

FY 2015 Budget Narrative

Institution Name: University of West Georgia

Part I: Enrollment

1) **Discuss enrollment trends over the past three years (fiscal years 2012, 2013 and 2014)? Discuss factors impacting enrollment.**

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

Headcount Enrollment

	Fall 11	% Change	Fall 12	% Change	Fall 13	% Change
Overall	11,646	3.22%	11,769	1.06%	11,929	1.36%
Overall New Enrollment	3,050	12.42%	3,219	5.54%	3,416	6.12%
Undergraduate	10,029	3.32%	9,964	-0.65%	9,959	-0.05%
New Undergraduate	2,654	9.40%	2,726	2.71%	2,798	2.64%
Graduate	1,617	2.60%	1,806	11.69%	1,970	9.08%
New Graduate	396	37.98%	493	24.49%	489	-0.81%

Fall 2011:

Overall, enrollment was very strong with all categories increasing. Graduate enrollment had resurgence from a very low 2010 enrollment due to a restructuring of the way we recruit and process graduate admissions. Our “Go West” campaign began taking effect this year and we saw strong numbers in new undergraduate students (new freshmen and transfers). Continued refinements in our admission processing and recruitment led to a 4% higher yield percentage.

Fall 2012:

UWG experienced enrollment increases in all categories except continuing undergraduate students which declined by .65% due to a record graduation class. The enrollment included the second highest freshman class ever and a strong resurgence of Graduate enrollment led by a large increase in New Graduate enrollment. The “Go West” campaign continues to create awareness and a strong applicant pool, while our internal processing and support continues to increase the yield of applicants to enrolled students.

Fall 2013:

Further refinements of our admissions and recruitment of undergraduates, and the addition of new residence hall and dining facilities, has helped us to enroll the largest freshman class ever, 2,100 freshmen. Additionally, an internal focus on getting all full-time students a 15 credit hour schedule has resulted in a 10% increase in Credit Hour Generation and an Average Credit Hour jump from 13.7 for the Fall 2012 freshman cohort to a 14.1 for the Fall 2013 freshman cohort. We are seeing a decline in transfer students, more than likely a result of all USG institutions doing a better job with RPG and keeping their native students. We will study this phenomenon further in the next year. We continue to have strong Graduate enrollment, but our New Graduate enrollment slipped slightly in this year. We will restructure the processing of Graduate

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admission applications and develop new recruitment and service strategies in each college to mitigate the effects of this slight decline.

2) What are your enrollment projections for the next two years (Fall 2014 and Fall 2015)? What enrollment management strategies are employed at your institution? What is your institution doing to positively impact enrollment and retention? Discuss why your projections differ from Carl Vinson projections, if applicable.

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

	Fall 2013 Actual	Fall 2014 Projection	Fall 2015 Projection
New Freshmen	2,120	2,200	2,265
Total Undergraduates	9,959	10,106	10,507
Total Graduate	1,970	2,069	2,172
Total Overall	11,929	12,174	12,679

The University of West Georgia has a complete Enrollment Management structure where all enrollment-related functional areas are organized in one Division and report to an Associate Vice President of Enrollment Management. We are in the 8th year of this structure. The strategies are integrated and run the gamut from general recruitment in Admissions, to enrollment services provided by the Registrar’s office, Financial Aid, and our first-stop shop, the Enrollment Services Center. Additionally, academic advising and academic support services (tutoring, supplemental instruction), and at-risk intervention are provided by the Advising Center and the Excel Center. Finally, we have a full First-Year Experience program which includes a first year transition seminar class, learning communities, living/learning communities, freshman interest groups, mentorship programs, and several other related first year programs.

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

To provide further support of the retention, progression, and graduation programs and to help advance the University’s Complete College Georgia campus, the University has embarked upon the first of two studies designed to lay the foundation for the University’s first comprehensive capital fund raising campaign. Understanding the link between financial access and RPG, the campaign will most certainly focus on scholarship support as a major initiative. The campaign could begin as early as FY 2015.

At the time of reporting this report, the Carl Vinson projections were not finalized. Therefore, a comparison is not provided.

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Part II: Institutional Health

3) Discuss the financial health of your institution using the June 30, 2013 annual financial statements as the basis. This discussion should include trend data for key financial measures (i.e. cash, reserves, etc.).

To help accomplish the USG Strategic Imperative 3—Accountability, Efficiency, and Innovation, the University of West Georgia employs sound financial strategies and strong financial management.

UWG's *Total Assets* increased by 57% from \$202m in 2009 to \$317m in 2013, and its Net Position increased by 37% from \$117m to \$160m over the same period.

During the same time frame, *Current Assets* grew by 60% and the Current Ratio increased from 1.8:1 to 3.7:1.

Total Unrestricted Net Assets have grown from \$15m in 2009 to \$42m in 2013, an increase of 180%.

Year-end Cash and Cash Equivalents have increased from \$30m on June 30, 2009 to \$50m on June 30, 2013.

Financial Ratio Comparison – 2009 to 2013

<i>Dollars in Millions</i>							
Year	Total Assets	Net Position	Current Assets	Current Liabilities	Current Ratio	Unrestricted Net Assets	Cash & Cash Equiv.
2013	\$317	\$160	\$56	\$15	3.73	\$42	\$50
2009	\$202	\$117	\$35	\$19	1.84	\$15	\$30
Difference	\$115	\$43	\$21	(\$4)	1.89	\$27	\$20
% Diff	57%	37%	60%	-21%	103%	180%	67%

4) Provide an update on the status of Public Private Ventures (PPVs) at your institution. Have the underlying assumptions been achieved (i.e. enrollment, occupancy, etc.) If not, discuss how shortfalls will be addressed. Provide available reserve balances for each PPV.

The University of West Georgia has 8 LLCs comprised of 9 PPV projects.

The *University Suites* is a group of three residence halls offering 612 beds. The initial performance projections did not include any annual cash surplus in its pro-forma, however, over the last three fiscal years The Suites has generated a net cash flow of approximately \$1.6 million.

Arbor View Apartments provides 602 beds among three separate buildings. From its inception in 2006 and through 2010 this project lagged behind its pro-forma in net cash flow. However, in

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the last three fiscal years the pro-forma called for a net cash flow of \$344,695 and the project has generated a net cash flow of \$324,498 for a difference of just less than \$20,000.

The current *Campus Center* is a renovation of an existing 32,000 square feet facility with an 85,000 square feet addition that functions as a combined Student Union and recreation facility. This facility was projected to produce an annual cash surplus between \$4,000 and \$10,000. Over the last four fiscal years it has far exceeded the projections by generating a cash surplus of \$557,005. The debt was refinanced on August 2, 2012 with an anticipated savings of \$1,373,789 over the remaining 19 years of the bond life.

Greek Village is a residential complex of 16 two-story houses offering 262 beds in addition to a community building and staff residence building. This PPV project was known to have financial challenges from the beginning for the first few years. The initial pro forma included a prescribed equity contribution of \$88,000. For the first two years it was expected to generate a very modest cash surplus of \$5,322. However, in order to achieve that result, an equity contribution of \$343,219 from other housing operations was necessary. The equity contribution for FY2014 will be \$13,000 as prescribed by pro-forma. This program has been strengthened by implementing stronger contracts with the participating organizations in June 2012 and improving billing procedures. Based on these changes we believe the pro-forma goals will be achieved in the future beginning with FY 2013.

The *Athletic Complex* consists of a 9,000 seat football stadium; two football practice fields; a women's softball field and field house; two soccer fields; associated parking lots; and a 40,000 square feet *Athletic Office Building* completed under a separate bond issue creating the ninth PPV project. This project was projected to produce a cumulative cash surplus from its inception in FY2009 through FY2013 of \$5,710. During this period it has generated a cash surplus of \$280,905. A second series of bonds (\$3,780,000) was sold in April 2012 to complete the Athletic Office Building. Revenues to pay off the bonds come from a dedicated facility fee and the combined annual surplus generated by all auxiliary units.

The *UWG Bookstore* is a 23,000 square feet bookstore and retail center that is meeting all expectations. The total borrowed for this facility was \$5,640,416 with an annual debt service of approximately \$400,000 to be paid from Bookstore surpluses. Annual sales for FY 2013 were flat as compared to FY 2012.

Center Pointe, a 610 bed residence hall, was completed in August 2012 and met the occupancy requirements the first semester, Fall 2012. This project exceeded its pro-forma based cumulative cash flow expectation by approximately \$568,000 for FY 2013.

East Village Project opened in fall 2013 and consists of The Oaks (a 473 bed new residence hall), Bowdon Hall Renovation (285 beds resident hall), and a two story building with a dining hall on the upper floor and the residence life administrative offices on the bottom floor. This project has exceeded the occupancy expectations for the fall semester.

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Part III: Fiscal Year 2014 Update

5) How are new funds appropriated for fiscal year 2014 being used to address the institutional priorities as presented during the last budget hearing? Specifically, discuss the progress to date, achievements, challenges, etc.

The University of West Georgia, in line with USG Strategic Imperatives 1, 2, and 3, and in response to our commitment to Complete College Georgia, developed a budget request for FY14 that focused on programs and services prioritized in our UWG CCG/RPG plan. We are implementing the allocated funds to accomplish our CCG/RPG goals.

K-12 Partnerships

Student Engagement Career Associates (2)	\$90,000
Career Exploration Initiative	25,000

Access & Completions

Adult & Veteran Student Services Center/Student Support	220,000
Online Faculty Development Center Expansion	60,000
Articulation with West Georgia Technical College Enhancement	10,000
Professional Advisors for RPG Efforts (3 Advisors/Director of Advising)	240,000
Assistant Director - Financial Aid for Success Initiative	55,000

Shorten Time to Degree

Pre-College Program Coordinator	55,000
Student Assessment Testing	3,000

Restructuring Instructional Delivery

Center for Teaching and Learning	235,000
Simulation Operations Manager - Nursing	89,940

Retention, Progression, and Graduation

Enrollment CCG Analyst	65,000
Hispanic/Latino Recruiter	50,000
Library Faculty	62,492

New President Initiative	100,000
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Total New Funding	\$1,360,432
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K-12 Partnerships – CCG Strategy 3: Career Exploration/Development

UWG is enhancing career exploration and development opportunities for students, most particularly for freshmen and sophomores, to help them with major selection. A new Director for Career Services was hired in July 2013 to coordinate all of the functions of Career Services. We will be transferring our Career Development function to that office effective January 1, 2014.

- \$90,000 to hire two new Career Associates. We are currently in the process of hiring for both positions with a start date of January 2, 2014.
- \$25,000 for a Career Exploration Initiative that provides operating dollars for the two new Career Associates and materials to complete career assessments for freshmen and sophomore students.

Access and Completion – Several areas of our Complete College Georgia strategy plan will be addressed with new funding.

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- **Strategy 4: Adult Students and Veterans.** The FY14 allocation provided \$220,000 to open an Adult and Veteran Student Services Center and student support program. We are currently in the development stage of this initiative. A committee has been formed to look at staffing and programming. Several staff members have visited other campuses with effective Adult and Veteran offices. The visioning phase began in November 2013. The positions will be posted by the end of January and we will hire by late spring.
- **Strategy 5: Online Offerings.** UWG's FY14 state appropriation provided \$60,000 to expand our Online Faculty Development Center, which resulted in forming a new position, the Online Learning Innovation Coordinator. The Innovation Coordinator was hired August 1, 2013, at a cost of \$59,997 (including benefits).
- **Strategy 6: Partnership with West Georgia Technical College.** The state allocation provided \$10,000 to enhance articulation agreements with WGTC in Criminology. The A.S. in Criminology articulation agreement between UWG and West Georgia Technical College (WGTC) was approved at the August, 2013, BOR meeting, and signed by the presidents of both institutions October 23, 2013. Students who are admitted to UWG can transfer 60 hours of pre-determined courses earned at WGTC with a grade of C or above.
- **Strategy 9: Early Alert/Early Intervention.** FY14 state allocations provided \$240,000 to hire professional advisors as part of these efforts. Three advisors have been hired one in Athletics and two for the Advising Center (Excel Center). One advisor position will be utilized to reorganize the Advising Center and create a Director of Advising.
- **Strategy 8: Require enrollment in Summer Transition Program for students whose admissions scores are in the tenth decile (Freshman Index below 2120).** To support CCG efforts, UWG created a new position in Financial Aid whose sole purpose is to collaborate with other student support services offices and provide direct support to students. This outreach position works with academic advisors to identify students needing support, and is tasked to reduce the barriers for students as needed to help them graduate on time. The Assistant Director of Financial Aid for Success Initiatives was hired in October 2013.

Shorten Time to Degree – CCG Strategy 10 Maximize use of credit by exam.

UWG is moving forward to develop a campus Testing Center in order to administer such exams as CLEP; DSST/DANTES; English, Math, and Foreign Language placement tests; and SAT-Subject Tests to maximize credit by exam. The Academic Policies Committee of the Faculty Senate is studying ways to increase the use of these exams, with faculty approval.

- 55,000 for a Coordinator of Pre-College Programs who started January 2, 2014.
- \$3,000 to provide a one-course reassignment for a math faculty member to research national student assessment tests for our use. If none are found adequate, we will develop a placement test internally.

Restructuring Instructional Delivery –

- **Strategy 15: Center for Teaching and Learning.** The new Center for Teaching and Learning is expected to significantly influence our ability to improve the quality of teaching and learning at UWG. With the \$235,000 provided in state allocations a new

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director was hired November 1, 2013. The search for an assistant is expected to be completed in spring 2014. From the funding provided, \$42,000 was allotted for renovations to create the CTL space and improve space for the Office of Research and Sponsored Projects.

- ***USG Strategic Goal #1: Renew Excellence in Undergraduate Education – Simulation Operations Manager.*** A master's prepared Simulation Operation's Manager was needed for the new 12,300 sq. ft. Simulation Center in the new nursing building. The School of Nursing has significantly increased the use of simulation in the new undergraduate curriculum and operates seven simulation rooms in the new building (as opposed to two in the previous building). The manager's responsibilities include the preparation and direction of instructional scenarios/debriefings focused on excellence in clinical practice. The "simulation" experience will improve students' clinical reasoning, safety and quality in patient care. With the \$89,940 provided, the simulation's manager was hired fall 2013.

Retention, Progression, and Graduation (RPG) -

- CCG Enrollment Analyst (AD for Student Success Analytics) – The BOR provided \$65,000 for an Enrollment CCG Analyst. After a failed search, the position requirements and level of expertise needed were re-evaluated. The additional compensation needed was funded from reprioritizing within the division. The position is expected to be reposted soon.
- Hispanic/Latino Student Recruiter – Position was filled effective October 1, 2013 with the \$50,000 provided.
- Library Faculty - Our recent library remodel has provided students with significantly improved group study/project space and individual study space. As a result, usage has increased and the demand for maintaining the 24/7 schedule remains strong. The \$62,492 was used to hire an additional librarian to meet student needs.

New President Initiatives - During FY2014, the university's new President, Dr. Kyle Marrero, charged campus leadership with updating the university's mission and vision statements as well as crafting a new Strategic Plan for 2014-2020. This plan, guided by President Marrero's vision and strategic imperatives, will measure its progress against specific targeted outcomes associated with specific performance indicators. UWG will monitor its performance in relation to the performance of peer and aspirational peer institutions. In addition, UWG will develop other indicators and monitor its performance in conjunction with the University's Implementation Plan.

In order to successfully implement the new Strategic Plan and embed it into every aspect of the university's operations, President Marrero has sought to elevate the level of employee engagement, satisfaction, and accountability. Utilizing new Presidential Initiative funds, the Studer Group will partner with UWG's leaders to apply an Evidence-Based Leadership (EBL) framework. This framework will include setting goals and measures aligned to a defined strategic direction; aligning leader development to priority goals and measures; applying strategies to support UWG becoming a "best place to work" university; and managing performance to maximize employees' potential to achieve at their highest levels. The continuous systems improvement focus of the EBL framework will support UWG achieving results aligned to defined Pillar goals (quality, people, service, growth, finance, community).

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

Though UWG has not experienced an enrollment decline, it is committed to the efficient and ethical use of its resources and will continue efforts to optimize operational performance and cost-effectiveness. UWG is committed to accounting for its effectiveness through the integration and alignment of transparent planning, budgeting, assessment, and accountability processes to support continuous improvement and the strategic and prudent use of resources. UWG will increasingly use data to inform internal programmatic, financial, and administrative decisions. UWG will maintain effective planning and assessment processes at all levels of the University with clear linkages to the priorities outlined in its Strategic Plan.

7) What actions did your institution take to address salary inequities? How many employees were impacted (faculty and staff)? What percentage of full-time employees received pay adjustments? Did you address certain classes on employees (i.e. employees making less than \$18,000)? What was the overall cost to the institution? Be specific.

Attracting and retaining quality faculty and staff are key to maintaining and improving institutional health and student success. USG Strategic Imperatives 1 and 3 direct us to focus on academic excellence, degree completion, performance, and accountability, and appropriate compensation is key to faculty and staff morale and productivity needed to accomplish these imperatives.

Staff:

In FY2008 UWG contracted with Marsh and McLennan Companies (Mercer) to design and implement a staff (non-faculty) classification and compensation program. The University of West Georgia had not reviewed or updated its staff pay scale since 1996 and was struggling to attract and keep highly skilled and talented staff.

The revised classification and compensation program was completed in October 2008 and funded at the entry level in 2009. Everyone below the entry level pay for their classification was brought up to the entry level at that time.

This plan was revisited in 2012 and again funded at the entry level amount effective May 2013. The new pay rates have allowed UWG to be somewhat competitive but still only at the low end. As funds become available, it is our desire to move from the lowest level of competitiveness to market-level funding. The second phase of implementation impacted 455 non-faculty employees or 55% of the staff and cost \$1,070,000.

Faculty:

In fall 2012 UWG contracted with the Sibson Consulting to design and implement a faculty salary study. UWG had not reviewed or updated its staff pay scale in recent memory and was struggling to attract and retain talented and high-performing faculty.

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The salary study was completed in May 2013 and implemented the same month. Every faculty member who was not at 85% of the comparator market median for their respective discipline and rank were brought up to that amount.

The new pay rates have allowed UWG to be more competitive but there are still concerns among the faculty regarding their salary as it compares to their years of service. As funds become available, it is our desire to move from the 85th percentile of the median to the median of market-level funding. The salary study implementation impacted 153 faculty members, or 22% of faculty, at a cost of \$529,209.

Part IV: Looking Ahead to FY 2015

8) **The University System may be faced with a \$20 million drop in state funding in fiscal year 2015 resulting from a 2.74% drop in the total credit hour production. How will your institution address the loss in funding over a three-year period, assuming a 5% reduction in state funds? Be specific. Your actions should specify reductions in force (RIF) plans, if needed. Please use of the attached Excel template to provide a list of actions with the corresponding savings (tab labeled Reduction Actions).**

The University of West Georgia experienced only a slight decline in credit hours and is not required to respond to this question.

9) **Discuss the priorities, needs, challenges, and opportunities facing your institution.**

At the University of West Georgia, the number one priority, need, challenge, and opportunity is the continued emphasis on Complete College Georgia and the resulting improvement in retention, progression and graduation rates. Continued opportunity for strategic enrollment growth (encompassing FTIC, transfer, non-traditional, and adult learners) will be realized with success in our RPG efforts, further expansion, innovation, presence, delivery and partnerships in our satellite campus (Newnan) and articulation/partnership agreements with Georgia Highlands, other USG institutions and WGTC.

UWG has exponential opportunity for enrollment growth. Our strategic enrollment plan will guide purposeful growth and quantify the human and physical capital needed to sustain that growth. Aligning these opportunities with our budget request for FY2015, the hiring and retaining of qualified faculty not only helps solve critical course backlog needs (RPG), time to degree and our expanded articulation/partnership portfolio, but also allows us more opportunities to provide students with the experiential learning opportunities for research and applied experiences with our community partners. Providing these opportunities for our students in the form of internships, assistantships, research, and workplace learning are experiences critical to their success upon graduation and will increase our impact on economic development in the region. In addition, UWG must continue to develop, foster and implement new innovation in the delivery of curriculum and programs – these new faculty and support positions will be critical to the success of this need and priority.

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As the institution grows, compliance reporting will continue to take on more critical importance for the institution. We have already seen compliance issues in the areas of Student Financial Aid, PCI, Unrelated Business Income, and Private Benefit Utility for the Public/Private ventures. Adding staff within limited resources continues to be a challenge. Improvements in these areas are good for UWG and indeed good for Georgia, and supports **Strategic Initiatives #1, 2, and 3.**

One of the most critical aspects of these efforts is the ability to attract and retain excellent faculty and staff. In order to foster this effort, UWG will have to be more competitive in the compensation levels currently available. Several years of no pay raises has made this more difficult. A small improvement was made by providing more equitable salary levels to the faculty and staff by partially funding the Sibson and Mercer salary equity studies. As a SACS Level VI doctorate-granting comprehensive university, UWG is well poised to be a destination of choice for those well-qualified Georgians who do not go to one of our Research Universities, thus retaining these excellent students in state.

Other challenges are listed below:

- As the student population and institution grows, the need for additional office space and human resources increases to meet the increased demand for service in the Bursar, Controller, Purchasing, and Human Resource offices.
- Ability to provide automated solutions to students in a technological way that the students can relate to easily and comfortably.
- Campus safety is always a concern for a growing institution. Personnel are needed for patrol; communication systems are aging and inadequate; and escort requirements continue to be a challenge.
- Improving the university's ability to assess institutional effectiveness is critical for student progression tracking and reporting. Preparation for our 10-year SACS review has highlighted the deficiencies in this area.

10) If your institution has enrollment growth and receives additional funds in FY 2015, what are the major budget priorities for your institution? How will new funds be utilized to best serve students? Please use of the attached Excel template to provide the estimated cost associated with each priority (tab labeled New Funds).

The attached Excel template describes the major priorities for the University of West Georgia. The priorities are presented in 3 tiers as follows:

Tier 1 - UWG's top priority requests reflect institutional priorities for Complete College Georgia and USG Strategic Goals which equal \$1,399,460. Consistent with USG's **Strategic Goal #1**, UWG's requests in this tier support student success by clearing course backlogs which support RPG efforts; shortens time to degree; and expands our articulation and partnerships with Georgia Highlands in Rome and Douglasville and UWG's Newnan campus. Additionally, this supports students' access; supports high growth programs and allows for students to experience seamless transition opportunities and flexible degree options; allows for the staffing of qualified faculty at our Newnan campus to ensure the quality of the learning experience for students. Also, realizing that public higher education has changed dramatically in the last ten years, our requests support

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innovative instructional delivery that allows us to maximize our resources, thereby increasing students' access, flexibility, and quality of learning through our eCore and online course offerings and our exclusive online BS degree offerings in Criminology and Sociology (scheduled for 2014).

Tier 2 – UWG's critical graduate program needs require an increase in graduate tuition closer to our peer USG Comprehensive universities. The \$317,120 identified in Tier 2 will be funded from the increase in graduate tuition. Consistent with USG's **Strategic Goal #2**, UWG's requests in this tier support USG's initiative to "ensure that Georgia remains a leader in an increasingly complex and global economy." To that end, our request supports our Nursing program, which is a priority in the state, by contributing to the education and training of future nurse practitioners and nursing educators, providing for the health needs of Georgia citizens, and contributing to the economy through work force development through our partnerships with Tanner Health systems

Like the nursing program, our requests for positions in counseling and communication disorders, instructional technology, science education, and psychology are consistent with USG's **Strategic Goal #2** to enlarge UWG's contribution to economic development in the region and state, by expanding research and applied efforts through graduate education. The requests in this tier, support the health needs of Georgia citizens, contributes to the creation of technologically savvy classroom teachers, and support research efforts that contribute to the strategic goal of making UWG and thus, USG, competitive in the areas of economic development and world class research.

Tier 3 – UWG's additional priorities related to the Complete College Georgia and USG Strategic Goals equal \$4,071,436. This tier contributes to USG **Strategic Goal #3**, which includes staff positions that support our efforts toward accountability, efficiency, and innovation in teaching, research and service.

11) What are your recommendations with respect to tuition increases for FY 2015? What is the rationale behind your recommendation?

The University of West Georgia supports a 2.5% increase for undergraduate tuition to enhance the quality of the educational experience in a number of ways, including the maintenance of small class sizes. Given the additional financial support needed beyond the Tier 1 and Tier 2 requests identified in Section 10, a modest increase in undergraduate tuition is imperative. UWG's Tier 3 is a "full-court press" on improving retention progression and graduation, which are the major benchmarks in the draft of the new USG Funding Formula.

For graduate tuition, the University of West Georgia is requesting a 9% increase. The FY2015 rate per semester would equal \$2,507 (based on 12 credits).

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

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The proposed higher percentage increase in graduate tuition is needed to:

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

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

- Our first and highest priority is to add 4 graduate faculty positions:
 - An Associate Professor in Nursing Education to support the new **Doctorate of Nursing Education (EdD)** program, which is a significant benefit to the state in reducing the backlog in nursing graduates—more faculty translates to more enrollment and progression opportunities. As the program moves into its third year, enrollment is anticipated to increase. Additionally, the Special Initiative funding used to start the program will be reduced eliminating the support for faculty in this program. If the graduate tuition rate was increased to a more competitive level, sufficient funding would be provided to cover the current faculty needs.
 - 3 COE faculty – **Clinical and Professional Studies, Speech Language Pathology**- This is a "critical needs" field for public schools in Georgia, and we could double our capacity to serve students with additional faculty members in this high-demand graduate program. **Instructional Technology and Media, Research and Measurement** - Also, the College of Education has two vibrant doctoral programs and over 70 students actively conducting research and writing dissertations. The Research and Measurement faculty member is critically needed to support students in this research.
- Support for additional lab equipment, computers, and infrastructure for graduate programs, particularly those in the sciences. For example, the extensive instructional technology in the nursing program is providing state-of-the-art training for our students. However, with this critical learning experience, comes a more costly ongoing maintenance and support requirements such as specialized lab technicians, software maintenance, mechanical repairs, etc.
- Provide more funding for graduate assistantships and teaching assistantships – higher stipends and/or increased numbers of assistantships to recruit/retain/graduate more graduate students (RPG).
- Provide institutional grants to support the development of graduate student/faculty research activities to enhance quality.
- Provide support for internships and professional / career development. Graduate school is a step ladder to a better career position, and the graduate school experience can work to help the student not only earn their degree, but make inroads into turning that degree into a job.

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- Add additional course offerings – this would require strategically hiring additional faculty so as to assign more graduate level courses to graduate faculty.
- Provide increased support to our four Doctoral programs, which are more expensive than Master’s programs.
- Library uses of any increased graduate tuition funds would include:
 - Library research orientations for incoming graduate students,
 - Research workshops, tutorials and interactive learning modules for graduate students – face-to-face and online,
 - Faculty hours dedicated to providing research support to graduate students, especially intensive with those pursuing a doctorate,
 - Citation management software workshops,
 - Faculty support for data set research needs,
 - Significant increases to the library collections that support graduate curricula ongoing increase to the library collections budget,
 - Increases to collection funds dedicated to digitized primary sources that support graduate curricula,
 - Implementation of an online institutional repository for access to campus-generated research,
 - Recruit and retain subject specialist librarians who will support graduate-student research needs,
 - Process dissertations and theses,
 - Support staffing adequate to provide increased collections management and access to facilities and services,
 - Increased technology infrastructure to support related services, and/or
 - Building expansion and improvements adequate to support increases in resources and service levels.

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

The second justification for a higher than average increase involves competitiveness in pricing. UWG is one of 4 comprehensive universities in the state. Our graduate tuition rates are extremely low when compared to our USG peers. Currently UWG is 19% below Valdosta State University, the Comprehensive University with the next lowest graduate rate, and 39% and 40% below Kennesaw State and Georgia Southern, respectively. A 9% graduate tuition increase for UWG, would reduce the gap slightly, but still leave a competitive price variance and be well within our market elasticity.

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

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Comparison of USG Comprehensive Universities				
FY 2014 Graduate Tuition	Per Credit	Full Time	% of UWG	% of Avg.
Georgia Southern University	\$270	\$2,430	141%	113%
Kennesaw State University	\$267	\$2,403	139%	111%
Valdosta State University	\$230	\$2,070	120%	96%
University of West Georgia	\$192	\$1,728	100%	80%
Average	\$240	\$2,158		
FY 2015 Impact				
Requested increase	9%			
University of West Georgia	\$209	\$1,881	109%	87%

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

Part V: FY 2015 Mandatory Fee Requests																		
<p>12) Discuss proposed increases to mandatory fees for FY 2015 (if applicable). By what percent have fees increased over the last 3 years? How do increases impact affordability for students? How critical is the increase to mission of your institution? How did you engage the student body at large concerning the fee increase?</p>																		
<p>There are no mandatory fee increases proposed by the University of West Georgia for FY 2015. The <u>total</u> percentage change over the three year period is displayed in the following chart.</p> <div style="text-align: center; margin: 10px 0;"> <p>Mandatory Fee Changes FY2012 to FY2014</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tbody> <tr><td>Activity</td><td style="text-align: center;">0%</td></tr> <tr><td>Athletic</td><td style="text-align: center;">0%</td></tr> <tr><td>Athletic Complex</td><td style="text-align: center;">0%</td></tr> <tr><td>Campus Center</td><td style="text-align: center;">0%</td></tr> <tr><td>Health</td><td style="text-align: center;">0%</td></tr> <tr><td>International</td><td style="text-align: center;">0%</td></tr> <tr><td>Technology</td><td style="text-align: center;">0%</td></tr> <tr><td>Transportation</td><td style="text-align: center;">0%</td></tr> <tr><td style="text-align: right;">Total</td><td style="text-align: center;">0%</td></tr> </tbody> </table> </div> <p>Students continue to seek value, and although they are concerned about the actual dollar amounts they are charged, they continually ask about increasing fees to pay for the amenities they want. For instance, the Student Government Association took the initiative last year to endorse an</p>	Activity	0%	Athletic	0%	Athletic Complex	0%	Campus Center	0%	Health	0%	International	0%	Technology	0%	Transportation	0%	Total	0%
Activity	0%																	
Athletic	0%																	
Athletic Complex	0%																	
Campus Center	0%																	
Health	0%																	
International	0%																	
Technology	0%																	
Transportation	0%																	
Total	0%																	

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increase in fees to pay for an expansion of the Campus Center. It was not brought to a vote due to discouragement from the USG staff that we were not to submit fee increase *requests*.

13) What other “mandatory fees” are in place at your institution. (i.e. mandatory housing requirements, mandatory meal plans, etc.)

Only first year students not living at home within a thirty mile radius from campus must live in on-campus housing and purchase a meal plan. There are various options for housing and dining. For FY 2014 housing fees range from \$2,115 to \$2,999 per semester and meal plan options range from \$200 to \$1,895 per semester.

Part VI: Facility Needs

14) Discuss how your campus has been impacted by the space utilization study.

The Classroom Metric for UWG is 0.448, marginally below the USG target range of 0.500 - 0.700. This places UWG sixth among the 31 USG institutions for classroom utilization and second among comprehensive universities. This metric is consistent with the findings of the fall 2011 study by Comprehensive Facility Planners, which indicated a utilization rate of 47% for the M-F / 8-5 timeframe. The 2011 study also found that station occupancy exceeds national standards, indicating effective station occupancy when the classrooms are used. Taken together, these metrics indicate that UWG has sufficient classroom space to meet its current and near-term needs with room for modest growth.

Qualitatively, recent assessments have found that classroom and laboratory space in key instructional facilities is well below acceptable standards, and does not presently support USG or UWG objectives for STEM initiatives, Complete College Georgia, or the forthcoming performance-based funding standards. Specifically, the Biology Building has been found to require \$16,081,935 in deferred MRR costs, with a Facility Condition Needs Index (FCNI) of 0.43. Classrooms, Labs, and support space in this facility are far below acceptable standards and no longer support current pedagogies in the biological sciences. The low quality of this critical space impedes retention and progression not only for science majors, but also for any student with core courses in the biological sciences.

Considerable opportunity exists at UWG for upgrading, repurposing, and realigning current classroom and lab space with current qualitative, programmatic, and pedagogical demands.

15) Discuss the facility opportunities, needs and challenges facing your institution. Please use of the attached Excel template to provide the estimated cost associated with each priority (tab labeled Facilities).

Building upon our strategic initiatives, Campus Planning and Facilities continues to move toward implementing the initiatives started last year aimed at promoting RPG and supporting the Complete College Georgia program. These initiatives accomplish these goals by a) directly enhancing the students’ in- and out-of-classroom experience at UWG, and b) developing robust, data-rich plans that empower the University’s leaders to make the best decisions about our facilities that will in turn drive RPG and prepare us for growth.

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Sustainability and Energy Efficiency: A number of opportunities exist to move the university toward a more sustainable future. UWG was a recipient of the Georgia Energy Challenge in 2013, achieving a 15% reduction in energy consumption 7 years ahead of schedule. Additional efficiencies can be achieved through a number of initiatives including: conversion of building controls to DDC to enable energy management and scheduling; installation of digital utility metering in all campus buildings to enable real-time energy monitoring, load balancing, and energy dash-boarding; and replacement of aging HVAC and lighting systems with high performance, high efficiency systems.

Deferred Maintenance: The April 2012 Campus-wide Facility Condition Analysis (FCA) by ISES Corp. revealed deferred maintenance of \$44,327,977 for Tier 1 facilities (RI facilities >5 KSF), and \$42,146,614 in capital renewal needs for the same facilities. Another \$9,890,705 in Plant/Program Adaptation was identified. Of these needs, nearly \$6.5 million is identified as Currently Critical or Potentially Critical, requiring remediation within one year. Another \$63 million is targeted for years 2-5. The total cost per square foot for capital renewal, deferred maintenance, and plant adaptation now exceeds \$103/SF for the 929,639 square feet included in the study.

Technology: We are moving closer to a critical state regarding all aspects of Information technology-- usage, infrastructure, and staffing.

- The campus technology infrastructure lacks the basic funding needed to keep up with student demand. This is particularly true of our wireless network. Most campus buildings do not have 100% wireless coverage and those buildings with adequate coverage lack the capacity to handle the number of wireless devices students now bring to campus. Our continued inability to meet students' technology expectations will eventually play a factor in their decision to attend UWG.
- The campus fiber network also lacks the basic redundancy needed in such a mission-critical part of the overall campus infrastructure. In addition, the fiber routing, capacity, and physical location information is dated and may no longer be accurate. Without this information it is difficult to determine if the current infrastructure can support the University's growth. ITS has been working with Campus Planning and Facilities to develop a plan to address the deficiencies in both the fiber plant as well as the wireless network. Again resources are needed to engage a consultant with expertise needed.
- While securing the campus infrastructure has always been a primary area of concern for ITS, the level of sophistication found in the network attacks today are reason for an increased focus in the area of security. Our current firewall systems do not allow us to respond quickly enough to new attacks or vulnerabilities, and are in need of modernization.
- ITS has faced significant staff turnover this year, with a vacancy rate of about 10% of the department staff. We have also had difficulty recruiting qualified candidates to fill those vacancies due to our low starting salaries. The constant turnover and lengthy recruitment periods seriously impact our ability to deliver high quality IT services to the campus. A

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staff development program that included training and other incentives would help us improve the engagement and overall performance of our current staff.

- The ITS budget continues to be eroded by increases in software and hardware maintenance costs. While we make every effort to manage those costs, they do increase every year and prevent us from directing funds toward other needs.

Consistent with USG Strategic Imperatives 1, 2, and 3, the University is presently focused on addressing facilities needs as follows:

1. **Newnan Hospital Redevelopment Additional FFE Needs** (\$1.8 M) - UWG is relocating Newnan Center operations from its current location in Shenandoah Park to the former Newnan Hospital in December 2014. The City of Newnan will commence selective demolition and construction in November 2013. Through a collaborative design process with university stakeholders, the City of Newnan, and Newnan's project team, we have identified approximately \$1.5 million in FFE needs in excess of the \$1.75 million included in the project budget. Work is underway to prioritize these needs and identify potential funding sources to meet these needs.
2. UWG continues to face mounting deferred maintenance costs in the **Biology Building** [CIP 16.3/17.3]. A 2012 Facility Condition Assessment by ISES identified \$16,081,935 in deferred MRR costs, with a Facility Condition Needs Index (FCNI) of 0.43. \$10 million of these systems and components should be addressed prior to year 5 (2016). A 2007 Facility Program, Building Evaluation, and Pre-Design Study by Kent Brown and Associates proposed a two phase approach to addressing the needs in Biology. Phase 1 consists of a renovation project focused on mitigating deferred maintenance and updating/modernization of this legacy learning environment. The scope of this project would address not only improvement of formal and informal learning spaces, but would correct known deficiencies in accessibility, safety, building code, and energy efficiency. UWG is requesting immediate funding for the design phase of this project (\$1,587,303)
3. **IT Fiber backbone** (\$2M) [CIP 16.2] - This project will provide fiber infrastructure needed for disaster recovery and business continuity to critical IT systems that currently doesn't exist within UWG's fiber network. Multiple mission-critical online systems are fully reliant on the uninterrupted operation of this system. Being a radial system with very limited spare fiber tubes, disruption of service will result in costly repairs and interruption of critical services including: eCore connectivity (service in excess of 3,600 enrolled students each semester); building management systems; security system; ERP systems; ADP; telecommunications; and general administrative, academic, and student internet connectivity. The estimated cost for an initial engineering study and schematic design estimate is \$135,000.
4. **Wi-Fi Infrastructure** (\$2.5+ M) The university's mission-critical Wi-Fi infrastructure is insufficient to meet current demands. The current Wi-Fi infrastructure has been deployed ad hoc, and requires immediate redesign and redeployment as an enterprise-level system to support present and future needs. The proliferation of wireless devices among students, faculty, staff, and guests has exponentially increased the demand for ubiquitous, fast, reliable Wi-Fi service in all

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- areas of campus, and the need to provide this service is urgent.
5. **Food Services Building** (\$850,000) - The exterior envelope of the Z-6 Food Services Building is in a serious state of deterioration; that deterioration seems to be accelerating. A third-party evaluation has confirmed our own opinions that the brick veneer and related waterproofing systems are failing. We are also experiencing moisture and air infiltration problems at the existing storefront system. Both components of the exterior skin need to be replaced without delay. We anticipate commencing construction on or before March 1, 2014, with a project duration of 9-11 months. Preliminary construction cost estimate is on the order of \$850,000.
 6. **Renovate interior of Bonner Lecture Hall** (\$625,000) - Bonner Lecture hall is one of the lecture halls available to the College for use. There are many opportunities for improvement in this space. Handicapped accessibility should be improved by installing a chairlift (or ramp) at one of the stepped entries to the stage. It was also noted the middle partition is not operational at this point. Although the partition is marginally operational, the noise reduction coefficient is not sufficient to hold two concurrent sessions in the two classrooms. This greatly reduces space flexibility and space utilization metrics. The finishes in the space are worn, lighting is not appropriate and inefficient, AV systems are obsolete, and ventilation rates must be properly balanced. Seating arrangement must be updated to accommodate 90 students in each section. Space impacted is 3,338 ft².
 7. **Electrical substation relocation** (\$6.0 M) [*CIP 16.1*]- The current substation operated by Georgia Power is approaching its practical capacity due to the addition of over 1 million square feet of campus during the past ten years. Campus growth has encroached on the substation, and it will soon be necessary to relocate and expand the substation. Additionally, the medium voltage subsurface feeder loops serving campus are at the end of their service life and require replacement. This project will address the issues of safety, security, inadequate room for expansion and upgrade, as well as to comply with the Campus Master Plan. The importance of the project is to provide for the reliable distribution of electrical power to the Campus and meet future needs. This is considered mission critical.
 8. **Electrical Renovation, Pafford Building** (\$1,200,000) [*CIP 18.3*]- These systems have, thanks to a good maintenance program, given many years of service above and beyond their predicted life expectancy but they no longer meet the space needs, are inefficient in operation, not cost effective to maintain, and in some instances do not meet current electrical code. While compliant with the standards of the time when constructed, these systems do not comply with today's accepted NEC standards or UL listing for safety, nor the existing Energy Efficiency Code.
 9. **HVAC systems replacement, Pafford** (\$1,300,000) [*CIP 18.6*]- These systems have, thanks to a good maintenance program, given many years of service above and beyond their predicted life expectancy but they are becoming unreliable, inefficient in operation, not cost effective to maintain, and do not meet the needs of the current building needs and demands. While compliant with the standards when constructed, these systems do not comply with today's accepted ASHRAE standards for ventilation requirements, mechanical room design, energy efficiency, sustainability, and control. Nor do they meet the current State construction and life safety code

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- requirements.
10. **Humanities HVAC renovation** (\$3,500,000) [CIP 17.2]- These systems have, thanks to a good maintenance program, given many years of service above and beyond their predicted life expectancy but they are becoming unreliable, inefficient in operation, not cost effective to maintain, and do not meet the needs of the current building demands. While compliant with the standards of the time when constructed, these systems do not comply with today's accepted ASHRAE standards for ventilation requirements, mechanical room design, energy efficiency, sustainability, and control. Nor do they meet the current State construction and life safety code requirements.
 11. **Back Campus Drive - A Conceptual Design Study** by Anderson Design in May 2013 identified a number of pedestrian safety and accessibility concerns on Back Campus Drive corridor. With the East Village precinct activated following the construction/renovation of 768 resident beds and construction of a popular dining facility, pedestrian traffic has significantly increased, and the current road and pedestrian walkways must be reconfigured and improved to promote safety and accessibility to this precinct. The total project cost has been estimated at \$2.25 million for 4 phases of work. The first phase is proposed to be completed in FY15 at an estimated cost of \$600,000, and will address the most serious safety and accessibility concerns along the main Back Campus corridor.
 12. **Newnan Hospital Shell Build out for eCore/eMajor** (\$1,000,000) – The need for an increased presence in Newnan was identified in the Newnan Hospital Redevelopment Plan, but was deferred early in the planning process due to funding limits. Sufficient shell space will be included in the completed project (January 2015) to fit-out and furnish up to 10,000 GSF of office and operations space for this growing USG program. It is anticipated that proceeds from the sale of the Shenandoah Center will offset this cost.
 13. **Establishment of a university presence in downtown Carrollton.** The addition of a gallery and a convenient center for continuing education can potentially be achieved at a modest cost. A downtown presence could enhance the UWG image and serve a recruitment function.
 14. **Relocation of Cole Field** (baseball) to the Athletic Complex, consistent with the University's Master Plan. This project will place the baseball program in better proximity to parking, traffic, and support resources, and will enable the University to recapture this valuable real estate for continued master plan development.
 15. **College of Education Upgrade rooms 108-117 to the Advisement Center** (\$200,000) - UTeach is moving into the building as well as the Community Clinic. With the later movement, the space where the Clinic previously resided is now available. The College of Education would like to convert this space into an Advisement Center. Currently, all advisors are in rooms 240-247. These rooms were never meant to house offices. The spaces were meant to be storage closets. With space needs, they were retrofitted into offices, but utilities continue to be subpar compared to a conventional office space. Space impacted is 2,684 ft².

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16. **Boyd building MEP renovation** (\$2,300,000) - These systems have, thanks to a good maintenance program, given many years of service above and beyond their predicted life expectancy but they no longer meet the space needs, are inefficient in operation, not cost effective to maintain, and in some instances do not meet current electrical code. While compliant with the standards of the time when constructed, these systems do not comply with today's accepted NEC standards or UL listing for safety, nor the existing Energy Efficiency Code.
17. **College of Education Ceiling and Lighting Replacements** (\$900,000) [CIP17.1]- The Education Center finishes are in disrepair. The ceiling finishes consist of exposed suspended-grid and acoustical panel, as well as painted gypsum board applications. Although the ceilings are currently in fair condition, the grid patterns and panel appearances vary from area to area. Finish upgrades should be considered as part of cosmetic improvements, lighting updates, or renovation efforts. Replacing these finishes with durable applications that provide easy access to the plenum space overhead and are durable is needed. Space impacted is 63,688 ft².
18. **Watson Hall Renovation and Expansion (Design Phase)** (\$1.275,000) [CIP 17.2] - This project proposes to convert this facility into an academic facility supporting Richards College of Business, with the principle objective of consolidating RCOB space into a single facility that will promote RCOB's reputation, support current pedagogical demands, and provide needed space for future retention and growth. The space currently available to Richards College of Business, located in Adamson Hall and the College of Business building, is insufficient to support the near-term growth and retention objectives of the college. This is due to insufficient number and sizes of classroom and the resultant lost opportunity to create collaborative and innovative learning spaces that are characteristic of the most successful business programs. Watson Hall is a premier site for RCOB, immediately visible from Maple Street, easily accessible to the academic, administrative, and residential precincts, and adjacent to significant parking and campus transportation.

Part VII: Academics

16) Discuss new academic programs under consideration for startup in FY 2015. How do the proposed programs line up with the goals of the System and the State? How were the needs for the programs and the program budgets determined?

The university is in the initial stages of new program development for the medium to long term. Our immediate efforts are focused on two-plus-two programs with Georgia Highlands, at the Rome and Douglasville sites, and program offerings in Newnan. We do not anticipate requesting Board approval for any new programs in the next year, only approval to deliver current programs at the above mentioned sites.

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17) The Office of Academic Affairs has initiated an Academic Program Inventory and Productivity Initiative. Discuss low producing programs at your institution. What are your short-term and long-term plans for addressing these programs? What are the financial implications of your plans?

Undergraduate Programs:

Major Name or Stand Alone Degree	FY10 to FY12	Avg	Notes/Plans
B.S. Environmental Studies	6	2	<i>The Bachelor of Science in Environmental Studies is currently being redesigned as a truly interdisciplinary degree with sustainability as the underlying theme. With all the colleges taking part in the redesign, with cross-listed courses where possible, as well as advertising and recruitment efforts, this degree program is expected to attract a significantly large number of majors than in the past. In addition, it will also cater to some of the students who would otherwise have enrolled in the Environmental Science major, now terminated.</i>
B.S. Environmental Science	6	2	<i>Terminating program</i>
B.S. Physics/Secondary Education	0	0	<i>Terminating program</i>
B.S. Physics	11	4	<i>While the numbers (4 graduates per year) at UWG are about the AVERAGE for a regional peer university, and over the department's long-term history, the department and the dean's office under its new leadership have started making serious efforts to increase the recruitment of physics majors. Specifically, faculty members in physics and staff/associate dean in the dean's office are making recruitment trips to regional high schools. In addition, in partnership with the UTeach program, we are making concerted efforts to prepare high school physics teachers. In FY 2013, the Department of Physics graduated 8 students. A comparable number (or slightly higher) should graduate in FY 2014. In its 2013 report to the American Institute of Physics concerning graduates and enrollments, the Department of Physics listed 15 seniors enrolled in classes at UWG (and not including those who have transferred in dual-degree programs) and 15 juniors enrolled in classes at UWG.</i>
B.A. Geography	6	2	<i>Terminating program</i>
B.S. Geography	17	6	<i>In the Bachelor of Arts degree, which has been terminated, no new students are allowed to sign up. Within the Bachelor of Science in Geography, there is a Human Geography track that we hope will attract students who would otherwise have enrolled in the Bachelor of Arts degree. It is estimated that at the very least the combined average of the two degrees (close to 8 graduates per year) will be represented in future in the Bachelor of Science degree.</i>

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B.A. Global Studies	4	1	<i>The Global Studies program is implementing a three-pronged strategy to recruit more students to the major. There are no plans to deactivate or terminate the major. It relies heavily on courses that are part of other degree programs (Political Science, Geography, Biology, etc.). This will facilitate more focus on the program, ability to offer upper-division courses for majors, and increase overall the attention given to Global Studies majors.</i>
B.A. Theatre	18	6	<i>BA Theatre: A big dip in the number of graduates in 2012 distorts what had been a trend of growth and will of course impact the three-year average for a time to come, but as pointed out in the 2012-13 Comprehensive Review, the program is high quality and should increase its numbers with some facilities upgrades and redoubled recruitment efforts, some of which can be supported with increased School of the Arts funding.</i>
B.A.A.-Real Estate	17	6	<i>The faculty in the Department of Marketing & Real Estate have begun the process of putting this degree online and should have that completed by Summer or Fall 2015. This would make the program more consistent with industry standards for continuing education and professional development. Many national and local real estate organizations offer online classes for original licenses and license renewals, like appraisal licenses, sales and broker licenses, and mortgage licenses. Most national real estate associations offer real estate courses online; a few are the National Association of Realtors, the Appraisal Institute, the Mortgage Bankers Association, the International Right of Way Association, and the Institute of Property Management. An additional step taken by the faculty is to begin conversations with two Chinese partner universities to bring students interested in real estate to UWG. We currently have partner schools for majors in finance and marketing; both these universities have real estate programs and are amenable to expanding into this new major. A delegation from Shanghai University of Business and Economics will visit UWG in January 2014, and a delegation from UWG will visit Zhongnan University of Economics and Law in March or April of 2014.</i>
B.M. Performance	8	3	<i>BM in Performance, BM in Composition: As the BA and the BFA in Art are now treated as one for the purposes of the BOR Report, it seems these programs should be combined with the BM in Music Education as they have a high percentage of common curriculum. Composition majors attracted to the department by a desire to compose often shift to other programs within the department before they graduate.</i>
B.M. Composition	0	0	<i>BM in Performance, BM in Composition: As the BA and the BFA in Art are now treated as one for the purposes of the BOR report, it seems these programs should be combined with the BM in Music Education as they have a high</i>

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			<i>percentage of common curriculum. Composition majors attracted to the department by a desire to compose often shift to other programs within the department before they graduate.</i>
B.S. Mass Communications	0	0	<i>This program Switched from a BA to a BS. The degree averages more than 45 graduates per year. 51 BS degrees were granted in 2013 in this major.</i>
B.S. Earth Science/Secondary Education	4	1	<i>Program is being Terminated</i>
B.S. Anthropology	17	6	<i>This program switched from a BA to a BS. 17 BS degrees were granted in 2012 and 14 so far in 2013.</i>
B.S.E.Secondary Teacher Education	0	0	<i>Program is being Terminated</i>

Graduate Programs:

Major Name or Stand Alone Degree	FY10 to FY12	Average	Notes/Plans
MA-Sociology	6	2	<i>When the Department of Sociology and Criminology split in the spring of 2011, the MA program in Sociology had 4 students. Enrollment has nearly quadrupled since then but, more importantly, the department is on track to consistently graduate 3-5 students per year.</i>
MM-Music Teacher Education	3	1	<i>MM Music Teacher Education and MM in Performance: The department put the MM in Music Teacher Education completely online one year ago and enrollment has grown threefold. Higher graduation numbers are expected as a result. The Performance option does share some 9 hours of the curriculum with Education and is an attractive option for some music teachers who want to develop themselves personally and professionally.</i>
MM-Performance	6	2	<i>MM Music Teacher Education and MM in Performance: The department put the MM in Music Teacher Education completely online one year ago and enrollment has grown threefold. Higher graduation numbers are expected as a result. The Performance option does share some 9 hours of the curriculum with Education and is an attractive option for some music teachers who want to develop themselves personally and professionally.</i>
Master of Urban and Regional Planning	0	0	<i>Program migrated to this stand-alone degree from a Major in Rural and Small Town Planning. By Fall Semester 2012, there were 13 students enrolled in the MURP program. It is anticipated that this degree program will surpass the threshold for master's program graduates in the near future.</i>

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Specialist Business Teacher Education (Vocational)	9	3	<i>Program was terminated in 2013</i>
Doctor of Education in Professional Counseling and Supervision	4	1	<i>This program graduated its first class in 2012. Excluding the years it could not graduate students because the program was new, it averages 4 graduates per year. This is anticipated to increase.</i>

18) Your institution has provided an annual report on Complete College Georgia. Provide a high level summary of this report and an update on the expenditures related to CCG and budget plans related to CCG for FY 2015.

The *August 2012 UWG Complete College Georgia (CCG) Campus Plan* includes 18 strategies. Together, these address the four required CCG components: K-12 Partnerships, Access and Completion, Shorten Time to Degree, and Restructuring Instructional Delivery. We did not include Remediation in our original campus plan, as our institution does not engage in this level of instruction. Our progress to date as summarized below is drawn from the September 2013 status update and grouped by the four CCG components.

K-12 Partnerships

- **Strategy 1: Dual Enrollment.** Our dual enrollment figures more than doubled in 2012-2013, growing from the baseline figure of 30 students to 68, with an average enrollment of 6.8 credit hours per student, as of mid-August, 2013. The increase is associated with new admission standards, which we implemented after an analysis of students' performance confirmed that dually-enrolled high school students outperformed regularly admitted freshmen students. These students, enrolled in eCore courses, enrolled in eCore courses through USG institutions whose admission criteria resemble our newly approved admission standards for the dual enrollment program. We expect these numbers to increase as high school counselors encourage students to participate.
 - FY14 Budget: None requested.
 - FY 15 Budget: None requested.

- **Strategy 2: PK-16 Curriculum Alignment.** The PK-12 superintendents and university administrators have expressed concerns about achieving realistic outcomes given the workload of PK-12 and university faculty in conjunction with competing demands for tight resources. As a result, this strategy has not been acted upon.
 - FY 14 Budget: None requested.
 - FY 15 Budget: None requested

- **Strategy 3: Career Exploration/Development.** UWG is enhancing career exploration and development opportunities for students, most particularly for freshmen and sophomores, to help them with major selection. A new Director for Career Services was hired July 2013 to coordinate all of the functions of Career Services. The Career Development function will be transferred to Career Services effective January 1, 2014.
 - FY 14 Budget: State Allocations of:
 - (1) \$90,000 to hire two new Career Associates. We are currently in the process of hiring for both positions with an anticipated start date of December 1, 2013.

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(2) \$25,000 for a Career Exploration Initiative that provides operating dollars for the two new Career Associates and materials to complete career assessments for freshmen and sophomore students.

- FY 15 Budget: None requested

Access and Completion

- **Strategy 4: Veterans.** The FY14 allocation provided \$220,000 to open an Adult and Veteran Student Services Center and student support program. We are currently in the development stage of this initiative with a committee reviewing staffing and programming needs. Several staff members have visited other campuses with effective Adult and Veteran offices to identify best practices. The visioning phase will begin in November, 2013. Plans are in place to post the positions by December and hire by late spring 2014.
 - FY 14 Budget: Spending the \$220,000 will begin in spring 2014 as described above.
 - FY 15 Budget: None requested

- **Strategy 5: Online Offerings.** Across all undergraduate offerings, both the enrollment in fully online undergraduate courses and course sections grew by 5% from FY12 to FY13, while the variety of unique online courses grew by 15%. Annual enrollment numbers in our online B.S. in Criminology program grew by 61% from 993 students in FY12 to 1599 in FY13. The B.S. in Criminology remains our only “officially online” undergraduate program, with enrollments at capacity. The B.S. in Sociology faculty agreed to add a fully online delivery option for their program, although implementation is dependent on a new position.
 - FY 14 Budget: UWG’s FY14 state appropriation provided \$60,000 to expand our Online Faculty Development Center, which resulted in forming a new position, the Online Learning Innovation Coordinator. The Innovation Coordinator was hired August 1, 2013, with a salary of \$44,508 with \$15,489 in benefits (total \$59,997).
 - FY 15 Budget: Requesting two tenure track faculty to support B.S. in Criminology (priority #2) and B.S. in Sociology (priority #4) at \$69,068 each.

- **Strategy 6: Partnership with West Georgia Technical College.** The A.S. in Criminology articulation agreement between UWG and West Georgia Technical College (WGTC) was approved at the August, 2013, BOR meeting, and signed by the presidents of both institutions October 23, 2013. Students who are admitted to UWG can transfer 60 hours of pre-determined courses earned at WGTC with a grade of C or above.
 - FY14 Budget: The state allocation provided \$10,000 to enhance articulation agreements with WGTC. The department of Criminology will use the funding to promote its partnership with WGTC.
 - FY15 Budget: None requested.

- **Strategy 7 “Go West” campaign expansion to target the adult learner.** In FY14, UWG’s increased the presence of adult learner and underrepresented populations in public media outreach efforts. These included online and outdoor campaigns for online learning, as well as messaging weaved in our core print and electronic advertising, and

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also publicity and social media efforts. We have recorded an adult-learner radio spot as part of our Go West brand umbrella efforts, which will begin airing in January, 2014. We also continue to strive for ethnic and age diversity in our imagery as appropriate and whenever possible.

- FY14 Budget: None requested.
 - FY15 Budget: Reallocating \$60,000 to begin marketing online B.S. Sociology program in addition to current online program marketing.
- ***Strategy 8 Summer Transition Program.*** Freshman applicants whose Freshman Index falls slightly below the minimum required for admission can earn regular admission through successful participation in IGNITE, a summer transition program. IGNITE 2013 conditionally admitted 62 students for the mandatory program. Of those, 51 were successful, earning regular admission for Fall 2013.
 - FY14 Budget: Continued using FY13 allocation to support a new Assistant Director for First Year Programs (hired January 2013 at an annual cost of \$53,515).
 - FY15 Budget: None requested.
 - ***Strategy 9 Early Alert/Early Intervention.*** Faculty refer students they deem “not engaged” to Student Affairs for targeted interventions. To strengthen the effectiveness of these interventions, UWG restructured its existing EXCEL Center to form two “new” units beginning fall 2013. The Advising Center is using a case management approach to academic advising while the redesigned Excel Center initiated a systematic approach to interventions with explicit goals for increased retention for first and second year students.
 - FY14 Budget: Our state allocation provided \$240,000 in new funding to hire professional advisors to support these efforts. One advisor has been hired for Athletics with a November 15 start date with a total cost of \$47,590. We in the final stages of the hiring process for two others. One advisor position will be structured to reorganize the Advising Center and create a Director of Advising.
 - FY15 Budget: None requested.

Shorten Time to Degree

- ***Strategy 10 Maximize use of credit by exam.*** UWG is moving forward to develop a campus Testing Center in order to administer exams such as CLEP; DSST/DANTES; English, Math, and Foreign Language placement tests; and SAT-Subject Tests to maximize credit by exam. The Academic Policies Committee of the Faculty Senate is studying ways to increase the use of these exams, with faculty approval.
 - FY14 Budget: State appropriations provided funding for:
 - (1) \$55,000 for a Coordinator of Pre-College Programs. The position is posted, with a proposed hire date of November 15.
 - (2) \$3,000 to provide a one-course reassignment for a math faculty member to research national placement tests or develop an internal placement test.
 - FY15 Budget: Reallocating \$74,660 (unranked), to purchase equipment (\$20,000) for an online testing computer lab and hire a testing coordinator (\$54,660).

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- ***Strategy 11 Limited Course Withdrawals Policy.*** A new policy, which will be effective in fall 2013, limits the number of student-initiated course withdrawals to a maximum of six over their entire UWG undergraduate career. The decision to use six as the limiting factor was based on institutional data that showed that students who withdrew from more than six courses rarely graduated.
- ***Strategy 12 Course Backlogs.*** The Division of Academic Affairs developed a model to better predict the number of seats needed in core courses, which is where specific backlogs occur. This information, as well as data from professional advisors about courses in which students have difficulty scheduling, resulted in the approval for 14 searches to fill these gaps. Thirteen of the 14 positions were filled and started in fall 2013: Library, English, Foreign Languages and Literatures (Spanish), Philosophy, Counseling, Educational Inquiry, Biology, Physics, Criminology, Mass Communications, Psychology, Instructional Services, and Nursing. The 14th position (Sociology) resulted in an offer that was first accepted, but did not materialize.

In the past we have focused on improving the numbers and distribution of core seats for freshmen and sophomores. Going forward, we also must improve the number of seats in upper division courses to ensure that juniors and seniors can complete requirements for graduation.

- **FY14 Budget:** Permanent employ faculty lines funded with the FY13 new state allocation. Temporary instructors were hired in FY13 while searches were conducted for permanent faculty. Of the \$900,000 provided, \$836,401 is committed to permanent, full-time positions. One search is still in process.
- **FY15 Budget:** Includes 15 faculty positions listed in the top 17 items on the attachment to question #10.
- ***Strategy 14 Academic Advising.*** A list of “Bold Ideas” included in our UWG-CCG Campus Plan were not written as strategies, because they had not been vetted by the faculty and professional staff. However, we continue to have internal conversations about them, most particularly about “Bold Idea #6 – Create a University College.” Because a University College and academic advising are linked conceptually and logistically, and because the University College idea is in a “pre-incubator” stage at this time, Strategy 14 is “on hold.”
 - **FY14 Budget:** See strategy 9 above.
 - **FY15 Budget:** None requested.

Restructuring Instructional Delivery

- ***Strategy 15 Center for Teaching and Learning.*** This new center is expected to significantly influence our ability to improve the quality of teaching and learning at UWG. A successful search for a new director of The Center for Teaching and Learning (CTL) just completed.
 - **FY14 Budget:** \$235,000 was provided in state allocations for the new director who started November 1, 2013. A search for an assistant is expected to be completed in spring 2014. \$42,000 was allotted for renovations to create the CTL space and improve space for the Office of Research and Sponsored Projects.

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- FY15 Budget: None requested.
- **Strategy 16 Reward excellent teaching in Promotion & Tenure.** The 2012-2013 Promotion & Tenure dossiers reflected the guidelines in place prior to the fall 2012 General Faculty Meeting when the new guidelines were approved. Progress with Strategy 16 is expected with new faculty who will earn tenure under the newly implemented Promotion & Tenure guidelines.
 - FY14 Budget: None requested.
 - FY15 Budget: None requested.
- **Strategy 17 Gateway courses, student success.** (MATH 1001, 1111, 1113, 1634 and ENGL 1101, 1102). Coordinated by UWG's Center for Teaching and Learning, faculty from mathematics and English will engage in a year-long project focused on using evidence-based practices to increase student learning. Planning will occur in the summer, and faculty will collect data during the fall and spring semesters to assess effectiveness of their evidence-based practices.

MATH: Mathematics faculty conducted a pilot project in spring 2013 using a different pedagogical approach for MATH 1001. The spring 2013 DFW rate for these three pilot sections combined was 10.1%, far better than the 27.9% rate for the non-pilot sections. Although these rates are encouraging, the design of the pilot project did not permit comparisons of student achievement based on common assessments; therefore, revisions will be made in the fall 2013 sections to provide this information.

- FY14 Budget: Using the UWide STEM funding, four math mini-grants were awarded to improve lower level math courses, for a total of \$20,600 (See Strategy 18 below).
- FY15 Budget: Continue use of STEM funding to provide mini-grants to faculty.

ENGLISH: The English faculty redesigned the first semester course ENGL 1101 English Composition I. Their recommendations align with UWG's SACSCOC Quality Education Plan (QEP), which focuses on improving student writing. Recommended pedagogies include text-based analysis, argumentative and thesis-driven writing, teaching and practicing rhetorical strategies, and the sequential scaffolding of skills. Faculty developed a common writing handbook for students and will use a collaboratively-developed, common rubric to assess student writing and provide feedback. The repurposed ENGL 1101 course will be introduced in Fall 2013.

- FY14 Budget: None Requested
- FY15 Budget: **Quality Enhancement Plan:** As part of the SACS accreditation process, the University of West Georgia developed a Quality Enhancement Plan focused on improving undergraduate student writing in the core curriculum. This plan will be phased in over a five-year period. As a first installment, the University requests \$267,000 to fund the following items: \$100,000 for new faculty lines in the core curriculum focused on writing instruction; \$30,000 to create a MOOC for pre-freshman orientation to first-year writing and marketing the MOOC to students; \$50,000 to expand staff in the Writing Center; \$30,000 to develop and implement online faculty training on writing instruction; \$57,000 to expand the use of Smart Thinking software to support writing correction for

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students in core courses.

- **Strategy 18 Faculty mini-grants for improved pedagogies.** The UWG Institutional STEM Excellence (UWise) program, part of the USG's STEM Consortium project, funded faculty mini-grants to improve the quality of teaching and student learning in the introductory science and mathematics courses. With this year's awards, a total of 27 science and mathematics faculty have participated in the mini-grant program.

The physics mini-grant (Principles of Physics I and II Workshops) illustrates one particularly successful example. The workshops, designed to support students' problem-solving capacity, have been so successful that the department will institutionalize the strategy in Spring 2014, making attendance in the workshop mandatory for students enrolled in PHYS 2211 and PHYS 2212. Mini-grant data indicate that students who attended at least two-thirds of the workshop sessions outperformed those who did not participate: 25% DFW rates (N=69) for participants vs. 75% DFW rates (N=53) for non-participants.

In FY15, UWG's new Center for Teaching and Learning will facilitate Faculty Learning Communities comprised of STEM faculty who teach introductory STEM courses with high DFW rates. In addition to mini-grants, all UWG faculty will have the opportunity to participate in four professional development workshops that will be coordinated by the Center for Teaching and Learning. The workshops, delivered by expert consultants, will focus on the following topics: (1) high impact practices, (2) student motivation, (3) evidence-based teaching practices, and (4) assessing student learning.

Faculty within the Faculty Learning Communities will begin their work in the summer by identifying target courses and engaging in professional development for evidence-based teaching practices. Faculty will then redesign instruction for the targeted courses. During the Fall and Spring semesters, faculty will implement the course redesigns and assess the effectiveness of their instructional methods.

- **FY14 Budget:** From the STEM Special Funding Initiative, \$71,525 funded 12 mini-grants that focused on improving the introductory STEM courses. An additional \$42,986 funded seven projects that targeted upper level (3000 and 4000) STEM courses.
- **FY15 Budget:** \$115,000 of the Special Funding Initiative will be used to support faculty mini-grants, the Faculty Learning Communities, and professional development workshops that will focus on high impact practices, student motivation, evidence-based teaching practices, and assessment of student learning.

Retention, Progress, and Graduation (FY14 - 5 Faculty/Staff positions)

Five faculty/staff positions were funded with the FY14 state appropriations to address retention, progression, and graduation efforts. The \$322,432 appropriation funded one faculty position and four staff positions. Four of the five have been hired with start dates in Fall 2013; the fifth position is in the interview stage of the hiring process. The positions are:

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- (1) Library faculty position, start date Fall 2013,
- (2) Nursing Simulation Operations Manager (professional staff), start date Fall 2013,
- (3) CCG Enrollment Analyst, interview process is in progress,
- (4) Hispanic/Latino Student Recruiter, start date October 1, 2013, and
- (5) Assistant Director of Financial Aid for the Student Success Initiative, start date September 3, 2013.

19) Discuss your institution's current retention and graduation rates. How does the institution compare/rank to its peer institutions? What are the short-term and long-term retention and graduation targets for your institution?

UWG remains committed to increasing retention and graduation rates as part of Complete College Georgia and in line with USG Strategic Imperative 1. UWG currently ranks in the middle of its eighteen peer institutions in terms of retention of first time, full-time freshmen. UWG's six-year graduation rate increased to 42.44% as of summer 2013, up nearly six percentage points in just one year. This rate is the highest in the history of the institution. Provided with appropriate resources, UWG will be positioned to continue to increase retention, progression, and graduation rates.

The following chart compares UWG with other tier 2 USG universities.

Institution	Retention Rate		4-year Graduation		6-year Graduation	
	Fall 2011 Cohort		Fall 2008 Cohort		Fall 2006 Cohort	
	Institution Specific	System Wide	Institution Specific	System Wide	Institution Specific	System Wide
Georgia Southern University	77.15	86.92	26.67	28.73	50.40	60.51
Valdosta State University	67.38	79.00	16.57	18.52	40.68	52.32
Kennesaw State University	76.10	82.40	16.37	19.25	41.52	51.47
University of West Georgia	70.17	78.64	15.74	17.93	36.89	46.40
	Fall 2012 Cohort		Fall 2009 Cohort		Fall 2007 Cohort	
University of West Georgia	70.86	na	15.61	na	42.44	na

Note: Comparison school data not available.

The short- and long-term retention and graduation targets for UWG are:

	Current	Future
Retention	71.00%	85.00%
Progression	55.00%	73.00%
4-Year Graduation	16.00%	25.00%
6-Year Graduation	42.00%	55.00%

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Part VIII: Audit Update

20) Discuss significant audit findings and materials weaknesses as noted by internal and external auditors. What plans are underway to address and correct these findings? Be specific.

The University of West Georgia is committed to high performance in all financial areas and in alignment with USG Strategic Imperative 3—Accountability, Efficiency, and Innovation. The fiscal year 2013 audit just concluded with no material findings or management letter items.

Based on our own internal audit review the issues were identified.

- 1. Financial Aid** - Prior to initiation of an Internal Audit of Financial Aid, it was identified by department management that University of West Georgia was incorrectly evaluating Satisfactory Academic Progress while determining the eligibility status for students applying for federal aid.
 - a. Efforts have thus far centered on quantifying the impact and preparing the analysis requested by the Department of Education.
 - b. Implementation of the necessary process improvements to correct the process problem are still being developed.
 - c. The associated Internal Audit is continuing and there have been other areas presenting improvement opportunities which will not be included here as they have not been fully vetted.
- 2. Accounts Receivable** – The provision for bad debts was not being managed in compliance with BPM 10-4-1.
 - a. Specifically:
 - i. The 6-30-2012 balance was under-accrued by an insignificant amount in total.
 - ii. The provision was only being evaluated on an annual basis.
 - iii. The effective date of the transaction was being used as a proxy for Due Date in the aging without clear disclosure of that practice.
 - b. Management has appropriately addressed issues with the provision for bad debts.
- 3. Accounts Receivable** – The Billing and Collection process was not in compliance with institutional policies and procedures.
 - a. Specifically:
 - i. There is no method for the Office of the Controller to effectively ensure ongoing compliance with the UWG Guideline Document # BFCNRV-02.
 - ii. Departments are lacking written procedures as required by the UWG Guideline.
 - iii. Departments are performing both billing and cash collection activities, creating a segregation of duties concern. These departments are in a unique position to distribute an invoice, and receive payment.
 - iv. Departments are not consistently providing an invoice copy to the Office of the Controller as required by the guideline. This delays recognition of the revenue until the cash is deposited and is unmatched to a recorded invoice. A further concern is that the Office of the Controller is placed in a position where they do not know to expect the cash receipt so would have no reason for knowledge if cash is not deposited.
 - v. Departments are not maintaining adequate documentation. Invoice copies were provided, but areas are not retaining supporting documentation, or

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- documentation that would support completeness of the billing activity.
- vi. The Guideline should require departments to retain adequate documentation to evidence the completeness of their billing activity.
- b. Management Comments include:
 - i. Management has implemented appropriate actions with regards to these observations.
- 4. Department of Geosciences** - Internal Audit attempted to verify the existence of a Kindle e-Reader purchased by the department and found that it had been retained by a professor who resigned following Spring semester. Department administrative personnel had attempted to secure the item prior to the professor's departure but were informed it was already packed and on the way to South Korea.
 - a. Departmental procedures and controls have been enhanced to better secure assets and resources belonging to the university.
 - 5. Townsend Performing Art Center** – Center operations presented improvement opportunities related to the lack of physical safeguards over cash and segregation of duties in the cash, billing and collection function.
 - a. Segregation of duties issues have been resolved by the Townsend Center.
 - b. Physical controls over cash have been improved while management considers permanent physical improvements in the context of budget priorities.
 - 6. 2012 Year-end Reserve Accounts** – Certain amounts, not material, included on the Mandatory Fee Summary Report could not be tied back to the accounting records as of June 30, 2012.
 - a. The error referred to was identified and corrected within the general ledger in fiscal year 2013 prior to the issuance of the audit report and did not impact the overall stability of the University.
 - 7. Police Evidence and Property Control** - Internal audit was not provided with any documentation supporting unannounced inspections which would have occurred during calendar year 2012 as required by state law and UWG policies.
 - a. UWG Police Chief Tom Mackel has appropriately addressed this area of non-compliance.
 - 8. IT Control Environment** - ITS allows technology assets to be installed, developed, maintained, operated, and administered outside of the established ITS governance system and without controls to extend established governance principles into certain educational areas. Relative to these same areas, there is a lack of monitoring or other controls to ensure ITS is made aware and can evaluate emerging risks associated with system changes.
 - a. Management actions are ongoing and include:
 - i. ITS will develop a Memorandum of Understanding which outlines the expectations required of any department maintaining systems and services outside of the direct management of ITS. This agreement will be renewed annually, and will be documented and stored in the call management system (currently BMC Footprints).
 - ii. ITS will perform a network scan every six months of those areas with IT assets outside of the control of ITS to validate that expected systems are installed.
 - iii. ITS will send an announcement to the campus (faculty, staff and students) at the beginning of fall and spring semester about technology use and the

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Acceptable Use Policy. Evidence of these announcements will be documented in the call management system (currently BMC Footprints).

- 9. IT Control Environment** - A Disaster Recovery Plan has been established, which is a plan intended to guide UWG through actions to recover from disasters or disruptions to IT assets and functions. The Disaster Recovery Plan has not been fully tested within the last four years.
 - a. ITS is developing a testing schedule that includes an annual structured walk-through test.
- 10. IT Control Environment** - ITS has not conducted a detailed risk assessment considering risks associated with personnel roles, responsibilities, and systems access (i.e. errors, corruption, fraud, misuse, theft) and whether segregation of duties and related mitigating controls are in place or necessary.
 - a. Management will review the 2013 IT risk assessment and add segregation of duties to the matrix. A plan to address segregation of duties will be built based on that matrix.
- 11. IT Control Environment** - ITS policies and procedures developed in response to the 2008/2009 System Audit have not been consistently reviewed and updated as agreed in management responses to the previous audit. It was also determined the ITS department lacks a consistent practice for how its documentation is created, reviewed, updated, replaced, and removed.
 - a. Management actions are ongoing and include:
 - i. Adopt a standard document format that includes the document revision history. This step was completed as of July 2013.
 - ii. Begin transferring all documents to the new format. This step began July 2013.
 - iii. Develop a review schedule for all documents. This step began July 2013.
 - iv. Assign responsible party to each document, and schedule the periodic reviews in the call management system (currently BMC Footprints). This step will also ensure that the Incident Response Plan is updated and compliant (Appendix A-1 item).

Part IX: Affordability

21) Discuss implemented affordability measures at your institution.

Directly in line with USG Strategic Imperative 1 sub-goal Access and Affordability, the University of West Georgia continues to try to keep costs low for our students. We have not increased student fees for two years, and we continue to increase the number of opportunities for students to work on campus for money. We have maintained restraint in increasing our housing rates with an understanding that we must meet the PPV pro-forma in the process.

UWG works hard to make sure that students can take advantage of every federal and state (HOPE) dollar available to them. We disbursed nearly \$100 million in financial aid this year.

Intercollegiate Athletics currently has awarded partial or full scholarships to 212 student-athletes for a total of \$1,306,221.44 in aid. Additionally, Intercollegiate Athletics awards \$1903 in aid to 16 students who serve in a variety of roles as student managers, trainers, or administrative help. For FY 2014, this represents an increase in student support funds of \$84,410.

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- Although Scholarship distribution is coordinated through Financial Aid, scholarship dollars are generated through the Foundation and Advancement.
- Mandatory fees have not increased for the past 3 years.

22) Does the Foundation provide scholarships for students? If so, provide number of students and amount awarded in FY2014.

The UWG Foundation provided or committed 418 recipients a total of \$697,747 in FY 2013 and to date has provided 493 recipients in FY 2014 with scholarship funds totaling \$396,468. All scholarships have not yet been awarded for FY 2014. Including spring awards, the UWG Foundation anticipates providing total awards in excess of \$700,000.

The university has many scholarship opportunities planned in support of student enrollment and retention as listed below.

- The FY 2014 Goal has been to raise a minimum of \$300,000 in new scholarships and an additional \$300,000 in faculty support to attract and retain students and faculty.
- For FY 2014, \$181,721 has been secured for scholarships to date and an additional \$324,161 for faculty and departmental support. We anticipate total scholarship funding for FY 14 in excess of \$300,000 and faculty/departmental support in excess of \$450,000.
- For FY 2015, UA plans to raise a minimum of \$500,000 in new scholarships and an additional \$600,000 in faculty support to attract new and retain students and faculty.

NOTE: In addition to the FY 2015 Budget Narrative, please complete (as applicable) all four tabs included in the attached Excel file regarding the fiscal year 2015 operating budget request. The tabs are labeled (1) Data Sheet, (2) Reduction Actions, (3) New Funds and (4) Facility Needs.