

**DISTANCE AND DISTRIBUTED EDUCATION  
ANNUAL REPORT 2010-2011**

(FY 2011- July 1, 2010 to June 30, 2011)

**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, schools, and departments to deliver quality distance instruction, faculty and student services, and other distance learning 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. In Spring 2010, the VPAA's DE Taskforce was revised to include new members (one from each College, the Library, as well as Distance Ed admin staff) and renamed the VPAA's DL Advisory Committee. In Spring 2011, the VPAA's DL Advisory Committee once again morphed into the VPAA's Online Development Taskforce (<http://od-taskforce.wiki.westga.edu/>).

**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.
  - Summer 2010 evaluations showed that 87.6% of distance students agreed that their attitude toward online learning was positive at the beginning of the term (compared to 87% in Summer 2009). 84.9% agreed in Spring 2011. 87.7% in Fall 2010.
  - Summer 2010 evaluations showed that 88.7% of distance students agreed that their attitude toward online learning was positive at the end of the term. 84.6% agreed in Spring 2011. 86.2% in Fall 2010.
  - 72.2% of students (Fall 2010) said they'd like to take more courses in the future that are completely online (compared to 62.8% in Fall 2009).

- 91.8% (Summer 2010) said that their instructor was positive about the online component of their course (compared to 93% in Summer 2009).
- Enrollment in distance courses (51-100% online) has grown dramatically over the years, with an FY11 all-time high of 18,415 up from 14,826 just two years ago (FY09).

- Student retention distance and distributed education courses is comparable to or higher than that of traditional courses.
  - Summer 2010 retention for Distance students was 95.4% for distance students excluding eCore, compared to 94.4% for non-Distance students. Fall 2010 retention for Distance students was 92.5% for distance students excluding eCore, compared to 92.1% for non-Distance students. Spring 2011 retention for Distance students was 94.1% excluding eCore, compared to 92.4% for non-Distance students.
  - Thanks to additional advisement and student mentoring resources, the eCore (courses delivered through the statewide consortium and administered through the UWG DDEC beginning Feb 2009) retention for UWG students improved remarkably to an average of 86.12% for FY2011. Here are some comparatives:
 

Summer 2010 91.41%	Summer 2009 87.6%	Summer 2008 85.2%
Fall 2010 84.12%	Fall 2009 78.9%	Fall 2008 79.7%
Spring 2011 83.99%	Spring 2010 83.2%	Spring 2009 76.3%
  - Students enrolled in distance courses have access to student services.
  - The UWG Online Connection (<http://www.westga.edu/~online/>) provides easy web access for distance students to access student services.
- Student learning outcomes are comparable to those in traditional courses. (ex. <http://www.westga.edu/~ncate/>)
  - These are generally the same as traditional and are evaluated on a departmental basis.
  - For Spring 2011, 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 25.6% 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. Summer 2010 - 28.1%; Fall 2010 - 26.1%.
- Interaction among student-faculty, and student-student are at least as high as in a traditional course.
  - Faculty demonstrate competence in developing distance courses whose academic standards and student learning are the same as those for other courses delivered.
  - All faculty MUST complete technical and pedagogical training prior to teaching a distance course or certify that previous training or experience meets standards.
  - 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 three cases in which the faculty competence seemed questionable based on student complaints. These were referred to the appropriate department head and dean. The 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.
  - 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.

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

- Faculty are trained and prepared to teach distance and distributed courses.
  - All faculty MUST complete technical and pedagogical training prior to teaching a distance course or certify that previous training or experience meets standards.
  - Students and faculty are able to receive immediate technical assistance through telephone or email, as well as face-to-face assistance when possible.
  - The DDEC staff provide immediate response to technical questions from students weekdays from 8 am until 6 pm weekdays. Students may contact a toll-free statewide support line after-hours, 24-hours a day/ 365 days a year.
  - Satisfaction surveys indicate that callers in July 2010 – June 2011 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 9.87
  - In FY11, the DDEC employed nine Graduate Assistants and rotated between the centrally-located Faculty Development Center and 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 FY11, the GAs provided approximately 158 hours of face-to-face contact hours with distance faculty and students (this includes Dr. D's; Drop-ins; Workshops). There were a total of 502 hours worked by the GAs in FY11.
- Students and faculty are able to receive assistance through a central point-of-contact .
  - The DDEC provides a central point of contact for support for all UWG distance courses.
- A variety of delivery methods are available.
  - In addition to the primary online mode of CourseDen (WebCT) Vista, distance courses may also utilize videoconferencing, Web 2.0 technologies, 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.
  - 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), StudyMate (to make the development of interactive Flash modules easier for faculty), Respondus Lockdown Browser and SecureExam (for online exam security), Wikispaces (for online collaboration), Bomgar (for live app share/troubleshooting), VoiceThread (integrates audio/video collaboration/feedback to a presenter's online presentation), and various other online instruction tools. We also collaborated with central ITS to test and purchase a new Helpdesk ticketing system that will be accessible online.
- Distance courses are easily accessible to a growing number of students and potential students.
  - In Summer 2010 alone, distance education credit hours accounted for 36% of all UWG credit hours.
  - Enrollment in distance courses (51-100% online) jumped by 25% in just two years, from 14,833 in FY09 to 18,415 in FY11.
  - Enrollment in fully online courses continues to grow. Not counting eCore or WebMBA enrollments, fully online enrollment at UWG grew from 6,272 in FY09 to 9,072 in FY10 and 9,489 in FY11.
  - The total number of distance courses (51-100% online) offered increased by 12% in

FY11, with 908 course sections offered, compared with 808 in FY10, FY09's 642, FY08's 485, FY07's 422, a FY06 total of 375, a FY05 total of 292, 243 in 2004, 132 in 2003, and 144 in 2002.

- The number of fully online UWG courses offered, not counting eCore or WebMBA, saw a 17% increase from 350 in FY10 to 410 in FY11 (up from 181 in FY09).
- Counting eCore and WebMBA, the number of fully online course offered rose by 24%, from 521 in FY10 to 644 in FY11.
- The unduplicated head count of UWG students enrolled in at least one online course during FY11 was 8,081, indicating that 60.65% of all students enrolled at UWG during the FY took at least one online course. These figures are up from FY10 totals of 7,695 (51.6%).
- The number of students enrolled in ONLY online classes during the entire fiscal year also rose slightly from 1,136 in FY10 to 1,207 in FY11.
- Except for scheduled maintenance, the CourseDen (WebCT) Vista system has functioned without significant interruption since January 2002. Downtime for courses residing on UWG servers is non-existent or minimal, with backup plans in place and utilized as needed. Faculty use CourseDen (WebCT) Vista and Wimba Live Classroom as the primary delivery tools.
- All former online courses utilize CourseDen (WebCT) Blackboard's Vista 8 Enterprise System as their primary authenticated course portal. The system is housed on a centralized USG server, under the direction of the Board of Regent's GeorgiaVIEW Initiative, their contracts and service level agreements.

*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), the VPAA's DE Taskforce (Fall 2008- Spring 2010), the VPAA's DL Advisory Committee (March 2010 - Spring 2011), the VPAA's Online Development Taskforce (<http://od-taskforce.wiki.westga.edu/>) and distance faculty's departmental annual self-review.

**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/distancestudents/>
  - Information available on web and syllabi for all distance courses and programs.
  - Information also available in online student handbook, and other online points of access for students.
- Students express satisfaction with the level of academic and student services received when taking distance and distributed courses.
  - In FY 11 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.
  - According to a telephone survey conducted in April 2011, most students were satisfied with support services (advising, financial aid, career services, registration, and book purchase) or said "did not apply." 73% of distance students surveyed in April 2011

reported that they used library services, and 79% 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.
- 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 FY11, the DDEC provided the Wimba Live Classroom tool for EXCEL and Computer Science virtual advisement, resulting in approximately 2000 hours of virtual advisement.

- *Assessment methods:* Written student surveys at end of each term, annual focus group with distance students, informal discussions with steering committees, advisory boards, and VPAA Online Taskforce members, distance faculty, departmental annual self-review.

**Goal 4.** Conduct continuous evaluation of distance learning and support services to ensure the advancement of the University's mission. Accomplishing this goal will ensure that:

- Faculty use results of evaluations to improve courses.
  - All distance faculty must complete the Distance Evaluation Summary form, documenting what changes they will make in future distance courses based on their student surveys.
  - Departments use the results of the campus-wide Student Evaluation Instrument (SEI) as one means of reviewing the instructor's performance, as well as retention rates.
- Distance learning staff uses results of evaluations to improve programs and services as a whole.
  - The DDEC staff reviews evaluations and completes an annual effectiveness evaluation each June. A staff retreat is also held annually to assess staff quality standards, issues and plan for the next year.
- The technologies selected are appropriate to meet course or program objectives.
  - The DDEC selects technologies for campus use and support based on student need, recommendations from other institutions and faculty, as well as cost-benefit analysis.
  - 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.
- 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.
  - Overall evaluations for student written surveys, focus groups, phone surveys, retention and other data is available at the DDEC website
  - 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.

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

- Our journal, conference, and certificate programs maintain excellent reputations among distance learning administrators in the United States and worldwide.
- The journal is required reading for many institutional programs, including University of Nebraska's doctoral program in Higher Education, and is referenced in many papers and books.
- The conference attracts a growing international audience of practitioners in the field.
- Our Online Journal of Distance Learning Administration continues to increase in readership.
- The journal's average hits per edition was 15,000 in FY11, up from 8,800 in FY10.
- In its fourteenth year of production, the OJDLA has built an international following, with readers spanning 87 countries in FY11 (compared to 49 countries in FY07). As of July 2011, the journal's home page has been accessed nearly 604,683 times.
- UWG faculty conduct research to enhance distance courses at UWG and to provide scholarly information to their field.

- UWG faculty and staff regularly present research at the DLA Conference and other conferences, including SITE, Educause, and other professional meetings. Many UWG faculty articles and books on distance learning are linked from the distance website.

*Assessment methods:* [Certificate program](#) and conference evaluations , [readership data of journal, feedback from readers and participants](#).

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

- **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 server, which allows for two-way video; by adding a new Wimba Pronto instant messenger that integrates seamlessly with our learning management system and provided virtual helpdesks for various student support units across campus; by upgrading various other software licenses to allow for mobile and for archives to be downloaded as offline mobile files; and by rolling-out a campus-wide collaborative wikispaces service that integrates with our campus myUWG portal. In FY11, the Wimba Live Classroom server was used 10942 times within CourseDen for online instruction, with 6597 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.
- **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. 235 housecalls, totalling more than 232 hours of assistance, were conducted in FY2011 (compared to 225 housecalls and 221 hours in FY2010, 261 housecalls and 220 hours in FY09 and 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 approximately 158 hours of face-to-face contact hours with distance faculty and students (this includes Dr. D’s; Drop-ins; Workshops). There were a total of 502 hours worked by the GAs in FY11.
- **Facilitated Virtual Advisement, Tutoring, and Helpdesk support:** As a result of informal assessments regarding the need for virtual advisement, tutoring, and helpdesk support for online or partially online students, the DDEC provided the use of our Wimba Live Classroom and new Pronto Helpdesk features to the UWG Excel Center, Computer Science tutors, Math Department tutors, and for use by our own DDEC helpdesk staff. 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 FY11, the system was used a total of 10942 times,



including instruction and support, with 2562 events accounting for advisement and virtual office hours. The total advisement hours via Wimba Live Classroom was 14 hours, with an average advisement session of 25 minutes.

- eCore retention: Resources are increasingly being directed towards meeting the unique advisement and support needs of those engaged in online learning through eCore. With the decision for UWG to administer the eCore program, many of the prior process improvements identified and implemented by UWG have been successfully implemented statewide. Here are current eCore processes and support mechanism for eCore students:
  - All students who want to take an eCore course are required to complete the online orientation (unique to the student's institution) followed by a quiz that covers all points raised. Students must complete this before being allowed registration into eCore courses.
  - The eCore at-risk intervention program is in place to identify students who are experiencing issues in the eCore classroom. Students are contacted and provided access to resources which may be helpful for course completion and success.
  - The eCore program has expanded its social media presence as another means of staying in touch with students.
  - The UWG eCore retention continues to improve significantly:
    - Summer Semester 2010 improved to 91.41%, up from Summer 2009 87.6% and Summer 2008 85.2%.
    - Fall Semester 2010 improved to 84.12%, up from Fall 2009 78.9% and Fall 2008 79.7%.
    - Spring Semester 2011 improved to **83.99%**, up from Spring 2010 83.2% and Spring 2009 76.3%.

Though existing UWG DDEC staff have been working on the eCore transition since February 2009, UWG officially took over administration of the state-wide program, as of July 1, 2009. As a result, our gated-registration and other improved processes have been 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 Spring 2011, retention for distance courses excluding eCore was 94.1 percent; and overall retention in distance courses (excluding eCore) was higher than or comparable to retention in non-distance courses during every FY11 term. Eighty-seven percent of students reported that they had a positive attitude about distance learning after taking a course in Fall 2010. Eighty-nine percent reported that they found CourseDen (WebCT) Vista easy to use and understand.

**Course Offerings:** The total number of distance courses (51-100% online) offered increased by 12% in FY11, with 908 course sections offered, compared with 808 in FY10, FY09's 642, FY08's 485, FY07's 422, a FY06 total of 375, a FY05 total of 292, 243 in 2004, 132 in 2003, and 144 in 2002.

The number of fully online UWG courses offered, not counting eCore or WebMBA, saw a 17% increase from 350 in FY10 to 410 in FY11 (up from 181 in FY09).

Counting eCore and WebMBA, the number of fully online course offered rose by 24%, from 521 in FY10 to 644 in FY11.

In Summer 2010 alone, distance education credit hours accounted for 36% of all UWG credit hours (compared to 25.6% during Summer 2008).

**Resources:** As the demand for distance learning courses and services has increased, so has the need for human resources. Student assistants, funded by eTuition have continued to be vital in providing first-level telephone support for distance students. The eCore program provides additional SA support

for increasing eCore retention of UWG students, in particular providing assistance for the at-risk intervention program. In FY11, nine Graduate Assistants were rotated between an office in the centrally-located Faculty Development Center and 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 FY11, the GAs provided 158 face-to-face contact hours of service to distance faculty and students. GAs also worked an additional 502 hours on media and other special projects to support online instruction. 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 2010 alone, distance education credit hours accounted for 36% of all UWG credit hours.

### **5. Department Achievements, Awards, and Distinctions**

- At the start of FY11, the DDEC supported the offering of nine fully online degree programs, certificates, and endorsements, in addition to serving as a host affiliate for the state-wide online eCore program. In FY11, that number doubled, as a record number of eight new programs in one year, committed to going online. This number includes one of only two online doctorate programs offered in the state and our first online Bachelors degree.
- The University of West Georgia continued to serve as eCore Administrative Services for the University System of Georgia's state-wide online core program, thanks to the DDEC team's past success in supporting eCore, proposed changes for an improved administrative model, and winning proposal. 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 in 2009, with an additional position added in FY11.. UWG continues to improve upon administrative processes, student services, and retention to all UWG eCore affiliates. The number of eCore affiliates has increased in FY2011 from three to six.
- The number of credit hours delivered via distance exceeds goals: In FY11, the percent of credit hours earned via distance education (offered more than 50% online) at UWG far exceeded the Chancellor's goal of reaching 8% by 2012, with 36% of all UWG credit hours offered via distance in Summer 2010 and an average of 15% in Fall and Spring.
- Increased enrollment, with three out of five UWG students taking at least one online course and over 1200 students attending UWG completely online during the span of FY11. The percent of all UWG students taking at least one distance education course (more than 50% online) went from 52% (7695) in FY10 to 61% (8081) in FY11. The number of students enrolled in only online classes during the entire FY11 was 1,207.
- The DDEC continued to make multiple operational improvements, particularly in the area of evaluation and student services for UWG distance students. We conducted 18 face-to-face student orientations for a total of 64 hours, in FY11. 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.
- With the help of eTuition funds, the DDEC continued to support a Faculty Development Center, centrally located on the campus, brought in expert workshop leaders including

ones from the USG Digital Innovation Group, and provided hardware and software resources for online faculty. The DDEC also hired a new Director of Online Faculty Development and will bring on a new Dean of Online Faculty Development and eCore in July 2011.

- o The DDEC delivered a wide-variety and high number of training sessions, professional development opportunities, avenues for support, and scholarly research:

The DDEC conducted 54 in-house, one-on-one faculty and staff training sessions. The average training session lasted 1.5-2 hours. This does not include the “Dr. D Housecalls” described below.

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. 235 housecalls, totaling more than 232 hours of assistance, were conducted in FY2011.

The DDEC and eCore responded to approximately 4821 Level 1 and Level 2 helpcalls (students and faculty) in FY11. This accounted for more than 40 percent of all technology-support helpcalls on campus in FY11.

Published four quarterly editions of the Online Journal of Distance Learning Administration. Average number of visits to the site each month is 15,000.

The DDEC delivered 64 workshops to UWG faculty and staff in FY11. The average workshop length was typically two hours. Through the DDEC workshops, 251 different faculty and staff were served in FY11.

In FY11, delivered three sections of the Distance Learning Certificate Program to 34 participants from 17 states.

Delivered two sections of the Distance Education Certified Trainer Program to 16 participants from 7 states and 1 country.

Delivered one section of the Advanced Technologies in Distance Education Program to 7 participants from 6 states and 1 country.

With the USG eCore program now in its eleventh year, University of West Georgia continues to lead the way in FY '11. This is the second year with UWG as the hosting institution of the eCore program, and the program has grown remarkably. During FY '11, UWG's portion of eCore enrollment is leveling as more eCore affiliates are brought on board. UWG accounted for an average of **53.3%** enrollment across three semesters in FY '11 (continues to be the largest affiliate), compared to 63% in FY '10 and 46% in FY '09. UWG eCore enrollment averaged **900** across the three semesters, compared with 888 in FY '10 and 659 in FY '09/ Resources have been allocated to support the UWG eCore students, providing the unique advisement and support needed of those engaged in this online learning program. A multi-phase evaluation and improvement process has been successful in increasing enrollment and improving retention. For FY '11, UWG retention is at an average of **86.1%** across three semesters, improving from 83.3% in FY '10 and 80.3% in FY '09. UWG shares its enrollment and retention processes with all eCore affiliate institutions to foster improvement in the overall program.

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

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.

Research related to our programs has been published in top tier journals and presented at noted international conferences.

### **Staff Productivity**

DDEC staff members sponsored the 13th Annual Distance Learning Administration Conference at Savannah, Georgia, in May 2011. The conference was attended by more than 220 distance learning professionals representing approximately 33 states, Canada and England. Melanie Clay served as Conference Director, Dawn Senfeld as Conference Manager, Austin Janowski as Recreation Coordinator, and Christy Talley as Technology Coordinator. All DDEC staff contributed to hosting the event.

Based on the merits of the UWG DDEC's proposal and our previous record of success within the program, UWG continued to excel as the school now in charge of eCore Administrative Services. Though the eCore unit operates and is staffed as its own division, UWG's DDEC staff continue to provide project management assistance, UWG eCore Advisors, and support specific to UWG's eCore students. As eCore's lead affiliate, UWG eCore's registration and retention numbers for FY11 show that UWG has succeeded in increasing eCore enrollments and retention; UWG eCore continues to enroll more students than any other affiliate.

Dr. Melanie N. Clay continued to serve as Associate Dean of Extended Degree Programs and USG eCore. She continued to serve as Editor-in-Chief of the Online Journal of Distance Learning Administration, DLA2011 Conference Director, and as UWG's representative on the Regent's Advisory Committee on Distance Education and the Board of Regents Distance Education Task Force. She served on the the UWG Enrollment Management Committee, and the Learning Resources Sub-committee of the Faculty Senate. During 2010-2011, she successfully led institutional initial and ongoing efforts to comply with new state approvals for distance education regulations, and worked with the Board of Regents to streamline processes for the approval of online degree programs. She also taught one section of American Government at the Newnan Center (50 percent online). She served as secretary on the Board of Directors for the Carroll County Women's Shelter.

Janet Gubbins continued to serve as the director of Distance & Distributed Education Center and fill the role of primary administrator for CourseDen (WebCT) Vista. She also served as a project manager for eCore proposals to new affiliates, the primary GeorgiaOnMyLine/eCore GeorgiaVIEW administrator, UWG's representative on the BOR's Change Advisory Board and as an INGRESS administrator for USG collaborative programs at UWG. She 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 Technology Coordination Council and the Regent's Advisory Committee on Distance Education. She assisted the UWG Strategic Enrollment Committee, the DLA 2011 conference, and attended the BOR's virtual Rock Eagle Annual Computing Conference. She was an invited presenter at the BOR's Collaborative Digital Education Summit in Macon, where she presented, " Campus Strategies for Collecting DE Data For ZORELCA." She also served as an online instructor in the Distance Learning Certificate Program, the Certified Trainer Program, and the eCore American Government course.

Matias Marabotto continued serving as a Student Support Specialist of Distance & Distributed Education Center managing and supervising the Helpline and the Student assistants and Graduate Assistants. Matias continued as tertiary administrator for CourseDen (WebCT) Vista, and implements the end-of-term CourseEval course evaluations for all distance courses; distributing results and information each term and as needed. He continues to manage the Distance Education and eCore website and databases. He contributed to the DLA 2011 conference, attended to BOR's virtual Rock Eagle Annual Computing Conference. He assists in providing end-user support for distance education technologies, including calls for assistance via phone help, face-to-face, and the web. He also serves as an online Team assistant in the Distance Learning Certificate Program, Advance Technologies and the Certified Trainer Program. In addition, he serves as primary administrator for Wimba, USG podcasting server, Respondus, Wikispaces, Atomic Learning, Smarthinking and iTunesU.

Until his departure in February of 2011, Kevin Mobbs served as Coordinator of Faculty Development. His responsibilities include managing the newly established DDEC Faculty Development Center and administration of faculty training opportunities. In addition, he served as primary administrator for Wimba, the USG podcast server, Respondus, and Wikispaces. Kevin was the secondary administrator for GaView (Vista 8) and implemented the end-of-term CourseEval course evaluations for all distance courses; distributing results and information each term and as needed. He assisted in providing end-user support for distance education technologies, including calls for assistance via phone help, face-to-face, and the web.

In April 2011, David Lloyd joined the distance learning team as Director of Online Faculty Development. His responsibilities include managing the DDEC Faculty Development Center and administration of faculty training opportunities. David assists in providing training and end-user support in distance education technologies including CourseDen, Podcasting, CourseEval, Respondus and others. David also offers training in the use of the educational aspects of various social networking tools such as twitter, Google Docs, YouTube, etc. David serves as the secondary administrator for GaView (Vista 8) and implements the end-of-term CourseEval course evaluations for all distance courses; distributing results and information each term and as needed.

Carlos Araya served as an Instructional Designer as well as offered faculty support in the area of online learning. Carlos worked with various applications including CourseDen, Podcasting, Wimba, Respondus and others. He also assisted in providing end-user support for distance education technologies, including calls for assistance via phone help, face-to-face, and the web.

Julili Fowler continued serving as a UWG eCore Academic Advisor, splitting an average 900 enrollment per semester in FY2011. She supports the eCore student base across the semester cycle and participates in the program's at-risk intervention activities. She performs eCore data analysis for at-risk, withdrawal and grade comparison studies, as well as departmental data analysis support. She serves as project manager for the eCore annual Fact Book, and she authored academic data sections. She co-authored the eCore presentation for the DLA2011 Conference (instructor effectiveness study), and she delivered the advisor's presentation for the eCore annual faculty meeting (top 5 things). She provides administrative support for the UWG eCore website and student email notifications. She participates in the UWG campus PAAA Advising group and was elected to Secretary/Treasurer beginning FY2012. She is a member of the NACADA advisor's national organization and attended the NACADA R4 Conference. She attended the VSU Online Lifeline Conference (2/11). She assisted in DLA2011 Conference support. She is based at UWG Newnan Center.

Dawn Senfeld continued to serve as UWG eCore Academic Advisor in 2011. She advises an average of 300 UWG eCore students per semester. She assists students with registration, access to courses, proctored exam questions, general advisement, among other issues primarily via phone calls to direct line, eCore help line and emails. She works collaboratively with co-advisors, affiliate institutions, eCore staff members and eCore instructors to contact "At-Risk" students to try to work with them in order to retain them in classes and keep them on the right track for success in their classes. She is a member of the UWG PAAA (Professional Association of Academic Advisors) group. She is the coordinator of DDEC's 3 certificate programs: Distance Education Certificate Program, Distance Education Certified Trainer Program and Distance Education Advanced Technologies Program. Dawn also serves as Managing Editor of the Online Journal of Distance Learning Administration. Dawn also serves as Conference Manager at our annual conference on Distance Learning Administration. This year's conference, DLA2011, was held at the Savannah Hilton DeSoto Hotel in Savannah, GA May 20-25, 2011.

# USG eCore Administrative Services

## Annual Report

### Fiscal Year 2011

Department of eCore Administrative Services

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

Name of Persons Completing Report: Melanie Clay, Christy Talley Smith and Stacey Rowland

**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.

Departmental Statement of Goals, Processes and Assessment Results:

eCore instructors will understand and adhere to high standards of excellence in online teaching, maintaining a visible interactive teaching presence in their assigned course.

- As of May 2009, all eCore instructors are required to complete a 2-week online certification course before teaching online. In FY2011, 39 USG faculty completed the eCore Faculty Certification Program.
- Student course evaluations continued to indicate a high level of satisfaction and perception with instruction. Over all more than 77% percent agreed that the instructor taught the course effectively during FY2011.
- The average number of discussion postings per week by eCore instructors was 20 during FY 2011, this increased from 18 during FY2010. An average of 20 weekly postings is within an exceptionally good range. Each instructor is required to log in to and participate in their courses a minimum of 5 days per week.
- During FY2011, eCore instructors were employed by 23 different University System of Georgia institutions. Of the 79 who taught during FY2011, 51 held terminal degrees (65 percent). 73% of the FY2011 eCore instructors are full-time faculty at their respective USG institutions.
- eCore continues to promote high retention through both student and faculty administrative services.

All eCore courses result in appropriate learning, integrity and rigor, and provide opportunities for instructor-student; student-student; and student-content interaction.

- All eCore courses were originally developed by a team of USG faculty along with instructional designers and multimedia experts. During FY2011, PSYC 1101, ISCI 1121 and PHIL 2010 completed the course revision process. GEOL 1101K began the process of revision during the Spring 2011 term. The complete course revision process is conducted by a quality team which consists of USG subject matter experts, an editor, multimedia expert (when required), and instructional designer.



- All new and reviewed courses will be measured according to the Five-Star Course Rubric ([www.westga.edu/~distance/distancefaculty/coursereviewform.pdf](http://www.westga.edu/~distance/distancefaculty/coursereviewform.pdf)).
- All eCore courses currently have at least one proctored experience. Beginning in Summer 2009, all proctored exams with the exception of Chemistry lab finals are delivered online, resulting in a streamlined, more efficient process. During FY2011, eCore deployed 5,691 exams at 111 test sites of which five were affiliate institution testing centers. ■

Support systems are in place that provide for processes to promote student retention and success and enable students to receive immediate assistance.

- Retention in eCore courses was 84 percent among all affiliates in FY2011, compared to 82 percent in FY 2010, 78 percent in FY2009 and in 72 percent in FY2008. This was higher than it has ever been in the history of eCore. Retention of UWG students in eCore courses was 86 percent in FY 2011 (also a new high) compared to 83 percent in FY 2010, 80 percent in FY2009, 76 percent in FY2008, and 71 percent in FY2007.
- Withdrawal surveys administered to all students who withdrew from eCore courses in FY 2011 indicate that 74 percent withdrew because of issues unrelated to instruction or the course itself (personal, illness, financial, other), compared to 81 percent in FY 2010. This has improved from 60 percent in Summer 2009.
- In November 2010, the eCore Student Success Manager conducted an online Student Services Survey of a sampling of eCore students to measure satisfaction, services, and success factors. 84.6% said they received excellent or good advisement assistance as an eCore student, compared to 78% from Fiscal Year 2010. 95.5% reported they received eCore reminders and success tips emails from their eCore Advisor or eCore Administration. 100% of the students who reported that they took the eCore Orientation, "What to Expect from an eCore class" prior to registration, said the orientation was helpful to them. 81.2% reported that registration for eCore courses is convenient.
- There were 2,861 at-risk student incidents reported by eCore faculty during FY 2011. The eCore Student Success Team provided assistance to these students by telephone and/or email, offering guidance and resources to help the students be successful. 78 percent of the total number of unique students/courses reported as at-risk completed the eCore course. This compares to 53 percent retained in Fall 2009 and 59 percent retained in Spring 2010.
- eCore staff, advisors and assistants provided telephone and email assistance to more than 2000 UWG and affiliate-institution eCore students. Remedy evaluations indicated a satisfaction score of more than 9.8 on a 1-10 scale with these services, and more than 9.8 on a timeliness of response scale.
- In FY 2011, eCore Administrative Services collected data regarding grades for all affiliates. Students achieved a 70% or greater successful grade (A-B-C) in 16 of the 24 eCore courses offered for FY 2011 across all 5 affiliates. In comparing the performance of UWG students who took eCore courses in FY2011 to those who took traditional courses, students performed as well or better in eCore courses in 12 of the 21 comparative subjects offered, compared to 11 of the 21 comparative subjects offered in FY 2010. Clayton State University students performed as well or better in eCore

courses in 3 out of the 15 comparative subjects offered; Macon State College 4 out of 11; Southern Polytechnic State University 5 out of 13; Valdosta State University 1 out of 11.

- In FY 2011, eCore students utilized SmartThinking.com tutoring services with over 701 hours of total usage, compared to a total of 430 hours during FY2010. This included 1295 tutoring sessions, with usage/time spent almost evenly distributed between writing and math, with 42.3% usage in Writing and 48.2% usage in Math. In FY2010, 60% of the tutoring sessions were in MATH.
- eCore Administrative Services streamlined processes for Academic Governance, including grade appeals, academic honesty, and student complaints. A new grade appeal and academic honesty procedure was developed in FY2010 whereby students would receive immediate assistance throughout the appeal process. In FY 2011, there were four grade appeals submitted compared to one grade appeal submitted in FY 2010. The Academic Honesty policy was updated and information regarding plagiarism was better disseminated to students beginning with information posted inside the Orientation to GeorgiaView Vista course (and now The eCore Connection Course), the syllabus in every eCore course, and also in the Student Guide to eCore. In FY 2011 there were 13 cases of academic dishonesty reported compared to 7 cases FY 2010 and no academic honesty appeals submitted in FY2011 compared to one submitted in FY2010. A new student complaint policy was put into place in FY 2011, and made available on the USG eCore website and in the Student Guide to eCore, but there were no complaints formally reported. A Student Success Feedback form will be available to students in FY 2012, allowing students to provide a compliment, suggestion, report a concern or lodge a complaint.
- Enrollment increased by 20% for FY 2011 with 5062 students enrolled after adding 2 more affiliates, compared to 4233 in FY 2010 (with only 3 affiliates), and 4289 in FY2009.
- eCore Administrative Services continued to implement recruitment and marketing strategies while maintaining fiscal procedures that enabled the program to be self-supporting.
- Enrollment for FY2011 was 5107, surpassing FY2010 (4233) with two additional affiliates.
- Visual promotions included: a series of Facebook ads targeting potential students (resulting in 12, 875 clicks); newspaper ads in The West Georgian (UWG) , The Spectator (VSU), The Bent Tree (CLSU), Newsweek magazine ad (featuring online degrees) and student video testimonials. eCore continued development and publication of a professional series of personalized brochures and flyers for each affiliate institution.
- Recruitment activities included attendance at several recruitment fairs, including 28 high schools, five universities, the Educator's Tour at Ft. Benning, and The Happening at VSU.
- The eCore Marketing Retreat provided an opportunity to develop a specific marketing plan for implementation in the upcoming year. The team focused on four primary goals:
  - Increasing enrollment (enhance social media and continue recruiting visits)
  - Enhancing reputation (by highlighting and publicizing the achievements of faculty members)
  - Increasing course completion rates (by maintaining course revisions and links)
  - Measuring ROI

**Example of how eCore Administrative Services Uses Assessment of Goals and Outcomes to Change/Improve a Process:**

The Fall 2010 Online Student Services Survey, students were asked to list ways in which eCore courses, programs and services could be improved. Among these responses were: offer more courses, lower costs of textbooks and allow students to use financial aid book vouchers to purchase eCore textbooks. In FY 2011, we added more ebook options for students to cut down on textbook costs. The eCore Textbook Manager worked with the eCore Online Bookstore in establishing a system for University of West Georgia students in which students may use their Financial Aid Vouchers to purchase eCore textbooks. eCore Administrative Services plans to use the UWG model as a guide and work with each affiliate institution in establishing a system allowing students to use financial aid book vouchers across all affiliate institutions.

In response to a greater number of academic dishonesty cases in fiscal year 2011, additional resources were provided to the students that addresses plagiarism, including an interactive tutorial (provided by Arcadia Library) to help students better understand how and when to properly quote and cite sources.

In order to provide a greater level of student services, the orientation course that is provided to students beginning 2 weeks prior to the start of classes each term was substantially revised and renamed The eCore Connection serves not only as an orientation to the online learning environment, but also as a resource throughout the semester. The eCore Connection provides opportunities for students to meet with their eCore Advisor or success team member during live orientation sessions as well information regarding tutoring, writing resources and information/tutorial that addresses plagiarism. Students also have access to a student success feedback form allowing them to provide a compliment, suggestion, or complaint so that we can better improve our services to our students.

**General Statement of Department Condition:** eCore Administrative Services staff have been housed at the University of West Georgia for two years. 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 eight new employees in 2009, including the eCore Student Success Coordinator, a Director for Curriculum and Instruction, a Testing Coordinator, an Enrollment Manager, a Registration Assistant (now eCore Advisor), a Business Manager, Instructional Designer and Graphic Designer.

#### **Departmental Achievements:**

- Expanded the number of eCore affiliates to five. eCore will be adding Dalton State College Summer 2011 and Fort Valley State University (coming aboard for Fall 2011).
- Met and exceeded fiscal projections, enabling eCore to be fully self-sustaining with no state appropriations. Austin?Melanie?
- Continued to streamline and expand delivery of eCore proctored online exams.
- Expanded eCore marketing program, including website updates, Web 2.0, newspaper advertisements, and recruitment fairs.
- Modified and streamlined a comprehensive system for assessment of course-level outcomes (COLAs) in eCore courses.
- During FY2011, 39 USG faculty members completed the online eCore Faculty Certification Program. There were 23 new eCore faculty who taught during FY2011.
- Successfully transitioned all eCore Affiliates and eCore faculty from the Campus Vue Registration System to the new Intra Georgia Registration Sharing System (INGRESS) in Spring 2011, allowing institutions to share seats in specified course sections, promoting scalability and greater efficiency. INGRESS also allows campuses to utilize

the admissions and registration functions within their own Banner systems and maintain as closely as possible, current institutional business practices. INGRESS is also utilized by eCore faculty to verify attendance and report final grades.

**Staff Productivity:**

Dr. Melanie N. Clay continued to serve as Associate Dean of Extended Degree Programs and USG eCore. She continued to serve as Editor-in-Chief of the Online Journal of Distance Learning Administration, DLA2011 Conference Director, and as UWG's representative on the Regent's Advisory Committee on Distance Education and the Board of Regents Distance Education Task Force. She served on the the UWG Enrollment Management Committee, and the Learning Resources Sub-committee of the Faculty Senate. During 2010-2011, she successfully led institutional initial and ongoing efforts to comply with new state approvals for distance education regulations, and worked with the Board of Regents to streamline processes for the approval of online degree programs. She also taught one section of American Government at the Newnan Center (50 percent online). She served as secretary on the Board of Directors for the Carroll County Women's Shelter.

Tanacha Gaines has been the eCore Instructional Designer for two years. She is finishing course work for her Ph.D. in Instructional Technology at Georgia State University and has attended many professional development functions. Among those were a teaching development series by USG on OpenTextbooks, Campus Technology discussions regarding HEOA compliance and Blackboard Higher Ed, the annual AECT conference (Association for Educational Communications and Technology), SREB STEM webinars, and the USDLA 2011 conference (U.S. Distance Learning Association). She has served in many capacities that complement her professional skills: Presenter at Georgia State University on Distance Education and Adult Learners; Member with the USDLA Policy Forum Planning Group; Assisted in coordinating the 2011 eCore Annual meeting for faculty training; Guide for the eCore Faculty Certification Course; Tech Team member for the UWG DLA 2011 conference in Savannah, GA; Presenter for various distance faculty webinars.

Christy Talley Smith continued to serve as the Director of eCore, Curriculum and Instruction. Christy coordinated the eCore Annual Meeting, the eCore faculty training and professional development webinars and the online eCore faculty certification programs which occurred during the 2011 academic year. Christy continued to serve on the Blackboard Collaborate Product Advisory Council (formerly Wimba). She led the technology support team at the Distance Learning Administration Conference at Savannah, Georgia In May 2011. Christy participated in all of the GOML (Georgia OnMyLine) Monthly Meetings and began working on a project for implementation of the Pronto Instant Messaging for eCore students and faculty. Christy also continued to serve as a Course Guide and Team Assistant in the Distance Education Certified Trainer Program. During FY2011, Christy organized the monthly eCore staff meetings

Stacey Rowland, eCore Student Success Manager, was responsible for support services for students involved in the USG eCore program. She was also the main point of contact for eCore Affiliate Advisors and Registrars across all eCore Affiliate institutions. She continued to serve as the Exhibitor and Sponsorship Coordinator of our annual Conference on Distance Learning Administration and as a Course Guide for the Advanced Technologies in Distance Education Certificate Program. Stacey was instrumental in helping to bring three new affiliates to the

USG eCore Program (Macon State College, Clayton State University and Dalton State College) by providing training and assistance throughout the transition and served as team leader of INGRESS User Acceptance Training and helped transition all affiliates from the CampusVue Registration System to the new INGRESS Seat Balancing system beginning with Spring 2011 advanced registration. Stacey also served on the INGRESS Change Advisory Board, for the purpose of providing recommendations to BOR/ITS on new features and functionalities to enhance the utility of the INGRESS tool. She attended the National Conference on Student Recruitment, Marketing & Retention in Atlanta, Georgia, July 21-23, 2010, the Rock Eagle Annual Computing Conference in Eatonton, Georgia, October 20-22, 2010, and Valdosta State University's Online Lifeline Conference, February 17-18, 2011. Stacey also presented at the Georgia Summit Conference in Augusta, Georgia, September 21-23, 2010, along with Meg Moore from Valdosta State University, on Online Student Support: Grad Versus Undergrad, and at the DLA2011 conference in Savannah, GA, May 22-25, 2011, along with Austin Janowski and Melanie Clay, on "All the Right Moves: Supporting Student Athletes in Online College Courses." Stacey was accepted to Graduate School in The Richards College of Business and begins working on her MBA in Management, Fall 2011.

Reynard Van Tonder continued to serve as the Business Operations Specialist for eCore. In July 2009, Reynard was appointed as eCore as the Testing Coordinator. As of July 2010, Reynard assumed the Business Operations Specialist position to which he is the Testing and Textbook Coordinator, and eTuition budget assistant. Reynard attended the Distance Learning Association conference in 2010 and 2011 where he served as the registration contact person for the event. Reynard graduated from the University of West Georgia with his BBA in Accounting in August 2009. He will graduate from the University of West Georgia with a Master of Professional Accounting in December 2012.

Craig Brown continued to serve as the Marketing and Enrollment Manager for eCore. In addition to his informational visits to high schools and recruitment fairs, he made several guest speaking appearances in the "First Year Experience" (UWG 101) courses and was also an invited speaker in the Summer Orientation 2011 sessions. Craig used social media (Facebook and Twitter) to increase marketing efforts for eCore by creating ads, posting important dates, providing tips on how to be successful in online courses, creating an environment for students to sell and purchase used books, and form study groups. With over 1,000 friends and fans on eCore facebook, utilizing social media as an advertising vehicle for marketing proved to be highly beneficial. Moreover, Craig was instrumental in helping to bring two new affiliates to the USG eCore Program by providing training and assistance throughout the transition. He also participated in the Educator's Tour of Ft. Benning, the National Conference on Student Recruitment, Marketing, and Retention, and numerous Open House events for the affiliate institutions. Craig also worked as part of the technical support team for the Distance Learning Administration Conference in May 2011.

Austin Janowski continued to serve as the Business Manager for eCore. Austin took on the role of Athletic Advisor for eCore during FY2011. He participated in the eCore Advisors Meeting in Stone Mountain, Georgia. Austin also presented at DLA 2011, where he assisted in planning and organizing the conference.

Robin Stewart began service as the eCore graphic designer in December 2009. Her responsibilities include visual support of eCore branding, in-course art, and web presence. She

is also the Associate Editor of the Online Journal of Distance Learning Administration. She attended courses at Emory on PHP, MySQL, HTML and CSS. She also attended the Distance Learning Administration Conference in Jekyll Island, Georgia in June 2010.

Rachel Merritt was appointed eCore Advisor in May. She is responsible for cross-registration systems for eCore and other UWG online programs. Rachel traveled to Stone Mountain, GA for eCore Advisors retreat and will attend Georgia Summit conference in September 2011.

Anna Obedkova works both at the Provost and Vice President for Academic Affairs (VPAA) department as a Program Assessment Associate, and part-time for the eCore department. Anna's major responsibilities at VPAA are the following: SACS compliance certification, training/working with the Program Directors to set up and maintain an effective assessment system, and monitoring internal, Board of Regents (BOR), and SACS academic program-related documentation. At the eCore department, Anna was responsible for developing and conducting the Fall 2010 Student Satisfaction Survey, as well as for analyzing and summarizing the results. She wrote the article "A Case Study: Effect of Instructor Behaviors on Course Completion in Undergraduate Online Courses" with Dr. Melanie Clay, Julili Fowler, and Tanacha Brown. Anna presented this article with Julili Fowler at the Distance Learning Administration conference in May 2011. She also serves on the Editorial Board of the Online Journal of Distance Learning Administration. In addition, Anna analyzed and put together reports for the following "eCore Factbook 2011" sections: "Student Information", "Academic Information", and "Research Outcomes". ■

■

■

**2010-2011 Annual Report of Institutional Progress  
University of West Georgia at Newnan**

**I. Newnan Center Mission**

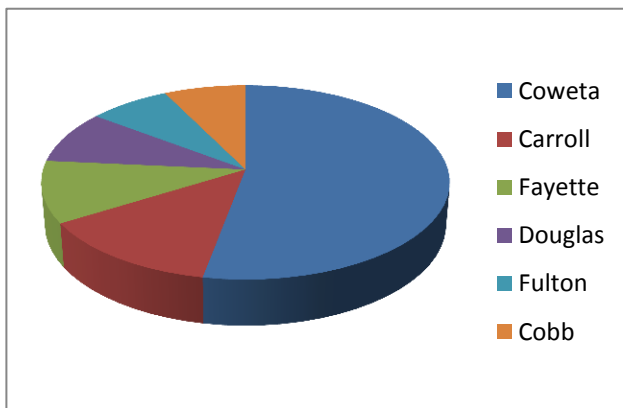
- The Newnan Center of the University of West Georgia will serve the regional constituencies by providing leadership in higher education and stewardship of state and university resources.
- The Newnan Center will promote a regional perspective on higher education that attends to the current and developing needs of the community, its citizens and students, and relates them effectively to the University System and its institutions.
- The Newnan Center will 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 Demographics**

In FY2011, Newnan Center students ranged in age from 17 to 64, and the average age was 26. 59% were undergraduate students and 41% graduate students. Female students outnumbered males three to one. Newnan students represented 61 Georgia counties and 8 other states; and 5 students were from countries other than the United States.

Age of UWG Newnan Students

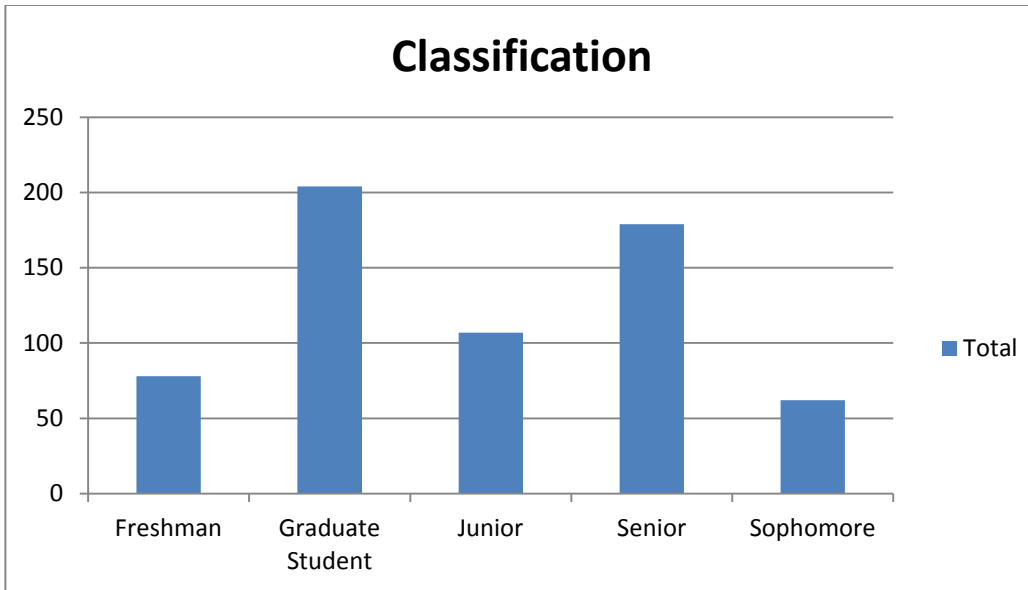
21 or under	300
22-25	251
26-30	152
31-40	240
41 or older	214
Youngest	17
Oldest	64
Mean	26
Median	30



<b>Coweta</b>	<b>36%</b>
<b>Carroll</b>	<b>9%</b>
<b>Fayette</b>	<b>7%</b>
<b>Douglas</b>	<b>6%</b>
<b>Fulton</b>	<b>5%</b>
<b>Cobb</b>	<b>5%</b>

**61 Georgia counties represented  
8 other states represented  
5 students from countries outside USA**





In fall of 2010, undergraduates outnumbered graduate students two to one. Juniors and Seniors outnumbered Freshmen and Sophomores, due to large enrollment in the BSN program.

## II. Newnan Center Goals

**Goal 1. Program & Enrollment Growth.** The Newnan Center will continue to serve the region by providing and strengthening its programs in early childhood education, MBA, graduate education, and nursing programs, and by exploring the feasibility of establishing new programs in high need areas.

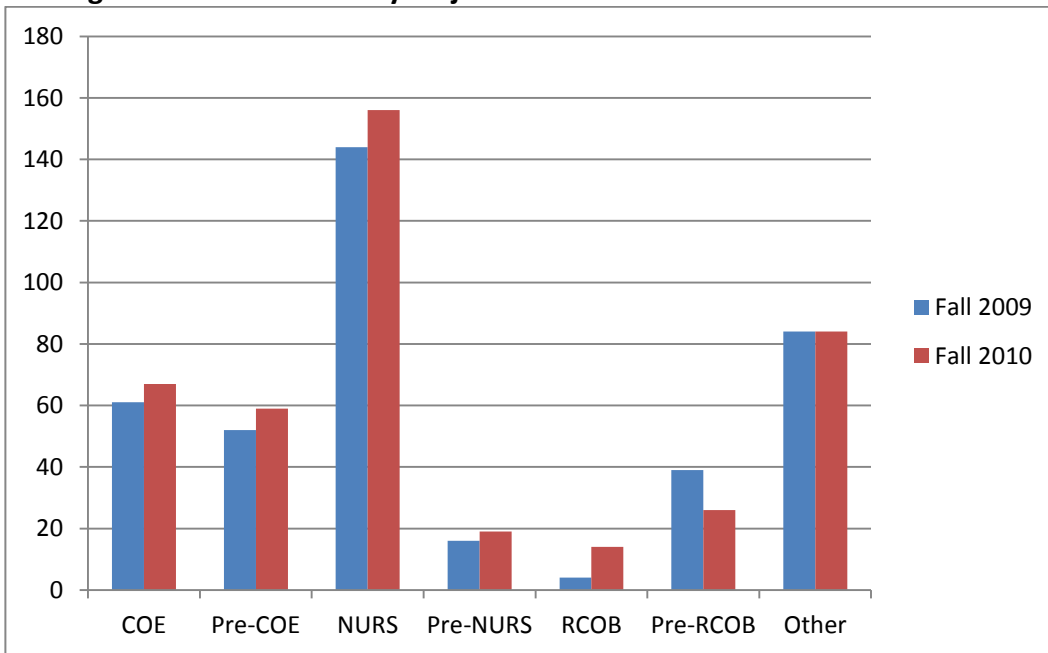
### **Subgoal: Achieve annual growth in all program areas.**

- a. The total annual enrollment in FY2011 was 1157(unduplicated). This was a 1% decrease over FY2010.
- b. Annual undergraduate enrollment (unduplicated) was 682, an increase of 7% over FY2010.
- c. Annual graduate enrollment (unduplicated) was 475, a decrease of 11% over FY2010.
- d. In a comparison of fall 2009 to fall 2010, graduate enrollment dropped to 204 from 233. Undergraduate enrollment increased from 400 in fall of 2009 to 425 in fall of 2010.
- e. A comparison of fall enrollments in major programs (education, nursing, and business) shows undergraduate enrollments increasing in all areas except business.
- f. A comparison of fall enrollments in major programs shows graduate enrollment holding steady in all programs except the MBA.

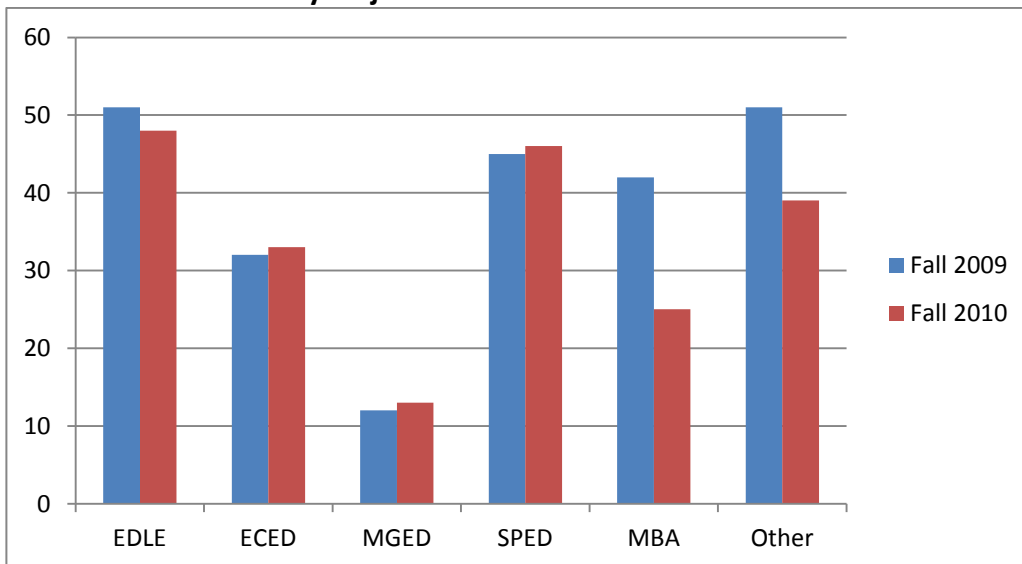
Undergrad	COE	Pre-COE	NURS	Pre-NURS	RCOB	Pre-RCOB	Other
Fall 2009	61	52	144	16	4	39	84
Fall 2010	67	59	156	19	14	26	84

Graduate	EDLE	ECED	MGED	SPED	MBA	Other
Fall 2009	51	32	12	45	42	51
Fall 2010	48	33	13	46	25	39

**Undergraduate enrollment by major**



**Graduate enrollment by major**



**Subgoal: Explore need for new programs.**

In FY2011, a UWG-Newnan Master Plan was created. The VPAA’s office, in collaboration with Extended Degree Programs and the Associate Deans of academic programs, explored possible new programs for 2010-2020. The discussions focused on the clear need to develop programs built on or around the growing healthcare sector. After a thorough needs assessment, the following program array (current and potential) is presented. In addition, non-credit programs and courses, geared towards adults learners, families, and the community, will be increased.

<b>Current Programs</b>	<b>Potential Programs offered by 2020</b>
BSN and RN-BSN in Nursing	BSN and RN-BSN in Nursing
M.Ed. (4 majors)	M.Ed. (4 majors)
BS.Ed in Early Childhood	BS.Ed in Early Childhood
Selected Core Curriculum Face-to-Face (entire core through eCore)	Selected Core Curriculum Face-to-Face (entire core through eCore)
Business Core area F	Business Core area F (the BBA core with a major online, or retract Core area F if overall programming direction changes and classroom/space resources are needed)
M.B.A	EdS in Educational Leadership
EdS in Educational Leadership	Healthcare Management Credential (Possibly a track in MPA, MBA or post baccalaureate certificate)
	Speech Pathology (at Bachelors and/or Masters level)
	Community Counseling (Master’s Level)
	BS.Ed in Early Childhood-Special Education
	Master of Public Administration
	Weekend/evening courses in specialty business topics such as sustainability, leadership, etc. taught by RCOB faculty

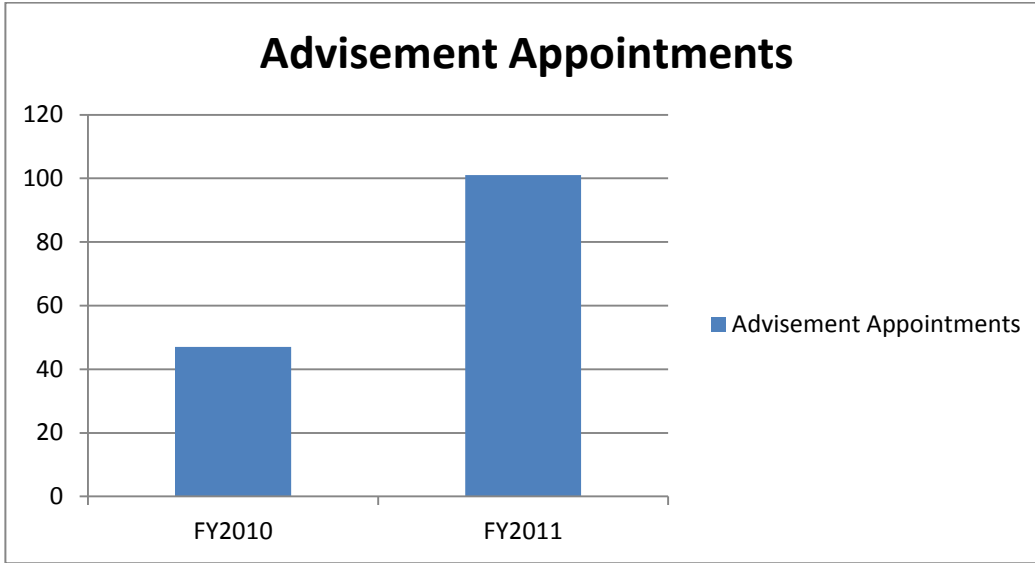
**Subgoal: Integrate mostly hybrid/online courses to appeal to the needs of adult learners.**

The number of hybrid/online courses offered in Newnan increased from 23% in FY2010 to 38% in FY2011. Of the 183 courses offered in FY2010, 43 courses or 23% were distance (section D) and online (section N) courses. Of the 186 courses offered in FY2011, 70 courses or 38% were distance (section D) and online (section N) courses. Because 52 of the courses offered at Newnan in FY2011 were partially online, the Center was able to double its use of room space in several instances. Most of these 50 percent online courses were offered by EDLE, EDRS, SPED, NURS, and READ departments.

**Subgoal: Provide student services appropriate to the needs of the Newnan student population.**

- a. Advising is provided in Newnan for ECED students one day per week by a COE advisor, who travels from the Carrollton campus. An eCore advisor is housed three days a week in Newnan. Nursing advisors are needed, but were not made available in Newnan this year. General academic advising for students and prospective students is provided daily by a Newnan staff member, Michael Harris, who experienced a

dramatic increase in the number of advising appointments this year.



**FY 2011 = 101 Advisement Appointments (compared to 47 in FY2010)  
Appointments involved 19 different majors.**

Majors	
Biology	2
Business—Education	2
Business—Finance	2
Business—Marketing	2
Business—Undecided	5
Computer Science	1
Early Childhood Education	7
Economics	1
English	2
English Education	4
Geology	1
Mass Communication	1
Media & Instructional Technology	1
Nursing	4
Physical Education	1
Pre-Engineering	2
Psychology	1
Spanish	1
Undeclared	48
Prospective Students	12

- b. The Newnan Center operates a large test proctoring program. Proctoring is offered for students taking eCore or any other online courses from other universities. In FY2011, Newnan staff proctored 644 eCore exams and 137 exams from 37 other institutions.
- c. Access to admissions, registrar, and financial aid continues to be through phone, email, or visits to the Carrollton campus; however, Financial Aid held a Newnan FAFSA Night for the second time in April of this year.
- d. The opportunity to acquire IDs and parking tags was afforded to Newnan students one day this year in the fall.
- e. Scantrons, Bluebooks, and printer cards are available for purchase in Newnan.
- f. The UWG Bookstore visits Newnan with some sample merchandise once each semester. Newnan students may order books online.
- g. Newnan staff members assist students with faxing or hand delivering documents to the Carrollton campus.
- h. SITS continues to assist students with personal computer repairs and software installation and employs two student workers. In FY2011, SITS had a total of 102 service records and over 100 MCA software distributions to Newnan students.
- i. Staff member, Teri Lewis, has doubled the inventory of the Teaching Materials Center this year and managed its operation for use by ECED students and faculty.

**Subgoal: Deliver exceptional support services to faculty and students and promote a culture marked by professionalism, responsiveness, accuracy, and accountability.**

- a. Five office spaces with computers were made available for visiting faculty members, and Newnan staff created more spaces for faculty this year by adding additional desks and computers to staff offices.
- b. Two Newnan IT staff members and two SITS workers assisted both faculty and students with computers, copiers, printers, online testing preparation, AV equipment, and other special instructional technologies. A [newnanit@westga.edu](mailto:newnanit@westga.edu) email account allows faculty to submit IT requests. Faculty and student listservs and a Facebook account have improved communication among staff, faculty, and students.
- c. Newnan Asst. Director, when requested, assisted faculty with travel expense forms.
- d. Newnan Director worked closely with faculty and department chairs to ensure that adequate classroom space was available at needed times and responded to requests to use computer labs for testing or other special sessions. A testing schedule was created and posted to avoid lab conflicts. Over 525 hours were spent in testing at the Newnan Center this year (includes nursing testing, eCore testing, and others).
- e. Newnan staff members made office space and conference room space available for testing of students with special needs and proctored MATH 1111 exams for Newnan students unable to get to Carrollton due to scheduling conflicts.
- f. Newnan staff ensured that nursing instructors had access to needed spaces for simulations—skills lab, computer lab, conference room with TV, VCR.
- g. Newnan staff members provided Newnan to Carrollton courier service for both faculty and students so that materials were transferred/delivered in a timely manner.
- h. Newnan staff assisted students with locating areas in the Center where they may study or work in small groups. The staff also monitored the nursing skills lab, locking and unlocking it to allow groups of nursing students to practice skills outside of class time.
- i. Newnan staff provided advertising, refreshments, and meeting space for 4 MBA open

houses at the Newnan Center.

- j. Newnan staff provided “Welcome Back” stations with refreshments, games, and prizes for faculty and students at the beginning of each semester.
- k. The Newnan Center hosted a graduation luncheon on Nov. 30 for nursing students and faculty and on Dec. 10 sponsored a pinning ceremony at the Coweta Fairgrounds.

**Goal 2. Enhance and expand existing facilities to optimize academic and student space, while maximizing opportunities for environmental sustainability and community engagement.**

- a. Due to inadequate space to house the nursing program, which has outgrown Newnan’s lecture halls, computer labs, and skills labs, a major emphasis this entire year has been finding a way to expand facilities for nursing. In the fall of 2010, the Newnan Center secured a \$2M donation for expanding nursing facilities and program improvements. \$1M was designated for new construction, while the other \$1M was designated for additional nursing faculty. A plan was soon created to construct approximately 3700 square feet of new simulation labs and classroom space to be added to the back of the current facility. Later in the fall, a 12,000 square foot building across the street from the current facility was offered for sale, and UWG VP’s explored the possibility of purchasing it for expansion of the nursing program. As this possibility was being discussed, a new offer was made by the Board of Directors of Newnan Hospital, Inc., the same board which had made the \$2M donation, to donate the old Newnan Hospital campus near downtown Newnan as a new site for the Newnan Center. UWG officials toured the old hospital, began to devise a feasible business plan, and initiated a series of year-long negotiations with city and community leaders for support. The plan has been submitted to the USG Board of Regents. As FY2011 ended on June 30, negotiations were still underway. The 120,000 square foot facility will provide space for all of the Center’s current programs plus additional ones.
- b. In addition to seeking ways to expand physical facilities, the Newnan Center and School of Nursing sought sources of funding to assist with a nursing faculty shortage issue. Contacts were made and relationships established which resulted in a \$20,000 annual donation from Kaiser Permanente for Newnan nursing student scholarships and an \$85,000 annual donation from Piedmont Newnan Hospital to fund a faculty position for the newly added RN-BSN program. Multiple meetings this year with Cancer Treatment Centers of America officials have led to a funding proposal which may lead to the acquisition of an oncology professor at UWG SON.
- c. FY2011 requested and received assistance from UWG Facilities to make several needed repairs/enhancements to the Center’s facilities this year. Assistance from UWG, rather than from local contracted vendors, saved the Center a great deal of money and allowed some projects to be done which would not otherwise have been affordable. Enhancements included:
  - The installation of 2 new white boards in classrooms, requested by faculty
  - Repairing of classroom projectors and loaning of old equipment from UWG
  - Repairing of emergency lighting fixtures inside main building
  - Addition of access points to IT wireless system
  - Repairing of restroom stall door

- Waxing of tile floors and cleaning of carpets
- Removal of barbed wire from fence around old solar field
- Removal and sale of excessive surplus furniture in storage building
- Installation of new UWG building signs at both buildings
- Removal of large trees from front entrance and new concrete poured to repair sidewalks
- Addition of new concrete walkway in rear of building leading from lecture hall
- Installation of outdoor water line and faucet
- Removal of old solar fountain and replacement with new landscaping in fountain and around gazebo

**Goal 3. Position Newnan Center as a principal asset to Coweta, South Fulton, Fayette and surrounding communities through increased regional marketing, relevant scholarly and cultural activities geared toward adult learners and their families.**

- In FY2011, the Newnan Center initiated a plan to offer scholarly lectures and cultural activities to increase community engagement. The first lecture was held in April of 2011, and others are planned for September and October of 2011. A future move to a downtown campus will facilitate community engagement. A UWG debate team may be showcased at the downtown courthouse in the fall of 2011.
- Newnan Director arranged 4 speaking engagements for UWG employees at local Rotary, Kiwanis, and Chamber events. (Joey Smith, Dr. Sethna, Dr. Grams, George Hale)
- In the spring of 2011, UWG staff met with Coweta Co. School Superintendent and Curriculum Directors to plan an emphasis on dual enrollment opportunities for area high school students gifted in science and math.
- UCM produced billboards in and near Coweta County advertising the Newnan Center.



- The Newnan Center was featured in numerous articles and ads in the Times-Herald. There was excellent coverage of the \$2M donation made by Newnan Hospital, Inc.
- Newnan Center staff produced two newsletters this year which highlighted instructors, students, programs, and special events. Both digital and hard copies were disseminated throughout the community.
- University Communications & Marketing developed a Newnan poster and advertisements that were featured in the Times-Herald, the Newnan-Coweta Magazine, and other special publications.

- h. The Newnan Director and staff set up promotional booths at the Coweta County Fair, College Probe Night at CEC, a College Fair at Newnan High School, a College Fair at Piedmont Newnan Hospital, all three Preview Days and Transfer Preview Day on the main campus in Carrollton, and also participated on a Leadership Coweta Education Panel.
- i. Newnan staff hosted an informational lunch meeting in March with high school counselors from Coweta, Troup, Fayette, and Meriwether counties.
- j. Newnan staff participated in Newnan's July 4<sup>th</sup> parade and its Christmas parade, giving away hundreds of promotional items.
- k. In January of 2011, the Newnan Center hosted a Community Assessment presentation led by Coweta Development Authority.
- l. In May, Newnan Director served on an Economic Development Panel at Georgia Planners Association meeting in Peachtree City to share synergistic relationships between UWG and city/county governments.
- m. Newnan staff assisted UWG Athletics in promoting and setting up a Wolves Caravan Tour at a local restaurant on May 19.
- n. The Newnan Center hosted a community Red Cross Blood Drive in September, 2010.
- o. The Newnan Center assisted Continuing Education with setting up, advertising, and hosting computer courses for adults in the community.
- p. The Newnan Staff represented the Newnan Center at Newnan-Coweta Chamber breakfast meetings, the Chamber's Big EXPO, the Chamber's Economic Prosperity Council, Chamber Education Focus Groups, Education and Health Care Round Tables, Community Branding meetings, the Chamber Bowling Event, and Chamber and Rotary Golf Tournaments.
- q. The Newnan Center hosted an annual Teacher Pipeline Seminar for high school students in November. Newnan Director continued to work with Coweta County's Teacher Pipeline program and to represent UWG on CEC's Teacher Pipeline Advisory Board.
- r. The VPAA, Associate Dean, Newnan Director and Assistant Director represented UWG at quarterly meetings of Coweta's Commission on Higher Education.
- s. The Newnan Director continued to nourish relationships with Newnan Hospital, Inc., Piedmont Newnan Hospital, Kaiser Permanente, Samaritan Free Health Clinic, and the Cancer Treatment Centers of America.

### **III. Example of how Newnan Center Uses Assessment of Goals and Outcomes to Change/Improve a Process:**

An awareness of a pressing need for expansion of facilities for the Newnan nursing program (lecture halls, computer labs, and nursing skills lab too small for number of nursing students) led Newnan staff to seek outside funding for possible new construction. Meetings with the Chair of Newnan Hospital, Inc., led to a \$2M donation and ultimately to the offer of expansion into the old Newnan Hospital campus near downtown Newnan. Expansion opportunities have led to the formation of new business and academic plans and strategies to gain full community support for the UWG Newnan Center. Additional requests to Piedmont Newnan Hospital and Kaiser Permanente have led to annual support for a UWG nursing faculty position and for scholarships for Newnan nursing students.



#### **IV. General Statement of Department Condition.**

Increased emphasis on community awareness activities has led to a greater recognition and respect for UWG Newnan in the Newnan/Coweta area, even though there still exists a great deal of confusion between UWG and West Georgia Technical College, which is planning to build a new campus in Coweta County. Facilities are being well maintained with assistance both from local vendors and from UWG Facilities in Carrollton. The five-member staff continues to manage efficiently the daily operations of the center, and customer satisfaction remains at a high level. Security and custodial services continue to be managed by casual labor employees.

The Newnan Center generated 9683 credit hours in FY2011, an increase of 5.3% over FY2010. Revenue increased from \$1.5M in FY2010 to \$1.7M in FY2011. In FY2011, 73.44% of available seats were filled, compared to 71.2% in FY2010. Overall course completion rate at Newnan for FY2011 was 97%.

Challenges include juggling classrooms and schedules to accommodate the nursing program's increasing need for instructional and testing space, maintaining the growth of current programs, dealing with competition due to duplication of programs offered by other local and nearby institutions of higher education, a need for more marketing for UWG Newnan, streamlining administrative processes for students, providing the ability to provide instant admissions services for prospective students who visit the center, and modernizing the facilities to make them more inviting and functional for students and faculty.

#### **V. Departmental Achievements:**

- The highlight of the year was the awarding of the \$2M donation from Newnan Hospital, Inc., to Newnan's nursing program, followed by the offer of the gift of the old Newnan Hospital campus in downtown Newnan. Both gifts created a demand for more attention to detail in strategic planning for the Newnan Center and also generated more community awareness, interest, and support of the Center.
- Newly created partnerships with Kaiser Permanente and Piedmont Newnan Hospital resulted in a \$20,000 annual donation from Kaiser Permanente for Newnan nursing student scholarships and an \$85,000 annual donation from Piedmont Newnan Hospital to fund a Newnan faculty position for the newly added RN-BSN program which will begin in fall of 2011.
- A notable achievement of FY2011 was the creation of a master plan for Newnan, produced by Associate Dean, Dr. Melanie Clay. The plan includes an historical review of the Center and its facilities, a needs assessment for higher education in the area, an overview of academic programming and enrollment, and an outline for enhancing and growing the UWG Newnan Center. The plan will be realized by increasing enrollment, expanding facilities, and focusing academic programming on health-related professions.

- VPAA office and Newnan staff began discussions with the Coweta County School System to initiate an emphasis on dual enrollment for high school students gifted in science and math.
- The Newnan Center was awarded funds from the FWSP and employed two student workers this year in the front office. Two workers were employed by the Newnan SITS lab, bringing total number of student workers to four.
- The Newnan Center awarded 7 scholarships totaling \$4015 in the spring of 2011. Four recipients were freshmen, and three were juniors. Six were education majors, and one was a pre-nursing major. A Newnan nursing scholarship of \$1000 will be awarded in July of 2011.
- Assistant Director, Rebecca Smith received “Safety Leader of the Year” award at UWG’s Staff Appreciation Day on June 30, 2011.
- The Newnan Center continued to serve as an online testing site in the USG eCore system and proctored 781 exams in FY2011 (644 for eCore and 137 for 37 other non-eCore institutions).
- Newnan staff, in collaboration with Piedmont Newnan Hospital, engaged in team-building/staff development activities, led by the hospital’s Education Director, which emphasized the importance of “soft skills” and productive staff interaction.

**Staff Productivity:**

Dr. Melanie N. Clay continued to serve as Associate Dean of Extended Degree Programs and USG eCore. She continued to serve as Editor-in-Chief of the Online Journal of Distance Learning Administration, DLA2011 Conference Director, and as UWG’s representative on the Regent’s Advisory Committee on Distance Education and the Board of Regents Distance Education Task Force. She served on the the UWG Enrollment Management Committee, and the Learning Resources Sub-committee of the Faculty Senate. During 2010-2011, she successfully led institutional initial and ongoing efforts to comply with new state approvals for distance education regulations, and worked with the Board of Regents to streamline processes for the approval of online degree programs. She also taught one section of American Government at the Newnan Center (50 percent online). She served as secretary on the Board of Directors for the Carroll County Women’s Shelter.

Cathy Wright, who holds an Ed.S. degree from UWG, is completing her fourth year as Newnan Center Director, overseeing all operations and working closely with Deans, department chairs, and faculty to manage the academic schedule of courses and programs and to monitor enrollments. She represents and promotes the University in the Newnan-Coweta community at K-12 public school events, charity events, Chamber of Commerce events, Rotary Club meetings/events, and with memberships on various boards, committees, and councils (Teacher Pipeline Advisory Board, Commission on Higher Education, Economic Prosperity Council, Alpha Delta Kappa Teacher Sorority, Montessori School Board of Trustees, GYSTC Advisory Board). She continued her volunteer work with the Rutledge

Chorus and other singing groups and pledged support to the Coweta Commission on Veterans Affairs to assist with preparations for the Vietnam Traveling Wall Exhibit. She attended a Student Recruitment & Retention Conference in Atlanta in July of 2010 and attended the following UWG training sessions this year: Diversity Training, Records Clean-up, Open Records Training, and several team building workshops created for Newnan staff. She attended the spring conference of GAWHE (GA Women in Higher Education) at Dalton State College in February of 2011. She created and submitted a successful proposal for an SRAP student who will be hired in the fall of 2011 to serve as a marketing director for UWG Newnan.

Rebecca Smith, who holds a BBA degree in Accounting, has completed her third year as Assistant Director, overseeing the Center's budget and managing the facilities, (technology, grounds, building maintenance, personnel, cleaning, and security). She continued to monitor compliance with policies and procedures and held a training session for staff on asset management. Rebecca served on the UWG Master Plan Committee, served on the eCore team which tracks at risk students, assisted with the Federal/State Approval Regulations Distance Learning Project, and served on the DLA Conference team. Rebecca attended the following UWG training sessions: MS Platform Upgrade, ADP, PeopleSoft, budget reporting, Schoolcast, ITS Town Hall meetings, Banner, Numera, Records Management, Diversity, GA Open Records, DegreeWorks, Ombudsman, and Cyber Security. In addition, she participated in Drug Awareness training, UWG self-defense training, UWG Preview Day, UWG Newnan team building sessions, and assisted with UWG Howlin' at the Moon fundraiser. Rebecca represents UWG in community service as a member of the Carrollton Evening Sertoma Club, a member of the Board of the Carrollton Empty Stocking Fund, Chair of the annual Empty Stocking Fundraiser, and organizer of the Carrollton July 4<sup>th</sup> parade. She lent assistance this year to the Coweta Commission on Veterans Affairs, volunteered at the Carroll County Soup Kitchen, and was elected to serve on the West Georgia Athletic Foundation Board. She helped to man UWG Welcome Back stations, managed the Newnan Center's surplus inventory project, assisted with tracking the Douglasville site schedule, attended an eCore/Distance Learning marketing retreat, and received the UWG Safety Leader of the Year award.

Michael Harris has completed his second year as the Academic & Instructional Support Specialist for the Newnan Center. Michael holds a B.A. in History and is currently working on a Master of Education in Instructional Technology. He provides general academic advising and IT support for staff, faculty, and students. Michael participates in meetings and trainings provided by the PAAA (Professional Association of Academic Advisors). In addition, he attended numerous other training sessions on campus this year, including policy compliance, digital footprint, FERPA, remote access, VPN, Banner override, Cheating Seminar, and Factools. Michael also attended the 2010 USG Computing Conference at Rock Eagle and participated in the Newnan-Coweta Chamber of

Commerce Social Networking Workshops. As part of the DLA Conference team, he provided IT support for the 2011 conference.

Javarus Boyce, who has a BS degree in Business Information Systems from UWG, is completing his sixth year as IT support and technology specialist, providing IT and AV support to staff, faculty, and students. He also oversees the Newnan SITS lab, managing the SITS student workers and monitoring their work. He presented the FY2012 SITS proposal to IT. Javarus attended the following training sessions this year: Speed IT, MS Office 2010, and staff development sessions-Nonverbal Communication and How Do I Say It. He represented UWG at Lee Middle School Career Day. Javarus serves as a mentor at the Newnan Boys and Girls Club and volunteers as a disc jockey at several of their annual events.

Teri Lewis completed 21 years with UWG this year and regained full-time status as Newnan's Administrative Assistant. In addition to serving as Receptionist and Testing Coordinator, she added to her duties the directorship of the Teaching Materials Center, the inventory of which she was able to double through purchases and donations. She created and showcased sample lesson plans each month which she shared with ECED students. Due to Teri's efforts, student use of the TMC increased 50% this year. Teri attended the following trainings this year: Records Clean-up, Open Records training, and several team building workshops created for Newnan staff. Teri continues to teach art lessons two afternoons each week to children participating in The Young Artists of Newnan program and also serves as church secretary and Sunday School Director at New Lebanon Baptist Church. In addition, she and her husband care for an eleven year-old godchild. Teri has applied through TAP to begin classes in summer of 2011 that will lead eventually to a Bachelor's degree in education.