technologies also saw a 13% increase, from 40, 691 in FY06 to 46, 371 in FY07.

- Student retention distance and distributed education courses is comparable to or higher than that of traditional courses.
 1. Fall 2006 retention for Distance students was 92.2% for distance students excluding eCore, compared to 88.9% for non-Distance students. Spring 2007 retention for Distance students was 91.7% excluding eCore, compared to 88.8% for non-Distance students.
 2. However, eCore (courses delivered through the statewide consortium) retention remained challenging, at 70% for Fall 2006, 76% for Summer 2006, and 68.3% for Spring 2007. The DDEC has begun a multi-phase project to pinpoint and address issues related to eCore retention.

- Students enrolled in distance courses have access to student services.
 1. The UWG Online Connection (<http://www.westga.edu/~online/>) provides easy web access for distance students to access student services.

- Student learning outcomes are comparable to those in traditional courses. (ex. <http://coe.westga.edu/mit/outcomes/index.html>)
 1. These are generally the same as traditional and are evaluated on a departmental basis.
 2. Only 28% of students reported in their distance learning evaluations that they felt more comfortable participating in a face-to-face course than in an online course.

- Interaction among student-faculty, and student-student are at least as high as in a traditional course.
 1. Open-ended responses from written surveys Fall 2006, Summer 2006, and Spring 2007 surveys indicate that students appreciate the ability to interact at flexible times with faculty and other students. For Fall 2006, 82% 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).

- Faculty demonstrate competence in developing distance courses whose academic standards and student learning are the same as those for other courses delivered.
 1. All faculty MUST complete technical and pedagogical training prior to teaching a distance course.
 2. 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.
 1. A number of students mentioned in their open-ended responses on the written 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.
 1. 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.
 1. 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.
 2. Helpline satisfaction surveys indicate that all students in July 2006 – June 2007 ranked the amount of time it took them to get help an average of 9.8 on a scale of 1 to 10.
- Students and faculty are able to receive assistance through a central point-of-contact.
 1. The DDEC provides a central point of contact for support for all UWG distance courses.
- A variety of delivery methods are available.
 1. In addition to the primary online mode of WebCT Vista, distance courses may also utilize videoconferencing, and Wimba's Live Classroom 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.
 1. The total number of distance courses (51-100% online) offered increased by 18% in FY07, with 422 courses offered

in FY07, compared to FY06's 375, a FY05 total of 292, a FY04 total of 243, 132 in 2003, and 144 in 2002. Partial distance courses (those offered 51-94% online) more than doubled, going from 74 in FY06 to 173 in FY07.

2. Downtime for courses residing on UWG servers is non-existent or minimal, with backup plans in place and utilized as needed.
3. Except for scheduled maintenance, the WebCT Vista system has functioned without interruption since January 2002. Faculty use WebCT Vista and Wimba Live Classroom as a replacement for GSAMS.
4. All UWG WebCT Vista courses were migrated to the WebCT VISTA version effective January 2007, which is housed on a centralized USG server.

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>
 1. Information available on web and syllabi for all distance courses and programs.
 2. 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.
 1. Summer 2007 focus group students expressed general satisfaction. The majority of complaints were course specific.
 2. All ten focus group participants (Summer 2007) 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.
 1. According to Fall 2006, Summer 2006, and Spring 2007, most students were satisfied with support services (advising, financial aid, career services, registration, and book purchase) or said "did not apply."
 2. Sixty-three percent of Fall 2006 distance students reported that they used library services, but 48% (Fall 2006) said they were unaware of library services available specifically for distance students.
 3. Focus groups indicate that students rely on a mixture of online materials and their instructor to find out about available resources.. 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 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.
 1. 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

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.
 1. 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.
 1. 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.
 1. The DDEC selects technologies for campus use and support based on student need, recommendations from other institutions, and cost-benefit.
 2. Individual departments and instructors select from combinations of the various institutional technologies

(WebCT Vista, videoconferencing, Wimba Live Classroom) based on the program and course objectives.

- Documentation of evaluations for each course and the overall distance program is available and accessible.
 1. Overall evaluations for student written surveys, focus groups, phone surveys, retention and other data is available at the DDEC website <http://www.westga.edu/~distance/data/eval/>
 2. 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.
 1. 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.
 2. The conference attracts a growing international audience of practitioners in the field.
- Our Online Journal of Distance Learning Administration continues to increase in readership.
 1. The journal maintained an average of 15,000 hits per edition in FY07.
 2. In its tenth year of production, readers of our Online Journal of Distance Learning Administration increased from a span of 34 countries in FY06 to 49 countries in FY07. As of June 15, 2007, the journal had been accessed nearly 375, 000 times.
 3. UWG faculty conduct research to enhance distance courses at UWG and to provide scholarly information to their field.
 4. 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:** As a result of reviewing their course evaluations, faculty continuously indicate the need to more easily incorporate use of multimedia in their courses, including audio and video. The DDEC responded by upgrading its Wimba Live Classroom server, which allows for two-way video; and by upgrading the campus-wide license for Impatica, to allow for narrated presentations to be produced using Office 20007 and to be easily delivered mobile via capable phones, Ipods, and Blackberrys. In addition, we made available a new suite of products which integrates with WebCT Vista, enabling audio voice boards, podcasting, and rapid creation of audio files. These enhancements, unlike some several years ago, are seamlessly integrated and have a very low learning curve for both faculty and students. We have also purchased a rapid elearning product called Raptivity and StudyMate to enable a content expert to more readily develop professional-looking, interactive content. Some instructors are also beginning to explore podcasting as a way to deliver course content to learners.
2. **Faculty training:** Training house calls 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. 267 house calls were made in FY2007, up from the 200 in 2006, the 80 that were made in FY05. Also, online resources for those instructors who are primarily self-directed are continually developed and updated.
3. **eCore retention:** Resources are increasingly being directed towards meeting the unique advisement and support needs of those engaged in online learning through eCore. The first phase of a multi-pronged evaluation and improvement process was completed in Spring 2007. The first phase included a statistical analysis of eCore retention and grades, on a course-by-course basis (as compared to on-campus counterparts) and interviews with eCore students who had withdrawn from class. Based on this data, several suggestions have been made to the system office, and the DDEC has implemented new processes and support mechanisms specifically for eCore students. Evaluation data for these changes will be available in Spring 2008.

Department Condition

Students: Student satisfaction with distance and distributed courses continues to be high. In Fall 2006, retention for

distance courses was 92.2 percent. Eighty-three percent of students reported that they had a positive attitude about distance learning after taking a course in Fall 2006 . Ninety-two percent reported that they found WebCT easy to use and understand.

Course Offerings: The number of courses using WebCT Vista has grown dramatically over the past five years, with this year's total estimated at an all-time high of 1849, up from 1610 last year and 1318 in FY05. The number of courses offered 51-94% via distance was 173 compared to 74 one year ago. Enrollments in distance courses (51% or more of instruction time) were up to 7654 in FY07, compared to 5274 in FY06, and 4781 in FY05. Total distance and distributed enrollment supported by the DDEC climbed to 46,371 from 40,691 last fiscal year and 36,655 in FY05.

Resources: As the demand for distance learning courses and services has increased, so has the need for human resources. Five student assistants, funded by Student Technology Fees, have continued to be vital in providing first-level telephone support for distance students. However, the number of full-time staff has remained at five since 2004. Since 2004, the number of WebCT course sections has almost doubled in these past three years (from 962 sections to 1849). The number of distance (more than 50% online) courses increased from 280 in FY2004 to 422 in FY2007. The department has a highly critical need to add additional support personnel to support existing distance learning courses and expand its programmatic offerings to meet the requirements of university system initiatives.

Department Achievements

1. Continued to make multiple operational improvements, particularly in the area of evaluation and student services for distance students. We conducted 87 face-to-face student orientations in the classroom in FY07, up from 43 in FY06.
2. Completed the university's migration to the BOR's centralized WebCT Vista server in January 2007.
3. Conducted 101 in-house, one-on-one faculty and staff training sessions. The average training session lasts one-and-a-half hours. This does not include the "housecalls" described in number four below.
4. The DDEC began offering "housecalls" to faculty who need assistance with distance learning in Spring 2004. Support staff were available to visit faculty in their offices on Monday and Wednesday mornings by appointment. Visits were limited to 60-minutes, and support was limited to providing assistance with WebCT Vista course tools, demos of technologies and software (such as HorizonLive , Impatica , etc.) and basic course evaluation and improvement. 267 visits were made in FY07, up from approximately 80 made during FY2005.
5. Responded to approximately 1600 helpcalls, which is approximately 1/3 of all technology-related helpcalls reported on the UWG campus.
6. Published four quarterly editions of the Online Journal of Distance Learning Administration. Average number of visits to the site each month is 5000.
7. Nearly doubled the number of faculty served through distance learning group workshops (746). Participants earned 2005 hours through 57 workshops. The average workshop length was 2 hours.
8. Delivered two sections of the Distance Learning Certificate Program to 28 participants from 15 states and 2 countries.
9. Delivered two sections of the Distance Education Certified Trainer Program to 25 participants from 15 states and 2 countries.
10. Delivered two sections of the Advanced Technologies in Distance Education Program to 32 participants from 10 states and 3 countries.
11. During FY '07, UWG continued to be number one among the eCore host institutions, in eCore enrollment. The University of West Georgia accounted for 39% of all students in eCore , averaging 509 students per term for the year. Resources are increasingly being directed towards meeting the unique advisement and support needs of those engaged in online learning through eCore. A multi-phase evaluation and improvement process is currently underway.

Staff Productivity

DDEC staff members sponsored the eighth-annual Distance Learning Administration Conference at St. Simons in June 2007. The conference was attended by more than 170 distance learning professionals representing more than 31 states, and several countries. Melanie Clay served as conference director, and Stacey Rowland was conference manager.

Melanie N. Clay completed her doctoral studies and graduated with a Ph.D. in Educational Leadership in Higher Education from the University of Nebraska-Lincoln in August 2006. She served as Editor-in-Chief of the Online Journal of Distance Learning Administration, DLA2007 Conference Director, and as UWG's representative on the

Regent's Advisory Committee on Distance Education. She also served on the UWG Web Redesign Task Force, the UWG Center for Teaching and Learning Advisory Committee, and on the Technology Coordinating Council. She was a reviewer and reader for the Educause 2006 Conference, and developed a new certificate course called "Advanced Technologies for Distance Educators." She was the primary author of a presentation, *Best Intentions and Retention: The Role of Support Staff* (with Janet Gubbins and Abbott Packard), delivered at DLA2007.

Janet Gubbins was re-certified as WebCT Vista Certified Administrator, and began serving as the primary administrator of UWG's new iTunes initiative. She served on the UWG Tech Fee Committee and the UWG Master of Public Administration's Advisory Board. With Darlene Owens, Janet presented *A Picture is Worth a Thousand Words!* at the WebCT Vista/Blackboard User Conference 2006, and *Best Intentions and Retention: The Role of Support Staff* (with Melanie Clay and Abbott Packard) at DLA2007. She also presented *Using Online Tools to Improve the K-12 Experience* at UWG's Learning Festival 2007. She also attended the Rock Eagle Annual Computing Conference and completed the Advanced Technologies for Distance Educators Certificate Program.

During 2006-2007, Christy Talley became both a Certified BlackBoard Vista Administrator and a BlackBoard Certified Trainer. Additionally, Christy completed the Distance Learning Leader Certificate Program in summer of 2006. Christy co-authored and co-presented *Tips to Guide and Common Mistakes to Avoid When Teaching Online* at E-Learn 2006 in October. In April of 2007, Christy presented "Benefits of Collaborative Software in Online Courses" as part of the Horizon Wimba Desktop Lecture Series. Christy also presented and authored *Give Your Online Course a Voice with Wimba Voice Tools* at DLA in June 2007. Christy continued to serve on the Strategic Enrollment Committee, Numbers Group sub-committee, and Distance Learning Steering Committee.

Stacey Rowland served as eCore advisor for 500+ students per term beginning March 2006 until present. Stacey continued to serve as Managing Editor of the Online Journal of Distance Learning Administration. Stacey Rowland prepared and presented "Integrating PowerPoint Presentations with Audio and Video Components into Online or Web-Enhanced Courses" at the Distance Teaching & Learning Conference in Madison, Wisconsin. Stacey also attended the Rock Eagle Annual Computing Conference in Eatonton, Georgia.

II. EXTERNAL DEGREE PROGRAMS ANNUAL REPORT

2006-2007

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. This program is the responsibility of the Nursing Department exclusively.

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

Six Carrollton based nursing faculty offered eight 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.

Dalton State College continued to provide computer labs and library access to the West Georgia students. The Library does have full access to all the GALILEO databases, so students can do all their searching there by using the current GALILEO password for West Georgia. Through GALILEO, students can also connect to the Ingram Library's web catalog, providing access to the book collection at the Carrollton campus. Once students have identified the materials they need, Dalton College library staff will assist them in sending their requests to Ingram Library using an online request form OR the InterLibrary Loan form. Students can submit the ILL form, so they can borrow the materials from another library if necessary.

Course Offerings and Enrollment

Total gross enrollment at Dalton for Fiscal Year 2006-2007 was 146. Total enrollment number decreased from the previous fiscal year since the education programs in Dalton were discontinued.

The External Degree- Dalton nursing program increased enrollment from FY '05 – '06 and offered the BSN degree to 31 students in Fall 2006 including the new students accepted for fall semester 2006. In Spring 2007, the unduplicated enrollment was 39 students. All courses were taught by Carrollton-based nursing faculty at Hamilton Memorial Health Center (hospital) in Dalton.

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 '06-'07 was 40. A total of three BSN courses were taught at Georgia Highlands College for FY '06-'07.

The College of Education offers the Junior Block and Senior Block for the BS Early Childhood Education. This education program is funded by "soft" grant funds. Georgia Highlands College provides space at no cost and Carrollton based instructors handle the teaching load.

Increasing from the previous year, the ECE program in Rome offered 24 courses in FY '06 – '07. The ECE program's total gross enrollment for 2006-2007 was 499. Demand for the Rome ECE program courses remains at a high level.

III. EVENING/WEEKEND UNIVERSITY ANNUAL REPORT 2006-2007

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. Some of the courses offered in the Masters of Arts in History program are offered during evening hours. Additionally some graduate level Mathematics courses are offered during the evening.

The Richards College of Business offers a BBA in seven disciplines, an MBA and a Master of Professional Accounting. The College of Education offers a doctorate degree, nine certification endorsements, 23 Master degrees and sixteen Specialist degrees in nine 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.

IV. Annual Report of Institutional Progress
University of West Georgia at Newnan
2006-2007

Mission

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

The Newnan Center will promote a regional perspective on higher education that attends to the current and developing needs of the community, its citizens and students, and relates them effectively to the University System and its institutions.

The Newnan Center will support the Advisory Board in achieving its vision for the Center by providing leadership in analyzing, monitoring, and anticipating higher education trends and developments, and by planning for the future of the Center.

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

Goals and Assessment - Educational Goals

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

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. Provide a graduate degree in Business Administration
7. 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, and Nursing
 - 20 Graduate courses per semester
 - Target Education, Business and expand Public Administration
 - Offer 25 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

Continuing Education: Offer courses 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
5. 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
 6. 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 101 to 119 courses. There were 72 graduate courses and 47 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 32. In the last five years we have increased our goal by 50 percent.
 - The 2006 Summer/May term showed an increase in courses. We had 29 graduate courses and offered an undergraduate class in literature for the first time in four years. Nursing expanded to nine classes.
 - The Newnan Center completed the second 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. The third class entered in May 2007 with thirty-four students.
 - 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. Next year will be the final year of underwriting.
 - The university will buy back the contract over four years and assume the full cost of the program within five years
 - The Astronomy department introduced an undergraduate course in Newnan. Student enrollment was 25.
 - The Center continues to pursue a Master in Aviation Management through Auburn University as part of the University's Master of Public Administration.

- The Richards' College of Business will begin a two-year MBA program on the Newnan Campus in fall 2007.
 - 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 fall semester, 2008.
2. Enrollment: Average class size dropped slightly to around 18 students. We have grown to 2170 student enrollments this year. Some repeat graduate classes are not drawing as heavily, which partially accounts for the drop in average class size. Average undergraduate enrollment is down to 20.5 students per class; graduate enrollment fell from 18.0 to 16.2 per class.
- Major impact has been the maturity of four permanent graduate education programs taught completely at the Newnan Center.
 - Nursing accounts for the increased undergraduate enrollment. Smaller class size in Nursing has reduced undergraduate average class enrollment.
 - The summer 07 semester had 24 graduate courses and 443 students, down 15 percent from the previous summer. There were 180 undergraduate students in 10 courses. Ninety percent were in nursing
 - Non-traditional and traditional undergraduate student enrollment remains nearly equal. This reflects steady traditional student enrollment.
3. 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 525 Ecore midterm and final exams this year, consistent with 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 added desks with hidden monitors in this lab to provide secure computer-based testing.
 - We are replacing 36-inch desks with 30-inch hidden monitor desks in the main computer lab. This will increase the number of stations from 20 to 30 in this lab, and make this a more secure testing facility.
4. Continuing Education: With drastically reduced campus manning in continuing education, we offer a marginal level of traditional courses.
- 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.
5. Facilities: Building use rate has climbed to 48 percent on a baseline of 64 hours per week to reflect actual operating time. The trend over the past ten years has been a two-percent increase per 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 exclusively in the main lecture hall.
 - Maintenance costs for the main building were very reasonable this year. There were no major facility expenses. The Center renewed the GEC roof warrantee for five years at a total cost of \$1,500.
 - We rebid our custodial contract for the 2007-08 year. Bid went to Heavenly Maid Cleaners of Kennesaw. There were over twenty bidders. Winning bid came in at \$11,760. History shows that this contractor will be stretched to provide the service we require for the amount bid.
 - Our first custodial bidder for 2006-2007 reneged after the first month of work. The Center relet the contract to Building Maintenance Services. This contractor sublet the bid, and this has created problems in managing the quality of the work.
 - 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.
 - We used year-end money to clean and resurface the tile floors in three bathrooms of the main building. We also cleaned seventy-percent of the air ducts.
6. Equipment: We received \$4,500 in technology money this year for a new server to replace a server that is

eight years old.

- Newnan building revenue purchased one additional server for \$4,500.
- We spend \$400 to repair a touch panel controller in the GEC Lecture Hall.
- Newnan revenue purchased the 30 hidden monitor desks for the main computer lab.
- 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 undergraduate course goal from 12 to 15 courses per semester to incorporate nursing.
 - ii. We will begin to add more undergraduate courses in the summer.
 - b. Distance Education:
 - i. WEB CT has become so integrated into the curriculum that virtually every course has a distance education component.
 - ii. Ecore continues to grow exponentially. We administered over 500 exams for students in Ecore classes.
 - iii. 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 remains at such a low level that there is no meaningful tracking. The Center needs to discuss with Continuing Ed the continuing education mission for Newnan.
 - d. Equipment: Summer 2006 saw a drastic increase in student printer and copier demand.
 - i. After significant analysis, the Center chose a multi-purpose machine for printing and copying. This machine connects to all computers in the building, and each computer has a distinct printer mailbox. Students pay a per-sheet fee of five cents for this service. The Center sells \$5.00 prepaid cards that fit in the card reader and automatically deducts reproduction fees.
 - ii. The Center leases this machine for three years at \$100 per month plus 0.9 cents per copy. Purchase cost of the card reader was \$945. The Center provides paper and absorbs the 25-cent cost of producing the prepaid card. Toner and maintenance come under the contract.
 - iii. This system has solved the copier and printer demand problem while paying for itself. Wasted copies have decreased to near zero. Students have run approximately 1,500 pages per month this year. This compares to more than 5,000 copies per month with free printing last year. This equates to a savings of 85 reams of paper per year, and 15 toner cartridges.
2. Continuing education has cut its staff at the university to reflect funding cuts.
 - Contract courses produce the highest revenue and net profit.
 - Our perception is that community interest is waning due to the reduced number of courses offered.
3. 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.
4. The nursing program has increased its use of the computer labs for testing. Increasing the main lab to 30 stations should ease the demand to use both labs.
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.

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. The addition of an MBA as a Newnan degree program has received favorable response.

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 ninth 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. A vending printer and copier with reasonable charge per page has provided a cost friendly service to the student.

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.
2. Use of technology has reduced administration overhead. All staff are trained on word processing, spreadsheets, and databases.
 - The Center continues to verify the efficiency of a 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 and stored in an archive. This paperless staff meeting saves time and paper.

Student Achievement

Retention Rates: Retention at the Newnan Center remains high. Graduate offerings and stable core curriculum encourage students to return. The College of Business provides the most comprehensive core. The College of Arts and Science has maintained a balanced universal core for all majors. For the last three years, they have introduced a lab science in the spring. We anticipate the reintroduction of a core education program next year. The Center has exceeded its new goal of offering 96 courses per academic year. We will increase this number to 105 to reflect added programs.

Students filled 70.5 percent of the seats available for classes. This is a slight increase from last year, and in line with our historical ten-year average of 73 percent. Although we have increased the number of graduate offerings each semester, many of these courses are repeat classes each semester. As a result, enrollments in these classes are down for lack of demand. We have identified these courses each semester and have notified the departments

In summary, overall enrollment has increased to 2167 in 119 courses for the academic year of this report. These are record highs for the Newnan Center.

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

Continuing Education

417 Students in 43 courses paying \$40,200 in tuition

“ 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 5th 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