



Annual Report
of
Institutional Progress
2009-2010

University of West Georgia

2009-2010 Annual Report of Institutional Progress



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Summary of Major Accomplishments for Fiscal Year 2009-2010

The University of West Georgia's commitment to *Educational Excellence in a Personal Environment* continues to grow throughout the 2009-2010 academic year. UWG's total enrollment for fall 2009 was a record breaking 11,500. This marks the fifth consecutive year the enrollment exceeded 10,000 students. Undergraduate enrollment was 9,622 while graduate student enrollment was 1,878. The number of full-time equivalent (FTE) students increased from 9,989 in fall 2008 to 10,309 in fall 2009.

The following are demonstrative of the University's continued pledge to *Educational Excellence in a Personal Environment*.

SUMMARY

The Richards College of Business (RCOB) was listed in Princeton Review 2010 Best 301 Business Schools. The list is based on surveys of students enrolled at universities that offer M.B.A. programs accredited by the American Association of Colleges and Schools of Business, as well as on statistical information about each institution's students, physical environment, admissions requirements, teaching ratio and programs.



Other supporting evidence of Educational Excellence in a Personal Environment theme is as follows:

- *The Princeton Review has continually recognized student satisfaction and the strong degree programs at West Georgia. The university has been published in America's Best Southeastern Colleges every year since 2004.*
- *Both national recognitions are based on a survey regarding the college's academic programs and student satisfaction, as well as the university's student body and campus life.*
- *West Georgia's online WebMBA program has won recognition as one of the Top 25 Best Buys in the country by GetEducated.com, and The Princeton Review has listed the WebMBA as a "top choice" for an online MBA.*
- *West Georgia also offers outstanding creative programs in the Arts. A television and radio station, three theatres and several recital halls offer many opportunities for student accomplishment.*
- *The University of West Georgia ranks near the top in the state in enrollment numbers in its online courses and programs. UWG was among the first institutions in the University System of Georgia to offer online courses back in the 1990s and enrollment has increased from 250 students in 1997 to 4,189 in fall 2009.*

Two traditional points of pride continue to bring distinction to the institution:

- *For 38 consecutive years, the UWG Debate team qualified for the National Debate Tournament, a record that is exceeded by only four universities in America: Harvard, Dartmouth, University of Southern California, and the University of Kansas.*
- *In eight of the past 12 years, UWG students have had more papers accepted at the very competitive National Collegiate Honors Council than any other institution in America.*



The Department of Campus Planning and Facilities was recognized for continuous improvement efforts. The department recently received the FMXcellence Award from Building Operating Management Magazine, the first time this award has been awarded. The department received this award for applying Lean Six Sigma methodologies to their continuous improvement process.

Building Operating Management Magazine created the FMXcellence Recognition Program to acknowledge facilities management, teams that embrace and respond to their organization's initiatives. The magazine praised FM departments whose goal is sustainability, cost cutting, a shift in corporate culture or attracting customers or new employees.

ACADEMIC DEPARTMENTS

1. *The award-winning Center for Public History completed a project for the City of Bremen that enhances the culture and quality of life for this small rural community. Graduate students in the Introduction to Public History class worked together on projects for the city and presented their finished work to Bremen Mayor Sharon Sewell and the Better Hometown Manager Neile Chambers.*

The history students developed an outline for a walking tour of downtown Bremen, a library exhibit and a Traveling Trunk exhibit on the history of the city, a guide to developing a volunteer program and a marketing plan for the future Bremen History Center. The Traveling Trunk is an educational tool used in public and private schools. The project was supported by the Georgia Humanities Council and the National Endowment for the Humanities and through appropriations from the Georgia General Assembly.

The Center for Public History has received many awards and recognition for its preservation of the region's history through student and faculty research projects that include: "It Was Passed Down from Generation to Generation: Baking Traditions in the West Georgia Piedmont," a part of the traveling Smithsonian's "Key Ingredients" exhibit; and "Powder Springs Has Some Deep Roots In It," a study of the history of the African American community in Powder Springs.



2. *The Department of Mass Communications and Theatre Arts submitted successful Student Activity Fee Budget Allocation grant proposals to support Mass Communications Society (MCS) initiatives, including funding to underwrite Media Day 2010 activities and was awarded \$8,000. MCS sponsors professional development activities that cultivate peer and professional support networks.*

Submitted successful technology fee grant to begin development of The WOLF Internet Radio and was awarded \$50,000. The WOLF Internet Radio expands



experiential learning opportunities, and is particularly significant given the redefinition of WUWG Radio 90.7 FM, as a remote Georgia Public Radio affiliate station.

3. *The College of Education received an \$80,000 grant from Wal-Mart to benefit the Learning Festival; Improving Motivation, Performance, and Attitudes of Children and Teachers (IMPACT); and the Cherokee Rose Writing Program. All of these programs teach public and private school educators in elementary, middle and high schools how to be more effective in the classroom. The College of Education's mission is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community and to empower a faculty committed to teaching and the creation and dissemination of knowledge.*
4. *The Department of Counseling and Educational Psychology (CEP) in the College of Education launched the first group of students, fall 2009, in the university's third doctoral program, professional counseling and supervision. Surveys of community counseling agencies and schools confirmed that the greatest need is for enhanced skills for those supervising entry-level counselors and counselors in training at the master's program level, as well as other practitioners and practitioners-in-training. The department was selected as one of only six universities in the US to take a leadership role in transforming school counseling through a prestigious and nationally competitive grant from the Wallace-Reader's Digest Fund. The program is designed for people who are employed as counseling professionals in schools, universities and agencies, and will admit students who hold advanced degrees in counseling.*
5. *The Department of Educational Leadership and Professional Studies (ELPS) was reviewed by the Georgia Professional Standards Commission (PSC) which reviewed every educational leadership specialist program in the state in both private and public institutions during 2009-2010. Per feedback from the PSC team after the review, the UWG Ed.S. in Educational Leadership program was noted as the best in the State. Further, superintendents, associate superintendents, and school principals who employ our graduates have indicated that their performance has improved significantly as a result of completing the program.*

ELPA continues to receive requests and inquiries from school systems, RESAs, and private schools to form formal partnerships with the University of West Georgia to enable employees to participate in the ELPS program. In recent months, partnerships have been formalized with Northwest Georgia RESA, Landmark Christian School, Eagles Landing Christian Academy, and the Archdiocese of Atlanta. Negotiations are underway with one additional rural system and one large urban system.

6. In the Department of Media and Instructional Technology, one goal has been to increase the visibility of our program in order to attract new students. This has been pursued through a three pronged effort: a booth at the Georgia Educational Technology conference (November, 2009), hosting a vendor fair on campus – publicized statewide, and the development of a campaign on Georgia Public Radio (campaign was designed during this school year and will be implemented during 2010-2011). This is a corollary to our goal about pioneering innovative delivery options – those innovative delivery options mean we have the ability to provide programs statewide.

Another department effort was providing support to help transform the existing School Improvement doctoral program. As a department, we made a commitment to help the School Improvement program rethink and overhaul its curriculum and move toward online delivery. We are building focus areas in school media, instructional technology, and online teaching as part of the curriculum redesign. We also used departmental e-tuition funds to underwrite a week-long “think tank symposium” to address the online delivery redesign. This was notable because it represented cross-departmental collaboration and effort, and incorporated the instructional design and online expertise of MIT faculty with faculty from other departments. This aligns with our goal of advancing learning through scholarship and service. It should be noted that individual faculty member projects (the Henry County blended instruction project and the Teacher Quality grant project) also support this goal.

7. Funding for the construction of a building for the School of Nursing was included in the University System of Georgia's 2011 budget request to the Governor, approved by the Board of Regents at its August meeting. The \$16.9 million funding request for UWG is one of 10 capital construction projects on the board's proposed 2011 budget that will be included in the state budget recommendations by the governor to the General Assembly. State legislators must approve the BOR budget for funding to be available.



The new building would have the physical resources needed to expand existing nursing programs and develop new ones to address health care needs in Georgia. This would allow faculty to teach more students in a high quality learning environment. A Center for Caring, a virtual hospital, a patient simulation environment and state-of-the-art classrooms and laboratories are part of the plans for the new building.

8. Honors College students participation in undergraduate research conferences **increased 36 percent**. The number of Honors College graduates was on par with the average from the past few academic years: Forty-three graduates for fiscal year 2010 versus an average 44 graduates from 2007-2009. A substantial number of honors contracts were completed, (Fall 127 and Spring 140), which indicates increased honors participation and should lead to increased graduation numbers in the future.

ADMINISTRATIVE SUPPORT UNITS

1. The University's Annual Fund Campaign brought in \$410,836 for student scholarships. The Annual Fund Campaign shifted its emphasis to an ongoing, year-round strategy that seeks to involve alumni, businesses and volunteers throughout the state and nationally. Money raised for the Annual Fund supports aid-based and academic-merit scholarships, as well as undergraduate research assistance program.
2. The Office of Government Relations' efforts at the state and federal levels consisted of: lobbying USG/UWG priorities: SB 308 Gun Legislation, funding for the Nursing Building, formula funding, fight unreasonable proposed budget reduction, and coordinated "UWG Day at the Capitol" by arranging visits for approximately 175 students, faculty, alumni and university administrators with 15 key legislators and senators. At the federal level, it procured support letters for federal earmark projects.
3. Career Services collaborated with the Excel Center for "A Day for Civic Engagement", and worked collaboratively with staff at Tanner Health System to develop guidelines and processes for the new Volunteer/Shadow/Intern program. The

department also provided interview space and candidate referrals for Census jobs for the Census Bureau, implemented training orientation for America Reads tutors, established and streamlined student time reporting process for America Reads and Community Service (federal funding) students in order to be able to verify time reports in the newly implemented ADP system.

4. *The EXCEL Center's academic liaison program has created a broadening of communications with the academic departments on this campus. Responsibility for the development of a positive relationship with the College of Education academic advisors, Richards College of Business academic advisors and the chairs and RPG guides in the College of Arts and Sciences has expanded beyond the domain of the chair to include all professional staff of the EXCEL Center, particularly the academic advisors.*

The mentoring of the Athletic Academic Coordinator and housing of the coordinator within the EXCEL Center has been a fruitful collaboration. The EXCEL Center offers academic support for UWG athletes by sponsoring daily evening study halls with certified tutors. Academic advisors act as academic coaches for athletes at risk and for those admitted as presidential exceptions by meeting with these students weekly.

The tutoring program continues to grow almost exponentially with high student ratings on quality of tutoring and professionalism of tutors. The program continues to be certified at College Reading and Learning Association's (CRLA) highest level.

5. *The Office of Learning Support and Testing office became a fully functional COMPASS site, the computer-based test used for placement and exit testing in the learning support program. This aligns with other schools in the University System of Georgia having a remedial program. In addition, we purchased a test scheduling package which enables persons who need to register for MAT, SAT, and COMPASS to do so online, reducing the number of phone calls in those areas. This has reduced frustration on the part of students who find it difficult to make contact when the amount of traffic in the office precludes answering the phone. We hope to do more with online test registration in the coming year.*
6. *The Governor's Office of Highway Safety Collaborative Safety Initiatives awarded the Health Services a \$12,500 grant to fund its Georgia Young Adult programs. It is the sixth consecutive GOHS grant awarded to UWG. UWG will use the grant to educate the campus community on alcohol abuse, underage drinking and impaired driving.*

The Georgia Young Adult Program is designed for colleges and universities and focuses on peer education to promote and raise awareness of highway safety issues. In addition to education on alcohol abuse, the program includes education on the use of safety belts, dangers of speeding and reducing risks on the road. The long-term goal of the program is to create a safer, healthier campus environment.

7. *The University of West Georgia and Campus Planning and Facilities received \$495,000 from the Board of Regents to fund several energy-conservation measures in buildings on campus. The University System of Georgia received monies under the State Facilities Retrofit Program to fund 71 energy-conservation measures totaling \$27.3 million at 25 colleges and universities across the state. The Georgia Environmental Facilities Authority is providing the funding through the American Recovery and Reinvestment Act.*
 - *The energy-conservation measures include lighting retrofits, mechanical/HVAC upgrades and installation of control systems in classrooms, libraries, science buildings and other state-owned facilities.*
 - *At UWG, light fixtures, ballast and light bulbs in the Ingram Library and the Pafford, Boyd and Humanities Buildings will be replaced with more energy efficient lighting at a cost of \$330,000. Approximately 900 fixtures and 1,800 bulbs will be replaced.*
 - *In the Coliseum and Cobb and Row Halls, an upgrade of cooling equipment is planned. Since 2007, increasing energy efficiency in the USG colleges and universities has been the focus of a system-wide initiative that supports one of the Board of Regents' strategic goals – to operate more efficiently as a system.*
 - *At UWG, CPF has reduced energy consumption for several consecutive years despite a rise in student enrollment. The department recently won the prestigious APPA Award for Excellence for its conservation and planning efforts in educational facilities. Staff in the Facilities and Grounds unit developed and submitted the applications for the funds approved by the BOR.*
 - *The funded projects will conserve almost 344,000 million BTUs annually for an estimated savings of \$6 million in utilities costs while achieving other key objectives of the ARRA such as job creation/retention, the support of green industries and environmental stewardship. A BTU is a unit of energy and a measurement of heat value in fuels.*

Altogether, the BOR-funded projects will conserve almost 344,000 million BTUs annually for an estimated savings of \$6 million in utilities costs while achieving other key objectives of the ARRA such as job creation/retention, the support of green industries and environmental stewardship.

8. *Parking Services' assessment of the new buses and routes between fall 2009 and fall 2008 was performed. 2009 fall ridership, as compared to fall 2008, increased by 20,977 riders or 9.8%. 2009 bus maintenance cost decreased by \$19,596 over fall 2008. Labor cost decreased in fall 2009 by \$1,249. Cost to serve per rider dropped 17 cents from \$.89 to \$.72 in fall 2009.*
9. *Information Technology Services (ITS) completed the following activities for fiscal year 2010:*
 - *Expanded the Service Desk hours and overall support in order to accommodate earlier class times. (ITS Goal 1)*
 - *Placed an emphasis on end user training and provided 36 classes and/or training opportunities. Total attendance for these classes was 416, with an additional 71 training sessions provided in a one-on-one environment. (ITS Goal 3)*
 - *Formed an ad-hoc committee to assess the existing needs of our campus customer base and the Service Desk software in order to improve and track work requests, automate workflow, and provide end users with enhanced information and support. The team was comprised of members of ITS, faculty and staff. Based on discussions of needs and demonstrations of 3 software packages, the committee selected Numara Footprints. This application will be installed in the coming academic year. (ITS Goal 1)*
 - *Developed the MPU (Microsoft Platform Upgrade) team to prepare for the upcoming transition to Windows 7. This Master Project team is comprised of multiple subgroups focusing on all aspects the transition from Windows XP to Windows 7, including Domain Consolidation, Software Compatibility, Data Migration, Platform Migration, Student, Faculty, and Staff Issues, Training, and Communication to the Campus Community. The work of this project team will continue into the next academic cycle. (ITS Goal 2, 6)*
 - *Partnered with University Communications and Marketing and the UWG Web Design Committee to evaluate the current main website design and develop a new (modern) campus website based on best standards and practices, as well as potential student, current student, faculty, and staff feedback. (ITS Goal 2)*
 - *Participated in National Cyber Security Awareness Month (October 2009), hosting a poster contest for Graphic Design students, 3 cyber security training courses throughout the month, an IT Townhall Meeting on Security at UWG, and a guest speaker (Hunter King from SecureWorks in Atlanta) to speak on cyber security issues. (ITS Goal 3)*
 - *Undertook a major process improvement effort aimed at increasing the value of the employee evaluation process. A four person working group examined evaluation processes at other universities, and designed a program for ITS that emphasizes communication and clear goal settings. Individual employee goals are mapped to the overall department and university goals, a mid-year evaluation was instituted to ensure communication between employee and supervisor, and a self-evaluation process is also included. The working group is charged with reviewing the process every year to determine how it can be continuously improved. (ITS Goal 4)*
 - *Began a project to virtualize the data center. This has been a trend in the industry for quite some time, but only recently has funding been available to implement this technology on campus. Virtualization allows for quicker system deployment, is considered green technology, and should result in the overall lowering of the cost to implement IT projects. To date, over 40 servers/services have been migrated to virtual servers. (ITS Goal 2)*
 - *Used improved project management methodologies to complete the Greenway Medical software implementation, the myUWG upgrade, and assist in the Swine flu vaccination. (ITS Goal 6)*
 - *Staff participated in developing construction plans for UWG's new Bookstore, the Library renovation, and the new Nursing building. (ITS Goal 5)*

FACULTY AND STAFF

1. *University of West Georgia President, Dr. Beheruz N. Sethna served as chair of the Atlanta Regional Council for Higher Education after being elected by the ARCHE board of trustees.*

ARCHE, founded in 1938, is a nonprofit organization consisting of 20 colleges and universities in the Atlanta metropolitan area. ARCHE's membership also includes six regional-affiliated libraries and 12 corporate and nonprofit community partners. The ARCHE organization is dedicated to strengthening public support for higher education, promoting economic and community development and advancing the Atlanta region as a premier place to live, learn work and play.



2. *Faculty, staff and students worked together on a Civic Engagement Website. The website is a collaborative initiative between the Office of Provost and Vice President for Academic Affairs, the Department of Political Science and Planning, and the EXCEL Center. To view the website, go to <http://www.westga.edu/civicengagement>.*

UWG has been a participant in the American Democracy Project since its inception seven years ago. Sponsored by the American Association of State Colleges and Universities and The New York Times, the goal of the Democracy Project is to promote civic engagement. West Georgia's faculty and staff worked together to revitalize this initiative on campus.

The first step in this new initiative was to bring together individuals and groups involved in some type of civic engagement and identify areas of shared interest and potential collaboration to maximize impact. Civic engagement helps students understand the importance of responsible citizenship in the sustainability of democracy, without which, higher education as we know it would not exist. Civic engagement also helps in building and maintaining healthy, productive communities on and off campus.



Through the website a centralized information database is available for faculty, staff and students. The campus community will be able to retrieve information on any civic engagement program or project that departments, organizations and clubs are involved in. Communities on and off campus may send in volunteer opportunities to post on the site to civiceng@westga.edu.

Volunteer opportunities listed on the website include contributions of time to a senior community, an animal shelter, a soup kitchen and an assisted living home. It also lists classroom projects that have contributed to a higher quality of life on and off campus.

Annual Progress in Assessing Institutional Effectiveness

The 2010-2015 Strategic Plan has four guiding principles which are designed to shape the University of West Georgia for the next five years in such a way as to place it as a destination university. The following discussion highlights the implementation of each of the guiding principles as well as respective strategic planning goals.

Guiding Principle I Academic Programs Balancing Liberal Arts with Professional Preparation

The University of West Georgia will develop and support a distinctive set of quality academic programs ranging from bachelors to doctorates that blend the best of professionalized liberal education, experiential learning, and individual transformation.

PROGRESS SUMMARY

Goal 1: Every undergraduate academic program will demonstrate a distinctive blending of liberal education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21st century.

Progress Summary

1. As of fall 2009, the university offers 116 programs of study (59 Bachelors, 33 Masters, 9 Education Specialists, 12 Certificates, and 3 Doctoral programs).

2. The Department of Computer Sciences pursues this goal by offering an Accreditation Board for Engineering and Technology (ABET) accredited B.S. in Computer Science program that is consistent with industry needs, that reflects UWG's general education goals and values, that prepares students for successful careers in the computing and IT profession, and that fosters students' appreciation of the need for professional development, life-long learning, and citizenship.

(Table 1) PERCENTAGE OF FACULTY RESEARCH AND PRODUCTIVITY BY COLLEGE 2009-2010					
RESEARCH/PRODUCTIVITY	Total	Arts and Science	Education	Business	Nursing
Total Books and Monographs	62	81%	19%	0%	0%
Total Book Chapters	51	59%	33%	4%	4%
Total Peer Review Articles	253	58%	23%	19%	0%
Total Other Shorter Works	116	66%	34%	0%	0%
Total Paper Presentations	396	51%	37%	11%	2%
Total Other Presentation	230	44%	44%	9%	3%
Total In-House Publications	47	55%	36%	9%	0%
Total Juried Exhibits/Performances	31	97%	3%	0%	0%
Total Other Exhibits/Performances	49	90%	10%	0%	0%
Total Positions Held in Journal Editing/Review	155	48%	22%	27%	3%
Total Faculty involved in Notable Continuing Education Efforts	124	29%	43%	23%	5%
Total Faculty traveling Abroad for Research Purposes	28	89%	4%	7%	0%

3. The Department of Mass Communications and Theatre Arts modified the mass communications curriculum to allow majors to specialize in convergence journalism, public relations, and multimedia storytelling (film, entertainment radio television, magazines) effective Fall 2010. Curriculum offers a balance of theoretical, conceptual, and professional skills courses to prepare students to think critically, creatively, and collaboratively to meet the demands of a complex, technological media landscape and multicultural, global society. Curriculum also gives students a competitive edge in the multimedia landscape that demands both industry-specific and cross-media knowledge and skill sets.

- In the Department of Accounting and Finance, a blending of liberal arts education is inherent in the course requirements of all students, as they are required to take Areas A, B, C, D, and E courses in the curriculum. This constitutes 42 semester hours in the curriculum. In addition, some students take liberal arts electives. Professional competencies are emphasized in various major course requirements, as well as the requirements of the major specific (Area F) and business core courses in the curriculum. Experiential learning takes place through such assignments as case studies and other homework and class assignments. In addition, some students do internships. Ethics are emphasized throughout the curriculum, as is globalization.

- The International Studies Program continues to develop exchange opportunities by expanding the number of Study Abroad Programs to Kagoshima, Japan and Canada.

(Table 2) International Studies Program	
Number advised about Exchanges and Study Abroad	150
Number of UWG students that participated in study abroad	172
Student and Exchange Visitors (SEVIS) managed	152
Dollar Amount of Study Abroad Scholarships managed by the department	\$109,000

Goal 2: Every undergraduate student will be advised to take advantage of one of multiple available learning communities. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations – Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major.

Progress Summary

- In addition to participating in six First Year Learning Communities, the Department of English and Philosophy provides multiple opportunities for group identity through Sigma, Tau Delta, the Philosophical Society, the Film Society, Eclectic, the Creative Writing Guild, and a Graduate Student organization (EGADS).
- The Department of Mass Communications and Theatre Arts launched a mass communications pre-major and a major listserv that allow faculty to keep students informed and connected, and to be proactive in keeping abreast of and responding to student concerns and interests; as well as to facilitate more consistent and open communication. Also encouraged pre-majors and majors to join the Mass Communications Society which sponsors professional development activities that cultivate peer and professional support networks.

Theatre Arts majors continue the “Buddy” program for all incoming majors. New students are matched with an upper level buddy for their first year in the program. Designed as a “learning community,” upper level theatre majors serve as peer mentors to all incoming students.

(Table 3) PERCENTAGE OF FACULTY PRODUCTIVITY SUMMARY BY COLLEGE 2009-2010					
TEACHING	Total	Arts and Sciences	Education	Business	Nursing
Total New Course Developments	119	64%	23%	13%	0%
Total Faculty Teaching Honors Courses	82	60%	8%	27%	5%
Total Faculty Traveling Abroad for Teaching Purposes	34	71%	3%	26%	0%
Total Number of Faculty Involved in Academic Advisement	321	45%	42%	6%	7

- Accounting and Finance supports the Honors Program by offering an Accounting Principles I honors section in fall semester and an Accounting Principles II honors section in spring semester. In addition, it is common for instructors to agree to convert non-honors courses to honors section credit as needed by particular students.
- Housing and Residence Life (HRL) invites faculty or non-HRL staff into the residence halls at least once each month to interact with students. During fiscal year 2010, about a dozen programs presented by University faculty or staff were hosted in the residence halls.

HRL developed one new living-learning initiative and is working with Enrollment Management and the Department of English to try an absence-based intervention program for the 2010-2011 academic year. Resident Assistants will be charged with making face to face contact with students who have been reported absent by their ENGL 1101 instructors.

Goal 3: The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs, that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.

Progress Summary

1. *Computer Science (CS) expects that efforts to transform existing M.S. in Applied CS program to online delivery, coupled with sufficient resources/support, will increase enrollment. Furthermore, the M.S. in Applied CS is specifically designed to “re-tool” and “re-equip” individuals with an undergraduate degree in any discipline for successful careers in the computing and information technology profession.*
2. *While graduate enrollment is down, the English program continues to grow—by approximately 33 percent in three years. In addition to preparing MA students for advanced graduate work, a large population of local teachers and students in Middle Grades Education are served.*
3. *The Psychology Department has increased its enrollment in the doctoral program from 5 to 16 since the first cohort in fall of 2007. The University of West Georgia’s doctoral program invites students to pursue their interests with global understanding and local sensitivity. Students, in turn, will become the agents of sustainable change in the fields of education, health care, social services, religion, government, non-profit and corporate settings and beyond. A variety of theoretical perspectives support the exploration.*
4. *A few years ago, the enrollments in the Master of Professional Accounting (MPAcc) classes were often around 5 or 6 students. Considerable efforts have been made to increase enrollments. This included hiring a Director of the MPAcc program who has worked on increasing enrollments to 20 or more students.*
5. *The MBA program is promoted by faculty when speaking with students about their future plans. In fact, 13 percent of graduating seniors expressed that they would pursue an MBA after graduation.*
6. *Educational Leadership and Professional Studies implemented a new performance-based Ed.S. in Educational Leadership in 2009-2010. Fifty-six candidates graduated in May 2010, the largest number of graduates in the new performance-based learning programs from any institution in Georgia. The performance-based nature of the program defines the best of experiential learning, as candidates apply their new knowledge and skills to authentic leadership work in schools through three semesters of field-based residencies.*
7. *The Media and Instructional Technology (MIT) Department offers all graduate programs in an online format to make these programs easily accessible to graduate students. Both the School Media track and the Instructional Technology track are grounded in best practice, and students work and implement many class activities within their personal learning environments (media centers, classrooms, etc.). Curriculum is reviewed annually to assure the curriculum meets contemporary educational needs and support and model best practice in schools. This year, several special projects were integrated into existing courses, including the development of a model (in conjunction with Henry County Schools) for reviewing and implementing blended instruction (online and traditional) into P-12 classrooms. The MIT Department also provided support to the School Improvement doctoral program to help with curriculum revision and transforming it into an online program with focus strands in school media, instructional technology, and online teaching and learning. Finally, the department used some of the e-tuition funds it earned to promote program visibility through a booth at the Georgia Educational Technology Conference, and through promotional announcements which will run during the coming year on Georgia Public Radio.*
8. *Graduate program in Health, Physical Education, and Sports Studies was revised and reactivated and increased in enrollment from 8 to 14 in one year. Projections for 2011 are strong. The emphasis in sport management developed for the MBA program in the RCOB was not offered this year due to an unfilled faculty position in sport management. Filling that position would enable this popular three-course sequence to be provided.*

(Table 4) Number of Degrees Conferred by Undergraduate and Graduate					
	FY2006	FY2007	FY2008	FY2009	FY2010
Undergraduate	1,183	1,128	1,221	1,331	1,408
Graduate	545	487	495	564	696
Total	1,728	1,615	1,716	1,895	2,104
Graduate Degrees include Masters, Doctorates, Education Specialists, and Post-Baccalaureate Certificates					

9. The Graduate School is working with colleges to identify prospects; streamline application and admissions procedures; work with UWG marketing to increase visibility of Graduate School and programs

(Table 5) Undergraduate Applications Received and Accepted					
	F2005	F2006	F2007	F2008	F2009
Undergraduate Applications	6,676	7,331	7,361	7,571	7,528
Undergraduate Applications Accepted	3,771	3,842	4,004	4,483	4,429
New Freshman Applications	5,175	5,696	5,803	6,159	5,981
New Freshman Applications Accepted	2,859	2,937	3,089	3,589	3,444
Transfer Applications	1,501	1,635	1,558	1,412	1,547
Transfer Applications Accepted	912	905	915	894	985

10. The Department of Financial Aid improved the graduate student section of the Financial Aid website www.westga.edu/finaid. Graduate Financial Aid Counselor improved communications with graduate students by sending emails at selected intervals. Review of graduate workflow indicated three duplications in Academic Progress and two in loan awarding. Two processes were determined to be obsolete and were eliminated. The elimination of obsolete and duplicate processes will increase the level of efficiency in the office.

Guiding Principle II

A Campus that is Safe, Engaging, and Exciting

Every responsible agency of the University will be dedicated to creating a safe, supportive, and engaging campus life.

PROGRESS SUMMARY

Goal 4: The University will maintain an environment that is safe and conducive to learning.

1. *The Department of Music moved the Marching Band indoor rehearsals to a facility large enough to avoid hearing loss for participants.*
2. *The Department of Chemistry works diligently to hold closely to safety standards especially in the freshman and sophomore laboratory courses, and research labs.*
3. *Geosciences is preparing safety manuals for both labs and field work. UWG Risk Management will assist in these efforts. Faculty, staff, and students will be trained in laboratory and field safety using these manuals.*
4. *In Educational Leadership and Professional Studies, performance based learning for the Ed.S. in Educational Leadership program is conducted in the candidate's work environment. This authentic setting enhances the quality of learning.*
5. *All Media and Instructional Technology online courses maintain the highest standards of Internet safety. Students are taught how to safely maintain an online presence, including making sure hardware and software are free from viruses and other malware to prevent computer infection and the spread of problems to others. All online testing occurs in a secure, password protected environment.*
6. *In Health, Physical Education, and Sports Studies, a faculty member provides oversight of the learning environment, technology resources, and equipment in the COLSM to ensure safety, availability, and learning. A student worker assists in keeping equipment safe and in good order, including outdoor fields and courts.*
7. *Health Services initiated Electronic Medical Records (EMR) to improve documentation of students' health information. EMR provides better communication between healthcare providers and so improves care. For example, EMR was used to register vaccines during the mass inoculation of the UWG community for H1N1 this past fall.*
8. *Risk Management/Environmental Health and Safety's (RM/EHS) mission is to protect students, visitors, faculty and staff through training, education, risk assessment and mitigation. RM/EHS assists in the preparation of environmental health and safety and ensure all activities conducted on campus meet and exceed requirements set by local, state and federal agencies, thus enhancing the overall working environment while fully supporting the educational mission on campus. During 2009-2010, activities completed covered topics such as asbestos management, building inspections, training, and occupational health and safety.*
9. *Business and Auxiliary Services' departments have completed the following to provide and maintain a safe environment for students.*
 - *Mail Services: Each employee has had the Right to Know Basic Awareness training. The mail carrier has had driving training through Risk Management. Risk Management did an office study of properly handling heavy items/ packages and postal equipment.*
 - *Vendors: Locate vending solutions in well-lit, safe locations. Keep office hours in the main Auxiliary Services office that are convenient and safe for students, faculty, and staff.*
 - *Card Office: The Wolves Card Office is located inside the UCC in the center of campus. This is a high traffic student area.*
 - *Central Receiving: All CRS&D employees take safety courses related to lifting and lowering, product handling, auto driving, etc. Warehouse manager will monitor injury and accident occurrences and trends in an effort to continuously improve.*
 - *Bookstore: Store provides a well lit parking lot and is located steps away from both the blue and red bus stops.*

- *Parking/Transportation: Extended hours of bus service is provided to students in order for them to move about campus safely. Buses currently operate M-Th 8:00AM – 10:00PM and Fr 8:00AM- 3:00PM. Also, drivers are expected to be DOT certified, pass UWG safety training, and safe work methods annually.*
- *Summer Conferences: Summer conference dining times are adjusted around orientation meals. All Student Assistant and Casual Summer Conference staff are thoroughly trained on safe work methods and safe driving skills before they are allowed to begin work for the University’s summer conference program.*
- *Dining Services: Follow Federal, State, Local and Aramark food handling guidelines.*

10. *Housing and Resident Life have completed the following to provide and maintain a safe environment for students. Spent \$50,000 on hall public area upgrades. New lobby furniture and décor was purchased for Boykin and Watson halls. Public area carpet was replaced in Boykin, Downs, Strozier, and Watson halls.*

- *Finalize a five-year renovation plan for all traditional halls. We met with the Board of Regents and received permission to proceed with a Facilities Analysis Report, Market Conditions Report and a Housing Market Study to lay out and prepare for renovation and new construction for next 5 years.*
- *Create strategies to reduce propped doors and increase hall security. Staff in buildings with door propping issues conducted increased rounds.*
- *Increase cameras and other safety strategies. Cameras were added in public areas of Tyus and Downs halls.*
- *Repaint all metal shelving/closets in traditional halls. It was learned that this is not an efficient way to spend resources. It was decided to wait until renovation could occur and metal furniture could be removed from buildings.*
- *Create an in-house student maintenance team. Student staff were hired to do light maintenance and grounds keeping in the Greek Village.*

11. *The University Police summarize the criminal activities reported at the University of West Georgia Carrollton campus for calendar years 2007 through 2009 as required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990. Statistics on drug, alcohol and weapon violations are included in this report.*

(Table 6) Criminal Offenses Committed Carrollton On-Campus			
Criminal Offense	2007	2008	2009
Murder/Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offenses	3	1	1
Non-forcible Sex Offense	0	0	0
Aggravated Assault	1	0	0
Robbery	0	0	2
Burglary	34	33	24
Motor vehicle Theft	2	0	2
Arson	4	4	2
Entering Auto	25	33	33
<i>For the full report, Crime Watch 2010, please visit the University Police website www.westga.edu/police</i>			

Goal 5: The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.

The following are just a sampling of the events offered during the 2009-2010 academic calendar to both students and the community that enhance the quality of life on the USG campus by cultural, recreational, leisure, and informal education programming opportunities.

CULTURAL EVENTS

1. *Kevin Powell, community and political activist and Democratic candidate for Congress from New York was a guest speaker. Powell was visiting higher education institutions in Georgia on his New Directions tour. His most recently published book is "Open Letters To America," a series of essays about America in the era of President Barack Obama. The author and politician is known for his liberal views and is a growing presence in the world of politics.*
2. *UWG celebrated Native American Month with guest speaker Dr. Stephen Graham Jones presenting a reading. Dr. Jones is a contemporary fiction writer and author of seven novels and short story collections including "The Fast Red Road: A Plain Song," "All the Beautiful Sinners" and "The Long Trial of Nolan Dugatti."*
3. *The Department of English and Philosophy hosted Yusef Komunyakaa, Pulitzer Prize winning poet, who is widely celebrated for his poems on the Vietnam War and for his writings devoted to and inspired by jazz. This was a highlight in the University's cultural life. Our reading series and film festival were other notable achievements. The Philosophy program celebrated its tenth annual Meeting of the Minds event. Graduate students organized a highly successful fourth annual Undergraduate Conference.*
4. *The Department of Music presented The Atlanta 5 Wind Quintet in an evening of engaging 20th century chamber music. The Quintet performed music by Bozza, Barber, Ewazen and Piazzolla.*
5. *The Department of Music hosted violinist Alfonso Lopez and pianist Michelle Tabor. The recital will feature sonatas by Mozart and Schumann in addition to several short dance-inspired pieces by Brahms, Dvorak, Albeniz and Granados.*
6. *The Department of Art offers Art Incend, a week long event where sculpture students prepare for a night time iron pour and ceramics students work around the clock firing work in the anagama kiln. Carve on the Quad is a pumpkin carving and painting contest that closes Art Incend Week. The 2009 event had over 225 pumpkins on display, an increase from 180 displayed in 2008. Carve on the Quad is in conjunction with Residence Life's "Safe Treat" Trick-or-treating event. The Bruce Bobick Gallery hosts Professional Artist Exhibitions, while Gallery 2 is reserved for student exhibitions and Thesis exhibitions. The schedule for 2009-2010 included nine exhibitions showing various art types such as paintings, photographs and drawings, mixed media sculpture installation.*
7. *The UWG Opera Workshop and the Sunset Hills Country Club presented the sixth annual event, "A Taste of Opera" The academic mission of the UWG Opera Workshop is to present performances of outstanding lyrical theatre works of opera, operetta and musicals. Musical numbers included Rodgers and Hammerstei's, "It's a Grand Night for Singin", a tongue-in-cheek madrigal from "The Mikado," one of the most popular operettas by Gilbert and Sullivan, and "Masquerade" from "The Phantom of the Opera."*

RECREATIONAL ACTIVITIES

UWG offers a variety of sports, both Intercollegiate and intramural. UWG Athletics, a member of the NCAA, Division II and the Gulf South Conference (GSC), currently fields teams in 12 intercollegiate sports. For women: volleyball, cross country, soccer, basketball, softball, tennis and golf and for men: football, basketball, golf, cross country and basketball.

Intercollegiate athletics has a long and proud history at the University of West Georgia. UWG athletic teams have earned numerous conference, regional, and national rankings and titles, including a 1974 Men's Basketball National Championship and a 1982 Football Championship. Both teams have continued the winning traditions in recent years, with Men's Basketball participating in seven NCAA regional tournaments and 12 GSC tournaments since 1994. In 2002 the team won their GSC Tournament, the NCAA Men's Basketball Regional and advanced to the NCAA Elite Eight. UWG Football won GSC titles in 1997, 1998, and 2000 and advanced to four NCAA regional tournaments.



Intramurals and Recreational sports opportunities for recreation, social contacts, and healthful exercise are provided by the University through an excellent intramural program. All students and faculty are urged to participate in these programs, which provide a variety of team, co-ed, and individual sports. The Campus Center houses a gymnasium, climbing wall, fitness room, and a game room. Adventure outings are offered each semester to students, faculty, and staff that include activities such as: backpacking; camping; canoeing; fishing; hiking; kayaking; rock climbing; sailing; and skin-diving. An annual trip to Kagushima, Japan, is offered for two weeks in the late spring or early summer.

LEISURE ACTIVITIES

A wide assortment of activities exist for students such as: aerobics, yoga, dance, swimming, judo, and kickboxing

INFORMAL EDUCATION OPPORTUNITIES

1. Department of Health Services educates through class/group sessions, national speakers, videotaped materials, posters, surveys, bulletin boards, and health fairs. In addition, individual sessions are available at Health Education or Health Services on any health-related concern identified by a student. Health Services participated in year 3 of the NCAA Choices grant to bring alcohol education activities to campus.
2. The Department of Physics presented “The Star of Bethlehem”, a multimedia astronomy presentation and a multimedia lecture, “Mars, Planet of Mystery.” The events were sponsored by the Departments of Physics and Continuing Education and by the Georgia Space Grant Consortium-NASA.
3. The Departments of Psychology and Anthropology hosted a lecture by Dr. Stanley Krippner Krippner’s talk, titled “Shamans: The First Psychologists,” explored the various ways in which shamans receive their “call” and some of the elements of Shamanistic practice that are therapeutic in nature.
4. The Peer Financial Team in Financial Aid offered a variety of informal information sessions at strategic times during the semesters. An example of this was offering an information session on the impact of withdrawing from a course on a student’s financial aid. This was offered a few days before the last day to withdraw with a W. 39 students attended this session.
5. Political Science and Planning hosted Peter Augustine Lawler, executive editor of the quarterly journal Perspectives on Political Science. The presentation “Does Liberty Have a Future? Autonomy and Biotechnology,” discussed potential threats to humanity and liberty in the 21st century and concerns that modern biotechnology such as cloning and stem cells may benefit human beings but it also presents one of the greatest threats to liberty.

Goal 6: All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.

UWG strives to offer competitive salaries for all new positions. Obviously, the current state budgetary constraints limit the ability to adequately reward faculty and staff productivity. Since budget constraints have made it almost impossible to compensate current employees, UWG and various departments strive—through policy, practice, and activities—to create and maintain a friendly, collegial, student-centered activities that are conducive to and focus on teaching and learning, so as to support an attractive working environment for all faculty and staff by doing the following:

1. Staff and faculty are provided funding to participate in development activities while purchases of software and hardware such as computers (PC and MAC), printers as well as state-of-the-art video equipment for creating a technologically rich working environment to support teaching and research.

(Table 7) FACULTY PRODUCTIVITY SUMMARY BY COLLEGE 2009-2010					
GRANTS/AWARDS	Total	Arts and Sciences	Education	Business	Nursing
Total Proposals Submitted	233	176	42	13	2
Total Proposals Funded	184	142	26	13	3
Total Amount Awarded	\$3,423,963	\$2,129,191	\$971,783	\$37,326	\$285,663
Total Grants Generated	94	83	11	0	0
Total Faculty receiving Grants	92	62	17	10	3
Total Fellowships Awarded	5	4	1	0	0

2. *Individual preferences are taken into account in scheduling of classes, committee assignments, and work duties. Some departments offered flexible schedules for staff which provide shorter work week, but longer work days.*
3. *Cross training, staff development, and training were offered so that staff may improve and enhance their opportunities for advancement.*
4. *A department used its agency account to begin a recognition program for those officers who display exemplary performance and funded departmental functions such as end of the year and Christmas dinners in which officers and spouses are invited.*
5. *UWG continued the commitment to compensate staff at competitive rates based on a new pay structure designed by the Mercer Group, a management consulting firm for the public and private sectors, as a result of a compensation study. The implementation of the new pay structure began July 2009 and will assist in an effort to attract and retain the best individuals.*
6. *The Office of Governmental Relations lobbied for support for full-formula funding for the University System of Georgia (USG).*

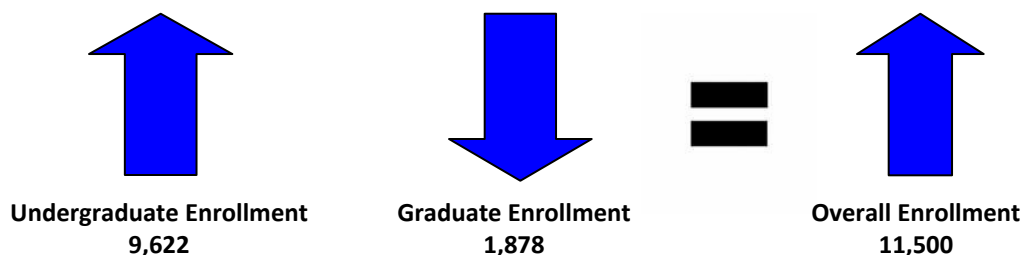
Guiding Principle III

Steady and Intelligent Enrollment and Resource Growth

The steady enrollment growth over the next five years will be managed to enhance the University's dedication to educational excellence in a personal environment.

PROGRESS SUMMARY

Goal 7: The University will endeavor to increase our overall enrollment to 14,500 by the year 2015.



(Figure 1) Total as of October 2009 (census date)

The University of West Georgia continues to make progress toward becoming a destination university – one which will be regarded in the minds of high school students and their parents as a first-choice university. The 2009-2010 academic year opened with another record breaking enrollment of 11,500. The University of West Georgia's fall 2009 enrollment of 11,500, up from the 11,252 in fall 2008, was the school's record.

Several types of students increased in number:

New Undergraduate student enrollment increased 4.2 percent, from 9,230 to 9,622.

Undergraduate transfer student enrollment increased 9.6 percent, from 1,412 to 1,547.

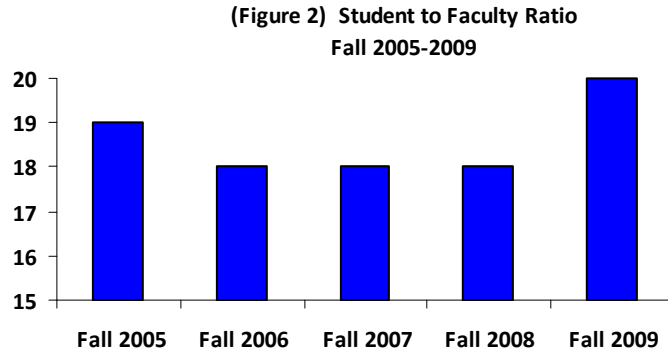
Overall student enrollment increased 2.2 percent, from 11,252 to 11,500.

Departmental Activities include the following:

1. The Department of Accounting and Finance, in addition to seeking to attract students from the local area, recently initiated a program for students in Finance major to come to the University of West Georgia from the Zhongnan University of Economics and Law (ZUEL) in Wuhan, China. The program had its beginning this spring semester with the entry of three students. Two more students will join in the fall. Efforts are currently underway to increase the number of students from ZUEL. One such effort will be to establish a similar program in the Accounting major. In addition, contact has been made with another university in China to initiate talks about setting up a similar program.
2. The Department of Management had representatives at all three UWG Preview Days and at the Mardi Gras Festival of Majors. The department also participated in seven academic orientation sessions for residential and commuter students.
3. The Department of Special Education and Speech Language Pathology composed and submitted a graduate student recruitment grant which enabled the department to execute newspaper ads, design and print recruitment brochures, design and circulate recruitment posters, and travel to surrounding schools to advertise graduate programs in Special Education and Speech Language Pathology.
4. Financial Aid efforts to improve the time between a student's file being complete and receiving an award letter continue. Early notifications to students attending orientation increased the number of students with completed files this past summer.

Goal 8: With our enrollment growth West Georgia will remain committed to the following targets of academic quality: student - faculty ratio of 18 to 1; average class size of 29; full-time to part-time faculty ratio of 4.4 to 1.

Budget constraints did not enable the University to stay within the 18:1 student - faculty ratio. In fall 2009, student - faculty ratio was 20 to 1. Every employee faced the reality of having to do more with less. The bar chart below shows the student to faculty ratio for fall 2005-2009. Prior to fall 2009, the ratio was 18 to 1 for three consecutive years.

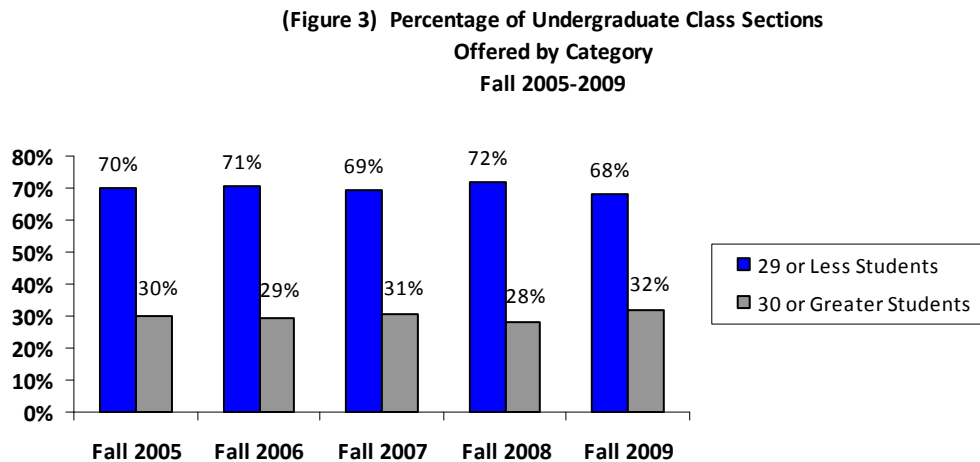


The charts below show the number of undergraduate class sections enrolled where class size is greater than or less than 29 from fall 2005-2009. In fall 2009, of the 1,444 class sections offered, 68 percent (984) have a class size of 29 students or less. Over the past five years, over 65 percent of the undergraduates class sections taught had a class size of 29 students or less. This portion of this goal was achieved.

(Table 8) Number of Undergraduate Class Sections

Fall	29 or Less	30 or Greater	Total
2009	984	460	1,444
2008	1,025	402	1,427
2007	910	407	1,317
2006	901	374	1,275
2005	873	375	1,248

Source: Common Data Set (Section I)



Goal 9: West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth, such as new classroom space for Nursing and Art.

In March 2010, the University of West Georgia's Irvine Sullivan Ingram Library began an \$8 million construction project. It is the library's first renovation since opening in 1968.



Ingram Library
Rendering of the renovated ground floor.

The project includes the renovation of two floors and the re-creation of the state capitol office of Georgia House Speaker Thomas B. Murphy.

Throughout construction, the Ingram Library remained open for service to the community and faculty, staff and students. The entire project is scheduled to be completed in 2011.

The renovation will result in a more flexible study environment with furniture that allows students to design the space to fit their needs and to work more

collaboratively. In response to student feedback, there will be an increased number of computer stations, the addition of a café and an additional library entrance that faces the Campus Center.

As part of the renovation, the Annie Belle Weaver Special Collections, the Center for Public History, the Thomas B. Murphy Center for Public Service, and Georgia's Political Heritage Program will be located adjacent to the Murphy Office as part of UWG's proposed Center for Civic Engagement.



Greek Village

The Greek Village at the University of West Georgia opened in fall 2009 with chapter houses accommodating 18 sororities and fraternities. This community enhances Greek life at UWG by attracting potential members and providing a residential site for Greek life to flourish and expand. The Village is a place where Greek organizations can create a unique community to assist in creating stronger bonds both between members and respective organizations.

The Village includes a community building, an outdoor basketball and volleyball court, outdoor green space, and adequate parking spaces. Each chapter house has a living/chapter room, a residential kitchen, laundry facilities, and a mix of single and double bedrooms. All bathrooms are semi-private (shared by two residents). Fraternities and sororities pay an annual Chapter Fee, and individual students living in the houses pay rent for their rooms. The outside of each house prominently displays the letters of the fraternity or sorority.

Guiding Principle IV

Meaningful Engagement with Off-campus Communities

The University will increase its fund-raising and community service to match the needs of all of our stakeholders and communicate our story effectively.

PROGRESS SUMMARY

Goal 10: Capital Campaign: The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia

A new focus on college-based fundraising has been implemented. Approved by the President's Advisory Council, this new approach is the primary objective to engage alumni who have never given and increase the overall number of gifts and level of support to the University. It also seeks to provide funding at the college-level, which can be used for discretionary purposes according to the greatest need in each college.

- 1. The Office of Development and Alumni Relations has accomplished an unprecedented number of first-time contacts and solicitations for FY 2010 and the calendar-year to date. Prospect management and protocol is monitored and coordinated through senior leadership.*
- 2. The department has significantly improved the timely and accurate management of contributions, records, and data resources.*
- 3. The rebranded annual fund is underway with a shared cost system related to phonathon and college-based appeals.*
- 4. Event-related expenses have been significantly reduced through an increased reliance on donor-sponsored events. This will elevate the distinction of the Foundation-sponsored events such as the annual president's luncheon (for top donors and McIntosh Society members) and the Evening for the Annual Fund.*
- 5. The Run for UWG, a 5k and one mile race, continues to attract increasing numbers of students, alumni, and friends from the community.*
- 6. There is a renewed focus on events coordinated with the National Alumni Association such as UWG days with the Rome Braves and Six Flags.*
- 7. The president's prospect list has been screened and updated to identify approximately 150 alumni with the wealth capacity to make a major gift (\$50,000 and above). Those that comprise the list may only be solicited through senior leadership in consultation with the president of the University.*
- 8. The cost related to printing and mailing has been decreased by over 50% due to the reliance on online information, email, and publications.*
- 9. Fall and Spring copies of West Georgia Perspective magazine are mailed to approximately 4,000 donors (or per individual request and availability of in-house copies).*
- 10. UWG Foundation received the largest contribution to date for program support-- \$1 million pledge— in response to a development proposal submitted to BB&T.*
- 11. Contributions from businesses increased by 51% compared to the previous year.*
- 12. UWG Foundation supported outside causes through the Haiti Relief fund, multiple-county Back to School initiative, Leadership Douglas' fundraiser for homeless shelter (in-kind support).*

13. In addition to the \$1 million BB&T pledge, Major gifts and commitments include \$100,000 from Brad Cole Construction, \$100,000 from the Community Foundation of West Georgia, \$250,000 pledge from Steve Adams, a \$100,000 pledge from Harold and Beverly Fulford, and 11 new planned gifts with a face value equivalent to \$425,000.

(Table 9) Development and Alumni Relations Summary 2009-2010	
Alumni Database (excluding deceased)	49,670
Lost Alumni	665
Alumni Giving Rate	2,292 Donors 4.61% of those solicited
Friends Database friends and businesses active in database	11,395
Total Number of Donors	3,670
Total Restricted Funds Raised	\$2,097,977
Total Unrestricted Funds Raised	\$162,335
Total Funds Raised (does not include pledge commitments or the major in-kind gift from Greenway Medical; in-kind gift receipt pending)	\$2,260,312
Planned Gifts (face value)	\$1.7 million
Annual Giving (includes campaign, direct mail, and phonathon)	\$562,725
Scholarship and Awards Disbursement:	433 recipients received a total payout of \$523,218.
Development and Solicitation Summary	
First Time Development Contacts	410
Action Notes	1,289
Completed Development Solicitations	195
Solicitations Approved (pending funding not yet received):	4.38 million
Funding for Faculty and Staff Academic Departments:	\$313,907
Scholarships and Student Services:	\$640,482
University-wide Initiatives/ Infrastructure and Technology:	\$1,685,523
Planned Giving:	\$425,000
Total Funding	
	\$3,064,912
Total based on documented solicitations and approved proposals. The total amount is subject to ongoing donor commitment, planned giving, and pledge fulfillment.	
Solicitations Total	217
50 (Richards College of Business), 92 (Planned Giving), 12 (Arts and Sciences and Library), 34 (College of Education and Honors Colleges), 29 (University-wide initiatives and scholarships).	
Note: due to the need for comprehensive proposals related to programmatic requests and the extent of collaboration required-- these totals cannot be judged equally. The higher rate of requests in planned giving reflects less required collaboration and the relative simplicity of the solicitation process.	

Goal 11: Communication and Marketing: The Office of University Communications and Marketing (UCM) will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning the institution's integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.

It is the mission of the University of West Georgia Office of University Communications and Marketing to provide a professional communications organization that proactively develops and delivers reputation-defining messaging for the University of West Georgia. To this end, UCM is preparing for the rollout of the first/largest comprehensive brand launch in UWG history, based on a significant financial investment.

During fiscal year 2010, under the leadership of the Vice President for University Advancement, the Office of University Communications and Marketing commissioned a brand awareness study with the UWG Department of Sociology and Criminology to ascertain attitudes, awareness and general perceptions of UWG through surveying opinions of key constituencies:

- *Students, prospects, parents and influencers*
- *Faculty and staff*
- *Alumni, donors and friends*
- *Local community residents and business leaders*
- *Other influential Georgia citizens*

Through a fast-tracked joint-venture with DOAS, UWG participated in a comprehensive Request for Proposal (RFP) process in May 2010 to seek proposals that would identify a strategic planning partner to assist in the design, development and implementation of advertising and marketing programs for UWG's brand development and student recruitment initiatives. The result was the procurement of a seasoned marketing partner, Mindpower, rich in higher education marketing experience and proven to deliver significant results in the areas of brand awareness and increased enrollment.

UCM, under the guiding hand of the Vice President for University Advancement, is in the process of developing a message platform and unified visual identity that will be leveraged across all programs and markets. This process is grounded in multiple phases of research: A comprehensive Awareness, Attitudes and Usage Study conducted by UCM and the Department of Sociology and Criminology and two informational, opinion-gathering studies conducted by Agency-of-Record Mindpower and Recruitment agency specialist Stein Communications. The timely project work from Stein will be coming to a close as the UWG Recruitment team hits the ground running with vibrant new communications pieces as they travel.

Below are the activities from research, request for proposal, and collaborative needs.

RESEARCH

Research survey objectives included exploring and identifying areas of differentiation for UWG and gathering of information to uncover UWG key attributes for defining a brand voice and a distinctive identity. Research was fielded during the period of March 22 through May 3, 2010, based on pre-survey focus groups and web and telephone questionnaires conducted primarily within a ten-county area. Data analyses results were published and communicated to internal UWG leadership in May and presented to the newly formed UWG Brand Committee in early June.

*Key survey findings reported **extremely low awareness of UWG** – with almost 43 percent of those surveyed in local and surrounding communities having no familiarity with UWG. In addition, name confusion existed between UWG other local institutions, reinforcing the fact that UWG was relatively undistinguished among its peers.*

The lack of awareness of UWG was deemed as the most problematic finding for the future growth and development of the university; however, a prime opportunity existed to alter UWG's status from widely unknown to a regionally known institution first-choice destination institution.

Work began to apply these survey findings to the brand development process to establish a foundation for brand discovery; to identify and listen to the voice of the consumer; to determine UWG key areas of strength, weakness and opportunity and to better understand UWG's position as a robust tier institution.

REQUEST FOR PROPOSAL

The Electronic Request for Proposal (eRFP) process was initiated in early May and conducted by the Department of Administrative Services, through its State Purchasing Division, on behalf of the University of West Georgia. UWG was seeking a strategic planning partnership to design, develop and implement integrated advertising and marketing programs for brand development and student recruitment. UWG's intent was to develop a message platform and a unified visual identity that would be leveraged across programs and markets. Offerors were asked to develop a proposal to create and implement an overarching strategy for providing support to the UWG brand/image while driving enrollment.

Following the established evaluation, posting and selection processes, a notice of award was posted in late June, awarding the contract to Mindpower, Inc., with brand exploration work commencing in July based on a soft campaign launch date of late October. Recruitment and Admissions Marketing (April-June 2010)

KEY COLLATERAL NEEDS

While research was being conducted for developing the overarching brand identity, the UWG Office of Admissions was in immediate need of key travel and student life marketing pieces for prospective student recruitment and acquisition. To this end, in late fiscal year 2010, UWG selected Stein Communications as the marketing partner on a project basis for development of these key pieces. Stein scheduled face-to-face time with UWG students, faculty and staff to ascertain opinions and to formulate discoveries and impressions of UWG. Key findings concluded that while UWG was widely unknown and lacked a defined image and consistency – the lack of awareness was not insurmountable – a finding to be later validated in the formalized research survey.

The result was the creation of compelling student recruitment pieces that captured the personality of UWG in a bold, engaging way and began the early shift in attitude toward a brand identity for UWG that would later be developed in full by UCM's partnership with Mindpower, Inc.

UWG is currently looking to establish a distinctive brand identity ("Who are we?"), unique from others in their competitive set ("How we differ?") and one focused on relevance ("What do we stand for and how does it benefit key constituencies?"). Especially in these challenging economic times, it will be critical to invest in recruitment for the future health of this institution, state and beyond.

Messaging will target students, faculty, staff, alumni, community and civic leaders and public officials within the UWG marketing footprint for generating tangible, measurable results in the areas of general and program-specific awareness, enrollment, athletic support and giving.

UCM created an emotionally charged Annual Fund brochure for promoting giving. The strength of the subsequent brand campaign will serve to reinforce our value through re-connecting with alumni/friends and prompting pride and giving.

UCM is actively supporting Admissions and Recruitment in the quest for qualified students for increasing enrollment and future growth of the institution: *UCM in tandem with marketing communications partner Stein Communications has rolled out vibrant, engaging recruitment pieces for travel, student life, and a progressive, segmented e-brochure and postcard communications program. These pieces have set a new standard for well-designed and content-rich recruiting elements at UWG.*

Goal 12: Community Relations: The University will engage the local community educationally, culturally and recreationally.

Many of UWG's departments engage the local community educationally, culturally and recreationally by offering: Lecture series on various topics such as politics, history, religion, and social issues, Art exhibits, Music and Theatre performances, and Educational demonstrations and collaborations.

Below are just some of the departmental efforts.

ACADEMIC DEPARTMENTS:

1. The Department of Art continues to develop a strong Exhibition and lecture program enhancing the universities cultural and academic life and UWG's connection to the community at large.
2. The Department of Chemistry carries out chemistry demonstration shows for regional schools (K-12) and strongly partake through out the year in Improving Motivation, Performance, and Attitudes of Children and Teachers or IMPACT. IMPACT is a grant-funded program that helps children and educators get excited about math and science by hands-on learning that encourages creative thinking and problem solving skills.
3. Geoscience was active in the 2010 West Georgia Water Conference and served the community by cleaning trash from streams in Carroll County as part of Georgia Rivers Alive. Funding from the Environmental Protection Agency (EPA) was received to sponsor a Source Water Protection Workshop
4. The Department of Economics establishment of the Center for Business and Economic Research; annual economic forecast breakfast; quarterly update on West Georgia economy; economic expertise provided to local media; Center for Economic Education activities including workshops for teachers
5. The Media and Instructional Technology (MIT) Department, in collaboration with the Carroll County/Carrollton media specialists organization, hosted a vendor fair that included professional development workshops for all professional educators in the community and its environs, and participated in the Helen Ruffin Reading Bowl held on campus. In addition, the Henry County blended education project and the Teacher Quality grants provided collaborative opportunities to the regional and state communities.

(Table 10) PERCENTAGE OF FACULTY PRODUCTIVITY SUMMARY BY COLLEGE 2009-2010						
PUBLIC SERVICE	Total	Arts and sciences	Education	Business	Nursing	
Total Participants in Honors Organizations	129	43%	10%	31%	16%	
Total Offices held in Professional Organizations	131	44%	33%	11%	12%	
Total Advisors of Student Organizations	103	61%	15%	22%	2%	
Total Participants in Cooperative Consulting Efforts	143	71%	17%	11%	1%	
Total System-wide/UWG Committee Activities	577	46%	28%	22%	4%	
Total Participants in Public Service Activities	276	37%	49%	10%	4%	

ADMINISTRATIVE SUPPORT UNITS

1. The Continuing Education and Public Services offers a variety of continuing education and personal enrichment courses such as intro to computer basics, ballroom dancing, leadership, and dog obedience and pet care courses.
2. University Police taught, using departmental certified instructors, advanced law enforcement classes to our own personnel and local area police and sheriff personnel. We have speakers available to discuss issues about campus crime and safety. We also have officers that have appeared at local schools to discuss what we do.
3. Career Services contacted off-campus organizations about volunteer opportunities; Held annual Community Involvement Fair; Membership in West Georgia Non-Profit Assoc; Involvement w/Soup Kitchen (campus food drive); Planned Haiti Relief Health Kit Collection; Working w/TMC on new Volunteer/Shadow/Intern Program.
4. Health Services Community education was critical this past year during the H1N1 flu pandemic and is a continual, ongoing effort. UWG SHS is an active member of the county's flu and emergency preparedness committees (CCHD), SART team, Meth Coalition, and Domestic Violence Team (County Solicitor's Office

The Office of Institutional Diversity (OID) is concerned primarily with enhancing the quality of life for ethnic minority students, faculty, and staff at the University of West Georgia, and in doing so, increasing the quality of life for all in the UWG community. In fulfilling its mission, OID will have collaborative arrangements with other UWG offices and student groups directly concerned with issues related to diversity. Through a variety of programs and initiatives, OID works to reinforce and increase the campus' appreciation of, and sensitivity to, the fact that we live in an increasingly diverse society comprised of individuals from many different cultures and backgrounds. Activities include sponsoring workshops in diversity training; working with faculty to help them identify areas in their courses where issues related to global literacy and diversity might be discussed; working with student and faculty groups to reinforce activities already begun in the area of multiculturalism and helping to expand their efforts wherever possible; and working with personnel in campus offices to increase the University's overall level of service and responsiveness to the constituencies it serves.

Below are examples of the activities and events offered to students and the community during 2009-2010.

- 1. The 3rd Annual Multicultural Ball featuring entertainment and food from around the world. Entertainment: Japanese dancers; Reggae band; and student group entertainment from the African Student Association and Shades of Red and Latino Culture Society. Food vendors with Malaysian and Haitian Food.*
- 2. A banking seminar featuring diversified community banks such as Capitol City Bank, River City Bank, and First National Bank of West Georgia. Co- sponsors: Alpha Kappa Phi and Students in Free enterprise (SIFE).*
- 3. Mrs. Elisabeth Omilami, co-director of Hosea Feed the Hungry, spoke at the Martin Luther King, Jr. program.*

Multicultural Conversations and Book Series included:

- 4. First Multicultural Book Discussion- Cosmopolitanism (Ethics in a World of Strangers) by Kwame Anthony Appiah. All participants read the selected book prior to the discussion.*
- 5. Dr. Jesus Salvador Peralta, assistant professor in Political Science and Planning, spoke on "You Will Be Assimilated, Resistance is Futile": Latinos, Population Growth, and Redistricting in Southern States."*
- 6. Sharada Ramanathan, Film director, writer on culture and Media. A Celebration of Womanhood, Culture and Freedom. Free screening of the award winning film: Sringram: A Dance of Love (in Tamil with English sub titles).*
- 7. Conversations about culture Series: Dr. Robert Kilpatrick of our Foreign Languages and Literature Department presented "The Praise of Sparta in the Renaissance."*
- 8. Conversations about Culture Series- Dr. Jack Jenkins, Special Associate to the UWG President for Minority Affairs presented a presentation on Black Psychology.*
- 9. Conversations about Culture Series Dr. Neema Noori, assistant professor of sociology, presented, "The Globalization of the American Model of Education."*
- 10. Beyond the Classroom: Experiencing Africa. UWG student, Quencina Gardner-Hyde, discussed experiences in Ghana and gave a Liberian update regarding women she is supporting. Co- sponsored by the Department of Anthropology, STAND, and International Student Programs and Services.*
- 11. Matthew Thomas, UWG student, played Negro spirituals in recognition of Black History Month.*

Many UWG employees engaged and supported the local community through both service and/or contributions to charitable and service club organizations. Each year, employees participated in American Cancer Society's Relay for Life, American Red Cross Blood Drive, UWG Toy Drive: Rudolph to the Rescue benefiting children under the care of Carroll County Department of Family and Children Services (DFACS), Food Drives for Carroll County's Soup Kitchen, and the Rape Crisis Center.

Summary of Assessment Activities

The following are demonstrative of the University's assessment activities for 2009-2010. Selected assessment activities are reported both for the academic and administrative divisions.

SUMMARY

ACADEMIC DEPARTMENTS

Department of Anthropology began an indirect assessment through exit interviews and student portfolios of learning outcomes (LO). Two of the department's five learning outcomes were met. The two learning outcomes: 1.) Demonstrate a broad base of anthropological knowledge and 2.) Recognize the diversity of cultural practices through time and space were met because the program requires courses that teach both diversity and a broad base of knowledge. Individual student accomplishments were assessed using the departmental assessment, where the students described their experience of the courses taken. This provided unanimous evidence that we have met our goals.

Action items and general recommendations to support these goals and help meet the other three learning outcomes are:

Improvements:

- Develop a template for resumes to be written in Capstone that would include sections on Oral Communication and Research, in addition to the traditional sections.*
- Adjust Capstone syllabus to include papers and revision statements in the portfolio*
- Develop a form for the students to fill out at the time of their exit interviews to update their portfolios in the areas of oral communication and research.*
- Develop a common cover sheet for the portfolio (as in 2007 and 2008) to make it easy to review them (see whether or not they have turned in all the assignments).*
- Adjust assignment for department assessment to specifically include assessment of LOs 1-3. Having them marked as bolded headings within the paper would facilitate review of portfolios in the future.*
- Require final portfolios to be clean, revised, reprinted copies of assignments*
- Make a clearer fit between LOs and portfolios, the department assessment assignment in Capstone could specifically require students to discuss LOs 1-3.*

In the Department of Biology, a total of 80 senior biology students took the GRE Major Fields Test in Biology. The exam measures proficiency in four main content areas, namely, Cell Biology, Molecular Biology and Genetics, Organismal Biology, and Population Biology, Evolution, and Ecology. Compared with national averages, UWG students were strongest in Cell Biology (40-45 percentile) and weakest in Molecular Biology and Genetics (15-30 percentile). We note that national data is skewed toward students who plan to attend graduate school, whereas all of our Biology Majors take the exam regardless of career plans. Data for five years are collected to make valid comparisons by semester and year. Nevertheless, the consistently low scores in Molecular Biology and Genetics is a concern.

Improvement: Increased course offerings in the areas of Molecular Biology and Genetics to address the low major field test (mft) results. BIOL 3136 Genetics was offered for the first time for both academic semesters this past year. In addition, an upper division elective in Molecular Biology is being offered each semester and Microbial Genetics will be offered fall 2010.

Department of Computer Science (CS) students' learning experience early in the undergraduate program was limited in terms of breadth of coverage of computer science topics. Traditionally, students focus primarily on programming fundamentals during the first three CS courses. Additionally, the current prerequisite structure limits their ability to take other CS courses until later in their sophomore year. This has been problematic for student retention and progression in the program.

Improvement: Computer Science developed a new course and revised several other courses. Students can now begin to take other courses besides the introductory sequence on programming fundamentals as early as their second freshman semester. This will improve student retention and progression in the program; expose students to more breadth of coverage of CS early in their program of study; reinforce at the beginning of students' careers important concepts and practices that will help them succeed in advanced classes; and give students a heavy emphasis on programming in the introductory course sequence the chance to develop different kinds of skills early on.

Several courses in the undergraduate program required prerequisites that were not reflective of the course content. This has been problematic for student retention and progression in the program, and caused scheduling difficulties.

Improvement: Several changes were made to the prerequisite structure for several courses in order to more adequately reflect the needs of those courses and ensure students are prepared for the rigor of the course.

Many undergraduate students have difficulty with the increasing expectations for programming skills they encounter later in their studies. Additionally, the students' learning experience varied in terms of balance between software design and development in the large versus software construction in the small, depending both upon the aptitude of the current set of students as well as individual pedagogical approaches of faculty teaching courses in software engineering. This has been problematic for student progression in the program and for faculty in their ability to design upper-level courses to accommodate junior and senior level students with vastly different skill levels.

Improvement: Computer Science created a new undergraduate two-course sequence, Program Construction, to create an explicit separation between program and software construction in the small and software design and development in the large. This will allow the new course sequence to focus on the craft of programming and software construction, and allow the existing course sequence in software engineering to focus on practice and principles of design, development, and management of larger-scale software projects. Additionally, the new course sequence will help students to further develop their programming skills in order to help them be better prepared for more advanced and upper-level courses in the program.

The need to significantly revise the course content for CS General Education classes (CS 1020 and CS 1030) in order to accommodate increasing enrollment and a shift in delivery format to 100 percent online.

Improvements: CS completely revamped the course content for CS 1020 and CS 1030 to accommodate the needs of a 100 percent online delivery format and larger numbers of students. The department adopted the use of a new academic-centric instant messaging tool, integrated with the CourseDen course management system, to provide online "tele-tutoring" services for these classes.

The Department of Geosciences had the second group of students take the National Association of State Geology (ASBOG) National Exam, Professional Geology test in spring 2010. Geosciences added this test as a requirement for graduation with a BS in Geology in 2009. Passing the Professional Geology test is the first step in becoming a Professional Geologist (PG) in Georgia. Additional requirements include working five years (the BS degree counts as one year and a MS degree counts as a second year) under the direction of a PG and passing a second exam. Complete results from the 2010 test are not available from ASBOG at this time.

Improvement: ASBOG results were good with a sixty percent pass rate and are about equal to the national average. Additional details from ASBOG show strengths and weaknesses of UWG geosciences students. For example, results indicate a major needs a better knowledge of "hot topics" in economic mineralogy – for example gold deposits. More economic mineralogy of gold deposits is incorporated into GEOL 3014 Mineralogy for fall 2010.

In the Department of Mass Communications and Theatre Arts, the theatre degree outcomes were created to give students a broad-based education while paying particular attention to professional competencies. With the National Association of Schools of Theatre (NAST) standards, the following eight outcomes were created to give students the knowledge needed to work professionally as theatre artists and educators or to continue their education in graduate school. These outcomes are:

1. Students will demonstrate knowledge of selected plays, theatrical conventions and theatrical movements important in the formation of the modern theatre.
2. Students will describe basic knowledge of theatre history, theory, and criticism, including research sources and methodology.
3. Students will demonstrate skills in analyzing plays, using theatre technology, and conducting research.
4. Students will express through performance, writing, speaking and other modes of communication the results of research and critical judgment, indicated by a demonstrable ability to reach an audience effectively through at least one of the components of theatrical art.
5. Students will apply skills learned in courses to a variety of work and social environments.
6. Students will illustrate awareness of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production.
7. Students will function safely and effectively while using theatre technology.

8. Students will demonstrate knowledge of the various means (acting, directing, designing, constructing, playwriting, etc.) through which a theatrical concept is realized.

Improvement: One result of outcome goals addressed this year was the examination of the curriculum in comparison to program growth and adjusting to suit students' needs. Over the past few years a curriculum was developed that allows students to create an emphasis in their degree. This allowed for upper level students to focus their energies in the area(s) for which they discover skills, and for which they have a passion, while keeping the broad-based philosophy of the BA degree intact. This step was taken further by cutting the minor requirement in the major and adding new courses so majors could take more upper level theatre classes in their chosen emphasis area.

Theatre faculty members are constantly focusing on faculty-guided student research; such as taking 18-20 performance and design students annually to the Kennedy Center American College Theatre Festival Region IV competitions. The faculty of the UWG Theatre Program continually gives students personal attention and disciplinary rigor in rehearsal, in the design process and in performance. Working across disciplines, utilizing and teaching state-of-the-art technology, challenging students to think outside the box have always been and continue to be top priorities for the faculty and students of the program.

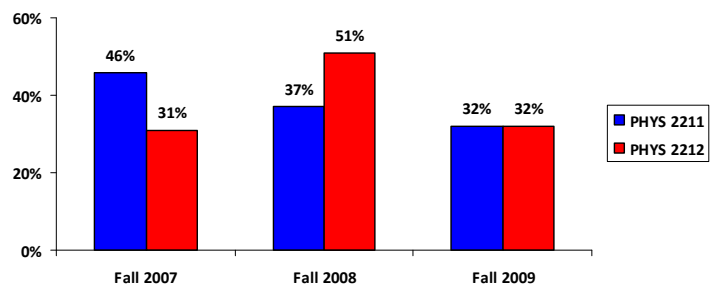
Improvements:

- *Changed the curriculum by adding a new Play Analysis class, included in Area F of the core curriculum. This course is a gateway to all upper division courses.*
- *Removed the minor requirement for Theatre majors per recommendations from NAST, offering a wider variety of courses for majors.*
- *Continue to develop and offer online versions of several core courses.*
- *Continue to recruit at Georgia Theatre Conference, Georgia Thespian Conference, Southeastern Theatre Conference, and on campus during the Presidents' Day Scholarship Program.*
- *Continued for the second year a theatre fundraising event which earned the program \$900.*
- *Maintain continued strategies toward an increase in recruitment and retention:*
 - *Continue offering a Theatre Laboratory course for incoming freshmen and transfer students. This introduction to the theatre major uses the Theatre Program Policy Handbook as the text. Students are required to attend twice monthly company meetings, read the handbook and answer questions about it on WebCT, and attend all Theatre Company productions.*
 - *Administer an Entrance/Exit Survey to all majors beginning with Theatre Laboratory students. This document surveys students' knowledge of theatre entering the program. Graduating theatre students are administered an exit survey allowing the program to compare the student's knowledge from beginning to end of their theatre careers at UWG. Faculty also met with all graduating seniors to discuss the survey.*
 - *Continue to spread the name and reputation of the West Georgia Theatre Program to prospective students in the state and regionally through a variety of recruitment materials.*
 - *Advertise in magazines regionally, Southern Theatre, and nationally, Dramatics.*
 - *Advertise and list program in The Directory of Theatre Training Programs.*
 - *Participate in scholarship auditions at state and regional conferences each year.*
 - *Faculty participate as judges in high school one-act and Governor's Honors competitions.*
 - *Send out mailings twice per year to Georgia high schools (public and private) with our brochure and flyers advertising our Presidents' Day Scholarship Program and high school matinee performances of two plays in our season.*
 - *Maintain a "Buddy" program for all incoming Theatre majors. New students are matched with an upper level buddy for their first year in the program.*

The Department of Physics reviewed the extremely large number of D, F, Ws in the introductory sequence PHYS 2211 and PHYS 2212, both at UWG and nationally. The D, F, and W rates for PHYS 2211 and 2212 for fall 2007-2009 were greater than 30 percent. Students who have only the co-requisite math class (Calculus I) rarely make above a C and many withdraw.

Improvements: In fall 2010, the physics faculty will consider changing the co-requisite to Calculus II.

(Figure 1) Percent of D, F, Ws for PHYS 2211 and 2212
Fall 2007-2009



The Department of Counseling and Educational Psychology (CEP) faculty began the process of the development of a comprehensive program evaluation system in fall 2009. Pilot data were collected in fall 2009 and the system was fully implemented beginning spring 2010. Prior to the implementation of the comprehensive system, the Counselor Preparation Comprehensive Exam (CPCE) was the primary assessment tool in the M.Ed. program used to evaluate student learning outcome goals. For fiscal year 2010 each semester had a 100 percent pass rate.

A primary assessment tool for the Ed.S. program is an oral exit exam. Data are also collected from graduates of the program that provide feedback on graduates' learning experiences. For fiscal year 2010 each semester had a 100 percent pass rate.

Semester	N	National Mean	UWG Mean	Pass Rate
Summer 2009	8	88.89	95.25	100%
Fall 2009	20	87.30	101.45	100%
Spring 2010	18	Not reported	97.22	100%

Improvement:

Based on data from the CPCE, no changes were made to the M.Ed. program. Substantive changes were made to the Ed.S. program based upon data collected from program graduates as well as feedback from the advisory board and program faculty. Graduates indicated the need for a more structured curriculum with more offerings. This feedback was an essential part of the development of the curriculum for the new program beginning fall 2010. Data collected from graduates contributed significantly to changes in the new curriculum. In addition to the changes noted above, courses within the revised program are designed to be delivered in a combination of face to face, hybrid, and online formats. Also based on candidate feedback, the curriculum was structured so that those students who choose to attend on a full time basis can graduate within one year. The program is offered on the Carrollton campus until a site becomes available in Douglasville, at which time the program will be offered only on the Douglasville campus, making it more accessible to candidates from the metro Atlanta area.

Specific changes to the program include:

- Modification of CEPD 8131 Advanced Theories
- Modifications of CEPD 8194 Research Seminar I
- Addition of a second Research Seminar CEPD 8194 Research Seminar II
- Addition of a new course CEPD 8171 Current Issues in Counseling and Supervision
- Addition of elective courses to meet specific candidate interests/needs
- Multiple opportunities for field experiences

The Department of Educational Leadership and Professional Studies assessment summary is presented in the format used for program reports required by the department's accrediting bodies, particularly Specialty Professional Association (SPA), the Educational Leadership Constituent Council (ELCC). The Ed.S. in Educational Leadership program employs eight key assessments to measure student progress toward student learning outcome goals. The categories for each assessment are prescribed by the accrediting bodies, although the actual assessment is designed by the program, with the exception of the licensure examination.

Assessment 1: Licensure Examination

Name of Assessment 1: GACE in Educational Leadership

Standards: GaPSC i-iv and ELCC 1-6

Results: 100% pass rate on the GACE in Educational Leadership.

Assessment 2: Content Knowledge (Assessment of content knowledge in educational leadership)

Name of Assessment 2: Performance Review

Standards: GaPSC i-iv and ELCC 1-4

Data Collection: Exit

Results: Exemplary 21%, Proficient 79%, Acceptable 0%, Unacceptable 0%

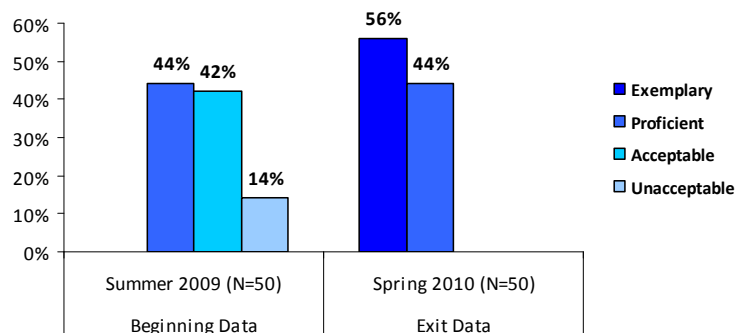
Assessment 3a: Professional Knowledge, Skills, and Dispositions (Develop supervisory plan for classroom based instruction)

Name of Assessment 3a: Supervising and Supporting Standards-Based Learning

Standards: GaPSC ii(I-III) and ELCC 2.1-2.3

Data Collection: Beginning and Exit

**(Figure 2) Assessment 3a
Supervising and Supporting Standards Based Learning**



Special Notation: Assessment 3a is required of Candidates seeking Building Level Certification

Results: (Beginning Data) Exemplary 0%, Proficient 44%, Acceptable 42%, Unacceptable 14%. (Exit Data) Exemplary 56%, Proficient 44%, Acceptable 0%, Unacceptable 0%

Assessment 3b: Professional Knowledge, Skills, and Dispositions (Design, align, and evaluate curriculum; Guide professional learning)

Name of Assessment 3b: Supervising and Supporting Learning-Focused Leadership

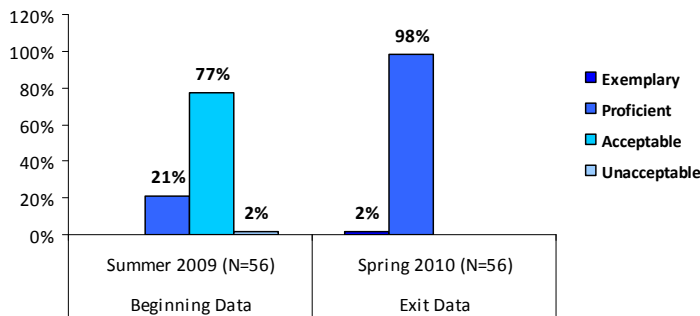
Standards: GaPSC ii(I-III) and ELCC 2.1-2.3

Data Collection: Beginning and Exit

Special Notation: Assessment 3b is required of Candidates seeking District Level Certification

Results: Data are not reported due to the small number of Candidates who sought district level certification (N=6). This reporting mechanism is prescribed by both the Professional Standards Commission and NCATE.

**(Figure 3) Assessment 4
Performance Based Residencies**



Assessment 4: Professional Knowledge, Skills, and Dispositions (Applied in internship/clinical practice)

Name of Assessment 4: Performance Based Residencies

Standards: GaPSC i-vi, ELCC 1-6, and Dispositions

Data Collection: Beginning and Exit

Results: (Beginning Data) Exemplary 0%, Proficient 21%, Acceptable 77%, Unacceptable 2%. (Exit Data) Exemplary 2%, Proficient 98%, Acceptable 0%, Unacceptable 0%.

Assessment 5: Effects on Student Learning (Ability to support student learning and development)

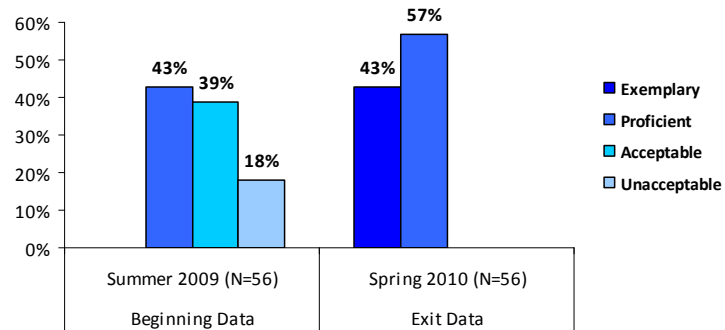
Name of Assessment 5: Effects on Student Learning

Standards: GaPSC ii(II-III), iv(I) and ELCC 2.2, 2.3, 4.1

Data Collection: Beginning and Exit

Results: (Beginning Data) Exemplary 0%, Proficient 43%, Acceptable 39%, Unacceptable 18%. (Exit Data) Exemplary 42%, Proficient 57%, Acceptable 0%, Unacceptable 0%.

**(Figure 4) Assessment 5
Effects on Student Learning**



Assessment 6: Content Knowledge (Application of content knowledge in educational leadership)

Name of Assessment 6: Final Portfolio Assessment

Standards: GaPSC i-vi and ELCC 1-6

Data Collection: Exit

Results: Exemplary 2%, Proficient 98%, Acceptable 0%, Unacceptable 0%

Assessment 7: Professional Knowledge, Skills, and Dispositions (Organizational management and community relations)

Name of Assessment 7: Resource Audit

Standards: GaPSC iii(I-vi) and ELCC 3

Data Collection: Exit

Results: Exemplary 21%, Proficient 79%, Acceptable 0%, Unacceptable 0%

Assessment 8: Optional

Name of Assessment 8: Dispositions (Includes PSC required 'Fairness' and 'Belief that All Students Can Learn')

Data Collection: Beginning and Exit

Results: See table 2.

(Table 2) Assessment 8 Dispositions Beginning Data, Summer 2009(N=56) and Exit Data, Spring 2010 (N=56)				
All Dispositions	Exemplary	Proficient	Acceptable	Unacceptable
Beginning Data	0%	82%	18%	0%
Exit Data	41%	57%	2%	0%
Fairness				
Beginning Data	63%	35%	2%	0%
Exit Data	75%	25%	0%	0%
Belief that All Students Can Learn				
Beginning Data	18%	73%	9%	0%
Exit Data	68%	32%	0%	0%

Improvements:

Changes/improvements to programs are based on more than quantitative assessment information. Many lessons are learned during the course of delivering a program, particularly a new program. Faculty perceptions about their students' preparedness and the amount of effort they expend "catching students up to speed" also play a factor in decisions about program improvement. This was particularly true this past year because the new PSC rule for Educational Leadership preparation permitted applicants to enter the initial certification program (Ed.S. in Educational Leadership) without formal graduate preparation in leadership development. Our faculty discovered that students who lacked master's degrees in leadership were at a disadvantage when engaging in the performance based learning in the field in our new Ed.S. program which was first implemented in 2009-2010.

Most of the FY2010 departmental efforts have been devoted to the implementation of the new Ed.S. in Educational Leadership program. This complex program requires a number of components which are mandated by the Professional Standards Commission (PSC), to include (1) formal partnerships with school systems, (2) greater than 50 percent performance based learning in the field, (3) one-on-one performance coaching, (4) individualized induction plans to guide all performance learning in the field, and (5) a Leadership Support Team for each student comprised of the School Sponsor, Performance Coach, University Faculty Member, and the Candidate (i.e., Student). Further, students can no longer self-select into the program; rather, they must be tapped by their employing superintendents before they can be considered for admission.

As a result of faculty reflective analyses and reviews of assessment data, the following improvements were made to the Ed.S. program. Two courses (EDLE 8329 School Leadership in a Pluralistic and Diverse Society and EDLE 8324 Ethics in Educational Leadership) were removed from the program of study and replaced with (EDLE 7394 Educational Workshop and EDLE 8326 Politics and Policy in Education) two other existing courses.

Changes were made because gaps were discovered in students' knowledge of special education administration and special education law; management and operations; and the larger political and policy context. The department decided to address the special education and management/operations content through the EDLE 7394 Educational Workshop course. Half of the course will be devoted to the special education content and the remaining half to management and operations. Content standards related to the larger political and policy context will be addressed through EDLE 8326 Politics and Policy in Education.

The November 2009 programmatic review by the Professional Standards Commission concurred with the departmental assessment of student learning needs and approved moving forward with these changes immediately, with the understanding that the modifications would be approved by all relevant university committees. New cohorts that began in summer 2010 are benefiting from this program change. Students will take EDLE 7394 in fall 2010, and EDLE 8326 in spring 2011.

The new M.Ed. in Educational Leadership program was developed in response to the Georgia Professional Standards Commission (PSC) Rule 505-3-.58 Educational Leadership Program, which adopted new preparation standards for the design of all leadership programs in the state. This framework was adopted to ensure that newly prepared school leaders can meet the diverse needs of Georgia's schools, learners, and communities in the 21st century. The PSC ruling mandated that all educational leadership programs would sunset as of September 2009. In other words, educators who wanted to earn leadership certification under the "old" PSC rule had to complete their coursework and certification examination no later than the 2009 summer semester.

Although the new program was well received by practitioners in the field, one portion of the PSC rule change and HB 455 (a new Georgia which impacts salaries) have negatively impacted enrollments in the master's program.

- Per the PSC rule 505-3-.58, educators can be admitted to the Ed.S. in Educational Leadership program without a master's degree in the same field. Because initial certification is now earned at the Ed.S. level, educators can choose to by-pass the M.Ed. in Educational Leadership.*
- On April 6, 2009, Georgia's governor signed HB 455 into law. This bill included an amendment that prohibits compensating teachers with earned master's degrees in Educational Leadership who are not employed in administrative positions which require a certificate. Currently, this law does not apply to advanced degrees in other fields (e.g., Curriculum and Instruction, Counseling, Instructional Technology).*

Although master's degree enrollments are low, the quality of students has risen in comparison to those who were enrolled in the "old" program. GRE scores of current M.Ed. students rival those of UWG College of Education doctoral students. Further, participants in the new master's program are serious students who plan to enter formal leadership positions in schools immediately upon graduation. Thus, their professional dispositions and work ethic support superior performance in class and in the field.

Spring 2009, the Educational Leadership faculty analyzed the newly created course syllabi to confirm a tight alignment of all course objectives with the national content standards (ELCC) which govern our program. Results revealed minor gaps in our new curriculum within ELCC Standard 4.0 (three elements). These elements are as follows.

The Candidate can demonstrate:

- the ability to collaborate with community agencies to integrate health, social, and other services;
- an understanding of and ability to use community resources, including youth services to support student achievement, solve school problems, and achieve school goals, and
- how to use school resources and social service agencies to serve the community.

In spring 2020 faculty determined that the program does not need two courses in organizational culture and two in leading change.

Based on these analyses, the ELPS faculty plans to refine the curriculum during fall 2010. Preliminary discussions have focused on reviving a course in School Community Relations from the "old" master's program to address the three missing elements in ELCC Standard 4. Instructional space for the missing elements within ELCC 4 can be found by collapsing the two culture courses into one class and the two change courses into one class.

Due to low M.Ed. enrollments the department anticipates deactivating the program in fall 2010. However, plans to develop a new master's degree will begin with a focus on teacher leadership. The proposed program will draw heavily from the existing M.Ed. in Educational Leadership program, but will permit educators to choose a concentration that fits their career goals (e.g., specialty content areas, instructional coaching).

The Media and Instructional Technology (MIT) assessment plan was overhauled to include a multipoint evaluation of candidates skills and learning, impact on P-12 learning and learning environments, and dispositions at the beginning, select transitional points, and end of their academic programs. The redesign provides a thorough assessment of candidates, and provides data that supports program evaluation and improvement. The results of the newly designed assessments can be found on the MIT NCATE Wiki: <http://mitncate.wikispaces.com>. The results are organized by program area.

Improvements:

The development of a new assessment plan came as a result of a review of the old assessment plan which was limited to discrete course grades and an exit "perceptions of student learning" survey completed by students at the end of the program. This new assessment plan should allow us to make more informed decisions about the program.

In the interim, more classes were shifted from "D" delivery mode (3 face to face classes plus face to face exam) to "N" delivery mode (1 face to face class plus face to face exam) based on student feedback the preceding year. More emphasis has been placed on web 2.0 technologies in both the instructional technology and school media programs as a result of feedback from students, curriculum review, and feedback from advisory committees.

A thorough overhaul of the MEd program in Instructional Technology is in progress, and the development of an online teaching endorsement program is underway.

The Department of Economics' summary of assessment of learning goals are below. Graduates of each economics program (B.B.A, B.S. and B.A.) must satisfy all the requirements set for that particular degree. Students must satisfy the college core, Area F, and the major course requirements. One-hundred percent of all graduates have completed these requirements.

Learning goals apply to all B.B.A. economics majors. These six learning goals are assessed by selecting a learning objective embedded in a core course and collecting data on an assignment that measures a student's ability to satisfy the learning objective. All Area F and upper division business courses have common learning objectives across sections. The assessment results are reviewed at the departmental level and by the College Undergraduate Programs Committee. Course improvements are recommended with the intention of improving student learning.

All economics majors are required to satisfactorily complete a computer applications course (CISM 2201). Learning Goal 3 requires that students “acquire basic skills in information and business technology.” A specific learning objective for this course is that students “effectively use a word processing program, a spreadsheet program, a database management program and develop a simple presentation using a presentation software program.” The most recent assessment results (Fall 2009) for this course show that 53% of students “exceeded expectations,” 41% “met expectations,” while 6% “did not meet expectations.”

All economics majors must make a presentation on an economics research project as part of the senior seminar class (ECON 4484). This provides an additional assessment for all economics majors nearing graduation. A summary of the assessment of oral communication skills for majors in each degree program is provided below. Table 3 illustrates, 7 economic students “exceeded expectations,” 16 “met expectations,” and 3 students were rated “below expectations.”

(Table 3) Oral Presentation Assessment of Economics Majors: Summarized by Degree Program (2009-2010)

Degree Program Majors	Exceeds Expectations	Meets Expectations	Below Expectations
B.S. Economics	3	8	2
B.S. W/Secondary Education Certification	1	1	0
B.B.A. Economics	3	1	0
B.A. International Economic Affairs	0	6	1

In addition to individual course assessment, the primary tool for assessing learning goals is a written assessment exam given and graded by a committee of faculty members in the Economics Department. The assessment exam counts 10% of the grade in the senior seminar course (ECON 4484). Questions on the exam match up with departmental learning goals 7-11. Table 4 summarizes the results of the department’s assessment exam from spring 2003-2010. The written examination assesses student comprehension of basic economics, macroeconomic policy, microeconomics, and international economics. These examinations are graded by three economics faculty. Each student is assigned a grade of “High Pass,” “Pass,” “Low Pass,” or “Fail” for each question answered as well as for the overall exam. The students are then assigned an overall grade based on the grades assigned by the three faculty members. Seven students taking the test during spring 2010 earned a score “High Pass” while three students “failed” the assessment exam. Seventeen students received a grade of “Pass” or “Low Pass.” Table 5 summarizes the spring 2010 results by degree program and indicates, all BBA Economics and BS Economics with Secondary Certification majors scored a grade of “pass” or better on the department’s written assessment examination.

(Table 4) Essay Assessment Examination Results: All Economics Majors

Spring	High Pass	Pass	Low Pass	Fail
2010	7	12	5	3
2009	6	6	7	3
2008	4	12	5	1
2007	7	16	5	1
2006	5	7	4	0
2005	4	13	6	1
2004	5	19	2	2
2003	4	13	3	0

(Table 5) Essay Assessment Examination Results: By Degree Program (Spring 2010)

Degree Program Majors	High Pass	Pass	Low Pass	Fail
B.S. Economics	2	5	3	3
B.B.A. Economics	2	2	0	0
B.A. International Economic Affairs	2	4	2	0
B.S. W/Secondary Education Certification	1	1	0	0

(Table 6) Multiple Choice Assessment Examination Results: By Degree Program (2010)

Degree Program Majors	Exceeds Expectations (14 or more correct)	Meets Expectations (10-13 correct)	Below Expectations (Less than 10 correct)
B.S. Economics	1	11	1
B.B.A. Economics	1	3	1
B.A. Int. Econ Affairs	0	6	1
B.S. W/Secondary Education Certification	1	1	0

Multiple Choice Assessment Examination Results: By Topic (2010)

Topic Area	Exceeding Expectations	Meeting Expectations	Below Expectations
Principles of Macroeconomics	10	17	0
Principles of Microeconomics	9	16	2
Basic Business Statistics	5	21	1
International Economic Concepts	23	3	1

This year the department added a new assessment tool, a 15 question multiple choice instrument developed by department faculty. This instrument was designed to assess UWG economics major’s knowledge of four areas: principles of microeconomics, principles of macroeconomics, basic business statistics, and basic international economics concepts. These areas are specifically addressed in learning goals 7-12. Table 6 reports student performance

on the overall assessment instrument (by degree program) and results on the four areas assessed.

The Department of Economics Assessment, student exit evaluation was completed by twenty-seven graduating (or soon to be graduating) seniors. The evaluation is part of the required senior seminar class (ECON 4484) during 2009-10. A brief summary of the responses follows:

- The departmental evaluations completed by economics majors suggest a high level of satisfaction with the economics program at UWG. The most common strengths listed by students were the quality of the economics teachers, the close contact between faculty and students, and the overall quality of the curriculum including the wide variety of courses offered.
- The two most frequently mentioned areas for improvement were the desire for more departmental assistance in helping find a job after graduation and a desire for additional upper division class offerings. More than one student expressed a desire for an econometrics class and for better preparation for the intermediate microeconomics class. Other improvements were suggested by students but none appeared more than once.
- Based on the exit survey results, about 37% of students in the senior seminar class plan on attending graduate school immediately or in the next year or two, another 29.5% think they may enter graduate school in the not too distant future, and another 29.5% indicated that they were uncertain about attending graduate school or that they might attend graduate school in the distant future. Only one student (4% of the sample) indicated that he/she had “no” plans to attend graduate school in the future. By far, the most frequently mentioned graduate school of interest was business (MBA). The other frequently mentioned graduate programs of interest were economics, law, and public policy/political science.

Improvements:

The assessment results and the exit evaluations are reviewed by the economics faculty prior to each fall semester and are discussed at the first faculty meeting of each fall semester. Listed below are examples of how the department has utilized the assessment results with the goal of improving student learning.

- During fiscal year 2006, no economics students participated in “Big Night” or other research presentation forums. Beginning fall 2006, the department began offering a research methods class (ECON 3460, Forecasting) on a consistent basis. The offering of this course (as well as other factors) have contributed to an expanded interest in undergraduate research. In fiscal year 2010, five undergraduate RCOB students participated in research presentations under the direction of economics faculty.
- Exit evaluations of graduating seniors are reviewed and noted that a weaknesses of the department (based on the spring 2009 survey) was the lack of internship opportunities for students. Beginning spring 2010 a RCOB advisor was assigned the duty of helping to develop more internship opportunities for RCOB students.
- Departmental faculty will review the economics curriculum during fiscal year 2011. One area of concern (based on a review of the FY2010 assessment results) is the relatively poor student performance on the microeconomics assessments. Students mentioned the challenging nature of the intermediate microeconomics course in the exit survey. Possible curriculum options for improving the performance of students in area of microeconomics will be reviewed during fall 2010.
- Feedback from the last assessment of CISM 2201 (required of all economics majors) resulted in the following: 1) addition of video tutorials to increase the rigor of the course, 2) revision of course learning objectives to make them easier to access, and 3) addition of Adobe Acrobat exercises to the course.

Table 7 is an assessment summary for the School of Nursing and shows both the expected and actual measures.

(Table 7) BSN/RN-BSN Outcome Measures (FY2009 Data)	Expected	Actual
Maintain high quality undergraduate nursing programs		
Student participation in a comprehensive nationally standard testing program	100%	100%
Score on NCLEX predictor exam congruent with a 95% probability of passing NCLEX-RN (BSN only)	100%	100%
First-attempt NCLEX-RN® passing rate (BSN only)	90%	91%
NCLEX-RN® passing rate within one year of graduation (BSN only)	100%	100%
Program satisfaction at graduation	90%	94%
Program satisfaction one year post-graduation	90%	88%
Program satisfaction three years post-graduation	90%	83%
Employment rate (BSN only)	100%	88%
Employer satisfaction with graduate performance one year post graduation)	90%	100%
Community Advisory Board members satisfaction with graduate performance	90%	96%
Graduate enrollment in and/or completion of an advanced nursing degree	10%	33%
Maintain graduation rates		
Graduation within three academic years after admission	70%	84%
Maintain a personal learning environment characterized by caring, holism, critical thinking, and professional commitment (capstone concepts)		
Graduate agreement that the capstone concepts characterize the learning environment at graduation	90%	96%
Graduate agreement that the capstone concepts characterize the learning environment one year post-graduation	90%	78%

Graduate agreement that the capstone concepts characterize the learning environment three years post-graduation	90%	100%
Community Advisory Board member agreement that graduates demonstrate the capstone concepts.	90%	100%
MSN Outcome Measures (FY09 Data)		Expected
		Actual
Maintain high quality graduate nursing programs.		
Program satisfaction at graduation	90%	100%
Program satisfaction one year post-graduation	90%	100%
Program satisfaction three years post-graduation	90%	100%
Employment rate	100%	100%
Employer satisfaction with graduate performance one year post graduation)	90%	NA
Community Advisory Board members satisfaction with graduate performance	90%	100%
Graduate enrollment in and/or completion of an advanced nursing degree	10%	20%
Maintain graduation rates		
Graduation within four academic years after admission	70%	91%
Maintain a personal learning environment characterized by caring, holism, critical thinking, and professional commitment (capstone concepts)		
Graduate agreement that the capstone concepts characterize the learning environment at graduation	90%	100%
Graduate agreement that the capstone concepts characterize the learning environment one year post-graduation	90%	100%
Graduate agreement that the capstone concepts characterize the learning environment three years post-graduation	90%	100%
Community Advisory Board member agreement that graduates demonstrate the capstone concepts.	90%	100%

Improvements:

All expected outcomes for the BSN/RN-BSN program were met except for alumni satisfaction (one and three years post-graduation) and employment. The following changes were made in FY2010:

- Utilized Facebook and Survey Monkey to improve survey results for alumni and employers
- Revised employer satisfaction forms to more accurately reflect performance expectations
- Revised forms and process for evaluating clinical preceptors to better reflect performance expectations
- Hired an Academic Coordinator to improve advising satisfaction (lowest satisfaction score for graduates and alumni)
- Piloted “academic forgiveness” policy for BSN admissions to improve applicant pool
- Revised deadlines for student clinical documents to improve clinical placement and student progression
- Developed new skills competency evaluation tool to improve assessment of student performance
- Incorporated medication calculation questions into clinical course exams to improve student performance
- Developed new exam analysis worksheet to improve measurement of student knowledge in clinical courses
- Appointed Simulation Coordinator to integrate simulation into all clinical courses to improve student performance
- Began process of comprehensive BSN curriculum revision to meet changes in national accreditation standards and address quality and safety initiatives
- Revised RN-BSN curriculum to facilitate student progression and improve graduation rates
- All expected outcomes were met for the MSN program. The following changes were made in FY10 to improve program offerings:
 - Modified MSN course sequence and CNL curriculum to facilitate student progression
 - Created RN-MSN admission option to increase enrollment in graduate program

ADMINISTRATIVE SUPPORT UNITS

Auxiliary Services’ UWG Bookstore conducted an annual customer satisfaction assessment which indicated general satisfaction with Bookstore product and service offerings, however there was a decline in customer service scores when dealing with Bookstore staff, and concerns expressed about limited space and product offerings, as well as pricing.

Improvements:

The Bookstore developed “customer service” training for student and full-time employees.

During FY2010, Budget Services’ desired level of information sharing became hindered due to a change in both the position management system and PeopleSoft financials and the processing and administering \$10 million of budget cuts and \$7.8 million of recoding to federal stimulus funding. Given the limited resources available, the department placed a higher priority on meeting system reporting requirements and maintaining sound budgeting principles for the university as a whole.

Improvements:

Assessing the new environment to ensure we maintain efficiency in our daily processes and that functions were organized appropriately, the position structure was changed.

- a. *Asset Management was transferred to the Controller's Office. The activities of surplus management and asset recording and reporting are closer aligned with Purchasing, Accounting, and Financial Reporting which are the responsibility of the Controller's Office.*
 - b. *Additional Budget staff were needed to respond to the new reporting requirements and the ADP system. The office of Budget Services is required to develop and maintain additional reporting requirements as well as distribute information to the departments.*
 - c. *Training assistance, compliance reporting, and information sharing activities needed to be improved to respond to the growing needs of the university, the university system, and the state of Georgia.*
- The additional staff will implement the changes funded beginning FY2011.*

To improve information sharing, a Budget Manager's group was formed to discuss and review a variety of budget issues. The group meets once a month to discuss: reporting requirements, both at the university and system level; processes and procedures; changes needed in forms and reporting documents; training opportunities; and improvements needed by Budget Services to serve the university better. Additionally, the FY2010 Operating Budget was placed on the university's website. This was the first time budget information was shared this broadly with the campus community.

The Department of Financial Aid conducted a dedicated and thorough data mapping process in the fall. This process took approximately four months and included all staff members. The outcome of this study provided information that the department had areas of duplication in student processing as well as in areas of reporting and reconciliation. This process additionally created a need for a review of jobs which were run by various staff members. In this audit, it was discovered that there were duplications as well as processes that had not been reviewed for changes to regulations.

An assessment of the Perkins loan program indicated areas where the department could better serve students by providing better information regarding Perkins loans. Additionally it was determined that the awarding process for the Perkins did not insure that the institutional allocation was spent.

The NCAA audit of the Athletics program on campus created a need for the department to review the policies and procedures for dealing with Athletic Grants in Aid, awarding practices and notifications to athletes. Students still struggle with the impact that withdrawing from a class creates for their financial aid.

Improvements:

Through the data mapping exercise, the department was able to identify numerous areas for improvement. Starting with the beginning of the point of entry for a financial aid application, the department was able to reduce the work load of the technical assistant by reconfiguring reports and consolidating jobs related to SAR C flags. Processes were also established to create requirements for students earlier in the process so that there would be less last minute notifications when awarding began. The awarding workflow was reconfigured. Verification began much earlier and therefore allowed awards to get to students sooner.

A Banner consultant was hired to review work flows and to evaluate procedures. Changes to the Banner set up have improved the Pell process, download process, loan procedures and awarding. The Perkins awarding process was reconfigured and the full allocation should be spent by the end of the year. The Athletics Policy and Procedure section of the manual was updated and staff re-trained on dealing with grant-in-aid forms and awarding.

The Department of Institutional Research and Planning (IRP) uses direct feedback from faculty and staff to better respond to the data and information needs of the University community as a means of enhancing a culture based on using data to inform decision making.

Improvements:

The information presented on the IRP website is responsive to type of data request received from the stakeholders, thereby making data readily accessible for planning and decision-making purposes. Reports generated serve various constituencies of the university to make data-informed decisions. The annual report template for UWG was changed to improve collection of relevant data that support the implementation of the new strategic plan (2010-2015).

Information Technology Services (ITS) uses the results of the customer satisfaction survey as its primary means to assess services. A customer satisfaction survey is sent each time a call is closed in, the call tracking software, Remedy. An overall satisfaction rating of 9.5 is the goal strived for by the department since fiscal year 2000. Additional metrics were identified that will help ITS

to benchmark services against national averages. Those metrics include first call resolution, call delay, and time to close. This data will provide a baseline from which to measure future improvement. Below is the breakdown of the results.

- Of the 12,705 tickets closed in FY2010, 3,584 tickets (28%) were closed during the initial call to the service desk, also known as First Call Resolution (FCR). This is the initial benchmark for FCR and look forward to improving upon next year.
- ITS uses call center software to track telephone calls directly to the service desk. In FY2010, the Service Desk fielded over 11,750 phone calls with an average delay of 30 seconds. This statistic benchmarks well against the industry standard for average delay, which is also 30 seconds.
- Customer Satisfaction Surveys are sent out for each service request ITS closes. Customer satisfaction is measured on a scale of one to ten with a goal of 9.5 or better average in each category. The categories measured are as follows, with average rating for the year in brackets:
 - Time taken to respond to the initial call [9.7]
 - Time taken to resolve the problem [9.5]
 - The courtesy of the support person [9.8]
 - Technical knowledge of the support person [9.8]
 - Technical support overall [9.8]
 - Professionalism of the service desk technician who took your initial call [9.8]
- This year we began measuring total time to close tickets.
 - 85 percent of all tickets (sample January to June of 2010) were closed within 2.4 business days. This is a marked improvement over last year, when 85% of all tickets were closed in 4.1 business days over the same time period. The department looks to shift this success into the 95 percentile within the next year.
 - Median days to close tickets were measured this academic year and in 9 of 12 months, the median was 0.1 day or less (August was 0.2 days, September was 0.4 days, and February was 0.3 days).
- In spring 2010, ITS conducted visioning sessions that assessed the current perceptions of ITS and IT services on campus, as well as gathered input on future IT directions and needs. The results of these sessions will help direct the department in FY2011.

Improvements:

Fall 2009, ITS Service Desk received a number of calls from faculty, staff, and students concerned about the quality of the campus internet connection. In response, ITS analyzed the network bandwidth usage and came up with two solutions to address the problem. First, ITS worked with Residence Life to separate the residence hall network (ResNet) from the campus network. This allows the campus network and ResNet to be managed independently of each other, and prevents ResNet internet use from impacting the campus. Second, ITS researched and purchased a network appliance that allows bandwidth usage to be metered in such a way that no one computer can use a majority of the available bandwidth. In addition, this device will allow us to more closely monitor usage, and be proactive in making recommendations about the purchase of additional bandwidth.

In order to assess staff morale and engagement, a Communication Culture Survey was administered. This survey will be given annually to all ITS staff. The results of the first survey indicated a need to improve the employee evaluation and goal setting process, the revamping the employee evaluation process, and the implementation of a staff recognition program.

The Department of Publications and Printing staff worked with clients: administration, faculty, staff, and students, to assess quality, cost, and speed of service. Discussions focused on speed of service and cost effectiveness of the unit, and both were addressed as described below.

Improvements:

Regarding speed of service, the job ticket (work order) was revised to include a section providing details as to when a copy or printing job would be completed relative to the customer's releasing the edited materials for production. Concerning cost effectiveness, the department was assessed by university leadership and the decision was made to shift it from a service unit under University Advancement, to a cost-recovery operation reporting to Auxiliary Enterprises. A self assessment also resulted in scheduling quick copy and offset print recalibration exercises to improve color match between proofing and final output.

The Office of the Registrar successfully implemented SunGuard DegreeWorks (aka Wolf Watch). The evaluation/advisement tool began its tenure with the summer/fall 2010 advisement period and will become the sole degree evaluation source for students graduating summer 2010 (July 31). SmartCatalog software was purchased and installed. This software will unveil a totally on-line version of the university catalog in fall 2010. An on-line Banner application was implemented which will aid students to request academic transcripts. Through collaboration with VP Enrollment Management and Financial Aid, the new Enrollment Services Center which will provide Registrar, Financial Aid and limited Bursar functions opened in July.

Improvements:

The office reduced dependency on the Student Clearinghouse to process requests for transcripts; students can now order a truly "free" transcript from Banweb. The Registrar's Office was relocated to introduce the Enrollment Services Center, a first stop for students seeking assistance with Financial Aid, Registrar and Bursar administrative matters.

The University Police as part of their assessment process reviews: incident reports, the police budget, and analysis of departmental fuel consumption.

- A review of incident reports show the crime level remains consistently low but the perception of crime on campus remains and issue.*
- A review of the police budget over the last ten years shows a pattern of police positions being frozen in order to deal with budget shortfalls.*
- An analysis of departmental fuel consumption and cost show a pattern of rising and falling costs. It is critical from a department perspective to limit increases in vehicles which consume gasoline.*

Improvements:

University Police determined that the greatest level of fear on campus was during the hours of darkness. The most logical solution was to increase the visibility of the police department during those hours. However, due to the cost associated with adding more police and the delay in getting officers trained, it was suggested that a student patrol be implemented. A group of students will be hired to patrol the campus looking for problems. Student patrols will also provide escorts and assist motorists which will free the police officers up to do more patrolling. Students selected will be trained and four will work each night, Monday through Thursday. If the program is successful, additional funding will be requested to extend the patrol's hours of operation.

The patrol vehicles which the student patrol will operate are electric GEM cars. The vehicles will operate for the full shift worked by student patrol officers without using gasoline or have a need for oil changes and other lubricants. It is anticipated that these vehicles will save approximately 300 gallons of fuel each year compared to gasoline powered carts of the same size.

Summary of Retention, Progression, and Graduation (RPG)

In fall 2009, the Board of Regents of the University System of Georgia appointed a Graduation Rate Taskforce, which required each of its 35 institutions to provide a three-year plan to improve retention and graduation rates. The University of West Georgia's plan was presented to the Graduation Rate Taskforce by President Dr. Beheruz N. Sethna in May 2009 with a follow-up report submitted in June 2010.

SUMMARY

The Chairman of the Graduation Rate Taskforce, Regent Willis Potts, Jr., asked the presidents to make student success their number one goal. For the fact that state allocations to higher institutions have not kept pace with increasing enrollment trends, he warned that improving retention and graduation rates does not necessarily depend on money. He said, "I want to see our institutions boost retention and graduation rates no matter how much or how little they have. Take resources away from other areas in order to boost student success—this is our very best investment." (<http://www.usg.edu/pubdocs/SS-March 2010.pdf>.)

Retention, Progression, and Graduation (RPG) initiatives are not new to the University West Georgia. In 2006 the University received an RPG Grant of \$350,000 (renewed for three years) from the Board of Regents of the University System of Georgia. With the grant, many of the current RPG programs and services in existence, such as the EXCEL Center for Student Success, are playing a key role in supporting students. Individual faculty and administrative efforts dated back further than such institutional initiatives and have brought the institution to its current status.

An analysis of the RPG issues at the University of West Georgia has clearly shown that individual and stand-alone programmatic efforts must yield to more coordinated, institutional efforts to be successful. Graduation must become a campus priority, and every effort must be made to reduce barriers so that students can successfully complete their educational goals in a timely manner. To attain this goal, all stakeholders' commitment must be solicited and coordinated.

ROOTS OF THE PROBLEM

The University of West Georgia used campus-wide dialogues and internal data analysis to root out causes of low graduation rates at the institution. A number of factors have been isolated as root causes as discussed in the following paragraphs, not necessarily in order of importance.

The University data clearly show that one of the main catalysts of low graduation rates lie within the first two years of matriculation, after which almost one half of the students are lost to attrition. As retention rate is a leading indicator for graduation, an attrition rate of 50 percent in a cohort of enrolled students by the beginning of their junior year portends low graduation rates.

Based on fall-to-fall retention, almost one-quarter of the first-time, full-time students are not retained after the first year. UWG's first year retention rate dropped from a peak of 75 percent in fall 2007 to 73 percent in fall 2000 and 2009. The second-year retention rate averaged approximately 56 percent over the past four years, indicating a retention loss of 44 percent before their junior year begins.

Factors identified in the first two years to be precipitating the problem include high failure and withdrawal rates in a number of core courses. For example, between fall 2004 and fall 2009, the percent of students making a C-grade or better in the core courses as a whole ranged from 69 percent to 72 percent. These percentages are even lower in some required lower-level courses. In other words, on an annual basis, approximately 30 percent of first- and second-year students are unable to progress beyond core courses. The failure rates in core courses closely mirror the retention trends at the University. Given this fact, it becomes imperative that the University takes a closer look at the cause(s) of high failure rates (D, F, and Ws) in core courses as a precursor to overall low retention and graduation rates.

A key performance indicator that UWG tracks is called the freshmen success rate, which measures the percentage of full-time, first year students who completed 24 credit hours with, at least, a 2.00 GPA at the end of their first year. The rates rose from 42.7 percent in AY 2006 to 53.7 percent in AY 2010 (Table 1). Although this has meant an increase of 11 percent over the 5-year period, it is not satisfactory that one half or less of the entering cohort of full-time students are able to make substantial degree progress at the end of first year. An average UWG student completes a course load of 12 credit hours per semester (Table 1). Based on this course taking pattern, it will take an average student in good academic standing five or more years to complete a degree. Thus, academically able students are encouraged to carry a higher course load (e.g. 15 credit hours per semester) to shorten the time to degree completion.

TABLE 1. QUALITY AND EFFECTIVENESS: RETENTION, PROGRESSION, and GRADUATION					
First Time Full-time Retention (fall to fall)	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1 st - 2nd Year Retention Rate	70.40%	72.80%	75.00%	73.00%	73.20%
2 nd - 3rd Year Retention Rate	55.70%	53.90%	57.00%	56.10%	
Percentage of Undergraduate Credit Hours Successfully Completed of Credit Hours Attempted	75.30%	75.40%	76.40%	77.10%	77.10%
Progression	AY 2006	AY 2007	AY 2008	AY2009	AY2010
Average Undergraduate Credit Hour Load per Semester	12.7	12.8	12.9	13.0	12.8
Freshmen Success Rate	42.70%	43.30%	50.40%	51.70%	53.70%
Average Number of Semester to Undergraduate Degree	12.4	12.2	12.2	12.3	12.2
Graduation	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Four-Year Graduation Rate	10.90%	12.00%	11.60%	12.50%	14.60%
Six-Year Graduation Rate	31.60%	36.30%	34.50%		

Another source of low graduation rates is attributable to the gender gap. While pervasive national data document the widening performance gap between male and female students in higher education, the UWG data support this claim. The retention and graduation rates of female students are consistently higher than males' by more than 10 percent annually. Identifying programs that may assist male (African-American and Caucasian) students will be in order.

A UWG policy requires all students to declare a major program of study on or before the completion of 60 credit hours. The administrative failure to enforce the limit on the number of credits taken before declaring a major is a possible source of prolonged graduation time. When a student delays declaring a major, there is a greater likelihood that credits already taken may be lost because those courses may not count toward the desired degree program. Therefore, this circumstance could lengthen the time to graduation.

Inadequate coordination of student services with academic programs has contributed to the problem at hand. A variety of student services have been instituted in Student Affairs and Enrollment Management that are not adequately synchronized with academic programs. For example, student affairs activities that identified at-risk students are not sufficiently linked to student-faculty initiatives. If activities and initiatives were sufficiently linked, an early alert capable of saving some students from failing or leaving the institution entirely would be provided. The University has begun to take a comprehensive approach to retention and graduation by seamlessly linking student academic support services, academic advising, and first-year programs.

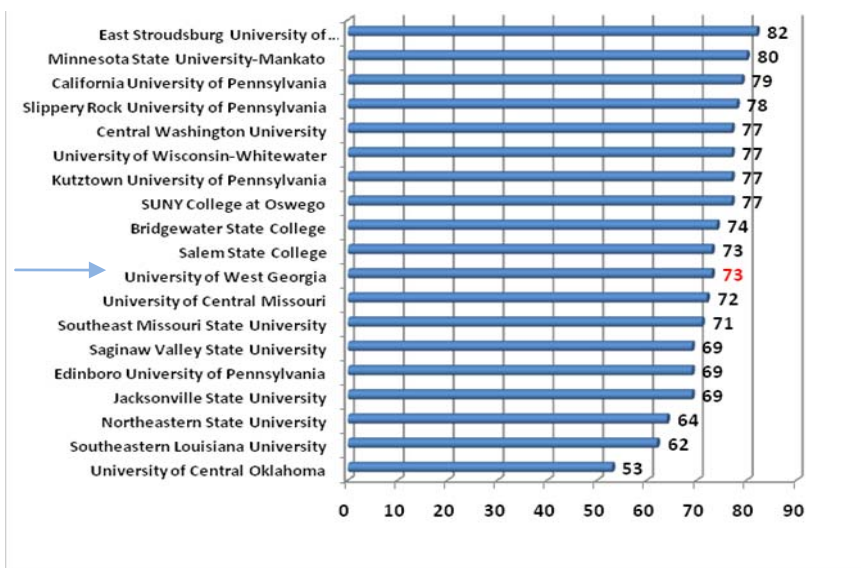
SUCSESSES AND BARRIERS TO SUCCESS

Judging from the metrics that UWG tracks as part of key performance indicators, there are various signals pointing to progress, except that the pace of progress is not fast enough (Table 1).

The first-year retention rate has increased from 57 percent in fall 1994 to 73 percent in fall 2008. Among UWG's comparator peers, the University is placed just about the middle of the group. The six-year graduation for the 1994 cohort increased from 26 percent to 36 percent for the 2003 cohort—a 10 percent increase in 15 years.

Although this is a positive trend, the pace does not place the institution at par with its comparator peer group.

Figure 1: UWG and Comparator Peer's First-Year Retention Rates, Fall 2006

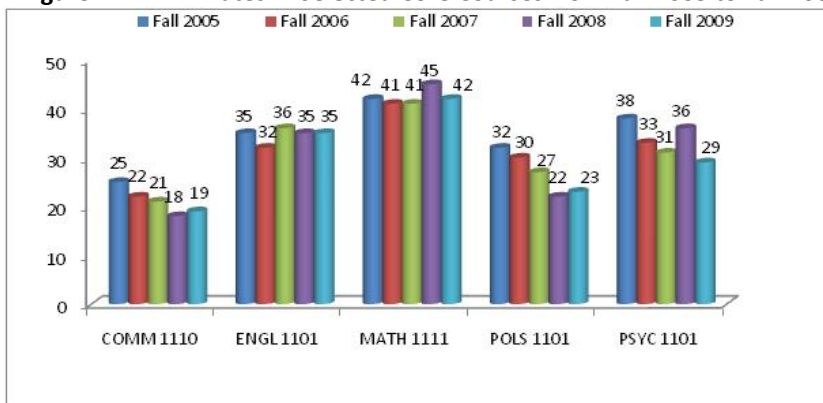


Although UWG's first-year retention rate is comparable with comparator peers (Figure 1), the rate is not necessarily translated into a reciprocal graduation rate. This suggests that internally devised remedial actions must focus on increasing retention rate, as well as parallel improvements in applicable student success initiatives-- such as reducing D, F, and W grades, enhancing course-taking patterns, developing early alerts system, etc. For students graduating, the average time-to-degree has been fairly stable at 12 semesters. An increase in the course-taking pattern can noticeably enhance the institution's graduation rate.

The freshmen success rate is low but increasing (Table 1). The rate increased by 11 percent from 42.7 percent in academic year 2006 to 53.7 percent in academic year 2010. This steady improvement is attributable to the cumulative effect of the Retention-Progression-Graduation (RPG) initiatives, extra tutoring, and enhancement of other support services. The expectation is that students who benefited from these initiatives would bear positive results.

There has been some improvement in D-F-W grades in selected high enrollment courses identified in the Foundation of Excellence Study conducted at UWG in FY 2005. Selected first-year courses in Communication (COMM 1110), English Composition (ENGL 1101), Mathematics (MATH 1111), Political Science (POLS 1101), and Psychology (PSYC 1101)--enrolling 1000 or more students per semester--were identified as having too many failure rates. The failure rates in these courses from 2005 to 2009 ranged from 45 percent in Mathematics to 18 percent in Communication (Figure 2).

Figure 2: D-F-W Rates in Selected Core Courses from Fall 2005 to Fall 2009



A cursory look at these five core courses indicates a positive trend in three of the courses. The University is examining the factors that led to these improvements for possible replication in other courses with high failure rates.

Undergraduate credit hours successfully completed as percent of credit hours attempted have been increasing gradually from 75.3 percent in fall 2005 to 77.1 percent in fall 2008 (Table 1). Similarly, student performance in upper-level courses is very good and all efforts are geared toward maintaining a similar success rate in lower-level courses.

Class size in lower-level courses was large, averaging 34 students between fall 2004 and fall 2008, while the average was 22 students in upper-level courses. It may then be inferred that larger class size in lower-level courses contributes to high failure rates, low retention rates and eventually low graduation rates. As a result of declining state appropriations to higher education, the University is struggling to offer sufficient class sections that could decrease class size and offer more courses to accommodate diverse student needs.

MAJOR THEMES

The major themes arising from the initial analysis include the following:

1. A change in student, faculty, and administrative culture will be necessary to make a significant change in retention and graduation rates.
2. First and second year are critical to retention and graduation.
3. Academic success and student engagement are both necessary.
4. Predictive analysis and interventions are important.
5. Institutional commitment to a culture of success, coupled with high expectations is crucial.

These themes will be further developed, modified, and enhanced as there are more discussions surrounding student success and how it leads to higher retention and graduation rates. There is room in the broad themes for every member of the campus community to participate and to enhance student success, retention and graduation rates.

OUTLINE OF THE PLAN TO IMPROVE GRADUATION RATES

The three-year plan to increase graduation rates needs to be much more fluid than a specific year-to-year or month-by-month plan. It will be such that embeds flexibility to reorganize and adjust to the ever-changing dynamics of a comprehensive campus. Additionally, although many programs and services already are in place, new initiatives and campus culture change are needed

in this dynamic process. Such change requires extensive campus dialogue, and will therefore depend on campus-wide engagement of faculty, staff, and students in the action plans.

President Sethna named a University-wide Special Commission to Improve Graduation Rates in August 2010. The Commission's charge was to develop a plan that is consistent with the institutional mission and strategic plan, which addresses the issue of low graduation rates. Since the overarching theme is "creating a sustainable institutional culture of student success," the work of this Commission will revolve around the very difficult task of culture change.

The Commission includes faculty representatives from all academic colleges, many Student Affairs functional areas, and several senior administrators. Two students appointed by the Student Government will be added to the Commission in fall 2010. The plan revolves around six broad categories that were identified during the early analysis presented to the Board in June 2010. The six categories are:

- *Campus Engagement (Students, Faculty, and Staff)*
- *Lowering DFW rates in key courses*
- *Increasing course attendance rates*
- *Direct, informed intervention with at-risk students*
- *Institutional policy review to reduce barriers to timely progression and graduation*
- *Creation of a sustainable institutional culture focused on student success*

None of these broad categories is the sole responsibility of a division or unit. All of them are focused on the student and require an institutional commitment to collaboration, dedication, and support from a broad base of institutional constituents and administration.

The presentation to the Board's Taskforce by president Sethna made it clear that the plan will include both current and new initiatives will be developed based on the primary analysis and ongoing campus dialogue. Some new initiatives are already in the planning and early implementation stages, while others are just being conceived for development. The following action items are intended to be accomplished within the next three years.

CAMPUS ENGAGEMENT

Beginning with New Student Orientation, together with first-year classes and out-of-class experiences, greater expectations for success will be emphasized in terms of the amount of efforts needed for success in college.

- *Add Learning Communities based on success factors identified in evaluation of current Learning Communities.*
- *Encourage students in good standing to take more credit hours (e.g. from 12 to 15 credit hours). To accomplish this, we must fix the problem of lack of core seats.*
- *Increase use of technology to allow effective self-tracking of student progress. For fall 2010, the University will exclusively use DegreeWorks to allow students and advisors to track student academic progress. The University will also deploy MAP-Works, a retention and intervention tracking program that identifies at-risk students and pinpoints specific areas of possible problems for intervention.*
- *Extend the first-year experience program to second-year experience program.*
 - *Significant resources were allocated in the FY2011 budget to enhance the current Second Year Experience program.*
- *Explore ways to engage and motivate at-risk students both in and out of class. A major focus will be to identify specific at-risk groups and target interventions particularly suited for those populations.*
- *Significantly add to student activities by providing additional resources for on-campus major programming. For FY2011, significant resources were allocated to enhance major and minor campus programs in an attempt to engage more students in those activities and develop lasting campus experience.*

LOWERING DFW RATES IN KEY COURSES

Current efforts to reduce DFW grades in key courses are being performed through the associated support services. Consequent from the analysis for the presentation to the Board, academic departments have begun working on departmental plans and are having college-level discussions to explore various options. These options will be further refined, and specific initiatives will begin in fall 2010.

- *Current initiatives:*
 - *Comprehensive tutoring effort for all Core Courses in the EXCEL Center for Student Success. This effort has grown tremendously over the past two years, and in the current budget resources were doubled to increase these services for students.*
 - *Writing Center—Originally funded through the English Department, enhanced by the RPG Grant, will now continue in Academic Affairs Division base budget.*
 - *Math Lab-- Originally funded through the Math Department, enhanced by the RPG Grant, will now continue in Academic Affairs Division base budget.*
 - *Biology Tutoring-- Originally funded through the RPG Grant, will now continue in Academic Affairs Division base budget.*
- *Consideration for making Early Alert/Early Warning system mandatory in key high DFW courses.*

INCREASING COURSE ATTENDANCE

The issue of class attendance has gotten a significant amount of attention lately, but there is little research from which to develop interventions and programs. The University of West Georgia does not require instructors to take attendance, and there is no formal attendance tracking structure.

- *Beginning fall 2010, a pilot program in limited classes will track attendance and provide direct intervention for students not meeting the attendance expectations. The program will forge cooperation between a specific academic department and the Department of Housing and Residence life.*
- *Additional programs and interventions will be based on further studies.*
- *Consideration of attendance policy changes (institutional and course) will be examined.*

DIRECT, INFORMED INTERVENTION WITH AT-RISK STUDENTS

Significant resources were allocated in the FY2011 budget to enhance the individual intervention programs of the institution. It is important to have systems that can identify at-risk students by providing adequate staff to do the one-on-one interventions while developing relationships with students at risk of attrition.

- *Purchase of MAP-Works, a retention and intervention tracking program that identifies at-risk students and pinpoints specific areas of possible problems and areas for intervention.*
 - *Program identifies and communicates with a “team” of direct connects for each student (faculty in courses, residence hall staff, first year program instructor/mentor, academic advisor, etc).*
 - *Program has a direct student portal where students can identify their own risk of attrition and seek support services for help.*
 - *Program would work cooperatively with our own predictive analysis to identify at-risk students*
 - *Program creates reports and alerts for the team of direct connects so that intervention and support are offered immediately.*
- *Implement targeted interventions for current sophomores, juniors, and seniors.*
 - *Sophomores: major selection interventions, academically at-risk advising, loss of the HOPE scholarship interventions*
 - *Juniors and Seniors: degree progress checks, academically at-risk advising, involvement opportunities (co-ops, internships, community service/volunteer experiences)*
- *New resources devoted to direct support of special populations of students known to need additional support and guidance. These include, but are not limited to Veterans, Transfer students, males in general and African-American Males in particular, and Commuters.*

INSTITUTIONAL POLICY REVIEW TO REDUCE BARRIERS TO TIMELY PROGRESSION AND GRADUATION

- *Fall 2009—Enforced the rule requiring students to choose a major by their 60th hour; non-compliance results in a registration hold that can only be removed by seeing a professional advisor and completing a career development session. The result is a major declaration and completion of a degree progress check for the new major.*
- *Fall 2009—Increased the GPA requirement for “good” academic standing. Added an additional level of academic warning/probation, and require specific intervention for all students on academic warning or probation status.*

- *Establishment of a Policy Review Committee to determine what institutional or department policies and procedures slow students' progress towards graduation. Alternate policies and procedures will be devised and proposed through Faculty Senate. Current policies under consideration:*
 - *Withdraw Policy (currently unlimited)*
 - *Course Retake Policy (currently unlimited)*
 - *Course Attendance Policies*
 - *Registration Hold Policy*
 - *Advising Hold Policy*
 - *Drop for Non-Payment Policy and procedures*

CREATION OF A SUSTAINABLE INSTITUTIONAL CULTURE FOCUSED ON STUDENT SUCCESS

- *Coordinate First- and Second-Year Programs under one full-time, Director-level professional, and develop a shared philosophy of first-year success.*
 - *Comprehensive, coordinated programming creates an efficient, effective overall support for all students, as well as a single point of accountability*
- *Invest in Center for Teaching and Learning and require engagement by new tenure track and full-time temporary faculty*
- *Engage first year faculty in a First-Year Success Imperative focusing on engagement and academic success (lowering DFW rates).*
- *Assign full-time faculty to core courses with high failure and withdrawal rates and establish success-enhancing support in those courses*
- *Invest in first year teaching/faculty development*
- *Organize faculty workshops and orientation training to explore and integrate ideas that will accommodate campus culture and foster continuous improvements toward retention and graduation*
- *Enhance academic advising, better training, better use of technology (DegreeWorks)*
- *Work with all academic departments to prepare departmental-level RPG Plans (starting in the College of Arts and Sciences with the RPG Guides)*
- *Increase student-faculty interaction based on specific items in the National Survey of Student Engagement (NSSE)*
- *Campus leaders publicize the high priority of increasing retention and graduation rates at every occasion.*
 - *President's meeting with Deans and Chairs*
 - *General Faculty Meeting*
 - *Meetings with department heads in other Divisions*
 - *Student Government Initiatives*
- *Communication that this is a campus initiative/priority for success in the first and second year*
- *Communication to all student groups and general student assemblies to cement ideas of institutional commitment to student success into student expectations and experiences.*

CONCLUSION

Increasing graduation rates has become a campus priority at UWG, and all and sundry are involved so students can successfully complete their educational goals in a timely manner. This campus priority must be coordinated, and can only be accomplished through campus-wide participation and collaboration. Although many programs and services are in place, the plan requires new initiatives and campus culture change which is a dynamic process.

Regent Potts, in his closing remarks about improving retention and graduation rates, exhorted presidents and provosts across the USG to "pull out all the stops. Make your campus culture one of student success, and I promise that you will be rewarded for it—by me, by this board, by your parents, by your stakeholders. And the greatest rewards will be walking across your stage at commencement. We need your leadership, your ideas, and most of all, your passion on behalf of the precious 300,000-plus young people under our care." The University of West Georgia has embraced this challenge and is committed to not relenting on efforts to increase graduation rates.