

# West Georgia

Annual Report  
of  
Institutional Progress  
1998-99

What I consider my 'Educational Excellence in a Personal Environment' experience is how down to earth and *real* my professors are. The professors' expertise coupled with their interest in my success makes the subject come alive.

*-Wes Anthony*

*Business Management, Senior*

## *Summary of Major Institutional Accomplishments in the Preceding Year*

The State University of West Georgia's commitment to *Educational Excellence in a Personal Environment* persists. In meeting this commitment, however, the University faces new challenges of increased enrollments, which have placed growing demands upon its faculty and staff. Nonetheless, the past year has seen a remarkable number of specific achievements consistent with activities that make the commitment come alive. Of particular note are the success stories of individual students, staff and faculty along with the many accomplishments of departments and the University as a whole. These accomplishments strongly reinforce institutional commitments to undergraduate research, opportunities for gifted students, interdisciplinary perspectives on learning, new directions and strategies in principles and priorities for the preparation of teachers, integration of technology into student learning, and economic progress for the region and its citizens.

### *Institutional Achievements*

- The Board of Regents awarded the University its first doctoral program: an Ed.D. in School Improvement.
- The College of Education successfully completed the reaccreditation process conducted by members of the Board of Examiners from the National Council for Accreditation of Teacher Education (NCATE).
- The Advanced Academy of Georgia and the Honors Program were reinvented as the Honors College.
- The National Science Foundation selected the Department of Chemistry as a site for the research experience for undergraduates.
- Seventy West Georgia employees utilized the Tuition Remission Reimbursement Program.
- The transition to semesters was successful, due to our dedicated and prepared faculty and staff.
- Efforts to integrate technology into the essential operations of the University continue to be both successful and beneficial.
- Graduate students indicated a high satisfaction rate with their programs, according to a Fall 1998 survey administered by the Graduate School.
- All three Colleges collaborated on the P-16 / STEP (Teacher Preparation) Initiative.
- The increase in minority students from Fall 1997 to Fall 1998 was 14.78 percent, significantly higher than the total increase for all students (2.79%).
- One hundred faculty participated in Distinguished Professor teaching forums.
- Ninety-two faculty are certified in the Writing Across the Curriculum program.
- The debate team came in 2<sup>nd</sup> place in the Cross Examination Debate Associate Championship and tied 8<sup>th</sup> place at the National Debate Tournament.
- Two corporate executives participated in the Executive in Residence program.
- Over 2,000 students visited the University Writing Center, receiving individual attention in developing their writing skills.
- The Testing Office coordinated and oversaw placement and assessment examinations for over 8,700 students in FY99.
- The Department of Continuing Education served over 7,500 citizens with approximately 500 programs and generated over \$400,000 in revenue for the University.
- The Psychology Department earned chapter membership with Psy Chi, the National Honor Society in Psychology.
- The University reaffirmed its commitment to undergraduate research through the celebration termed Big Night. Students from each of the three Colleges presented original research to a group of their peers and faculty.

- The Psychology Department and the Vice President for Academic Affairs collaborated to bring Mr. Nathan Rutstein, founder of the Institute for Racial Healing, to the campus in order to promote an open dialogue across racial and ethnic boundaries.
- Distance Learning course enrollment (2,528) increased 52 percent over FY98. West Georgia was consistently ranked in the top five System institutions with the highest distance learning credit hours and in the top two for highest graduate distance learning credit hours.
- Forty-seven credit courses were delivered over the Internet (at least 50 percent online) during the University's second year of online learning—a 370 percent increase—while still another 104 courses utilized an online component for 50 percent or less of class meetings. Forty-six courses were delivered through GSAMS, a 35 percent increase from the previous year.
- The Online Journal of Distance Learning Administration received more than 6,000 hits in its first year and has attracted articles from several well-known individuals involved in distance education at the national level.
- The Certificate Program in Distance Education enrolled 74 participants (full capacity) from 8 countries during its second and third sessions. Program evaluations indicate a very high level of satisfaction among program participants and a need for the development of add-on courses.
- The Distance Education Center, together with Zoo Atlanta, collaborated to offer an Honors Enrichment Series through GSAMS. The program, known as "Virtual Voyage to Zoo Atlanta," involved 23 Honors students in workshops exploring zoology, biology, and animal research issues.

### *Student Achievements*

- Mr. Jason Hay, Academy student and Physics major, was named a Goldwater Scholar—the first student from West Georgia awarded such distinction. He also won the top undergraduate research award at the Georgia Academy of Science.
- Ms. Amy Goolsby, Political Science and International Economics major, attended the Center for the Study of the Presidency in Washington, D.C. and received the George Bagby Award.
- Seven of the eight Honors Program students whose theses were accepted by the National Collegiate Honors Council presented their research at its annual meeting in Chicago—more than any other university or college in the United States.
- Two Honors Program students made presentations to the Georgia Honors Council annual meeting, which was hosted by the West Georgia Honors Council on campus.
- Sixteen Honors Program students competed in the Southeastern Regional Model United Nations. Because of their successful representation of Japan, they were invited to and participated in the national Model United Nations meeting in New York City.
- Two Academy scholars presented research at the National Collegiate Honors Council; one took the top award in Physics at the Georgia Academy of Science; and one presented her paper at the Southeastern Sociological Symposium.

### *Faculty Achievements*

- During 1998-1999, faculty members produced 49 books and monographs, 368 peer-reviewed or juried works, and 971 presentations, exhibits, performances, or publications.
- Dr. Jack Johnson, Management & Business Systems, was named National Collegiate Teacher of the Year, National Business Educators Association.

- Dr. Mary Kathryn Zachary, Management & Business Systems, received the Outstanding Teaching Excellence award by the National Organizational Behavior Teaching Society.
- Dr. Tena Crews, Management & Business Systems, was named to the Rotary Scholar Exchange for Portugal.
- Dr. Patricia Campbell, Political Science, was awarded a Fulbright Scholarship to study in Africa.
- Dr. Marc Miller, Marketing, received Best Research Paper from the Academy of Marketing.
- Dr. Greg Stewart, Biology, was elected to the American Academy of Microbiology, an honorary society representing less than 1 percent of professional microbiologists. He also received the Robert A. Eagon Research Award in Microbial Physiology.
- Dr. Pierrette Frickey, Foreign Languages, is the President-elect of the American Association of French Teachers, Georgia Chapter.
- Dr. John Ferling, History, had his most recent book accepted for publication by Oxford University Press.

### *Faculty Research*

The Department of Sponsored Operations is continually expanding its operations to bring new opportunities to enable faculty research to prosper at West Georgia. Through combined efforts of the Director and faculty members, 54 research grants were funded for a total of \$2,308,930 from external sources, an increase of 32 percent over FY98 funding. Of particular note are the \$450,000 DeWitt Wallace-Readers Digest grant to Brent Snow and the Department of Counseling and Educational Psychology for the "Transforming School Counseling Initiative;" the National Institute of Health \$316,621 grant to Greg Stewart for his research, "Baccalaureate Bridge for Rural Georgia Students;" and \$308,250 to the College of Education from the State Board of Education for its Educational Technology Training Program. The College of Education received

\$231,686 in grants for its P-16, PREP, and Pre-Kindergarten programs.

Total external funding grew from \$1.7 million in 1998 to \$2.3 million in 1999, at the same time that total number of applications and successful applications increased. More importantly, the average request per application nearly doubled (to \$120,543). The continuation of this progress will likely lead to instructional and research support sufficient to make significant gains in university-wide scholarship.

### *Teacher Education as a University-Wide Responsibility*

The focus of teacher education at West Georgia is supported as a University-wide responsibility. The College of Education collaborated with the College of Arts and Sciences, the Richards College of Business, and schools on the Standards-based Teacher Education Project, P-16, curricular revisions to meet Board of Regents' requirements, and the Teacher Education Advisory Committee.

The College of Education also established an office staffed by professional advisors to consolidate undergraduate advising in early childhood, middle grades and secondary education. Additionally, the College of Education revised and strengthened graduate admissions requirements and planned for major curricular changes in five of its departments. A Master of Education degree and an L-5 certification program in educational leadership began, delivered entirely through distance learning technologies. Additional supervised field experiences were incorporated into all undergraduate teacher education and certification programs; for speech-language pathology students, the newly established Speech Clinic provided additional field experiences. The College also developed third-year review processes and merit pay guidelines in each department, and implemented a mentoring program for new faculty.

### *Economic Development*

The Richards College of Business Small Business Development Center provided nearly 632 hours of business counseling to 97 clients and offered 33 continuing education courses to 413 participants. The SBDC formed the Carroll County Venture Capital Group, published a weekly column in the local newspaper, and bought computers for five area Chambers of Commerce for their members' use. The SBDC also assisted downtown development authorities in five municipalities, assisted area Chambers establish Small Business Resource Centers in three counties, and assisted the African-American Minority Business Alliance to provide networking opportunities.

### *Increased Financial Support*

"A Day for West Georgia," the culmination of fundraising activities of the annual fund held on the third Thursday in October, surpassed the previous year and has steadily increased from its inception in 1983. The Development and Alumni Services Department established more than 20 endowed funds and annual scholarships, totaling over \$200,000. The Department also created a planned giving program, a Prospect Solicitation Management System for campus-wide fundraising, and established a database of Georgia Foundations.

# *Annual Progress in Institutional Strategic Planning*

The State University of West Georgia continues to work toward successfully achieving the following goals in a manner consistent with University System of Georgia strategic planning assumptions:

- The University recruits and enrolls undergraduate students who are likely to persist and graduate; and the University promotes student persistence.
- The University requires each academic program to systematically evaluate its activities every five years.
- The University evaluates new academic program proposals.
- The University promotes the use of technology as an essential component of learning and permanently connects technology needs to the institution's budget to protect West Georgia's investments in technology in future years.
- The University provides students and faculty with a diverse learning environment by continuing to attract and retain traditionally under-represented persons.
- The University continues to preserve its commitment and practice of "*Educational Excellence in a Personal Environment.*"

## *New Academic Programs*

In June, the first Education doctoral program in school improvement was approved for the University. The program's major instructional components will focus on preparing graduates to design, implement and evaluate school improvement projects through expanded knowledge of teaching and learning among a diverse student population, to effectively use research data and student assessments to accomplish educational renewal, develop leadership abilities and selectively incorporate effective instructional technologies to enhance student learning. The program will also emphasize collaboration among schools as a stratagem for improvement.

## *Internationalization & Diversity*

The State University of West Georgia is working diligently to globalize both its community and its educational offerings. These efforts have been enhanced through activities of the International Programs Director. These activities included: the Bombay Teacher Training Institute, serving 10 Indian Students, with a Department of Education faculty member scheduled to conduct a graduate class from Bombay for students at West Georgia and in Bombay; Bayeux, France (13 students participated in the first summer of the program, collaboratively supported by the Sister City program); and other study abroad programs in Germany, England, and Mexico.

The Certificate Program in Distance Education enrolled 74 participants from 8 countries during its second and third sessions. Moreover, faculty from the State University of West Georgia participated in the Summer Study in London program through the Roehampton Institute; China; and St. Petersburg, Russia.

The University recruited 6 new minority faculty to provide greater diversity for students in the instructional ranks across the University. Additionally, the increased number of visiting internationally renowned lecturers supplements West Georgia's diversity efforts.

The University remains steadfast in its responsibility to promote diversity in its instructional ranks, staff, and student body.

## *Enrollment Planning*

During 1998-99 academic year, the State University of West Georgia reformulated its enrollment targets. Those plans projected an increase in West Georgia's enrollment between 1998 and 2002, even in the face of more rigorous admissions standards. The improvements in undergraduate retention rates will result from the more rigorous admissions requirements and institutional efforts to attract highly qualified students. Through increased recruitment efforts, the

University's first-time undergraduate student enrollment should remain stable from Fall 1998 through Fall 2000. Furthermore, if the System is successful in creating a seamless education environment with two-year institutions, the number of able transfer students should increase. While graduate student enrollment will experience static growth, the University should continue to realize modest out-of-state and international student enrollment growth.

The University also continued planning for the University System of Georgia's enhanced admissions standards initiative scheduled for full implementation by 2001. The Office of Admissions began phasing in use of the Freshman Index for the Spring 1999 admissions process, planning to gradually increase admissions requirements to reflect the 2001 initiative level.

West Georgia keeps an eye on the future by hosting high school students for many functions. Extracurricular activities such as debate, athletics, music, and theatre introduce West Georgia to many motivated and enthusiastic high school students. The University hopes to build a positive and engaging rapport with high school students during their visits, thereby increasing the likelihood that these students will consider West Georgia in the near future. The West Georgia Debate Team hosted the 1999 Earnest Boyd High School Debate Tournament, 1999 Georgia Independent School Association State Debate Championship, and the 1999 Robert Tisinger Inter-Collegiate Debate Tournament. The Theatre Department hosted the Annual Georgia Theatre Conference, consisting of twenty high schools with over 800 participants.

### *Technology Enhancements*

The 1998-1999 year brought the further development of technological resources at the State University of West Georgia.

The Department of Learning Resources realigned organizationally with the Office of Information Technology Services (ITS), which provided additional resources for Learning

Resources as well as collaboration with ITS. The Department continued to place an emphasis on improving the campus network infrastructure: over the past year Central NT and Unix servers were expanded, upgraded or added; new Unix servers supporting distance learning technologies (WebCT and video) were added; a server supporting the network firewall was installed; and a public lab was opened in the University Community Center.

The Irvin Sullivan Ingram Library created an electronic access list that provides direct web links to more than 2,800 journals available in an online format.

The Office of the Registrar fully implemented Faculty Banweb, giving the faculty access to student records, allowing them to remove advisement holds and to register students during an advisement session, and giving students the opportunity to enter their final grades via the web.

The Office of Career Services employed the GeorgiaHire internet job search system, successfully converted to the RE Windows and REWeb programs, and doubled the number of PCs to expand service capabilities in the Resource Room.

All three colleges use media in instruction. Moreover, all have modified instructional approaches using technology to meet emerging needs for students and the community alike. A total of 136 groups (3,600 persons) received library use instruction (including use of electronic databases) during the last year. Results of the electronic user survey indicate high levels of support for current streamlined practices.

In the College of Arts and Sciences, 100 percent of all new faculty received a computer and 90 percent of full-time faculty have a computer in their offices. Over 150 faculty and staff participated in computer training workshops.

The Richards College of Business initiated an online teaching forum, using Richard Katz's and Harvey Blustain's "Dancing with the Devil" as text. Faculty discussed the impact of corporate training and how that competition would have an impact on student enrollments, course content, and advertising Business programs. Additionally, faculty



discussed the impact of technology on their teaching styles and what the College of Business is doing to incorporate technology into teaching. One hundred percent of the Richards College of Business faculty use multi-media presentations in their classrooms and 83 percent are GSAMS qualified. All of its Dalton MBA courses are taught via distance learning technologies.

All College of Education faculty incorporate media into the classroom and have computers in their offices. The College of Education faculty opened the West Georgia Educational Technology Training Center to provide professional development and training in the application and integration of modern technologies into the curriculum and classroom for K-12 teachers from nine county and two city school districts. A component of this program is InTech (Integrating Technology in the Classroom) which served over 64 teachers and generated 320 staff development units.

The Division of Business and Finance upgraded all personal computers in preparation for both Y2K and increased capability to operate PeopleSoft, a payroll system. The University Bookstore successfully installed and implemented a point-of-sale management system.

### *Technology Planning*

The University continues to integrate information technology into its academic and administrative mission to ensure that the students, faculty, staff, and the community are well prepared for life in a knowledge-based and technology driven society. The State University of West Georgia will require all students to have a personal computer beginning fall semester, 2000. To this end, the Office of Information Technology Services continued to place an emphasis on improving the campus network infrastructure. Not only did ITS replace or upgrade network hubs and switches, but all students living in residence halls should have network connections in the upcoming year. To provide technical support

to these students and maintain the infrastructure, a residence hall technology fee was approved.

In late spring 1998, Information Technology Services outlined a full-scale implementation plan to resolve any Y2K compliance problems existing on campus. ITS will continue to provide central coordination of West Georgia's Y2K planning and remediation efforts, including a disaster contingency plan.

### *Facilities Planning*

The implementation of West Georgia's comprehensive facilities master plan in 1998-1999 entailed the closing off of the central campus, the creation of a pedestrian mall, the moving of parking to the perimeter of campus, and the construction of new entrance signage and landmarks.

Four new shuttle buses were bought to support perimeter parking. Eleven solar powered bus shelters were installed to protect students from inclement weather. Construction began on the \$19.4 million Technology-Enhanced Learning Center. The third-floor renovation of the University Community Center was completed, with second-floor renovations beginning in Spring 1999. Ten emergency phones were installed around campus to improve safety and service to the campus community.

### *Semester Conversion*

The University's transition to semesters transpired with only a few challenges. While expectations were high that continuing students would enroll in a full semester course load, many of these students enrolled in what was a full course load under the quarter calendar. The long-term effect of taking fewer classes may cause delays in graduation, and the short-term effect was a decrease in the amount of tuition and fees paid. On a more positive note, 250 more students lived in campus residence halls than the previous year.

## *Annual Progress in Assessing Institutional Effectiveness*

During the 1998-1999 academic year, the University continued to make progress in maintaining its commitment to *Educational Excellence in a Personal Environment*. The University enhanced its use of modern technology, increased the level of funding generated through gifts, and modernized facilities. During this time, faculty improved their scholarly productivity and persistence rates were maintained at about the same margin for first-year freshmen as in 1997-1998.

### *Academic Program Review*

The University began the process of periodic program review in the 1996-97 academic year by holding discussions between the Vice President for Academic Affairs' office and the academic deans. Conceptualizing the structure for program review was completed at the dean's level and initiated at the department level during 1998-1999. The review process is slated to begin during the first year of semester conversion, with a rotation of one-fifth of programs reviewing themselves each year starting with Fiscal Year 2000.

The guiding philosophy of the University on program review is to focus on multiple measurements of institutional effectiveness. The theoretical principles influencing the University in this effort are fundamentally coupled. The first phase is to initiate a self-study by each program, guided by core values, principles and correlating methodologies that result from the conceptual stage. The second and more significant phase of this program review is to invite external evaluators to help in the assessment of learning outcomes for each program. This year the work on the University-wide program review process was completed and the College of Arts & Sciences adopted program guidelines.

### *External Accreditation*

The State University of West Georgia enjoys a strong record of accreditation. The

highest external recognition of effectiveness takes the form of institutional and discipline-based accreditation. The Southern Association of Colleges and Schools accredits all of West Georgia's programs, a very demanding and rigorous process. Furthermore, some disciplines offer the opportunity for national accreditation. Currently, West Georgia's thirty active graduate programs have achieved this highest honor of national accreditation. No other university in the United States has a better record on this dimension. This year the Department of Art received accreditation for all its programs from the national Association of Schools of Art and Design (NASAD).

The most significant assessment of the effectiveness of the College of Education and its programs was conducted by members of the Board of Examiners from the National Council for Accreditation of Teacher Education (NCATE) and the Professional Standards Commission in March. The overwhelmingly positive reports from these two groups supported the tremendous progress made in the quality of teacher education programs at West Georgia.

The University reaffirmed its accreditation from many discipline-based organizations, including the American Chemical Society, the Consortium for Diversified Psychology Programs, the National Association of Schools of Public Affairs and Administration, the National Association of the Schools of Music, the American Assembly of Collegiate Schools of Business, and the National League of Nursing.

### *College of Arts & Sciences*

*Art:* Fourteen students and two faculty participated in the first Studies Abroad Program in Bayeux, France.

*Biology:* Over 50 undergraduate research projects were conducted in the Department. Four Biology majors were accepted by early decision to medical school, and eight others were accepted to professional schools.

*Chemistry:* Modifications were made in the Chemistry curriculum consistent with results of ACS Standardized test. Four students accepted full scholarships to pursue doctoral programs in Chemistry. One student was accepted into each of the top ten graduate programs in the nation to which he applied. Twenty-one Chemistry students presented joint research papers at professional meetings.

*English:* Eleven graduate candidates presented papers at professional conferences.

*Foreign Languages:* Carmen Kristan was hired by the German Consulate in Atlanta. The Foreign Language Association of Georgia named Lee Burson "Teacher of the Year" for the State of Georgia.

*Geology:* One student was chosen as one of two recipients of the "Best Undergraduate Student Paper Award" in Geology by the Georgia Academy of Science.

*History:* History curriculum was modified as a result of Area Concentration Achievement Testing (ACAT) tests.

*Mathematics & Physics:* One student, our Goldwater Scholarship recipient, was also awarded a summer research position at the State University of New York—Stony Brook and won "Best Physics Paper" at the Georgia Academy of Science. Another physics student had a co-authored paper accepted for publication by the *European Journal of Physics*.

*Sociology, Criminology & Anthropology:* One student presented research at the Southeastern Undergraduate Sociological Symposium.

### *Richards College of Business*

The Richards College of Business Department of Accounting added Oracle Certification Track in 5-year BBA/CPA option, in response to external advisors' recommendations to improve the market strength for graduates. The curriculum for each degree program in RCOB was assessed and modified based on results of departmental testing, and all majors are required to take a course in Business Research.

*Accounting & Finance:* According to alumni surveys, exit interviews with graduating students, and comparative salary and placement data indicate that 85 percent of graduates obtained gainful employment in their field. The other 15 percent were accepted into graduate programs.

### *College of Education*

During the fall semester, the College conducted a survey of Education graduate students regarding scheduling & other factors that could have a positive impact upon program. The product of this survey was shared with each department, resulting in some alternative scheduling of courses.

The College also enjoyed an initially-prepared undergraduate student pass rate of 75.3 percent and 90.8 percent for graduate students on the Praxis II exam.

### *The Advanced Academy of Georgia*

The Advanced Academy enrolled 60 academically talented high school juniors and seniors from throughout Georgia and beyond. The entering class had an average SAT composite score of 1268 and a high school college preparatory curriculum grade point average of 3.88.

The 1998-1999 Academy class grade point average was 3.1, higher than the usual freshman class annual average. All of the 43 seniors in the 1998-1999 class completed the program and graduated from their local high schools, as well as progressing to either college sophomore or junior status depending upon their entering classification. Seven of these students were named National Merit Finalists, and one of them was awarded the prestigious Goldwater Scholarship.

In an effort to share with the University and surrounding community, The Academy sponsored a lecture series featuring Tim Page, Pulitzer Prize winner and Chief Music Critic for *The Washington Post*; Kathy Mattea, singer and composer; Carlos Rojas, distinguished Spanish writer; and John Cimino, acclaimed baritone in "Con Quixote's Children: A Concert of Ideas."

## *The Honors Program*

The Honors Program enrolled 310 highly qualified undergraduates; and this past year, a total of twenty-one professors from fifteen disciplines taught Honors classes. A formal articulation agreement with Perimeter College was instituted to allow their Honors students a smooth transition to West Georgia's Program. Additionally, the Honors Program Committee raised the SAT admission threshold from 1180 to 1200 beginning in Fall 2000.

It is these high standards and achievements that garnered West Georgia the first Honors College in the University System. This dedication to enhancing the quality of instruction for the University's more academically talented students is a responsibility will require increased funding to ensure the Program's further propulsion to national preeminence.

## *Retention Rates*

The University's retention rates have steadily risen from Fall 1990 through Fall 1997, with only a slight decrease (-1.02%) from Fall 1997 to Fall 1998. Programmatic efforts to increase retention rates are at an all-time high and the University's dedicated staff should be commended for their efforts.

This past year, the Freshman Center tripled its services from the previous academic year in advising sessions, computer lab usage, and attending college success seminars and tutoring sessions. Approximately 2,700 letters were sent to former West Georgia students inviting them to re-enroll. Mentoring played a large role in the efforts of the Freshman Center, with 19 faculty and 35 student mentors serving 200 students.

The Minority Achievement Program contacted 114 probation students, 63 percent of which were interviewed and given

strategies for academic improvement. Its Peer Mentoring Program included 42 mentors who assisted 141 protégés.

A cooperative student retention program, FYRST Program (First Year Students Succeeding Together), received 400 applications, though only 215 of these could be accommodated.

The Office of Student Activities assisted the Black Student Alliance which sponsored the "Real Deal," a student-to-student orientation to acclimate incoming students of color to campus life and issues of concern to them.

The College of Education advising center, established to assist undergraduate majors, is expected to play a significant role in student persistence. Additionally, the University saw growth from one to six learning communities for first-year students to improve retention.

## *Overall Institutional Health*

A much healthier institution than it was even three years ago, the University owes considerable gratitude to a growing state economy and the consistent recognition and support by the Regents and their staff for the success of West Georgia's activities. The approval of the Doctoral Program in School Improvement and the Honors College fulfill portions of the University's mission that have been sought for some time. The addition of new and improved facilities—the scheduled completion of the Technology-enhanced Learning Center, the scheduled renovation of Adamson Hall, and the future scheduled addition of the Health, Wellness, and Lifelong Learning Center—will add to our campus existence in profound ways. West Georgia made substantial advances in the use of technology in instruction and has profited greatly from system and institutional programs in faculty and staff development. The quality of existence on campus available for faculty students, and staff now are improved considerably over that which was in place five years ago.

Even with the completion of these activities, West Georgia will remain well below the system average to fulfill the University's Mission, specifically, in these areas.

- Richards College of Business instructional space is stretched to the point of strain, and its commitment to provide technical, management, and leadership training to economic forces in the region is challenged.
- Arts & Sciences faculty resources will be increasingly challenged. As retention improves, the demands for a greater number of upper division programs to join the already stretched lower division courses will provide an enormous resource strain. In this and in each of the other colleges of the University, the growing use of distance and computer aided instruction will add additional demands on staff and support resources even as it provides some longer term benefit for faculty resources.
- Education programs continue to attract students and will likely continue to do so. Accreditation teams continue to express concerns about the number of faculty available for graduate education (even as the University has dramatically increased resources in this area), and increased

student demands for graduate programs are likely.

- West Georgia is approaching the limits of redirection. At some point, high and moderate priority programs of five years ago have moved to the bottom of a list depleted of truly low priority programs. The limits here may already be reached.
- The University is also approaching the limits of technical support at current salary levels and expects that the advances in the economic strength of Carroll County will continue. With that will not only come considerable benefits to the University, but also increased competition for computer and communication support personnel whose work has allowed the enormous gains made over the last five-years.
- In terms of the physical plant, West Georgia's growth rate in correlation to the expected 2007 headcount growth falls far short of the 1996 System average square footage per student. Eighty-nine percent of University facilities were constructed at least 24 years ago, with a significant number of buildings over 50 years old. In 2007, headcount growth is projected to reach 9,560, a 64.74 percent increase over 1974 numbers, but physical plant growth, including the two new structures, will only be 33.61 percent over the same time period. This disparity poses many challenges to the University's ability to provide the current high level of education for its future students.

To conclude, the State University of West Georgia has been able to maintain a healthy environment, while at the same time being positioned to benefit greatly from continued and further support. That support will indeed allow the University to maintain the momentum continued through this last most successful year.

*Many thanks to Dr. Thomas J. Hynes, Acting President,  
for his invaluable input and guidance.*

Prepared by  
Lisa Matheson  
Institutional Research Analyst I  
Department of Institutional Research and Planning  
State University of West Georgia  
Carrollton, Georgia 30118  
770.836.644