

ANNUAL REPORT OF INSTITUTIONAL PROGRESS

2007-2008

**HONORS COLLEGE
AND
EXTENDED DEGREE PROGRAMS**

UNIVERSITY OF WEST GEORGIA

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

August 7, 2008

MEMORANDUM

TO: Vice President Hynes
FROM: Don Wagner
RE: Annual Report 2007-2008

Enclosed please find the annual reports of the Honors College and of Extended Degree Programs for 2007-2008.

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 new director, Cathy Wright, to provide a detailed report and, as you can readily see, she has done so.

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 2007-2008

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

Outcomes	Assessment	Results
56 Honors courses were offered enrolling 774 students	Student course evaluations were uniformly very positive	Increased enrollment for tenth consecutive year
Students presented research in seven different venues	Discussions with Honors Council and the Faculty Senate Honors College Committee last year recommended increased opportunities	The number of venues increased
Students received a number of scholarships and were admitted to graduate and professional schools of their choice	Informal discussion with Honors Council led to concern about information available	Increased publicity and number of personnel advising. "Scholarship Day" was created and will be held for a fourth year

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:

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

- Eight Honors students had research accepted at the National Collegiate Honors Council annual meeting. For the eighth time in the past ten years no college or university in the nation has more research proposals accepted for presentation than our University's students. We had seven proposals accepted this year, beating out the University of Alabama at Birmingham and the University of Maine

- with five acceptances each.
- Eight Honors students presented research at the Georgia Collegiate Honors Council Annual Meeting at Kennesaw State University.
 - Twenty-One Honors students presented research at the annual meeting of the National Conference on Undergraduate Research at Salisbury University in Salisbury, MD.
 - Three Honors students presented Marketing research at the annual National Social Science Association Meeting in Las Vegas, NV.
 - Logan Leslie, an Honors College graduate, was awarded a Gates-Cambridge Scholarship. There were only 49 recipients in the U.S. this year. However, Logan chose to enroll in the Chemistry Doctoral program at Sanford University in Fall 2008 with a full scholarship offer.
 - We had another 40 honors graduates this year: Summer: 5, Fall: 11, and Spring 23.
 - Kim Holder, an Honors College graduate, was named the Phi Kappa Phi Walter and Adelheid Hohenstein Fellow for the Southeastern Region. She also received a graduate assistantship position with Georgia State University's Economics Department and will enter their PhD program Fall 2008.
 - 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. Prior Situation (as of Fall 2006)

The Advanced Academy shared 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 would 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 lived in Gunn Hall. (Another 28 Honors Freshmen live elsewhere on campus.

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 is run in conjunction with the existing FYRST program and directed by the current coordinator, Ms. Jela'ni Dais, but with an emphasis for high ability students. The FYRST Honors students are required to participate in the same programs as all other FYRST students. However, they are housed in separate floors in the FYRST Residence Hall, which for Fall 2007 was Bowdon Hall. The FYRST Honors Program is for incoming freshmen who are accepted to the Honors College and other high ability incoming freshmen (defined below). In 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. In Fall 2007 we had 32 honors freshmen who live in Bowdon Hall as a part of the FYRST program.

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

THE ADVANCED ACADEMY OF GEORGIA at the UNIVERSITY OF WEST GEORGIA

ANNUAL REPORT 2007-2008

In its thirteenth year at the University of West Georgia, The Advanced Academy of Georgia, a component of the University's Honors College, enrolled 103 academically talented high school-aged students, a five percent increase over the previous year's student population. Twenty-eight students returned from the previous year, and seventy-five were newly accepted. The class was composed of one sophomore, thirty-six juniors, sixty-six seniors, sixty-five females and thirty-eight males. Diversity continues to be a hallmark of the Academy experience.

The 2007-2008 Academy class was highly qualified academically. SAT scores, earned when many of the students were high school sophomores or younger, averaged 646 and 636 on the Critical Reading and Math components, respectively, and the average composite score was 1283. The high school Grade Point Average (non-weighted) for the incoming students, based on college preparatory curriculum classes only, was 3.87. Students received AP credit in psychology, US history, world history, calculus I & II, statistics, physics and physics lab I, biology, chemistry and chemistry lab I, chemistry and chemistry lab II, geography, and English.

Academy students continue to accelerate academically. Among the seventy-five 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 2007-2008 class engaged in either projects

or original research through the departments of chemistry, business, psychology, English, criminology, and biology.

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. Our students *performed in Panel on Death Row, Vagina Monologues, and The Exonerated*. Students demonstrated their talent, or in some cases, their hilarious extreme lack of talent, during the Academy's Got Talent 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, Academy students were named as Outstanding Honors Students.

Our students made presentations at the following conferences: Presentations: Georgia Collegiate Honors Council Conference, National Collegiate Honors Council Conference, National Social Science Association Conference, presentation to the Board of Regents, Presentation on Dante Inferno, Big Night, SIGMA XI Conference, Business Research Day, and the TABPAD Business Conference. The following awards were received: Academic awards: Second place math competition, Outstanding Chemistry Student, Outstanding Honors Student, Math Day Finalist, Poetry regional Award.

Another student was nominated and hired for a NASA Internship at Cape Canaveral for the second 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. Two students are attending Harvard's summer school.

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: Safetreat, recycling activities, Rivers Alive, Learning Buddies, canned food drive, litter pickup, pet rescue, Relay for Life, AIDS Walk, Humane Society, Soup Kitchen, Habitat for Humanity, clothing drive, Senior Center Christmas dinner, community garden, Jonesboro Assisted Living Center, Kids4Peace, A-Day for West Georgia, note taker for disabled students, Youth Engaged in Service, St. Patty's Day Café, Pets Mart volunteer, basketball referee, Academy Ambassadors, and church projects. Gunn Hall held its tenth annual St. Patty's Day Café, a fundraiser that this year raised over \$3000 that was donated to one of our own students and his family to help with expenses incurred as he fights brain cancer.

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 Activities Fair; Leonard Woolsey, publisher of the Times-Georgian; CARE Program (personal finance for students); Dr. Cari Low, Medical Resident and UWG alumna now at Emory University, Dr. David Newton, "American Speech"; International Night; Brad Day, "Ethic in Activism;" and Dr. Beheruz Sethna.

All of the high school seniors from the 2007-2008 class (including those who entered as juniors in fall 2006) 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. Twenty-six percent of our students chose to remain at the University of West Georgia after high school graduation, and twenty-seven percent will attend the Georgia Institute of Technology. Eleven percent will attend the University of Georgia. Seventy-three percent of our students will remain within the University System of Georgia. At this time, two students are undecided. Students were accepted into the following institutions: Georgia Institute of Technology, Baylor, Belmont, Columbus State, Davidson, Florida Institute of Technology, Harvey Mudd, Howard University, Mary Baldwin, Miami University in Ohio, New York University, Yale, Reed College, Vanderbilt, University of California—Berkley,

Mercer, North Carolina State, Tulane, Hofstra, Fordham, Emory Randolph, University of Washington, Johns Hopkins, Columbia, Furman, American University, George Washington, Fisk University, University of Hawaii, Agnes Scott, Cornell, and Wesleyan.

In addition to the prestigious University of West Georgia Presidential Scholarships, Academy students were awarded scholarships for post-Academy matriculation in fall 2007, including: Academic Scholarship at Mercer, Chancellor's Scholarship at Appalachian State, Presidential Scholarship at Tulane, Gifted Scholarship at Mercer, Merit Scholarship at Georgia Tech, Merit Scholarship at Wesleyan, Presidential at Hofstra, ROTC Scholarship, Florida Institute of Technology Scholarship, St. John's merit scholarship, Presidential at Oglethorpe, Dora Byron Memorial Scholarship, Dean's Gold Scholarship at Baylor, Merit at Mercer, Yeck Theatre Scholarship, Honors Awards Scholarship (Miami University of Ohio), Charter Scholarship at UWG, Presidential at Fisk, Presidential at JAMU, Legacy scholarship at Howard, Presidential at Mercer, Merit at Agnes Scott, and essay Contest Award from Georgia Institute of Technology.

This year (2007-2008), current and former Academy students were awarded the university's most prestigious scholarship, the Presidential Scholarship. Five students were awarded Foundation Scholarships. We are delighted that the Watson-Brown Foundation renewed its scholarship commitment to the Advanced Academy, and in this first of a five year donation commitment, this foundation provided scholarships for eighteen students. 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.

Most noteworthy this year was a complaint filed with the Department of Education's Office of Civil Rights in which a student alleged discrimination on the basis of an alleged handicap. This complaint was later made into a class action suit by the student's family. An investigation ensued that found the original complaint to be without merit, but it was determined that due to the programmatic nature of the Academy, all Academy students must live in the Academy residence hall, that the program had to be accessible to all and that Gunn Hall was not ADA compliant. The university was ordered to create a two-phase plan for making Gunn Hall accessible. The first stage of the plan is to be completed August 2008 and involves making two handicapped student rooms and adjoining bath where the hall director's apartment was off the main lobby. Included in this is the creation of laundry and kitchen facilities adjacent to the student rooms. The hall director's apartment will be moved to 1-A. Phase two, which will extend compliance into the rest of the building, is to be proposed to OCR within a limited time frame after completing of phase one renovations.

RideQ Fundraiser

The RideQ, in its third 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. Ms. Sandra Dunson, Chair of the Academy Board, was the driving force behind this successful event, donating her energy, ideas, and financial support.

Young Scholars Institute (YSI)

In its tenth summer (July, 2007), 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 2007-2008 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 I.

Recruitment

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 II and III found at the end of this report.

The 2007-2008 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

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. See Attachment V.

Staffing

This year we had another turnover in the hall director position and we added another position—a counselor for the Academy whose responsibilities primarily fall in the areas of personal, academic, career, and college counseling.

Attachment I

2007-2008 ANNUAL REPORT

Laura H. Lamb

STUDENT SERVICES PROFESSIONAL

The 2007-2008 academic year was full of new challenges and opportunities. After the tremendous increase in enrollment last year, this year's task was to continue to provide a high level of service despite the 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

Advising in itself is probably the least significant portion of the increase in workload. By that I mean that working directly with 75 new students certainly involved more time, but it is the preparation that is so time-consuming. Contacting 103 or so counselors, including the counselors of 75 new students, 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

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 (GHSWT) and the four Georgia High School Graduation Tests (GHSGT), 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 Transmittal Forms for these tests are coded so that the scores are sent directly to the home high schools. The Academy does not receive the results. However, home high school counselors notify us in the case of a failing score. In the 8 years that I have been administering the tests, 100% of our students have passed the GHSGT. Only 2 students have not passed the GHSWT on the first attempt: one was a student whose native language was not English, and the second student simply had a mental block. Both students wrote only one paragraph on the first attempt. Both students also passed the test on their second attempt.

The GHSWT, GHSGT, and End-of-Course Tests (EOCTs) have all undergone a gradual transition over the past 5 years from Quality Core Curriculum (QCC) to Georgia Public Standards (GPS). This has been a political and somewhat controversial response to national Adequate Yearly Progress (AYP) and No Child Left Behind (NCLB) initiatives. While the change to the more rigorous GPS curriculum has not affected our students' scores on the GHSWT or the GHSGT, it has definitely affected our students' scores on the EOCTs.

A chart indicating the average scores on the EOCT tests for our students over the past few years is provided at the end of this report. As mentioned above, the average of the scores has declined slightly over the years. First, it must be noted that the tests for the first 3 semesters (Fall 2003 – Fall 2004) were only used for standardization purposes by the State, and scores were not made available for all test administrations. Second, the tests were originally based on the less rigorous QCC standards and have significantly increased in level of difficulty. Third, our students are not being taught on the State Department of Education (DOE) GPS curriculum based on specific facts and concepts, but rather are being taught college courses that encourage application of concepts and critical thinking. I have had many conversations over the years with high school counselors, Georgia DOE Testing Division staff, and even with State Board of Education members on occasion, and I have always been told that high school students in college will never receive an exemption from the State testing requirements. Because of the politics involved in AYP and NCLB, it appears that our students, although taking much more rigorous college courses, will continue to be required to take and pass all tests based on specific high school level domains.

There are 8 EOCTs, but only 6 affect our students (Geometry, U.S. History, Economics, Biology, Physical Science, American Literature & Composition). Algebra I and Ninth Grade Literature and Composition are always completed before the student comes to The Academy. The EOCTs 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 September for testing in November and again 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 scores for these tests are electronically retrievable, and must then be quickly sent out to the home high school counselors. By State mandate, EOCT scores are calculated into the student's final high school grade. For each EOCT course, the test score is 15% of the student's final grade.

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 has not been a back-up staff member until spring semester. 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. Until October of this past year, there was no other staff member who was able to assist in test administration. The new Academy Counselor has been in training as a back-up person for all testing procedures. It will take a full year for the Counselor to experience all procedures, but we are well into the training cycle.

College Applications

The number of recommendations sent for students for college and scholarship applications over the past 4 years is as follows:

	<u># Recommendations</u>	<u>#Mid-Term/Final Reports</u>
2004-2005	68	NA
2005-2006	48	NA
2006-2007	133	55
2007-2008	99	49

In the 2006-2007 year, the number jumped tremendously due to the increase in Academy enrollment. I believe the decrease in 2007-2008 is due to the fact that at least 27% of our seniors (17 out of 62) applied, were accepted to, and decided to attend Georgia Tech. Georgia Tech is self-reported online and does not require any type of recommendation or Secondary School Report.

HOPE Accel

Working as a liaison with the Financial Aid office regarding students' bills and HOPE Accel and other scholarship posting continues to be 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. Each year for many years, a different Financial Aid staff member has been assigned as our contact. This year, we were able to develop a solid rapport with the assigned staff member, and she will be continuing to work with us during the coming year. Hopefully, this will alleviate some of the problems and the learning curve.

Academic Support

Focusing on academic support with 103 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 for the past three semesters, and I expect to continue to use her help next year. At the beginning of this semester, there were 14 students on Academy Academic Probation (identified as less than a 3.00 cumulative GPA, or 1 or more grades of "D" or "F"). Within a few weeks of the start of spring, 2 more were identified as high risk, one of whom left The Academy at the midpoint of the semester. Of the 16 students, I met with 8 of them on a weekly basis. This included working with their parents, several interventions with parents present, and communication with their professors on a regular basis.

Additional Areas of Responsibility

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.

Until the addition of the Academy Counselor, my responsibilities also included 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 Academy Counselor took over the programs for late Fall and Spring. The coordination of the Academy Recognition Ceremony and reception continues to go smoothly, although it has changed and presented some new challenges as we recognize more seniors. Held in April, we had approximately 360 students and their guests present. 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 for each of the past two years, there are simply not enough resources of either staff or time available.

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.

Notable Student Achievements For This Academic Year

During the past two years, more students than ever before applied for, and were accepted to, Ivy League or other prestigious universities. Sadly, many of our students this past year were denied admission or wait-listed. In speaking directly with admissions counselors at some of these prestigious universities, the incoming pool of applicants was truly astounding this year. However, many of our students found great success in the application process:

Steven Bidwell will be attending Harvey Mudd
Nadia Brashier will be attending Davidson College
Justin Elliott will be attending New York University
Yashu Jiang will be attending the University of Washington at Seattle and has been accepted to their Honors College
Mindy Harrell was accepted to Emory College, but will be attending UWG
Katelyn Martin will be attending Yale University
2 students, Kaitlyn Whiteside and Katelyn Martin, were awarded Presidential Scholarships to Georgia Tech, although Katelyn Martin then chose to attend Yale.
17 students will be attending Georgia Tech
7 students will be attending the University of Georgia, with several accepted to UGA's Honors program

Our students received thousands of dollars in academic scholarships to attend the schools listed above, as well as Middle Tennessee State University, Florida Institute of Technology, Miami University in Ohio, and others

Nadia Brashier was a National Merit Finalist
2 students, and potentially 4 students, will be attending the Harvard Summer School
Program this coming summer.

Attachment II

*Elizabeth Rainey
Program Specialist
End of the Year Report
2007 – 2008*

In the Program Specialist position, it was my responsibility to distribute Advanced Academy information to prospective students and their families, counselors, alumni, and the UWG community and beyond. The other aspect of my position is website content, marketing, and alumni relations.

Year in Review

Exhibits

For the 2007-2008 academic school years, I was able to travel across the state of Georgia and distribute Advanced Academy information at the following:

- 4 PROBE Counselor Workshops
- 22 PROBE Fairs
- 21 School Visits
- 7 Parent Night Visits
- 3 Conferences

Print Based Advertisement

At the PROBE fairs and counselor workshops, participants receive a blue book, Fast Facts Sheet, an Academy Profile, and Graduate Update flyer. All of these items provide more insight on the Advanced Academy.

While the blue book is our main advertising piece to our prospective students, conversations are taking place to see what best practices could be implemented for recruitment purposes.

Web Based Advertisement

The Advanced Academy website is continuously updated throughout the year. The website is a vital part of the Academy and strides are being made to ensure that the prospective student will find all the information that is needed as well as have a more user friendly experience. Our website will be under construction for the summer of 2008, and will debut in the fall of 2008.

Prospective students are able to find out about the Advanced Academy through the following websites:

Boarding School Review
Duke Tip Educational Opportunity Guide
Early Entrance
My College Guide

Additional Projects/Goals for 2008-09

Website

In order to make our website more user-friendly and up-to-date, I am working with the ITS Department to complete the following projects:

- * Website Re-Design/Update
 - * Online Application
 - * GoalQuest**
 - * Applicant Status Check System**
- (** - denotes systems created last year.)

Recruiting

In addition to the PROBE fairs, school visits, and counselor workshops, I would like to implement regional meetings. Also, I think it would be a great idea to have Advanced Academy promotional items to utilize at the fairs, conferences, and workshops.

Alumni

My goals are to:

- *Establish an alumni database
- *Form a reunion committee
- *Keep the alumni informed of events that are taking place on campus.

Attachment III

Advanced Academy of Georgia Year End Report 2007-2008

**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 residential hall duties, and a member of the Alternative Dispute Resolution Committee.

Admissions

The Program Specialist admissions responsibilities for 2007/2008 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.

Accepted Applicants	59
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Rejected	5
Pending data	31
Self -removed	3
Pending Interview	6
Rejected in process(GPA/scores low)	10
Total	114

I have coordinated some of the interviews. I have also proctored/administer the Institutional SAT for prospective students under the supervision of the Learning Support and Testing Director. I have prepared all files for the interviewing Committee and highlighted any outstanding circumstances for the committee. I have communicated with prospective students and or parents about missing application documents by Academy checklist and or telephone. I have contacted school personnel about application concerns such as courses and/or grades. Another duty has been the application fee ledger and deposit to the Business Office.

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 middles 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.

Board of Trustee Meeting Coordinator

As coordinator, I reserve facilities on campus for the Annual Board of Trustee meeting. Arrangements are made for catering, room reservations, room set-up, technology and support, photography, printing and publications, media relations, and transportation.

External contacts are made to arrange lodging for traveling Board members near the Atlanta airport and hotel lodging in Carrollton. I also reserved University transportation and coordinated with the Residence hall director for Board member transportation from the airport and around town with the residence hall assistants. In the past, the time line for coordination of events was November through February. This year coordination will be June through October. Other preparation includes press release and featured poster.

Corresponded with board members by email and mail about all meeting details such as dates, times and location of events. Also, acted as meeting note-taker. I have worked as a coordinator of volunteer for concessions, registration, clean up and set up.

RideQ Fundraiser

Coordinated fundraising events to benefit the Julian Stanley Memorial Scholarship fund for the Advanced Academy. Coordination of this event is from March through June.

The RideQ, in its second year, included direct solicitation of funds from corporate sponsors, and area motorcycle businesses. Served as a point of contact for volunteers, participants, sponsors and the University community.

Duties included coordination of events with the Academy Board member directing the event, Academy administration and the University community. Also, worked with Academy students in a contest sponsored by the Board leadership to award a bookstore gift certificate for the student designer of the official RideQ logo. Served as point of contact for University waiver and verifying that there were no calendar conflicts with various constituents on campus.

Demographics Advanced Academy 2006-2007

Gender	Male	Female	Total			
	44	53	97			
Class	Junior	Senior	Total			
	39	58	97			
SAT	Average					
	1278					
HS GPA	Average					
(unweighted)	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 IV

Christie Williams Advanced Academy Counselor End of Year Report 2007-2008

Spring 2008 was my first semester as the counselor for the Advanced Academy. Since this was a new position, much of my time and effort initially went into setting up my office and procedures. I also completed the necessary paperwork to receive my Associate Professional Counselor's license for the state of Georgia, which was issued on January 18, 2008. As part of my licensure process, I meet with Sylvia Shortt, a Licensed Professional Counselor on campus, weekly for supervision. After three years of supervised work as a counselor, I will be eligible to receive my license. Overall, I met with about 20% of the Advanced Academy students for some type of counseling during the spring semester, in addition to performing various administrative tasks.

As part of this new position, there were a number of forms that I developed for my own record keeping purposes, as well as for the students and parents to complete. The following is a list of those forms:

1. Intake form for the students to complete prior to beginning counseling that allows them to provide their contact and background information, as well as a section for them to sign indicating informed consent for counseling
2. Release of information form for the students to complete giving me permission to release information to others as needed during their counseling relationship with me
3. Questionnaire for the parents to complete during orientation if there is information about their child that they would like for me to know
4. Weekly contact record sheet for me to tally the number of students I see and the type of counseling done with each
5. Form for me to use to keep organized notes on the academic self-reports of students seeing me for that purpose
6. Mandated counseling agreement for the director to use should she decide to require a student to see

me for counseling

Career Counseling

Career Counseling involves administering assessments and interpreting those results for the students in order to help them gain direction and insight regarding a career path. I developed my career counseling process based on what the Student Development Center at UWG provides and additional training I received at a professional conference. This is a four week process for the students. During the first week the student completes the Myers-Briggs Type Indicator and Strong Interest Inventory and is given a questionnaire to complete for the next week. During the second week, we discuss the questionnaire. During the third and fourth weeks, the MBTI and Strong results are discussed. I score the MBTI myself and the Strong is sent to CPP where they prepare a report for the student. The students pay ten dollars to cover the costs of the assessments. I ordered the testing materials and developed the questionnaire and other record keeping paperwork necessary, such as a checklist and assessment information sheet, for this process. During the spring semester, eight students completed career counseling and all reported finding it helpful.

Academic Counseling

There were thirteen students placed on Academy Academic probation during the spring semester. I met with seven of those students on a weekly basis. All but one of those students improved their GPA during the semester. The average increase in GPA from their fall GPAs to their spring GPAs, including the one student's GPA that dropped, was 0.36 points. Most of these students' counseling sessions were greatly personal in nature, as well as academic. There were also two students who saw me voluntarily for academic counseling, outside of those who were on probation. I obtained permission to use a study skills pamphlet from Texas A&M University and made this into a useful, attractive booklet and academic resource for the students to use on their own and during counseling.

College Counseling

I only had a couple of students meet with me about college counseling, but that should increase during the fall semester when more students are making decisions about college. I put together a collection of handouts and worksheets for the students about the college selection and application process. I had several students pick up those packets to use over the summer. I also gave them to those completing career counseling if they were still unsure about their future educational plans.

Personal Counseling

I had approximately fifty personal counseling sessions with nine different students during the spring semester for issues such as depression, history of abuse, sexual orientation, and relationship problems. I referred these students, if needed, to Health Services for evaluation for physical problems and medication.

Professional Training

I attended two professional conferences during the spring semester. One was the GCCA/ACCA joint conference in Savannah, GA in February. During this conference, I received training and information about career, academic, and personal counseling for college students. The other was the SACAC conference in Little Rock, AR in April. This conference provided training and information about the college admissions process and college counseling. I also attended the Safe Zone training provided by UWG concerning working with students dealing with sexual identity and orientation issues.

Thursday Night Dinners

I took over the responsibility of scheduling events and speakers for the students' weekly Thursday Night Dinners. Most of the semester had already been scheduled, but I took care of several dates and confirmed those that had already been scheduled. I have begun putting together a schedule for the fall semester and contacting prospective speakers. I intend to take part in at least two TNDs, one about how to interview, and the other about emotional and psychological issues the students may face in themselves and their

friends. I also intend to maintain a bulletin board in the lobby of Gunn Hall so that the students can know what is coming up in regards to TND.

Testing

I have assisted Laura Lamb in the administration of the graduation and end of course tests required by the state of Georgia. I administered the graduation tests by myself three out of five days. I will learn more about this process during the fall semester and will take on more responsibility as deemed necessary and appropriate.

Research

I compiled information about the students' activities and future plans. Please see the report starting on page four for more information.

Miscellaneous

There were several other miscellaneous activities I took part in during the semester including:

1. I developed a library of about twenty books for the students to check out on topics such as eating disorders, grief, stress, sexual orientation, self-esteem, etc.
2. I maintained a file of summer programs available at other institutions should any student be interested.
3. I advised the "Gunn Gazette" but was not successful, due to a lack of interest, in getting an issue printed for the semester. I intend to start fresh in the fall and look for an editor who will be excited and passionate about this project.
4. I obtained senior statements from all of the seniors and compiled them for the recognition ceremony.
5. I participated in a number of interviews with potential students.
6. I have begun learning about the scholarship awarding process and will be taking care of the awards and record keeping starting this summer.
7. I have begun learning about the joint enrolled program and will begin advising these students in the coming year.

*THE ADVANCED ACADEMY OF GEORGIA 2007-08
WHAT ARE THE STUDENTS DOING AND WHERE ARE THEY GOING?
RESEARCH RESULTS*

By: Christie Williams, Advanced Academy Counselor

Introduction

In an effort to better understand the students' activities and future plans, an end-of-year questionnaire was prepared and the students were required to complete it. Those who completed it by the deadline were rewarded with a pizza party. Those who did not turn it in by the deadline were repeatedly reminded, and some were ultimately required to complete it before they were able to sign in for the night. Through these efforts, a questionnaire was obtained from all 2007-08 Academy students enrolled during the spring semester, with one exception, Robert Sistrunk, who was only enrolled for part of the spring semester before withdrawing. Jodie Moon, who was only enrolled fall semester, completed a questionnaire, as well as Justin Elliott, who withdrew during spring semester. In total, there were 101 questionnaires completed. Due to this questionnaire being a self-report instrument, the quality of the information is dependent on the students' accurate completion of the questionnaire. It is certainly reasonable to conclude that there were some omissions and/or mistakes made by the students. However, the students were asked for updated information after the questionnaires were turned in, and it was made quite clear how important this information was to the success of the Advanced Academy. Taking that into account, it is also reasonable to conclude that the information is greatly accurate and provides adequate information about the students. All responses were put into spread sheets (available upon request) for easy review.

Academic Research Projects

Fourteen students (13.9%) reported that they participated in at least one academic research project during the year. Three students (3%) indicated that they were involved in two research projects during the year. The following are the academic areas in which the research occurred and the number of projects done in that area:

Biology – 1

Business – 4

Chemistry – 9

Criminology – 1

English – 1

Psychology – 1

TOTAL – 17 Research Projects by Academy Students

UWG/Academy Clubs/Organizations

Sixty-four students (63.4%) reported that they were involved in at least one club and/or organization at UWG. The following are the top clubs and/or organizations the students participated in during the year, as well as the number of students for each:

Residence Hall Council – 19

Intramurals – 11

Lambda – 9

Yearbook Staff – 9

Venture Crew – 8

Academy Ambassador – 8

Gunn Gazette – 5

Music Related (band, ensembles, etc.) – 3

Catholic Life – 3

Baptist Collegiate Ministries – 3

International Student Club – 3

Some other organizations reported by at least one student were the Latina Cultural Society, Black Student Alliance, Young Democrats of West Georgia, National Society of Collegiate Scholars, American Medical Student Association, South Asia Student Association, and the NAACP.

There were nineteen students (18.8%) who indicated that they held at least one leadership position, such as president, vice-president, secretary, treasurer, captain, or editor. There were twenty-three leadership positions held by these nineteen students.

Academic Awards

Five students (4.95%) reported that they received an academic award or special recognition. Those honors are as follows:

Second Place – Math Competition

Chemistry and Outstanding Honor Student

Another Outstanding Honor Student

Math Day Finalist

Poetry Regional Award

Presentations Made Outside of Class

Twelve students (11.9%) indicated that they did some type of presentation outside of class. These presentations were made at other institutions, including KSU and Salisbury University, UWG Big Night, a UWG theatre production, the Board of Regents, and various conferences and councils.

Community Service Activities

All Academy students are required to participate in community service. Eighty-three students (82.2%) reported specific activities that they have participated in during the year. The following are the top five activities, or types of activities, the students reported and the number of students for each:

River/Lake/Beach Cleanups – 23
Tutoring/Mentoring – 19
Food/Clothing Drives – 14
Animal Shelters/Rescue – 10
AIDS Walk – 10

Some other activities included Safetreat, recycling, charity runs, Relay for Life, Habitat for Humanity, Civil War re-enactments, soup kitchens, and more.

Miscellaneous Activities

Four students reported being part of theatre productions and/or off campus. Five students reported participating in musical activities such as bands, orchestras, or competitions. Also worth noting are an entrepreneur, a model, a martial arts instructor, and a state director for the High School Democrats Chapter in Georgia.

College Applications and Acceptances

Of the 101 Academy students included in this research, sixty-two (61.4%) were high school seniors or students completing their last year in the Academy. There were 156 college applications submitted to various institutions, not including those students who applied to UWG. At the time of this report, ninety-six (61.5%) of those applications were accepted. Some students were still waiting on responses, or did not update their questionnaire information as they received acceptances letters, so this number is actually higher.

Colleges the Students Plan to Attend

Georgia Tech was the most popular choice for this group of students with nineteen (30.6%) indicating that they intend to enroll there in the fall. UWG came in second with sixteen students (25.8%) deciding to continue their college education where it had started. The third place school was UGA with seven students (11.3%). There was one undecided student at the time of this report that was waiting to hear from the University of Washington. There was one student planning to attend each of the following schools: Baylor, Belmont, Columbus State University, Davidson, FIT, GCSU, Georgia Southern, GSU, Harvey Mudd, Howard University, Mary Baldwin, Miami University in Ohio, MTSU, NYU, Oglethorpe, Reed College, Savannah Tech, Yale, and Wesleyan.

Scholarships

Scholarship offers, like college acceptances, can be expected to be greater than what was available at the time of this report. Taking that information into account, there were twenty-six students (41.9%) who reported being offered at least one scholarship for the 2008-09 academic year. There were forty-eight total scholarship offers. Of those, eleven were Presidential Scholarships with three to UWG, two to Tech, and one each to the following schools: FAMU, Fisk, Hofstra, Mercer, Oglethorpe, and Tulane.

Attachment V

Brian Neift Residence Life 2007-2008

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 Head Resident Assistant and the eleven 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. In the past, an Academy student has taken on the responsibility of becoming the Community Service Coordinator but this year two resident assistant took on the task. Over the course of the year the RA's both organized community service opportunities for Academy students as well as publicized existing community events for students to participate in. Over the course of the year over 1,392.75 hours of community service were completed by Academy students.

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, International Week, St. Patty's Day Café, Valentine Dance, and the Advanced Academy formal. Hall Council Programs:

September

Back to School Dance – Students got a chance to socialize and get to know one another.

October

UWG Homecoming – Gunn Hall participated in nearly all events.

Safe Treat - Gunn Hall produced a scary tunnel for local kids get some candy.

Masquerade Dance – Students dressed in their best costume and danced the night away.

February

Semi-Formal Valentine's Day Dance

March

St. Patty's Day Café - A yearly event where students donate items to be bid on and proceeds this year went to Academy student Justin Elliott. (\$3,000 was raised this year)

International Week – Each night had different events celebrating different countries and cultures

April

Gunn Hall Formal – Our own version of Prom to celebrate the year

Gunn Hall Traditions and Theme Programming

The Advanced Academy of Georgia has been in existence for twelve years, and in these twelve 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. Once again several alumni returned to participate in the weekend and it was a great deal of fun for all.

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 help on of our very own Academy students, Justin Elliott. Justin was diagnosed with a brain tumor and the money raised went to help his family with his medical expenses.

Break Stuff—For six 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 Moulin

Rouge and was once again held at the Mill Pond community clubhouse.

International Week--Since our building is so culturally diverse, we celebrate our diversity by planning a big International Week. The RHC planned a week of events that included an international food night, a night of foreign films, and floor decorating.

Awards

Gunn Hall won the Relay For life Fundraising Competition. We competed against other residence life halls and won \$250.

Resident Assistant End of the year Banquet:

Jason Soucy NOMINATED for RA of the Year

Zack Williams NOMINATED for Community Developer of the Year

Community of the Month (3-A)

RA of the Month

Discipline

18 of 99 Students Had Completely Clear Records

11 of 99 Students Had No Discipline Beyond Blue/Green Book Violations

53 of 99 Students Had A Discipline Violation (outside of the books)

4 of 99 Student Had 50 or more points this year

70 of 99 Students Failed to Meet Community Service Requirements

127 Separate Policy Violations of those...

0 Zero-Tolerance Violations

36 Visitation Violations (includes 90 degree door policy)

0 Non-Compliance

13 Noise Violations

2 Vandalism/ Damage

0 Fire Safety

37 Blue Book / Green Book Violations (Min of 7 documentations)

10 Escorting Violation

1 Disorderly Conduct

8 Curfew Outside of Building

12 Curfew Inside the Building

8 Community Values Violation

The Physical Facility

Gunn Hall is still in need of many upgrades and improvements but the scheduled and proposed renovations over the next few years should correct most of the problems with the building. Some of the problems and concerns with Gunn are:

a) The A/C & Heat System – The common area and individual room units are very old and don't effectively or efficiently cool and heat the building. Different parts of the building often vary in temperature greatly, often to the discomfort of the residents. The air handling systems is one of the proposed changes to the building over the next two years, if this is indeed completed life in Gunn hall would greatly improve.

b) Bottom Lobby Kitchen – The kitchen in the bottom lobby is used quite often by the residents but is not effectively laid out as a community kitchen and is not well ventilated. While the refrigerator seems to be in good shape, the oven is quit old and should be replaced. The storage in the kitchen does not suit its purpose as a common use kitchen, while the storage space is ample residents would benefit more from more individual storage that residents could secure.

c) Music Practice Room – The music practice room is used quit often by the residents but does have the problem of not being tied into the buildings air handling system. The room has no ventilation of its own and can get quit hot in the summer, cold in the winter, and very stuffy. Besides creating an environment that is uncomfortable for anyone that uses the room, this type of environment is not healthy for the piano

in that room.

Staffing

This year saw Gunn Hall start the year at full staff but by the end it was short two residents assistants and a hall director. In December two resident assistant choose to resign their positions for personal reasons and we were unable to find suitable replacements for them. While many students applied and the positions were offered to two individuals, they choose to turn the positions down because they were not sure Gunn Hall was the environment they were looking for. Rather than hire just anyone, the decision was made to leave the positions open and some duties of the remaining staff members were reassigned to cope. The remaining ten resident assistants did a great job for the remainder of the year and served both Gunn Hall and the students well. In mid-April the hall director that was hired in July decided to move on to another opportunity off campus before the end of the semester, leaving a vacancy in that position. Two long-term Academy RAs were hired to serve as consecutive interim hall directors until a new hall director could be hired July 1. The first was the Head RA for the 2007-2008 year, who served as the Interim from April 21 to June 7; the second was the Head RA for the 2008-2007 academic year who worked as the interim from June 8 to June 30.

The Resident Assistants continue to plan educational, social, and community service programs for our students. A total of 123 Formal Programs were completed during the 2007-2008 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.

Fix-it/Wish list for Gunn Hall.

Please Note: Some of the items mentioned will be fixed during RA training at the beginning of August 2008. RAs are required to go through their floors thoroughly and WIC all damages they see.

Immediate attention:

The deck has several rotten boards that need to be replaced. Also, one of the benches needs to be replaced as it is falling apart.

The Whole Building:

New paint on the walls- either painting over the major damages done to doors and hand rails or picking out a new color scheme entirely.

Replace cracked and or damaged individual tiles throughout the building.

New Carpeting- we have not had new carpeting since January 2005. It is worn out in several places and is badly stained.

Window sills in the lobby areas on all the floors, Top and bottom Lobbies, and in the respective offices need to be cleaned.

New Blinds. The ones currently in place are either broken or falling apart.

Top Lobby:

Selectively replace tiles in the ceiling

Steam clean the furniture in the lobby

Fix or replace the tables in the seating area

RA office furniture needs to be removed and the office given a thorough cleaning.

Bring the plants back to "life."- Student assistants will be in charge of maintaining their upkeep.

Bottom Lobby / Kitchen:

New Ceiling tiles for the kitchen

New Cabinets; or at least clean them.

Repaint the kitchen

Replace Ceiling tiles in the bottom lobby- they have large indents and are stained.

Get a flood light on the deck would make the area safer.
Re-cock the main door leading out to the deck. It looks "sloppy."

Bathrooms:

All floors have at least one toilet that is not mounted properly to the floor.
On 1-C and 1-A the shower floors need to be re-leveled and resurfaced- poor drainage.

Study Carrels

Main study carrel in the top lobby needs new furniture (i.e. new tables and chairs)
Individual study rooms on each floor need to be thoroughly cleaned
Lights need to be replaced in several study carrels.
Possibly making 1-A lobby another study area. However, it would not be accessible to handicapped students.

UWG Debate 2007-2008 Annual Report

Director: Dr. Michael Hester, Assistant Dean, Honors College, mhester@westga.edu

Budgets

Student Activities Fund: \$30,000
Foundation (scholarships): \$28,500

Activities

The following students participated in UWG Debate: Eric Cole, Jason Derby, Joe Koehle, Geoff Lundeen, Jadon Marianetti, Mark Presenti, Zak Schaller, Jim Schultz.

We attended the following tournaments: Georgia State, Kentucky, Vanderbilt, Harvard, Wake Forest, Southern Cal, CSU-Fullerton, Cal-Berkeley, Texas, District VI NDT qualifier, CEDA Nationals, and the NDT.

Achievements: Undefeated preliminary records at Wake Forest and Texas, #11 First Round Bid ranking (of regular season), qualified for the NDT for the 36th consecutive year (5th longest streak in nation), qualified two teams for the NDT, quarterfinalist at CEDA Nationals and the NDT.

High School service: We hosted three tournaments. On campus, we hosted the Chester Gibson High School tournament in December and the Tisinger College tournament in January. In Atlanta, we hosted the Richard B Russell All-State championships (for high school). In total, we hosted more than 150 high school students and over 100 college students.

PRESIDENTIAL SCHOLARSHIPS ANNUAL REPORT 2007-2008

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 this was continued each year until all of the \$4,000 awards were 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 2007	Fall 2007	Spring 2008	Total
Continuing (6)	\$0	\$9,000	\$8,000	\$17,000
New (6)	\$0	\$11,000	\$10,000	\$21,000
				\$38,000

II. Undesignated Presidentials

	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Total
Continuing(22)	\$10,500	\$43,000	\$40,000	\$3,750	\$97,250
New (11)	\$0	\$22,000	\$20,750	\$0	\$42,750
					\$144,000

III. Average Scores for New Recipients from High School

# of Students	HS GPA	SAT-Verbal	SAT-Math	SAT-Total	Freshman Index
16	3.98	701	678	1390	3378

**EXTENDED DEGREE PROGRAMS
ANNUAL REPORT 2007-2008**

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

ninth Distance Learning Administration Conference, 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 2007-2008

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/>):

- o Work with faculty to plan and create distance learning environments that encourage and support excellence in a personal environment
- o 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.
- o Ensure that academic and student services are appropriate to meet the needs of distance and distributed learners.
- o 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.
- o 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 2007 evaluations showed that 87% of distance students agreed that their attitude toward online learning was positive at the end of the term (up from 83% in Fall 2007). 86% agreed in Spring2007. 89% in Summer 2007.
 2. 80% of students (Summer 2007) said they'd like to take more courses in future mostly online

- (compared to 76% in Summer 2006). (Spring 2007 - 78%; Fall 2007 – 66%).
3. 66% (Summer 2007) of students said they'd like to take courses in the future completely online (up from 64% a year earlier). (Spring 2007 - 65%; Fall 2007 – 55%).
 4. 95% (Summer 2007) said that their instructor was positive about the online component of their course (up from 91% in Summer 2006). (93% in Spring 2007; 91% in Fall 2007).
 5. The number of courses using WebCT Vista has grown dramatically over the past three years, with this year's total estimated at an all-time high of 2228, up from 1318 in FY05. Unique headcount in students taking distance courses also rose from 1922 in FY07 to 2633 in FY08. Enrollment in courses using distance technologies, climbed to by 25%, to 61,426 in FY08 from 46, 371 last fiscal year.
- Student retention distance and distributed education courses is comparable to or higher than that of traditional courses.
 1. Fall 2007 retention for Distance students was 90.8% for distance students excluding eCore, compared to 89.8% for non-Distance students. Spring 2008 retention for Distance students was 91.5% excluding eCore, compared to 90.5% for non-Distance students. Summer 2007 retention for Distance students was 96.7% for distance students excluding eCore, compared to 94% for non-Distance students.
 2. Thanks to additional advisement and student mentoring resources, eCore (courses delivered through the statewide consortium) retention improved at 73% for Fall 07 versus 70% for Fall 06; 73% for Spring 2008 versus 68.3% for Spring 2007; and 82% for Summer 07 versus 76% for Summer 2006.
 - 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 25% 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. For Spring 2008, students were asked to rank on a 1-5 scale whether or not they felt more comfortable participating in a class online than in a f2f meeting. Faculty demonstrate competence in developing distance courses whose academic standards and student learning are the same as those for other courses delivered.
 2. All faculty MUST complete technical and pedagogical training prior to teaching a distance course.
 3. 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 and faculty are able to receive immediate technical assistance through telephone or email, as well as face-to-face assistance when possible.
 1. The DDEC staff provide immediate response to technical questions from students weekdays from 8 am until 6 pm weekdays. Students may contact a statewide support line after hours.
 2. Helpline satisfaction surveys indicate that all students in July 2007 – June 2008 ranked the amount of time it took them to get help an average of 9.8 on a scale of 1 to 10.
 3. In Spring 2008, three new Graduate Assistants were hired and placed in an office located in the College of Education so that they would be in closer proximity to the faculty and students needing help with mostly online courses. In the course of one term, the GAs provided 372 hours of direct service to distance faculty and students.

Students and faculty are able to receive assistance through a central point-of-contact . The DDEC provides a central point of contact for support for all UWG distance courses.

- A variety of delivery methods are available.
 1. In addition to the primary online mode of WebCT Vista, distance courses may also utilize videoconferencing, and Wimba's Live Classroom and additional tools for synchronous or archived delivery of lectures featuring voice and visuals, Impatica for simple audio-visual online presentations, Camtasia for more advanced video, audio, and interactive productions.
 2. Technology resources were expanded to include an online course evaluation system known as CourseEval, a local audio/video streaming server system, as well as campus-wide license for Respondus (to make WebCT Vista assessment development easier for faculty) and StudyMate (to make the development of interactive Flash modules easier for faculty).
- Distance courses are easily accessible to a growing number of students and potential students.
 1. Enrollment in distance courses (51-100% online) jumped by 25%, from 7,654 in FY07 to 10,293 in FY08. Unique headcount in students taking distance courses rose from 1922 in FY07 to 2633 in FY08.
 2. The total number of distance courses (51-100% online) offered increased by 14% in FY08, with 485 courses offered in FY08 courses, compared to FY07's 422, FY06's 375, a FY05 total of 292, a FY04 total of 243, 132 in 2003, and 144 in 2002. Fully online UWG courses, not counting eCore, saw a 34% increase from 82 in FY07 to 124 in FY08. Partial distance courses (those offered 51-94% online) increased by 13%, going from 173 in FY07 to 197 in FY08.
 3. Downtime for courses residing on UWG servers is non-existent or minimal, with backup plans in place and utilized as needed.
 4. Except for scheduled maintenance, the WebCT Vista system has functioned without significant interruption since January 2002. Faculty use WebCT Vista and Wimba Live Classroom as the primary delivery tools.
 5. 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. Spring 2008 expressed general satisfaction. The majority of complaints were course specific.
- Students are aware of and utilize online resources available to them for academic and student support.
 1. According to a telephone survey conducted in April 2008, most students were satisfied with support services (advising, financial aid, career services, registration, and book purchase) or said "did not apply." Sixty-nine percent (up from 63% in 2007) of distance students surveyed in April 2008 reported that they used library services, and 83 % were satisfied or very satisfied with these 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 faculty, as well as cost-benefit analysis.
 2. Individual departments and instructors select from combinations of the various institutional technologies (for example, 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 via the web. Aggregate reports are available at

<http://distance.westga.edu/distancestats/>. Beginning Spring 2008, a new online course evaluation tool called Course Eval was rolled-out, allowing easier access to course-specific data and more granular comparative analysis.

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:

- o 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.
- o Our Online Journal of Distance Learning Administration continues to increase in readership.
 1. The journal's average of hits per edition increased from 15,000 in FY07 to 16,000 hits per edition in FY08.
 2. In its eleventh year of production, the OJDLA had a significant increase in international readers, from a span of 49 countries in FY07 to 71 countries in FY08. As of July 1, 2008, the journal had been accessed nearly 400,000 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 2007 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 campus-wide license for a rapid elearning product called 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 housecalls were implemented in January 2004 in order to allow faculty to get just-in-time training to assist them in preparing for their distance courses. 243 house calls (over 229 hours of Dr.D's) were made in FY2007. Also, online resources for those instructors who are primarily self-directed are continually developed and updated. Graduate Assistants,

funded through eTuition in Spring 2008, provided 35 training housecall appointments totaling 23 service hours, as well as an additional 13 hours of just-in-time training and assistance.

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 were made to the system office, and the DDEC has implemented new processes and support mechanisms specifically for eCore students:
 1. In order to register for six "high-risk" courses, students who had not previously passed an eCore course with a grade of C or better were required to complete an online orientation (which addressed basic information which had proved to be problematic to surveyed students) followed by a quiz that covered all of the points raised. An amended version of our "What to Expect from an Online Course" orientation and quiz are now being used campus-wide by advisors, to help prepare students for non-eCore online courses at UWG.
 2. An eCore mentor (student assistant) was hired to assist UWG faculty teaching eCore courses in identifying students who were having problems, and assisting them.
 3. A Learning Community Leader (student assistant) was hired to set up a social network (utilizing FaceBook) for UWG eCore students. This forum provided reminders about deadlines, success tips, and enabled students to dialogue "off-the-record" about their course experiences and concerns.

Summer 2007 marked the first semester in which all UWG-based improvements included gated registration were made. During this semester, UWG broke the 80% retention mark for the first time. Because of these results, we expanded the required online orientation/quiz to include all eCore courses. Students who have successfully completed an eCore course with a C or better do not have to take the orientation test.

Summer Semester 2007 improved from 76% Summer 2006 to 82% Summer 07.
Fall semester 2007 retention improved from 70% in Fall 06 to 73% in Fall 07.
Spring Semester 2008 retention improved from 68% Spring 07 to 73% Spring 08.

Department Condition

Students: Student satisfaction with distance and distributed courses continues to be high. In Spring 2008, retention for distance courses was 91.5 percent; and overall retention in distance courses (excluding eCore) was higher than for non-distance courses during every FY08 term. Eighty-seven percent of students reported that they had a positive attitude about distance learning after taking a course in Fall 2007. Ninety-five percent reported that they found WebCT Vista easy to use and understand.

Course Offerings: Enrollment in distance courses (51-100% online) jumped by 25%, from 7,654 in FY07 to 10,293 in FY08. Unique headcount in students taking distance courses rose from 1922 in FY07 to 2633 in FY08. The total number of distance courses (51-100% online) offered increased by 14% in FY08, with 485 courses offered in FY08 courses, compared to FY07's 422, FY06's 375, a FY05 total of 292, a FY04 total of 243, 132 in 2003, and 144 in 2002. Fully online UWG courses, not counting eCore, saw a 34% increase from 82 in FY07 to 124 in FY08. Partial distance courses (those offered 51-94% online) increased by 13%, going from 173 in FY07 to 197 in FY08. 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 2228, up from 1610 in FY06 and 1318 in FY05. Total distance and distributed enrollment supported by the DDEC climbed to 61,426 from 46,371 last fiscal year and 40,691 in FY06.

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. Additionally, two eCore

Student Assistants (an eCore Mentor and eCore Learning Community Leader) were instrumental in the success we've experienced in increasing eCore retention rates. In Spring 2008, three new Graduate Assistants were hired and placed in an office located in the College of Education so that they would be in closer proximity to the faculty and students needing help with mostly online courses. In the course of one term, the GAs provided 372 hours of direct service to distance faculty and students. The GAs provided faculty and student support and training, as well as exam proctoring, digital media production and assistance teaching a fully online Media and Instructional Technology course. A full-time staff member was also added, Cheryl Coppollela, to assist with eCore advisement. 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 485 in FY2008. 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 37 student orientations in the classroom in FY07. The student orientations averaged over 60 minutes per session.
2. Attend training and participated in pre-implementation planning, for our BOR's centralized WebCT Vista server upgrade to Vista 8 by January 2009.
3. Conducted 47 in-house, one-on-one faculty and staff training sessions. The average training session lasted 1 hour and 6 minutes. 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 mostly limited to 60-minutes, and support was limited to providing assistance with WebCT Vista course tools, demos of technologies and software (such as Wimba Live Classroom, Impatica , etc.) and basic course evaluation and improvement. 243 visits were made in FY07 which was comparable to the number of visits in FY06.
5. New Graduate Assistants, funded through eTuition in Spring 2008, provided 35 training housecall appointments totalling 23 service hours, as well as an additional 13 hours of just-in-time training and assistance. Melanie and Christy - is this ok or does their stuff go in with ours?
6. Responded to approximately 2200 helpcalls, which is approximately 1/3 of all technology-related helpcalls reported on the UWG campus.
7. Published four quarterly editions of the Online Journal of Distance Learning Administration. Average number of visits to the site each month is 5365.
8. With 367 UWG faculty and staff in attendance, the DDEC delivered 38 workshops to UWG faculty and staff. The average workshop length was typically over one and a half hours. Through the DDEC workshops, 199 different faculty and staff members were served in FY07.
9. Delivered two sections of the Distance Learning Certificate Program to 24 participants from 9 states and 2 countries.
10. Delivered two sections of the Distance Education Certified Trainer Program to 21 participants from 11 states and 3 countries.
11. Delivered three sections of the Advanced Technologies in Distance Education Program to 23 participants from 10 states and 1 country.

12. During FY '08, UWG continued to be number one among the eCore host institutions, in eCore enrollment. The University of West Georgia accounted for 43% of all students in eCore this year, compared to 39% of all students in last year. In FY '08, UWG eCore enrollment averaged 641 per term for the year, compared to a 509 student average per term for last 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 was implemented and was successful in improving retention; however, we are continuing to make improvements as we strive to increase retention even further for the Fiscal year 2009.
13. An amended version of our "What to Expect from an Online Course" orientation and quiz, originally developed to help raise eCore retention, are now being used campus-wide by advisors, to help prepare students for non-eCore online courses at UWG.
14. Selected for a national program sponsored by MERLOT (<http://taste.merlot.org/>) and in collaboration with UWG faculty Jeff Rooks, the USG Board of Regents and Georgia Public Broadcasting; the ELIXR project recognizes, records, and shares online multi-media presentations on best practices in instructional technology.
15. Out of all USG schools, this is the second year in a row that UWG has been featured in a Board of Regents Accomplishments annual, highlighting innovative uses of WebCT Vista for collaboration. See <http://www.alt.usg.edu/gaview/GAVIEWaccomplishmentsdoc2006.pdf> and http://www.alt.usg.edu/gaview/GAView2007_final.pdf

Staff Productivity

DDEC staff members sponsored the ninth-annual Distance Learning Administration Conference at Jekyll Island in June 2008. The conference was attended by more than 140 distance learning professionals representing more than 31 states, and several countries. Melanie Clay served as conference director, Alicia Williams as conference manager, Stacey Rowland as event manager, and Christy Talley as technology coordinator.

Dr. Melanie N. Clay served as Editor-in-Chief of the Online Journal of Distance Learning Administration, DLA2008 Conference Director, and as UWG's representative on the Regent's Advisory Committee on Distance Education. She also served on the UWG Enrollment Management Committee, the UWG Web Redesign Task Force, the UWG Center for Teaching and Learning Advisory Committee, and on the Technology Coordinating Council. She was published as the leading author in the *Journal of College Student Retention* with Ms. Stacey Rowland and Dr. Abbot Packard: Improving Undergraduate Online Retention Through Gated Advisement and Redundant Communication, 10(1) 93-102, 2008-2009, J. College Student Retention. She was the primary author of a presentation, *Implementation of eTuition: Lessons Learned* (with Janet Gubbins), delivered at DLA2008. She is also the co-director of the national MERLOT/ ELIXR project for which our department was selected.

Janet Gubbins served as the primary administrator for WebCT Vista, UWG's developing iTunes initiative, the USG Podcasting Server, and UWG's Georgia Public Broadcasting's United Streaming Service. She contributed as an alternate on the UWG Tech Fee Committee, the Technology Coordination Council, and the Regent's Advisory Committee on Distance Education. She participated on the UWG Strategic Enrollment Committee and the UWG Office '07 Implementation Committee. She was the secondary author of a presentation by Dr. Melanie Clay, *Implementation of eTuition: Lessons Learned*, delivered at DLA2008. In addition, Janet attended the Rock Eagle Annual Computing Conference and taught an American Government eCore course.

During 2007-2008, Christy Talley continued to act as the Wimba Administrator and the secondary Vista Administrator. Christy also became the CoursEval administrator in 2008 and administers course evaluations for all online courses. Christy continued to serve on the Numbers Group sub-committee and the Distance Learning Steering Committee. She is also the co-director of the national MERLOT/

ELIXR project for which our department was selected.

Stacey Rowland continued to serve as eCore Coordinator for University of West Georgia. She was appointed as the webmaster for the Distance & Distributed Education Center beginning Fall Semester 2007, as well as the Production Editor of the Online Journal of Distance Learning Administration. She now serves as the Conference Event Manager for our annual conference on Distance Learning Administration. Stacey attended the Rock Eagle Annual Computing Conference in Eatonton, Georgia, October 24 - October 26, 2007, and was published in the Journal of College Student Retention for an article she coauthored with Dr. Melanie Clay (leading author) and Dr. Abbot Packard: Improving Undergraduate Online Retention Through Gated Advisement and Redundant Communication, 10(1) 93-102, 2008-2009, J. College Student Retention.

Cheryl Coppolella was added to the staff as an Extended Degree Academic Advisor in October 2007. She served as an advisor for eCore students, as well as an academic advisor to students who are undecided or pre-major on the Newnan campus. She assisted the Newnan campus in performing campus assessments and gathering student data. Cheryl successfully completed the Advanced Technologies for Distance Educators certificate program, as well as Safe Zone training. She also served on the PeopleSoft Information Sub-Group.

Alicia Williams was added to the staff as the Student Support Specialist. She is also the Managing Editor for the Online Journal of Distance Learning Administration and she serves as Conference Manager for our annual conference on Distance Learning Administration. Alicia attended the Rock Eagle Annual Computing Conference in Eatonton, Georgia, October 24 - October 26, 2007. Alicia also successfully completed the Advanced Technologies in Distance Learning Certificate Program and the Distance Education Certificate Program.

II. EXTERNAL DEGREE PROGRAMS ANNUAL REPORT 2007-2008

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 2007-2008

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.

2007-2008 Annual Report of Institutional Progress University of West Georgia at Newnan

Newnan Center Mission

- o 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.
- o 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.
- o 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.
- o 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.

Newnan Center Goals

Goal 1. Increase enrollment at the Newnan Center

Strategies to meet this goal included:

- o **Increased emphasis on marketing and community visibility**

The Newnan Center's webpage was redesigned, and Newnan staff members were trained to maintain it. A newly created Newnan Center logo, visible from downtown Newnan and also from Interstate 85, was painted on the water tower adjacent to the campus. The center's reception desk was repainted in university colors, and a logo was added. Enlarged photos of campus life were purchased from University Communications & Marketing, framed and displayed in the center's hallways. Doors and entrance areas were decorated with UWG stickers and flag. New and updated ads were produced and submitted to local newspapers and magazines. Several articles about UWG Newnan programs were published in local papers. Working with UTV and Comcast Spotlight, the Newnan staff produced a TV commercial which was aired on several network channels throughout the spring of 2008. Informational sessions for both the MBA program and the Master of Criminology program were held on the Newnan Campus during May and June of 2008.

- o **Improved customer service**

In response to student surveys which were extended to students enrolled at the Newnan Center in fall 07 and spring 08 semesters, several initiatives were begun.

Newnan students were afforded access to advisors. A part-time academic advisor was assigned to the Newnan Center. Excel advisors and RCOB advisors scheduled days at the Newnan Center during registration periods. A COE advisor is scheduled to begin part-time work on the Newnan Campus in the fall of 2008.

Working with the University's department of Auxiliary Services and Buffalo Rock, plans were put in place to provide more and varied food and drink items for Newnan students and to create a schedule of Bookstore Merchandise Sale days in Newnan. First Bookstore Sale was held in July of 2008.

Department of Student Services held a first "meet and greet" day in October to alert Newnan students to commuter services. Plans are to continue this event.

Requests from both students and faculty resulted in the purchase of six-foot tables to replace old, small, and uncomfortable student desks in two of the center's classrooms. Center Director also located some church pews to provide seating in the main building's narrow hallways.

In order to provide additional student tech support, proposals were submitted and funded for a SITS program at the Newnan Center to begin in the fall of 2008 and wireless Internet to be installed by December 2008. In addition, plans are underway to produce student ID cards on the Newnan Campus.

- o **Addition of new academic programs**

In response to community needs assessments and regional surveys, processes to add two new programs in Newnan were completed this year. The Bachelor of Science in Early Childhood Education and the Master of Arts in Criminology will be offered at the Newnan Center beginning in the fall of 2008. They are expected to significantly increase Newnan enrollment in 08-09. With the addition of these two new programs, the Newnan Center will offer eight full degree programs: Bachelor of Science in Nursing, Bachelor of Science in Early Childhood Education, Master of Business Administration, Master of Arts in Criminology, and Masters of Education in Early Childhood, Middle Grades, Special Education, and Educational Leadership. Increases in program offerings and in enrollment have made it necessary to request that ancillary programs which have been housed at the center be relocated elsewhere. In June, 2008, Shenandoah GYSTC and Global Achievers moved their offices and supplies from the Newnan Campus.

Newnan Center Enrollment in 07-08

Undergraduate enrollment increased from 923 in 06-07 to 1119 in 07-08.

Graduate enrollment increased from 1205 in 06-07 to 1315 in 07-08.

Total Newnan enrollment in 07-08 was 2434, with an average of 80% of available seats filled.

Goal 2. Increase community involvement

Strategies to meet this goal included:

- o **Reorganization and revitalization of a UWG Newnan Advisory Board**

Newnan/Coweta community leaders and UWG administrators were contacted and invited to join a UWG Advisory Board, which meets quarterly to assess the educational needs of the community and the specific needs of the Newnan Center and may assist in locating and acquiring needed resources. The first meeting of this newly organized board was held on May 14, 2008 at the Newnan Country Club.

- o **Continuation of community needs assessments**

The University of West Georgia has responded positively to community educational needs which were discovered through a survey conducted in 2000. With the support of the Coweta County Commission, UWG has provided an excellent nursing program, which continues to grow by leaps and bounds. Graduation for the first class of Newnan nursing

students was held on December 14, 2007. Fifty new nursing students are added to the program each summer and each fall. Eighty-five nursing students will attend classes in Newnan during the summer of 2008. The MBA program, which was also a result of the community survey, is beginning its second year and has already doubled in size. The B.S. in ECE, which will begin in fall 2008, is a direct result of the aforementioned community survey. The Master in Criminology program, which will begin in the fall of 2008, is the result of a survey created and disseminated by the Newnan Center staff in the fall of 2007 and sent to law enforcement agencies in the region. UWG staff, along with members of the Newnan advisory board, will continue to assess the community's educational needs.

- o **Collaboration with other institutions through the CoHE (Commission for the Promotion of Private and Public Higher Education, Coweta Co.) and Chamber**

The Newnan Center Director serves as an advisor to the CoHE and participates in meetings where partner institutions (public and private universities, technical colleges, K-12 public school systems, city and county government and development authorities) investigate collaborative efforts to provide educational opportunities for Coweta and surrounding communities. Topics of interest explored this year have included articulation of courses between institutions and the feasibility of shared space through a "University Center". *(aligns with the Chancellor's objective of increasing the use of access institutions and the joint use of facilities as outlined in Strategic Goal Two and with the objective of creating a closer working relationship with the Department of Technical and Adult Education outlined in Strategic Goal Four)*. The Newnan Center Director also participates with the Newnan-Coweta Chamber of Commerce in special meetings which relate to educational matters affecting the community.

A unique partnership between the Coweta County School System and UWG, in consultation with the GA Professional Standards Commission has resulted in a practicum-based teacher education model called *The Coweta County Undergraduate Partnership Program in Teacher Education*, in which UWG ECE students in their senior year are hired as teachers in the Coweta system, working under the direction of a mentor teacher.

The Newnan Center has also begun a relationship with the Coweta high schools' Teacher Pipeline program, which affords high school students the opportunity to spend time in the Coweta schools to determine their level of interest in the field of education. A UWG Newnan/Teacher Pipeline Seminar in which high school students gain information about UWG's education degree programs was held on the Newnan Campus in February of 2008 and will become an annual event.

- o **Renovation of facilities through Coweta County Commission**

UWG Newnan and Carrollton administrators have continued to work closely with the center's landlord, the Coweta County Commission, on proposed renovations to campus buildings. The Newnan Center is operating in its last year of a ten-year lease from the Commission. The lease will end in February of 2009, and the 14-acre site will then become the property of the University System of Georgia. During the 2007-08 year, some renovation projects were proposed which are required for the success of the center's academic programs.

Earlier plans involved renovating the current large storage building into nursing skills labs or a biology lab and additional classroom. These plans have been rejected. Therefore, the conversion of one of the classrooms in the main building into a biology lab is a priority. Architects and engineers have completed their plans. UWG has allocated the funding for this project. The Coweta County Commission has accepted and approved the proposal and will oversee the contract to complete this renovation during the summer of 2008.

A second urgent request for renovation is required for accreditation of the Newnan nursing

program. It involves converting a classroom and a small student computer lab in the center's main building into nursing skills labs. An adjacent office will also be converted into storage space for the nursing program. Ten hospital beds were donated by Newnan Hospital for this project, and renovations to the rooms will be funded by the university's nursing program.

In addition, the Commission has allocated \$28,410 towards the completion of this project. Work is scheduled to begin in the summer of 2008.

A third project, though not urgent, has been proposed this year; and architectural drawings and plans have been approved by the Coweta County Commission. This project involves the renovation of a large auditorium in the main building into a tiered lecture hall with stadium seating. This conversion will create more seats for students and create an atmosphere more conducive to teaching and learning. UWG has allocated most of the funding for this project, and Coweta County Commission has allocated \$28,410 to complete the project. A start date has not yet been selected.

- **Increased scholarship support for economically disadvantaged students**

(aligns with Chancellor's Strategic Goal Five, assisting economically disadvantaged students in meeting the cost of college)

The Newnan Center has a long history of providing scholarships to deserving students. The Newnan Kiwanis Club has created a foundation account which allots a \$2500 scholarship each year to a UWG Newnan student. A Newnan Center fund exists which provides a \$1000 scholarship (or two \$500 scholarships) each year. During the 2007-08 year, the Newnan Center Director created an additional scholarship to be awarded every year to a high school graduate planning to major in Early Childhood Education at UWG. It is named in memory of a long-time Coweta educator friend and colleague, Emily Thomasson Sealy. These scholarships will continue to be awarded each year in the spring. In May of 2008, the Newnan Center awarded scholarships to six Newnan students.

Goal 3. Increase support of academic programs

Strategies to meet this goal included:

- **Increased communication with colleges and departments**

A concerted effort was made this year to improve the communication between the Newnan Center staff and staff in the various colleges and departments on the main campus in Carrollton. Representatives from each college met together at the Honors College on the Carrollton campus to discuss course scheduling and other issues relating to the Newnan Center. Meetings to assess needs and develop plans for the provision of necessary services were held with the following departments: Development & Alumni Relations (scholarships and A-Day Campaign), Auxiliary Services (food services, ID cards), Bookstore, Excel Center (advising), Campus Planning & Development (renovations), Information Technology Services, Library, and University Communications and Marketing.

- **Designation of needed space for specific programs**

Although the Newnan Center has a small number of classrooms, the staff strives to make adequate space available for each college/department holding classes in Newnan. During this year, careful scheduling allowed the nursing department to utilize both computer labs several times each semester for testing. A classroom, office, and small computer lab have been designated for use as skills labs by the nursing department, beginning in fall 2008. A faculty office will be converted to a small computer lab for student use. An office supply closet has been designated to become a Teacher Materials Center for the Early Childhood Program. Conversions will take place in the summer of 2008.

- o **Location of needed resources for programs**

In an attempt to ensure that adequate library support and resources are available for the ECE program which begins in the fall, the Newnan Center Director introduced the Ingram Library staff to the new director of the Coweta Central Library, Barbara Osborne-Harris. A meeting was held at the new Coweta library, in which Mrs. Harris shared her enthusiasm for working with UWG and her willingness to share resources and training expertise. A contract will be drawn up between the Ingram Library and the Coweta Library system to indicate the level of support and collaboration that will be provided by the Coweta Library.

The Newnan Center staff continues to be responsive to instructor needs for resources and equipment (ex. Installing computer software, purchasing white boards, etc.).

In support of the ECE program and the Criminology program, both of which will begin in the fall of 2008, the Newnan Center Director has assisted in locating possible adjunct professors.

- o **Support of Distance Education Programs**

An increasing number of Newnan courses are online courses or partial online courses. WEB CT has become so integrated into the curriculum that virtually every course has a distance education component. In the 07-08 year, 9 courses were 95% online; and 21 were 50%-94% online. The Newnan Center proctored 695 midterm and final exams this year, up from 525 last year. Twenty-nine universities from thirteen states and Canada utilized the Newnan Center's proctoring services. The Newnan Center provides this service for a ten-dollar charge.

- o **Support of UWG Continuing Education Programs**

Upon request from UWG's Continuing Education department, the Newnan Center continues to allot space for continuing education classes; fewer were scheduled in Newnan this year. And several that were scheduled in Newnan were cancelled due to low registration. Lack of publicity seems to be a factor. Those that did occur were trainings on Word, Access, and Excel. There were 291 participants in 23 computer classes. With increasing numbers of credit classes, finding space for continuing education will be almost impossible, unless they can be scheduled on Fridays and Saturdays. A frequent topic of discussion by the Newnan staff is the possibility of independently planning and creating continuing education classes that might draw more interest from the Coweta community.

Example of Using Assessment & Outcomes to Change/Improve a Process

Improved customer service *(also listed under Goal 1 above)*

In response to student surveys which were extended to students enrolled at the Newnan Center in fall 07 and spring 08 semesters, several initiatives were begun.

Newnan students were afforded access to advisors. A part-time academic advisor was assigned to the Newnan Center. Excel advisors and RCOB advisors scheduled days at the Newnan Center during registration periods. A COE advisor is scheduled to begin part-time work on the Newnan Campus in the fall of 2008.

Working with the university's department of Auxiliary Services and Buffalo Rock, plans were put in place to provide more and varied food and drink items for Newnan students and to create a schedule of Bookstore Merchandise Sale days in Newnan. First Bookstore Sale will be scheduled in July of 2008.

Department of Student Services held a first "meet and greet" day in October to alert Newnan students

to commuter services. Plans are to continue this event.

Requests from both students and faculty resulted in the purchase of six-foot tables to replace old, small, and uncomfortable student desks in two of the center's classrooms. Center Director also located some church pews to provide seating in the main building's narrow hallways.

In order to provide additional student tech support, proposals were submitted and funded for a SITS program at the Newnan Center to begin in the fall of 2008 and wireless Internet to be installed by December 2008. In addition, plans are underway to produce student ID cards on the Newnan Campus.

Department Condition

Personnel

The Newnan Center operates under the auspices of the Extended Degree Programs. Operation of the Newnan Center continues to be conducted by a small staff of five members, four full-time and one part-time. Center Director Rob Tornow retired in July 2007; and a new center director, Cathy Wright, was hired at the end of August. Cathy was not new to the campus, since she has worked there as GYSTC Director since August of 1990. Other Newnan Center employees include Teri Lewis, budget coordinator; Dennis Gould, technology coordinator and daytime tech support; Javarus Boyce, technology specialist and evening tech support; and Helen Brouillette, receptionist and eCore testing proctor. Cheryl Coppolella, a newly hired eCore advisor from the Carrollton campus, began working one day a week in Newnan in November of 2007. An additional staff position, Assistant Director, has been created; and plans are to fill it in the fall of 2008.

Areas of focus

Areas of intense focus this year for Newnan staff were improvement of inter-campus relationships, improvement in customer service, equity of student services, and management of needed renovations/conversions. (For details, see section on Goals.)

Student Enrollment and Retention

The Newnan Center, located just off I-85's Exit 47, brings UWG courses to a wide population. In the 2007-08 year, students from 42 Georgia counties attended classes at the center; and there were also a few from counties in Alabama. The majority of Newnan students come from Coweta, Carroll, Fulton, and Fayette counties. 50% of Newnan Center undergraduate students and almost 20% of graduate students live in Coweta County.

Undergraduate enrollment increased from 923 in 06-07 to 1119 in 07-08.

Graduate enrollment increased from 1205 in 06-07 to 1315 in 07-08.

Total Newnan enrollment in 07-08 was 2434, with an average of 80% of available seats filled.

Undergraduate numbers at the Newnan Center continue to increase, due mostly to growth in the nursing program. Newnan students now comprise a mix of 54% graduate students and 46% undergraduates, approximately 50% traditional and 50% non-traditional students. Undergraduate numbers are expected to increase dramatically in the fall of 2008, with the inception of the ECE program. Increasing numbers of students request the Newnan Campus in their application and registration processes.

Retention for graduate level courses offered at the Newnan Center remains somewhat consistent at 96.8% for Summer 07, 96.5% for Fall 07, and 95.6% for Spring 08.

Undergraduate retention is slightly lower, but also high at 97.8% for Summer 07, 90.2% for Fall 07, and 90.9% for Spring 08.

Courses

The number of courses offered in Newnan increased from 115 in 06-07 to 120 in 07-08.

The number of undergraduate courses increased from 41 in 06-07 to 56 in 07-08.

The number of graduate courses decreased from 74 to 64.

Of the 120 courses offered in 07-08, 18 were offered by Arts & Sciences, 9 by Richards College of Business, 35 by the Nursing Department, and 58 by the College of Education. Continuing Education held 23 classes with 291 participants.

Facility Maintenance

Greenscapes Landscaping has provided excellent lawn service, and the contract has been renewed for the 08-09 year.

The 18 year-old building experienced some plumbing problems which necessitated repairs this year. A couple of AC units needed some work, but no major repairs were made. End of year plans are to replace 18 year-old carpet in the administrative offices and to repaint offices and the hallway outside the classrooms. This work is scheduled for July 2008.

Custodial service continues to be a problem with low bidder, Heavenly Maid of Kennesaw, failing to follow contract specifications. The contract will not be renewed. The Newnan Center will experiment with the hiring of casual labor for cleaning; however, in order for specifications to be met, cleaning costs will most likely double next year.

In June of 2008, the center's security guard was dismissed; and a new one, Mr. Bobby Royal, has been hired. Because the building locks and keys are still the original ones installed by Georgia Power Company 18 years ago and multiple keys have been disseminated to countless individuals through the years, new locks were installed on all exterior doors in June of 2008.

Old alarm codes were cancelled, and new ones created.

Departmental Achievements

- o Addition of B.S. in Early Childhood Education degree program in Newnan (to begin fall 2008) will bring the total number of undergraduate degree programs to two.
- o Addition of M.A. in Criminology degree program in Newnan (to begin fall 2008) will bring the total number of graduate degree programs offered to six.
- o Newnan Center website has a new and improved design.
- o Allocation of space has been made for a Teacher Materials Center for ECE.
- o A hallway display of antique ECE materials welcomes the ECE faculty and students.
- o UWG Newnan Center and Coweta County high schools' Teacher Pipeline program held its first annual seminar for high school teacher interns in February of 2008.
- o Ten hospital beds have been donated, and a suite of three rooms has been allocated for conversion to Nursing skills labs.
- o Classroom space has been allocated for conversion to a biology lab.
- o Funding assistance from Coweta County Commission has been committed for an auditorium renovation.
- o Dissemination of student surveys and departmental response resulted in advisors for Newnan students, improved food service, Bookstore Sale Days, wireless Internet, SITS, new classroom tables, and possible ID card production.
- o An additional scholarship was created to be awarded each year by the Newnan Center to an ECE student.
- o The first of an annual graduation luncheon for Newnan nursing students was held at the Newnan Center on December 5, 2007. Special guests were Coweta County Administrator, Theron Gay, and Commission Chair, Tim Higgins.
- o Arrangements have been made for next year's nursing graduation ceremony and reception to be held in Newnan at the Wadsworth Auditorium.

Student Achievements

- o The first graduation ceremony for Newnan nursing graduates was held on December 14, 2007. Members of this first class of Newnan nursing graduates all passed their licensing exams on the first try.
- o In May of 2008, scholarships were awarded to six Newnan students majoring in ECE.

Challenges

Additional computer lab for nursing testing

Space for student lounge and food court

Limited number of classrooms

Athletic fields

More undergraduate business courses in Newnan

More undergraduate courses in the summer