

UNIVERSITY OF WEST GEORGIA



2019–2020 FACT BOOK



MESSAGE FROM THE UNIVERSITY

At the University of West Georgia, we aspire to become the best comprehensive university in the nation. Over the last few years, we have implemented a number of cultural and operational initiatives designed to move us toward that goal. Strategic planning, assessment, and continuous improvement is—and will continue to be—critical to our ability to sustain a culture of high performance and evidence-based leadership.

Our Fact Book, then, is not merely a collection of statistics or interesting facts, but rather a measure of our progress toward the goals we have set for ourselves. On our Engage West! website, you will find scorecards for the president and vice presidents, our institutional key performance indicators, and our complete strategic plan. You'll see our strategic imperatives are Student Success, Academic Success, Partnership Success, and Operational Success.

This is an exciting time for UWG. We are honoring the past while forging a new West. At UWG, we transform lives and change perceptions, constantly challenging ourselves to ask “what if.” We embrace diversity. We value community. We drive growth. We engage—as students, faculty, and staff—and work collectively to be the best comprehensive university in America, sought after as the best place to work, learn, and succeed.

Please enjoy this Fact Book as a helpful resource that contains a multitude of data designed for your use in meeting diverse information needs.

UNIVERSITY OF WEST GEORGIA



PREFACE

The University of West Georgia Fact Book is compiled by the Office of Institutional Effectiveness and Assessment (IEA) and designed by University Communications and Marketing. The Fact Book continues to provide reliable statistical data and summary information designed to answer the most frequently asked questions about the University. The Fact Book is based on sound institutional research and serves as a good first point of reference for institutional assessment, self-study, and planning. In total, this fact book provides the institutional profile as of Fall 2019.

IEA would like to sincerely thank everyone who provided data, information, and suggestions that contributed to the improvement and integrity of the Fact Book. This publication is reflective of the collaborative nature of our campus community and its dedication to engagement. Go West! Go Wolves!

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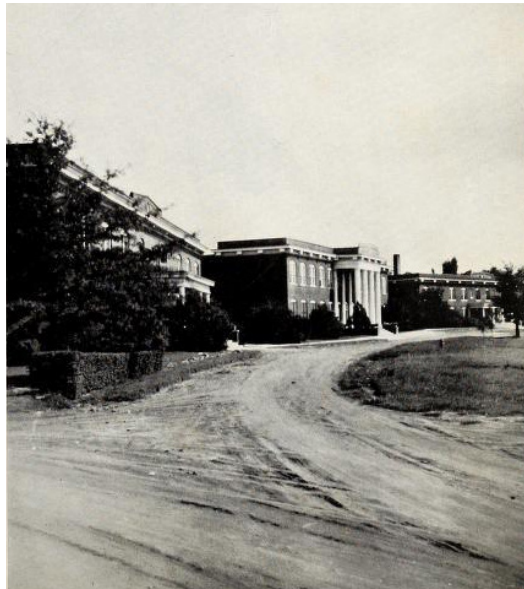
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GENERAL INFORMATION

HISTORY OF THE UNIVERSITY

The University of West Georgia (UWG), a charter member of the University System of Georgia (USG), is a coeducational, residential, public institution committed to academic excellence. Valuing liberal arts and professional preparation, UWG offers high-quality undergraduate and graduate degree programs, post-baccalaureate and post-master's certificate programs, and doctoral programs. UWG is home to students from most Georgia counties, numerous states, and many foreign countries. A dynamic and engaging place to learn, UWG has evolved from an agricultural and mechanical School to a University. As enrollment has continued to increase, UWG has accommodated the growth by repurposing existing spaces, opening additional instructional sites, and developing a strong virtual presence.

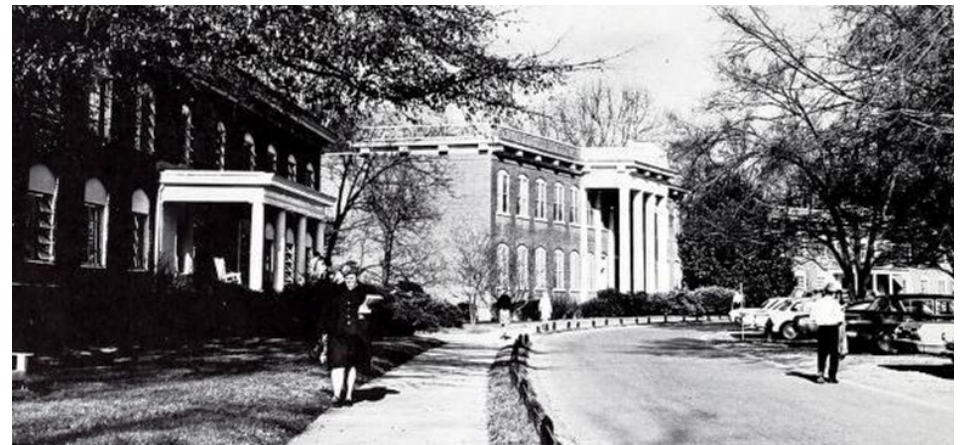


Front Campus Drive, UWG, Carrollton, GA c.1930s

Founded in 1906, the Fourth District Agricultural and Mechanical (A&M) School was one of 12 institutions established by the State of Georgia between 1906 and 1917. In 1933, Carrollton's A&M School graduated its last class of students and became West Georgia College (WGC), a junior college established by an act of the Board of Regents (BOR) of the USG. Dr. Irvine S. Ingram, principal of the A&M School at the time, was named the College's first president.

West Georgia College (WGC) added a three-year program in elementary education in 1939. In 1957, the College was authorized to confer the Bachelor of Science degree in Education, making it a four-year senior college unit of the USG. Two years later, WGC added the Bachelor of Arts degree in the fields of English, history, and mathematics. WGC soon became one of the fastest growing institutions of higher learning in the South. This was supported by the BOR's authorization to offer graduate programs just 10 years later. The first graduate programs offered were a Master of Arts in the fields of English, history, and psychology and a Master of Education.

WGC continued to grow and improve with the addition of course offerings in Douglasville and Newnan in 1973, which would eventually go on to become instructional sites, and by offering cooperative external degree programs. An external degree program with Dalton College began in 1983, followed by the external degree program in general studies, which was started in 1988 at what is now UWG Newnan.



Front Campus Drive, UWG, Carrollton, GA c.1960s

In June 1996, WGC was awarded university status and the name changed to the State University of West Georgia. Soon after, in 1998, the University received approval for its first doctoral program: Doctor of Education in School Improvement. Subsequently, the State University became the University of West Georgia (UWG) in 2005.

UWG joined four other USG institutions in 2001 to develop and offer a fully online set of core curriculum courses available to all USG students. The USG eCore established administrative offices on the UWG campus in 2009. Since then, eCore has grown and become part of the new eCampus with eMajor to provide quality, affordable, high-demand online degrees through USG institutions. In addition, UWG has worked to improve physical accommodations by adding residential housing and dining facilities to its main campus, as well as updating academic, athletics, and recreational facilities.

UWG's home is Carrollton, Georgia. Carrollton is an hour's drive from Atlanta and serves as a center for retail shopping, medical and educational services, entertainment and recreational activities, and financial services. Community events such as the MayFest, Arts Festival of Carrollton, A Taste of Carrollton, a stream of guest performances at The AMP at Adamson Square, and the Carrollton Center for the Arts provide a sense of community and a collaborative spirit. Committed to community engagement, UWG encourages mutually supportive activities and events for the campus and community populations by sponsoring student internships with local businesses and regularly hosting events, lectures, concerts, and workshops.

Source: UWG Undergraduate Catalog 2018–2019 and Institutional Effectiveness and Assessment



Front Campus Drive, UWG, Carrollton, GA c.2010s



Flame of Knowledge, Main Entrance, UWG, Carrollton, GA

PRESIDENTS OF THE UNIVERSITY



IRVINE S. INGRAM
1920–1960

Dr. Irvine Sullivan Ingram, at age 27, succeeded John Holland Melson as principal of the Fourth Congressional District Agricultural & Mechanical (A&M) School. During his tenure from 1920 to 1933 as A&M's second principal, Dr. Ingram obtained his bachelor's degree and then completed a master's in 1933. The Board of Regents (BOR), that same year, ceased operations of all A&M schools and established a junior college in Carrollton. Dr. Ingram became the first president of the newly formed West Georgia College (WGC). He served as President from 1933 to June 30, 1960, making his the longest presidential tenure in the history of the University System of Georgia (USG). During that time, he was awarded an honorary doctorate (Ed.D.) from Oglethorpe University.

WILLIAM H. ROW
1960

Dr. William Hamilton Row started at WGC in 1946 as a teacher of speech and drama. In 1950, he became the administrative dean of the College. After WGC became a senior college in 1957, Dr. Row, in addition to his role as dean, was appointed chair of the Division of Education and other Vocations. In 1960, Dr. Row was handpicked by Dr. Ingram to become the College's second president. Nine months into his presidency, Dr. Row suffered a fatal heart attack. Upon his death, Dr. Ingram returned as acting president to name a new successor.



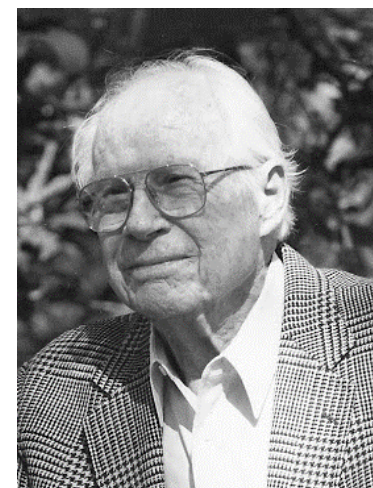


JAMES E. BOYD
1961–1971

Dr. James Emory Boyd, a member of Phi Beta Kappa and a graduate of the University of Georgia, received his Ph.D. in physics from Yale University. At WGC from 1933 to 1935, Dr. Boyd served as head of the Mathematics and Science Department. Although he left in 1936, Dr. Boyd returned in 1961 as the College's third president. During the decade of Dr. Boyd's presidency, the College experienced tremendous change, expansion, and student growth. Under his leadership, enrollment grew from 1,089 in 1961 to 5,503 by 1970, multiple new buildings across campus were added, and he was instrumental in integrating the campus by enrolling and hiring WGC's first African American individuals. Dr. Boyd left in 1971 to become Vice Chancellor for Academic Development of the USG. WGC's Vice President, George Walker, served as acting president from April 1 to August 15, 1971.

Dr. Ward B. Pafford, WGC's fourth president, was a member of Phi Beta Kappa, a graduate of Emory University, and received his Ph.D. from Duke University. Appointed in 1971, Dr. Pafford saw the creation of clear and precise guidelines for faculty advancement and the formation of a College Senate. He also oversaw the creation of a standard instrument for student evaluation of courses and professors. In 1973, the BOR approved the honors program, and Parents Day became Honors Convocation.

WARD B. PAFFORD
1971–1975



PRESIDENTS OF THE UNIVERSITY

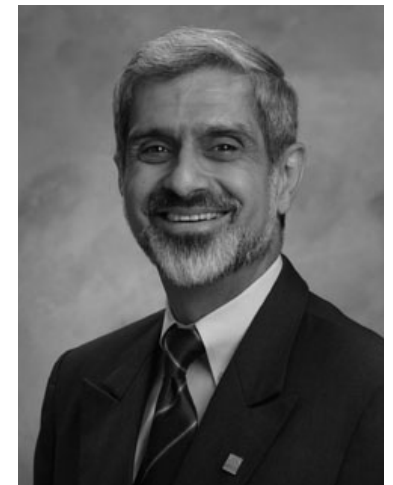


MAURICE K. TOWNSEND
1975–1993

Dr. Maurice K. Townsend, a member of Phi Beta Kappa, became WGC's fifth president in 1975. During the 1950s, he received a bachelor's degree from Boston University and both his master's and Ph.D. from the University of Chicago. Due to Dr. Townsend's willingness to invite students to discuss their concerns with him and his systematic visitation of faculty offices, he quickly became known as the "personal president." During his presidency, he saw the creation of a marching band, the introduction of the Reserve Officer Training Corps (ROTC) to the campus in 1977, opening of the food services building (Z-6), and the celebration of WGC's 50th anniversary. Following Dr. Townsend's medical leave and his subsequent passing in May 1993, Dr. Bruce Lyon, vice president of student services, served as acting president.

BEHERUZ N. SETHNA
1994–2013

Dr. Beheruz N. Sethna, WGC's sixth president, received his bachelor's and master's in India before attending Columbia University, where he attained both a second master's degree and a Ph.D. During his 19 years as president, WGC underwent several organizational, operational, and name changes. In 1995, the College changed from the long-standing quarter system to the semester system. WGC attained university status in 1996 and was renamed the State University of West Georgia (SUWG). With this new designation, the University received approval in 1998 to offer its first doctoral program, a Doctorate of Education in School Improvement, and awarded its first three doctoral degrees in 2004. Less than 10 years after becoming a state university, the name was changed to the University of West Georgia (UWG). In 2006, UWG celebrated its centennial under Dr. Sethna's presidency. After stepping down as president, Dr. Sethna returned to a faculty position in the Richards College of Business in 2013 as a Regents' Professor of Marketing.





KYLE L. MARRERO

2013–2019

In 2013, Dr. Kyle L. Marrero, seventh president overall, became the second president under the University of West Georgia banner. Dr. Marrero received his bachelor's and master's degrees from Bowling Green State University and his Doctor of Musical Arts degree from the University of Michigan. Prior to joining UWG as president, Dr. Marrero served as vice president for university advancement at the University of West Florida. While he was president, UWG achieved record enrollment, fundraising, degrees conferred, and four- and five-year graduation rates. He assisted with founding the Carrollton/Carroll County Education Collaborative (CCEC) that brings together superintendents, principals, West Georgia Technical College leadership, UWG leadership, Chambers of Commerce, and business and community leaders to focus on K-16 student success. CCEC, since its inception, has grown to incorporate an increasing number of counties in Georgia. In March 2019, Dr. Marrero ended his presidency at UWG to become president of Georgia Southern University in Statesboro, Georgia. The University Provost and Vice President for Academic Affairs, Dr. J. Micheal Crafton, served as interim president until December 2019 when Dr. Stuart Rayfield assumed the interim role. Dr. Rayfield will serve as Interim President until Dr. Brendan B. Kelly assumes the position in 2020.

Source: Special Collections, Office of the President, and Bonner, J. C., House, M. W., & Mathews, J. W. (1998). From A&M to the State University of West Georgia. Carrollton, GA: State University of West Georgia Foundation.

VISION, MISSION, VALUES

UWG VISION

The University of West Georgia (UWG) aspires to be the best comprehensive university in America—**sought after as the best place to work, learn, and succeed!**

UWG MISSION

The mission of the University of West Georgia is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community. UWG is committed to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on campus, off campus, and online.

UWG, a charter member of the University System of Georgia (USG), is a comprehensive, SACSCOC level VI, public university, based in west Georgia with multiple instructional sites and a strong virtual presence. UWG supports students in their efforts to complete degrees in relevant programs, valuing liberal arts and professional preparation. Through effective and innovative teaching, experiential learning, scholarship, research, creative endeavor, and public service, UWG equips graduates to engage with and discover knowledge. UWG is dedicated to building on existing strengths and developing distinctive academic, research, and co-curricular programs and services that respond to economic development and identified regional, state, and global needs, thus empowering alumni to contribute responsibly and creatively to a complex 21st Century global society.



UWG VALUES

The institutional mission and daily operation of the University of West Georgia are guided by our values that support our vision to be the best place to work, learn, and succeed.

The value of **ACHIEVEMENT** is evident in our commitment to the academic and social success of our students, staff, and faculty.

The value of **CARING** is evident in our consistent concern and regard for our students, staff, and faculty as well as the larger communities where we live and whom we serve.

The value of **COLLABORATION** is evident in our commitment to shared governance, teamwork, and a cooperative spirit that shape our interactions with students, staff and faculty, and the communities we serve.

The value of **INCLUSIVENESS** is evident in our commitment to celebrating our diversity, our collaborative spirit, and creating a welcoming campus that is emotionally and physically safe for all.

The value of **INNOVATION** is evident in our commitment to fostering a learning atmosphere in which new methods and ideas consistent with our vision and mission are respected and rewarded.

The value of **INTEGRITY** is evident in our commitment to rigorous ethical standards in our classrooms and offices, in our conduct toward each other, and in service to our communities.

The value of **SUSTAINABILITY** is evident in our obligation to maintaining ecological balance in our planning and operations that



make possible for future generations the same or better quality of opportunities for success available to present employees and students.

The value of **WISDOM** is evident in our commitment to teaching and learning that emphasizes knowledge for the purpose of positively transforming the lives of our employees and students, as well as improving the world in which we live.

Source: UWG President's Office

STRATEGIC PLAN

STRATEGIC IMPERATIVES

1. STUDENT SUCCESS: ENHANCED LEARNING, ACCESS, PROGRESSION, AND DEVELOPMENT
2. ACADEMIC SUCCESS: ACADEMIC PROGRAMMING AND FACULTY SUPPORT
3. SUCCESSFUL PARTNERSHIPS: BUILDING ENGAGED, MUTUALLY BENEFICIAL COLLABORATIONS
4. OPERATIONAL SUCCESS: EFFECTIVENESS AND SUSTAINABILITY

Source: UWG President's Office

STRATEGIC IMPERATIVE 1

STUDENT SUCCESS: ENHANCED LEARNING, ACCESS, PROGRESSION, AND DEVELOPMENT

Student success is at the very heart of the University of West Georgia (UWG) mission. UWG will therefore formalize a culture of completion and student achievement at both the undergraduate and graduate levels. We will recruit students who are interested in UWG as a top-choice institution and whose academic profile suggests a strong likelihood they will thrive in a comprehensive university setting. We will effectively provide essential goods and services that ease the financial burden of attending college and that help students succeed from their initial engagement with UWG through timely progression and graduation and beyond into

a successful career. UWG will also provide experiences beyond the classroom that encourage all campus citizens to discover paths to meaningful engagement with various perspectives, lifestyles, and cultures and to understand pressing local and global challenges. Expectations for student participation and achievement will rely on responsibility and accountability shared by students, faculty, and an engaged university community. The ultimate goal is characterized not only by progression towards the degree, timely graduation, and attainment of career goals, but also an enhanced ability to grow and develop into engaged citizens and effective leaders.

INCREASE STUDENT PERSISTENCE AND TIMELY PROGRESSION TO DEGREE ATTAINMENT

Action 1: Implement and continually assess evidence-based strategies that improve retention, progression, and graduation rates.

A Action 2: Increase student academic performance through focused classroom strategies, support programs, and enhancements to policies and procedures.

Action 3: Increase students' access to and opportunities for academically-related interactions with faculty beyond structured classroom time.

ATTRACT STUDENTS WITH CHARACTERISTICS CONSISTENT WITH OUR VISION AND MISSION WHO WILL CHOOSE UWG AS A TOP-CHOICE INSTITUTION

B Action 1: Develop, execute, and assess a university-wide coordinated and strategic recruitment and enrollment plan that drives purposeful enrollment growth using an analytical approach to identify optimal student profiles within the context of UWG's mission and available resources.

Action 2: Create a comprehensive recruitment plan that will serve as a pipeline for all student populations.

FACILITATE STUDENTS' RESPONSIBLE FINANCIAL ACCESS TO UWG

C Action 1: Develop a campus-wide program to coordinate institutional resources to assure that a college degree is affordable for all students.

Action 2: Increase opportunities for student employment on campus that provide a supportive, developmental workplace that prioritizes educational pursuits while alleviating financial burdens.

NURTURE THE DEVELOPMENT OF THE WHOLE PERSON THROUGH STUDENT ENGAGEMENT IN ALL ASPECTS OF THE UNIVERSITY EXPERIENCE

Action 1: Provide quality academic advising experiences with emphasis on effective academic planning, early identification of a major for undergraduates, and a clear pathway to student accountability and self-sufficiency.

D Action 2: Deliver comprehensive career development, experiential learning opportunities, and career employment services to assist students in securing gainful employment.

Action 3: Expand and support the vibrancy of campus life by creating and enhancing high-quality out-of-class experiences supported by an emotionally and physically safe campus environment.

Action 4: Engage nontraditional and online students in activities, services, and programs that enhance their personal development and growth.

STRATEGIC IMPERATIVE 2

ACADEMIC SUCCESS: ACADEMIC PROGRAMMING AND FACULTY SUPPORT

As the best place to work, learn, and succeed, the University of West Georgia (UWG) will assure that all academic programs at all locations and through all delivery modes are designed for student success. Academic programs will meet identified regional, state, and global needs and will provide avenues for students to find meaningful opportunities to serve humanity and find employment upon graduation. At the heart of all high quality academic programs are qualified and engaged faculty members who are active in their area of expertise. UWG will provide faculty support that emphasizes high quality instruction and remains consistent with sustainable academic programs that have the capacity to transform lives. As we strive to differentiate UWG as a leading comprehensive university, innovation will continue to be a defining strength while we remain committed to individual student engagement and success. UWG will strive to achieve an optimal mix of disciplines, regional expansion of instruction sites, and flexibility in course scheduling and delivery methods of academic programs.

It is essential to build on UWG's leadership in the region through increased recognition of exemplary online and hybrid educational experiences and scholarship. These commitments require purposeful strategic planning and investment in innovative instructional modes of delivery, high-quality faculty trained in these instructional models, and scholarship and research activities that move academic and research programs to greater levels of quality, relevance, and distinction.

Academic success also identifies the University's efforts to evaluate and improve the quality of academic programs; to recruit and retain a diverse and successful faculty; and to enhance and support teaching, research, and service. UWG will create a culture in which all faculty excel in innovative and effective teaching, creative endeavors, research, and continued professional and

personal development—a culture that is further distinguished by employing in all programs innovative pedagogies that engage all student populations in high impact, experiential learning.



ASSURE THAT ALL ACADEMIC PROGRAMS HAVE THE CAPACITY TO TRANSFORM LIVES AND ADDRESS THE NEEDS OF THE REGION, STATE, AND BEYOND

A

- Action 1: Continually evaluate the quality, productivity, and viability of academic programs, assuring that they are grounded in liberal arts and professional preparation.
- Action 2: Practice and recognize innovative and effective instruction in all academic programs and develop collaborative new models for academic-program delivery.
- Action 3: Expand efforts to engage students in high-impact, experiential learning activities such as internships, service learning, practicum placements, study abroad, research, or related professional and creative experiences.

DEVELOP AND IMPLEMENT SPECIFIC INITIATIVES AIMED AT ENHANCED RECRUITMENT, RETENTION, COMPENSATION, AND DEVELOPMENT OF HIGH-QUALITY FACULTY FROM DIVERSE BACKGROUNDS WHO DEMONSTRATE A COMMITMENT TO UWG VALUES AND CONTRIBUTE TO UWG'S MISSION AND VISION

B

- Action 1: Provide a multi-year plan for salary equity that includes faculty salary targets and a plan to fund the achievement of those targets.
- Action 2: Review, revise, and streamline hiring/search processes to assure alignment with UWG values and optimal HR practices.
- Action 3: Organize and institutionalize efforts to recruit a diverse faculty and assure that promotion and tenure requirements recognize the diverse interests and capabilities of faculty that advance the mission of the institution.

ENHANCE THE SUPPORT FOR AND RECOGNITION OF SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITIES CONDUCTED BY FACULTY AND STUDENTS

C

- Action 1: Identify and implement initiatives to promote scholarship and research that improve teaching and learning.
- Action 2: Implement a support system that encourages and recognizes research that engages students, solves problems, and advances creativity and knowledge.
- Action 3: Identify clear scholarly, creative, and research priorities, and allocate resources to drive and support those priorities.

MEASURE AND IMPROVE THE QUALITY OF TEACHING IN ALL ACADEMIC PROGRAMS

D

- Action 1: Develop processes to identify, assess, and improve the quality of instruction at all locations and through all modes of delivery.
- Action 2: Implement faculty development opportunities consistent with a comprehensive university.
- Action 3: Increase opportunities for faculty to practice pedagogical research including organizing the resources to host conferences, seminars, and other outreach and development activities.

STRATEGIC IMPERATIVE 3

SUCCESSFUL PARTNERSHIPS: BUILDING ENGAGED, MUTUALLY BENEFICIAL COLLABORATIONS

The University of West Georgia (UWG) is dedicated to serving our students, faculty, staff, and community in ways that benefit all parties. Value-added partnerships provide a foundation for enhancing the strengths and innovative capabilities of multiple parties and building synergies that go beyond what any one party can achieve on its own. Engaged partnerships create connections that transcend an individual project and provide ongoing collaborations that facilitate achievement of mutually compatible goals. UWG values collaborations across campus and with community partners.

UWG is committed to being the hub of economic growth in the region. With an expanding presence, UWG serves as an economic growth engine for the entire state of Georgia. In collaboration with leaders in areas like health care, business, technology, agriculture, government, media, performing arts, libraries, cultural heritage and preservation, military, nonprofit organizations, and P-12 and

other educational institutions, UWG will cultivate a strong network of partners dedicated to making the region a better place to live, work, learn, and play.

Engaging in valued partnerships requires development of a culture that supports a diversity of faculty careers and interests. As such, it will be required that such partnerships are clearly articulated in tenure and promotion guidelines and recognized as a valued contribution. This commitment to building mutually beneficial partnerships is consistent with the University System of Georgia's Strategic Plan and builds on all three of the USG Strategic Imperatives: Academic Excellence and Degree Completion, Economic Development and World Class Research, and Accountability & Efficiency and Leadership in Higher Education Innovation. UWG partnerships add to educational opportunities and professional development activities for faculty, staff, and students.



DEVELOP, ASSESS, AND SUSTAIN A NETWORK OF MUTUALLY BENEFICIAL PARTNERSHIPS

Action 1: Identify the portfolio of existing internal and external partnerships and assess alignment with University strategic priorities.

A

Action 2: Annually evaluate each partnership for its impact and benefit to all parties involved.

Action 3: Align institutional resources to strengthen key partnerships.

CREATE AND CULTIVATE NEW PARTNERSHIPS TO SUPPORT STRATEGIC INITIATIVES

Action 1: In consultation with other educational institutions, identify and develop opportunities for cooperative activities.

B

Action 2: Partner with business and economic development organizations in activities that benefit UWG, its partner organizations, and sustainable economic and cultural development.

Action 3: With individuals, foundations, and other service agencies, identify and develop partnerships and activities that improve our communities.

EXPAND COMMUNITY AWARENESS, VISIBILITY, AND SUPPORT OF UNIVERSITY ACTIVITIES AND MUTUALLY BENEFICIAL PARTNERSHIPS

Action 1: Develop and implement a sustainable communications plan to inform internal and external communities about UWG's activities and partnerships, along with the benefits generated by and for all parties.

C

Action 2: Celebrate and reward student, faculty, and staff accomplishments that align with university strategic priorities.

Action 3: Support key partnerships via external funding.



STRATEGIC IMPERATIVE 4

OPERATIONAL SUCCESS: EFFECTIVENESS AND SUSTAINABILITY

Operational effectiveness in an organization necessarily derives from a fundamental position of institutional sustainability. Guided by its shared values and inspired by its vision, the University of West Georgia (UWG) will actively fulfill its mission in a manner that is sustainable in terms of social, financial, and environmental challenges, risks, and opportunities. This approach is consistent with the conventional meaning of sustainable business practice and takes on additional meaning when applied to the values, vision, and mission of UWG.

UWG is committed to providing effective support services and efficient operations delivered by high-quality, dedicated employees within a safe, healthy, and secure work environment. In recognizing the need to invest in outstanding staff, infrastructure, and facilities, UWG commits to providing competitive compensation and benefits for staff and to fostering and encouraging their professional development, training, and growth.

As UWG grows, we will be committed to providing a sustainable campus that is learner-centered, attractive, functional, and safe and that addresses the educational, technological, instructional, research, cultural, social, environmental, housing, recreational, and co-curricular needs that support the academic mission, community activity, and student success. UWG will account for its operational success, effectiveness, and sustainability by building a culture of strategic planning that aligns transparent planning, budgeting, assessment, and accountability processes to support continuous improvement and the strategic and prudent use of resources. As the steward of funds from students, parents, families, public agencies, and donors, UWG will account for the use of those funds maintaining the highest ethics, standards, and efficiencies.



CREATE A WORKPLACE OF CHOICE DISTINGUISHED BY TALENTED, ENGAGED, AND DIVERSE STAFF

Action 1: Develop and implement an employee recruitment protocol that has the necessary depth and breadth to attract the best applicants for every position.

Action 2: Implement a market-driven compensation package and a reward/recognition system that attracts and retains the best employees at all levels.

Action 3: Develop and implement a robust program of professional development, which may include research, scholarship, and creative activity that is continually improved in all campus units.

CREATE A BUILT ENVIRONMENT THAT IS SUSTAINABLE AND RELEVANT TO THE EDUCATIONAL AND PERSONAL NEEDS OF STUDENTS; THE ASPIRATIONS OF FACULTY AND STAFF; AND THE ECONOMIC, SOCIAL, AND CULTURAL NEEDS OF THE COMMUNITY

Action 1: On an ongoing scheduled basis, assess the condition and suitability of campus facilities, technology, space utilization, and campus infrastructure, making sustainability a priority in all new construction, technology investments, and building modification projects.

Action 2: Partner with business and economic development organizations in activities that benefit UWG, its partner organizations, and sustainable economic and cultural development.

Action 3: With individuals, foundations, and other service agencies, identify and develop partnerships and activities that improve our communities.

FOSTER A CULTURE OF STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS SO THAT UNIVERSITY DECISIONS AT ALL LEVELS ARE COLLABORATIVE AND DRIVEN BY DATA, ASSESSMENT, CONTINUAL IMPROVEMENT, AND PRIORITIZATION OF RESOURCES ALIGNED WITH THE STATED MISSION AND VISION

Action 1: Embed the strategic plan as a focus point in all campus planning and meeting opportunities to ensure that every funding process and decision is driven by the priorities established through the strategic planning process.

Action 2: Assure that all units within the University engage in meaningful institutional effectiveness practices, including identifying expected outcomes, assessing the extent to which outcomes are met, and providing evidence of improvement based on results.

ENSURE FUTURE GENERATIONS HAVE ACCESS TO THE BEST THAT UWG HAS TO OFFER

Action 1: Develop, implement, and embed the concepts of social, financial, and environmental sustainability in all action plans developed to achieve the strategic plan.

Action 2: Publicize all UWG achievements that support the aim of sustainability.

Source: UWG President's Office

ACCREDITATION

The University of West Georgia (UWG) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master, educational specialist, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of West Georgia.

The purpose of publishing the Commission's contact information is to enable interested constituents to learn about the accreditation status of the institution, file a third-party comment at the time of the institution's decennial review, or file a complaint against the institution for alleged non-compliance with a standard or requirements. However, inquiries about UWG, such as admission requirements, financial aid, education programs, etc., should be addressed directly with UWG—not via the Commission's office.

Organizations in which UWG holds institutional membership include the American Council on Education, the American Association of State Colleges and Universities, the American Association of Colleges for Teacher Education, the Association for the Assessment of Learning in Higher Education, the Georgia Association of Colleges and Employers, and the National Collegiate Honors Council.

Additional accrediting or approving agencies include:

- American Chemical Society
- Association to Advance Collegiate Schools of Business (International)
- Council for Accreditation of Counseling and Related Educational Programs
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (American Speech-Language Hearing Association)
- Commission on Collegiate Nursing Education
- Computing Accreditation Commission of ABET
- Georgia Board of Nursing
- National Association of Schools of Arts and Design
- National Association of Schools of Music
- National Association of Schools of Theatre
- Network of Schools of Public Policy, Affairs, and Administration

Source: UWG Undergraduate Catalog 2019–2020 and Institutional Effectiveness and Assessment

UNIVERSITY SYSTEM OF GEORGIA

BOARD OF REGENTS

The Board of Regents of the University System of Georgia (USG) was created in 1931 as a part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. The governor appoints members of the Board to a seven-year term, and regents may be reappointed to subsequent terms by a sitting governor. Regents donate their time and expertise to serve the state through their governance of the University System of Georgia—the position is a voluntary one without financial remuneration. Today the Board of Regents is composed of 19 members, five of whom are appointed from the state-at-large, and one from each of the state's 14 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System. The Board oversees the public colleges and universities that comprise the University System of Georgia and has oversight of both the Georgia Archives and the Georgia Public Library System.



**UNIVERSITY SYSTEM
OF GEORGIA**

Source: University System of Georgia

BOARD MEMBERS AS OF FALL 2019

DISTRICT	LOCATION	POSITION	NAME
At-Large	Atlanta		Chris Cummiskey
At-Large	Atlanta		Erin Hames
At-Large	Augusta		James M. Hull
At-Large	Atlanta		Samuel D. Holmes
At-Large	Atlanta	Vice Chair	Thomas Rodgers Wade
First	Savannah	Chair	Don L. Waters
Second	Albany		Bárbara Rivera Holmes
Third	Griffin		C. Thomas Hopkins, Jr.
Fourth	Loganville		Rachel B. Little
Fifth	Atlanta		Sarah-Elizabeth Reed
Sixth	Columbus		Kessel D. Stelling, Jr.
Seventh	Peachtree Corners		Jose R. Perez
Eighth	Macon		W. Allen Gudenrath
Ninth	Gainesville		Philip A. Wilheit, Sr.
Tenth	Sandersville		Ben J. Tarbutton III
Eleventh	Norcross		Neil L. Pruitt, Jr.
Twelfth	Statesboro		Laura Marsh
Thirteenth	Atlanta		Sachin Shailendra
Fourteenth	Ringgold		E. Scott Smith

THE CHANCELLOR

The Board of Regents named Dr. Steve Wrigley the 13th chancellor of the University System of Georgia effective January 1, 2017. He oversees 26 public colleges and universities with an \$8.8 billion annual budget, more than 48,000 faculty and staff, and 320,000 students. The Georgia Public Library System and the Georgia Archives are also part of the University System. He currently serves on the Alliance of Education Agency Heads and is a member of the board of the Georgia Wildlife Federation. In the past, he served on the boards of the Nature Conservancy of Georgia and the Georgia Humanities Council.

Prior to becoming Chancellor, Dr. Wrigley served as executive Vice Chancellor of Administration for the University System of Georgia from June 2011 until his appointment as Chancellor. As executive vice chancellor of administration, Dr. Wrigley oversaw the day-to-day operations of the System's budget, facilities, Information Technology Services, human resources, legal affairs, and strategic planning units.

Dr. Wrigley formerly served as senior vice president for external affairs, as well as vice president for government relations, at the University of Georgia. He also served as Director of the Carl Vinson Institute of Government. Prior to his work in the University System, Dr. Wrigley worked in state government in Georgia, including five years as chief of staff to former Governor Zell Miller. During his career, Dr. Wrigley has worked on a number of key issues, including the creation of the state lottery and the HOPE scholarship, along with campus consolidations within the University System of Georgia.

Dr. Wrigley earned his undergraduate degree from Georgia State University and his doctorate in history from Northwestern University in Evanston, Illinois. He and his wife, Lynne, have two children and reside in Clarke County.



FUNCTIONAL AREAS UNDER THE CHANCELLOR

ACADEMIC AFFAIRS

Academic Affairs promotes and ensures academic quality in the University of System of Georgia. The various departments within Academic Affairs work closely with USG institutions to ensure that the citizens of Georgia can pursue further studies from a rich variety of high-quality academic programs—undergraduate, graduate, and professional—to meet their interests and lifelong career needs.

ADMINISTRATION

Administration provides direction and structure for business operations of the University System of Georgia. By establishing policies and overseeing day-to-day operations, it defines and evaluates solutions for USG objectives in the departments of Real Estate and Facilities, Legal Affairs, Human Resources, Organizational Effectiveness, and Safety and Security.

INTERNAL AUDIT

Internal Audit supports USG management in meeting its governance and internal control responsibilities.

STRATEGY AND FISCAL AFFAIRS

Strategy and Fiscal Affairs handles the allocation of state appropriations to all University System of Georgia institutions, manages the internal administration of the University System Office, and develops business procedures and practices for University System of Georgia institutions.

UNIVERSITY SYSTEM OF GEORGIA FOUNDATION

The University System of Georgia Foundation is committed to supporting and advancing the work of the University System of Georgia by maintaining a solid framework of fundraising and relationship building.



Source: University System of Georgia

USG INSTITUTIONS

RESEARCH UNIVERSITIES

Augusta University
Georgia Institute of Technology
Georgia State University
University of Georgia

COMPREHENSIVE UNIVERSITIES

Georgia Southern University
Kennesaw State University
University of West Georgia
Valdosta State University

STATE UNIVERSITIES

Albany State University
Clayton State University
Columbus State University
Fort Valley State University
Georgia College & State University
Georgia Southwestern State University
Middle Georgia State University
Savannah State University
University of North Georgia

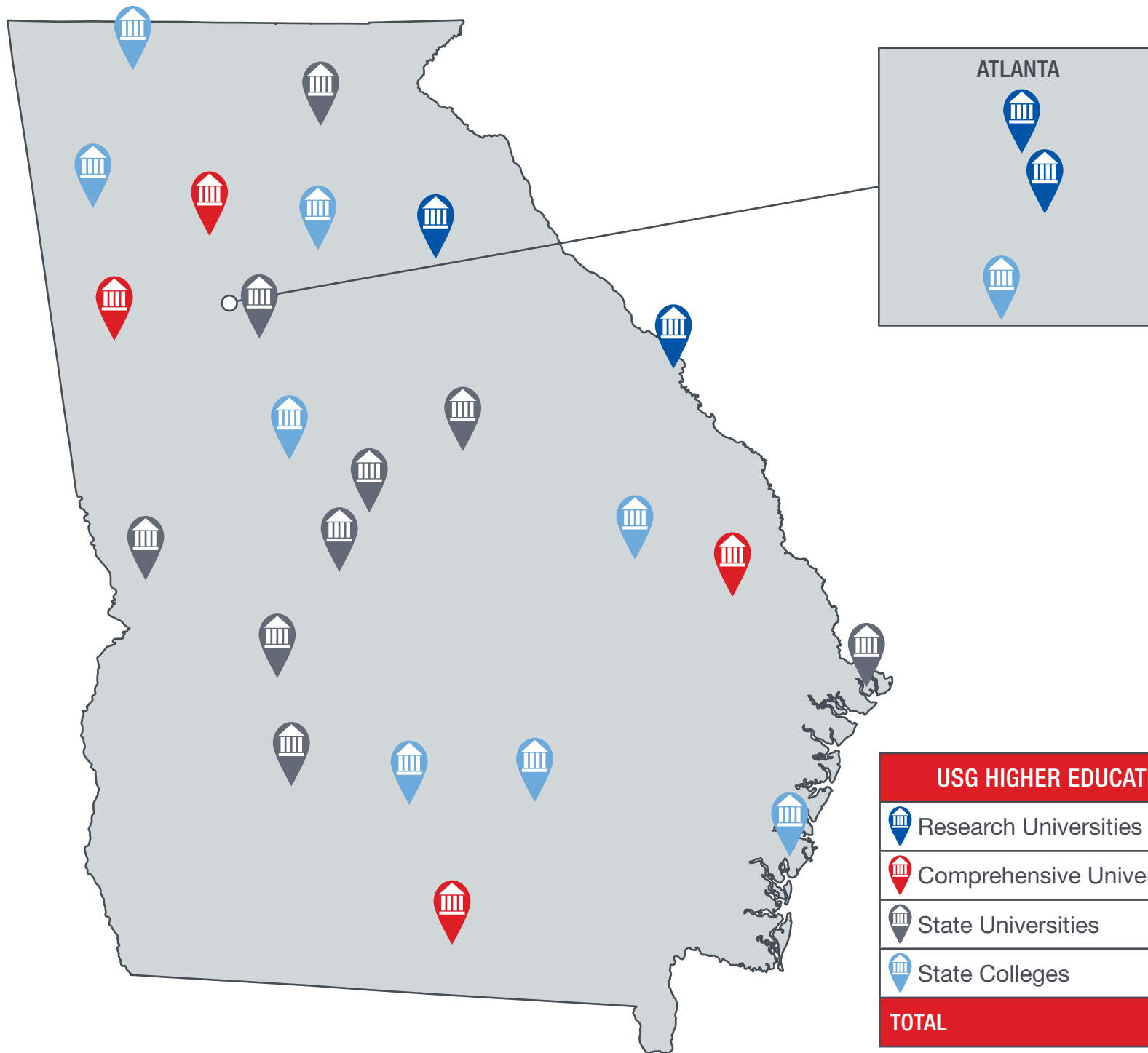
STATE COLLEGES





Abraham Baldwin Agricultural College
Atlanta Metropolitan State College
College of Coastal Georgia
Dalton State College
East Georgia State College
Georgia Gwinnett College
Georgia Highlands College
Gordon State College
South Georgia State College

OTHERS

Georgia Archives
Georgia Public Library Service

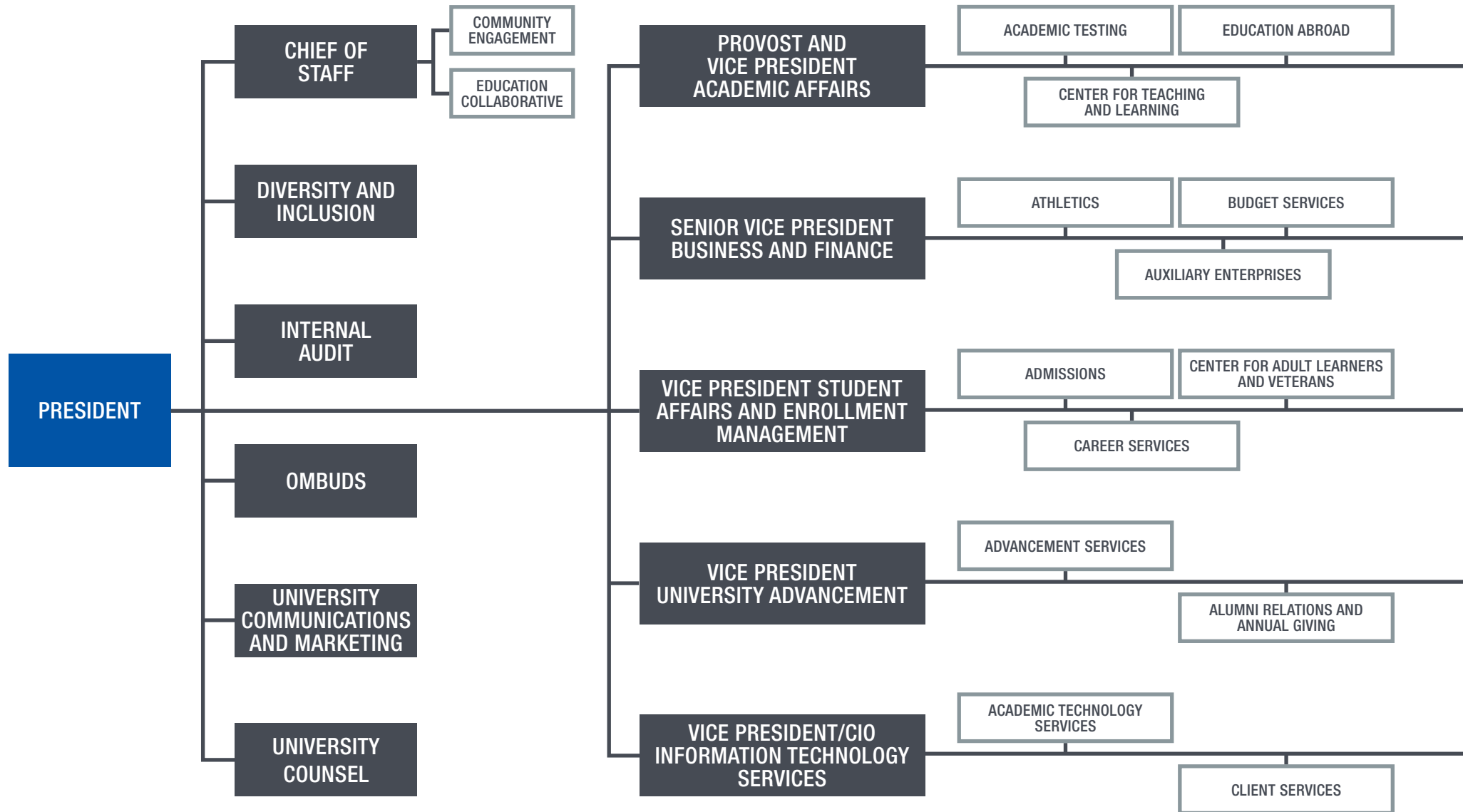




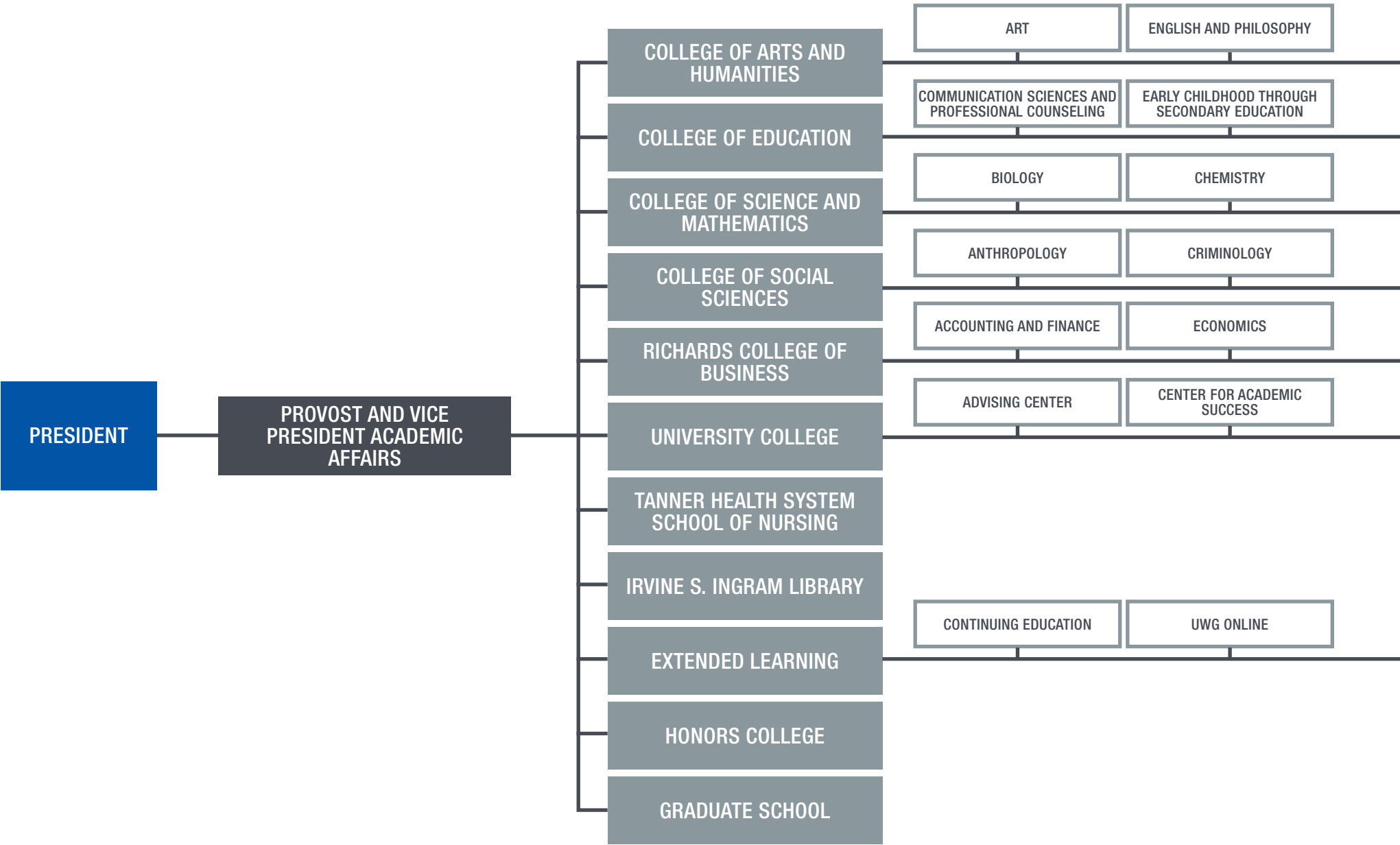
USG HIGHER EDUCATION INSTITUTIONS	
 Research Universities	4
 Comprehensive Universities	4
 State Universities	9
 State Colleges	9
TOTAL	26

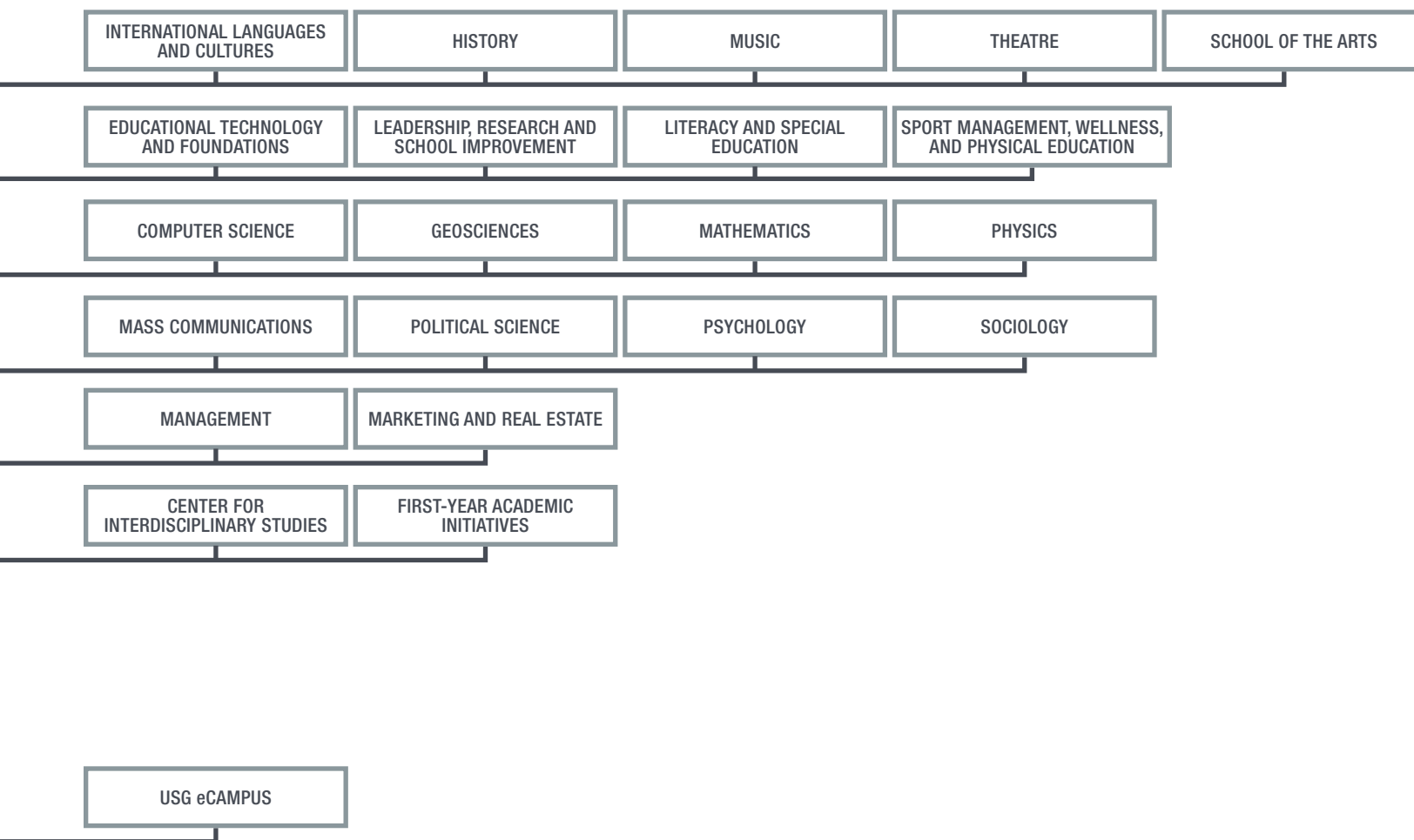
ADMINISTRATION

UNIVERSITY OF WEST GEORGIA ORGANIZATION FALL 2019



COLLEGES, SCHOOLS, AND DEPARTMENTS FALL 2019





UWG ADMINISTRATORS FALL 2019

SENIOR LEADERSHIP			
President		Interim	Dr. Stuart Rayfield
Provost and Vice President	Academic Affairs	Interim	Dr. David Jenks
Senior Vice President	Business and Finance		Mr. James E. Sutherland
Vice President	Student Affairs and Enrollment Management		Dr. Xavier Whitaker
Vice President and CIO	Information Technology Services		Ms. Annemarie Eades
Associate Vice President	University Advancement	Interim	Jami P. Bower

ACADEMIC LEADERSHIP		
DEANS		
College of Arts and Humanities		Dr. Pauline Gagnon
College of Education		Dr. Dianne Hoff
College of Science and Mathematics	Interim	Dr. Pauline Gagnon
College of Social Sciences	Interim	Dr. Amber Smallwood
Libraries	Interim	Ms. Andrea Stanfield
Richards College of Business		Dr. Faye McIntyre
Tanner Health System School of Nursing		Dr. Jennifer Schuessler
eCampus		Dr. Melanie Clay
Graduate School		Dr. Denise Overfield
Honors College		Dr. Janet Donohoe

ACADEMIC LEADERSHIP

COLLEGE OF ARTS AND HUMANITIES CHAIRS	
Art	Mr. Kevin Shunn
English and Philosophy	Dr. Meg Pearson
History	Dr. Timothy Schroer
International Languages and Cultures	Dr. Robert Kilpatrick
Music	Dr. Kevin Hibbard
Theatre	Ms. Shelly Elman
COLLEGE OF EDUCATION CHAIRS	
Communication Sciences and Professional Counseling	Dr. Matt Varga
Early Childhood through Secondary Education	Dr. Jennifer Edelman
Educational Technology and Foundations	Dr. Lara Willox
Leadership, Research, and School Improvement	Dr. Andy Nixon
Literacy and Special Education	Dr. John Ponder
Sport Management, Wellness, and Physical Education	Dr. Brian Mosier
COLLEGE OF SCIENCE AND MATHEMATICS CHAIRS	
Biology	Dr. Gregory Payne
Chemistry	Dr. Sharmistha Basu-Dutt
Computer Science	Dr. Duane Yoder
Geosciences	Dr. James R. Mayer
Mathematics	Dr. Rui Xu
Physics	Dr. Neal Chesnut

COLLEGE OF SOCIAL SCIENCES CHAIRS	
Anthropology	Dr. Lisa Gezon
Criminology	Dr. Robert Schaefer, <i>Interim</i>
Mass Communications	Dr. Bradford Yates
Political Science	Dr. Chapman Rackaway
Psychology	Dr. Jeffrey Reber
Sociology	Dr. Elroi J. Windsor
RICHARDS COLLEGE OF BUSINESS CHAIRS	
Accounting and Finance	Dr. Ron Colley
Economics	Dr. William Smith
Management	Dr. Thomas Gainey
Marketing and Real Estate	Dr. Salil M. Talpade

Source: UWG departmental websites and faculty pages

COMMUNITY ENGAGEMENT

The Office of Community Engagement, located in the Bonner House, provides the leadership for the development and implementation of Strategic Imperative 3. The Office not only serves as a welcome center for visitors, but it helps both community members connect with the campus and faculty, staff, students, and retirees connect with the community. This is accomplished through increasing awareness of university and community events, services, organizations, available resources, and opportunities for civic engagement. In this way, the Office functions as a liaison between the University and community in exploring and developing new mutually beneficial partnerships while providing leadership to the campus in identifying and addressing barriers to community engagement more broadly. To assist spouses, partners, and immediate family members of prospective employees in finding employment opportunities on campus and in the community, the Office manages the Dual Career Opportunities Program. In this program, eligible individuals receive up to 12 months of

assistance, which includes help with job searches, mock interview preparation, resume and cover letter critiques, career counseling and assessment, and general information about employment in and around Carrollton, Georgia. In addition to providing services to the campus and community, the Office fosters a culture of engagement and collaboration by supporting the community engagement activities of other campus departments and by providing a clearinghouse to communicate both internally and externally what the University is doing in the area of community engagement.

FISCAL YEAR	2017	2018	2019
Welcome Center Visitors	566	529	447
Community Partnerships Recorded	-	-	55
West Georgia Nonprofit Network Members	60	76	94
DUAL CAREER OPPORTUNITIES PROGRAM			
Total Participants	9	15	10
New Participants	4	10	5
Continuing Participants	5	5	5
Total Participants Employed	2	5	2







STUDENT INFORMATION

ADMISSIONS

APPLICANTS, ADMITS, AND ENROLLED DATA BY FALL SEMESTER

	2015	2016	2017	2018	2019
ALL STUDENTS ENROLLED					
Enrolled	12,834	13,308	13,520	13,733	13,238
New Enrolled	3,937	4,005	4,037	4,106	3,623
New Enrolled %	31%	30%	30%	30%	27%
ALL UNDERGRADUATE APPLICANTS					
Applicants	9,664	10,025	9,765	9,824	8,778
Accepted	5,562	5,984	5,743	5,914	5,315
Enrolled	3,124	3,207	2,977 ¹	2,978	2,433
Accepted %	58%	60%	59%	60%	61%
Accepted and Enrolled (Yield)	56%	54%	52% ¹	50%	46%
UNDERGRADUATE STUDENTS ENROLLED					
Enrolled	10,753	11,155	11,229	11,135	10,411
New Enrolled	3,364	3,498	3,429	3,369	2,867
New Enrolled %	31%	31%	30%	30%	22%
NEW FIRST-TIME FIRST YEAR STUDENT APPLICANTS ACCEPTED AND ENROLLED					
Applicants	7,878	8,131	7,912	8,154	7,272
Accepted	4,481	4,801	4,638	4,745	4,312
Enrolled	2,410	2,434	2,241 ¹	2,289	1,852
Accepted %	57%	59%	59%	58%	59%
Accepted and Enrolled (Yield)	54%	51%	48% ¹	48%	43%

APPLICANTS, ADMITS, AND ENROLLED DATA BY FALL SEMESTER					
	2015	2016	2017	2018	2019
NEW TRANSFER STUDENT APPLICANTS ACCEPTED AND ENROLLED					
Applicants	1,786	1,894	1,853	1,670	1,506
Accepted	1,081	1,183	1,105	1,169	1,003
Enrolled	714	773	736 ¹	689	581
Accepted %	61%	62%	60%	70%	67%
Accepted and Enrolled (Yield)	66%	65%	67%	59%	58%
MEAN SCORES ²					
SAT Critical Reading	486	482	498	503	500
SAT Math	470	472	476	481	474
SAT Writing	467	459	464	466	465
ACT Composite	20	20	20	20	20
High School GPA	3.15	3.15	3.18	3.16	3.22
GRADUATE STUDENTS ENROLLED					
Enrolled	2,081	2,153	2,291	2,598	2,827
New Enrolled	573	507	608	737	756
New Enrolled %	28%	24%	26%	28%	27%

¹ Enrollment numbers for Fall 2017 were updated by IEA.

² Applicants may submit ACT, SAT, or both test scores for multiple attempts. The highest score of each test/component for every applicant who enrolls is factored into the mean scores.

Source: Registrar, Admissions, and Institutional Effectiveness and Assessment

COMPOSITION OF THE STUDENT BODY

COMPOSITION OF THE STUDENT BODY BY FALL SEMESTER					
	2015	2016	2017	2018	2019
CLASSIFICATION					
Freshman	3,518	3,630	3,424	3,348	2,833
Sophomore	2,535	2,624	2,670	2,600	2,483
Junior	2,098	2,195	2,193	2,261	2,169
Senior	2,112	2,090	2,143	2,195	2,220
Graduate	2,081	2,153	2,291	2,598	2,827
Dual Enrollment ¹	365	483	680	608	589
Other ²	125	133	119	123	117
GENDER					
Female	8,325	8,733	8,881	9,115	8,888
Male	4,509	4,575	4,639	4,618	4,350
RACE/ETHNICITY					
Hispanic or Latino	586	681	790	939	928
Black or African American	4,625	4,898	4,908	4,862	4,591
American Indian or Alaskan Native	19	20	16	24	24
Asian	178	184	187	202	189
Native Hawaiian or Other Pacific Islander	17	17	18	20	11
Caucasian/White	6,829	6,868	6,926	6,981	6,768
Two or more races	363	419	442	450	462
Unknown/Not Reported	217	221	233	255	265

COMPOSITION OF THE STUDENT BODY BY FALL SEMESTER					
	2015	2016	2017	2018	2019
NEW STUDENTS					
Beginning Freshmen	2,284	2,340	2,175	2,227	1,822
Transfers ³	725	782	749	729	613
Graduate Students	573	507	608	737	756
Dual Enrollment	296	317	436	349	377
Others ²	59	59	69	64	55
ATTENDANCE STATUS					
Full-Time Undergraduate	8,816	9,084	8,938	8,728	8,090
Full-Time Graduate	625	594	640	611	552
TOTAL FULL TIME	9,441	9,678	9,578	9,339	8,642
Part-Time Undergraduate	1,937	2,071	2,291	2,407	2,321
Part-Time Graduate	1,456	1,559	1,651	1,987	2,275
TOTAL PART TIME	3,393	3,630	3,942	4,394	4,596
STUDENTS RECEIVING VETERANS BENEFITS	306	296	311	298	364
TOTAL ENROLLMENT	12,834	13,308	13,520	13,733	13,238

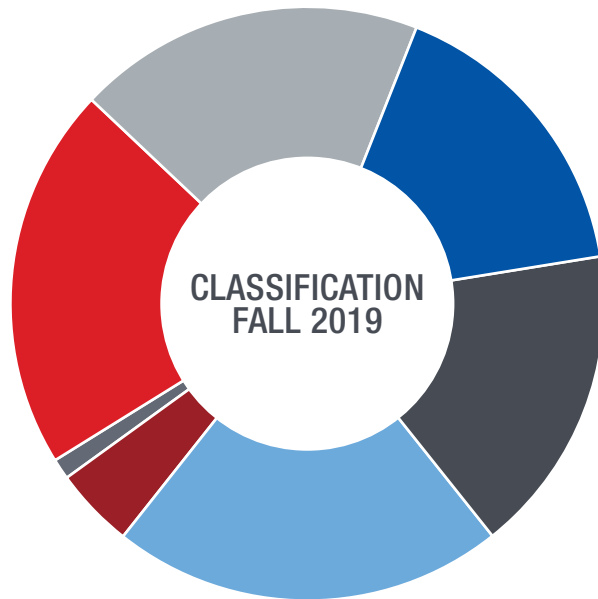
¹ Dual Enrollment is a non-need based grant program for students at eligible high schools enrolling to take approved college-level coursework for credit towards both high school and college graduation requirements.

² Includes Transients—visiting students who complete coursework at UWG for one semester, then return to their previously enrolled institution.

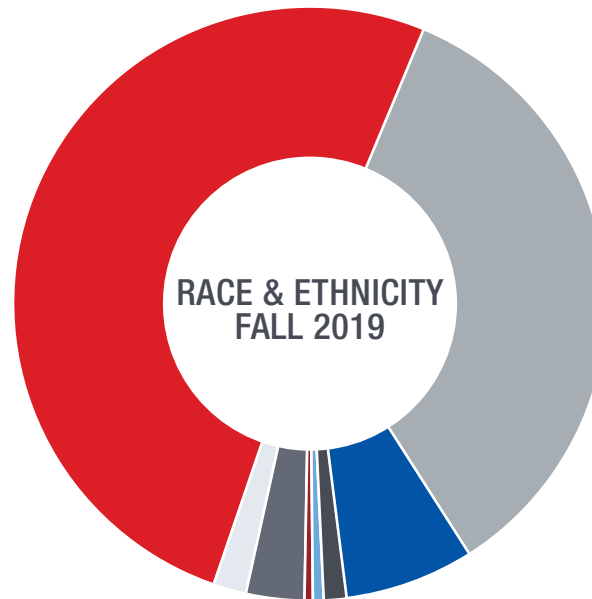
³ Includes transfer freshmen, sophomores, juniors, and seniors

Source: Registrar and Institutional Effectiveness and Assessment

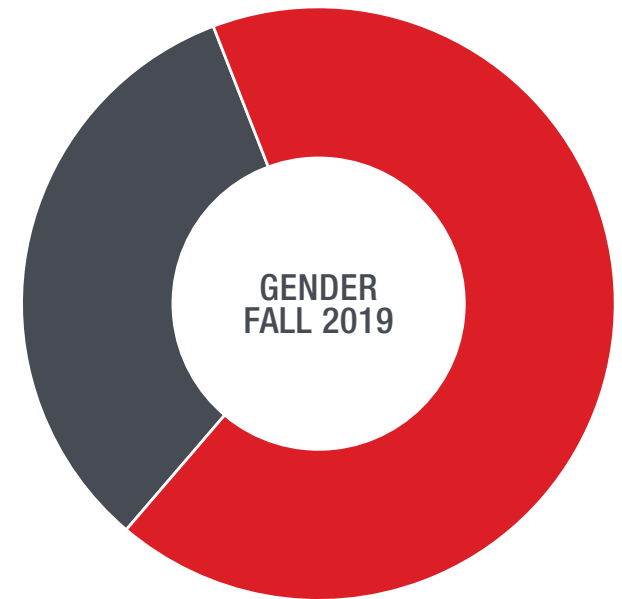
COMPOSITION OF THE STUDENT BODY



FRESHMAN ¹	21.3%
SOPHOMORE	18.8%
JUNIOR	16.4%
SENIOR	16.8%
GRADUATE	21.4%
DUAL-ENROLLMENT	04.4%
OTHER	00.9%

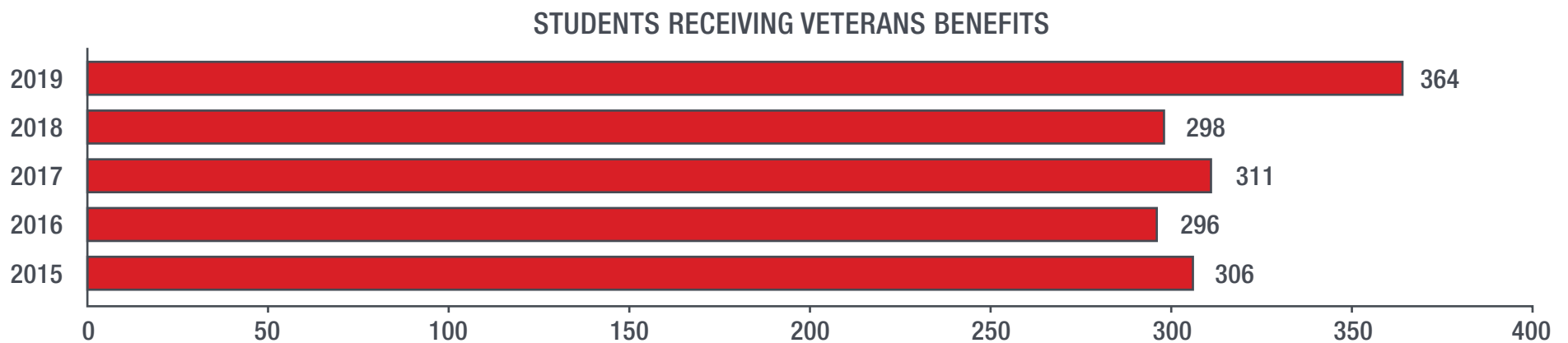
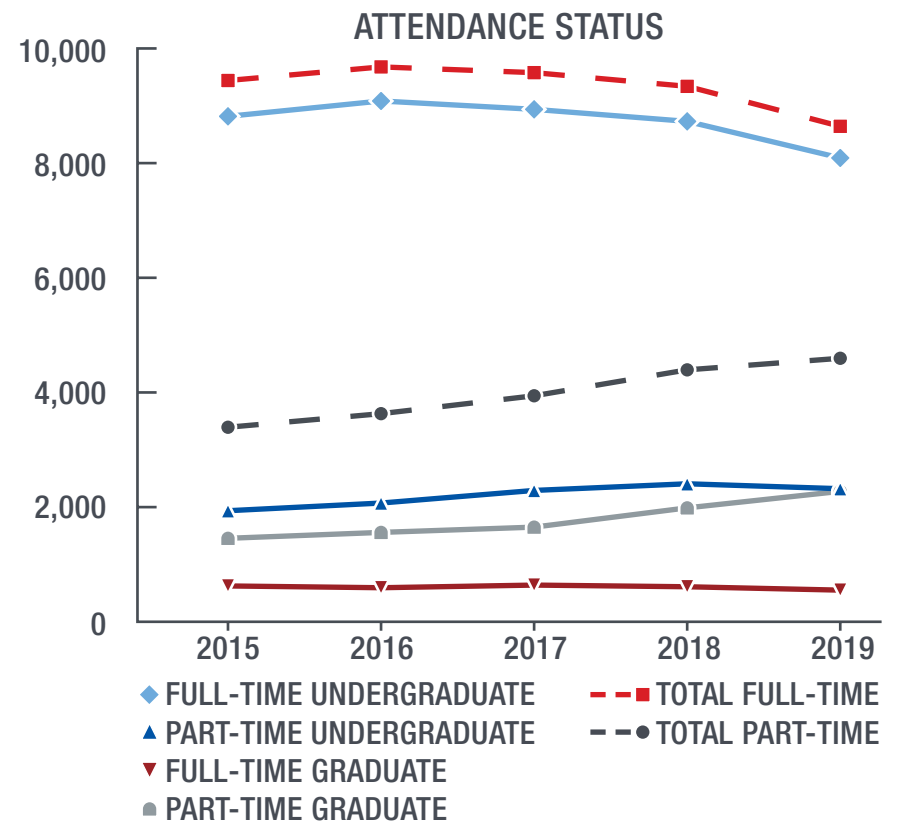
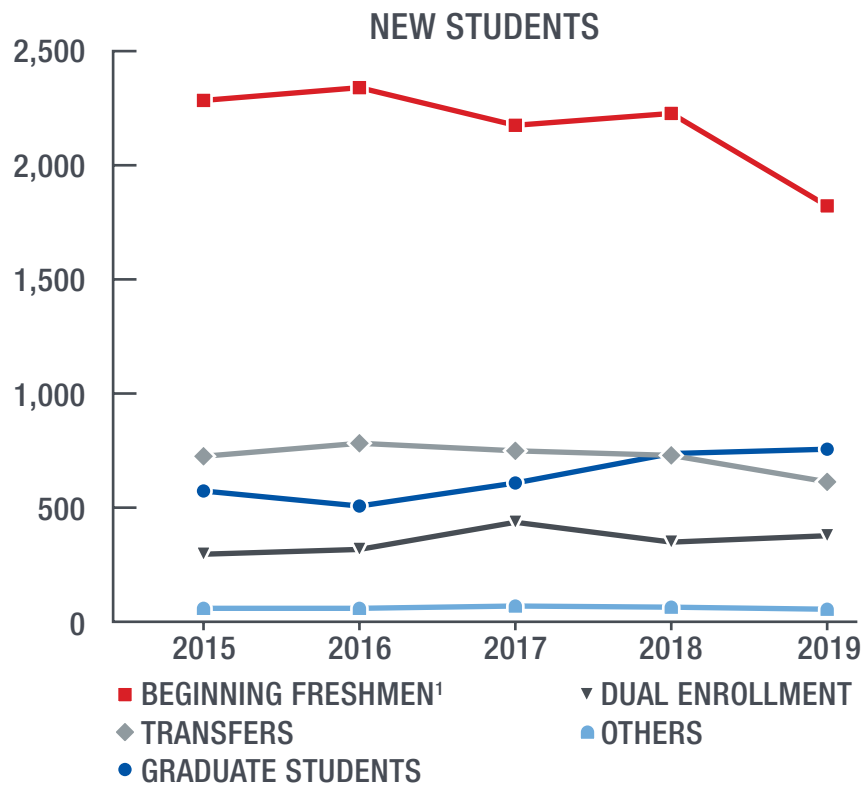


CAUCASIAN/WHITE	51.1%
BLACK/AFRICAN AMERICAN	34.7%
HISPANIC/LATINO	07.0%
ASIAN	01.4%
AMERICAN INDIAN/ ALASKAN NATIVE	00.2%
NATIVE HAWAIIAN/ OTHER PACIFIC ISLANDER	00.1%
TWO OR MORE RACES	03.5%
UNKNOWN/NOT REPORTED	02.0%



FEMALE	67.1%
MALE	32.9%

¹ Term aligns with USG reporting requirements

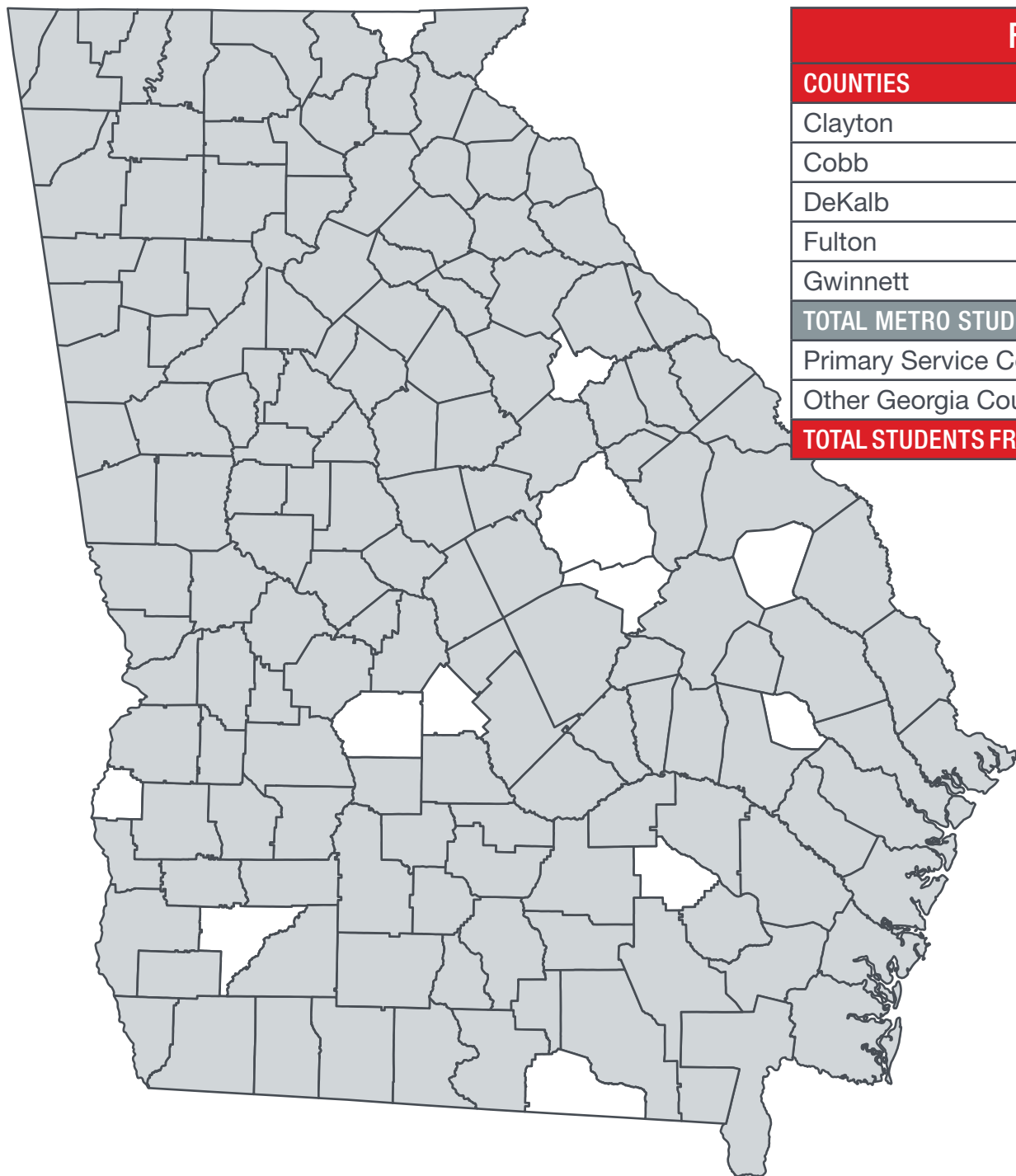


¹ Term aligns with USG reporting requirements

GEOGRAPHIC ORIGIN BY GEORGIA COUNTY

PRIMARY SERVICE AREA								
COUNTIES	UNDERGRADUATE	GRADUATE	TOTAL		COUNTIES	UNDERGRADUATE	GRADUATE	TOTAL
Bartow	81	30	111		Henry	340	83	423
Butts	10	6	16		Lamar	19	7	26
Carroll	1,421	268	1,689		Meriwether	44	7	51
Catoosa	26	21	47		Monroe	13	10	23
Chattooga	27	4	31		Murray	6	16	22
Cherokee	141	77	218		Muscogee	97	31	128
Coweta	1,166	127	1,293		Newton	118	29	147
Dade	4	2	6		Paulding	458	94	552
Dawson	4	2	6		Pickens	18	3	21
Douglas	783	127	910		Pike	40	5	45
Fannin	5		5		Polk	111	27	138
Fayette	335	61	396		Rockdale	106	18	124
Floyd	109	50	159		Spalding	47	18	65
Forsyth	81	26	107		Talbot	1	1	2
Gilmer	3	3	6		Troup	191	35	226
Gordon	39	16	55		Upson	30	9	39
Haralson	235	38	273		Walker	35	13	48
Harris	48	11	59		Whitfield	34	22	56
Heard	96	9	105		TOTAL	6,322	1,306	7,628

Source: Institutional Effectiveness and Assessment



FIVE-COUNTY METRO AREA			
COUNTIES	UNDERGRADUATE	GRADUATE	TOTAL
Clayton	243	63	306
Cobb	590	230	820
DeKalb	477	154	631
Fulton	593	173	766
Gwinnett	545	228	773
TOTAL METRO STUDENTS	2,448	848	3,296
Primary Service Counties	6,322	1,306	7,628
Other Georgia Counties	847	464	1,311
TOTAL STUDENTS FROM GEORGIA	9,617	2,618	12,235

■ ENROLLED, 147
 □ NOT ENROLLED, 12

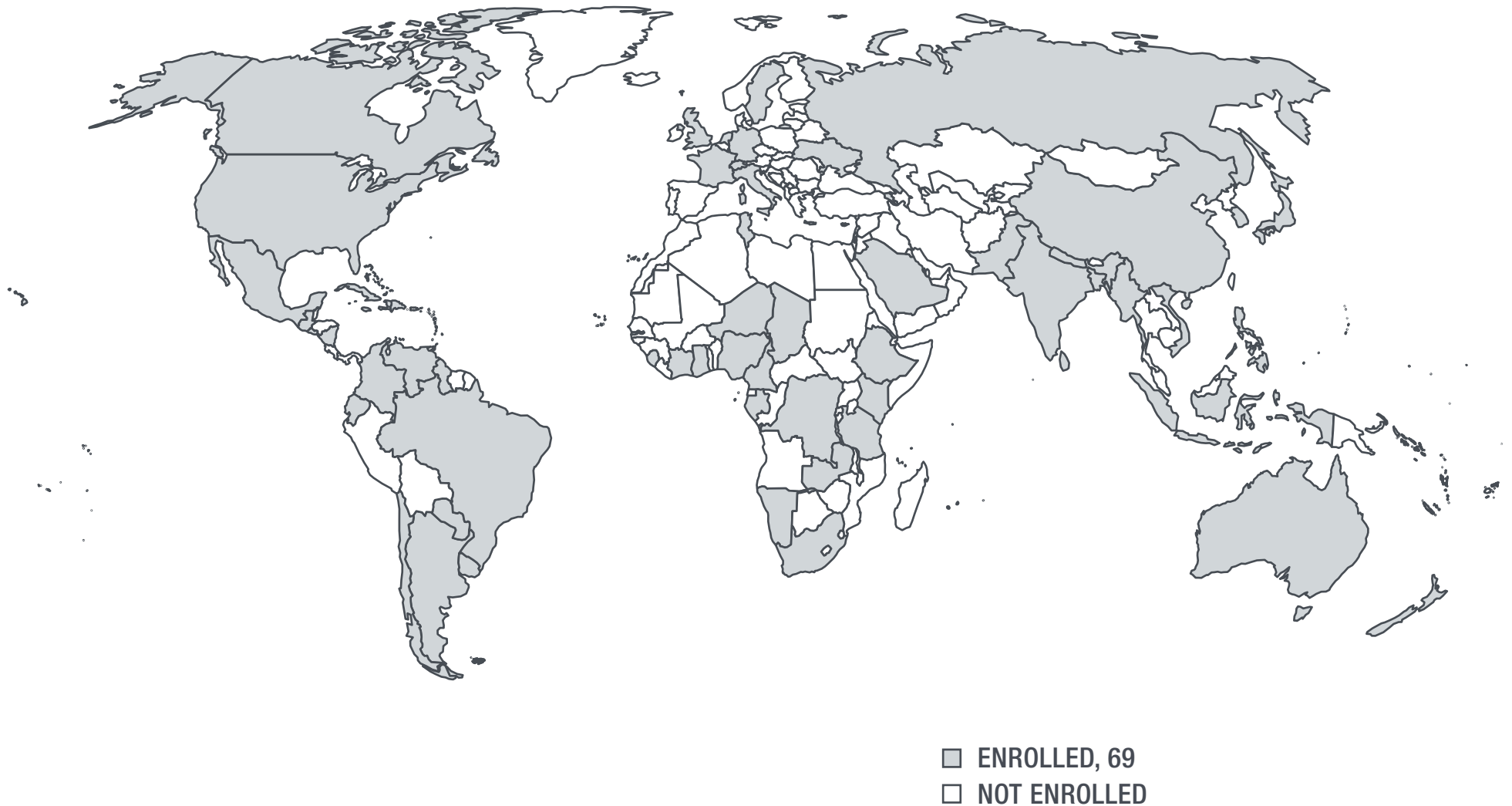
GEOGRAPHIC ORIGIN BY STATE OR TERRITORY

STATE/TERRITORY	UNDERGRADUATE	GRADUATE	TOTAL
Alabama	114	20	134
Arizona		1	1
California	2	13	15
Colorado	1	1	2
Connecticut	1	4	5
Florida	4	18	22
Georgia	9,617	2,618	12,235
Illinois	3	6	9
Indiana	1	2	3
Kansas		1	1
Kentucky		6	6
Louisiana	1	4	5
Maine		1	1
Maryland	2		2
Massachusetts		3	3
Michigan	1	1	2
Minnesota		1	1
Mississippi	1	4	5
Missouri		1	1

STATE/TERRITORY	UNDERGRADUATE	GRADUATE	TOTAL
Nebraska		1	1
Nevada		1	1
New Jersey		3	3
New York	1	1	2
North Carolina	2	7	9
Ohio	2	5	7
Oklahoma		2	2
Pennsylvania		4	4
South Carolina	1	11	12
Tennessee		19	19
Texas	1	2	3
Utah	1	2	3
Virginia		5	5
Washington		3	3
Washington, D.C.		1	1
West Virginia		2	2
Wisconsin		1	1
State Not Specified	397	8	405
TOTAL	10,153	2,783	12,936

Source: Institutional Effectiveness and Assessment

GEOGRAPHIC ORIGIN BY COUNTRY



COUNTRY	UNDERGRADUATE	GRADUATE	TOTAL
Andorra	1		1
Argentina	2		2
Armenia		1	1
Australia		2	2
Bahamas	1	1	2
Bangladesh		2	2
Barbados	1		1
Brazil	3	1	4
Cameroon	5		5
Canada	6	4	10
Chad	1		1
Chile	1		1
China, People's Republic of	17	1	18
Colombia	2	2	4
Congo	1		1
Cook Islands	1		1
Côte d'Ivoire		1	1
Cuba	1		1
Dominican Republic	1		1
Ecuador	1		1
El Salvador	8		8
Ethiopia	8		8
France	4		4
Gabon	1	1	2
Gambia		1	1
Germany	9		9
Ghana	17	1	18
Guatemala	1		1
Guyana	1		1
Haiti	5	1	6
India	10	7	17
Indonesia		1	1
Italy	4		4
Jamaica	20	1	21
Japan	1		1
Kenya	5		5
Kiribati	2		2
Korea, Republic of (South)	11		11
Mexico	15	2	17
Micronesia, Federated States of	1		1
Myanmar (Burma)	1		1

COUNTRY	UNDERGRADUATE	GRADUATE	TOTAL
Namibia	1		1
Nepal	2	1	3
Netherlands	1	1	2
New Zealand	1	1	2
Nicaragua		1	1
Niger	12		12
Nigeria	38	3	41
Pakistan		1	1
Paraguay		1	1
Philippines	4		4
Russia	1	1	2
Saudi Arabia		1	1
Sierra Leone	1		1
Singapore		1	1
South Africa	1		1
South Georgia	1		1
Sri Lanka	1		1
Sweden	2		2
Switzerland	1		1
Tanzania	1		1
Tunisia	1		1
Ukraine		1	1
United Kingdom	8	2	10
United States of America	10,153	2,783	12,936
Uruguay	2		2
Venezuela	1		1
Vietnam	6		6
Zambia	3		3
TOTAL	10,411	2,827	13,238

Source: Institutional Effectiveness and Assessment

TOTAL ENROLLMENT AND STUDENT CREDIT HOURS (SCH)

ACADEMIC YEAR	LOWER LEVEL ¹			UPPER LEVEL ²			GRADUATE LEVEL			TOTAL	
	HEAD COUNT	SCH	AVG. SCH	HEAD COUNT	SCH	AVG. SCH	HEAD COUNT	SCH	AVG. SCH	SCH	FTE ³
2015–2016											
Summer 2015	1,405	12,394	8.8	2,377	12,155	5.1	1,452	8,862	6.1	33,411	2,963
Fall 2015	6,486	93,467	14.4	4,267	45,716	10.7	2,081	13,875	6.7	153,058	11,530
Spring 2016	5,528	81,387	14.7	4,511	46,766	10.4	1,963	12,776	6.5	140,929	10,667
TOTAL SCH		187,248			104,637			35,513		327,398	
2016–2017											
Summer 2016	1,496	13,080	8.7	2,548	13,674	5.4	1,582	9,791	6.2	36,545	3,231
Fall 2016	6,797	97,745	14.4	4,358	46,395	10.6	2,153	13,888	6.5	158,028	11,877
Spring 2017	5,807	83,611	14.4	4,621	48,829	10.6	2,107	13,633	6.5	146,073	11,059
TOTAL SCH		194,436			108,898			37,312		340,646	
2017–2018											
Summer 2017	1,554	12,890	8.3	2,435	13,251	5.4	1,633	9,994	6.1	36,135	3,215
Fall 2017	6,832	94,810	13.9	4,397	47,264	10.7	2,291	15,058	6.6	157,132	11,941
Spring 2018	5,708	80,751	14.1	4,582	48,063	10.5	2,264	14,793	6.5	143,607	10,935
TOTAL SCH		188,451			108,578			39,845		336,874	
2018–2019											
Summer 2018	1,738	14,544	8.4	2,745	16,137	5.9	1,984	12,314	6.2	42,995	3,834
Fall 2018	6,619	91,770	13.9	4,516	48,336	10.7	2,598	16,528	6.4	156,634	12,002
Spring 2019	5,572	78,358	14.1	4,693	49,031	10.4	2,480	15,772	6.4	143,161	10,999
TOTAL SCH		184,672			113,504			44,614		342,790	
2019–2020											
Summer 2019	1,650	13,943	8.5	2,858	16,994	5.9	2,250	13,787	6.1	44,724	4,025
Fall 2019	5,974	82,212	13.8	4,437	48,226	10.9	2,827	17,782	6.3	148,220	11,437
Spring 2020	4,990	70,262	14.1	4,604	49,046	10.7	2,703	16,969	6.3	136,277	10,516
TOTAL SCH		166,417			114,266			48,538		329,221	



Notes, opposite: Academic year refers to Summer, Fall, and the following Spring.
Average SCH = Credit Hour/Headcount

Fractional values are truncated per USG/BOR methodology

¹ Lower level refers to those undergraduate courses with a 1000/2000 or lower course number

² Upper level refers to those undergraduate courses with a 3000/4000 course number

³ FTE definition set by the Board of Regents (Total full-time undergraduate students taking 12 or more hours + total full-time graduate students taking 9 or more hours) + (Total part-time undergraduate credit hours/12 + total part-time graduate credit hours/9).

Source: Institutional Effectiveness and Assessment

TOTAL STUDENT CREDIT HOURS (SCH) BY COLLEGE

COLLEGE OF ARTS AND HUMANITIES SCH

ACADEMIC YEAR	LOWER LEVEL	UPPER LEVEL	GRADUATE LEVEL	TOTAL
2015–2016				
Summer 2015	3,364	871	321	4,556
Fall 2015	32,660	4,616	525	37,801
Spring 2016	29,283	4,854	459	34,596
TOTAL	65,307	10,341	1,305	76,953
2016–2017				
Summer 2016	3,379	1,169	355	4,903
Fall 2016	34,030	4,681	397	39,108
Spring 2017	30,155	4,907	437	35,499
TOTAL	67,564	10,757	1,189	79,510
2017–2018				
Summer 2017	3,102	765	318	4,185
Fall 2017	33,366	4,492	434	38,292
Spring 2018	27,986	4,679	490	33,155
TOTAL	64,454	9,936	1,242	75,632
2018–2019				
Summer 2018	3,551	923	379	4,853
Fall 2018	32,033	4,710	529	37,272
Spring 2019	27,077	4,423	564	31,597
TOTAL	62,661	10,056	1,472	73,722
2019–2020				
Summer 2019	3,688	857	356	4,901
Fall 2019	28,538	4,687	502	33,727
Spring 2020	24,080	4,547	557	29,184
TOTAL	56,306	10,091	1,415	67,812

COLLEGE OF EDUCATION SCH

ACADEMIC YEAR	LOWER LEVEL	UPPER LEVEL	GRADUATE LEVEL	TOTAL
2015–2016				
Summer 2015	555	1,119	6,630	8,304
Fall 2015	3,432	7,449	9,203	20,084
Spring 2016	3,471	8,062	8,267	19,800
TOTAL	7,458	16,630	24,100	48,188
2016–2017				
Summer 2016	795	1,350	7,731	9,876
Fall 2016	3,556	7,887	9,553	20,996
Spring 2017	3,876	8,688	9,315	21,879
TOTAL	8,227	17,925	26,599	52,751
2017–2018				
Summer 2017	840	1,539	8,187	10,566
Fall 2017	3,729	8,615	10,339	22,683
Spring 2018	3,982	9,092	10,273	23,347
TOTAL	8,551	19,246	28,799	56,596
2018–2019				
Summer 2018	901	2,530	10,278	13,709
Fall 2018	3,904	9,127	12,045	25,076
Spring 2019	3,452	9,363	11,696	24,459
TOTAL	8,257	21,020	34,019	63,244
2019–2020				
Summer 2019	966	2,880	11,739	15,585
Fall 2019	3,412	9,358	13,659	26,429
Spring 2020	3,216	9,712	13,049	25,977
TOTAL	7,594	21,950	38,447	67,991

Notes: Academic year refers to Summer, Fall, and the following Spring.

Credit hours as of USG mid-term census date.

UWG 1101, XIDS, and other interdisciplinary credit hours are attributed to individual colleges based on course instructor.

Source: Institutional Effectiveness and Assessment

COLLEGE OF SCIENCE AND MATHEMATICS SCH

ACADEMIC YEAR	LOWER LEVEL	UPPER LEVEL	GRADUATE LEVEL	TOTAL
2015–2016				
Summer 2015	4,440	1,230	419	6,089
Fall 2015	30,845	5,018	590	36,453
Spring 2016	27,385	5,204	491	33,080
TOTAL	62,670	11,452	1,500	75,622
2016–2017				
Summer 2016	4,648	1,164	319	6,131
Fall 2016	32,434	4,639	516	37,589
Spring 2017	27,714	4,557	450	32,721
TOTAL	64,796	10,360	1,285	76,441
2017–2018				
Summer 2017	4,643	1,121	314	6,078
Fall 2017	31,750	4,449	630	36,829
Spring 2018	26,760	4,384	493	31,637
TOTAL	63,153	9,954	1,437	74,544
2018–2019				
Summer 2018	4,957	1,153	304	6,414
Fall 2018	31,073	4,237	702	36,012
Spring 2019	25,428	4,441	453	29,750
TOTAL	61,458	9,831	1,459	72,176
2019–2020				
Summer 2019	4,248	1,072	309	5,629
Fall 2019	27,074	4,269	591	31,934
Spring 2020	23,357	4,370	422	28,149
TOTAL	54,679	9,711	1,322	65,712

Notes: Academic year refers to Summer, Fall, and the following Spring.

Credit hours as of USG mid-term census date.

UWG 1101, XIDS, and other interdisciplinary credit hours are attributed to individual colleges based on course instructor.

Source: Institutional Effectiveness and Assessment

COLLEGE OF SOCIAL SCIENCES SCH

ACADEMIC YEAR	LOWER LEVEL	UPPER LEVEL	GRADUATE LEVEL	TOTAL
2015–2016				
Summer 2015	2,453	3,528	328	6,309
Fall 2015	17,265	12,083	1,356	30,704
Spring 2016	14,576	13,426	1,291	29,293
TOTAL	34,294	29,037	2,975	66,306
2016–2017				
Summer 2016	2,522	4,159	287	6,968
Fall 2016	18,599	12,404	1,327	32,330
Spring 2017	15,349	14,320	1,387	31,056
TOTAL	36,470	30,883	3,001	70,354
2017–2018				
Summer 2017	2,539	4,071	172	6,782
Fall 2017	18,411	13,260	1,464	33,135
Spring 2018	15,816	14,023	1,374	31,213
TOTAL	36,766	31,354	3,010	71,130
2018–2019				
Summer 2018	3,093	5,344	314	8,751
Fall 2018	17,905	13,945	1,293	33,143
Spring 2019	15,867	14,744	1,154	31,586
TOTAL	36,865	34,033	2,761	73,480
2019–2020				
Summer 2019	3,226	5,583	297	9,106
Fall 2019	16,980	13,872	1,291	32,143
Spring 2020	14,148	14,923	1,255	30,326
TOTAL	34,354	34,378	2,843	71,575

Notes: Academic year refers to Summer, Fall, and the following Spring.

Credit hours as of USG mid-term census date.

UWG 1101, XIDS, and other interdisciplinary credit hours are attributed to individual colleges based on course instructor.

Source: Institutional Effectiveness and Assessment

RICHARDS COLLEGE OF BUSINESS SCH

ACADEMIC YEAR	LOWER LEVEL	UPPER LEVEL	GRADUATE LEVEL	TOTAL
2015–2016				
Summer 2015	1,192	4,480	1,032	6,704
Fall 2015	6,550	12,891	1,347	20,788
Spring 2016	5,994	11,794	1,539	19,327
TOTAL	13,736	29,165	3,918	46,819
2016–2017				
Summer 2016	1,313	4,768	978	7,059
Fall 2016	5,872	12,962	1,087	19,921
Spring 2017	5,839	12,827	1,224	19,890
TOTAL	13,024	30,557	3,289	46,870
2017–2018				
Summer 2017	1,331	4,692	894	6,917
Fall 2017	5,714	12,468	1,173	19,355
Spring 2018	5,851	12,197	1,359	19,407
TOTAL	12,896	29,357	3,426	45,679
2018–2019				
Summer 2018	1,542	5,136	936	7,614
Fall 2018	6,000	11,753	1,077	18,830
Spring 2019	6,203	12,160	1,107	19,347
TOTAL	13,745	29,049	3,120	45,791
2019–2020				
Summer 2019	1,348	5,436	831	7,615
Fall 2019	5,446	11,650	1,020	18,116
Spring 2020	5,331	11,683	1,059	18,073
TOTAL	12,125	28,769	2,910	43,804

Notes: Academic year refers to Summer, Fall, and the following Spring.

Credit hours as of USG mid-term census date.

UWG 1101, XIDS, and other interdisciplinary credit hours are attributed to individual colleges based on course instructor.

Source: Institutional Effectiveness and Assessment

TANNER HEALTH SYSTEM SCHOOL OF NURSING SCH

ACADEMIC YEAR	LOWER LEVEL	UPPER LEVEL	GRADUATE LEVEL	TOTAL
2015–2016				
Summer 2015	390	927	132	1,449
Fall 2015	435	3,659	854	4,948
Spring 2016	32	3,426	729	4,187
TOTAL	857	8,012	1,715	10,584
2016–2017				
Summer 2016	423	1,064	121	1,608
Fall 2016	460	3,822	1,008	5,290
Spring 2017	42	3,530	820	4,392
TOTAL	925	8,416	1,949	11,290
2017–2018				
Summer 2017	435	1,063	109	1,607
Fall 2017	432	3,944	1,018	5,394
Spring 2018	34	3,688	804	4,526
TOTAL	901	8,695	1,931	11,527
2018–2019				
Summer 2018	468	1,051	103	1,622
Fall 2018	42	4,564	882	5,488
Spring 2019	-	3,900	798	4,698
TOTAL	510	9,515	1,783	11,808
2019–2020				
Summer 2019	459	1,166	255	1,880
Fall 2019	76	4,390	719	5,185
Spring 2020	-	3,808	627	4,435
TOTAL	535	9,364	1,601	11,500

Notes: Academic year refers to Summer, Fall, and the following Spring.

Credit hours as of USG mid-term census date.

UWG 1101, XIDS, and other interdisciplinary credit hours are attributed to individual colleges based on course instructor.

Source: Institutional Effectiveness and Assessment

INSTRUCTIONAL SITES SCH – UWG NEWNAN

ACADEMIC YEAR	LOWER LEVEL	UPPER LEVEL	GRADUATE LEVEL	TOTAL
2015–2016				
Summer 2015	294	689	150	1,133
Fall 2015	2,531	1,974	330	4,835
Spring 2016	2,287	1,548	387	4,222
TOTAL	5,112	4,211	867	10,190
2016–2017				
Summer 2016	471	752	270	1,493
Fall 2016	2,761	1,762	378	4,901
Spring 2017	2,442	1,335	480	4,257
TOTAL	5,674	3,849	1,128	10,651
2017–2018				
Summer 2017	450	746	270	1,466
Fall 2017	3,586	1,766	405	5,757
Spring 2018	2,346	1,376	243	3,965
TOTAL	6,382	3,888	918	11,188
2018–2019				
Summer 2018	499	839	63	1,401
Fall 2018	3,913	2,094	255	6,262
Spring 2019	3,629	1,478	84	5,191
TOTAL	8,041	4,411	402	12,854
2019–2020				
Summer 2019	409	1,020	36	1,465
Fall 2019	3,858	2,342	93	6,293
Spring 2020	3,476	1,844	156	5,476
TOTAL	7,743	5,206	285	13,234

Notes: Academic year refers to Summer, Fall, and the following Spring.

Credit hours as of USG mid-term census date.

Source: Institutional Effectiveness and Assessment

INSTRUCTIONAL SITES SCH – UWG DOUGLASVILLE

The University System of Georgia (USG) in collaboration with the University of West Georgia (UWG) and Georgia Highlands College (GHC) endeavor to provide affordable access to targeted 4-year academic degrees and professional programs for students and residents from Douglas and other surrounding counties. In Fall 2018, UWG Douglasville, in partnership with GHC, became the University of West Georgia's second official satellite instructional site that offers select academic programs. Notably, UWG Douglasville's collaboration with GHC has yielded a new 2 Plus 2 program in Mass

Communications to facilitate a seamless pathway to a Bachelor of Science degree with a concentration in Public Relations. The 2 Plus 2 program allows GHC students to complete requirements for an Associate of Arts in Communication Pathway degree, then transfer those credits toward the completion of their Bachelor of Science degree from UWG. In addition, both the GHC Douglasville site and the UWG Douglasville site share the same building allowing students to continue their study without any changes in location.

ACADEMIC YEAR	LOWER LEVEL	UPPER LEVEL	GRADUATE LEVEL	TOTAL
2018–2019				
Summer 2018	-	-	-	0
Fall 2018	-	84	21	105
Spring 2019	-	81	96	177
TOTAL		165	117	282
2019–2020				
Summer 2019	-	-	-	0
Fall 2019	-	96	93	189
Spring 2020	12	75	-	87
TOTAL	12	171	93	276

*Notes: Academic year refers to Summer, Fall, and the following Spring.
UWG Douglasville instructional site code established Fall 2018.
Source: Institutional Effectiveness and Assessment*

FINANCIAL AID

UNDERGRADUATE FINANCIAL AID

	FISCAL YEAR 2017		FISCAL YEAR 2018		FISCAL YEAR 2019	
	AWARDS	AMOUNT	AWARDS	AMOUNT	AWARDS	AMOUNT
LOANS						
Perkins	66	\$154,630	10	\$16,620		
Ford Direct Stafford	7,463	\$47,665,084	7,170	\$44,091,835	6,784	\$41,616,731
Parent PLUS ¹	1,773	\$16,871,414	1,652	\$13,097,655	1,549	\$12,318,045
Short Term Loans ²	263	\$135,721	251	\$124,809	200	\$104,826
Private	272	\$2,161,842	235	\$1,853,736	246	\$2,075,477
TOTAL	9,837	\$66,988,691	9,318	\$59,184,655	8,779	\$56,115,079
SCHOLARSHIPS						
Institutional	925	\$2,347,825	909	\$2,429,448	809	\$2,583,766
Private	662	\$1,203,706	638	\$1,368,056	670	\$1,479,193
State	13	\$53,333	13	\$46,594	5	\$8,000
TOTAL	1,600	\$3,604,864	1,560	\$3,844,098	1,484	\$4,070,959
GRANTS						
Hope	5,251	\$19,132,515	5,394	\$19,583,963	5,421	\$20,451,246
Pell	5,792	\$24,052,256	5,750	\$26,505,480	5,589	\$26,256,803
SEOG ³	608	\$413,514	602	\$377,918	683	\$384,624
TOTAL	11,651	\$43,598,285	11,746	\$46,467,361	11,693	\$47,092,673
FEDERAL PROGRAMS						
College Work Study	322	\$554,878	292	\$513,586	258	\$452,424
AmeriCorps	5	\$16,717	0	\$0	1	\$1,700
TOTAL	327	\$571,595	292	\$513,586	259	\$454,124
TOTAL	23,415	\$114,763,435	22,916	\$110,009,700	22,215	\$107,732,835

GRADUATE FINANCIAL AID

	FISCAL YEAR 2017		FISCAL YEAR 2018		FISCAL YEAR 2019	
	AWARDS	AMOUNT	AWARDS	AMOUNT	AWARDS	AMOUNT
LOANS						
Ford Direct Stafford	1,522	\$19,251,285	1,807	\$20,059,077	1,733	\$19,644,774
GRAD PLUS	18	\$75,729	26	\$144,214	18	\$91,500
Short-Term Loans	55	\$34,975	46	\$23,850	35	\$19,800
Private	23	\$154,324	20	\$142,198	46	\$369,215
TOTAL	1,618	\$19,516,313	1,899	\$20,369,339	1,832	\$20,125,289
SCHOLARSHIPS						
Institutional	64	\$87,238	47	\$86,864	49	\$109,762
Private	48	\$147,728	45	\$73,660	75	\$118,980
TOTAL	112	\$234,966	92	\$160,524	124	\$228,742
FEDERAL PROGRAMS						
Work Study	6	\$7,806	4	\$10,170	6	\$8,353
AmeriCorps	6	\$26,451	10	\$27,786	13	\$42,843
TOTAL	12	\$34,257	14	\$37,956	19	\$51,196
TOTAL	1,742	\$19,785,536	2,005	\$20,567,819	1,975	\$20,405,227

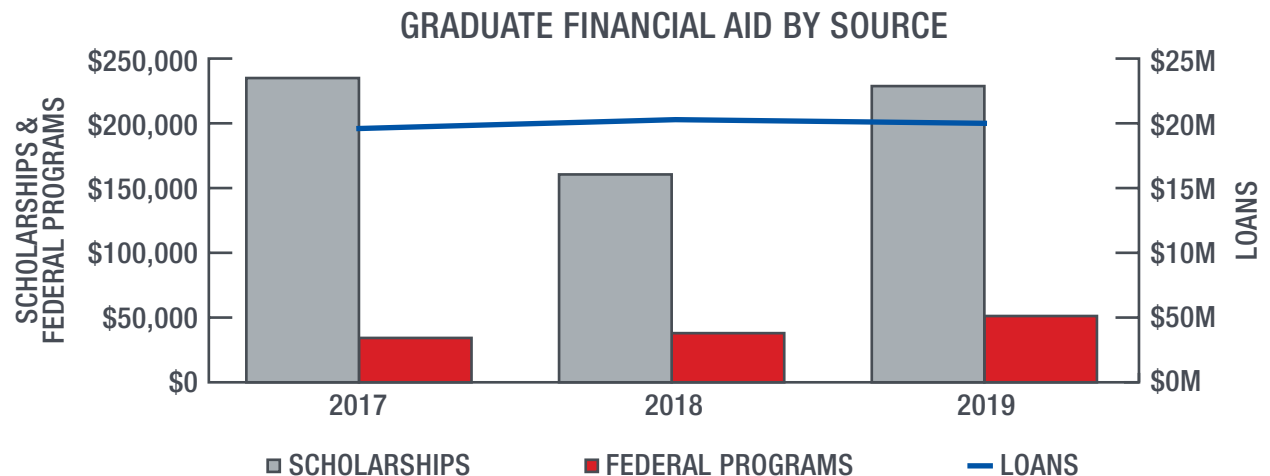
Source: Student Affairs and Enrollment Management and the U.S. Department of Education

Notes, opposite:

¹ Parent PLUS loans are awarded to the parent of a dependent college student enrolled at least half time if the parent has no adverse credit history and both the parent and student meet the general eligibility requirements for federal student aid.

² Undergraduate Short-Term Loans were previously referred to as UWG Emergency Loans.

³ The Supplemental Educational Opportunity Grant (SEOG) is awarded to students with the most financial need who have submitted a FAFSA application and are eligible for financial aid. Source: Student Affairs and Enrollment Management and the U.S. Department of Education





ACADEMICS

DEGREES AND MAJORS AUTHORIZED

The Degrees and Majors Authorized (DMA) lists all of the academic degrees and certificates that the University of West Georgia is authorized to confer by the Board of Regents (BOR) of the University System of Georgia (USG). Each program is assigned a Classification of Instructional Programs (CIP) code [National Center for Educational Statistics (NCES)], which categorizes and groups similar programs.

BACHELOR OF ARTS WITH A MAJOR IN:

	CIP CODE
Art	500701
English	230101
Foreign Languages and Literatures	169999
Global Studies	450901
History, General	540101
International Economic Affairs	450605
Philosophy	380101
Political Science	451001
Theatre	500501

BACHELOR OF BUSINESS ADMINISTRATION WITH A MAJOR IN:

Accounting	520301
Economics	520601
Finance	520801
Management	520201
Management Information Systems	521201
Marketing	521401
Real Estate	521501

BACHELOR OF FINE ARTS WITH A MAJOR IN:

Art	500701
Theatre	500501

BACHELOR OF INTERDISCIPLINARY STUDIES:

Bachelor of Interdisciplinary Studies	300000
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BACHELOR OF MUSIC WITH A MAJOR IN:

Music	500901
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BACHELOR OF SCIENCE WITH A MAJOR IN:

Anthropology	450201
Biology	260101
Chemistry	400501
Computer Science	110101
Criminology	450401
Economics, General	450601
Film and Video Production	500602
Geography	450701
Geology	400601
Health and Community Wellness	510001
Mass Communications	090401
Mathematics	270101
Organizational Leadership (eMajor)	520213
Physics	400801
Political Science	451001
Psychology	420101
Social and Behavioral Health	301701
Sociology	451101
Sport Management	310301

BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN: CIP CODE
 Elementary Education 131202
 Physical Education 131314
 Special Education and Teaching, General 131001
 Speech-Language Pathology 510203

BACHELOR OF SCIENCE IN NURSING:
 Bachelor of Science in Nursing 513801

BACHELOR OF SCIENCE IN NURSING, RN TO BSN:
 Bachelor of Science in Nursing, RN to BSN 513801

MASTER OF ARTS WITH A MAJOR IN:
 Criminology 450401
 English 230101
 History, General 540101
 Psychology 420101
 Sociology 451101

MASTER OF ARTS IN TEACHING: CIP CODE
 Master of Arts in Teaching 131206

MASTER OF BUSINESS ADMINISTRATION:
 Master of Business Administration 520201

MASTER OF EDUCATION WITH A MAJOR IN:
 Educational Leadership 130401
 Elementary Education 131202
 Media 130501
 Professional Counseling 131101
 Reading Instruction 131315
 Secondary Education 131205
 Special Education and Teaching, General 131001
 Speech-Language Pathology 510203

MASTER OF MUSIC WITH A MAJOR IN:
 Music 500901

MASTER OF PROFESSIONAL ACCOUNTING:
 Master of Professional Accounting 520301

MASTER OF PUBLIC ADMINISTRATION:
 Master of Public Administration 440401

MASTER OF SCIENCE WITH A MAJOR IN:
 Applied Computer Science 110701
 Biology 260101
 Mathematics 270199
 Sport Management 310504

MASTER OF SCIENCE IN NURSING
 Master of Science in Nursing 513801



SPECIALIST IN EDUCATION WITH A MAJOR IN:	CIP CODE
Educational Leadership	130401
Elementary Education	131202
Media	130501
Professional Counseling	131101
Secondary Education	131205
Special Education	131001
 DOCTOR OF EDUCATION WITH A MAJOR IN:	
Nursing Education	513817
School Improvement	139999
 DOCTOR OF EDUCATION IN:	
Higher Education Administration	130406
Professional Counseling and Supervision	131101
 DOCTOR OF PHILOSOPHY IN:	
Psychology: Consciousness and Society	422802
 POST-BACCALAUREATE CERTIFICATE IN:	
Data Analysis and Evaluation Methods	450102
Geographic Information Systems	450799
Museum Studies	301401
Nonprofit Management and Community Development	440201
Public History	540105
Public Management	440401
 POST-MASTER'S CERTIFICATE IN:	
Health Systems Leadership	513802
Nursing Education	513899

Source: University System of Georgia



IRVINE SULLIVAN INGRAM LIBRARY

The Irvine Sullivan Ingram Library provides online and in-house collections and services to meet the research and educational needs of the UWG community. Library users may request University System of Georgia resources through GIL (GALILEO Interconnected Libraries) Express and have access to Georgia Library Learning Online (GALILEO), an online library of databases, full-text electronic journals, and reference resources available to all Georgians, as well as to a range of electronic materials selected to support the university's academic programs. A repository for federal documents, the library houses a collection of United States government publications and provides access to government information online and in other electronic formats. The University is a member of the Atlanta Regional Council for Higher Education (ARCHE), which allows students, faculty and staff to utilize the

resources of other member libraries. The library offers a 2-credit course, LIBR 2100: Information, Literacy and Research, designed to enhance the information literacy skills of UWG students.

Ingram Library's Special Collections is the repository for primary sources such as archival collections, rare books, and other unique materials at the University of West Georgia, with approximately 7,000 linear feet of archival collections and nearly 10,000 printed items. The collecting areas are central and responsive to the research, teaching, and learning priorities at the University and include University Archives, West Georgia History & Culture, the Georgia Political Papers and Oral History Program, and Humanistic Psychology & Parapsychology.



INGRAM LIBRARY COLLECTION AND USAGE

	2015	2016	2017	2018	2019
HOLDINGS					
Volumes Added During the Year	1,518	1,132	2,915	3,185	5,654
Year-End Volumes	408,573	409,628	403,387	402,741	497,043
Periodical Titles Received at End of Year	434	421	431	440	490
Electronic Periodical Titles	91,710	87,682	75,757	89,693	122,510
Databases	-	-	-	456	456
Number of Full-Text Downloads	-	-	-	323,602	233,967
GOVERNMENT DOCUMENT					
U.S. Documents	50,248	50,987	50,131	49,313	66,538
U.S. Documents (Microfiche)	4,642	4,644	4,644	4,236	3,026
CIRCULATION					
Books	71,062	59,932	50,799	44,263	44,632
eBook Downloads - Entire Book	3,301	2,978	15,393	23,538	29,919
eBook Downloads - Sections Downloaded	105,668	113,720	184,719	109,391	191,395
Reserve Transactions	21,751	24,859	27,976	30,836	21,770
GIL ¹ Express Provided to Other USG Libraries	1,825	1,457	844	562	1,124
GIL ¹ Express Received from Other USG Libraries	2,425	2,452	1,640	N/A ²	1,244
INTERLIBRARY LOANS					
Borrowed	3,750	4,949	4,827	2,898	3,198
Loaned	3,492	3,583	3,097	2,640	2,278

¹ GIL, GALILEO Interconnected Libraries, gives students, faculty, and staff access to information resources from all USG libraries.

² USG moved to Ex Libris ALMA, a new library management service, in 2017.

Source: Ingram Library

EXTENDED LEARNING

The Office of Extended Learning has responsibility for the administration of Distance and Distributed Education (UWG Online), USG eCampus, and Continuing Education. It also provides administrative support for other off-campus graduate and

undergraduate courses and programs. The offices of Extended Learning are located on the Carrollton campus and at UWG Newnan.

EXTENDED LEARNING HEAD COUNT AND CREDIT HOURS BY DELIVERY METHOD								
	FALL 2016		FALL 2017		FALL 2018		FALL 2019	
METHOD	HEAD COUNT	CREDIT HOURS	HEAD COUNT	CREDIT HOURS	HEAD COUNT	CREDIT HOURS	HEAD COUNT	CREDIT HOURS
eCore ¹	1,283	6,234	1,504	7,164	1,492	7,180	1,879	8,698
51-94% Online	2,046	7,136	1,318	4,941	1,530	5,955	1,381	5,423
95-99% Online	1,114	3,346	1,382	4,608	1,524	5,102	1,267	4,336
100% Online	5,332	26,791	5,722	30,328	6,573	34,870	6,715	36,551
UNDUPLICATED— ALL METHODS	7,559	43,507	7,694	47,041	8,430	53,107	8,591	55,008



¹ eCore refers to electronic core curriculum courses that enable University of West Georgia students to complete the first two years of their college courses entirely online, except for occasional proctored exams. It represents a consortia of USG schools which work to deliver these courses.

Source: Institutional Effectiveness and Assessment

FIRST-YEAR PROGRAMS

The University of West Georgia offers a broad range of programs to help first-year students transition to college successfully. All of the University's first-year programs share the same goals: connect students with fellow peers and the University, improve academic

performance and student GPAs, and clarify college expectations for academic and personal success. Every first-year student is asked to enroll in (at least) one of three first-year programs.

LIVING-LEARNING COMMUNITIES

Living-Learning Communities (LLCs) are specialized living environments for small groups of residential students that offer

common housing (i.e., they live on the same floor or floors), common courses, and programming connected to their LLC theme.

LEARNING COMMUNITIES

Learning Communities (LCs) are small groups of students who take their classes together during their first year. LCs offer a “small college” environment within the larger campus. These courses

can center on a common theme such as film, creative writing, the environment, or science-based careers in either the health professions or engineering.

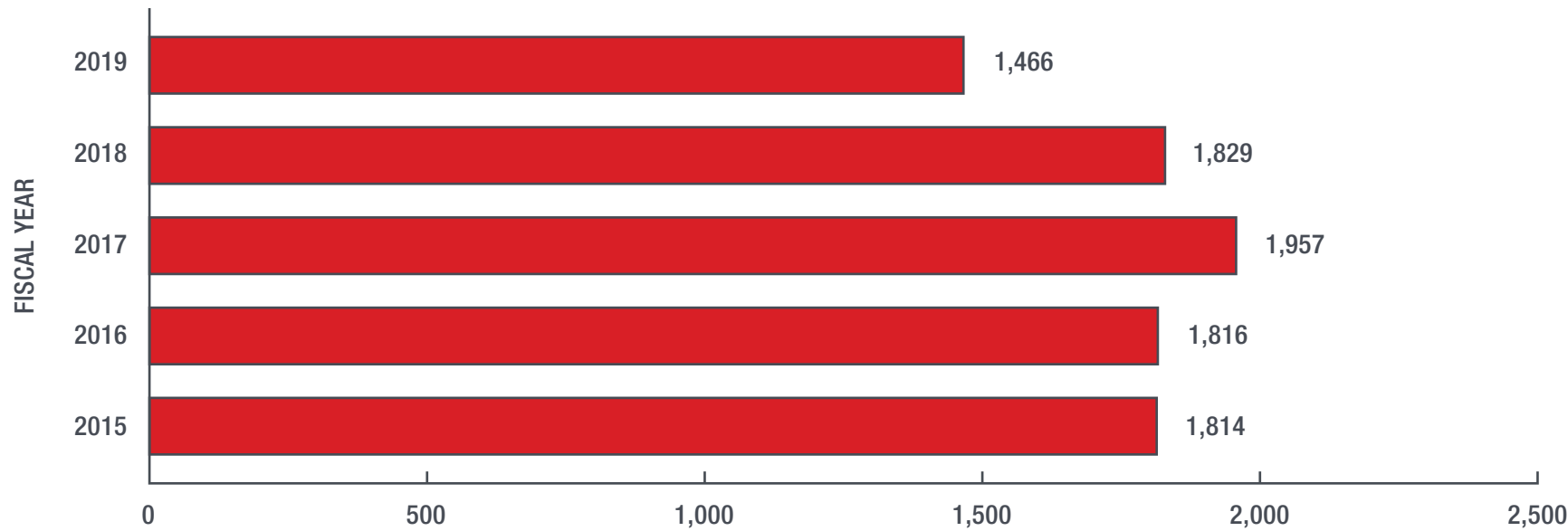


FIRST-YEAR SEMINAR

First-Year Seminar (XIDS 2002) are interdisciplinary courses designed to get students excited about learning during their first semester. These interactive courses foster academic, personal, and social success by engaging students in dialogue with each other and with their instructor. The fundamental focus of the FYS class is to provide an understanding of the basic structure of critical thinking in order to successfully acclimate students to the academic culture of the university.



NUMBER OF STUDENTS IN FIRST-YEAR PROGRAMS



Source: First-Year Programs

HONORS COLLEGE

In June of 1999 the Board of Regents of the University System of Georgia established the first Honors College in the state at the University of West Georgia. The Honors College is designed for highly motivated students who have demonstrated superior academic achievement and express a desire to continue on that path. Honors students become immersed in a learning community where they are expected to be actively engaged in an ongoing, interactive learning process with like-minded faculty and peers,

both in and out of the classroom. The University's Honors College features a comprehensive curriculum and offers Honors distinctions in all of its undergraduate programs. Honors students have the opportunity to engage with faculty and other honors students in small, rigorous classes and are encouraged and supported in undergraduate research endeavors, undergraduate publishing, undergraduate grant writing, community service activities, and preparation for postgraduate study or career success.

THE OFFICE OF UNDERGRADUATE RESEARCH

UWG prides itself on its focus on undergraduate research providing a vast array of opportunities for students to be engaged in research alongside faculty and independently. The Office of Undergraduate Research spearheads a number of on- and off-campus activities that support and encourage students to be engaged in research. The Student Research Assistance Program (SRAP) allows students to get hands-on experience, frequently within their major, assisting

faculty on a particular research project. The Student Travel Grant Program provides funding for students to travel to present their research to regional, national, or international conferences. The Office of Undergraduate Research, in conjunction with the Honors College, also hosts an on-campus conference each year where students are encouraged to present their research to the UWG community.

STUDENTS BY CLASS LEVEL

FISCAL YEAR	2015	2016	2017	2018 ¹	2019
Freshmen	175	112	166	76	86
Sophomores	184	214	199	177	134
Juniors	170	193	236	86	106
Seniors	95	179	151	69	71
TOTAL	624	698	752	408	397

¹ Beginning FY 2018, the Honors College implemented a policy that students who neglected to take an honors course for two consecutive semesters were withdrawn from the Honors College.

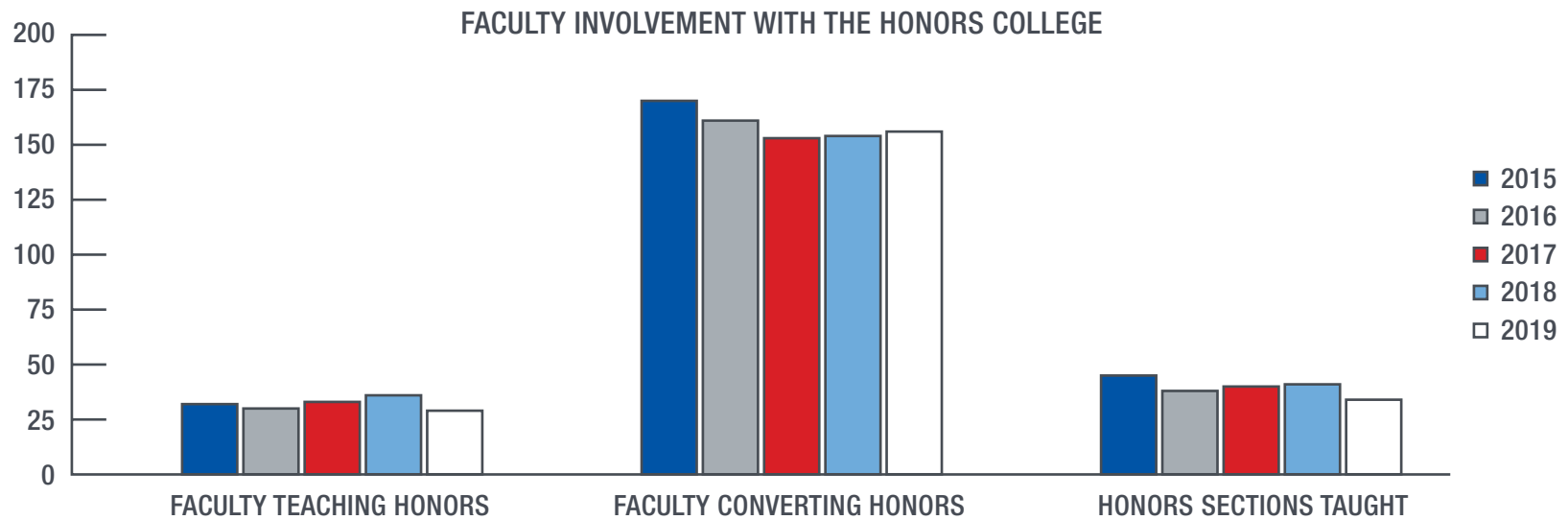
² Conversions occur when a student is in a general section of a course but is assigned honors credit for completing extra work.

STUDENT ENROLLMENT AND CONVERSIONS

FISCAL YEAR	2015	2016	2017	2018	2019
Duplicated Enrollment in Honors Courses	668	522	587	526	401
Duplicated Honors Conversions ²	359	308	290	306	239

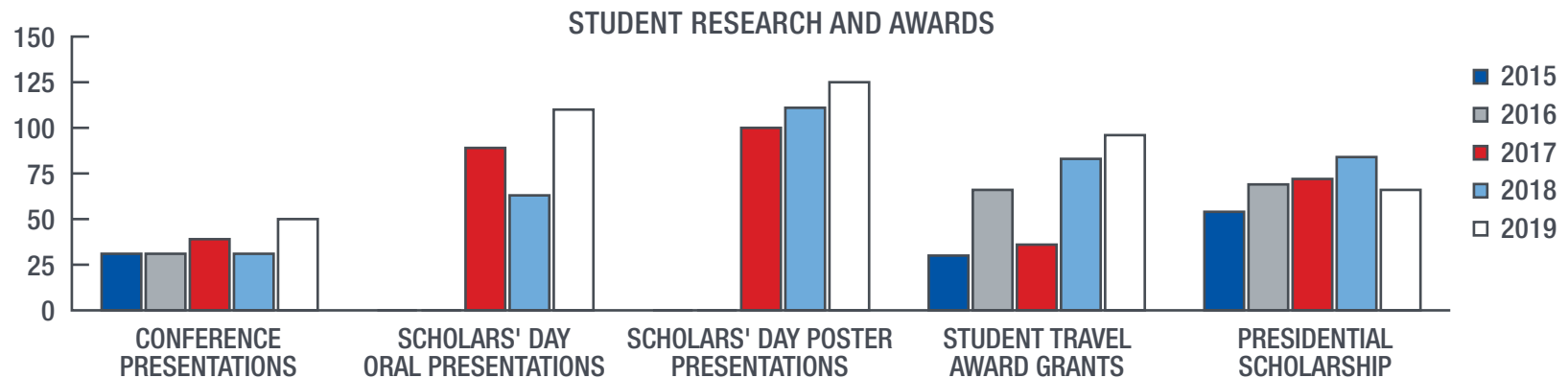
FACULTY INVOLVEMENT

FISCAL YEAR	2015	2016	2017	2018	2019
Faculty Teaching Honors	32	30	33	36	29
Faculty Converting Honors ²	170	161	153	154	156
Honors Sections Taught	45	38	40	41	34



STUDENT RESEARCH AND AWARDS					
FISCAL YEAR	2015	2016	2017	2018	2019
Students Presenting at Conferences ¹	31	31	39	31	50
Oral Presentations at UWG Scholars' Day	-	-	89	63	110
Poster Presentations at UWG Scholars' Day	-	-	100	111	125
Student Travel Award Grants Awarded	30	66	36	83	96
Presidential Scholarships Awarded	54	69	72	84	66

Source: Honors College



¹ Conferences include the National Collegiate Honors Council (NCHC), Southern Regional Honors Council (SRHC), Georgia Collegiate Honors Council (GCHC), Georgia Undergraduate Research Conference (GURC), and National Council on

Undergraduate Research (NCUR). This does not include other conferences that students may have presented at during the year. Presentations are a duplicated count as students had the opportunity to present at multiple conferences.

EDUCATION ABROAD

Study abroad is a high impact educational practice that allows University of West Georgia (UWG) students to engage in experiential learning activities overseas. Study abroad provides participants with benefits that enhance not only personal growth but also career preparation—greater maturity and the ability to adapt to change, enhanced ability to communicate across cultures, and greater awareness of the responsibilities of global citizenship—all as part of an academic experience that will move students towards degree completion and prepare them to compete in the globalized marketplace. The Office of Education Abroad (OEA) coordinates the campus's study abroad activities and provides advising for

students on the different types of programs available. OEA also provides training and support for faculty interested in developing academic travel programs. Study abroad is open to all students, and programs are available in a variety of majors. UWG also has scholarship programs to help students take advantage of the opportunity to study abroad.

COUNTRIES VISITED DURING ACADEMIC YEAR ¹ 2019		
Australia	France	Morocco
Austria	Germany	Russia
Belize	Greece	South Korea
Brazil	Ireland	Spain
Chile	Italy	Vietnam
Ecuador	Japan	United Kingdom

LANGUAGES IN WHICH STUDENTS GAINED SKILLS	
French	Korean
German	Russian
Japanese	Spanish

PROGRAMS OFFERED	
Full Semester	12
Short-term	20

STUDY ABROAD POPULATION IN ACADEMIC YEAR ¹ 2019	
Academic Majors Represented	38
% who are First-Generation College Students	40%
% Who Had Never Been Overseas	31%

¹ Academic Year for Education Abroad Includes Fall 2018 to Summer 2019.
Source: The Office of Education Abroad



UWG student in London



UWG students in Belize



UWG student in Scotland

ACADEMIC TESTING SERVICES

Academic Testing Services (ATS) at the University of West Georgia administers a variety of examinations for West Georgia students and remote examinees at the post-secondary level. ATS offers admissions testing, such as ACCUPLACER, ACT, ACTR, SAT, and MAT. The department provides classroom-based testing for students who receive approved accommodations as well as online proctored exams for UWG Online and eCore courses. ATS administers exams for prior learning assessment, such as CLEP and departmental challenge exams, as well as the Georgia History

and Georgia Constitution Proficiency Exams for transfer students. Additionally, ATS serves examinees seeking licensure and certification in several fields through Kryterion and AAB testing.

ATS is a nationally certified testing center through the National College Testing Association. Through adhering to national testing standards, ATS ensures testing integrity and security while providing examinees with a comfortable environment for a quality testing experience.

EXAMS ADMINISTERED TO ON-SITE UWG STUDENTS THROUGH ATS			
FISCAL YEAR	2017	2018	2019
ACCUPLACER Placement Exam	266	361	146
ACCUPLACER Retest	26	73	23
ACT Residual	-	38	76
National Association of State Boards of Geology Exam	-	-	13
College Level Examination Program (CLEP) Exam ¹	81	68	95
Counselor Preparation Comprehensive Exam (CPCE)	43	52	31
National Counselor Exam (NCE)	24	27	22
Departmental Challenge Exams	4	2	1
eCore ¹ Midterms	1,381	1,632	1,783
eCore ¹ Finals	1,187	906	632
Georgia Constitution Exemption Exam	44	27	33
Georgia History Exemption Exam	61	61	57
Graduate Foreign Language Proficiency Exam	5	13	9
Graduate Music Diagnostic Exam	2	10	6
Nursing Entrance Exam (HESI with accommodations)	3	3	1
Special Classroom Test Requests (students with accommodations)	921	939	1,012
Special Classroom Test Requests (UWG Online Proctoring Services)	138	69	144
TOTAL	4,186	4,281	4,084

¹ eCore and CLEP exams include non-UWG students, but the majority of those taking the exams are UWG students.

Source: Academic Testing Services

ACADEMIC TESTING SERVICES

EXAMS ADMINISTERED TO REMOTE OR NON-UWG STUDENTS THROUGH ATS			
FISCAL YEAR	2017	2018	2019
American Association of Bioanalysts (AAB) Medical Exam	-	-	14
ACCUPLACER Remote Exam	29	33	10
ACCUPLACER Special Requests (various public safety entities)	2	2	2
Independent Study/Remote Exams	185	108	100
Kryterion Testing	26	16	12
Miller Analogies Test	28	18	15
ACT	189	128	65
SAT	121	41	40
TOTAL	580	346	258



CONTINUING EDUCATION

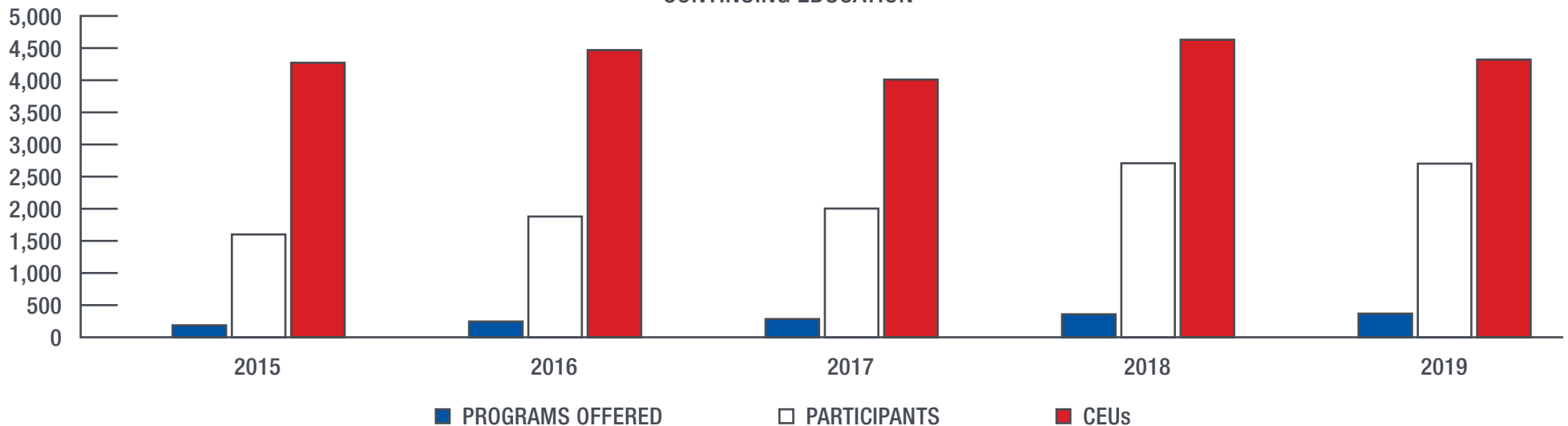
The Department of Continuing Education at the University of West Georgia designs and delivers quality non-credit programs, courses, workshops, and seminars for professional development and personal enrichment. The department draws upon the expertise of the University's outstanding faculty and staff, community members, and partners to offer comprehensive and innovative learning opportunities. Programs are offered in Carrollton, Newnan, online, and off site.

FISCAL YEAR	2015	2016	2017	2018	2019
Programs Offered	186	245	284	358	368
Participants	1,600	1,879	2,003	2,708	2,702
Continuing Education Credits (CEUs)	4,272	4,469	4,010	4,630	4,321

Source: Continuing Education



CONTINUING EDUCATION





STUDENT ENRICHMENT

ENROLLMENT SERVICES CENTER

The Enrollment Services Center (ESC) was created in 2010 to provide a centralized office dedicated to providing excellent face-to-face customer service in financial aid and registration assistance to students. ESC also operates a Call Center that handles inbound calls for Financial Aid, the Registrar, Enrollment Services, Admissions, and the General University phone line, which receives

upwards of 3,700 phone calls a day. In addition, ESC is home to the Imaging Center, which images documents to be added to student records. ESC oversees the general scholarship application portal for the University and provides transcripts and certifications of enrollment.

FISCAL YEAR	2015	2016	2017	2018	2019
Number of Calls Fielded by Call Center	129,830	128,870	147,664	156,795	154,187
Percent of Calls Answered	75%	60%	66%	79%	84%
Average Wait Time (in minutes)	1.2	2.5	2.2	1.0	1.24

Source: Enrollment Services Center



NEW STUDENT PROGRAMS

The Office of New Student Programs serves students and families by educating, collaborating, and creating meaningful experiences that encourage a positive transition to the University. New Student Programs introduces students to UWG and facilitates the seamless

transition of students into both academic and social environments. The office is comprised of: Dual Enrollment; Orientation and Pack Premiere; and Parent & Family Programs.

DUAL ENROLLMENT

Dual Enrollment, formerly known as Move On When Ready (MOWR), is a non-need based grant program for students at eligible high schools. It allows students to enroll in approved college-

level coursework for credit toward both high school and college graduation requirements.

ORIENTATION AND PACK PREMIERE

Orientation provides a comprehensive experience for acclimating new students and families to university resources. It also provides a schedule for students' first semester and ensures they are ready to start classes. Students entering in the fall semester continue their transition with a four-day welcome week experience called Pack

Premiere. Pack Premiere is aimed at both reconnecting students with the campus and making friends. It provides an opportunity for students to begin enjoying the place they will call home over the next several years.

ACADEMIC YEAR	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students attending orientation	2,532	3,080	3,099	3,196	3,503
Number of Pack Premiere participants	-	-	1,600	1,064	1,203

PARENT & FAMILY PROGRAMS

Parent & Family Programs aims to provide helpful information and resources to assist parents and families with appropriately staying engaged with their students' college experience. It provides a wide variety of events from Parent and Family Orientation to Family Tailgates.

Notes: Orientation numbers only account for students that attend orientation during the Summer and do not include those who attend orientations held in the Fall or Spring. Pack Premiere is a three-day event held every Fall to welcome new students to UWG.

Source: New Student Programs

HOUSING AND RESIDENCE LIFE

The Department of Housing and Residence Life strives to provide comfortable housing, academic support, and opportunities that challenge residents to succeed. Living West is more than finding a place to sleep—it is about living life as a part of both the campus and community. Living on campus is the sure way to be close to everything the campus has to offer, as residential communities are a quick walk away from classrooms, meeting places, campus recreation, and dining facilities. To make living on campus a

positive and memorable experience, Housing and Residence Life also provides educational and social opportunities. The department emphasizes the importance of safety and security by offering ResSTAR, a 24/7 service that assists residential students with issues such as lock outs, noise complaints, and maintenance concerns. Each residence hall has an ID check at every front door, and guests must register at one of three service desks unless they are a current residential student.

RESIDENCE HALL OCCUPANCY						
	YEAR EST.	2015	2016	2017	2018	2019
Arbor View	2005	574	586	582	582	554
Bowdon	1971	275	280	273	285	257
Center Pointe Suites	2012	587	603	591	592	583
Gunn	1965	106	129	116	132	-
Strozier Complex	1964	130	165	100	125	-
Tyus	1973	149	191	170	179	100
University Suites	2003	582	580	560	589	513
Greek Village	2009	238	240	226	230	170
The Oaks	2013	468	472	462	464	464

RESIDENCY BY LEVEL	2015	2016	2017	2018	2019
Academy ¹	41	14	-	-	-
Freshman	2,125	1,862	2,051	2,033	1,600
Sophomore	596	822	636	714	613
Junior	216	352	257	256	274
Senior	123	187	130	163	148
Graduate	8	9	6	12	6
TOTAL	3,109	3,246	3,080	3,178	2,641

Note: All data is based on Fall semester.

¹ The residential portion of The Advanced Academy of Georgia (AAG) was terminated in 2015.

Source: Housing and Residence Life and Honors College (Academy footnote)



Bowdon Hall, UWG, Carrollton GA

CENTER FOR DIVERSITY AND INCLUSION

The Center for Diversity and Inclusion (CDI) champions, facilitates, and implements diversity and inclusion best practices that result in a more inclusive and culturally aware campus community. CDI is committed to engaging with academic and community partners in preparing students to develop greater self-awareness and cultural competence in order to succeed in a globalized society. CDI offers training sessions and guest speakers throughout the year in support of this mission. The goal of these training sessions is to ultimately connect and engage all students so they are culturally ready to thrive in a culturally diverse world.



	FY 2018	FY 2019
Total Attendees at CDI Sponsored Events	3,110	3,244
Unduplicated CDI Sponsored Events	20	19
Total Training Sessions for Students	28	6
Unduplicated Student Attendees at CDI Trainings or Courses	1,074	161
Total Training Sessions for Faculty/Staff	28	23
Unduplicated Faculty/Staff Attendees at CDI Trainings or Courses	688	1,575
Community Organizations CDI Provided Workshops/Presentations	13	14
Community Attendees to Presentations or Workshops	318	467
Students Mentored at CDI	160	206
Mentoring Hours Conducted	1,830	1,800

Source: Center for Diversity and Inclusion

CENTER FOR ACADEMIC SUCCESS

The Center for Academic Success fosters student success by recruiting, training, and empowering a diverse group of peer leaders to serve the students at the University of West Georgia. This is accomplished through our supplemental instruction, peer academic coaching, and peer tutoring programs. Through

strategic collaboration with faculty and campus partners, the Center for Academic Success seeks to become both an exemplary and effective academic assistance model through which students engage in success-oriented behaviors and a benchmark for peer and aspirant institutions.

FISCAL YEAR	2015	2016	2017	2018	2019
Course Sections Offering Supplemental Instruction (SI)	61	110	151	212	207
Percent of Students in Course Sections Offering SI Participating in SI	33%	35%	28%	28%	29%
Peer Tutoring Appointments	5,648	5,983	6,460	6,610	6,753
Unduplicated Students Utilizing Peer Tutoring	1,193	1,123	1,328	1,269	1,486
Coaching Appointments ¹	1,673	999	1,109	2,119	2,594
Unduplicated Students with Coaching Appointments	643	363	457	898	1,110



¹ Coaching involves professional staff or peer coaches helping students address issues such as study skills, time management, how to talk to their professor, and other barriers to academic success.

Source: Center for Academic Success



ADVISING CENTER

The Advising Center supports students in their path to graduation by delivering information about advising and registration, providing appropriate course recommendations to keep students on track, and teaching students to use the tools for self-advisement that the University offers. Additionally, the Advising Center's goal is to shorten the time to degree completion by actively monitoring the degree progress of its students and intervening for students who are off-track for graduation in four to six years.

The Advising Center advises students in the College of Science and Mathematics, the College of Arts and Humanities, the College of Social Sciences, and various undecided and Meta-Majors. Serving approximately 4,500 students, the advisors are committed to a holistic advising model grounded in student developmental theory. Advisors build relationships with students and provide guidance to set and reach their academic and personal goals.

ACADEMIC YEAR ¹	2017-18	2018-19
Students who received at least one advisement appointment ²	4,798	4,600
Duplicated Appointments	8,121	7,608
Majors Advised	22	23
Meta-Majors Advised ³	0	6
Undeclared/Undecided Majors Advised ⁴	5	5
Workshops/Events Sponsored	7	7

¹ Counts are for Fall and Spring semesters of the Academic Year.

² Some students may be counted twice if they saw more than one advisor such as when a student changes majors.

³ Meta-Majors include: Arts, Business, Health Professions, Humanities, Social Sciences, and STEM.

⁴ Undecided Majors include: Arts and Humanities, Health Nursing Interest, Math/Science, and Social Sciences.

Source: Advising Center



CENTER FOR ADULT LEARNERS AND VETERANS

The Center for Adult Learners and Veterans (CALV) supports the retention, progression, and graduation of students at the University through services and programs for adult learners, veterans, and their families. The Center serves individual students and leads campus-wide education and awareness initiatives. The Center offers outreach, in-person and online support for student success,

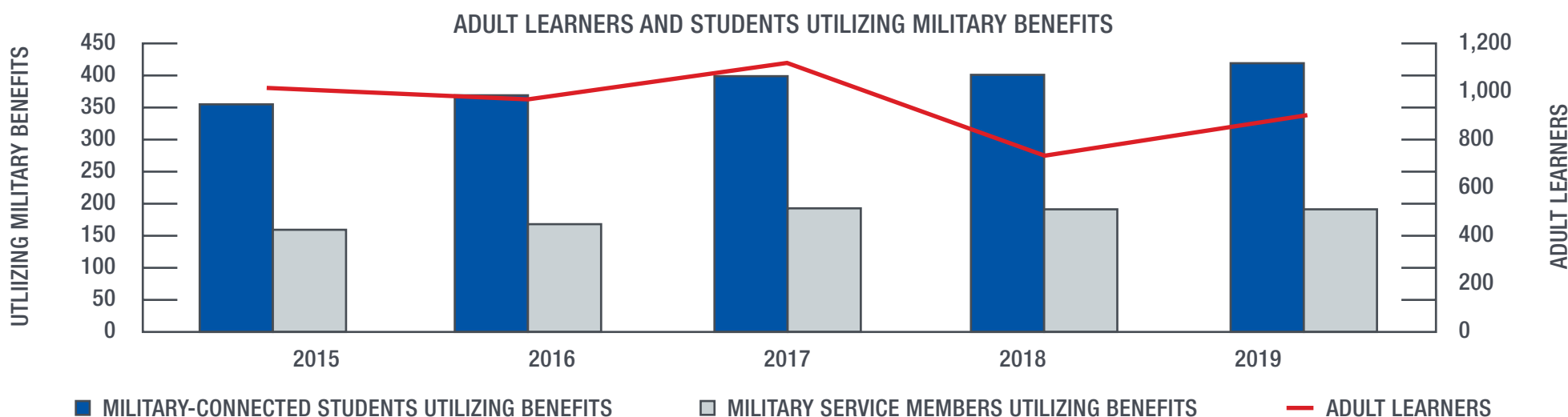
and assistance to promote and meet the needs of these learners. In addition, CALV offers a Green Zone training course that provides participants with tools to understand the experiences of military-connected students along with the confidence to act as advocates for them on campus.

FISCAL YEAR	2015	2016	2017	2018	2019
Military-Connected Students Utilizing Benefits	353	368	396	399	417
Military Service Members Utilizing Benefits	158	167	190	191	190
Adult Learners ¹	1,006	969	1,115	730	896
Unduplicated Student Visitors to CALV	-	320	324	344	286

Note: Adult learner refers to those students who are 25 or older and who: (1) have never attended a postsecondary institution; or (2) started in higher education and have returned after taking a break; or (3) have graduated previously and are now working towards another undergraduate degree.

¹ Fall count per Board of Regents, undergraduates only.

Source: Center for Adult Learners and Veterans

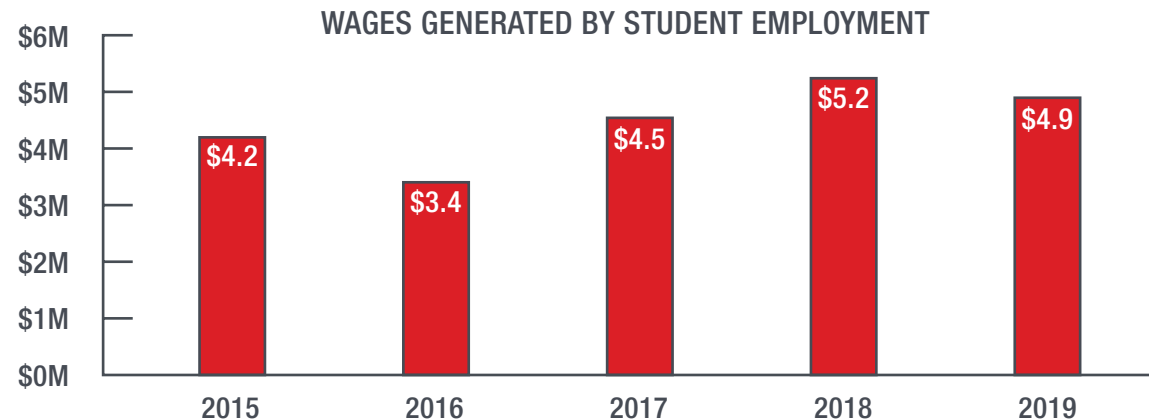


CAREER SERVICES

The mission of Career Services is to provide comprehensive resources to students to attain their professional career goals. Career Services seeks to be the premiere professional roadmap for students, alumni, campus, and external partners to Career Development, Student Employment/Experiential Learning, and Employer Relations. Through collaboration with campus, employer, and community partnerships, Career Services assists students and alumni by facilitating career development through career counseling, student employment, experiential learning, and the job search process. It aims to educate and empower students to be proactive in their academic and career success.



FISCAL YEAR	2015	2016	2017	2018	2019
Students in Career Services Events ¹	3,678	6,048	5,347	5,151	5,225
Students with Individual Appointments	494	1,570	1,313	1,155	1,199
Students Employed on Campus	1,837	1,759	1,865	2,031	1,998
Wages Generated by Student Employment	\$4,190,918	\$3,417,931	\$4,545,526	\$5,218,491	\$4,871,321
Recruitment Organizations/Partners	246	215	298	327	441



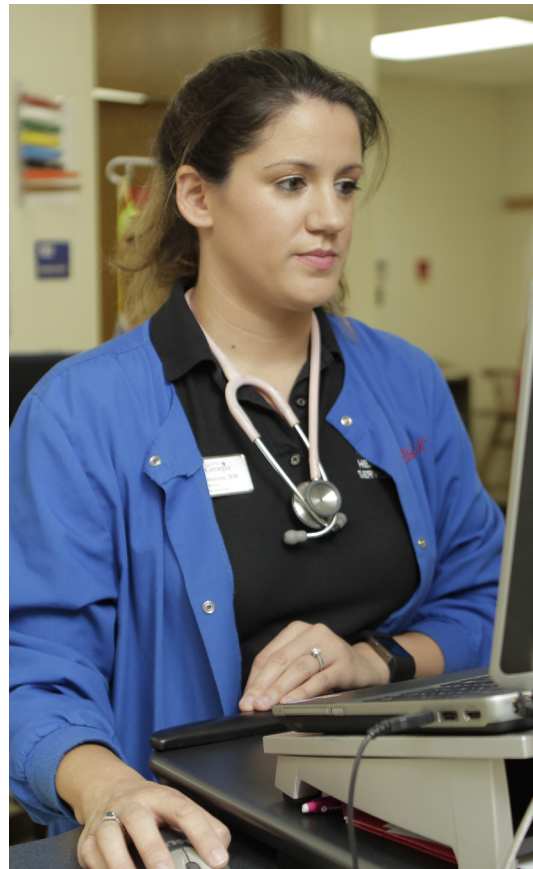
¹ Events include class presentations, workshops, special topics programs, online career readiness services, on campus interviews, office visits/engagement, etc.

Source: Career Services

HEALTH SERVICES

Health Services is an on-campus resource offering high quality, compassionate medical and advocacy services and health education programming in support of student health and wellness.

Health Services provides a variety of medical services designed to meet the basic needs of the student population. The medical team includes a physician, multiple advanced practice providers, and a pharmacist dedicated to student health and wellness. Trained Advocates and a Sexual Assault Nurse Examiner are on-call 24/7



to respond to reports of sexual assault, intimate partner violence, and/or stalking. Health Services also houses a

full pharmacy offering various prescription and over-the-counter medications for students. Furthermore, the Health Education Team provides a variety of ongoing educational prevention programs on topics such as alcohol and other drugs, highway safety, sexual health, violence prevention, and overall wellness.

Health Services also serves many roles related to campus health and safety. These include monitoring immunization requirements, providing annual influenza vaccines, maintaining current pandemic plans in preparation for communicable health outbreaks, remaining current in best practices for student health concerns, and serving in all emergency and crisis response efforts within the campus and community.

FISCAL YEAR	2015	2016	2017	2018	2019
Unduplicated Classes Offered ¹	8	8	7	4	7
Total Classes Taught	262	268	197	125	151
Total Participants in Classes	15,460	10,272	10,661	2,398	8,437
Patients Seen by Physician	2,358	2,197	1,209	593	828
Patients Seen by Nurse Practitioner	13,008	12,946	8,243	6,026	4,707
Patients Seen by Nurse	4,444	4,726	5,622	2,399	1,825
Total Patient Visits	20,905	21,117	16,271	9,869	9,124
Unduplicated Patients	6,159	6,230	5,412	3,853	3,639

¹ Classes typically offered by Health Services include: Alcohol Awareness, Bystander Intervention, Condom Bingo, Consent, Healthy Sexuality, Marijuana/Other Drugs, Nutrition, and Wolf Wellness.

Source: Health Services

COUNSELING CENTER

The Counseling Center is accredited by the International Association of Counseling Services (IACS) and provides free, confidential counseling and psychoeducational outreach to all enrolled students. A variety of services are offered through the Counseling Center including counseling appointments, walk-in services from 8 a.m.—4:30 p.m. on business days, after-hours crisis assessment and response services for students experiencing psychological crises, and accessibility services for students with documented disabilities. Students may engage in group, online, and/or individual counseling to help increase coping skills, increase relationship satisfaction, support academic endeavors, and reach life goals. The counseling provided is holistic in that it encompasses all aspects of an individual's wellness; humanistic,



as it focuses on assisting students to develop in the way that they think is important; and developmental, in meeting students where they are in life and allowing them to grow in ways that are appropriate to the stage they are in life. Counseling Center staff are dedicated to promoting a safe and welcoming environment for all students and, as licensed therapists from a variety of disciplines, take active steps to be culturally self-aware, knowledgeable, and skillful in working with students from all walks of life.

FISCAL YEAR	2015	2016	2017	2018	2019
Appointments	5,182	5,775	7,196	7,118	6,869
Unduplicated Students with an Appointment	994	1,079	1,272	1,266	1,183
Students Registered with Accessibility Services	427	438	411	468	382
Group Sessions Offered	61	26	98	91	302
Unduplicated Groups	6	2	8	7	8
Training Sessions Offered	246	92	97	78	139
Students in Practicum at the Counseling Center	8	8	8	3	3

Source: Counseling Center

CENTER FOR STUDENT INVOLVEMENT

The Center for Student Involvement (CSI) aspires to actively engage every student at the University and in the greater community. CSI enhances the student experience and provides leadership development through multiple programs, activities, and services that contribute to the vitality of campus life. CSI offers a variety of leadership programs, including Leadership To Go, Lead Lunch, Lead Day, and Lead Weekend. Annual student programs include Welcome Back Blast, Homecoming, Spring Fling, and The Big Event, an annual day of service for the local community. CSI sponsors

a wide range of volunteer and involvement programs, registers over 150 student organizations each year, and advises a vibrant fraternity and sorority system with 26 chapters. CSI also provides commuter programs, advisement for the Student Government Association (SGA), and Weekends West Georgia activities.

FISCAL YEAR	2015	2016	2017	2018	2019
Student Organizations	155	150	155	168	162
Fraternities	12	14	15	14	13
Sororities	12	12	12	12	12
Unduplicated Student Volunteers	2,078	945	1,727	829	947
Student Volunteer Hours Generated	16,433	5,523	13,364	9,553	8,919

ACTIVE FRATERNITIES AS OF FALL 2019	
Alpha Phi Alpha	Phi Beta Sigma
Alpha Sigma Phi	Phi Delta Theta
Chi Phi	Pi Kappa Alpha
Iota Phi Theta	Sigma Chi
Kappa Alpha Order	Sigma Nu
Lambda Theta Phi	Tau Kappa Epsilon
Omega Psi Phi	

ACTIVE SORORITIES AS OF FALL 2019	
Alpha Gamma Delta	Kappa Delta
Alpha Kappa Alpha	Lambda Theta Alpha
Alpha Xi Delta	Phi Mu
Chi Omega	Sigma Gamma Rho
Delta Sigma Theta	Sigma Kappa
Delta Zeta	Zeta Phi Beta

Source: Center for Student Involvement



UNIVERSITY RECREATION

University Recreation (UREC) empowers, engages, and educates the university community by providing comprehensive, high-quality, student-focused programs and services that create community, connectivity, and exceptional leadership. Through professionalism, service, teamwork, risk management, and wellness, UREC offers something for everyone and prides itself in maximizing efforts to

ensure that all patrons have the opportunities and resources needed to achieve their goals. The programs and services offered are an integral part of the community and the growth and development of the institution. At the heart of the department's mission is the ability to truly care for individuals and to help them become the best version of themselves.

FISCAL YEAR	2015	2016	2017	2018	2019
Students Participating in Outdoor Recreation	2,111	2,186	3,386	3,877	3,709
Total Student Card Swipes in Campus Center	206,744	174,853	224,838	223,089	201,693
Unduplicated Student Card Swipes in Campus Center	8,516	7,603	8,003	7,682	7,222
Students Participating in Intramural Sports	8,033	7,079	8,458	5,817	6,634

INTRAMURAL SPORTS OFFERED BY UREC AS OF FALL 2019	
Alpha of the Game Room	Basketball
Alpha Pack ¹ : (2 Day) Broomball	Cornhole Tournament
Alpha Pack ¹ : 4v4 Nerf Flag Football	Dodgeball
Alpha Pack ¹ : Adaptive Rec. Volleyball	Flag Football
Alpha Pack ¹ : Combine	Floor Hockey
Alpha Pack ¹ : Competitive Sports Showcase (Bump Soccer)	Futsal (Indoor Soccer)
Alpha Pack ¹ : Giant Volleyball	Soccer
Alpha Pack ¹ : Glow Sand Volleyball	Softball
Alpha Pack ¹ : Kickball	Unified Sports: Softball
Alpha Pack ¹ : Kin-Ball	Volleyball
Alpha Pack ¹ : Spikeball & Kan Jam	

¹ Alpha Pack refers to small tournaments that engage students throughout a variety of interest levels that do not last for a full season due to their unique nature. Interest in these tournaments is also used to determine which sports will become league sports at UWG.

UNIVERSITY RECREATION

UREC AMENITIES AS OF FALL 2019

Back Patio Shade Structure	Game Room
4 Basketball Courts	2 Group Exercise Studios
eSport Arena	4.5 Acres of Intramural Fields
Faculty/Staff Only Locker Rooms	4 Meeting Rooms
10,000 sq. ft. Fitness Center	48 ft. Rock Climbing Wall
Free Day Lockers	Student Locker Rooms
Full Ballroom	West Georgia Outdoors Rental Center
Functional Fitness Area	

Source: University Recreation



ATHLETICS

The University has a long-standing tradition of excellence on the field and in the classroom. UWG Athletics continues to thrive in the National Collegiate Athletic Association (NCAA) Division II in the Gulf South Conference. The 2018-19 athletic year marks the ninth straight year that at least one team from West Georgia competed at the national level.

In the 2018-19 athletic year, representatives from three different teams competed at the NCAA Regional level, beginning with football in the fall. The UWG football program reached the NCAA playoffs for the fourth time in five years. One individual from both the men's and women's golf teams received an invitation to the 2019 NCAA Tournament, completing the postseason at the NCAA Regional in Tennessee for the women and Florida for the men.

In May of 2019, West Georgia Athletics experienced a major breakthrough with women's golfer, Franziska Bremm, and men's

baseball player, Cade Marlowe, winning Gulf South Conference Commissioner's Trophies, the first two in school history. The conference selects the GSC Top-10 each year, comprised of the top five females and male athletes within the conference. Of these top five, the winners for the Commissioner's Trophy are announced. The GSC Top-10 incorporates criteria of performance on the field, in the classroom, and in the community.

Athletics offers 14 varsity sports—nine for women and five for men—along with a variety of club sports. UWG Cheerleading has won 25 championships at Universal Cheerleaders Association (UCA) National since 2001.



Source: Athletics



MEN'S ATHLETICS

NUMBER OF MALE ATHLETES BY STUDENT CLASSIFICATION					
SPORT	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	TOTAL
Baseball	6	5	7	15	33
Basketball	4	3	4	1	12
Cross Country	8	1	3	-	12
Football	61	23	12	27	123
Golf	2	4	3	-	9



WOMEN'S ATHLETICS

NUMBER OF FEMALE ATHLETES BY STUDENT CLASSIFICATION					
SPORT	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	TOTAL
Basketball	3	3	4	2	12
Cross Country	4	-	1	1	6
Golf	3	2	-	1	6
Soccer	10	7	8	3	28
Softball	6	6	10	2	24
Tennis	3	2	2	-	7
Track & Field	10	14	2	7	33
Volleyball	6	4	4	3	17

Source: Athletics

CRIME STATISTICS

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), as part of the Higher Education Act of 1965, is a federal law that requires colleges and universities to disclose certain timely and annual information about campus crime and security policies. All public and private institutions of postsecondary education participating in federal student aid programs are subject to it.

The University of West Georgia Police Department (UWGPD) annually provides a campus security report to comply with the Clery Act. The crime statistics provided below represent an extract of the larger report published on the UWGPD website: westga.edu/police

CARROLLTON				
OFFENSE	ON CAMPUS	RESIDENTIAL FACILITY ¹	NON-CAMPUS BUILDING/PROPERTY	PUBLIC PROPERTY
AGGRAVATED ASSAULT				
2016	0	0	0	0
2017	0	0	0	0
2018	3	1	1	0
ARSON				
2016	1	0	0	0
2017	1	1	0	0
2018	2	0	0	0
BURGLARY				
2016	9	7	0	0
2017	26	16	0	0
2018	9	4	0	0
FORCIBLE SEX OFFENSE—FONDLING				
2016	0	0	0	0
2017	1	1	0	0
2018	2	0	0	0

¹ Residential Facility is a subset of On Campus property.

CRIME STATISTICS

CARROLLTON				
OFFENSE	ON CAMPUS	RESIDENTIAL FACILITY ¹	NON-CAMPUS BUILDING/PROPERTY	PUBLIC PROPERTY
FORCIBLE SEX OFFENSE—RAPE				
2016	12	12	0	0
2017	7	7	1	0
2018	4	4	0	0
MOTOR VEHICLE THEFT				
2015	2	0	0	0
2016	1	0	0	0
2017	7	0	0	0
ROBBERY				
2015	0	0	0	0
2016	0	0	0	0
2017	1	1	0	0
VAWA ² STATISTICS—DATING VIOLENCE				
2015	9	8	0	0
2016	10	7	0	0
2017	4	4	0	0
VAWA ² STATISTICS—DOMESTIC VIOLENCE				
2015	0	0	0	0
2016	3	1	0	0
2017	1	0	0	0
VAWA ² STATISTICS—STALKING				
2015	8	5	0	0
2016	12	5	0	0
2017	21	9	0	0

Note: No crimes were reported under the categories of Murder and Non-negligent Manslaughter, Negligent Manslaughter, Non-Forcible Sex Offense/Statutory Rape—Incest, or Hate Crimes according to Clery Act definitions on the Carrollton Campus for the 2016, 2017, and 2018 reporting years.

¹ Residential Facility is a subset of On Campus property.

² The Violence Against Women Act (VAWA) amendments to the Clery Act expand the rights afforded to campus survivors of sexual assault, domestic violence, dating violence, and stalking.

CARROLLTON								
OFFENSE	ON CAMPUS		RESIDENTIAL FACILITY ¹		NON-CAMPUS BUILDING OR PROPERTY		PUBLIC PROPERTY	
DRUG ABUSE VIOLATIONS	ARREST	REFERRAL	ARREST	REFERRAL	ARREST	REFERRAL	ARREST	REFERRAL
2016	45	29	31	27	0	0	17	1
2017	53	28	31	25	0	0	15	0
2018	60	71	44	70	0	0	10	2
LIQUOR LAW VIOLATIONS	ARREST	REFERRAL	ARREST	REFERRAL	ARREST	REFERRAL	ARREST	REFERRAL
2016	12	22	3	19	0	0	5	0
2017	27	33	11	28	0	0	11	1
2018	18	23	14	23	1	0	1	2
ILLEGAL WEAPONS POSSESSION	ARREST	REFERRAL	ARREST	REFERRAL	ARREST	REFERRAL	ARREST	REFERRAL
2016	1	0	0	0	0	0	0	0
2017	4	1	0	0	0	0	0	0
2018	4	0	4	0	1	0	0	0

Note: There were no Drug Abuse Violations, Liquor Law Violations, or Illegal Weapons Possession under the Clery Act for the Carrollton Campus area reported for "Non-Campus Building or Property" areas.

¹ Residential Facility is a subset of On Campus property.

Source: University of West Georgia Police Department and The Clery Center





GRADUATION

DEGREES AND AWARDS CONFERRED

FISCAL YEARS	2014–15	2015–16	2016–17	2017–18	2018–19
BACHELOR OF ARTS	250	269	251	124	116
Art	6	6	9	8	8
Chemistry	7	3	1		
Chemistry/Secondary Education	1				
English	34	35	42	40	46
Foreign Languages & Literature	9	10	13	21	13
Geography	1	2			
Global Studies	4	3	3	2	1
History	28	31	29	27	27
International Economic Affairs	2	5	4	5	4
Mathematics	1	1			
Philosophy	11	13	3	14	6
Political Science	2	1	1	1	1
Psychology	135	150	145		
Theatre	9	9	1	6	10
BACHELOR OF BUSINESS ADMINISTRATION	342	414	415	383	397
Accounting	52	68	53	53	56
Economics	4	4	10	10	3
Finance	69	66	69	44	54
Management	102	142	128	143	135
Management Information Systems	29	35	29	34	42
Marketing	81	99	123	98	103
Real Estate	5	-	3	1	4
BACHELOR OF FINE ARTS	16	28	38	20	30
Art	16	28	38	20	30
BACHELOR OF INTERDISCIPLINARY STUDIES				-	1

FISCAL YEARS	2014–15	2015–16	2016–17	2017–18	2018–19
BACHELOR OF MUSIC ¹	11	13	10	14	7
Composition	2	-	-	2	
Music Education	6	7	5	7	
Performance	3	6	5	5	
Music ¹					7
BACHELOR OF SCIENCE	541	589	717	824	913
Anthropology	17	17	13	19	18
Biology	93	107	120	119	110
Chemistry	8	12	13	18	19
Computer Science	25	13	27	18	17
Criminology	92	131	133	129	132
Economics	17	17	15	12	18
Economics/Secondary Education	2				
Environmental Science	3	2			
Environmental Studies	4	6	1		
Geography	10	9	10	10	9
Geology	9	13	21	12	18
Health & Community Wellness			19	31	50
Mass Communications	88	99	99	118	109
Mathematics	17	9	19	12	3
Organizational Leadership (eMajor)				3	20
Physics	9	5	6	4	7
Physics/Secondary Education	1				
Political Science	32	29	32	26	35
Psychology			30	163	186
Social & Behavioral Health				-	1
Sociology	65	66	89	69	76
Sport Management	49	54	70	61	85
BACHELOR OF SCIENCE IN CHEMISTRY	12	6	7		

Notes: ¹ Effective Fall 2018, the BM with majors in Composition, Music Education, and Performance became a single major in Music.

Dashes indicate that no award or degree was conferred in an active program or a deactivated program with students enrolled.

Shaded areas indicate a program was permanently closed or had not become active.

Degrees for double majors are reported by first major only; degrees and awards are not separated by concentration.

Each fiscal year represents Summer, Fall, and Spring commencement.

FISCAL YEARS	2014–15	2015–16	2016–17	2017–18	2018–19
BACHELOR OF SCIENCE IN EDUCATION	256	197	172	184	186
Early Childhood Education ¹	149	126	96	108	5
Elementary Education ¹					115
Middle Grades Education	3				
Physical Education	11	13	7	13	11
Special Education and Teaching	32	30	21	14	9
Speech-Language Pathology	61	28	48	49	46
BACHELOR OF SCIENCE IN NURSING	90	100	117	116	110
BACHELOR OF SCIENCE IN NURSING, RN TO BSN	69	69	64	72	49
MASTER OF ARTS	40	58	55	49	52
Criminology	10	8	12	13	6
English	3	8	12	4	7
History	6	11	8	8	17
Psychology	15	22	21	20	15
Sociology	6	9	2	4	7
MASTER OF ARTS IN TEACHING	48	71	45	73	65
MASTER OF BUSINESS ADMINISTRATION	72	109	100	101	93
MASTER OF EDUCATION	223	211	255	269	262
Business Education	1	3	1	3	-
Early Childhood Education	30	40	47	55	75
Foreign Language Teacher Education	-				
Media	48	56	51	63	66
Middle Grades Education	1				
Professional Counseling	78	57	77	65	53
Reading Instruction	7	14	31	38	31
Secondary Education	11	7	5	1	-
Special Education & Teaching	22	7	11	13	8
Speech-Language Pathology	25	27	32	31	29

Notes: ¹ Effective Fall 2019, the BSEd degree with a major in Early Childhood Education became a major in Elementary Education.

Dashes indicate that no award or degree was conferred in an active program or a deactivated program with students enrolled.

Shaded areas indicate a program was permanently closed or had not become active.

Degrees for double majors are reported by first major only; degrees and awards are not separated by concentration.

Each fiscal year represents Summer, Fall, and Spring commencement.

FISCAL YEARS	2014–15	2015–16	2016–17	2017–18	2018–19
MASTER OF MUSIC ¹	9	15	9	12	14
Music Education	8	14	9	10	3
Performance	1	1	-	2	
Music ¹					11
MASTER OF PROFESSIONAL ACCOUNTING	15	11	10	8	12
MASTER OF PUBLIC ADMINISTRATION	14	17	9	13	19
MASTER OF SCIENCE	21	38	30	27	21
Applied Computer Science	15	27	15	15	12
Biology	4	6	11	9	6
Mathematics	2	5	4	3	3
MASTER OF SCIENCE IN NURSING	32	23	36	37	31
MASTER IN URBAN AND REGIONAL PLANNING	4				
SPECIALIST IN EDUCATION	161	156	218	273	264
Early Childhood Education	12	8	11	31	51
Educational Leadership	21	18	39	65	27
Media	68	76	107	117	122
Professional Counseling & Supervision	17	16	33	18	28
Special Education	43	38	28	42	36
POST-BACCALAUREATE CERTIFICATE	12	15	14	22	21
Data Analysis & Evaluation	2	3	3	4	5
Geographic Information Systems	4	4	4	4	7
Integrative Health Studies	-	-	-	1	
Museum Studies	5	6	4	8	7
Nonprofit Management & Community Development	-	1	-	3	2
Public History	1	-	2	-	-
Public Management	-	1	1	2	-
POST-MASTER'S CERTIFICATE	1	2	1	2	1
Health Systems Leadership	1	2	1	-	1
Nursing Education	-	-	-	2	-

Notes: ¹ Effective Fall 2018, The MM degree with majors in Music Education and Performance became a single major in Music.

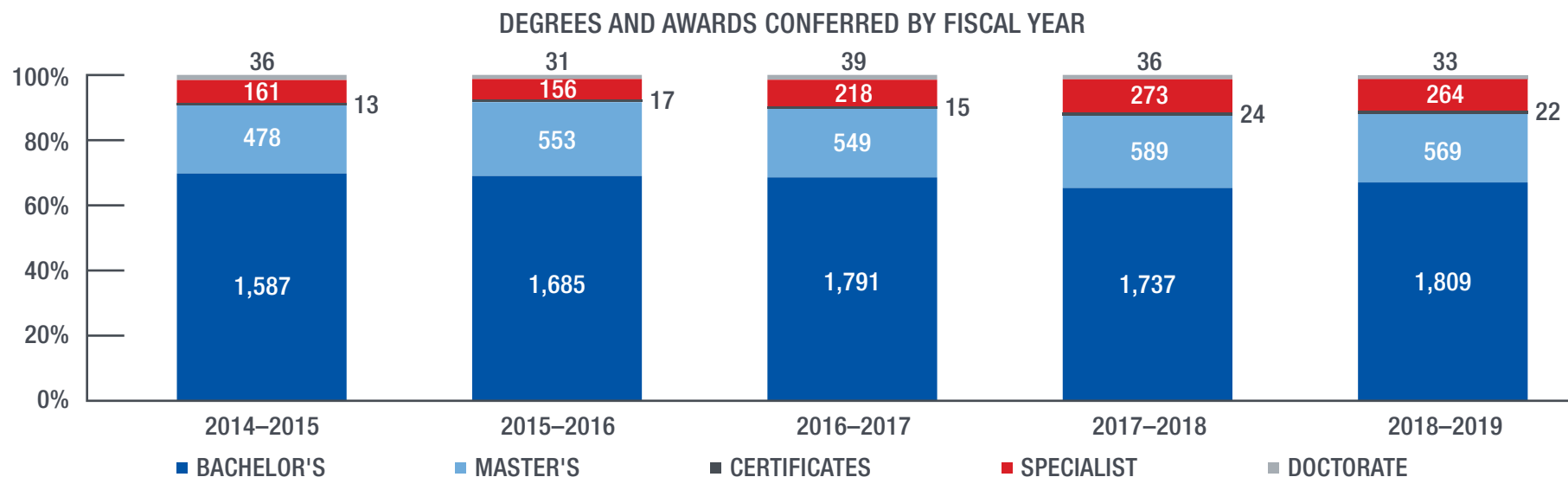
Dashes indicate that no award or degree was conferred in an active program or a deactivated program with students enrolled.

Shaded areas indicate a program was permanently closed or had not become active.

Degrees for double majors are reported by first major only; degrees and awards are not separated by concentration.

Each fiscal year represents Summer, Fall, and Spring commencement.

FISCAL YEARS	2014–15	2015–16	2016–17	2017–18	2018–19
DOCTORATE OF EDUCATION (ED.D.)	27	21	26	26	29
School Improvement	27	17	19	22	15
Professional Counseling & Supervision	4	3	11	3	6
Nursing Education		4	7	4	8
DOCTORATE OF PHILOSOPHY (PH.D.)	5	7	2	7	4
Psychology: Consciousness and Society	5	7	2	7	4
TOTAL DEGREES AND CERTIFICATES AWARDED BY LEVEL					
Bachelor	1,587	1,685	1,791	1,737	1,809
Post-Baccalaureate Certificate	12	15	14	22	21
Master	478	553	549	589	569
Post-Master's Certificate	1	2	1	2	1
Education Specialist	161	156	218	273	264
Doctorate	36	31	39	36	33
TOTAL	2,275	2,442	2,612	2,659	2,697



Notes: Dashes indicate that no award or degree was conferred in an active program or a deactivated program with students enrolled.

Shaded areas indicate a program was permanently closed or had not become active.

Degrees for double majors are reported by first major only; degrees and awards are not separated by concentration.

Each fiscal year represents Summer, Fall, and Spring commencement.

Source: Institutional Effectiveness and Assessment

RETENTION AND GRADUATION RATES

FIRST-TIME FULL-TIME ENTERING COHORT												
ENTERED		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FIRST YEAR	N=	2,007	1,909	1,844	1,924	2,012	2,198	2,167	2,343	2,375	2,176	2,182
SECOND YEAR	FALL	1,471	1,397	1,359	1,367	1,444	1,629	1,572	1,695	1,719	1,498	1,507
		73.29%	73.18%	73.70%	71.05%	71.77%	74.11%	72.54%	72.34%	72.38%	68.84%	69.07%
THIRD YEAR	FALL	1,126	1,100	1,062	1,078	1,147	1,300	1,255	1,268	1,359	1,204	
		56.10%	57.62%	57.59%	56.03%	57.01%	59.14%	57.91%	54.12%	57.22%	55.33%	
FOURTH YEAR	FALL	1,014	924	893	955	1,004	1,138	1,089	1,162	1,184		
		50.52%	48.40%	48.43%	49.64%	49.90%	51.77%	50.25%	49.59%	49.85%		
FIFTH YEAR	FALL	651	572	560	599	570	627	600	662			
		32.44%	29.96%	30.37%	31.13%	28.33%	28.53%	27.69%	28.25%			
SIXTH YEAR	FALL	240	219	227	222	192	198	259				
		11.96%	11.47%	12.31%	11.54%	9.54%	9.01%	11.95%				
GRADUATION RATE	N=	316	298	309	293	392	470	479	508			
	4 YR	15.74%	15.61%	16.76%	15.23%	19.48%	21.38%	22.10%	21.68%			
	N=	687	628	624	649	749	880	857				
	5 YR	34.23%	32.90%	33.84%	33.73%	37.08%	40.04%	39.55%				
	N=	814	744	760	779	850	994					
	6 YR	40.56%	38.97%	41.21%	40.49%	42.25%	45.22%					

Notes: Graduation rates updated as of end of summer 2018 and retention rates updated as of mid-term census date fall 2018. Data reported may differ from data reported to federal, state, and regional agencies due to different guidelines, definitions, and time of calculation.

Each entering cohort includes all entering students enrolled full time whose first-term is the fall indicated or the previous summer as per IPEDS guidelines.

Source: Institutional Effectiveness and Assessment





ALUMNI AND FOUNDATION

UWG FOUNDATION BOARD OF TRUSTEES 2019–2020

EXECUTIVE COMMITTEE	
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Mrs. Edith “Edie” F. Haney '89	Vice Chair
Mrs. Ann Newman '01	Secretary and Investment Committee Chair
Mrs. Nichole Fannin	Interim Executive Director/Treasurer, Executive Director of Development
Mr. Alex Roush	Past Chair
Dr. J. Micheal Crafton	Interim President
Mr. Tim Martin '08	Board Development Committee Chair
Mr. Gary Kinard '91	Audit Committee Chair
Mr. Bill Esslinger '93	Resource Development Committee Chair

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Mr. Loy Howard	Mr. Robert J. “Bob” Stone*
Mrs. Vicki Kaiser	Mr. Jim Sutherland
Mr. Phillip Kauffman*	Mr. Tommy Vance‡

* Life Member

† Honorary Trustee

‡ Emeritus Life Member

Source: UWG Foundation

ALUMNI IN GEORGIA BY COUNTY

Founded June 1934, the University of West Georgia Alumni Association is led by a Board of Directors and Alumni Relations staff. The Alumni Association, serving more than 60,000 graduates, focuses on fostering vibrant and creative engagement opportunities with graduates and former students and gaining their financial support to ensure that current students have every opportunity for success. The Alumni Association's signature events include Wolves

Capture the Square and Homecoming during football season, Alumni Weekend in the spring, and Thriving Under 30, an alumni recognition program, which involve reunions and affinity group gatherings. Alumni Weekend is also the time when the Alumni Association holds its annual meeting and presents coveted awards that acknowledge and celebrate career achievement, service to humanity, and loyalty to the University of West Georgia.

ALUMNI BY GEORGIA COUNTY AS OF DECEMBER 2019

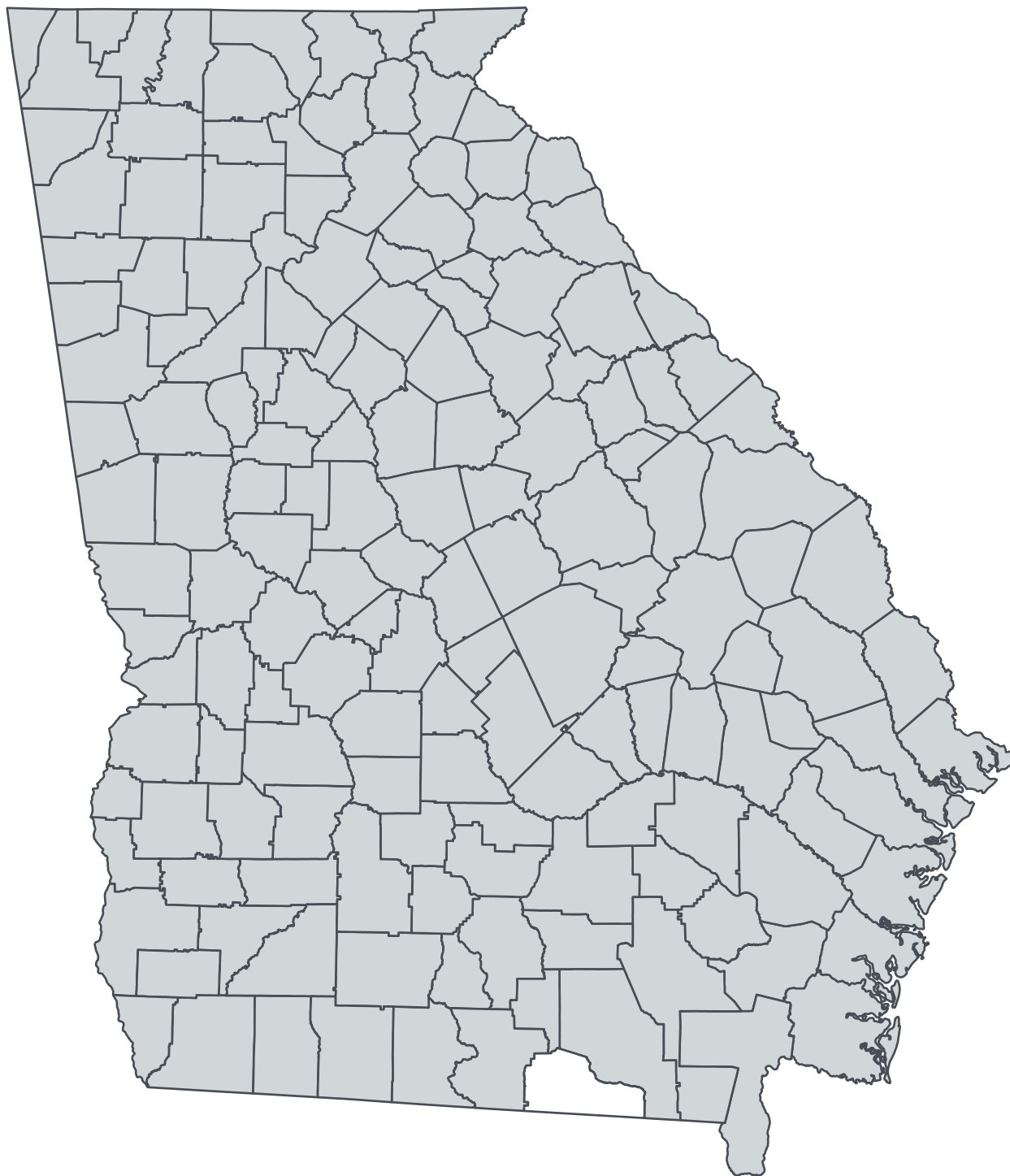
COUNTY	NUMBER	COUNTY	NUMBER	COUNTY	NUMBER
Appling	7	Catoosa	521	Dodge	14
Atkinson	3	Charlton	3	Dooly	9
Augusta-Richmond	153	Chatham	237	Dougherty	74
Bacon	14	Chattooga	247	Douglas	3,254
Baker	2	Cherokee	1,398	Early	10
Baldwin	48	Clarke	271	Effingham	32
Banks	35	Clay	2	Elbert	36
Barrow	219	Clayton	1,074	Emanuel	17
Bartow	986	Clinch	1	Evans	5
Ben Hill	17	Cobb	5,028	Fannin	122
Berrien	9	Coffee	19	Fayette	2,139
Bibb	255	Colquitt	33	Floyd	1,599
Bleckley	13	Columbia	129	Forsyth	844
Brantley	2	Columbus-Muscogee	338	Franklin	39
Brooks	15	Cook	9	Fulton	3,795
Bryan	35	Coweta	4,244	Georgetown-Quitman	2
Bulloch	54	Crawford	10	Gilmer	165
Burke	15	Crisp	19	Glascocock	2
Butts	142	Cusseta-Chattahoochee	3	Glynn	167
Calhoun	3	Dade	56	Gordon	608
Camden	37	Dawson	77	Grady	21
Candler	6	Decatur	29	Greene	68
Carroll	8,662	DeKalb	2,903	Gwinnett	2,944

ALUMNI IN GEORGIA BY COUNTY

ALUMNI BY GEORGIA COUNTY AS OF DECEMBER 2019							
COUNTY		NUMBER		COUNTY		NUMBER	
Habersham	105		McIntosh	26		Taliaferro	1
Hall	572		Meriwether	244		Tattnall	8
Hancock	11		Miller	8		Taylor	9
Haralson	1,550		Mitchell	11		Telfair	7
Harris	158		Monroe	82		Terrell	8
Hart	62		Montgomery	8		Thomas	67
Heard	399		Morgan	105		Tift	42
Henry	1,437		Murray	352		Toombs	26
Houston	229		Newton	489		Towns	50
Irwin	10		Oconee	171		Treutlen	8
Jackson	200		Oglethorpe	23		Troup	911
Jasper	68		Paulding	2,235		Turner	8
Jeff Davis	7		Peach	29		Twiggs	5
Jefferson	12		Pickens	173		Union	86
Jenkins	2		Pierce	22		Upson	190
Johnson	4		Pike	219		Walker	521
Jones	47		Polk	1,038		Walton	382
Lamar	139		Pulaski	3		Ware	28
Lanier	1		Putnam	60		Warren	8
Laurens	41		Rabun	64		Washington	17
Lee	49		Randolph	12		Wayne	13
Liberty	25		Rockdale	484		Webster	5
Lincoln	6		Schley	6		Wheeler	2
Long	7		Screven	7		White	71
Lowndes	66		Seminole	12		Whitfield	1,102
Lumpkin	76		Spalding	559		Wilcox	1
Macon	4		Stephens	50		Wilkes	23
Madison	48		Stewart	5		Wilkinson	10
Marion	7		Sumter	40		Worth	15
McDuffie	21		Talbot	21		TOTAL	58,894

1,099 of those listed above as living in Georgia are lost or deceased.

Source: Alumni Relations and Annual Giving



■ ALUMNI, 158
□ NO ALUMNI, 1

ALUMNI BY STATE

ALUMNI BY STATE AS OF 2019				
STATE	NUMBER		STATE	NUMBER
Alabama	1,701		Montana	34
Alaska	25		Nebraska	15
Arizona	161		Nevada	58
Arkansas	77		New Hampshire	24
California	503		New Jersey	105
Colorado	247		New Mexico	52
Connecticut	50		New York	189
Delaware	24		North Carolina	879
Florida	1,935		North Dakota	10
Georgia	58,894		Ohio	177
Hawaii	19		Oklahoma	68
Idaho	28		Oregon	80
Illinois	160		Pennsylvania	171
Indiana	130		Rhode Island	10
Iowa	31		South Carolina	706
Kansas	46		South Dakota	10
Kentucky	192		Tennessee	1,111
Louisiana	115		Texas	665
Maine	16		Utah	39
Maryland	165		Vermont	8
Massachusetts	95		Virginia	430
Michigan	112		Washington	159
Minnesota	60		West Virginia	36
Mississippi	158		Wisconsin	62
Missouri	93		Wyoming	18
TOTAL			70,153	

2,171 of those listed above as living in the U.S. are lost or deceased.

Source: Alumni Relations and Annual Giving



FACULTY AND STAFF

FACULTY PROFILE

FACULTY TOTALS FALL 2019

	TEACHING FACULTY		ADMINISTRATORS		LIBRARIANS	TOTAL	PERCENT
	FULL-TIME	PART-TIME	GENERAL ¹	ACADEMIC ²			
RANK							
Professor	98		7	32	3	140	20.3%
Associate Professor	100		2	26	6	134	19.5%
Assistant Professor	125			8	2	135	19.6%
Instructor	62	134		3		199	29.0%
Lecturer	75		1	4		80	11.6%
COLLEGE/DEPARTMENT							
College of Arts and Humanities	124	29	5	16		174	25.3%
College of Education	88	51	2	16		157	22.8%
College of Science and Mathematics	93	17		8		118	17.2%
College of Social Sciences	77	8	3	16		104	15.1%
Richards College of Business	54	8		8		70	10.2%
School of Nursing	24	21		8		53	7.7%
Library				1	11	12	1.7%
HIGHEST DEGREE EARNED							
Doctorate	321	42	9	58	2	432	62.8%
Master's or Ed.S.	139	84	1	15	9	248	36.0%
Professional Bachelor's		8				8	1.2%
TENURE STATUS							
Tenured	193		9	56	9	267	38.8%
Tenure Track	158	134	1	10		303	44.0%
Not on Tenure Track	109			7	2	118	17.2%

Note: Limited Term Faculty are included in the Full-time Faculty counts, but 12-month teaching staff and Graduate Teaching Assistants are not included in the above table

¹ General Administrators include the Provost/VPAA, the five Associate Vice Presidents, Education Abroad Director, Center for Teaching and Learning Director, First Year Learning and Academic Programs Director, and the Chief Administrative Officer of Douglasville.

² Academic Administrators include Deans, Associate and Assistant Deans, Department Chairs, Associate and Assistant Department Chairs, and Academic Directors.



	TEACHING FACULTY		ADMINISTRATORS		LIBRARIANS	TOTAL	PERCENT
	FULL-TIME	PART-TIME	GENERAL ¹	ACADEMIC ²			
ETHNICITY							
African American/Black	38	17	2	3	1	61	8.9%
American Indian or Alaskan Native		1				1	0.1%
Asian	46	2		4		52	7.6%
Native Hawaiian or Other Pacific Islander						0	0.0%
Hispanic or Latino	17	1				18	2.6%
Two or More Races	1					1	0.1%
Caucasian/White	355	106	8	66	10	545	79.2%
Unknown	3	7				10	1.5%
GENDER							
Female	269	90	5	35	8	407	59.2%
Male	191	44	5	38	3	281	40.8%
TOTAL FACULTY	460	134	10	73	11	688	100.0%

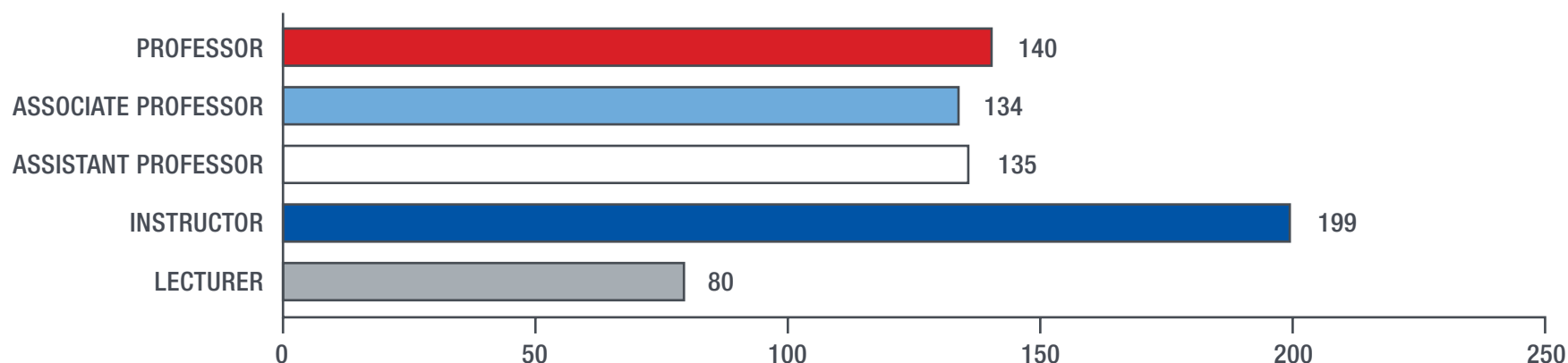
Note: Limited Term Faculty are included in the Full-time Faculty counts, but 12-month teaching staff and Graduate Teaching Assistants are not included in the above table

¹ General Administrators include the Provost/VPAA, the five Associate Vice Presidents, Education Abroad Director, Center for Teaching and Learning Director, First Year Learning and Academic Programs Director, and the Chief Administrative Officer of Douglasville.

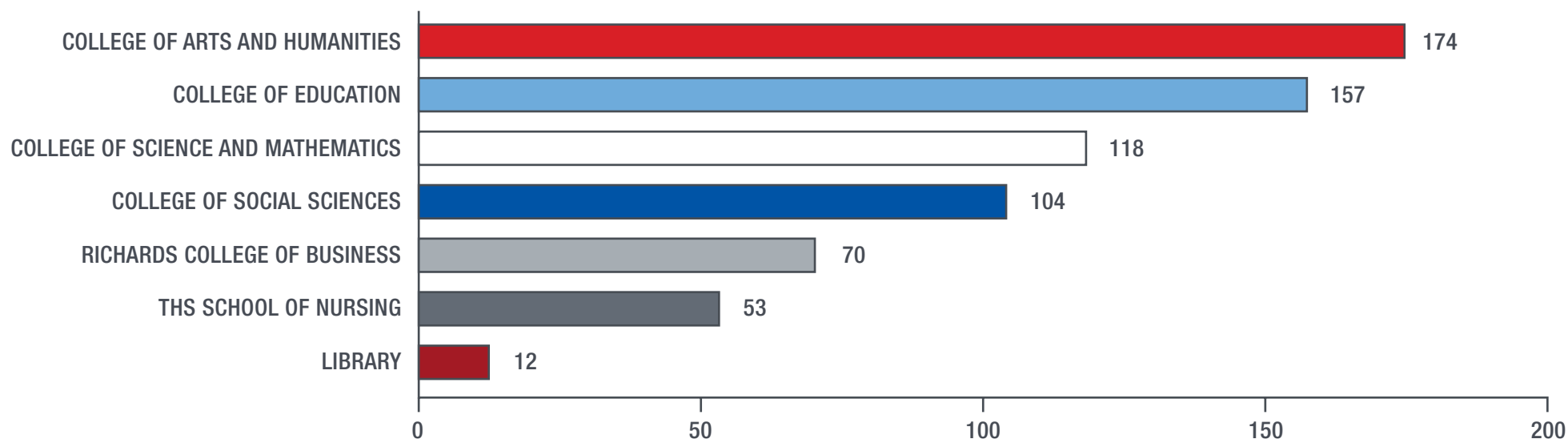
² Academic Administrators include Deans, Associate and Assistant Deans, Department Chairs, Associate and Assistant Department Chairs, and Academic Directors.

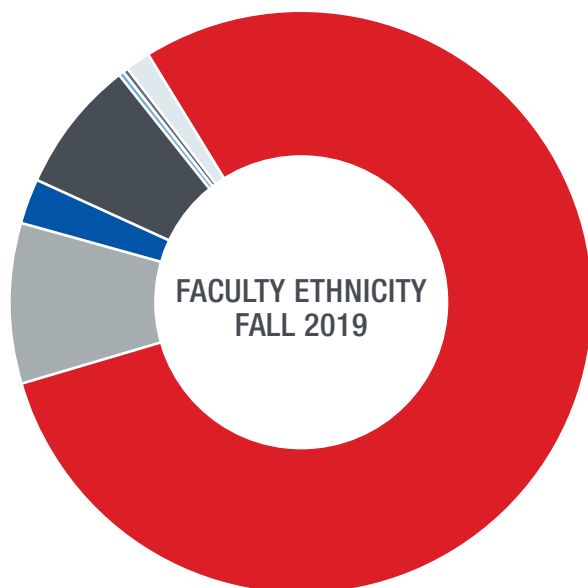
FACULTY PROFILE

FACULTY RANK FALL 2019

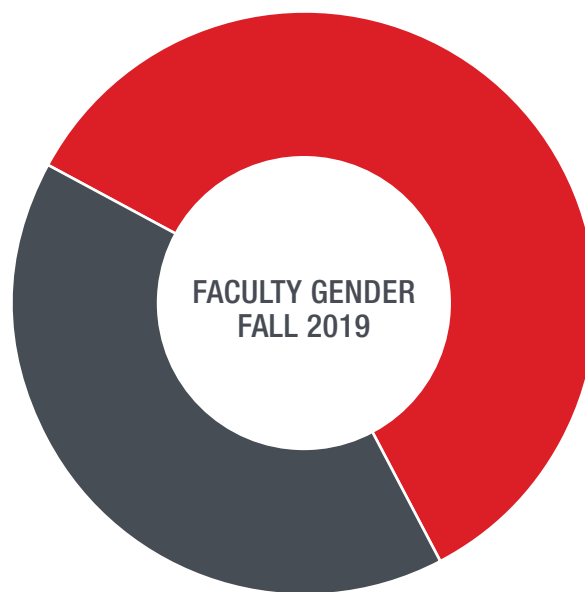


TOTAL FACULTY BY COLLEGE/SCHOOL/LIBRARY FALL 2019

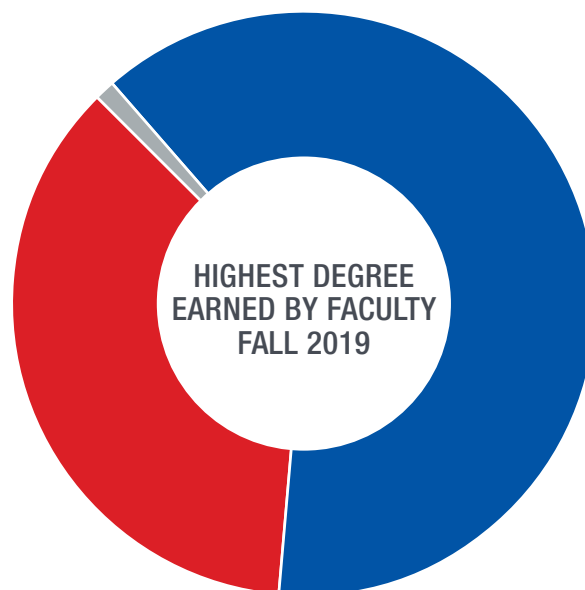




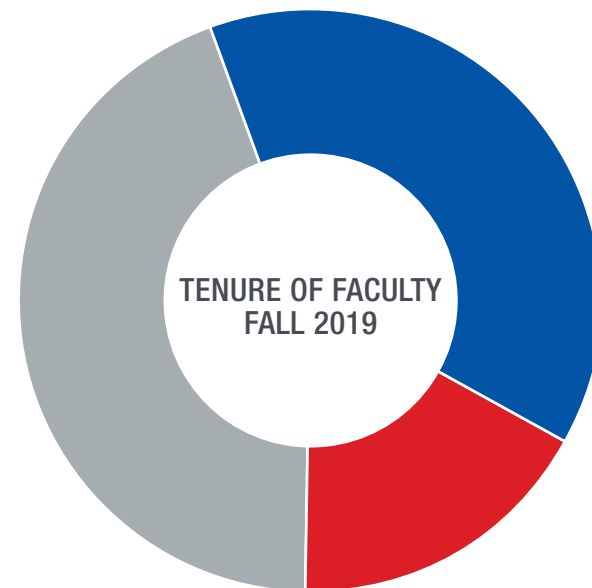
CAUCASIAN/WHITE	79.2%
BLACK/AFRICAN AMERICAN	08.9%
HISPANIC/LATINO	02.6%
ASIAN	07.6%
AMERICAN INDIAN/ ALASKAN NATIVE	00.1%
TWO OR MORE RACES	00.1%
UNKNOWN/NOT REPORTED	01.5%



FEMALE	59.2%
MALE	40.8%



DOCTORATE	62.8%
MASTER'S OR EDS	36.0%
BACHELOR'S	01.2%



TENURED	38.8%
TENURE TRACK	17.2%
NOT ON TENURE TRACK	44.0%

FACULTY PROFILE

COLLEGE OF ARTS AND HUMANITIES FALL 2019

	TEACHING FACULTY		ADMINISTRATORS		TOTAL	PERCENT
	FULL TIME	PART TIME	GENERAL ¹	ACADEMIC ²		
RANK						
Professor	28		4	9	41	23.6%
Associate Professor	24			7	31	17.8%
Assistant Professor	15				15	8.6%
Instructor	26	29			55	31.6%
Lecturer	31		1		32	18.4%
HIGHEST DEGREE EARNED						
Doctorate	68	8	4	12	92	52.8%
Master's or Ed.S.	56	20	1	4	81	46.6%
Professional Bachelor's		1			1	0.6%
TENURE STATUS						
Tenured	48		4	16	68	39.1%
Tenure Track	58	29	1		88	50.6%
Not on Tenure Track	18				18	10.3%
ETHNICITY						
African American/Black	7	3		1	11	6.3%
American Indian or Alaskan Native					0	0.0%
Asian	1				1	0.6%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino	3	1			4	2.3%
Two or More Races					0	0.0%
Caucasian/White	112	24	5	15	156	89.7%
Unknown	1	1			2	1.1%
GENDER						
Female	75	15	2	7	99	56.9%
Male	49	14	3	9	75	43.1%
TOTAL FACULTY	124	29	5	16	174	100.0%

COLLEGE OF EDUCATION FALL 2019

	TEACHING FACULTY		ADMINISTRATORS		TOTAL	PERCENT
	FULL TIME	PART TIME	GENERAL ¹	ACADEMIC ²		
Professor	7		1	3	11	7.0%
Associate Professor	13		1	9	23	14.6%
Assistant Professor	51			1	52	33.1%
Instructor	14	51		3	68	43.4%
Lecturer	3				3	1.9%
HIGHEST DEGREE EARNED						
Doctorate	69	23	2	13	107	68.2%
Master's or Ed.S.	19	28		3	50	31.8%
Professional Bachelor's					0	0.0%
TENURE STATUS						
Tenured	21		2	12	35	22.3%
Tenure Track	23	51		4	78	49.7%
Not on Tenure Track	44				44	28.0%
ETHNICITY						
African American/Black	12	3	1	1	17	10.8%
American Indian or Alaskan Native		1			1	0.6%
Asian	7	1			8	5.1%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino	3				3	1.9%
Two or More Races					0	0.0%
Caucasian/White	66	42	1	15	124	79.1%
Unknown		4			4	2.5%
GENDER						
Female	64	41	1	10	116	73.9%
Male	24	10	1	6	41	26.1%
TOTAL FACULTY	88	51	2	16	157	100.0%

Notes, opposite and above: Limited Term Faculty are included in the Full-time Faculty counts, but 12-month teaching staff and Graduate Teaching Assistants are not included in the above table.

¹ General Administrators include the Provost/VPAA, the five Associate Vice Presidents, Education Abroad Director, Center for Teaching and Learning Director, First Year Learning and Academic Programs Director, and the Chief Administrative Officer of Douglasville.

² Academic Administrators include Deans, Associate and Assistant Deans, Department Chairs, Associate and Assistant Department Chairs, and Academic Directors.

Source: Academic Affairs

COLLEGE OF SCIENCE AND MATHEMATICS FALL 2019

	TEACHING FACULTY		ADMINISTRATORS		TOTAL	PERCENT
	FULL TIME	PART TIME	GENERAL ¹	ACADEMIC ²		
Professor	29			5	34	28.8%
Associate Professor	27			3	30	25.4%
Assistant Professor	11				11	9.3%
Instructor	14	17			31	26.3%
Lecturer	12				12	10.2%
HIGHEST DEGREE EARNED						
Doctorate	71	6		8	85	72.0%
Master's or Ed.S.	22	11			33	28.0%
Professional Bachelor's					0	0.0%
TENURE STATUS						
Tenured	56			8	64	54.3%
Tenure Track	26	17			43	36.4%
Not on Tenure Track	11				11	9.3%
ETHNICITY						
African American/Black	2	2			4	3.4%
American Indian or Alaskan Native					0	0.0%
Asian	22	1		2	25	21.2%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino	1				1	0.8%
Two or More Races					0	0.0%
Caucasian/White	67	13		6	86	72.9%
Unknown	1	1			2	1.7%
GENDER						
Female	35	7		2	44	37.3%
Male	58	10		6	74	62.7%
TOTAL FACULTY	93	17	0	8	118	100.0%

Note: Limited Term Faculty are included in the Full-time Faculty counts, but 12-month teaching staff and Graduate Teaching Assistants are not included in the above table.

¹ General Administrators include the Provost/VPAA, the five Associate Vice Presidents, Education Abroad Director, Center for Teaching and Learning Director, First Year Learning and Academic Programs Director, and the Chief Administrative Officer of Douglasville.

² Academic Administrators include Deans, Associate and Assistant Deans, Department Chairs, Associate and Assistant Department Chairs, and Academic Directors.

Source: Academic Affairs

COLLEGE OF SOCIAL SCIENCES FALL 2019

	TEACHING FACULTY		ADMINISTRATORS		TOTAL	PERCENT
	FULL TIME	PART TIME	GENERAL ¹	ACADEMIC ²		
Professor	11		2	8	21	20.2%
Associate Professor	21		1	4	26	25.1%
Assistant Professor	23			2	25	24.0%
Instructor	7	8			15	14.4%
Lecturer	15			2	17	16.3%
HIGHEST DEGREE EARNED						
Doctorate	58	2	3	15	78	75.0%
Master's or Ed.S.	19	5		1	25	24.0%
Professional Bachelor's		1			1	1.0%
TENURE STATUS						
Tenured	32		3	11	46	44.2%
Tenure Track	24	8		2	34	32.7%
Not on Tenure Track	21			3	24	23.1%
ETHNICITY						
African American/Black	12	1	1		14	13.5%
American Indian or Alaskan Native					0	0.0%
Asian	5				5	4.8%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino	3				3	2.9%
Two or More Races	1				1	1.0%
Caucasian/White	55	7	2	16	80	76.8%
Unknown	1				1	1.0%
GENDER						
Female	46	4	2	4	56	53.8%
Male	31	4	1	12	48	46.2%
TOTAL FACULTY	77	8	3	16	104	100.0%

Note: Limited Term Faculty are included in the Full-time Faculty counts, but 12-month teaching staff and Graduate Teaching Assistants are not included in the above table.

¹ General Administrators include the Provost/VPAA, the five Associate Vice Presidents, Education Abroad Director, Center for Teaching and Learning Director, First Year Learning and Academic Programs Director, and the Chief Administrative Officer of Douglasville.

² Academic Administrators include Deans, Associate and Assistant Deans, Department Chairs, Associate and Assistant Department Chairs, and Academic Directors.

Source: Academic Affairs

RICHARDS COLLEGE OF BUSINESS FALL 2019

	TEACHING FACULTY		ADMINISTRATORS		TOTAL	PERCENT
	FULL TIME	PART TIME	GENERAL ¹	ACADEMIC ²		
Professor	23			6	29	41.3%
Associate Professor	10				10	14.3%
Assistant Professor	6				6	8.6%
Instructor	1	8			9	12.9%
Lecturer	14			2	16	22.9%
HIGHEST DEGREE EARNED						
Doctorate	42	2		6	50	71.4%
Master's or Ed.S.	12	6		2	20	28.6%
Professional Bachelor's					0	0.0%
TENURE STATUS						
Tenured	33			6	39	55.7%
Tenure Track	15	8		2	25	35.7%
Not on Tenure Track	6				6	8.6%
ETHNICITY						
African American/Black	2			1	3	4.3%
American Indian or Alaskan Native					0	0.0%
Asian	11			2	13	18.6%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino	6				6	8.6%
Two or More Races					0	0.0%
Caucasian/White	35	7		5	47	67.1%
Unknown		1			1	1.4%
GENDER						
Female	26	4		3	33	47.1%
Male	28	4		5	37	52.9%
TOTAL FACULTY	54	8		8	70	100.0%

Note: Limited Term Faculty are included in the Full-time Faculty counts, but 12-month teaching staff and Graduate Teaching Assistants are not included in the above table.

¹ General Administrators include the Provost/VPAA, the five Associate Vice Presidents, Education Abroad Director, Center for Teaching and Learning Director, First Year Learning and Academic Programs Director, and the Chief Administrative Officer of Douglasville.

² Academic Administrators include Deans, Associate and Assistant Deans, Department Chairs, Associate and Assistant Department Chairs, and Academic Directors.

Source: Academic Affairs

TANNER HEALTH SYSTEM SCHOOL OF NURSING FALL 2019

	TEACHING FACULTY		ADMINISTRATORS		TOTAL	PERCENT
	FULL TIME	PART TIME	GENERAL ¹	ACADEMIC ²		
Professor				1	1	1.9%
Associate Professor	5			2	7	13.2%
Assistant Professor	19			5	24	45.3%
Instructor		21			21	39.6%
Lecturer					0	0.0%
HIGHEST DEGREE EARNED						
Doctorate	13	1		4	18	34.0%
Master's or Ed.S.	11	14		4	29	54.7%
Professional Bachelor's		6			6	11.3%
TENURE STATUS						
Tenured	3			2	5	9.4%
Tenure Track	12	21		2	35	66.1%
Not on Tenure Track	9			4	13	24.5%
ETHNICITY						
African American/Black	3	8			11	20.8%
American Indian or Alaskan Native					0	0.0%
Asian					0	0.0%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino	1				1	1.9%
Two or More Races					0	0.0%
Caucasian/White	20	13		8	41	77.3%
Unknown					0	0.0%
GENDER						
Female	23	19		8	50	94.3%
Male	1	2			3	5.7%
TOTAL FACULTY	24	21	0	8	53	100.0%

Note: Limited Term Faculty are included in the Full-time Faculty counts, but 12-month teaching staff and Graduate Teaching Assistants are not included in the above table.

¹ General Administrators include the Provost/VPAA, the five Associate Vice Presidents, Education Abroad Director, Center for Teaching and Learning Director, First Year Learning and Academic Programs Director, and the Chief Administrative Officer of Douglasville.

² Academic Administrators include Deans, Associate and Assistant Deans, Department Chairs, Associate and Assistant Department Chairs, and Academic Directors.

Source: Academic Affairs

IRVINE S. INGRAM LIBRARY FALL 2019

	TEACHING FACULTY		ADMINISTRATORS		TOTAL	PERCENT
	FULL TIME	PART TIME	GENERAL ¹	ACADEMIC ²		
Professor	3				3	25.0%
Associate Professor	6			1	7	58.3%
Assistant Professor	2				2	16.7%
Instructor					0	0.0%
Lecturer					0	0.0%
HIGHEST DEGREE EARNED						
Doctorate	2				2	16.7%
Master's or Ed.S.	9			1	10	83.3%
Professional Bachelor's					0	0.0%
TENURE STATUS						
Tenured	9			1	10	83.3%
Tenure Track					0	0.0%
Not on Tenure Track	2				2	16.7%
ETHNICITY						
African American/Black	1				1	8.3%
American Indian or Alaskan Native					0	0.0%
Asian					0	0.0%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino					0	0.0%
Two or More Races					0	0.0%
Caucasian/White	10			1	11	91.7%
Unknown					0	0.0%
GENDER						
Female	8			1	9	75.0%
Male	3				3	25.0%
TOTAL FACULTY	11	0	0	1	12	100.0%

Note: Limited Term Faculty are included in the Full-time Faculty counts, but 12-month teaching staff and Graduate Teaching Assistants are not included in the above table.

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² Academic Administrators include Deans, Associate and Assistant Deans, Department Chairs, Associate and Assistant Department Chairs, and Academic Directors.

Source: Academic Affairs

AVERAGE SALARY BY EMPLOYEE

AVERAGE FACULTY SALARY

	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020	
	NO.	AVG	NO.	AVG	NO.	AVG	NO.	AVG	NO.	AVG
Professor	120	83,347	124	87,144	125	88,646	134	87,610	140	88,896
Associate Professor	115	63,613	120	66,579	135	69,167	135	68,177	134	68,592
Assistant Professor	141	57,214	138	58,746	131	59,519	129	59,383	136	60,684
Instructor	79	40,048	77	41,494	81	43,001	82	42,931	65	43,517
Lecturer	54	46,804	61	48,423	73	49,925	76	51,268	80	50,985
ALL FACULTY	509	\$62,000	520	\$63,560	545	\$64,849	556	\$64,496	555	\$66,139

Source: Academic Affairs

AVERAGE EMPLOYEE SALARY FALL 2019

JOB CATEGORY	NO.	AVG.
Executive Administrators	100	\$117,830
Faculty/Academics	478	\$66,828
Other Administrative Professionals	145	\$67,977
Other Professionals	265	\$55,434
Office/Clerical	201	\$32,796
Technical/Paraprofessional	196	\$35,095
Skilled Crafts	44	\$41,134
Service/Maintenance	256	\$24,719
Other Positions	160	\$16,802
TOTAL	1,845	\$50,173.90

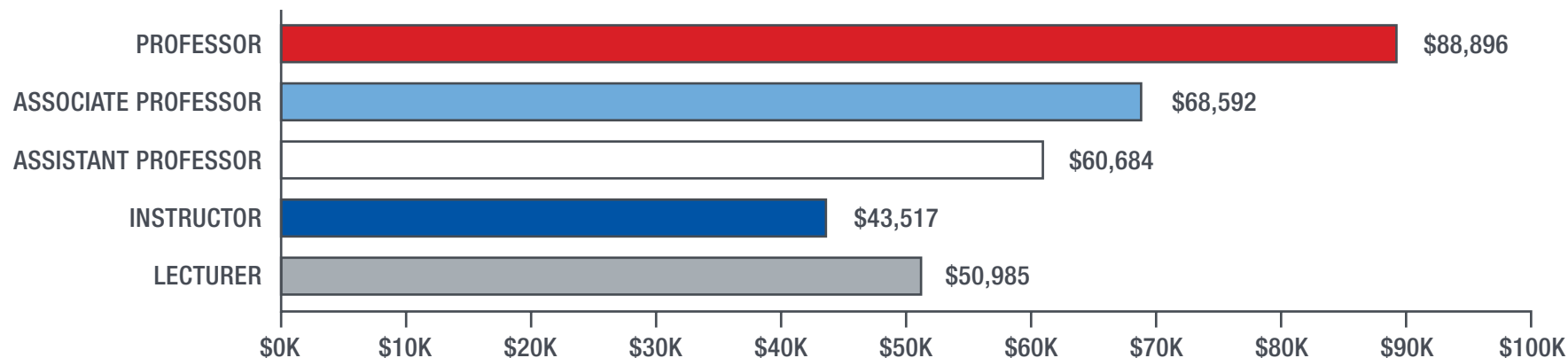
Note: Staff categories were previously reported by Human Resources based on job title and assigned duties. Beginning Fall 2019, the categories reported in the Fact Book are based on job codes assigned by the University System of Georgia for all employees in order to provide a more consistent reporting process.

Table includes both full-time and part-time employees.

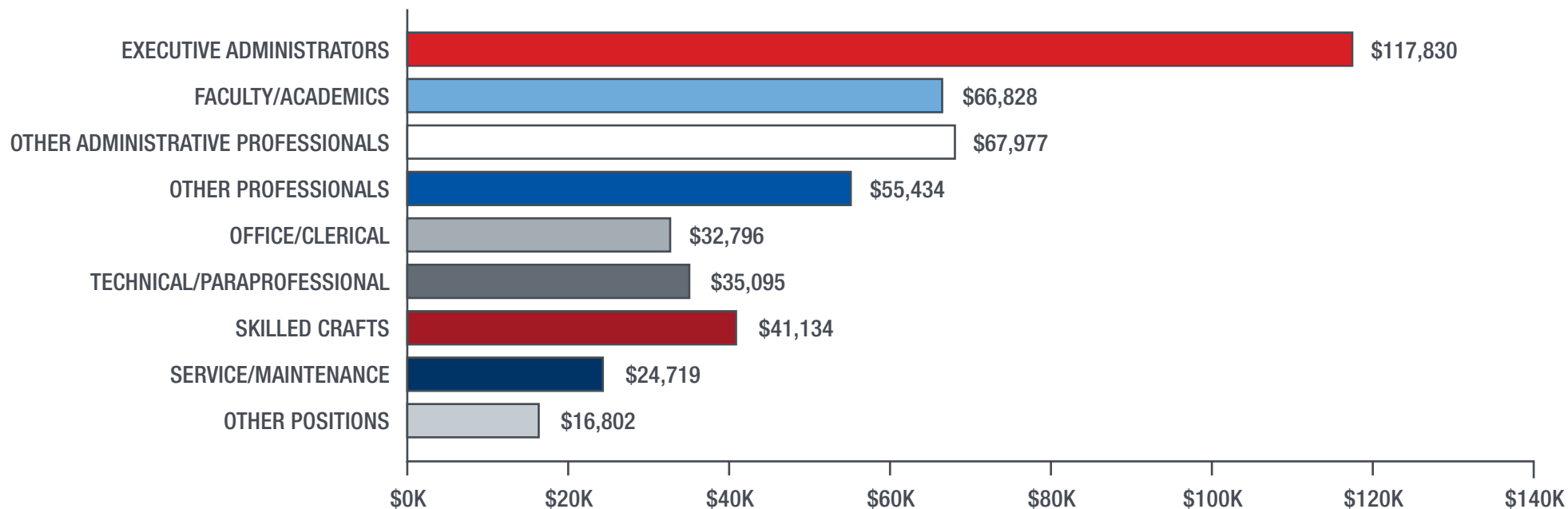
Source: Human Resources

AVERAGE SALARY BY EMPLOYEE

AVERAGE FACULTY SALARY FISCAL YEAR 2019



AVERAGE EMPLOYEE SALARY FALL 2019



EMPLOYEE PROFILE BY JOB CATEGORY

	EXECUTIVE ADMINISTRATORS	FACULTY/ACADEMICS	ADMINISTRATIVE PROFESSIONALS	OTHER PROFESSIONALS	OFFICE/CLERICAL	TECHNICAL/ PARAPROFESSIONAL	SKILLED CRAFTS	SERVICE/MAINTENANCE	OTHER POSITIONS	TOTAL	PERCENT
RACE/ETHNICITY											
African American/Black	9	35	18	38	22	32	1	75	21	251	13.6%
American Indian or Alaskan Native	-	1	-	2	-	-	-	-	2	5	0.3%
Asian	4	39	1	5	1	3	-	2	3	58	3.1%
Native Hawaiian or Other Pacific Islander	-	-	-	-	1	-	-	-	-	1	0.1%
Hispanic or Latino	1	14	5	4	4	5	1	17	3	54	2.9%
Two or More Races	-	3	3	-	1	1	-	-	1	9	0.5%
Caucasian/White	82	364	116	213	168	148	41	147	128	1,407	76.3%
Unknown	4	22	2	3	4	7	1	15	2	60	3.2%
GENDER											
Female	44	277	79	147	179	127	4	140	104	1,101	59.7%
Male	56	200	66	118	22	69	40	116	56	743	40.2%
Unknown	-	1	-	-	-	-	-	-	-	1	0.1%
FLSA STATUS											
Exempt	100	478	145	265	-	-	-	-	141	1,129	61.2%
Non-Exempt	-	-	-	-	201	196	44	256	19	716	38.8%

Note: Table includes both full-time and part-time employees.

Source: Human Resources



INFORMATION TECHNOLOGY SERVICES

CLIENT SERVICES

Client Services connects faculty, staff, and students to all ITS services and support. They strive to provide a single point of contact to obtain access or support to IT services and quickly resolve incidents and requests through the ITS Service Desk. They

provide dedicated departmental liaisons and a growing number of experts dedicated to specific technologies and services. Client Services is comprised of three teams: the Service Desk, Classroom Support, and Desktop Support.

	FY 2018	FY 2019
TICKETS		
Application/Software	4,311	12,473
Hardware	7,336	8,920
General Administration	8,555	2,342
Security	117	632
SERVICE REQUESTS VS. INCIDENTS		
Requests for Service	6,015 ¹	11,953
Incidents	5,858 ¹	12,413
CONTACT METHOD		
Email	7,431 ¹	16,595
Phone	3,619 ¹	4,934
Walk Ups	213 ¹	356
Other	151 ¹	2,003
FIRST CALL/TOUCH RESOLUTION RATE		
First Call Resolution	47%	44%
First Touch Resolution	31%	28%
Other	22%	28%
CUSTOMER SATISFACTION²		
Time to Respond	-	9.05
Time to Resolve	-	9.09
Courtesy	-	9.38
Professionalism	-	9.40
Overall	-	9.35

¹ Data was only collected for part of FY 2018.

² Customer Satisfaction Survey was changed in FY 2018. All results are on a 10-point scale.



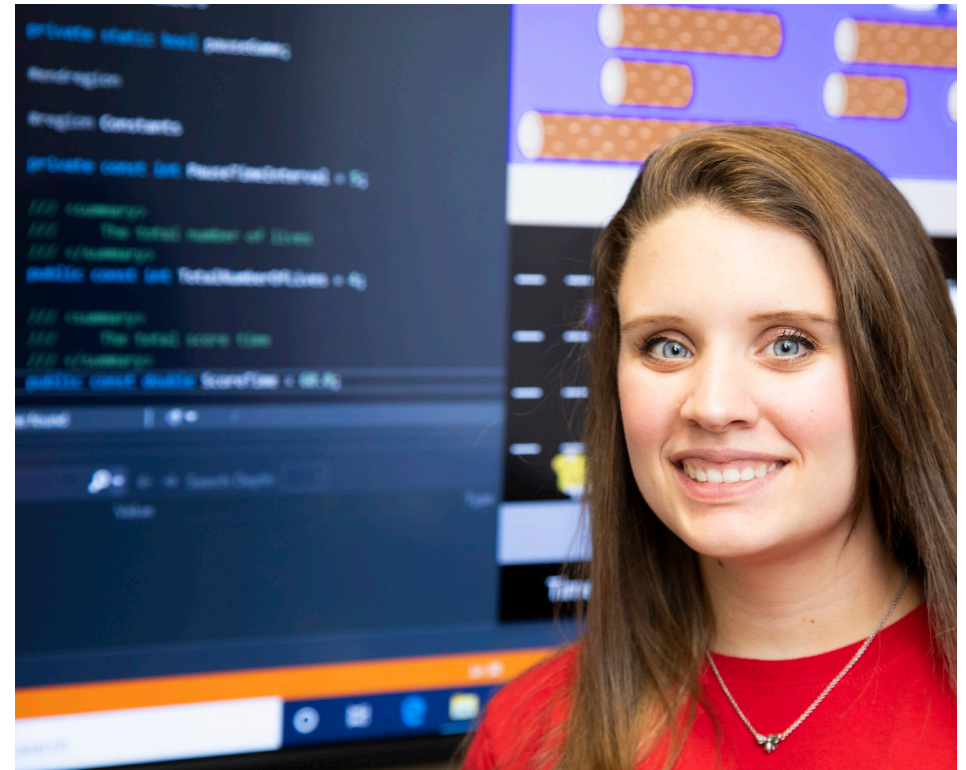
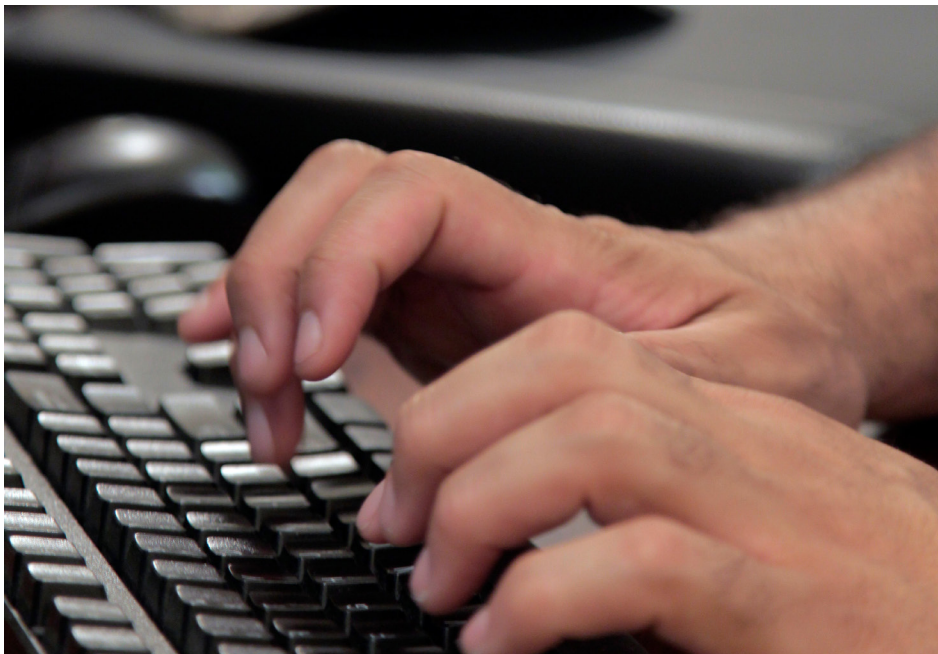
INFORMATION SOLUTIONS

Information Solutions maintains and supports enterprise applications, such as Banner, PeopleSoft, Facilities Management, myUWG, WolfCard, and other programs and applications. They also provide customized reporting and additional processing for Banner and PeopleSoft to meet the needs of administrative faculty

and staff. Information Solutions is responsible for keeping the enterprise application software up to date with supplied updates. Each enterprise application has its own mechanism for accepting program requests. They are also available to assist all faculty and staff in the use of these applications to a limited degree.

APPLICATION CLASSIFICATIONS FOR FISCAL YEAR 2019	
Core System	18
Mission Critical (UWG)	18
Department Critical	67
Mission Supportive (UWG)	4
Department Supportive	55
TOTAL	162

STUDENT INFORMATION SYSTEM REPORTING	
Self Service Reporting Data Blocks	345
Student Information Systems Reports	998
System Data Interfaces	55



INFRASTRUCTURE AND OPERATIONS

Infrastructure and Operations is responsible for all institutional networking (wired and wireless), voice telecommunications, server operation, and mission critical application systems for the University. They administer infrastructure systems and monitor performance

in order to provide effective, reliable, and secure environments for network, telephone, server, and other IT systems. The department provides consultation on hardware and operating systems to other departments based on approved architectures and standards.

FISCAL YEAR 2019	
Average Daily Unique WiFi Devices	18,290
Average Daily Bandwidth Usage	12 TB
Average Yearly Enterprise Infrastructure High-Availability	99.97%



ITS PROJECTS

Information Technology Services (ITS) provides technology leadership and support to all areas of the University. ITS offers a wide variety of technical support services and all of the infrastructure and planning necessary to run a robust and secure

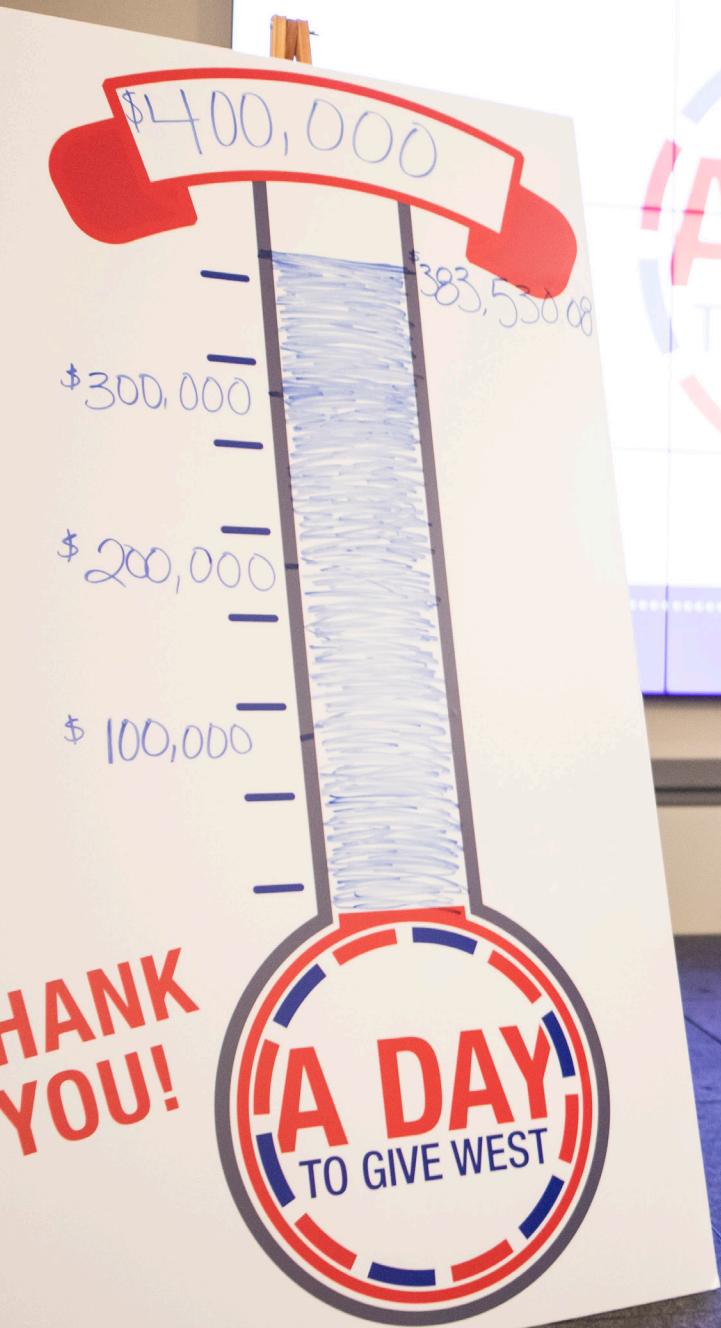
computing environment. They manage numerous projects each year to support the mission of the University, to aid departments on campus, and to maintain the various functions of their division.

PROJECTS BY DIVISION					
FISCAL YEAR	2015	2016	2017	2018	2019
Academic Affairs	38	29	13	15	13
Business and Finance	17	12	14	20	25
Information Technology Services	5	17	11	23	22
President	22	15	-	1	1
Student Affairs and Enrollment Management	17	11	22	6	14
University Advancement	3	5	3	1	2
TOTAL	102	89	63	66	77

PROJECTS BY PROJECT TYPE					
FISCAL YEAR	2015	2016	2017	2018	2019
Auxiliary Business Analysis	-	-	-	1	6
Business Analysis	-	-	-	-	3
Facilities	22	29	21	19	6
IT	80	60	42	46	36
ITSB ¹	-	-	-	-	26
TOTAL	102	89	63	66	77

PROJECTS BY FALL 2019 STATUS					
FISCAL YEAR	2015	2016	2017	2018	2019
Active	-	-	2	2	14
Approved	-	-	-	-	3
Assessment and Feasibility	-	-	1	7	10
Completed	102	89	59	52	18
New	-	-	1	1	30
On Hold	-	-	-	4	-
Pending Active Assignment	-	-	-	-	2
TOTAL	102	89	63	66	77

¹ ITSB projects refer to projects for campus departments outside of ITS.



FINANCIALS

OPERATING EXPENSES

	FY 2020 JULY 1, 2019	FY 2019 JUNE 30, 2019	FY 2018 JUNE 30, 2018
OPERATING EXPENSES	BUDGETED	ACTUAL	ACTUAL
Salaries			
Faculty	\$45,443,584	\$45,459,500	\$45,868,115
Staff	\$62,962,223	\$58,007,039	\$55,652,471
Benefits	\$41,824,060	\$47,292,265	\$43,577,350
Other Personal Services	\$3,322,941	\$565,459	\$670,641
Travel	\$1,426,134	\$1,772,840	\$1,716,666
Scholarships and Fellowships	\$5,751,593	\$10,739,374	\$10,752,246
Utilities	\$2,187,661	\$4,347,813	\$4,083,500
Supplies and Other Services	\$48,071,826	\$45,978,879	\$47,013,498
Depreciation/Equipment	\$13,763,138	\$14,986,683	\$14,690,562
Unallocated	\$1,861,162	-	-
TOTAL OPERATING EXPENSES	\$226,614,322	\$229,149,852	\$224,025,049
NON-OPERATING EXPENSES	BUDGETED	ACTUAL	ACTUAL
Interest Expense (Capital Assets)	-	\$8,213,500	\$8,862,188
TOTAL EXPENSES	\$226,614,322	\$237,363,352	\$232,887,237

Note: Table does not include graduate assistants' salaries.

Source: Budget Services

EXPENSES BY CLASSIFICATION

	FY 2020 JULY 1, 2019	FY 2019 JUNE 30, 2019	FY 2018 JUNE 30, 2018
OPERATING EXPENSES	BUDGETED	ACTUAL	ACTUAL
Instruction	\$76,034,634	\$77,588,178	\$77,043,586
College of Arts & Humanities	\$11,828,662	\$11,917,825	\$11,880,796
College of Science & Mathematics	\$11,005,088	\$11,124,533	\$10,569,848
College of Social Sciences	\$8,832,402	\$8,688,572	\$8,735,561
Richards College of Business	\$9,160,355	\$9,071,664	\$9,041,563
College of Education	\$8,257,505	\$8,719,149	\$8,529,016
School of Nursing	\$4,935,178	\$5,046,516	\$5,002,472
Other Instruction	\$22,015,444	\$23,019,919	\$23,284,330
Research	\$1,413,029	\$1,954,138	\$1,657,482
Public Service	\$536,849	\$288,686	\$289,517
Academic Support	\$28,537,469	\$25,912,333	\$25,015,271
Student Services	\$14,604,787	\$13,714,562	\$13,098,875
Student Activities	\$4,152,845	\$2,804,840	\$3,146,676
Intramurals	-	\$34,639	\$51,474
Social & Entertainment Activities	-	\$705,148	\$747,923
Student Government	-	\$17,248	\$13,621
Student Publications	-	\$36,902	\$38,038
Scholarships, Study Abroad	\$138,985	\$132,498	\$228,494
Other Programs/Unassigned	\$4,013,860	\$1,878,405	\$2,067,126
Institutional Support	\$28,916,998	\$33,395,284	\$31,703,046
Plant Operations and Maintenance	\$11,802,890	\$20,371,145	\$18,726,847

Continued on next page

Source: Budget Services

EXPENSES BY CLASSIFICATION

	FY 2020 JULY 1, 2019	FY 2019 JUNE 30, 2019	FY 2018 JUNE 30, 2018
OPERATING EXPENSES	BUDGETED	ACTUAL	ACTUAL
Safety and Security	\$3,644,633	\$3,593,905	\$3,064,940
Scholarships and Fellowships	\$5,751,593	\$8,169,909	\$8,183,354
Auxiliary Enterprises	\$51,218,595	\$41,356,872	\$42,095,455
Student Housing	\$21,060,632	\$14,871,681	\$15,355,582
Food Services	\$13,278,688	\$12,312,663	\$12,730,831
Stores and Shops	\$2,499,186	\$2,158,005	\$2,646,746
Intercollegiate Athletics	\$5,378,240	\$4,878,656	\$4,612,526
Scholarships, Athletic	\$1,580,000	\$1,661,046	\$1,606,848
Other Service Units	\$7,421,849	\$5,474,821	\$5,142,922
TOTAL OPERATING EXPENSES	\$226,614,322	\$229,149,852	\$224,025,049
NON-OPERATING EXPENSES	BUDGETED	ACTUAL	ACTUAL
Interest Expense (Capital Assets)	-	\$8,213,500	\$8,862,188
TOTAL EXPENSES	\$226,614,322	\$237,363,352	\$232,887,237

Notes, opposite:

¹ Grants and Contracts does not include federal tuition scholarships.

² Capital Gifts and Grants are not included in the original budget.

Source: Budget Services

Source: Budget Services

UNIVERSITY REVENUE BY SOURCE

	FY 2020 – JULY 1, 2019	FY 2019 – JUNE 30, 2019	FY 2018 – JUNE 30, 2018
OPERATING REVENUE	BUDGETED	ACTUAL	ACTUAL
Tuition and Fees	\$91,233,786	\$103,227,830	\$101,835,134
Less: Scholarship Allowances	-\$20,929,859	-\$23,652,843	-\$23,361,904
Grants and Contracts			
Federal	-	\$1,461,406	\$1,378,916
State	-	\$447,901	\$500,619
Other	-	\$1,727,666	\$1,508,630
Sales and Services	\$1,143,936	\$685,321	\$610,857
Rents and Royalties	\$101,473	\$98,449	\$122,218
Auxiliary			
Residence Halls	\$21,060,632	\$20,030,968	\$19,135,160
Bookstore	\$2,463,950	\$2,345,738	\$2,689,974
Food Services	\$13,255,349	\$11,970,011	\$11,747,964
Parking/Transportation	\$1,824,218	\$1,723,707	\$1,813,189
Health Services	\$2,376,798	\$2,261,263	\$2,194,379
Intercollegiate Athletics	\$6,958,240	\$6,945,404	\$6,920,703
Other Organizations	\$3,205,120	\$671,053	\$540,493
Other	\$5,369,496	\$2,399,250	\$2,929,548
TOTAL OPERATING REVENUE	\$128,063,139	\$132,343,124	\$130,565,880
NON-OPERATING REVENUE	BUDGETED	ACTUAL	ACTUAL
State Appropriations	\$67,426,850	\$64,411,102	\$59,326,040
Federal Stimulus - Stabilization Funds	-	-	-
Grants and Contracts ¹	\$28,570,833	\$25,799,970	\$26,200,897
Gifts	\$179,212	\$1,125,377	\$2,027,218
Investment Income	\$874,288	\$1,442,271	\$860,050
Other	\$1,500,000	\$(329,956)	-\$165,289
TOTAL NON-OPERATING REVENUE	\$98,551,183	\$92,448,764	\$88,248,916
CAPITAL GIFTS AND GRANTS ²	BUDGETED	ACTUAL	ACTUAL
State	-	\$26,947,505	\$482,912
Other	-	\$428,451	\$194,566
TOTAL CAPITAL GIFTS AND GRANTS	-	\$27,375,956	\$677,478
TOTAL REVENUES	\$226,614,322	\$252,167,844	\$219,492,274

STUDENT TUITION AND FEES

The cost of attending the University can vary, depending on a student's classification, residency status, method of instruction, and/or degree program. The complete list of tuition and fees can be found on the Bursar's website: westga.edu/bursar

TUITION AND FEES FOR THE 2019–2020 ACADEMIC YEAR

	UNDERGRADUATE	GRADUATE ¹
In-State Tuition	\$5,464	\$5,784
Out-of-State Tuition	\$19,282	\$22,438
Required Fees	\$2,024	\$2,024



Note: Data is based on a typical full-time student for both Fall and Spring semesters (30 credit hours for undergraduates and 24 credit hours for graduate students) taking classes solely on-campus.

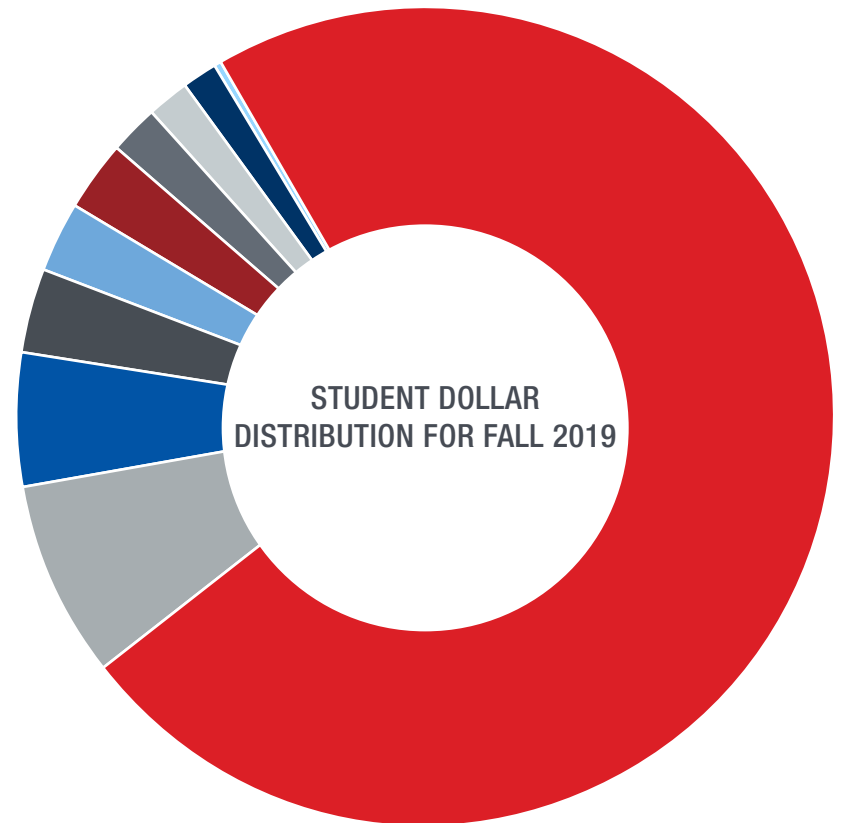
¹ Totals do not take into account the graduate program differential fee charged by some programs.

Source: Institutional Effectiveness and Assessment & the Bursar's Office

RESIDENT INSTRUCTION EXPENDITURES

FISCAL YEAR	RESIDENT INSTRUCTION EXPENDITURES ¹	FALL TERM FTE ENROLLMENT ²	TOTAL EXPENDITURES PER FTE STUDENT
2016	\$156,701,480	11,530	\$13,591
2017	\$166,550,637	11,877	\$14,023
2018	\$187,645,106	11,941	\$15,715
2019	\$193,201,640	12,002	\$16,098

■ TUITION	73.0%
■ SPECIAL INSTITUTIONAL FEE	07.7%
■ ATHLETIC FEE	05.2%
■ FACILITY FEE – CAMPUS CENTER	03.4%
■ FACILITY FEE – ATHLETIC COMPLEX	02.8%
■ HEALTH FEE	02.7%
■ PARKING & TRANSPORTATION FEE	02.0%
■ STUDENT ACTIVITY FEE	01.6%
■ TECHNOLOGY FEE	01.5%
■ INTERNATIONAL FEE	00.1%



Note: FTE stands for Full-Time Equivalent.

¹ Calculated as Total Operating Expenses per the Annual Financial Report less Auxiliary Services and Student Activities.

² Official Census Data submitted to the University System of Georgia.

Distribution of the student dollar refers to the percentage of each dollar allotted to a certain fee.

Source: Budget Services

CONDENSED STATEMENT OF NET ASSETS

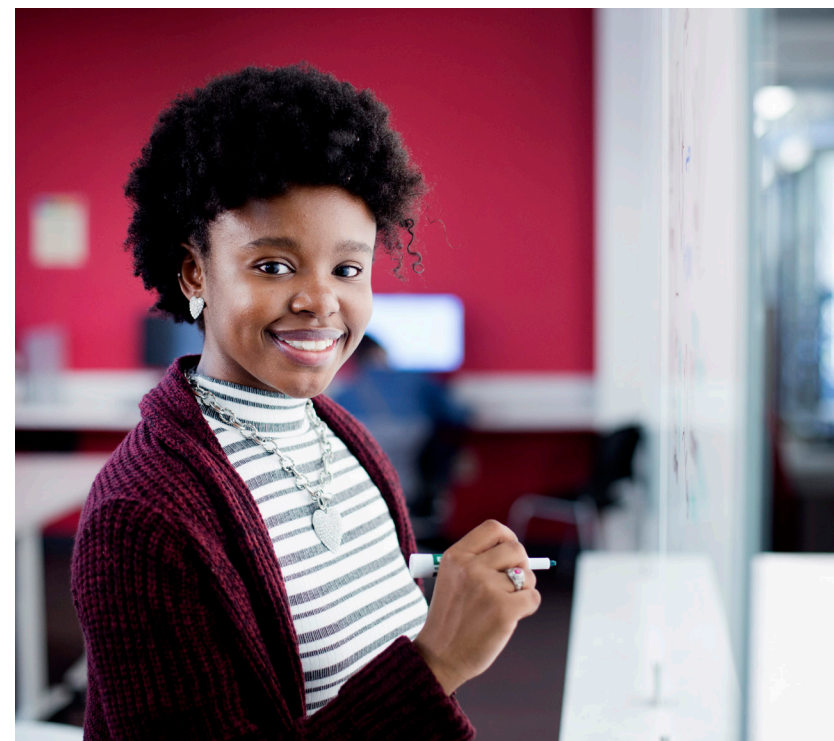
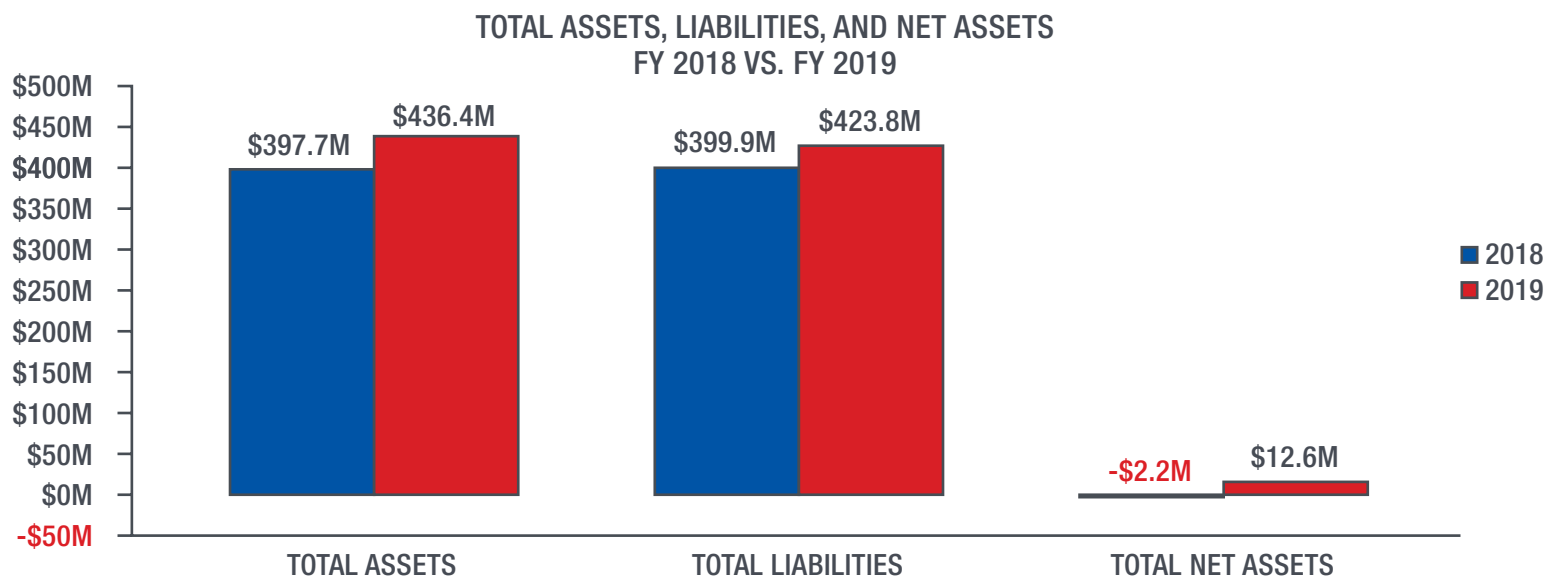
FISCAL YEAR	2018	2019
ASSETS		
Current Assets	\$63,672,578	\$66,260,248
Capital Assets, net	\$289,700,566	\$310,309,906
Other Assets	\$44,279,724	\$59,789,145
TOTAL ASSETS	\$397,652,868	\$436,359,299
LIABILITIES		
Current Liabilities	\$22,232,727	\$23,720,916
Noncurrent Liabilities	\$377,631,112	\$400,044,862
TOTAL LIABILITIES	\$399,863,839	\$423,765,778
NET ASSETS		
Invested in Capital Assets, Net of Debt	\$127,097,271	\$147,037,820
Restricted – Expendable	\$5,026,493	\$4,761,152
Unrestricted	-\$134,334,735	-\$139,205,451
TOTAL NET ASSETS	-\$2,210,971	\$12,593,521

Notes: For FY 2018, the University made prior period adjustments due to the adoption of the Governmental Accounting Standards Board (GASB) Statement No. 75: Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions.

Assets are cash, investments, receivables, prepaid items, inventories, capital equipment, etc.

Liabilities are accounts payable, deposits from others to the University (i.e. deposits for room rentals, breakage, etc.), and payroll deductions.

Source: Budget Services



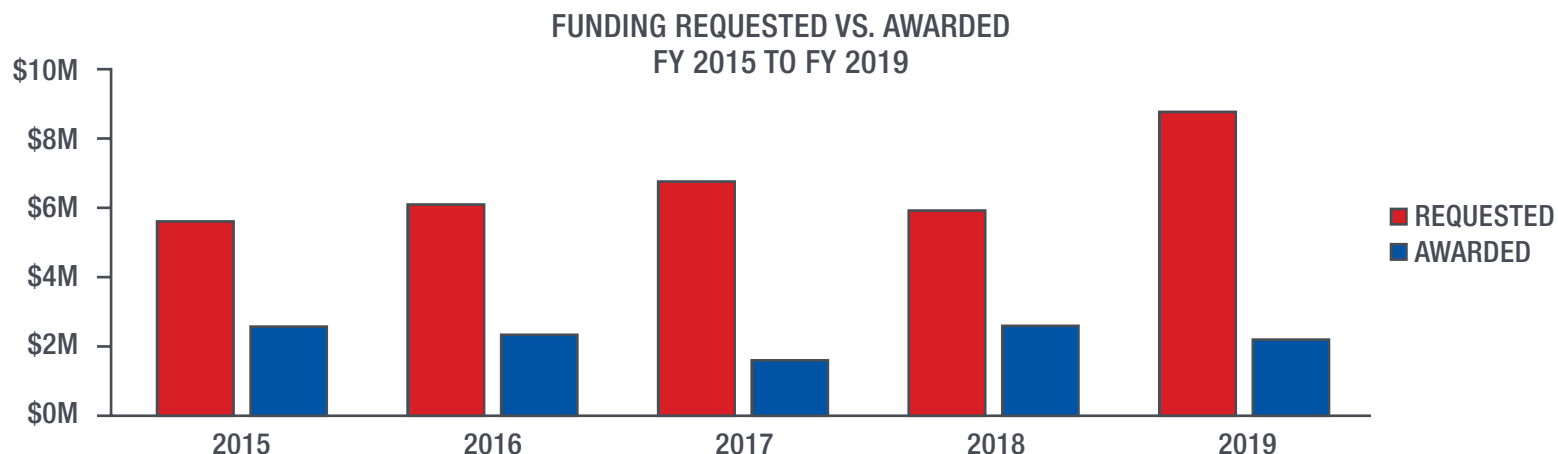
RESEARCH AND SPONSORED PROJECTS

The Office of Research and Sponsored Projects (ORSP) provides support for faculty and staff who seek external funding to support scholarly, creative, and institutional initiatives. ORSP is charged with oversight of faculty and staff in the ethical and safe conduct of

sponsored projects and research. University research is supported by a mix of sponsors that include for-profit organizations, foreign entities, and state and local governments.

FUNDING

FISCAL YEAR	NUMBER OF PROPOSALS SUBMITTED	NUMBER OF PROPOSALS FUNDED	AMOUNT REQUESTED	AMOUNT AWARDED
2015	54	26	\$5,595,903	\$2,571,651
2016	65	29	\$6,106,239	\$2,372,130
2017	66	17	\$6,787,128	\$1,619,351
2018	78	29	\$5,933,092	\$2,636,773
2019	65	36	\$8,791,507	\$2,176,575



Note: Amounts exclude student financial aid awards.

Source: Office of Research and Sponsored Projects

FACULTY RESEARCH GRANTS

FISCAL YEAR 2019		
RECIPIENT	PROPOSAL TITLE	AMOUNT
COLLEGE OF ARTS AND HUMANITIES		
Assoc. Dean Clint Samples	Painting Research Trip – Zion National Park	\$2,659
Dr. Yvonne Fuentes	Vicente Alano y Servia: Archival Research for a Future Modern Education	\$3,500
Dr. Elaine Mackinnon	Gender and Survival in Soviet Russia: A Life in the Shadow of Stalin's Terror	\$4,300
Dr. Keith Pacholl	Religion and Politics in the 1790s	\$1,750
COLLEGE OF EDUCATION		
Dr. Bethany Lanier	Advanced Training in Suicide Assessment: Application of ASIST Training in Preparing Professional Counselors	\$5,000
Dr. Danilo Baylen	Interaction of Visual Design and Literacy Principles with Local Culture in Children's Picture Books	\$3,700
Dr. Tom Peterson	Igniting a SPARK: Pre-Service Teachers Learning to Connect with High-Risk Youth	\$5,000
COLLEGE OF SCIENCE AND MATHEMATICS		
Dr. Mautusi Mitra	Presentation of American Society of Plant Biologists – Summer Undergraduate Research Fellowship (ASPB-SURF)	\$2,673
Dr. Veena Paliwal	Building Preservice Teachers' Understanding of Fractions	\$4,500
COLLEGE OF SOCIAL SCIENCES		
Dr. Mateja Vuk	Public Attitudes toward Immigrant Criminality	\$4,826
Dr. Mark Kunkel	Enhancing Ethnic Diversity in a University of West Georgia Master of Arts Program	\$5,000
Dr. Neema Noori	The Internationalization of Higher Education in Uzbekistan	\$3,250
RICHARDS COLLEGE OF BUSINESS		
Dr. Agnieszka Chwialkowska	Overcoming Consumers' Barriers to the Adoption of Sustainable Behaviors	\$4,950
TANNER HEALTH SYSTEM SCHOOL OF NURSING		
Dr. Kelly Dyar	Poetic Expressions of Veterans' Stories	\$2,040
TOTAL		\$53,148

Source: Office of Research and Sponsored Projects

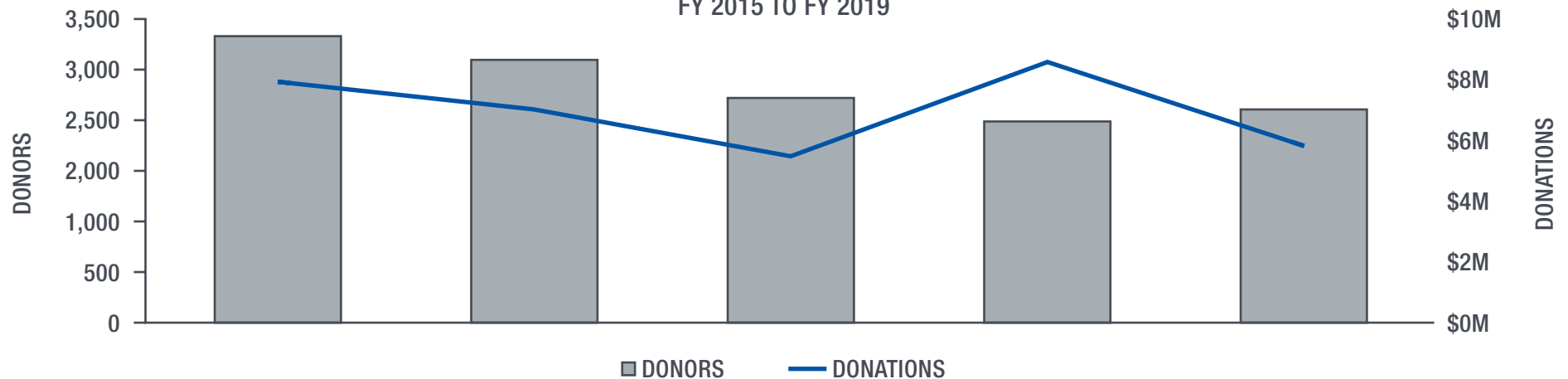
FUNDRAISING

University Advancement (UA) secures the financial resources needed to create an environment that supports the pursuit of scholarly achievement, creative expression, and service to humanity

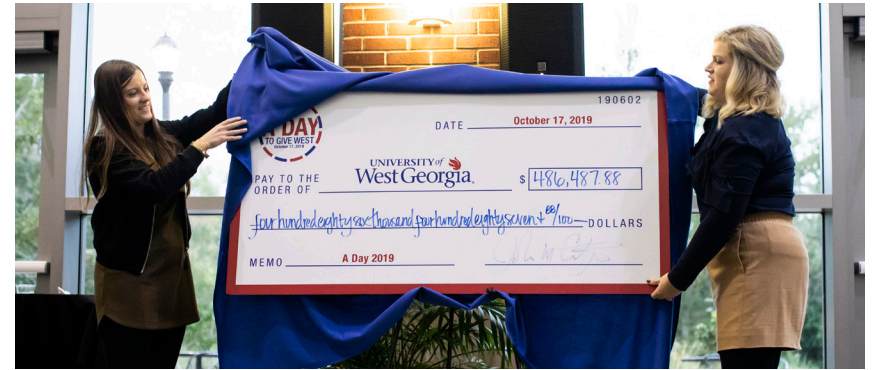
for University students. UA aspires to communicate, engage, and seek support to achieve the goals of the University.

DONOR DOLLARS					
FISCAL YEAR	2015	2016	2017	2018	2019
Secured Gifts	\$1,525,066	\$1,685,441	\$1,356,828	\$1,450,453	\$2,041,725
Secured Pledges	\$1,526,649	\$2,199,156	\$2,863,843	\$6,045,283	\$3,214,187
Gifts-in-Kind	\$66,332	\$1,841,105	\$127,875	\$224,366	\$103,592
Planned Gifts (Face Value)	\$4,790,931	\$1,275,000	\$1,193,225	\$877,700	\$352,899
TOTAL	\$7,908,978	\$7,000,702	\$5,541,771	\$8,597,802	\$5,712,403

DONORS VS. DONATIONS
FY 2015 TO FY 2019



Source: University Advancement





FACILITIES

UNIVERSITY OF WEST GEORGIA LAND HOLDINGS

PROPERTY	ACREAGE
Main Campus	645.00
UWG Newnan	5.55
Brock Property/Tyus Rd	14.64
TOTAL ACRES	665.19

Source: Campus Planning and Facilities



FACILITIES INVENTORY FALL 2019

BUILDING	CONSTRUCTED OR ACQUIRED	APPROXIMATE SQUARE FOOTAGE ¹
Bonner House	1843	2,884
Kennedy Chapel	1893	875
Melson Hall	1907	13,020
Honors House	1907	3,968
Honors Annex	1907	1,122
Newnan	1925	89,985
Alumni House	1930	8,518
Mandeville Hall	1935	13,256
Martha Munro	1935	8,960
Old Auditorium	1937	18,612
Sanford Hall	1938	12,174
University Communications and Marketing	1948	2,673
Aycock Hall	1952	28,307
Anthropology Building	1954	16,351
J. Mark Miller Hall	1958	32,928
Parker Hall	1959	16,760
Callaway Building	1962	22,447
Row Hall	1963	36,787
Cobb Hall	1964	26,809
Strozier Hall	1964	25,176
Gunn Hall	1965	39,351
Campus Center	1965	149,728
University Community Center	1967	57,425

¹ Square footage is reported according to FICM measurements.

Source: Campus Planning and Facilities

Continued on next page

FACILITIES INVENTORY FALL 2019

BUILDING	CONSTRUCTED OR ACQUIRED	APPROXIMATE SQUARE FOOTAGE ¹
Boyd Building	1968	42,712
Library	1968	111,037
Pafford Building	1968	43,311
Humanities Building	1970	78,091
Watson Hall	1970	59,750
Education Center	1970	64,880
Building 9 (Former Health Center)	1971	9,171
Bowdon Hall	1971	65,224
Strozier Annex	1972	26,970
Biology Building	1972	90,551
Facilities/Plant Operations	1972	14,582
Warehouse/Supplies	1972	7,153
Vehicle Repair Shop	1972	3,839
Tyus Hall	1973	52,300
Chemical Storage	1974	262
Food Service - Z6	1974	46,393
Locksmith/Electronics	1974	988
Facilities Storage and Shed	1974	5,056
Observatory	1979	498
Murphy Building	1980	30,980
Track Storage	1980	800
Student Activities Center	1981	9,725
Storage Warehouse/Shop	1981	7,976
Publications & Printing	1985	9,393
Townsend Center for the Performing Arts	1987	30,766

BUILDING	CONSTRUCTED OR ACQUIRED	APPROXIMATE SQUARE FOOTAGE ¹
Public Safety Storage	1988	245
Dugout - Home	1992	1,824
Dugout - Visitors	1992	1,825
Baseball Press Box	1992	1,716
Waring Archaeology Lab	1992	8,106
Planning and Construction Services	1992	5,013
PAC Warehouse/Storage	1992	2,244
Education Center Annex	1993	42,140
West Communications Hut	1994	271
Archaeology Storage Building	1995	288
Technology Enhanced Learning Center	1999	118,009
Landscape Storage Shed	2002	1,899
Adamson Hall	2003	21,933
Band Storage #2	2003	720
Landscaping Greenhouse	2003	2,880
University Suites 1	2003	51,704
University Suites 2	2003	37,175
University Suites 3	2003	44,075
University Suites Commons	2004	7,251
Soccer Field Restrooms	2004	268
Landscaping Shed	2004	260
Arbor View Apartment A	2004	76,668
Arbor View Apartment B	2004	64,923
Arbor View Apartment C	2004	55,577
Photography Studio	2005	973
Facilities Storage Building	2006	10,000

¹ Square footage is reported according to FICM measurements.

Source: Campus Planning and Facilities

Continued on next page

FACILITIES INVENTORY FALL 2019

BUILDING	CONSTRUCTED OR ACQUIRED	APPROXIMATE SQUARE FOOTAGE ¹
Callaway Building Annex	2008	30,002
Coliseum	2008	132,658
Greek Village A	2009	6,778
Greek Village B	2009	5,564
Greek Village C	2009	6,780
Greek Village D	2009	6,780
Greek Village E	2009	5,563
Greek Village F	2009	6,780
Greek Village G	2009	3,644
Greek Village H	2009	6,780
Greek Village I	2009	5,564
Greek Village J	2009	6,779
Greek Village K	2009	4,000
Greek Village L	2009	3,645
Greek Village M	2009	3,999
Greek Village N	2009	3,644
Greek Village O	2009	6,780
Greek Village P	2009	6,780
Greek Village Q Community Center	2009	3,197
Greek Village R Residence Building	2009	2,085
Stadium Home Restrooms North	2009	3,838
Stadium Home Restrooms South	2009	3,838
Stadium Home Tickets	2009	413
Stadium Home Concessions North	2009	953
Stadium Data/Mechanical/Electrical	2009	759

BUILDING	CONSTRUCTED OR ACQUIRED	APPROXIMATE SQUARE FOOTAGE ¹
Stadium Security	2009	759
Stadium Home Concessions South	2009	945
Stadium Press and Suites	2009	22,014
Stadium Visitor Restrooms and Tickets	2009	4,198
Stadium Visitor Concessions and Lockers	2009	3,394
Athletic Operations Building	2009	43,254
Women's Fieldhouse	2009	4,361
Softball Visitor Dugout	2009	350
Softball Home Dugout	2009	350
Bookstore	2011	25,585
Visual Arts Building	2011	25,235
Greek Village Pavilion	2011	2,189
Athletic Annex	2012	2,455
Center Pointe Suites	2012	155,155
Football Soccer Storage Building	2012	1,727
Nursing Building	2013	65,785
The Oaks	2013	129,066
East Commons	2013	34,172
UWG Design Studio	2013	6,342
West Campus Equipment Storage	2013	2,712
Softball and Soccer Concessions Building	2013	607
Student Health Center	2018	14,467
Facilities Annex	2019	3,316
TOTAL		2,815,643

¹ Square footage is reported according to FICM measurements.

Source: Campus Planning and Facilities

SPACE ALLOCATION

The Postsecondary Education Facilities Inventory and Classification Manual (FICM) describes standard practices for initiating, conducting, reporting, and maintaining a postsecondary institutional facilities inventory. It is designed to be useful to both specialized staff and generalists and to be applicable to institutions with sophisticated information needs as well as to those with more

basic facilities information needs. It reflects the perspective that along with human resources and financial assets, space is one of the primary resources of a postsecondary educational institution. It provides updated definitions for building area measurements, space and room use codes, and other data elements that are useful for including in a facilities inventory.

Source: The Postsecondary Education Facilities Inventory and Classification Manual

ASSIGNABLE SPACE		
FICM CODE	DESCRIPTION	SUM OF AREA (FT ²)
100	Classroom Facilities	113,531
200	Laboratory Facilities	174,497
300	Office Facilities	326,688
400	Study Facilities	95,791
500	Special Use Facilities	174,753
600	General Use Facilities	210,714
700	Support Facilities	64,770
800	Health Care Facilities	5,326
900	Residential Facilities	533,404
TOTAL ASSIGNABLE AREA		1,699,474

NON-ASSIGNABLE SPACE		
FICM CODE	DESCRIPTION	SUM OF AREA (FT ²)
010	Custodial Area	6,842
020	Circulation Area	554,901
030	Mechanical and Public Bathroom	169,729
040	Structural Area	296,382
050	Inactive Area	59,147
070	Unfinished Area	25,637
TOTAL NON-ASSIGNABLE AREA		1,112,638

TOTAL AREA	2,812,112
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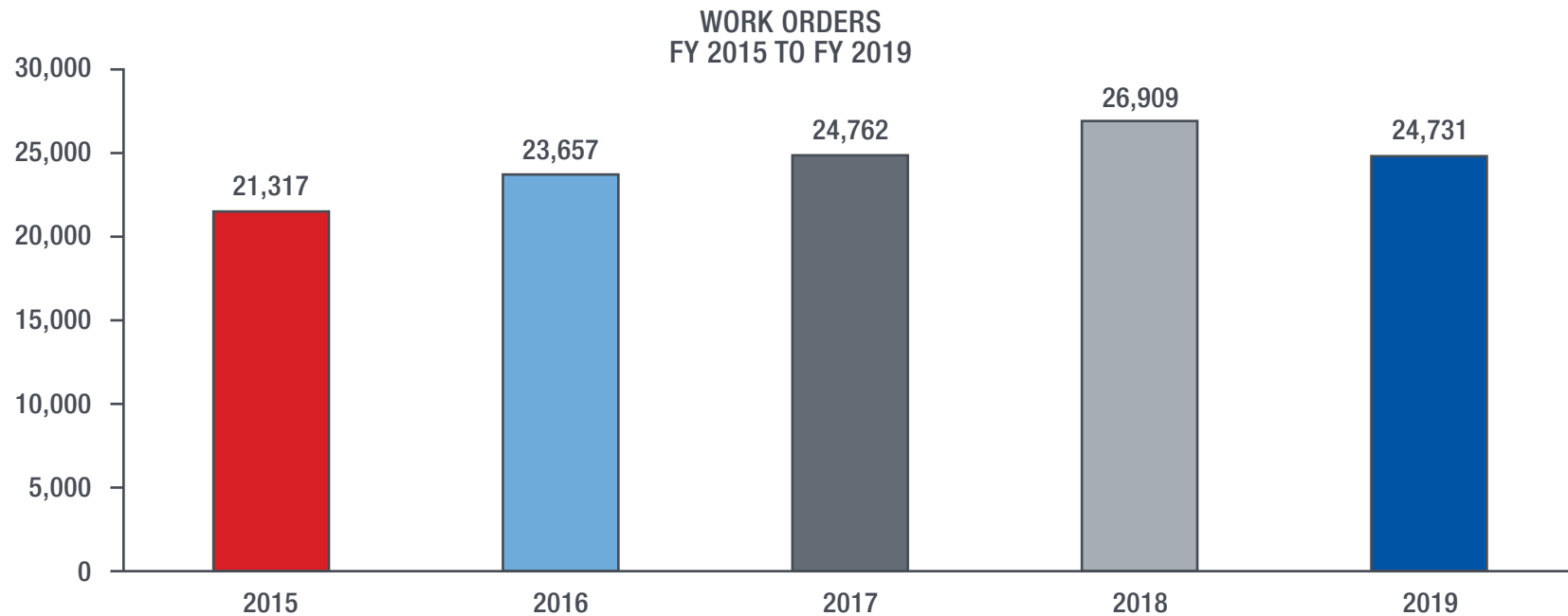
Source: Campus Planning and Facilities

WORK ORDERS

Work orders include all maintenance and service work in university facilities and grounds by Facilities hourly personnel. Work can include routine corrective or preventive maintenance, small improvement projects, routine maintenance of grounds and custodial care, special events, and other services.



FISCAL YEAR	2015	2016	2017	2018	2019
Number of Work Orders	21,317	23,657	24,762	26,909	24,731
Customer Satisfaction Rating (Out of 10)	9.70	9.71	9.56	9.68	9.62



Source: Campus Planning and Facilities

PROJECT EXPENDITURES

EXPENDITURES OVER \$500,000 BASED ON YEAR OF COMPLETION FISCAL YEARS 2015–2019			
DESCRIPTION	YEAR	TOTAL	OTHER FUNDING SOURCE
Melson Hall HVAC	2015	710,999.00	-
Newnan Hospital Building	2015	-	5,006,900.00
Nursing Building Additional Costs	2015	-	4,218,144.01
Z6 Renovation	2015	1,018,694.17	-
Facilities Expansion	2016	520,179.55	-
TLC 3rd Floor Buildout	2016	671,181.96	-
Z6 Roof Placement	2016	596,538.00	-
Boyd Building – Crider Lecture Hall	2017	526,508.96	-
Design Center Addition	2017	944,009.00	-
Mandeville Hall – Renovate 1st Floor Office Space	2017	795,582.47	-
Mandeville Hall 1st Floor Renovation	2017	671,975.00	-
Murphy Building	2017	5,089,601.52	-
Substation Relocation	2017	4,819,695.00	-
Waring Lab Renovation & Addition	2017	861,844.26	-
Wireless Upgrades	2017	1,410,491.52	-
Biology Building – Renovation & Expansion	2018	22,975,000.00	-
Murphy Building 2nd Floor Build-Out	2018	1,287,780.53	-
Row Hall – Network Infrastructure & WiFi Improvements	2018	794,099.00	-
Boyd Data Center Power Reliability Improvement & Repair	2019	703,824.00	
Campus Center Parking Lot B	2019	781,270.00	
Campus Master Plan	2019	500,000.00	
Facilities Complex Expansion & Renovation Phase I	2019	677,459.00	
Murphy West Wing Exterior Improvements	2019	564,926.00	
New Student Health Center	2019	-	4,001,994.00

Source: Campus Planning and Facilities

STUDENT HEALTH CENTER

In Spring 2019, the University of West Georgia officially opened the new Student Health Center, a first of its kind project within the University System of Georgia. The project was born from an alliance between Tanner Health System, a private health care provider, and both UWG Campus Planning & Facilities and the Health Services departments. The new, 14,467-square-foot structure is home to 16 exam rooms, including a state-of-the-art SANE (Sexual Assault Nurse Examiner) room. It also houses 11 administrative offices, four patient advocate offices, a training/conference room, and a peer education workroom. The 1,216-square-foot pharmacy located in the Student Health Center also provides students a convenient way to fill their prescriptions and comes equipped with a private consultation area. The building also includes a customary ambulance and transport entrance. At nearly double the size, the new building dramatically improves upon the old Health Services Center by providing more office space for staff, individual blood

draw and procedure rooms, larger waiting areas, and more privacy for both students and staff. With all of its advances, the new Student Health Center is prepared to better provide for students' medical needs.



Source: Campus Planning and Facilities

SUSTAINABILITY

Sustainability is a fundamental part of the University's 2014-2020 Strategic Plan. In support of Imperative 4 of the Strategic Plan, the Center for Sustainability, an extension of the Sustainability Council, was established to promote sustainability initiatives both on campus and in the community. As part of its key performance indicators (KPIs), the University utilizes the Sustainability Tracking, Assessment & Rating System (STARS) to assess progress towards this imperative. STARS, administered by the Association for the Advancement of Sustainability in Higher Education (AASHE), is the most widespread, vetted, and recognized sustainability assessment for colleges and universities both in the U.S. and beyond. Sustainability certification is valid for three years and is based on an extensive survey of questions that delve into a wide array of sustainability factors as they pertain to higher education. A score is given based on the percentage of possible credits the institution achieves on the survey. The first time the University submitted the STARS survey in 2015, it attained just over 30 percent of the potential credits. In 2018 that number climbed to 46.9 percent earning the institution a STARS silver certification.

Sustainability efforts at the University can be broken down into academics, engagement, and operations. In academics, 10 percent of all courses offered have a sustainability component to them, and there are over a dozen courses that use the campus as a learning living laboratory to teach sustainability concepts. In engagement, the University offers numerous opportunities for students, staff, and faculty to get involved, such as the yearly, 8-week Recyclemania event, which is a competition between higher education schools aimed at increasing the number of recyclables collected. In 2017,



2018, and 2019 the University collected 4.6 lbs., 1.8 lbs., and 3.1 lbs. per campus user, respectively, during the Recyclemania event. In operations, our energy use per square foot of space between 2015 and 2018 was reduced by 2 percent compared to our baseline from 2007 to 2010. UWG also installed a solar array over the TLC building, which produced over 22 megawatt-hours of electricity in its first year of operation. This amount is still just over half of 1 percent of the total energy used at the University.

Source: Center for Sustainability and Institutional Effectiveness and Assessment



UNIVERSITY OF WEST GEORGIA

