

FY 2017 Budget Narrative

Institution Name: University of West Georgia

Part I: Enrollment

1) Discuss enrollment trends over the past three years (FY 2014, 2015 and 2016)? Discuss factors impacting enrollment. What are your enrollment projections for the next two years (Fall 2016 and Fall 2017)? What enrollment management strategies are employed at your institution? To what extent are the trends driven by dual enrollment students? For institutions with multiple locations, how does enrollment capacity at the satellite campus or site compare to that location's financial breakeven point?

Enrollment Trends for FY 2014, FY 2015, and FY 2016

Enrollment is strong at the University of West Georgia. Aligned with the University System of Georgia Strategic Imperatives 1 and 3, UWG is committed to recruiting, retaining, progressing, and graduating students.

Headcount Enrollment

| | Fall 13 | % Change | Fall 14 | % Change | Fall 15 | % Change |
|-------------------------------|---------|----------|---------|----------|---------|----------|
| Overall | 11,929 | 1.36% | 12,206 | 2.32% | 12,834 | 5.1% |
| Overall New Enrollment | 3,416 | 6.12% | 3,618 | 5.91% | 3,936 | 8.8% |
| Dual Enrollment | 107 | 15.1% | 189 | 43.4% | 365 | 93.1% |
| Undergraduate | 9,959 | -0.05% | 10,249 | 2.91% | 10,753 | 4.9% |
| New Undergraduate | 2,798 | 2.64% | 3,009 | 0.75% | 3,335 | 10.8% |
| Graduate | 1,970 | 9.08% | 1,957 | -0.06% | 2,081 | 6.3 % |
| New Graduate | 489 | -0.81% | 609 | 24.5% | 572 | -6.2% |

Enrollment Projections (Fall 16 and Fall 17)

Enrollment, retention, and progression are key drivers of institutional performance. West Georgia is positioned not only to grow in new student enrollment, but also to continue to progress in retention and graduation rates. This is in line with the USG Strategic Imperative – Academic Excellence and Degree Completion and our UWG Strategic Imperative 1—Student Success.

| | Fall 2015 Actual | Fall 2016 Projection | Fall 2017 Projection |
|-----------------------------|------------------|----------------------|----------------------|
| New Freshmen | 2,273 | 2,316 | 2,382 |
| Dual Enrollment | 365 | 500 | 600 |
| Total Undergraduates | 10,753 | 11,257 | 11,668 |
| Total Graduate | 2,081 | 2,125 | 2,167 |
| Total Overall | 12,834 | 13,382 | 13,835 |

Note: UWG has significantly out-performed the Carl Vinson Institute numbers and we project that we will continue to do so in the foreseeable future due to our marketing campaign and aggressive Enrollment Management practices.

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Enrollment Management

The University of West Georgia has a complete Enrollment Management structure where all enrollment-related functional areas are organized in one Division and report to an Associate Vice President of Enrollment Management. We are in the 10th year of this structure. The strategies are integrated and run the gamut from general recruitment in Admissions, to enrollment services provided by the Registrar's office, Financial Aid, and our first-stop shop, the Enrollment Services Center. Additionally, academic advising and academic support services (tutoring, supplemental instruction), and at-risk intervention are provided by the Advising Center and the Center for Academic Success. Finally, we have a full First-Year Experience program which includes a first year transition seminar class, learning communities, living/learning communities, freshman interest groups, mentorship programs, and several other related first year programs.

All of these programs combine as the foundation for our retention, progression, and graduation program, and are very involved in our Complete College Georgia campus plan. They collaborate closely with Academic Affairs and individual college offices and campus programs to provide programs and services around student success.

To provide further support of the retention, progression, and graduation programs and to help advance the University's Complete College Georgia campus, the University is in year two of a Student Success Collaborative relationship with the Educational Advisory Board. This initiative features a strong collaborative effort between Academic Affairs and Student Affairs and focuses on the Academic Success of our students. This is the same initiative that Georgia State has used to significantly increase retention, progression, and graduation.

Dual Enrollment

Dual enrollment has jumped dramatically over the past two years due to dedicating resources directly supporting our Strategic Enrollment and CCG plans. Overall, Dual Enrollment has increased nearly three times that of Fall 2012, and all of that prior to the effects of Move On When Ready. We expect Dual Enrollment to continue to rise to more than 500 students in Fall 2016 and then level off somewhat due to saturation of this market. However, we have a close collaboration with eCore which creates an unknown in terms of market potential—especially with rural high schools and their need for college-level coursework for their students.

Retention, Progression, and Graduation

A major component of enrollment is the retention, progression, and graduation of our students. In Fall 2014 we experienced our second-highest retention ever at 74.16%. Although the numbers are not yet official, we believe that retention for Fall 2015 (Fall 2014 cohort of first time, full-time freshmen) will slip slightly to 72.5%. The trend line is still very positive, moving from a low of 70.17% for the Fall 2011 cohort, but we continue to do more to increase this rate. Our goal for the Fall 2015 cohort is 74%, moving us closer to our eventual goal of 82% in Fall 2020.

Our projected graduation rate for the current year (Fall 2009) dipped slightly to 39%, down from last year's rate of 40.16%. For the Fall 2004 Cohort the 6-year graduation rate was 34.51%. Again the trend line continues to show overall improvement above the 6-year

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average. The work we are doing with the EAB Student Success Collaborative, reorganization of Academic Advising, and investment in Academic Support Services (i.e., tutoring, supplemental instruction, early intervention) have given us better than expected increases in the progression percentages (sophomores to juniors; juniors to seniors). Each of the progression numbers is higher than the immediate previous year, and the 5 year graduation rate is nearly one percentage point higher than last year.

UWG Newnan

The enrollment capacity at Newnan is higher than the current breakeven point. For Fall 2015, 337 FTE are enrolled. Given the current course offerings, revenue, and expenditures our breakeven point is 306 FTE.

Currently, full capacity is projected to be 2,250 FTE. The additional costs required to serve this number of students include: faculty salaries, supplies, utilities, administrative staff, student support services, maintenance and custodial. Even with these additional costs, a healthy surplus is obtainable.

2) What is the current impact and projected impact of the out-of-state tuition waivers, if applicable? What are the target areas? How do you advertise/communicate to potential students?

Recruitment of out-of-state students is critical to accomplishing our Strategic Enrollment Plan. International students, athletes, debate students, graduate students, academically superior students, and art students all bring a diversity to our campus that is important to meet the USG Strategic Imperatives 1 and 3.

Fall 2015 Allocation: 222

Fall 2015 Awarded: 192

Admissions = 86

Honors = 11

Athletics = 67

International = 28

Graduate Studies receives a separate allocation of 20 and awarded one for fall 2015.

Current Impact, Target Areas, and Marketing of Out-of-State Waivers

Admissions

UWG does minimum travel outside of the state of Georgia, however we use waivers as one important strategy to attract the best and brightest high-ability students from nearby states. The majority of our out-of-state recruitment travel is throughout Alabama as part of its ALACRAO circuit of college fairs. In addition, Admissions contracts through several services to generate student leads. All of these cross over in to states other than Georgia. Examples of this would be Chegg, Cappex, and Right Student lead generation. In addition, UWG

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purchases names through NRCCUA's SMART program. This program provides analytics that allow for us to complete search outside of Georgia in a cost affordable manner.

Overall, out-of-state waivers are a big part of our marketing efforts to these out-of-state students. We heavily advertise the competitive process to receive one of our waivers during our Scholarship Day in February, where students submit an essay and complete a Skype interview. Overall, in the 2014-2015 recruitment year, there were 12,318 students who responded to our out-of-state recruitment efforts. Of those, 1,770 were admitted and 483 of these students enrolled.

Athletics

Athletics was allocated 73 waivers for the FY 2015-16. The Athletics department utilizes the waivers as a tool for recruitment of freshmen and transfer students as part of their potential athletic-related aid.

This Fall Athletics awarded 67 out-of-state waivers (OSW) to athletes. Several student athletes qualified and earned a waiver from are UWG departments such as the Admissions Office and the International Admissions Office and are reported under this area below. The Athletics department also utilizes waivers to retain students that have exhausted their NCAA eligibility so that the student may continue their study and move towards graduation.

International

Waivers are provided to select International students to provide incentive to come to UWG. Although many international students are "full-pay," many students need the extra financial incentive to come to UWG. Waivers are distributed based on superior academic credentials and are communicated to potential students through the recruitment process.

Others

Additional waivers are distributed by the Honors and Debate programs in an effort to attract superior academic students to UWG. These are communicated to potential students through the recruitment process.

Future Directions

In the near future UWG will be doing even more strategic distribution of the out-of-state waivers. Based on the recent policy change, we will be using split/proportional waivers to more closely match the needs of students as they make decisions to come to UWG.

3) How is your institution addressing the impact of enrollment declines, if applicable? Was this decline considered in your original budget? What actions are being taken to cut costs and streamline operations?

UWG has not experienced an enrollment decline. We continue to be committed to the efficient and ethical use of its resources and will continue efforts to optimize operational performance and cost-effectiveness. UWG is also committed to accounting for its effectiveness through the integration and alignment of transparent planning, budgeting,

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assessment, and accountability processes to support continuous improvement and the strategic and prudent use of resources. UWG continues to use data to inform internal programmatic, financial, and administrative decisions and works diligently to first redirect internal resources before the requesting new funds. UWG will maintain effective planning and assessment processes at all levels of the University with clear linkages to the priorities outlined in its Strategic Plan (2014-2020), its CCG and Enrollment Strategic Plan ensuring continued enrollment, retention, progression and graduation success of its students.

Part II: Looking Ahead to FY 2017

- 4) Preliminary data show that your institution experienced positive enrollment growth in academic year 2015 and it is likely that your institution will receive additional formula funds in FY 2017. What are the budget priorities for your institution? How will new funds be utilized to best serve students? *Please use the attached Excel template to provide the estimated cost associated with each priority (tab labeled New Funds).*

Funding Request:

The University of West Georgia is very fortunate in that we continue on our path of enrollment growth at the undergraduate level, graduate level, and in electronic delivery. This circumstance, although fortunate, is not by happenstance but by a concerted effort of internal continuous improvement and external image building. UWG's strategic plan 2014 – 2020 is a living document focused on the four imperatives of student success, academic success, partnership success and operational success. Everything we do is driven by and referenced to one or more of these imperatives.

The underlying driving force behind the implementation of this powerful plan is the leadership development and campus transformation initiative that we have called Engage West, which is now entering its third year of full institutional participation. Several times a year all managers and supervisors are brought together for focused professional development in leadership enhancement. It is an amazing experience to see over 250 supervisory employees working collaboratively across all boundaries to make UWG, in the language of our vision statement, "the best place to work, learn, and succeed."

The Engage West initiative, furthermore, serves as an engine for active participation in the decision-making processes on campus. The budget development process, importantly, is one of these. Our budget development process was taken to every unit on campus and therefore was a complete grass roots developmental endeavor. It reflects the energy and enthusiasm of the entire community not only in direction but also in priority. Additionally, the efforts in this priority support student access in general and particularly access to our own high growth programs and allows for students to experience seamless transition opportunities and flexible degree options. Also, realizing that public higher education has changed dramatically in the last ten years, we are requesting support for innovative instructional delivery. This will allow us to maximize our resources, thereby increasing student access, flexibility, and quality of learning through our participation in USG eCore and our own online course offerings and our exclusive online bachelor's degree offerings in Criminology and Sociology.

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When you review the attached excel spreadsheet you will see color coding indicating the potential source of funding: green for state appropriation, blue for graduate tuition, and yellow for undergraduate tuition. Without knowing what the final result will be regarding tuition increases, we have provided a single list of specific priorities but coded them in the recognition that there may be more than one source of new funds. The total request is \$4,699,907, all from state appropriations if that is the only source of new funds. If tuition increases of 9% at the graduate level and 2.5% at the undergraduate level are authorized, the state appropriation request would be reduced by \$350,000 for the graduate tuition increase and \$1,150,000 for the undergraduate tuition increase.

Graduate Tuition Increase:

While UWG's quality and service are very good, had our tuition rates over the past several years been set at a more comparable level with peer institutions with similar missions, we would be further ahead in implementing higher quality instructional and service dimensions in our graduate programs.

UWG's critical graduate program needs require an increase in graduate tuition to bring us closer to our peer USG Comprehensive universities. The University of West Georgia is requesting a 9% graduate tuition increase. The FY 2017 rate per semester would equal \$2,904 (based on 12 credits). The basis for the rate increase is threefold.

1. Enhance the quality of programs and service to students.

The increased revenue requested will be used to enhance the quality of the educational experience for students in several of the following ways:

- Provide more course sections with additional graduate faculty in Sociology, Nursing, Speech Language/Audiology, and Instructional Technology-Media.
- Provide additional administrative support for the Center of Public History while assisting faculty and students in the History department.

These specific line items are coded blue on the attached Excel file.

2. Correct inequities in tuition rates among the USG Comprehensive Universities.

The second justification for a higher than average increase involves competitiveness in pricing. UWG is one of 4 comprehensive universities in the state. Our graduate tuition rates are extremely low when compared to our USG peers. For FY 2016, Kennesaw and Valdosta were granted 3% tuition increases. With UWG's 9% graduate tuition increase in FY 2016, the gap between the next lowest comprehensive university (Valdosta) and UWG was closed by almost half (from 16% to 9%). A 9% graduate tuition increase for UWG, would eliminate the gap between UWG and Valdosta, but still leave a competitive price variance and be well within our market elasticity.

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The chart below compares the graduate tuition rates of the Comprehensive Universities with UWG.

| FY 2016 Graduate Tuition | | Credit Rate | Semester Rate* | %of UWG | % of Avg | |
|--|--|-------------|----------------|---------|----------|-------|
| Georgia Southern University | | \$277 | \$3,318 | 125% | 108% | |
| Kennesaw State University | | \$283 | \$3,388 | 127% | 110% | |
| Valdosta State University | | \$243 | \$2,909 | 109% | 95% | |
| University of West Georgia | | \$222 | \$2,658 | 100% | 87% | |
| Average | | \$256 | \$3,068 | | | |
| FY2017 Request | | 9.0% | \$242 | \$2,904 | 109.0% | 95.0% |
| <i>*Semester rate = credit rate X 12</i> | | | | | | |

3. Prevent further deterioration of undergraduate program funding.

In addition to the above, we know that graduate programs are considerably more expensive to deliver. When graduate programs are relatively underfunded, there is an impact on the quality of those programs and on the services that can reasonably be provided to students. But there is another hidden impact on undergraduate programs which must make up for the underfunding in graduate education. This unintended consequence of underfunding of graduate programs needs to be addressed. By establishing an adequate graduate tuition rate, UWG will be better able to meet the needs of all programs.

Undergraduate Tuition Increase:

The University of West Georgia supports a 2.5% increase for undergraduate tuition to enhance the quality of the educational experience in a number of ways that relate to the Complete College Georgia, USG Strategic Goal #3, and UWG's Strategic Imperative #4. These requests include staff positions that support our efforts toward accountability, efficiency, and innovation in teaching, research and service. In particular, we are greatly expanding our outreach to Newnan and Coweta County by providing support services at the downtown campus, an effort that results in needs for administrative, student services, IT, and public safety support. The specific line items are coded yellow on the attached Excel file.

Summary:

Each prioritized item identifies the strategic plan focus based on the expected outcome. These requests will serve our students through ensuring that our SACS COC Quality Enhancement Plan, "Writing Across the Curriculum," is strongly supported and that the "Complete College Georgia" initiative is continued aggressively. UWG is also committed to students in all co-curricular areas but especially those that overlap the arenas of campus safety and student intervention. Although the majority of our request is purposefully directed at student and academic success, we also need to support external partnership success and organizational success in order to have the proper balance that fosters continued growth.

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Before approving any request for new money, we required every unit to undergo a thorough analysis of its current budget and to realign priorities and redirect current resources where possible to meet its needs. Some examples that resulted from this exercise are the following:

- Restructured the UWG Advanced Academy to take into account the new Move on When Ready initiative;
- Reviewed and revised deployment of our Information Technology department into its own standalone division under a new Vice President position while at the same time reducing the FTE by 2.5;
- Restructured the Graduate Admissions office;
- Reformatted the International Programs office;
- Created an Office of Community Engagement;
- Added Government Relations' staff;
- Created the Center for Sustainability; and
- Funded a Director of the Carrollton/Carroll County Education Collaborative.

These and other efforts were accomplished with redirected internal current year budgeted funds and cultivated philanthropic funds.

5) If your institution experienced a decline in enrollment, how will your institution address the loss in funding? Be specific. Your actions should specify reductions in force (RIF) plans, if needed. *Please use the attached Excel template to provide a list of actions with the corresponding savings (tab labeled Reduction Actions).*

Your institution is not required to respond to this question.

6) What are your recommendations for salary/merit increases in FY 2017? Has the institution witnessed improvements in retention following the merit increases and equity adjustments from the last two years?

The University of West Georgia recognizes the value of our faculty and staff each day along with the great impact salary levels can have on engagement and retention. Over the past two fiscal years, we have applied a total of \$3.99 million towards the efforts of equity, merit, and retention. Of the total funds applied, \$3.2 million were funds from existing institutional resources.

We are now seeing a positive return on our investment through reduced turnover and upticks in campus engagement. The average turnover rate for fiscal year 2015 decreased by 2.29%, bringing our rate to 10.16% campus wide. In 2014, UWG commenced the effort of surveying the engagement and satisfaction of our faculty and staff. UWG's number one area of opportunity was pay with a score of 2.6 out of 5. After our first investment of \$1.75 million, the 2015 score reflected a positive shift with a score of 2.65.

In working with our survey partners, we did not anticipate a positive shift as survey research states that ratings tend to go down once the knowledge base and awareness of issues increase.

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The fact that we saw an increase is a testament to the commitment of campus leadership and the confidence of faculty and staff which was also affirmed in the 2015 survey with a positive shift in ratings for directly correlated questions.

UWG began the efforts of investing in compensation in 2008 with the first formal staff salary study. We are now in our third iteration and have sought out Sibson Consulting for FY 2016 to review our staff efforts by developing a compensation philosophy for our campus, updating the market pricing for our current pay scale and then assisting us with an implementation plan to address areas of concern beginning July 2017. In addition to the review by Sibson, we are committed to updating the faculty analysis which is also in its third iteration. Our faculty efforts began in 2011 with a formal external consultant review and has been since updated to better reflect the competitive nature and successes of our faculty. This year's update will focus on updating our CUPA CIP code structure comparisons allowing our faculty comparisons to reach 87% of our goal of reaching the CUPA median for faculty salaries.

As UWG strives to meet our commitment to remain competitive and value our faculty and staff, we are dedicated to continuing our efforts in FY 2017. Based on the results of our research endeavors, a portion of existing institutional funds and growth dollars will be focused on the efforts of equity and retention. We implore the Board of Regents and the legislative leadership to support our initiatives by committing to 3% of new University System of Georgia payroll funding for merit increases that will allow our faculty and staff to be rewarded by way of the performance evaluation process. Our combined efforts will improve the lives of faculty and staff and, with equal importance, will improve the experiences of our students.

Part III: Auxiliary Enterprises

- 7) Discuss the financial health of each auxiliary enterprise (except Athletics). Are any major changes to service offerings being contemplated, such as outsourcing that will affect the finances of the auxiliary portfolio? Have any auxiliary funds operated in deficit for multiple years, and if so how will this trend be reversed? **Please use the attached Excel template to provide Auxiliary Reserves (tab labeled Reserve Balances). The completed chart should be included below as a picture.**

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Complete Section I for All Auxiliary Enterprises including PPV activity.

| Section I: Information for Auxiliary Enterprises - For The Period Ended June 30, 2015 | | | | | | | |
|---|-------|-----------------|---|---------------|--------------------|-------------------------|-------------------------------|
| Auxiliary Enterprise | Fund | Reserve Balance | Reserve Balance (excluding depreciation) | Total Revenue | Total Expenditures | Transfers - In (Out) | R&R Balance Held with Trustee |
| Housing | 12210 | \$ (1,302,874) | \$ 28,209,047 | \$ 17,507,716 | \$ 19,278,550 | \$ - | \$ 3,201,444 |
| Food Service | 12220 | \$ 7,373,786 | \$ 14,499,384 | \$ 8,671,225 | \$ 9,410,030 | \$ - | \$ 60,900 |
| Bookstore | 12230 | \$ 2,731,368 | \$ 3,564,360 | \$ 3,798,441 | \$ 3,975,939 | \$ - | \$ 85,396 |
| Health Services | 12240 | \$ 1,549,385 | \$ 2,087,113 | \$ 2,214,185 | \$ 2,178,819 | \$ - | \$ - |
| Parking/Transportation | 12250 | \$ 2,807,599 | \$ 5,561,808 | \$ 1,353,605 | \$ 1,849,433 | \$ - | \$ - |
| Auxiliary Other | 12270 | \$ 4,298,923 | \$ 4,584,037 | \$ 380,378 | \$ 1,046,705 | \$ - | \$ - |
| Campus Center | 13000 | \$ (4,139,876) | \$ 3,415,882 | \$ 2,296,613 | \$ 2,451,194 | \$ - | \$ 610,263 |
| Other Student Activities | 13000 | \$ 829,599 | \$ 886,076 | \$ 1,582,879 | \$ 1,603,154 | \$ - | \$ - |
| | | | | | | | |

Bookstore:

In FY 2012 the University of West Georgia Bookstore moved from a leased 8,000sqft building to a new, bond financed, 20,318 sq. ft. building. In FY 2012 the Bookstore incurred a partial bond payment for the new building. FY 2013 was the first year with the full bond payment amount. Based on the financial results of FY 2013 and recognizing fundamental changes in the textbook industry, significant changes were made to the operation of the Bookstore to improve the financial viability of the operation.

| | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|--------------------|-----------------|-------------------|-----------------|-------------|
| Revenue | \$ 4,350,243.32 | \$ 4,214,906.86 | \$ 4,102,849.11 | \$3,798,468 |
| Profit/Loss | \$ (141,837.15) | \$ (1,012,253.66) | \$ (238,880.75) | \$(30,791) |

The Bookstore management structure was changed with an emphasis on controlling labor expenses through the use of student employees and restructuring fulltime staff responsibilities. Operational adjustments included a redesign of the Bookstore pricing model, changes in the spirit wear purchasing to emphasize value and supporting the local community, and working directly with faculty and textbook wholesalers to acquire more used books and a higher percentage of rentable titles. These changes were coupled with a comprehensive marketing and communications plan targeting returning students, incoming freshmen, and the campus community.

The result of these changes is a performance improvement of \$981,462 over a two year period. At this time no major changes to service offerings are planned. The Bookstore operation is expected to continue to improve on the bottom line for FY 2016 and moving forward.

Food Service:

The Food Service program is fiscally strong. Meal plan sales continue to grow year over year. In FY 2014 Food Services opened the bond financed East Commons dining hall to supplement the residential dining program. This building is shared with the Housing department offices. This resulted in revenue growth of \$1.3 million dollars. In FY 2014 Food services incurred partial payment for the first year of the bond, with full annual payments beginning in FY 2015. For FY 2016 a fee increase of 1.9% has been approved to offset the increase in food prices

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based on the consumer price index for the Atlanta area. Although the current model is financially healthy, the University believes that it can run a better program that is more cost effective and a greater value for students as a self-operated program, supporting the University's mission toward improved retention, progression and graduation rates with a vibrant and engaging dining experience. The Food Service program will move to a self-operated model beginning FY 2017.

Parking & Transportation:

Parking and Transportation operated without a fee increase for 5 years, utilizing existing reserves to cover operating expenses. In addition Parking & Transportation implemented 24 hour bus service in FY 2014 to accommodate students utilizing East Commons Dining Hall and the Athletic Complex parking facilities. Parking lot construction and purchase of information management software contributed to deficit in FY 2012 and FY 2013. A fee increase was approved for FY 2016 in the amount of \$15.00 per student. This fee increase will result in the operation covering expenses and contributing to reserves for FY 2016 and moving forward in anticipation of replacements needed for the transportation fleet.

Vending:

The campus vending operation includes Laundry, Snack, Beverage, ATMs, and Copy/Print. The financial model for vending changed significantly in FY13 with the award of the beverage contract to Coca-Cola. As part of that agreement vending now provides \$60,000 in athletic scholarships to students each fiscal year. Currently Snack, Beverage, Laundry, and ATM services are contracted out and Copy/Print services are self-operated. No major changes to service offerings are planned at this time.

Summer Conferences:

The mission of the Summer Conference program at the University of West Georgia is to maximize use of facilities such as residence halls, dining facilities, and athletic fields that would otherwise be vacant during the summer months. It is also an opportunity to showcase the exceptional campus facilities to local and regional high school students.

The program continues to retain a high percentage of returning conferences each year and control operational expenses while limiting cost increases to our clients. Summer Conferences has remained a fiscally viable operation and maintains reserves to support improvements and future investments in the operation. Director's Office Allocation increase in FY 2015 resulted in lower contribution to the reserves than prior years. No major changes to service offerings are planned at this time.

Health Services:

All costs associated with the operation of Health Services are absorbed within the Health Services budget. Health Services uses only in-house services to provide complete medical services to our student population. Besides the medical care itself, pharmacy, health education, and patient advocate services are also provided in-house. The health fee covers services provided in the infirmary only; outside services are billed to their private insurance. Total costs to provide these services have increased, but no fee increase has been approved since FY 2012.

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Campus Center:

The Campus Center is a fee funded operation. The current Campus Center is a renovation of an existing 32,000 square feet facility with an 85,000 square feet addition that functions as a combined Campus Event Center, Student Union and recreation facility to allow students to recreate, meet, socialize and connect to the UWG campus. The bond was refinanced in FY 2015 which will result in lower annual payments and additional funds available for campus center operations and equipment repair/replacement. However, current changes in MOWR and dramatic increases in fully online students have impacted the revenue generated by the Campus Center fee.

Student Activities:

The Student Activity fee is not an “auxiliary” in the traditional understanding of that term, in that it is not a department or office. Rather, the fee typically funds 50-60 diverse organizations and activities throughout the campus. The budget is set each year by the Student Activity Fee Budget Allocation (SAFBA) Committee. Each year, the SAFBA Committee recommends the fee for the subsequent year, trying to balance the need for additional funding with the need to keep student cost-of-attendance low. As a result the Student Activity Fee has not been increased since at least FY10. The program had built substantial reserves through conservative budgeting and now utilizes those funds to support student strategic initiatives and promote a vibrant campus life without increasing costs to the student body. The current goal is to maintain a reserve balance of \$200,000. At that point the fee structure will be reassessed for potential increases to maintain that balance moving forward.

Housing:

In FY 2012 Housing & Residence Life operated 7 state owned residence halls and 3 bond financed facilities. In FY 2015 HRL operated 3 state owned buildings and 6 bond financed facilities in addition to their portion of the East Commons building. These enhancements to the campus community and student life have contributed to our ability to recruit and retain students, helping with our overall enrollment growth at the University. The full bond payments for Oaks and Bowdon residence halls and East Commons were incurred in FY 2015. Moving forward Housing & Residence Life will control expenses and maximize residence hall occupancy to continue to cover operational costs and contribute to their reserve balances for future needs.

- 8) Provide an update on the status of Public Private Ventures (PPVs) at your institution. Have the underlying assumptions been achieved (i.e. enrollment, occupancy, etc.) If not, discuss how shortfalls will be addressed. **Please use the attached Excel template to provide PPV Reserves (tab labeled Reserve Balances). The completed chart should be included below as a picture.**

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| Section II: Information PPVs By Project - For The Period Ended June 30, 2015 | | | | | | | | |
|--|-------|-----------------|--|---------------|--------------------|-----------|-------------------------------|--|
| PPV Project | Fund | Reserve Balance | Reserve Balance (excluding depreciation) | Total Revenue | Total Expenditures | Transfers | R&R Balance Held with Trustee | How would you rate PPV performance - Good, Fair, Poor? |
| Housing - Greek Village | 12210 | \$ (595,407) | \$ 2,885,194 | \$ 1,788,268 | \$ 2,259,982 | \$ - | \$ 196,716 | Fair |
| Housing - University Suites | 12210 | \$ 1,792,250 | \$ 8,000,230 | \$ 3,268,472 | \$ 2,331,723 | \$ - | \$ 1,224,992 | Good |
| Housing - Arbor View | 12210 | \$ (2,282,246) | \$ 5,180,376 | \$ 3,384,013 | \$ 3,319,787 | \$ - | \$ 1,179,386 | Fair |
| Housing - Roberts Field | 12210 | \$ 770,211 | \$ 3,194,668 | \$ 3,441,352 | \$ 3,185,607 | \$ - | \$ 322,992 | Good |
| Parking Lost | 12250 | \$ (85,302) | \$ 1,037,815 | \$ 296,554 | \$ 460,166 | \$ - | \$ - | Good |
| Athletic Complex - Stadium/AOE | 12280 | \$ (2,184,277) | \$ 1,764,065 | \$ 1,843,860 | \$ 2,746,909 | \$ - | \$ 204,654 | Fair |
| Campus Center | 13000 | \$ (4,139,876) | \$ 3,415,882 | \$ 2,296,613 | \$ 2,451,194 | \$ - | \$ 610,263 | Fair |
| Bookstore | 12230 | \$ 56,957 | \$ 824,680 | \$ 469,510 | \$ 523,228 | \$ - | \$ 85,396 | Fair |
| Housing - East Village | 12210 | \$ 589,303 | \$ 2,533,135 | \$ 4,064,011 | \$ 4,026,612 | \$ - | \$ 277,358 | Good |
| Dining Hall - East Village | 12220 | \$ (1,014,503) | \$ (258,930) | \$ 959,784 | \$ 1,337,146 | \$ - | \$ 60,900 | Good |

The University of West Georgia has 8 LLCs comprised of 9 PPV projects. Fall enrollment has increased during each of the past four fiscal years. FY2012 = 11,646; FY 2013 = 11,769; FY 2014 = 11,929 and FY 2015 = 12,206. Enrollment for Fall 2015 equals 12,834.

University Suites:

The University Suites is a cluster of three residence halls, established in 2004, providing 612 beds with single and double rooms along with a common community center and study room. Occupancy rates for FY 2014 and FY 2015 were 91.7% and 88.7%, respectfully. The occupancy rate for Fall 2015 was 95.3%. Actual net cash flows for FY 2015 exceeded the pro-forma projections resulting in net cash flow of \$845,449. The unrestricted, reserve balance on June 30, 2015 was \$2,816,654.

Arbor View Apartments:

Arbor View Apartments is a cluster of three buildings, established in 2006, providing 602 beds. Each unit is fully furnished along with a common laundry room, aerobics room and multi-purpose meeting rooms. Occupancy rates for FY 2014 and FY 2015 were 94.3% and 92.5%, respectfully. The occupancy rate for Fall 2015 was 96.5%. The unrestricted reserve balance on June 30, 2015 was \$338,854. For FY2015 the project generated a net cash flow of \$189,642.

Campus Center:

The current Campus Center is a renovation of an existing 32,000 square feet facility with an 85,000 square feet addition that functions as a combined Student Union and recreation facility to allow students to recreate, meet, socialize and connect to the UWG campus. Original annual cash flow projections were estimated between \$4,000 and \$10,000. During FY 2012 and FY 2013, actual net cash flows exceeded pro-forma projections with net cash flows of \$58,319 and \$174,147 respectfully. For FY 2014, an equity contribution of \$135,000 was required to bring the cash flow to the pro-forma projection. A portion of the debt was refinanced on August 2, 2012 with anticipated savings of \$ 1,373,789 over the remaining 19 year life of the bond issue. The unrestricted, reserve balance on June 30, 2015 was \$304,538. For FY 2015 the project generated a net cash flow of \$4,166. The remaining original bonds were refinanced on December 18, 2014 with all the savings used to reduce the rent.

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Greek Village:

Greek Village is a residential complex of 16 two-story houses offering 262 beds in addition to a community building and staff residence building. This PPV project was known to have financial challenges from the beginning for the first few years. The initial pro forma included a prescribed equity contribution of \$88,000. For the first two years it was expected to generate a very modest cash surplus of \$5,322. However, in order to achieve that result, an equity contribution of \$343,219 from other housing operations was necessary. The equity contribution for FY 2015 was \$2,000 as prescribed by pro-forma. This program has been strengthened by improving billing procedures. Occupancy rates for FY 2014 and FY 2015 were 96.5% and 94.8%, respectfully. The occupancy rate for fall semester 2015 was 94.7%. Based on these changes we believe the pro-forma goals will be achieved in the future beginning with FY 2016.

Athletic Complex/Athletic Office Building:

The Athletic Complex consists of a 10,000 seat football stadium; two football practice fields; a women's softball field and field house; two soccer fields; associated parking lots; and a 40,000 square feet Athletic Office Building completed under a separate bond issue creating the ninth PPV project. This project was projected to produce a cumulative cash surplus from its inception in FY2 009 through FY 2013 of \$5,710. During this period it generated a cash surplus of \$280,905. A second series of bonds (\$3,780,000) was sold in April 2012 to complete the Athletic Office Building. Revenues to pay off the bonds come from a dedicated facility fee and the combined annual surplus generated by all auxiliary units. The anticipated enrollment growth has been achieved, but much of the growth has occurred with students taking all their courses electronically which exempts them from paying this fee. The original Pro-Forma approved by the USG staff, indicated support from the university's E&G resources to fund the facility operations and maintenance. This concept came under question by the USG Internal Audit group and this support has been removed and the fee was increased by \$12 per semester to cover these costs. The 2008 bonds were refinanced on December 18, 2014 with all the savings used to reduce the rent. The unrestricted, reserve balance on June 30, 2015 was \$ 321,748.

Bookstore:

The UWG Bookstore is a 23,000 square feet bookstore and retail center that is meeting all expectations. The total borrowed for this facility was \$5,640,416 with an annual debt service of approximately \$400,000 to be paid from Bookstore surpluses. Annual sales for FY 2015 were down 7.4% as compared to FY 2014. The total unrestricted, reserve balance on June 30, 2015 was \$2,731,368.

Center Pointe (Roberts Field):

Center Pointe is a 610 bed residence hall completed in August 2012. Included are single and double rooms with private and semi-private bedrooms, oversized wardrobes and movable furniture. This project has exceeded its pro-forma based on cumulative cash flow expectations by approximately \$1,541,260 for FY15. Occupancy rates for FY 2014 and FY 2015 were 98.0% and 96.2%, respectfully. The occupancy rate for fall semester 2015 was 97.8%. Pro-forma projections were exceeded during FY 2015, based on actual cash flow expectations, by \$412,225. The unrestricted, reserve balance on June 30, 2015 was \$3,296,598.

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East Village:

The East Village Project, completed Fall 2013, consists of a new resident hall, *The Oaks*, with 473 beds, renovation of *Bowdon Hall* with 285 beds, and the construction of a two story building inclusive of a new dining hall, *East Commons*, and administrative offices for housing and residence life staff. The *Oaks* features single and double rooms with private and semi-private bathrooms, oversized wardrobes and movable furniture, patios, a TV lounge, large student rooms and an event and teaching space with catering kitchen. The aggregate occupancy rate for FY 2015 was 95%. The aggregate occupancy rate for Fall 2015 was 98.5%. For the first two years of operations, actual housing revenue exceeded pro-forma projections, yielding a net unrestricted, fund balance of \$2,192,143. This trend is expected to continue for FY 2016 and beyond. The East Commons dining facility had a net unrestricted, fund balance of \$80,803 after the first two years of operations.

9) Provide an update on the financial health of the athletics program at your institution. Specifically, provide the revenue generated and the total spend by fund source for the past three years. What percent of revenue comes from student fees and what percent comes from private donations? Report on any shortfalls. What actions are being contemplated or taken at your institution to address any shortfalls or prevent them from happening? What are the biggest challenges in athletics? Be specific.

Athletics Program

| | | | | Budget |
|---------------------------------|--------------------|--------------------|--------------------|--------------------|
| | | | | FY 2016 |
| | FY 2013 | FY 2014 | FY 2015 | |
| Revenue | | | | |
| Fund 10500 | \$436,399 | \$496,840 | \$557,261 | \$277,449 |
| Fund 12280 | 3,821,936 | 4,032,826 | 4,108,418 | 4,419,640 |
| Subtotal | \$4,258,335 | \$4,529,666 | \$4,665,679 | \$4,697,089 |
| Athletic Reserves in Foundation | 45,462 | 91,380 | 560,602 | 858,250 |
| Total | \$4,303,797 | \$4,621,046 | \$5,226,281 | \$5,555,339 |
| % Student Fees | 81.4% | 74.8% | 67.1% | 75.1% |
| % Private Donations | 7.5% | 5.7% | 13.2% | 17.5% |
| Expenditures | | | | |
| Fund 10500 | \$436,399 | \$496,840 | \$557,261 | \$277,449 |
| Fund 12280 | 3,786,270 | 4,097,826 | 4,437,540 | 4,419,640 |
| Total | \$4,222,669 | \$4,594,666 | \$4,994,801 | \$4,697,089 |
| Available Balance | \$81,128 | \$26,380 | \$231,480 | \$858,250 |
| Reserve Balance Used | \$0 | \$221,782 | \$245,255 | \$0 |

Note: FY13, 14, &15 based on AFR data and includes noncash items of depreciation and/or RR reserves.
Fund 12280 data includes amounts transferred from the foundation.

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Funding Shortfalls

The information provided in the chart above ties to the university's Annual Financial Report thus includes costs that are not recorded in the daily operations of the Athletics program (e.g. depreciation, replacement reserves, etc.). To show the additional funding available, the reserves held by the foundation are displayed.

In FY 2015, the University experienced a significant increase in the number of students enrolled in eCore and 100% online classes between fall and spring semesters. These students do not pay the Athletic fee thus the anticipated revenues were not realized. This enrollment pattern change was not anticipated and occurred too late in the year to reduce scholarship expenses or travel plans. Actions taken to adjust to the shortfalls were:

- Used reserve funding to fill in the shortfall in FY 2015
- Reviewed spending to incorporate cost-effective strategies
 - Implemented tighter controls on scholarship amounts
 - Added more scrutiny to supply and travel expenditures
 - Analyzed staffing levels (coaches, students, temporary labor) to streamline spending
- Assessed same fee structure to students attending classes outside of Carrollton in FY 2016
- Implemented \$25 fee increase for FY 2016
- Building athletic quasi-endowment fund of \$1.5 million to support scholarships and programs for student athletes.

Effective July 1, 2015 the divisional oversight and reporting for Athletics was moved from the University Advancement division to the Division of Business and Finance to ensure continued financial accountability for this important auxiliary enterprise. The Athletics Director reports directly to the Vice President of Business and Finance.

Challenges

In the past couple of years, UWG Athletics teams have increased performance and recognition on the national, regional, and conference levels. With a number of our teams competing in the NCAA Championships--and most notably, our Football team appearing in the national semi-final contest last year--the UWG brand has been exposed at an unprecedented level. In the classroom, our athletes are thriving and graduating. We are providing more opportunities for young graduates to enhance their educations by offering more graduate assistant positions--allowing them to gain hands-on experience that will help them land their first job. We have 13 varsity teams, two of which have been added in the past five years. As our department has grown, we've been able to add full-time positions, improve our facilities and workspaces, enhance our technology, and add scholarship funding for student-athletes. Of course, along with this growth, come challenges.

- Growth in online programs and MOWR enrollments
- Providing adequate # of scholarships that are allowed per NCAA guidelines.
- Enrollment projection vs. actual # of "hits" to the student athletic fee.
- Several of unknowns for coaches and their specific programs; not being able to give them an actual \$ figure for their budget due to not knowing enrollment.

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- Schedules/Home vs. Away games are created at least 1 year in advance, so not knowing their budget, hard to predict how much is needed for travel/officials etc.
- Recruitment of prospective student-athletes (PSAs) and scholarship offers are being made 1-2 years in advance of the PSA actually enrolling at the institution, hence not knowing your budget, can affect the scholarship offers being made and what the program can afford.
- Additional members to the GSC conference could affect travel significantly.
- Travel guidelines are cumbersome for athletic activities due to the inconsistency of rules applied to the different constituencies required to travel for games.

Part IV: Facility Needs

10) Discuss the facility needs of your institution, including leased facilities and construction projects that will require review and approval per Board of Regent policies. **Please use the attached Excel template to provide the estimated lease or Project cost associated with each priority (tab labeled Facilities).**

1. **Biology Building Renovation (Construction)** (\$22.975M) [CIP 16.3] - UWG continues to face mounting deferred maintenance costs in the Biology Building. A 2012 Facility Condition Assessment by ISES identified \$16,081,935 in deferred MRR costs, with a Facility Condition Needs Index (FCNI) of 0.43. \$10 million of these systems and components should be addressed prior to year 5 (2016). A 2007 Facility Program, Building Evaluation, and Pre-Design Study by Kent Brown and Associates proposed a two phase approach to addressing the needs in Biology. Phase 1 consists of a renovation project focused on mitigating deferred maintenance and updating/modernizing this legacy learning environment. The scope of this project would address not only improvement of formal and informal learning spaces and labs, but would correct known deficiencies in accessibility, safety, building code, and energy efficiency. UWG is requesting FY 2017 funding for the Construction phase of this project (\$18.975 M).
2. **IT Fiber backbone (Design & Construction)** (\$4.5M) [CIP 16.2] - This project will provide fiber infrastructure needed for disaster recovery and business continuity to critical IT systems that currently doesn't exist within UWG's fiber network. Multiple mission-critical online systems are fully reliant on the uninterrupted operation of this system. Being a star pattern system with very limited spare fiber tubes, disruption of service will result in costly repairs and interruption of critical services including: eCore connectivity (service in excess of 3,600 enrolled students each semester); building management systems; security system; ERP systems; ADP; telecommunications; and general administrative, academic, and student internet connectivity. A study conducted in partnership with EDI identified the probable total project costs at \$3.4M. UWG is requesting funding for design and construction (\$4.5M). This represents a significant increase over UWG's FY 2016 request due to rapidly increasing construction costs and rapidly developing technology that will result in scope increases.

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3. **Newnan Hospital Shell Build Out Phase 1** (4,332 SF) (\$1.4M) to support our growth goals to 1,000 students next year (\$1.4M) – The need for an increased presence in Newnan was identified in the Newnan Hospital Redevelopment Plan, but was deferred early in the planning process due to funding limits. Sufficient shell space is included in the completed project to fit-out and furnish up to 13,000 GSF of office and operations space for this growing USG program. It is anticipated that proceeds from the sale of the Shenandoah Center will offset the majority of the Phase 1 cost.
4. **Waring Archeology Lab new curation facility** (\$750K) - The Waring Archeology Laboratory is the State's primary curation facility for archeological collections and is responsible for protecting Georgia's heritage. The facility is currently utilized at 90% capacity leaving no room for receiving and cataloging new artifacts with very little to no research teaching space. Furthermore, the Waring Lab was built in 1992. It is a prefabricated metal building, with very poor insulation, heat transfer coefficients and a very loose envelope. This makes controlling the environment, peats and other aspects very difficult. Due to this and other factors, the current facility is not optimal to meet federal curation standards. A new addition to the facility is recommended to better care for these very important artifacts. The cost anticipated for this project are estimated at \$750K.
5. **ADA bathroom enhancements Phase 1** (\$1M) - for Bonner, Cobb, Mandeville, Parker, Melson, Miller, Library, Aycok Halls - This priority supports Strategic Imperative #4/ Goal B - Create a built environment that is sustainable and relevant to the educational and personal needs of students.
6. **Biology Building Renovation (FFE)** (\$22.0M) [CIP 16.3] - UWG continues to face mounting deferred maintenance costs in the Biology Building. A 2012 Facility Condition Assessment by ISES identified \$16,081,935 in deferred MRR costs, with a Facility Condition Needs Index (FCNI) of 0.43. \$10 million of these systems and components should be addressed prior to year 5 (2016). A 2007 Facility Program, Building Evaluation, and Pre-Design Study by Kent Brown and Associates proposed a two phase approach to addressing the needs in Biology. Phase 1 consists of a renovation project focused on mitigating deferred maintenance and updating/modernizing this legacy learning environment. The scope of this project would address not only improvement of formal and informal learning spaces and labs, but would correct known deficiencies in accessibility, safety, building code, and energy efficiency. UWG is requesting FY 2018 funding for the FF&E phase of this project (\$2.1M).
7. **Replace Elevator, Humanities** (Design & Construction) (\$375K) - As the 2012 FCA will indicate, this 45 year old elevator is in poor shape. Elevator repairs are required almost on a monthly basis, and its reliability has been greatly reduced. The old cabin and machine have been well maintained, but both have reached it end of life cycle. Failure to provide could result in safety issues and potential loss of life or property. If elevator is out of commission, building's top floors are not ADA accessible.
8. **Watson Hall Replacement/Renovation (Design)** (\$16.2M) [CIP 18.1] - Watson Hall is an existing residential facility located in the heart of University of West Georgia (UWG) campus fronting Maple Street. In accordance with UWG's Master Plan of

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2010, it has been identified as a site for future academic and administrative use. In order to provide the Richards College of Business with a comprehensive site where all faculty staff and students can be under one building, Watson was selected as a premier site. According to a feasibility study performed by Sizemore group in 2014, the associated cost is estimated at \$16.2M. UWG is requesting FY 2017 funding for the design phase of this project (\$1.4 Million)

9. **Cobb Hall Renovation and Expansion** (\$7.3M) - Cobb Hall is an office and classroom building at the University of West Georgia in Carrollton, Georgia. Located on Front Campus Drive, this masonry and concrete structure contains offices, classrooms, and associated support facilities. Built in 1964, this teaching and administrative building comprises 25,931 gross square feet and is currently home to Foreign Languages and Information Technology Services. The systems in the building have, thanks to a good maintenance program, given many years of service above their predicted life expectancy but they are becoming unreliable, inefficient in operation, not cost effective to maintain, and do not meet the needs of the current building needs and demands. A 2012 FCA conducted by ISES, assigned a Facilities Condition Needs Index (FCNI) of 0.31. The need becomes evident when the spaces in the building are compared to BOR guidelines. Almost all offices are in excess of 150 sf. This is due to ad hoc renovation and space occupation. All current offices were, at the time they were built, double occupancy student dormitories. The cost anticipated for this project is estimated at \$5.8M (\$225/sf) plus \$1.5 million for a data center addition to provide additional data center capacity and system redundancy to mitigate enterprise risk.
10. **Replace UCC HVAC System** (Design & Construction) (\$3.5M) - 40/60 split (Aux/RI) The boiler, air handler, and chiller systems have out lived their life cycle and require total replacement. The existing steam boiler is oversized for the building. It was recently repaired and cleaned. However, it requires \$20K in repair before the cold season begins. This is just one of many issues with this system that will have to be repaired just to keep the system running over the next season. The chiller is a mixture of 3 different manufacturers due to parts not being available for the original manufacturer. The building will require a new mechanical room to be built on the exterior of the building so that the new systems can be installed while keeping the existing systems in operation. We are currently performing an engineering study to confirm the specific recommendations and estimate of costs.
11. **HVAC Replacement Ingram Library** (\$4.5M) [CIP 16.4] - The Library building was built in 1968. An addition was built in 1978 for total square footage of 109,155. While some modifications, component replacements, and minor improvements to the mechanical systems have taken place over their lifespan, the building's HVAC air distribution and water heating systems have remained functionally the same. The 2012 Facility Condition Analysis (FCA) indicated the need to replace these systems within 3-5 years. Good maintenance practices have extended the life of the systems, but in order for UWG to continue to provide an environment conducive to academic excellence, world-class research and operational efficiency, the systems must be replaced. The associated cost is estimated at \$4.5M based on Facility Condition Assessment data.

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12. **ADA bathroom enhancements Phase 2 (\$1M)** - for Bonner, Cobb, Mandeville, Parker, Melson, Miller, Library, Aycock Halls - This priority supports Strategic Imperative #4/ Goal B - Create a built environment that is sustainable and relevant to the educational and personal needs of students.
13. **Relocation of Baseball Field (\$5.0M)** - The relocation of Cole Field (baseball) to the Athletic Complex is consistent with the University's Master Plan. This project will place the baseball program in better proximity to parking, traffic, support resources, and will enable the University to recapture this valuable real estate for continued master plan development. It will also provide the university with more opportunities to develop strategic partnerships with local governments and the Carrollton community.
14. **Watson Hall Replacement/Renovation (Construction & FFE) (\$16.2M) [CIP 18.1]** - Watson Hall is an existing residential facility located in the heart of University of West Georgia (UWG) campus, fronting Maple Street. In accordance with UWG's Master Plan of 2010, it has been identified as a site for future academic and administrative use. In order to provide the Richards College of Business with a comprehensive site where all faculty staff and students can be under one building, Watson was selected as a premier site. According to a feasibility study performed by Sizemore group in 2014, the associated cost is estimated at \$16.2M. UWG is requesting FY 2019 funding for the construction and FFE phases of this project (\$9.8 Million GO Funding plus \$5 million in private funding).
15. **Electrical Renovation, Education Center (\$2.0M) [CIP 17.1]** - These systems have, thanks to a good maintenance program, given many years of service beyond their predicted life expectancy but they no longer meet the space needs, are inefficient in operation, not cost effective to maintain, and in some instances do not meet current electrical code. While compliant with the standards of the time when constructed, these systems do not comply with today's accepted NEC standards or UL listing for safety, nor the existing Energy Efficiency Code. The 2012 FCA conducted by ISES recommended full electrical system replacement within 3-5 years from the study. In order for UWG to become the best comprehensive university in America, the systems must be brought up to 2015 standards. The associated cost is estimated at \$2.0M.
16. **Electrical Renovation, Pafford Building (\$1.2M) [CIP 17.5]** - These systems have, thanks to a good maintenance program, given many years of service above and beyond their predicted life expectancy but they no longer meet the space needs, are inefficient in operation, not cost effective to maintain, and in some instances do not meet current electrical code. While compliant with the standards of the time when constructed, these systems do not comply with today's accepted NEC standards or UL listing for safety, nor the existing Energy Efficiency Code. The 2012 FCA conducted by ISES recommended full electrical system replacement within 3-5 years from the study. In order for UWG to become the best comprehensive university in America, the systems must be brought up to 2015 standards. The associated cost is estimated at \$1.2M.
17. **Humanities HVAC Renovation (\$3.5M) [CIP 17.2]**- These systems have, thanks to a good maintenance program, given many years of service above and beyond their predicted life expectancy but they are becoming unreliable, inefficient in operation, not cost effective to maintain, and do not meet the needs of the current building demands.

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While compliant with the standards of the time when constructed, these systems do not comply with today's accepted ASHRAE standards for ventilation requirements, mechanical room design, energy efficiency, sustainability, and control, nor do they meet the current State construction and life safety code requirements.

18. **Boyd Building MEP Renovation** (\$2.3M) [CIP 18.3] - These systems have, thanks to a good maintenance program, given many years of service above and beyond their predicted life expectancy but they no longer meet the space needs, are inefficient in operation, not cost effective to maintain, and in some instances do not meet current electrical code. While compliant with the standards of the time when constructed, these systems do not comply with today's accepted NEC standards or UL listing for safety, nor the existing Energy Efficiency Code.
19. **Newnan Hospital Shell Build Out Phase 2** (8,500 SF) (\$3.0M) to accommodate our growth goals to 3,000 students in next 3 years – The need for an increased presence in Newnan was identified in the Newnan Hospital Redevelopment Plan, but was deferred early in the planning process due to funding limits. Sufficient shell space will be remaining to fit-out and furnish up to 8,500 additional GSF of office and operations space for this growing USG program.
20. **Miller Hall Expansion and Renovation** (\$1.3M) - The Richards College of Business currently occupies Miller Hall. The original building and annex were built in 1958 and 1985 respectively. This facility is located on the east side of campus off West Georgia Drive. This two-story reinforced concrete, steel, and masonry structure primarily contains offices and classrooms / labs for such university departments as Economics, Marketing and Real Estate. It also houses a first floor auditorium and office space for undergraduate programs. One major issue in the building is the void space in what is now a mechanical pad south of Corridor 230. The space represents a much needed opportunity for expansion. The college presently needs a large auditorium-like space with space for 100-120 students. This space can later be repurposed to be utilized as TV studios when the College of Business moves and College of Social Sciences and Department of Mass Communication moves in. The cost anticipated for this project is estimated at \$1.3 million for 5000 GSF of new construction plus \$3.5 million for light renovation of the remainder of the facility.
21. **HVAC systems replacement, Pafford** (\$1.3M) [CIP 18.6] - These systems have, thanks to a good maintenance program, given many years of service above and beyond their predicted life expectancy but they are becoming unreliable, inefficient in operation, not cost effective to maintain, and do not meet the needs of the current building needs and demands. While compliant with the standards when constructed, these systems do not comply with today's accepted ASHRAE standards for ventilation requirements, mechanical room design, energy efficiency, sustainability, and control, nor do they meet the current State construction and life safety code requirements.
22. **Electrical systems replacement, Humanities** (\$1.5M) [CIP 19.2] - This project would allocate \$1.5M to renovate and replace electrical systems in the Humanities Building. The Humanities Building was built in 1970 and added to complete the 'Academic Quad'. The building comprises 77,328 sq. ft. of total space. Once completed this project will significantly decrease the likelihood of building electrical system failure,

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will provide an opportunity to increase capacity where needed, and will replace inefficient lighting with efficient and cost effective units. The result will be a better teaching and learning environment capable of meeting the emerging pedagogies. The associated individual costs are estimated at \$1.5M.

23. **Sanford Hall Improvements** (\$2.25M) [CIP 19.3] - This three-story masonry and concrete structure constructed in 1938 has a partial basement and second floor. It now houses the offices of the President and Provost of the university, as well as the Department for Institutional Research and Planning. This administration building comprises 10,118 gross square feet. Several ADA and code compliance issues have been identified, including main entrance access, bathroom's ADA compliance, and building evacuation routes. The associated individual costs are estimated at \$2.25M.
24. **New Academic Building** - Space utilization studies conducted over the past three years indicate that classroom and faculty office space in the three liberal arts colleges (CAH, CSS, and CSM) are reaching maximum capacity, and in some cases exceed capacity and threaten continued enrollment growth. If current efforts to recruit and retain quality students and faculty continue as projected, then a critical need for additional classroom, lab, and faculty office space will emerge during the next 3-5 years. Needs assessments are underway to determine specific program needs. This request would lead to delivery of needed space for Fall 2020.

Part V: Academics

11) Discuss new academic programs under consideration for startup in FY 2017. How do the proposed programs line up with the goals of industry, the System, the region and the State? How were the needs for the programs and the program budgets determined?

B.S. with a major in Health Sciences Medical Systems

The goal of the BS in Health Sciences Medical Systems is to prepare students for a wide range of medically related occupations and services. This program has the potential to address the needs of the workforce in Georgia, which include medical and health service managers and social and community service managers

(<http://explorer.dol.state.ga.us/gsipub/index.asp?docid=356>).

This proposed program is in response to preliminary data collected from two major sources: Interviews with external stakeholders and online surveys of qualified pre-nursing students not admitted to the professional program. Feedback from clinical healthcare partners and business/corporate stakeholders suggest the need for knowledge and skills in the areas of healthcare management/informatics, as well as an understanding of mental/behavioral and alternative health modalities. The B.S. in Health Sciences Medical Systems offers concentrations that address these areas.

Pre-nursing students consistently express desire for health/medical related options to pursue at UWG when not admitted to nursing. This degree program is anticipated to be a viable and

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attractive option for denied but qualified pre-nursing students. A strategic grouping and refinement of current course offerings as well as development of a selected number of new courses allow the program to be offered with current resources at this time.

B.B.A. with a major in Health Care Informatics

The goal of the BBA in Health Care Informatics is to prepare students for this high demand field. This program has the potential to address the needs of the workforce in Georgia, where employment is expected to increase by more than 120,000 by 2020 (<https://explorer.dol.state.ga.us/mis/current/gaworkforcecurrent.pdf>) and in the nation, where demand for health informatics specialists is expected to grow at twice the overall rate (<http://www.healthcareitnews.com/news/health-informatics-job-market-trouble>).

At this very early stage, the data used to support the development of this program grows out of the dataset used by the Tanner Health System School of Nursing to propose their new program, the BS with a major in Health Sciences Medical Systems (see program description above). Thus, this proposed program is in response to preliminary data collected from interviews with external stakeholders and online surveys of qualified pre-nursing students not admitted to the professional program. Feedback from clinical healthcare partners and business/corporate stakeholders suggest the strong need for knowledge and skills in the areas of healthcare management/informatics.

The BBA in Health Informatics will include a foundation in business disciplines (necessary for the operation of both for-profit and non-profit organizations) and will focus on the collection, analysis, and use of data in health care systems. Some courses from this major will form the basis of a concentration for the proposed BS in Health Sciences Medical Systems (see program description above). In addition to current faculty, one newly approved faculty line will be targeted for health informatics.

B.S. with a major in Psychology

The goal of the new BS in Psychology is to replace the existing BA in Psychology. The Psychology undergraduate degree program has grown to nearly 700 undergraduate majors. Transitioning from the BA to a BS degree allows for more flexibility while still maintaining a dynamic and robust curriculum. This flexibility is expected to increase graduation rates and decrease time to degree for Psychology students. The program budget will not differ from the budget for the existing BA program, which will be deactivated when the BS is approved.

M.S. with a major in Media Theory and Research (Mass Communications)

There is a strong need for this type of program to be offered by the Department of Mass Communications at the University of West Georgia. Given that the institution resides on the outskirts of Metro Atlanta (a top-10 national media and film market and a top-30 national market for newspapers, blogs, websites and other digital media), there are a significant number of communication professionals who would benefit from a program with a focus on Media Theory and Research.

Often professionals in media, public relations or marketing possess the requisite skills to be successful in their current positions because of the training they received as undergraduates

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and interns. However, these practitioners may lack the theoretical basis to fully understand the impact of their careers on society at a macro and micro level. A graduate program that emphasizes the study of mass communications and media theories along with qualitative, quantitative, and critical/cultural research methods for advanced exploration and testing of these theories will offer practitioners a broader perspective and deeper understanding of their chosen careers.

The online program would fulfill a need within the USG by providing the only online, mass communications graduate program among its member institutions, as well as one of a select few nationwide (GradSchools.com). Additionally, the U.S. Department of Labor Occupational Projections Data for 2010-2020 indicate double-digit percentage increases in job openings nationally for several communication and related occupations; and the Georgia Department of Labor's Georgia Career Planner has designated several communication and related careers as "hot" careers, those with an "average annual job growth greater than the projected statewide average of 1.1% per year; average annual wage greater than the 2010 statewide average of \$43,200; at least 100 projected annual job openings to the year 2020." These data indicate a strong outlook for employment in communication and related fields, especially those with a research component.

12) Provide a high level summary of Complete College Georgia (CCG) related initiatives at your institution? Is there evidence of better outcomes through increased retention, improved graduation rates, etc.?

The University of West Georgia is committed to providing access to college for students in the western region of the state, as well as students from across the state of Georgia and the nation. Given the makeup of our student population and demographic trends in our region and in response to the Complete College Georgia (CCG) imperatives, the university is taking a more directed approach to helping our students with course progression and degree attainment. This commitment to progression focuses on five key priorities to help our students be successful in obtaining a degree. Those five are discussed below.

1. Intrusive Academic Advising

USG CCG Goal 4: Provide intrusive advising to keep students on track to graduate.

Three major activities supported Intrusive Academic Advising this past year. They are: (1) Advising with Targeted Tier Populations, (2) Encouragement to enroll in 15 semester credit hours, and (3) the Educational Advisory Board's Student Success Collaborative (EAB-SSC) pilot project, which was designed to precede the campus-wide implementation of the new advising platform that began in Fall 2015.

(1) Advising with Targeted Tier Populations divides students into four categories and allocates resources to best meet students' needs. 'Action' and 'New Action' students are required to meet with advisors to learn how to use advising resources effectively, review schedules for appropriateness of major and enrollment in 15 credit hours, and discuss referrals to helpful resources. 'Star' students are on track to graduate in 4 years; these students have access to all

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advising resources upon request. Most 'No Action' students are on Academic Warning or Probation and receive Academic Coaching through the Center for Academic Success. These students are encouraged to seek advising help, although scarce resources are focused more on those students who will make the best use of advising services.

(2) Professional advisors in the UWG Advising Center encouraged students to register for 15 or more credits in Spring 2015. The tactic was successful, as the percentage of students enrolled in 15+ hours increased almost 7%, from 20.3% in Fall 2014 to 27.0% in Spring 2015. Six of the seven majors served by the Advising Center experienced this increase. Additionally, professional advisors in the College of Education, Richards College of Business, and Tanner Health System School of Nursing also encouraged students to enroll in 15+ hours per term. Results over the past four years confirm a steady, incremental increase in the percentage of students taking a full schedule, with 35.2% enrolled in 15+ credit hours in Fall 2014 compared to 33.5% in Fall 2013 and 30.0% in Fall 2012. Viewed another way, the percentage of first time/full-time freshmen that earn 30+ hours during their initial Fall and Spring terms has doubled since 2012 (11.4%) to 19.5% in 2014. Because these activities have produced welcome results, similar efforts will continue in the 2015-2016 academic year with many advisors setting performance evaluation goals connected to this initiative.

(3) UWG partnered with the Education Advisory Board – Student Success Collaborative (EAB-SSC) to implement a technology-driven, intrusive advising model that is grounded in predictive analytics. In Fall 2014, the EAB-SSC technical team completed the development of an advising algorithm using 10 years of UWG student data to produce an institution-specific advising platform and predictive workbooks for each major. Faculty identified Success Markers (i.e., critical benchmarks) for each major in early January, 2015, which set the stage for the pilot project with three units in the Spring 2015 term. Training for all advisors (both professional and faculty advisors who did not participate in the pilot project) took place September 8-9, 2015, to prepare for full-scale implementation of the EAB-Student Success Collaborative model to advise for the Spring 2016 term.

2. Dual Enrollment

USG Goal 6. Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment. USG Strategy 6.1. Participate in dual enrollment or joint enrollment programs for high school students.

The University of West Georgia has made dual enrollment a priority. In Fall 2014, President Kyle Marrero convened key stakeholders from our region to discuss and commit to an ongoing partnership to improve long-term educational and economic outcomes. The partnership formalized itself as the Carrollton City and Carroll County Education Collaborative (CCEC), with membership representing the University of West Georgia, West Georgia Technical College, Chamber of Commerce, Carrollton City and Carroll County PK-12 School Systems, and Oak Mountain Academy, a local private PK-12 school. One of the CCEC's main goals is to increase dual enrollment opportunities for high school students in our region.

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Results associated with this initiative, which built on prior efforts to expand dual enrollment participation at the Carrollton campus and Newnan site have been encouraging. Dual enrollment for Fall 2015 (324 students) is up 107% over Fall 2014 (156 students). Fall 2014 enrollment was up 97% over Fall 2013 (79 students). Framed in terms of semester credit hours (SCH), dual enrolled students quadrupled the number of earned hours over the past three years (SCH for FY2013 - 583, FY2014 - 992, and FY2015 - 2224). In addition, more than half of the students who participated in dual enrollment since Fall 2013 have continued on at the University of West Georgia after high school graduation.

Lastly, UWG partnered with the USG e-Core to promote online options for high school students. eCore benefits those students whose complicated schedules do not allow them to take advantage of face-to-face college courses; it is also an attractive option for students without transportation. The number of dual enrolled students taking eCore classes increased from Fall 2013 (13 students) to Fall 2014 (62 students, 287% growth) to Fall 2015 (133 students, 114% growth).

3. Block Scheduling for Freshmen

USG Goal 2. Increase the number of degrees that are earned 'on-time' (bachelor's degrees in four years).

USG Strategy 2.1. Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees 'on-time.'

The ACCESS Pilot Project received FY2015 funding as part of the USG CCG Innovation Grants program. The project enables students to increase the average number of credit hours taken in their freshman year by using block scheduling, thus putting them on track to graduate in four years. Students in the B.A. program earn 30 hours their first two semesters, and students in the B.F.A. program earn 36.

The long-term impact of block scheduling on student performance has not been determined yet, as 2014-2015 was a year of creative exploration and implementation. Nevertheless, early results encouraged faculty to tweak the program based on lessons learned during the pilot year and continue implementation through 2015-2016.

USG Strategy 1.1. Increase degree completion in STEM fields.

The University of West Georgia Institutional STEM Excellence program (UWise), funded by the USG STEM II Initiative, is designed to provide a nurturing environment for approximately 30 students each year who are interested in careers in science, technology, engineering, and math (STEM). UWise offers support to STEM majors through a summer bridge program, a freshman learning community, and opportunities to participate in undergraduate research. Faculty are supported through mini-grants designed to improve instruction and enhance the success of students in STEM courses, most particularly those taken during the freshman year.

The annual UWISE program evaluation includes an analysis of student performance data. Evaluators employ a consistent research design to compare UWise students with non-UWise students on key performance indicators (i.e., Freshman GPA, 1st Year Retention, and final

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course grades for their freshman year). Both groups are comprised only of STEM majors, with individuals matched on SAT scores and high school GPAs. Results indicate that UWise students typically outperform their non-UWise peers in most of their freshman courses. Additionally, UWise participants tend to graduate on time at rates higher than their matched peers (4 and 6 year graduation rates).

4. Supplemental Instruction (SI)

USG Goal 8. Restructure instructional delivery to support educational excellence and student success.

The Center for Academic Success provides free tutoring using the peer-tutoring Supplementary Instruction (SI) model for most core courses. SI is in high demand by students who are enrolled in high-risk core courses, such as those that usually have DFW rates at or above 30%. Typically these are introductory biology, chemistry, math, and English courses. SI Leaders function as peer tutors and are required to participate in ongoing training that follows the International SI guidelines. Each SI Leader has taken the course that he or she tutors, earned an A in that course, and facilitates two to three peer study sessions each week.

A total of 61 course sections provided Supplementary Instruction during the 2014-2015 academic year. The highest demand for tutoring continues to be for STEM courses, most particularly first year math, biology, and chemistry. Students who participated in SI sessions on a weekly basis typically earned higher grades – approximately one letter grade higher than those students who chose not to attend or did so sporadically.

5. Alternative Delivery Methods (Online Offerings)

USG Goal 8. Restructure instructional delivery to support educational excellence and student success. USG Strategy 8.1. Expand completely online opportunities.

While the number of fully online courses has tapered off from the 41% increase we saw last year, down 12% from 258 in FY 2014 to 227 in FY2015, the number of UWG online sections has grown by 5% and eCore offerings by 31%.

In FY 2015, UWG offered a wide array of upper-level undergraduate courses online, an online B.S. with a major in Criminology, and also added a second fully online bachelor's program in Sociology in Spring 2015 with implementation to begin in Fall 2015. Annual enrollment in UWG'S undergraduate online Criminology program grew by 12.5% from FY 2014 to FY 2015.

General Observations

UWG is experiencing success with our intentional approach to intrusive advising, tiered advising, aggressive recruiting for dual enrollment, supplemental instruction for high DFW courses, block scheduling for freshmen (pilot basis), and online offerings of high-quality programming. Further, we anticipate that the scaled up, campus-wide implementation of the EAB-Student Success Collaborative advising model will significantly improve the quality of academic advising, such that we will see direct results with progression toward degree completion.

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In addition, our new Center for Teaching and Learning (CTL), formed in November, 2013, continues to expand its offerings to provide faculty with high quality professional development and information about innovative techniques, research, and pedagogy.

Lastly, although certainly not least, UWG is thoughtfully expanding programming to meet the needs of adult learners and is doing so in ways that draw on the expertise and commitment of the faculty to help this under-served population return to college. The Faculty Senate's unanimous 'Yes' vote to support UWG's participation as a member of the Adult Learning Consortium was followed by a full year (2014-2015) of extensive planning by the College of Social Sciences' Adult Learning Steering Committee. The committee:

- Developed policies and procedures to support Prior Learning Assessment (also called Credit for Prior Learning, CPL),
- Built a web-site to support adult learners,
- Planned a marketing campaign that will be launched in Fall 2015 in collaboration with the leadership and expertise of UWG's Communications and Marketing department, and
- Implemented a pilot project to test our new Credit for Prior Learning model through a Summer 2015 course that taught students how to develop a portfolio to demonstrate their college-level learning that occurred outside a college classroom.

Students who participated in the Summer 2015 pilot will submit their portfolios for evaluation next month. We anticipate that these students' portfolios will be evaluated and marked 'successful' by our trained assessors. With successful evaluations, the students will be awarded academic credit for college-level learning that will accelerate the completion of their bachelor's degrees. The successful conclusion of the Summer 2015 CPL pilot project has paved the way for next steps, which are to expand CPL options for adult learners within the College of Social Sciences and invite other UWG colleges to participate.

NOTE: In addition to the FY 2017 Budget Narrative, please complete (as applicable) all four tabs included in the attached Excel file regarding the fiscal year 2017 operating budget request. The tabs are labeled (1) Trend Data, (2) Enrollment by Campus, (3) Faculty Work Load, (4) Reserve Balances (5) Reduction Actions, (6) New Funds, and (7) Facilities.