



Fact Book

2018 – 2019

FACT BOOK



2018 - 2019

Message from the President

Greetings!

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

Our *Fact Book*, then, becomes not merely a collection of statistics or interesting facts, but rather a measure of our progress toward the goals we have set for ourselves. On our Engage West! website you will find my scorecard, the scorecards of the five university vice presidents, and our institutional Key Performance Indicators (KPIs) as well as our complete strategic plan. You will see that our strategic imperatives are Student Success, Academic Success, Partnership Success, and Operational Success.



This is an exciting time for UWG. We are honoring the past while forging a new West. In the new West, each university employee knows how he or she fits into the university's overarching mission and plan, has personal goals aligned to the department and the university, and has access to the professional development necessary to reach the set goals. Each is responsible for meeting or making significant progress toward his or her goals – and for assessing them annually to ensure the goals are still relevant.

As we move into the future, every employee at our institution will contribute, either directly or indirectly, to the retention, progression, and graduation of our students. We are building an environment where people will know what to do, why they are doing it, and what we intend to accomplish. At the same time, these people will be engaged and part of solution-making! Every employee will contribute to planning, assessment, and continuous improvement efforts.

People...Purpose...Action - and every employee will help us become the best place to work, learn, and succeed.

Dr. Kyle Marrero

President

The University of West Georgia

Preface

The University of West Georgia *Fact Book* is compiled by the Office of Institutional Effectiveness and Assessment (IEA). The *Fact Book* continues to provide reliable statistical data and summary information designed to answer the most frequently asked questions about the University. The *Fact Book* is based on sound institutional research and serves as a good first point-of-reference for institutional assessment, self-study, and planning. In total, it provides the institutional profile as of Fall 2018.

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

Institutional Effectiveness and Assessment
Suite 112 Sanford Hall
Phone: 678.839.6449
Fax: 678.839.4765
Website: www.westga.edu/iea

IEA Staff

Dr. Catherine A. Jenks, Associate Vice President
Ms. Amanda Thomas, Director of Assessment
Ms. Tara Pearson, University Records and Information Manager
Ms. Elaine Harper, Senior Institutional Research Analyst
Ms. Annette Pritchett, Institutional Research Analyst – Intermediate
Mr. Cory McElroy, Institutional Research Analyst – Associate
Ms. Alice Gunter, Records Coordinator
Ms. Rebecca de Mayo, Assessment Coordinator
Ms. Evita Krumina, Administrative Support – Senior

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Artwork courtesy of UWG art students.

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General Information

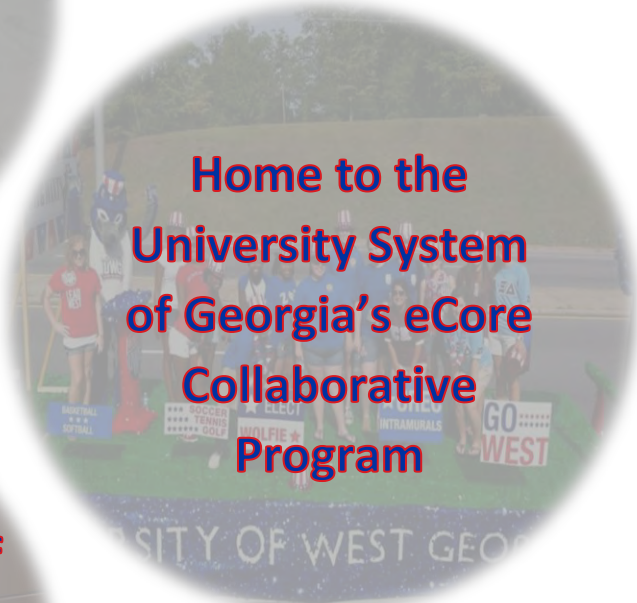


"Descending to Ascend" by Shardaya Jones

General Information At-A-Glance



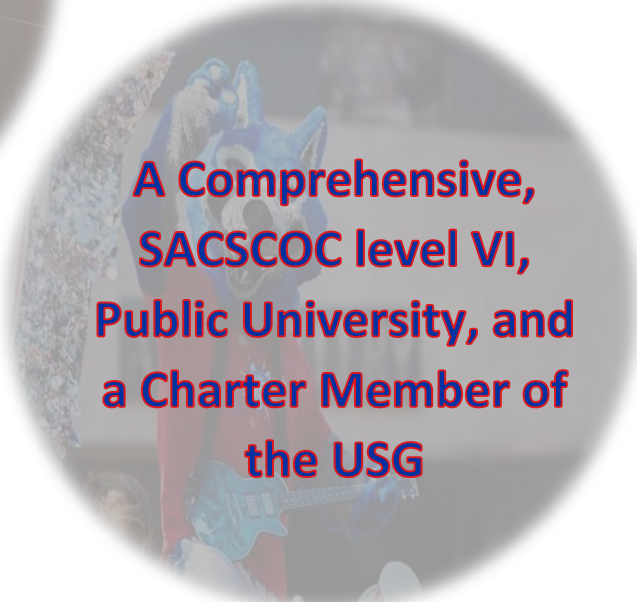
**Founded in 1906
as the Fourth
District Agricultural
& Mechanical
(A&M) School**



**Home to the
University System
of Georgia's eCore
Collaborative
Program**



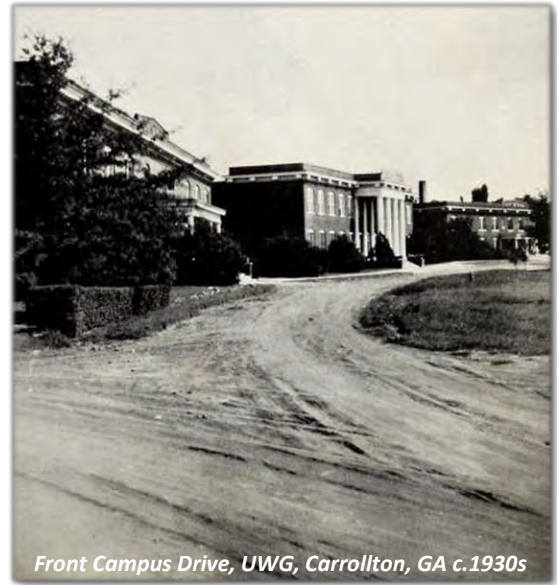
**Accredited by the
Southern Association of
Colleges and Schools
Commission on
Colleges (SACSCOC) and
11 Other Agencies**



**A Comprehensive,
SACSCOC level VI,
Public University, and
a Charter Member of
the USG**

History of the University

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



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

West Georgia College (WGC) added a three-year program in Elementary Education in 1939. In 1957, the College was authorized to confer the Bachelor of Science degree in Education, making it a four-year senior college unit of the University System of Georgia. Two years later, WGC added the Bachelor of Arts



degree in the fields of English, History, and Mathematics. WGC soon became one of the fastest growing institutions of higher learning in the South. This was supported by the BOR's authorization to offer graduate programs just 10 years later. The first graduate programs offered were a Master of Arts in the fields of English, History, and Psychology; and a Master of Education.

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

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



UWG joined four other USG institutions in 2001 to develop and offer a fully online set of core curriculum courses available to all USG students. The USG eCore established administrative offices on the UWG campus in 2009. Since then, UWG has worked to improve physical accommodations by adding residential housing and dining facilities to its main campus, as well as updating academic, athletics, and recreational facilities.

UWG's home is Carrollton, Georgia. Carrollton is an hour's drive from Atlanta and serves as a center for retail shopping, medical and educational services, entertainment and recreational activities, and



financial services. Community events such as the MayFest, Arts Festival of Carrollton, A Taste of Carrollton, and a stream of guest performances at The AMP at Adamson Square, and the Carrollton Center for the Arts provide a sense of community and a collaborative spirit. Committed to community engagement, UWG encourages mutually supportive activities and events for the campus and community populations by sponsoring student internships with local businesses and regularly hosting events, lectures, concerts, and workshops.

Source: UWG Undergraduate Catalog 2018-2019 & Institutional Effectiveness and Assessment

Presidents of the University



Irvine S. Ingram
1920 – 1960

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

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



William H. Row
1960



James E. Boyd
1961 – 1971

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

GENERAL INFORMATION



Ward B. Pafford
1971 – 1975

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

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



Maurice K. Townsend
1975 – 1993



Beheruz N. Sethna
1994 – 2013

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



Kyle L. Marrero
2013 - 2019

In 2013, Dr. Kyle L. Marrero, seventh president overall, became the second president under the University of West Georgia banner. Dr. Marrero received his bachelor's and master's degrees from Bowling Green State University and his Doctor of Musical Arts degree from the University of Michigan. Prior to joining UWG as president, Dr. Marrero served as vice president for university advancement at the University of West Florida. Under his leadership UWG achieved record enrollment, fundraising, degrees conferred, and four- and five-year graduation rates. He assisted with founding the Carrollton/Carroll County Education Collaborative (CCEC) that brings together superintendents, principals, West Georgia Technical College leadership, UWG leadership, Chambers of Commerce, and business and community leaders to focus on K-16 student success. CCEC, since its inception, has grown to incorporate an increasing number of counties in Georgia. In March 2019, Dr. Marrero will end his presidency at UWG to become president of Georgia Southern University in Statesboro, Georgia, effective April 1st. The University Provost and Vice President for Academic Affairs, Dr. J. Micheal Crafton, will serve as interim president.

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



Vision, Mission, and Values

UWG Vision

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

UWG Mission

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

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



UWG Values

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

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

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

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

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



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

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

The value of **SUSTAINABILITY** is evident in our obligation to maintaining ecological balance in our planning and operations that make possible for future generations the same or better quality of opportunities for success available to present employees and students.

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

Source: UWG President's Office

Strategic Plan

2014-2020



Strategic Imperatives

1. **Student Success:** Enhanced Learning, Access, Progression, and Development
2. **Academic Success:** Academic Programming and Faculty Support
3. **Successful Partnerships:** Building Engaged, Mutually Beneficial Collaborations
4. **Operational Success:** Effectiveness and Sustainability

Source: UWG President's Office

Strategic Imperative #1

Student Success: Enhanced Learning, Access, Progression, and Development

Student success is at the very heart of the University of West Georgia mission. UWG will therefore formalize a culture of completion and student achievement at both the undergraduate and graduate levels. We will recruit students who are interested in UWG as a top-choice institution and whose academic profile suggests a strong likelihood they will thrive in a comprehensive university setting. We will effectively provide essential goods and services that ease the financial burden of attending college and that help students succeed from their initial engagement with UWG through timely progression and graduation and beyond into a successful career. UWG will also provide experiences beyond the classroom that encourage all campus citizens to discover paths to meaningful engagement with various perspectives, lifestyles, and cultures and to understand pressing local and global challenges. Expectations for student participation and achievement will rely on responsibility and accountability shared by students, faculty, and an engaged university community. The ultimate goal is characterized not only by progression towards the degree, timely graduation, and attainment of career goals, but also an enhanced ability to grow and develop into engaged citizens and effective leaders.



GENERAL INFORMATION

Increase student persistence and timely progression to degree attainment

A

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

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

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

Attract students with characteristics consistent with our vision and mission who will choose UWG as a top choice institution

B

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

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



Facilitate students' responsible financial access to UWG

C

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

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

Nurture the development of the whole person through student engagement in all aspects of the university experience

D

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

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

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

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



Strategic Imperative #2

Academic Success: Academic Programming and Faculty Support

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



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

Academic success also identifies the University's efforts to evaluate and improve the quality of academic programs; to recruit and retain a diverse and successful faculty; and to enhance and support teaching, research, and service. UWG will create a culture in which all faculty excel in innovative and effective teaching, creative endeavors, research, and continued professional and personal development - a culture that is further distinguished by employing in all programs innovative pedagogies that engage all student populations in high impact, experiential learning.

Assure that all academic programs have the capacity to transform lives and address the needs of the region, state, and beyond

A

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

Develop and implement specific initiatives aimed at enhanced recruitment, retention, compensation, and development of high-quality faculty from diverse backgrounds who demonstrate a commitment to UWG values and contribute to UWG's mission and vision

B

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



GENERAL INFORMATION

Enhance the support for and recognition of scholarship, research, and creative activities conducted by faculty and students

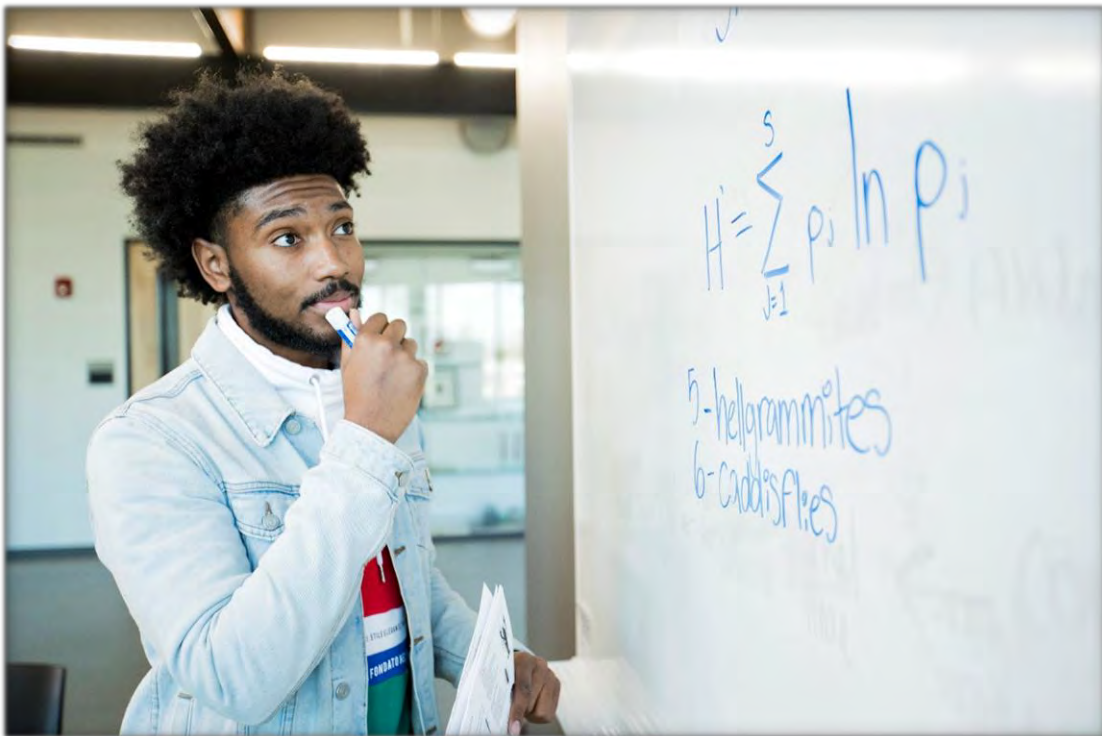
C

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

Measure and improve the quality of teaching in all academic programs

D

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



Strategic Imperative #3

Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations

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

UWG is committed to being the hub of economic growth in the region. With an expanding presence, UWG serves as an economic growth engine for the entire state of Georgia. In collaboration with leaders in areas like health care, business, technology, agriculture, government, media, performing arts, libraries, cultural heritage and preservation, military, non-profit organizations, and P-12 and other educational institutions, UWG will cultivate a strong network of partners dedicated to making the region a better place to live, work, learn, and play.



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

GENERAL INFORMATION

A

Develop, assess, and sustain a network of mutually beneficial partnerships

- Action 1:** Identify the portfolio of existing internal and external partnerships and assess alignment with University strategic priorities.
- Action 2:** Annually evaluate each partnership for its impact and benefit to all parties involved.
- Action 3:** Align institutional resources to strengthen key partnerships.

B

Create and cultivate new partnerships to support strategic initiatives

- Action 1:** In consultation with other educational institutions, identify and develop opportunities for cooperative activities.
- Action 2:** Partner with business and economic development organizations in activities that benefit UWG, its partner organizations, and sustainable economic and cultural development.
- Action 3:** With individuals, foundations, and other service agencies, identify and develop partnerships and activities that improve our communities.

C

Expand community awareness, visibility, and support of university activities and mutually beneficial partnerships

- Action 1:** Develop and implement a sustainable communications plan to inform internal and external communities about UWG's activities and partnerships, along with the benefits generated by and for all parties.
- Action 2:** Celebrate and reward student, faculty, and staff accomplishments that align with university strategic priorities.
- Action 3:** Support key partnerships via external funding.



Strategic Imperative #4

Operational Success: Effectiveness and Sustainability

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



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

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

GENERAL INFORMATION

A

Create a workplace of choice distinguished by talented, engaged, and diverse staff

- Action 1:** Develop and implement an employee recruitment protocol that has the necessary depth and breadth to attract the best applicants for every position.
- Action 2:** Implement a market-driven compensation package and a reward/recognition system that attracts and retains the best employees at all levels.
- Action 3:** Develop and implement a robust program of professional development, which may include research, scholarship, and creative activity that is continually improved in all campus units.

B

Create a built environment that is sustainable and relevant to the educational and personal needs of students; the aspirations of faculty and staff; and the economic, social, and cultural needs of the community

- Action 1:** On an ongoing scheduled basis, assess the condition and suitability of campus facilities, technology, space utilization, and campus infrastructure, making sustainability a priority in all new construction, technology investments, and building modification projects.
- Action 2:** Partner with business and economic development organizations in activities that benefit UWG, its partner organizations, and sustainable economic and cultural development.
- Action 3:** With individuals, foundations, and other service agencies, identify and develop partnerships and activities that improve our communities.



Foster a culture of strategic planning and institutional effectiveness so that University decisions at all levels are collaborative and driven by data, assessment, continual improvement, and prioritization of resources aligned with the stated mission and vision

C

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

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

Ensure future generations have access to the best that UWG has to offer

D

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

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

Source: UWG President's Office



University System of Georgia

Board of Regents

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

The Board Members as of Fall 2018		
District	Location	Name
At-Large	Atlanta	Chris Cummiskey
At-Large	Atlanta	Erin Hames
At-Large	Augusta	Chair James M. Hull
At-Large	McDonough	Donald M. Leeburn
At-Large	Atlanta	Thomas Rodgers Wade
First	Savannah	Vice Chair Don L. Waters
Second	Albany	Bárbara Rivera Holmes
Third	Griffin	C. Thomas Hopkins, Jr.
Fourth	Conyers	C. Dean Alford
Fifth	Atlanta	Sarah-Elizabeth Reed
Sixth	Columbus	Kessel D. Stelling, Jr.
Seventh	Duluth	Richard L. Tucker
Eighth	Macon	W. Allen Gudenrath
Ninth	Gainesville	Philip A. Wilheit, Sr.
Tenth	Sandersville	Ben J. Tarbutton III
Eleventh	Norcross	Neil L. Pruitt, Jr.
Twelfth	Statesboro	Laura Marsh
Thirteenth	Atlanta	Sachin Shailendra
Fourteenth	Ringgold	E. Scott Smith

Source: University System of Georgia

The Chancellor

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

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



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

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

GENERAL INFORMATION

Functional Areas under the Chancellor

- **Academic Affairs**

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

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

Communications and Governmental Affairs serves as the central communications and government relations division for the University System of Georgia.
- **Internal Audit**

Internal Audit supports USG management in meeting its governance and internal control responsibilities.
- **Strategy and Fiscal Affairs**

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

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

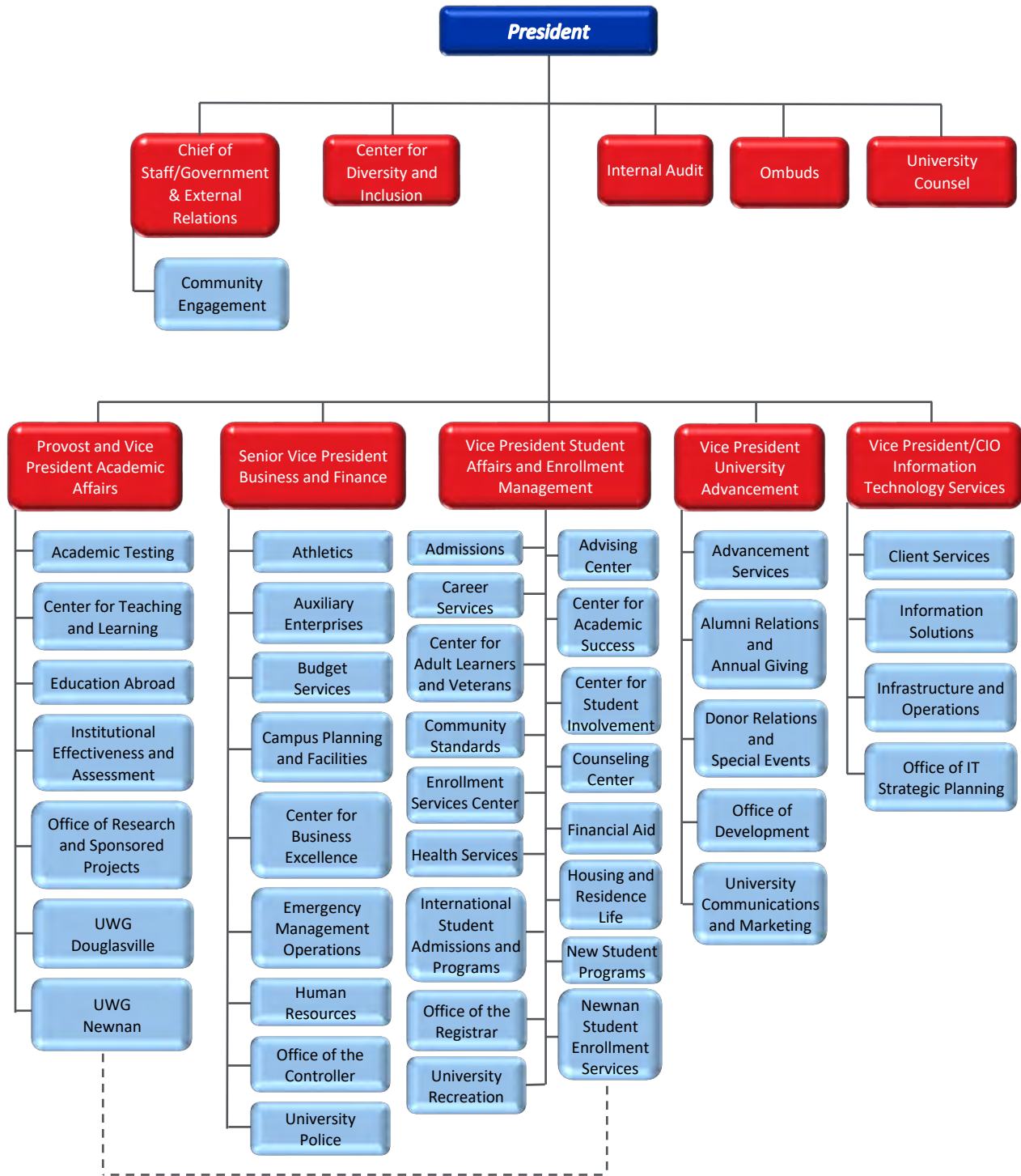
Source: University System of Georgia



**UNIVERSITY SYSTEM
OF GEORGIA**

Administration

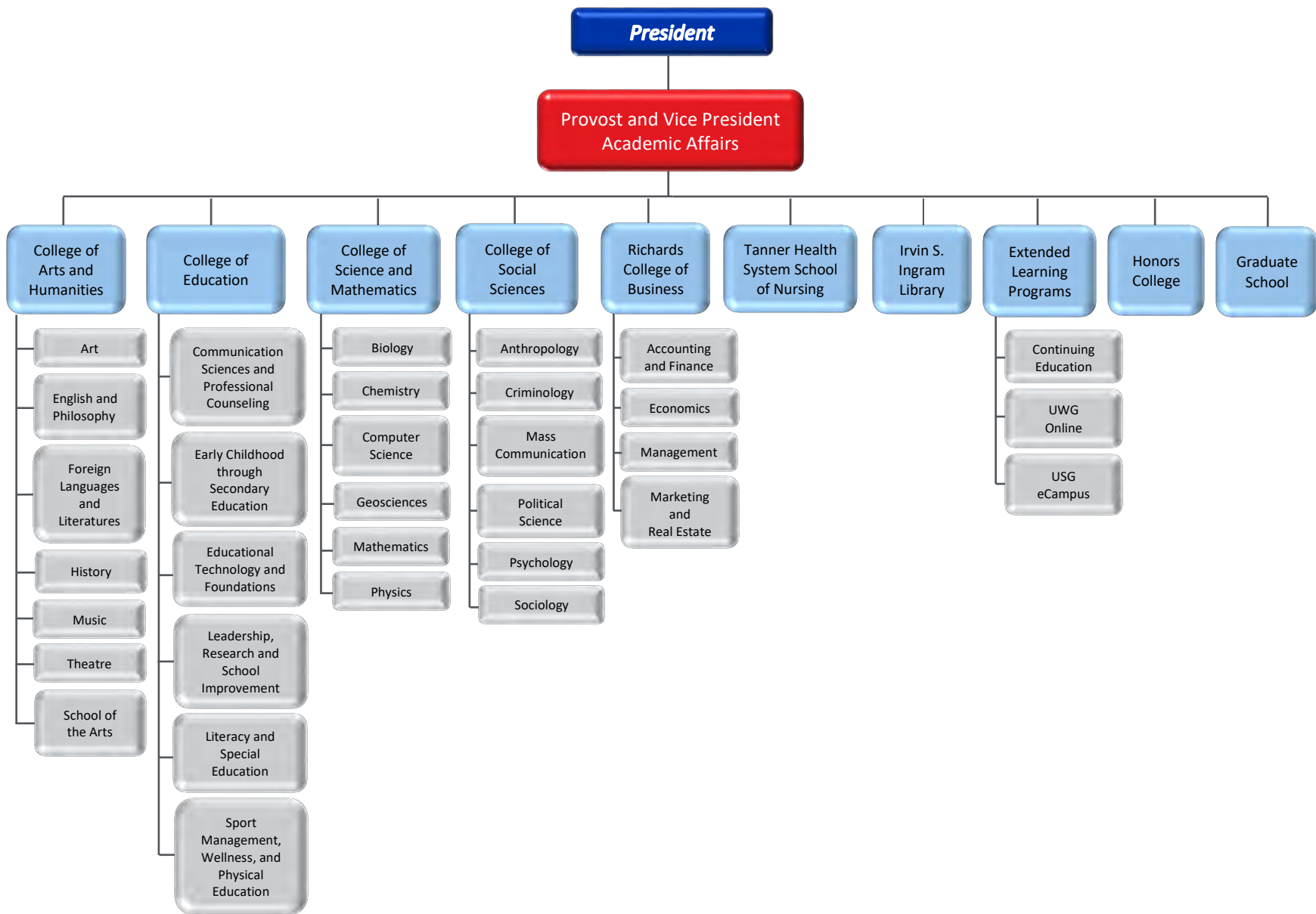
University of West Georgia Organization Fall 2018



Academic Affairs colleges, schools, and departments organizational chart on the next page

Source: Institutional Effectiveness and Assessment

Colleges, Schools, and Departments Fall 2018



Source: Institutional Effectiveness and Assessment

GENERAL INFORMATION

University of West Georgia Administrators Fall 2018

Senior Leadership

President		Dr. Kyle Marrero
Provost and Vice President	Academic Affairs	Dr. J. Micheal Crafton
Senior Vice President	Business and Finance	Mr. James E. Sutherland
Vice President	Student Affairs and Enrollment Management	Dr. Scot Lingrell
Vice President and CIO	Information Technology Services	Ms. Annemarie Eades
Vice President	University Advancement	Mr. David Fraboni

Academic Leadership

Deans

College of Arts and Humanities	Dr. Pauline Gagnon
College of Education	Dr. Dianne Hoff
College of Science and Mathematics	Dr. Lok Lew Yan Voon
College of Social Sciences	Dr. N. Jane McCandless
eCampus	Dr. Melanie Clay
Graduate School	Dr. Denise Overfield
Honors College	Dr. Janet Donohoe
Libraries	Dr. Beth Sheppard
Richards College of Business	Dr. Faye McIntyre
Tanner Health System School of Nursing	Dr. Jennifer Schuessler



College of Arts and Humanities Chairs

Art		Dr. Kevin Shunn
English and Philosophy		Dr. Meg Pearson
Foreign Languages and Literatures		Dr. Robert Kilpatrick
History		Dr. Timothy Schroer
Music		Dr. Kevin Hibbard
Theatre		Ms. Shelly Elman

College of Education Chairs

Communication Sciences and Professional Counseling		Dr. Mark Parrish
Early Childhood through Secondary Education	Interim	Dr. Michelle Frazier Trotman Scott
Educational Technology and Foundations		Dr. Lara Willox
Leadership, Research, and School Improvement		Dr. Andy Nixon
Literacy and Special Education		Dr. John Ponder
Sport Management, Wellness, and Physical Education		Dr. Brian Mosier

College of Science and Mathematics Chairs

Biology		Dr. Christopher Tabit
Chemistry		Dr. Sharmistha Basu-Dutt
Computer Science		Dr. Adel Abunawass
Geosciences		Dr. James R. Mayer
Mathematics		Dr. Rui Xu
Physics		Dr. Julie Talbot

College of Social Sciences Chairs

Anthropology		Dr. Lisa Gezon
Criminology	Interim	Dr. George Kieh
Mass Communications	Interim	Dr. Bradford Yates
Political Science		Dr. Chapman Rackaway
Psychology		Dr. Jeffrey Reber
Sociology		Dr. Elroi J. Windsor

Richards College of Business Chairs

Accounting and Finance		Dr. Ron Colley
Economics		Dr. William Smith
Management		Dr. Thomas Gainey
Marketing and Real Estate		Dr. Salil Talpade

Source: UWG departmental websites and faculty pages

GENERAL INFORMATION

Accreditation

The University of West Georgia (UWG) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master, educational specialist and doctoral degrees. As a member of the Class of 2014 Track B institutions, UWG's accreditation was reaffirmed by SACSCOC on December 7, 2014. UWG's next reaffirmation will be in 2024. For questions regarding the accreditation of UWG by SACSCOC, please contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or via phone at (404) 679-4500.

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

For questions about this process, please contact: Dr. Catherine Jenks, Associate Vice President for Institutional Effectiveness and Assessment and SACSCOC Liaison (cjenks@westga.edu)

Additional accrediting or approving agencies include:

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

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

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

Student Information

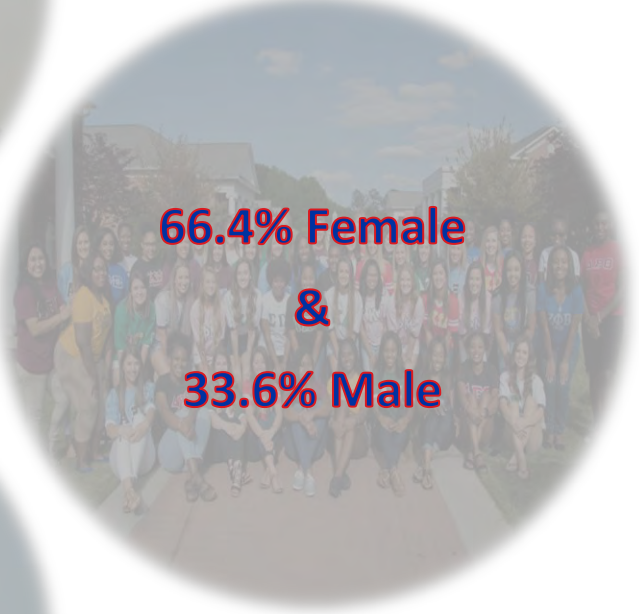


Alpha Kappa Alpha "Kolor the Kampus" event, UWG, Carrollton, GA, c 2016

Student Information At-A-Glance



**Fall 2018
Total Enrollment:
13,733**



**66.4% Female
&
33.6% Male**



**Students Come
From
74 Countries**



**Over \$130 Million
Awarded in
Financial Aid**

Admissions

Applicants, Admits, and Enrolled Data by Fall Semester						
	2014	2015	2016	2017	2018	
All Students Enrolled						
Enrolled	12,206	12,834	13,308	13,520	13,733	
New Enrolled	3,618	3,937	4,005	4,037	4,106	
New Enrolled %	30%	31%	30%	30%	30%	
All Undergraduate Applicants						
Applicants	10,170	9,664	10,025	9,765	9,824	
Accepted	5,177	5,562	5,984	5,743	5,914	
Enrolled	2,904	3,124	3,207	2,977 ¹	2,978	
Accepted %	51%	58%	60%	59%	60%	
Accepted and Enrolled (Yield)	56%	56%	54%	52% ¹	50%	
Undergraduate Students Enrolled						
Enrolled	10,249	10,753	11,155	11,229	11,135	
New Enrolled	3,009	3,364	3,498	3,429	3,369	
New Enrolled %	29%	31%	31%	30%	30%	
New First-Time First Year Student Applicants Accepted and Enrolled						
Applicants	7,868	7,878	8,131	7,912	8,154	
Accepted	3,825	4,481	4,801	4,638	4,745	
Enrolled	2,231	2,410	2,434	2,241 ¹	2,289	
Accepted %	49%	57%	59%	59%	58%	
Accepted and Enrolled (Yield)	58%	54%	51%	48% ¹	48%	
New Transfer Student Applicants Accepted and Enrolled						
Applicants	2,302	1,786	1,894	1,853	1,670	
Accepted	1,352	1,081	1,183	1,105	1,169	
Enrolled	673	714	773	736 ¹	689	
Accepted %	59%	61%	62%	60%	70%	
Accepted and Enrolled (Yield)	50%	66%	65%	67%	59%	
Mean Scores²						
SAT Critical Reading	484	486	482	498	503	
SAT Math	472	470	472	476	481	
SAT Writing	463	467	459	464	466	
ACT Composite	20	20	20	20	20	
High School GPA	3.13	3.15	3.15	3.18	3.16	
Graduate Students Enrolled						
Enrolled	1,957	2,081	2,153	2,291	2,598	
New Enrolled	609	573	507	608	737	
New Enrolled %	31%	28%	24%	26%	28%	

¹ Enrollment numbers for Fall 2017 were updated by IEA.

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

Source: Registrar, Admissions, and Institutional Effectiveness and Assessment

Composition of the Student Body

Composition of the Student Body by Fall Semester						
	2014	2015	2016	2017	2018	
Classification						
Freshman ¹	3,439	3,518	3,630	3,424	3,348	
Sophomore	2,412	2,535	2,624	2,670	2,600	
Junior	2,016	2,098	2,195	2,193	2,261	
Senior	2,091	2,112	2,090	2,143	2,195	
Graduate	1,957	2,081	2,153	2,291	2,598	
Dual Enrollment ²	196	365	483	680	608	
Other ³	95	125	133	119	123	
Gender						
Female	7,878	8,325	8,733	8,881	9,115	
Male	4,328	4,509	4,575	4,639	4,618	
Race/Ethnicity						
Hispanic or Latino	506	586	681	790	939	
Black or African American	4,313	4,625	4,898	4,908	4,862	
American Indian or Alaskan Native	17	19	20	16	24	
Asian	199	178	184	187	202	
Native Hawaiian or Other Pacific Islander	14	17	17	18	20	
Caucasian/White	6,637	6,829	6,868	6,926	6,981	
Two or more races	365	363	419	442	450	
Unknown/Not Reported	155	217	221	233	255	
New Students						
Beginning Freshmen ¹	2,091	2,284	2,340	2,175	2,227	
Transfers ⁴	686	725	782	749	729	
Graduate Students	609	573	507	608	737	
Dual Enrollment	162	296	317	436	349	
Others ³	70	59	59	69	64	
Attendance Status						
Full-Time Undergraduate	8,531	8,816	9,084	8,938	8,728	
Full-Time Graduate	621	625	594	640	611	
Total Full-Time	9,152	9,441	9,678	9,578	9,339	
Part-Time Undergraduate	1,718	1,937	2,071	2,291	2,407	
Part-Time Graduate	1,336	1,456	1,559	1,651	1,987	
Total Part-Time	3,054	3,393	3,630	3,942	4,394	
Students Receiving Veterans Benefits	325	306	296	311	298	
Total Enrollment	12,206	12,834	13,308	13,520	13,733	

¹ Terms align with UWG reporting requirements.

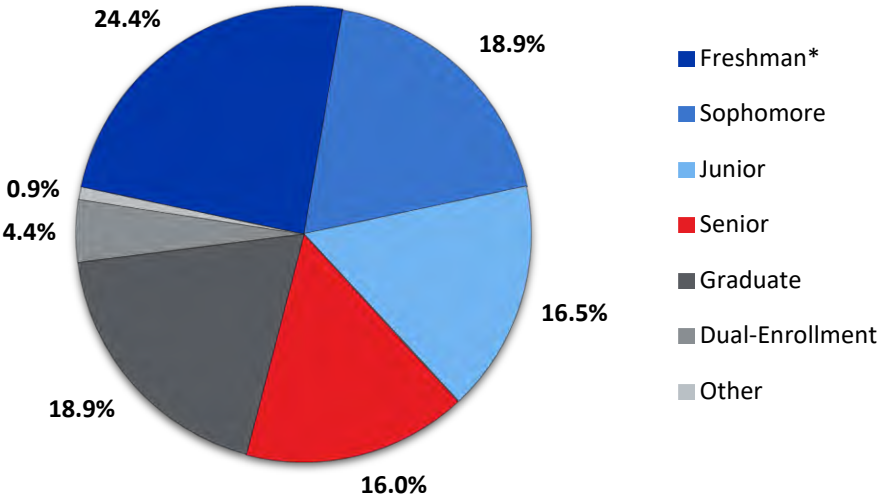
² Dual Enrollment is a non-need based grant program for students at eligible high schools enrolling to take approved college-level coursework for credit towards both high school and college graduation requirements.

³ Includes Transients – visiting students who complete coursework at UWG for one semester, then return to their previously enrolled institution.

⁴ Includes transfer freshmen, sophomores, juniors, and seniors.

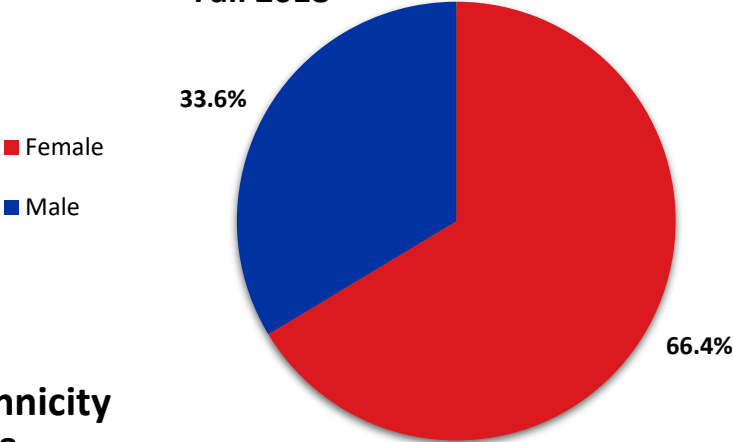
Source: Registrar and Institutional Effectiveness and Assessment

Classification Fall 2018

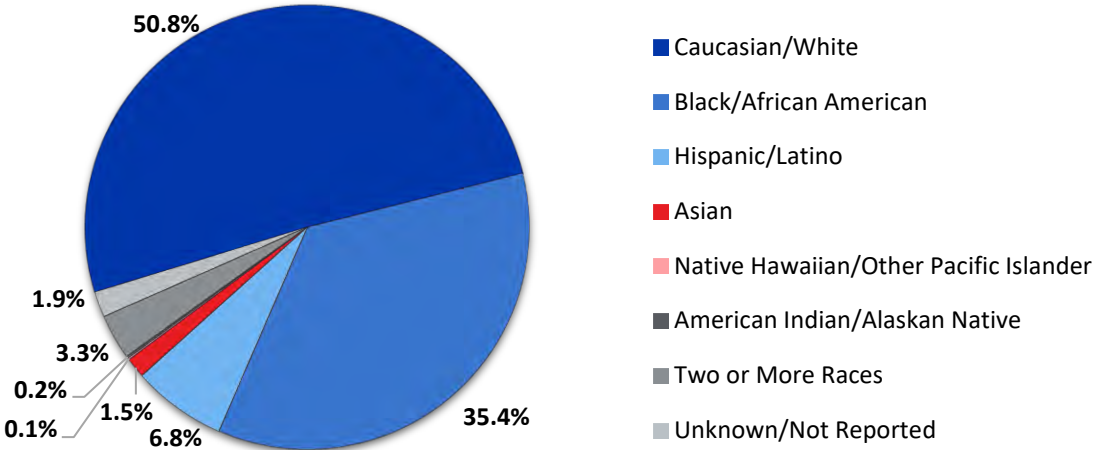


*Term aligns with USG reporting requirements

Gender Fall 2018

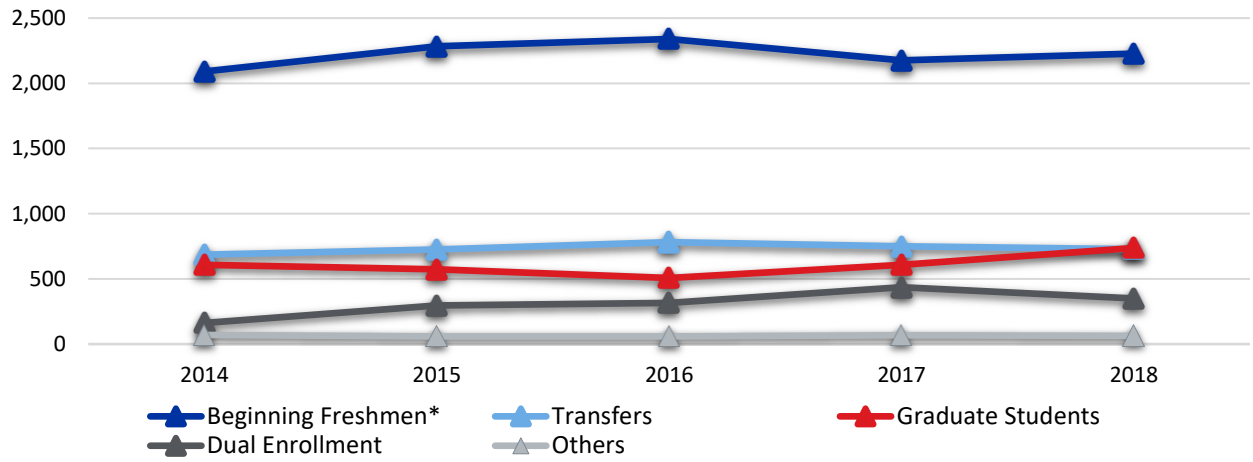


Race and Ethnicity Fall 2018



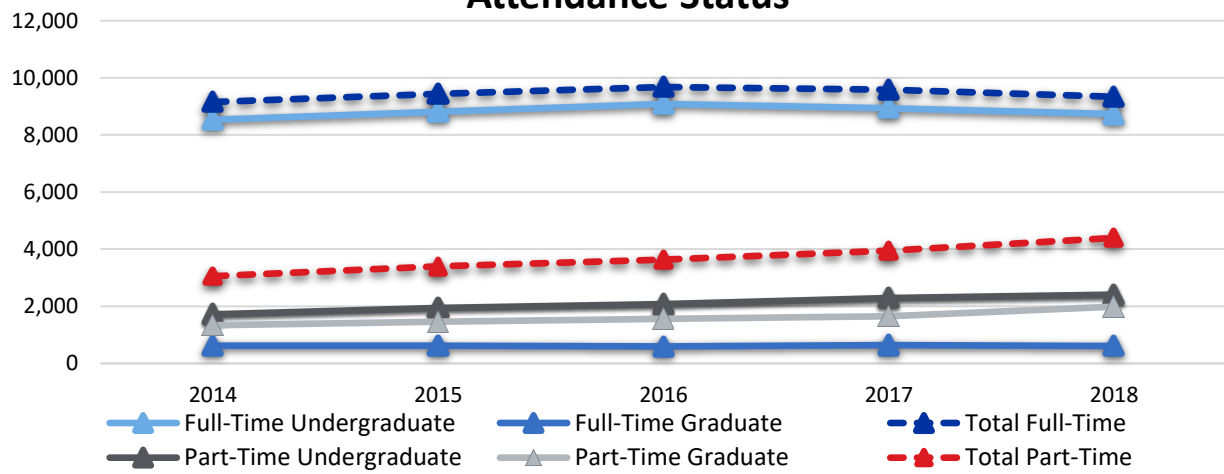
STUDENT INFORMATION

New Students

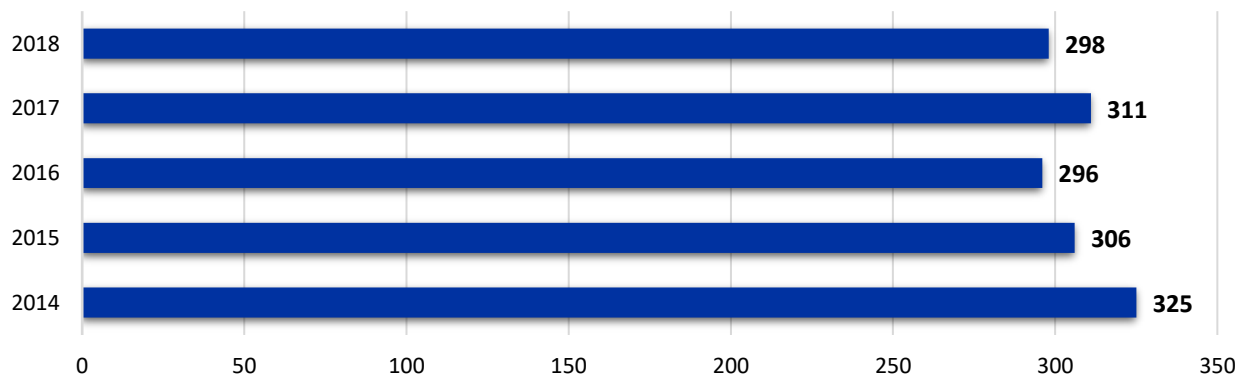


*Term aligns with USG reporting requirements

Attendance Status



Students Receiving Veterans Benefits



Geographic Origin by Georgia County

Primary Service Area				Primary Service Area			
Counties	Undergraduate	Graduate	Total	Counties	Undergraduate	Graduate	Total
Bartow	88	35	123	Henry	383	84	467
Butts	6	8	14	Lamar	19	7	26
Carroll	1,409	267	1,676	Meriwether	52	11	63
Catoosa	35	10	45	Monroe	11	5	16
Chattooga	22	7	29	Murray	6	13	19
Cherokee	178	50	228	Muscogee	100	30	130
Coweta	1,127	136	1,263	Newton	133	18	151
Dade	5	1	6	Paulding	447	97	544
Dawson	5	5	10	Pickens	21	3	24
Douglas	830	114	944	Pike	32	4	36
Fannin	5	1	6	Polk	116	21	137
Fayette	339	68	407	Rockdale	123	15	138
Floyd	111	48	159	Spalding	53	19	72
Forsyth	105	26	131	Talbot	2	1	3
Gilmer	4	5	9	Troup	201	32	233
Gordon	47	9	56	Upson	33	2	35
Haralson	246	37	283	Walker	33	14	47
Harris	46	5	51	Whitfield	40	13	53
Heard	94	10	104	Total	6,507	1,231	7,738

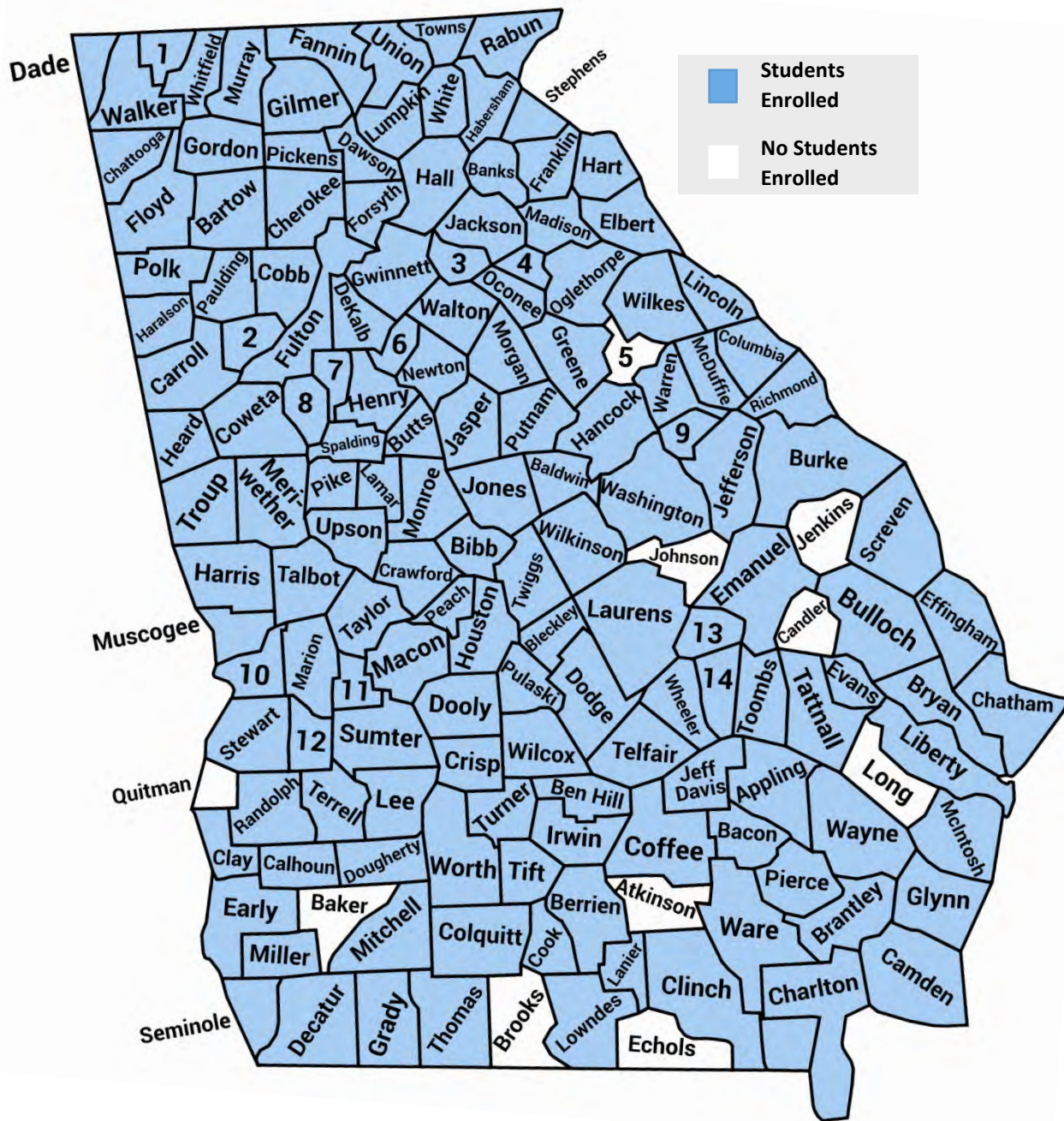
Five-County Metro Area			
Counties	Undergraduate	Graduate	Total
Clayton	290	43	333
Cobb	650	204	854
Dekalb	549	131	680
Fulton	638	160	798
Gwinnett	650	193	843
Total Metro Students	2,777	731	3,508
Other Georgia Counties	863	382	1,245
Total Students from Georgia	10,147	2,344	12,491

Source: Institutional Effectiveness and Assessment



STUDENT INFORMATION

Georgia Counties of Student Origin



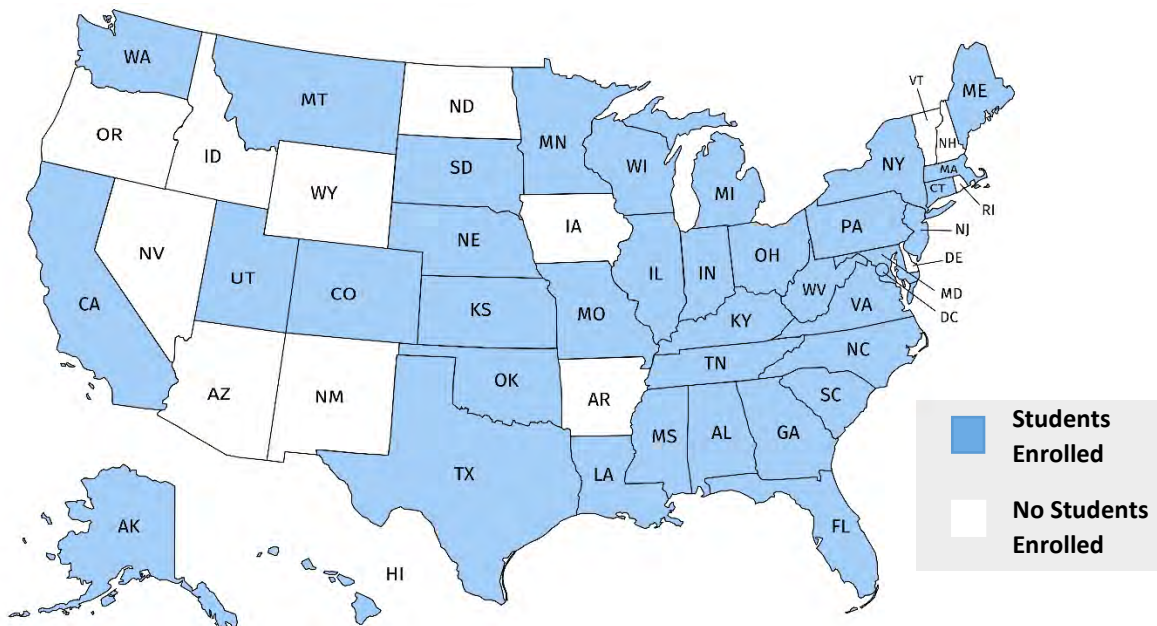
- | | | |
|---------------|-------------------|----------------|
| 1. Catoosa | 6. Rockdale | 11. Schley |
| 2. Douglas | 7. Clayton | 12. Webster |
| 3. Barrow | 8. Fayette | 13. Treutlen |
| 4. Clarke | 9. Glascock | 14. Montgomery |
| 5. Taliaferro | 10. Chattahoochee | |

Geographic Origin by State or Territory

State/Territory	Undergraduate	Graduate	Total	State/Territory	Undergraduate	Graduate	Total
Alabama	101	24	125	Montana		1	1
Alaska	1		1	Nebraska		3	3
California	3	17	20	New Jersey		2	3
Colorado	2	1	3	New York		4	2
Connecticut	1	8	9	North Carolina		3	6
Florida	9	17	26	Ohio		2	4
Georgia	10,147	2,344	12,491	Oklahoma		2	2
Hawaii		1	1	Pennsylvania		1	4
Illinois	2	5	7	South Carolina		1	12
Indiana	2	1	3	South Dakota			1
Kansas		1	1	Tennessee		2	13
Kentucky		3	3	Texas		3	6
Louisiana	1	6	7	Utah		1	3
Maine		2	2	Virginia			6
Maryland	3	2	5	Washington			3
Massachusetts			5	Washington D.C.			1
Michigan	2	1	3	West Virginia			1
Minnesota		1	1	Wisconsin			3
Mississippi	1	6	7	State Not Specified		561	28
Missouri		1	1	Total		10,855	2,548

Source: Institutional Effectiveness and Assessment

States of Student Origin



Geographic Origin by Country

Country	Undergraduate	Graduate	Total
Andorra	1	-	1
Argentina	1	-	1
Ashmore and Cartier Islands	-	1	1
Australia	-	1	1
Austria	-	1	1
Bosnia and Herzegovina	1	-	1
Brazil	4	1	5
Burma (Myanmar)	1	-	1
Cameroon	8	1	9
Canada	10	3	13
Chad	1	-	1
Chile	2	-	2
China, People's Republic of ¹	14	2	16
Colombia	3	1	4
Congo	2	-	2
Cook Islands	1	-	1
Cuba	1	-	1
East Timor	1	-	1
Ecuador	1	1	2
El Salvador	6	-	6
Ethiopia	9	-	9
France	3	-	3
Gabon	2	1	3
Gambia	1	1	2
Germany	13	-	13
Ghana	19	-	19
Guadeloupe	-	1	1
Guyana	1	1	2
Haiti	6	1	7
Honduras	1	-	1
Hungary	1	-	1
India	13	8	21
Indonesia	-	1	1
Israel	1	-	1
Italy	3	-	3
Jamaica	21	-	21
Japan	2	-	2
Kenya	4	-	4
Kiribati	5	-	5
Korea, Republic of (South)	3	-	3
Liberia	1	-	1
Macedonia	1	-	1

¹ A group of students who should have a country of origin of China (CH) incorrectly had a country of origin of *Comoros* (CN) in their student record due to a coding error in banner. The numbers have been updated to accurately reflect the students' country of origin.

STUDENT INFORMATION

Country	Undergraduate	Graduate	Total
Mexico	16	1	17
Micronesia, Federate States of	1	-	1
Namibia	1	-	1
Nepal	2	2	4
Netherlands	3	-	3
New Zealand	2	-	2
Nicaragua	-	2	2
Niger	17	1	18
Nigeria	36	4	40
Pakistan	-	1	1
Peru	-	1	1
Philippines	2	-	2
Romania	1	-	1
Russia	3	1	4
Saudi Arabia	-	1	1
Serbia	-	2	2
Sierra Leone	1	-	1
Singapore	-	1	1
South Africa	-	1	1
South Georgia	1	-	1
Sri Lanka	-	1	1
Svalbard	1	-	1
Ukraine	-	1	1
United Kingdom	15	2	17
United States	10,855	2,548	13,403
Uruguay	3	-	3
Venezuela	1	1	2
Vietnam	3	1	4
Zambia	2	-	2
Zimbabwe	1	-	1
Total	11,135	2,598	13,733

Source: Institutional Effectiveness and Assessment

Countries of Student Origin



STUDENT INFORMATION

Total Enrollment and Student Credit Hours (SCH)

Academic Year	Lower Level ¹			Upper Level ²			Graduate Level			Total	
	Head Count	SCH	Avg. SCH	Head Count	SCH	Avg. SCH	Head Count	SCH	Avg. SCH	SCH	FTE ³
2014-2015											
Summer 2014	1,314	11,721	8.9	2,287	11,616	5.1	1,276	7,572	5.9	30,909	2,721
Fall 2014	6,110	88,975	14.6	4,139	44,205	10.7	1,957	13,141	6.7	146,321	11,077
Spring 2015	5,139	77,862	15.2	4,354	44,778	10.3	1,902	12,573	6.6	135,213	10,197
Total SCH	178,558			100,599			33,286			312,443	
2015-2016											
Summer 2015	1,405	12,394	8.8	2,377	12,155	5.1	1,452	8,862	6.1	33,411	2,963
Fall 2015	6,486	93,467	14.4	4,267	45,716	10.7	2,081	13,875	6.7	153,058	11,530
Spring 2016	5,528	81,387	14.7	4,511	46,766	10.4	1,963	12,776	6.5	140,929	10,667
Total SCH	187,248			104,637			35,513			327,398	
2016-2017											
Summer 2016	1,496	13,080	8.7	2,548	13,674	5.4	1,582	9,791	6.2	36,545	3,231
Fall 2016	6,797	97,745	14.4	4,358	46,395	10.6	2,153	13,888	6.5	158,028	11,877
Spring 2017	5,807	83,611	14.4	4,621	48,829	10.6	2,107	13,633	6.5	146,073	11,059
Total SCH	194,436			108,898			37,312			340,646	
2017-2018											
Summer 2017	1,554	12,890	8.3	2,435	13,251	5.4	1,633	9,994	6.1	36,135	3,215
Fall 2017	6,832	94,810	13.9	4,397	47,264	10.7	2,291	15,058	6.6	157,132	11,941
Spring 2018	5,708	80,751	14.1	4,582	48,063	10.5	2,264	14,793	6.5	143,607	10,935
Total SCH	188,451			108,578			39,845			336,874	
2018-2019											
Summer 2018	1,738	14,544	8.4	2,745	16,137	5.9	1,984	12,314	6.2	42,995	3,834
Fall 2018	6,619	91,770	13.9	4,516	48,336	10.7	2,598	16,528	6.4	156,634	12,002

Notes: Academic year refers to Summer, Fall, and the following Spring. Spring 2019 data not available at time of publication.

Average SCH = Credit Hour/Headcount

Fractional values are truncated per USG/BOR methodology

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

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

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

Source: Institutional Effectiveness and Assessment

Total Student Credit Hours (SCH) By College

College of Arts and Humanities SCH

<i>Academic Year</i>	<i>Lower Level</i>	<i>Upper Level</i>	<i>Graduate Level</i>	<i>Total</i>
2014-2015				
Summer 2014	3,016	1,000	232	4,248
Fall 2014	31,095	4,512	620	36,227
Spring 2015	27,652	4,775	494	32,921
Total	61,763	10,287	1,346	73,396
2015-2016				
Summer 2015	3,364	871	321	4,556
Fall 2015	32,660	4,616	525	37,801
Spring 2016	29,283	4,854	459	34,596
Total	65,307	10,341	1,305	76,953
2016-2017				
Summer 2016	3,379	1,169	355	4,903
Fall 2016	34,030	4,681	397	39,108
Spring 2017	30,155	4,907	437	35,499
Total	67,564	10,757	1,189	79,510
2017-2018				
Summer 2017	3,102	765	318	4,185
Fall 2017	33,366	4,492	434	38,292
Spring 2018	27,986	4,679	490	33,155
Total	64,454	9,936	1,242	75,632
2018-2019				
Summer 2018	3,551	923	379	4,853
Fall 2018	32,033	4,710	529	37,272

Notes: Academic year refers to Summer, Fall, and the following Spring. Spring 2019 data not available at time of publication.

Credit hours as of USG mid-term census date.

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

Source: *Institutional Effectiveness and Assessment*

STUDENT INFORMATION

College of Education SCH

Academic Year	Lower Level	Upper Level	Graduate Level	Total
2014-2015				
Summer 2014	657	1,281	5,610	7,548
Fall 2014	3,778	8,262	8,100	20,140
Spring 2015	3,107	8,196	7,614	18,917
Total	7,542	17,739	21,324	46,605
2015-2016				
Summer 2015	555	1,119	6,630	8,304
Fall 2015	3,432	7,449	9,203	20,084
Spring 2016	3,471	8,062	8,267	19,800
Total	7,458	16,630	24,100	48,188
2016-2017				
Summer 2016	795	1,350	7,731	9,876
Fall 2016	3,556	7,887	9,553	20,996
Spring 2017	3,876	8,688	9,315	21,879
Total	8,227	17,925	26,599	52,751
2017-2018				
Summer 2017	840	1,539	8,187	10,566
Fall 2017	3,729	8,615	10,339	22,683
Spring 2018	3,982	9,092	10,273	23,347
Total	8,551	19,246	28,799	56,596
2018-2019				
Summer 2018	901	2,530	10,278	13,709
Fall 2018	3,904	9,127	12,045	25,076

Notes: Academic year refers to Summer, Fall, and the following Spring. Spring 2019 data not available at time of publication.

Credit hours as of USG mid-term census date.

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

Source: *Institutional Effectiveness and Assessment*

College of Science and Mathematics SCH

Academic Year	Lower Level	Upper Level	Graduate Level	Total
2014-2015				
Summer 2014	4,345	1,021	418	5,784
Fall 2014	29,395	5,235	771	35,401
Spring 2015	26,215	5,093	603	31,911
Total	59,955	11,349	1,792	73,096
2015-2016				
Summer 2015	4,440	1,230	419	6,089
Fall 2015	30,845	5,018	590	36,453
Spring 2016	27,385	5,204	491	33,080
Total	62,670	11,452	1,500	75,622
2016-2017				
Summer 2016	4,648	1,164	319	6,131
Fall 2016	32,434	4,639	516	37,589
Spring 2017	27,714	4,557	450	32,721
Total	64,796	10,360	1,285	76,441
2017-2018				
Summer 2017	4,643	1,121	314	6,078
Fall 2017	31,750	4,449	630	36,829
Spring 2018	26,760	4,384	493	31,637
Total	63,153	9,954	1,437	74,544
2018-2019				
Summer 2018	4,957	1,153	304	6,414
Fall 2018	31,073	4,237	702	36,012

Notes: Academic year refers to Summer, Fall, and the following Spring. Spring 2019 data not available at time of publication.

Credit hours as of USG mid-term census date.

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

Source: *Institutional Effectiveness and Assessment*

STUDENT INFORMATION

College of Social Sciences SCH

Academic Year	Lower Level	Upper Level	Graduate Level	Total
2014-2015				
Summer 2014	2,128	3,294	264	5,686
Fall 2014	16,178	11,073	1,478	28,729
Spring 2015	14,384	11,976	1,401	27,761
Total	32,690	26,343	3,143	62,176
2015-2016				
Summer 2015	2,453	3,528	328	6,309
Fall 2015	17,265	12,083	1,356	30,704
Spring 2016	14,576	13,426	1,291	29,293
Total	34,294	29,037	2,975	66,306
2016-2017				
Summer 2016	2,522	4,159	287	6,968
Fall 2016	18,599	12,404	1,327	32,330
Spring 2017	15,349	14,320	1,387	31,056
Total	36,470	30,883	3,001	70,354
2017-2018				
Summer 2017	2,539	4,071	172	6,782
Fall 2017	18,411	13,260	1,464	33,135
Spring 2018	15,816	14,023	1,374	31,213
Total	36,766	31,354	3,010	71,130
2018-2019				
Summer 2018	3,093	5,344	314	8,751
Fall 2018	17,905	13,945	1,293	33,143

Notes: Academic year refers to Summer, Fall, and the following Spring. Spring 2019 data not available at time of publication.

Credit hours as of USG mid-term census date.

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

Source: *Institutional Effectiveness and Assessment*

Richards College of Business SCH

Academic Year	Lower Level	Upper Level	Graduate Level	Total
2014-2015				
Summer 2014	1,173	4,146	927	6,246
Fall 2014	5,944	11,642	1,359	18,945
Spring 2015	5,862	11,574	1,666	19,102
Total	12,979	27,362	3,952	44,293
2015-2016				
Summer 2015	1,192	4,480	1,032	6,704
Fall 2015	6,550	12,891	1,347	20,788
Spring 2016	5,994	11,794	1,539	19,327
Total	13,736	29,165	3,918	46,819
2016-2017				
Summer 2016	1,313	4,768	978	7,059
Fall 2016	5,872	12,962	1,087	19,921
Spring 2017	5,839	12,827	1,224	19,890
Total	13,024	30,557	3,289	46,870
2017-2018				
Summer 2017	1,331	4,692	894	6,917
Fall 2017	5,714	12,468	1,173	19,355
Spring 2018	5,851	12,197	1,359	19,407
Total	12,896	29,357	3,426	45,679
2018-2019				
Summer 2018	1,542	5,136	936	7,614
Fall 2018	6,000	11,753	1,077	18,830

Notes: Academic year refers to Summer, Fall, and the following Spring. Spring 2019 data not available at time of publication.

Credit hours as of USG mid-term census date.

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

Source: *Institutional Effectiveness and Assessment*

STUDENT INFORMATION

Tanner Health System School of Nursing SCH

Academic Year	Lower Level	Upper Level	Graduate Level	Total
2014-2015				
Summer 2014	360	874	121	1,355
Fall 2014	357	3,481	813	4,651
Spring 2015	20	3,164	795	3,979
Total	737	7,519	1,729	9,985
2015-2016				
Summer 2015	390	927	132	1,449
Fall 2015	435	3,659	854	4,948
Spring 2016	32	3,426	729	4,187
Total	857	8,012	1,715	10,584
2016-2017				
Summer 2016	423	1,064	121	1,608
Fall 2016	460	3,822	1,008	5,290
Spring 2017	42	3,530	820	4,392
Total	925	8,416	1,949	11,290
2017-2018				
Summer 2017	435	1,063	109	1,607
Fall 2017	432	3,944	1,018	5,394
Spring 2018	34	3,688	804	4,526
Total	901	8,695	1,931	11,527
2018-2019				
Summer 2018	468	1,051	103	1,622
Fall 2018	42	4,564	882	5,488

Notes: Academic year refers to Summer, Fall, and the following Spring. Spring 2019 data not available at time of publication.

Credit hours as of USG mid-term census date.

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

Source: *Institutional Effectiveness and Assessment*

Instructional Sites SCH

UWG Newnan

Academic Year	Lower Level	Upper Level	Graduate Level	Total
2014-2015				
Summer 2014	336	648	60	1,044
Fall 2014	1,206	1,864	192	3,262
Spring 2015	985	1,375	240	2,600
Total	2,527	3,887	492	6,906
2015-2016				
Summer 2015	294	689	150	1,133
Fall 2015	2,531	1,974	330	4,835
Spring 2016	2,287	1,548	387	4,222
Total	5,112	4,211	867	10,190
2016-2017				
Summer 2016	471	752	270	1,493
Fall 2016	2,761	1,762	378	4,901
Spring 2017	2,442	1,335	480	4,257
Total	5,674	3,849	1,128	10,651
2017-2018				
Summer 2017	450	746	270	1,466
Fall 2017	3,586	1,766	405	5,757
Spring 2018	2,346	1,376	243	3,965
Total	6,382	3,888	918	11,188
2018-2019				
Summer 2018	499	839	63	1,401
Fall 2018	3,913	2,094	255	6,262

Notes: Academic year refers to Summer, Fall, and the following Spring. Spring 2019 data not available at time of publication.
Credit hours as of USG mid-term census date.

Source: *Institutional Effectiveness and Assessment*

STUDENT INFORMATION

UWG Douglasville

The University System of Georgia (USG) in collaboration with the University of West Georgia (UWG) and Georgia Highlands College (GHC) endeavor to provide affordable access to targeted 4-year academic degree and professional programs for students and residents from Douglas and other surrounding counties. In Fall 2018, UWG Douglasville, in partnership with GHC, became the University of West Georgia’s second official satellite instructional site that offers select academic programs. Notably, UWG Douglasville’s collaboration with GHC has yielded a new 2 Plus 2 program in Mass Communications to facilitate a seamless pathway to a Bachelor of Science degree with a concentration in Public Relations. The 2 Plus 2 program allows GHC students to complete requirements for an Associate of Arts in Communication Pathway degree, then transfer those credits toward the completion of their Bachelor of Science degree from UWG. In addition, both the GHC Douglasville site and the UWG Douglasville site share the same building allowing students to continue their study without any changes in location.

Academic Year	Lower Level	Upper Level	Graduate Level	Total
2018-2019				
Summer 2018	-	-	-	0
Fall 2018	-	84	21	105

Notes: Academic year refers to Summer, Fall, and the following Spring. Spring 2019 data not available at time of publication.
UWG Douglasville instructional site code established Fall 2018.

Source: *Institutional Effectiveness and Assessment*



Student Artwork by Carly Anne Newsom

Financial Aid

Undergraduate Financial Aid

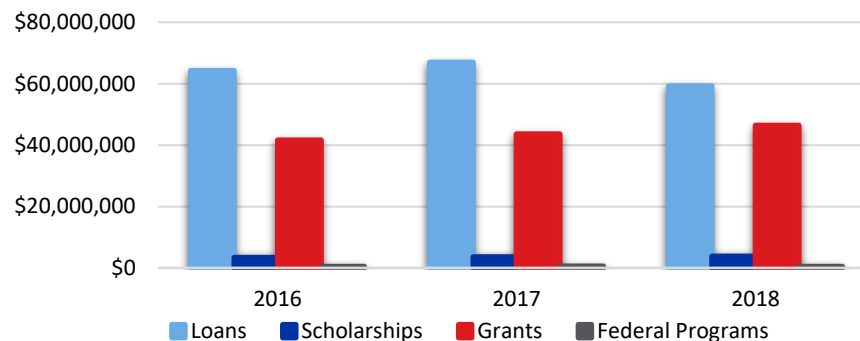
Fiscal Year	2016		2017		2018	
	Awards	Amount	Awards	Amount	Awards	Amount
Loans						
Perkins	38	\$87,922	66	\$154,630	10	\$16,620
Ford Direct Stafford	7,425	\$47,546,206	7,463	\$47,665,084	7,170	\$44,091,835
Parent PLUS ¹	1,601	\$14,488,261	1,773	\$16,871,414	1,652	\$13,097,655
UWG Emergency	342	\$184,078	263	\$135,721	251	\$124,809
Private	252	\$1,968,434	272	\$2,161,842	235	\$1,853,736
Total	9,658	\$64,274,901	9,837	\$66,988,691	9,318	\$59,184,655
Scholarships						
Institutional	770	\$2,189,655	925	\$2,347,825	909	\$2,429,448
Private	572	\$1,129,998	662	\$1,203,706	638	\$1,368,056
State	13	\$55,239	13	\$53,333	13	\$46,594
Total	1,355	\$3,374,892	1,600	\$3,604,864	1,560	\$3,844,098
Grants						
Hope	4,805	\$17,740,443	5,251	\$19,132,515	5,394	\$19,583,963
Pell	5,626	\$23,497,593	5,792	\$24,052,256	5,750	\$26,505,480
SEOG ²	504	\$355,650	608	\$413,514	602	\$377,918
Total	10,935	\$41,593,686	11,651	\$43,598,285	11,746	\$46,467,361
Federal Programs						
College Work Study	305	\$494,397	322	\$554,878	292	\$513,586
AmeriCorps	4	\$9,026	5	\$16,717	0	\$0
Total	309	\$503,423	327	\$571,595	292	\$513,586
Total	22,257	\$109,746,902	23,415	\$114,763,435	22,916	\$110,009,700

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

² The Supplemental Educational Opportunity Grant (SEOG) is awarded to students with the most financial need that have submitted a FAFSA application and are eligible for financial aid.

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

Undergraduate Financial Aid by Source



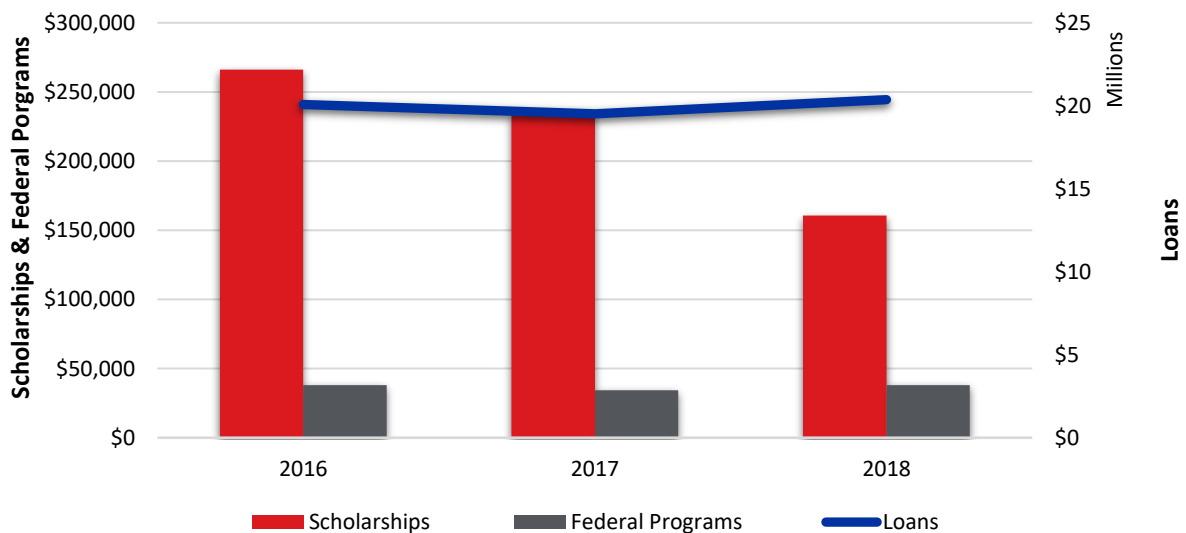
STUDENT INFORMATION

Graduate Financial Aid

Fiscal Year	2016		2017		2018	
	Awards	Amount	Awards	Amount	Awards	Amount
Loans						
Perkins	0	\$0	0	\$0	0	\$0
Ford Direct Stafford	1,544	\$19,802,201	1,522	\$19,251,285	1,807	\$20,059,077
GRAD PLUS	19	\$111,617	18	\$75,729	26	\$144,214
Short-Term Loans	64	\$36,100	55	\$34,975	46	\$23,850
Private	18	\$128,865	23	\$154,324	20	\$142,198
Total	1,645	\$20,078,783	1,618	\$19,516,313	1,899	\$20,369,339
Scholarships						
Institutional	55	\$142,587	64	\$87,238	47	\$86,864
Private	32	\$123,655	48	\$147,728	45	\$73,660
Total	87	\$266,242	112	\$234,966	92	\$160,524
Federal Programs						
Work Study	8	\$11,662	6	\$7,806	4	\$10,170
AmeriCorps	8	\$26,246	6	\$26,451	10	\$27,786
Total	16	\$37,908	12	\$34,257	14	\$37,956
Total	1,748	\$20,382,933	1,742	\$19,785,536	2,005	\$20,567,819

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

Graduate Financial Aid by Source



Academics



"Biological Interpretation" by Larissa McPherson

Academic Information At-A-Glance



**Over 400,000
Volumes in
Ingram Library**



**1,829 Students in
First-Year
Programs**



**16 Countries Visited
via Education
Abroad**



**241 Continuing
Education Programs
Offered**

Degrees and Majors Authorized

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

Bachelor of Arts with a Major in:

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

Bachelor of Business Administration with a Major in:

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

Bachelor of Fine Arts with a Major in:

Art	500701
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Bachelor of Interdisciplinary Studies

Bachelor of Interdisciplinary Studies	300000
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Bachelor of Music with a Major in:

Music	500901
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ACADEMIC INFORMATION

Bachelor of Science with a Major in:

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

Bachelor of Science in Education with a Major in:

Elementary Education	131202
Physical Education	131314
Special Education and Teaching, General	131001
Speech-Language Pathology	510203

Bachelor of Science in Nursing

Bachelors of Science in Nursing	513801
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Bachelor of Science in Nursing, RN to BSN

Bachelors of Science in Nursing, RN to BSN	513801
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Master of Arts with a Major in:

	CIP Code
Criminology	450401
English	230101
History, General	540101
Psychology	420101
Sociology	451101

Master of Arts in Teaching

Master of Arts in Teaching	131206
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Master of Business Administration

Master of Business Administration	520201
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Master of Education with a Major in:

Business Education	131303
Early Childhood Education	131202
Educational Leadership	130401
Media	130501
Professional Counseling	131101
Reading Instruction	131315
Secondary Education	131205
Special Education and Teaching, General	131001
Speech-Language Pathology	510203

Master of Music with a Major in:

Music	500901
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Master of Professional Accounting

Master of Professional Accounting	520301
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Master of Public Administration

Master of Public Administration	440401
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ACADEMIC INFORMATION

Master of Science with a Major in:

	CIP Code
Applied Computer Science	110701
Biology	260101
Mathematics	270199
Sports Management	310504

Master of Science in Nursing

Master of Science in Nursing	513801
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Specialist in Education with a Major in:

Early Childhood Education	131202
Educational Leadership	130401
Media	130501
Professional Counseling	131101
Secondary Education	131205
Special Education	131001

Doctor of Education with a Major in:

Nursing Education	513817
School Improvement	139999

Doctor of Education in:

Higher Education Administration	130406
Professional Counseling and Supervision	131101

Doctor of Philosophy in:

Psychology: Consciousness and Society	422802
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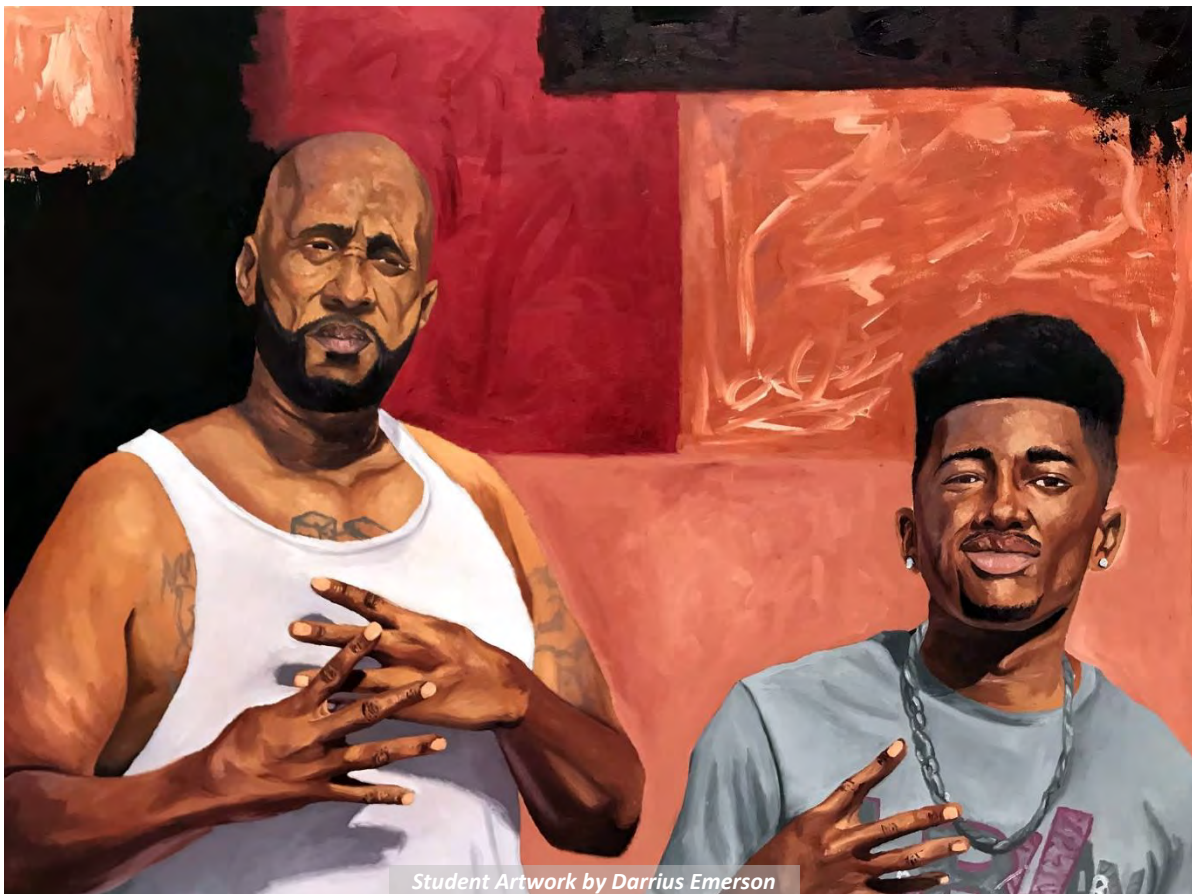
Post-Baccalaureate Certificate in:

	CIP Code
Data Analysis and Evaluation Methods	450102
European Union Studies	050106
Geographic Information Systems	450799
Museum Studies	301401
Nonprofit Management and Community Development	440201
Program Evaluation	130601
Public History	540105
Public Management	440401

Post-Master’s Certificate in:

Health Systems Leadership	513802
Nursing Education	513899

Source: University System of Georgia



Student Artwork by Darrius Emerson

Campus Internal Centers

The University System of Georgia (USG) recognizes four internal centers at the University of West Georgia (UWG). A "center" provides an organizational base for research in a given academic area or closely related areas. It often provides a vehicle for interdisciplinary research in a given area involving faculty and students from a variety of internal administrative structures. It may also be involved in the offering of continuing education activities related to its area(s) of interest. The "center" structure may facilitate efforts of the college or university to obtain extramural funding in specific areas. It serves as a formalized link between the academic and professional communities in the area(s) of focus; however, it is not an autonomous structure within the internal statutory organization of a college or university. Administratively, it is most often an appendage of one of the traditional administrative structures, such as a department, and is not involved in the independent offering of credit courses or degree programs.

Source: University System of Georgia

The following centers are recognized by the USG:

Center for Public History

The Center for Public History researches, documents, preserves, and promotes public discussion of the history and cultural, architectural, and folk life resources of the broader west Georgia region. The Center supports the mission and program of the History Department, the College of Arts and Humanities, and the University of West Georgia. Drawing on the expertise and talents of university faculty and



Gazebo in Love Valley, UWG, Carrollton, GA, n.d.

students through disciplinary and interdisciplinary collaborative projects, the Center engages in a wide range of research and educational public outreach services and programs in its service region. Faculty and students at the Center provide consultation and services in historical research, oral history, folk life fieldwork, architectural survey, exhibit development, and public and community program development for the wider university service region. Center staff serve museums, local governments, historical societies and organizations, historic preservation groups, businesses, industries, churches, civic organizations, libraries, schools, community groups, and private individuals.

Source: Center for Public History

Center for Student Involvement

The Center for Student Involvement (CSI) aspires to actively engage every student at the University and greater community. CSI enhances the student experience and provides leadership development through a variety of programs, activities, and services, which contribute to the vibrancy of campus life. CSI provides a variety of leadership programs including Leadership To Go, Lead Lunch, Lead Day and Lead Weekend. Annual student programs include Welcome Back Blast, Homecoming, Spring Fling and The Big



Event, UWG's annual day of service for the local community. CSI sponsors a variety of volunteer and involvement programs, registers over 150 student organizations annually, and advises a vibrant fraternity and sorority system. The department also provides commuter programs, advisement of the Student Government Association, and Weekends West Georgia activities.

Source: Center for Student Involvement

Small Business Development Center

The University of West Georgia Small Business Development Center (UWG SBDC) is part of the Richards College of Business and is one of 17 centers in the Georgia SBDC Network. Professional business consultants at the UWG SBDC offer confidential consulting services free of charge to companies seeking management, marketing, and financial advice. Some assistance is also provided to pre-venture businesses that have gathered the necessary information and are ready to move forward. The UWG SBDC serves Carroll, Coweta, Douglas, Haralson, Heard and Polk counties.

The Georgia SBDC Network is proud to be the premiere service provider to the state's small businesses. Through the continued support of Congress via the Small Business Association and the University System of Georgia, the Georgia SBDC Network assists small businesses in bringing innovations to the world market and jobs to our citizens.

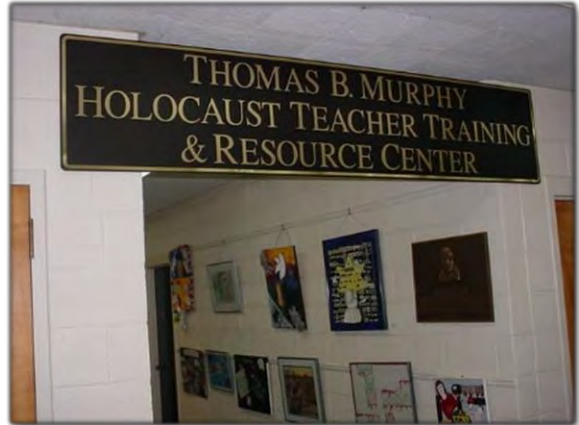
Source: Small Business Development Center



ACADEMIC INFORMATION

Thomas B. Murphy Holocaust Teacher Training & Resource Center

The Thomas B. Murphy Holocaust Teacher Training and Resource Center, sponsored by the Georgia Commission on the Holocaust, is the only public center of its kind wholly devoted to teacher training. The center is easily accessible to the teachers of the state and serves as a clearinghouse for materials and information from public and private agencies. It is partnered directly with the United States Holocaust Memorial Museum in Washington D.C. and the Association of Holocaust Organizations, as well as Yad Vashem in Israel. The Center functions in cooperation with the University of West Georgia, the University System of Georgia, the Georgia Department of Education, Georgia Public Broadcasting, regional education service agencies, the Georgia Commission on the Holocaust, and individual school systems in the state of Georgia. The Center includes a resource library, archives, and a media center. Curriculum development, teacher conferences, staff development seminars, a photographic and periodical collection, art exhibits, a speaker's bureau, portable historic and cultural exhibits, and teacher work areas are components of the Resource Center.



Source: Thomas B. Murphy Holocaust Teacher Training & Resource Center



Irvine Sullivan Ingram Library

The Irvine Sullivan Ingram Library provides online and in-house collections and services to meet the research and educational needs of the UWG community. Library users may request University System of Georgia resources through GIL (GALILEO Interconnected Libraries) Express and have access to Georgia Library Learning Online (GALILEO), an online library of databases, full-text electronic journals, and reference resources available to all Georgians, as well as to a range of electronic materials selected to support the university's academic programs. A repository for federal documents, the library houses a collection of United States government publications and provides access to government information online and in other electronic formats. The University is a member of the Atlanta Regional Council for Higher Education (ARCHE), which allows students, faculty and staff to utilize the resources of other member libraries. The library offers a 2-credit course, LIBR 2100: Information, Literacy and Research, designed to enhance the information literacy skills of UWG students.

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



ACADEMIC INFORMATION

Library Collection and Usage					
	2014	2015	2016	2017	2018
Holdings					
Volumes Added During the Year	2,918	1,518	1,132	2,915	3,185
Year-End Volumes	407,055	408,573	409,628	403,387	402,741
Year-End Microfilm Reels	22,638	22,699	22,823	21,283	21,283
Physical Units of Other Microtext at End of Year	536,640	536,431	536,438	536,438	535,731
Periodical Titles Received at End of Year	431	434	421	431	440
Electronic Periodical Titles	87,845	91,710	87,682	75,757	89,693
Government Documents					
U.S. Documents	67,425	50,248	50,987	50,131	49,313
U.S. Documents (Microfiche)	4,652	4,642	4,644	4,644	4,236
Collection Development					
Supplies and Books Expenditures	\$261,132	\$125,489	\$73,204	\$123,560	\$144,485
Periodicals Expenditures	\$177,000	\$177,873	\$188,240	\$252,406	\$222,734
Circulation					
Books	49,135	71,062	59,932	50,799	44,263
eBook Downloads - Entire Book	-	-	-	15,393	183,329
eBook Downloads - Sections Downloaded	-	-	-	23,538	97,823
Reserve Transactions	6,965	21,751	24,859	27,976	30,836
GIL ¹ Express Provided to Other USG Libraries	2,171	1,825	1,457	844	562
GIL ¹ Express Received from Other USG Libraries	2,944	2,425	2,452	1,640	N/A ²
Interlibrary Loans					
Borrowed	3,002	3,750	4,949	4,827	2,898
Loaned	3,607	3,492	3,583	3,097	2,640

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

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

Source: Ingram Library



Extended Learning

The Office of Extended Learning has responsibility for the administration of Distance and Distributed Education (UWG Online), eCore, and Continuing Education. It also provides administrative support for other off-campus graduate and undergraduate courses and programs. The offices of Extended Learning are located on the Carrollton campus and at UWG Newnan.

Extended Learning Head Count and Credit Hours by Delivery Method								
Method	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Head Count	Credit Hours	Head Count	Credit Hours	Head Count	Credit Hours	Head Count	Credit Hours
eCore ¹	1,073	5,292	1,283	6,234	1,504	7,164	1,492	7,180
51-94% Online	1,629	6,190	2,046	7,136	1,318	4,941	1,530	5,955
95-99% Online	1,189	3,726	1,114	3,346	1,382	4,608	1,524	5,102
100% Online	4,733	22,818	5,332	26,791	5,722	30,328	6,573	34,870
Unduplicated-All Methods	6,655	38,026	7,559	43,507	7,694	47,041	8,430	53,107

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



Source: Institutional Effectiveness and Assessment

First-Year Programs

The University of West Georgia offers a broad range of programs to help first-year students transition to college successfully. All of UWG’s first-year programs share the same goals: connect students with fellow peers and the University, improve academic performance and student GPAs, and clarify college expectations for academic and personal success. Every first-year student is asked to enroll in (at least) one of three first-year programs.

Living-Learning Communities

Living-Learning Communities (LLCs) are specialized living environments for small groups of residential students that offer common housing (i.e., they live on the same floor or floors), common courses, and programing connected to their LLC theme.

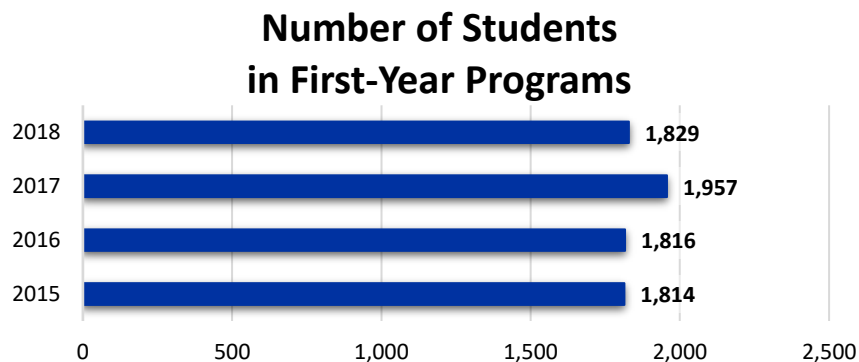


Learning Communities

Learning Communities (LCs) are small groups of students who take their classes together during their first year. LCs offer a “small college” environment within the larger campus. These courses can center on a common theme such as film, creative writing, the environment, or science-based careers in either the health professions or engineering.

First-Year Seminar

First-Year Seminars are designed to introduce students to the academic life of the university. They focus on intellectually engaging topics that reflect faculty commitment to helping students learn how to succeed in college. All First-Year Seminars count within the University of West Georgia’s core curriculum, so they also set students on a pathway toward completing their degree in a timely fashion. Seminars are offered on a variety of academic topics in the Sciences and Math, Humanities and the Arts, and the Social Sciences.



Source: First-Year Programs

Honors College

In June of 1999 the Board of Regents of the University System of Georgia established the first Honors College in the state at the University of West Georgia (UWG). The Honors College is designed for highly motivated students who have demonstrated superior academic achievement and express a desire to continue on that path. Honors students become immersed in a learning community where they are expected to be actively engaged in an on-going, interactive learning process with like-minded faculty and peers, both in and out of the classroom. UWG's Honors College features a comprehensive curriculum and offers Honors distinctions in all of its undergraduate programs. Honors students have the opportunity to engage with faculty and other honors students in small, rigorous classes and are encouraged and supported in undergraduate research endeavors, undergraduate publishing, undergraduate grant writing, community service activities and preparation for postgraduate study or career success.

The Office of Undergraduate Research

UWG prides itself on its focus on undergraduate research providing a vast array of opportunities for students to be engaged in research alongside faculty and independently. The Office of Undergraduate Research spearheads a number of on- and off-campus activities that support and encourage students to be engaged in research. The Student Research Assistance Program (SRAP) allows students to get hands-on experience, frequently within their major, assisting faculty on a particular research project. The Student Travel Grant Program provides funding for students to travel to present their research to regional, national, or international conferences. The Office of Undergraduate Research, in conjunction with the Honors College, also hosts an on-campus conference each year where students are encouraged to present their research to the UWG community.

Students by Class Level				
<i>Fiscal Year</i>	2015	2016	2017	2018 ¹
Freshmen	175	112	166	76
Sophomores	184	214	199	177
Juniors	170	193	236	86
Seniors	95	179	151	69
Total	624	698	752	408

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

Student Enrollment and Conversions				
<i>Fiscal Year</i>	2015	2016	2017	2018
Duplicated Enrollment in Honors Courses	668	522	587	526
Duplicated Honors Conversions ¹	359	308	290	306

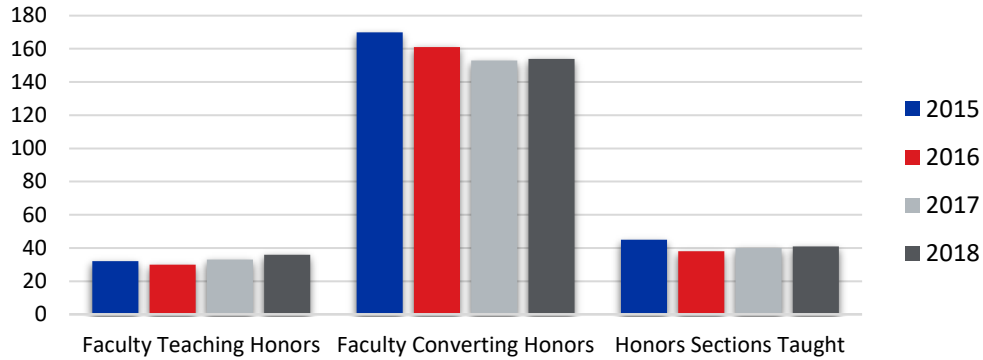
¹ Conversions occur when a student is in a general section of a course, but is assigned honors credit for completing extra work.

ACADEMIC INFORMATION

Faculty Involvement				
<i>Fiscal Year</i>	2015	2016	2017	2018
Faculty Teaching Honors	32	30	33	36
Faculty Converting Honors ¹	170	161	153	154
Honors Sections Taught	45	38	40	41

¹ Conversions occur when a student is in a general section of a course, but is assigned honors credit for completing extra work.

Faculty Involvement with the Honors College

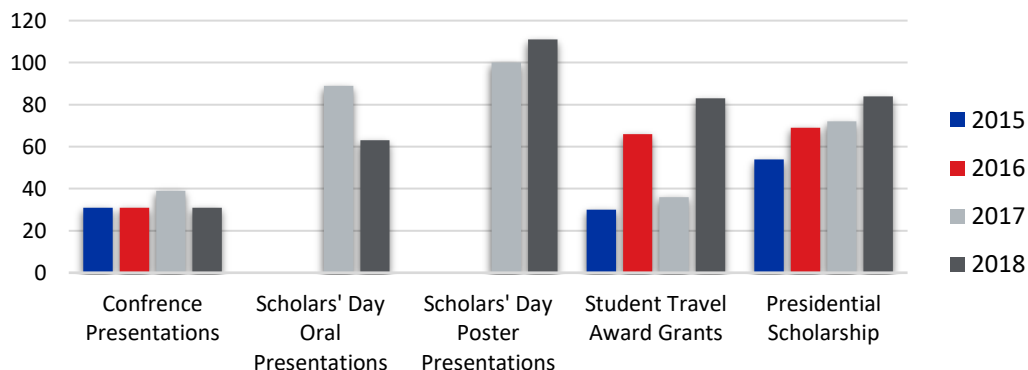


Student Research and Awards				
<i>Fiscal Year</i>	2015	2016	2017	2018
Students Presenting at Conferences ¹	31	31	39	31
Oral Presentations at UWG Scholars' Day	-	-	89	63
Poster Presentations at UWG Scholars' Day	-	-	100	111
Student Travel Award Grants Awarded	30	66	36	83
Presidential Scholarships Awarded	54	69	72	84

¹ Conferences include the National Collegiate Honors Council (NCHC), Southern Regional Honors Council (SRHC), Georgia Collegiate Honors Council (GCHC), Georgia Undergraduate Research Conference (GURC), and National Council on Undergraduate Research (NCUR). This does not include other conferences that students may have presented at during the year. Presentations are a duplicated count as students had the opportunity to present at multiple conferences.

Source: Honors College

Student Research and Awards



Education Abroad

Study abroad is a high impact educational practice that allows University of West Georgia (UWG) students to engage in experiential learning activities overseas. Study abroad provides participants with benefits that enhance not only personal growth but also career preparation – greater maturity and the ability to adapt to change, enhanced ability to communicate across cultures, and greater awareness of the responsibilities of global citizenship – all as part of an academic experience that will move students towards degree completion and prepare them to compete in the globalized marketplace. The Office of Education Abroad (OEA) coordinates the campus’s study abroad activities and provides advising for students on the different types of programs available; OEA also provides training and support for faculty interested in developing academic travel programs. Study abroad is open to all students, and programs are available in a variety of majors. UWG also has scholarship programs to help students take advantage of the opportunity to study abroad.

Countries Visited During Academic Year¹ 2018

Australia	France	South Africa
Belize	Germany	South Korea
Chile	Ireland	Spain
Costa Rica	Italy	United Kingdom
Czech Republic	Japan	
Ecuador	Russia	

Languages In Which Students Gained Skills

French	Korean
German	Russian
Japanese	Spanish

Programs Offered

Full Semester	12
Short-term	16

Study Abroad Population in Academic Year¹ 2018

Academic Majors Represented	37
% who are First-Generation College Students	42%
% Who Had Never Been Overseas	40%

¹Academic Year for Education Abroad Includes Fall 2017 to Summer 2018.

Source: The Office of Education Abroad



Education Abroad Student at the Coliseum in Rome, Italy

Continuing Education

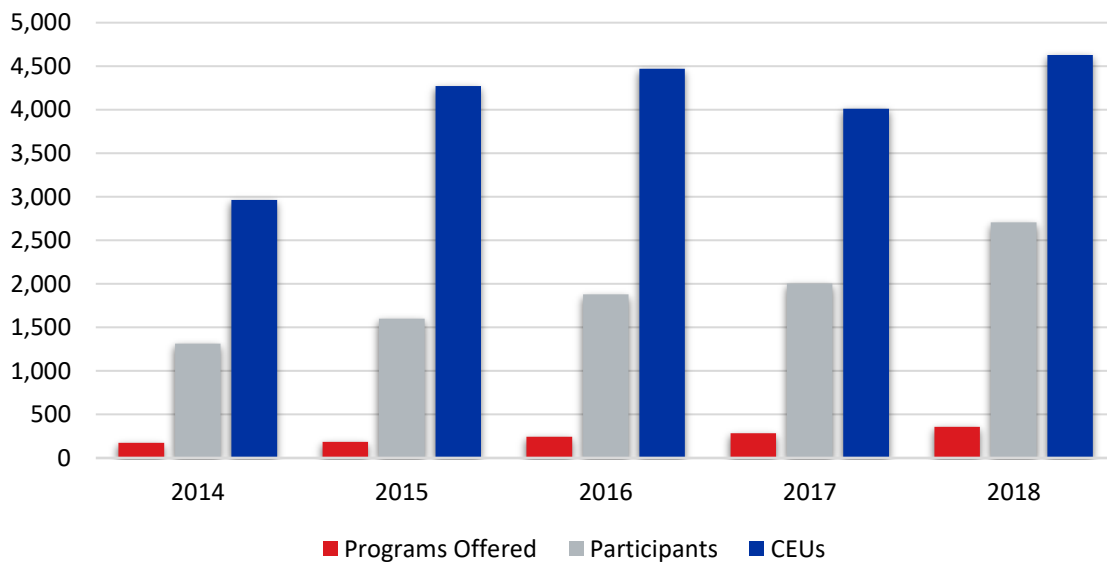
The Department of Continuing Education at the University of West Georgia designs and delivers quality non-credit programs, courses, workshops, and seminars for professional development and personal enrichment. The department draws upon the expertise of the University’s outstanding faculty and staff,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



<i>Fiscal Year</i>	2014	2015	2016	2017	2018
Programs Offered	173	186	245	284	358
Participants	1,313	1,600	1,879	2,003	2,708
Continuing Education Credits (CEUs)	2,965	4,272	4,469	4,010	4,630

Source: Continuing Education

Continuing Education




Student Enrichment



Bonfire for Homecoming in Love Valley, UWG, Carrollton, GA, c. 2018


Student Enrichment At-A-Glance



**156,795 Calls
Fielded by the
Enrollment Services
Center Call Center**



**3,187 Students Living
on Campus**



**Over \$5.2 Million
Distributed in
Student Wages**



**590 Students
Utilizing Military
Benefits for School**

Enrollment Services Center

The Enrollment Services Center (ESC) was created in 2010 to provide a centralized office dedicated to providing excellent face-to-face customer service in financial aid and registration assistance to students. ESC also operates a Call Center that handles inbound calls for Financial Aid, the Registrar, Enrollment Services, Admissions, and the General University phone line which receives upwards of 3,700 phone calls a day. In addition, ESC is home to the Imaging Center, which images documents to be added to student records. ESC oversees the general scholarship application portal for the University and provides transcripts and certifications of enrollment.

<i>Fiscal Year</i>	2015	2016	2017	2018
Number of Calls Fielded by Call Center	129,830	128,870	147,664	156,795
Percent of Calls Answered	75%	60%	66%	79%
Average Wait Time (in minutes)	1.2	2.5	2.2	1.0

Source: Enrollment Services Center



New Student Programs

The Office of New Student Programs serves students and families by educating, collaborating, and creating meaningful experiences that encourage a positive transition to the University. New Student Programs introduces students to UWG and facilitates the seamless transition of students into both academic and social environments. The office is comprised of: Dual Enrollment; Orientation and Pack Premiere; and Parent and Family Programs.

Dual Enrollment

Dual Enrollment, formerly known as Move On When Ready (MOWR), is a non-need based grant program for students at eligible high schools. It allows students to enroll in approved college-level coursework for credit toward both high school and college graduation requirements.



Orientation and Pack Premiere

Orientation provides a comprehensive experience for acclimating new students and families to university resources. It also provides a schedule for students' first semester and ensures they are ready to start classes. Students entering in the fall semester continue their transition with a four-day welcome week experience called Pack Premiere. Pack Premiere is aimed at both reconnecting students with the campus and making friends. It provides an opportunity for students to begin enjoying the place they will call home over the next several years.

Parent and Family Programs

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

Academic Year	2014-15	2015-16	2016-17	2017-18
Number of students attending orientation	2,532	3,080	3,099	3,196
Number of Pack Premiere participants	-	-	1,600	1,064

Notes: Academic Year for New Student Programs measures Summer and Fall student orientations, but does not typically account for Fall session 2 or Spring start students. The number also does not account for students who attend orientation but decide to update to a new semester, or for students that do not come to orientation at all.

Source: New Student Programs

Housing and Residence Life

The Department of Housing and Residence Life strives to provide comfortable housing, academic support, and opportunities that challenge residents to succeed. Living West is more than finding a place to sleep, it is about living life as a part of both the campus and community. Living on campus is the sure way to be close to everything the campus has to offer, as residential communities are a quick walk away from classrooms, meeting places, campus recreation, and dining facilities. To make living on campus a positive and memorable experience, Housing and Residence Life also provides educational and social opportunities. The department emphasizes the importance of safety and security by offering ResSTAR, a 24/7 service that assists residential students with issues such as lock outs, noise complaints, and maintenance concerns. Each residence hall has an ID check at every front door, and guests must register at one of three service desks unless they are a current residential student.



Residence Hall Occupancy

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

Residency by Level	2015	2016	2017	2018
Academy ¹	41	14	-	-
Freshman	2,125	1,862	2,051	2,033
Sophomore	596	822	636	714
Junior	216	352	257	256
Senior	123	187	130	163
Graduate	8	9	6	12
Total	3,109	3,246	3,080	3,178

Note: All data is based on Fall semester.

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

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

Center for Diversity and Inclusion

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

Fiscal Year 2018	
Total Attendees at CDI Sponsored Events	3,110
Unduplicated CDI Sponsored Events	20
Total Training Sessions for Students	28
Unduplicated Student Attendees at CDI Trainings or Courses	1,074
Total Training Sessions for Faculty/Staff	28
Unduplicated Faculty/Staff Attendees at CDI Trainings or Courses	688
Community Organizations CDI Provided Workshops/Presentations	13
Community Attendees to Presentations or Workshops	318
Students Mentored at CDI	160
Mentoring Hours Conducted	1,830

Source: Center for Diversity and Inclusion



Center for Academic Success

The Center for Academic Success seeks to develop high-level thinkers and self-empowered learners by providing the tools needed for academic success to the University's diverse student population. These tools include Peer Academic Tutoring, Supplemental Instruction, Peer and Professional Staff Coaching, Success Workshops, the Succeed West program, and a number of employment opportunities for students. The Center for Academic Success promotes the development of student leaders who facilitate active and collaborative learning. Through strategic collaboration with faculty and campus partners, the Center for Academic Success seeks to become both an exemplary and effective academic assistance model through which students engage in success-oriented behaviors and a benchmark for peer and aspirant institutions.

<i>Fiscal Year</i>	2015	2016	2017	2018
Course Sections Offering Supplemental Instruction (SI)	61	110	151	212
Percent of Students in Course Sections Offering SI Participating in SI	33%	35%	28%	28%
Peer Tutoring Appointments	5,648	5,983	6,460	6,610
Unduplicated Students Utilizing Peer Tutoring	1,193	1,123	1,328	1,269
Coaching Appointments ¹	1,673	999	1,109	2,119
Unduplicated Students with Coaching Appointments	643	363	457	898

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

Source: Center for Academic Success



STUDENT ENRICHMENT INFORMATION

Advising Center

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

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

<i>Fiscal Year</i>	2015	2016	2017	2018
Number of Students Advised	2,190	3,029	3,553	4,458
Number of Academic Programs Advised	14	24	27	27

Source: Advising Center



Center for Adult Learners and Veterans

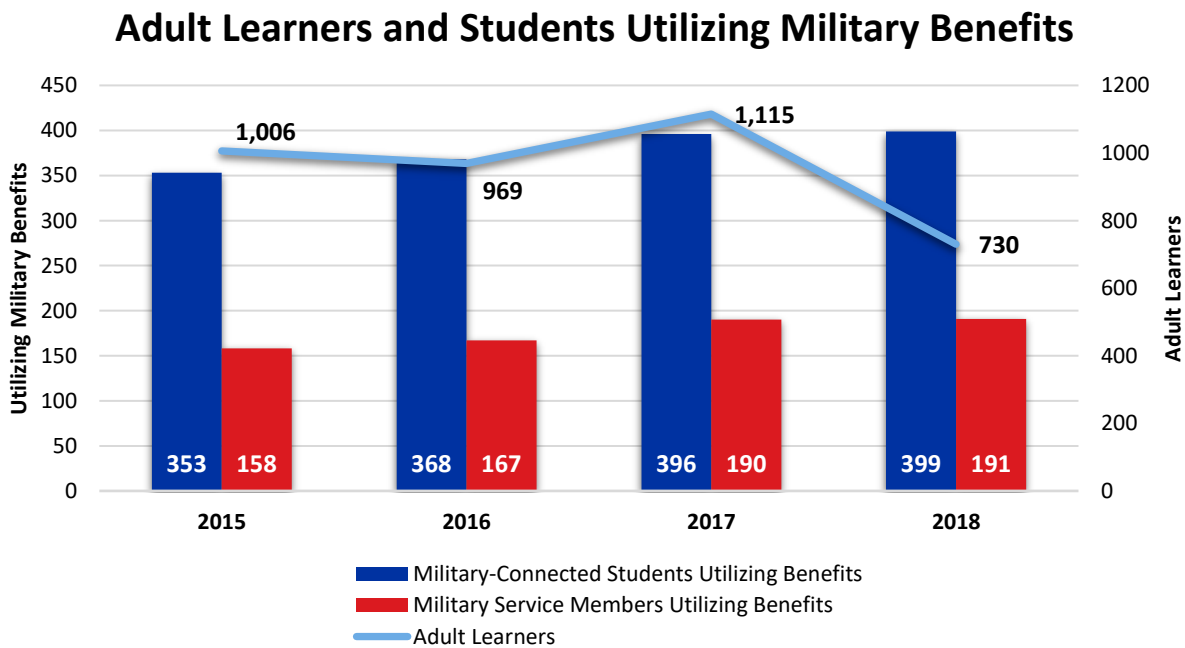
The Center for Adult Learners and Veterans (CALV) supports the retention, progression, and graduation of students at the University through services and programs for adult learners, veterans, and their families. The Center serves individual students and leads campus-wide education and awareness initiatives. The Center offers outreach, in-person and on-line support for student success, and assistance to promote and meet the needs of these learners. In addition, CALV offers a Green Zone training course that provides participants with tools to understand the experiences of military-connected students along with the confidence to act as advocates for them on campus.

Fiscal Year	2015	2016	2017	2018
Military-Connected Students Utilizing Benefits	353	368	396	399
Military Service Members Utilizing Benefits	158	167	190	191
Adult Learners ¹	1,006	969	1,115	730
Duplicated Visits to CALV	-	2,360	3,224	4,370
Unduplicated Student Visitors to CALV	-	320	324	344

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

¹ Fall count per Board of Regents, undergraduates only.

Source: Center for Adult Learners and Veterans



STUDENT ENRICHMENT INFORMATION

Career Services

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

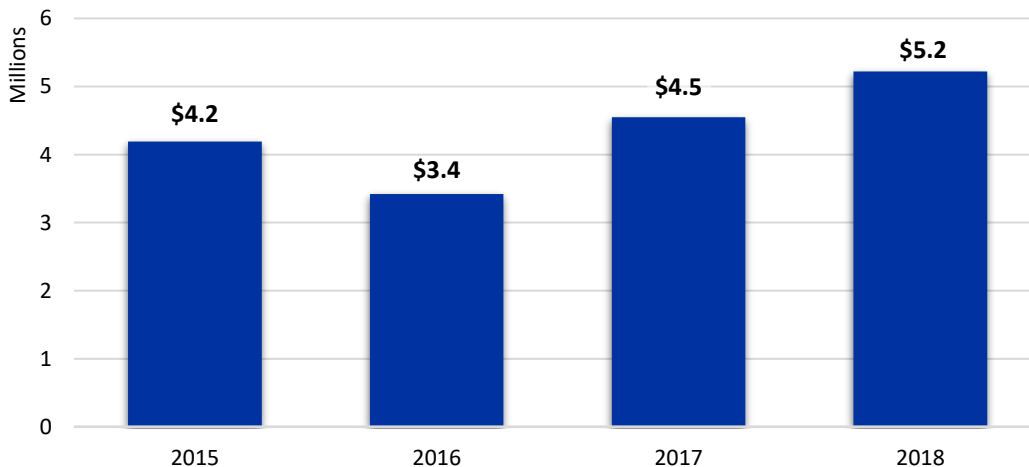


<i>Fiscal Year</i>	2015	2016	2017	2018
Students in Career Services Events ¹	3,678	6,048	5,347	5,151
Students with Individual Appointments	494	1,570	1,313	1,155
Students Employed on Campus	1,837	1,759	1,865	2,031
Wages Generated by Student Employment	\$4,190,918	\$3,417,931	\$4,545,526	\$5,218,491
Recruitment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

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

Source: Career Services

Wages Generated by Student Employment



Health Services

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



Health Services provides a variety of medical services designed to meet the basic needs of the student population. The medical team includes a physician, multiple advanced practice providers, and a pharmacist dedicated to student health and wellness. Trained Advocates and a Sexual Assault Nurse Examiner are on-call 24/7 to respond to reports of sexual assault, intimate partner violence, and/or stalking. Health Services also houses a full pharmacy offering various

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

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

<i>Fiscal Year</i>	2015	2016	2017	2018
Unduplicated Classes Offered ¹	8	8	7	4
Total Classes Taught	262	268	197	125
Total Participants in Classes	15,460	10,272	10,661	2,398
Prescriptions Filled	39,342	36,103	18,603	10,986
Patients Seen by Physician	2,358	2,197	1,209	593
Patients Seen by Nurse Practitioner	13,008	12,946	8,243	6,026
Patients Seen by Advocate	1,095	1,248	1,197	851
Patients Seen by Nurse	4,444	4,726	5,622	2,399
Total Patient Visits	20,905	21,117	16,271	9,869
Unduplicated Patients	6,159	6,230	5,412	3,853

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

Source: Health Services

STUDENT ENRICHMENT INFORMATION

Counseling Center

The Counseling Center is accredited by the International Association of Counseling Services (IACS) and provides free, confidential counseling and psychoeducational outreach to all enrolled students. A variety of services are offered through the Counseling Center including counseling appointments, walk-in services from 8:00 a.m. – 4:30 p.m. on business days, after-hours crisis assessment and response services for students experiencing psychological crises, and accessibility services for students with documented disabilities. Students

may engage in group, online, and/or individual counseling to help increase coping skills, increase relationship satisfaction, support academic endeavors, and reach life goals. The counseling provided is holistic, in that it encompasses all aspects of an individual’s wellness; humanistic, as it focuses on assisting students to develop in the way that they think is important; and



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

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

¹ The seven groups offered in 2018 include: Powerful Women of Change (focused on women’s issues), The Art of Coping (2 sessions focused on anxiety and depression), Craving Change (formerly Prime Solutions; focused on substance abuse), Anger Management, Sexuality Acceptance for Everyone (SAFE; focused on LGBTQIA+ students), and Grief Group.

Source: Counseling Center

Center for Student Involvement

The Center for Student Involvement (CSI) aspires to actively engage every student at the University and in the greater community. CSI enhances the student experience and provides leadership development through multiple programs, activities, and services that contribute to the vibrancy of campus life. CSI offers a variety of leadership programs including Leadership To Go, Lead Lunch, Lead Day, and Lead Weekend. Annual student programs include Welcome Back Blast, Homecoming, Spring Fling, and The Big Event, an annual day of service for the local community. CSI sponsors a wide range of volunteer and involvement programs, registers over 150 student organizations annually, and advises a vibrant Fraternity and Sorority system with 26 chapters. CSI also provides commuter programs, advisement for the Student Government Association (SGA), and Weekends West Georgia activities.

<i>Fiscal Year</i>	2015	2016	2017	2018
Student Organizations	155	150	155	168
Fraternities	12	14	15	14
Sororities	12	12	12	12
Unduplicated Student Volunteers	2,078	945	1,727	829
Student Volunteer Hours Generated	16,433	5,523	13,364	9,553

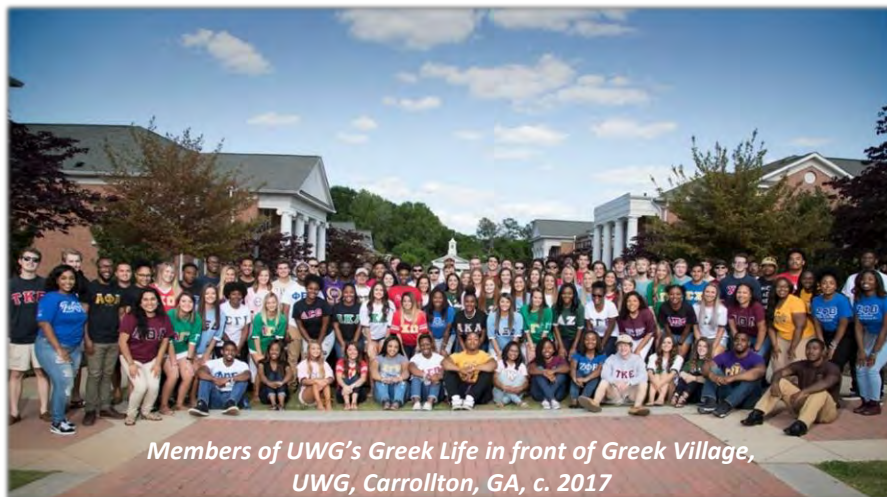
Active Fraternities as of Fall 2018

Alpha Phi Alpha	Omega Psi Phi
Alpha Sigma Phi	Phi Beta Sigma
Chi Phi	Phi Delta Theta
Iota Phi Theta	Pi Kappa Alpha
Kappa Alpha Order	Sigma Chi
Kappa Sigma	Sigma Nu
Lambda Theta Phi	Tau Kappa Epsilon

Active Sororities as of Fall 2018

Alpha Gamma Delta	Kappa Delta
Alpha Kappa Alpha	Lambda Theta Alpha
Alpha Xi Delta	Phi Mu
Chi Omega	Sigma Gamma Rho
Delta Sigma Theta	Sigma Kappa
Delta Zeta	Zeta Phi Beta

Source: Center for Student Involvement



STUDENT ENRICHMENT INFORMATION

University Recreation

University Recreation (UREC) empowers, engages, and educates the university community by providing comprehensive, high-quality, student-focused programs and services that create community, connectivity, and exceptional leadership. Through professionalism, service, teamwork, risk management, and wellness, UREC offers something for everyone and prides itself in maximizing efforts to ensure that all patrons have the opportunities and resources needed to achieve their goals. The programs and services offered are an integral part of the community and the growth and development of the institution because at the heart of the department’s mission is the ability to truly care for individuals and to help them become the best version of themselves.



<i>Fiscal Year</i>	2015	2016	2017	2018
Students Participating in Outdoor Recreation	2,111	2,186	3,386	3,877
Total Student Card Swipes in Campus Center	206,744	174,853	224,838	223,089
Unduplicated Student Card Swipes in Campus Center	8,516	7,603	8,003	7,682
Students Participating in Intramural Sports	8,033	7,079	8,458	5,817

Intramural Sports Offered by UREC as of Fall 2018

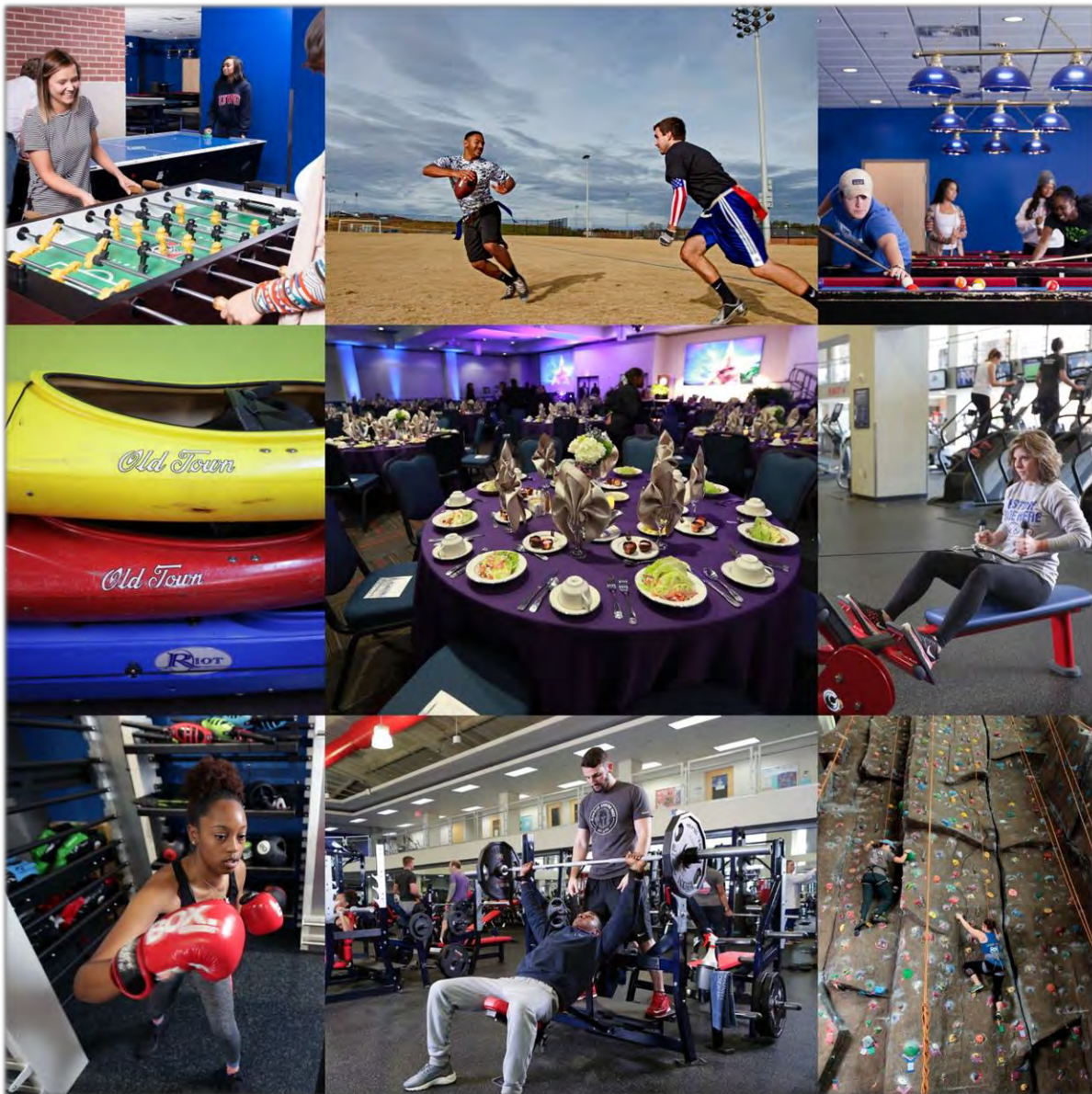
Alpha of the Game Room	Basketball
Alpha Pack ¹ : (2 Day) Broomball	Cornhole Tournament
Alpha Pack ¹ : 4v4 Nerf Flag Football	Dodgeball
Alpha Pack ¹ : Adaptive Rec. Volleyball	Flag Football
Alpha Pack ¹ : Combine	Floor Hockey
Alpha Pack ¹ : Competitive Sports Showcase (Bump Soccer)	Futsal (Indoor Soccer)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

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

UREC Amenities as of Fall 2018

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

Source: University Recreation



STUDENT ENRICHMENT INFORMATION

Athletics

The University has a long-standing tradition of excellence on the field and in the classroom. UWG Athletics continues to thrive in the National Collegiate Athletic Association (NCAA) Division II in the Gulf South Conference. The 2017-18 athletic year marks the eighth straight year that at least one team from West Georgia competed at the national level.



In the 2017-18 athletic year, representatives from three different teams competed at the NCAA Regional level, beginning with football in the fall. The UWG football program reached the NCAA playoffs for the third time in four years, advancing to the second round of the tournament. Individuals from both the men's and women's golf teams received an invitation to the 2018 NCAA Tournament, completing the postseason at the NCAA Regional in Tennessee for the women and North Carolina for the men.

Athletics offers 13 varsity sports – eight for women and five for men – along with a variety of club sports. UWG Cheerleading has won 22 championships at Universal Cheerleaders Association (UCA) National since 2001.

Source: Athletics

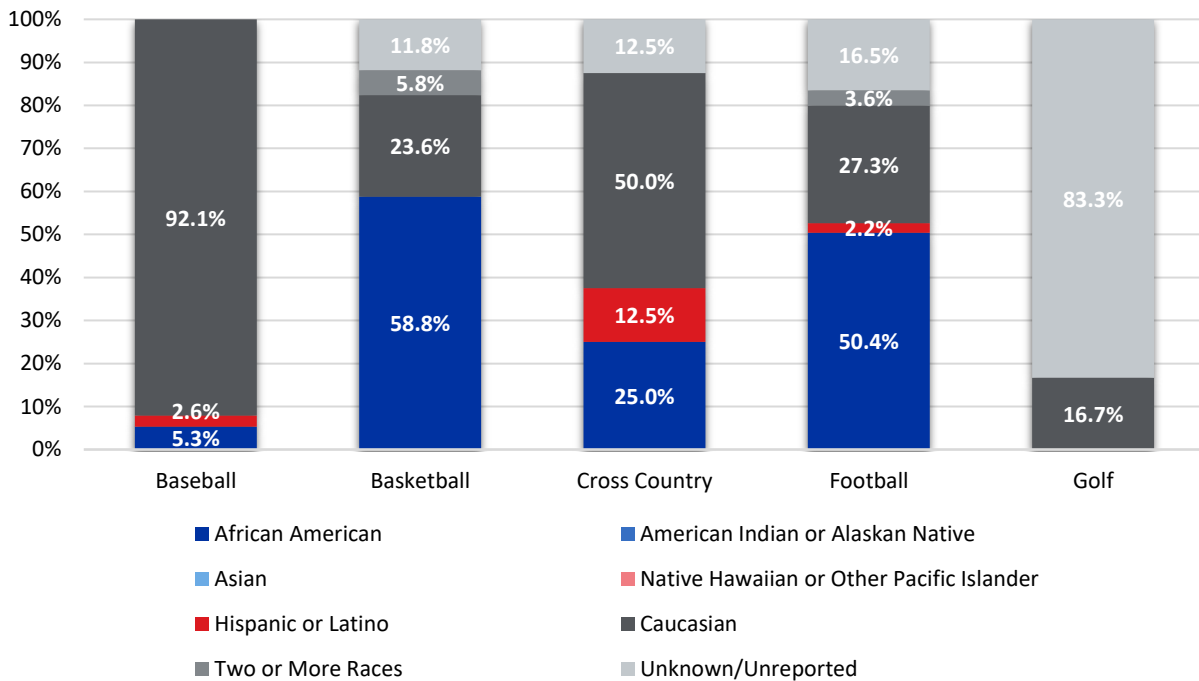


Men's Athletics

Number of Male Athletes by Student Classification					
Sport	Freshman	Sophomore	Junior	Senior	Total
Baseball	6	9	13	10	38
Basketball	8	1	4	4	17
Cross Country	4	1	1	2	8
Football	35	18	33	53	139
Golf	2	0	2	2	6



Demographics of Male Athletes



Source: Athletics

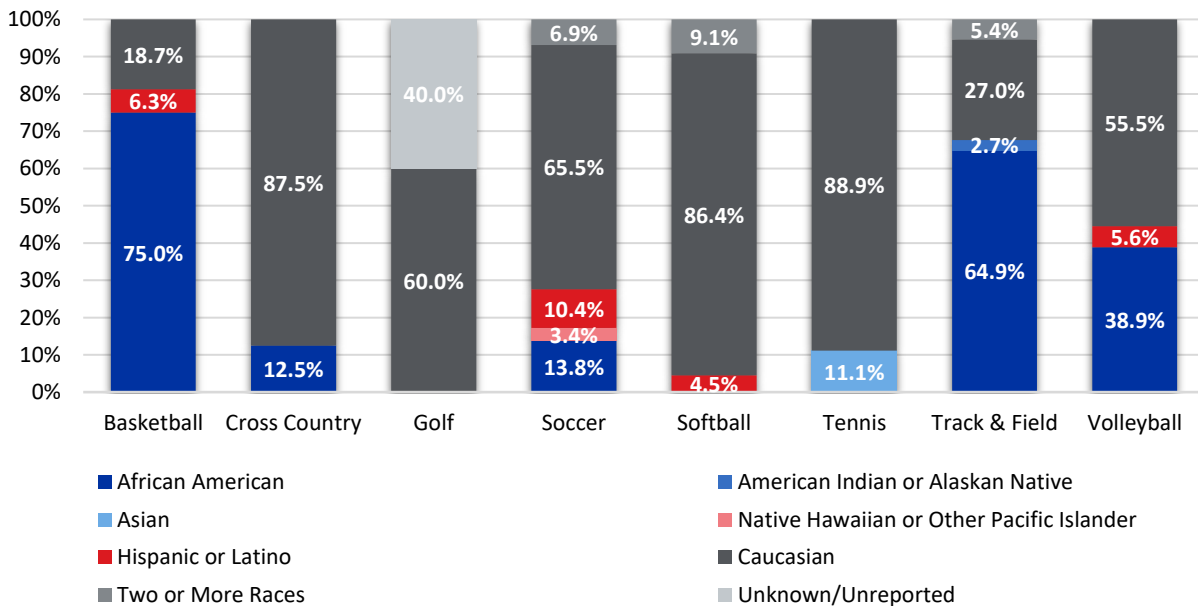
STUDENT ENRICHMENT INFORMATION

Women's Athletics

Number of Female Athletes by Student Classification					
Sport	Freshman	Sophomore	Junior	Senior	Total
Basketball	2	1	6	7	16
Cross Country	3	1	0	4	8
Golf	0	1	2	2	5
Soccer	14	3	7	5	29
Softball	10	3	7	2	22
Tennis	3	0	4	2	9
Track & Field	15	4	4	14	37
Volleyball	9	5	2	2	18



Demographics of Female Athletes



Source: Athletics

Crime Statistics

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

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

Carrollton

Offense	On Campus	Residential Facility ¹	Non-Campus Building/Property	Public Property
Aggravated Assault				
2015	1	0	0	0
2016	0	0	0	0
2017	0	0	0	0
Arson				
2015	0	0	0	0
2016	1	0	0	0
2017	1	1	0	0
Burglary				
2015	33	27	0	0
2016	9	7	0	0
2017	26	16	0	0
Forcible Sex Offense – Fondling				
2015	1	1	0	0
2016	0	0	0	0
2017	1	1	0	0
Forcible Sex Offense – Rape				
2015	2	2	0	0
2016	12	12	0	0
2017	7	7	1	0

¹ Residential Facility is a sub-set of On Campus property.

STUDENT ENRICHMENT INFORMATION

Offense	On Campus	Residential Facility ¹	Non-Campus	
			Building/Property	Public Property
Motor Vehicle Theft				
2015	0	0	0	0
2016	2	0	0	0
2017	1	0	0	0
Robbery				
2015	1	1	0	0
2016	0	0	0	0
2017	0	0	0	0
VAWA² Statistics – Dating Violence				
2015	6	3	0	0
2016	9	8	0	0
2017	10	7	0	0
VAWA² Statistics – Domestic Violence				
2015	0	0	0	0
2016	0	0	0	0
2017	3	1	0	0
VAWA² Statistics – Stalking				
2015	11	4	0	0
2016	8	5	0	0
2017	12	5	0	0

Note: No crimes were reported under the categories of Murder and Non-negligent Manslaughter, Negligent Manslaughter, Non-Forcible Sex Offense/Statutory Rape – Incest, or Hate Crimes according to Clery Act definitions on the Carrollton Campus for the 2015, 2016, and 2017 reporting years.

¹ Residential Facility is a sub-set of On Campus property.

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



STUDENT ENRICHMENT INFORMATION

Offense	On Campus		Residential Facility ¹		Public Property	
	Arrest	Referral	Arrest	Referral	Arrest	Referral
Drug Abuse Violations						
2015	37	49	26	26	28	2
2016	45	29	31	27	17	1
2017	53	28	31	25	15	0
Liquor Law Violations						
2015	48	40	31	37	14	1
2016	12	22	3	19	5	0
2017	27	33	11	28	11	1
Illegal Weapons Possession						
2015	9	0	6	0	8	0
2016	1	0	0	0	0	0
2017	4	1	0	0	0	0

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

¹ Residential Facility is a sub-set of On Campus property.

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



Graduation



Graduation Information At-A-Glance



**Conferred 1,737
Undergraduate
Degrees in
Fiscal Year 2018**



**Conferred 898
Graduate Degrees
Including 36
Doctoral Degrees in
Fiscal Year 2018**



**Conferred Degrees
in More Than 40
Undergraduate
Majors in
Fiscal Year 2018**



**Conferred More Than
20 Different Degree
and Certificate Types
in Fiscal Year 2018**

Degrees and Awards Conferred

<i>Fiscal Years</i>	2013-14	2014-15	2015-16	2016-17	2017-18
Bachelor of Arts	243	250	269	251	124
Art	10	6	6	9	8
Chemistry	4	7	3	1	
Chemistry/Secondary Education	2	1			
English	39	34	35	42	40
Foreign Languages & Literature	12	9	10	13	21
Geography	1	1	2		
Global Studies	3	4	3	3	2
History	33	28	31	29	27
International Economic Affairs	4	2	5	4	5
Mathematics	-	1	1		
Philosophy	12	11	13	3	14
Political Science	1	2	1	1	1
Psychology	114	135	150	145	
Theatre	8	9	9	1	6
Bachelor of Business Administration	361	342	414	415	383
Accounting	51	52	68	53	53
Economics	3	4	4	10	10
Finance	73	69	66	69	44
Management	121	102	142	128	143
Management Information Systems	27	29	35	29	34
Marketing	83	81	99	123	98
Real Estate	3	5	-	3	1
Bachelor of Fine Arts	31	16	28	38	20
Art	31	16	28	38	20

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

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

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

Each fiscal year represents Summer, Fall and Spring commencement.

GRADUATION INFORMATION

<i>Fiscal Years</i>	2013-14	2014-15	2015-16	2016-17	2017-18
Bachelor of Music	12	11	13	10	14
Composition	1	2	-	-	2
Music Education	8	6	7	5	7
Performance	3	3	6	5	5
Bachelor of Science	527	541	589	717	824
Anthropology	26	17	17	13	19
Biology	122	93	107	120	119
Chemistry		8	12	13	18
Computer Science	31	25	13	27	18
Criminology	89	92	131	133	129
Economics	17	17	17	15	12
Economics/Secondary Education	1	2			
Environmental Science	8	3	2		
Environmental Studies	6	4	6	1	
Geography	7	10	9	10	10
Geology	10	9	13	21	12
Health & Community Wellness				19	31
Mass Communications	78	88	99	99	118
Mathematics	14	17	9	19	12
Organizational Leadership (eMajor)					3
Physics	8	9	5	6	4
Physics/Secondary Education	2	1			
Political Science	25	32	29	32	26
Psychology				30	163
Sociology	50	65	66	89	69
Sport Management	33	49	54	70	61
Bachelor of Science in Chemistry	9	12	6	7	

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

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

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GRADUATION INFORMATION

<i>Fiscal Years</i>	2013-14	2014-15	2015-16	2016-17	2017-18
Bachelor of Science in Education	287	256	197	172	184
Early Childhood Education	147	149	126	96	108
Middle Grades Education	24	3			
Physical Education	29	11	13	7	13
Special Education and Teaching	31	32	30	21	14
Speech-Language Pathology	56	61	28	48	49
Bachelor of Science in Nursing	104	90	100	117	116
Bachelor of Science in Nursing, RN to BSN	86	69	69	64	72
Master of Arts	61	40	58	55	49
Criminology	7	10	8	12	13
English	11	3	8	12	4
History	12	6	11	8	8
Psychology	23	15	22	21	20
Sociology	8	6	9	2	4
Master of Arts in Teaching	38	48	71	45	73
Master of Business Administration	69	72	109	100	101

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

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GRADUATION INFORMATION

<i>Fiscal Years</i>	2013-14	2014-15	2015-16	2016-17	2017-18
Master of Education	163	223	211	255	269
Art Teacher Education	1				
Business Education	2	1	3	1	3
Early Childhood Education	18	30	40	47	55
Foreign Language Teacher Education	1	-			
Media	20	48	56	51	63
Middle Grades Education	1	1			
Professional Counseling	58	78	57	77	65
Reading Instruction	3	7	14	31	38
Secondary Education & Teaching	14	11	7	5	1
Special Education	26	22	7	11	13
Speech-Language Pathology	19	25	27	32	31
Master of Music	2	9	15	9	12
Music Education	2	8	14	9	10
Performance	-	1	1	-	2
Master of Professional Accounting	9	15	11	10	8
Master of Public Administration	9	14	17	9	13
Master of Science	19	21	38	30	27
Applied Computer Science	7	15	27	15	15
Biology	10	4	6	11	9
Mathematics	2	2	5	4	3
Master of Science in Nursing	38	32	23	36	37
Master in Urban and Regional Planning	8	4			

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

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

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

Each fiscal year represents Summer, Fall and Spring commencement.

GRADUATION INFORMATION

<i>Fiscal Years</i>	2013-14	2014-15	2015-16	2016-17	2017-18
Specialist in Education	239	161	156	218	273
Early Childhood Education	13	12	8	11	31
Educational Leadership	66	21	18	39	65
Media	118	68	76	107	117
Professional Counseling & Supervision	13	17	16	33	18
Special Education	29	43	38	28	42
Post-Baccalaureate Certificate	18	12	15	14	22
Data Analysis & Evaluation		2	3	3	4
Geographic Information Systems	8	4	4	4	4
Integrative Health Studies	-	-	-	-	1
Museum Studies	5	5	6	4	8
Non-Profit Management & Community Development		-	1	-	3
Public History	-	1	-	2	-
Public Management	5	-	1	1	2
Post-Master's Certificate	2	1	2	1	2
Health Systems Leadership	2	1	2	1	-
Nursing Education	-	-	-	-	2
Doctorate in Education (Ed.D.)	15	27	21	26	26
School Improvement	15	27	17	19	22
Professional Counseling & Supervision	7	4	3	11	3
Nursing Education			4	7	4
Doctorate of Philosophy (Ph.D.)	1	5	7	2	7
Psychology: Consciousness and Society	1	5	7	2	7

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

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

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

Each fiscal year represents Summer, Fall and Spring commencement.

GRADUATION INFORMATION

<i>Fiscal Years</i>	2013-14	2014-15	2015-16	2016-17	2017-18
Total Degrees and Certificates Awarded by Level					
Bachelor	1,660	1,587	1,685	1,791	1,737
Post-Baccalaureate Certificate	18	12	15	14	22
Master	416	478	553	549	589
Post-Master's Certificate	2	1	2	1	2
Education Specialist	239	161	156	218	273
Doctorate	23	36	31	39	36
TOTAL	2,358	2,275	2,442	2,612	2,659

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

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

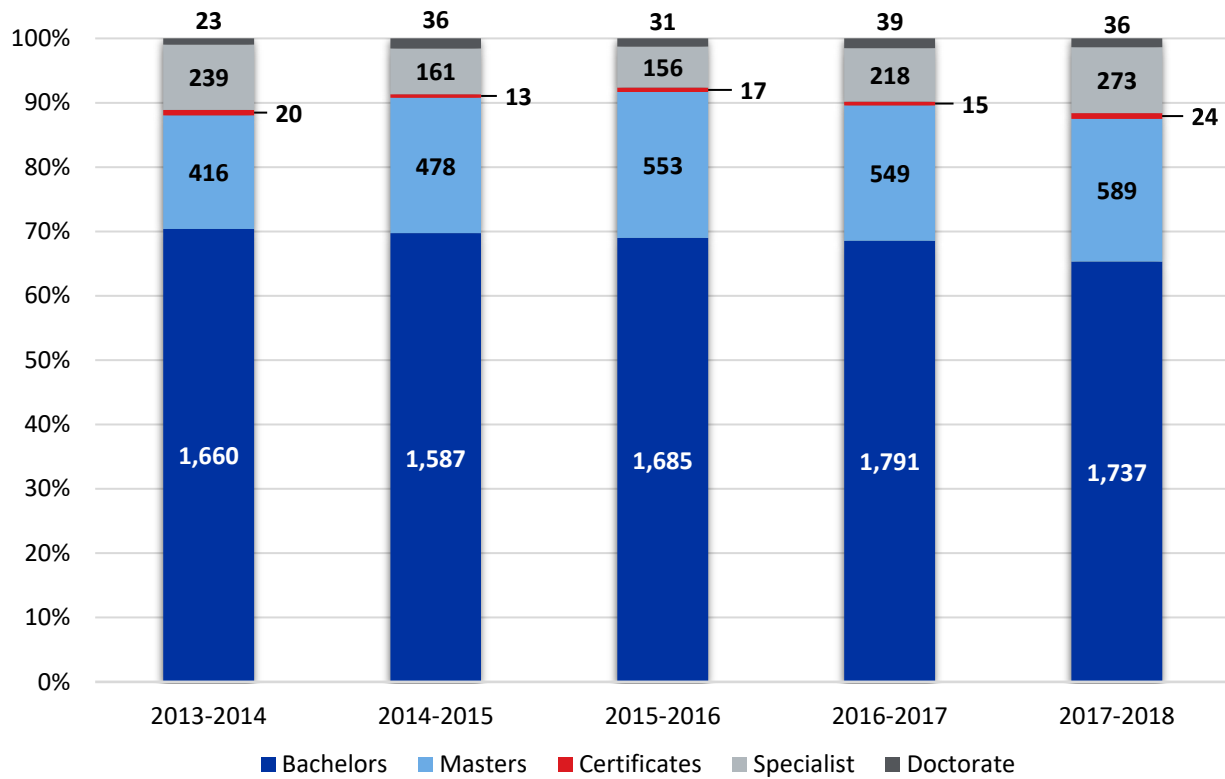
Degrees for double majors are reported by first major only; degrees and awards are not separated by concentration.

Each fiscal year represents Summer, Fall and Spring commencement.

Source: Institutional Effectiveness and Assessment



Degrees and Awards Conferred by Fiscal Year



Retention and Graduation Rates

First-time Full-time Entering Cohort

		Entered										
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
First Year	N=	1,793	2,007	1,909	1,844	1,924	2,012	2,198	2,167	2,343	2,375	2,176
Second Year	Fall	1,345	1,471	1,397	1,359	1,367	1,444	1,629	1,572	1,695	1,719	1,498
		75.01%	73.29%	73.18%	73.70%	71.05%	71.77%	74.11%	72.54%	72.34%	72.38%	68.84%
Third Year	Fall	1,022	1,126	1,100	1,062	1,078	1,147	1,300	1,255	1,268	1,359	
		57.00%	56.10%	57.62%	57.59%	56.03%	57.01%	59.14%	57.91%	54.12%	57.22%	
Fourth Year	Fall	932	1,014	924	893	955	1,004	1,138	1,089	1,162		
		51.98%	50.52%	48.40%	48.43%	49.64%	49.90%	51.77%	50.25%	49.59%		
Fifth Year	Fall	587	651	572	560	599	570	627	600			
		32.74%	32.44%	29.96%	30.37%	31.13%	28.33%	28.53%	27.69%			
Sixth Year	Fall	209	240	219	227	222	192	198				
		11.66%	11.96%	11.47%	12.31%	11.54%	9.54%	9.01%				
Graduation	N=	298	316	298	309	293	392	470	479			
	Rate	16.62%	15.74%	15.61%	16.76%	15.23%	19.48%	21.38%	22.10%			
	N=	641	687	628	624	649	749	880				
	5 yr	35.75%	34.23%	32.90%	33.84%	33.73%	37.08%	40.04%				
	N=	761	814	744	760	779	850					
	6 yr	42.44%	40.56%	38.97%	41.21%	40.49%	42.25%					

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

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

Source: *Institutional Effectiveness and Assessment*

Alumni and Foundation



Student artwork by Janay Charles

Alumni and Foundation At-A-Glance



**67,941 Total
Alumni**



**Alumni in All
50 States**



**57,085
Alumni in
Georgia**



**Alumni in 158
Georgia
Counties**

UWG Foundation Board of Trustees 2018-2019

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** Honorary Trustee

*** Emeritus Life Member

Source: UWG Foundation

Alumni in Georgia by County

Founded June 1934, the University of West Georgia Alumni Association is led by a Board of Directors and Alumni Relations staff. The Alumni Association, serving more than 60,000 graduates, focuses on fostering vibrant and creative engagement opportunities with graduates and former students and gaining their financial support to ensure that current students have every opportunity for success. The Alumni Association's signature events include Wolves Capture the Square and Homecoming during football season, Alumni Weekend in the spring, and 30 Under 30, an alumni recognition program, which involve reunions and affinity group gatherings. Alumni Weekend is also the time when the Alumni Association holds its annual meeting and presents coveted awards that acknowledge and celebrate career achievement, service to humanity, and loyalty to the University of West Georgia.

Alumni by Georgia County as of December 2018					
County	Number	County	Number	County	Number
Appling	7	Carroll	8,522	Decatur	29
Atkinson	3	Catoosa	525	DeKalb	2,786
Augusta-Richmond	149	Charlton	3	Dodge	14
Bacon	15	Chatham	229	Dooly	9
Baker	2	Chattooga	243	Dougherty	68
Baldwin	48	Cherokee	1,312	Douglas	3,210
Banks	32	Clarke	262	Early	10
Barrow	204	Clay	2	Effingham	29
Bartow	949	Clayton	1,048	Elbert	34
Ben Hill	17	Clinch	2	Emanuel	18
Berrien	10	Cobb	4,874	Evans	4
Bibb	241	Coffee	17	Fannin	119
Bleckley	12	Colquitt	30	Fayette	2,077
Brantley	3	Columbia	122	Floyd	1,562
Brooks	13	Columbus-Muscogee	315	Forsyth	819
Bryan	28	Cook	9	Franklin	40
Bulloch	46	Coweta	4,125	Fulton	3,615
Burke	16	Crawford	9	Georgetown-Quitman	2
Butts	138	Crisp	20	Gilmer	153
Calhoun	3	Cusseta-Chattahoochee	1	Glascock	2
Camden	39	Dade	58	Glynn	162
Candler	6	Dawson	75	Gordon	596

ALUMNI AND FOUNDATION INFORMATION

County	Number	County	Number	County	Number
Grady	20	Marion	6	Talbot	20
Greene	64	McDuffie	22	Taliaferro	1
Gwinnett	2,863	McIntosh	22	Tattnall	6
Habersham	100	Meriwether	232	Taylor	9
Hall	545	Miller	7	Telfair	3
Hancock	10	Mitchell	10	Terrell	8
Haralson	1,510	Monroe	83	Thomas	63
Harris	151	Montgomery	8	Tift	42
Hart	55	Morgan	104	Toombs	26
Heard	386	Murray	349	Towns	47
Henry	1,379	Newton	469	Treutlen	6
Houston	213	Oconee	155	Troup	882
Irwin	10	Oglethorpe	26	Turner	9
Jackson	183	Paulding	2,130	Twiggs	5
Jasper	63	Peach	28	Union	83
Jeff Davis	5	Pickens	165	Upson	193
Jefferson	13	Pierce	21	Walker	506
Jenkins	2	Pike	220	Walton	372
Johnson	4	Polk	1,014	Ware	28
Jones	48	Pulaski	4	Warren	6
Lamar	133	Putnam	59	Washington	16
Lanier	1	Rabun	62	Wayne	14
Laurens	41	Randolph	11	Webster	5
Lee	48	Rockdale	467	Wheeler	1
Liberty	23	Schley	5	White	66
Lincoln	6	Screven	7	Whitfield	1,097
Long	7	Seminole	13	Wilcox	1
Lowndes	63	Spalding	543	Wilkes	22
Lumpkin	68	Stephens	40	Wilkinson	9
Macon	5	Stewart	4	Worth	13
Madison	42	Sumter	37		
Total					57,085

1,006 of those listed above as living in Georgia are lost, deceased, or in foreign countries.

Source: Alumni and Annual Giving

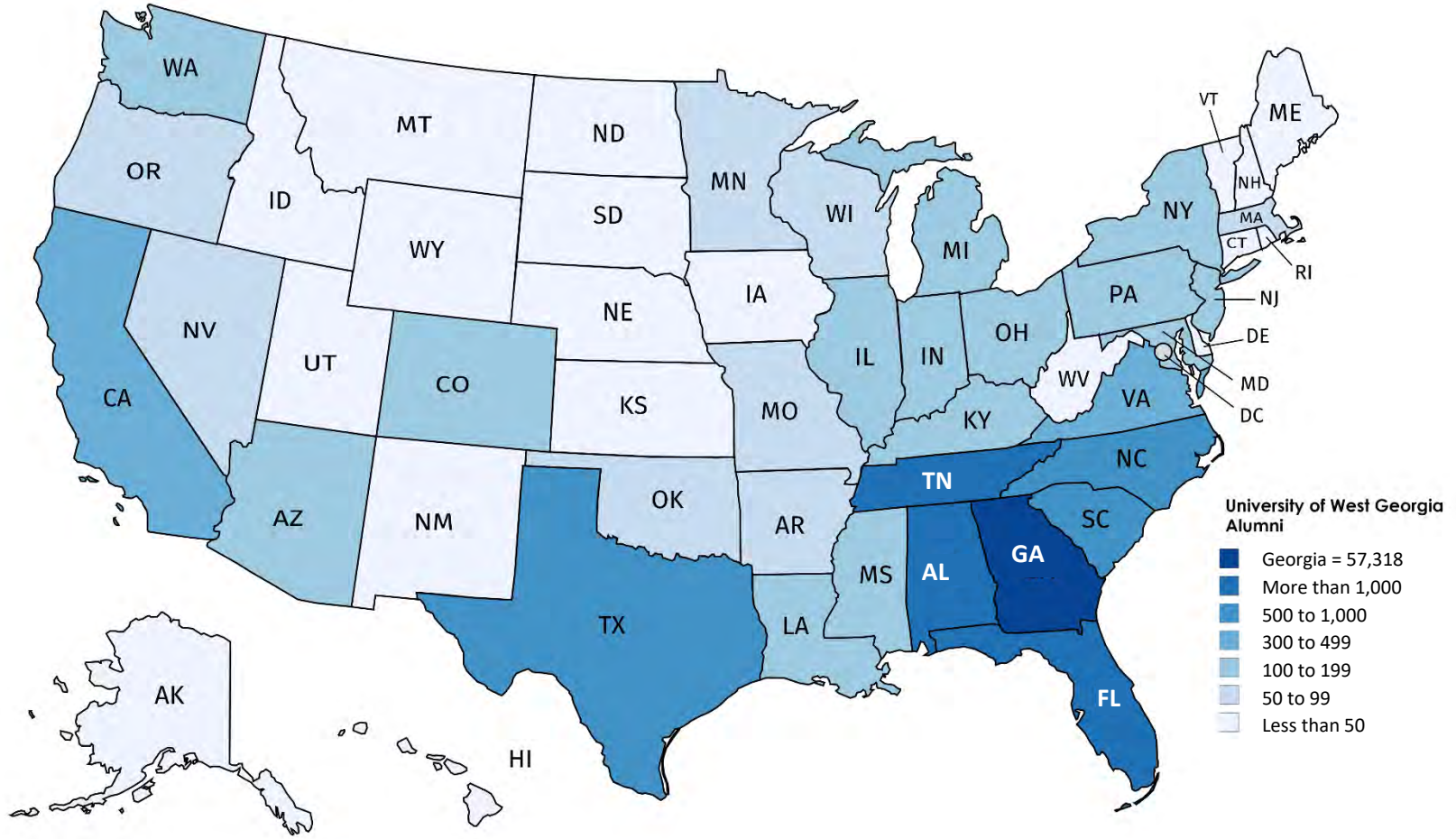
Alumni by State

Alumni by State as of 2018			
State	Number	State	Number
Alabama	1,648	Montana	33
Alaska	28	Nebraska	13
Arizona	149	Nevada	56
Arkansas	72	New Hampshire	23
California	483	New Jersey	105
Colorado	246	New Mexico	47
Connecticut	48	New York	189
Delaware	20	North Carolina	843
Florida	1,833	North Dakota	9
Georgia	57,085	Ohio	173
Hawaii	18	Oklahoma	65
Idaho	26	Oregon	79
Illinois	156	Pennsylvania	163
Indiana	126	Rhode Island	11
Iowa	31	South Carolina	686
Kansas	43	South Dakota	11
Kentucky	190	Tennessee	1,072
Louisiana	104	Texas	648
Maine	16	Utah	39
Maryland	168	Vermont	8
Massachusetts	96	Virginia	413
Michigan	106	Washington	152
Minnesota	58	West Virginia	36
Mississippi	153	Wisconsin	58
Missouri	88	Wyoming	18
Total			67,941

1,908 of those listed above as living in the U.S. are lost, deceased, or in foreign countries.

Source: Alumni and Annual Giving

Map of Alumni Living in the United States



1,908 of those listed as living in the U.S. are lost, deceased, or in foreign countries.

Faculty and Staff



Kyle Youngs (Right) Best of the West Employee of the Year 2018

Faculty and Staff At-A-Glance




**459 Full-Time
and
148 Part-Time
Faculty Members
for Fall 2018**



**60.8% of Fall
2018 Faculty Hold
a Doctorate**



**1,123 Staff
Positions for
Fiscal Year 2019**



**59.1% of Fall
2018 Faculty are
Female & 40.9%
are Male**

Faculty Profile

Faculty Totals Fall 2018

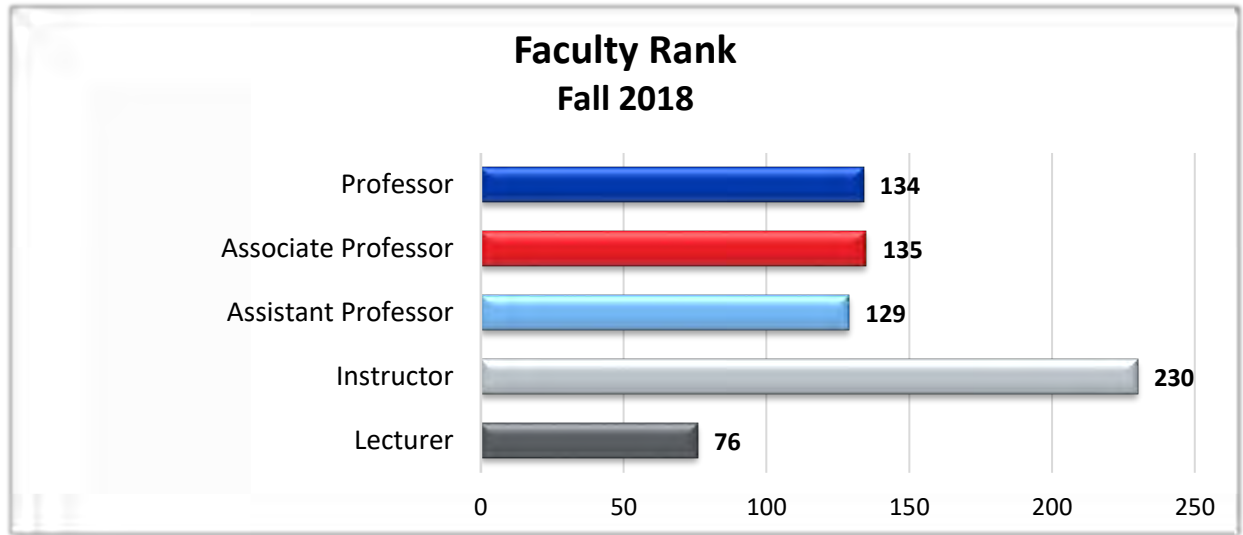
	Teaching Faculty		Administrators		Librarians	Total	Percent
	Full-time	Part-time	General ¹	Academic ²			
Rank							
Professor	93		7	33	1	134	19.0%
Associate Professor	99		1	27	8	135	19.2%
Assistant Professor	117		1	6	5	129	18.3%
Instructor	79	148		3		230	32.7%
Lecturer	71		1	4		76	10.8%
College/Department							
College of Arts and Humanities	127	40	5	15		187	26.6%
College of Education	86	57	2	15		160	22.7%
College of Science and Mathematics	92	17		11		120	17.0%
College of Social Sciences	78	7	3	14		102	14.5%
Richards College of Business	52	7		8		67	9.5%
School of Nursing	24	20		8		52	7.4%
Library				2	14	16	2.3%
Highest Degree Earned							
Doctorate	313	46	9	58	2	428	60.8%
Master's or EDS	146	93	1	15	12	267	37.9%
Professional Bachelor's		9				9	1.3%
Tenure Status							
Tenured	186		8	57	9	260	36.9%
Tenure Track	102		1	6	5	114	16.2%
Not on Tenure Track	171	148	1	10		330	46.9%
Ethnicity							
African American/Black	38	20	2	5	1	66	9.4%
American Indian or Alaskan Native		1				1	0.1%
Asian	44			5		49	7.0%
Native Hawaiian or Other Pacific Islander						0	0.0%
Hispanic or Latino	15	1				16	2.3%
Two or More Races	1	1				2	0.3%
Caucasian/White	358	117	8	63	11	557	79.1%
Unknown	3	8			2	13	1.8%
Gender							
Female	270	97	5	35	9	416	59.1%
Male	189	51	5	38	5	288	40.9%
Total Faculty	459	148	10	73	14	704	100.0%

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

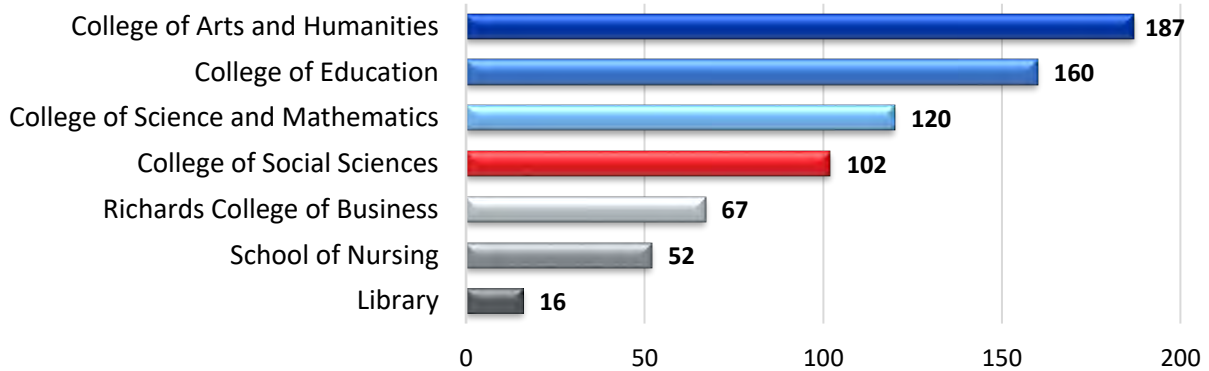
¹ General Administrators include the Provost/VPAA, the five Associate Vice Presidents, Education Abroad Director, Center for Teaching and Learning Director, First Year Learning and Academic Programs Director, and the Chief Administrative Officer of Douglasville.

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

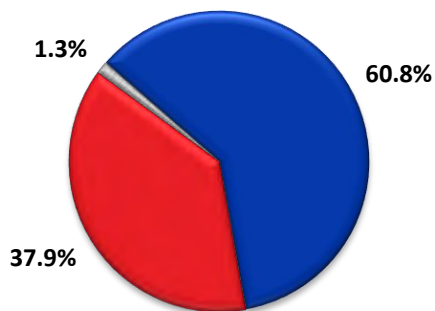
Faculty and Staff



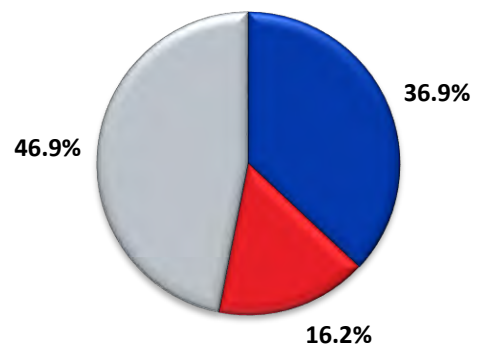
Total Faculty by College/School/Library Fall 2018



Highest Degree Earned by Faculty Fall 2018



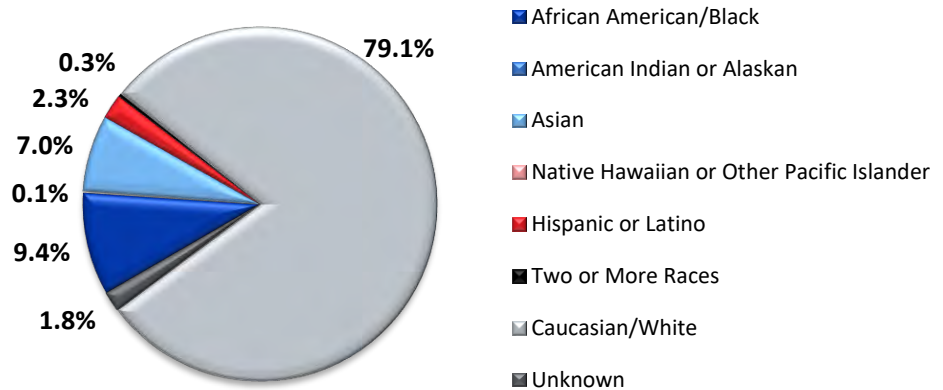
Tenure of Faculty Fall 2018



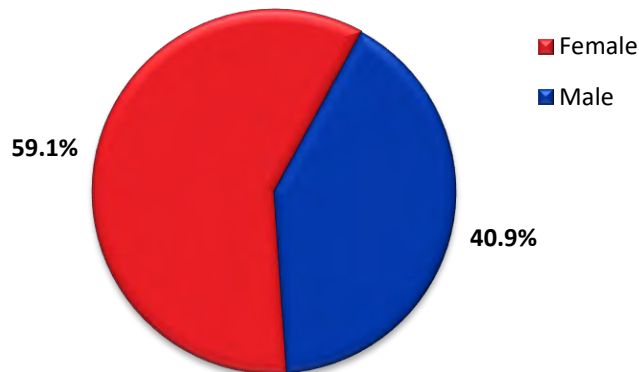
■ Doctorate ■ Master's or EDS ■ Professional Bachelor's

■ Tenured ■ Tenure Track ■ Not on Tenure Track

Faculty Ethnicity Fall 2018



Faculty Gender Fall 2018



Faculty and Staff

College of Arts and Humanities Fall 2018

	Teaching Faculty		Administrators		Total	Percent
	Full-time	Part-time	General ¹	Academic ²		
Rank						
Professor	29		4	8	41	21.9%
Associate Professor	23			7	30	16.0%
Assistant Professor	16				16	8.6%
Instructor	29	40			69	36.9%
Lecturer	30		1		31	16.6%
Highest Degree Earned						
Doctorate	68	9	4	11	92	49.2%
Master's or EDS	59	30	1	4	94	50.3%
Professional Bachelor's		1			1	0.5%
Tenure Status						
Tenured	50		4	15	69	36.9%
Tenure - Track	17				17	9.1%
Not on Tenure Track	60	40	1		101	54.0%
Ethnicity						
African American/Black	6	4		1	11	5.9%
American Indian or Alaskan Native					0	0.0%
Asian	1				1	0.5%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino	4	1			5	2.7%
Two or More Races		1			1	0.5%
Caucasian/White	116	31	5	14	166	88.8%
Unknown		3			3	1.6%
Gender						
Female	80	22	2	5	109	58.3%
Male	47	18	3	10	78	41.7%
Total Faculty	127	40	5	15	187	100.0%

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

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

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

Source: Academic Affairs

College of Education Fall 2018

	Teaching Faculty		Administrators		Total	Percent
	Full-time	Part-time	General ¹	Academic ²		
Rank						
Professor	7		1	2	10	6.3%
Associate Professor	14			9	23	14.4%
Assistant Professor	45		1	1	47	29.3%
Instructor	16	57		3	76	47.5%
Lecturer	4				4	2.5%
Highest Degree Earned						
Doctorate	66	29	2	12	109	68.1%
Master's or EDS	20	27		3	50	31.3%
Professional Bachelor's		1			1	0.6%
Tenure Status						
Tenured	21		1	11	33	20.6%
Tenure - Track	40				40	25.0%
Not on Tenure Track	25	57	1	4	87	54.4%
Ethnicity						
African American/Black	10	6	1	1	18	11.3%
American Indian or Alaskan Native		1			1	0.6%
Asian	7				7	4.4%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino	1				1	0.6%
Two or More Races					0	0.0%
Caucasian/White	68	48	1	14	131	81.8%
Unknown		2			2	1.3%
Gender						
Female	65	44	1	8	118	73.8%
Male	21	13	1	7	42	26.3%
Total Faculty	86	57	2	15	160	100.0%

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

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

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

Source: Academic Affairs

Faculty and Staff

College of Science and Mathematics Fall 2018

	Teaching Faculty		Administrators		Total	Percent
	Full-time	Part-time	General ¹	Academic ²		
Rank						
Professor	25		6		31	25.8%
Associate Professor	26		5		31	25.8%
Assistant Professor	13				13	10.8%
Instructor	18	17			35	29.3%
Lecturer	10				10	8.3%
Highest Degree Earned						
Doctorate	71	4		11	86	71.7%
Master's or EDS	21	13			34	28.3%
Professional Bachelor's					0	0.0%
Tenure Status						
Tenured	51			11	62	51.7%
Tenure - Track	13				13	10.8%
Not on Tenure Track	28	17			45	37.5%
Ethnicity						
African American/Black	2	2		1	5	4.2%
American Indian or Alaskan Native					0	0.0%
Asian	22			3	25	20.8%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino	1				1	0.8%
Two or More Races					0	0.0%
Caucasian/White	66	15		7	88	73.4%
Unknown	1				1	0.8%
Gender						
Female	35	6		4	45	37.5%
Male	57	11		7	75	62.5%
Total Faculty	92	17	0	11	120	100.0%

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

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

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

Source: Academic Affairs

College of Social Sciences Fall 2018

	Teaching Faculty		Administrators		Total	Percent
	Full-time	Part-time	General ¹	Academic ²		
Rank						
Professor	10		2	9	21	20.6%
Associate Professor	19		1	3	23	22.5%
Assistant Professor	21				21	20.6%
Instructor	14	7			21	20.6%
Lecturer	14			2	16	15.7%
Highest Degree Earned						
Doctorate	57	2	3	13	75	73.5%
Master's or EDS	21	5		1	27	26.5%
Professional Bachelor's					0	0.0%
Tenure Status						
Tenured	28		3	10	41	40.2%
Tenure - Track	20			2	22	21.6%
Not on Tenure Track	30	7		2	39	38.2%
Ethnicity						
African American/Black	14		1	1	16	15.7%
American Indian or Alaskan Native					0	0.0%
Asian	4				4	3.9%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino	4				4	3.9%
Two or More Races	1				1	1.0%
Caucasian/White	54	5	2	13	74	72.6%
Unknown	1	2			3	2.9%
Gender						
Female	43	2	2	5	52	51.0%
Male	35	5	1	9	50	49.0%
Total Faculty	78	7	3	14	102	100.0%

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

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

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

Source: Academic Affairs

Faculty and Staff

Richards College of Business Fall 2018

	Teaching Faculty		Administrators		Total	Percent
	Full-time	Part-time	General ¹	Academic ²		
Rank						
Professor	22			6	28	41.8%
Associate Professor	11				11	16.4%
Assistant Professor	4				4	6.0%
Instructor	2	7			9	13.4%
Lecturer	13			2	15	22.4%
Highest Degree Earned						
Doctorate	39	2		6	47	70.1%
Master's or EDS	13	5		2	20	29.9%
Professional Bachelor's					0	0.0%
Tenure Status						
Tenured	33			6	39	58.2%
Tenure - Track	4				4	6.0%
Not on Tenure Track	15	7		2	24	35.8%
Ethnicity						
African American/Black	2			1	3	4.5%
American Indian or Alaskan Native					0	0.0%
Asian	10			2	12	17.9%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino	4				4	6.0%
Two or More Races					0	0.0%
Caucasian/White	36	6		5	47	70.1%
Unknown		1			1	1.5%
Gender						
Female	24	4		3	31	46.3%
Male	28	3		5	36	53.7%
Total Faculty	52	7		8	67	100.0%

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

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

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

Source: Academic Affairs

Tanner Health System School of Nursing Fall 2018

	Teaching Faculty		Administrators		Total	Percent
	Full-time	Part-time	General ¹	Academic ²		
Rank						
Professor					1	1 1.9%
Associate Professor	6				2	8 15.4%
Assistant Professor	18				5	23 44.2%
Instructor		20			20	38.5%
Lecturer					0	0.0%
Highest Degree Earned						
Doctorate	12				4	16 30.8%
Master's or EDS	12	14			4	30 57.7%
Professional Bachelor's		6			6	11.5%
Tenure Status						
Tenured	3				2	5 9.6%
Tenure - Track	8				4	12 23.1%
Not on Tenure Track	13	20			2	35 67.3%
Ethnicity						
African American/Black	4	8			12	23.1%
American Indian or Alaskan Native					0	0.0%
Asian					0	0.0%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino	1				1	1.9%
Two or More Races					0	0.0%
Caucasian/White	18	12			8	38 73.1%
Unknown	1				1	1.9%
Gender						
Female	23	19			8	50 96.2%
Male	1	1			2	3.8%
Total Faculty	24	20	0	8	52	100.0%

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

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

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

Source: Academic Affairs

Faculty and Staff

Irvine S. Ingram Library Fall 2018

	Teaching Faculty		Administrators		Total	Percent
	Full-time	Part-time	General ¹	Academic ²		
Rank						
Professor	1			1	2	12.5%
Associate Professor	8			1	9	56.2%
Assistant Professor	5				5	31.3%
Instructor					0	0.0%
Lecturer					0	0.0%
Highest Degree Earned						
Doctorate	2			1	3	18.8%
Master's or EDS	12			1	13	81.2%
Professional Bachelor's					0	0.0%
Tenure Status						
Tenured	9			2	11	68.7%
Tenure - Track	5				5	31.3%
Not on Tenure Track					0	0.0%
Ethnicity						
African American/Black	1				1	6.3%
American Indian or Alaskan Native					0	0.0%
Asian					0	0.0%
Native Hawaiian or Other Pacific Islander					0	0.0%
Hispanic or Latino					0	0.0%
Two or More Races					0	0.0%
Caucasian/White	11			2	13	81.2%
Unknown	2				2	12.5%
Gender						
Female	9			2	11	68.7%
Male	5				5	31.3%
Total Faculty	14	0	0	2	16	100.0%

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

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

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

Source: Academic Affairs

Average Salary by Employee

Average Faculty Salary

	FY 2015		FY 2016		FY 2017		FY 2018		FY 2019	
	No.	Avg	No.	Avg	No.	Avg	No.	Avg	No.	Avg
Professor	115	89,157	120	83,347	124	87,144	125	88,646	134	87,610
Associate Professor	116	63,187	115	63,613	120	66,579	135	69,167	135	68,177
Assistant Professor	126	56,772	141	57,214	138	58,746	131	59,519	129	59,383
Instructor	78	39,928	79	40,048	77	41,494	81	43,001	82	42,931
Lecturer	65	48,340	54	46,804	61	48,423	73	49,925	76	51,268
All Faculty	500	\$62,000	509	\$62,000	520	\$63,560	545	\$64,849	556	\$64,496

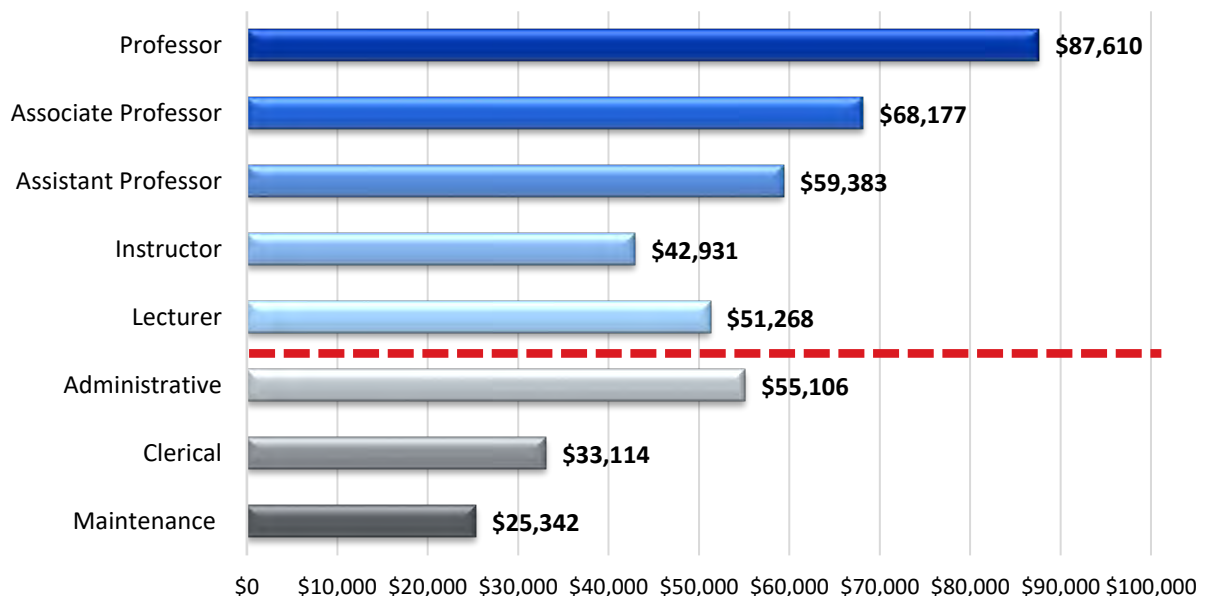
Source: Academic Affairs

Average Staff Salary

	FY 2015		FY 2016		FY 2017		FY 2018		FY 2019	
	No.	Avg	No.	Avg	No.	Avg	No.	Avg	No.	Avg
Administrative	464	53,730	507	55,018	558	55,560	642	54,657	673	55,106
Clerical	216	30,863	213	31,007	241	31,643	160	34,025	188	33,114
Maintenance	177	28,674	179	29,086	334	24,758	306	26,351	262	25,342
All Staff	857	\$42,791	899	\$44,166	1,133	\$41,392	1,108	\$43,860	1,123	\$44,480

Source: Human Resources

Average Salary by Employee Fiscal Year 2019



Financials



Student Artwork by Krista White


Financials At-A-Glance



**Over \$8.5 Million
Raised in
Donations for
FY 2018**



**Over \$2.6 Million
Awarded for
Research Projects
in FY 2018**



**Over \$219 Million
Generated in Total
Revenues for
FY 2018**



**Over \$155 Million
in Resident
Instruction
Expenditures for
FY 2018**

Operating Expenses

	FY 2019 July 1, 2018	FY 2018 June 30, 2018	FY 2017 June 30, 2017
Operating Expenses	Budgeted	Actual	Actual
Salaries:			
<i>Faculty</i>	\$43,272,377	\$45,868,115	\$43,459,858
<i>Staff</i>	\$61,455,419	\$55,652,471	\$50,724,867
Benefits	\$39,926,840	\$43,577,350	\$34,640,819
Other Personal Services	\$1,995,707	\$670,641	\$711,276
Travel	\$1,415,212	\$1,716,666	\$1,581,589
Scholarships and Fellowships	\$3,557,810	\$10,752,246	\$10,927,462
Utilities	\$2,187,661	\$4,083,500	\$3,862,031
Supplies and Other Services	\$46,388,534	\$47,013,498	\$42,216,527
Depreciation/Equipment	\$13,697,683	\$14,690,562	\$14,151,260
Unallocated	\$2,570,877	-	-
Total Operating Expenses	\$216,468,120	\$224,025,049	\$202,275,689
Non-Operating Expenses			
Interest Expense (Capital Assets)	-	\$8,862,188	\$9,118,901
Total Expenses	\$216,468,120	\$232,887,237	\$211,394,590

Note: Table does not include graduate assistants' salaries.

Source: Budget Services



Expenses by Classification

	FY 2019 July 1, 2018	FY 2018 June 30, 2018	FY 2017 June 30, 2017
Operating Expenses	Budgeted	Actual	Actual
Instruction	\$76,987,553	\$77,043,586	\$72,604,315
<i>College of Arts & Humanities</i>	\$11,567,178	\$11,880,796	\$11,691,254
<i>College of Science & Mathematics</i>	\$10,299,258	\$10,569,848	\$10,333,672
<i>College of Social Sciences</i>	\$8,698,226	\$8,735,561	\$8,485,901
<i>Richards College of Business</i>	\$8,940,223	\$9,041,563	\$8,582,770
<i>College of Education</i>	\$8,076,377	\$8,529,016	\$8,609,474
<i>School of Nursing</i>	\$4,706,457	\$5,002,472	\$4,698,230
<i>Other Instruction</i>	\$24,699,834	\$23,284,330	\$20,203,014
Research	\$1,509,648	\$1,657,482	\$1,924,119
Public Service	\$530,160	\$289,517	\$332,089
Academic Support	\$26,261,887	\$25,015,271	\$20,231,070
Student Services	\$14,225,622	\$13,098,875	\$12,413,952
Student Activities	\$4,373,129	\$3,146,676	\$3,044,195
<i>Intramural</i>	-	\$51,474	\$60,631
<i>Social & Entertainment Activities</i>	-	\$747,923	\$880,187
<i>Student Government</i>	-	\$13,621	\$16,997
<i>Student Publications</i>	-	\$38,038	\$38,214
<i>Scholarships, Study Abroad</i>	\$143,305	\$228,494	\$46,139
<i>Other Programs/Unassigned</i>	\$4,229,824	\$2,067,126	\$2,002,027
Institutional Support	\$26,289,451	\$31,703,046	\$23,092,164
Plant Operations and Maintenance	\$11,886,652	\$18,726,847	\$16,159,766
Safety and Security	\$3,136,775	\$3,064,940	\$2,404,965
Scholarships and Fellowships	\$1,867,005	\$8,183,354	\$8,269,296
Auxiliary Enterprises	\$49,400,238	\$42,095,455	\$41,799,758
<i>Student Housing</i>	\$20,297,342	\$15,355,582	\$15,490,557
<i>Food Services</i>	\$12,949,166	\$12,730,831	\$12,321,000
<i>Stores and Shops</i>	\$2,889,413	\$2,646,746	\$2,981,440
<i>Intercollegiate Athletics</i>	\$5,442,157	\$4,612,526	\$4,685,355
<i>Scholarships, Athletic</i>	\$1,547,500	\$1,606,848	\$1,505,407
<i>Other Service Units</i>	\$6,274,660	\$5,142,922	\$4,815,999
Total Operating Expenses	\$216,468,120	\$224,025,049	\$202,275,689
Non-Operating Expenses			
Interest Expense (Capital Assets)	-	\$8,862,188	\$9,118,901
Total Expenses	\$216,468,120	\$232,887,237	\$211,394,590

Note: Table does not include graduate assistants' salaries.

Source: Budget Services

University Revenue by Source

	FY 2019 July 1, 2018	FY 2018 June 30, 2018	FY 2017 June 30, 2017
Operating Revenue	Budgeted	Actual	Actual
Tuition and Fees	\$92,292,198	\$101,835,134	\$88,668,673
<i>Less: Scholarship Allowances</i>	-\$22,445,463	-\$23,361,904	-\$21,566,157
Grants and Contracts			
<i>Federal</i>	-	\$1,378,916	\$1,933,328
<i>State</i>	-	\$500,619	\$510,202
<i>Other</i>	-	\$1,508,630	\$1,622,570
Sales and Services	\$423,790	\$610,857	\$546,404
Rents and Royalties	\$118,770	\$122,218	\$164,535
Auxiliary			
<i>Residence Halls</i>	\$20,297,342	\$19,135,160	\$19,633,356
<i>Bookstore</i>	\$2,866,052	\$2,689,974	\$2,903,849
<i>Food Services</i>	\$12,949,166	\$11,747,964	\$12,053,976
<i>Parking/Transportation</i>	\$1,840,075	\$1,813,189	\$1,836,274
<i>Health Services</i>	\$2,597,458	\$2,194,379	\$2,306,132
<i>Intercollegiate Athletics</i>	\$6,989,657	\$6,920,703	\$6,949,795
<i>Other Organizations</i>	\$1,826,081	\$540,493	\$394,279
Other	\$3,821,260	\$2,929,548	\$10,715,752
Total Operating Revenue	\$123,576,386	\$130,565,880	\$128,672,968
Non-Operating Revenue			
State Appropriations	\$64,401,237	\$59,326,040	\$52,460,243
Federal Stimulus - Stabilization Funds	-	-	-
Grants and Contracts ¹	\$26,390,909	\$26,200,897	\$24,940,373
Gifts	\$165,181	\$2,027,218	\$672,100
Investment Income	\$434,407	\$860,050	\$451,522
Other	\$1,500,000	-\$165,289	-\$999,718
Total Non-Operating Revenue	\$92,891,734	\$88,248,916	\$77,524,520
Capital Gifts and Grants²			
State	-	\$482,912	\$2,349,827
Other	-	\$194,566	\$62,399
Total Capital Gifts and Grants	-	\$677,478	\$2,412,226
Total Revenues	\$216,468,120	\$219,492,274	\$208,609,714

¹ Grants and Contracts does not include federal tuition scholarships.

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

Source: Budget Services

Student Tuition and Fees

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

Tuition and Fees for the 2018-2019 Academic Year		
	Undergraduate	Graduate ¹
In-State Tuition	\$5,330	\$5,448
Out-of-State Tuition	\$18,812	\$21,168
Required Fees	\$2,024	\$2,024

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

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

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



Student Artwork by Kelli Cadena

Resident Instruction Expenditures

Fiscal Year	Resident Instruction Expenditures ¹	Fall Term FTE Enrollment ²	Total Expenditures per FTE Student
2015	\$148,354,562	11,077	\$13,394
2016	\$156,701,480	11,530	\$13,591
2017	\$166,550,637	11,877	\$14,023
2018	\$155,492,540	11,941	\$13,022
2019	\$162,694,753	12,002	\$13,556

Note: FTE stands for Full-Time Equivalent.

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

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

Student Dollar Distribution for Fall 2018	
Tuition	72.5%
Special Institutional Fee	7.9%
Athletic Fee	5.3%
Facility Fee – Campus Center	3.4%
Facility Fee – Athletic Complex	2.9%
Health Fee	2.7%
Parking & Transportation Fee	2.1%
Student Activity Fee	1.6%
Technology Fee	1.5%
International Fee	0.1%
Total	100.0%

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

Source: Budget Services

Student Dollar Distribution for Fall 2018



Condensed Statement of Net Assets

Fiscal Year	2017	2018
Assets		
Current Assets	\$61,926,152	\$63,672,578
Capital Assets, net	\$297,903,766	\$289,700,566
Other Assets	\$32,177,512	\$44,279,724
Total Assets	\$392,007,430	\$397,652,868
Liabilities		
Current Liabilities	\$18,579,376	\$22,232,727
Noncurrent Liabilities	\$246,214,991	\$377,631,112
Total Liabilities	\$264,794,367	\$399,863,839
Net Assets		
Invested in Capital Assets, Net of Debt	\$131,543,432	\$127,097,271
Restricted – Expendable	\$3,782,674	\$5,026,493
Unrestricted	-\$8,113,043	-\$134,334,735
Total Net Assets	\$127,213,063	-\$2,210,971

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

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

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

Source: Budget Services

Total Assets, Liabilities, and Net Assets FY 2017 vs. FY 2018



Research and Sponsored Projects

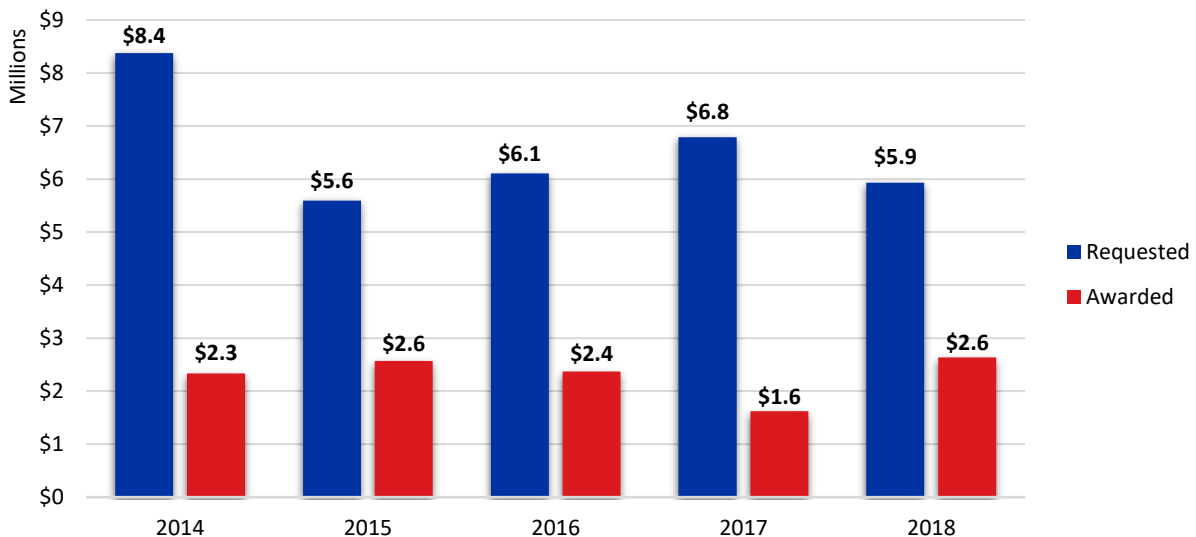
The Office of Research and Sponsored Projects (ORSP) provides support for faculty and staff who seek external funding to support scholarly, creative, and institutional initiatives. ORSP is charged with oversight of faculty and staff in the ethical and safe conduct of sponsored projects and research. University research is supported by a mix of sponsors that include for-profit organizations, foreign entities, and state and local governments.

<i>Fiscal Year</i>	Number of Proposals Submitted	Number of Proposals Funded	Amount Requested	Amount Awarded
2014	66	31	\$8,375,571	\$2,334,800
2015	54	26	\$5,595,903	\$2,571,651
2016	65	29	\$6,106,239	\$2,372,130
2017	66	17	\$6,787,128	\$1,619,351
2018	78	29	\$5,933,092	\$2,636,773

Note: Amounts exclude student financial aid awards.

Source: Office of Research and Sponsored Projects

Funding Requested vs. Awarded FY 2014 to FY 2018



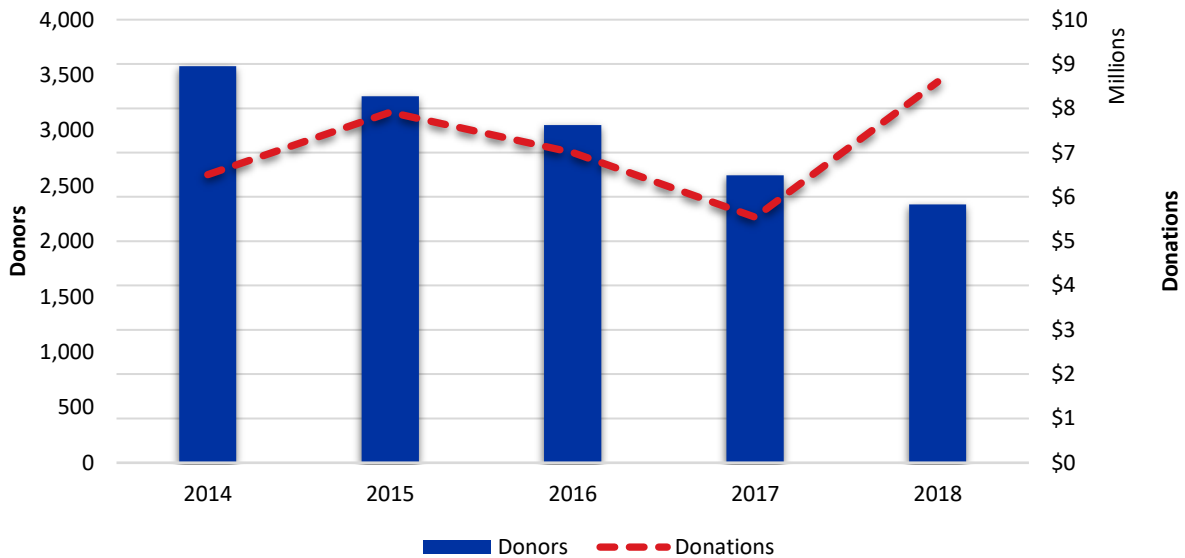
Fund Raising

University Advancement (UA) secures the financial resources needed to create an environment that supports the pursuit of scholarly achievement, creative expression, and service to humanity for University students. UA aspires to communicate, engage, and seek support to achieve the goals of the University.

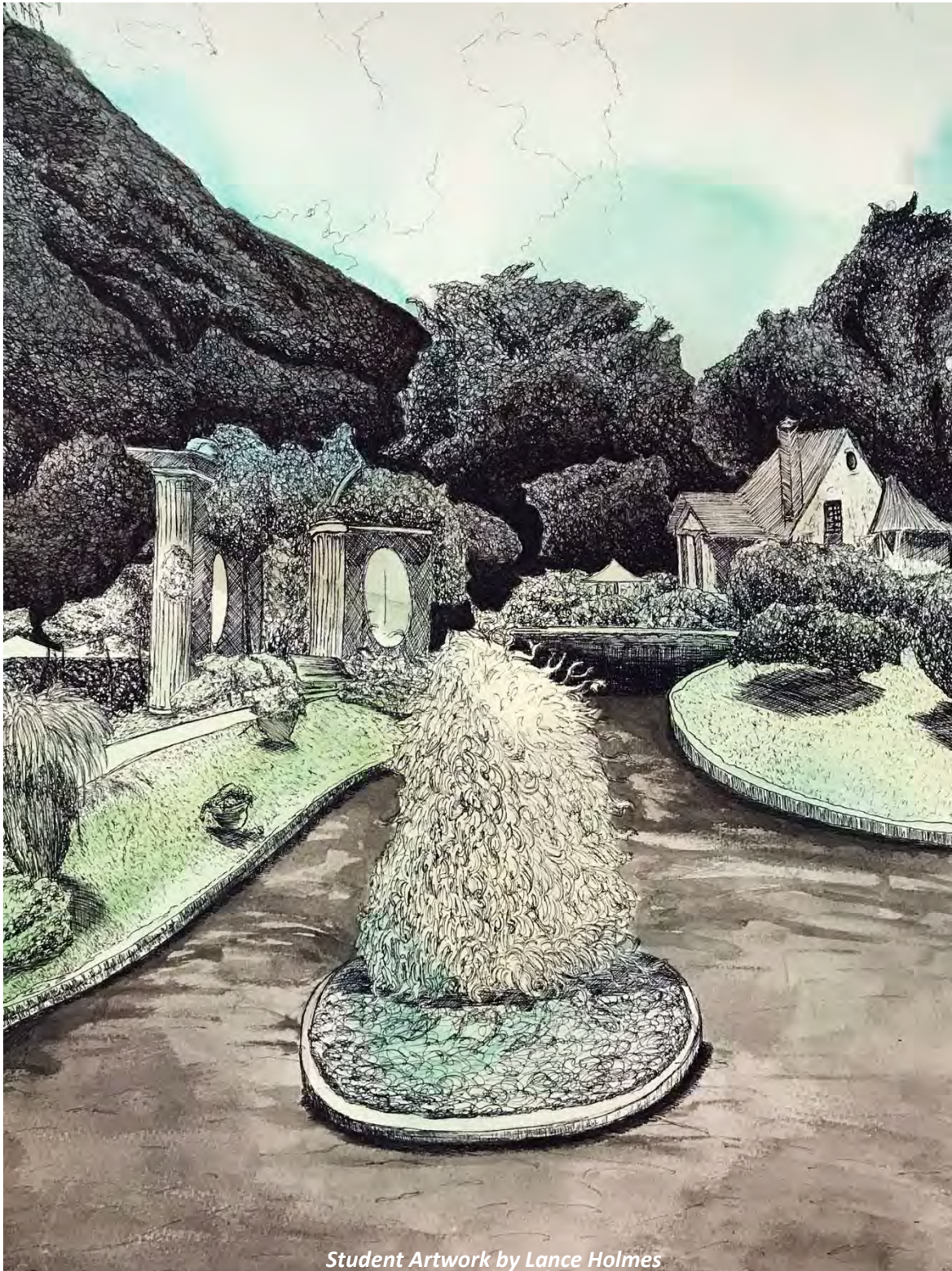
Donor Dollars					
Fiscal Year	2014	2015	2016	2017	2018
Secured Gifts	\$1,342,964	\$1,525,066	\$1,685,441	\$1,356,828	\$1,450,453
Secured Pledges	\$4,629,004	\$1,526,649	\$2,199,156	\$2,863,843	\$6,045,283
Gifts-in-Kind	\$76,308	\$66,332	\$1,841,105	\$127,875	\$224,366
Planned Gifts Booked (Face Value)	\$450,000	\$4,790,931	\$1,275,000	\$1,193,225	\$877,700
Total	\$6,498,276	\$7,908,978	\$7,000,702	\$5,541,771	\$8,597,802

Source: University Advancement

Donors vs. Donations FY 2014 to FY 2018



Facilities




Student Artwork by Lance Holmes

Facilities At-A-Glance




**665.19 Total Acres
in Land Holdings**



**9.68 out of 10
Satisfaction Rating on
over 26,000 Work
Orders for
FY 2018**



**AASHE Silver Star
Rating for
Sustainability**



**Over 1.6 Million Square
Feet of Assignable
Space**

University of West Georgia Land Holdings

Property	Acreage
Main Campus	645.00
UWG Newnan	5.55
Brock Property/Tyus Rd	14.64
Total Acres	665.19

Source: Campus Planning and Facilities



Wolf Plaza, UWG, Carrollton, GA



UWG Newnan Instructional Site, Newnan, GA

FACILITIES

Facilities Inventory Fall 2018

Facilities as of Fall 2018		
Building	Constructed or Acquired	Approximate Square Footage ¹
Bonner House	1843	2,884
Kennedy Chapel	1893	875
Melson Hall	1907	13,020
Honors House	1907	3,968
Honors Annex	1907	1,122
Newnan	1925	89,985
Alumni House	1930	8,518
Mandeville Hall	1935	13,256
Martha Munro	1935	8,961
Old Auditorium	1937	18,612
Sanford Hall	1938	9,805
University Marketing and Communications	1948	2,673
Aycock Hall	1952	28,307
Anthropology Building	1954	16,351
J. Mark Miller Hall	1958	32,928
Parker Hall	1959	16,760
Callaway Building	1962	22,447
Row Hall	1963	36,787
Cobb Hall	1964	26,809
Strozier Hall	1964	25,176
Gunn Hall	1965	39,351
Campus Center	1965	149,728
University Community Center	1967	57,425
Boyd Building	1968	42,712
Library	1968	111,037
Pafford Building	1968	43,311
Humanities Building	1970	78,091
Watson Hall	1970	59,750
Education Center	1970	64,880
Health Center	1971	9,633
Bowdon Hall	1971	65,224
Strozier Annex	1972	26,970
Biology Building	1972	90,551
Facilities/Plant Operations	1972	14,582

FACILITIES

Building	Constructed or Acquired	Approximate Square Footage ¹
Warehouse/Supplies	1972	7,153
Vehicle Repair Shop	1972	3,839
Tyus Hall	1973	52,300
Chemical Storage	1974	262
Food Service - Z6	1974	46,392
Locksmith/Electronics	1974	988
Facilities Storage and Shed	1974	5,056
Observatory	1979	498
Murphy Building	1980	30,980
Track Storage	1980	800
Student Activities Center	1981	9,725
Storage Warehouse/Shop	1981	7,976
Publications & Printing	1985	9,393
Townsend Center for the Performing Arts	1987	30,766
Public Safety Storage	1988	245
Dugout - Home	1992	1,824
Dugout - Visitors	1992	1,825
Baseball Press Box	1992	1,716
Waring Archaeology Lab	1992	8,106
Planning and Construction Services	1992	5,013
PAC Warehouse/Storage	1992	2,244
Education Center Annex	1993	42,140
West Communications Hut	1994	271
Archaeology Storage Building	1995	288
Technology Enhanced Learning Center	1999	118,009
Landscape Storage Shed	2002	1,899
Adamson Hall	2003	21,933
Band Storage #2	2003	720
Landscaping Greenhouse	2003	2,880
University Suites 1	2003	51,704
University Suites 2	2003	37,175
University Suites 3	2003	44,075
University Suites Commons	2004	7,251
Soccer Field Restrooms	2004	268
Landscaping Shed	2004	260
Arbor View Apartment A	2004	76,668
Arbor View Apartment B	2004	64,923

FACILITIES

Building	Constructed or Acquired	Approximate Square Footage ¹
Arbor View Apartment C	2004	55,577
Photography Studio	2005	973
Facilities Storage Building	2006	10,000
Callaway Building Annex	2008	30,002
Coliseum	2008	132,650
Greek Village A	2009	6,778
Greek Village B	2009	5,564
Greek Village C	2009	6,780
Greek Village D	2009	6,780
Greek Village E	2009	5,563
Greek Village F	2009	6,780
Greek Village G	2009	3,644
Greek Village H	2009	6,780
Greek Village I	2009	5,564
Greek Village J	2009	6,778
Greek Village K	2009	4,000
Greek Village L	2009	3,645
Greek Village M	2009	3,999
Greek Village N	2009	3,644
Greek Village O	2009	6,780
Greek Village P	2009	6,780
Greek Village Q Community Center	2009	3,197
Greek Village R Residence Building	2009	2,085
Stadium Home Restrooms North	2009	3,838
Stadium Home Restrooms South	2009	3,838
Stadium Home Tickets	2009	413
Stadium Home Concessions North	2009	953
Stadium Data/Mechanical/Electrical	2009	759
Stadium Security	2009	759
Stadium Home Concessions South	2009	945
Stadium Press and Suites	2009	22,014
Stadium Visitor Restrooms and Tickets	2009	4,198
Stadium Visitor Concessions and Lockers	2009	3,394
Athletic Operations Building	2009	43,254
Women's Fieldhouse	2009	4,361
Softball Visitor Dugout	2009	350
Softball Home Dugout	2009	350

Building	Constructed or Acquired	Approximate Square Footage ¹
Bookstore	2011	25,585
Visual Arts Building	2011	25,235
Greek Village Pavilion	2011	2,189
Athletic Annex	2012	2,455
Center Pointe Suites	2012	154,984
Football Soccer Storage Building	2012	1,727
Nursing Building	2013	65,794
The Oaks	2013	129,066
East Commons	2013	34,172
UWG Design Center	2013	6,342
West Campus Equipment Storage	2013	2,712
Softball and Soccer Concessions Building	2013	607
TOTAL		2,794,691

Note: The new Health Services Building was not opened until Spring 2019, thus it is not included in the Fall 2018 inventory.

¹ Square footage is reported according to FICM measurements.

Source: Campus Planning and Facilities



Space Allocation

The Postsecondary Education Facilities Inventory and Classification Manual (FICM) describes standard practices for initiating, conducting, reporting, and maintaining a postsecondary institutional facilities inventory. It is designed to be useful to both specialized staff and generalists and to be applicable to institutions with sophisticated information needs as well as to those with more basic facilities information needs. It reflects the perspective that along with human resources and financial assets, space is one of the primary resources of a postsecondary educational institution. It provides updated definitions for building area measurements, space and room use codes, and other data elements that are useful for including in a facilities inventory.

Source: The Postsecondary Education Facilities Inventory and Classification Manual

Assignable Space		
FICM Code	Description	Sum of Area (ft ²)
100	Classroom Facilities	116,937
200	Laboratory Facilities	173,494
300	Office Facilities	322,567
400	Study Facilities	97,038
500	Special Use Facilities	171,973
600	General Use Facilities	209,808
700	Support Facilities	64,651
800	Health Care Facilities	4,166
900	Residential Facilities	533,586
Total Assignable Area		1,694,220

Non-Assignable Space		
FICM Code	Description	Sum of Area (ft ²)
010	Custodial Area	6,787
020	Circulation Area	552,247
030	Mechanical and Public Bathroom	171,859
040	Structural Area	292,220
050	Inactive Area	51,721
070	Unfinished Area	25,637
Total Non-Assignable Area		1,100,471
Total Area		2,794,691

Source: Campus Planning and Facilities

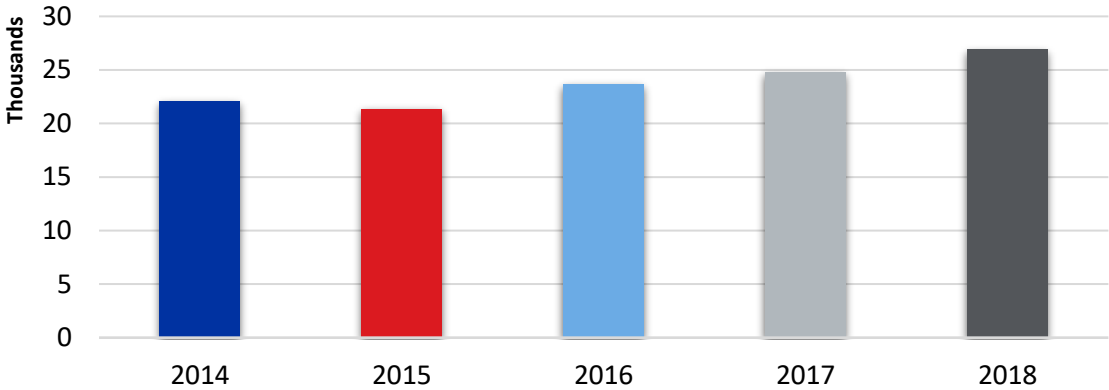
Work Orders

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

Fiscal Year	2014	2015	2016	2017	2018
Number of Work Orders	22,055	21,317	23,657	24,762	26,909
Customer Satisfaction Rating (Out of 10)	9.69	9.70	9.71	9.56	9.68

Source: Campus Planning and Facilities

Work Orders FY 2014 to FY 2018



FACILITIES

Project Expenditures

Expenditures Over \$500,000 Based on Year of Completion Fiscal Years 2014 – 2018			
Description	Year	Total	Other Funding Source
Old Auditorium Interior Renovation	2014	1,520,410.00	-
Water Sewer Miscellaneous Infrastructure FY12	2014	900,000.00	-
Anthropology Building 1st Floor Remodel	2014	607,777.00	-
Pub & Print Expansion	2014	602,126.70	-
Pafford Hall Roof Replacement	2014	562,946.00	-
Education Annex 1st Floor	2014	502,179.55	-
Z6 Renovation	2015	1,018,694.17	-
Melson Hall HVAC	2015	710,999.00	-
Newnan Hospital Building	2015	-	5,006,900.00
Nursing Building Additional Costs	2015	-	4,218,144.01
TLC 3rd Floor Buildout	2016	671,181.96	-
Z6 Roof Placement	2016	596,538.00	-
Facilities Expansion	2016	520,125.43	-
Murphy Building	2017	5,086,601.52	-
Substation Relocation	2017	4,819,695.00	-
Wireless Upgrades	2017	1,410,491.52	-
Design Center Addition	2017	944,009.00	-
Waring Lab Renovation & Addition	2017	861,844.26	-
Mandeville Hall – Renovate 1st Floor Office Space	2017	795,582.47	-
Mandeville Hall 1st Floor Renovation	2017	671,975.00	-
Boyd Building – Crider Lecture Hall	2017	526,508.96	-
Biology Building – Renovation & Expansion	2018	22,975,000.00	-
Murphy Building 2nd Floor Build-Out	2018	1,287,780.53	-
Row Hall – Network Infrastructure & Wi-Fi Improvements	2018	794,099.00	-

Source: Campus Planning and Facilities



Steve R. Adams Biology Commons

In Fall 2018, the University of West Georgia officially opened the newly renovated Steve R. Adams Biology Commons building. The Biology program is the University's largest and fastest growing undergraduate academic program with approximately 750 students in full-time or part-time majors and generates over 16,000 student credit hours annually. In addition, about 7.3% of all classes offered at the University are taught in the Biology Building. Despite its contribution to the University, much of the original Biology Building's area had not been renovated since its construction over 40 years ago making it an ideal candidate for new renovations. The renovation added over 18,000 square feet, taking the building's total square footage from around 72,000 to over 90,000. Included in the upgrade were new study areas, updated classrooms and labs, and improved offices and sitting areas. In total, the renovations on what is now called the Steve R. Adams Biology Commons building cost over \$22 million and provide a welcome home to the faculty, staff, and students that utilize its facilities every day.

Source: Campus Planning and Facilities



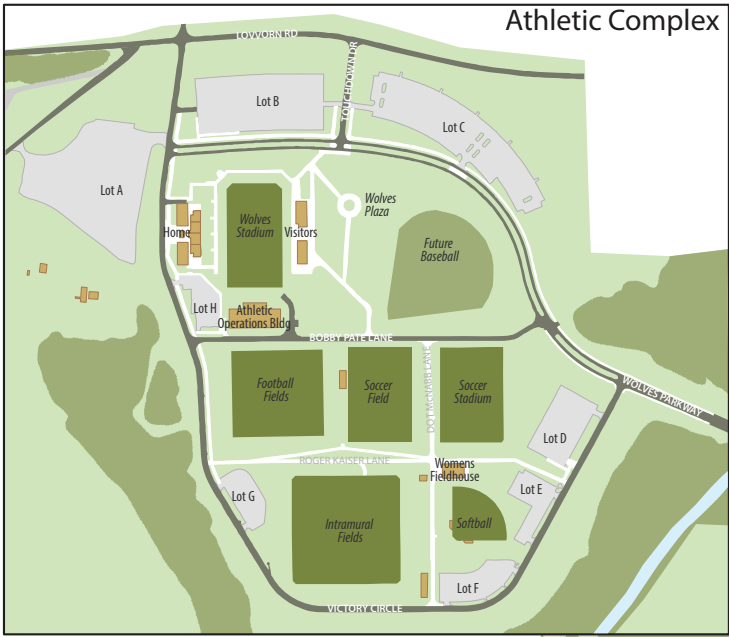
Newly Renovated Steve R. Adams Biology Commons Building, UWG, Carrollton, GA c. 2018

Sustainability

Sustainability is a fundamental part of the University's 2014-2020 Strategic Plan. In support of Imperative 4 of the Strategic Plan, the Center for Sustainability, an extension of the Sustainability Council, was established to promote sustainability initiatives both on campus and in the community. As part of its Key Performance Indicators (KPIs), the University utilizes the Sustainability Tracking, Assessment & Rating System (STARS) to assess progress towards this imperative. STARS, administered by the Association for the Advancement of Sustainability in Higher Education (AASHE), is the most widespread, vetted, and recognized sustainability certification for colleges and universities both in the U.S. and beyond. This certification is valid for three years and is based on an expansive survey of questions that delve into a wide array of sustainability factors as they pertain to higher education, including academics, engagement, operations and administration. A score is given based on the percentage of possible credits the institution achieves on the survey. The first time UWG submitted the STARS survey in 2015, just over 30% of the possible credits were attained. In 2018 that number climbed to 46.9% of all credits, earning the institution a STARS silver certification. There are nearly a thousand institutions registered with AASHE STARS and of these there are under 200 that maintain a silver certification, with less than 150 achieving gold or platinum. Reaching STARS silver is an honor that comes with significant benefits; beyond the international recognition that UWG gains for its sustainability efforts, taking part in the survey itself has helped to guide strategic planning and engage the campus community to achieve real and lasting sustainability outcomes that are good for the campus, the community, and the planet.

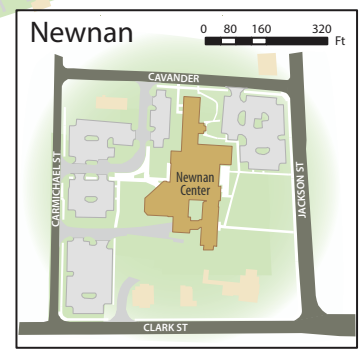
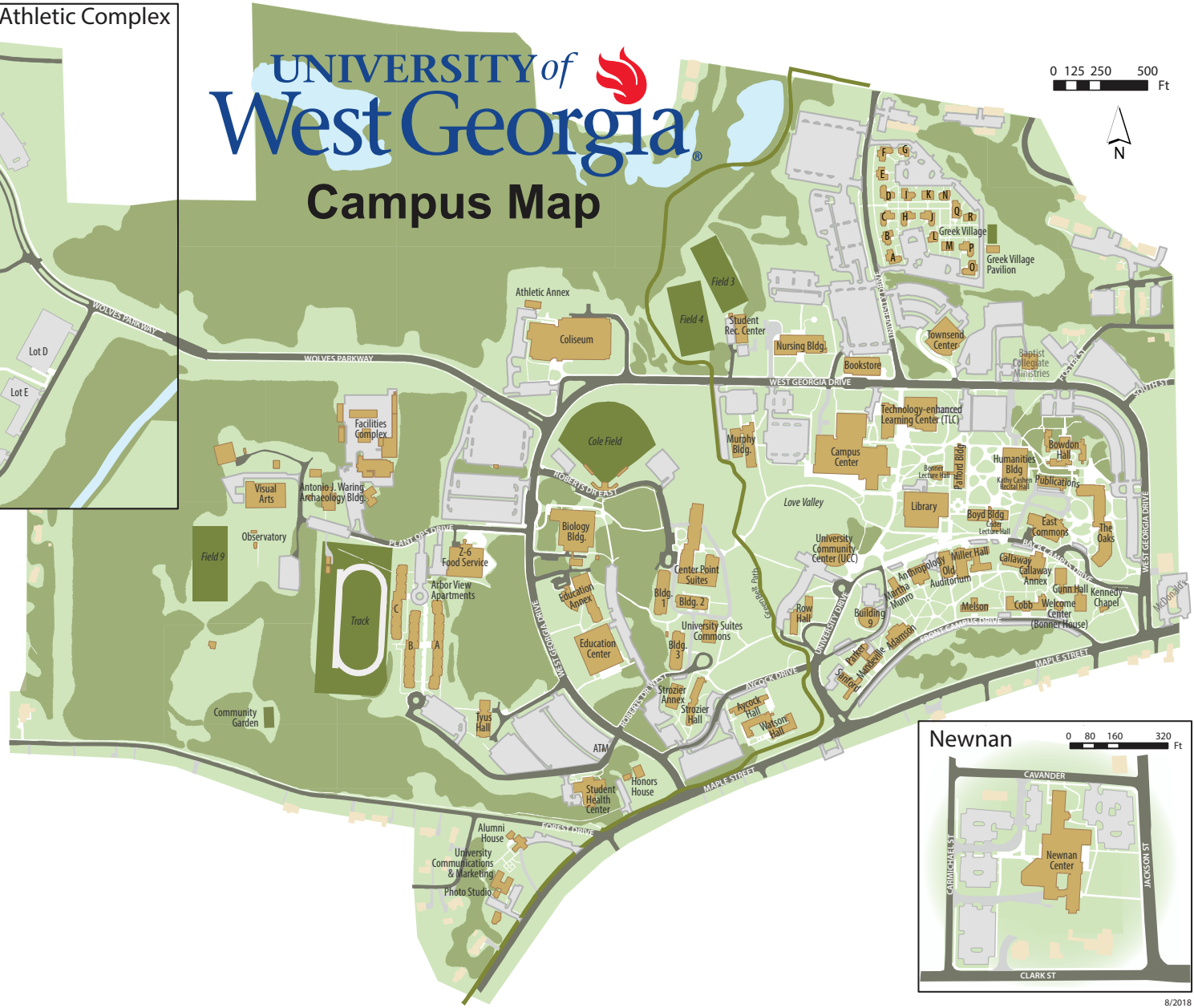
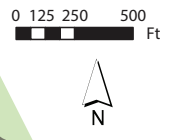
Source: Center for Sustainability and Institutional Effectiveness and Assessment





UNIVERSITY of West Georgia

Campus Map





**Institutional Effectiveness
and Assessment**