

STATE UNIVERSITY *of*
West Georgia



Annual Report
of
Institutional Progress
2003-2004

State University of
West Georgia

2003-2004 Annual Report
of
Institutional Progress

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Prepared by
Tara Panter Pearson
Institutional Research and Planning
State University of West Georgia
Carrollton, Georgia 30118
678-839-6449

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

The State University of West Georgia celebrated the 2003-2004 academic year with a record enrollment. This is the first time in the University's history that enrollment exceeded the 10,000 mark. Both headcount and FTE enrollments represented records, at 10,255 and 8,865.94 respectively.

The enrollment increase was especially welcomed in the face of shrinking state appropriations which is a very real challenge for West Georgia and other institutions in the University System of Georgia. UWG's share of the budget cuts will still be about \$7 million over the past three years on a state allocation base of about \$38 million to \$39 million. This is an approximate 18 percent reduction of the state allocation during a time when enrollment has increased by 13.6 percent--a gap of about 32 percent relative to three years ago.

The additional tuition revenues over budgeted internal income reflected in the increased enrollments enabled UWG to remain financially stable, though reductions did occur in several areas while a number of positions remained unfilled in order to conserve resources.

The other major institutional accomplishment, perhaps the most significant of the 2003-2004 year, was the announcement by the Southern Association for Colleges and Schools (SACS, 1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) that the University had successfully completed the reaffirmation for accreditation. The SACS site visit, which was held in January 2003, provided the University an excellent opportunity for detailed examination of how well UWG is fulfilling the mission "*Educational Excellence in a Personal Environment*" and meeting the needs of the students, citizens of the region, and of the state.

The announcement concluded the culmination of over two years of significant work by the entire University community. The visiting committee's report contained only 11 recommendations and 2 suggestions, while one commendation was issued. UWG was commended for technology resources, equipment, and support which the team stated were "far above that of similar institutions."

The University completed the first follow-up report to the SACS committee and is currently working on the second follow-up report, so some work yet remains to be done. UWG welcomes the opportunity to make improvements and is dedicated to the spirit of continuous improvement and self-evaluation embodied in the SACS reaffirmation process. The next reaffirmation visit is scheduled for 2014.

Educational Excellence in a Personal Environment

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

Enrollment Management

- Enrollment increased to 10,255 for fall 2003, an increase of 6 percent from fall 2002's enrollment of 9,675. This was the sixth 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 2003 was 1,017 as compared to 910 in fall 1999.
- The Princeton Review published a new regional guidebook, *The Best Southeastern Colleges*, and UWG is identified as one of the best 100 colleges and universities in the Southeastern region.

This regional guide features a two-page school profile with information and data on admissions, financial aid, student body demographics and academics and showcases the top schools in 10 states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee.

Each institution must meet two criteria: The Princeton Review criteria for academic excellence within its region and Princeton Review must be able to survey students anonymously.

The survey asks students 70 questions about the university's academics, campus life, student body, and themselves. Input from students attending the schools makes the Princeton Review guides unique.

UWG students' comments concerning academics included:

"In the material they present, professors complement book learning with their research, ensuring that their credibility is up to date."

Institutional Accomplishments

Academic Programs

- The Department of Anthropology was established, making it a separate entity from the former Department of Sociology, Anthropology, and Criminology.

The Board of Regents of the University System of Georgia approved the request, after an institutional program review indicated academic leadership at the departmental level would be more effective with the reorganization.

- The Department of Foreign Languages and Literature received approval to establish a major in German under the Bachelor of Arts degree. Over the last several years, UWG has seen enrollment for the German minor nearly triple. The major will be to support the institution's commitment to the humanities and liberal arts.

The objectives for the German program are to increase the understanding of the German language, literature, and culture; to support diversity, personal enrichment, cultural tradition, and philosophical competence; and to fulfill the institutional commitment of internationalizing the curriculum through intellectual rigor.

The German program will consist of a 120-semester-hour curriculum with courses in German conversation, composition, and history, and will require the completion of an internship or language program in a German-speaking country.

- The Department of Nursing has been awarded national accreditation without recommendations by the American Association of Colleges of Nursing's Commission on Collegiate Nursing Education for the Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) programs.

The evaluation began two years before the on-site visit in March 2003 and reflects extensive analysis of the BSN and MSN programs. A self-study was prepared that examined the mission and governance, curriculum, faculty qualifications and accomplishments, and student performance for each program.

The purpose of the study was to provide evidence that the BSN and MSN programs met standards of excellence in nursing education as defined by the Commission on Collegiate Nursing Education (CCNE).

"Accreditation from CCNE recognizes the excellence of UWG students and faculty and our undergraduate and graduate nursing programs based on caring," according to Nursing Department Chair, Dr. Kathryn Grams.

- The Georgia WebMBA is ranked among the ten best and most affordable online MBA programs in the country by GetEducated.com, a clearinghouse dedicated exclusively to showcasing accredited online degrees.

The State University of West Georgia is one of five University System of Georgia institutions offering the WebMBA. Other universities in the consortium include Kennesaw State University, Georgia College & State University, Georgia Southern University, and Valdosta State University. The business programs at these universities are all accredited by AACSB International.

The WebMBA, which allows working professionals to earn a Master of Business Administration degree online, has received GetEducated.com's "Best Buy MBA" designation for delivering a high quality distance learning degree to a national audience.

An independent editorial team bestowed the "Best Buy" honor based on a review of 120 programs that are accredited by, or are candidates for accreditation by AACSB International (the Association to Advance Collegiate Schools of Business).

- UWG was awarded a grant of \$877,093 by the National Science Foundation (NSF) to support a new program known as Generating Enthusiasm for Math and Science (GEMS). The funds were made available to the College of Arts and Sciences in stages over a five-year period beginning Jan. 1, 2004.

The grant is aimed at increasing enrollment and retention of students in the disciplines of biology, chemistry, computer science, engineering, geosciences, mathematics, and physics. The funds are to support four initiatives designed to remove barriers to the pursuit of careers in these areas by undergraduate students.

In fall 2004, GEMS will launch a discovery-based freshman course, a program of peer-led assistance with the rigorous first-year math and science courses, and improved teaching in the introductory math and science courses.

The primary GEMS initiative will be an innovative new interdisciplinary course called "Frontiers in Science and Technology" that will expose entering freshmen to the excitement and interesting career possibilities in the sciences, technology, engineering, and math. Each semester, hands-on, discovery-based course and lab activities will focus around a theme that transcends disciplinary boundaries, such as the application of forensics in crime scene investigations or the sciences involved in homeland security and combating bioterrorism.

Students will also receive academic support for some courses in peer-led team learning groups. The peer-led program will initially offer assistance with math and is expected to be expanded to the sciences in future semesters.

In the third GEMS initiative, a competitive internal grant program will be set up to support faculty efforts toward improving introductory science and math courses. Selected faculty will take part in workshops and seminars on teaching, problem-based learning, and other active learning techniques to incorporate into their courses.

The final component of GEMS will be the offering of fellowships to support summer research by undergraduate students after their first year of study. The activity is expected to help engage student interest in the supported disciplines, as well as improve their success rate after graduation.

The success of the GEMS program as a whole will be measured by the degree of grade improvement and course satisfaction experienced among participating students, as well as by retention and graduation rates.

Student, faculty, and staff

The State University of West Georgia continues to garner national attention for its work in undergraduate research.

- The National Collegiate Honors Society is the preeminent organization in the country for undergraduate research. Each year, students from across the country compete for a chance to present a research paper to the NCHC national conference. Approximately ten percent of proposals submitted are accepted by the faculty committee for presentation.

For the fifth time in seven years, there were more UWG Honors College students accepted to present research proposals than any other institution in the United States. Ten UWG students will present papers at the annual NCHC Conference in November 2004.

- For the fourth time in the last five years, a student from UWG Honors College has been selected to receive a Goldwater Scholarship. Toma Omonuwa, a junior majoring in chemistry, is one of 310 students selected nationwide to receive a Goldwater. Jason Hay, a physics major, was selected in 1999; Yong Suh, a chemistry major was selected in 2000; and Brian Bockelman, a mathematics major was selected in 2003.

The Goldwater Scholars were selected on the basis of academic merit from a field of 1,113 mathematics, science, and engineering students who were nominated by colleges and universities nationwide.

The Goldwater Foundation is a federally endowed agency established in 1986. It is designed to foster and encourage outstanding students to pursue careers in the fields of mathematics, the natural sciences, and engineering. The Goldwater Scholarship is the premier undergraduate award of its type in these fields.

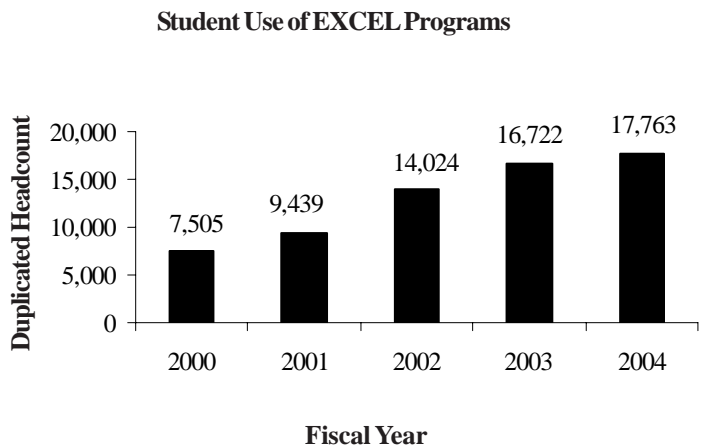
The Foundation, in its 16-year history, has awarded 4,272 scholarships worth approximately \$42 million dollars.

- The West Georgia Debate Team has a national reputation of competitive achievement. West Georgia has qualified for the National Debate Tournament for 28 consecutive years, the fifth longest streak in the country. During that span, UWG has had at least one team ranked in the top sixteen in the nation. West Georgia debaters have placed among the top ten teams in 95 percent of the tournaments in which they have participated.

In fiscal year 2004, the debate team completed a successful season at the National Debate Tournament (NDT). Of the 78 teams from across the nation that qualified to compete, only 28 won enough debates in the preliminary rounds to advance to the elimination rounds. This was the seventh consecutive year West Georgia has advanced at least one team into the elimination rounds at the NDT.

- The EXCEL Center for Academic Success offered training to students on a weekly basis in time management, test-taking skills, memory enhancement techniques, dealing with stress, computer basics, note taking, and reading skills. Faculty and professional staff conducted the seminars. Attendance was required for all first year students on academic probation.

Below is a chart that demonstrates growth in the number of students served by the EXCEL Center over the past five years.



Institutional Accomplishments

External Relations

Regional collaboration for economic and community development

- The Richards College of Business' Small Business Development Center (SBDC) continued its active calendar of outreach activities during 2003. 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 2003.

Calendar Year	Number of Clients	Total Counseling Hours
1998	191	1,517
1999	211	1,354
2000	250	1,665
2001	250	1,500
2002	230	1,476
2003	253	1,546

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 past three calendar years:

Services	2001	2002	2003
Continuing Education	177	522	345
Professional Development	212	431	286
Economic Development	367	189	222
Public Relations	182	89	126
Total Hours	938	1,231	979

- The Richards College of Business' Department of Economics sponsored the Seventh Annual Economic Forecast Breakfast together with the Carroll County Chamber of Commerce, with more than 300 representatives attending from business and industry. The program featured Federal Reserve economist Michael J. Chriszt, who presented the economic forecast for the United States and the State of Georgia, and Dr. Michael Raper released the economic forecast for the West Georgia region. Dr. David Boldt assisted in preparation of the West Georgia Regional Outlook. This program was supported by 12 business sponsors and co-sponsors.

Information Technology

Administrative Computing

- A successful conversion from the use of social security numbers as student identifier to a new generated ID was done in the spring of 2004. This conversion addressed many security related issues surrounding the use of social security numbers.
- A web application was written to address on-line housing application and contract processing via Banweb, which included integration of the former insecure residence hall lottery system with the secured online residence hall application process. A companion application was written for on-line meal ticket sales.
- ITS developed an on-line Loan Application extract for Short-term loans for use in Campus Loan Manager for the Business Office.

Customer Service

- ITS completed over 2,500 helpdesk calls and answered over 5,000 telephone or email requests for assistance. An additional PC support specialist was hired to address the increase in time to close a helpdesk call. Customer satisfaction remained over the 95 percent level.
- A new Faculty Banweb training program was delivered in conjunction with the EXCEL Center during spring 2004. Topics covered were: entering grades at the end of the semester, finding and exporting class rolls for use in Excel, and using faculty banweb for advising.
- ITS developed or expanded websites for six departments and/or programs. Web online applications were written for six areas such as: ResLife RA applications and The FYRST Program.

Systems and Networking

- ITS began a portal implementation this year, with the application undergoing beta testing in the summer of 2004 and full production for the Fall 2004 semester. The portal provides single sign-on to email, WebCT, Banweb, and several new services such as a calendar and groupware.
- A new anti-virus, anti-spam gateway was implemented. The new system allows users to view and retrieve messages that may have been incorrectly identified as spam. This software blocked an average of 30,000 spam and 6,500 virus infected email messages every day from reaching campus.

- The campus wireless network was expanded to include areas around the UCC, TLC, Front Campus Drive and numerous other academic buildings.
- Networking upgrades were completed for residence halls as well as academic and administrative buildings.
- Numerous security software programs were evaluated, and a new redundant firewall system was put in place. An update and review process also began for the campus security policy.
- An integrated backup solution was installed allowing for the central backup of core servers running Unix, Windows 2003, and Mac OS/X.
- The machine room was redesigned providing a 60 percent increase in available UPS connections for services, redundant AC, and additional floor space. Three offices were demolished to make additional room for the phone system and servers.
- Planning and acquisition of a new campus telephone system was completed.

Student Focused Services

- Fiscal year 2004 was the second complete year Student Information Technology Services (SITS) was in existence. The goal of SITS is to provide free hardware and software support to all currently enrolled students. A graduate assistant, who oversees a team of technical student assistants, manages SITS. The service completed over 3,800 requests for assistance, an increase of 23 percent from last year. This year SITS student assistants attended all new student orientation sessions and distributed the Microsoft Campus Agreement software to the majority of incoming freshman.
- ResNet student assistants completed over 1,000 requests for assistance in the residence halls, an increase of 67 percent from fiscal year 2003.

Campus Infrastructure

- The new 612-bed suite style hall complex that was approved by the Board of Regents in fall 2002 will open fall 2004. The privatized student housing complex consists of three four-story residence halls plus a community building. The complex is located in the area of Pritchard Hall, which will be demolished following the construction of the three residence halls. This is a public/private partnership funded by bonds issued through the West Georgia Foundation, Inc. The estimated completion date is July 2004.

Work continues on the University Suites Community Center. Once finished, the Center will house a game room, recreation room, aerobics room, a fully equipped kitchen, a commons area, and offices for the Resident Advisors of each Suite.

- Approval was received from the Board of Regents to proceed with PHASE II of the housing plan-the construction of three apartment style units.

The newest complex, scheduled for opening by fall 2005, will provide 602 beds of apartment-style housing. The apartments will offer two- or four-bedroom units at a cost competitive with local apartment complexes. The design phase is near completion, and the university anticipates breaking ground on the project September 2004.

- The reconstruction of Adamson Hall was completed and it will open fall 2004. The new building will house Continuing Education and College of Business functions. The design is a replica of the original facade, while providing technically updated and modern interiors.
- Projects totaling a half million dollars for improving campus facilities for compliance with the Americans with Disabilities Act (ADA) have been completed.

The improvements came after the Georgia Building Authority (GBA) visited the campus and identified needed improvements in accordance with the university's ADA transition plan. Two separate allocations from the Georgia State Finance and Investment Commission (GSFIC) funded a majority of the projects.

Improvements included such projects as restroom renovations, hardware for doors, parking, sidewalk and curb renovations, signage, ramps, handrails, drinking fountains, and remodeling of one elevator.

University Advancement

The Office of Development and Alumni Services, within the Division of University Advancement, had a tremendous fund raising year despite the economy. The foundation operates on a calendar basis so the following total is for 2003. The overall fundraising program generated \$2,847,380 in gifts for the University, an increase of 19.16 percent from the previous year, with a total of 4,061 donors.

The university's scholarship program continues to grow. Fourteen new funds (eight endowed and six annual) were established to assist many deserving students.

Institutional Accomplishments

- A \$1 million gift, the second largest cash gift in the history of the institution, was received to establish the National Excellence Fund. The National Excellence Fund will be an endowment fund that will provide much-needed dollars that are not restricted to any particular university program but may be used where the need is greatest. The interest earned each year from the endowment fund will be made available to support programs of excellence at UWG that require funding sources other than tax dollars.
- The BB&T Foundation made a gift of \$10,000 toward a Presidential Scholarship at the State University of West Georgia. They have committed to giving \$50,000 to endow the scholarship. Presidential Scholarships are awarded annually by the UWG Honors College on a competitive basis. The last three years' recipients have had a 3.9 grade point average and average combined SAT score of 1,350.
- The largest "in-kind" gift was given by CNN to the University Television Station. The gift of more than \$1 million worth of equipment will help the station update the quality of programs produced in the studio. The gift includes such items as: digital tape machines, character generators, 3-D video effects, audio boards, power supplies, and distribution equipment.

The annual A Day campaign for fiscal year 2004 broke all previous records by surpassing the \$2.8 million mark. The A Day Faculty and Staff drive set an all-time record for most involvement with donations totaling \$80,000, an increase of 11.95 percent over last year's \$71,456.

The phonathon, which is organized through the Office of Development and Alumni Services, received \$81,986 for fiscal year 2004. The phonathon, which operates from September through April, contacted over 24,000 UWG alumni donors. The phonathon also assists Development and Alumni Services by contacting alumni to remind them of important events such as Homecoming, reunions, and receptions, and assists with alumni database maintenance by providing up-to-date addresses/business information and locating lost alumni. The phonathon has generated support for the university since it began in 1999. The yearly phonathon program continues to prove a successful fundraising tool for the State University of West Georgia.

The University Experience

- The area of Intramurals and Recreational Services, in conjunction with the Department of Residence Life, continued the Co-Rec League for the second year.
- During FY2004, both the co-ed and all-women's cheerleading squads earned national awards: the all-women's squad won its first UCA national

championship, and the co-ed squad won its third consecutive UCA national championship.

The Department of Student Activities held a New Greek Member conference to provide consistent training for all new members in areas of risk management, hazing, alcohol issues, sexual assault, time management, and leadership skills.

Residence Life completed the annual Resident Satisfaction Survey in which one fourth of the residents of each hall are asked to complete a series of questions. In spring 2004 surveys were sent to 521 residents. Eighty percent of these surveys were returned. The average response on a scale of one to five on the 34 survey questions was 3.70 with only one item averaging below 3.0.

The residence halls provided more than 885 programs attended by more than 13,000 residents over the course of the academic year.

Career Services helped students find part-time jobs that generated over \$1.8 million in wages to assist with their educational expenses. They also assisted students in finding internships and cooperative education positions that generated over \$600,000 in wages.

	2003	2004	Percent (+ or -)
Employers Recruiting on-Campus (scheduled)	18	55	+ 205.56
Students Interviewed (scheduled)	69	322	+ 366.67
Number of Resumes Faxed/Mailed/Delivered	969	2,038	+ 110.32
Total Student Visits	2,881	3,628	+ 26
Jobs Located	1,257	1,468	+ 17
Referrals	4,557	4,347	- 5
Student Placements	831	831	0
Funds Generate	1,914,173	1,894,345	- 1

Health Services received a \$22,900 grant from the Governor's Office of Highway Safety to implement alcohol education programs on campus.

Public Relations

- The Office of Public Relations launched, redesigned, and significantly enhanced their departmental website. New features include: a photo library of over 150 high-resolution images available for download, an extensive news archive section of previous months/years news items, current press releases, and photos in an online, as well as printer-friendly, form.

Part B: Annual Progress in Institutional Strategic Planning

During 2003-2004, the State University of West Georgia continued to move forward with several strategic planning processes and to implement programs and policies in accordance with the University System of Georgia and University goals.

Planning Structure and Process

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 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 and recommendations were sent to the University President. 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.

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 the 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 final draft of the strategic plan was approved by the Faculty Senate in November 2002 and may be viewed at www.westga.edu/~library/itspsc/work/overview.shtml.

Supporting "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 is focused on forming partnerships with government agencies, businesses, and non-profit organizations that let UWG apply the resources of the University to the solution of the community's economic and social problems thus forging and strengthening external relations.

Carroll Tomorrow and UWG

One way UWG is supporting its "bread and butter" goals is through participation with Carroll Tomorrow. Carroll Tomorrow is a community-wide public-private initiative to prepare Carroll County for the future.

The Carroll Tomorrow process includes detailed research and analysis, solicited community input, and developed comprehensive strategic plans to aggressively move Carroll County forward. The Carroll Tomorrow Steering Committee directed the planning effort, creating a new community and economic development organization. The 25 community leaders represent both public and private sectors, as well as business, civic, and elected. Both Drs. Beheruz N. Sethna, UWG President, and Thomas J. Hynes, Vice President for Academic Affairs served as members of the original Carroll Tomorrow Steering Committee.

"We expect The State University of West Georgia to be a major player in the development and enhancement of the intellectual capital necessary for success of these enterprises," said Dr. Beheruz Sethna, President of the University, "In addition, the Richards College of Business will continue to support new business development in this region."

The goals set forth by Carroll Tomorrow are:

GOAL 1: A Stronger Economy

GOAL 2: Enhancing Our Quality of Life

Goal 3: Quality Workforce and Education

Goal 4: Planning and Infrastructure Development

GOAL 5: Local Government and Leadership

Strategic Planning

The following is a brief description of how UWG (faculty, staff, and students) are supporting the Strategic Goals of External Relations and Regional Collaboration for Economic and Community Development.

- The University played a key role in the location of AirTran Airways to the community. University support provided the necessary advantage to land this highly competitive project.

College of Arts and Sciences

- At the request of Carroll Tomorrow's Teen Pregnancy Prevention Committee, an evaluation of the "Baby Think It Over" teen pregnancy prevention program was conducted and presented. The purpose of the study was to critically evaluate one of the existing teen pregnancy prevention programs in order to understand the impact of the program and determine how best to move forward. The study also revealed links between teen pregnancy outcomes and other factors upon which the committee has focused attention.
- Using the Carroll County Chamber of Commerce facility as a real-life project for two interior design classes, students are creating designs for the renovation that will bring the facility into the 21st Century. After completing the designs, Chamber representatives will choose the best design to present to the Board of Directors.
- A Teen Health Needs Assessment is currently being undertaken at the request of the Teen Pregnancy Prevention Committee. The purpose of the assessment is to evaluate teen emotional and physical health in Carroll County, including general sense of well-being, access to health care, and habits affecting health.
- Under the Carroll Tomorrow's Workforce and Education goal, projects aimed at improving K-12 science education in public schools in the community are in progress. In addition, students are provided with the opportunity to perform GIS projects that will benefit the local community.
- Several professors have met with Carroll Tomorrow on computer programming needs, bio-tech/nano-tech initiatives, and high-tech park feasibility.
- A community survey is being developed to assess citizen awareness and perceptions for the Thomas B. Murphy Center for Public Service.
- Several urban redevelopment/planning projects were completed, one being the Mandeville Mill Village as a Racial Transition Zone. The completed work formed the basis for the nomination of the Mandeville Mill Village to the National Register of Historic Places.

- Assistance has also been given for the University Corridor project. The purpose of the project is to evaluate the Maple St. Corridor as a University Corridor using market-based and design-based methods. A large part of the project involved surveying University students, faculty, and staff.
- In cooperation with Carroll Tomorrow, stock photography was created to be used to showcase the assets of Carroll County.
- Through the Center for Public History, UWG has assisted in planning and research on the community's historical assets, including the creation of a development plan for the Villa Rica Gold Mine Park and the Mitchell Farm.

Richards College of Business

- A Skills Gap Analysis for the community is being developed. The purpose of the Skills Gap Analysis is to determine the current and projected levels and sets of skills of the Carroll County working population and to compare them with current and projected levels and sets of skills demanded by Carroll County employers.
- In partnership with the Carrollton Main Street program the RCOB is working to provide a marketing strategy for the Downtown Carrollton area. An MBA marketing class will conduct the analysis and recommend strategies, which the class will present to members of the Carrollton City Council, Main Street Board of Directors, and members of the community.
- The addition of the entrepreneurial track to the Richard's College of Business is a direct answer to the community's need to create an entrepreneurial infrastructure. A key economic development strategy for the community has been the creation of an "entrepreneurial community" with the infrastructure necessary to support and attract entrepreneurs.

Part C: Annual Progress in Assessing Institutional Effectiveness

The State University of West Georgia has made significant advances in the way institutional effectiveness is evaluated and is constantly striving for improvement. The University has taken a number of steps in recent years 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.

The review stresses evaluation of student and faculty learning within degree programs, specifically the success with which programs achieve learning goals and the degree to which such success contributes to the achievement of the University mission. Departments take full advantage of reviews already conducted for accreditation as well as of annual reports to streamline the reporting process and thus to make communication about the process easier for the institutional community.

Below are some highlights of the review process:

- All academic programs will undertake periodic program review every five years (in line with accreditation reviews and updates).
- Particular attention is given to programs identified by Board of Regents staff that fall below set thresholds for low numbers of majors or graduates over the last three years.
- Each department will form a review committee to conduct a self-study. Departments will submit a self-study (based on annual reports, faculty vitae, student surveys, and other data relevant to assessment) and an action plan.
- The report will be critiqued by (1) the academic dean; (2) the Program Review Advisory Committee; and (3) the Vice President for Academic Affairs. The department will provide a follow-up action plan one year later. The institution is required to share the results of the program review with the Board of Regents staff, whose comments are used by the Vice

President for Academic Affairs (VPAA) to close the cycle with the one-year follow-up report.

Criteria for the assessment include the following: quality, productivity, and viability. Definitions for each of these are included in the plan.

Fiscal year 2004 concluded the third year of comprehensive program review involving 61 programs in 17 departments.

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 institution-wide assessment tool, as well as an instrument to report institutional accomplishments to the Board of Regents.

Recognizing a need to make the template more user friendly and to provide greater flexibility of 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 Annual Report template.

The new template will not only allow individual departments to tie their goals and/or learning outcomes to specific institutional goals and objectives, but it will also enable the institution to gauge the extent to which its "Bread and Butter" Goals and "Vision Statements" are supported by the summative departmental assessments. This latest assessment will provide significant information 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.

Institutional Effectiveness

Assessing Learning Outcomes and Student Engagement

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.

For fiscal year 2004, programs made progress in establishing goals, objectives, and learning outcomes and in developing procedures to evaluate student learning. In addition, many programs now incorporate undergraduate student research into their curricula and UWG students are producing award-winning work.

- Beginning Summer 2004, the Academic Profile Test will be administered each semester during orientation to all new entering freshman. The scores will serve as a baseline to measure student knowledge and skills in general education. A random sample of each cohort will be retested to measure the effectiveness of UWG's general education program after those students have completed sixty semester hours.
- UWG's first time pass rate for the Regents' Test, which measures basic proficiency in reading and writing, is 73.91 and 83.12 respectively for 2004.

Due to a policy change allowing students to fulfill the Regents' Test requirements with scores on other standardized tests, the results for first-time examinees are not comparable with those from previous years. For example, students with SAT Verbal scores of at least 510 would probably have passed the reading test, but are no longer tested.

- Within the five areas of effective educational practices developed by the National Survey of Student Engagement (NSSE), UWG freshman and senior respondents exhibited scores that were comparable to both NSSE's national and masters/comprehensive institutions.

Based on the 2003 NSSE Report, the following are three of the five areas in which UWG has shown improvement.

	% Freshman	% Seniors
Academic Challenge	51.6	54.5
Active and Collaborative Learning	41.8	49.4
Student and Faculty Interaction	37.6	43.9

- PRAXIS II scores in reading, writing, mathematics, and content for the past four years have indicated a 100 percent pass rate for first time takers through the cooperative program effort between UWG and Dalton State College. Due to the high pass rate of PRAXIS II scores, no change or modification of course content has been necessary.
- Accounting undergraduate students taking the Certified Public Accountant (CPA) exam have a better than national average pass rate above twenty percent for first-time takers and above fifty percent for second-time takers. For graduate students, the rates are forty and seventy-five percent for first and second time takers respectively.
- The students in the Department of Counseling and Educational Psychology performed remarkably on the National Counselor Preparation Comprehensive Examination (CPCE), which serves as the department's comprehensive/exit exam. In 2003, students scored above the mean on every subtest except two, and the overall mean was considerably above the national mean.

In spring 2003, the mean score for UWG students was 101.47 versus 93.26 for students from other universities (about 8 points higher). Of the eight categories, UWG students scored higher on six standards. In fall 2002, the mean score for UWG students was 94.57 versus 88.71 for students from other universities (about 6 points higher). Of the eight categories, UWG students scored lower on only one standard (group work) than the national average and higher on seven standards.

The Richards College of Business and the College of Education currently require a demonstration of competence in basic computer skills as a part of the curriculum.

The General Education Committee is currently reviewing computer skills assessment tools and will recommend adoption of one of these for all UWG students effective fiscal year 2006

Each department has established standard criteria in the three areas 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 Third-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*.

A departmental analysis also identifies 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 "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.

However, 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.
- Departments 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 the departmental Review Advisory Committee (DRAC) and the Vice President over that department.

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

In fall 2002, the plan was approved by the President's Advisory Committee and the Departmental Review Advisory Committee (DRAC) was established. Additionally, the timeframe for all educational support and administrative departments was established and review guidelines were created.

The following is an example of the format and guidelines for the DRAC Committee:

Title Page

Department Review Narrative

The Departmental Review Narrative should be arranged according to the following outline. The narrative, excluding appendices, should be no longer than 20 double-spaced pages.

- A. Discussion of Departmental Goals and Directions
- B. Discuss Departmental Staff/Faculty
- C. Demonstrated Student, Staff, and Faculty Demand for the Department
- D. Departmental Resource Management
- E. SWOT Analysis
 1. Internal Strengths of department
 2. Internal Weaknesses of department
 3. External Opportunities facing the department
 4. External Threats confronting the department

Each of the above requirements will be rated as S (Satisfactory) or U (Unsatisfactory). If the DRAC deems an area unsatisfactory, it will provide the department with Recommendations or Suggestions for that area.

Recommendations will be provided if an area is clearly deficient and changes must be made. Suggestions will be provided for areas that the committee perceives as weak or needing attention from the department in order to avoid a complete deficiency.

The Department of Institutional Research and Planning (IRP) created an Assessment link on the departmental website <http://www.westga.edu/~irpAssessment/AssessmentChoice.shtml> to provide the timeline and review

Institutional Effectiveness

guidelines for both the Departmental Review Advisory Committee and the Program Review Advisory Committee. IRP is the repository for the departmental reports submitted to DRAC and PRAC and the Committees' Recommendations.

Fiscal year 2004 ended with five departments (Residence Life, EXCEL Center, Facilities and Grounds, Distance and Distributed Education Center, and Development and Alumni Services) completing their five-year review. The DRAC report with recommendations and suggestions will be submitted to the department's Vice President for review. Five more departments will complete their five-year review in fiscal year 2005.

Institutional review, like all other elements of a vibrant institution, must be constantly examined for continuous improvement. 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 Student Retention and Graduation

The faculty and staff at the State University of West Georgia are focused on efforts to improve retention and graduation rates this year as well as in other recent years. Several specific programs have been designed to improve student retention and to increase the likelihood for their successful program completion. The following is a brief summary of the accomplishments of these programs:

Enrollment Management

In the summer of 2001, the position of Enrollment Manager was created to serve as an advisor to the Vice President for Student Services on enrollment management issues.

The Enrollment Management Committee (EMC) was transformed from the former Steering Committee on Retention. The EM Committee did not relinquish any former responsibilities, but expanded its membership and mission. The 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 first met in fall 2001 and its first order of business was to expand the membership. As a result of that agreement, the membership of the committee increased 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 requires a full understanding of the University's situation (i.e. capacity to provide services,

academic programs consistent with UWG's mission, and demography), and its prospects for the future.

Within the Developmental Phase, an 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 the process of making the plan operational by gathering necessary data to monitor the successes, enable assessments, and recommend necessary alterations.

New Student Advisement and Registration

One manifestation of enacting the enrollment plan was realized when new freshmen were being advised and registering for fall classes. First, through no fault of the student, the University had limited class availability for students that attended orientation later in the summer. Second, advising 300 students per orientation placed a heavy demand on academic advisors and often mistakes were made during the advising process such as students taking courses that were not needed, all requirements not being satisfied for the major when enough hours had been taken to graduate, being told that certain courses from other institutions will count for credit at UWG when they will not, etc.

After becoming aware of the several recurring problems students encounter related to advising, a new and exciting program called **IGNITE** was devised by the OEM which offers the opportunity for new students in selected programs to meet with academic advisors and register for classes before all other incoming students. **IGNITE** allows the selection of courses that a student wants to take during the first semester at UWG.

One of the difficulties for first-year students at larger institutions is receiving advice for selecting the classes needed and being able to get those classes. First-year students often feel lost in the crowd, lost in lines and, as a result, lost in college. **IGNITE** tries to solve that problem by bringing students into the orientation and registration process early. **IGNITE** eliminates the lines, the crowds, and the feeling of being lost.

While there were a few communications, mailing, and billing glitches the first year, the second year appeared to be a success. Each student received a full-time course schedule, largely due to the efforts of the University EXCEL Center. Less demand was required of the academic advisors for

Retention and Graduation Rates

campus orientations, and there was a decrease in the crisis for class availability.

UWG 1101: The First Year University Experience

The University freshman seminar project was initiated in fall 2003 with three sections of UWG 1101 as a pilot. Each section was team-taught, with one member of the team being from the faculty and the other from Student Services. The three sections used a common textbook and course schedule for topics, and some sessions were conducted with all of the sections combined. The pilot was used to provide feedback on the course and student outcomes were assessed in the spring. UWG 1101 students had an average .5 GPA higher than a randomly selected group of new freshmen who did not enroll in UWG 1101. The course was expanded to nine sections for fiscal year 2005.

UWG 1101 is designed to help students succeed academically as well as personally and socially at West Georgia. The fundamental focus of the class is to provide an understanding of the basic structure of critical thinking and of academic disciplines in order to increase learning in the university classroom. The course also provides an overview of available resources which helps to insure student success in the university classroom. Furthermore, UWG 1101 provides students with essential information about the University as a whole, its rules, procedures, and resources. UWG 1101 classes include subjects that cut across the academic and nonacademic lines of school; these subjects include time management, college study skills, basic computer skills, the structure of the Core Curriculum, choosing a major and career, and using the UWG library. Most classes require that students attend several University activities and events so that they are introduced to important University activities discussing topics such as safer dating, multiculturalism, and drug and alcohol abuse. Students are required to attend class and to interact with the instructor and classmates. While students must take responsibility for their own learning, the course attempts to support and enhance that responsibility by creating in the class a learning community within the University.

Course Goals

- To promote for first-year students a positive adjustment and assimilation into the University;
- To help students learn to balance their freedom with a sense of responsibility as part of the process of enhancing self-knowledge and self-confidence;
- To develop a network of colleagues;
- To involve students in the total life of the University;
- To reduce student anxiety about written and oral communication;

- To enhance college-level analytical reading and provide supplemental practice in applying the knowledge students gain in other first-year courses;
- To increase student awareness about deciding on a particular major and academic department or to recognize that their most appropriate current choice is to remain undecided;
- To introduce students to American higher education with emphasis on its history and current structure;
- To provide students additional training, practice, experience, and knowledge in the following skill areas: decision making, goal setting, planning, time management, and group/teamwork.

Learning Outcomes:

- Students will identify and utilize a set of adaptive study, coping, critical thinking, logical problem-solving, and success skills;
- Students will demonstrate an understanding of some of the most typical pedagogical strategies of their professors' teaching and presentation styles;
- Students will demonstrate their understanding of the function of a mentor and how to go about finding one;
- Students will summarize basic information about UWG: its history, purposes, organization, rules and regulations, people, services, resources, and opportunities for student development;
- Students will utilize the following resources available to them at UWG: the Library, the EXCEL Center, and the Health Center; students will also identify the location and function of other important offices on campus, such as Student Development Center, the Writing Center, and the Mathematics Laboratory, and the Career Services Office;
- Students will identify some of the major health and wellness issues for students;
- Students will document their personal goals for careers and academic majors and their plans for achieving these goals;
- Students will demonstrate some basic skills in computer literacy through activities involving the use of e-mail and the Internet.

Results of the effects of UWG 1101 will continue to be gathered after the completion of the second year to review freshman cumulative GPA and to track/check GPA and retention.

Increase Admission Standards

The Admissions Research Group, a subcommittee of the Enrollment Management Committee, was designed to make formal use of the data obtained by the Admissions Counselors in the course of their work. A phone survey of High School Guidance Counselors revealed that UWG needs to appear more selective in the students that are accepted. UWG is perceived to have admission standards that are too low, and thus less likely to matriculate students with strongest chances for academic success.

After much discussion on the relationship between retention and high school GPA, a proposal was made to the Board of Regents to increase undergraduate admission standards. The proposal to increase the Freshman Index from 19.40 to 20.50 (particularly the High School GPA) and raise the SAT Math from 400 to 410 was approved. The changes were effective May 3, 2004.

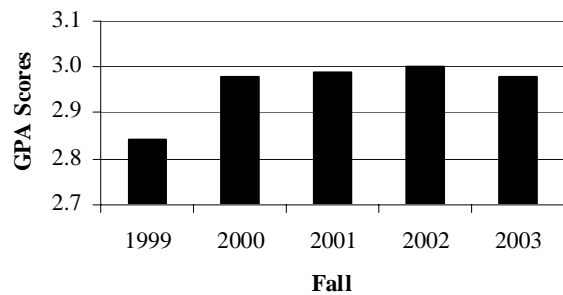
The State University of West Georgia attributes its retention and graduation rates in part to its higher admissions standards. The following shows retention and graduation rates for first-time full-time students who have entered since 1993. We will be watching graduation rates very closely in the coming years to see if the improved retention rates translate into improved graduation rates.

Each entering class includes all entering freshmen enrolled full time whose first term is the fall indicated or the previous summer.

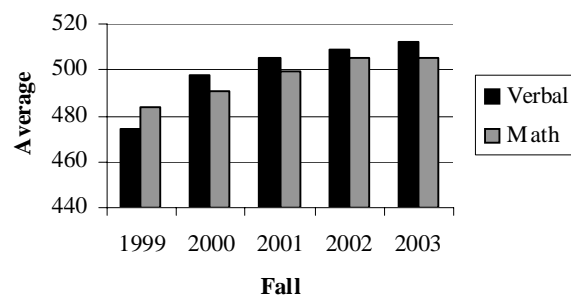
By fall 2001, students admitted to the University System had to meet higher College Preparatory Curriculum (CPC) requirements and certain minimum System standards based on a combination of SAT/ACT scores and high school grade point average. The standards vary by type of institution.

UWG has experienced an increase of **four percent** or more in the following categories: High School Grade Point Average, SAT Verbal and Math Scores, and Average SAT scores.

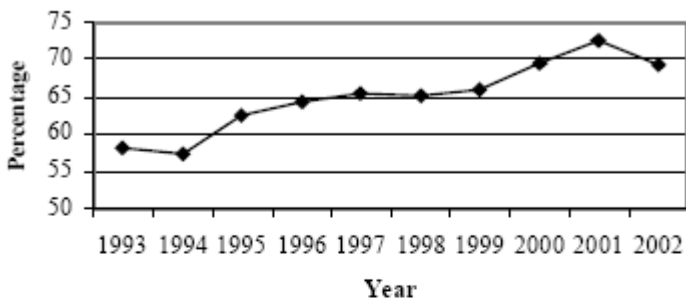
High School GPA Scores



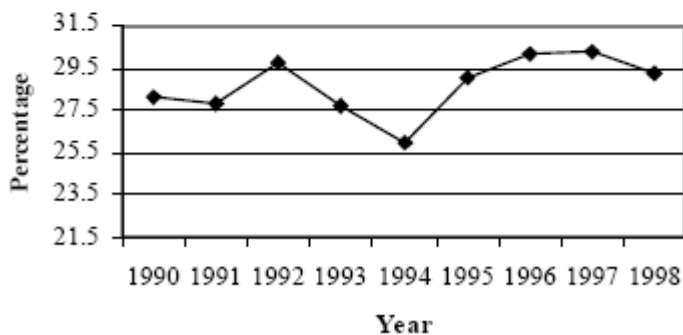
SAT Verbal/Math Scores



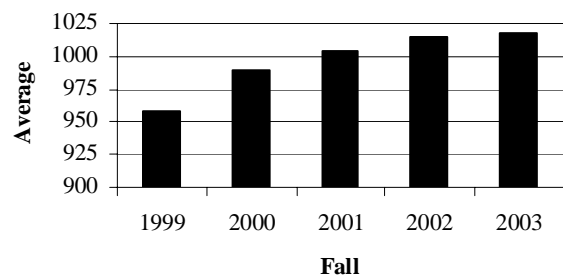
Retention



Six Year Graduation



SAT Average



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 despite continuous budget cuts and constantly being asked to work harder with fewer funds, staff, and resources. The exceptional work of UWG's faculty and staff has aided in redefining and actualizing system and institutional objectives while keeping the University's commitment to *Educational Excellence in a Personal Environment* vital.

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 a vital force in our region and community since its founding in 1906. The university has developed top quality academic and cultural programs, and established partnerships with public agencies, private businesses, and the community.

Over the past several years, state legislatures have made significant and often sudden reductions in financial support for the University System of Georgia and its colleges and universities. These cuts have come despite public recognition that higher education is one of the critical strengths of the United States as it competes in a global economy. The cuts in public funding have had a detrimental effect on the ability of many institutions to carrying out their missions and meet the challenge of providing well-educated graduates.

Sometimes a reduction in funding leads institutions to undertake comprehensive and intensive examinations of their programs and operations, and efficiencies result; however, often times vital programs and services suffer. In the state of Georgia the cuts have come without warning, making it impossible for institutions to plan effectively. In many cases, the disparity between available resources and educational demands has become so significant that the institutional capacity to respond has been severely impaired and the academic integrity and quality of many programs have been and are being threatened.

The State University of West Georgia strives hard to reaffirm its belief that administrators, trustees, and legislators share in the responsibility for ensuring that institutions of higher education have the ability to achieve their stated purposes. When declines in resources diminish any institution's ability to fulfill its mission, all parties should understand the necessity of either replacing these resources or redefining the institution's educational programs and services. Administrators, trustees, and legislators have a joint responsibility for providing, safeguarding, and managing the resources of institutions under their charge. Without such understanding and commitment, our institutions of higher learning and their programs are placed in jeopardy.

Despite all of the above, the State University of West Georgia's overall health of the institution is good and, with continuous improvements, it can only get better, but only with the support of the State of Georgia's administrators, trustees, and legislators. The State University of West Georgia has identified areas needing 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 and concerns.

However, considerable need still exists, which must be met if West Georgia is to preserve its commitment to *Educational Excellence in a Personal Environment*. UWG's quality and national accomplishments are due to the faculty and staff performing at unequaled levels of efficiency and effectiveness, but they become impossible to sustain in the long run without adequate support.

With many faculty and staff retiring or leaving the institution over the past three years, attracting and retaining well-qualified faculty and staff will continue to be of critical importance. Faculty and staff numbers will need to grow commensurate with enrollment and program growth. With the previous years' budget shortfalls, the university cannot replace full-time faculty and will need to rely more heavily on part-time faculty. With unfilled staff positions and positions being phased out, a heavier burden is being placed on remaining individuals and departments.

Salary compression continues to be an issue at the State University of West Georgia. 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.

Institutional Health

Salary compression and the standard cost of living increase is definitely being felt by staff even after annual raises have taken effect, but for fiscal years 2003 and 2004 raises were not available or received due to the current state of the economy. 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.

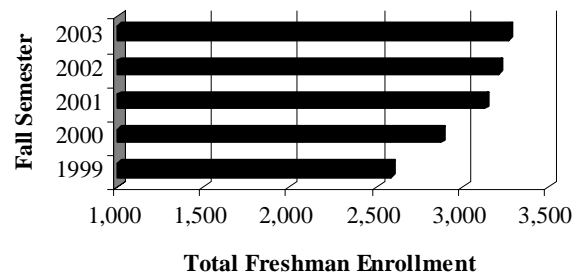
Simply, salaries for faculty and staff have not kept pace with salaries currently being offered in the southeast. With relatively low salaries and little chance for annual raises, continued turnover is expected since faculty and staff can increase their salaries by several thousand dollars by accepting positions at other public and private colleges and universities outside the state or other positions outside higher education. If UWG and the University System of Georgia are to remain competitive, higher education institutions 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 to the number of course 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. Departmental resources are being drained to provide alternatives to full classes, and it is becoming more difficult to support UWG's 20 to 1 student to teacher ratio.

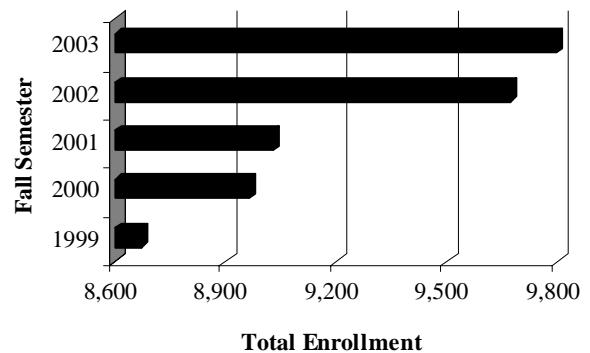
	FY2002	FY2003	FY2004
Undergraduate Class Size	Class Sections		
Less than 10	177	164	157
10-19	224	212	210
20-29	293	333	359
30-39	146	150	176
40-49	75	79	81
50-99	71	95	87
100+	38	36	44
Total	1,024	1,069	1,114

Since fall 1999, the State University of West Georgia's new freshman enrollment has increased twenty-six percent. The total student enrollment has increased more than eighteen percent.

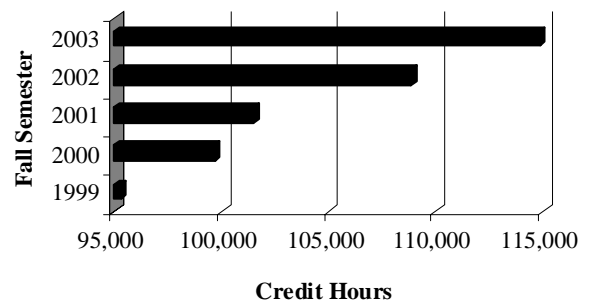
Freshman Enrollment



Student Enrollment



Credit Hour Production



The University's credit hour production has increased more than twenty percent over the past five years. If the needs and limitations of technology, space, and course availability are not addressed, *Educational Excellence in a Personal Environment* will be nearly impossible to sustain.

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 increased support. The support will indeed allow the University to increase the momentum that has been established through the previous years.