

University of West Georgia
2010-2011 Annual Report
of
Institutional Progress



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

Table of Contents

Notable Accomplishments in Fiscal Year 2010-2011

Academic Units	1
Administrative Support Units	2

Progress Report on the 2010-2015 Strategic Plan

Guiding Principle One	
Strategic Planning Goals 1-3	3
Guiding Principle Two	
Strategic Planning Goals 4-6	10
Guiding Principle Three	
Strategic Planning Goals 7-9	17
Guiding Principle Four	
Strategic Planning Goals 10-12	22

Retention, Progression, and Graduation (RPG)

Involvement of Key Campus Stakeholders	28
Programmatic Change	28
Progress to Date	29
Conclusion	29

Notable Accomplishments in Fiscal Year 2010-2011

The University of West Georgia's commitment to *Educational Excellence in a Personal Environment* continues to grow throughout the 2010-2011 academic year. UWG's total enrollment for fall 2010 was 11,283 and marks the sixth consecutive year the enrollment exceeded 10,000 students. Undergraduate enrollment was 9,707 while graduate enrollment was 1,576. The number of full-time equivalent (FTE) students decreased slightly from 10,309 in fall 2009 to 10,213 in fall 2010.

The following are demonstrative of the University's commitment to becoming a *destination institution*.

ACCOMPLISHMENTS

ACADEMIC UNITS

1. *The Richards College of Business (RCOB) was listed in the Princeton Review 2011 Best 300 Business Schools. The list is based on a survey of students enrolled at universities that offer M.B.A. programs accredited by the American Association of Colleges and Schools of Business, as well as on statistical information about each institution's students, physical environment, admissions requirements, teaching ratio, and programs.*
2. *In December 2010, the University of West Georgia was accepted into a prestigious Piedmont-South Atlantic Coast Cooperative Ecosystem Studies Unit (PSAC-CESU). The cooperative is made up of federal agencies, universities and non-governmental organizations which provides research, technical assistance and education to environmental and natural resource projects conducted by the government. The research work supported by the cooperative includes projects in biological, physical, social and cultural sciences, with topics ranging from anthropology to zoology. Membership in the research cooperative provides faculty and students with greater access to federally funded environmental and cultural resource-management research projects while providing a marketplace for University and NGO members to bid on projects funded and supported by federal agencies.*
3. *The Board of Regents approved the Department of Psychology's first Ph.D. program in Psychology: Consciousness and Society. The program is a three-pronged approach to the study of consciousness (humanistic, critical and transpersonal) with emphasis on theory and qualitative research. Beginning fall 2011, this program will be the only one of its kind in the State and one of the few in the country. The Doctorate in Psychology (Psy.D.): Individual, Organizational and Community Transformation which began fall 2007 will be phased out.*
4. *The School of Nursing received praises for achieving 100 percent passing rate on the 2010 Clinical Nurse Leader (CNL) certification exam. The CNL program started at UWG in 2007 in response to the nationwide initiative by the American Association of Colleges of Nursing. The University of West Georgia is one of only two institutions in Georgia that has a program preparing CNLs for contemporary practice. The program's curriculum includes courses ranging from pharmacology to health policy and leadership management. CNL graduates include physicians, pharmacists, nurse practitioners and other healthcare professionals. Certified CNL healthcare professionals go on to coordinate, supervise, and delegate care given by health care teams across the nation.*
5. *The School of Nursing- Newnan received a \$2 million donation from Newnan Hospital Inc. The gift supports academics and recognizes the great achievements of the School of Nursing. It addresses a statewide and national need to increase the number of qualified nurses. The gift will be divided into two parts: \$1 million for the construction, renovation, repair and replacement of facilities and equipment, and additional \$1 million to establish an endowment for program and faculty support of the school.*
6. *The Department of Computer Science began offering an online master's degree in computer science. The program, Master of Science in Applied Computer Science, is designed for students from various backgrounds who want to develop skills needed to get into the information technology field.*



7. *The College of Science and Mathematics and the College of Education faculty received a grant entitled “University of West Georgia Institutional STEM Excellence (UWise)” from the University System of Georgia's Board of Regents. The award, in excess of \$344,000, focuses on increasing the success of science, technology, engineering and mathematics (STEM) majors and advancing the production of science and mathematics teachers. Grant activities include a summer bridge program to teach incoming freshmen how to succeed as a STEM major, a team-taught service learning course, a mini-grant program for faculty to develop innovative approaches to STEM education and teacher preparation and student-peer mentoring.*
8. *The Antonio J. Waring, Jr. Archaeological Laboratory received a \$211,320 grant from the National Science Foundation. The director will spearhead a three-year, interdisciplinary research project to explore how village life changed in a 150-year period, from the mid-1600s to 1800. UWG is the lead institution and will work with researchers from Pennsylvania State University, University of Arizona, Columbus State University, and the Muscogee Creek Nation to discover how the Muscogee Creek adapted and resisted the colonial economy. Researchers and their students will search for clues about trade: the goods involved; with whom the Creek traded; and how that interaction changed over time.*

ADMINISTRATIVE UNITS

1. *Development and Alumni Services emphasized its ongoing, year-round strategy to involve alumni, businesses and volunteers throughout the state and nationally. Money raised for the Annual Fund supports aid-based and academic-merit scholarships, as well as undergraduate research assistance program. Total funds raised for fiscal year 2011 was \$2,021,000 with the average gift increasing from \$692 to \$756. Faculty and staff giving increased by 9.75 percent from \$91,909 in 2009 to \$100,866 in 2010.*
2. *Department of Publications and Printing won 15 state awards and an international award at the Printing and Imaging Association of Georgia competition. The winners were selected from 614 entries submitted by 42 print and graphic arts schools and companies. The trade association “awards the most impressive combinations of technology and craftsmanship in Georgia's printing, imaging, and finishing community,” according to PIAG's website.*

Winning projects included “Just the Facts,” printed for the Department of Institutional Research and Planning; Wolves Corporate Sponsorship booklet; and “A Late Winter's Nightmare,” an English Department hardbound book project. Several of the winning publications will compete in the Printing Industries of America national awards.

3. *The EXCEL Center's Team received the Service Commendation from Governor Nathan Deal in April 2011. The Governor's Commendation recognizes meritorious actions that enhance the public image of customer service or improve the way customer service is provided in Georgia.*

The Excel Center offers academic advising for students with undeclared majors and selected pre-majors, free tutoring in all core curriculum classes, upper class mentoring of new students, major/career exploration in hundreds of majors/fields, help with study skills and computer use, general troubleshooting, and the multicultural achievement program designed to help minority students make their marks in both academic and social settings.



EXCEL Center staff pictured with Governor Nathan Deal

4. *Through a joint effort between the Ingram Library and the College of Social Sciences, UWG joined the Inter-University Consortium for Political and Social Research. Effective July 1, 2011, the University will have access to the archive in the 2011-2012 academic year. The ICPSR granted all faculty, staff, and students full access via any campus computer to the research data archive that contains more than 7,500 research studies.*

The archive provides numeric raw data that can be used for multiple projects, including reports, research studies, figures, and publications. The consortium grants access to special topic archives including Health and Medical Care, Child Care and Early Education, Data Sharing for Demographic Research, the Minority Data Resource Center, National Archive of Criminal Justice Data, and the Substance Abuse and Mental Health Data.

Progress Report on the 2010-2015 Strategic Plan

The 2010-2015 Strategic Plan has four guiding principles which are designed to shape the University of West Georgia for the next five years in such a way as to place it as a **destination university**. The following activities highlight the progress on implementing each of the strategic planning goals during the fiscal year 2010-2011.

Guiding Principle I **Academic Programs Balancing Liberal Arts** **with Professional Preparation**

The University of West Georgia will develop and support a distinctive set of quality academic programs ranging from bachelors to doctorates that blend the best of professionalized liberal education, experiential learning, and individual transformation.

ACTIVITIES

Goal 1: Every undergraduate academic program will demonstrate a distinctive blending of liberal education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21st century.

- 1. The Department of Computer Science (CS) offers an accredited B.S. in Computer Science by the Accreditation Board for Engineering and Technology (ABET) which is consistent with industry needs, reflects UWG's general education goals and values, prepares students for successful careers in the computing and IT profession, and fosters students' appreciation of the need for professional development, life-long learning, and citizenship. The department continues to update the curriculum to reflect changes in the field to ensure CS students are well-prepared to enter the industry as professionals who can address the challenges of today and adapt to the new technologies of tomorrow.*
- 2. In the Department of Chemistry, most of the students in the BS program (either Biochemistry or Chemistry) attended regional or national research meetings. The science talks expose students to global considerations in health, medicine, food, agriculture, and energy. In addition, many chemical business recruiters attended to attract students as potential hires after graduation.*
- 3. Effective 2010, the Department of Mass Communications modified the mass communications curriculum to allow majors to specialize in convergence journalism, public relations, and multimedia storytelling (film, entertainment radio, television, and magazines).*

Convergence journalism courses engage students by building knowledge and skills in writing, reporting, and producing socially responsible and responsive news in today's converging multimedia landscape. Students learn to exercise news judgment, honor the tenets of journalism, and create news for and with audiences across traditional and emerging digital media platforms. Students gain hands-on experience from the student television station (UTV13), newspaper (The West Georgian), and radio station (The WOLF Internet Radio).

Public relation courses build knowledge and skills in today's multicultural domestic and global public relations industry by learning the importance of and processes behind building and maintaining mutually beneficial relationships between organizations and target publics through effective interactive communication. Students also gain hands-on experience in media relations, community relations, and employee relations through experiential and service learning projects by private, nonprofit, and public sector clients.

Film and Media Arts courses engage students by building knowledge and skills in creating and producing film and entertainment radio, television, and web content to serve today's multicultural society. Students learn the art and science of successful storytelling to create and produce original content for multiple digital media platform while gaining hands-on experience from the f-Stop Film Festival, student television station, and radio station.

4. *In the Department of Accounting and Finance, a blending of liberal arts education is inherent in the course requirements of all students, as they are required to take areas A, B, C, D, and E courses in the curriculum. This constitutes 42 semester hours in the curriculum. In addition, some students take liberal arts electives. Professional competencies are emphasized in various major course requirements, as well as the requirements of the major specific (Area F) and business core courses in the curriculum. Experiential learning takes place through such assignments as case studies and other homework and class assignments. In addition, some students do internships. Ethics are emphasized throughout the curriculum, as is globalization.*
5. *The Management Department offered a study abroad trip to Prague, Czech Republic. Additionally, the department's faculty supervised 13 internships and 14 independent studies.*
6. *The School of Nursing programs primarily focus on professional competencies and experiential learning. Assessment of goals provides evidence that students demonstrated attainment of RN competencies as shown by high performance on the RN licensing exam and the CNL certification exam. Both undergraduate and graduate curricula include experiential learning activities in community healthcare settings and are required by the Georgia Board of Nursing and the Commission on Collegiate Nursing Education. All nursing curricula address ethical behavior. In addition, a major BSN curriculum revision is underway to respond to contemporary standards of professional nursing practices.*
7. *Distance and Distributed Education Center's online learning programs promote professional competencies, experiential learning, preparing students to be engaged professionals in the global economy of the 21st century. For UWG online eCore (USG core curriculum online) course-level learning outcomes (COLAs) are mapped to the General Core Curriculum Learning Outcomes which include critical thinking and global and United States perspectives. The eCore curriculum contains core level classes in areas A, B, C, D, and E. For other UWG offerings, course-level learning and program outcomes are articulated and assessed by individual academic units.*
8. *The Center for Survey Research provided students with the opportunity to work as data collectors on the West Georgia Area Survey and the Branding Survey. This provided hands-on research experience as well as enhancing interviewing and interpersonal communications skills.*
9. *In addition to providing support to academic departments and individual students, the University Library offers an Academic Research and the Library (LIBR 1101) core course, which allows students to develop information and media literacy fundamentals to succeed and support lifelong learning.*
10. *The Townsend Center for the Performing Arts (TCPA) provides a venue for the Music and Theatre departments and event space for many other university departments. The TCPA is a prime facility that provides unique spaces, equipment, services, and staff that are not available elsewhere on campus or in the community. The majority of the work force are UWG students, providing critical work experience for an extremely demanding job market.*
11. *Information Technology Services (ITS) ensures the provision of current Microsoft products to the student for use on their personal machines and are also available via campus labs. This ensures professional competencies in the use of popular operating system environments and productivity packages in the work force. Campus-wide labs and classrooms were enhanced by ITS securing funds via fees to deploy current technology in the learning spaces. ITS works with Campus Planning and Facilities and the Division of Academic Affairs in the development and support of problem based learning environments.*
12. *International Services and Programs continue to develop exchange opportunities by expanding the number of study abroad programs. Short-term programs explicitly have experiential learning as part of their curriculum. Through field trips and home stays the programs integrate local experiences in the context of their classes. Local orientation and pre-departure sessions give the students time and tools to learn through out-of-class experiences. Semester exchange programs provide students with an opportunity to sustain engagement with the local cultural environment. Pre-departure and host university orientation sessions prepare students for the semester or year immersion.*

13. The table below provides the percentage of faculty research and productivity by college for fiscal year 2011. Nine areas had an increase of 10 percent or greater from fiscal year 2010. Total other shorter works, paper presentations, and in-house publications all had an increase of 12 percent or greater. A 20 percent or greater increase was seen in the areas of total new course development, total faculty involved in notable continuing education, and total book chapters. In the areas of total other exhibits/performances, total traveling abroad for research purposes, and total faculty teaching honors courses showed increases between 30 and 51 percent.

(Table 1) Percentage of Faculty Research and Productivity by College 2010-2011							
RESEARCH/PRODUCTIVITY	Total	Arts and Humanities	Science and Mathematics	Social Sciences	Education	Business	Nursing
Total New Course Developments	144	21%	18%	34%	8%	17%	2%
Total Faculty Teaching Honors Courses	124	14%	26%	8%	8%	44%	0%
Total Faculty Traveling Abroad for Teaching Purposes	26	47%	15%	15%	4%	19%	0%
Total Number of Faculty Involved in Academic Advisement	261	25%	26%	19%	16%	6%	8%
Total Books and Monographs	30	23%	7%	53%	17%	0%	0%
Total Book Chapters	63	30%	11%	29%	22%	5%	3%
Total Peer Reviewed Articles	248	19%	19%	13%	24%	23%	2%
Total Other Shorter Works	130	43%	5%	20%	31%	1%	0%
Total Paper Presentations	446	19%	19%	12%	36%	9%	5%
Total Other Presentation	228	32%	18%	22%	16%	10%	2%
Total In-House Publications	56	32%	13%	7%	41%	7%	0%
Total Juried Exhibits/Performances	27	96%	0%	0%	4%	0%	0%
Total Other Exhibits/Performances	64	78%	3%	0%	19%	0%	0%
Total Positions Held in Journal Editing/Review	147	21%	16%	10%	24%	28%	1%
Total Faculty involved in Notable Continuing Education Efforts	151	38%	1%	8%	27%	22%	4%
Total Faculty traveling Abroad for Research Purposes	41	29%	17%	20%	5%	29%	0%

Source: Annual Reports submitted by Academic Units, FY2010-2011

- Total faculty teaching honors courses **increased by 51 percent** over fiscal year 2010 from 82 to 124.
- Total new course developments **increased by 21 percent** over fiscal year 2010 from 119 to 144.
- Total book chapters **increased 24 percent** over fiscal year 2010 from 51 to 63.
- Total other shorter works increased from fiscal year 2010 from 116 to 130, an **increase of 12 percent**.
- Total paper presentations increased from 396 to 446, an **increase of 13 percent**.
- Total in-house publications had a **9 percent increase** over last year from 47 to 56.
- Total other exhibits/performances **increased by 31 percent** over last year from 49 to 64.
- Total faculty involved in notable continuing education efforts increased from 124 to 151 which is a **22 percent increase**.
- Total faculty traveling abroad for research purposes **increased by 46 percent** over last year from 28 to 41.

Goal 2: Every undergraduate student will be advised to take advantage of one of multiple available learning communities. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations – Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major.

- 1. The Department of Chemistry has two different learning communities that emphasize the health profession and engineering. Selected courses are taught in the freshman chemistry series, Principles I and II, to honors and advanced academy students.*
- 2. The Department of Biology offers several opportunities for co-curricular association. Biology majors receive an individual advisor. The Department of Biology offers several first and second year courses only to biology majors. During the reporting period, BIOL 1110, BIOL 2107, and BIOL 2108 attracted 360, 75, and, 40 students, respectively.*
- 3. The Department of Mathematics offers several courses to Honors College students and opportunities for co-curricular association. Each math major receives an individual advisor and every semester before registration a meeting is organized for all majors. The department offers sophomore seminar that is only for math majors.*
- 4. In the Department of English and Philosophy, the English faculty are actively involved in the formation, scheduling, teaching, and coordination of learning communities, including ones in Creative Writing, Film, and African American Women. Faculty work closely with the learning community coordinator so opportunities are available to first year students. Many first-year writing faculty teach dedicated learning community sections because all learning communities require core-level courses.*
- 5. The Department of Theatre Arts' unique curriculum and rehearsal requirements do not allow theatre majors to directly participate in learning communities. The program, however, emulates the learning communities' advantage by hosting the "Buddy Program" which pairs new students with upper level theatre "buddies" for the first year in the program. This is designed to meet similar learning community outcomes and allows upper level theatre majors to serve as peer mentors.*
- 6. The Department of Accounting and Finance supports the Honors Program by offering honors sections of Accounting Principles I in fall semesters and Accounting Principles II in spring semesters. In addition, it is common for instructors to convert non-honors courses to honors section credit as needed by particular students.*
- 7. Housing and Residence Life ensures greater attention and accountability by offering six living-learning communities which are managed by graduate, professional, and student staff paid mentors.*
- 8. Advanced Academy of Georgia students are encouraged to participate in undergraduate research, leadership activities, and experiential learning. Academy students completed 1,572 hours of community service for organizations such as LIFT, Head Start, Human Society, Love Not Litter, Rivers Alive, Muscular Dystrophy Association, recycling, volunteering at Carroll County schools and Tanner Hospital, and the Bhutanese Refugee Project, which was established by an Academy student and quickly became a signature program continued each year. A total of 350 documented community service hours was contributed to this program.*
- 9. University Communications and Marketing (UCM) created fresh, relevant collateral pieces, along with a customized program icon to engage students in the Excel Center services that are a critical touch point for inspiring academic excellence and ensuring timely graduation. Elements included brochures, lamppost banners, bus signage, posters, a complete redesign and re-texting of the web site, design, messaging and promotional support for the First Year Experience, pieces for the Center for Student Involvement, branding initiatives for Residence Life defining what it means to "Live West", new collateral materials for Greek Village, customized icon and ongoing support to Athletics for generating school pride, spirit, and support.*
- 10. Publications and Printing provides information to students about the learning community's concept by producing numerous printed pieces, including the Connection Student Handbook for the First Year Experience program, catalogs, and academic profile sheets.*
- 11. The EXCEL: Center for Academic Success is aware of the importance of creating and supporting learning communities. Students that participate in the Center's programs are actively involved in a learning community in its broadest sense. The goal of the HOPE Scholar, minority student, and iServe mentoring programs are to create an additional campus learning community. The support of the tutoring and supplemental instruction programs creates a learning community environment for students.*

12. Information Technology Services (ITS) supports learning communities through the management of listservs for communication and ITS staff serve as UWG 1101 instructors.
13. International Services and Programs are working with second year programs to increase student knowledge of study abroad programs and with the Honors College to create honors focused study abroad opportunities. There are discussions about creating a "Global Studies" learning community which will include study abroad as part of the curriculum.
14. A major initiative supporting increases in retention and graduation rates is the First Year Experience program. The program is multi-faceted with more than 97 percent of the first-year students participating. Below is a table showing the retention rates for each of the eight First Year Experience programs with a column showing changes in retention rates from fall 2009 cohort to fall 2010 cohort.

**(Table 2) First Year Program's Retention Rate Comparison
Fall 2010 cohort vs. Fall 2009 cohort**

First Year Programs	Fall 2010			Fall 2009			
	Retained Students	Total Students	Retention Rate	Retained Students	Total Students	Retention Rate	Fall to Fall Change
<i>Living-Learning Communities</i>	130	163	80%	104	130	80%	0%
<i>Emerging Leaders</i>	23	30	77%	17	21	81%	-4%
<i>Honors College</i>	74	80	86%	62	76	82%	4%
<i>iServe Mentoring</i>	46	63	73%	84	121	69%	4%
<i>Multicultural Achievement Program (MAP) Mentoring</i>	81	108	75%	84	112	75%	0%
<i>Residential Peer Mentoring (RPM)</i>	181	241	75%	268	369	73%	2%
<i>The First-Year Commuter</i>	185	275	67%	193	288	67%	0%
<i>UWG 1101</i>	522	699	75%	514	682	75%	0%
<i>No First Year Program (FYP)</i>	113	160	70%	67	106	63%	7%
TOTAL	1,355	1,819	74%	1,393	1,905	73%	1%

Source: Office of Student Affairs and Enrollment Management

Goal 3: The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs, that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.

Effective June 30, 2011, the Graduate School was closed and its administrative duties were shifted to the Office of Admissions and each of the colleges that offer graduate programs. The Office of Admissions processes graduate applications while the individual colleges also handle applications, admissions, and other administrative functions related to graduate study, with support from the Office of Enrollment Management. These changes streamlined the graduate admissions process and added technology solutions that increased response time for graduate students. UWG expects graduate programs to thrive in the future under the new operating model, with graduate education being an essential part of the University's future.

Table 3 shows graduate student enrollment peaked in fall 2008 at 2,022 and has declined, but seems to be on the rise again. Total graduate enrollment increased from 1,576 in fall 2010 to 1,617 in fall 2011, an increase of 2.6 percent. New graduate students enrollment increased by 21 percent between fall 2007 and fall 2011. In fall 2011, new graduate students enrolled as a percentage of total graduate students was 25 percent.

In table 4, the total number of graduate degrees conferred increased by 29 percent from 487 in FY2007 to 629 in FY2011. The Master of Business Administration program has seen a significant increase in the number of students graduating, an increase of 27.8 percent from FY2007 to FY2011, and the growth in the Ed.D. conferred over the same period was more than double.

1. Computer Science (CS) expects that efforts to transform existing M.S. in Applied CS program to 100% online delivery, coupled with sufficient resources and support, will increase enrollment. Furthermore, the M.S. in Applied CS is specifically designed to "re-tool" and "re-equip" individuals with an undergraduate degree in any discipline for successful careers in the computing and information technology profession. Final approval to offer the program 100% online starting fall 2011 was received and the department is in the process of initiating an ambitious and robust online advertising campaign to attract new students.

2. While overall graduate enrollment is down, the English program continues to grow—graduate enrollment in the

Master of Arts in English remained at the highest levels ever (approximately 30 students). More students have expressed an interest in entering the program but enrollment limits have been implemented until additional resources can be identified. Currently, enough seating is not available in graduate seminars to accommodate additional students in the program.

3. The Psychology Department continues to have high enrollment - over 500 majors and pre-majors. Faculty continues to be involved at the national and international level in terms of publications and professional activities. Graduate programs are at their highest enrollment with 27 doctoral and 80 master's students.

(Table 3) Graduate Enrollment Trends					
Fall 2007-2011					
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Enrolled	1,835	2,022	1,878	1,576	1,617
New Graduate Students Enrolled	327	387	385	287	396
Percentage of New Graduate Students Enrolled	18%	19%	21%	18%	25%

Source: Office of the Registrar and the Department of Institutional Research and Planning

(Table 4) Number of Graduate Degrees Conferred					
Fiscal Years 2007-2011					
	FY2007	FY2008	FY2009	FY2010	FY2011
Master of Arts	29	43	33	30	38
Master of Business Administration	23	21	49	82	87
Master of Professional Accounting	6	4	10	18	19
Master of Education	251	242	265	266	280
Master of Music	1	2	3	4	3
Master of Public Administration	8	12	10	9	14
Master of Science	10	12	6	19	15
Master of Science in Rural and Small Town Planning	-	-	1	1	-
Master of Science in Nursing	11	10	11	9	10
Specialist in Education	138	133	157	237	140
Post-Baccalaureate Certificate	4	8	11	14	10
Doctorate in Education (Ed.D.)	6	8	8	7	13
Total Number of Graduate Degrees by Level					
Masters	339	346	388	438	466
Education Specialist	138	133	157	237	140
Post-Baccalaureate Certificate	4	8	11	14	10
Doctorate in Education	6	8	8	7	13
Total	487	495	564	696	629

Source: Department of Institutional Research and Planning

4. *A few years ago, enrollment in the Master of Professional Accounting (MPAcc) classes were often less than 10 students. Considerable efforts were made to increase enrollments, which included hiring a Director of the MPAcc program in order to increase enrollment to 20 or more students.*
5. *The MBA program is promoted by faculty when speaking with students about their future plans. In fact, 21 percent of graduating business seniors expressed that they would pursue an MBA after graduation.*
6. *The faculty of Leadership and Applied Instruction has made a concerted effort to increase enrollment in the Educational Specialist in Leadership. All other programs within the department are being consolidated into one of two degrees, the Master of Arts in Teaching (MAT) or the Masters of Education in Secondary Education, to meet market demand and to be more flexible to diverse learners. One targeted goal for this consolidation is enrollment growth by offering multiple course delivery options for students.*
7. *The Department of Educational Innovation strives to increase enrollment and graduation in a variety of ways. Many of the courses are taught online which allows a varied audience to be reached without distance being a factor. Faculty share information at conferences and speak with groups to increase interest in education programs. Program coordinators and faculty are involved in the advising process and complete a program sheet for each student to outline their educational program of study. The department maintains contact with students and assists with registration.*
8. *Collaborative Support and Innovation adopted a completely on-line model which resulted in a great increase in applications and the number of candidates accepted into the Doctorate in Education's (Ed.D.) School Improvement program for the latest cohort. The dissertation process was embedded into the coursework, giving students a better opportunity to complete the program.*
9. *The School of Nursing enrolled 18 students in Master of Science in Nursing (MSN) program. The School of Nursing has partnered with the WellStar Health System to educate Clinical Nurse Leaders. Further growth is anticipated with the offering of an Ed.D. in the Nursing Education program, which was developed in collaboration with the College of Education and approved by UWG Faculty Senate. Initial student enrollment is planned for FY2013 pending Board of Regents approval.*
10. *Several departments developed new program proposals to increase enrollment. The Department of Geosciences prepared and submitted a proposal for a new online Master of Science (MS) in Geographic information Systems. The proposal was approved by UWG and is before the BOR for approval. If approved, it would be the first graduate degree program in the department. The Department of Music in 2010-2011 studied the feasibility and best practices for online master's degree in music. The department will move forward with the development of such a program in 2012.*
11. *International Services and Programs awarded the first two study abroad scholarships to Ph.D. candidates based on their doctoral research. The department worked on developing a Global MBA with a partner institution in France and signed a transfer agreement, to begin fall 2012, for an MA degree in Biology with an initial class size of five students.*
12. *The Department of Financial Aid supports graduate students by providing a staff member specifically for them. This person is responsible for all aspects of graduate students' financial aid, such as providing assistance for GRA's, GA's and TA's; assisting with insurance, and providing financial aid counseling. Improvements to the graduate student website for financial aid are constantly evaluated.*

Guiding Principle II

A Campus that is Safe, Engaging, and Exciting

Every responsible agency of the University will be dedicated to creating a safe, supportive, and engaging campus life.

ACTIVITIES

Goal 4: The University will maintain an environment that is safe and conducive to learning.

1. *Several academic departments assisted in mitigating risks. The Department of Biology's faculty, staff, and students completed on-line chemical and safety training. All faculty and graduate assistants within the Department of Mathematics completed an on-line course on risk management. As a direct result of long-term safety concerns, the Department of Theatre Arts will be provided a new space in the Old Auditorium for a costume shop and rehearsal hall.*
2. *UWG Campus Planning and Facilities assisted the Newnan Center with several needed facility repairs and enhancements. This assistance saved the Center money and allowed some projects to be done which otherwise would not have been affordable. Repairs and enhancements included installation of two new white boards, new UWG building signs, and outdoor water line and faucet; repairs to emergency light fixtures, classroom projectors, and the loan of old equipment from UWG; tile floors waxed and carpets cleaned; removal of large trees from front entrance and barbed wire from fence around old solar field; adding a new concrete walkway in rear of the building leading to the lecture hall.*
3. *University Library renovations and Speaker Tom Murphy Office project addressed many ADA and safety issues. Other improvements to the facility are technology support; learning and study spaces, security, and support for staff productivity were guiding principles behind facility planning and construction.*
4. *Information Technology Services (ITS) maintains a safe learning environment by providing monitored labs for student use during normal business hours, late into the evenings, and over the weekend. Information safety is maintained and encouraged by ITS via awareness campaigns and the provision of anti-virus software. Enhancements to classroom technology help create an environment that is conducive to learning. Physical building security was enhanced by upgrading the Lenel card access door system.*
5. *Health Services' professionals work collaboratively with the University Police, Housing and Residence Life, Dean of Students, and Student Development Center to ensure student health and safety while attending UWG. The current two patient advocates were enhanced by adding a graduate assistant to increase the capacity to reach students. Free of charge, health and/or student educators present programs, activities, and incentives to other campuses, civic organizations, local middle, and high schools on such subjects as: violence, sexual health, alcohol and other addictive drugs, nutrition, and diversity issues. For additional information, click on [program opportunities](#).*
6. *Risk Management/Environmental Health and Safety's mission is to protect faculty, staff, students, and visitors through training, education, risk assessment and mitigation. RM/EHS conducts building inspections, collects all hazardous waste for the campus, responds to all indoor air quality and safety concerns; provides recommendations and guidance to faculty, staff, and students. RM/EHS ensures all activities conducted on campus meet and exceed requirements set by local, state and federal agencies, thus enhancing the overall working environment while fully supporting the educational mission on campus. During 2010-2011, activities completed covered topics such as building inspections, training, and occupational health and safety.*

[On-line Training modules](#) offered are:

[Right-To-Know Basic Awareness](#)- This program is designed to educate USG employees on the importance and benefits of properly recognizing and safely working with hazardous materials.

[Right-To-Know Chemical Specific](#)- Designed to provide safety guidelines for commonly used chemicals in the work place.

[Hazardous Waste Awareness](#)- Designed to educate employees on the importance and benefits of properly identifying, handling, and disposing of hazardous wastes.

[Bloodborne Pathogens](#)- Designed to provide a basic understanding of blood borne pathogens, common modes of transmission, and methods of preventing exposure.

Computer Workstation Ergonomic Training- Designed to provide knowledge, skills, and educational tools to help identify potential ergonomic related injuries, recognize ergonomic risk factors, and reduce regionalized risks by using good ergonomic work practices and procedures.

Library Ergonomic Training for Stacking- Designed to provide an awareness of ergonomics and how it applies to handling books in the library.

Portable Fire Extinguishers- Fireextinguisher.com is a program that was created by Brooks Equipment Company as a public service with the intention to provide customers and the general public easy access to useful information related to the application and proper use of fire extinguishers.

Upon request, training is available on Cart Safety, Fire Extinguishers, Risk Management 101, Right-To-Know, Vehicle Safety, and Heat Injury Prevention. RM/EHS also publishes a quarterly newsletter "Due Diligence" which provides the campus community with safety and health information.

7. Business and Auxiliary Services completed the following to provide and maintain a safe environment for students.
 - a) Vending: All vending locations are compliant with safety and handicap regulations while not imposing on faculty, staff, and students' personal safety.
 - b) Central Stores and Receiving: All employees take safety courses related to lifting and lowering, product handling, auto driving, etc. Warehouse manager monitors injury and accident occurrences and trends in an effort to continuously improve.
 - c) Bookstore: Store is located on a well lit prominent corner of campus designed with customer, staff, and vendor safety in-mind, including a freight/visitor elevator, ADA compliance, security system, etc.
 - d) Parking/Transportation: Extended hours of bus services are provided to students in order for them to move about campus safely. Buses currently operate M-Th 8:00AM – 10:00PM and Fr 8:00AM - 3:00PM. Students are provided well lit bus stop shelters at each stop for convenience and safety. Also, drivers are expected to be Department of Transportation (DOT) certified and pass UWG safety training annually.
 - e) PBX: The PBX system provides operational emergency lines on campus and dialing capability even without power which ensures the campus community is as safe as possible.
 - f) Dining Services follow Federal, State, Local and Aramark food handling guidelines.

8. Housing and Residence Life (HRL) strives to provide and maintain a safe environment for students. Each year over 100 students, graduate and professional staff receives educational environmental training prior to the start of the academic year. This training aids HRL to ensure the residence halls are safe and conducive to learning. HRL staff is on-call and trained to respond to emergencies by assisting students and emergency response units as well as addressing student needs during a crisis. Table 5 summarizes the criminal activities reported in the residence halls in calendar years 2008 through 2010.

(Table 5) Criminal Offenses Committed in the Resident Halls Calendar Years 2008-2010			
Criminal Offense	2008	2009	2010
Murder/Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offenses	0	1	4
Non-forcible Sex Offense	0	0	0
Aggravated Assault	0	0	0
Robbery	0	0	2
Burglary	27	17	15
Arson	4	2	1
Entering Auto	0	0	0

9. The University Police Department summarizes criminal activities, Table 6, at the Carrollton campus for calendar years 2008 through 2010 as required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990. Statistics on drug, alcohol and weapon violations are included in this report.

(Table 6) Criminal Offenses Committed on Carrollton Campus Calendar Years 2008-2010			
Criminal Offense	2008	2009	2010
Murder/Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible Sex Offenses	1	1	4
Non-forcible Sex Offense	0	0	0
Aggravated Assault	0	0	0
Robbery	0	2	2
Burglary	33	24	16
Motor vehicle Theft	0	2	0
Arson	4	2	1
Entering Auto	33	33	49

For the full report, Crime Watch 2011, please visit the University Police website www.westga.edu/police

Several initiatives were made to improve safety and security on campus. The Wolf Guard program was implemented in which students are hired to serve as student patrols. These student officers assist University Police officers by handling most service calls, providing escorts, and patrolling buildings at night. Wolf Guard program also turns a personal cell phone into a personal panic button and electronic escort. Also 100 percent electric ATV was purchased which allows officers to patrol without being noticed compared with the louder ATV gasoline models.

Goal 5: The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.

The following are samples of the events offered during the 2010-2011 academic year to both students and the community to enhance the quality of life on the UWG campus through cultural, recreational, leisure, and informal education programming opportunities. A list of monthly campus events are posted on the University website.

CULTURAL EVENTS

1. *Bestselling author, Dr. Mark Mathabane, a South African native visited the campus to discuss his life story. A story of triumph against all odds which has inspired people world wide. His novels were translated into several languages and his journey to America has touched the hearts of readers.*
2. *Julia Alvarez, a prize-winning poet, essayist, and novelist gave a public reading sponsored by the English and Philosophy Department and supported by the Melson Society and the library, the event drew 2,600 campus and community attendees. Her multi-award-winning novel, In the Time of the Butterflies, was chosen as a National Endowment for the Arts "Big Read" selection for this year. The novel is designed to inspire and celebrate the human spirit, as people struggle sometimes fatally with oppression and malevolence.*
3. *The Department of Theatre Arts produced plays about current issues in a variety of styles and periods and continues to be committed to non-traditional casting, known as color-blind casting. Musicals were added to offer variety, to recruit, and retain a wider array of students. The department celebrated its 20th anniversary of collaboration with the campus-wide Responsible Committee Episodes in Sexuality. The production of the show relied on students contributing, writing, designing, performing, and directing. In addition to the programs' contributing five shows per season to the campus and local community, theatre students perform Welcome Skits for summer orientation. This included performing for parents and presenting Real World: UWG, a play written by theatre faculty which tackles tough social issues students may encounter while on campus.*
4. *The Department of Art offered the third annual Carve on the Quad. The pumpkin carving and painting contest closes Art Incend Week on campus, which features a student art exhibit, ceramics anagama kiln firings, sidewalk chalk drawings, and a drawing marathon. Carve on the Quad is in conjunction with Residence Life's "Safe Treat" Trick-or-Treat event.*
5. *The Department of Music continues to offer a variety of programs for the public and is presented by student ensembles, student and faculty solo performances, and guest artists. Performances offered were: Concert Choir, Chamber Singers, Opera Workshop, Wind Symphony, Jazz Ensemble, Marching Band, Keyboard Ensemble, Collegium Musicum, and various small ensembles.*

*The UWG Opera Workshop and Sunset Hills Country Club presented the seventh annual "A Taste of Opera." The academic mission of the workshop is to present outstanding lyrical theatre works of opera, operetta and musicals. Musical numbers included world famous choruses from Verdi's *Il Trovatore* and *Nabucco*; a trio from *The Mikado*, one of the most popular operettas by Gilbert and Sullivan; a trio from Richard Strauss' *Der Rosenkavalier*, a quartet from Beethoven's only opera—*Fidelio* and several exciting selections from Mozart's *Don Giovanni*.*

6. *The Townsend Center for the Performing Arts supports departments of Music and Theatre through various performances and educational endeavors, and the academic mission of the university as advocates for the Arts and Arts Education to the campus and surrounding communities. Both the University and the West Georgia region benefit from the cultural enrichment and educational opportunities provided by the variety of events presented at the Townsend Center.*

Performances held at the center for fiscal year 2011 were:

- a) *Jazz Guardians: The Army Ground Forces Band serves as the musical ambassador of the American combat soldier and tours the country showcasing a rich musical heritage by performing standards and innovative works by today's most popular composers.*
- b) *A spectacular children's production, "The Not So Scary Fairy Tales," brought to life childhood literature in a puzzling maze of fantasy and theatre, creating a mystical journey for children.*
- c) *Christmas with the Carroll Symphony Orchestra (CSO) offered sing-along songs and favorites for the entire family during the holiday season.*

- d) *Golden Gates and Moscow Nights tour America performing masterpieces of Russian folklore, songs, and dances. The Russian culture comes to life in a whirlwind of colorful costumes and exotic sounds.*
- e) *In the Dangle Theatre, Lowry and Eanes: A Chamber Recital presented intriguing selections of chamber music that features Beethoven and Bela Bartok.*

RECREATIONAL AND LEISURE ACTIVITIES

UWG offers a variety of sports both Intercollegiate and intramural. UWG Athletics is a member of the NCAA Division II and the Gulf South Conference (GSC). The university currently offers 12 intercollegiate sports: men's baseball, football, men's and women's basketball, men's and women's cross country, men's and women's golf, women's volleyball, tennis, soccer, and softball.



The University of West Georgia Campus Center is a state of the art recreation facility that covers 133,448 square feet over three floors; including 13,000-square-feet of weight and cardio-fitness areas, 1/8 mile indoor track, 48-foot climbing wall, 4 basketball courts, 2 aerobics rooms, 800-seat ballroom, game room, and 4 meeting rooms. The Campus Center houses University Recreation and the Center for Student Involvement as well as 4 student organization offices. Lounge areas and a patio are available for study or relaxation. The Campus Center is open to UWG students, faculty, staff, spouses, and dependents.

Intramurals and recreational sports opportunities for social contacts and healthful exercise are provided by the University through an excellent intramural program. University Recreation offers a comprehensive exercise schedule that includes a variety of classes that fits everybody. A variety of classes are offered free to current UWG students and UREC members, including ZUMBA, Extreme BOOT CAMP, SPINNING, GUTS-N-BUTTS, YOGA and more. Adventure outings are offered each semester to students, faculty, and staff that include activities such as: backpacking; camping; canoeing; fishing; hiking; kayaking; rock climbing; sailing; and ski-diving.

- **The Campus Center hosted 1,175 student, university, and outside meetings and events with a total attendance of 122,558.**
- **The climbing wall had 855 novel climbers with a total of 2,460 climbs.**
- **The Outdoor Recreation program served 1,027 students through the climbing wall, trips and rental center.**
- **The Intramural sports program served 2,107 students through various sports.**
- **A total of 8,555 students accessed the facilities with 264,027 total card swipes at the turnstiles and game room.**
- **Three intramural sports program participated in the state flag football tournament hosted by Georgia Southern University.**

The Department of Mass Communications' University Television (UTV13), The West Georgian, and The WOLF Internet Radio provide student and community centered news, entertaining articles, and programming to enhance campus life. The UTV13 station is an educational channel that broadcasts 24 hours a day, 7-days a week. Programming emphasizes campus community announcements, PBS programming, regionally produced public affairs and other distributors. The West Georgian, the official student newspaper, publishes a paper and online edition which serve readers. The award-winning newspaper was recognized at state and national levels for excellence in journalism. In the past three years, The West Georgian received over 13 Georgia College Press Association Awards including best Web Site, Most Improved, Best Campus Community Service through Editorial and Sports, General Excellence in Photography and Excellence in Advertising. The WOLF Internet Radio runs "For Students, By Students," an experiential learning lab for students majoring and minoring in Communications and other fields. The WOLF is committed to quality radio programming for students, faculty, staff, alumni, and the university community.

The Center for Student Involvement (CSI) facilitates student engagement, leadership, and involvement through a variety of programs and services. The department registered **over 150 student organizations** in religious, professional, recreational, social, special interest, social Greek, international/cultural, honorary, student governance, service organizations, departmental/educational, and political categories.

INFORMAL EDUCATION OPPORTUNITIES FOR FACULTY, STAFF, AND STUDENTS

1. *During the past year, the University Police provided crime prevention and active shooter training to 1,200 faculty and students and Rape Aggression Defense (RAD) instructors offered an eight hour self-defense class to 60 students.*
2. *Professor Muhammad Yunus, a 2006 Nobel Peace Prize winner and 2009 recipient of the Presidential Medal of Freedom, was a guest speaker at the BB&T Lectures in Free Enterprise Series, a program established by the bank and the Richards College of Business. Yunus is known throughout the world as the "Father of Microcredit" for his role in developing the system that extends small loans to entrepreneurs who are too poor to qualify for traditional bank loans.*
3. *More than 100 U.S. and international scholars converged on the campus to talk about language, literature, music and images and how they all connect. The conference featured two piano recitals and an exhibit by Canadian artist Linda Carreiro, from the University of Calgary. Dr. Carrie Noland, professor of French and Italian, University of California at Irvine, discussed contemporary interactive digital works. Fiscal year 2011 was the 25th year that the Foreign Languages and Literatures department sponsored the gathering and the first time the conference was held on the UWG campus. In previous years the Interdisciplinary Humanities Conference: Word/Image/Culture was held in Atlanta and at the Carrollton Cultural Arts Center.*
4. *Dr. Louise Lamphere, a noted anthropologist, scholar, and pioneer in the women's rights movement visited the University. The public lecture, "Weaving Women's Lives: Three Generations in a Navajo Family," was sponsored by the Department of Anthropology and the Antonio J. Waring, Jr. Anthropology Endowment. The lecture depicted the vibrancy and strength of Navajo culture as it changes over time and explored how Navajo women adopt new practices and ideas while retaining distinct Navajo beliefs. Her work illustrates how diverse American communities adapt in unique ways to economic and cultural change.*
5. *The Department of English and Philosophy, in addition to inviting a number of nationally recognized creative writers and literary scholars to campus for public presentations, coordinated Pulitzer Prize winning novelist and nonfiction writer Julia Alvarez's visit as part of the Shared Text Project which provided a common learning experience for first year students in the core. In 2010-2011, the Philosophy program sponsored two lectures by visiting speakers, C. Stephen Evans and Jeremy Wisniewski, and the annual theatrical event, The Meeting of the Minds.*
6. *Financial Aid and the Enrollment Services Center provided financial aid informational program. Each year, the department offers two FAFSA nights and participates in College Goal Sunday. Additional information sessions provided are on the impact of withdrawing financial aid, HOPE changes, and Peer Financial Counseling sessions.*
7. *Information Technology Services provides a variety of training opportunities across a wide scope of technology which include town hall meetings on current campus technology topics, regular security tips, alerting the campus of identity theft scams (phishing), and observing Cyber Security Awareness month in October.*
8. *Human Resources provided training to managers covering operational and legal aspects of personnel management. Training will continue to be offered semi annually.*
9. *The Office of Institutional Diversity (OID) primarily enhances the quality of life for ethnic minority students, faculty, and staff at the University of West Georgia. In fulfilling its mission, OID had collaborative arrangements with other UWG offices and student groups directly concerned with issues related to diversity. Through a variety of programs and initiatives such as Multicultural Lecture Series, Roundtable Series, Conversation Series, Book Discussion, Seminars and Workshops, and Community Partnership Initiative, OID works to reinforce and increase the campus' appreciation of, and sensitivity to, the fact that we live in an increasingly diverse society comprised of individuals from many different cultures and backgrounds.*



**Muhammad Yunus
2006 Nobel Prize Winner**

Goal 6: All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.

The current state budgetary constraints limit the ability to adequately reward faculty and staff. UWG and various departments strive—through policy, practice, and activities such as professional development, renovations, and reclassification—to create and maintain a friendly, collegial, student-centered activities that are conducive to and focus on teaching and learning, to support an attractive working environment for all faculty and staff by doing the following:

1. *UWG is committed to compensating staff at competitive rates based on a new pay structure designed by the Mercer Group, a management consulting firm for the public and private sectors, in a compensation study. The implementation of the new pay structure began July 2009 to help attract and retain the best individuals. Beginning July 2010, all employees that fell below the minimum of their classification title were brought to the minimum of the assigned pay grade.*
2. *Each year employees are able to participate in the established USG educational tuition assistance program (TAP). The purpose of TAP is to foster the professional growth and development of eligible employees. The program is available to full-time, benefits-eligible employees of the USG who have successfully completed at least six (6) months of employment in a benefits-eligible position. An employee may seek approval to enroll in up to nine (9) semester credit hours for each of the three designated semester periods: fall, spring, and summer.*
3. *Cross training, professional development, and training activities are offered so staff may improve and enhance their opportunities for advancement. Staff and faculty are provided funding to participate in development activities and purchases of software and hardware, as well as state-of-the-art video equipment for creating a technologically rich working environment to support teaching and research.*
 - a) *Information Technology Services engaged in employee recognition programs and recognized ITS staff during Customer Service Week. Off campus training opportunities were provided to ensure ITS staff had the skill sets needed to perform their jobs to the best of their ability. Behavior based interviewing techniques were used to ensure the best individuals are recruited for open positions.*
 - b) *During the 2010-2011 year, all Financial Aid staff had opportunities for professional development. Majority of the staff attended state conferences and a staff presented at various conferences.*
 - c) *The Richards College of Business faculty and staff were provided funding to participate in developmental activities, travel to conferences, and software and hardware purchases. All new faculty compensation is based on AACSB median salaries for the year.*
 - d) *The University Police assisted officers with educational opportunities in lieu of increased pay. Several officers enrolled in the police Command College at Columbus State University were able to use the tuition assistance program (TAP). The officers' travel expenses were paid by the department and received credit toward training hours. Officers signed an agreement to stay with the department for two years upon graduation. The program has been successful in improving competency and reducing personnel turnover rate.*
4. *Departments strive to improve faculty and staff working environment through renovations of facilities.*
 - a) *Renovations to the second floor of Aycock Hall provided a significant improvement in the working environment for the Office of Budget Services. The additional work spaces will accommodate the office's growth while current staff are able to move into a more collaborative and document-secure environment.*
 - b) *The Department of English and Philosophy renovated some Technology Learning Center (TLC) faculty meeting and seminar rooms and converted former classroom space to faculty offices.*
 - c) *The Department of Biology participated in the main lecture hall renovation in Biology building by contributing to its design and funding.*
 - d) *Career Services reorganized staff and space usage boosted staff and student morale, improved the level of service and created a better working environment. The "new and improved" area is more open, inviting, and warm. Staff takes pride in the improved work environment and students are appreciative of the welcoming nature of the space with easy access to computers, printed materials, and interactions with staff.*

(Table 7) Number of Faculty Grants and Fellowships Awarded by College 2010-2011								
GRANTS/AWARDS	Total	Arts and Humanities	Science and Mathematics	Social Sciences	Education	Business	Nursing	Library
Total Proposals Submitted	197	40	41	51	47	11	6	1
Total Proposals Funded	181	38	57	44	25	10	6	1
Total Faculty receiving Grants	99	22	27	18	16	11	4	1
Total Fellowships Awarded	3	2	0	0	1	0	0	0
<i>Source: Annual Reports submitted by Academic Units, FY 2010-2011</i>								

5. *In the Department of Accounting and Finance, individual preferences are taken into account for scheduling classes, committee assignments, and work duties allowing for a flexible work schedule.*
6. *The Registrar's Office improved its work environment by establishing a three year rotation cycle for technical equipment and replaced aging or outdated office furniture.*
7. *Retention, Progression, and Graduation (RPG) funding allowed the Enrollment Services Center (ESC) to track at-risk students, which encourages and creates awareness of the many services available on campus.*
8. *Several of Business and Auxiliary Services employees received promotions and re-classifications. Also several departments within Business and Auxiliary Services were restructured to better address demanding work flow. New and renovated food service and bookstore locations were opened, creating a more desirable work environment for all campus employees and students.*

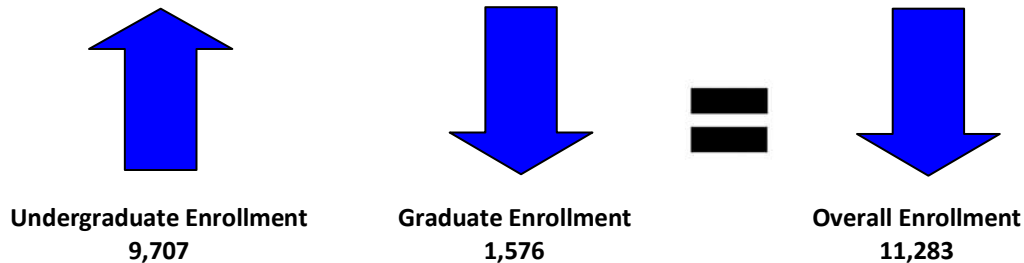
Guiding Principle III

Steady and Intelligent Enrollment and Resource Growth

The steady enrollment growth over the next five years will be managed to enhance the University's dedication to educational excellence in a personal environment.

ACTIVITIES

Goal 7: The University will endeavor to increase our overall enrollment to 14,500 by the year 2015.



(Figure 1) Total as of October 2010 (census date)

The University of West Georgia continues to make progress toward becoming a destination university – one which will be regarded in the minds of high school students and their parents as a first-choice university. The fall 2010 student enrollment was 11,283, down from 11,500 in fall 2009. Progress toward this goal is slow and suggestions have been made to revise the intended goal of 14,500 by 2015.

Undergraduate applications increased by 7.4 percent between fall 2006 and fall 2010 while acceptance rates increased from 52.4 percent to 56.2 percent within the same period. New freshmen applications increased by 11.7 percent, but the new freshmen applicants' acceptance rate increased by 17.8 percent. The number of transfer applications peaked in fall 2006 at 1,635 and has since been declining, although transfer applicants' acceptance rates have been increasing.

(Table 8) Undergraduate Applications Received and Accepted					
Fall 2006-2010					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Undergraduate Applications	7,331	7,361	7,571	7,528	7,876
Undergraduate Applicants Accepted	3,842	4,004	4,483	4,429	4,424
New Freshman Applications	5,696	5,803	6,159	5,981	6,361
New Freshman Applicants Accepted	2,937	3,089	3,589	3,444	3,460
Transfer Applications	1,635	1,558	1,412	1,547	1,515
Transfer Applicants Accepted	905	915	894	985	964
<small>Source: Office of Admissions</small>					

1. The Department of Music engages in an extensive and systematic program of recruitment. Thousands of prospective students heard the Marching Band and Jazz Ensemble at various locations throughout the region. Annually the "Destination: Music" recruitment day is held where by prospective Music majors spend a day on campus in sample classes, rehearsals, workshops, auditions, and a recital by current music students.
2. Faculty and staff of the Department of Theatre Arts are actively committed to recruitment and retention. All departmental faculty participate in at least one recruitment event during the year. Recruitment efforts this past year entailed faculty attending over seven conferences and meetings which resulted in identifying many potential new majors. Recruitment events were held at the Georgia Theatre Conference, Georgia Thespian Conference, Southeastern Theatre Conference, and on campus during our Presidents Day Scholarship Program. Additionally, upon request, the department offers special workshops specifically designed for junior and high school age groups. This past year, several faculty designed a half day workshop for a teen theatre troupe from Peachtree City (The Twilight Theatre), led workshops for the Multicultural Achievement Program (MAP) at selected high schools.

3. *In spring 2010 the Department of Accounting and Finance initiated a program in an effort to attract Finance students from Zhongnan University of Economics and Law (ZUEL) in Wuhan, China to attend UWG. As of fall 2011 twenty-three students attended from ZUEL.*
4. *The School of Nursing has significantly increased enrollments over the past five years. In FY2011, 502 applications were received for the BSN program (120 seats available) and 209 applicants for the RN-BSN program (120 seats available) for enrollment in summer/fall 2011. This applicant pool was the largest number ever received for either program. We were unable to admit all qualified students due to insufficient physical facilities, faculty, and clinical placements.*
5. *The Department of Anthropology actively recruits high school seniors interested in majoring in anthropology through scholarship initiatives of the Waring Endowment.*
6. *The Department of Educational Innovation shared College of Education brochures at numerous conferences. Several faculty spoke in K-12 schools to recruit new students and increase awareness of program offerings. The department further assists in broadening the University's name recognition through conference presentations and publications throughout the world. By increasing the course offerings online, the department hopes to increase enrollment in the programs.*
7. *Various departments actively participate in opportunities to meet potential new students by attending UWG Preview Days and the Mardi Gras Festival of Majors. Additionally, faculty and staff participate in orientation sessions for residential and commuter students and visit high schools. Fall Preview Day provides an opportunity for prospective students and their families to tour the campus and learn about the university's programs.*
8. *International Services and Programs developed and signed two transfer agreements, which allow foreign students to transfer to UWG to complete their degrees. When fully implemented in fall 2012, the agreements will bring 55 students annually to the campus. Additionally, three student transfer agreements are being negotiated which could triple the number of international transfer students.*
9. *Campus Planning and Facilities (CP&F) developed and implemented innovative designs to improve retention, progression, and graduation (RPG) by repurposing existing learning environments (i.e. classrooms, lecture halls, library) to support a range of teaching modalities and flexibility for evolving pedagogy. Campus Planning and Facilities are promoting a destination university by leading a multi-phase Public-Private Venture (PPV) housing project aimed at replacing aging student housing with higher quality, relevant, and diverse housing opportunities for incoming and continuing students. This project will attract and retain students and will provide a foundation for continued growth.*
10. *The various services provided by Business and Auxiliary Services increase the appeal of campus to potential students by providing valuable tools for student success. Several examples are:*
 - a) *Business and Auxiliary - The Summer Conference staff is comprised entirely of youth and young adults from the surrounding community offering these individuals a first impression of the University as well as showcasing to conference attendees some of the employment opportunities that are available to UWG students. Through exceptional customer service, the image of the University is promoted to all conference attendees.*
 - b) *The new UWG Bookstore opened June 2011 and is sized to not only accommodate the current campus population, but designed to accommodate projected enrollment growth well into the future.*
 - c) *Publications and Printing contributes to the enrollment efforts by printing high-quality publications such as the Fact Book, Just the Facts, and departmental specific brochures to name a few which are used for recruitment and marketing purposes. The in-house facility allows for more extensive and complex projects at a low price of printed materials than would be financially possible if purchased on the commercial market.*
11. *Through alumni engagement, the Office of Development and Alumni Relations encourages all alumni to be ambassadors for UWG to recruit quality students and continues to increase the number of scholarships to attract high caliber students.*

Goal 8: With our enrollment growth West Georgia will remain committed to the following targets of academic quality: student - faculty ratio of 18 to 1; average class size of 29; full-time to part-time faculty ratio of 4.4 to 1.

Budget constraints did not enable the University to stay within the 18:1 student - faculty ratio which has risen to 20:1 in the past two years. Every employee continues to face the reality of having to do more with less. Figure 1 shows the student-to-faculty ratio for fall 2006-2010. Prior to fall 2009, the ratio was 18 to 1 for three consecutive years.

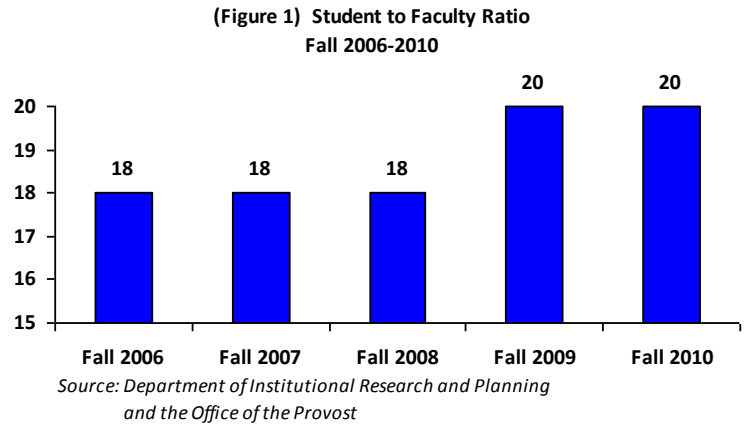
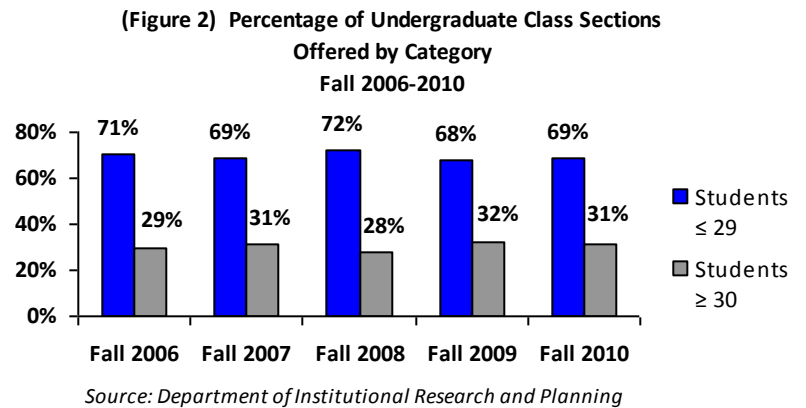
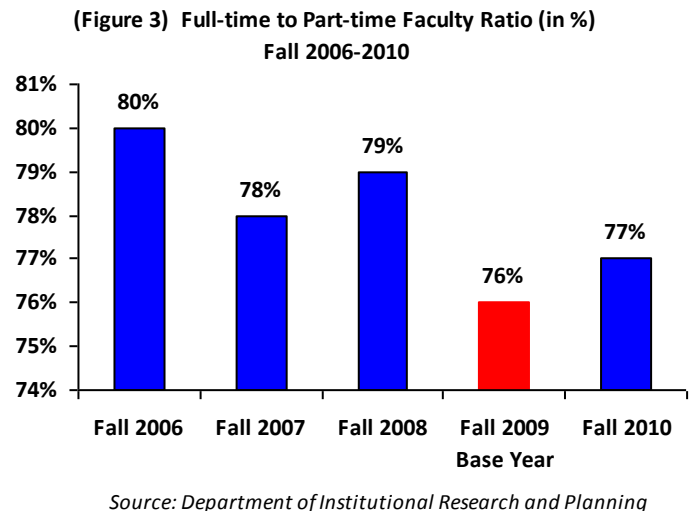


Figure 2 shows the percentage of undergraduate class sections with greater than or less than 29 students from fall 2006-2010. In fall 2010, 69 percent (1,030) of the 1,486 undergraduate class sections offered had a class size of 29 students or less. Over the past five years, the average undergraduate class size for all undergraduate course sections has been alternating between 28 and 29. This portion of Strategic Planning Goal 8 was achieved in fall 2010 and previous years.



The expected full-time to part-time faculty ratio of 81.5 percent has not been met because of the lingering budget constraints the University has faced in the past few years. In fall 2010, the full-time to part-time faculty ratio was 4.5 percent below the 81.5 percent expected for this part of Goal 8.



Goal 9: West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth, such as new classroom space for Nursing and Art.

In March 2010, the University of West Georgia's Irvine Sullivan Ingram Library initiated the construction project to renovate its main and ground floors, and re-create the state capitol office of former Georgia House Speaker, Thomas B. Murphy. This is the library's first renovation since opening in 1968. The funding was appropriated during the 2008 Georgia state legislative session as a tribute to the late Speaker.



Ingram Library
Rendering of the renovated main floor.

In September 2010, Phase Two of the \$8 million renovation began and extended through the end of the fiscal year. This renovation has resulted in a more flexible study environment with furniture that allows students to design the space to fit their needs to work more collaboratively with improved classroom and presentation space, technology, and an easy to find reference desk. In response to student feedback, there are an increased number of computer stations, an additional library entrance that faces the Campus Center, and the addition of a Starbucks with all of the same amenities found at a local Starbucks with limited exceptions.

On the ground floor, as part of the renovation, the Center for Civic Engagement houses the Annie Belle Weaver Special Collections, the Center for Public History, the Thomas B. Murphy Center for Public Service, and Georgia's Political Heritage Program located adjacent to the Murphy Office. For more information about the renovation and updates about changes to library services, visit [Library Renovation](#).



University Bookstore

In May 2011, the University of West Georgia completed a new \$5.1 million, 23,000-square foot University Bookstore. This new facility is expected to accommodate the predicted increase in student enrollment within the next 5-10 years.

The bookstore's large open area design allows plenty of natural light that accommodates both the academic and vibrant student life of the campus. This type of design is found in several other new facilities on campus and is part of future building designs. Over the past eight years, about \$125 million in construction projects have been completed and the majority of those projects were built using bonds, which are paid back through generated revenue.

There are several environmentally sustainable features in the design of the bookstore. Storm water is collected from the roof and recycled, while the angled roof shades the interior of the building during the summer, but allows more light in during the winter to warm the building.

On the outside of the bookstore is brand new Einstein Brothers, a cozy cafe that serves hot and cold sandwiches, bagels, delicious drinks, and snack choices.

In a move to address a critical need in Georgia's healthcare industry, a \$16.5 million bond offering was approved to fund construction of the School of Nursing Building. The approval was part of the \$18.3 billion state budget for fiscal year 2012. In crafting the State's budget, lawmakers faced exceptionally difficult decisions on funding priorities, but ultimately agreed that the long-term ability of the state to meet its healthcare needs would hinge in part on its ability to address its worsening shortage of nurses.



School of Nursing Students

The School of Nursing has had tremendous success in producing highly trained nurses but has been unable to admit larger numbers of students to meet

demand because of its restricted space. For instance, in 2010, there were seats available for only 34 percent of Bachelors of Science in Nursing applicants.

The new building will provide a state-of-the-art facility that will incorporate training labs with cutting edge technology and space for additional students and faculty. UWG will have the physical resources needed to expand existing programs and develop new ones to address the healthcare needs in Georgia and allow the University to serve the community and prepare high quality registered nurses for beginning and advanced practice roles

Guiding Principle IV

Meaningful Engagement with Off-campus Communities

The University will increase its fund-raising and community service to match the needs of all of our stakeholders and communicate our story effectively.

ACTIVITIES

Goal 10: Capital Campaign: The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia

A new focus on college-based fundraising was implemented with the primary objective to engage alumni who have never given and increase the overall number of gifts and level of support to the University. This new approach seeks to provide funding at the college-level, which can be used for discretionary purposes according to the greatest need in each college.

1. *UCM supports ongoing "UWG and You" traveling alumni events through print/email support. Plans are in progress for the Annual Fund, with the reinstatement of "A Day" (renamed "Go West For A Day") planning to occur as an element of the larger, overarching effort. University Communications and Marketing (UCM) worked closely with the Office of Development and Alumni Relations to promote and grow alumni engagement, connection, contribution, and giving. Positive strides were made in giving. Examples of progress completed by the UCM from a communications perspective are:
 - a) *Substantially increased the quality of the alumni magazine by completing a visual redesign of the publication, incorporating more compelling stories and expanding local and global editorial features.*
 - b) *Reworked the Alumni website and featured high profile alumni via engaging videos posted on the Go West microsite and on the digital board at Preview Day.*
 - c) *The editorial team continued the transition of the Perspective from a printed publication to a print-online publication.*
 - d) *Continued coordinating the monthly production and release of the Red and Blue Banner (alumni e-mail newsletter), including participating in a streamlined redesign for freshness and enhanced reader engagement.*
 - e) *Held a detailed branding and recruitment presentation for procuring alumni support in the Atlanta market with high profile alumni in leadership positions throughout the area.**
2. *University Library, in association with the Office of Development and Alumni Relations, began a capital campaign to provide programs and ongoing support for the Thomas B. Murphy Collection and office installation. Several gifts were received from the corporate sector, as well as individual donations.*
3. *Housing and Residence Life partnered with the Office of Development and Alumni Relations to identify and reach past residents of on campus housing so they may re-connect to the university.*
4. *The Department of Art, in conjunction with the Departments of Music and Theatre Arts, submitted a proposal for an Intergraded Arts Complex. Until the complex is built the departments are working with the Office of the Vice President for Business and Finance and Campus Planning and Facilities to develop and build a new 3-D Arts building.*
5. *The Department of Anthropology actively participates in the UWG Foundation to increase funding for the Waring Archaeological Lab through the Capital Campaign*
6. *In fiscal year 2011, the Distance and Distributed Education Center's eTuition for fully online courses at UWG generated \$2 million for the institution while providing scalable operations and faculty incentives for online growth.*
7. *The Department of Educational Innovation developed program flyers in conjunction with the Office of Development and Alumni Relations for faculty to share at various conferences and speaking engagements. The flyers were used to assist with faculty, staff, and student recruitment and to encourage contributions to the capital campaign.*
8. *Publications and Printing supports the capital campaign by providing fast on-campus printing services which are economical with high-quality that enhances the effectiveness of the fundraising effort.*

Goal 11: Communication and Marketing: The Office of University Communications and Marketing (UCM) will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning the institution’s integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.

The Office of Communications and Marketing is responsible for creating and administering an integrated marketing strategy to engage internal and external constituencies, generating support of the institution, and acting as a vital resource to all University of West Georgia colleges and departments in their individual communications.

The mission of the Office of University Communications and Marketing is to provide professional communications that proactively develops and delivers reputation-defining messaging for UWG. A primary goal is to increase awareness and support of UWG throughout the campus, the local community and beyond.

UWG Brand Launch

During fiscal year 2010-2011, UCM and University Advancement – in collaboration with Mindpower Inc., – initiated the first comprehensive brand launch in UWG history, aligning the university’s integrated marketing efforts with the overarching strategic plan of the institution.

In July 2010, a brand identity platform and positioning statement was created with associated message development, and creative, production and media strategy plans shaped for forming an integrated marketing plan tied to the overarching strategy of the institution and leveraged across all UWG programs.

UWG unveiled the bold new branding campaign in October 2010 to raise our regional profile, attract “right-fit” students to grow enrollment, communicate clearly who we are and what we represent, and forge a feeling of unity. The UCM/Mindpower team developed a platform on which to build UWG’s brand – identifying a promise that was authentic to the institution.

UWG Brand Statement and Positioning

At the University of West Georgia, we’re not bound by tradition. When everyone else is going east, we Go West – to a world of unfettered opportunity. We are blazing trails to new possibilities for scholarly achievement, creative expression and service to humanity. Every day, our students and faculty prove that amazing things happen when you Go West.

The UWG Go West campaign messaging communicates UWG as a forward-looking, future-oriented institution. The campaign captures UWG’s unique spirit and distinguishes it from other institutions. “Go West” refers not only to UWG’s geographic standing in the State, but symbolically refers to exploring, discovering and learning about yourself and the world.

Key Constituencies and Messaging

- a) *Target key constituencies for generating tangible results.*
- b) *Communicate to prospective students, family/influencers, current students, faculty/staff, alumni/supporters, community and civic leaders, and public officials within the UWG marketing footprint for generating positive, measurable results.*
- c) *Establish campaign metrics for measuring success in the key areas of: Brand awareness, admissions and enrollment, digital communications, development and alumni giving rates and regional/national rankings among peers.*
- d) *Continue to research the needs of key constituencies, seeking ways to engage them through preferred channels of communication.*
- e) *Maintain current knowledge of market trends, newly-available tools and changes in design, marketing and communications processes and standards.*

Marketing Footprint

To expand our marketing message from its local emphasis, we developed a solid media presence for the Atlanta metropolitan area and beyond. Advertising/communications vehicles included television/cable, radio, billboards and posters, cinema, digital, newspaper, publications, social media, merchandising, promotional events and a dedicated microsite (gowestgeorgia.com). This multi-dimensional media presence extended from November 2010 to June 2011, with many elements rotating in and out of the schedule due to budget considerations.

Internally, UCM defined what it means to “Go West,” “Live West” and “Work West,” as well as demonstrating how the Go West brand applies to alumni, making Go West a real, personal message for all constituencies rather than an abstract concept.

Award and Honors

Internally, the “Go West” campaign was warmly embraced within the Advancement group, our partners in Admissions, and throughout the UWG campus.

External recognition of the branding campaign occurred quickly. The UWG “Go West” campaign won a coveted Best of Show honor in the 26th annual Educational Advertising Awards, a national competition sponsored by Higher Education Marketing Report.

UWG was one of 17 institutions and one of only four public institutions nationwide to receive Best of Show, the highest honor conferred by the judges. More than 2,500 entries were received from more than 1,000 colleges, universities and secondary schools.

UWG was also awarded a prestigious Telly Award for its “Go West” branded television commercials. The Telly Awards are the premier honors for outstanding local, regional and cable TV commercials and programs. The competition draws more than 11,000 entries annually from all 50 states and many foreign countries.

Goal 12: Community Relations: The University will engage the local community educationally, culturally and recreationally.

The University of West Georgia contributed \$410 million to the region's economy during the 2010 fiscal year. This amount represents spending by UWG on personnel services, operating expenses, and spending by students. UWG also accounted for 3,954 jobs in the region, according to data collected and analyzed between July 1, 2009 and June 30, 2010 by the Selig Center for Economic Growth of the University of Georgia's Terry College of Business. The University provides the region with intangible benefits such as resources, opportunities for education, continuing education while UWG's faculty, students, and staff become a part of the community in civic work, recreation, quality of life and involvement.

Many of UWG's departments engage the local community educationally, culturally, and recreationally by offering lecture series on various topics such as politics, history, religion, social issues, art exhibits, music, theatre performances, and educational demonstrations and collaborations.

ACADEMIC UNITS:

Below are some of the departmental efforts carried out during the year:

1. The Department of Physics provided public observations at the West Georgia Observatory and hosted the regional science and engineering fair for area middle grades and high school students.
2. The Department of Geosciences' Center for Water Resources continued long-term watershed monitoring for Villa Rica, Temple, Bowdon, and Carroll County Water Authority. For Earth Day, the department with the City of Carrollton organized and sponsored a cleanup of the Little Tallapoosa River.
3. The Department of Theatre Arts continued to produce diverse theatre productions and the tradition of offering a special community preview performance at reduced rates. Many departmental faculty served as consultants and advocates for local community arts organizations.
4. The Department of Music presented numerous concerts to the public mostly free of charge. To the greatest possible extent, the department honored requests for appearances by individual students, ensembles to perform for community events, and for the Tanner "Harmony in Healing" series.
5. The Department of English and Philosophy has a long history of active engagement with the local community. Attendance by the public has increased to events such as creative writing, readings and scholarly lectures which bring outside writers and scholars to the campus. During fiscal year 2011, the Shared Text Series brought Pulitzer Prize winning author, Julia Alvarez to speak. Stronger relationships with students and teachers across the region were established through the English Education program initiative, BRIDGES, which allowed English faculty to visit area public schools. The International English Honors Society, Sigma Tau Delta, coordinated two can food drives for the Carroll County Soup Kitchen. The Philosophy program offered three events which were open to the public. One member of the faculty made public presentations to several local organizations: the Religious Studies Institute, First Baptist Church, and the Neva Lomason Public Library. Another member presented at the Georgia Educators Association of Radiation and Medical Imaging (GEARMI), which was open to educators at four-year, community, and technical colleges with imaging programs.

**(Table 9) Service Engagements of Faculty by College
2010-2011**

PUBLIC SERVICE	Total	Arts and Humanities	Science and Mathematics	Social Sciences	Education	Business	Nursing	Library
Total Participants in Honors Organizations	91	14%	33%	10%	10%	9%	21%	3%
Total Offices held in Professional Organizations	154	31%	12%	11%	21%	12%	5%	8%
Total Advisors of Student Organizations	100	30%	20%	17%	8%	19%	3%	3%
Total Participants in Cooperative Consulting Efforts	105	9%	11%	52%	11%	13%	1%	3%
Total System-wide/UWG Committee Activities	233	26%	11%	16%	15%	14%	9%	9%
Total Participants in Public Service Activities	228	35%	16%	7%	21%	9%	6%	6%

Source: Annual Reports submitted by Academic Units, FY 2010-2011

6. *The Richards College of Business faculty and staff conducted student projects and actively participated in local organizations including the Chamber of Commerce, Leadership Academy, Georgia Real Estate Association, UWG Alumni Association, the West Georgia Trial Lawyers Association, the Carrollton Marine Corps League, and the Carroll County Kiwanis Young Professionals.*
7. *The Center for Economic Education (CEE) conducted economics workshops and distributed related teaching materials for K-12 teachers. For middle grades social studies teachers, CEE provided support for the 2011 Teacher Quality Program and provided additional community services in support of teaching economics and personal finance at the K-12 level.*
8. *Several Department of Educational Innovation faculty participated in community service projects which involved students that tutored and mentored underprivileged youth who needed guidance and assistance to become successful citizens. Faculty lectured on diversity and issues of interest to the indigenous community, and volunteered at K-12 schools on a regular basis.*
9. *The Department of Leadership and Applied Instruction faculty are leaders in many local community initiatives. Faculty volunteered in local religious organizations worked with the Boys and Girls Clubs, Special Olympics, the Carrollton Parks and Recreation Department holiday parties. In most endeavors, students were encouraged to participate in such activities.*

ADMINISTRATIVE SUPPORT UNITS

1. *Business and Auxiliary Services units engaged the local community through various services such as:*
 - a) *New Einstein Bros Bagels and Starbuck Coffee are excellent locations for the community to interact with the campus. Since these restaurants do not exist elsewhere in Carrollton, their brand identity will bring people to the campus that otherwise may not venture to UWG.*
 - b) *Vending Services provided access to printers, copiers, drink and snack machines for UWG local outreach or engagement activities.*
 - c) *The Summer Conference Program accommodated facility needs for community programs and events throughout the summer. The department worked closely with community members to insure seamless events while strengthening community ties.*
 - d) *Dining Services provided catering, concessions, and other dining opportunities which positively impacted the University's relationship with the community at large.*
 - e) *Publications and Printing assisted local schools, the cultural arts program, and county recreation in various projects.*
2. *University Police officers conducted safety programs to approximately 300 children in the Child Development Center and at the Carrollton Elementary School. University Police provided Critical Intervention Training to local law enforcement agencies with 50 officers in attendance.*
3. *Career Services' community service efforts consisted of the Community Involvement Fair; Membership in Wesley Foundation FISH HOUSE Board, Civic clubs; corporate community representatives participating in Mock Interview efforts for students, participation at local schools in American Reads program, community involvement with the soup kitchen, Tanner Healthcare System, and collections for Soldier Care Packages.*
4. *The EXCEL Center for Academic Success worked with the local community in a variety of ways, by tutoring in local schools, civic projects with the Boys and Girls Club, hosting Project Grad, Make a Difference Day, etc.*
5. *Campus Planning and Facilities invited community members to attend meetings regarding the Master Plan update. This allowed community suggestions regarding the future of the campus. Architecture, Engineering, and Construction Project Services were involved in the continued development and enhancement of the Athletic Complex, an outdoor recreational facility that serves the intramural, athletic, and recreational needs of the campus community.*
6. *International Services and Programs hosted the 26th annual International Night, a major community event with majority of the tickets purchased by members of the local community. Over 60 countries were represented with international students preparing dishes from their countries and performing customary entertainment. The Carrollton Civic Women's Club hosts incoming international students for an evening of southern hospitality and a giveaway of household goods. International Services and Programs with the International Students Club offer country presentations and host speakers that are open to the local community.*

7. *The Office of Institutional Diversity (OID) activities included workshops in diversity training; working with faculty to identify areas in their courses where issues related to global literacy and diversity might be discussed; working with student and faculty groups to reinforce multiculturalism; and working with various campus offices to increase the University's overall level of service and responsiveness to the constituencies it serves.*

Below are examples of the activities and events offered to students and the community:

- a) *The 4thrd Annual Multicultural Ball featured entertainment and food from around the world including Bollywood dancing, Carrollton African drummers, African dancers, and The Latino Culture Society, which performed skits related to culture from different countries in South America. Food vendors serving Thai and Brazilian food were present.*
- b) *The 2nd Annual Multicultural Festival consisted of cultural displays, entertainment, food, and vendors from surrounding communities. The event offered ethnic food tasting, Japanese tea ceremony, presentations from the Consulate Generals of Peru and Canada. Entertainment featured Native American Dance, Chinese Bamboo flute, and student group displays. This event was co-sponsored by the Department of Anthropology.*
- c) *Back to My Childhood: A Participant Observation Study of a Jamaican Primary School presented by UWG student, Latoya Goulbourne discussed and depicted life of Jamaican children in elementary school through pictures and narratives. The event was co-sponsored by the Department of Psychology.*
- d) *An Afternoon of Note Singing with the United Shape Note Singers, co-sponsored by the Center for Public History, explored West Georgia tradition of African American note singing.*
- e) *Dr. Frances Smith Foster discussed relationships of various entities during the United States' antebellum period as related to slavery.*
- f) *Mr. Isaac Farris, Jr., Chief Executive Officer of the Martin Luther King, Jr. Center for Non-Violence Social Change, was the guest speaker for the 2nd Annual MLK, Jr. Program. The theme for the student led program, "What are you doing for others?," was supported by thirty student groups through photo displays that demonstrated community services efforts.*
- g) *Through the Carver High Exhibit, the community was exposed to the 1950's and 1960's public school life of Carroll County during the era of segregation. From 1954-1968, Carver High School was an all black high school in Carroll County. Carver High Exhibit was co-sponsored by the Carver High Museum and Archives Project.*

Many UWG employees engaged in and supported the local community through both service and/or contributions to charitable and service club organizations. Each year, employees participated in American Cancer Society's Relay for Life, American Red Cross Blood Drive, Toys for Tots, UWG Rudolph to the Rescue benefiting children under the care of Carroll County Department of Family and Children Services (DFACS), Food Drives for Carroll County's Soup Kitchen, and the Rape Crisis Center.

Retention, Progression, and Graduation (RPG)

The University of West Georgia continues with the plan to increase retention and graduation rates which was presented to the University System of Georgia Board of Regents' Graduation Rates Committee in fiscal year 2010. During the past year, the main progress has revolved around a process of changing the institution's culture and removing barriers to graduation.

ACTIVITIES

Involvement of Key Campus Stakeholders to Enhance a Culture of Student Success

In July 2010, President Sethna appointed a Special Commission to Improve Graduation Rates which provided recommendations for improving retention, progression, and graduation initiatives (RPG). Throughout fall 2010, the 17 member Special Commission engaged in foundational work to support lasting change in the organization's culture by linking UWG's institutional values with ways of thinking and behaviors that support student success. By purposefully creating an environment to encourage transparent dialogue within the Commission meetings, members collectively identified several issues that conflicted with the stated values and appeared to hinder student learning and progress toward graduation. From those identified issues, the Special Commission focused on five challenges which may, with strategic interventions, produce early results and set the stage for significant organizational change to support ongoing student success.

The five areas focused on are **Academic Advising; Student, Faculty, and Staff Engagement; Lowering DFW Rates in Key Courses; At-Risk Student Intervention; and Reducing Institutional Barriers to Timely Graduation.**

During spring 2011, essential steps for facilitating the change process were developed by the committees in each of the five areas. The steps were to examine research, identify best practices from the literature, collect institutional data, and develop recommendations with explicit strategies. In summer 2011, all efforts were framed within the context of improving student retention, progress, and timely graduation rates, culminating in a report with 60 recommendations presented to the President.

In summary, the 2010-2011 year was devoted to significant collaboration among key campus stakeholders through the President's Special Commission to Improve Graduation Rates. Through collaboration to enhance student success, Institutional Vice Presidents, Academic Deans, and Academic Affairs staff routinely framed discussions and decisions within the context of improving retention and graduation rates. Three recent decisions provide examples of decisions that illustrate this mindset:

- a) New faculty searches in the College of Science and Mathematics require successful candidates to demonstrate that they can improve teaching and learning in the STEM disciplines.
- b) The scheduling of summer course offerings must consider student retention and graduation as the primary criterion for placement on the summer schedule.
- c) The President approved allocating a significant portion of tuition dollars to strengthening student services that are related directly to enhancing a culture of student success.

These examples offer a glimpse into how the University is using the President's Special Commission findings to frame decisions intended to transform the campus culture into one of ongoing and increasing student success.

Programmatic Change

In addition to long-range planning, UWG develops an infrastructure and programmatic functionality to support the effort to increasing retention and graduation rates. To assist university personnel with providing support and comprehensive services necessary to aid student success, two technology solutions and a programmatic initiative are implemented.

MAP Works (Making Achievement Possible) is a program that provides a platform for early alert and early intervention. Based on a student survey administered in the third week of the semester, university personnel are alerted to individual academic and personal issues of students, and then intervene to assist students with addressing a particular issue which may lead to attrition. Early results show staff assigned to intervene communicate heavily with students at risk of leaving UWG and the team support approach helps students to understand that UWG cares about their individual success. Other institutions using MAP Works have seen improvements in retention rates within two to three years.

DegreeWorks is a degree audit and advising support program that documents student progress towards a degree program and assists in developing a direct academic plan. DegreeWorks places the responsibility of monitoring degree progress on the

student, but provides a clear and accurate tool for both student and advisor. Because the program was recently implemented, it is early to see an increase in retention and/or graduation rates. Students and faculty usage has grown exponentially every term.

Progress to Date

The improvement of UWG's retention, progression, and graduation rates for undergraduate students is an institutional strategic priority that is underscored by the University System of Georgia's Board of Regents.

Historical retention and graduation rates for UWG are presented in the table below

(Table 10) Retention and Graduation Rates of Fall-First-Time Freshman Students												
		Entered Fall 2000	Entered Fall 2001	Entered Fall 2002	Entered Fall 2003	Entered Fall 2004	Entered Fall 2005	Entered Fall 2006	Entered Fall 2007	Entered Fall 2008	Entered Fall 2009*	Entered Fall 2010
MEAN	SATV	494	502	506	508	508	515	507	508	510	503	494
	SATM	487	497	502	500	498	506	501	502	502	496	488
	HSGPA	2.96	2.98	2.98	2.96	2.97	3.01	3.00	3.09	3.04	3.04	3.06
First Year	N=	1,657	1,557	1,625	1,728	1,701	1,653	1,700	1,793	2,007	1,909	1,848
Second Year	Fall	1,155 69.70%	1,131 72.64%	1,127 69.35%	1,240 71.76%	1,203 70.72%	1,163 70.36%	1,238 72.82%	1,345 75.01%	1,471 73.29%	1,397 73.18%	1,346 72.84%
Third Year	Fall	861 51.96%	829 53.24%	813 50.03%	920 53.24%	879 51.68%	921 55.72%	917 53.94%	1,022 57.00%	1,126 56.10%	1,100 57.62%	
Fourth Year	Fall	714 43.09%	721 46.31%	691 42.52%	811 46.93%	751 44.15%	809 48.94%	808 47.53%	932 51.98%	1014 50.52%		
Fifth Year	Fall	490 29.57%	519 33.33%	471 28.98%	544 31.48%	524 30.81%	563 34.06%	489 28.76%	587 32.74%			
Sixth Year	Fall	192 11.59%	204 13.10%	192 11.82%	225 13.02%	228 13.40%	235 14.22%	201 11.82%				
Graduation Rate	N=	183	184	177	208	198	207	248	298			
	4 year	11.04%	11.82%	10.89%	12.04%	11.64%	12.52%	14.59%	16.62%			
	N=	470	469	417	507	474	492	533				
	5 year	28.36%	30.12%	25.66%	29.34%	27.87%	29.76%	31.35%				
N=	566	565	513	627	587	632						
6 year	34.16%	36.29%	31.57%	36.28%	34.51%	38.23%						

*Each entering class includes all entering freshmen enrolled full time whose first term is the fall indicated or the previous summer.
Source: Department of Institutional Research and Planning

CONCLUSION

Improving UWG's retention, progression, and graduation rates continues to be a campus priority. The institution has made RPG a part of the daily conversation by building a collaborative culture whereby all key stakeholders discuss and incorporate RPG into their planning and decision making processes. The University has laid a foundation upon which faculty, staff, and students can build services and support that will affect student success into the future.