

UNIVERSITY of West Georgia



Annual Report *of* Institutional Progress *2005-2006*

University of West Georgia

2005-2006 Annual Report of Institutional Progress

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

The University of West Georgia's commitment to *Educational Excellence in a Personal Environment* continued to grow throughout the 2005-2006 academic year. While the University's enrollment exceeded the 10,000 mark for the third consecutive year, the increase in admissions standards is believed to have contributed to a slight decrease in enrollment. UWG total enrollment for fall 2005 was 10,154, down 62 students from fall 2004 while graduate student enrollment declined by 129 students from fall 2004 of 1,937. The number of full-time equivalent (FTE) students, however, increased from 8,898 to 8,907.

The average SAT scores increased for first-time, full-time freshmen. UWG's average SAT went from 1,005 in 2004 to 1,031 in fall 2005. The increased admissions standards were fully in effect for fall 2005; as a result, UWG accepted 55 percent of applicants, as compared to 61 percent the previous year.

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

Educational Excellence in a Personal Environment

- For the third consecutive year, UWG was identified as one of the best 100 colleges and universities in the Southeastern region in *The Best Southeastern Colleges*, a regional guidebook published by *The Princeton Review*.



The University was also recognized as one of America's best values in 2006, according to the Princeton Review's *America's Best Value Colleges*. UWG's tuition, financial aid awards and levels of satisfaction reported by undergraduates were a few of the factors that made UWG stand out.

UWG was **one of only 140** schools in the southeast to make the list and will be considered for the Top Ten Best Colleges list published by Princeton Review. The list is compiled from data collected from students by the publication throughout the academic year.

- The University of West Georgia's online Master of Business Administration (MBA) program, Georgia WebMBA, has been ranked as one of the Top 25 best buys in the country by GetEducated.com. The program is offered in collaboration with four other University System of Georgia institutions and has been ranked in the top 25 in two consecutive surveys by GetEducated.com.

Out of 130 graduate schools offering an online graduate degree in business administration, UWG's WebMBA program ranked 16th. This is the second time in three years the online program has received this recognition.

GetEducated.com ranks institutions with online degrees in several areas, including quality and tuition rates. A GetEducated.com Best Buy designation indicates that the program provides a high quality distance degree at rates well below the national average. A WebMBA at UWG costs \$15,750 and usually takes about 18 months to complete.

- During the 2005-2006 year, the members of the Athletics Marketing Identity Task Force continued to meet and made a recommendation on a new name and image for the school's mascot and nickname. On January 12, 2006, a press conference was held to announce that the new nickname would be the West Georgia Wolves. Final graphics for the name were developed, and the implementation of the new images and identity is taking place during the 2006-2007 fiscal year. (Bread and Butter Goal[hereinafter referred to as BBG] 4. Public Relations)
- The University of West Georgia added the first Master of Arts in Teaching degree to its graduate school programs. The Board of Regents of the University System of Georgia approved a new Master of Arts in Teaching with a major in French, German, and Spanish. The new M.A.T. degree in foreign languages will be offered starting fall 2006. (BBG 3. Academic Programs)



Institutional Accomplishments

Accomplishments by Academic and Administrative Departments

- The *Department of Nursing* was one of only three Georgia and 90 national educational practice partnerships participating in the American Association of Colleges of Nursing demonstration projects to develop the Clinical Nurse Leader role. Eighty-seven percent of fiscal year 2005 Generic BSN graduates passed the MCLEX-RN on the first attempt; all but one graduate passed the exam on the subsequent attempt. (BBG 3. Academic Programs)
- The *Department of Anthropology*, in order encourage students to consider minoring or majoring in Anthropology, began sponsoring an annual Fall Department Open House to display what anthropologist do.

A Faculty/Student Research Seminar Series has also been implemented in order to build collegiality in the department and to build bridges for collaborative research (either between faculty or between faculty and students). Faculty are able to present on-going research and students present their completed research. (BBG 3. Academic Programs)
- The *Department of Health Services* received a \$15,000 Governor's Office of Highway Safety Collaborative Safety Initiatives grant. The grant will fund UWG safety programs for the children of Carroll County and university students throughout the year. A primary focus of the grant-funded safety program is to educate university students about alcohol poisoning and impaired driving. In addition, several other bicycle and pedestrian safety programs have been presented to local youngsters at summer camps hosted by the Department of Continuing Education. (BBG 5. University Experience)
- The *Black Males With Initiative (BMWI)* program and the *Multicultural Achievement Program* were awarded a \$15,000 Board of Regents grant through the University System of Georgia's African-American Male Initiative (AAMI). The funds will be used to expand existing mentoring programs for black males at UWG and in area junior and high schools.

The BMWI program benefits students from the sixth grade through high school and college. The grant will help add 20 UWG students to the 25 BMWI members who mentor sixth-through eighth-graders at a local junior high school. Grant funded programs include multifaceted projects to increase enrollment of black males in college-preparatory programs, summer bridge programs to provide exposure to college campuses, and learning communities to improve retention and

graduation rates of black males at the university. Since the AAMI was launched three years ago, enrollment of black males in the University System has increased almost 10 percent. (BBG 2. Academic Programs)

- The *Department of Campus Planning and Facilities* received statewide recognition for organizational effectiveness and accountability from Georgia Oglethorpe. Georgia Oglethorpe is a non-profit, public-private partnership that promotes organizational excellence through education, assessment and recognition based on the national Malcolm Baldrige Criteria for Performance Excellence. Campus Planning and Facilities received the Focus Recognition, which is the first level of recognition awarded,. There are three levels of assessment: Focus Recognition, Progress Award, and Oglethorpe Award. (BBG 10. Campus Infrastructure)
- The *Department of Physical Education* majors scored 100 percent on the Movement Forms-Analysis and Design on the PRAXIS II examination. (BBG 2. Academic Programs)
- Ninety-seven percent of the counseling students in the *Department of Counseling and Educational Psychology* passed the PRAXIS II examination in school counseling from fall 2004 to fall 2005. As a group, students scored above the mean for all graduate students taking the examination. (BBG 2. Academic Programs)

Accomplishments by students, faculty, and staff

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

- Dr. Julie Bartley, associate professor of geology, was named the 2005 Georgia Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE). The U.S. Professors of the Year Program salutes the country's most outstanding undergraduate instructors for their influence on students' lives and careers. Dr. Bartley was selected from among 400 nominees.
- USA Today named, UWG junior, Logan Leslie as a member of the All-USA College Academic Team. The All-USA College Academic Team honors full-time undergraduates who not only excel in scholarship but also extend their intellectual abilities beyond the classroom to benefit society. Criteria include high academic standing, academic rigor, leadership, activities, and most important, the student's essay describing his or her most outstanding intellectual endeavor while in college.

- Johnathan Williams, a junior chemistry and physics major, recently completed the 2005 NASA Spaceflight and Life Sciences Training Program (SLSTP) at Kennedy Space Center in Florida. SLSTP is a highly competitive program for college undergraduates studying life sciences, physical sciences, mathematics, engineering and computer science. The intense six-week program offers an in-depth examination of Life Sciences research and flight operations.
- The 2005 edition of *The Eclectic*, UWG's literary and fine arts journal, won first place in the art and literacy magazine category at the annual Southern Literary Festival. *The Eclectic* is an annual publication featuring graduate and undergraduate creative works such as poetry, music, fiction and non-fiction, and excerpts from student screen plays.
- At the beginning of fall 2005, the University of West Georgia became home for 200 evacuees of Hurricane Katrina. The university reopened Roberts Hall, a residence hall scheduled for demolition, to house Hurricane Katrina evacuees. The hall was nicknamed Hotel Katrina and stayed open for more than a month.

Two UWG employees, Chief Tom Mackel, director of public safety, and Dr. Melanie McClellan, vice president for student services, who played an instrumental role in coordinating the campus's relief efforts, were honored for their dedication and service by the University System of Georgia (USG) Facilities Officers Conference and received the prestigious Outstanding Service Award.

Dr. McClellan and Tom Mackel directed operations at Roberts Hall, which included 24-hour security for the evacuees and university students, community and university volunteer efforts and donations, counseling, medical and employment help, relocation and public school registration.

Many of the evacuees found jobs and settled in Carrollton, citing the hospitality of Carrollton, Carroll County, and the university as a reason to stay.

External Relations and Regional collaboration for economic and community development (Bread and Butter Goals 7 and 8)

- The Richards College of Business' *Department of Economics*, together with the Carroll County Chamber of Commerce, sponsored the 2005 Annual Economic Forecast Breakfast with approximately 350 representatives attending from business and industry. Guest speakers for the event featured the widely published Economic Consultant, Don Ratajczak, and Michael Chriszt, Director of International and Regional

Analysis at the Atlanta Federal Reserve. This program was supported by 12 business sponsors and co-sponsors.

- An unprecedented partnership between Georgia's Political Heritage Program at UWG and Georgia Public Broadcasting will make one of the Southeast's largest historical archives accessible to a statewide audience. Georgia's Political Heritage Program archive is a video and audiotape collection of interviews with Georgia's political leaders relating their roles in the state's political history. The collection is currently stored in Ingram Library's Special Collections.

Georgia Public Broadcasting will lend University Television recording equipment worth \$15,000 to digitize videos in the collection, which may take more than a year. Students and faculty will train on the equipment, and students will perform the digitalization. Once digitized, the interviews will be broadcast through Georgia Public Broadcasting Education, a service that reaches about 1.5 million students and 90,000 teachers. They will also become part of the Georgia Library Learning Online (GALILEO).

- The *Small Business Development Center (SBDC)* hosted its first Entrepreneur Development Certification Program (EDCP). The new program was sponsored by United Community Bank and featured a series of six classes covering relevant topics for small business owners or individuals interested in starting a new business. Topics included: "How to Start Your Own Business", "Legal Issues of the Small Business," and "Writing an Effective Business Plan." The SBDC is located in the Richards College of Business and offers free confidential consulting services for new and existing small businesses in Carroll, Douglas, Haralson, Heard, and Coweta counties.
- Ten students in the Theatre Program teamed up with Atlanta's Alliance Theatre to participate in The Collision Project, an annual touring production that travels to high schools in Georgia. The Alliance Theatre is the largest and one of the most prestigious theatre groups in the southeast. While UWG is the third university to work on the project, some of the students in the program worked on the script as high school students, making UWG's participation in this project truly unique. This is the first time that has happened in the history of the project.

Information Technology (Bread and Butter Goal 9)

During fiscal year 2006, the structure for technology governance at UWG changed as a response to an

Institutional Accomplishments

Information Technology (IT) audit conducted by the Board of Regent's IT Audit manager.

The new structure consists of:

The Technology Planning Committee (TPC): The charge and membership of the TPC was modified to redirect the emphasis of the committee from low-level technical issues to strategic technical policy.

- The charge is now to assess and recommend strategic policy that contributes to the fulfillment of UWG's technology vision. The TPC will therefore produce a Yearly Evaluation of Campus IT as a summation of the state of information technology at UWG over the previous academic year.
- The committee members will consist of 2 Senators (1 Arts and Sciences, 1 Business or Education); 6 elected faculty members (3 Arts and Sciences, 1 Business, 1 Education, 1 Library); 4 senior-level administrators (1 each from the divisions of Academic Affairs, Business and Finance, Student Services, and University Advancement); the University Technology Officer; and 3 students (appointed by the SGA).

The Technology Coordination Council (TCC): The TCC was constituted as an administrative council of the University in April, 2006.

- The TCC is charged to create, assess, and coordinate technical standards, procedures, and processes that implement UWG's information technology strategic policies; to coordinate the activities of UWG's information technology groups to foster the best use of information technology across campus; to perform periodic evaluations of UWG's IT resources; to make cooperative purchasing decisions among the information technology groups; to ensure that the information technology groups communicate with each other and with the University administration; and to advise the Technology Planning Committee of the Faculty Senate and the administration on technical issues.
- The members of the TCC represent each IT unit at UWG. The chair is the University Technology Officer.

University Technology Officer (UTO): The position of University Technology Officer was filled February 1, 2006. The UTO's duties are to:

- Serve as chair of the TCC and as a member of the TPC, and as a liaison between them.
- In collaboration with the department of internal audit, prepare a quarterly IT audit report to the President's Advisory Council (PAC) and the Dean's Council assessing the state of IT at UWG.

- Supervise the preparation of the Yearly Evaluation of Campus IT.
- Coordinate the activities of UWG's IT units and the University System's Office of Information and Instructional Technology.
- Advise the President and the PAC on IT issues.
- Promote communication and cooperation among UWG's IT groups.

Campus Infrastructure (Bread and Butter Goal 5)

A first class recreational facility, the Campus Center, will open in fall 2006. The Campus Center will house a comprehensive fitness center, aerobics rooms, a game room, a 50-foot climbing wall, meeting rooms, student organization office space and outdoor recreation storage.

The 13,000-square-foot fitness facility will offer more than 205 pieces of fitness equipment including treadmills, weight machines, ellipticals and free weights. Two 1,500-square-foot aerobics rooms are fully equipped with the latest equipment and includes personal trainers.

The new facility also includes a game room, a 9,000-square-foot ballroom, casual lounge areas, an indoor 1/8-mile track, and two basketball courts for students to relax and enjoy being with friends. Students will be able to catch up on their favorite shows on widescreen TV, play X box games or shoot a game of pool in the game room. Students will also be able to check out equipment for adventure trips, such as canoes, kayaks, tents and backpacks.



The Student Activities Office and the Office of Intramurals and Recreational Services will be relocated to the Campus Center. Several student organizations will also have offices in the facility, and all student groups will have access to the center's meeting rooms.

Funded through student fees approved by the 2003-2004 Student Government Association (SGA), the Campus Center will provide job opportunities to more than 100 students.

The university—in partnership with an exceptionally supportive community and through the innovative ideas of its faculty and staff—continues to find the necessary

resources to offer “*Educational Excellence in a Personal Environment*” for UWG students.

***University Advancement
(Bread and Butter Goal 7. External Relations)***

The *Office of Development and Alumni Relations*, within the Division of University Advancement, is in the second year of a reorganization of the structural framework of the unit. The department has reclassified two current positions to create an Associate Executive Director for Alumni Relations and Annual Giving and a Coordinator for Alumni Relations.

UWG continues to make significant improvements in the fund-raising strategies and in its stewardship activities. These improvements are built upon a strong tradition the office has in fund-raising and is only possible due to the infusion of new funds from both the university and the University of West Georgia Foundation operating account. Total giving to UWG continues to increase. One of the most popular venues for support for the university is the annual A DAY campaign, a fund-raising event which culminates annually on the third Thursday of October.

The A DAY campaign raised \$801,684 in fall 2005. Faculty and staff contributions were at the highest level ever at \$88,000. Through the course of the A DAY campaign and other efforts, a total of \$226,594 was raised for unrestricted funds. These largely undesignated contributions help to fund Presidential Scholarships, West Georgia Foundation Scholarships, other scholarships, advanced technology, faculty enrichment, and student recruitment initiatives. The materials developed for the 2005 A DAY campaign won an Award of Merit from the Council for the Advancement and Support’s District III in the Educational Fund-raising category.

Total fund-raising in calendar year 2005 was \$2,592,019. Included in this total was a \$300,000 payment on a new pledge for \$1,500,000 by Linda and Ray Fulford in support of the university’s stadium project. The payment from the Goizueta Foundation on their \$500,000 pledge in support of scholarships for students of Hispanic origin is included in the 2005 totals. Also included was a gift of \$50,000 from the Katherine Lanctot estate in support of the university’s library, a \$50,000 gift from the Watson-Brown Foundation in support of scholarships for students attending the Advanced Academy of Georgia, and two gifts totaling \$71,388 from Dr. J. Lincoln DeVillier that are being used for scholarship support.

The *Department of Anthropology* announced a new scholarship sponsored by the Antonio J. Waring, Jr. Anthropology Endowment which received an additional

\$222,569 from the Henrietta Waring Trust in 2005. UWG is one of two schools in the University System of Georgia that offers a degree with a major in Anthropology. The \$2,000 Waring Anthropology Scholarships support undergraduate students, and they are competitive awards based on academic achievement and potential for scholarly growth.

The *Richards College of Business* received the first gift to establish the new RCOB Visionary Endowment from Mary Covington, executive vice president of First National Bank of Georgia and president of the RCOB Board of Visitors. The endowment is designed to help university students, faculty, and staff excel in business education and innovation by funding faculty fellowships, student research and travel, staff development programs, and outreach programs for the RCOB.

The university’s Alumni Relations program continued to expand its work with engaging current and future students with the university. The National Alumni Association received a \$500 grant from the University System of Georgia to coordinate a day-long event in the Education – GO GET IT program. Over 100 students from local middle schools came to campus to learn about the opportunities for going to college, visit the campus, and attend a football game. Additionally, the National Alumni Association coordinated receptions for the parents of new students during orientation and developed a program entitled “Dinner with Twelve Strangers.” This program brought together new students, alumni, and university personnel in the homes of alumni, faculty, and staff to welcome the new students to West Georgia and to Carrollton.

The *Department of Publications and Printing* received awards from the Printing Industry Association of Georgia for a record setting 10 publications. The PIAG Print Excellence Awards competition is the Georgia printing industry’s oldest, largest, and most prestigious graphic arts awards program. Winning entries were selected from 1,124 entries submitted by 61 print and graphic arts companies. (BBG 4. Public Relations)

***The University Experience
(Bread and Butter Goal 5)***

The university’s athletics program continued to experience success during the 2005-2006 year. The football team had a record of 7 and 4 and the volleyball team had a record of 21-8. Carolin Schoeneck won First Team All-GSC honors and Stephanie Singleton earned second-team accolades. The volleyball team was invited to the GSC tournament for the third year in a row. The women’s soccer team had an impressive season record of 13-7-1. Coach Gareth O’Sullivan was named the GSC Coach of the Year, and Sara Sohlberg became the first UWG woman to earn Conference Player of the Year honors.

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This year was also the first competition year for the women's golf program. Men's golf anchor, Brandon Bennett, was named to the 2006 GSC All-Academic Team. UWG softball standout Adrienne Clay and baseball star LaVeasey Carter were also named to the All-Academic Team. Both the men's and women's teams won 19 games during the season and participated in the GSC conference tournaments.

The University of West Georgia's Co-Ed Cheerleading Squad continued its winning streak with a fifth national consecutive championship at the Universal Cheerleading Association (UCA) 2006 Nationals. UWG cheerleading squads have placed or won the championship for seven straight years. In addition to winning the co-ed national championship, the UWG All-Girl Squad won the UCA Division II National Championship. This is the second time in three years that the All-Girl Squad has won first place in the competition.

Part B: Annual Progress in Institutional Strategic Planning

The University of West Georgia, during 2005-2006, endeavored to improve and advance the strategic planning process 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 Strategic Planning Committee undertook the first stage of UWG's strategic planning process, which globally defined the areas on which the institution wanted to concentrate, referred to as the "Bread and Butter and Visionary Goals: The Three Fives."

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. The following is a brief description of how UWG (faculty, staff, and students) are supporting the Strategic Goals of Academic Programs:

- a. Use periodic program reviews to ensure that departments and programs are mission-driven.
- b. Allocate resources for the improvement of existing programs and the development of new programs only in accordance with UWG's mission as a comprehensive state university.
- c. Give high priority to obtaining and maintaining accreditation for every program for which a national accreditation agency exists.
- d. Include faculty-directed student experiential learning, research, creative, or professional activities in academic programs whenever possible.
- e. Ensure that the general education program offered in the core is coherent and rigorous, with learning outcomes that can be clearly and consistently communicated.

Revise Mission Statement

On April 7th, 2005, the Board of Regents of the University System of Georgia granted the University of West Georgia permission to make changes to its mission that reflected the institution's greater outreach to the citizens of Georgia. Changes to UWG's Mission Statement were centered on the institution's desire to offer additional doctoral programs, to

emphasize the residential component of the University, and to more succinctly articulate the nature and concept of the institution's essential characteristics.

An institution's mission statement establishes what the institution plans to do, and for whom, plus the major philosophical premises under which it will operate. Primary among the reasons for an institution having such a statement are:

1. to ensure consistency and clarity of purpose throughout the institution,
2. to provide a point of reference for all major planning decisions,
3. to gain commitment from those within the institution through clear communication of the nature and concept of the organization's business, and
4. to gain understanding and support from those people outside the institution who are important to its success.

In October of last year, the Institutional Studies and Planning Committee (ISP), a standing-committee of the Faculty Senate, was charged with the responsibility of reviewing the UWG's current Mission Statement against both the future goals of the institution as well as through feedback from staff, faculty, and administrators.

Based upon this research, the committee agreed that the current Mission should be redesigned in order to contain the essential elements of an effective mission statement:

The Purpose Component - The purpose component clearly states what the institution seeks to accomplish: Why does the institution exist? What is the ultimate result of its work?

The Essential Activities Component - This part of the mission statement outlines the "business(es)" (i.e., activities or programs) the institution chooses in order to pursue its purpose. Specifically, "What activities is the institution going to do to accomplish its purpose?"

Values Component - Values are beliefs which the institution's members hold in common and endeavor to put into practice. The values guide the organization's members in performing their work. Specifically, the institution should ask "What are the basic beliefs that the institution shares as an organization?"

By spring of 2006, the ISP committee had reviewed numerous drafts and examined institutional feedback. The final draft of UWG's new Mission Statement was submitted to the Faculty Senate for review and approval in the fall 2006.

Part C: Annual Progress in Assessing Institutional Effectiveness

The University of West Georgia continues to make advances in the way institutional effectiveness is evaluated, and it is constantly striving for improvement.

Tracking Faculty Productivity (Bread and Butter Goal 6. Student, faculty, and staff morale)

Activity Insight from Digital Measures, one of the university's new e-portfolio management tools, is a secure web-based information management system for managing and reporting faculty and staff's teaching, research, and service activities. Activity Insight will be used by the College of Arts and Sciences and the Richards College of Business to create reports that show the engagement activities of the institution's faculty.

The five-year contract with Digital Measures requires the university to pay \$3,500 annually for up to 100 faculty members per college. Those colleges with more than 100 faculty members pay an additional \$1,000. The first year of the contract has been paid for by UWG central administration, but the remaining four years will be paid by the college each October.

The Richards College of Business implemented Digital Measures during the summer of 2006 in preparation for their AACSB Accreditation Maintenance visit in November, 2006. Initial data entry for the previous five years for all faculty (including edits and reviews for accuracy) was completed on August 31, 2006. Updates will be managed primarily by support staff in each department, although faculty have the option of entering their data as well.

The formal launch for the College of Arts and Sciences implementation of Digital Measures will be during fiscal year 2007. This tool will be for faculty and college administrative use. The data is on a secure server hosted by Digital Measures. Faculty will only be able to see their individual information. Colleges can see their own individual college information. Administrators in the designated college can also see the information for faculty in their college. At the central administrative level, the Dean, Associate, and Assistant Deans will have access to this information to fulfill institutional report requests and other national reporting agencies' requests using aggregate data.

The College of Education (COE) has contracted with Foliotek, a portfolio management and assessment system used by universities, to track and assess student work as it relates to students' attainment of certain COE standards and competencies. The Faculty Productivity component should be ready by January 2007. This component will allow COE faculty to input information on their teaching, service, and scholarship/professional development. Faculty will be able to create their vitae, annual reports, pre-tenure/third-year review dossiers, promotion and tenure dossiers, and post-tenure review dossiers. In addition, reports and dossiers can be evaluated online to make merit pay determinations and decisions on dossiers. On the assessment side, the COE will be able to generate reports on faculty productivity in the areas of teaching, scholarship/professional development, and service. These reports can be aggregated and disaggregated a number of ways (e.g., by department, by employment level, etc.).

Using Foliotek will allow the College of Education to have one central tracking system for students and faculty (requested during the previous NCATE visit by the Board of Examiners in order to meet accreditation requirements). Within one system, students will upload work and connect their work to standards and competencies, and faculty will be able to evaluate student work to determine whether program goals have been met and students have attained the knowledge, skills, and dispositions outlined in the COE Conceptual Framework and the professional standards affiliated with their particular program. In addition, faculty will use the same system to demonstrate how their work aligns with college and university standards. With this e-portfolio management system, the COE will improve the results of state and national accreditation audits through improved faculty portfolio quality and data improvements.

Conceptually the two software systems, Digital Measures and Foliotek, are similar. However Digital Measures is better designed to meet the accreditation needs for the Richards College of Business and the College of Arts and Sciences while Foliotek is better designed to meet the accreditation needs for the College of Education.

Annual Report Process

Since 1961 the University of West Georgia has completed an *Annual Report of Institutional Progress*. For many years, the institution-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

Institutional Effectiveness

instrument to report institutional accomplishments to the Board of Regents.

The Annual Report process allows 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.

Assessing Learning Outcomes and Student Engagement (Bread and Butter Goal 3. Academic Programs)

All departments in the three colleges have identified learning outcomes for all programs and causes. 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 2006, 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. Following are some examples:

- The *Department of Chemistry*, after considerable investigation and departmental discussion, instituted a process where students must have properly completed a pre-requisite course in chemistry and/or mathematics with a minimum grade of “C” in order to enroll in the next sequential chemistry course. This change will help the department screen students from taking a chemistry course before they are adequately prepared. Using the same rationale based on several years of student performance, the department of chemistry has a minimum threshold on the Freshman Index Number that an entering freshman must have in order to take the freshman chemistry series.
- The *Department of Political Science and Planning* regularly assesses the achievement of departmental goals and learning outcomes through exit surveys given to graduating seniors in the Senior Seminar and to graduate students following the oral defense of their Exit Papers. As a result of the difficulties that students were experiencing in completing research projects in the upper division courses due to their lack of training in political science methodology, the Department developed a new course, Political Science Methods, for Area F of the core curriculum requirements to introduce students to various qualitative and quantitative research methods in the field. In response to needs indicated by graduate students, the Department created Urban Politics courses. These courses will fulfill needs in both the undergraduate and graduate curricula and will address problems in the urban environment including minority issues, environmental degradation, and unbridled economic growth.
- The *Department of Biology* has created an extra workshop to improve student performance in BIOL 1107, introductory biology for science majors. The department is comparing the success as measured by grades on exams in sections of the same course taught by the same instructor with and without the workshop. To date, the biology department is seeing a small but persistent improvement in the aggregate grades in sections with the workshop compared to sections without it. More data are necessary before deciding whether to continue with this enhancement or to direct valuable resources to another strategy.
- To develop student skills and provide assessment of students, the Department of Geosciences put in place a portfolio system in Mineralogy (required class for junior geology majors). The students will begin to build a portfolio which will include research papers, graphs, diagrams, maps, reports, and other examples that will be gathered during the students’ last two years at UWG. The final portfolio evaluation will occur in one of two capstone classes in the B.S. Geology degree. Portfolios will be started in fall 2006 in the B.A. and B.S. Geography programs.
- Each semester, the *Department of Psychology* has the senior psychology majors evaluate their experiences in the department in the following areas: Advising, significant learning, significant gaps in learning, and overall educational experience, with suggestions for improvements. The department continues to make adjustments in the advising policies and curriculum development because of this feedback. One example of improving the advising process was better coordination with Excel Center. An example in curriculum development was the creation of a new course in Neuroscience which the students requested. Statistics is now taught every semester. The department has better supervision and coordination of internships. At the graduate level, the students requested more “quality time” with faculty in community building.
- During the past year, the *Department of Management* has made significant changes to the MIS program that will strengthen the program and lead to increased enrollments. Specifically, an MIS laboratory was created and an additional faculty member was hired to teach a new programming course. Plans have also been

developed to begin offering certification courses for MIS majors beginning fall 2007.

In response to a review of the department's mission and learning goals, several curriculum changes have been made. Specifically, an International Select course was added to the Business Core, a Research Course was added to the major course requirements, and MGNT 3618 (*Entrepreneurship & Small Business Management*) was added to the major course requirements for Management majors. Additionally, in an effort to better prepare MIS majors for their major courses, the *Programming* course will now be taught internally. This course will be offered for the first time in fall 2006. Also, in response to student comments on senior exit surveys, the MIS lab was moved to a large office space and is presently being equipped with additional technology that will give management majors more "hands on" experience.

- The *Department of Marketing and Real Estate* increased the incorporation of on-line and web technologies in the classroom in order to enhance the effectiveness of teaching methodologies. All classes have extensive and continuously updated class information available on the web, along with PowerPoint presentations and e-mail communication. Four sections of Principles of Marketing and Business Research incorporated WebCT into their instructional methodologies.

A major opportunity is presented by the rapid growth in the department. Both Marketing and Real Estate majors and pre-majors have grown substantially over the last five years, and especially over the last couple of years. Over the past year, the total number of Marketing majors/pre-majors increased 4%, from 368 in 2004-2005 to 381 in 2005-2006. The total number of Real Estate majors/pre-majors at the end of 2004-2005 was 103, which increased to 113 in 2005-2006, an increase of 9%. In addition, the number of students enrolled in classes and the student credit hours in both Marketing and Real Estate courses also showed an increase. The number of students enrolled in classes increased from 2,159 in 2004-2005 to 2,237 in 2005-2006, an increase of 4%. Student credit hours in Marketing increased slightly (1%), from 5,283 to 5,325, while they increased from 1,194 to 1,386 in Real Estate (16%). The challenge is to manage this growth while at the same time maintaining the quality of education and faculty resources, motivation, output, and commitment.

The Marketing and Real Estate Department is also pursuing opportunities to build relationships with the business community and simultaneously provide community service through class projects and internships. Marketing majors in one section of

Business Research, two sections of Advertising, and one section of Strategic Marketing completed outside projects. These plans were presented to representatives of the organizations who expressed a high level of satisfaction with the plans and the professionalism of the students. One advertising project resulted in a donation of \$500 to the department. The department plans to continue such projects next year. Twelve Marketing majors and three Real Estate Major obtained internships during the year.

- During fall 2005, the *Department of Physical Education and Recreation* faculty became concerned about the sport management program's 2.3 GPA requirement. Often, students who were not accepted into the physical education / teacher education program (2.5 GPA requirement) were enrolling as a sport management major out of desperation more than aspiration.

After discussions of departmental goals and outcomes, faculty recommended that the 2.3 GPA requirement be eliminated and a 2.5 GPA instituted. The change should improve the quality of the sport management program and actually increase the number of majors over time. By changing the GPA requirement, the sport management program came in line with all other undergraduate programs in the College of Education (COE).

The graduate physical education program created an 'Overview and Understanding' form that clearly outlines expectations to all incoming graduate students that do not meet the program admission requirements. The form must be signed before being admitted into the M.Ed. program on provisional status while fulfilling the undergraduate requirements to become certified to teach in P-12 schools. The current M.Ed. program is designed to qualify graduate students for the T-5 certificate to teach health and physical education at all grade levels.

The undergraduate physical education program has placed "Admission to Teach Education" as a prerequisite for all professional content and professional education courses. This requirement will ensure that students will progress through the PHED program in a block sequence and gain the content and skill knowledge before enrolling in any 3000 or 4000 level PHED courses.

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,

Institutional Effectiveness

which supports the overall purpose and goals of the University.

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 to 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.

- Within the *Office of the Controller*, electronic funds transfer was implemented during fiscal year 2006 for travel reimbursements to employees. This process allows travel reimbursements to be processed and direct deposited into the employee's bank account. The electronic funds transfer has decreased the number of checks written which has provided cost savings in check stock and in reconciling outstanding and paid checks on a weekly basis. Along with the electronic funds transfer process, an electronic notification (email) system was implemented to notify employees when travel funds were being deposited. This email has replaced the normal paper advice normally sent out for direct deposit transactions and resulted in time savings and cost savings in advice stock. . (BBG 6. Student, faculty, and staff morale)
- During fall 2005, the *Department of Financial Aid* conducted an assessment of the overall office structure. Results of the assessment indicated a need to redistribute the work load of the office to better serve the students. Staff was divided into the following four teams:

Customer Service Team – Assists students and parents in all aspects of the aid process. Staff has been trained to answer most questions without having to send to other staff members,

Student Eligibility Team – Determines eligibility for federal and state funds,

Awarding Team – Awards all aid including scholarships, and the

Technical Team – Runs all processes and supports all programs.

Through additional assessments of all financial aid procedures, a need to improve the online services for students was indicated. The department has begun to utilize the student portal and student emails as the primary means for notifying students of financial aid information. UWG students are now able to sign electronic promissory notes, complete entrance sessions through their Banweb account and exit sessions are now able to be completed through Banweb. (BBG 6. Student, faculty, and staff morale)

- The *Office of the Registrar* needed to improve the timeliness of confirming degrees earned based upon feedback from students, parents, employers, employment agencies, and background checking firms. The department contracted with the National Student Clearinghouse (NSC) in March 2006, to be UWG's agent for reporting degree information since the NSC is also the university's agent for enrollment verifications. The Registrar uploaded 19,402 records into the NSC database. The database is updated each semester as new degrees are awarded.

Degree records for students graduating before 1994 were not included in the initial load of 19,402 records, but are added to the NSC database via the web by a Registrar's Office staff member when notified by NSC of a request. Between March 2006 and May 2006, NSC has processed over 500 degree verifications for UWG with a turnaround time of one day or less. . (BBG 6. Student, faculty, and staff morale)

- The *Residence Life Office* annually conducts a Resident Satisfaction Survey in which one fourth of the on-campus residents of each hall are asked to complete a series of questions on a five point Likert-type scale. In spring 2006, 586 on-campus residents were surveyed with a response rate of over 82 percent. The average response on a scale of one to five on the 34 survey questions was 3.74 with no items averaging below 3.07. A full copy of the results from this survey can be viewed in the Residence Life Office. The results of the survey are used to influence decisions about program offerings in the residence halls as well as buildings in need of renovation or new furniture. (BBG 6. Student, faculty, and staff morale)

Part D: Improving Student Retention and Graduation

The faculty and staff at the University of West Georgia are focused on efforts to improve retention and graduation rates. Several specific programs have been designed to improve student retention and to increase the likelihood for successful program completion. The following is a brief summary of the accomplishments of these programs that support Bread and Butter Goal 2.

Enrollment Management:

Enrollment Management

In fiscal year 2005 UWG hired the Associate Vice President of Student Services for Enrollment Management. Reporting to the Vice President for Student Services, the Associate Vice President has line authority for many of the units affecting enrollment including Orientation and Special Programs, Admission, Registrar's Office, Financial Aid, the EXCEL Center (first year advising, mentoring, and tutoring), and Student Affairs Web and Technology. This position also sits on many university-wide committees including the Faculty Senate Academic Policies and Procedures committee.

The major structure responsible for overall institutional retention, progression, and graduation enhancement is the Strategic Enrollment Council (SEC). In an effort to fully integrate both Student Services and Academic Affairs in the enrollment management processes, the SEC is Co-chaired by the Associate Vice President for Student Services and the Associate Vice President for Academic Affairs.

The SEC sub-committee structure, developed in 2005 to facilitate specific goals relative to campus enrollment management, has continued to evolve by increasing the number of campus constituents involved in SEC activities and creating additional sub-committees and working groups that focus on specific areas of enrollment. Previously developed sub-committees include: Marketing and Recruitment; First Year Experience; Retention; Academic Advising; Communication; Research and Information; and Core Seat Demand; the SEC has added sub-committees to focus on Transfer Students, and the Sophomore Year Experience. Additional ad-hoc working groups have been created as the need arises. These committees comprise campus-wide representation and the overall SEC

membership, including sub-committees, exceeds 60 faculty and staff.

The goal of the SEC is to update the campus Strategic Enrollment Management Plan during the 2006-2007 Academic Year. The new structure, along with wider campus representation and the additional attention of a full-time enrollment management professional, is sure to produce better coordination of campus practices that will result in greater recruitment, retention, progression, and graduation.

Retention, Progression, and Graduation

The Vice President for Student Services, Dr. Melanie McClellan, was one of six USG employees selected to serve on the Graduation Rate Outcomes Study Project conducted by the American Association of State Colleges and Universities (AASCU). As a member of a study team, she visited Montclair State University, New Jersey, one of 12 institutions identified as having unusual success in improving graduation rates.

A Graduation Task Force, co-chaired by the Vice President for Academic Affairs and the Vice President for Student Services, was created in summer 2005 to focus on recommendations for how UWG can improve graduation rates.

In 2006 UWG received a \$350,000 grant from the Georgia Board of Regents to increase retention, progression, and graduation (RPG). This RPG grant fundamentally changed the nature of the Graduation Task Force, and UWG decided to place administrative responsibility for RPG on the Strategic Enrollment Executive Committee. The Executive Committee will be responsible for disseminating the RPG funds and providing overall direction for RPG initiatives. Such direction includes developing appropriate RPG goals and assuring that individual projects meet their intended goals.

Academic Intervention

The RPG Grant from the Board of Regents allows UWG to develop and implement some very active interventions aimed at increasing retention rate and graduation rate.

Retention research shows that the more interaction students have with faculty outside of the classroom, the higher their retention rates will be. To take advantage of this dynamic, one intervention that UWG started even before it received the grant resources from the Board of Regents was the Faculty Orientation Leaders initiative. For the New Student Orientation program during summer 2006, UWG hired 20 faculty to engage with students and parents during the program outside of their normal roles and duties.

Retention and Graduation Rates

Throughout the four orientation programs for residential students and two programs for commuters, faculty engaged with students and parents in a number of ways. Since many of these faculty also had other roles in the program (academic advisors, program presenters, etc), this provided a way to put the faculty “face” on the Orientation program. Faculty Orientation leaders sat with students during meals, walked with them while touring campus and the residence halls, met with them during the Dean’s meeting and academic sessions, and were present at other points in the program. UWG wanted to send a message to students and parents that faculty care and are involved with new students. In the Orientation Program Evaluation, both students and parents rated this part of Orientation very highly, (4.25 out of 5). In a more formative assessment of the initiative, UWG held two debriefing meetings with the Faculty Orientation leaders. All were satisfied with the program and many gave feedback that will be incorporated into the planning for next year’s program.

Starting in June 2006, UWG began analyzing data to help determine what interventions would be helpful in improving RPG. Throughout the summer, a Graduate Student looked at macro-level data on graduates and non-graduates as well as micro-level data on individual non-graduates to determine why they had not graduated within the 4-6 year period after first enrolling. The analysis included statistical data for each cohort of students, concentrating on factors known to affect progression (i.e., GPA, gender, race, involvement in first-year success programs, probation status, etc.). Although there was no single reason for students not graduating, it became evident that many students were not graduating on time because of the high number of course withdrawals and retakes they were experiencing, mainly due to high D, F, and W rates in Core courses. UWG will continue to analyze data to help guide us in decisions about what interventions to develop.

Because of the summer analysis and other information sources, several interventions have been implemented and others are being planned. Two of the interventions focus specifically on the issue of high D, F, and W rates in core classes in math and English.

During the summer 2006 semester (and continuing throughout the academic year) RPG funds helped the math department provide additional academic support for students in math core classes. The math department provided extended hours in the math lab, but also provided additional problem solving sessions for some of the sections offered over the summer. Initial analysis of the results suggest that the extra attention helped not only in terms of student learning and grades, but in lowering the D, F, and W rate for this cohort of students. For students taking Math 1111 the mean grade was almost an entire grade higher than the

previous summer (2.52 vs. 1.73) and the percentage of students earning a D, F or W dropped to 26.9 percent (from 65.2 percent in Summer 2005). This intervention will continue through the fall and spring terms in hopes that UWG achieves similar results on a larger scale.

Another course for which there are high D, F, and W rates is English 1101. To combat this, the Strategic Enrollment Executive Committee has approved using RPG funds to purchase software that adds an additional feedback mechanism for students taking beginning composition. The software, called Criterion, allows students to post essays to the web-based system, and within seconds they receive an analysis of their work complete with editing markups. The idea is that students would use the Criterion system prior to submitting their work for a class grade after the iterative process of writing multiple drafts. Inherent in the process is that the students learn elements of good writing through an almost game-like software interaction. Fall 2006 will be used to get instructors familiar with the software, and there will be a pilot of the system in spring 2007. Three instructors each will offer two sections of English 1101 using Criterion and two sections not using the software so that the effects of the software on student success in the course may be compared. Additionally, 100 students attending the Writing Center will be using the software as an addition to their normal interaction with an instructor in the Center. The goal is to reduce the D, F, and W rates for beginning writing courses.

Another enhancement that UWG has been able to make due to RPG funding is doubling the available sections of UWG 1101 Freshman Seminar. This is a “transition” course that helps students connect with the institution while providing academic support and skill development in areas such as critical thinking, test taking, study skills, note taking, and many other important topics for student success. In past research this course has shown to increase students’ chances of success. Students who take this course have better first term GPAs (2.37 vs. 2.28), higher retention rates in the second term (92% vs. 83%), and lower rates of being on probation after first and second term (22% vs. 26%). The overall goal is to eventually have at least one first-year success intervention for each incoming student. Through the addition of RPG funding, UWG will be able to realize this goal in fall 2007.

The Freshman Learning Community (LC), which is part of The First Year Program Visionary Goal, is a group of 24 students with similar interests or characteristics. These students take their first-year courses together. A “keystone course” (XIDS 2002), taught by the LC Coordinator ties the theme of the LC together for the students. Data has been collected on the performance of Learning Communities students, and subsequently reflects significant increases

both in GPA as well as in rates of retention. For students participating in the Learning Communities from fall 2000 through fall 2005, the cumulative GPAs are 2.46 vs. 2.27 for non-learning community students. The First year to second year retention rate is 76 percent to 70 percent for non-learning community students.

Fully realizing that intervening in the first year will enhance UWG's retention rate but not affect its graduation rate for several years, the institution has also begun a process of selecting "graduation coaches" to intervene with specific students who have at least 90 credit hours and are not yet scheduled to graduate. Based on the micro-analysis completed over the summer, and additional ongoing analysis of students who have been at UWG for at least 4 years, UWG will create a cadre of "graduation coaches" whose job will be to investigate the reasons a particular student has not graduated and then provide guidance and intervention to get that student graduated by the end of their sixth year. Coaches may be either faculty or staff and will be trained on how to read a degree audit, what resources are available to students, and how to "cut through the red tape" to get students to graduation. Through this process UWG hopes that the direct connection with students will not only be supportive, but will show students that the institution cares about student success and are using resources to directly affect the student experience.

Non-Academic Interventions

Although the majority of the RPG interventions are academic, three such programs are aimed at the non-academic support of students.

In fall 2006, the university will be offering an online program designed to develop a better relationship with the parents of new freshman students. The program, called Family Connection, is part of UWG's GoalQuest suite of programs, and it seeks to create a partnership with parents in the transition of their student to college. The purpose of developing this parent module is to engage parents in the knowledge about UWG's programs and services so that they can provide that information when the student needs it. Fall 2006 will be the baseline year, but by measuring the number of parents entering the program, and the extent of interaction with the program, UWG expects to develop broader assessment in the second year.

Another non-academic area where students are prone to attrition is related to alcohol and drug use. Through UWG's CORE survey and other student research, it is understood that more and more students are coming to college having already developed drinking habits, many reaching the level of addiction. The use of alcohol leads to behaviors that have a profound affect on the student's academic success, retention, progression, and graduation. Starting fall 2006,

the university is employing a part-time addictions counselor whose only purpose is to assist students through their addictions so that they can continue in school and graduate. Success in this program will be determined not by the number of students seen, but by the retention levels of those seen by this counselor. By intervening with students having trouble with alcohol, UWG will be able to reduce the number of students leaving for alcohol-related academic, social, and discipline problems.

Finally, during fall 2006 the Strategic Enrollment Executive Committee will be distributing Faculty and Staff Mini-grants to university personnel who are interested in increasing retention, progression, and graduation. UWG believes that this will be an opportunity to begin to change the culture of the institution and provide a financial incentive for entrepreneurial thinking regarding student success. Faculty and staff will be asked to submit proposals for RPG mini-grants up to \$3,000 to create programs or services that meet specific and measurable retention or graduation outcomes. The top proposals will be funded and expected to add significantly to the increase in either retention or graduation rates. Specific attention will be given to those proposals that can demonstrate appropriate assessment that will measure the extent that the intervention "moves the needle" in terms of retention and graduation.

Graduation and Retention rates

The University of West Georgia attributes its improved retention rates in part to its higher admissions standards. Through the work of the Strategic Enrollment Committee, UWG will be putting into place many new initiatives to affect retention and graduation rates. Of particular concern are graduation rates, which the institutions hopes to affect significantly over the next few years due to the increased attention by the Strategic Enrollment Council, individual programs and departments, and because of increased funding through the RPG grant.

Each entering class includes all entering freshmen enrolled full time whose first term is the fall indicated, or the previous summer. Since 2001, UWG has experienced an increase of two percent or more in SAT Verbal and Math Scores and Average SAT scores. Old admission standards were used prior to May 2004; UWG is expecting a continued increase in SAT score, retention, and graduation.

Part E: Management of Campus Conflict and Change

The University of West Georgia recognizes the value of constructive dispute resolution. Faculty, staff, and students at UWG are encouraged to seek resolution of any conflict through informal discussion with those persons involved. If such informal efforts do not resolve the dispute, the parties may choose to utilize the services of the Alternative Dispute Resolution (ADR) Program and/or pursue resolution of disputes through established Grievance Procedures.

The University of West Georgia's Alternative Dispute Resolution (ADR) program is administered by the University Liaisons for Alternative Dispute Resolution in cooperation and consultation with the Committee on Alternative Dispute Resolution. The Committee on Alternative Dispute Resolution at the University of West Georgia is chaired by two ADR liaisons appointed by the President, Dr. Denise Overfield, faculty representative and Ms. Dianne Smith, staff representative.

The ADR committee which had been inactive during fiscal year 2005 was reactivated, and the President appointed thirteen faculty and staff representatives of the campus community. During fall 2005, committee members attended a three hour workshop on Conflict Resolution and a three hour workshop on Effective Communication. Both workshops were presented by Ms. Lin Inlow, Director of Education and Training with the Consortium on Negotiation and Conflict Resolution. Ms. Inlow manages the University System's Mediation program and teaches at the Consortium of Negotiation and Conflict Resolution's (CNCR) Summer Institute on Conflict Management in Higher Education.

The Alternative Dispute Resolution committee met four times during fiscal year 2006. During the November meeting Ms. Lin Inlow and Dr. Donald Wagner, Chair of the Board of Regents ADR Advisory Committee, made a presentation to the ADR committee on the history and current status of the alternative dispute resolution initiative within the University System of Georgia.

Ms. Inlow and Dr. Wagner also discussed the committee's responsibility for implementing the initiative on the UWG campus. The Committee decided that educating the campus

community about the Alternative Dispute Resolution Program and conflict resolution were priorities and determined that a website would be one effective way to provide information to faculty and staff.

The website, <http://www.westga.edu/~adr>, was established and describes the mediation process, provides contact information of the ADR liaisons for those who wish to request mediation, and provides links to additional ADR resources.

As a second attempt to educate the UWG community, the ADR committee created and distributed a brochure with similar information to all faculty and staff.

The committee discussed plans for fiscal year 2007 and decided to continue to focus on educating the campus community about conflict resolution and to think of ways to inform the campus about the Alternative Dispute Resolution Program. A budget proposal for fiscal year 2007 was approved and submitted by the committee to request money to provide training for additional mediators, to support additional conflict management workshops on campus to be attended by Vice-Presidents, Deans, Department Chairs, Directors, and Supervisors, and to print brochures describing the mediation program.

The committee agreed that a Campus Culture and Climate Survey was needed as a way to do an assessment of the current alternative dispute program and as a way to determine what changes need to be made to the program. The liaisons and a committee member attended the Campus Liaison Workshop held at Fort Valley State University in April of this year.

The liaisons were awarded "The Initiative on Conflict Resolution Outstanding Campus Liaison Award" by the Board of Regents ADR Advisory Committee. The award is given to liaisons

who have demonstrated innovation and commitment to the development and implementation of conflict management programs on their campus. As a result of their efforts, the campus has seen a resurgence of interest in conflict management and a strong commitment to actualizing the goals of the Board of Regents'



Conflict and Change

Initiative and Policy Direction on Conflict Resolution. The liaison's efforts in promoting conflict management have been strategic while being creative with presentations ranging from orientations to training workshops for faculty and staff.

Requests for Mediation during fiscal year 2006

November 2005:

Academic administrator requested mediation for two faculty members.

Liaison requested University System Mediators to mediate this conflict.

Part F: Overall Institutional Health

At the end of the 2005-2006 academic year, UWG looks forward to celebrating the 100th anniversary of the University of West Georgia's founding. Signs are apparent that the overall institution is thriving. Much of the university's success can be traced directly to the dedicated faculty and staff that make up this university through continued service and leadership.

The following items provide an overview of issues and changes in operations that have impacted the overall health of the institution during the past fiscal year.

During fiscal year 2006, the university set another all-time record for single-year private giving, with more than \$2.5 million in gifts and pledges. Among the largest gifts received was the first installment of a \$1.5 million pledge toward construction of a football stadium for the school.

The University of West Georgia is seeking to raise \$10 million to fund the construction of a 9,000-seat stadium as the anchor for a multi-sport athletics complex. UWG reinstated football in 1981 after a 24-year absence from the sport and has since been using Carrollton High School's Grisham Stadium for its home games. For many years, students, alumni and fans have expressed a strong desire for the University to have its own facility on campus. The new stadium, once built, should improve the university experience for both the commuter and residential students by encouraging students to stay at UWG on weekends. The stadium should also help to improve recruitment and student retention efforts. (BBG 5. University Experience)

External Funding

One of UWG's top priorities is to increase external and private support. External grants and funding continue to help maintain and expand programs and services of the university, as well as ensure professional development of personnel. The *Office of Sponsored Operations* reports that external funds are staying competitive given the economic recession and the re-direction of government resources from research to national security/defense. The following are the number of proposals and amounts awarded over the past five years.

Fiscal Year	Number of Proposals Funded	Amount Awarded
2001	51	\$2,561,361
2002	50	\$2,922,659
2003	43	\$1,932,727
2004	44	\$2,255,747
2005	47	\$2,056,983

- \$187,407 was awarded to the College of Arts and Sciences by the National Science Foundation for the Science Talent Expansion Program (STEP) to generate enthusiasm for mathematics and science.
- The Advanced Academy was awarded \$198,820 by the U.S. Department of Education for the Improvement of Post-secondary Education(FIPSE).
- The Georgia Institute of Technology and the National Science Foundation awarded \$203,188 for support of the PRISM Satellite Program.
- \$163,486 was awarded to the Department of Biology for research in undergraduate institutions by the National Science Foundation.
- The University of West Georgia's Developmental and Diagnostic Reading Clinic received a \$1,000 gift from Walmart.com, an Internet service for Wal-Mart customers. The reading clinic provides graduate and undergraduate education students a place to train in classroom instruction. Teachers also use the clinic for assistance in developing reading programs and strategies for their students. Services are also available to children, teenagers, and adults who have difficulty reading.
- The University of West Georgia was awarded a \$28,000 Higher Education Improving Teacher Quality grant to offer professional development workshops for elementary and middle grades science teachers. Dr. Sharmistha Basu-Dutt, associate professor of chemistry, and Dr. Gail Marshall, assistant professor of curriculum and instruction, obtained the grant titled, "Excursions in Inquiry for Elementary and Middle School Teachers," to train K-8 teachers from Carrollton City and Douglas County schools in effective methods of teaching and learning in the sciences.

The grant is funded by the Elementary and Secondary Act (ESEA), Title II, Part A, which was formerly known as the Eisenhower Professional Development and the Class Size Reduction program. ESEA provides funds to help states and school districts recruit, train, and retain highly qualified teachers and principals.

Institutional Health

UWG also uses private dollars received by the University of West Georgia Foundation for such purposes as funding scholarships and fellowships for students, recruiting outstanding new faculty, providing travel and research support for current faculty, and buying classroom and lab equipment, as well as books and other materials. During 2006 UWG was proud to receive an \$8,000 grant awarded to three University of West Georgia programs by the Community Foundation of West Georgia for use in the following:

Dr. Said Sewell, associate professor of political science and planning, received a \$1,000 grant in support of the Rev. Dr. Martin Luther King Jr. Distinguished Lecture Series. The series kicked off its inaugural event with Dr. Cornell West, author and Princeton University professor, in March 2006. The event was sponsored by the Center for African American Male Research, Success, and Leadership.

Robert Jennings, director of the Townsend Center for the Performing Arts, received a grant of \$3,000 to support the center's Artist-in-Residence program. The center's 2005-06 season was one of the most successfully attended and featured a visiting musician and a visiting actor.

Dr. Ann McCleary, director of the Center for Public History, received a \$4,000 grant to support the center's "Set Your Fields on Fire" music history project. The project researches, documents and preserves the diverse music traditions of the West Georgia Piedmont region. The center also sponsors concerts and educational programs.

UWG Governmental Relations Program (Bread and Butter Goal 7. External Relations)

The University of West Georgia continues to face the challenge of limited funding. With new personnel in the Division of University Advancement, several new programs and initiatives have been launched to enhance the university's resource acquisition and communications efforts.

The university established a formal *Governmental Relations program* in 2005-2006. A professional position was established and filled to coordinate these efforts. An initial effort in the establishment of the governmental relations program was the development of the UWG Advocates. This is a grass-roots effort involving alumni and friends of West Georgia who work to raise awareness about the university's importance to the future of the state. Primarily, advocates serve as ambassadors for the university within their own communities. They help advance the university's legislative agenda, including support for capital projects, and they raise awareness of UWG's accomplishments.

In order to cultivate positive relations with elected officials and other key decision makers, the staff member for the Governmental Relations program attended all meetings of the Board of Regents, regularly visited the Capitol during the legislative session, and attended numerous key legislative committee meetings as well as conducted individual meetings with various legislators.

Accomplishments during the 2005-2006 year for the Governmental Relations program include the development of the legislative advocacy website and implementation of the Capitol Impact legislative tracking and communications system, securing approval of nearly \$30M in construction bonds for the Health, Wellness and Lifelong Learning Center as well as for the renovation and expansion of the Callaway Building, and hosting the university's first alumni and friends day at the state capitol.

In 2005-2006, a presidential communications program was developed with the intent of helping to better position the institution, enhance the knowledge of key stakeholders, and reinforce the key message that the institution is important to the state of Georgia. President Sethna had editorials published in *The NCAA News*, *Georgia Trend*, and *The Times-Georgian*. Two "presidential letters" were developed and sent to foundation trustees, legislators, alumni board members, former trustees, and donors who had given at least \$10,000. Several presidential presentations were scheduled with an emphasis encouraging middle school students to attend college, communicating the value of a college education in terms of life-time earnings, and the university's role in economic development. A listening luncheon was held in Gwinnett County to enhance relationships and to learn the concerns of legislators and business leaders in that area of the state.

University Integrated Marketing Plan (Bread and Butter Goal 4. Public Relations)

The *Office of University Communications and Marketing* continued its work in terms of developing the university's integrated marketing plan during the 2005-2006 year. The research from the alumni, current student, and prospective student surveys was analyzed, and through this process, the institution identified four key messages that were presenting to the campus community as the basis for future communications efforts. The four messages are:

1. Our measure of success is the accomplishments of our students and graduates. We are committed to making their aspirations our priority.
2. Our singular focus is to foster a learning environment. UWG professors are passionate about learning. They spend time with their students in and out of the classroom.

3. Everyone can find at home in the UWG family. Students from every ability level and walk of life can find their niche, ways to be involved, support, and most importantly, a path to graduation and success.
4. UWG is dedicated every day to improving the quality of life for the people of the State.

In addition to the development of the key messages which reinforce the institution's brand of "*Educational Excellence in a Personal Environment*," the university also developed a new marketing tagline of "Your Success is Our Story!" The implementation of the tagline will take place during the 2006-2007 fiscal year.

During the 2005-2006 fiscal year, there was also an expansion of the advertising efforts of the university in regional publications. The theme of this campaign was, "Georgia needs them. We're preparing them." In addition to promoting the university for the purpose of recruiting new students, this campaign also was designed to stress the institution's value to the state in terms of workforce development. This theme was also used as the basis of the local radio advertising effort during the year.

100 Years of UWG and the Centennial Celebration

As UWG closes the 2006 fiscal year, the institution looks forward to celebrating the university's centennial. Events honoring the Centennial are scheduled throughout the 2006-2007 academic year; from parties to parades, lecture series to art exhibits, original theatrical presentations to dinner on the grounds, activities have been planned to celebrate the grand history of the university. Community members, students, alumni, faculty and staff may visit the centennial website <http://100years.westga.edu/> to see all of the schedules events. Visitors to the website may check back on past events for photos, updates, and view a timeline that highlights just a few of the many notable moments and introduces some of the visionary leaders from across the decades.

The mission of the Centennial Celebration is to collaboratively honor the extraordinary past and present of the University of West Georgia and to inspire its continued greatness into the next century.

The logo for UWG's Centennial Celebration was chosen by the Centennial Celebration Steering Committee to provide visual identity for centennial events throughout the year. Searching for a logo that best illustrated the centennial theme which was suggested by the UWG Association of Retired Faculty and Staff, *From Rural Roots to Global Reach: Celebrating a Century of Success*, the committee selected a design by alumnus Matthew Clay, director of education technology at UWG.



The logo was designed to embody the 100 year celebration of the university. The legs represent the rural roots on which the institution was founded and the arms signify our goal of reaching for higher knowledge while the head illustrates UWG's global presence. The red and blue celebrate university colors and the green represents a new generational color while acknowledging UWG's beginning as an agricultural and mechanical school.

The theme was approved by the General University Matters Committee of the Faculty Senate and by the Presidents Advisory Council.

Finally, as UWG continues to meet its Bread and Butter goals and support its mission "*Excellence in a Personal Environment*" the university recognizes that the University is more than goals and accomplishments. UWG is first and foremost, an institution of higher education dedicated to making a difference in the lives of Georgians throughout the region. UWG is proud to serve and educate the young people of Georgia.