

# FY 2020 Budget Discussion – University of West Georgia

## Part I: System-Wide Initiatives

- 1) Discuss the major actions undertaken as a part of your Momentum Year plan. What components are still in the development or implementation phases? From a financial perspective, how has your institution invested in your Momentum Year plan and what were the sources of funds? Describe strategy taken in scaling co-requisite model. Discuss any early results to date.**

Since the initial Momentum Year Summit in February 2018, the University of West Georgia has developed a strategic plan aligned to the major areas of the Momentum Year and has begun work on accomplishing the goals identified in the plan. West Georgia's progress thus far and our next steps are described below.

### Action 1: Co-Requisite Labs

**Implementation:** As part of its Momentum Year initiatives, UWG has developed new co-requisite lab sections (ENGL 1101L, MATH 1111L, and MATH 1001L) which were approved by the faculty senate in Spring 2018. These are one-credit hour (two contact hours/per week) co-requisite labs. Collaborative work among the two academic departments, the Admissions Office, the Advising Center, the Registrar, and the Provost's Office led to the development of criteria for determining placement in the co-requisite labs based on test scores. Design of the co-requisites is modeled after the best practices outlined at the USG Learning Support Academy meetings last year. The core section and the co-requisite lab section are taught by the same faculty member, and each core section includes a mixture of students who are and are not required to take the co-requisite lab section. Cohorts of English and Math faculty worked over the summer to develop the co-requisite labs with funding support from the Provost's Office. An assessment plan for the co-requisite labs is in place for Fall 2018.

**Development and Scaling:** Pilot sections of ENGL 1101L and MATH 1111L are being offered in Fall 2018. In Spring 2019, additional sections of ENGL 1101L and MATH 1111L, along with MATH 1001L, will be scheduled as UWG expands the co-requisite lab model. In Spring 2019, UWG plans to offer one fully online section of ENGL 1101L and MATH 1001L for adult learners who are taking all of their courses online. Full implementation of ENGL 1101L, MATH 1001L, and MATH 1111L will occur in Fall 2019 to meet the USG timeline target.

**Co-Requisite Placement and Exemption:** Students may be exempted from the co-requisite labs in any one the following ways:

#### Co-Requisite ENGL 1101L

- Student has an ACT English score of 16 or higher.
- Student has an SAT Verbal/Critical Reading score of 430 or higher on the "old" SAT.
- Student has an SAT Reading test score of 24 or higher on the "new" SAT.
- Student has an Accuplacer Reading Comprehension score of 61 or higher AND an Accuplacer WritePlacer score of 4 or higher.

#### Co-Requisite MATH 1111L

- Student has placed in pre-calculus or a higher mathematics course (e.g., College Trigonometry or some form of calculus).
- Student has an ACT Mathematics score of 17 or higher.

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- Student has an SAT Mathematics score of 400 or higher on the "old" SAT.
- Student has an SAT Math test score of 22 or higher on the "new" SAT.
- Student has an Accuplacer Elementary Algebra score of 79 or higher.

## Action 2: Academic Focus Areas or Meta-Majors

**Implementation:** Utilizing the Administrative Council (a monthly meeting of deans, associate deans, department chairs, and support staff), the leadership team in the Provost's Office worked to coordinate the development of academic focus areas or meta-majors. Since student advising on campus is divided among the Advising Center and the academic college, communication and collaboration were essential throughout the process. From this work, nine academic focus areas or meta-majors were identified, created, and approved by the faculty senate: Arts, Business, Education, Health Professions, Humanities, Social Sciences, STEM - Science Focus, STEM - Technology Focus, and Wellness and Sports. Each focus area includes three common courses totaling nine credit hours that students will take in the first year. Collaboration between the colleges, the Advising Center, the Registrar, ITS, and the Provost's office led to the inclusion of the new focus areas in Banner for purposes of admissions and advisement.

UWG implemented and utilized the new focus areas this summer during new student orientation. All entering students who had not declared a major were advised and placed into a focus area at that time. As of Fall 2018, UWG can now track the progression of students in focus areas, including their progress in the required focus area courses.

**Development:** As UWG analyzes the assessment data, refinements will be made to the focus area process as well as the focus areas themselves. Conversations are emerging already among the colleges about the alignment of some majors to the different focus areas—especially those connected to health and wellness professions. UWG also will be working on printed and web-based materials to better describe focus area options and their value to students and parents.

## Action 3: Development of Academic or Purposeful Mindset

In 2017-2018, the UWG Momentum Year Implementation Team conducted an inventory of all academic and student affairs current academic mindset practices. Academic mindset practices refer to ways students can build confidence in themselves. At its core it puts into practice the belief anyone can learn with effort and practice.

Because work on co-requisites and focus areas needed immediate attention for a Fall 2018 implementation, UWG did not make as much progress developing a campus-wide academic mindset plan aligned to the inventory of practices. However, in addition to the work going on across campus identified in the inventory, a number of specific initiatives have emerged that will be implemented in 2018-2019.

**Early Alert:** UWG has embedded an electronic early alert notification in all classes for a number of years through a partnership between Student Affairs and Academic Affairs. However, utilization of the Early Alert system by faculty has been inconsistent. Beginning in 2018-2019, faculty teaching 1000- and 2000-level courses have been actively encouraged and are expected to utilize the alert notification process for students who are not making significant progress in a class (grades, absences,

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etc.). This expectation merged from work in UWG's G2C (Gateways to Completion) courses where early alert is a requirement. This new process has already resulted in an increase in the utilization of early alert by faculty, which is at 80% this fall, the highest percentage yet. Some logistical challenges with the early alert process exist, so Student Affairs and Academic Affairs are working collaboratively to improve the overall process.

**Academic Mindset Survey:** UWG has worked to improve distribution channels and student response to the USG Academic Mindset Survey. Because of timing in 2017-2018, there was very little coordination or communication about the survey and as a result we saw a fairly low student response. To address this problem, we have implemented the following for 2018-2019:

- Student Affairs and Academic Affairs worked collaboratively to create a more effective strategy for distribution and success. We will model the procedures that UWG used to increase the student response success with the NSSE survey that was administered in Fall 2017.
- UWG will also utilize First-Year Seminars and Learning Communities to coordinate and reinforce student access and response to the mindset survey.

**Faculty Development:** Work began in summer 2018 to increase faculty awareness and understanding of academic mindset and its influence on student success. Academic mindset was an area of focus at the Provost's Summer Symposium, a two-day event that brought together 40 faculty and staff to work on the next steps in UWG's LEAP West! Campus plan. New Faculty Orientation will include a unit on academic mindset that will introduce the concept to new faculty and outline faculty roles in creating a purposeful academic mindset for students. Lastly, academic mindset is being more purposefully integrated into the campus work on High Impact Practices (HIPs) and Guided Pathways.

### Action 4: Financial Investment in UWG's Momentum Year Plan

Financial support for the components of our plan include the following:

- UWG has actively invested funding in first-year student retention and success through the Gateways to Completion (G2C) initiative, a partnership between the University System of Georgia and the John Gardner Institute.
- UWG joined G2C in 2016 as one of the initial Cohort I institutions and identified five core courses for participation in the project, more than any other USG institution: ENGL 1101, MATH 1112, BIOL 1007, HIST 2111, and ACCT 2101. UWG continues its financial investment this year with these five courses. While work on G2C began prior to the Momentum Year initiative, the two projects are connected since course redesign efforts in these core classes are directly linked to first-year student success.
- UWG funded three new full-time core instructor lines in mathematics to support the full implementation of co-requisite MATH sections beginning in Fall 2018.
- The Provost's Office provided professional development funding over the summer for faculty from English and Math to work on the course design of the co-requisite labs and alignment with ENGL 1101 and MATH 1111 respectively.
- The Center for Teaching and Learning and the Provost's Office provided funding to send 4 faculty and the CTL Director to a week-long course redesign workshop at the University of Virginia in May 2018. All four faculty who attended--including one each from English and

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Math who working directly with our Momentum Year courses in English and Math--are involved in the G2C efforts on campus.

- In Fall 2018, the Provost's Office provided funding for Dr. Saundra McGuire, one of the leading national experts on Academic Mindset, to visit campus. Two campus-wide presentations were scheduled, one to faculty and staff and one to students.
- The UWG Center for Teaching and Learning facilitated a faculty reading group on McGuire's, *Teach Students How to Learn*. Currently, UWG is piloting McGuire's textbook, *Teach Yourself How to Learn*, in some first-year seminar sections with plans to expand the number of sections using this book on metacognition and academic mindset in Fall 2019.

### **2) Provide an update on the status of the Comprehensive Administrative Review at your institution. Have you begun to implement the CAR action plan and, if so, what savings have been realized and where have the funds been reinvested? Who on your campus is on the design team tasked with recommending organizational changes to the President?**

In May of 2017, the University System of Georgia embarked on the Comprehensive Administrative Review (CAR) initiative aimed at examining current administrative practices within each USG institution as well as the USG System Office in order to develop and implement a 21<sup>st</sup> century operational model in a multi-campus diverse University system. The University of West Georgia participated as a phase I institution and acted as the pilot engagement model for development of the CAR process templates to be used explicitly by USG institutions throughout the project. Our campus undertook this effort with positivity and vigor and as a result achieved high participation and response rates and ultimately with constructive results.

In March 2018, Huron Consulting completed their UWG Summary of Initial Findings and Observations report to UWG for review and response. Noted in Huron's report, UWG is operating very efficiently:

“West Georgia’s expenditure base is approximately 66% of the average of its self-identified peers. On a normalized relative basis, West Georgia concentrates greater spending in Academic Support, Instruction, and Student Services than its self-identified peer average.” Furthermore, “West Georgia’s core expenditure base, and expenses per student FTE, are below its peers.”

UWG thoroughly reviewed this report and accordingly prepared an Action Plan Response developed by our 14 member Action Plan Response Team. UWG also employed this experience to aid in the development of a model universal Action Plan Response Template and Project Tracker to be utilized as a guide by other participating USG institutions.

The executive summary in the Response Report and Project Tracker detailed organizational modification, strategic redirection of identified savings, position modification and/or elimination, and direct savings to students via reduction.

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### **Summary:**

The quantitative impact of all outcomes of the CAR process at UWG is approximately \$1,081,000 in savings for FY19 and projected FY20. This includes 18.3 positions identified for reorganization, restructuring, and/or elimination. The 18.3 positions are comprised of 12 positions from the Spans and Layers analysis, 1 additional from SAEAM and AA as identified in the Opportunities for Improvement and Project Tracker, and 4.3 eliminated positions from UWG's FY19 budget request. UWG also reduced undergraduate eTuition charged to students by 33% with an estimated \$1.64M in annual tuition savings. The reduced eTuition revenue will be covered through a combination of CAR savings and use of state growth funds allocated to UWG for FY19. Specifically, \$659,922 of the \$1,081,000 in CAR savings will be strategically redirected to direct instruction previously supported by undergraduate eTuition differential. \$421,160 of the total savings will be strategically redirected to sustained operational growth/cost avoidance through process improvement and re-organization.

Specific detail of the organizational restructuring and/or modifications that resulted in the 18.3 positions are presented in the Project Tracker and Action Plan Response document included with this submittal. Specific detail on each action that resulted in a savings was identified in Tab A of the Project Tracker. Detail on how and where the redirection of each identified savings was allocated can be found on Tab B of the Project Tracker.

Final copies of UWG's CAR Action Plan Response and Project Tracker were submitted on June 15, 2018 for Chancellor review and approval. Official approval was granted by the Chancellor for implementation of this plan in accordance with the stated and approved objectives effective July 1, 2018.

As of the writing of this Budget Narrative, all actions identified on the UWG CAR Action Plan Response and Project Tracker are being implemented and are aligned with the target dates and savings impact. Currently, UWG leadership and key members of the Action Plan Response Team are reviewing opportunities in a Phase II approach to CAR identified savings for FY20 implementation. UWG CAR Phase II FY20 savings analysis and reporting will be completed by spring 2019, documented via the Project Tracker, submitted for approval to the Chancellor, and implemented July 1, 2019. Further updates will be provided at our scheduled Budget Hearing in early spring 2019.

**3) Describe the process that your institution is using to evaluate the level of benefits or payroll staff needed post-conversion to OneUSG Connect. What positions are expected to have time redirected to new duties and what positions can be (or have been) eliminated? Also, list any third-party costs related to human capital management previously incurred, including software, professional consultants, or outsourced services, that will no longer be needed by the institution in FY19 or beyond.**

As we noted in our response last year, UWG undertook a complete review of our current work processes performed by staff in the areas of Human Resources, Payroll, and Budget. The existing work assignments were compared to the new data structure, security roles, and access points in OneUSG. To ensure appropriate separation of duties and to maximize efficiencies in data entry, we adjusted our organizational structure as follows:

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- A new unit (Data Management) within Human Resource was created to perform the employee set up function (Job Data, Personal Information). The new system requires the completion of more data elements and each transaction takes about 10 minutes longer to complete.
  - An existing position in Benefits was redirected to a Records Management position in the Data Management area for data entry.
  - The HR Operations Director position became vacant and was repurposed to a Title 9 Investigator and Records Management position in Data Management area for data entry.
  - A new position was created in Data Management to supervise the two staff, assist with training, prepare practitioner guides, and troubleshoot employee data issues.
- The two remaining benefit's staff now enter benefits data into OneUSG. Previously they performed no data entry in ADP.
- The Payroll function was moved from Human Resources to the Controller's Office to improve our reconciliation processes and ensure appropriate separation of duties.
- Payroll staff are setting up employees' time, direct deposit, and tax data.
- Position Management and funding (commitment accounting) remain a function of Budget Services. The Budget staff also assist with troubleshooting, training, and preparing documentation for practitioners and end users as well as create and process retro adjustments.

In 2014, UWG developed an electronic Personnel Action Request (PAR) form using Core Integrator software. We will continue to use this system until Careers is implemented for new hires and vacant positions are accessible to process transactions in Manager Self Service.

Currently, we are paying Core Integrator \$12,185 per year for our ePAR form software and People Admin \$59,000 per year for the talent acquisition, evaluations, and position management modules which will continue through FY2020. PeopleAdmin does not grant partial year contracts. Our current plan is to implement PeopleSoft Careers in Spring 2019 and MSS once access to vacant positions is developed. We will continue to use the Core Integrator software to improve the timeliness and efficiency of other approval processes throughout the university.

## Part II: Enrollment

- 4) Discuss enrollment trends over the past three years (fiscal years 2017, 2018 and 2019). Discuss factors impacting enrollment. What are your enrollment projections for the next two years (Fall 2019 and Fall 2020)? What enrollment management strategies and software are employed at your institution and how effective are they? Discuss trends in online enrollment. To what extent are the trends driven by dual enrollment students? What steps has your institution taken to enroll dual enrollment students post-high school graduation? Use data available to highlight success in this area.**

UWG is experiencing record enrollment (headcount) for the eighth year in a row. Aligned with the University System of Georgia Strategic Imperatives 1 and 3, UWG is committed to recruiting, retaining, progressing, and graduating students within four years.

In Fall 2018 we have achieved increased enrollments in New Freshman (+52 or +2.4%) and New Graduate students (+ 129 or +21.28%), but experienced a slight decrease in Dual

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Enrollment (-87 or -10.5%) and New Transfer (-72 or -2.6%) populations. For the Dual Enrollment population we had a decrease of 72 students due to Savannah Christian deciding to go with another provider (they were previously engaged with UWG through eCore). Even so, the net change in dual-enrolled students shows continued promise as this is less than the number of Savannah Christian students who were enrolled. We are continuing the strategy of working with smaller and rural schools to provide Dual Enrollment (with or without eCore) so they can provide college-level coursework to their students. Overall, for New Student enrollment we were down 1.7% in New Undergraduates and up 21.28 percent in New Graduate students.

Overall, undergraduate enrollment (including Dual Enrollment) is down slightly by 0.84 percent. However, graduate enrollment increased by 13.4%. Our out-of-state enrollment was up 9.3 percent on the strength of the Boarder State Waiver (see question 6). We only had the ability to market the waivers for a half a year, so we are expecting that the enrollment will grow in future years, and the inquiry and application numbers are already strong and bearing that out.

UWG, though, is committed to thorough analysis of our enrollment trends, and will make the adjustments necessary to recapture markets in which we have declined, and to open new markets that have potential for our future growth. Because of the forecasted decline in GA High School Graduates for the next two years, we are being careful to diversify our new student recruitment to include more dual enrollment, adult, military-connected, out of state, international, and transfer student markets. We will continue to invest in Graduate enrollment as that market is strong and continuing to increase.

### Headcount Enrollment

	Fall 16	% Change	Fall 17	% Change	Fall 18*	% Change
<b>Overall</b>	13,308	3.7%	13,520	1.59%	13,733	1.6%
<b>Overall New Enrollment</b>	4,005	1.73%	4,037	-.08%	4,106	1.7%
<b>Dual Enrollment</b>	483	32.3%	680	40.79%	608	-10.5%
<b>Undergraduate</b> (includes dual enrollment)	11,155	3.74%	11,229	.66%	11,135	-.84%
<b>New Undergraduate</b>	3,498	5.84%	3,429	-1.9%	3,369	-1.7%
<b>Graduate</b>	2,153	3.46%	2,291	6.4%	2,598	13.4%
<b>New Graduate</b>	507	-11.5%	608	19.9%	737	21.2%

\*Numbers before official census

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## Enrollment Projections (Fall 19 and Fall 20)

Enrollment, retention, and progression are key drivers of institutional performance. West Georgia is positioned to grow slightly in new student enrollment. This is in line with the USG Strategic Imperative –Academic Excellence and Degree Completion and our UWG Strategic Imperative 1—Student Success.

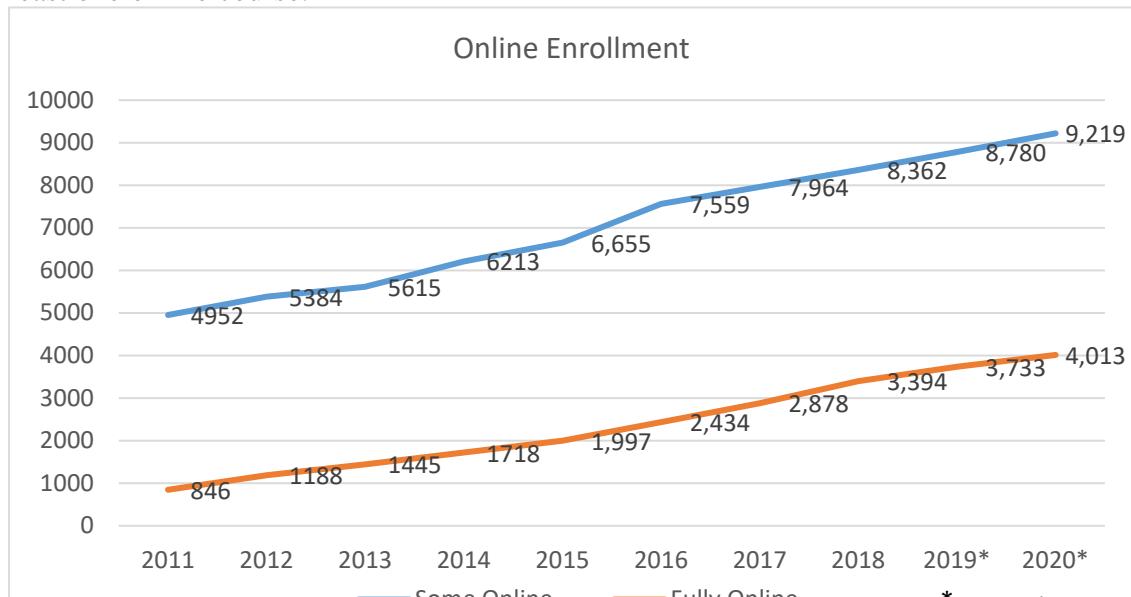
Because Carl Vinson Institute enrollment projections are based on past enrollment trends, without regard to specific institution market realities, it is unlikely that UWG will meet the Vinson projections in the near future. We have had several incredibly successful years—outpacing the Vinson projections and creating record new student and overall enrollment. However, in the current year, with the external market changing dramatically, our pace of increase is slowing overall. We project slowing but continuing progress in Dual Enrollment and Graduate Students, but little increase in new Freshmen and Transfer students. This is why it becomes very important that we open new markets including out of state, adult and military, and international.

	Fall 2018 Actual*	Fall 2019 Projection	Fall 2020 Projection
<b>New Freshmen</b>	2,227	2,176	2,220
<b>Dual Enrollment</b>	608	669	702
<b>Total Undergraduates</b>	11,135	11,083	11,111
<b>Total Graduate</b>	2,598	2,754	2,864
<b>Total Overall</b>	13,733	13,837	13,975

\*Numbers not official

## Trends in Online Enrollment

Online enrollment, including eCore enrollment, is a major part of our overall enrollment strategy. In Fall 2018, 58.9% of UWG students are enrolled in at least one online course (defined as more than 50% online). The chart below demonstrates the trend in UWG headcount enrollment engaged in at least one online course.



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## **Enrollment Management Strategies**

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 13<sup>th</sup> 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 an office of New Student Programs (paired with a full First-Year Experience program in Academic Affairs) and together they include a first year seminar class, learning communities, living/learning communities, freshman interest groups, mentorship programs, and several other related first year programs.

To provide further support of the retention, progression, and graduation programs and to help advance the University's Complete College Georgia and Momentum Year programs, the University is in year five of a Student Success Collaborative (SSC Campus) 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.

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

## **Enrollment Related Software**

Elucian Banner

Axiom

Elucian Extender

Elucian Recruit (UG and Grad)

Sparkpost whitelisting software

Twillio text messaging

Elucian Degree Works

EAB SSC Campus

EAB Guide

College Scheduler

Footprints CRM Ticketing

We believe that the combination of the software solutions above are effective in allowing us to manage our enrollment funnel and in providing effective service to our students. We are constantly working on making the solutions more efficient and effective utilizing as much functionality of each of them as possible. The most impactful this past year was the implementation of Campus Logic—allowing us to cut processing time tremendously and creating a short turn-around for students even in peak times.

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The most expensive solution we have is SSC Campus from EAB. This product has taken a while to “dial in” but we believe that it is now starting to show promise to provide the ROI that is expected. We are heavy users of the product according to EAB, as we have deployed it to many offices beyond just advising and academic support.

### Dual Enrollment Strategies

When Dual Enrollment (DE) students attend the mandatory orientation, we begin the process of recruiting them to remain at UWG for their undergraduate program. Advisors meet with all DE students in Fall term to discuss the admission application, scholarships, housing, and financial aid—all with the intent that they will remain at UWG. Once they complete an application, they are entered into the freshman communication plan and they get the full complement of recruitment publications and directions to register for Orientation, Housing, and complete Financial Aid. If students are prior DE from another institution, they receive communication requesting transcripts from the other institution for advising purposes.

	New Apps	Accepted	Denied	Total Enrolled	Growth % Fall to Fall	Average Enrolled Hrs	eCore ≥ 1 Course	Cont. as FT/FR
<b>Fall 2016</b>	525	341 (65%)	48 (9%)	483	50%	7	171	82/158 = 51%
<b>Spring 2017</b>	147	92 (63%)	10 (7%)	523		7	224	
<b>Summer 2017</b>	152	115 (76%)	31 (20%)	159		4	84	
<b>Fall 2017</b>	621*	463 (75%)	41 (7%)	680	42%	6	352	114/316 = 36%
<b>Spring 2018</b>	233	141 (61%)	18 (7%)	720		6	415	
<b>Summer 2018</b>	130	76 (71%)	14 (11%)	129		4	58	
<b>Fall 2018</b>	550	362 (66%)	62 (11%)	608	-11%*	7	262	470/134 = 28%*

\*=Influx of 100 Savannah Christian eCore students that did not continue and did not yield in 2018. Savannah Christian also did not continue with the enrollment relationship in Fall 2018.

**5) What is the current impact and projected impact of the out-of-state tuition waivers for the 14 institutions approved to extend out-of-state waivers to bordering states? What are the target areas? How do you advertise/communicate to potential students?**

### Alabama Border Waivers (Out-of-State Tuition Waivers)

UWG saw a marginal increase in senior student interest from Alabama. Overall, freshman applications were up to 105 (+31 from 2017), and transfer students were at 65 (+35 from 2017). A total of 52 freshman were accepted (+9 from 2017) and 49 transfer students were accepted (+26 from

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2017). Because of UWG's late entrance to the market, much attention was focused on Juniors (Fall 2019 students). Name purchases from vendors including NRCCUA and ACT were utilized to find "right-fit" juniors and seniors. Then, a print and digital campaign was sent with a landing page designed to cover the details of the cost-savings and opportunities at UWG. Through this work, UWG already has an 84% increase in Fall 2019 inquiries, as compared to this same day for Fall 2018 inquiries. Also, daily campus tours for visitors from Alabama have grown by 67% (+124). It is clear that UWG is generating increased interest and should begin to see results in applications, acceptances, and enrollments for Fall 2019. As evidence of this as of October 1, UWG already has 28 applications from Alabama for Fall 2019, as compared to only 5 at this same time last year.

To meet this growing territories' needs, UWG has reassigned a recruiter to Alabama. Her travel is from Carroll County to Birmingham along I-20. UWG's largest growth for Fall 2018 was in the counties that were not formerly border eligible but still very close to UWG (Clay, Calhoun, and Talladega). Inquiries, on the other hand for Fall 2019, are located closest to Birmingham. This staff member is covering the ALACRAO fair circuit in this area, and UWG is attending additional regional and national fairs hosted in the target area defined above. Additionally, the assigned recruiter is also creating and implementing an Alabama specific communication plan that includes phone, print, email, and text messages. In the Spring of 2018, UWG hosted several guidance counselors from across Birmingham for a counselor luncheon. In addition, two quick drive-in presentations were offered in Alabama at local restaurants along I-20. This year, UWG will extend its existing "On The Road" presentations to Alabama in two locations (Anniston and Birmingham). An additional guidance counselor event will also be hosted, as UWG continues to work to impact these influencers.

### **Out-of-State Waivers (excludes Border State Waivers)**

In Academic Year 17-18 UWG was able to award 238 Presidential Waivers. The following chart shows how they were distributed and the actual number used for each term.

**Out-of-State Waivers**  
(excludes Border waivers)

Total Available	Fall 2017	Spring 2018	Fall 2018	Total Used
20	5	2	2	9
54	27	25	16	68
79	75	68	27	170
105	103	86	32	221
<b>Total</b>	<b>258</b>	<b>210</b>	<b>181</b>	<b>468</b>

Although border waivers are an important part of our out-of-state recruitment strategy, as is evident, we also use traditional waivers as an important part of our recruitment strategy for athletics, graduate school, international, and other states. The decrease in numbers in Spring 18 and Fall 18 coincide with the approval to grant unlimited border waivers for Alabama. Previously, many of the traditional waivers went to Alabama students.

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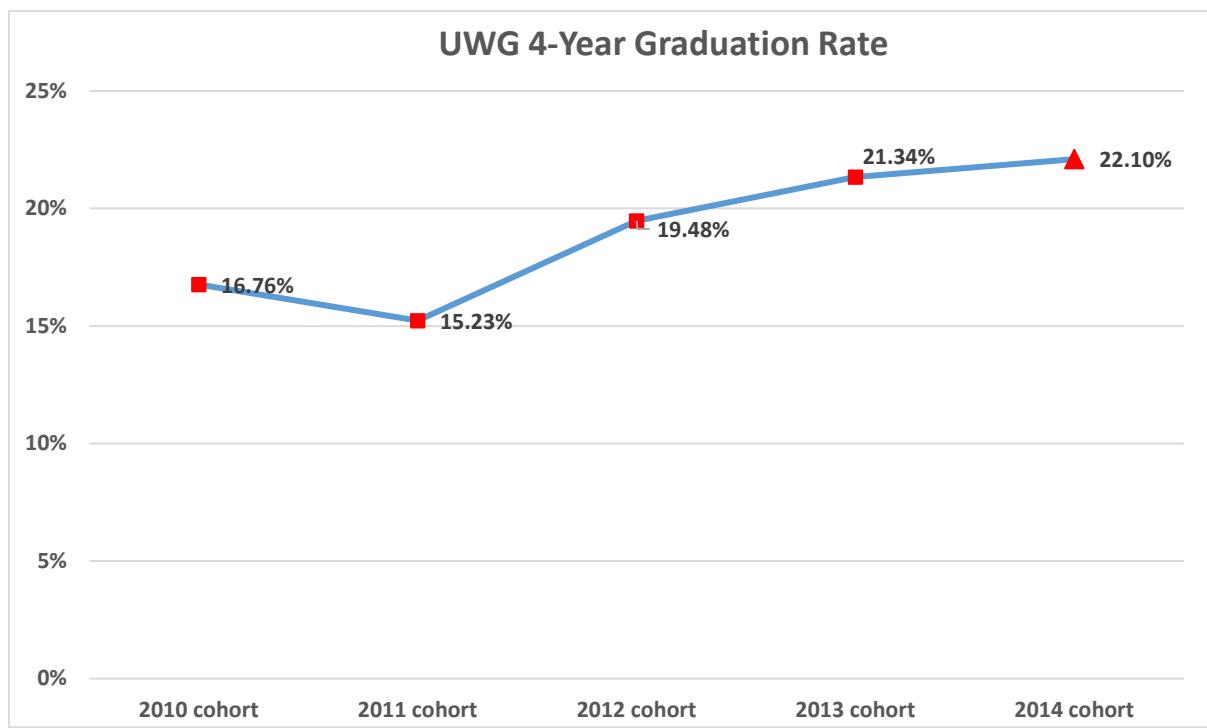
## Part III: Student Success and Affordability

- 6) Provide information on graduation and retention rates. Explain positive or negative trends. Discuss student success in Freshman Math & English. What initiatives (if not described already) do you intend to introduce this coming year to improve student success? In what ways will you know that these initiatives are succeeding?

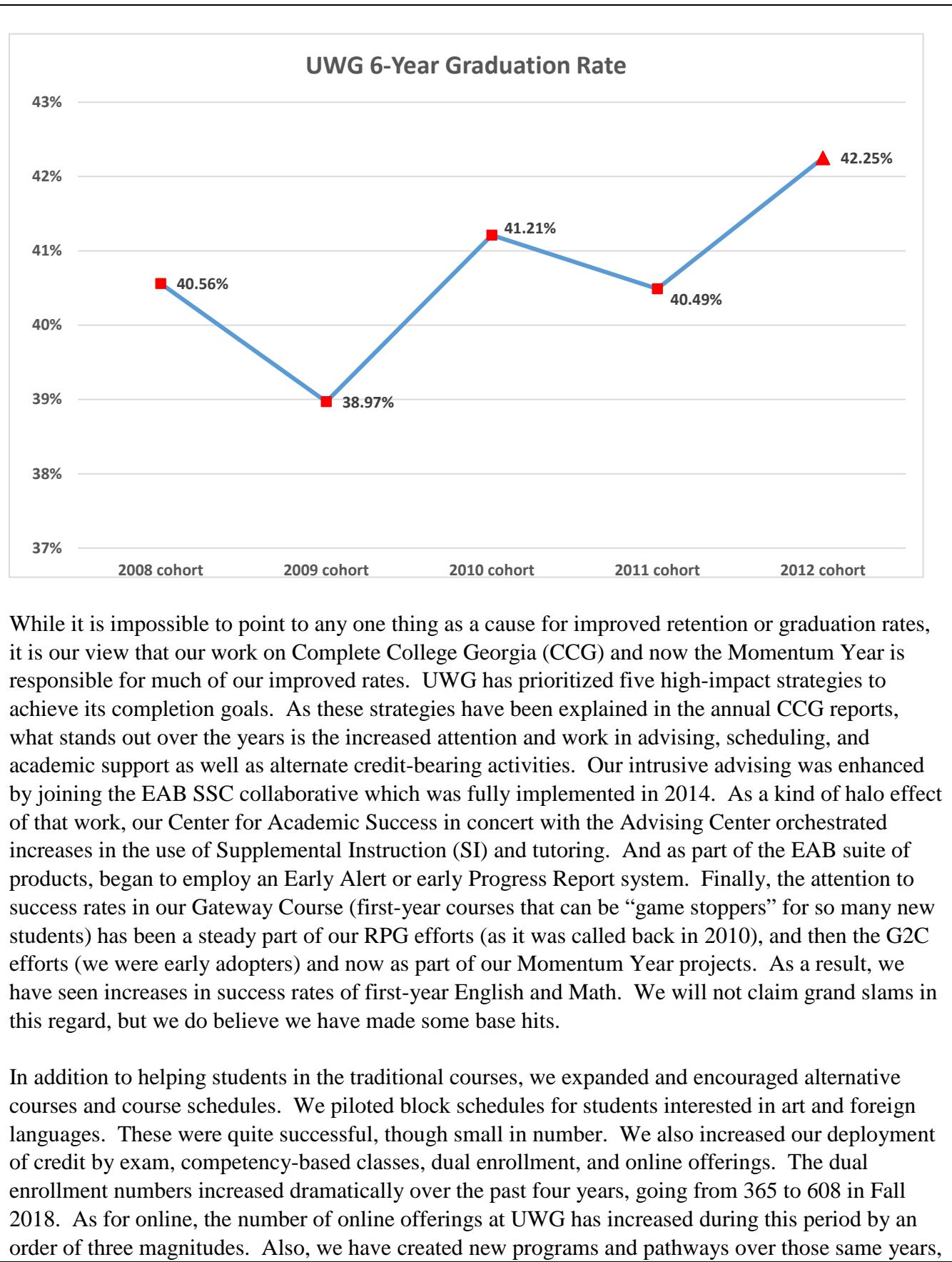
### Graduation Rates

One major success or accomplishment that we are most proud of is improving our graduation rates. As the charts on our institutional research website will show, we have over the past few years steadily improved both our four and our six-year rates. The six-year rate from the Fall 2012 cohort is 42.25%-up from a low of 38.97% for the Fall 2009 cohort. The four-year rate has climbed to 22.10% from four years previously at 15.23%. Of particular note is our graduation rate for African American females. The six-year rate for the Fall 2012 cohort is 50.5%. We would assert that this uptick in the four-year rate is quite remarkable.

This accomplishment is quite clearly consistent with and supportive of the first two of the Chancellor's three priorities: completion and affordability. While increases in graduation rates are fundamentally about completion, it also results in greater affordability. Our work on increasing the use of affordable (perhaps low cost or no cost) textbooks and other classroom materials as well as reductions in other student costs (tuition [eCore and recently eTuition] and fees), and avoiding the costs of repeating classes as a result of more successful progression, is all part of what is behind this endeavor.



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particularly for would-be nursing students and our adult learners. We have customized a version of the eMajor Organizational Leadership for our adult population in Newnan and similar work is being done in Douglasville. Admittedly, that work is new and could not claim to have played much a role in the graduation rates that we are discussing here; however, it is part of the outgrowth of the same set of efforts.

What is truly consistent over this period is a solid commitment by the institution to increase student access, affordability, and success through the broadest attempt to change the local culture and to change not only the sense of urgency about this social issue but also to change the discourse. For example, our work in the development the Carroll County Education Collaborative (CCEC) coordinating our efforts with our K-12 and our Technical College partners in order to increase high-school graduation and then to increase the rates of those high-graduates in obtaining either enrollment in a post-secondary institution, or employment, or enlistment in the Military has added greatly to the amplification of this discourse. In addition to the multiple workgroups sharing data and information, we have developed several articulation agreements with West Georgia Technical College and have a mutually beneficial and supportive relationship with them that is second to none in the state. These efforts result in a discursive reinforcement that can in time bend the ideological status quo to the extent that completion, student success and completion, is the default attitude.

### **Retention**

For the past several years retention has hovered around the 72.5% mark. We have deployed many best practices and technology solutions to improve that mark, but for the Fall 2017 Cohort the retention rate dipped dramatically—by more than three percentage points—to 68.84%. We have done an exhaustive data analysis on this Cohort, and although we cannot find a singular reason, we have been able to pinpoint some problem areas that we will address aggressively.

It is clear by the data that academic success, (as measured by first term GPA and overall academic year GPA), is a big factor in our retention. Those students with less than a 2.5 first term GPA retain at rates 20%-30% lower than those at 2.5 or above. We have also been able to discover that of those that are leaving in good standing, two-thirds are not enrolled elsewhere (Student Clearinghouse data) indicating that the good economy is drawing students away to get jobs. Additionally, for those that leave and are enrolled elsewhere the majority both live closer to their home address (indicating that they are commuting to their new school—a money-saving effort) and are going to a Technical College or USG State College—further indicating they are seeking lower cost options. For many students the cost of living at UWG (housing, meals, and transportation) seems to be a major factor in their decision not to stay. We have confirmed this through phone calls and surveys with former students.

### **Student Success in First-Year English and Math**

**Co-requisite Labs in English and Math:** As part of its Momentum Year initiatives, UWG has developed new co-requisite lab sections which were approved by the faculty senate in Spring 2018. These are one-credit hour (two contact hours/per week) co-requisite labs. Collaborative work among the two academic departments, Admissions, the Advising Center, the Registrar, and the Provost's Office led to the development of criteria for determining placement in the co-requisite labs based on test scores. Design of the co-requisites is modeled after the best practices outlined at the USG

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Learning Support Academy meetings last year. The core section and the co-requisite lab section are taught by the same faculty member, and each core section includes a mixture of students who are and are not required to take the co-requisite lab section. Cohorts of English and Math faculty worked over the summer to develop the co-requisite labs with funding support from the Provost's Office. An assessment plan for the co-requisite labs is in place for Fall 2018 to help with determining impact on student success.

Pilot sections of ENGL 1101L and MATH 1111L are being offered in Fall 2018. In Spring 2019, additional sections of ENGL 1101L and MATH 1111L, along with MATH 1001L, will be scheduled as UWG expands the co-requisite lab model. In Spring 2019, UWG plans to offer one section of ENGL 1101L and MATH 1001L, each fully online, for adult learners who are taking all of their courses online. Full implementation of ENGL 1101L, MATH 1001L, and MATH 1111L will occur in Fall 2019 to meet the USG timeline target.

**Mathematics:** For fall 2018, the Mathematics department adopted OpenStax textbooks (College Algebra and Trigonometry) for all MATH 1111, 1112 and 1113 sections (except Honors sections). This covers a majority of students taking core level Math courses. Many Mathematics faculty are also using MyOpenMath, which is a free online homework system that grades students' homework in their sections. Faculty not using MyOpenMath are collecting and grading homework independently and are not requiring students to purchase additional materials. So with the exception of one MATH 1113 Honors section, all sections of MATH 1111, 1112 and 1113 are no cost to students for materials. The department plans to expand this cost-saving initiative to MATH 1001 through development of an ALG grant proposal.

**English:** As part of its participation in Gateways to Completion (see below), English faculty have been working on a larger-scale course redesign project in ENGL 1101 called EPIC that will create sections specifically designed for students in STEM (science focus), Social Sciences (society focus), and Humanities (culture focus) fields. The department is piloting sections in Fall 2018 to expand the number offered in 2019-2020. Students are not required to take the section aligned to their specific major or focus area but the goal is to develop common reading and writing assignments that will be more relevant to students' interests or major.

**First-Year Seminar:** In Fall 2017, UWG piloted a new First-Year Seminar (FYS) program. First Year Seminar (XIDS 2002) is a two-credit hour course in Area B.2 that is organized around an academic topic chosen by the instructor but which also addresses other components such as academic mindset and integrative learning skills that UWG has identified as crucial to first-year retention and success. This project is the product of ongoing collaborative work between Student Affairs and Academic Affairs to improve student success in the first year. In Fall 2018, UWG piloted 32 sections of XIDS 2002. Assessment results indicate that students who took FYS in the first semester were retained at a higher rate than students who did not. In Fall 2018, the number of sections has increased to 71 sections, and the program has added an academic enrichment component (Wolf Experience) that provides students active engagement with high touch retention services like the Writing Center, the Center for Academic Success, and Career Services. The goal for Fall 2019 is 100 sections which will bring UWG close to offering enough seats for every first-year student. UWG offers other first-year experience opportunities—such as living and learning communities—for students who do not take FYS. Work on the FYS model—which emerged initially as part of UWG's *LEAP West!* campus plan—continues to be assessed and refined. Instructors participate in a summer course-design workshop

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facilitated by First-Year Academic Programs and the Center for Teaching and Learning. UWG is also working to improve how students are placed into FYS sections during summer orientation, so that students who are most at risk academically are more actively engaged and supported.

**Gateways to Completion:** UWG has actively invested funding in first-year student retention and success through the Gateways to Completion (G2C) initiative, a partnership between the University System of Georgia and the John Gardner Institute. UWG joined G2C in 2016 as one of the initial Cohort I institutions and identified five core courses for participation in the project--more than any other USG institution: ENGL 1101, MATH 1112, BIOL 1007, HIST 2111, and ACCT 2101. UWG continues its financial investment this year with these five courses. Assessment of DFW rates indicates some encouraging markers of success. However, the larger impact has been on transforming institutional culture around course redesign and student success in gateway core courses. UWG has witnessed a shift in the number of faculty and departments actively engaged in this work, even beyond our five G2C courses, and is working to build internal capacity to continue and expand this work further.

## New Initiatives for Retention and Graduation

**Expansion of First-Year Seminar Sections:** 71 sections of FYS were offered in Fall 2018, and UWG plans to expand the number of sections to 100 in Fall 2019. This will create 2200 seats and bring UWG close to offering a seat for every incoming first-year student. Other first-year experiences, such as living and learning communities, will also be offered. The retention rate for students who take FYS is higher than for students who do not. As part of this expansion, FYS sections will also incorporate a common writing goal related to career exploration.

**Linking ENGL 1101 and First-Year Seminar (XIDS 2002):** Beginning Fall 2019, UWG will connect ENGL 1101 and First-Year Seminar, creating mini-learning communities for students who have been identified as academically at risk. Faculty teaching these courses will work together and communicate about students' progress in these courses.

**First-Year Seminar Placement During Orientation:** Data analysis has revealed correlations between which retention and which orientation session a student attends. Orientation sessions late in the summer correlated to decreased retention rates. Therefore, UWG will be reserving seats in FYS sections for these students and identifying additional learning strategies in these FYS sections to assist these students with a successful transition into college.

**Development of a First-Year Faculty Cohort:** UWG faculty who teach in the core and who have demonstrated exceptional expertise in supporting student success in the first year will be invited to be part of a first-year faculty cohort who commit to reaching out to first-year students and supporting them inside the classroom and beyond throughout the first year. Professional development and training will be provided to support these faculty.

- 7) Discuss your institution's participation in the Affordable Learning Georgia program and also give details on the percentage of courses at your institution using low-cost or no-cost textbooks. What other actions has your institution taken to reduce the cost of education to students? Provide details regarding these actions, the number of students impacted and the savings to students.**

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**Additionally, provide ideas on how your institution can be proactive in reducing costs to students for the upcoming year.**

**Affordable Learning Georgia:** Low cost/no cost attributes were implemented fully for Fall 2018. The Provost's office worked closely with the registrar to develop an attribute in Banner to track and list courses in the schedule of classes. Notes were added to each course to alert students and were sortable by category. As the schedule was built, faculty designated whether their course materials were low or no cost, with assistance from the bookstore when necessary.

For Fall 2018, a total of 602 course sections were designated as No Cost (textbook = \$0). Of those sections, 471 were eCore sections. A total of 121 course sections were designated as Low Cost (textbook < \$40) and one of those sections was an eCore section. The total number of Low Cost and No Cost sections for Fall 2018 was 723 which represents approximately 25% of all Fall 2018 course sections. These sections generated a total cost savings of \$494,700 for fall 2018. Based on No/Low cost usage growth from the past few years, we are estimating over \$720,000 of textbook savings for FY2019. From FY2014 through FY2018, the total savings exceeded \$1.8 million.

Between the beginning of FY15 and October 2018, UWG has received \$79,930 in ALG Textbook Transformation funds. Participating departments are Chemistry, Educational Psychology, Psychology, and Political Science.

For Fall 2018, the Mathematics department adopted OpenStax textbooks (College Algebra and Trigonometry) for all MATH 1111, 1112 and 1113 sections (except Honors sections). This covers a majority of students taking core level Math courses. Many Mathematics faculty are also using MyOpenMath, which is a free online homework system that grades students' homework in their sections. Faculty not using MyOpenMath are collecting and grading homework independently and are not requiring students to purchase additional materials. So with the exception of one MATH 1113 Honors section, all sections of MATH 1111, 1112 and 1113 are no cost to students for materials. The department plans to expand this cost-saving initiative to MATH 1001 through development of an ALG grant proposal.

**Other Actions:** The Graduate School awarded \$19,685.00 to 41 students to offset costs related to conference and research travel. The Honors College awarded \$28,055 to undergraduate students to support their research.

**Future Cost Reduction Ideas:** University of West Georgia won a Prior Learning Assessment (PLA)/Credit for Prior Learning (CPL) Effort Award in the form of a grant from the University System of Georgia. These funds are being awarded to programs for the development of three new challenge exams. The new challenge exams will reduce tuition costs and provide more seats in the selected courses.

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## Part IV: Institutional Financial Health

- 8) Discuss the financial health of your institution using the June 30, 2018 annual financial statements as the basis. This discussion should include trend data for student receivable balances as well as other key financial measures (i.e. cash, reserves, etc.). Discuss any material audit findings. Use charts and graphs as necessary.**

The June 30, 2018 annual financial statements for the University of West Georgia show that UWG is a financially strong and stable institution. The statement of net position, which is a snapshot of the financial condition for a specific date and includes all assets and liabilities, shows that the total assets and deferred outflows of resources decreased by \$129,424,034. This reflects the impact of recording the Institution's proportionate share of the OPEB liability of \$127,192,454. Additionally, Net Capital Assets decreased by \$8,203,200 due to an increase of \$9,962,359 in the category of Accumulated depreciation. Current assets increased by \$1,746,426 while current liabilities increased by \$3,653,351.

Total student receivables is less than 2% of tuition revenue with the net student receivables at 0.265% of tuition revenue. The average receivable write-off over the last ten years is \$224,949.

The current ratio, which is a liquidity ratio that provides information about the institution's ability to meet its short-term (1 year or less) financial obligations, is 2.86:1 as of June 30, 2018. In other words, UWG has almost three times the necessary current assets to meet its current liabilities; and UWG's cash ratio shows that there is 2.4 times the coverage for current liabilities in cash.

Cash and Cash Equivalents have grown \$45,679,888 on June 30, 2015 to \$55,575,094 on June 30 2018. During this same time period the total auxiliary reserve balance has declined from \$20,049,684 to \$18,469,774 due to the auxiliary enterprise program investing significant resources from its reserves in facility enhancements and new equipment.

The University of West Georgia takes its financial accounting and reporting responsibilities very seriously and continues its success in receiving clean audits with no significant or material findings and no comments for the year ended June 30, 2018.

- 9) 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).**

### Bookstore (fund 12230):

The UWG Bookstore had another challenging but successful year. The industry continued to trend toward providing more content via electronic format(s) and less via hard copy. This placed significant downward pressure on overall textbook sales at the UWG Bookstore. However, through the ongoing cultivation of relationships with faculty, proactive communications, and follow-up collaboration regarding left-over stock, we were able again to meet hardcopy textbook needs on campus in a very affordable manner. Early adoption information from UWG faculty allowed the Bookstore to go to the

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marketplace before most other schools and buy a tremendous amount of our textbook inventory as “Used Books” from a multitude of wholesalers. This content is much more affordable than “New Books” from publishers. At the end of each “Rush” we were able to go back to faculty, let them know the remaining textbook stock “on-hand,” and where feasible, re-adopt the ISBNs we had in surplus for future semesters. This helped the store avoid shipping, handling and other “return” expenses that would have ultimately been passed-on to students.

In FY18 the UWG Bookstore was able to buy an increasing number and percent of its used books on the internet through Amazon.com. Those books were significantly less than what we would buy from “wholesalers” which further helped reduce prices to students. The UWG Bookstore is working closely with procurement, USG, and Amazon’s corporate office to develop an agreement where we can also *sell* our “dead stock” books on Amazon as well--books that normally would be returned. This will increase our revenue for these books which ultimately helps us keep pricing down for students.

UWG Bookstore supported academic classes by providing information to students about how to access free, online course materials and providing affordable hard copies for purchase or rent for students who felt their learning outcomes would be improved with a physical copy of the online text.

Through faculty relationships and working with lower cost vendors, the average retail price paid by students at the UWG Bookstore reduced by 9% for Fall 18 compared to Fall 17.

In FY18 the Dual Enrollment program continued to grow. With support from First Year Programs and the faculty, the UWG Bookstore was again able to support every Dual Enrollment student with the books needed for their classes at no cost to the student. Because of this cross divisional collaboration, the Dual Enrollment program is now a stable part of the UWG Bookstore operations.

Over the past several years the UWG Bookstore has worked with ITS and the Bursar’s office to streamline the use of residual aid funds for students to access their course materials early in the semester with our “Bookstore to the Rescue” program. Because of these efforts, in June 2018 the Bookstore was able to offer the Bookstore to the Rescue (BTR) program to 4<sup>th</sup> session attendees for the first time. This is a short session and falls in the middle of year-end close out. Successful execution of BTR required consistent communication and flexibility on the part of all departments involved. The efforts were a success and the program was executed without issues for students and with no detrimental impact on the year-end processes. This allowed the Bookstore to serve our students with the most need for all summer sessions including our bridge program participants in the IGNITE program that are identified as an at-risk cohort.

The UWG Bookstore continued to provide more affordable general merchandise, often produced in our local market, thus producing a significant increase in non-textbook sales. The UWG Bookstore continues to partner with local and national vendors to provide affordable general merchandise that meets the needs of our community. In FY18 the Bookstore partnered with UWG Cheer and the Staff Advisory Council to provide logistical support for their fundraising programs. This helped retain the business within the local community.

In FY18 the UWG Bookstore successfully awarded a new information system contract to PrismRBS for their fully hosted back office and point-of-sale solution. The system allowed for increased

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functionality of our handheld POS devices which now function as full registers. This allowed the UWG Bookstore to reduce 9 permanent registers down to 5 without negative impacts on foot traffic during “Rush.” The hosted solution also reduces the campus resources required to support the UWG Bookstore and reduces future financial risk as all hardware is supported and replaced as need by the vendor. To offset the cost of the new system the UWG Bookstore’s current wholesale partner increased commission support to the store for purchases and rentals, with the goal being a solution that has no out-of-pocket expense to the university.

What’s in store for our future? The UWG Bookstore and UWG Dine West reviewed multiple proposals for expansion of the food service concept within the Bookstore over the last year. Based on the cost of expansion of the food service concept and student feedback through surveys, the final decision was to change the existing concept from a high-end breakfast/lunch restaurant to an affordable lunch/dinner Mexican restaurant. The new venue will open Spring Semester 2019.

Additionally the UWG Bookstore is currently working with campus leadership to assess the feasibility of internally leasing a portion of the current General Merchandise sales floor for other departments on campus.

### **Food Service (fund 12220):**

Early in 2016 the University of West Georgia notified Aramark, its contracted food services provider for over four decades, that FY2016 would be our last year under contracted services because UWG was instituting a Self-Operated Dining Program. The transition was smooth and Dine West was born.

Following a successful first year financially (FY17), DineWest experienced significant new challenges. Freshmen enrollment did not grow at the rate we planned and housing occupancy unexpectedly declined. Because Dine West had prepared and staffed for growth in enrollment and on-campus residential freshmen, we spent the majority of FY18 adjusting to the enrollment changes and the negative impacts to dining revenues. As a result, DineWest was not able to contribute to the bottom line reserve in FY18.

Fortunately, we learned a lot from the volatile influences to our dining revenue. As a direct result, the DineWest management team learned to use available data much more effectively in planning and adjusting staffing and inventory levels. We also built an updated staffing plan for fall semester. This plan has thus far proven not only to support financial self-sufficiency well, it also allows us to continue to make improvements for students in quality, access and affordability.

In addition, the Auxiliary Services Marketing and Communications team introduced very tactical and effective meal plan sales initiatives. As a result, overall Fall 18 meal plan sales were up over \$225,000, and operational expenses were down over \$170,000 for the first quarter of FY19.

DineWest continues to support the principles and practices of the EngageWest employee relations model. Doug Hines, Training manager for DineWest, tracks the professional development for each employee to ensure that all achieve 20 hours of meaningful development. Several staff spent significant time in the summer with the catering team to learn the various processes so that we are able to utilize our own “cross-trained” staff (when available) rather than depending on temp staffing for peaks in catering demand.

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### **Transportation** (fund 12250):

The transportation system at the University of West Georgia is self-operated. In 2015 we hired a new Parking and Transportation supervisor, an alum with years of transportation and logistics experience. The university continues to benefit greatly as a result of this hire. Our fleet is much more sound and reliable operationally, maintenance is scheduled and carried-out in a very effective manner, morale is greatly improved, and as a result, service for our students is the best it has been in years.

In FY2018 We began a project to compare Ridership and bus utilization by tracking ridership by day and hour for each route. We have been able to create an up-to-date “Daily Operations Report” that provides us with the information to better utilize the bus fleet. It allows us to look at each route and calculate the real number of drivers and route capacity. This will allow us to make needed route and staffing levels changes in real time. As online enrollment has grown, on-campus enrollment has declined resulting in significantly reduced Transportation fees revenues. We have been able this fall to quickly and efficiently adjust our supply of buses and drivers to more effectively meet student demand for services.

### **Parking** (fund 12250):

The Tim Haahs consulting group evaluated the UWG parking program in Fall 2015 and Spring 2016. The findings were very reassuring. We currently have adequate volume of parking spaces, although not always in the most convenient locations (but all on campus). Our shuttle system supports our parking arrangement well and together they provide consistent and reliable solutions for commuter and residential students. The consultants did, however, express concerns about our limited Visitor Parking and the proximity of that parking to destinations of choice by visitors. In conjunction with the Carrollton Community Advisory Board, UWG Faculty and Staff, and our UWG Visitors Welcome Center, we conducted a survey to discover the “needs”. The results were clear--we need visitor parking solutions scattered around the campus perimeter not a centralized one-solution lot. Based on the survey results we identified ten locations around the immediate perimeter of campus with easy walking access to destination buildings and designated 4-6 spaces at each of those ten locations as Visitor Parking complete with instructions as to what to do when arriving to campus. The signage is in place and the parking is utilized often.

In FY2018 the new Campus Center Lot, 12A, was completed and it has provided an additional 45 new “open” spaces along with 2 more ADA spaces. We have just completed construction of a new Campus Center Lot 12B located where the tennis courts and GA Power electrical transfer station were located.

We have ordered Parking Lot counters from Parking Logic and will begin installation of the equipment in Fall 2018 for 3 lots. There will be electronic signs placed at each entrance as well as near the parking lots. If this initial set up proves to be a success, we will install the counters in all open lots as well as the commuter lots. This allows us to better utilize limited fee money and limited parking space resources to better communicate available capacity to our students in “real-time” thus helping to assure access while keeping a lid on affordability.

### **Vending** (fund 12270):

In FY17 UWG Vending and UWG Procurement successfully negotiated a very strong “Beverage Vending & Pouring” agreement with Coca-Cola United. The resulting agreement, which began July 1, 2017 and has the opportunity for annual renewal for nine years, has much greater guaranteed

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commissions, additional growth commissions, significantly reduced Bag-In-Box pricing, and Cartridge product pricing for dining, as well as, enhanced support for student events. Additionally, this effort will help us, through our new vendor relationship, modernize payment opportunities for patrons using beverage vending on campus. Debit and credit cards, Wolf bucks, cash and coin are all available through new generation “readers” that only modestly existed on our campus previously. The first three months of Fall 2018, beverage vending sales are up over 30%.

In FY18 UWG Vending and UWG Procurement awarded the new Snack Vending contract to the incumbent Buffalo Rock. The new agreement provides additional revenue support to the university through increased commission. Additionally the previous equipment only allowed the acceptance of cash or coin by default. Cashless options were available on select machine only through the campus “Wolf Bucks”. These cashless readers were provided by UWG Vending and all service, replacement or other expenses were the responsibility of the university. Through the new agreement all machines are being replaced with vendor-managed devices that support payment cards securely through a cellular connection.

In FY19 UWG Vending is piloting a payment-card based print solution that will enhance our current student printing options by offering color printing, cloud based printing, single sign-on capabilities, and accept multiple payments types. Our current printing solution only accepts the campus “Wolf Bucks.” This solution will allow students to print from any device instead of being associated with a specific computer lab.

Our focus in vending continues to keep the right products and services available, at affordable prices, high quality, and with easy access.

### **Summer Conferences (fund 12270):**

The primary mission of our Summer Conference program, which is large in size, is to keep our fulltime custodial, food services, and maintenance employees working through the summer months so that they do not experience financial hardship during those months and so that we start fall rush with these core employees on the payroll and in-place.

In January 2018, we hired a seasoned professional with experience at several large national universities to manage our summer conference program. With her leadership we provided enhanced hospitality and customer service by effectively providing tasks to her camp staff to provide direct support for camp directors especially during the critical arrival and reception phases for the camps throughout summer of 2018. She is also in coordination with Continuing Education and Admissions to show-place our campus during summer; which will provide mutual benefits for all. During summer 2018, UWG hosted over 30 camps, conferences, and orientation sessions involving 8,110 participants and over 26, 646 bed nights.

### **Health Services (fund 12240):**

All costs associated with the operation of Health Services are absorbed within the Health Services budget. Health Services provides services to our students such as primary care, pharmacy, health education, and patient advocate services. 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 FY12.

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In FY19 we started billing students for individual appointments with a provider and for appointments that were a “no-show” without calling to cancel/reschedule. The billing is necessary to overcome fee revenue decreases due to more fully online and non-fee paying enrollment. This additional revenue will allow us to pay the lease on the new building (opening Spring 2019) and make additional staff hires to meet our growing enrollment. All pertinent information is contained in the 10-year business plan.

### **Campus Center (fund 13000):**

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. The facility allows students to meet, socialize, and connect to the UWG campus as well as providing recreational activities. The bond was refinanced in FY15 which resulted in lower annual payments with additional funds available for campus center operations and equipment repair/replacement. However, current changes in our Dual Enrollment numbers and dramatic increases in fully online students have impacted the revenue generated by the Campus Center fee. An \$18 fee increase was approved for FY19, but that revenue was offset by further fee decreases from the increases in non-fee paying students.

### **Student Activities (fund 13000):**

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 FY2010. 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 but it is increasingly difficult to do that given the impact that 100% online students have on the fee revenue.

### **Housing (fund 12210):**

In FY12 Housing & Residence Life (HRL) operated 7 state-owned residence halls and 3 bond-financed facilities. In FY16 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. Moving forward, Housing & Residence Life will continue to control expenses and maximize residence hall occupancy to cover operational costs and contribute to their reserve balances for future needs.

For Fall 2018 the combined occupancy of all residence halls is 96.6%--an increase of nearly four percentage points from the 93% in Fall 2017. This increase is due to a strategic model that increased the sophomore retention in housing. We also increased residency of internal students. Additional information may be found in the 10-year business plan.

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**10) Provide an update on the current status of each Public Private Venture (PPV) at your institution. Have the underlying assumptions been achieved (i.e. enrollment, occupancy, etc.)? If not, discuss how shortfalls will be addressed. Describe any unexpected capital repairs, expenditure trends, reserve balances, and the anticipated coverage ratio for the current year based on your enrollment/occupancy. Discuss any needs for a fee increase in the upcoming year. Do current and projected future conditions indicate a need to draw from the capital reserve maintained at the System Office? If so, when and how much?**

### **University Suites:**

The University Suites is a cluster of three residence halls, established in 2004, providing 607 beds with single and double rooms along with a common community center and study room.

Occupancy rates for FY17 and FY18 were 93.5% and 88.5%, respectfully. As of September 14, 2018, FY19 occupancy is 97.0%. In fiscal year 2018, an allocation of Housing and Residence Life administrative expenses was distributed on a per bed basis (PPV and traditional housing units both) to give a more accurate reflection of performance. This allocation, along with reduced occupancy rates were the main drivers for a FY18 cash flow surplus of \$217,116 (lower than recent trends). The cumulative cash flow balance on June 30, 2018 was \$5,641,646.

### **Arbor View Apartments:**

Arbor View Apartments is a cluster of three buildings, established in 2006, providing 598 beds. Each unit is fully furnished along with a common laundry room, aerobics room, and multipurpose a meeting room in each building. Occupancy rates for FY17 and FY18 were 96% and 94.5%, respectfully. As of September 14, 2018, FY19 occupancy is 97.3%. In fiscal year 2018, an allocation of Housing and Residence Life administrative expenses was distributed on a per bed basis (PPV and traditional housing units both) to give a more accurate reflection of performance. This allocation, along with reduced occupancy rates were the main drivers for a FY18 cash flow deficit of \$126,928. The cumulative cash flow balance on June 30, 2018 was \$1,244,451.

### **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. Occupancy rates for FY17 and FY18 were 93% and 90.5%, respectfully. As of September 14, 2018, FY19 occupancy is 87.7%. In fiscal year 2018, an allocation of Housing and Residence Life administrative expenses was distributed on a per bed basis (PPV and traditional housing units both) to give a more accurate reflection of performance. This allocation, along with reduced occupancy rates were the main drivers for a FY18 cash flow deficit of \$403,100 which was funded by equity transfers from other housing projects reserve cash flow balances. Similar equity transfers will be necessary in the future. The cumulative cash flow balance on June 30, 2018 inclusive of the equity transfer was \$68,064.

### **Center Pointe Suites (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, movable furniture, patios, a TV lounge, large student rooms, and an event and teaching space with catering kitchen. Occupancy rates

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for FY17 and FY18 were 99% and 94%, respectfully. As of September 14, 2018, FY19 occupancy is 97.0%. In fiscal year 2018, an allocation of Housing and Residence Life administrative expenses was distributed on a per bed basis (PPV and traditional housing units both) to give a more accurate reflection of performance. This allocation, along with reduced occupancy rates were the main drivers for a FY18 flow deficit of \$226,289. The cumulative cash flow balance on June 30, 2018 was \$4,046,724.

### **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, movable furniture, patios, a TV lounge, large student rooms, and an event and teaching space with catering kitchen. The aggregate occupancy rate for FY17 and FY18 were 96.7% and 94.3% respectfully. As of September 14, 2018, FY19 occupancy for Bowdon Hall was 100% and Oaks was 97.8%. In fiscal year 2018, an allocation of Housing and Residence Life administrative expenses was distributed on a per bed basis (PPV and traditional housing units both) to give a more accurate reflection of performance. This allocation, along with reduced occupancy rates were the main drivers for a FY18 aggregate cash flow deficit of \$164,752. The aggregate cumulative cash flow balance on June 30, 2018 was \$3,949,672. The East Commons dining facility had a net cumulative cash flow surplus balance of \$191,510 after the first four years of operations.

### **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 meet, socialize, and connect to the UWG campus. In fiscal year 2012, \$18,925,000 of the original \$30,720,000 in principal bonds issued in 2004 was refinanced. This partial refinance provided anticipated savings of \$1,373,789 though the 13 years remaining on the bonds. In FY14 the remaining Series 2004 bonds were refinance in principal of \$8,175,000. This refinance provided additional anticipated savings of \$705,163. All savings from refinancing were passed on to the University.

While experiencing modest enrollment growth, recent trends in electronic delivery for classes, as well as, Dual Enrollment have presented challenges in achieving pro forma expectations. Effective Fall 2018, a Board of Regents approved fee of \$18 per student per semester was applied to mitigate the financial challenges presented by the new enrollment and delivery trends. The current year cash flow deficit of \$169,316 leaves a remaining cash flow surplus of \$8,401.

### **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 shell. A second series of bonds (\$3,780,000) was sold in April 2012 to complete the Athletic Office Building.

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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 \$13 per semester to cover these costs. The 2008 bonds were refinanced on December 18, 2014 with an anticipated savings of \$3,244,614 through the remainder of the bond life. All the savings were used to reduce the rent.

While experiencing modest enrollment growth, recent trends in electronic delivery for classes, as well as, Dual Enrollment have presented challenges in achieving pro forma expectations. The Athletic Complex project experienced a \$3,343 cash flow deficit for fiscal year 2018 leaving a remaining cash flow surplus of \$364,341.

It is UWG's intention to request a \$19 per semester increase in this fee to generate \$4,000,000 of bond funding for the improvement of the Athletic Complex facilities. This will allow UWG, with other institutional and Foundation support to relocate and improve the baseball stadium, track and field events elements, and the tennis complex. Originally it was thought that a \$29 fee increase would be needed for this endeavor, but with a combination of current reserves, foundation support, and this reduced fee increase, it will be possible to accomplish the consolidation of all outside athletic programs to the west campus.

### **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 FY18 were down 7.4% as compared to FY17. The total cumulative expendable cash flow balance on June 30, 2018 was \$2,769,163.

**11) Provide an update on the financial health of the athletics program at your institution. Specifically, provide the revenue generated, total spent by fund source, and reserve balance for the past five years. What percent of revenue comes from student fees and what percent comes from private donations? Report on any shortfalls. What actions are being taken at your institution to address any shortfalls or prevent them from happening? What are the biggest challenges in athletics? Be specific. Is your institution in compliance with the subsidy limit established by the Board? If not, what actions are being taken at your institution to get in compliance?**

### **Athletic Program**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>
<b>Source of funds:</b>					
Fund 10500	\$496,840	\$557,261	\$225,998	\$971,650	\$1,211,009
Fund 12280	4,032,826	4,108,418	4,809,401	4,694,005	4,740,564
Foundation Support	1,511,382	1,395,646	1,021,956	1,037,975	\$1,087,432
<b>Total Resources:</b>	<b>\$6,041,048</b>	<b>\$6,061,325</b>	<b>\$6,057,355</b>	<b>\$6,703,630</b>	<b>\$7,039,005</b>

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<b>Use of Funds:</b>					
Fund 10500	\$496,840	\$557,261	\$225,998	\$971,650	\$1,211,009
Fund 12280	4,097,826	4,437,540	4,755,463	4,649,269	4,706,754
Foundation Support	795,965	1,031,486	1,440,177	1,441,748	1,371,681
<b>Total Expenditures:</b>	<b>\$5,390,631</b>	<b>\$6,026,287</b>	<b>\$6,421,638</b>	<b>\$7,062,667</b>	<b>\$7,289,444</b>
<b>Current Year Balance</b>	<b>\$650,417</b>	<b>\$35,038</b>	<b>(\$364,283)</b>	<b>(\$359,037)</b>	<b>(\$250,439)</b>
<b>Reserve Balance Used</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 364,283</b>	<b>\$ 359,037</b>	<b>\$ 250,439</b>
<b>Reserves (Restricted &amp; Unrestricted)</b>					
Fund 12280 Total Fund Balance*	\$1,449,130	\$912,586	\$986,287	\$990,970	\$1,030,624
<b>Fund 12280 Spendable Fund Balance</b>	<b>\$330,100</b>	<b>\$83,236</b>	<b>\$126,202</b>	<b>\$147,908</b>	<b>\$99,174</b>
Foundation Fund Balance**	\$170,853	\$715,046	\$391,775	\$516,912	\$622,158
* Includes quasi-restricted reserves					
**Cash on hand after Foundation reserve balance was used					
Student Fees % Resources	64.0%	65.2%	70.5%	63.4%	57.7%
Private Donations % Resources	25.0%	23.0%	16.9%	15.5%	15.4%
In order to be competitive academically and athletically in the Gulf South Conference, additional funding is needed to provide the student athletes with the best possible experience.					
<b>Increasing the Athletic-Related Aid:</b> With mandatory fee revenue declining, fund raising will need to be a key revenue source. Raising funds to be fully funded in all sports is an endeavor that is difficult and will take years to accomplish, if at all.					
<b>Inability to Utilize Graduate Students:</b> Changes by the Sports Medicine industry will require all Athletic Trainers to be certified and have a master's degree prior to hire. In order to sit for certification, a master's degree will be required, thus eliminating the use of Graduate Assistants. The cost savings of utilizing Graduate Students will be lost, as staff will need to be hired to serve and support athletes in the area of Sports Medicine.					
<b>Rising Costs of Travel:</b> As travel expenses continue to rise, the nutritional and travel needs for student athletes has not changed, causing more funding to be used for necessary nutrition and travel. Also, due to Title IX/OCR rules, overnight travel costs will rise as student athletes will now only be allowed to stay 2 to a hotel room. Finally, per guidance from the USG, it has been advised that for larger sports, buses be utilized instead of vans, thus incurring greater travel costs for programs currently utilizing vans for travel.					
<b>Cost of Facility Maintenance:</b> While UWG currently has access to top of the line facilities, the cost of preventative maintenance and improvements continue to rise. Maintaining and improving athletic facilities is a key component in the recruiting process and giving the student athlete an opportunity for excellence.					

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To ensure shortfalls do not occur, all staff are required to submit pre-approvals prior to any spending. Athletic staff does not have the authority to obligate the University for purchases. Appropriate approvals must be obtained prior to a vendor providing goods or services.

Additionally, UWG is in compliance with the subsidy limit established by the USG Board of Regents. The FY19 subsidy percent equals 75.49 which includes a growth rate of 2% while expenses grew 3.75% well within the 5% limit.

### Part V: Fiscal Year 2019 Update

**12) How are new funds appropriated for fiscal year 2019 being used to address the institutional priorities? Specifically, discuss the progress to date, achievements, challenges, etc.**

**State Funding Received: \$3,264,368**

<b>FTE</b>	<b>eTuition Replacement:</b>	<b>Status</b>	<b>Amount</b>
1.0	Nursing Tenured Faculty & EdD Director	Filled	\$128,725
1.0	Spanish Tenured Faculty	Filled	\$78,105
1.0	Accounting Tenured Faculty	Filled	\$166,092
1.0	Ingram Library Tenured Faculty	Filled	\$125,981
1.0	Management Tenured Faculty	Filled	\$141,197
1.0	Management Tenured Faculty	Filled	\$145,866
1.0	Nursing Tenure Track Faculty	Filled	\$81,961
1.0	LSI-COE Tenure Track Faculty	Filled	\$70,624
1.0	COE Tenure Track Faculty	Filled	\$88,253
1.0	CriminologyTenure Track Faculty	Filled	\$83,372
1.0	Mass Communications Tenure Track Faculty	Filled	\$70,465
1.0	Psychology Tenure Track Faculty	Filled	\$91,774
1.0	Art Tenure Track Faculty	Filled	\$65,765
1.0	COE-Instruct Tech Tenure Track Faculty	Filled	\$87,149
1.0	COE-CSD Tenure Track Faculty	Filled	\$75,686
1.0	Criminology Tenure Track Faculty	Filled	\$75,220
0.5	Chemistry Tenured Faculty	Filled	\$66,257
<b>16.5</b>	<b>eTuition Total Replacement</b>		<b>\$1,642,492</b>
	Faculty Promotion/Tenure	Distribution Completed	\$223,959
	QEP	Funded PT music faculty paid from course fees.	\$50,000
1.0	OFE Dept Assistant COE	Filled	\$44,583
1.0	Education Research Faculty TT	Filled	\$82,100
0.5	Geoscience TT Faculty	Filled	\$25,825
1.0	Math Instructor NTT	Filled	\$61,516

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1.0	Math Instructor NTT	Filled	\$61,516
1.0	Math Instructor NTT	Filled	\$61,516
1.0	Management Lecturer NTT	Not yet hired	\$99,522
1.0	Education Research Faculty TT	Filled	\$82,100
1.0	Nursing Assoc Prof TT	Filled	\$109,380
1.0	Health/Comm Wellness Instructor	Filled	\$67,220
1.0	Criminology Lecturer	Filled	\$56,303
0.1	Mass Comm Professional Staff	Existing staff time increased	\$12,400
1.0	Music Assist Prof TT	Filled	\$78,802
1.0	Economics Faculty TT	Filled	\$121,036
1.0	Sociology Lecturer	Filled	\$54,002
1.0	Assoc Director Advising Center	Filled	\$82,100
0.5	Dept Assistant Sr	Existing staff increased to FT	\$31,621
1.0	Art Assist Professor TT	Filled	\$69,700
1.0	Criminology Assist Prof TT	Filled	\$74,660
1.0	Costume Shop Coordinator	Filled	\$51,100
1.0	Professional Advisor-Newnan	Filled	\$20,915
<b>19.1</b>		<b>New Items</b>	<b>\$1,621,876</b>
<b>35.6</b>		<b>Total Funding</b>	<b>\$3,264,368</b>

**13) How is your institution addressing the impact of fall 2018 enrollment declines or shortfalls, 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 since 2010; however, UWG is experiencing a significant change in enrollment makeup. The student cohort receiving their coursework through electronic delivery is growing at a much faster rate than the overall growth rate of the total student population. Headcount enrollment for Fall 2018 grew by 1.6% (213 students) over Fall 2017. However, the headcount of students receiving 100% of their coursework online grew by 18.1% (520 students) over this same timeframe. For West Georgia this is a significant issue since 29.7% of the credit hours delivered are online and 24.7% (3,394 students) of our student headcount are 100% online. Therefore, there is a significantly growing population of students exempted from paying most mandatory fees. This is having a serious financial impact to the financial models of Athletics, Health Services, and Parking and Transportation. The total reduction from anticipated mandatory fee revenue for FY19, excluding the Special Institutional fee, is expected to be \$609,007.

We continue to be committed to the efficient and ethical use of our resources and will continue efforts to optimize operational performance and cost-effectiveness as demonstrated in our implementation of the CAR Action Plan Response resulting in over \$1M of identified and implemented savings. UWG is also committed to accounting for its effectiveness through the integration and alignment of transparent planning, budgeting, 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 requesting new funds. UWG will maintain effective planning

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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.

**14) What one-time costs are anticipated or possible but currently on hold pending funding availability in fiscal year 2019? Use the attached template to provide a priority listing.**

In an effort to strengthen our information security posture, UWG would like to use one-time funds to expand the use of multifactor authentication to include email, implement deep packet inspection for all web traffic, and conduct penetration testing using a certified third-party testing firm. The cost to support these cyberinfrastructure initiatives is \$168,000.

### Part VI: Looking Ahead to FY 2020

**15) The University System of Georgia was permitted to request enhancement funding in FY20. A template to collect enhancement requests related to Momentum Year/student success and student safety initiatives was distributed in August. Please provide a narrative description of the request, to include description of activity, timeline of implementation, and expected outcomes or performance indicators.**

**Momentum Year Initiative - \$186,225:**

We are requesting 3 additional non-tenure track faculty in English (2) and Math (1) to fully implement the new co-requisite labs for ENGL 1101, MATH 1001, and MATH 1111. In Fall 2018, UWG is piloting sections of ENGL 1101 (5 sections) and MATH 1111 (5 sections). MATH 1001 co-requisite lab sections will be added in Spring 2018. For Fall 2019, data predicts approximately 11 sections each of ENGL 1101 and MATH 1111 will be needed for traditional students who do not meet the test score exemption. Additional sections also will be needed for MATH 1001 in 2019-2020 for adult learners, which could add 192 MATH 1001 and 126 ENGL seats.

The co-requisite labs have been designed as part of UWG's Momentum Year Initiatives and in concert with the co-requisite requirements identified by the USG (e.g. small lab sections taught by the same instructor teaching the aligned core section). UWG was not offering any co-requisite lab support in English and Math. The pilot sections have allowed for development of the course design by English and Math faculty aligned to current best practices within the USG and nationally. Once brought to scale in 2019-2020, the co-requisite labs will enable both traditional first-year students and nontraditional adult learners to enter and complete programs of study that prepare them to succeed in obtaining their educational and career goals.

**Professional Advisors - \$180,600:**

The addition of 3 academic advisors is needed to provide professional advising to all students under 60 credits hours across all Colleges. The additional advising opportunities will improve students' time to degree completion by providing a clear "roadmap" for program completion and increase student retention rates in their degree program of choice. Additionally, this request will support the

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work we are doing with the Education Advisory Board (EAB) and Complete College Georgia in improving student success as well as supporting the startup of the Momentum Year.

### **Adult Learners Support Services - \$52,700:**

We are seeking to expand our "one-stop" support for onboarding adult learners at our satellite sites in Newnan and Douglasville by adding one additional staff position. The position would be cross-trained with Registrar (for unofficial transcript evaluations), Undergraduate Admissions (for understanding of standards and residency requirements), and Center for Adult Learners and Veterans (for needs of adult learners and military-connected students). Provides intense, high-touch service through the inquiry and application process and serves as proactive concierge to a caseload of enrolled adult learners. This position would be dedicated to serve our satellite sites.

### **Student Safety - \$88,400:**

The university police department is proposing the employment of 2 uniformed security officers that can provide safety escorts to students during evenings and weekends. Students will be able to utilize our safety app to request a safety escort and security officers will respond to their location.

Additionally, when not providing escorts the security officers will perform unlocks for on-demand unlock request, helping students and staff members gain access to their buildings in a more timely manner, which will increase their safety as they will not have to wait outside of a building for long periods of time waiting for it to be unlocked.

**16) Credit hour enrollment growth at your institution was relatively flat in academic year 2018. In the event that a small amount of new funds were made available in FY 2020, what would be the budget priorities for your institution and how would 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 – do not duplicate enhancement requests from question 15).**

The University of West Georgia's enrollment continues to grow in graduate programs and electronic delivery. Once again, as in the past seven years, the current fall enrollment has set a new record with a total enrollment of 13,733 students.

The UWG's 2014 – 2020 strategic plan which focuses on the four imperatives of student success, academic success, partnership success, and operational success continues to drive us as we meet the needs of our students, our community, and the state. Everything we do is driven by and referenced to one or more of these imperatives.

At the heart of this plan is UWG's strong commitment to continue the leadership development and campus transformation initiative known as Engage West! which is now entering its sixth year of full institutional participation. Every 90 days all managers and supervisors are brought together for focused professional development in leadership enhancement. It continues to be an amazing experience to see over 250 supervisory employees working collaboratively across all boundaries to fulfill UWG's vision as "the best place to work, learn, and succeed."

The Engage West initiative serves as an engine for active participation in the decision-making processes on campus. The budget development process is one important example of this process. For

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each of the last five years, our budget development process has involved every unit on campus demonstrating a complete grass roots developmental endeavor. It reflects the energy and enthusiasm of the entire community not only in direction but also in priority. Specifically, we are requesting new funds that align with student success indicators and most importantly with the Chancellor's Strategic Priorities of Degree Attainment, Affordability, and Efficiency.

Our focus for next year's request centers around maintaining our core curricula and student services by replacing the reduced eTuition support; investing in retention and recruitment of our faculty and staff; and most importantly, investing in instruction and student support personnel to ensure student growth and success.

### eTuition Support:

Continuing to support student affordability, we have included the second one-third reduction in undergraduate eTuition differential resulting in a \$28.78 reduction in the eTuition differential taking the per credit hour rate to \$28.78 for FY20 (see table below).

Originally our undergraduate eTuition differential represented over \$4,886,069 of recurring funding supporting 55 full-time faculty and staff dedicated to delivering online learning, innovation and development, and operations. In the current year (FY19) we reduced the undergraduate differential by one-third or \$1,628,878 and plan to reduce our revenue by an additional \$1,628,878 in year two of the phase out. This represents \$1,604,203 in lost recurring eTuition differential funding for FY20. We have listed the replacement funding needed as our top priority on the Excel template. The chart below displays the revenue reduction plan over the three year period.

eTuition Revenue					
Fiscal Year	Rate	Undergrad Revenue	Graduate Revenue	Total Estimated Revenue	Revenue Reduction
2018	\$86.33	\$4,886,069	\$2,020,035	\$6,906,104	\$0
2019	\$57.55	\$3,257,191	\$2,020,035	\$5,277,226	(\$1,628,878)
2020	\$28.77	\$1,628,312	\$2,020,035	\$3,648,347	(\$1,628,878)
2021	\$0	\$0	\$2,020,035	\$2,020,035	(\$1,628,312)

### Employee Investment:

In 2008, UWG began investing in compensation with the first formal staff salary equity study. We are now in our third iteration having sought out Sibson Consulting in FY16 to review our staff efforts by developing a compensation philosophy for our campus, updating the market pricing for our current pay scale, and assisting us with an implementation plan to address areas of concern beginning July 2016. Even with two fiscal years of recurring staff equity salary increases aligned with the Sibson Study, we are still over \$1.5M of recurring costs from the market entry point of the 19 staff pay bands. In addition to the review by Sibson, we have committed to updating the faculty CUPA analysis which is also in its third iteration. Our faculty efforts began in 2011 with a formal external consultant review and has been updated since to better reflect the competitive nature and successes of our faculty. Due to our previous investments, we saw an overall reduction in turnover of faculty and staff on a year to year basis from 12.45% in 2014 to 8.01% in FY17. With the lack of merit increases and no recurring

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dollars to fund equity in FY19, we were not able to reduce salary disparities as compared to market rates. As a result, our turnover rate is returning to levels experienced four years ago (12.1%).

In addition, we gauge our effectiveness in this effort by our annual Engage West! Engagement Survey. As you can guess our lowest scores have traditionally been surrounding pay and benefits. Since the implementation of our equity salary plan the overall pay indicator has improved to 3.0 out of 5, a statistical increase of over 10% since 2014. Our efforts are improving the lives of faculty and staff and, with equal importance, improving the experiences of our students – **efficient and effective outcomes**. This year's investment will focus on updating our CUPA CIP code structure comparisons allowing our current faculty comparisons and those newly gaining promotion and tenure to maintain 88% of the CUPA median for faculty salaries and another step towards our staff salary equity goal. Due to the success of this initiative historically and the lack of funds for the current year, we are asking for recurring resources to continue our progress towards these salary equity goals.

### **Student Growth and Success:**

While enrollment at UWG was relatively flat for academic year 2017-2018, the breakdown in enrollment patterns illustrates a more complex picture. Specifically, we experienced a dramatic increase in graduate student enrollment which was focused primarily in the College of Education. For example, Early Childhood Education (The BOR 2018 Regents' Teaching Excellence Award for Departments and Programs.) has increased by 262 graduate students in the past five years, an average of 52 additional new students each year (62 new Ed.S. students in 2018). This success is the result of concerted efforts to recruit and enroll adults and graduate students during the statewide decline in new high school graduates. It was determined that this growth and success could be strategically, and perhaps even dramatically, expanded in very selective areas with the allocation of additional resources.

Our request focuses on additional faculty in high growth, high demand areas (Education, Nursing, Health/Wellness, Sports Management, and Political Science). Additional resources are requested for direct student support for adults, veterans, financial aid, and counseling as well as improving the engagement (retention) of our students.

Without knowing what the final result will be regarding tuition increases, we have provided a single list of specific priorities totaling \$3,644,368 from state appropriations if that is the only source of new funds. Given the disparity in tuition between UWG and other institutions within the University System, it is imperative that we receive these resources if additional tuition dollars will not be available. Absent these resources, we continue to be at a disadvantage in serving students, achieving improved degree attainment, balancing eTuition cost reduction and innovation, and providing a high quality educational experience.

Below, we have provided undergraduate and graduate tuition and fee comparisons for your convenience. In both comparisons, we remain and continue to be the most affordable quality educational option in our sector. The disparity in graduate tuition continues to put undue pressure on UWG's undergraduate programs, since it is necessary to use undergraduate funds to support the graduate programs.

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## FY2019 Tuition and Mandatory Fees

Sorted by In-state Undergraduate

Georgia Tech University  
University of Georgia  
Georgia State University  
Georgia College and State University  
Augusta University - Summerville Campus  
Valdosta State University  
Kennesaw State University  
Georgia Southern University  
**University of West Georgia**  
University of North Georgia

Undergraduate (15 SCH)		Graduate (12 SCH)	
In State	Out-Of-State	In State	Out-Of-State
\$6,212	\$16,510	\$7,902	\$15,292
\$5,915	\$15,202	\$5,491	\$13,485
\$5,429	\$14,716	\$5,744	\$16,076
\$4,673	\$14,030	\$4,467	\$13,327
\$4,322	\$11,823	\$3,532	\$9,732
\$3,738	\$10,479	\$4,055	\$11,836
\$3,716	\$10,579	\$4,476	\$13,542
\$3,711	\$10,452	\$4,364	\$14,305
<b>\$3,677</b>	<b>\$10,418</b>	<b>\$3,736</b>	<b>\$11,596</b>
\$3,668	\$10,574	\$3,638	\$11,707

In making this budget request, we believe we continue to be good stewards of current resources as demonstrated in response to our update on UWG's CAR Action Plan Response and implementation identifying and realizing \$1.081M in redirected savings. We will continue to utilize the CAR process in a Phase II approach to identifying savings to redirect to our strategic priorities, e.g. Student Success!

## Part VII: Academics

**17) Discuss new academic programs under consideration for startup in FY 2020. Do you have plans to introduce a Nexus degree? 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?**

The three new programs listed below were in the Academic Program Forecast (listed below) and have been in development for a while. These programs are not of the sort of high demand, high enrollment type of programs. Two of them, the BS in History and the BFA in Theater, however, are designed to drive up enrollments and in one case respond to the low producing programs report. The BA in Theater cannot compete with the BFA, the professional degree that all serious theater students desire. The BS in History responds to the needs of so many more social science minded history students who want practical internships in curation and digital humanities and to spend less time in foreign language requirements. This is consistent with a national pattern of humanities degrees that are moving away from the traditional, and increasingly cumbersome BA requirements, and moving toward more work-place related concentrations, such as professional writing, computer-based

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humanities support, and digital humanities. The other degree, the MFA in Studio Art, answers a demand of several years of Art BFA students who want to take their professional training to a higher level. We have been fielding requests for this degree since 2013, and after detailed study of the demand, we feel certain that this program would not only be viable, but would feed our growing graduate programming and would welcome graduate students to assist in the mentoring and development of our current undergraduate students.

UWG is not insensitive to the needs of developing programs to meet high demand needs and these programs are in the pipeline now. Faculty groups are working on cybersecurity, financial technology such as block chain, analytics, informatics, and film. In addition, we are exploring several possible Nexus degrees. Topics under consideration include professional writing, corporate communications, film, health & wellness, & many other less developed areas we intend to explore. Each of the Nexus ideas will be aligned with all constituents.

Each of the forecasted programs are detailed below.

## **1. Bachelor of Fine Arts in Theater**

Currently, there are only three institutions within the USG that offer a BFA in Theatre (Columbus State University, Valdosta State University, and University of North Georgia). UWG is the closest in proximity to Atlanta, a burgeoning capital in the entertainment industry. Indeed, according to the FilmLA study on 2016, Georgia outpaced all filming locations, both nationally and internationally. (FilmLA, Inc.: 2016 Feature Film Study, p. 3) UWG Theatre Department wants to fulfill a strong need for artists in both the acting and design/technical fields of theatre and film in the Atlanta market. A close second in our reasoning is to recruit students to UWG and the Theatre Department. Because there are so few options for earning a BFA in Theatre in the state, skilled students are going out of state for this degree. High School students interested in pursuing a degree in Theatre at the University are being told by their guidance counselors and their Drama teachers to pursue the BFA. We want to give them what is in demand. Lastly, there is the data: CSU is bursting at the seams in terms of their BFA enrollment in both Acting and Design/Technology (as of Fall 2016 they have 84 students enrolled), VSU is holding steady at 82 (also in both Acting and Design/Technology from the Fall 2017 census) and at UNG, which has only the BFA with a concentration in Design and Technology, the enrollment is a very large 40 (from the Fall 2016 census). There is an obvious need for another BFA in Theatre degree in the USG.

According to the Georgia Department of Economic Development's Team Work: FY16 Year in Review, Georgia is ranked third in the US and fifth in the world for film production. This resulted in an over \$7 billion economic windfall for the state. There are over 159 camera-ready communities in the state (p. 8). What better place to develop on-camera and behind-the-scenes talent than in the state that boasts these numbers. Likewise, the arts community in the state is healthy and vibrant. The Georgia Council for the Arts distributed 179 grants to various state arts programs, totaling \$1.2 million (p. 10). What does this have to do with creating a new BFA degree in Theatre at UWG? It means that there are healthy, flourishing arts communities all over the state, and that there are people who support the arts. The BFA in Theatre will contribute performers, designers, publicists, artists, and arts supporters to the Georgia economy.

## **2. UWG's MFA in Art**

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As a comprehensive university, the University of West Georgia's Department of Art seeks to implement a Master of Fine Arts (MFA) in Art degree program to support the University's and University System of Georgia's strategic goal to expand graduate level programs offerings in an effort to meet state needs. The MFA in Art at UWG will assist in meeting the need of a growing state population and an Arts industry which contributes over “\$2.2 Billion in Economic impact, over 31,000 jobs and 1.3 billion in revenue” and part of the overall creative economy that contributes over “\$62.5 billion in economic impact, 5% of the total state employment or 200,000 employed with 12.1 billion in earnings” as reported by the Georgia Council for the Arts and the Economic Census and Non-employer statistics, 2012. The proposed program will graduate students in the visual arts with a terminal degree in the field. It will prepare students for faculty/teaching positions and professional practices within visual art and related fields by providing advanced training within their discipline, as well as pedagogy and guided teaching opportunities. Currently, there are only three MFA in Art degree programs in the state: two within the Tier 1 (UGA and Georgia State University) and one program within Tier 2 (comprehensive institution tier group) offered by Georgia Southern University. The new UWG MFA in Art will enhance opportunities for high demand career offerings within the state. Additionally, it will fill a niche within Tier 2 degree offerings for Georgia due to the distance separating UWG and Georgia Southern University.

### 3. Bachelor of Science History

The state of Georgia would benefit from a Bachelor of Science program in History at the University of West Georgia by offering students pursuing a history degree the opportunity to learn to use digital technologies in the study, interpretation, and presentation of the past. Those technologies can be applied in the historical discipline in performing quantitative analysis, researching sources, mapping, or presenting the findings of historical research in digital media, such as web-based platforms, digital applications, or film.

### 18) Discuss the success of programs created during the past 4 years. Have enrollment targets been met and have cost projections held true? How is the institution addressing any underperforming programs?

Programs created over the last four years have been consistently monitored and have been successful by all available measures. A brief detail of each is included. We created an Ed.D. with a major in Higher Education Administration. This degree was launched in Fall 2018 and this program enrolled a full cohort of 20 students. Cost projections held true and revenues will be projected toward continued growth. Given the large demand for the program and interest around the state for this fully online degree, we are very optimistic for the program in the future.

The second degree launched Fall 2018 is the Bachelor of Interdisciplinary Studies. This program is receiving a lot of attention, but we are currently unable to track majors as Banner updates are pending. The flexibility of this program has already been utilized to partner with local Chambers of Commerce, primarily in Coweta County, to meet workforce demands in real time. The Newnan instructional site has launched a technical and professional writing program that was specifically requested by employers in the area.

The Bachelor of Science with a major in Health and Community Wellness started in Fall 2015. This program now enrolls over 300 majors and was the fastest growing program over the same time

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frame. It is very successful and expansion plans are underway. Discussions are currently ongoing regarding expanding the program in Newnan and Carrollton. Cost projections held true and revenues have surpassed expectations.

The **Bachelor of Science with a major in Social and Behavioral Health** started in Fall 2017. This new program currently enrolls over 30 majors and has expanded collaborations across campus regarding mental health issues. No additional costs have been identified.

The **Bachelor of Science with a major in Organizational Leadership** (eMajor Affiliate), has been very productive with revenues exceeding expectations and cost projections remaining constant. Cost projections are constant, and revenues have been increasing in a similar pattern to other online programming.

No new programs developed over the last four years have been identified as underperforming. Should that situation arise, a similar approach to programs listed in question 19 will be employed to increase enrollment or sunset the program.

### **19) What existing programs have low degree production? What measures are you taking to improve the enrollment in these programs?**

Eleven Programs appeared on the Low Producing Programs report in Fall 2017 (Listed below), down from 20 in 2016. All have been addressed. We have systematically reviewed academic programming over the last four years as part of the Provost's Scorecard and have made significant progress in reducing their numbers. One has reached a level that is consistent with additional study (\*) in order to develop a plan to ascertain the viability of the program. One has been deactivated and will be terminated this year (\*\*). Five were submitted for consideration as a family of degrees (\*\*\*)<sup>\*</sup>, which when combined with similar programs will not be on the list next year. The remaining four are listed for continued evaluation and may be sustainable with modifications to recruitment, retention, and curricular redesign. We will explore creating a family of degrees for the BBA in Real Estate since a large block of the coursework is shared with other programs in the department (Real Estate and Marketing). The BA in Global Studies is interdisciplinary in nature and may contribute to the new Bachelor of Interdisciplinary Studies. The BA in Theatre is being addressed with the addition of a BFA in Theater, which is a much more marketable degree that supports Film studies (& the GFA). The BS in Physics has attempted to expand through the REPP and a dual degree program with Kennesaw State University.

The following Eleven programs were on the 2017 Low Producing Programs report:

Master of Science Mathematics\*

Master of Education Business Education\*\*

Master of Education Educational Leadership \*\*\*

Bachelor of Arts International Economic Affairs \*\*\*

Bachelor of Arts Political Science \*\*\*

Bachelor of Arts Art \*\*\*

Bachelor of Business Administration Economics\*\*\*

Bachelor of Business Administration Real Estate

Bachelor of Science Physics

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Bachelor of Arts Global Studies  
Bachelor of Arts Theatre

## Part VIII: Facilities

**20) Highlight any projects in your existing Capital Plan that are integral to the goals and outcomes discussed elsewhere in this document (enrollment, academic, student success, etc.).**

### 1. College of Business Building

FY20 Construction Funding - \$14.9M GO Bonds + \$5M Private Gifts

The New College of Business Building will provide the Richards College of Business a comprehensive site where all faculty, staff, and students will be housed in one building. The total project budget is \$23.5M. This amount includes the cost for abatement, demolition, and utility/site remediation on the Watson Hall site. UWG received FY19 Design funds in the amount of \$1.7M, will request FY20 Construction funds in the amount of \$14.9M, and FY21 FFE funds in the amount of \$1.9M. The project budget includes private gifts in the amount of \$5M.

*Strategic Impact:* *This project facilitates the consolidation of the RCOB into a single new facility, allowing Adamson and Miller Halls to be strategically repurposed to meet student success and academic success goals.*

### 2. Newnan Center Expansion

Proposed Funding: up to \$2M (~\$800,000 in real estate sale proceeds + up to \$1.2M Private Gifts)

The need for an increased presence in Newnan was identified in the 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.

Conceptual Design is underway with the focus on optimizing classroom space, and providing for faculty and administrative space in support of the academic programming Enrollment Fall 2018 was 985 students unduplicated, with Student Credit Hours reaching record highs. With the addition of four new programs, enrollment trends should persist. UWG Newnan has partnered with the Coweta Chamber to enhance programming for Newnan residents to obtain workforce related degrees at the center to contribute directly to their community after graduation.

*Strategic Impact:* *This project will set the stage for continued growth of the Newnan programs, allowing expanded offerings, community outreach, and continued collaborative partnerships in the region.*

### 3. Athletic Complex - Phase II

Proposed Funding: \$7 - 10 Million

Relocation of the Tennis Courts, Track & Field, and the Baseball Stadium allows for greater consolidation of athletic and recreational activities on Northwest Campus. Consistent with the 2018 Master Plan, relocation of these facilities from their current locations on the main campus to the

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Athletic Complex will allow for the strategic re-use of valuable real estate for future projects, including residence halls and academic buildings.

**Relocation and Upgrade of Tennis Courts and Track & Field:** Relocation of the Tennis Courts and Track & Field is consistent with the Athletic Complex master plan. The tennis courts will be in better proximity to parking, support resources, and allows for an upgrade to NCAA Tournament requirements. The relocation allows for needed infrastructure parking support to the Campus Center.

The relocation of the Track and Field will include an upgrade to NCAA Guidelines, safe and secure track and field event elements, adequate storage facilities, and accessible restroom facilities.

*Strategic Impact: This project provides for NCAA competitive facilities which have not been previously available. Improving athletic and academic recreation programs will have a direct impact on student retention. These venues will also contribute to increased community partnerships. The relocation of the tennis courts allows for visitor and community parking for nearby venues and provides space to future expansion of the Campus Center. The site of the current track has been identified as the location for new residence halls.*

**Relocation of Baseball Stadium:** 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. Relocation allows the University greater flexibility in its academic plans to renovate and expand the Biology Building, reclaim additional space for student services in the refurbished Murphy Building, currently underway, and allows for greater consolidation of athletic and recreational activities on the West Campus, simplifying field maintenance and event operation. Additionally, the relocation will provide the opportunity to implement energy-saving procedures, such as the use of LED lighting and installations of restrooms and ramps that will make the facility fully ADA compliant.

*Strategic Impact: This project will allow for reclaiming real estate for intramural fields in closer proximity to student residence halls. Part of the real estate for the existing baseball field has been identified as future Science & Math Complex building location in the new campus master plan.*

### 4. Infrastructure and Life Safety Improvements - Education Center

Proposed Funding: \$5 Million

The Education Center is a two-story pre-cast concrete tilt-up structure and primarily houses classrooms and support space for the College of Education that was constructed in 1970. This project will replace the electrical distribution system including the transformer, switchgear, panels, wiring, and will replace inefficient lighting with efficient and cost effective units. This project will upgrade the mechanical system to include the chiller and air handling units. Also included is upgrading the original hydraulic elevator, replacing the original fire alarm system, adding a fire sprinkler system,

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and making building upgrades to meet the requirements of ADA. The result will be a better teaching and learning environment capable of meeting the emerging pedagogical techniques.

*Strategic Impact: This project will preserve the learning space capacity for the College of Education. Increasing system failures and condition of the HVAC and electrical systems put this building at risk and negatively impact learning environments in the facility.*

## 5. Academic Quad Renovation

Proposed Funding: \$57 Million

The 159,056 GSF Campus Quad includes three UWG facilities – Pafford, Boyd, and Humanities – that were constructed from 1968 to 1970. The three academic buildings, together with the Library (renovated 2011) are of nearly identical construction and with the exception of Humanities, are connected by a series of elevated walkways. The facilities have never been renovated in their nearly 50 year history and a 2012 FCA by ISES Corp. indicated over \$18M (\$21.5M in 2021 dollars) in capital renewal and deferred maintenance (CRDM) needs. These crucial academic buildings contain 53,764 ASF of instructional space and account for 40% of UWG's weekly student contact hours. Classrooms are heavily utilized with an average classroom metric of 0.55 and are home to the College of Social Sciences, Art, Music, Mass Communications, Physics, Math, and the university's data center.

This project will completely renovate the Campus Quad by retiring all CRDM work and allowing an additional \$75/GSF for program changes and plant adaptation. The project also includes up to 20,000 GSF of new construction that will allow classroom station sizes to meet current standards, provide updated pedagogy and technology, and add needed classrooms and faculty offices. Additionally, the project will correct critical life safety and ADA deficiencies and will include a centralized heating and cooling plant and distribution system for increased energy efficiency.

*Strategic Impact: This project will preserve the learning space capacity for the College of Social Sciences, College of Arts and Humanities, and College of Science and Math. These buildings house the learning spaces that account for 40% of undergraduate credit hours. Increasing system failures and condition of the HVAC and electrical systems put these building at risk and negatively impact learning environments in the facilities.*

## 6. Sanford Hall Accessibility Improvements

Proposed Budget: \$2 million

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, Chief of Staff, as well as the Department for Institutional Effectiveness and Assessment. Several ADA and code compliance issues have been identified, including main entrance access, bathroom's ADA compliance, and building evacuation routes. This renovation will include a small addition to create an opportunity to enhance accessibility to the facility.

*Strategic Impact: Sanford Hall houses the President's Office, Provost's Office, and Institutional Effectiveness and Assessment. The building is not ADA compliant, impacting our ability to effectively host partners, giving community, and donors.*

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**21) Are there any facility expenses, including one-time or ongoing maintenance needs, which are not discussed in the Capital Plan that will have a major impact on operating budget planning for FY20? Provide details and budget impacts.**

## 1. UCC HVAC upgrades

Proposed Funding: \$200,000 Institutional Funding

Phase 1 of the revised HVAC replacement plan for UCC will involve adding 4 rooftop units to serve the Third Floor lobby area as it is the area in the most need for supplemental air conditioning due to the reduced capacity of the existing system (two of the four air distribution units have been decommissioned due to poor condition). Phase 1 of the HVAC replacement plan also includes routing chilled water piping from the mechanical room to the exterior of the building to facilitate a quick replacement of cooling capacity in the event the existing chiller fails beyond repair. The revised HVAC replacement plan provides for a more cost effective short-term solution to the building's critical air conditioning needs. The permanent replacement of the UCC HVAC system is estimated at \$4 million.

*Strategic Impact: This building houses the Auxiliary Services Department as well as the Post Office, Veterans Affairs, Risk Management, and numerous dining options. The current HVAC system is currently nearly 50 years old and in danger of catastrophic failure. If this system fails before we are able to install new equipment we would be forced to find alternate temporary locations for all of these functions. The impact could be detrimental to these critical programs that serve our student body and the cost for temporary facilities and accelerated construction schedule would grow exponentially. This could negatively impact our enrollment and student retention.*

## 2. Z-6 HVAC Upgrades - Phase I

Proposed Funding: \$1.5 M Institutional Funding

The existing system is more than 40 years old and parts are no longer available for the components. The control system is pneumatic and the piping is beyond repair due to the inaccessibility of the piping. The drain pans are rusted out due to age, and we are unable to maintain temperature and humidity levels, making it very difficult to maintain comfort levels. A new control system along with the new air distribution system will allow us to communicate with the campus wide energy management system. This will allow us to implement schedules, increasing comfort while saving energy. Phase I will address the 2nd Floor, main dining area and kitchen, HVAC system and issues.

*Strategic Impact: Continued institutional fund diversion to address infrastructure needs reduces the funds available for more direct student initiative related goals and outcomes.*

## 3. Instruction and Pedagogical Improvements

Proposed Funding: \$150,000 (Assessment Phase)

Academic efficiency and student learning is often affected by the surrounding environment. In order to ensure an environment conducive to learning, we must address pedagogical concerns.

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Faculty continue to struggle with class size, room design, acoustics of outdated buildings, furniture, sight line issues, HVAC systems, lighting, wayfinding, and security (single exit classrooms with the podium across the room). Also, we must consider the changing nature of our student body including adult learners and accessibility. We need a range of adjustable spaces that will accommodate a variety of disciplines including classroom, studio, and rehearsal space. Flexible space will enable us to continue to foster interdisciplinary liberal arts education, while also enhancing retention, progression and graduation for students during this time of extraordinary growth.

*Strategic Impact: If successful in not diverting year-end funds for infrastructure and deferred maintenance projects, more academic program impact projects could be funded with year-end funds.*

## 4. Renovation for University College

Proposed Funding: \$425,000 Institutional Funds

To assist with the success of our Momentum Year plan we need to centralize the instructional services for our undeclared students to create an environment that maximizes student success with the addition of a “University College.” Renovations are needed to two existing buildings over the next few years to include: renovating space in Gunn Hall to create a multi-use conference/classroom to seat 20 at a cost of \$100,000 and add a dual purpose copy room/break area for \$25,000; and renovating the Old Auditorium for the Center for Teaching and Learning by creating a new facade and entryway to showcase the Center at a cost of \$300,000.

Organizing and structuring campus facilities to present academic programming has been reviewed and we believe Gunn Hall is ideal to consolidate academic outreach in a unified area central to campus that promotes interaction between faculty, staff, and students. The earliest step includes relocating the Center for Interdisciplinary Studies and First Year Seminars Program into Gunn Hall in the current space controlled by Academic Affairs (A100). Phase two of the centralization process would include arranging a central office for LEAP, G2C, CCG, and all academically focused retention, progression, and graduation efforts. Creating a physical space for these units and initiatives brings them to the forefront in image and action. We believe creating this space in Gunn Hall would then lay the foundation for Phase three, creating a full service University College as an umbrella for all these areas. This may require additional space, but minimal resources as many of these offices and positions already exist somewhere on campus, typically wherever there happened to be a spare office when they were created.

The Center for Teaching and Learning provides faculty with high-quality, evidence-based professional development and information about innovative techniques, research, and pedagogy so that they can foster engaged and effective learning environments for our students. The CTL supports Student Success and Academic Success by helping to advance productive faculty development, Partnership Success by building strong collaborative relationships with both internal and external partners, and Operational Success by helping to create a workplace of choice for faculty members. Through this ongoing faculty development work, the CTL is at the forefront of UWG’s culture of improving retention, progression, and graduation rates and of reducing the number of students who drop, fail, or withdraw from their courses.

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## Strategic Impact:

*Committed to student success, Academic Affairs is aligning its best practices for teaching and research with several national and state initiatives that help students in the transition to learning in college, provide students with more opportunities for experiential and applied learning, and prepare students for more vital engagement in professional and civic work after degree completion.*

*LEAP West! reflects West Georgia’s own efforts to improve the quality of undergraduate education by focusing on key essential learning outcomes, principles of excellence, and authentic assessment practices that provide students with a more dynamic learning experience. At its core, LEAP West! is committed to:*

- Faculty leadership in course and curriculum design aligned with best national practices;
- Engaged collaboration and partnerships between faculty and staff in support of student learning and success;
- Actively supporting and improving student retention and progression toward graduation; and
- Providing students with the practical skills, problem-solving and critical thinking abilities, and civic awareness required for personal and professional success in the twenty-first century.

Academic initiatives emerging from LEAP West! include **First-Year Academic Experiences** (First-Year Seminars, Learning Communities, and a First-Year Engagement Series) that help students make successful transitions to learning in college; a **Guided Pathways Initiative** that helps students make essential connections between courses, majors, and future professions; enhanced opportunities for **Experiential Learning** (undergraduate research, service learning, study abroad and away programs, and internships); and **Capstone Seminars and Experiences** that help students reflect upon what they have learned in college in relationship to their future professions and goals.

## **5. Cobb Hall HVAC Improvements**

Proposed Funding: \$2,500,000

The HVAC systems for Cobb are based on a 1960's design for a two-pipe system with cooling capacity being limited by the water transfer piping being original designed only for heating the building. The current fan coil units were added in 1998 for cooling with minimal outside air included. The fan coil units are well past their life expectancy and the programming for the building has changed resulting in poor ventilation and dehumidification during humid summer months. This has resulted in mold and mildew issues throughout the building, causing numerous complaints from the building occupants. The limitations of the existing HVAC system has resulted in loss of work time during the humid summer months due to poor IAQ and resulted in inappropriate temperatures in office and meetings spaces during mild winter days.

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Strategic Impact: Cobb hall currently the office space for both Information Technology Services and the University's Foreign Language department. The proposed project will install the necessary equipment to bring the HVAC systems up to latest ASHRAE standards to provide for occupant comfort being drastically increased along with improving the IAQ of the building providing for a safe work environment.

## 6. Maintenance and Support Services for Specialized Systems - Facilities Recurring Costs

Proposed Recurring Funding: \$50,000 annually

There are a number of installations of specialized systems and equipment in critical facilities that require ongoing maintenance and service that can't be supported through the current M&O budget unless critical services are curtailed elsewhere. These systems include: Scoreboards and Hoist Systems (Coliseum); 5,000-seat Operable Bleachers (Coliseum); Hoist and Rigging System (Performing Arts); Stage Lift (Performing Arts); Operable Walls (Campus Center Ballrooms); Operable Classroom Wall (Biology TEAL Classroom). All these systems require periodic service and repairs and the systems must be properly inspected and maintained to ensure their safety.

Strategic Impact: Proper periodic inspection, maintenance, and repair is necessary to ensure safe operation.

## 7. West Georgia Drive Improvements - Phase I

Proposed Funding: \$2.5 M

UWG plans to partner with the city of Carrollton via multiple phases to accomplish this improvements to this 1.27 mile road, the primary travel route for virtually all vehicles on campus. The original road was constructed using residential and 1960s traffic and pedestrian control techniques. The heavy commercial traffic of today is causing the pavement and substrate structure to fail, presenting continuous pot holes and pavement failures. The many years of pavement overlays has caused delamination of the pavement structure as well as filling the gutters with asphalt inhibiting storm water management. The sidewalks are very narrow and are not ADA accessible. UWG would pursue partnerships with local government for funding opportunities.

Strategic Impact: Continued institutional fund diversion to address infrastructure needs reduces the funds available for more direct student initiative related goals and outcomes.

## 8. CMMS and Project Management Improvements

Proposed Funding: \$250,000 Institutional Funds

Upgrade AiM/AssetWorks CMMS system to further enhance M&O resource functions by providing an integration with the Banner system for consistency/clarity, implement enhancement recommendations to increase the data retrieval, and add CPPM (Construction Planning and Project Management) module to incorporate PCS program planning and project management to eliminate the need for the eBuilder system and will allow for a strong data correlation between the Facilities and PCS departments.

Strategic Impact: This project will allow for a stronger data correlation between the Facilities and PCS departments by housing all project information and repairs in a single location

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## 9. Maintenance & Operation Recurring Expenses

**Access Control Technician (Facilities) (\$57,000)** - Under the direction of the Access Control Manager, the Access Control Technician will troubleshoot lock/access issues within our 53 key boxes, 1400+ card-readers, 250+ ancillary devices, and 850 WiQ locks throughout the campus, replace batteries and antennas, perform preventative maintenance, and assist with educating the campus on access control issues. The Access Control Technician will also assist the two Campus Locksmiths who are servicing all locks across campus. With the hiring of an Access Control Technician, preventative maintenance activities will be performed routinely to help ensure that our equipment will last for its anticipated life cycle. This will free up the Access Control Manager to focus on policy/procedure documentation, new technology research, educating the campus on access control issues, attend pre-construction meetings, contractor relations, meet with departments regarding re-keying of campus, and other administrative responsibilities.

**Night Shift Supervisor (Facilities) (\$67,535)** - This person would be responsible for all Facilities operations on the night shift. Over the coming year we will be shifting approximately 30 positions to the night shift to perform much of the deep cleaning work performed by the Custodial Department. The night crew will also include up to two Maintenance Mechanics that must collaborate with the Custodial Team. This position would be responsible for all work that is performed at night, including scheduling, quality control, supervision, and employee relations.

**Professional Development/Training Coordinator (Campus Planning & Facilities) (\$61,130)** The Facilities maintenance and operations workforce has a number of employees who are approaching retirement age, and who possess considerable institutional knowledge regarding our older facilities. Many of our newest recruits are younger and less experienced in maintenance of our older systems and are facing the challenge of maintaining and servicing high tech building systems with limited experience and training. At the same time, Campus Planning and Facilities has developed a career ladder progression model that seeks to develop the necessary competencies within our workforce and advance the knowledge and skill to operate and maintain a diverse 21st century campus. This position would develop and implement training and professional development programs for our workforce to meet these challenges and to retain critical knowledge and grow the organization from within.

**Maintenance Planner (Facilities) (\$67,535)** - Under the direction of the Assistant Director for Administrative Services this position would maintain asset information within the CMMS system while leading the initiative to shift our work from reactive to planned maintenance. They will design the PM Standards in the system ensuring that each piece of equipment is maintained in accordance with the manufacturer's instructions, and that work is performed at prescribed intervals. They will ensure that the PM work is prioritized using the data from the Facilities Condition Assessments which this person will maintain in the CMMS system. The planner will assist in assigning work for the maintenance teams and work with the Assistant Director of Maintenance Operations to ensure that priorities are aligned with overarching departmental goals.

**Public Works Procurement Specialist (Planning & Construction Services) (\$55,385)** Increase in the volume of project processed through PCS has significantly increased the services related to contract administration. This includes all services from proposal review, contract preparation,

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invoice review and processing, BOR compliance, and Public Works administration management. The increased services has inhibited the ability to move forward with strategic initiatives in PCS for dash boarding, capital finance analysis and modeling, and CA procedure development. This position would be responsible for the services associated with all Public Works contracting and finance compliance, dash boarding, and CA procedure development and training initiatives.

## Part IX: Information Technology (IT)

**22) What are the trends in the overall IT expenditures of the institution over the last three years and where has the institution strategically invested in IT solutions to improve student outcomes or administrative efficiencies.**

Over the past three years, IT investments have been made to strengthen our information security posture, to optimize our cyberinfrastructure, and to strategically align the ITS Division across the University.

Cybersecurity remains a top priority and to that end, multifactor authentication (MFA) has been implemented campus-wide for OneUSG and across several functional units for Banner 9 administrative forms access. Additionally, SecureWorks, a managed services information security provider that detects and responds to cyber threats has been implemented, along with LogVault, an IT systems log analysis tool designed to detect and prevent cyber threats. We have also deployed, in limited fashion, Red Cloak, an advanced end-point threat detection system.

Optimizing the campus cyberinfrastructure also remains a top priority, as the cyberinfrastructure serves as the foundation for the delivery of core IT services that support teaching, learning, research and operational activity. In today's highly digital environment, student success, academic success and operational success requires a cyberinfrastructure that is reliable, resilient, robust, secure, easy to use and ubiquitous. With this in mind, a new bandwidth management tool has been implemented, expansion and optimization of our wireless network, our disaster recovery site, and our data protection and recovery solution have occurred. Additionally, data center electrical and environmental components have been upgraded and optimization of the University's fiber infrastructure is underway.

Organizational restructuring, to include Project Management Office expansion and transition to the Office of IT Strategic Planning, has also occurred over the past three years. Business relationship resources are now in place and actively working with departments and business units to increase operational efficiencies associated with the current technology landscape, from both a functional and technical standpoint, as well as assisting in the creation of technology roadmaps to enable the future landscape.

**23) Discuss the investments your institution has made in relation to cybersecurity operations, including multifactor authentication. What cybersecurity related services would your institution be interested in having the USO/ITS provide?**

As noted in Question 22, cybersecurity remains a top priority and to that end, multifactor authentication has been implemented campus-wide for OneUSG and across functional units for

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Banner 9 administrative forms. To further strengthen our information security posture, we should expand multifactor authentication to other services in FY20, particularly email services, as reflected in our response to Q14 for new one-time funds.

Centralized USO/ITS services that would be of great benefit to USG institutions include cyber incident response standardization and forensic analysis assistance, system-wide cyber insurance coverage, quarterly penetration testing by a certified entity, and regional Chief Information Security Officers (CISOs) to assist institutions unable to fund the CISO role.

**24) Discuss the information technology needs of your institution other than cybersecurity. What is the FY20 annual projected IT spend concerning the remediation/mitigation of audit findings, legislative mandates, or regulatory requirements? IT needs that have been identified as top priorities for your institution should be included as a part of your FY20 funding request (Question #15) if your institution has been permitted to request new funds.**

UWG will refresh key cyberinfrastructure and data center components in FY20. Additionally, we will refresh educational technology components in the classroom and computer labs. UWG does not anticipate usage of FY20 funds for remediation/mitigation of audit findings, separate from cybersecurity items previously addressed in Q#14.

### Part X: Major Success/Accomplishment

**25) Use this section to highlight one major success/accomplishment at your institution that is in alignment with one or all of the Chancellor's three priorities.**

- Degree Attainment: ensure more Georgians enter the workforce with a college degree.
- Affordability: make college more affordable for Georgians.
- Efficiency: find opportunities to be more efficient and control costs.

Please attach a one-pager that succinctly presents this success/accomplishment. This is an opportunity to brag on yourself. The information provided may be used in external communications.

Please include the following elements as you deem appropriate:

- Background
- Who benefited?
- Impact on student success
- Impact to the State of Georgia
- Savings (\$), if applicable

One major success or accomplishment that we are most proud of is improving our graduation rates. As the charts on our institutional research website will show, we have over the past few years steadily

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improved both our four and our six-year rates. The six-year rate from the Fall 2012 cohort is 42.25% from four years previously at 38.97%. The four-year rate has climbed to 22.10% from four years previously at 15.61%. Of particular note is our graduation rate for African American females. The six-year rate for the Fall 2012 cohort is 50.5%. We would assert that this uptick in the four-year rate is quite remarkable. This accomplishment, furthermore, is quite clearly consistent with and supportive of the first two of the Chancellor's three priorities: completion and affordability. While increases in graduation rates are fundamentally about completion, it also is supported by and results in greater affordability. Our work on increasing the use of affordable (perhaps low cost or no cost) textbooks and other classroom materials as well as reductions in other student costs (tuition [eCore and recently eTuition] and fees), and avoiding the costs of repeating classes as a result of more successful progression, is all part of what is behind this endeavor.

While it is impossible to point to any one thing as a cause for such a complex thing as retention or graduation rates, it is our view that our work on Complete College Georgia (CCG) and now the Momentum Year must capture a great deal of what has gone into those improved rates. As the below chart indicates, UWG has prioritized five (in some years fewer) high-impact strategies to achieve its completion goals. These strategies, furthermore, have been explained in the annual CCG reports over the years. What stands out over the years is increased attention and work in advising, scheduling, academic support, and well as alternate credit-bearing activities. Our intrusive advising was enhanced by our joining the EAB SSC collaborative and getting that fully implemented in 2014. As a kind of halo effect of that work, our Center for Academic Success in concert with the Advising Center orchestrated increases in the use of Supplemental Instruction (SI) as well as tutoring, and as part of the EAB suite of products began to employ an Early Alert or early Progress Report system. Finally, the attention to success rates in our Gateway Course, first-year courses that can be "game stoppers" for so many of our new students, has been a steady part of our RPG efforts (as it was called back in 2010), and then the G2C efforts (we were early adopters) and now as part of our Momentum Year projects. As a results we have seen increases in success rates of first-year English and Math. We will not claim grand slams in this regard, but we do believe we have made some base hits.

In addition to providing assistance to students in the traditional courses, we expanded and encouraged alternative courses and course schedules. We piloted block schedules for students interested in art and foreign languages. These were quite successful, though small in number. We also increased our deployment of credit by exam, competency-based classes, dual enrollment, and online offerings. The dual enrollment numbers increased dramatically over the past four years, going from 365 to 608 in Fall 18. As for online, the number of online offerings at UWG has increased during this period by an order of three magnitudes. Also, we have created new programs and pathways over those same years, particularly for would-be nursing students and our adult learners. We have customized a version of the eMajor Organizational Leadership for our adult population in Newnan and similar work is being done in Douglasville. Admittedly, that work is new and could not claim to have played much a role in the graduation rates that we are discussing here; however, it is part of the outgrowth of the same set of efforts.

What is truly consistent over this period is a solid commitment by the institution to increase student access, affordability, and success through the broadest attempt to change the local culture and to change not only the sense of urgency about this social issue but also to change the discourse. For example, our work in the development the Carroll County Education Collaborative (CCEC) coordinating our efforts with our K-12 and our Technical College partners in order to increase high-

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school graduation and then to increase the rates of those high-graduates in obtaining either enrollment in a post-secondary institution, or employment, or enlistment in the Military has added greatly to the amplification of this discourse. In addition to the multiple workgroups sharing data and information, we have developed several articulation agreements with West Georgia Technical College and have a mutually beneficial and supportive relationship with them that is second to none in the state. These efforts result in a discursive reinforcement that can in time bend the ideological status quo to the extent that completion, student success and completion, is the default attitude.

Since the first meeting, the CCEC has committed to assuming the shared responsibilities of fostering change, achieving coherence in curriculum and promoting success for students past high school graduation. The ultimate goal of the collaborative is to help students find opportunities throughout school so that they are prepared to enroll in higher education, enlist in the military, or become employed in a meaningful career within four years of high school graduation. During the 2015-2016 school year, the CCEC committed to a design process to produce a “community response” model with the intention of replication in other communities in the west Georgia region. During the 2016-2017 school year, implementation of a developmental theme approach from birth to career was implemented. The CCEC transitioned from a model design process to an operational level after the 2017 Summit. Consequently, intentional structures, communications and performance indicators have been operationalized within annual, quarterly and monthly expectations.

### Key successes of the Education Collaborative

- High School graduation rates in Carroll County improved as compared to the state average of 72% - Carroll County improved its graduation rates to a record 90% and Carrollton City 88%!
- From 2016 – 2018, nearly 4,000 8<sup>th</sup> Grade students (with an annual increase of 15% participation over that period) attended the annual Career Expos at UWG and WGTC introducing them to up to 23 career pathways.
- At UWG, dual enrolled students increased from 79 in 2013 to 680 in 2017.

Finally, we have to say that graduation rates are a lagging indicator of a very complex network of actions and decision, some intentional and some accidental, but the reason we use them is that it is indeed a sign of institutional health if the rates increase. More students are choosing to stay and graduate, therefore indicating satisfaction with the institution. Our efforts toward this goal have been broad and several and the downside of that approach is that sometimes it is not sustainable, especially in times of budget downturns. Therefore, our next effort is to conduct the institutional analysis necessary for teasing out from our many, many initiatives the ones the demonstrably work from those that don’t. It is challenging work, but very important work. In the end, we are pleased with the work we have done, but we are by no means stopping to rest or take a victory lap.

NOTE: In addition to the FY 2020 Budget Discussion Template, please complete (as applicable) all tabs included in the attached Excel file regarding the fiscal year 2020 budget request. The tabs are labeled (1) Enrollment Trends, (2) Academic & Financial Aid Data, (3) Financial Trends, (4) Employee Data (5) Auxiliaries & Student Activities, (6) FY19 One-Time Projects, (7) New Funds, and (8) Reduction Actions.