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# State University of West Georgia

## 2001-2002 Annual Report of Institutional Progress

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# Part A: Summary of Major Institutional Accomplishments in the Preceding Year

The 2001-2002 academic year was an important one for the State University of West Georgia. While maintaining *Educational Excellence in a Personal Environment* as a guiding element in planning activities, West Georgia supported its “*Bread and Butter Goals*” set forth by the strategic planning committee in fall 2000. This is the first year West Georgia’s average SAT scores for entering students has ever reached 1,000. Credit hour production increased from fall 2000 with 99,683 to Fall 2001 with 101,509 and retention rates increased from fall 2000 with 69.66 to Fall 2001 with 72.45. The University continues to enhance its use of technology, increase the level of funding generated through gifts, and modernize UWG campus facilities in support of its role, scope, and mission, all in spite of relatively low levels of state revenue per-EFT support.

## ***Educational Excellence in a Personal Environment***

The following are demonstrative of the University’s commitment to *Educational Excellence in a Personal Environment* is a long-term pledge to quality instruction by preparing its students, faculty, and staff.

- UWG is fully involved on its ten-year reaffirmation review by the Southern Association of Colleges and Schools (SACS, 1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501), scheduled for 2003. In November 1999, 17 subcommittees, a steering committee and support committees were established and continued to work toward their objectives. Institutional Research and Planning designed and created a SACS Accreditation web site [www.westga.edu/~sacs](http://www.westga.edu/~sacs) for use in the University’s self-study (fall 2001) and to facilitate the work of the SACS visitation team (spring 2003).
- All departmental web sites were updated, reflecting a clear connection with the “*Bread and Butter*” Goals and the *Visionary Goals* of the University. The departments have initiated a sustained effort to link the departmental goals, objectives, learning outcomes, and assessment statements with West Georgia’s vision and mission statements, as well as provide students, faculty, and university visitors a clear view of the University.
- The EXCEL (formerly Freshman) Center offered training to students on a weekly basis in time management, test taking skills, memory enhancement techniques, dealing with stress, computer basics, note taking, reading skills, etc. Faculty and professional staff conducted the

seminars. Attendance was required for all first year students on academic probation.

## ***Enrollment Management***

- Enrollment increased to 9,030 for fall 2001, an increase from fall 2000’s enrollment of 8,966. This was the fourth year that first-time freshman enrollment totaled more than 1,600 students. As a result of increasing admission standards, the entering student profile has improved dramatically. The mean SAT for entering freshman for fall 2001 was just over 1,000, the first time the SAT profile of entering UWG students has ever reached 1,000.
- Financial Aid processing now accommodates web-based acceptance. This will reduce mail delays and allow students to return these award letters in a timelier manner. Students will be notified by mail that their award is on Ban Web and that they may accept their award package there.

## ***Academic Programs***

- The College of Arts and Sciences completed its first year offering Global Studies, a new interdisciplinary major, designed to promote an understanding of global awareness. The objective of this major is to prepare students to function both in the global society as well as in the global marketplace.
- Fall 2001 was also the first year for the Bachelor of Science in Environmental Studies and Environmental Science degree programs. Both programs focus on the environmental issues that have become a concern in the state and will not only educate students about environmental issues, but will encourage students to become actively involved in improving the conditions of the communities in which they live.
- The Department of Computer Science within the College of Arts and Sciences completed its first year for the Master of Science in Applied Computer Science, which was approved by the Board of Regents. The new degree program is open to students with undergraduate degrees in fields other than computer science to accommodate career changes and growing market demands. Additionally, undergraduate computer science majors increased five percent from fall 2000 to fall 2001 and increased 32 percent from fall 1999 to fall 2000.
- The Department of Computer Science’s undergraduate programs received Computing Accreditation

## Institutional Accomplishments

Commission/Accreditation Board for Engineering and Technology (CAC/ABET) accreditation after a team visit (fall 2001). The Department of Computer Science is only the fourth state supported school to receive such a recognition in the State of Georgia

- In spring 2002, the Department of Nursing, with the approval of the Board of Regents, began offering a Master of Science in Nursing degree to prepare registered nurses for advanced practices in the areas of health system leadership and education. The program, unlike any other in the state, is designed to meet the state's critical need of providing nurse educators.
- A new degree program, Bachelor of Science in Economics with Secondary Education Certification, was approved by the Faculty Senate. Preliminary work has been completed that will lead to the establishment of an entrepreneurship track within the Management degree program.
- The College of Education was given approval from the Board of Regents to offer a Master of Education degree in Media with certifications obtained totally via a distance education/on-line learning format.

### *Student, faculty and staff*

The University's faculty had another productive year of teaching and research. During the past academic year, faculty members maintained their research efforts while maintaining West Georgia's commitment to *Educational Excellence in a Personal Environment*. Even though UWG has experienced significantly less state revenue per-EFT student, 39 percent of all undergraduate classes have less than 20 students. If the lower levels of per-EFT support continue, however, maintaining smaller class sizes will be problematic for UWG, thus potentially jeopardizing our hallmark of *Educational Excellence in a Personal Environment*. Currently, thirty-nine percent of undergraduate classes have fewer than 20 students. Additionally, all courses are faculty-taught (as opposed to graduate teaching assistants).

Sponsored Operations is continually expanding its services to provide new opportunities for faculty. Beginning with new faculty orientation, faculty members are encouraged to meet with the Director of Sponsored Operations for advisement and to learn procedural guidelines for grant writing. Through combined efforts of the Office of Sponsored Operations and faculty members, the three Colleges demonstrated more than a **14 percent increase** in the amount of faculty grants awarded. The following table provides the number of proposals funded and amount awarded during fiscal years 1995-2002.

Fiscal Year	Number of Proposals Submitted	Number of Proposals Funded	Amount Requested	Amount Awarded
1995	139	87		\$1,412,481
1996	137	88	\$3,806,716	\$1,562,455
1997*	73	38	\$1,528,332	\$962,430
1998	84	47	\$2,088,302	\$1,747,570
1999	89	54	\$5,526,760	\$2,308,930
2000	68	49	\$6,471,789	\$2,521,833
2001	73	51	\$8,230,477	\$2,561,361
2002	84	50	\$7,841,197	\$2,922,659

Note: Amounts exclude awards for student financial aid.

\*No director of Sponsored Operations in place for 1996-1997.

Below is a table demonstrating the total amount of scholarly efforts by faculty during 2001-2002.

Types of Publications	FY 99	FY 00	FY01	FY 02
Books & Monographs	49	28	22	18
Peer-Reviewed Articles	292	298	278	244
Papers & Presentations	698	757	605	711
Other Publications	156	66	217	265
Juried				
Performances/Exhibits	49	49	118	86
Non-juried				
Performances/Exhibits	57	191	175	139
<b>Total</b>	<b>1,301</b>	<b>1,389</b>	<b>1,415</b>	<b>1,463</b>

### *External Relations*

#### *Regional collaboration for economic and community development*

- UWG completed the first year of the accelerated transfer program with Floyd College in Rome, Georgia that began fall 2001. Under the new program, students who fall short of meeting UWG freshman admission standards, but are eligible for admission to Floyd College, may take Floyd classes offered on the UWG campus. Floyd College faculty taught the core curriculum and Learning Support classes. After demonstrating success as a college student, a participant who completes 19 semester credit hours of work, in addition to all required Learning Support courses, will be eligible to be considered for transfer admission to UWG. As these students begin to transfer to UWG, the institution will track the overall success of the program.
- The Richards College of Business' Small Business Development Center (SBDC) continued its active calendar of outreach activities during 2001. Unlike the

University’s fiscal calendar, the SBDC operates under a calendar year. Thus, the SBDC report reflects calendar year accomplishments from January to December 1998 through 2000.

Calendar Year	Number of Clients	Total Counseling Hours
1998	191	1,517
1999	211	1,354
2000	250	1,665.00
2001	250	1,500

In addition to contractual obligations, the SBDC provides considerable services to the community. The following table provides a summary of the center’s efforts for the 2000 and 2001 calendar year:

Services	2000 Calendar Year	2001 Calendar Year
Continuing Education	205	177
Professional Development	309	212
Business Support Services	39	23
Internal Service	285	555
Economic Development	476	367
Public Relations	128	182
<b>Total Hours</b>	<b>1442</b>	<b>1,516</b>

- The Richards College of Business Department of Economics sponsored the Fifth Annual Economic Forecast Breakfast together with the Carroll County Chamber of Commerce, with more than 300 representatives attending from business and industry. The keynote speaker was nationally known economist Dr. Donald Boldt, who presented the economic forecast for the United States and the State of Georgia. Dr. Mike Raper, UWG associate professor of economics, informed the representatives of the economic forecast for the region

**Information Technology**

*Administrative Computing*

- ITS worked with Business and Finance to complete negotiations on the BlackBoard One Card project. The One Card project will continue into fiscal year 2003. This software supports event planning and room scheduling. It will allow for more efficient use of classroom space and facilities.

- Banner was upgraded to the most recent version, which includes the Curriculum, Advising and Program Planning (CAPP) module to assist in determining degree program requirements. The CAPP module should result in improvements in advising.

*Customer Service*

- TechLife, the online technology guide for faculty, staff, and students was updated and a hardcopy version developed for distribution in student orientation packets.
- The main campus web site, [www.westga.edu](http://www.westga.edu), was redesigned to include a complete change in navigation along with a new look. In addition to developing web sites, ITS wrote or enhanced on-line applications for registering for the Board of Regents test, student government elections, and the Annual Report template.

*Networking*

- The campus firewall was upgraded and enhanced to better protect campus resources. In addition, inline virus scanning software was purchased. This software removes viruses from email messages before they reach the user’s mailbox. For fiscal year 2002, this software has prevented 28,474 infected email messages from being delivered.
- Wiring projects for construction and renovations in Athletics, Publications and Printing, Melson Hall, Mandeville Hall, Z-6, and other buildings were completed.

*Student Focused Services*

- The PC lab in the University Community Center was upgraded from PIII PCs to new Dell PIV PCs. There are a total of 36 workstations available in the lab for student use.
- ITS worked with the Distance Learning Office to upgrade WebCT to the most recent version and assisted them in the selection and implementation of HorizonLive, a software application that supports both synchronous and asynchronous learning.
- ITS worked with the Board of Regents to secure the Student Microsoft Campus Agreement. This agreement was funded by student technology fees and provides each enrolled student with a free copy of Microsoft Office and WindowsXP.

## Institutional Accomplishments

- The Townsend Center for the Performing Arts obtained design software such as AutoCAD and SoftPlot 7 lighting design software that enables the technical staff to produce detailed drawings and renderings of event setups.

### Campus Infrastructure

- In December of 2001, most classrooms in the TLC, including the lecture halls, were outfitted with a card access system. The card access system allows faculty, staff, and students to use their West Georgia ID cards instead of keys to open these doors. Each card reader has set access levels that can be assigned to an ID card.
- A total of 745 computer workstations are located campus-wide for student use.
- In January 2001, the Board of Regents approved plans for the demolition and reconstruction of Adamson Hall. The demolition phase was completed by November 2001 at an estimated cost of \$93,385. The reconstruction should be complete by January 2004. The total estimated cost of the project is \$5 million.
- Residence Life continues to promote the three-tiered approach to housing. This concept was the keystone of our housing master plan approved by the Board of Regents in 2001. In spring 2002 the process of selecting a developer to build the first phase of the master housing plan had begun.

### Capital Campaign

In FY2002, the Office of Development and Alumni Services, within the Division of University Advancement, had a tremendous fund raising year despite the economy. The overall fundraising program generated \$1,151,775 in gifts for the University, with a total of 5,550 donors making 7,700 gifts and pledges for scholarships, programs and university-wide excellence programs.

The university's scholarship program continues to grow. Twenty-two new funds (endowed and annual) were established to assist many deserving students. The largest single major gift given was \$151,256 for the construction of the Gill Fountain.

Some of the improvement of annual giving can be attributed to the success of UWG's phonathon program. This fund raising tool, established and implemented in fall 1999, has raised a total of \$266,609 in just three fiscal years. Development and Alumni Services employs student callers to contact UWG alumni through the phonathon program. The phonathon is a nine-month program, operating four nights a week.

In its third year, the phonathon raised a total of \$105,967, an 18.5 percent increase over the FY2001 phonathon. The College of Arts and Sciences, College of Education, and Richards College of Business each dedicated three weeks during the nine-month program to contact their college's alumni to request pledges/donations to be made to their College.

The College of Education amount decreased due to a drop in the total number of gifts contributed. The College of Arts and Sciences experienced a decrease in amounts because donors contributed smaller amounts.

The phonathon assists Development and Alumni Services by contacting alumni to remind them of important events such as Homecoming, Alumni Week, reunions and receptions. The phonathon also assists with alumni database maintenance by providing up-to-date addresses/business information and locating lost alumni. The yearly phonathon program continues to prove a successful fundraising tool for the State University of West Georgia.

### The University Experience

- The Division of Student Services responded to the events of September 11, 2001, by contacting all international students during that crisis, providing counselors on call for students, assisting student organizations in raising \$11,000 for the American Red Cross, and helping the campus design memorial services and a web page to help students deal with their feelings.
- Initial processes were established to implement widespread institutional change in order to meet "Bread and Butter" goals two (Enrollment Management) and five (University Experience). Detailed reports of the subcommittee to improve the University Experience are posted at the following website.

Area	FY2001	FY2002
College of Arts and Sciences	\$7,541	\$7,020
College of Education	\$7,313	\$5,970
Richards College of Business	\$8,075	\$12,455
Annual Fund	\$54,619	\$80,522
Other	\$11,825	
<b>Total Raised</b>	<b>\$89,375</b>	<b>\$105,967</b>

<http://www.westga.edu/~stusrvc/WEBPLAN2.doc>

<http://www.westga.edu/~stusrvc/webplanchart.doc>

- During FY2002, UWG's Intercollegiate Athletic teams were successful. The men's basketball team won the Gulf South Conference (GSC) and the NCAA regional playoffs. The women's softball team earned their first postseason conference appearance since 1994; and both

the co-ed and all-women's cheering squads earned national awards: the all-women's squad was ranked third nationally, and the co-ed squad won first place in Division II. The athletics department produced a record 42 Gulf South Conference academic award winners, up from 40 the previous year.

### ***Public Relations***

- The Office of Public Relations received awards of Excellence in Feature Writing for the spring 2001 *Perspective* alumni magazine article "Marking Time" and in Photography for the photo "United We Stand" (taken at campus remembrance ceremony for September 11 tragedy) in the 2002 Awards for Publication Excellence (APEX) Competition.
- The Office of Residence Life implemented and maintained an informational, educational, entertaining cable channel for the residence halls. ResView, channel 20, was unveiled in fall 2001. The channel received high marks on the annual resident satisfaction survey and will be expanded for fall 2002 to allow the showing of 15 movies each month.



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# Part B: Annual Progress in Institutional Strategic Planning

**D**uring 2001-2002, the State University of West Georgia underwent several strategic planning processes to continue or to implement programs and policies in accordance with the University System of Georgia and University goals.

## ***Planning Structure and Process***

West Georgia's strategic planning process is "top-down" only to the extent of establishing the general vision and direction of the institution. The President, as chief executive officer, created an Ad Hoc Committee, which functioned as the University's strategic planning team, to set the general vision and direction for the institution and encourage critiques and suggestions from UWG's constituents.

During 2000-2001, the ad hoc committee undertook the first stage of UWG's strategic planning process, which globally defined the areas on which the institution wanted to concentrate. Later stages of the plan addressed unit and departmental issues. The committee was charged to take an institutional perspective and to:

*"... reaffirm our Mission, study of our publics, examine how our programs and services are meeting the needs of our publics, study our comparative advantage in each of these areas, and examine our goals and objectives for the next five years."*

The SPC developed the "*Bread and Butter and Visionary Goals: The Three Fives.*" After interim and final reports were posted on the web and revised with University-wide input, the final reports were sent to the University President to study the SPC's recommendations. After review by the University President the report was submitted for consideration by the Faculty Senate. The Faculty Senate approved recommendations unanimously on December 15, 2000.

## ***"Bread and Butter" Goals***

The University's "Bread and Butter" Goals are those that UWG (faculty, staff, and students) must reach if UWG is to be an excellent comprehensive state university. UWG would survive if faculty and staff fail to meet them, but UWG would find it difficult to fulfill its mission.

These are the goals UWG believes are necessary for the University's success over the next five years:

1. **Commitment to UWG's mission and goals.** University and College administrators must agree on the University's direction and goals, and must work together to achieve them.
2. **Enrollment management.** UWG must improve undergraduate and graduate recruitment and undergraduate retention while continuing to raise admission standards.
3. **Academic programs.** Academic excellence is the essential goal of the University. Academic programming must be shaped by the mission of the University.
4. **Public relations.** Public relations must become a campus-wide focus. Too often, UWG's image does not reflect who UWG is and what UWG does well. Inaccurate public perceptions of the University are a prime barrier to UWG's continued progress.
5. **The university experience.** Faculty and Staff must improve the quality of the university experience for both commuter and residential students if West Georgia is to fulfill its mission. To improve recruitment and retention, faculty and staff must change the sense of many students that UWG is just the place where they take classes.
6. **Student, faculty and staff morale.** UWG must continue to improve the positive campus climate at UWG and to enhance the morale of its students, faculty, and staff members.
7. **External relations.** UWG must work to improve ties off-campus.
8. **Regional collaboration for economic and community development.** UWG must form partnerships with government agencies, businesses, and non-profit organizations that let UWG apply the resources of the University to the solution of our community's economic and social problems.
9. **Information technology.** UWG must employ appropriate information technology to enhance student and faculty learning, provide access to distance education resources, and conduct the administrative functions of the University.
10. **Campus infrastructure.** UWG must develop effective plans to maintain infrastructure necessary to deliver university services.
11. **Capital campaign.** West Georgia needs to enhance private funding beyond the local community. State funding and current external fundraising activities like A DAY cannot meet the University's needs for endowed scholarships and academic programs. The University will collaborate with the Foundation to concentrate on raising major gifts in 2002-2003, and will then revisit the possibility of a capital campaign in conjunction with UWG's centennial celebration.

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## Strategic Planning

### *Visionary Goals: The “Three Fives”*

The State University of West Georgia will achieve national recognition (top five percent) as a leader among, and model for, state comprehensive universities in these five areas within the next five years:

- Faculty-directed student research and professional activities
- The Honors College and Advanced Academy
- First-Year Program
- Technology across the curriculum
- Innovations in professional preparation.

One or more existing programs or activities that offer a starting point for our efforts provide the foundation for each of these goals. All the goals satisfy the criteria defined in the charge of the University Strategic Planning Committee:

- Enhance educational excellence in a personal environment
- Multidisciplinary, they are feasible and assessable
- Funded or externally fundable.

Each goal also meets an additional criterion set by the committee: all will support the University’s efforts to achieve its “bread and butter” goals, including recruitment and retention.

The “three fives” define for the University community areas in which UWG should work to achieve national recognition. The next phases of the strategic plan are for all departments to identify departmental goals and how they support the university’s mission and its “bread and butter” and visionary goals. Next, the departments are to provide a statement of learning outcomes, assessment strategies, and results.

During 2001-2002, an annual report template was developed and implemented for both the academic educational support, and administrative units. The annual report template incorporates each department’s mission/vision statement, statement of goals, processes to assess these goals and assessment results, departmental statement of curriculum learning outcomes, and processes to assess these learning outcomes. Each department’s annual report is located on its departmental web page.

Subcommittees were formed to recommend ways to convey two messages, “we know who we are and we know what we do well”, to every segment of the overall target audience in a manner that maintains and protects the integrity and the consistency of the university’s desired image. The reports of the subcommittees offered recommendations to support and achieve the university’s “*bread and butter*” goals.

As part of the planning process, the Technology Planning Committee (TPC) was formed and charged with the development of a vision for Information Technology Effectiveness, a strategic plan and goals, and a process for evaluation and change of the strategic plan. A draft of the major goals and initiatives will be completed by October 2002 and posted at <http://www.westga.edu/~library/itspsc/drafts/draftplan5.doc>

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# Part C: Annual Progress in Assessing Institutional Effectiveness

**D**uring the 2001-2002 academic year, the State University of West Georgia has made significant advances in the ways it evaluates institutional effectiveness. We also believe that we must consistently strive for improvement. The University has taken a number of steps to advance this commitment.

## *Academic Program Review*

The University originally formed a plan for systematic periodic program review in 1995-1996. That original plan called for a self-study to be conducted by each academic unit and for an external critique of the self-study. The University developed a schedule in which approximately one-fifth of the academic degree programs would undergo review each year.

Some departments conducted extensive assessments of their programs under this original plan. However, modifications in the Board of Regents' mandate for comprehensive program review, and the University's desire to ensure appropriate institutional effectiveness assessment, led to alterations in the plan. In 2000-2001 the Program Review Advisory Committee was created to develop a new plan for comprehensive program review. This committee, with the advice of chairs and faculty from across the University, completed a draft proposal for a new plan in spring 2001.

The proposed plan stressed evaluation of student and faculty learning within degree programs – the success with which such programs achieve learning goals, and the degree to which such success contributes to the achievement of the University mission. Additional goals in the creation of the plan were to take full advantage of reviews already conducted for accreditation and annual reports to streamline the reporting process, and thus to make communication about the process easier and more acceptable to the institutional community.

Revisions were made after review of the proposal by deans, associate deans, and the Vice President for Academic Affairs. The plan was then approved by the Faculty Senate Standing Committee on Academic Policies and Procedures and later by the full Faculty Senate. The plan was then submitted, along with the cycle of programs to be reviewed over the next five years, to the Board's Central Office (this cycle was created through collaboration between the Vice President for Academic Affairs and the academic deans).

Below are some highlights of the review program:

- Programs will undertake periodic program review every five years (in line with accreditation reviews and updates).
- Programs identified by Board of Regents staff are to be reviewed within the first three years. Such programs were identified based on relatively low numbers of majors or graduates over the last five years.
- The department will form a review committee to conduct a self-study. At the dean's discretion, an external review of this committee's report may be put in place before the report is submitted to the dean. This external review committee may be formed entirely of faculty within the University. Given that so many of our programs undergo external reviews (SACS, NCATE, AACSB, etc.), the original call for external critiques of programs has been modified on the assumption that such decisions are better left at the level of the college. In addition to the self-study (based on annual reports, faculty vitae, any surveys of students used by the program, other data relevant to assessment, etc.), departments will submit an Action Plan based on the self-study. Subsequently, the report will be critiqued by
  1. the academic dean
  2. the Program Review Advisory Committee
  3. the Vice President for Academic Affairs

The department will provide a follow up report on progress on its action plan one year later.

Criteria for the assessment will include the following: Quality, Program Faculty, Centrality, Utility, Vitality, and Cost Efficiency. Definitions for each of these are included in the plan.

## *Annual Report Process*

Since 1961 the State University of West Georgia has completed an *Annual Report of Institutional Progress*. For many years, the institutional-wide report has been an abridged compilation of individual departmental reports that outline accomplishments over the past academic year and has been used as an institutional-wide assessment tool, as well as an instrument to report institutional accomplishments to the Board of Regents.

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## **Institutional Effectiveness**

In 2000, the Office of Institutional Research and Planning saw the reporting procedure as a unique opportunity to create a seamless process by which all academic, educational support, and administrative departments would be assessed on institutional effectiveness, departmental achievements, and support of the University's mission and goals. Furthermore, the office developed an on-line template to facilitate greater consistency in reporting these assessments.

The new on-line template draft was given to academic department chairs as well as directors of educational support and administrative departments for approval. After changes were made to the template, the first iteration of the on-line Annual Report was activated for the 2000 academic reporting year. For fall 2001, additional changes were made to the template, and the new version was made available for the 2001 academic reporting year. One of the major changes to the template was an assessment audit of the educational support/administrative departments. While it was clear that all departments used assessment in their operations, the template allowed for consistent documentation of this assessment that could be shared institution-wide.

Seeing a need to make the template more user friendly and to provide greater flexibility in tying department goals and/or learning outcomes to the institution's mission, Core and Visionary Goals, the Office of Institutional Research and Planning is currently working with the Office of Information Technology Services to re-design the current Annual Report template. The new version will be ready for review by March 2004.

The new template will not only allow individual departments to tie their goals and/or learning outcomes to specific institutional goals and objectives, it will also allow the institution to gauge the extent to which its mission, "*Bread and Butter*" Goals, and Vision Statements are supported by the summative departmental assessments within the institution. This latest assessment will provide seminal information for use when the institution's goals and objectives will be reviewed again in 2006.

### ***Educational Programs***

Through the Annual Report process, academic units are required to consider the goals and objectives they desire to achieve and to identify and articulate their curricular, personnel, and other resource priorities. Using input generated through the planning process, departments, colleges, and, ultimately, Academic Affairs, develops long-term agendas and priorities. As a result, the implementation of academic initiatives is able to proceed in a systematic and purposeful manner.

Evaluation is also interrelated by articulating the progress toward attaining the goals stated in each unit's academic

annual report. This information is summarized in college and administrative reports, which are further distilled in the Academic Affairs Annual Report.

Goals of the academic units are consistent with the institution's purpose. The mission statements and goals of departments are included in the annual reports and on departmental Web sites. In the College of Education and the Richards College of Business, rigorous educational outcomes are specified by professional accrediting agencies. In the College of Arts and Sciences, educational outcomes and procedures for assessment are developed largely at the departmental level. However, some College of Arts and Sciences departments are subject to reviews by outside accrediting agencies, and all units are on a five-year program review cycle.

The goals of Academic Affairs drive the planning and assessment process of the University. The goals and associated assessment findings of departments, colleges, and support services are explicitly aligned with University goals for clearer communication. To facilitate the presentation of pertinent information in their annual reports, colleges and departments have been given a standard reporting template that aligns with University goals.

The College of Arts and Sciences (A&S) departments are in the process of developing procedures to evaluate the extent to which their educational goals are being achieved. The Richards College of Business (RCOB) and the College of Education (COE) have these evaluation procedures already in place. The procedures and results can be found on the RCOB's and COE's Web sites.

### ***Assessing Learning Outcomes***

All departments conduct systematic assessment of student learning outcomes for programs at all levels. However, there has been variation in the reporting of graduate learning outcomes. Some departments have reported graduate assessment results in their annual reports, but typically the emphasis has been on undergraduate learning outcomes. Most departments have been reporting graduate assessment results and subsequent program changes only in departmental records and accreditation materials. Beginning in 2001-2002, departments with graduate programs report assessment data and related changes in their annual reports.

All departments in the three colleges have identified learning outcomes for all programs. Most departments have identified three to four undergraduate outcomes that include written communication, oral communication, computer skills, and knowledge related to the major. Graduate learning outcomes typically address research skills, advanced knowledge in the discipline, and application abilities within the field including professional licensure where applicable.

Each department has established standard criteria in the three criteria of teaching, research, and service to determine if a faculty member is qualified for promotion and/or tenure. Faculty members are evaluated against these standards at the 3<sup>rd</sup> Year review, at the time they apply for tenure and/or promotion, and at post-tenure review.

#### ***Administrative and Educational Support Services***

The University's organizational structure includes three administrative and educational support divisions: Student Services, Business and Finance, and University Advancement. During fiscal year 2002, each department within these divisions posted its specific mission statement, which supports the overall purpose and goals of the University. The mission statements for each department are maintained on their departmental Web sites.

Each administrative and educational support department participates in an annual reporting process designed to evaluate the achievement of its goals. Such assessment is a primary component of the required Annual Report of Institutional Progress that is sent to the Board of Regents. The process identifies specific objectives derived from the University's mission, specific parameters measuring achievement of departmental goals, and the assessment instruments used for analysis. Each unit's self-study is sent to the Department of Institutional Research and Planning for compilation in the institution's Annual Report of Institutional Progress.

Departmental analyses also identify problems encountered in implementing the assessment process as well as plans to facilitate achievement of outcomes that did not meet the established parameters. The process of self-study is integral in determining the extent to which departmental goals have been achieved. All administrative and academic units utilize the self-assessment plan in making improvements in their structure, function, and services. The assessment plans for each department are maintained on their departmental Web sites.

#### ***Additional Institutional Effectiveness Plans***

By systematically re-evaluating its goals and objectives, the State University of West Georgia was able to achieve greater articulation of its values through its mission as well as through its newly created Bread and Butter Goals and Visionary Statement. These values are actively being supported and assessed through various means, including a more comprehensive academic program review process and a re-designed Annual Report procedure for all academic, educational support, and administrative departments.

Through its self-study process, the University found that it could achieve greater control over institutional effectiveness assessment by creating a review process for all educational

support and administrative programs. While these departments are required to complete Annual Reports, the institution lacked a comprehensive departmental review program for the educational support/administrative units that emulated the cyclical review process for the academic departments.

Below are some highlights of the educational support/administrative plan:

- Departments will undertake periodic departmental review every five years.
- The department will form a review committee to conduct a self-study. At the discretion of the vice president who has authority for that department, an external review of this committee's report may be put in place before the report is submitted to the review board. Departments will submit an Action Plan based on the self-study. Subsequently, the report will be critiqued by
  1. the Program Review Advisory Committee
  2. the Vice President over than department

Based on the results of the self-study, the department will provide a follow up action plan (one year later) which the respective Vice President will accept, amend, or return to the department for further action.

The plan will be presented to the President's Advisory Committee in September 2002, and a Departmental Review Advisory Committee will be established. Additionally, the timeframe for all Educational Support and Administrative departments will be established and review guidelines will be created.

Institutional review, like all other elements of a vibrant institution, must be constantly examined for continuous improvement. But this overview reflects an on-going commitment to processes which identify elements of institutional effectiveness and strategies to revise activities not contributing to such effects.



# Part D: Improving Retention and Graduation

The University's retention rates maintained and/or steadily increased from fall 1992 through fall 2001.

There was a **15.12 percent increase** of freshman students returning from the fall 2001 cohort as compared to the fall 1992 cohort. West Georgia's retention rates from fall 2000 to fall 2001 increased from 69.66 percent to 72.45 percent.

Entered Fall		1992	1993	1994	1995	1996
First Year	N=	1221	1232	1272	1396	1311
Second Year	Fall	700	715	731	873	845
Percent		57.33	58.04	57.47	62.54	64.45

Entered Fall		1997	1998	1999	2000	2001
First Year	N=	1225	1693	1646	1701	1590
Second Year	Fall	800	1104	1089	1185	1152
Percent		65.31	65.21	66.16	69.66	72.45

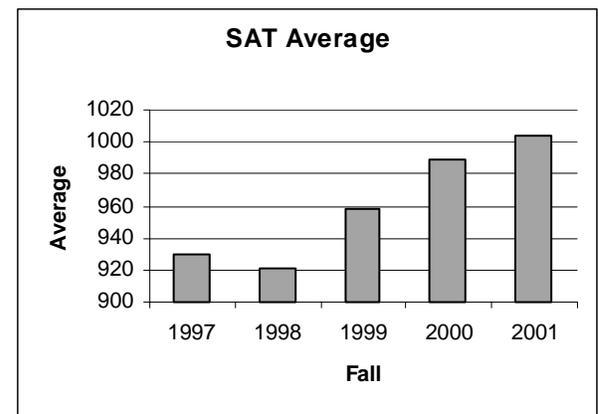
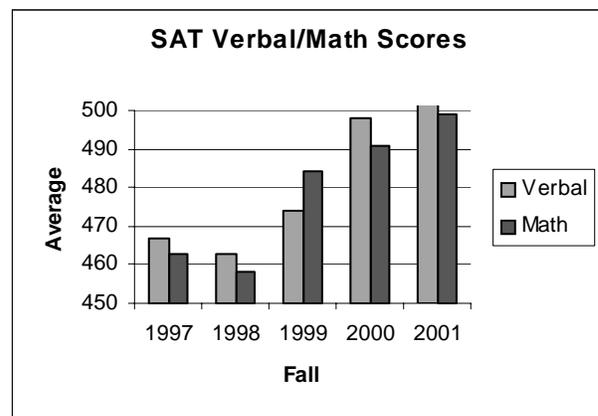
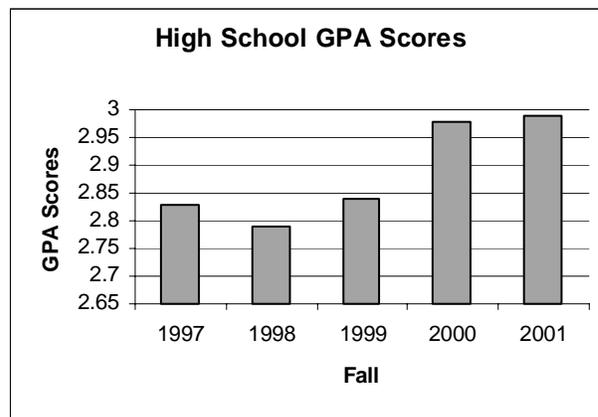
The University's five year graduation rate maintained and/or steadily increased from fall 1991 through fall 1995. There was a slight increase in the fall 1991 graduation rate of 23.23 percent to 24.47 percent in fall 1997. West Georgia increased its graduation rate from fall 1995 to Fall 1997 by 1.4 percent.

Entered Fall		1991	1992	1993	1994	1995	1996	1997
Grad Rate	5yr	23.23	24.16	23.46	21.93	23.07	24.41	24.47
	N=	279	295	289	279	322	320	302

In June 1996, the Board of Regents approved the implementation of new requirements for admission to the University System of Georgia institutions. The more rigorous requirements have been adopted to ensure that students who enter the University System of Georgia are prepared to succeed.

The State University of West Georgia attributes its higher retention and graduation rates in part to its higher admissions standards. UWG has experienced an increase of **five percent** or more in the following categories: High School Grade Point Average, SAT Verbal and Math Scores, and Average SAT scores.

By fall 2001, students admitted to the University System had to meet higher College Preparatory Curriculum (CPC) requirements and certain minimum System standards based on a combination of SAT/ACT scores and high school grade point average. The standards vary by type of institution.



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## Retention and Graduation Rates

### *Enrollment Management*

In the spring of 2001, the Office of the Vice President for Student Services committed part of that division's budget to hire a faculty member to serve as Enrollment Manager. The position was designed to serve as an advisor to the Vice President for Student Services on Enrollment Management. After an application and interviewing process, the position was filled by June 2001.

The former Steering Committee on Retention has been transformed into the Enrollment Management Committee (EMC). The EM Committee did not relinquish any of its former responsibilities, but has expanded its membership and mission. The new mission statement of the EM Committee is dedicated to achieving successful enrollment management, where enrollment management is defined as follows:

*Enrollment Management is a comprehensive process designed to achieve and maintain the optimum recruitment, retention, and graduation rates of students where "optimum" is defined within the academic context of the institution.*

The EM Committee met for the first time in fall 2001 and its first order of business was to expand the membership. As a result of that agreement, several new people have joined this effort, increasing the membership of the committee to more than 20 members.

The first goal for the Office of Enrollment Management was to write a comprehensive enrollment plan for the University. This plan would take at least two years to develop and another year or two to implement. The enrollment plan can be described in two phases: the developmental phase and the implementation phase.

The general goal of the enrollment plan is to optimize University resources so the quality of every student's education, both academic programming and student life, meets or exceeds expectations. In order to achieve this goal, the EM Committee will require a full understanding of the University's situation (i.e. capacity to provide services, academic programs consistent with UWG's mission, and demography), and a perspective for the future.

Within the Developmental Phase, the executive committee was created that would serve as the recommending body of the final plan. The finer points of organization and rough outline of the plan were also developed. During the second year of the developmental phase, the committee and subcommittees developed the final draft of the plan. During the first years of the implementation phase, the office of enrollment management will assist in every way to enact the pieces of the plan that are not now operational and will begin the data gathering necessary to monitor the success of the plan, assess the plan, and recommend necessary alterations.

# Part E: Overall Institutional Health

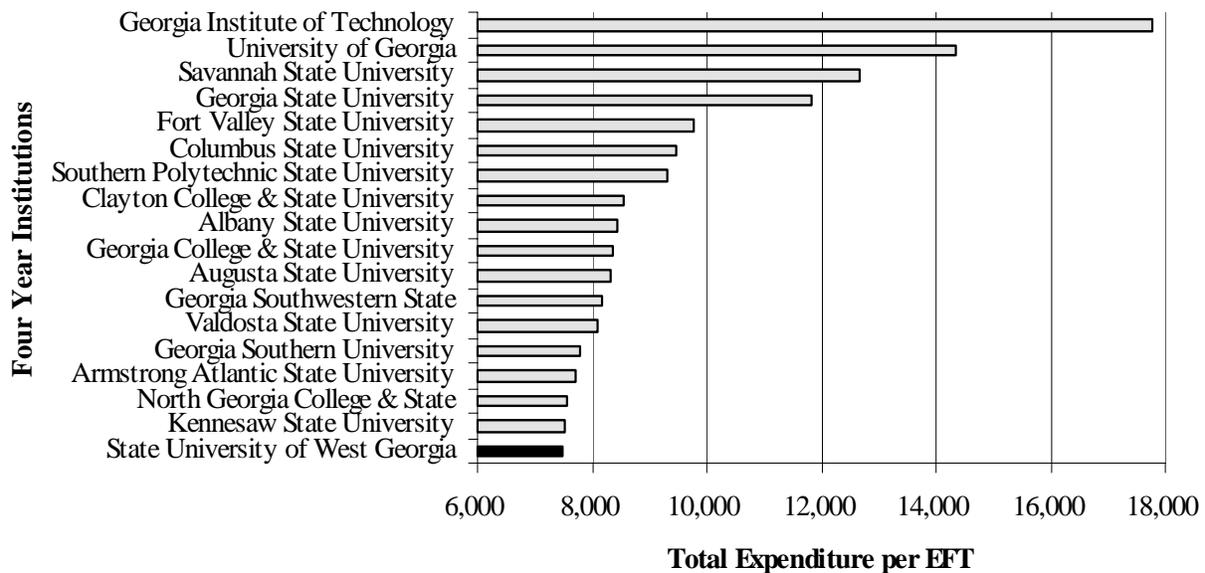
Over the past year, the State University of West Georgia steadily progressed toward the accomplishment of its goals and priorities. Technology and facility advancements aided in redefining and actualizing system and institutional objectives while keeping the University's commitment to *Educational Excellence in a Personal Environment* vital. Continuous efforts are being made to attract a diverse student body and improve retention rates as UWG fully incorporates the implementation of the more stringent University System admissions requirements of 2001. In the area of instruction, the University is advancing toward enhancing quality and implementing technology usage throughout the curriculum, with a focus on improving teacher education. West Georgia is poised to further assert itself as a vanguard institution of Georgia, and with the continued support of the University System of Georgia and the legislature, it will most assuredly do so.

The overall health of the institution is good and, with continuous improvements, it can only get better. The State University of West Georgia has identified areas of need for

additional support to achieve its defined goals and objectives, and it is grateful to the Board of Regents and the University System of Georgia for addressing these needs. However, considerable need still exists, which must be met if West Georgia is to preserve its commitment to *Educational Excellence in a Personal Environment*. The primary areas of concern are UWG's level of expenditure dollars per EFT and salary compression.

The State University of West Georgia has accomplished much in spite of relatively low levels of per-EFT support — it is rated as the highest contributor in the U.S. in terms of student papers accepted for the National Collegiate Honors Competition, has been the national champion in Debate for two consecutive years, and has more graduate students in the USG System than all but three research universities. Yet, the chart below shows that UWG has the **lowest level of funding** per EFT among all Universities. Furthermore, the State University of West Georgia is worse off than even some two-year colleges. Looking at it another way, among all Universities in Georgia, UWG has the most efficient

USG Annual Expenditure Report, FY2000 Statistics



Note: The Medical College of Georgia is omitted from the above chart.

## Institutional Health

production of EFT — since it is the University that has the highest production of EFT per dollar of state support.

UWG's quality and national accomplishments are due to the faculty and staff performing at unequalled levels of efficiency and effectiveness, but they become impossible to sustain in the long run without adequate support.

Additionally, funding per-EFT student is also related to retention. A correlation analysis between dollar funding per EFT in Year n and First-year Retention Rates in Year n+2 revealed a highly significant correlation coefficient of .91, which implies that retention is highly correlated with funding. If UWG continues to be at or near the bottom of the per-EFT funding pool, then serious problems on at least two counts will occur: decreased resources to put into retention efforts, and insufficient classes to offer students.

The 2001-2002 school year was especially difficult due to the events of September 11 and the downturn in the economy. Faculty and staff have had to take on additional responsibilities without the resources/ funding and the issue of salary compression is evident now more than ever. Salary compression refers to the phenomenon where junior faculty/ staff members receive salaries that approach or exceed those of faculty/staff at more senior ranks. The effects of salary compression can lead to faculty/staff turnover, low morale, and unwillingness to support institutional initiatives.

Salary compression continues to be felt even after annual raises have taken effect. The fact is the cost of health insurance continues to increase and state employees living in rural areas of Georgia are being forced to switch to PPO/ HMO health insurance plans to try and keep the employees' costs lower, all the while paying increasingly higher medical bills since physicians and healthcare facilities in the area are not willing to participate in the plan.

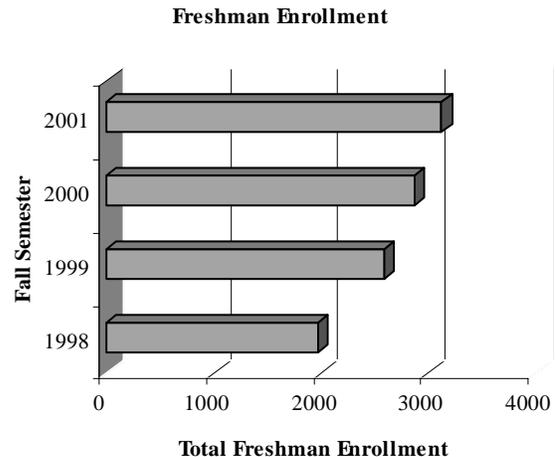
The salaries for faculty and staff have not kept pace with salaries currently being offered in the southeast. With relatively low salaries, continued turnover is expected since faculty and staff can increase their salaries by several thousand dollars by accepting positions at other public and private colleges and universities or outside higher education. If UWG is to remain competitive, it will have to receive additional funding to improve faculty and staff salaries.

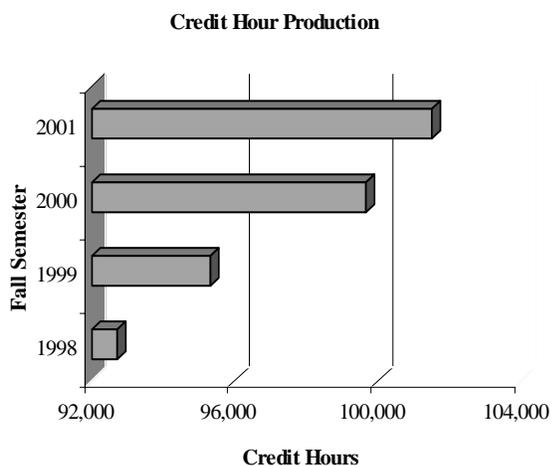
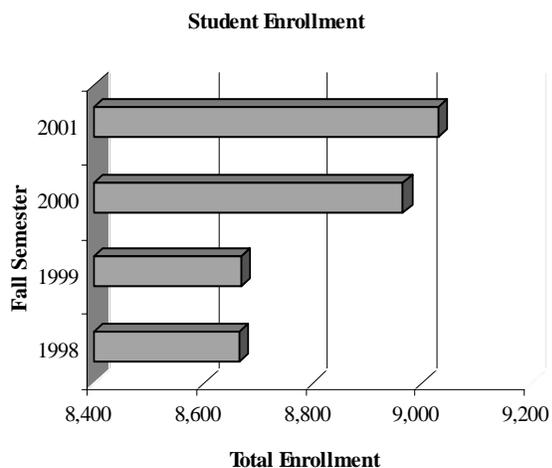
Due to growing student enrollment, limitations are developing in the areas of technology, space, and course availability. There is a limit as to the number of courses sections West Georgia may offer with the faculty resources

available. Currently, classes with a high enrollment of 90+ are being divided into smaller classes of 50, while sections with 20 to 30 students now have enrollments of 45 to 50. Department resources are being drained to provide alternatives to full classes, and it is becoming harder to support UWG's 19 to 1 student to teacher ratio.

	FY 2001	FY 2002
<b>Undergraduate Class Size</b>	<b>Class Sections</b>	<b>Class Sections</b>
Less than 10	95	177
10-19	181	224
20-29	306	293
30-39	166	146
40-49	64	75
50-99	84	71
100+	21	38
<b>Total</b>	<b>917</b>	<b>1,024</b>

Since fall 1998 semester conversion, the State University of West Georgia's freshman enrollment has increased 59 percent. The total student enrollment has increased by four percent, while UWG's internal revenue has only increased by less than two percent.





The University's credit hour production has increased more than nine percent over the past four years. If the needs and limitations of technology, space, and course availability are not addressed the *Educational Excellence in a Personal Environment* will diminish.

To date, the State University of West Georgia has been able to maintain a healthy environment, while at the same time being positioned to benefit greatly from continued and further support. The support will indeed allow the University to maintain the momentum continued through the previous years.