

State University of West Georgia

1999-2000 Annual Report of Institutional Progress

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Prepared by
Tara Panter Pearson
Institutional Research and Planning
State University of West Georgia
Carrollton, Georgia 30118
770-836-6449

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

The 1999-2000 academic year was an industrious one for the State University of West Georgia. While maintaining *Educational Excellence in a Personal Environment* as a guiding element in planning activities, West Georgia successfully completed its second year after conversion from quarter to semester. The Advanced Academy and the Honors Program continued to attract, retain, and develop talented students through a strengthened commitment of resources and learning opportunities. Development and Alumni Services annual fund raising efforts yielded \$933,590 in gifts and pledges. Under Sponsored Operations, the three Colleges demonstrated a **nine percent increase** in the total award amount of faculty grants, and the total average award amount increased by over \$4,300. The number of award letters offered in the Office of Financial Aid increased by 108 in the last year. Therefore, the University continues to enhance its use of technology, increase the level of funding generated through gifts, and modernize UWG campus facilities in support of its role, scope, and mission.

Educational Excellence in a Personal Environment

The following illustrations demonstrate how the University's commitment to *Educational Excellence in a Personal Environment* is not merely a maxim but a long-term pledge to quality instruction by preparing its students, faculty, and staff for the new millennium:

- Construction continued on the new Technology-enhanced Learning Center (TLC). The three large lecture halls became functional in Fall 2000. Estimated cost of the total project is \$20,911,000. The completion of the building is scheduled for December 2000.
- In March 2000, a structural survey was conducted and concluded that Adamson Hall was "uninhabitable." Plans for new construction call for replicating the front façade of the 83-year-old structure. The demolition and reconstruction project hinges

on approval by the Board of Regents. This project is a good example of how UWG is moving into the future without forgetting its rich past.

- The Department of Computer Science within the College of Arts and Sciences added a major in applied computer science under the current Master of Science degree, which has been approved by the Board of Regents. The new degree program will be open to students with undergraduate degrees in fields other than computer science to accommodate career changes and growing needs. The degree will be offered in Fall 2001.
- The Richards College of Business is a founding member of the system WebMBA program, a collaborative effort among the American Assembly of Collegiate Schools of Business (AACSB) accredited institutions: West Georgia, Georgia Southern, Kennesaw State, Valdosta State, and Georgia College and State University from the Board of Regents.
- The College of Education continued its national leadership in the Transforming School Counseling project, which included receiving \$150,000 in previously reported grant funds from the Wallace Fund, and significant revisions in the school counseling program.
- The College of Education developed the curriculum and admission criteria for the educational doctoral degree in School Improvement, which has already been approved by the Board of Regents.
- The College of Education received \$173,388 in grants from the United States Department of Education for *Preparing Tomorrow's Teachers to Use Technology*, and involved numerous school and college faculties in the work of this project.
- The Department of Special Programs was approved to offer a distance learning Master's program in Educational Leadership Administration to be delivered primarily through distance education.

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- The Ingram Library added more than 450 additional full-text (image) journal titles to the collection in addition to offerings from the Georgia Library Learning Online (GALILEO) project.
- The Ingram Library continues with a digitization project that will provide online access to the resources of the Georgia Political Heritage Project of UWG. The Georgia Political Heritage Program is a video/audio tape collection begun in 1985 which captures the memory of Georgia's political leaders (former governors, senators, and house speakers) as they relate their roles in the State's Political history. Audio tapes of supporting interviews, speeches and presentations are also available. Equipment has been purchased and programming has begun. A prototype, web-based product will be available early next year.
- Negotiations continued with the Georgia Holocaust Commission to establish the Thomas B. Murphy Teacher Training and Resource Center on campus. Initially housed in the Ingram Library, the center will provide a statewide resource center for both teacher-training programs and for teachers currently "in the field." The agreement also provides significant contributions to the library's permanent collections.
- Information Technology Services successfully led the campus-wide Year 2000 (Y2K) readiness project with little interruption to students, faculty, and staff.
- Information Technology Services completed a multi-year project to provide a dedicated Internet connection to each student living in the residence halls. Network firewalls were also installed to provide limited control against unauthorized access to campus computing resources.
- Development and Alumni Services successfully established, implemented, and completed a student phonathon program as a fund-raising tool. The phonathon raised \$71,267 in contributions and pledges.
- Development and Alumni Services' Annual A DAY fund raising campaign raised \$933,590 and 20 endowed or annual scholarships were established.
- The Department of Human Resources continued its payroll conversion from its Legacy system to the PeopleSoft Human Resources Payroll System, which will be active August 2000.
- The Freshman Center added new activities which included: a campus-wide faculty seminar for advising the core curriculum, and development of a leadership course for peer leaders in chemistry workshops. The number of students receiving tutoring has tripled since last year.
- Health Services is continuously visited by more than 20,000 patients each year. Three staff members became certified as Sexual Assault Examiners (SAE), the first SAE's in the district.
- Within the Office of Student Activities renovations for the University Community Center's was completed. While this did not increase the total square footage of the building, it did provide more efficient space and included furnishing the meeting rooms and equipping most rooms with video projections or television/VCR combinations. Renovations of the Old Auditorium facility began and will include newer and brighter lights, which will improve the safety and playability of the Old Auditorium. Renovations are expected to be completed by December 2000.
- The Office of Financial Aid and the Office of the Registrar continued to improve student services by utilizing voice response system (EPOS) and Banner Web (BANWEB) systems. EPOS will provide students access to check their financial aid status and obtain final grades via EPOS or BANWEB.

With the redesign of UWG's web page, financial aid forms are accessible which saves students from picking up the forms on campus or by waiting for them to arrive by mail.

The BANWEB room provides students access to 10 computers for registration activities, printing of unofficial transcripts, updating address information, and viewing their student records.

- Facilities and Grounds have deployed the Asset-Works Facilities Management Enterprise (FME) software to manage work orders and provide information on-line to the requestor. All UWG employees are able to access this information and FME will organize and manage the workload and provide instant feedback on a work order which in turn assists management in the process of efficiency.
- Facilities and Grounds are installing a Computer Aided Facilities Management (CAFM) product. Aperture is a tool for organizing, planning, and tracking campus wide data that allows graphical manipulation of data in a CAD environment and merges different types of data (infrastructure, architectural, electrical, etc.) The addition will assist the management process to become more efficient.
- UWG's Bookstore implemented a new on-line bookstore web site, www.westgbookstore.edu, which generated 228 orders with a gross sale value of \$27,181 in the first two months.

The Advanced Academy of Georgia

The 1999-2000 academic year proved to be a milestone for The Advanced Academy of Georgia. In its fifth year, Academy students continued to establish themselves as exceptional scholars. The Academy enrolled 66 (51 new students and 15 returning from previous year) academically talented high school juniors and seniors, an increase of 11 percent over FY 1998-1999. The entering class had an average SAT composite score of 1,238 (632 verbal and 604 math components) and a high school college preparatory curriculum grade point of average of 3.84. Students received advanced placement credits through the departments of Chemistry, Math, Physics, English, History, and Computer Science.

The Advanced Academy offered excellent academic and extra-curricular experiences during the year. Many Academy scholars engaged in projects or original research through the departments of Chemistry, Math, Physics, and Psychology. Current and former Academy students were selected to participate in the *Reduced Gravity Student Flight Opportunities*

Program at NASA's Johnson Space Center in Houston, Texas. They were the only team from Georgia and only one of 24 selected in a national competition to participate in the two-week training session. The team was later invited to attend the 13th Annual Humans in Space Symposium in Greece to present their findings at an International meeting. Students attended the regional and national meetings of the American Chemical Society, the National Collegiate Honors Conference where 1,900 students/participates from around the country gather to present their original research, and the National Undergraduate Research Conference and present the research they began as Academy students.

Over 91 percent of the 34 juniors enrolled in The Academy during Fall 1999 plan to return for the next academic year. Enrollment growth will continue for the next few years until space, faculty/staff, and budget limitations restrict growth.

Technology Planning

The University is integrating information technology into its academic and administrative mission to ensure that students, faculty, staff, and the community are well prepared for the future in a knowledge-based and technologically dynamic society.

The State University of West Georgia required 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. ITS has replaced and upgraded network hubs, switches, and network connections. To provide technical support to these students and maintain the infrastructure, ITS completed the installation of cabling and networking infrastructure so every residence hall student has a 10base T switched network port by their desk in their bedroom as well as having all resident phones on Cat 5 cabling. ITS also implemented a ResNet firewall to protect student resident hall computers from being directly compromised via the Internet. With all of these improvements, a residence hall technology fee has been approved.

During the past year, the University web page and various links have evolved to be a focal point in University communication strategies. Investment in the expanded web server makes it possible to

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support a higher traffic volume and allows more information to be added to UWG's web pages. This investment in the web server makes it likely that the evolution will continue.

Year 2000 Compliance (Y2K)

One issue of particular concern was the Y2K compliance problem. In late Spring 1998, Information Technology Services (ITS) outlined a full-scale implementation plan to resolve any compliance problems existing on campus.

In addition to the Board of Regents providing funds, \$204,755, for the Y2K initiative to upgrade hardware and software, ITS provided an estimated \$15,250 for 1000+ student/graduate research assistant hours and completed 149 projects to complete the Y2K initiative. The program was completed without any complications. The following are examples of completed Y2K initiative projects.

- Information Technology Services, along with other departments, inventoried all computers, software, and any electronic items on UWG campus to verify that they are Y2K compliant.
- The Office of Purchasing Services implemented a new purchase order tracking system to replace the old DOS program that was not Y2K compliant. A new asset inventory and maintenance system was also implemented. There were 1,051 asset items totaling \$3,773,355 during FY99. The travel office processed 2,669 travel statements, which represents a five percent increase in travel compared to FY98. Travel expenses also increased 5.87 percent during 99 FY.

Technology Enhancements

The State University of West Georgia has significantly increased the use of technology to enhance university institutional and administrative activities during the last year.

Distance Education delivered 92 credit courses over the Internet (at least 50 percent online) during UWG's third year of online learning, up from 60 in fiscal year 1998. The number of students enrolled in distance courses was 2,821, which is an increase of more than 20 percent over the previous year. **During Fall 1999, UWG had the highest number of distance credit hours of any institution in the university system.**

The College of Education (COE) taught 18 courses via Web Courses Tutorials (WebCt) and used this technology as an instructional supplement in 106 other courses. Furthermore, by adding a technology course or documenting how technology was infused in each program, COE insured that technology would play a sufficient role in all academic programs.

The College of Arts and Sciences continued to move forward with the completion of the Technology-enhanced Learning Center. The building will bring multi-media and computer technology into classrooms for regular instruction, offer computer workshops on a regular basis for faculty and staff, and facilitate Banner training and advising sessions for all Arts and Sciences Departments.

The TLC building has 39 classrooms/research labs (13 classrooms are equipped with televisions/projection/VCR equipment and 39 classrooms with television connections), 82 faculty, staff, and administrative offices, and 16 computer labs. The building will be equipped with nearly 400 computers in both labs and classrooms.

The Townsend Center for the Performing Arts began preparations to install new ticketing software in the Box Office, which will be installed August 2000 and active by September 2000, by purchasing their own domain name for the facility, www.townsendcenter.org in January 2000. The facility plans to use the web site as a marketing tool.

The College of Business purchased 35 computers, to replace obsolete computers in both the computer classrooms and labs, and software licenses for Microsoft FrontPage and Publisher 2000. For faculty and staff, nine computers, five printers, and software licenses for Windows 2000 were purchased to replace obsolete computers and to upgrade software.

The Office of the Comptroller successfully implemented voice response and web fee payment by credit card for Summer 2000.

The Department of Publications and Printing completed the year by ordering a new imagesetter and film processor to replace aging equipment. The new equipment will increase the film size, enabling for a much larger poster size to be produced. The new equipment will allow the department better flexibility to complete more of its jobs on campus rather than having to out source them to a local company, which will in turn save the University money and time.

Economic Development

The Richards College of Business Small Business Development Center (SBDC) continued its active calendar of outreach activities during 1999 and 2000. Unlike the University's fiscal calendar, the SBDC operates under a calendar year. Thus, the SBDC report reflects calendar year accomplishments from January to December 1998 and 1999, with annotations on activities for the January-June 2000 period.

Year	Clients Served	Counseling Hours Completed
1998	191	1517
1999	211	1354
2000 (January-July)	167	1408

For the year 2000, the SBDC has contracted to serve 250 clients, with a goal of 1,452 consulting hours. During the first seven months of this contract period (January-July 2000), 67 percent of the clients have been served and 97 percent of the 1,452 consulting hours have been accumulated. SBDC has had a 31 percent increase in clients served over the past 2 years. In addition to contractual obligations, the SBDC provides considerable services to the community in terms of:

Services	2000 Calendar Year
Continuing Education	118
Professional Development	246
Business Support Services	23
Internal Service	163
Economic Development	340
Public Relations	76
Total Hours for January-July	966

The Richards College of Business hosted the Annual Economic Forecast Breakfast with over 300 representatives attending from business and industry. The keynote speaker was Dr. Donald Ratajczak who presented the economic forecast for the United States and the State of Georgia. Dr. David Boldt, UWG associate professor of economics, informed the representatives of the economic forecast for the region. Dr. Michael Raper and Dr. David Boldt jointly prepare the Annual Economic Forecasts and topics.

Productive Faculty

The University's faculty had another productive year of research. During the past academic year, faculty members elevated their research efforts while maintaining West Georgia's commitment to *Educational Excellence in a Personal Environment*. *Personal Environment* is achieved by small class enrollments, 58 percent of undergraduate classes have less than 20 students and 29 percent have less than 30 students, and faculty-taught courses (as opposed to graduate teaching assistants). Below is a table demonstrating the total amount of scholarly efforts by faculty during 1999-2000.

Types of Publications	FY 1998	FY 1999
Books & Monographs	49	28
Peer-Reviewed Articles	292	298
Papers & Presentations	698	757
Other Publications	156	66
Juried Performances or Exhibits	49	49
Non-juried Performances or Exhibits	57	191
Total	1301	1389

Compared with the previous year, faculty production of papers and presentations increased by 8.45 percent and non-juried performances or exhibits increased by 235 percent. Overall, faculty publications increased seven percent.

Sponsored Operations is continually expanding its operations to bring new opportunities for faculty. Through new faculty orientation, faculty members are encouraged to meet with the Director of Sponsored Operations for advisement and to learn procedural guidelines for grant writing. Through combined efforts of the Department of Sponsored Operations and faculty members, the amount of grants awarded has

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increased by 63 percent from 1995 to 1999.

Fiscal Year	Number of Proposals Submitted	Number of Proposals Funded	Amount Requested	Amount Rewarded
1995	139	87		\$ 1,412,481
1996	137	88	\$ 3,806,716	\$ 1,562,455
1997*	73	38	\$ 1,528,332	\$ 962,430
1998	84	47	\$ 2,088,302	\$ 1,747,570
1999	89	54	\$ 5,526,760	\$ 2,308,930

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

The phonathon is assisting with alumni database maintenance by providing up-to-date address/business information and helping to locate lost alumni. The yearly phonathon program was successful in its first year and success is expected for many years to come.

Increased Financial Support

The Division of University Advancement had a tremendous fund raising year in 1999-2000. The focal point of annual fund raising efforts, "A DAY" for West Georgia, saw the total amount of funds generate \$933,590 through gifts and pledges, due to the generosity of UWG's many supporters. This amount includes a \$60,000 gift from Georgia Power Foundation for the College of Education's Leadership Academy. It also includes a gift of \$50,000 from the Callaway Foundation for the Technology-enhanced Learning Center. Several gifts in the \$10,000 range were made to endow scholarships, an on-going University need and priority.

Improvement of annual giving can be attributed to the success of UWG's phonathon program. The new fund raising tool was established and implemented in the Fall of 1999. Student callers run the nine-month program four nights a week from 6 to 9 PM.

In its first year, the phonathon raised a total of \$71,267. The College of Education and Richards College of Business each requested two weeks during the nine-month program to contact education and business alumni and ask for pledges/donations to be made to their College.

College of Education	\$ 9,018.00
Richards College of Business	\$ 10,902.00
Annual Fund	\$ 48,102.00
Other	\$ 3,245.00
Total Raised	\$ 71,267.00

Part B: Annual Progress in Institutional Strategic Planning

During 1999-2000, the State University of West Georgia underwent several strategic planning processes, including tactical planning, to continue or to implement programs and policies in accordance with System and University goals, most notably the prescribed comprehensive facilities master planning process.

Planning Structure and Process

West Georgia's strategic planning process is "top-down" only to the extent of establishing the general vision and direction of the institution. The President, as chief executive officer, holds ultimate responsibility for the process of strategic planning at the State University of West Georgia. The President's Advisory Committee, which functions as the University's strategic planning team, sets the general vision and direction for the institution and encourages critiques and suggestions from UWG's constituents.

In the coming year, the President plans to create an ad hoc committee to undertake the first stage of UWG's strategic planning process, while later stages will address unit and departmental issues. The committee will consist of eight faculty members and one representative each from Information Technology Services, Business and Finance, Student Services, University Advancement, Institutional Research & Planning, the Student Government Association (SGA), and the community. The committee will be charged to take an institutional perspective and to:

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

Priority Areas and Specific Goals

The State University of West Georgia continues to work toward successfully achieving the following priority areas and specific goals set in 1996-97 in a manner consistent with University System of Georgia strategic planning assumptions:

Priority Areas

- The University continues to be a forerunner in providing quality instruction to ensure that it is producing prepared and qualified teachers.
- The University endeavors to be a leader in the training of technology and educating students through technology; the University took full advantage of technology for administrative purposes.
- The University continues to serve as a contributor to Georgia's graduate education.
- The University's unwavering commitment to diversity in its employment and recruitment practices persist.
- The University promotes regional economic development.
- The University uses academic program review to improve effectiveness and environmental scanning to identify emerging societal needs.

Specific Goals

- The University recruits and enrolls undergraduate students who are more 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 considers judiciously 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 University investments in technology in future years.
- The University will continue to emphasize graduate education.
- The University provides students and faculty with a diverse learning environment by continuing to attract and retain traditionally under-represented persons.

Strategic Plan

- The University continues to preserve its commitment and practice of “*Educational Excellence in a Personal Environment.*”

Detailed action plans, designed to help realize specific goals, are located in West Georgia’s strategic plan.

Internationalization and Diversity

The State University of West Georgia is working to globalize both its community and its educational efforts and activities through the International Programs Director and the use of technology on campus. These activities included five study abroad programs: French language and civilization in France, Summer Art Program in Bayeux, Paris, and London; International Economics and Finance in Atlanta, New York, and London; Summer Language Study in Mexico; and Geology in Puerto Rico. One hundred and twenty nine students participated in these programs, of which 78 were regularly enrolled at West Georgia.

On the UWG campus, delegations from the University of Bombay and the University of Humanities and Social Sciences from Saint Petersburg, Russia visited to discuss collaboration on the topics of business, education, art, music, film, and theatre. A delegation from West Georgia will go to Russia in September 2000 to continue the discussions. Also, the University is participating in the European Union Certificate Program (EU), enrolling 55 students in the first Introduction to the EU course in Spring 2000. These are just a few examples of how the University is remaining steadfast in its responsibility to promote diversity in its instructional rank, staff, and student body.

Enrollment Planning

During 1998-1999, the State University of West Georgia reformulated its enrollment targets. Those plans projected an increase in West Georgia 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 will grow from Fall 1998 through Fall 2000. Graduate student enrollment was also estimated to grow slightly. That growth will emphasize increased

use of distance learning technology, initiatives that involve technology training for teachers, and new programs designed to satisfy regional needs.

The Office of Admissions recorded an increase in freshman applications of one percent and transfer applications of 16 percent, while UWG continues to increase admission standards. Furthermore, a comprehensive minority recruitment plan including: the participation in minority recruitment fairs, visits to minority schools, use of direct mail, and participation in specialized publications is now in place.

The University is continuing plans for the University System of Georgia’s enhanced admissions standards initiative scheduled for full implementation by 2001. The Office of Admission is phasing in the use of the Freshman Index for the admissions process, planning to increase admissions requirements to reflect the 2001 initiative level.

Facilities Planning

In 1996-1997, the University established a five year facilities master plan at the State University of West Georgia. The plans aim to improve the appearance of the campus, reduce vehicular traffic, alter the campus design in favor of pedestrians, and enhance the ability of UWG’s facilities to support academic and student activities.

The comprehensive facilities master plan was adopted and implemented in June 1998. Some of the immediate campus changes were: signage, closing roads to through traffic, relocating and restructuring campus parking, establishing walking paths and a pedestrian mall, and improving the institution’s shuttle service through the purchase of four new shuttle buses. Twenty-one emergency phones have been installed around campus to improve safety and service to the campus community.

Consistent with plans, UWG will continue with several construction projects. Aycock Hall will continue with Phase III. Phase III will renovate half of the first floor and the entire second floor at an estimated cost of \$733,000. Phase I and II completed the demolition and reconstructed stairwells for the building. The Technology-enhanced Learning Center will be completed and will open Spring 2001. The total cost for the building is projected to be \$20,911,000.

Part C: Annual Progress in Assessing Institutional Effectiveness

During the 1999-2000 academic year, the State University of West Georgia accomplished many of its institutional goals. First and foremost, the University made progress in maintaining its commitment to *Educational Excellence in a Personal Environment*. The Advanced Academy of Georgia had another successful year attracting, retaining, and developing attitudinally-talented students. The University also enhanced its use of modern technology, increased the level of funding generated through gifts, and modernized facilities.

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 State University of West Georgia is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Furthermore, some disciplines offer the opportunity for national accreditation, a very demanding and rigorous process. Currently, West Georgia's 30 active graduate programs have achieved this highest honor of national accreditation.

The University has maintained its accreditation from many discipline-based organizations, including:

American Assembly of Collegiate Schools of Business
American Association of Colleges for Teacher Education
American Association of State Colleges and Universities
American Chemical Society
American Council on Education
Conference of Southern Graduate Schools
Consortium for Diversified Psychology Programs
Georgia Association of Colleges
Georgia Board of Nurses Examiners
National Association for Foreign Student Affairs
National Association for Schools of Arts and Design
National Association of Schools of Public Affairs and Administration
National Business Education Association
National Commission on Accrediting
National Council for Accreditation of Teacher Education
National League for Nursing.

This past year saw further growth of the Richards College of Business as an academic leader of Business evidenced by its recent program-affirmed accreditation by American Association of College Schools of Business (AACSB) for all undergraduate, Master's of Business Administration (MBA), and Master's of Accounting programs. Added to the existing accreditation, this honor places the Richards College of Business toward the top of business programs in the nation and earns it the status of being the only master's degree-only granting institution in the University System to have this level of accreditation.

Building on the College of Education's continuing accreditation received from the National Council for Accreditation of Teacher Education in October 1999 and continuing program approval received from the Georgia Professional Standards Commission in November 1999, a commitment to continuous improvement is ever present. Through an in-depth examination of all-undergraduate programs and two graduate programs, numerous curricular enhancements were made and approved. The faculty is fully committed and believes that these revised programs will result in well-prepared educators.

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 1997-98. The review process was 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

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this program review is to invite external evaluators to help in the assessment of learning outcomes for each program.

Assessing Learning Outcomes

The State University of West Georgia continued to enhance its vision of excellence throughout the university community by supporting undergraduate research, honor organizations, and extra curricular activities. Examples to support this are as follows:

College of Arts & Sciences

- *Art: A chapter of Kappa Pi, the International Honorary Art Fraternity was established at West Georgia. Eighteen students were inducted at the Annual Art Honors Luncheon.*
- *Biology: By continuing to emphasize undergraduate research, the Department of Biology has realized significant student accomplishments during the year. One biology senior received the Presidents' Award for Undergraduate research for a presentation at the Southern Branch of the American Society for Microbiology. For the fourth consecutive year, all biology majors applying for medical school were admitted. One senior biology major was awarded a \$7,000 graduate fellowship from the Phi Kappa Phi Honor Society. This is first time the West Georgia chapter has had a national winner of the fellowship.*
- *Chemistry: Five students comprised the UWG Microgravity Team and were one of roughly 30 teams invited by NASA to participate in reduced gravity experiments. These students, who carried out experiments on filtration and reverse osmosis, traveled to Greece for the 13th Annual Humans in Space symposium to present their research.*
- *English: Ten students presented papers at professional conferences that were originally written for English courses. Two students submitted exhibits and participated in the UWG Annual Celebration of Scholarship and Creative Activities.*
- *GeoSciences: The Georgia Academy of Science honored a student as the recipient of the Best Undergraduate Student Paper award in Geology. The student is the 18th of the past 20 and the 28th of the past 34 awardees who were UWG Geology/Earth Science majors or who were sponsored by faculty in the Geology Department. UWG students have won this award for the past six years.*
- *History: Four history majors were initiated into Phi Alpha Theta History Society. Several students received scholarships and awards for academic achievement and research papers during the past year.*
- *Mass Communications & Theatre: West Georgia's Debate Team won first place at the Cross Examination Debate Association's National Championship Tournament. Two freshman student debaters placed second in the nation at the National Novice Debate Tournament.*
- *Mathematics & Physics: Five student and faculty papers were presented at the Georgia Academy of Science at Valdosta State University. One student's paper was declared the best in the Physics, Mathematics, Computer Science, and Technology Section.*
- *Music: Ten students performed for the Georgia Music Teachers Association's spring auditions. The Concert Choir staged a European Tour in Germany and the Czech Republic in May 1999.*
- *Political Science & Planning: Two students attended the annual symposium on the presidency sponsored by the Center for the Study of the Presidency. Two students represented papers at the annual meeting of the Georgia Chapter of the American Society for Public Administration. Nine students were nominated for the Who's Who of University students.*
- *Sociology & Anthropology: Two students presented their research "Noncustodial Fathers: Should Financial Contributions be the Sole Determinant of Fathering Abilities" and "The Artistic Presentation of Televised News" at the Southwestern Undergraduate Sociology Symposium.*

Richards College of Business

The College uses the AACSB-approved Test of Common Body of Knowledge to assess the extent of learning that all business students have retained through their entire curriculum of study regardless of particular majors.

Other methods are used to measure effectiveness such as comprehensive exams, student portfolios, personal interviews, review of course outlines, and alumni surveys that are conducted every five years. The information has been used to change teaching methods to include more actual business cases and greater utilization of technology in the classroom. Specific managerial skills have been identified and included in course objectives, which focused on team building and oral presentation skills.

- *Accounting & Finance: Out of 123 accounting/finance majors, 68 participated in co-op activities with local businesses.*
- *Management & Business Systems: 42 students were inducted into Beta Gamma Sigma, the national honorary business fraternity.*

College of Education

- *The College of Education's Evaluation of Teaching Committee developed a new instrument that will be pilot tested during 2000-2001. This instrument focuses more on the quality and content of teaching and less on affective areas. In addition, it contains questions specific to the type of course and delivery method.*
- *UWG students achieved an 85 percent passing rate on Praxis II, a subject assessment and specialty area test that measures content of knowledge which is required for initial certification in all fields. Georgia requires a passing score on the Praxis II for educator certification.*

Furthermore, the University requires all units to submit operational unit plans, statements of assessment results, and funding priorities. These reports require units to link assessment, planning, and budgeting. The President's Advisory Committee uses these documents to assist their efforts with developing the University's budget.

Part D: Retention and Graduation Rates

The University's retention rates have maintained and/or steadily increased from Fall 1990 through Fall 1999. There has been a 7.95 percent increase of freshman students returning the subsequent Fall term from the Fall 1990 persistence rate of 57.35 percent to 65.3 percent Fall 1998. West Georgia maintained similar retention rates from Fall 1998 to Fall 1999, with a slight decrease of 65.48 percent to 65.30 percent.

Entered Fall		1990	1991	1992	1993	1994
First Year	N=	973	1201	1221	1232	1272
Second Year	Fall	558	656	700	715	731
Percent		57.35	54.62	57.33	58.04	57.47

Entered Fall		1995	1996	1997	1998	1999
First Year	N=	1396	1311	1234	1709	1646
Second Year	Fall	873	845	808	1116	
Percent		62.54	64.45	65.48	65.30	

The University's five year graduation rate has maintained and/or steadily increased from Fall 1990 through Fall 1995. There had been a slight decrease in the Fall 1990 graduation rate of 23.74 percent to 23.07 percent in Fall 1995. West Georgia increased its graduation rate from Fall 1994 to Fall 1995 by 1.14 percent.

Entered Fall		1990	1991	1992	1993	1994	1995
Graduation Rate	5yr	23.7	23.2	24.1	23.4	21.9	23
	N=	231	279	295	289	279	322

In 1999-2000, the State University of West Georgia formed a Steering Committee and six sub-committees with the goal of increasing first- to second-year student retention by ten percent over the next three years. The focus of the six sub-committees was to investigate ways of increasing retention within a particular area or substructure. The sub-committees' reports were sent to the Steering Committee, which compiled them into one final report. The report was not only designed to offer recommendations to increase student retention, but to also give an overview of UWG's retention problem and

review past efforts to address the problem. The Retention Steering Committee gave its recommendations a priority rating and a preliminary start date. The committee is still in the discovery stages and changes should be ready for implementation of some of its recommendations by Fall 2001.

Part E: Overall Institutional Health

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

The overall health of the institution is good and with continuous improvements it can only get better. The State University of West Georgia has identified areas of need for additional support to achieve its defined goals and objectives. West Georgia is grateful to the Board of Regents and the University System of Georgia for addressing these needs. However, considerable need still exists, which must be met if West Georgia is to preserve its commitment to *Educational Excellence in a Personal Environment*. The primary area of concern is salary compression for both faculty and staff positions and campus infrastructure.

The 2000-2001 school year will bring about several faculty/staff retirements. Faculty and staff in these positions have been teaching at West Georgia for several years, and the issue of salary compression is evident. Salary compression refers to the phenomenon where junior faculty/staff members receive salaries that approach or exceed those of faculty/staff at more senior ranks. The effects of salary compression can lead to faculty/staff turnover, low morale, and unwillingness to support institutional initiatives.

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

Due to growing student enrollment, limitations are developing in the areas of technology, space, and course availability. There is a limit as to the number of sections West Georgia may offer with the faculty resources available. Currently, classes with a high enrollment of 90+ are being divided into smaller classes of 50, while sections with 20 to 30 students now have enrollments of 45 to 50. Department resources are being drained to provide alternatives to full classes and it is becoming harder to support UWG's 19 to 1 student to teacher ratio.

The State University of West Georgia's enrollment projections from 1999 through 2001 have shown over a six percent increase, with a two percent annual increase projected through 2003 totaling 9,950 students, while UWG's internal revenue is only increasing by less than two percent. If the needs and limitations of technology, space, and course availability are not addressed, the *Educational Excellence in a Personal Environment* will diminish.

1999-2000 Undergraduate Class Size	Class Sections	Class Sub-Sections
Less than 10	216	53
10-19	262	43
20-29	335	45
30-39	174	26
40-49	61	4
50-99	87	2
100+	14	1
Total	1149	174

During the past decade, West Georgia's enrollment grew by 23 percent, while the institution's facilities (in square feet) grew only 5 percent. Moreover, almost 42 percent of UWG's campus facilities are 30 to 93 years old and 67

Institutional Health

percent of its buildings are over 20 years old. The areas of strongest need include the construction of the Physical Education and Lifelong Learning Center which is currently on the USG capital priority list and the reconstruction of Adamson Hall that was originally built in 1918.

Age of Buildings by Years	Number of Buildings	Percentage
Less than 19 years	26	32.9
20-29	20	25.3
30-50	22	27.8
50+	11	13.9
Total	79	100

The State University of West Georgia needs a Physical Education and Lifelong Learning Center that would serve the primary areas of undergraduate and graduate physical education majors and continuing education participants. Of the space provided by a new Physical Education and Lifelong Learning Center, greater than 80 percent would be dedicated to instructional use. The facility would increase the space available for student and adult learning from 49,000 square feet to 135,940 square feet. The new structure would contain instructional and distance learning classrooms, faculty offices, staff and graduate research space, storage space for instructional equipment, aerobics classrooms, a large instructional assembly area, conference/seminar rooms, and faculty/student locker rooms. The project budget cost for the Health, Wellness, and Lifelong Learning Center is \$24,533,540 and design funding is anticipated for the year 2004.

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