

ANNUAL REPORT OF INSTITUTIONAL PROGRESS

2008-2009

HONORS COLLEGE

AND

EXTENDED DEGREE PROGRAMS

UNIVERSITY OF WEST GEORGIA

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

October 2, 2009

MEMORANDUM

TO: Vice President Stone
FROM: Don Wagner
RE: Annual Report 2008-2009

Enclosed please find the annual reports of the Honors College and of Extended Degree Programs for 2008-2009,

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

Extended Degree Programs reports include Distance and Distributed Education, our Nursing External Degree program at Rome, Evening/Weekend University, and the Newnan Center. Extended Degree Programs is distinct from the Honors College, but neither could operate as efficiently without the extraordinary collaborative efforts of all personnel concerned. Some examples: Ms. Christy Talley handles all administrative tasks for (1) Rome and (2) Evening/Weekend University in Carrollton and she also (3) is responsible for a variety of administrative responsibilities in our Distance and Distributed Education Center. Melanie Clay, our director of the Distance and Distributed Education Center, not only serves on the Admissions Committee for the Advanced Academy (each Academy applicant is interviewed with his or her parents or guardians for about two hours), but she regularly employs a large number of Honors College students, including Academy students, in Distance Education work. These collaborative efforts make for a much more efficient set of operations than would otherwise occur in and across Extended Degree Programs and the Honors College, and thereby benefit the University as a whole. In addition, Michael Hester, our Debate coach and Honors College Assistant Dean, handles a variety of Visitation, Orientation, advising and related matters for the Honors College and the Academy as well as teaching Honors Public Speaking each fall semester.

Our Newnan Center has achieved very dramatic increases in enrollment these past ten years. I asked our talented director, Rob Tornow, to provide a detailed report and, as you can readily see, he has done so. The addition of useable space in the Graduate Education Center (formerly the "blockhouse") these past three years has enhanced our ability to serve the students of the southern metropolitan Atlanta area as well as dramatically increasing our utility bills. Rob's retirement is a great loss in leadership skills. We hope we can find a good replacement.

Our Distance and Distributed Education Center continues to set the standard for similar programs in our state and, for that matter, the Southeastern United States. Under Ms.

Clay's direction, our on-line journal continues to receive notices of accomplishment in such publications as [The Chronicle of Higher Education](#), and Special Programs, the Center and the journal sponsored the eighth conference on Distance Learning Administration drawing participants internationally and from across the country.

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

Please contact me if you have questions.

**HONORS COLLEGE
ANNUAL REPORT 2008-2009**

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 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
45 Honors courses were offered enrolling 662 students	Student course evaluations were uniformly very positive	Enrollment decreased by 14.5% from last year, but this was due to a 20% decrease in the number of honors courses offered due to budget constraints
Students presented research in eleven 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.

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. As a result, there is much more student interest, and many more student applications were handled this year and last year. In addition, the Honors College faculty senate committee developed learning outcomes appropriate for all honors college courses. These were effective fall semester 2007.

HONORS COLLEGE LEARNING ENVIRONMENT AND OUTCOMES

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

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

General Statement of College Condition

The Honors College is in very good condition.

College Achievements

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

Staff Productivity

- Staff attended nine academic and academic related conferences.
- Over \$300,000 in scholarship monies were successfully awarded.
- Honors Day Convocation was held for the 23rd consecutive year.

Student Achievements

- Four Honors students presented research at the National Collegiate Honors Council annual meeting. For the eighth time in the past eleven years no college or university in the nation has more research proposals accepted for presentation than our University's students.
- Four Honors students presented research at the Southeastern Regional Meeting of the American Chemical Society in Nashville, TN.
- Thirteen Honors students presented research at the Georgia Collegiate Honors Council Annual Meeting at Valdosta State University.
- Thirteen Honors students presented research at the annual meeting of the National Conference on Undergraduate Research at the University of Wisconsin-La Crosse.
- Two Honors students presented research at the annual National Social Science Association Meeting in Las Vegas, NV.
- Nine Honors students presented research at the 1st annual Culture of Conflict Conference hosted by Macon State College.
- Two Honors students presented research at the 2009 Georgia Academy of Science Conference.
- Two Honors students presented research at the 2009 Georgia College and State University's Middle East Synopsis.
- We had a total of fifty-five honors graduates this year: Summer: 9, Fall: 11, and Spring 35. This is an increase of over 27% from the previous academic year.
- Honors graduates were selected for admission to the following graduate and professional schools: University of West Georgia, Georgia Southern University, University of Georgia, Georgia Institute of Technology, Medical College of Georgia School of Dentistry, University of North Texas, University of Colorado- Denver, Bucknell University, University of North Carolina- Greensboro, and Ole Mississippi University.
- Nicholas McRae received a Fulbright Award and will travel to Slovakia where he will teach English in local schools.

II. ADVANCED ACADEMY OF GEORGIA ANNUAL REPORT 2008-2009

For 2008-2009, the Advanced Academy dealt with several significant changes. Dr. Michael Hester replaced Susan Colgate as Director (on an interim basis), while Ms. Colgate was reassigned to serve as an assistant to the interim director. Additionally, in October, Frances Colon took over for Adam Wilkinson as the Academy Residence Coordinator. Following these personnel changes, the staff for the 08-09 academic year consisted of Dr. Hester (interim director), Susan Colgate (Assistant to the Director), Frances Colon (Residential Coordinator), Anneliesa Finch (Admissions), Laura Lamb (Academic Advisor), Elizabeth Rainey (Recruiting), and Christie Williams (Counselor).

The student body totaled 71 students, with 35 of those beginning their first year in the Academy. Here are a few highlights from the year:

Undergraduate Research –

Twenty-one students (30.4%) reported that they participated in at least one academic research project during the year. Two students (2.8%) 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 – 8
- Chemistry – 3
- Computer Science – 1
- English – 1
- Global Studies – 1
- Physics – 1
- Physics/Astronomy – 4
- Political Science – 1
- Psychology – 2
- TOTAL – 23 Research Projects by Academy Students

Six students (8.7%) indicated that they did some type of presentation outside of class. Jason Bapna presented at the National Collegiate Honors Council. AshLeigh Berglund did three presentations about her various charitable projects. Amanda Brock and Jacob Hewell presented at both the Georgia Collegiate Honors Council and the Georgia Academy of Science Conference. Brok Mabry presented at a Psychology Conference. Abhi Reddy presented about nanotechnology for the Georgia Partnership for Excellence in Technology.

Academic Awards-

Thirteen students (18.8%) reported that they received an academic award or special recognition. Those honors were as follows:

Alpha Lambda Delta – 7 (more probably received this honor, but only seven noted it on the questionnaire)

National Society of Collegiate Scholars – 6 (same situation as with ALD)
Brain Bee (3rd Place)
Essay Semi-Finalist
Several Placements in Math Competitions
MAP Multicultural Award
Two Academy students finished 2nd and 3rd in UWG's Math Competition
Honors Convocation Award
Merit Scholar

Extracurricular participation-

Fifty-five students (79.7%) 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:

Intramurals – 18 (4 indicated they participated in more than one sport)

Residence Hall Council – 16

Gunn Gazette – 6

Judicial Board – 5

Yearbook Staff – 4

NAACP – 4

Black Student Alliance – 3

American Chemical Society – 3

Music Related (band, ensembles, etc.) – 2

Catholic Life – 2

The Greens – 2

Physics Club – 2

Circle K – 2

American Medical Student Association – 2

The organizations reported by one student were the Latino Cultural Society, the Muslim Student Association, the Math Club, the Young Republicans, the Philosophy Club, the Political Science Club, the Tennis Club, the Green Campus Initiative, UWG College Democrats, the Women's Interest Group, the Judo Club, UWG Student Government Association, and one student who was an intern for the UWG publication "Eclectic."

There were sixteen students (23.2%) who indicated that they held at least one leadership position, such as president, vice-president, secretary, treasurer, captain, or editor. There were nineteen leadership positions held by these sixteen students. Of those leadership positions, five were for organizations outside of Gunn Hall and the Academy.

There are a number of students who participated in notable activities other than what has already been mentioned. AshLeigh Berglund is passionate about helping others. She has presented the Program Operation Iraqi Children to groups of delegates planning on traveling with People to People Student Ambassadors. She has also hosted a screening of Invisible Children to advocate for child soldiers in Uganda and spoke at the Capital Building regarding this program. Adrianna Carter served as a chemistry workshop leader. Jacob Hewell was his home high school's

yearbook editor. Christopher Hrvoj was his home high school's math team leader. Ameen Kazerouni was a teacher assistant in the computer science department and the robotics lab leader. Megan Kroll attended the Presidential Youth Inaugural Conference. At least five students worked in the Excel Center or ITS. Ari Siesser was the Executive Director of High School Democrats of Georgia. Cole Simpson was a member of the UWG High School Honor Band. Stormy Sims played a part in UWG's "Vagina Monologues." In the Kiwanis Music Bowl, Audrey Slutsky (vocalist) came in first and Stephanie Erdman (flutist) came in second. Audrey also was third in UWG's Big Night performing arts category for her vocals and was a cast member in a local theatre production.

What follows are more detailed reports on the academic and extra-curricular aspects of the student body during the 08-09 academic year.

Prepared by Laura H. Lamb, Student Services professional:

The 2008-2009 academic year was, as always, full of new challenges and opportunities. Enrollment dropped during this academic year, which eased the time-intensive nature of some tasks and allowed more time for others. Advising and testing require a significant investment in time, regardless, and that investment doesn't change greatly whether there are 70 students or 100. Preparation of recommendations should have taken less time this year, but our fewer students applied to more schools than usual, so the number of recommendations was similar to last year. 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 always demands a significant amount of effort.

With a relatively small number of new students (35) and a total of 71, contacting counselors, educating counselors and school systems regarding the Academy, negotiating course choices, waiting for decisions, and acting as a resource contact for many counselors who have never dealt with the HOPE Accel paperwork was not as arduous a task as it has been in years with higher enrollments. 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-made 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 are lucky to get the basic classes they need.

Testing continues to be a tremendous drain on resources. The Academy walks a fine line with the Georgia Department of Education Division of Testing. The current director of this division is more willing to work with us than his predecessor. However, each test must be administered with perfection in order to give us the credibility we need so they will continue allowing us to be a testing center. If a student is ever missed and not tested, it would place great doubt on our reputation as well as being potentially disastrous to a student's chances of graduating on time. Training sessions for System Test Coordinators are conducted primarily on-line, and the number of mandatory training sessions seems to have increased. The testing process procedures become

more complicated every year. There are three versions of the Georgia High School Graduation Test, depending on what year the student began and how many times the student may have previously attempted the test. The correct version must be administered to each student.

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. 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 9 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 been undergoing a gradual transition over the past 6 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 (now Accelerated Math II), U.S. History, Economics, Biology, Physical Science, and 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 overlooked 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 is no back-up staff member. I have trained Christie Williams on the GHSWT and GHSGT, but by the time of the semester that EOCT's are given, Christie generally has a full schedule of counseling appointments and has been unable to receive hands-on training. 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 Library graciously allows us a flexible schedule in their computer lab. This summer, the lab has ceased to exist due to construction. I will be working closely with ITS to identify and coordinate requirements for a new computer lab on campus. If we are unable to find one, I will attempt to work with the State DOE to make an exception and allow us to go back to paper testing for EOCT's.

The number of recommendations sent for students for college and scholarship applications over the past 5 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
2008-2009	131	41

Over the past 3 years, in particular, our students have been more interested in applying to a greater number of schools each, as well as more prestigious schools.

Working as a liaison with the Financial Aid office regarding student's 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 rate codes are posted incorrectly by Admissions. Each year for many years, a different Financial Aid staff member has been assigned as our contact. Last 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.

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 or submit electronic requests information regarding The Academy.

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 280 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 previous two years, and 68 this past year, there are simply not enough resources of either staff or time available.

Requesting mid-semester progress reports to faculty translates to preparing and sending out approximately 400 pieces of paper (an average of 5-6 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 five semesters, and I expect to continue to use her help next year. This past academic year, there were only 5 students on Academy Academic Probation (identified as less than a 3.00 cumulative GPA, or 1 or more grades of "D" or "F"), a significant drop from the 14 students the previous year. There are always several others who are identified as high risk throughout the semester, and various methods are used to ensure that those students are on track. This includes working with their parents, interventions with parents present, and communication with professors on a regular basis.

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

Prepared by Christie Williams, Counselor:

2008-09 was my first complete academic year as the counselor for the Advanced Academy. Overall, I met with about 36% (a 16% increase over my first semester) of the Advanced

Academy students for some type of counseling during the year, in addition to performing various administrative tasks.

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 student pays ten dollars to cover the costs of the assessments. During the year, four students completed career counseling and all reported finding it helpful. However, this is four less than completed career counseling during spring 2008. I intend to promote this service more in the coming year and question the students to find out how I can convince more of them to take advantage of this valuable opportunity.

Academic Counseling

I saw three students during the fall semester who were still on academic probation from the last year. After fall was over, there was only one new student who was on academic probation, and I saw this student during the spring semester. I also continued to see two of those students from fall during the spring. Although academic issues arose during many of the personal counseling sessions, no other students came to see me just for academic help.

College Counseling

College counseling, much like academic counseling, usually comes up as a part of personal counseling. I only had a few students come to see me just about their college plans. Laura Lamb typically helps the students with their applications and recommendation letters, so she usually talks with the students more about their college plans.

Personal Counseling

I had approximately 150 personal/academic probation counseling sessions with twenty-five different students (two were honors students living in Gunn Hall) during the year for issues such as depression, eating disorders, anxiety, sexual orientation, and relationship problems. Some students I only saw for a session or two, but most received counseling for at least five-six sessions. I referred these students, if needed, to Health Services for evaluation for physical problems and medication. I also maintained notes and records on all personal/academic probation counseling sessions.

Group Counseling/Discussion Group

During the spring semester I started a group counseling/discussion group. I sent an email to all of the students and asked for them to respond to me if they were interested. I had at least eight students express an interest and was able to schedule a weekly group with six regular members. There were two other students who participated occasionally. This was a structured group with established guidelines that were discussed during the initial meeting. We met for ten sessions and discussed a variety of topics including their personal story, personal freedom, self-esteem, what makes a satisfying life, and having needs met.

Student Data

College Applications and Acceptances

Of the sixty-nine Academy students included in this research, thirty-six (52.2%) were high school seniors or students completing their last year in the Academy. There were 120 college applications submitted to various institutions, not including those students who applied to UWG. At the time of this report, fifty-nine (57.5%) 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 again the most popular choice for this group of students with eleven (30.6%-the same percent as last year) indicating that they intend to enroll there in the fall. UWG again came in second with seven students (19.4%) deciding to continue their college education where it had started. The third place school was again UGA with four students (11.1%). There were eight undecided students at the time of this report. There was one student planning to attend each of the following schools: Columbus State, LaGrange College, Northeastern, Stanford, University of Washington at Seattle, and Wellesley.

Scholarships

Scholarship offers, like college acceptances, can be expected to be greater than what was available at the time of this report. Taking that into account, there were sixteen students (44.4%) who reported being offered at least one scholarship for the 2009-10 academic year. There were twenty-one total scholarship offers. The most prestigious scholarship offer was Ashli Carter's Questbridge Scholarship to Stanford.

III. UWG Debate Annual Report 2008-2009

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

Budgets

Student Activities Fund: \$32,500

Foundation (scholarships): \$28,000

Activities

The following students participated in UWG Debate: Darcey McCambell, Anianefera Rasheed, Leviell Waits, Mindy Harrell, Samantha Godwin, Joe Koehle, Geoff Lundeen, Jadon Marianetti, Zak Schaller, Jim Schultz.

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

Achievements: Undefeated and champion of Las Vegas Open, Las Vegas Round Robin, and Richmond tournaments; #8 First Round Bid ranking (of regular season), qualified for the NDT for the 37th consecutive year (5th longest streak in nation), qualified two teams for the NDT, semifinalist at CEDA Nationals and doubl-octafinalist at 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. Our college tournament received corporate sponsorship from the international law firm Adorno & Yoss, becoming the first such tournament in the nation and providing \$10,000 in sponsored scholarships to undergraduate students.

**IV. PRESIDENTIAL SCHOLARSHIPS
ANNUAL REPORT
2008-2009**

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 had 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 2008	Fall 2008	Spring 2009	Total
Continuing (8)	\$0	\$13,750	\$13,750	\$27,500
New (7)	\$0	\$10,750	\$8,750	\$17,500
				\$45,000

II. Undesignated Presidentials

	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Total
Continuing(30)	\$6,750	\$49,500	\$47,500	\$0	\$103,750
New (9)	\$0	\$20,000	\$20,000	\$0	\$40,000
					\$143,750

III. Average Scores for New Recipients from High School

# of Students	HS GPA	SAT-Verbal	SAT-Math	SAT-Total	Freshman Index
14	3.97	728	667	1402	3372

EXTERNAL DEGREE (OFF-CAMPUS) PROGRAMS ANNUAL REPORT 2008-2009

Dalton

Mission

The University of West Georgia continued its mission established by the University System Board of Regents in 1983 by providing educational opportunities to students in northwest Georgia. Currently, only the Baccalaureate degree in Nursing (BSN) is offered via Dalton.

Goals

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

Faculty goals are to maintain ample professional faculty to teach and to advise the BSN students. Staff goals are to maintain a part-time coordinator to offer student support services and resources to students and faculty.

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

Assessments

Six Carrollton based nursing faculty offered seven nursing courses in Dalton: three in Fall 2008 and four in Spring 2009.

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

Dalton State College provides computer labs and library access to the West Georgia students, as well as additional library support as needed, at no cost. The Library does have full access to all the GALILEO databases, so students can do all their searching there by using the current GALILEO password for West Georgia. Through GALILEO, students can also connect to the Ingram Library's web catalog, providing access to the book collection at the Carrollton campus.

Once students have identified the materials they need, Dalton College library staff will assist them in sending their requests to Ingram Library using an online request form OR the InterLibrary Loan form. Students can submit the ILL form, so they can borrow the materials from another library if necessary.

Course Offerings and Enrollment

Total gross enrollment at Dalton for Fiscal Year 2008-2009 increased to 127. Dalton's non-repetitive student count for FY08-09 was up to 48 from 35 the previous fiscal year.

The External Degree- Dalton nursing program offered the BSN degree via three course sections in Fall 2008. In Spring 2009, the total headcount of students enrolled in Dalton Nursing courses was 79 students. All courses were taught by Carrollton-based nursing faculty at Hamilton Memorial Health Center (hospital) in Dalton.

Rome (Georgia Highlands College)

Mission

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

Goals

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

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

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

Assessments

The Department of Nursing continues to offer all the upper division courses required for the BSN through our off campus offerings at Georgia Highlands College. Demand from the local Rome community remains. Georgia Highlands College provides classroom space at no cost.

Four Carrollton based nursing faculty offered five nursing courses in Rome. The total student headcount for Nursing courses at Rome was 72 for FY 08-09 which was down from 102 in FY07-08.

BS Early Childhood Education at Rome

The College of Education offers the Junior Block and Senior Block for the BS Early Childhood Education. This education program was funded by "soft" grant funds for the first two years. Georgia Highlands College provides space at no cost and Carrollton based instructors handle the teaching load. All student and fiscal services such as admissions, registration, advisement, financial aid, fee payments and general assistance were able to be handled online, by telephone or in Carrollton. The GHC Bookstore carries the books for the courses.

Increasing from the previous year, the ECE program in Rome offered 32 course sections in FY '08 – '09. The ECE program's total gross enrollment for 2008-2009 was up to 574. Demand for the Rome ECE program courses remains at a high level.

Master's of Education in Early Childhood Ed at Ga Highlands (Rome):

The College of Education began offering all graduate courses for the M.Ed. Early Childhood program in Summer of 2007. Georgia Highlands College provides classroom space at no cost and Carrollton based instructors handle the teaching load. All student and fiscal services such as admissions, registration, advisement, financial aid, fee payments and general assistance were able to be handled online, by telephone or in Carrollton. The GHC Bookstore carries the books for the courses.

The total headcount for the M.Ed. Early Childhood program increased from the previous year and was 204 students during the 2008-09 fiscal year. The program included 12 different course sections throughout the year '08-'09.

I. DISTANCE AND DISTRIBUTED EDUCATION ANNUAL REPORT 2008-2009

(FY 2009- July 1, 2008 to June 30, 2009)

1. 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.

2. Goals

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

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

In the past, these goals were reviewed annually by the VPAA's [Distance and Distributed Education Steering Committee](#) and revised as appropriate. Beginning in Fall 2008, the VPAA's DE Taskforce replaced the Distance and Distributed Education Steering Committee.

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. Summer 2008 evaluations showed that 86% of distance students agreed that their attitude toward online learning was positive at the beginning of

- the term (compared to 84% in Summer 2007). 86% agreed in Spring 2008. 84% in Fall 2008.
2. Summer 2008 evaluations showed that 87% of distance students agreed that their attitude toward online learning was positive at the end of the term. 88% agreed in Spring 2008. 85% in Fall 2008.
 3. 74% of students (Summer 2008) said they'd like to take more courses in future mostly online (compared to 80% in Summer 2007). (Spring 2008 - 72%; Fall 2008- 71%).
 4. 63% (Summer 2008) of students said they'd like to take courses in the future completely online (compared to 66% a year earlier). (Spring 2008 - 59%; Fall 2008- 58%).
 5. 93% (Summer 2008) said that their instructor was positive about the online component of their course (compared to 95% in Summer 2007). (88% in Spring 2008; 87% in Fall 2008).
 6. Enrollment in distance courses (51-100% online) has grown dramatically over the years, with this year's total estimated at an all-time high of 14,836, up from 10,293 in FY08. Unique headcount in students taking distance courses also rose from an average of 2633 in FY08 to 4908 on FY09.
- Student retention distance and distributed education courses is comparable to or higher than that of traditional courses.
 1. Summer 2008 retention for Distance students was 97% for distance students excluding eCore, compared to 90.5% for non-Distance students. Fall 2008 retention for Distance students was 92.7% for distance students excluding eCore, compared to 91.7% for non-Distance students. Spring 2009 retention for Distance students was 93.1% excluding eCore, compared to 91.3% for non-Distance students.
 2. Thanks to additional advisement and student mentoring resources, eCore (courses delivered through the statewide consortium and administered through the UWG DDEC beginning Feb 2009) retention improved at 85.2% for Summer '08 versus 82% for Summer '07; 76.3% for Spring '09 versus 73% for Spring '08; and 79% for Fall '08 versus 72.9% for Fall '07.
 - 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. For Spring 2009, 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. Only 27% 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. 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. Satisfaction surveys indicate that callers in July 2008 – June 2009 ranked the amount of time it took them to get help from our student-assistant staffed helpline an average of 9.89 on a scale of 1 to 10. They ranked "overall support" as 9.88.
 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 FY09, the GAs provided 2,420 hours of direct service to distance faculty and students.

- Students and faculty are able to receive assistance through a central point-of-contact .
 1. The DDEC provides a central point of contact for support for all UWG distance courses.
- A variety of delivery methods are available.
 1. In addition to the primary online mode of CourseDen (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 CourseDen (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. The number of FY09 credit hours earned by students who took distance education courses accounted for an average of 16.8% of the UWG's total generated credit hours; that percentage is up from the average of 12.3% in FY08. In Summer 2008 alone, distance education credit hours accounted for 25.6% of all UWG credit hours.
 2. Enrollment in distance courses (51-100% online) jumped by 44%, from 10,293 in FY08 to 14,844 in FY09. Unique headcount in students taking distance courses rose from an average of 2633 per term in FY08 to 4908 in FY09.
 3. Enrollment in fully online courses continues to grow. Not counting eCore or WebMBA enrollments, fully online enrollment at UWG grew by 54% increase, from 3,407 in FY08 to 6,339 in FY09.
 4. The total number of distance courses (51-100% online) offered increased by 33% in FY09, with 642 course sections offered, compared 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.
 5. The number of fully online UWG courses offered, not counting eCore or WebMBA, saw a 47% increase to 181 in FY09 (up from 123 in FY08). The number of partial distance courses (those offered 51-94% online) increased by nearly 10% to 215 (up from 197 in FY08 and 173 in FY07).
 6. Downtime for courses residing on UWG servers is non-existent or minimal, with backup plans in place and utilized as needed.
 7. Except for scheduled maintenance, the CourseDen (WebCT) Vista system has functioned without significant interruption since January 2002. Faculty use CourseDen (WebCT) Vista and Wimba Live Classroom as the primary delivery tools.

8. All former WebCT 3.0 courses were migrated to CourseDen (WebCT) Vista 8 effective January 2009, which is housed on a centralized USG server, under the direction of the Board of Regent's GeorgiaVIEW Initiative.

Assessment methods: Written student surveys at end of each term, annual focus group with distance students, informal discussions with Distance Learning Steering Committee (pre-Fall 2008) and the VPAA's DE Taskforce (as of Fall 2008) 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/students/>
 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. In FY 09 distance course evaluations, students 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. In FY09, the DDEC provided the Wimba Live Classroom tool for EXCEL and Computer Science virtual advisement, resulting in 2755.5 hours of virtual advisement. Information regarding services is available at <http://www.westga.edu/~online>

Assessment methods: Written student surveys at end of each term, annual focus group with distance students, informal discussions with Distance Learning Steering Committee (pre-Fall

2008) and the VPAA's DE Taskforce (as of Fall 2008) 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, CourseDen (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://www.westga.edu/~distance/data/stats/>
- 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:

- Our journal, conference, and certificate programs maintain excellent reputations among distance learning administrators in the United States and worldwide.

1. The journal is required reading for many institutional programs, including University of Nebraska's doctoral program in Higher Education, and is referenced in many papers and books.
 2. The conference attracts a growing international audience of practitioners in the field.
- Our Online Journal of Distance Learning Administration continues to increase in readership.
 1. The journal's average of hits per edition was 8,500.
 2. In its twelfth year of production, the OJDLA had a significant increase in international readers, from a span of 49 countries in FY07, 71 countries in FY08, and 76 on July 1, 2009. As of July 1, 2009, the journal's home page has been accessed nearly 425,000 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](#) .

3. Examples of Using of Assessment of Goals and Outcomes to Improve a Process

1. Delivery methods: As a result of reviewing their course evaluations, faculty continuously indicate the need to more easily incorporate use of multimedia in their courses, including audio and video. The DDEC responded by upgrading its Wimba Live Classroom server, which allows for two-way video; and by upgrading the campus-wide license for Impatica, to allow for narrated presentations to be produced using Office 20007 and to be easily delivered mobile via capable phones, Ipods, and Blackberrys. In FY09, the Wimba Live Classroom server was used 4158 times within CourseDen, with 1476.5 hours of instruction taking place in the virtual classroom. In addition, we made available a new suite of products which integrates with CourseDen (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: As a result of formal and informal needs assessments, the DDEC offered “Dr. D housecalls” to faculty who need assistance with distance learning. Support staff were available to visit faculty in their offices, by appointment. Visits were mostly limited to 60-minutes, and support was limited to providing assistance with CourseDen (WebCT) Vista course tools, demos of technologies

and software (such as Wimba Live Classroom, Impatica , etc.) and basic course evaluation and improvement. 261 houscalls, totalling more than 220 hours of assistance, were conducted in FY2009 (compared to 243 housecalls and 200 hours in FY08). Also, online resources for those instructors who are primarily self-directed are continually developed and updated, group workshops, and webinars offered. Graduate Assistants, funded through eTuition, provided 132 training housecall appointments totaling 86 service hours, as well as an additional 125 hours of just-in-time training and assistance.

3. **Facilitated Virtual Advisement and Tutoring:** As a result of informal assessments regarding the need for virtual advisement and tutoring for online or partially online students, the DDEC provided the use of our Wimba Live Classroom server to the UWG Excel Center and Computer Science tutors. The DDEC helped set up the initial Live Classrooms, trained one administrative representative from each unit to further create additional rooms, provided training for the tutor presenters, and support for the student users. The result has been the offering of a student service that did not exist before FY09 at UWG - a virtual advisement service with integrated whiteboard, application sharing, text chat, full motion video, audio over IP, an available phone bridge for back-up audio, and archiving of sessions for later playback. In FY09, the system was used a total of 8721 times, with 3846 events accounting for advisement and virtual office hours. The total advisement hours via Wimba Live Classroom was 2755.5, with an average advisement session of 43 minutes.
4. **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. FY '09 retention data shows that the improvements that UWG made seem to continue to result in higher retention rates for UWG eCore students:

Summer Semester 2008 improved from 82% Summer 2007 to 85.2% Summer 08.

Fall Semester 2008 retention improved from 72.9% in Fall 07 to 79% in Fall 08.

Spring Semester 2009 retention improved from 73% Spring 08 to 76.3% Spring 09.

Though existing UWG DDEC staff have been working on the eCore transition since February 2009, UWG will officially take over administration of the state-wide program, as of July 1, 2009. As a result, our gated-registration and other improved processes will be rolled out to all eCore affiliates within the USG.

4. Department Condition

Students: Student satisfaction with distance and distributed courses continues to be high. In Summer 2008, retention for distance courses excluding eCore was 97 percent; and overall retention in distance courses (excluding eCore) was higher than for non-distance courses during every FY09 term. Eighty-five percent of students reported that they had a positive attitude about distance learning after taking a course in Fall 2008. Ninety-four percent reported that they found CourseDen (WebCT) Vista easy to use and understand. The number of FY09 credit hours earned by students who took distance education courses accounted for an average of 16.8% of the UWG's total generated credit hours; that percentage is up from the average of 12.3% in FY08.

Course Offerings: The total number of distance courses (51-100% online) offered increased by 33% in FY09, with 642 course sections offered, compared with 485 courses offered in FY08 courses, FY07's 422, FY06's 375, a FY05 total of 292, a FY04 total of 243, 132 in 2003, and 144 in 2002. The number of fully online UWG courses offered, not counting eCore or WebMBA, saw a 47% increase to 181 in FY09 (up from 123 in FY08). The number of partial distance courses (those offered 51-94% online) increased by nearly 10% to 215 (up from 197 in FY08 and 173 in FY07). The total number of course sections using any distance education technology rose by almost 10%, from 2228 in FY08 to 2424 in FY09. In Summer 2008 alone, distance education credit hours accounted for 25.6% of all UWG credit hours.

Resources: As the demand for distance learning courses and services has increased, so has the need for human resources. Student assistants, funded by eTuition and 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 FY09, the GAs provided 2,420 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. As the number of distance course offerings and enrollment continues to climb, department has a highly critical need to add additional full-time support personnel to support existing distance learning courses and expand its programmatic offerings to meet the requirements of university system initiatives. In Summer 2008 alone, distance education credit hours accounted for 25.6% of all UWG credit hours.

5. Department Achievements, Awards, and Distinctions

1. The University of West Georgia was awarded the eCore Administrative Services contract in February 2009, thanks in part to the DDEC team's past success in supporting eCore and our proposed changes for an improved administrative model. The transition from the University of Georgia's Georgia Center to UWG occurred over Spring 2009, with DDEC staff helping to lay the groundwork for the new eCore unit. UWG assumed full responsibility Summer Semester 2009. As a result, the move brought seven new jobs to the Carrollton area and will allow UWG to roll out improved administrative processes, student services, and retention to all USG eCore affiliates.
2. We facilitated and supported the growth of credit hours offered via distance education, in line with the USG's and UWG's strategic goals, the number of FY09 credit hours earned by UWG students who took distance education courses accounted for an average of 16.8% of the UWG's total generated credit hours (up from the average of 12.3% in FY08).
3. The DDEC continued to make multiple operational improvements, particularly in the area of evaluation and student services for UWG distance students. We conducted 31 student orientations in the classroom and one-on-one, in FY09. The student orientations averaged over 60 minutes per session. As a result, retention in UWG online courses remains comparable to on-campus counterparts; and eCore retention continues to rise. The DDEC facilitated the use of its Wimba Live Classroom tool, to deliver virtual advisement and tutoring services online.
4. Beginning last Spring 2008, the BOR began preparing campus admin and support units for the migration of all USG schools from the older version of WebCT Vista 3 to the newer Blackboard Vista Enterprise System 8. UWG was among the first group to migrate, led by the DDEC and with oversight from a special Migration Steering Committee, with the new Vista 8 servers becoming available October 2008 for migration and going live January 2009. DDEC staff and student assistants migrated approximately 850 courses by manually rebuilding them for

the instructors; and an additional 400 were migrated via the USG SMART tool. In support of the migration, instructor training, student orientations, and all documentation was updated to reflect the changes in the new course management system.

5. The DDEC delivered a wide-variety and high number of training sessions, professional development opportunities, avenues for support, and scholarly research:
 6. The DDEC conducted 25 in-house, one-on-one faculty and staff training sessions. The average training session lasted 1 hour and 9 minutes. This does not include the “Dr. D Housecalls” described below.
 7. The DDEC offered “Dr. D Housecalls” to faculty who need assistance with distance learning. Support staff were available to visit faculty in their offices, by appointment. Visits were mostly limited to 60-minutes, and support was limited to providing assistance with CourseDen (WebCT) Vista course tools, demos of technologies and software (such as Wimba Live Classroom, Impatica, etc.) and basic course evaluation and improvement. 245 housecalls, totaling more than 220 hours of assistance, were conducted in FY2009 (compared to 243 housecalls and 200 hours in FY08). Graduate Assistants, funded through eTuition, provided 132 training housecall appointments totaling 86 service hours, as well as an additional 125 hours of just-in-time training and assistance.
 8. The DDEC responded to approximately 4221 helpcalls, which is an 80% increase from FY08 and constitutes approximately one-third of all helpcalls logged on campus.
 9. Published four quarterly editions of the Online Journal of Distance Learning Administration. Average number of visits to the site each month is 4924.
 10. With 447 UWG faculty and staff in attendance (up from 367 in FY08), the DDEC delivered 36 workshops to UWG faculty and staff in FY09. The average workshop length was typically over one and a half hours. Through the DDEC workshops, 239 different faculty and staff were served in FY09 (up from 199 in FY08).
 11. Delivered two sections of the Distance Learning Certificate Program to 25 participants from 15 states and 2 countries.
 12. Delivered two sections of the Distance Education Certified Trainer Program to countries.
 13. Delivered three sections of the Advanced Technologies in Distance Education Program to 10 participants from 8 states and 2 countries.
14. During FY '08, UWG continued to be number one among the eCore host institutions, in eCore enrollment. The University of West Georgia accounted for an average of 50% of all students in eCore, for each term this year (compared to 43% of all students in last year in FY '08). UWG eCore enrollment averaged 1184 per term, compared to a 641 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. We are continuing to make improvements as we strive to increase retention even further for the Fiscal year 2010 and roll-out our improved processes to all UWG eCore affiliates.

15. 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. Customized versions are now being adopted at other USG eCore affiliate schools.
16. 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.

Staff Productivity

DDEC staff members sponsored the tenth-annual Distance Learning Administration Conference at St. Simons Island in June 2009. The conference was attended by more than 147 distance learning professionals representing more 30 states, and 4 countries. Melanie Clay served as conference director, Alicia Williams as conference manager, Stacey Rowland as event manager, and Christy Talley as technology coordinator.

Competing with other institutions, the DDEC staff helped prepare UWG's response to a USG Board of Regents' RFP calling for the state's collaborative online eCore program to be moved from its original administrative home at the UGA Georgia Center. Based on the merits of the proposal and our previous record of success within the program, UWG was selected as the school now in charge of eCore Administrative Services. Beginning in February 2009, existing DDEC staff took on the additional eCore workload and grew student and faculty services, until new staff could be hired to fill the new positions within the eCore unit. Together with the BOR, the DDEC staff, ITS, and the Registrars office, worked to transition eCore to UWG, capitalizing on using the BOR's new GeorgiaOnMyLine (GOML) registration system to make registration and student information processing more scalable. Early spring eCore registration numbers for Fall 2009, show that UWG has succeeded in increasing eCore enrollments, as a result.

Dr. Melanie N. Clay, associate dean of eCore and Extended Degree Programs, served as Editor-in-Chief of the Online Journal of Distance Learning Administration, DLA2009 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 the primary author of the winning eCore proposal submitted to the BOR and led the transition team. She also taught a hybrid Political Science 1101 course on the Newnan campus fall semester 2008.

Janet Gubbins, Assistant Director, continued to serve as the primary administrator for CourseDen (WebCT) Vista and oversaw the migration of campus courses and instructors from the old

version three to the new version eight; in many cases, rebuilding courses manually and retraining instructors. Janet assisted with the eCore proposal and transition, served as the primary GeorgiaOnMyLine/eCore GeorgiaVIEW administrator, managed UWG's site on 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. Janet assisted with the DLA2009 conference, where she delivered and co-authored a presentation, *Ensuring Access to Library Resources for Distance Learners*, and facilitated a virtual presentation via Skype, *A Mission-Driven Approach to Distance Learning Leadership*. Janet attended the BOR's Rock Eagle Annual Computing Conference and Digital Innovation Group Summit in Macon. She also presented the poster session, *Going Mobile, Streaming and Beyond: A Comparative Analysis* (with Stacey Rowland), delivered at WebCT/ Blackboard World User Conference 2008. As of July 1, 2009, Janet will serve as the Director of the DDEC.

During 2008-2009, Christy Talley Smith continued to serve as the Wimba and CoursEval Administrator. She also continued to act as UWG's Secondary GeorgiaView Vista Administrator. Christy was responsible for coordinating faculty support and training events such as the monthly Apollo Cafe. Christy attended Wimba Connect 2009 and presented "Wimba + West Georgia = Academic Excellence in a Personal Environment". Christy lead the conference technology support team at the DDEC's annual Distance Learning Administration conference at DLA2009. Christy continued to serve on the Distance Learning Steering Committee and also worked on the SEI Revision sub-committee. Christy contributed to the eCore proposal and transition; she also served as the secondary GeorgiaOnMyLine/eCore GeorgiaVIEW administrator and primary eCore faculty liaison. In April of 2009, Christy became the Assistant Director of eCore, Curriculum & Instruction.

Stacey Rowland continued to serve as eCore Coordinator for University of West Georgia. Stacey assisted with the eCore proposal and was the lead contact with eCore affiliate schools, during eCore's transition to UWG. She was appointed as the eCore Student Success Manager for eCore Administrative Services, April 1, 2009. She continued to serve as the Production Editor of the Online Journal of Distance Learning Administration. She also served as the Conference Event Manager for our annual conference on Distance Learning Administration. Stacey presented at the annual Blackboard World (BbWorld) Conference in Las Vegas, NV, July 15-17, 2008, along with Janet P. Gubbins, on *Going Mobile, Streaming and Beyond: A Comparative Analysis*. Stacey also attended the Rock Eagle Annual Computing Conference in Eatonton, Georgia, October 22 - October 24, 2008. Stacey will graduate from the University of West Georgia with her BBA in Technology in August 2009.

Effectiveness Evaluation (AKA Annual Reports from 2005 forward)

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**EVENING/WEEKEND UNIVERSITY
ANNUAL REPORT
2008-2009**

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. The Masters of Arts in Spanish is able to be obtained via evening courses. Additionally some graduate level Mathematics courses are offered during the evening.

The Richards College of Business continues to offer a BBA in five disciplines, an MBA and a Master of Professional Accounting. The College of Education offers a doctorate degree, twenty-five certifications and endorsements, 19 Master degrees and fifteen Specialist degrees.

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.

**2008-2009 Annual Report of Institutional Progress
University of West Georgia at Newnan**

Newnan Center Mission

- The Newnan Center of the University of West Georgia will serve the regional constituencies by providing leadership in higher education and stewardship of state and university resources.
- The Newnan Center will promote a regional perspective on higher education that attends to the current and developing needs of the community, its citizens and students, and relates them effectively to the University System and its institutions.
- The Newnan Center will support the Advisory Board in achieving its vision for the Center by providing leadership in analyzing, monitoring, and anticipating higher education trends and developments, and by planning for the future of the Center.
- The Newnan Center will act as steward of higher education resources by managing fiscal resources through university policies and procedures, overseeing facility maintenance and renovation activities, coordinating faculty and curriculum, using technology to advance learning, and evaluating the performance of the Center.

Newnan Center Goals

Goal 1. Increase enrollment at the Newnan Center

Strategies to meet this goal included:

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

The Newnan Center continues to advertise in local newspapers and magazines. In 2008, Lisa Ledbetter created several new **promotional ads** by photographing and interviewing some of the Newnan Center's Advisory Board members who are well known and respected in the community. These ads were placed in the *Newnan-Coweta Magazine*. The ads were so striking that the Newnan staff framed copies of them for display on the walls of the newly renovated lecture hall. Ms. Ledbetter also created some unique newspaper ads using Newnan Center students.

The Newnan Center staff continues to keep the Newnan/Coweta community aware of and involved in University activities through quarterly **Advisory Board** meetings.

In August of 2008, the Advisory Board met to plan the Center's first annual A-Day fundraiser. Advisory Board member and city councilman, Bob Coggin, along with his wife Millie, volunteered to host a community hotdog supper at their home on October 13, 2008, in order to increase awareness of UWG's presence in Newnan and to encourage contributions to the Newnan Center. Ernie Henderson of University Development & Alumni Relations assisted with planning by providing a list of Coweta alumni and past donors. The event resulted in good newspaper coverage with color photos and articles; President Sethna spoke to the group; and the money raised helped with the allocation of student scholarships.

In September of 2008, the Newnan Center created a display to be located at the Coweta

Fairgrounds during the week of the annual **Coweta County Fair**.

In the fall of 2008, the Newnan Center staff began producing a **newsletter**, *The Newnan Center Connection*, which has been printed and mailed out each semester both to Coweta citizens and to UWG staff and departments. It is also emailed to all Newnan students. The first edition was published in November of 2008. The newsletter highlights Newnan Center events and features spotlights on faculty members and students with photos and biographical information.

Having received an invitation from Newnan High School, Assistant Director Rebecca Smith and Director Cathy Wright set up a Newnan Center display at Newnan High School's **College Night** on November 18, 2008, where they met with dozens of high school students and their parents.

In December of 2008, Director Cathy Wright presented a program about the UWG Newnan Center to the **Newnan Kiwanis Club**. In June of 2009, the Newnan Kiwanis Club met at the Newnan Center and, after a brief presentation, toured the facilities.

In January of 2009, **Development & Alumni Relations** placed employee, Ernie Henderson, at the Newnan Center one day a week (Tuesdays) to assist with community relations and fundraising efforts. In addition to meeting with the Newnan Kiwanis Club at noon on Tuesdays, Ernie canvasses the community, helping to secure in-kind and other support for the University. Ernie donated a large bulletin board for the newly renovated lecture hall and secured an identical donation from alumnus Eddie Cook, who owns an office supply store in downtown Newnan.

Director Cathy Wright continues to be an active member of the **Newnan Rotary Club**. On February 12, 2009, Director Cathy Wright participated in the Newnan Rotary Club's annual Career Day, where she presented to three classes of eighth grade students at Madras Middle School. She also assisted with the Rotary Club's annual fireworks display on July 4 at Newnan High School's stadium.

On May 20, 2009, the Newnan Center Advisory Board met to plan events to celebrate the transfer of ownership of the Newnan Center property from Coweta County Commission to the Board of Regents, USG. The board decided on a **ceremony** to be held on August 3, 2009, to honor county commissioners for the gift. Invitees would include past and present county commissioners, advisory board members, community leaders, and key UWG personnel. A separate **community-wide Open House** was scheduled for August 10, 2009. Reps from several UWG departments will set up displays and be available to present information to visitors. At this May meeting, 09 Newnan Center scholarship winners were also recognized.

The Newnan Center continued this year to support economically disadvantaged students. In May of 2009, the Newnan Center awarded **scholarships** to four Newnan students. The Newnan Center also created a new scholarship this year to be awarded to a Newnan nursing student. The center used some locally raised A-Day funds to supplement two scholarships

which had dropped in value this year due to the lagging economy.
(aligns with Chancellor's Strategic Goal Five, assisting economically disadvantaged students in meeting the cost of college)

- **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 a member of 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). In April of 2009, the CoHE held its quarterly meeting at the Newnan Center in the newly renovated lecture hall.

The Newnan Center Director continues to participate with the **Newnan-Coweta Chamber of Commerce** in special meetings which relate to educational matters affecting the community. On October 22, 2008, the Director attended the Chamber's community wide Economic Summit. On March 20, 2009, both the Director and Assistant Director participated in the Chamber's Coweta Core Industries Summit and Roundtable Discussions. Both Director and Assistant Director have begun attending the Chamber's monthly Early Bird Forum breakfast meetings.

The Newnan Center continues its 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 again this year at the Newnan Center in February of 2009 and will continue to be an annual event.

In November of 2008, Director and PDK member, Cathy Wright, co-presented at a **PDK International Summit on Education** in San Antonio, Texas, where she shared the unique part that UWG and its College of Education had played in the partnership with the Coweta County Board of Education that resulted in the nationally recognized 4th Year Teacher Intern Project.

In January of 2009, Center Director participated and represented UWG in a PDK/FEA sponsored meeting of Coweta County middle and high school students who are members of **FEA (Future Educators of America)** at the Coweta School Board office on Werz Blvd.

During 08-09 Newnan Center Director was asked to become a member of the **Work-Based Learning Advisory Board** at **CEC**, which helps to locate businesses or other locations

where high school students can gain experience in the workplace. A celebratory breakfast where students reported their work experiences was held at the Coweta Fairgrounds on May 14, 2009.

- **Improved customer service**

In July of 2008, Newnan's receptionist, Helen Brouillette, retired, and the center was without a receptionist until October, when Julili Fowler was hired to fill the vacancy.

Julili very quickly became well known for her thoroughness and excellence in customer service.

In 2008, a new staff position was approved, and Cheryl Coppolella began serving as Newnan's **Instructional & Student Support Specialist**. Her duties included advising students and assisting faculty and students with the operation of instructional equipment, including computers and AV equipment.

New sets of instructions for operating/trouble shooting **AV equipment** in classrooms were printed out, laminated and placed at each instructor station.

Two **offices**, formerly used by ancillary programs no longer housed here, were designated for use by visiting faculty. An additional office area was set up in the office hallway for use by visiting staff or faculty. Faculty mailboxes were also set up and made accessible to visiting faculty.

In July of 2008, Auxiliary Services began scheduling **bookstore visits** for Newnan students each semester and brought a van load of items down for sale in July and September of 2008 and February and April of 2009. Auxiliary Services also sent out a survey to Newnan students about food and drink options in the vending area and responded to survey results by bringing in new and more varied food and drink items.

In fall of 2008, the Newnan Center instituted a **SITS** program, allocated an office space for it, purchased necessary equipment, and hired a student, Seth Coltrain, to man it.

During the 08-09 year, the new SITS program executed 88 work orders for students. In addition, since January of 2009, 18 releases of the MCA software were made to students.

In May of 2009, in order to increase SITS efficiency, a new email account, newnanit@westga.edu, was created for tracking faculty/staff IT issues.

In September of 2008, COE placed an **ECED advisor**, Tammy Richardson, at the Newnan Center one day a week (Mondays) to accommodate the students enrolled in the newly begun B.S. ECED program.

In order to provide some out-of-class **seating for students**, several long pews, which were donated from the old Coweta Courthouse, were placed in the hallways outside the classrooms and vending area.

In March of 2009, **wireless Internet** was made available to students and staff at the Newnan Center.

Security cameras were installed at the front entrance, front lobby, hallway, and in three computer labs; and a camera monitoring system was installed on 3 office computers.

- **Addition of two new academic programs**

1. A new program was added in the fall of 2008, the Bachelor of Science in Early Childhood Education. (All four years may be completed in Newnan.)
2. Another new program, planned in 2008, began in January, 2009, the Master of Arts in Criminology.

Newnan Program Updates

- UWG School of Nursing has been operating in Newnan since 2005, offering a Bachelor of Science in Nursing (**BSN**) degree. The Newnan program has graduated two classes, 2007 and 2008. There are currently 150 students in the Newnan nursing program.
- The Master of Business Administration (**MBA**) program has completed its second year at the Newnan Center; it meets on Tuesday evenings for 22 months. First graduates of the program graduated in the spring of 2009. Enrollment has more than doubled in two years; current enrollment is 42.
- In the summer of 2008, a record number of core classes (10) were offered at the Newnan Center and heavily advertised to the community. In the past, the summer schedule consisted of only one undergraduate core class, usually an English class, and many graduate classes.
- Programs offered in Newnan include: Core Curriculum (first two years of any degree program), Bachelor of Science in Early Childhood Education, Bachelor of Science in Nursing, Master of Science in Early Childhood, Master of Science in Middle Grades Education, Master of Science in Special Education, Master of Science in Educational Leadership, Master of Business Administration, Master of Arts in Criminology.

Newnan Center Enrollment in 08-09

The Newnan Center offered 174 classes this year (120 in 07-08), with 3400 seats filled. Unduplicated annual enrollment during 2008-09 was 1360, a little over 10% of the university's total enrollment and an increase of 300 students over the 07-08 year. About 45 professors/instructors teach in Newnan each semester. Most of them also teach in Carrollton. Semester enrollment fluctuates between 500-800 students each semester. Enrollment in 08-09 was about half undergraduate students, half graduate students; half traditional students, half non-traditional.

Goal 2. Increase support of academic programs

Strategies to meet this goal included:

- **Increased communication with colleges and departments**

Several departments scheduled visits/tours of the Newnan Center this year to participate in the planning or creation of new programs, services, or special events. The Newnan Center staff welcomed representatives from ITS, Development & Alumni Relations, the College of Arts & Sciences, the School of Nursing, Admissions, Criminology, University Police, Communications & Marketing, and Career Services. Assistant Director, Rebecca Smith, met with Chief Tom Mackel to plan emergency management strategies.

In April of 2009, the Newnan Center staff participated for the first time in Preview Day on the Carrollton Campus. Newnan staff also attended the School of Nursing's Open House in Carrollton on April 30, 2009.

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

Several renovations took place during 2008-09 that directly benefit academic programs.

1. Conversion of a classroom to a biology lab
2. Conversion of a classroom and an office into Nursing Skills Labs, equipped with hospital beds donated by Piedmont Newnan Hospital, built in cabinets, equipment, and simulators provided by UWG School of Nursing. An additional small student computer lab was converted to a storage room for nursing supplies.
3. Conversion of large auditorium into a tiered lecture hall which will seat 62 (planned in 2008, completed in March of 2009)
4. Conversion of a classroom into an additional computer lab with 30 new computer desks and computers to assist with nursing testing and with test proctoring (The campus now has 3 computer labs with a total of 74 stations. There is also a small student lab with 5 stations.)
5. Wireless Internet for entire Newnan Campus (planned in 2008, completed in March 2009)

- **Location of needed resources for programs**

In September of 2008, Center Director personally purchased and donated \$800 of AIMS books to assist ECED students and instructors with science and math activities. These items were placed in the newly begun Teaching Materials Center.

In February of 2009, Center Director submitted a proposal (**SRAP**) to hire a Student Research Assistant to begin in fall of 2009. The proposal was accepted and funds will be made available in fall of 2009. This student will locate and acquire additional resources for the Teaching Materials Center.

With assistance from the Carrollton campus, funds were provided to purchase computer desks and chairs to create an additional 30-station computer lab in room 1124, which was needed for nursing testing and for online test proctoring.

On December 5, 2008, Newnan Center staff provided a luncheon to honor Newnan nursing school graduates. Newnan staff then arranged for the nursing graduates' pinning ceremony to be held locally at the Newnan Wadsworth Auditorium on December 12.

Following the ceremony, Newnan staff provided a reception to honor the graduates, family members, and nursing staff.

- **Support of Distance Education Programs**

The Newnan Center is a test proctoring site for eCore classes and other online classes from several universities around the country. Students taking online classes sign up to take their midterm and final exams at the Newnan Center for a \$10 fee. Three computer labs are now available for test proctoring and are equipped with security cameras and microphones. During the 08-09 year, 601 exams were proctored at the Newnan Center. (07-08 total was 484.) In June of 2009, both Newnan Center Director and Assistant Director attended and assisted with the operation of the DLA Conference in St. Simons, GA.

- **Support of UWG Continuing Education Programs**

The Newnan Center continues to receive requests for continuing education courses, specifically computer classes, for area citizens and continues to pass these requests along to the Continuing Education Department. Very few were scheduled at the Newnan Center during 2008-09. Newnan staff members would like to be able to independently plan and schedule continuing education classes at the center.

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

Improved Customer Service (*also found under Goal 1 on page 4*)

In response to student needs and requests,

- the Newnan Center provided more opportunities for advising in Newnan. A part-time COE advisor was assigned to Newnan one day per week;
- a new position, Instructional & Student Support Specialist, was created for both student advising and faculty support;
- a SITS program was begun in Newnan so that students could have access to computer repair and software installations;
- wireless Internet was installed;
- more core classes were offered at the Newnan Center;
- UWG Bookstore visits were scheduled in Newnan periodically;
- more and varied food and drink options were made available at the Newnan Center.

Designation of Needed Space for Specific Programs (*also found under Goal 2 on page 6*)

In response to faculty and program needs,

- faculty offices and mailboxes were provided for visiting faculty's use;
- an additional computer lab was added to support both the test proctoring program and nursing program testing; security cameras were added to all three of the center's computer labs;
- an old auditorium was converted to a tiered lecture hall with seating for 62 students;
- a Teaching Materials Center was created for ECED students and instructors.

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. However, this year, it was short-staffed for extended periods. Center Director, Cathy Wright, is completing two years as director. An Assistant Director, Rebecca Smith, was hired in August of 2008; and, in addition to ensuring compliance with policies and procedures, she is heavily involved in facility maintenance, IT issues, budget and travel issues. The receptionist/test proctor position was vacant until late October, when it was filled by a very competent Julili Fowler. Instructional & Student Support Specialist, Cheryl Coppolella, took maternity leave in December of 2008 through March of 2009, and then elected to resign her position in May of 2009. Losing her as an advisor was detrimental. The College of Education, however, volunteered to send an ECED advisor, Tammy Richardson, to Newnan on Mondays, beginning in late September of 2008. Javarus Boyce remains in the Technology Support Specialist position. Teri Lewis continues in her part-time role as Administrative Assistant and spends much of her time with budget matters. In January of 2009, Development & Alumni Relations, offered to send Ernie Henderson to Newnan on Tuesdays to assist with community relations and fundraising. More and more faculty are utilizing the faculty offices, and sometimes scheduling them at the desired times becomes tricky. A part-time casual labor employee, Bobby Royal, served as the center's security guard this year. Budget allows him to be available only a few hours in the evenings and on Saturdays. A part-time casual labor custodian, Fred Goodell, was hired this year; and he does a fairly good job with cleaning in 20 hours per week.

Areas of focus

Areas of focus this year for Newnan staff continued to be improvement of inter-campus relationships, improvement in customer service, equity of student services, and management of needed renovations/conversions. Another emphasis this year has been the creation and implementation of staff development plans for each employee and participation in trainings on CourseDen, PeopleSoft, ADP, etc. An area of intense focus this year was staff knowledge of and compliance with UWG/USG policies and procedures. Assistant Director, Rebecca Smith, has proved to be an invaluable resource for this instruction.

Student Enrollment and Retention

The Newnan Center, located just off I-85's Exit 47, brings UWG courses to a wide population. In the 2008-09 year, students from 48 Georgia counties attended classes at the center; and there were also a few students from four counties in Alabama. The majority of Newnan students come from 11 Georgia counties: Coweta, followed by Carroll, Fulton, Fayette, Cobb, Douglas, Dekalb, Clayton, Henry, Paulding, and Troup counties.

Unduplicated fall 2008 enrollment was 819, up from 553 in fall of 2007.

Total annual unduplicated enrollment for 08-09 was 1360. 856 were graduate students; 504 were undergraduates.

Undergraduate numbers at the Newnan Center continue to increase. Newnan students now comprise a mix of 53% graduate students and 47% undergraduates, approximately 50% traditional and 50% non-traditional students. Increasing numbers of students request the Newnan Campus in their application and registration processes.

Courses

The number of courses offered in Newnan increased this year from 120 in 07-08 to 174 in 08-09. Undergraduate courses increased in number from 56 in 07-08 to 100 in 08-09.

The number of graduate courses increased from 64 in 07-08 to 74 in 08-09.

Of the 174 courses offered in 08-09, 27 were offered by Arts & Sciences, 12 by Richards College of Business, 47 by the Nursing Department, and 88 by the College of Education.

Facility Maintenance and Repairs

Greenscapes Landscaping continued their contract this year for lawn service.

Carroll Exterminating continued the pest control. Blue Chip Air maintains the HVAC systems.

Utility bills challenged the budget this year with electricity costs increasing almost 15% and water bills increasing almost 12%.

In July of 2008, the 18 year-old carpet and baseboards in the administrative offices were replaced. Offices and hallways were repainted. In December of 2008, three classrooms were repainted and new baseboards were installed.

During 2008-09, the Newnan Center experimented with hiring a part-time casual labor custodian, rather than contracting with a cleaning service. This custodian, Fred Goodell, is a retired manager from the Hapeville Ford Plant, who desired to do some part-time work. This arrangement has worked well this year, and the plan is to continue this arrangement during 2009-10.

2008-09 was a year for unexpected expenses. HVAC system repairs alone totaled \$4880; roof repairs to the main building cost \$1300; plumbing repairs were over \$1000; and other repairs (security system, electrical in GEC, wall repairs) brought the total unbudgeted repairs to almost \$8000.

Departmental Achievements

- Two new staff positions were added--Assistant Director and Instructional & Student Support Specialist. A part-time advisor from COE was scheduled in Newnan one day a week.
- Addition of B.S. in Early Childhood Education degree program in Newnan brought the total number of undergraduate degree programs to two.
- Addition of M.A. in Criminology degree program in Newnan brought the total number of graduate degree programs offered to six.
- Newnan Center published its first newsletter, *The Newnan Center Connection*, in November of 2009.
- Newnan MBA program celebrated its first graduates in May 2009.
- Newnan Center received approval to hire for the 2009-10 year both a Student Research Assistant, who will help to enhance the Teacher Materials Center for ECED, and a Federal Work Study Student.
- A classroom was converted to a biology lab.
- A classroom and two smaller rooms were converted to nursing skills labs.
- An office was converted to a SITS workroom.

- Security cameras were installed at front entrance, in hallway, and in three computer labs for test proctoring.
- Old auditorium was converted to a tiered lecture hall.
- A classroom was converted to a new computer lab with 31 stations.
- Wireless Internet was installed at the Newnan Center.
- An additional scholarship in memory of Larry Grams was created to be awarded each year by the Newnan Center to a Newnan nursing student.
- The second of an annual graduation luncheon for Newnan nursing students was held at the Newnan Center on December 5, 2008. The pinning ceremony and reception were held in Newnan this year at the Wadsworth Auditorium.

Student Achievements

- The second graduation ceremony for Newnan nursing graduates was held on December 13, 2008.
- In May of 2009, scholarships were awarded to four Newnan students.
- In May of 2009, Newnan's first MBA students completed the two-year program and graduated.

Challenges

More undergraduate business courses in Newnan
 Addition of more programs in Newnan, possibly MPA
 Space for student lounge, study area, and food court
 New roof and brick façade for GEC building
 New HVAC systems
 Conversion of old solar field into an athletic field

**USG eCore Administrative Services
Annual Report
2008-2009**

Department of eCore Administrative Services

Department Head: Donald Wagner, Ph.D./Melanie N. Clay, Ph.D.

Name of Person Completing Report: Melanie N. Clay, Ph.D.

I. Departmental Mission/Vision Statement (from <http://ecore.usg.edu/>): eCore allows University System of Georgia students the opportunity to complete their first two years of their collegiate careers in an online environment. eCore Administrative Services provides effective and efficient overall program management, including student support; faculty recruitment, support and training; course development; evaluation, and marketing.

II. Departmental Statement of Goals, Processes and Assessment Results:

- A. eCore instructors will understand and adhere to high standards of excellence in online teaching, maintaining a visible interactive teaching presence in their assigned course.
 - 1. All 55 eCore instructors, including those who have several years of eCore teaching experience, took a 2-week online course in May 2009, followed by a one-day face-to-face meeting or extended webinar.
 - 2. Student course evaluations will indicate the level of satisfaction and perception with instruction. UWG did not assume responsibility for eCore Administrative Services until June 1, 2009. Results will be available for FY2010.
 - 3. Data will be collected recording the number of postings per week by each instructor, and will be available for FY2010. Each instructor is required to login to their courses a minimum of 5 days per week.
 - 4. Data will be collected regarding the timely posting and recording of grades and will be available for FY2010.
 - 5. eCore instructors are employed at University System of Georgia institutions. Of the 35 who taught Summer term, 23 held terminal degrees.
 - 6. Faculty will be surveyed at the end of each term to assess their satisfaction with support and training. Results will be available for FY2010.

- B. All eCore courses will result in appropriate learning, integrity and rigor, and provide opportunities for instructor-student; student-student; and student-content interaction.
 - 1. All eCore courses were developed by a team of USG faculty. A Quality Team consisting of a content expert (faculty), editor and instructional designer will review and update each course at least once every three years. At the end of FY2010, Philosophy, Psychology, World History, and Political Science will have been updated.
 - 2. All new and reviewed courses will be measured according to the Five-Star Course Rubric (www.westga.edu/~distance/distancefaculty/coursereviewform.pdf).

3. All eCore courses currently have at least one proctored experience. Beginning in Summer 2009, all proctored tests were delivered online, resulting in a streamlined, more efficient process. 658 eCore tests were proctored at more than 32 testing sites for the Summer 2009 midterm.
- C. Support systems will be in place that provide for processes to promote student retention and success and enable students to receive immediate assistance.
1. Retention in eCore courses was 85 percent among all affiliates in Summer 2009, compared to 78 percent in Summer 2008 and in 76 percent in Summer 2007 and 76 percent in Summer 2006. This was higher than it has ever been in the history of eCore. Retention of UWG students in eCore courses was 87 percent as compared to 84 percent in Summer 2008 (also a new high), 82 percent in Summer 2007, and 76 percent in Summer 2006.
 2. Withdrawal surveys administered to Summer 2009 students who withdrew from eCore courses indicate that 60 percent withdrew because of issues unrelated to instruction or the course itself (personal, illness, financial). Only 2 percent of those who withdrew indicated that they were dissatisfied with eCore advisement.
 3. Student course surveys will provide data indicating the satisfaction of students with support services. These data will be available in the FY2010 report.
 4. In January 2010, the eCore Student Support Coordinator (new position) will conduct a survey of a sampling of eCore students to measure satisfaction and success factors. These data will be available in the FY2010 report.
 5. eCore advisors provided telephone and email assistance to more than 1500 UWG and affiliate-institution eCore students. Remedy evaluations indicated a satisfaction score of more than 9.4 on a 1-10 scale with these services, and more than 9.2 on a timeliness of response scale.
 6. During the next year, the new eCore Administrative Services will collect data regarding grades for all affiliates. In comparing the performance of UWG students who took eCore courses in Summer 2008 to those who took traditional courses, students performed as well or better in eCore courses in 8 of the 16 subjects offered in the summer semester.
 7. More than 171 eCore students utilized SmartThinking tutoring services from November 2008 through June 2009. Complete data and analyses will be available in FY2010.
 8. Our new eCore Administrative Services is currently revising and implementing Academic Governance processes including procedures for grade appeals and academic dishonesty. Data will be available in FY2010.
- D. eCore Administrative Services will implement recruitment and marketing strategies and maintain fiscal procedures that enable the program to be self-supporting.
1. Enrollment for Summer 2009, UWG's first semester, was 1133 exceeding Summer 2008 1062, as well as our own projections.

2. An eCore Enrollment Coordinator was hired in Spring 2009, and several newspaper ads were placed in the student papers of USG institutions. Web 2.0 features are also in development for the enhanced publicity of eCore courses. The Enrollment Coordinator also attended three fairs and related recruitment events in April-July 2009.
3. Migration to the CampusVUE registration system began for Fall 2009 eCore registration. Student and affiliate eCore advisor surveys will indicate the initial success of this system in decreasing error and providing a scalable, user-friendly solution for increased enrollments.

Example of how eCore Administrative Services Uses Assessment of Goals and Outcomes to Change/Improve a Process: Evaluation of student retention as compared to traditional courses led to changes in the advisement and registration process, whereby new eCore students must pass an introductory non-credit online course prior to registering.

The University of West Georgia was awarded the eCore Administrative Services contract in February 2009. The transition from the University of Georgia occurred in Spring 2009 with UWG assuming full responsibility Summer Semester 2009. The department hired seven new employees in Spring and Summer 2009, including the eCore Student Success Coordinator, an Assistant Director for Curriculum and Instruction, a Testing Coordinator, an Enrollment Manager, an Assistant Registrar, a Business Manager, and. In its early months, the new arrangement has been successful in terms of better-than-expected enrollment, fiscal sustainability, and instructional program quality. Primary challenges facing the new unit are physical space limitations (office) and transition to the GOML registration system.

- A. Successful transitioned delivery of eCore administrative services from UGA to UWG.
- B. Changed delivery of eCore proctored tests from paper delivery to online delivery.
- C. Met and exceeded early enrollment and fiscal projections.
- D. Developed and implemented new and comprehensive training program for eCore faculty.
- E. Revised Memorandum of Understanding to reflect highest principles of instruction and accountability for eCore faculty.
- F. Implemented early phases of eCore marketing program, including website updates, Web 2.0, newspaper advertisements, and recruitment fairs.
- G. Began pilot phase of GOML registration process.

Staff Productivity:

Dr. Melanie N. Clay, associate dean of eCore and Extended Degree Programs, served as Editor-in-Chief of the Online Journal of Distance Learning Administration, DLA2009 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 the primary author of the winning eCore proposal submitted to the BOR. She also taught a hybrid Political Science 1101 course on the Newnan campus Spring semester.

Christy Talley Smith continued to serve as the Wimba and CourseEval Administrator. She also continued to act as UWG's Secondary GeorgiaView Vista Administrator. Christy was responsible for coordinating faculty support and training events such as the monthly Apollo Cafe. Christy attended Wimba Connect 2009 and presented "Wimba + West Georgia = Academic Excellence in a Personal Environment". Christy led the conference technology support team at the DDEC's annual Distance Learning Administration conference at DLA2009. Christy continued to serve on the Distance Learning Steering Committee and also worked on the SEI Revision sub-committee. Additionally, Christy is the Coordinator of Off Campus Programs & Evening Weekend University. In April of 2009, Christy became the Assistant Director of eCore, Curriculum & Instruction.

Stacey Rowland continued to serve as eCore Coordinator for University of West Georgia until she was appointed as the eCore Student Success Manager for eCore Administrative Services, April 1, 2009. She continued to serve as the Production Editor of the Online Journal of Distance Learning Administration. She also served as the Conference Event Manager for our annual conference on Distance Learning Administration. Stacey presented at the annual Blackboard World (BbWorld) Conference in Las Vegas, NV, July 15-17, 2008, along with Janet P. Gubbins, on Going Mobile, Streaming and Beyond: A Comparative Analysis. Stacey also attended the Rock Eagle Annual Computing Conference in Eatonton, Georgia, October 22 - October 24, 2008. Stacey will graduate from the University of West Georgia with her BBA in Technology in August 2009.