

FY 2021 Budget Discussion – Clayton State University

Part I: Enrollment

1) Discuss enrollment trends during fiscal years 2018, 2019, and 2020. What are your enrollment projections for Fall 2020 and Fall 2021? Discuss factors impacting enrollment and discuss strategies towards recruitment and enrollment. If you have multiple campuses, please include in the discussion any distinct trends at your different locations. Discuss trends in online enrollment. *(Please be sure to complete the Enrollment Trends tab of the data template and also to report the same data as discussed below.)*

Enrollment Trends During Fiscal Years 2018, 2019, and 2020

Clayton State’s headcount, full-time equivalent (FTE), and enrolled credit hours all increased in FY19 over FY18 as seen in the table below.

Table 1: Fiscal Year Enrollment

FY Enrollment	Headcount	% Change	FTE	% Change	Credit Hours	% Change
FY17	16,821	2.21%	12,822	1.82%	163,424	2.11%
FY18	16,686	-0.80%	12,847	0.19%	164,091	0.41%
FY19	17,073	2.32%	13,183	2.62%	168,291	2.56%
FY20	16,955	-0.69%	13,154	-0.22%	167,360	-0.55%

Within FY19, summer 2018 realized the greatest gains with an 11.5% increase in headcount, 17.4% increase in FTE, and 18.5% increase in credit hour increase over summer 2018. The summer 2018 growth is attributed to significant increases in dual enrollment (+47.6% headcount increase) and undergraduate enrollment (+10.9% headcount increase). The undergraduate increase is attributed to our continued efforts to increase graduation rates and the reinstatement of year round Pell. Fall 2018 realized a headcount enrollment increase of 0.5% and spring 2019 remained flat with the prior year.

FY20 is projected to decrease in headcount, FTE, and credit hours. Summer 2019 increased 0.5% in headcount, fall 2019 decreased 2.2%, and spring 2020 is projected to be flat to +0.3%. We are projected to have headcount growth in 2 out of the last 4 fiscal years with FTE and credit hour growth in 3 out of the last 4 fiscal years.

Table 2: Enrollment Projections for Fall 2020 and Fall 2021

	Fall 2017	Fall 2018	Fall 2019	Projected Fall 2020	Projected Fall 2021
Headcount	7,003	7,038	6,886	7,114	7,305
Vinson Projections	-	-	7,110	7,166	7,219

Note: Vinson Projections are from March 28, 2019. 2017 and 2018 are historical enrollment figures.

Factors Impacting Enrollment and Strategies Being Employed

FY 2021 Budget Discussion – Clayton State University

Clayton State launched a Strategic Enrollment Management (SEM) Plan during FY2016. This plan was developed as a guide to increase our enrollment through the 2021-2022 academic year. The plan outlines strategies to grow three significant categories of students at Clayton State – Dual Enrollment (DE), Undergraduate, and Graduate. Factors impacting enrollment and strategies employed will be addressed within each of the three significant categories.

Dual Enrollment

Clayton State has seen significant growth in headcount DE enrollment from FY17 of 1,672 to a projected FY20 enrollment of 2,012 as seen in the table below. This growth has been realized through targeted outreach efforts, a greater understanding of the DE program by high school counselors and parents, and partnerships with specific high school. We have assigned advisors to three specific geographic areas focused on proactively recruiting new students into the program and serving as a college academic advisor to those enrolled through DE.

Table 3: DE Enrollment by Fiscal Year

	FY17	FY18	FY19	FY20
Summer	135	170	251	209
Fall	777	787	949	898
Spring	760	802	934	905
Total	1,672	1,759	2,134	2,012

Note: Data in italics are unofficial.

This fall we increased the number of new DE students within four of the counties we serve and decreased in five of the counties we serve. Our strategies to increase DE enrollment this year are specific to our sites as stated in the bullets below.

Main Campus (predominately serving Clayton County)

- We will begin to offer courses for DE enrollment within three Clayton County high schools which have a lower enrollment and do not provide transportation to a central location. We anticipate offering no more than 4 courses per academic year.
- DE students completing online courses have a high success rate associated with earning an A, B, or C grade. We will work to increase the number of DE students within the county the opportunity to enroll in an online course with targeted support within the high school.

Fayette County Instructional Site (predominately serving Fayette, Fulton, and Coweta County)

- Our instructional site provides an excellent opportunity for students to take onsite courses but predominately serves students within two high schools which are located near the campus. The site does not enroll a significant number of DE students from the other high schools within the county due to transportation. Since the County provides transportation to the Center for Innovation, we

FY 2021 Budget Discussion – Clayton State University

will begin to offer up to four classes within the Fayette Public Schools Center for Innovation seeking to increase the enrollments from all Fayette County high schools.

- We will seek to increase the enrollments from Coweta and Fulton Counties through the use of online course offerings.

Henry County Instructional Site

- This year we were able to gain access to a greater number of classrooms which also includes access to a science lab. We will be seeking to increase our course offerings within this site with the increase in classroom space.

Undergraduate

Undergraduate enrollment is impacted by the number of new students enrolled each term and the percentage of students we retain term to term.

For new student enrollment, we developed strategies associated with increasing communication to prospective students, increasing the reach and impact of high school recruiting, increasing international student enrollment, developing corporate partnerships, and creating a more effective orientation program. This work led us to an overall increase in applications of 2.5% among all student types but resulted in yield decreases throughout the admission's funnel. Our yield from admitted to enrolled decreased from 62.6% to 59.2%. These rate changes were significant for our traditional freshmen. Our traditional freshmen applications increased 5.6%. However, a 71.7% of those applications were completed with all documents required submitted by the applicant in fall 2019 versus 77.2% for fall 2018. Our traditional freshmen acceptance rate for fall 2019 was 43.5% compared to 47.4% for fall 2018. We decreased the percentage of admitted students to enrolled students from 55% in fall 2018 to 49.6% in fall 2019.

With the most recent results we have made a variety of strategy adjustments mentioned below.

- We have started to admit students as early as September, 2019 for fall 2020. Our goal is to capture applicant's interest immediately and then encouraging them to complete their application file before exploring other institutions. To date we have increased our traditional applicant count from 63 for fall 2019 to 201 for fall 2020. We have admitted 30 traditional freshmen compared to 0 for fall 2019 during the same time period.
- We have enhanced our communication plan to include a greater number of phone calls, texts, social media posts, and emails seeking to improve our yield.
- We have adjusted our recruiters work for during the fall term. This includes a greater emphasis on application generation and completion. Specifically, in prior years the recruiters focused on gathering interest and applications during the fall recruiting season with follow up in the spring to have applicants complete their application files. This year the recruiters are working on gathering interest, applications, and the remaining documents needed to complete applicants' files during the fall term.

FY 2021 Budget Discussion – Clayton State University

- We are expanding our recruiting territories to include specific regions within South Carolina as we have been approved to offer the Border Waiver. Our recruiting efforts will include visiting high schools and college fairs as well as specific name buys.
- We are working on increasing the number of corporate partners and 2-year partners. A few that we are currently working on are:
 - A partnership with the DeKalb County Board of Education. This partnership aims to provide their paraprofessionals, substitute teachers, and temporary certified teachers a pathway to teacher certification.
 - A partnership with Atlanta Metropolitan State College (AMSC) which will build a pathway for denied students the ability to enroll at AMSC while residing on Clayton State’s campus which will provide them the opportunity to enroll at Clayton State after completing 30 credit hours.
 - An increase in articulated Technical Colleges Schools of Georgia programs.

We have developed and implemented multiple strategies to increase the percentage of continuing undergraduate students who return to Clayton State. In addition to the Momentum Year implementation we have launched a freshmen housing student success seminar, strategically placed supplemental instructors into critical courses, reworked the freshmen seminar, and continued to place a significant amount of focus on our centralized advising model. Each of these initiatives is discussed later in the document with supporting data.

Our collective efforts have contributed to:

- Projected increase in our IPEDS cohort one-year retention rate from 67.8% (2016 cohort) to 70.6% (2017 cohort) to 71.2% (2018 cohort).
- Increase in spring to summer undergraduate (excluding DE) re-registration rates from 40.8% in 2017 to 50% in 2019.
- Increase in the spring and summer to fall undergraduate re-registration rates from 77.1% in 2017 to 80.3% for 2019.

Graduate Enrollment

Graduate enrollment increased 0.7% for FY19 over FY18. We are projected to increase graduate enrollment 16.6% for FY20 over FY19 as seen in the chart below.

Table 4: Graduate Enrollment by Fiscal Year

	FY17	FY18	% Change	FY19	% Change	FY20	% Change
Summer	301	273	-9.3%	260	-4.8%	304	16.9%
Fall	441	448	1.6%	441	-1.6%	514	16.6%
Spring	464	423	-8.8%	451	6.6%	525	16.4%
Total	1206	1144	-5.1%	1152	0.7%	1343	16.6%

Note: Data in italics are unofficial.

FY 2021 Budget Discussion – Clayton State University

A significant contributor to our increased graduate enrollment has been the addition of the Master of Public Administration Degree (14 students in the initial fall 2019 launch) and offering the Master of Business Administration (MBA) online. Offering the MBA online has increased our total MBA enrollment from 178 in fall 2017 to 264 in fall 2019.

The second significant contributor to our graduate enrollment increase is the establishment of the Graduate Enrollment Services Office in FY19. This office resides within the Admissions Office and reports to the Executive Director of Recruitment and Admissions. The Graduate Enrollment Services Office manages the enrollment services associated with recruiting, enrolling, and registering of graduate students. The office works in strong collaboration with the Dean of Graduate Studies to ensure policies and procedures are established and managed for our graduate student population. The establishment of this office has greatly improved our yield of new students.

Table 5: Graduate Admissions Yield

	Applications Received	Admitted	% Admitted	Enrolled	% Enrolled out of Admitted
Fall 2018	454	326	85.6%	151	46.3%
Fall 2019	447	294	86.5%	213	72.4%

We are excited that beginning in spring 2020 we have been approved to offer the Master of Science in Supply Chain Analytics and the Master of Strategic Leadership Development.

Trends in Multiple Campus Enrollment

Clayton State currently has two additional instructional sites. The sites serve dual enrollment, new freshmen and transfer, and undergraduate continuing students. The sites enrollment and credit hours are below:

Table 6: Instructional Site Enrollment and Credit Hours

	Fayette Site		Henry Site	
	Students Enrolled	Enrolled Credit Hours	Students Enrolled	Enrolled Credit Hours
2017	425	2,384	159	846
2018	461	2,538	198	1,212
2019	381	2,060	204	1,167

The drop in enrollment for the Fayette Site is attributed to a decrease in dual enrollment students at the site and the ending of a cohort Master of Business Administration program.

Trends in Online Enrollment

Approximately 20.8% of our students were 100% online and 36.8% were taking at least one fully online course but not 100% online in fall 2019. We have increased 204 in our 100% online students from fall 2018

FY 2021 Budget Discussion – Clayton State University

(1,209) to fall 2019 (1,433). We have decreased 2% in the number of students taking at least one fully online course but not enrolled 100% online from fall 2018 to fall 2019.

2) Discuss enrollment trends for dual enrollment students. Describe the modalities of instruction that you provide dual enrollment students (i.e. on-site, distance technology, delivered in the high school) and the prevalence of each. Provide the number of dual enrollment students enrolled by each high school grade level in Fall 2019. What steps has your institution taken to enroll dual enrollment students post-high school graduation? Use data available to highlight success in this area. How is your institution managing the cost of providing books to dual enrolled students?

Clayton State University realized a drop (-5.7%) in dual enrollment students from 2,134 in FY19 to 2,012 in FY20 and a drop (-6%) in credit hours from 16,797 in FY19 to 15,797 in FY20. Although we experienced a decrease, the FY20 DE enrollment and credit hours are projected to be the second highest at Clayton State. As a percentage of total credit hours DE is projected to see a slight decrease from the high of 10% in FY19 to 9.4% in FY20.

Table 7: DE Headcount Enrollment by Fiscal Year

	FY17	FY18	FY19	FY20
Summer	135	170	251	209
Fall	777	787	949	898
Spring	760	802	934	905
Total	1,672	1,759	2,134	2,012

Note: Data in italics are unofficial.

Table 8: DE Credit Hours Enrolled by Fiscal Year

	FY17	FY18	FY19	FY20
Summer	688	1,004	1,496	1,268
Fall	5,831	6,352	7,872	7,331
Spring	5,599	6,444	7,429	7,198
Total DE Credit Hours	12,118	13,800	16,797	15,797
Total Credit Hours	163,424	164,091	168,291	167,360
% of Credit Hours - DE	7.4%	8.4%	10.0%	9.4%

Note: Data in italics are unofficial.

Modalities of Instruction

FY 2021 Budget Discussion – Clayton State University

Dual enrollment students have the opportunity to enroll online or onsite at our main campus, Fayette Instructional Site, or our Henry Instructional Site (located within the Academy for Advanced Studies in Henry County). Student enrollment and credit hours are below.

Table 8: DE Fall Enrollment by Location

	Main Campus		Fayette Instructional Site		Henry Instructional Site		Online	
	# of Students	Credit Hours	# of Students	Credit Hours	# of Students	Credit Hours	# of Students	Credit Hours
2018	402	3514	313	1701	188	1182	359	1475
2019	357	3307	273	1389	187	1110	387	1525

DE Enrollment by High School Grade

The percentage of DE students enrolled in the 12th grade has increased from 63.2% of DE enrollment in 2017 to 67.7% in 2019. The table below has the distribution by grade.

Table 9: Fall DE Enrollment by High School Grade

Grade	2017		2018		2019	
	n	%	n	%	n	%
9th	0	0.0%	0	0.0%	1	0.1%
10th	26	3.3%	36	3.8%	44	4.9%
11th	263	33.5%	278	29.3%	245	27.3%
12th	497	63.2%	635	66.9%	608	67.7%
Total	786	100.0%	949	100.0%	898	100.0%

Strategies to Enroll Post High School

Clayton State matriculated 52 DE seniors (8.2%) into the following fall term post high school as indicated in the table below.

Table 10: DE Senior Matriculation Data

COUNTY	2017 DE Seniors			2018 DE Seniors		
	# Seniors	Matric in FL18	% Matric	# Seniors	Matric in FL19	% Matric
Butts	1	0	0.0%	0	0	-
Clayton	116	25	21.6%	176	28	15.9%
Cobb	1	0	0.0%	0	0	-
Coweta	22	0	0.0%	20	2	10.0%
DeKalb	16	2	12.5%	17	4	23.5%
Douglas	0	0	-	0	0	-
Fayette	174	6	3.4%	197	5	2.5%
Fulton	9	0	0.0%	23	0	0.0%
Henry	156	18	11.5%	197	13	6.6%
Newton	1	0	0.0%	1	0	0.0%

FY 2021 Budget Discussion – Clayton State University

Spalding	0	0	-	2	0	0.0%
Rockdale	1	0	0.0%	0	0	-
Grand Total	497	51	10.3%	633	52	8.2%

In addition to the students directly matriculating we realized 18 new transfer students who were prior dual enrolled students at Clayton State this fall term. Our most significant recruiting strategy is through the utilization of our DE academic advisors. The assigned advisor works directly with the DE students to recruit them for matriculation. This year we are increasing our DE senior matriculation strategies by:

- Increasing the direct messages from the undergraduate admissions office to include video from former DE students who matriculated and video highlighting our Student Affairs Division.
- Providing academic departments with list of students who have expressed an interest in their program in an effort to recruit by program.

Overall high school seniors who attend Clayton State for DE attend as a new student at a post-secondary institution at a rate of 92.9%. 70.7% of this population go on to a post-secondary institution within the USG.

The cost of providing books to dual enrolled students is extensive. We anticipate that the total cost of materials for these students in FY20 will be approximately \$300k. Auxiliary Services will contribute \$100k towards the cost of these materials and the remaining balance will be paid from tuition dollars (not sure how to phrase that). Cost saving measures include adopting low/no cost materials and also moving to an Inclusive Access digital model for classes with large DE enrollment. The gross cost of textbooks for dual-enrollment students was reduced by 30 percent from Fall 2019 to Fall 2020 (\$168,271 compared to \$117,064). The greatest savings came from adopting no cost textbooks for HIST 1111 (previously \$190), CSCI 1100 (previously \$168) and MATH 1113 (previously \$159). Efforts to create additional cost savings are ongoing.

3) How does your institution ensure budget allocations are responsive to enrollment trends over time? Are enrollment or credit hours used in any formalized calculation method (i.e. formula) to determine budget allocations across academic colleges & departments? How is data involving enrollment in academic programs used during decision making and how do academic units participate in the budget request and allocation process? Highlight significant strategic investments or reductions to academic departments over the prior three years resulting from changing patterns of credit hours taught by that department or college.

FY 2021 Budget Discussion – Clayton State University

While not using a formula per se, Academic Affairs has implemented a funding and budget allocation model based on student enrollments, full-time faculty productivity, full-time to part-time credit hour ratio, and declared majors rather than the previous model of budget allocation based on historical funding. Our Office of Institutional Research provides this data to the Provost and the College Deans to determine the needs of each department/college and reallocate or add resources for the new FY. For example, dramatic increases in dual-enrollment coupled with a one-year decline in the percentage of students completing English in their first semester was the basis to hire two additional English Lecturers over the past three years. Within the College of Health, enrollment trends were the basis for moving a faculty line from Health Care Management to the Nurse Practitioner program. The College of Business has been the fastest growing college in the University and thus has benefitted by the addition of three new lines over the past two years. Conversely, faculty vacancies in the Philosophy and Teacher Education were not refilled due to declines in enrollment over the past three years.

Historically, the Enrollment Management department reported to the Provost. Through the Comprehensive Administrative Review, we moved the Associate Vice President of Enrollment Management to a Vice President for Enrollment Management and Student Success. Based on the current organizational structure in some of the other peer system institutions the Vice President for Enrollment Management and Student Success reports directly to the President emphasizing the significance of enrollment on the financial health of an institution and is a preferred model. Through this restructure the Vice President for Enrollment Management and Student Success will be able to centralize enrollment strategies and develop additional collaborative efforts while seeking outside partnerships to assist Clayton State in growing our enrollment. The Provost will be able to concentrate most of his time and efforts on academics, such as curriculum development, high impact teaching strategies, and instructional design. As part of the CAR, Academic Affairs also added a half-time line in the College of Business by streamlining the administration of the MBA program.

At the university level, Clayton State utilizes a Critical Vacancy process that requires all requests for new or replacement positions to be reviewed by all of the Vice Presidents before being approved by the President. Not only does this process reinforce strategic budgetary decision making at the University level, it also provides the Vice Presidents with leverage when prioritizing personnel requests in their divisions.

Part II: Student Success and Affordability

- 4) Please describe the strategy taken in supporting students in making a purposeful choice of a program or focus area. Discuss other major actions undertaken as part of your Momentum Year implementation. What components are still in a development phase? Discuss any results to date.

FY 2021 Budget Discussion – Clayton State University

Clayton State University has been actively engaged in multiple facets of the Momentum Year work for multiple years. All incoming first-year students for fall 2019 are immersed in Clayton State University's approach to purposeful choice of program in support of the outcomes of the Momentum Year initiative.

Purposeful Choice

Students are engaged with making a purposeful choice through our guided pathways, orientation engagement, and freshman seminars. We made significant adjustments impacting our fall 2019 freshmen. While it is too early to report on assessment rates, we plan on assessing our strategies by administering pre and post surveys of freshmen as to why they selected their major and what activities they have engaged in relating to their major. This survey will also gather social engagement on campus which is not related to purposeful choice but is related to our retention strategies. We will also review student enrollment within the guided pathway courses.

Guided Pathways

We have updated and redesigned our 4-year pathways for all undergraduate majors. All guided pathways include the correct gateway Math and English courses, 9 credits within the associated academic focus area, and 30 credits within the first year. Department chairs, in conjunction with academic advisors, pressure tested the pathways to ensure that prerequisites were accounted for as well as considerations were made for course availability. Pathways also include major specific co-curricular activities aligned with degree progression. These pathways include information related to Clayton State's Complete College Georgia Graduate Sooner initiative which is designed to encourage students to attend summer and earn 15 credits each semester. These pathways were reviewed with students and their guests at each orientation session. Future efforts will focus on making these pathways and major information sheets available on a comprehensive major and career exploration website which is scheduled to be completed by summer 2020.

Orientation Engagement

Students who identified as undeclared (applied prior to creation of focus areas in Banner) or interdisciplinary studies received a phone call from the Center for Advising and Retention to discuss our majors and focus areas in relation to their career interests. In some cases, students were able to select a major while others were referred to the Office of Career Services for more in-depth support. These steps take place prior to students attending an orientation session.

Orientation group advisement was redesigned by focus areas rather than major. Faculty developed presentations that introduced students to their focus area and the associated coursework, identified the majors and careers associated with the focus area, and encouraged students to participate in co-curricular activities in alignment with the focus area. During these presentations students and guests received guided pathway and major overview worksheets for their declared major as well as any other major of interest within their academic focus area. Future work includes the purchase of a new orientation registration software platform that will allow students to identify their career interests in addition to their major. Academic Advisors will review instances of misaligned careers and majors and include them in their pre-orientation outreach processes.

FY 2021 Budget Discussion – Clayton State University

Freshman Seminar – CSU 1000

Clayton State’s freshman seminar, CSU1000, was modified for fall 2019. 85.5% of full-time incoming freshmen participated in CSU 1000 or a focus area gateway course within Business or Health. Within these courses students participated in programs aimed at further investigating focus areas in support of making a purposeful program choice by the end of the first semester of their freshman year. Students were either registered for a 3-hour course that was part of their Area F curriculum that already had these major exploration components embedded or were required to take the new CSU1000 course that is aligned with focus areas. Regardless of modality, all students completed the *Focus2Career* assessment and will have at least one class period facilitated by a career counselor in the Office of Career Services. At the conclusion of each classroom visit students are invited to complete referral cards to participate in individualized career counseling. Students are completing a pre- and post-assessment to aid the university in better understanding the factors that impact and support successful purposeful program choice. Future efforts will explore if there is a measurable impact on student success based on the student’s self-identified responses to their alignment within their declared major as well as if their specific programs that led to a stronger feeling of purposeful program choice.

Other Major Momentum Year Actions

We made significant progress this year with increasing the percentage of students enrolled in Math and English as demonstrated by on the table below. We accomplished this success through offering additional English section in the summer second session and fall terms. We were also more intentional during the advising and registration sessions at orientation.

Table 12: Fall Freshmen Enrolled in English and Math

Fall	% English	% Math
2016	96.4%	97.9%
2017	95.1%	94.4%
2018	82.2%	85.5%
2019	97.2%	93.3%

We continue to administer the Academic Mindset Survey. Our faculty committee has convened to understand the data and academic mindset strategies. Out of this work, our fall beginning of semester faculty meeting focused on academic mindset strategies.

- 5) Provide information on graduation and retention rates. Explain positive or negative trends. Discuss student success in Freshman Math & English or other gateway courses.

Clayton State’s fall 2018 IPEDS cohort is projecting an increase in one year retention to 71.2%.

We have identified the need to be more intentional in intervening with students that are living in our residence hall, as their retention rate have historically lagged our overall retention rate. For spring 2019 students living in the freshman residence hall with a GPA below 2.0 after the fall semester were required to participate in an academic recovery seminar led by our academic coaches in our Center for Academic Success. Our analysis found term GPA recovery and retention to fall 2019 positively correlated to attendance in the mandatory academic recovery seminary and negatively correlated to the number of

FY 2021 Budget Discussion – Clayton State University

judicial incidents for which a student was involved for spring 2019. Efforts for fall 2019 include a group of staff from across campus that meet on a bi-weekly basis to develop outreach and intervention strategies for a cohort of 100 students that were identified as the most at-risk to not retain to their second year based on our predictive analytics software.

Undergraduate Re-Registration Rates

The majority of our undergraduate population is not part of an IPEDS cohort. Therefore, we place significant emphasis on the re-registration rate of all undergraduate students. For summer 2019 and fall 2019 we realized the highest re-registration rates for undergraduate students in over 5 years. We credit this to our fully centralized proactive intervention advising center and increased emphasis on academic support services that have shown impact on overall student success metrics which are described in Section 7 of this document. The return of year-round Pell can be attributed to some of the improvement in summer 2018 and 2019 re-registration rates.

Improving Gateway Math and English Placement Rates & Success Outcomes

For fall 2019 we were intentional about ensuring that members of our incoming freshmen class were placed in their correct English and Math gateway course. Additional faculty resources were allocated to ensure we could meet student demand which impacted our registration and completion rates for the fall 2018 freshman class. Moreover, we integrated two sections of ENGL1101 into our summer start program initiatives to further expand teaching capacity for fall 2019. These efforts resulted in a record rate enrollment rate for ENGL1101 and a 15% increase from fall 2018 and a 7.9% increase for Area A2 math. We saw a 0.8% decrease in those attempting 15 credits which may be attributed to the decrease in freshmen living on-campus for fall 2019 (non-residential students without an exemption are restricted to no more than 11 hours).

Clayton State University focused on improving the success rates of students in our gateway English and Math courses through participation in the Gateways 2 Completion initiative, increased academic support integration, and math pathways advising. Since fall 2016 we have realized decreases in the DFW rates for ENGL 1101, ENGL 1102 and MATH 1111. There was a small increase in the DFW rates for MATH 1101. Closer inspection reveals that DF grades were stable for MATH 1101 but there was an increase in the number of withdrawals from 4 percent in 2017 to 7 percent in 2018. Enrollment in this course increased by 26 percent over that same period of time - primarily from students who previously would have been enrolled in a remedial math course. Through early alerts, attendance monitoring, and focused tutoring support we will develop strategies to reduce the number of students who are withdrawing from this course.

Table 13: DFW rates for English and Math

	Fall 2016 DFW Rate	Fall 2017 DFW Rate	Fall 2018 DFW Rate
ENGL1101	15%	13%	10%
ENGL1102	21%	24%	20%
MATH1101 (non-STEM, Health Professions, Business)	32%	32%	34%

FY 2021 Budget Discussion – Clayton State University

MATH1111 (STEM)	36%	24%	22%
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6) How is your institution working to enhance the administrative processes integral to student success, particularly in the areas of admissions, advisement, registration, financial aid, and student accounts? What measures are you taking to raise awareness of Know More, Borrow Less? Describe the training resources provided to the student aid, bursar, and registrar offices related to student financial aid. Discuss if you are using Artificial Intelligence (AI) and/or Machine Learning (ML) to assist students, faculty and staff and the results of using such solutions?

Clayton State has made significant strides in enhancing administrative processes integral to student success. A few are:

- *CSU Developed Texting Application - Sparrow* is an application developed by Clayton State University, it is primarily a text messaging (SMS) platform that is loosely coupled with the Banner database. Sparrow provides the ability to send infinitely customizable outbound messages to arbitrarily specific populations that are specified with SQL as well as respond to text questions from registered users. Sparrow allows us to trivially add arbitrary input/output actions that can be as simple as a static response or reach into Banner for arbitrary data. For example, one may text “map” and receive CSU’s main campus map or one may text “apply” to easily find information about how to apply or one may text “status” and receive live information about the status of their application including the status of checklist items. We are very excited about the general use of Sparrow and how we will leverage artificial intelligence to quickly develop an application that will allow natural language chatting between users and Sparrow. ** At the time of the Narrative Review there will likely be additional information and capabilities Sparrow.*
- *Automation of Repeat Course Notifications* - In fall 2018 academic advisors were provided a report and began notifying students of courses for which they had previously received credit and earned a C or higher. This was difficult to scale but still had a positive impact. Launched for spring 2019 we automated notifications via our inhouse texting solution to students with final calls being made by advisors. These efforts have resulted in a significant decrease in course repeats by students and potential savings to students of roughly a quarter of a million dollars for fall 2019.

Table 14: Course Repeat Data Comparison

	Number of Course Repeats	Percent Change
Spring 2018/2019	825/236	71.4%
Summer 2018/2019	233/65	72.1%
Fall 2018/2019	584/94	83.9%

FY 2021 Budget Discussion – Clayton State University

- Nelnet payment plans* - In fall 2019, the university migrated to Nelnet’s new platform which offers students more flexibility in making payments for tuition and fees. The new platform allows for a seamless revision of monthly payment amounts based on changes to student account balance. Students also have the option to sign up for a payment plan with up to 6 monthly payments. Although the percentage of students enrolling in payment plans has been flat, we anticipate an increase for fall 2020.

Table 15: Payment Plan Enrollment Data

Semester	Max. # of Payments	# of Participating Students	Headcount	% Participation
Fall 2017	4	872	7003	12.5%
Fall 2018	4	873	7038	12.4%
Fall 2019	6	850	6886	12.3%

- Billing* - In fall 2019, the University complied with the University System of Georgia’s early billing requirement by assessing and billing for tuition fees on June 1st. Early billing gave students an opportunity to plan well in advance of the fee payment deadlines. In addition to email reminders, students who had an outstanding balance received text message reminders. Plans are underway to extend payment reminder notifications to authorized users. The University continues to review fee rules and make modifications accordingly to ensure accuracy in student bills.

Know More Borrow Less

Clayton State has successfully released the Know More Borrow Less notification to students. We received a high rate of students opening the message as we sent the letter during the student refund period. We are currently working on implementing the Ocelot Financial Aid videos and the Satisfactory Academic Progress videos to increase awareness of financial aid and the use of student loans. Additionally, we are providing Peer Financial Counseling through work associated with our PBI Grant. Through these efforts we have held 50 open literacy events focusing on financial literacy with 412 students in attendance.

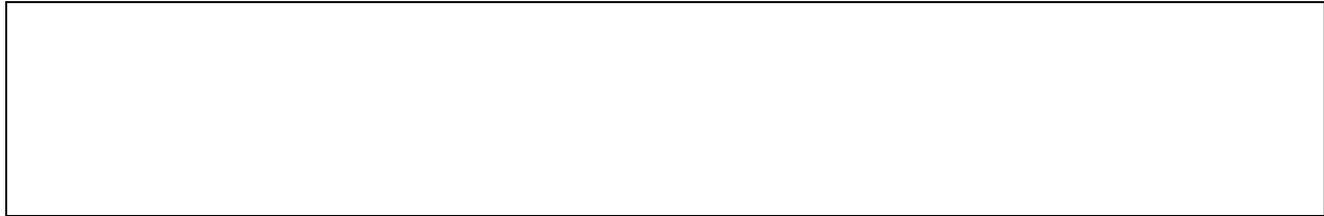
Financial Aid Processing

This year the Financial Aid Office partnered with Career Services to streamline the process associated with employment through the Federal Work Study Program. This work introduced a significant number of students to Career Services for early advising and career counseling. Another measure to increase efficiencies was the utilization of algorithmic packaging which created an automated awarding process for students receiving the Supplemental Educational Opportunity Grant (SEOG) associated with Title IV. Through this automation we were able to reduce the number of staff who review files for SEOG eligibility from multiple to one and reduce the time to award SEOG students significantly.

Training resources

Training is an essential component to ensure strong customer service, an ability to provide funds and funding options to students, and protecting the institution in regards to compliance. The Financial Aid and Bursar Offices regularly have staff attend conferences, trainings, and workshops offered by the Board of Regents, Federal Student Aid, and the Georgia Association of Student Financial Aid Administrators.

FY 2021 Budget Discussion – Clayton State University



7) What actions not described already do you intend to take this coming year to improve student success? How is your institution making efforts to remove barriers to access and success? In what ways will you know that these steps are succeeding?

Attendance Tracking

This fall we began asking faculty to report student attendance and participation in online courses for the first six weeks of the semester. Research has shown that attendance is one of the best predictors of student success and attending at the beginning of the semester when many essential concepts are introduced is especially important. We are working with EAB to automate the uploading the attendance data into our EAB Navigator platform so that academic advisors, the RA's in the residence hall and others who provided student support will be able to identify and reach out to students whose lack of attendance is putting them at risk. Based on feedback from the fall semester, we have improved the user interface for the app used by faculty for reporting attendance, developed a report for department chairs that monitors faculty usage of the attendance reporting tool and prioritized the critical gateway courses that are predictive of long term student success.

Supplemental Instruction

This fiscal year we were provided with an additional \$40,000 in State Appropriations to support our supplemental instruction efforts. We have worked to increase the use of supplemental instruction within our critical gateway courses as provided to us by the BOR. These funds have assisted us with providing supplemental instruction and will assist us in growing the number of sections with an SI present from 17 for the 2018-2019 academic year to 40 for the 2019-2020 academic year. Our SI model continues to place SI's in the classroom during instruction to work in tandem with the faculty member while also providing structured time outside of the classroom for students to meet with the SI for additional assistance.

Laker Hall Student Success Initiatives

Historical data demonstrated students living in Laker Hall retained to their second year at lower rates (2 to 7 percentage points) than commuter students. However, residential students did graduate at greater rates than commuter students. Preliminary data indicates that residential students incur more behavioral suspensions than commuter students. This phenomenon partially explains the difference in retention rates. In alignment with strategies to achieve the retention and graduation rates outlined in the university's strategic plan student support services have been expanded and new initiatives have been developed for students living in Laker Hall as stated below:

- In spring 2018 semester we converted the 3rd floor lounge into a satellite academic support center and launched monthly RA check-ins with all residential students.

FY 2021 Budget Discussion – Clayton State University

- In fall 2018 we integrated housing and residence life into the early alerts and midterm grade reporting process.
- In spring 2019 we launched a mandatory student support seminar for all Laker Hall students with an overall GPA below 2.0. Data supported that students that actively attended this seminar were more likely to earn a term GPA above a 2.0. The data also supported that academic performance was directly connected to involvement with conduct incidents.
- In summer 2019 we began tracking re-registration of IPEDS cohort students based on first-year housing status. We found the overall re-registration rate was the same for both populations until the final fee payment deadline. A disproportionate number of first-year residential students did not clear the fall 2019 final fee payment deadline. Those that were dropped and not reinstated had GPAs below 2.0 and lower credit accumulations coming out of spring 2019.
- In fall 2019 Clayton State University is taking a proactive approach to close the retention gap. We used predictive data to identify 100 at-risk students that are receiving specialized outreach and engagement activities throughout their first semester. A cross-campus group meets on a bi-weekly basis to evaluate each student’s academic performance and campus wide engagement activities to provide personalized interventions. We will continue with the required seminar for Laker Hall students with GPAs below 2.0 for spring 2020. Through this work we have realized a 51% utilization rate of student support services for students in this initiative compared to a usage rate of 38% of all residents within Laker Hall. Students in this population are required to meet with Residence Life staff and AVP of Student Affairs if they have not responded in a timely manner or utilized student support service.

Early Alerts

Launched in fall 2017 twice during each semester faculty teaching in select “Critical Courses” or “Catapult Courses” as identified by BOR research have been required to complete progress reports on their students between weeks 4-6 and weeks 9-12 of the semester. These alerts create cases that are assigned to associated student support offices, which results in personalized phone outreach to students. During this time period we found that students that act (e.g., advising or tutoring appointment) on these alerts realized on average a 0.66 improvement from their midterm to final grade. For future actions we will explore course level impacts of tutoring and/or Supplemental Instruction on students with early alerts. Our success with this work will be profiled at the 2019 EAB Connected Conference.

Table 16: Mid-Term to Final GPA Impact for Early Alert Participants

	Grade Increase, Mid-Term to Final
Met with Student Support Staff Member	0.66
Did Not Meet with Student Support Staff Member	0.08

African American Male Initiative

This year we received as USG grant of \$15,000 to support African American Men on campus. 27 students are participating in this Living Learning Community in Laker Hall. The students are taking a community specific CSU 1000 course and a range of programs designed to improve academic success, leadership and campus engagement.

FY 2021 Budget Discussion – Clayton State University

EmpowHer Living Learning Community

In addition to the AAMI program, we also created a Living Learning Community for women students who are interested in leadership and campus engagement. There are 82 students in this Living Learning Community. It made sense for us to create this Living learning Community in absence of grant funding because 70% of our students at Clayton State are women. The students are taking a community specific CSU 1000 course and a range of programs designed to improve academic success, leadership and campus engagement.

8) Discuss your institution’s participation in the Affordable Learning Georgia program and how you have leveraged grant funding to encourage wider adoption (e.g., scaling up to departmental adoption; creation of ancillary materials; consideration of Open Educational Resources work in tenure and promotion). Also give details on the percentage of courses at your institution using low-cost or no-cost textbooks, and how you are ensuring that the information provided to students about these costs are accurate. What other actions has your institution taken to reduce the cost of education to students?

Affordable Learning Georgia Program—10/17/2019

Clayton State faculty have actively supported the Affordable Learning Georgia program. Over the past four years, fourteen (14) out of eighteen (18) proposals have been approved for funding and forty-eight (48) unduplicated faculty have worked on the project teams. All of the projects were successfully completed. Seven (50 percent) of the projects came in under budget which allowed us to return \$10,440.37 to the Board of Regents. We estimate that students have collectively saved approximately \$962,647.52 over the past four years as a result of ALG grants.

LOW COST/NO COST

In fall semester 2019 there were 147 class sections (104 no cost and 43 low cost) with 2977 (duplicated count due to students enrolled in multiple sections) that used No/Low cost textbooks. This represents 19 percent of classes offered and an increase of 3% from the fall 2018 semester. The current system in place to track these courses uses the USG suggested codes of ZNCM and ZLCM when the schedule for each semester is created. In this way, Clayton State University can track the sections that offer the savings along to the students. The savings associated with these designations are discussed below under bookstore since no costs text are primarily OER.

The Clayton State University Library plays an active role in helping faculty locate low/no cost materials. A liaison from the Library is assigned to every department to assist faculty with navigating the Affordable Learning Georgia database of open source materials and to other resources outside the system.

IT

Information Technology and Services has a long history of keeping education affordable. Our walk-up help desk (The HUB) has afforded students the ability to have their personal IT equipment repaired, upgraded and “tuned-up” at no additional costs other. Further, the campus has a history of including students in our software licenses where practical. While exact software usage numbers are hard to determine, conservative estimates indicate that these practices have helped our students save nearly \$800,000 this academic year.

FY 2021 Budget Discussion – Clayton State University

- \$107,000 saved through the use of the HUB for hardware/software issues that would normally require a for-pay service such as the Geek Squad.
- \$564,000 saved on Microsoft products, such as Office, by utilizing Office 365 rather than purchasing the products themselves.
- Other Software that we provide students through site licenses has saved them an additional \$124,000.

In addition to the savings, The HUB, which is staffed in a large part by student workers, has regularly been cited by employers for its excellence in preparing students for the workforce.

Part III: Institutional Efficiency

9) Provide an update on the status of the Comprehensive Administrative Review at your institution. Have you completed implementation of your CAR action plan approved by the Chancellor? What steps have you taken to ensure that your process improvement and organizational structure changes “stick” and don’t revert back to old ways? How will you go about continuously seeking administrative efficiency on an ongoing basis?

Clayton State’s Comprehensive Administrative Review (CAR) Plan was approved by the Chancellor in September, 2019. The President’s Cabinet has taken a leadership role to ensure all savings and redirections are complete or on schedule as stated in our plan. All staff changes associated with the CAR were completed by November 1, 2019.

The CAR process identified \$1,357,885 fiscal and 12.5 FTE impact. These efficiencies were produced by each division at the university. These efficiencies range from reorganization and creation of a new division, to outsourcing of an auxiliary, to modification of HR and IT processes, to adoption of workflow software in multiple areas, and the adoption of electronic process.

We have 18 process modifications with many already completed and others scheduled to take place through the spring 2020 semester. Over the past several years and certainly through the process of the CAR, we have worked to establish a culture of efficiency. As an example, the ITS team has made regular presentations demonstrating software to the Administrative Council aimed at providing more efficient methods to work.

The identified savings were invested in multiple arenas from centralizing Dual Enrollment activities, adding two additional advisors to the advising center, creating an MBA Director position, a new student loan position, and two financial aid outreach counselor positions as a few examples.

The University has a longstanding Critical Vacancy Policy and procedure that requires the President’s Cabinet reviews and approve any organizational positions, both new and replacements. Continuing with this process which includes a review of the organizational charts we are confident that we will maintain our efforts to ensure operations are aligned with the most effective and efficient department.

FY 2021 Budget Discussion – Clayton State University

We will be reviewing the CAR with the Administrative Council and regularly to ensure all savings and redirections are completed as scheduled.

10) What efficiencies have been achieved as a result of a transition to a managed service or shared resource (e.g. OneUSG Connect to include the Careers functionality, Banner Managed Services, Enterprise Licensing Agreements, shared professional positions)? Describe the process that your institution uses to critically evaluate the organizational structure or process changes needed post-conversion to a managed service. How have you redirected resources considering these changes or what future redirections do you envision?

Due to efficiencies achieved in HR data management and reporting, as a result of the transition to a managed service platform and/or shared resources (e.g. OneUSG Connect, etc.), we were able to eliminate an HRIS Analyst position in FY20. The savings were redistributed to areas identified in the Comprehensive Administrative Review (CAR) as areas of improvement. Payroll was identified by CAR as an area that was understaffed. A part-time payroll assistant position was created to address the CAR recommendation. This addition consequently improved our efficiency in payroll and reduced payroll errors. This is evidenced by the drastic reduction in Emergency Payroll Payments as shown in the graph below.

Chart 1: Emergency Payment Rate



The institution utilizes a cross divisional and departmental teams to critically evaluate the organizational structure or process changes needed post conversion. Through feedback, sharing of best practices, and collaboration with sister institutions within the same and previous implementation cohorts, we have been able to improve the effectiveness of operations. We continue to review job tasks regularly and have also actively invested in additional training and hosted several training sessions in collaboration with Shared Services at our institution. This has led to increased efficiencies.

As noted above, resources are being redirected to improvement areas noted in the CAR such as payroll efficiency, etc.

FY 2021 Budget Discussion – Clayton State University

The transition to Banner Managed Services has been completed. Even with the Banner DBA functions moving to ITS, Clayton State was unable to reduce the number of DBAs because we only have one. The DBA still manages multiple databases used for our local application data and data warehouse, including multiple Postgres, MySQL, and Microsoft SQL Server instances that are used in a wide variety of applications across campus. The effect of Banner Managed Services on other personnel has been very minor. Much of the work done locally has not changed. The employees continue to support the integration of Banner with the multitude of programs which Clayton State continues to use to integrate with Banner. We also continue to support the campus in a many other ways, including expanding Data Analytics, enhancing several student facing applications, expanding IT involvement in research computing and modernizing several home-grown applications.

Part IV: Academics

11) Discuss new academic programs under consideration for startup in FY 2021. How were the needs for the programs and the program budgets determined? How do the proposed programs line up with the goals of industry, the System, the region and the State?

We are exploring the development of a major in Business Analytics within the BBA. The increased use of data analysis to understand problems and guide decision making throughout organizations has been well documented in research and has been a consistent theme we have heard from employers in our region. One need look no further than our own university system to see the reliance on data to develop and assess strategies for increasing student success. Our College of Business will be collaborating with our Department of Mathematics to develop a curriculum that helps students apply mathematical to decision making in business.

The College of Business is also working on a minor and a Nexus degree in Public Accounting. The Georgia Department of Labor lists accounting as one of its “Hot Careers to 2026” based on the field’s high wages, fast job growth, and the high level of annual job openings expected during the ten-year period leading up to 2026. Atlanta is where much of the action is, and made the top ten list of cities with the highest employment levels for accountants according to a 2018 report released by the US Department of Labor. Completing the Nexus also satisfies the requirements for the Accounting Minor.

Based on feedback from local businesses the College of Business is now developing a course on IT Service Management Fundamentals that will include the use of the Service Now software. This new subject area was created specifically to meet the demand for graduates with proficiency in this type of software.

In a similar way, Academic Affairs is developing new micro-credentials based on research conducted by Burning Glass, and others, which has found that Liberal Arts graduates can double their number of job prospects by developing high demand skills such data analytics, IT networking or marketing. Thus, we have developed micro-credentials for Data Analytics for Decision Makers, IT Essentials, Sales and Marketing, and Innovation and Entrepreneurship. These programs will be promoted to those students majoring in the

FY 2021 Budget Discussion – Clayton State University

Liberal Arts. Companies that hire primarily IT and Business graduates tell us they are looking for individuals with technical skills who can also communicate and work well with others. Thus, we are creating micro-credentials in Effective Communication and in Multicultural Competency to promote with students likely to enter these fields. Academic Affairs will continue to solicit feedback from local employers to identify other micro-credentials that meet the needs of employers and better position our graduates for their future careers.

12) Do you have plans to introduce a Nexus degree soon? Other than a Nexus degree, what new ways is experiential learning beyond the classroom being integrated into existing programs? Describe any notable industry partnerships in this area. How are you ensuring that experiential learning experiences are accurately tagged with the BANNER attribute?

As mentioned above, the College of Business is developing a Nexus Degree in Public Accounting. The Georgia Department of Labor predicts a high level of job growth for accountants in the state: 16.7 percent between 2016 and 2026– more than 50 percent faster than the national rate for the accounting profession. This level of job growth along with normal turnover should result in 4,190 accounting positions becoming available every year during the ten-year period of their analysis. In light of this, the College of Business at Clayton State University will work with public accounting firms, government agencies and the University System to develop a Nexus degree that provide students with the coursework and experiential learning to start their career in public accounting while continuing to complete their bachelor's degree.

Mailchimp has partnered with Clayton State university to create Launchpad Academy. Launchpad is a leadership academy geared toward helping to prepare students and faculty to adapt to rapidly changing technical, social and business expectations of the 21st century workforce. Launchpad combines curriculum in cloud computing, information security, data infrastructure operations and software quality assurance combined with experiential opportunities directed by Mailchimp professionals. Students participate in high-tech hands-on projects and with instruction developed by Mailchimp staff and Clayton State computer science faculty. In the first cohort of eight students, three students were selected for paid internships at MailChimp and at least one of the students has been hired for a full-time position. The Launchpad Academy has been designed to create a pipeline of talented IT professionals for careers at MailChimp and other technology companies.

In order to keep department chairs and schedulers abreast of changes to Banner Scheduling procedures, training takes place every fall and resources are provided via a Sharepoint site. This file includes a guide to scheduling and adding High Impact Practice codes and a video of the live training in case someone cannot attend. In addition, department chairs and schedulers were given an excel file that features dropdown menus containing the codes so that they have the appropriate list attached to each course. It should be noted that in some cases, such as Study Abroad, Clayton State does not offer these opportunities every semester and therefore no coding is done.

13) What existing programs have low degree production? What measures are you taking to improve the enrollment in these programs? Have any of the listed programs been reported here for multiple years?

FY 2021 Budget Discussion – Clayton State University

The **A.A. Film Production** and the **B.A. in Film Production** were both launched in the Fall of 2015 and are currently below the graduation threshold but will easily surpass expectations by this Spring. There are 25 students enrolled in the associate's degree program and 160 students in the bachelor's degree program.

The number of graduates with a **B.A. in Philosophy** has been consistently low at Clayton State as it has been across the system. However, due to core teaching loads the credit hour produced per faculty is the highest for the college and the department offers only one or two upper division courses per semester. Enrollments in these sections are made sustainable by students seeking a minor in Philosophy.

While the **B.S. in Chemistry** 3-year average is below the threshold of 10, when combined with the A.S. in Integrative Studies (Pre-Engineering and Pre-Pharmacy Concentrations) that are also housed within the department, the 3-year average (FY2016-2018) is 20, (15 for ASCC and 5 for Chemistry) and therefore, above the minimum threshold. Nevertheless, the curriculum is being revised to facilitate higher graduation rates.

Efforts are under way to partner with local first responders to bolster enrollment in the **B.A.S. Homeland Security/Emergency Management** degree program. We are also reaching out to the area technical colleges to develop a seamless pipeline for students who have completed A.A.S. degrees and to military veterans who may now transfer block credit into the program. Using the same principles embedded in the Nexus Degree we are working with area first responders to design a curriculum that directly meets their needs.

While enrollment in the **B.S. Mathematics** major is low, the department is developing collaborative course offerings with other disciplines to expand the inclusion of mathematics in other degree programs. In particular, concentrations offered by the USG FinTech Academy and concentrations in supply chain analytics will become attractive options for mathematics students.

Part V: Budget Planning

14) If new funds for enrollment growth were received in FY 2020, how have they been allocated to address institutional priorities? Specifically, discuss the progress to date, achievements, challenges, etc. If your institutional allocation was reduced for FY 2020, what specific steps were taken to balance your budget?

The University requested a total of \$609,588.00 dollars for 8 new positions and Financial Aid Software. The positions ranged from faculty to security.

Academic Affairs filled three positions using the new funds. A full-time lecturer was hired in English and contributed to the significant increase in the number of first-year students completing English in the first year. The College of Health hired a Nursing Clinical Coordinator who develops, manages and expands clinical agency partnerships, contracts and placements for the undergraduate and graduate nursing students. And the College of Business hired a Lecturer who specializes in data analytics and economics. He is working with local economic development authorities to be understand and address their workforce needs and developing new courses in data analytics.

FY 2021 Budget Discussion – Clayton State University

Human Resources was allocated new funds in FY 2020. Those funds were used to hire a part-time payroll assistant. This was one of the action items noted in the Comprehensive Administrative Review (CAR). Payroll was one of the highest rated areas on campus, but it was also noted that the one person managing this area was working significant hours. The addition of the part-time payroll assistant addressed this concern. The efficiency of the payroll team was also increased because of the increased ability to run and review reporting, analyze payroll reconciliations, and work on other compliance items.

Financial Aid Software

This year we are adding Ocelot Financial Aid TV and Satisfactory Academic Progress TV to our financial aid office. This will improve our messaging to current and prospective students seeking to complete the financial aid process. Additionally, we will be utilizing the Campus Logic Award Letter to provide an improved award letter to current and prospective students.

- 15) What is the financial impact of the actual fall 2019 enrollment achieved at your institution? Describe the enrollment assumptions used in the original budget and the subsequent changes in revenue (increase or decrease) as compared to the original budget. What actions are being taken to invest new revenue or to cut costs and streamline operations?

Overall, the University saw an increase in tuition revenue despite decrease in enrollment for fall 2019. Two factors primarily contributed to this result: the use of a fiscally conservative budget approach and the increase in tuition rate.

Although enrollment was projected to increase by 1%, the FY20 original budget was built with the assumption that enrollment would be flat. An increase in undergraduate (in-state and out-of-state) and graduate (in-state) tuition rates resulted in a modest over-realization of tuition revenue for fall 2019.

Table 17: Financial impact of fall 2019 enrollment on tuition revenue

Tuition Rates	FY19	FY20	% Increase	*Over/(Under) Budget
Undergrad - In State	165.20	169.33	2.50	185,798
Undergrad - Out of State	601.07	616.07	2.50	59,016
Grad - In State	196.00	200.00	2.04	364,625
Grad - Out of State	732.00	732.00	0.00	(380,171)
Total				229,268

*As of 11/7/19

The over-realized tuition revenue has been set aside to ensure that sufficient revenue is available in the spring semester, in case spring enrollment projections are not met.

Mandatory fee revenues, on the other hand, were less than budgeted for two main reasons: decrease in enrollment and loss of fee revenue from dual enrolled students. Each fee holder has worked on a plan to decrease expenditures and increase revenue to offset the decreases.

FY 2021 Budget Discussion – Clayton State University

Table 18: Financial impact of fall 2019 enrollment on fee revenue

Fee	*Over/(Under) Budget
Institutional Fee	(78,164.00)
Health Fee	(7,511.00)
Parking Fee	(5,585.00)
Laker Card Fee	(1,817.00)
Athletic Fee	(28,110.00)
SAC Fee	(16,274.00)
Student Activity Fee	(9,856.00)
Technology Fee	(4,490.00)
Total	(151,807.00)

*As of 11/7/19

The original budget has been amended to account for the decrease in fee revenue.

16) State agencies, including the University System of Georgia, were required to submit budget reduction plans for fiscal years 2020 and 2021. The majority of the USG state funds budget (the funding formula) was exempted and many institutions were not affected during this cycle. However, the final USG state budget for this year and next will be dependent upon future state revenue trends. What steps is your institution taking to mitigate the risk of a possible state funds budget reduction in the current or next fiscal year.

Although CSU had a slight decline in enrollment for FY 2020, we experienced an increase in revenues due to the mix of students. For this reason, we are prepared for any potential budget cut. While the increase in revenue would not completely offset a 4% cut, CSU is committed to implementing any such cuts in a manner that will not have a negative impact to student learning. Potential cuts would include reductions in travel and training, deferring maintenance agreements for non-critical equipment and in general, a reduction in OS&E by all departments.

FY 2021 Budget Discussion – Clayton State University

17) Your institution experienced credit hour enrollment growth in academic year 2019. Should the USG receive formula funding for FY 2021, it is likely that your institution will receive additional funds. What are the budget priorities for your institution? How will new funds be utilized to best serve students?

The university is committed to its mission and strategic plan. All of our budget priorities are developed through their prism with the underlying principle of meeting a demonstrable need, anticipation of a future need or implementation of a strategic goal. We have outlined our needs by division below.

Business Operations

New funds in Human Resources could be utilized for a training and development specialist. This person will assist with the implementation and growth of SkillSoft around campus. By working with other institutional leaders, he or she would create, track, and manage all employee trainings, help in creating efficiencies, and support succession planning on campus. The time gained from creating a centralized training source will free up “hours” for managers to reallocate to other institutional endeavors.

Campus Safety is essential to advance core functions of teaching and learning. University Police are called to protect the campus. The presence and visibility of the police department assist with the perception of safety of faculty, staff, and students. With additional funds, the University Police would have aligned staffing levels more aligned with sister institutions of the same size such as Georgia College and State University (19 police officers) and Albany State University (27 police Officers). Clayton State University (16 police officers) being in metropolitan Atlanta, we experience issues that come along with big city living, more often and more frequently than our sister institutions.

1. \$15,600 casual labor to provide funding for part time officers to assist with staffing levels until fulltime staffing is brought to adequate levels (20 officers)
2. \$40, 000 new officer position (\$56,000 including benefits) this position will replace officers assigned to the crime suppression unit. In 2018, our clearance rate on crimes committed on campus was 6%, since the implementation of the crime suppression unit the clearance rate is %64. However, we need to replace the patrol visibility by adding (3 officers) those additional officers back to the patrol division.
3. Salary Stressors/promotions. \$12,000
 - a. \$4,000 for promotion of an officer to Administration Sergeant to assist with policy and procedures, emergency management coordinator for the University, certification manager, and other duties as assigned.
 - b. \$5, 000 for promotion to a Captain of Support Division. This person will assist with making sure training, administration, and crime suppression is being supervised. This will allow the department not only to operate the patrol division but the administration side is managed as well.
 - c. \$4.000 for salary stressors to get officers closer to the surrounding areas in which we are 14% behind. This will help with retention and recruitment of officers.

Academic Affairs

Data Science/Analytics Assistant/Associate Professor: A university priority is to produce graduates who are qualified for employment in high demand careers. One of the fastest growing areas is data science and data

FY 2021 Budget Discussion – Clayton State University

analytics. In order to support the Master of Supply Chain Analytics program, the Big Data concentration in the Bachelor of Science in Computer Science, and other programs/certificates currently in development, the University seeks faculty member with background and experience with data mining, data science, visualization, and analytics. The new Supply Chain Analytics Master's degree and newly proposed BBA in Supply Chain Analytics anticipates large enrollment numbers and current staffing levels in Mathematics and Computer Science & Information Technology (CSIT) will limit the ability to offer these courses for these programs and the concentration we currently offer. Ideally this faculty member will have sufficient background to have a joint appointment in the CSIT and Mathematics departments so that he/she is qualified to teach the three courses in the Supply Chain analytics programs and the Big Data concentration in the BS in Computer Science program. Although CUPA faculty salary data do not include salaries for data science faculty, it is expected that salaries will be comparable to Computer and Information Science and Support Services. We need \$117,450 for this new 10-month position which would be \$87,000 + benefits.

Mathematics Lecturer: The Momentum Year efforts include having every student complete his/her basic college level mathematics course during the first semester, along with associated corequisite course if needed. In addition, the anticipated transition of the first statistics course (MATH 1401) becoming an option for the first college level mathematics course will require additional sections of statistics and development of corresponding corequisite courses. Even though we anticipate a drop in need to offer the other Area A mathematics courses (MATH 1101 and corresponding corequisite courses), we expect the overall need to grow. In the current academic year, the Mathematics Department hired a temporary lecturer using a vacant line in the CS&IT department. That line is needed in the CS&IT department so the temporary lecturer will not be renewed for the next academic year unless a new line becomes available in the Mathematics Department. Finding qualified part time faculty who can teach the college level course and the corresponding corequisite course at times students need the courses is increasingly difficult. A current search for part time faculty in mathematics has a total of three candidates, only two of whom are SACSCOC qualified to teach collegiate level mathematics. We need \$79,500 for this new position including benefits.

Assistant/Associate Professor of Management/Leadership: With the growth of the MBA program and specifically the HR leadership program the graduate teaching in this area is highly stretched. In addition, we are launching the new online Master of Strategic Leadership Development program which will mean 5 additional graduate courses and 4 of which will be in leadership. We have planned the program launch and curricula in such a way that the initial 5 courses will be the existing leadership/HR courses from the MBA program with the five new ones starting in fall 2020. This allows for absorbing the newly admitted students (starting spring 2020) in the program into the current courses being offered in the MBA HR program and also allows time for the development of the 5 new courses (over spring 2020). With the success of the HR and leadership programs we will need an additional tenure track faculty in leadership/HR to cover the growing graduate programs in business. We need \$124,450 for this new position which would be \$95,000 + 31% benefits.

Assistant Professor of Psychology: Graduate enrollment in Psychology has increased this past year by 74%. The department lost one faculty member to an administrative position. The increase in enrollment in health sciences which requires two psychology courses has contributed to the need as well. The use of adjunct

FY 2021 Budget Discussion – Clayton State University

faculty in Psychology has increased by 10% in one year. We need \$72,050 for this new position which would be \$55,000 + 34% benefits.

Student Affairs Case Manager/Prevention Coordinator: This position is responsible for coordinating Counseling and Psychological Services' outreach and prevention programming and case management services in addition to providing clinical services to students. And will coordinate all prevention and outreach programming in the areas of suicide prevention, relationship violence, sexual assault, and others.

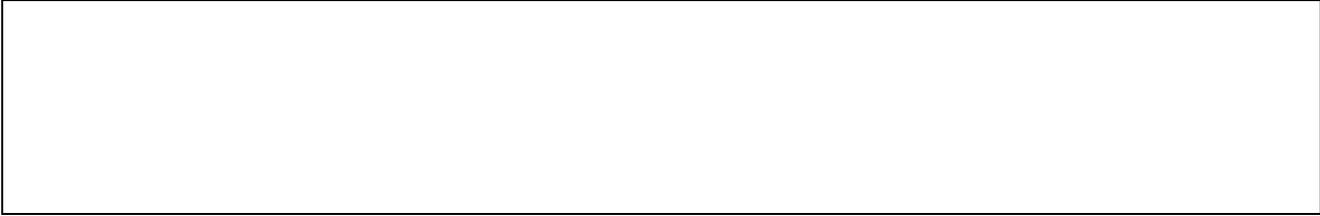
Counseling and Psychological Services Part-time Psychiatrist: Psychiatrist will provide psychiatric services to students at Counseling and Psychological Services and collaborate with clinical staff regarding treatment of students' mental health concerns. This person would Perform evaluations of students for diagnosis, make treatment recommendations, and prescribe medications. They would also provide medication monitoring, consult with clinical staff about students/clients, emergencies, evaluations, treatment, and clinical issues. Their duties would include case management, documenting services in case files, and coordinating treatment with physicians.

Disability Resource Center Administrative Specialist/Coordinator: This would be a position reclassification to provide additional support to the administrative operations in the DRC. Including assisting staff with testing accommodations and correspondence. This position assists with implementing accommodations such as but not limited to note-taking and classroom accommodations, setting up equipment for use during testing, working with faculty and staff to ensure the security of exams, receiving and delivering exams, and proctoring of exams. Provides routine office support including greeting visitors, answering phone and in-person inquiries, monitoring and responding to e-mails and filing.

Clerical/Outreach Assistant in the Veteran Resource Center: There is currently only one full time staff person in the VRC. This new role would enhance overall center operations in the event of planned or unplanned absences and/or unavailability of the Coordinator. The Clerical/Outreach Assistant would allow for continuity of services and department operations such as serving as a secondary supervisor to VA work study students and student assistants
The Clerical/Outreach Assistant would enhance the overall success of the Veterans Resource Center as we continue to create and develop programs and initiatives that impact student retention and persistence. The primary focus of the role would be student engagement and support through community building activities and programs and demonstrating a correlation between students receiving services and support from the VRC and their academic performance, graduation and retention rates.

Financial Aid Outreach Counselor/Loan Default Specialization – This position will proactively work with our students entering into loan repayment to assist them in managing the status of their student loans. The individual will seek to reduce our student loan default rate with strategies while students are enrolled and exiting the university.

Data Analyst – In our continued efforts to use data, we dedicated prior funds to the development of a data warehouse with dashboard capabilities. That system is nearly developed and, in an effort, to utilize our data this position will assist with identifying trends and areas of opportunity for the university.



Part VI: Institutional Financial Health

18) Discuss the key financial metrics that explain the financial health of your institution, using the June 30, 2019 financial statement as the basis. This discussion should include, at a minimum, trend data for cash, reserves, and student receivable balances. Include other key financial measures or ratios you find important and use charts and graphs as necessary. Discuss any material audit findings.

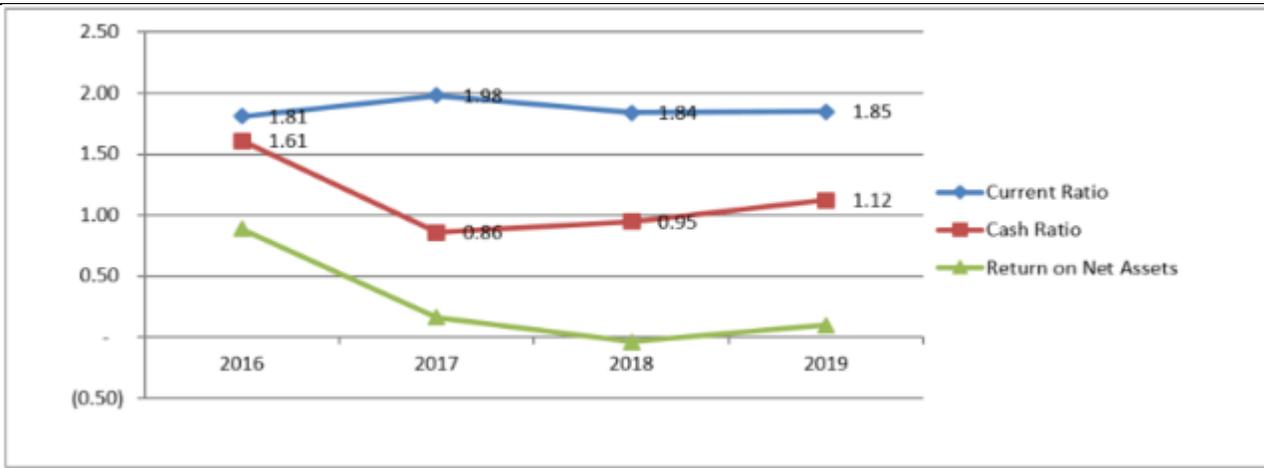
The University's overall financial health is stable. The University continues its critical vacancy process to ensure vacancies are refilled in a thoughtful and deliberative manner; we continue to leverage existing resources to meet the educational needs of our students; each year, we build our budget on conservative enrollment numbers and we continue to monitor our expenses to ensure that we operate within our means. The unaudited June 30, 2019 annual financial reports show that the University is strengthening its financial position.

Cash Position

Cash position increased by 56% in FY 2019 compared to FY 2018. The cash ratio shows how well an institution can pay off its current liabilities with only cash and cash equivalents. This ratio shows cash and cash equivalents as a percentage of current liabilities and in FY19 the ratio showed an increase. The University has maintained operating efficiency and adequate resources to cover its current liabilities as demonstrated by a 1.85 current ratio in FY 2019. The current ratio calculation gives us the amount of current assets available to pay each \$1 in current liabilities. In FY19 the University had \$1.85 in current assets for each \$1 in current liabilities. The University's return on net assets also showed an increase from FY 2018 to FY 2019.

Chart 2: Current ratio, Cash ratio and Return on Asset 5-Year Trend

FY 2021 Budget Discussion – Clayton State University



The following ratios are provided as evidence of the change in liquidity and cash management:

Chart 3: Financial Ratios - Actuals

Ratios	6/30/2015	6/30/2016	6/30/2017	6/30/2018	6/30/2019
Primary Reserve	(0.234)	(0.218)	(0.222)	-(0.778)	-(0.800)
Viability	(0.214)	(0.201)	(0.263)	-(1.099)	-(1.130)
Return on Net Assets	(0.064)	0.888	(0.163)	-(0.038)	0.1
Current Ratio	1.960	1.811	1.979	1.84	1.85
Cash Ratio	1.73	1.605	0.858	0.952	1.12

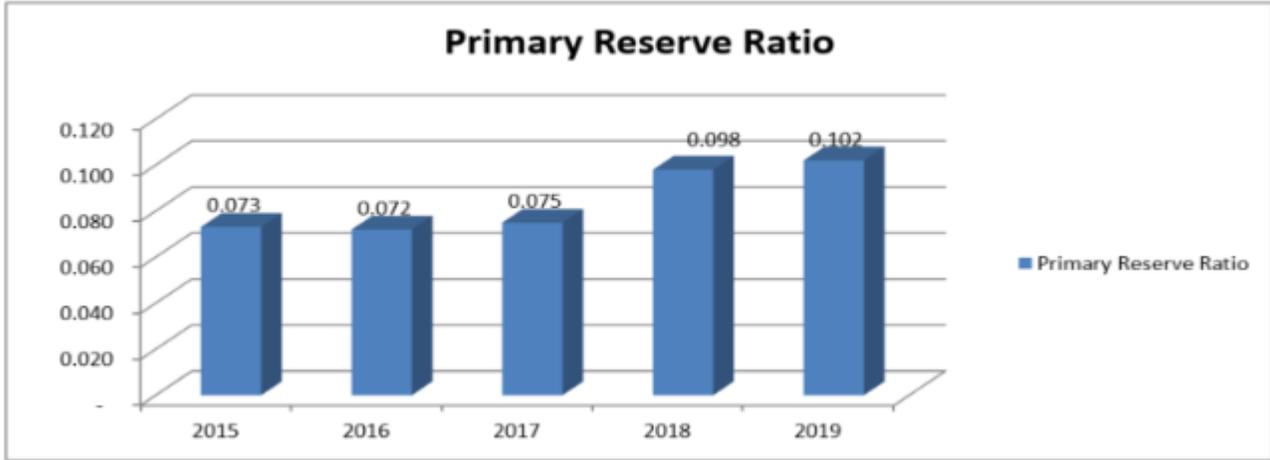
Chart 4: Financial Ratios Without OPEB & Pension Liability

Ratios	6/30/2015	6/30/2016	6/30/2017	6/30/2018	6/30/2019
Primary Reserve	.0731	.072	.075	.098	0.102
Viability	.0817	.085	.088	.134	0.147
Return on Net Asset	-(0.055)	.400	-(0.080)	.004	-(0.181)
Current Ratio	1.96	1.930	1.980	1.840	1.85
Cash Ratio	1.009	1.050	.858	.952	1.12

The Primary Reserve ratio (which measures the financial strength of the institution by comparing net assets to total expenses) is still negative primarily due to the interest expense on capital leases. The trend, however, is moving in the right direction. Based on FY 2019 year-end results, the institution can function longer using its expendable net assets without relying on additional net assets generated by operations than it could at FY 2018 year-end. This ratio is also the highest it has been in the last five years.

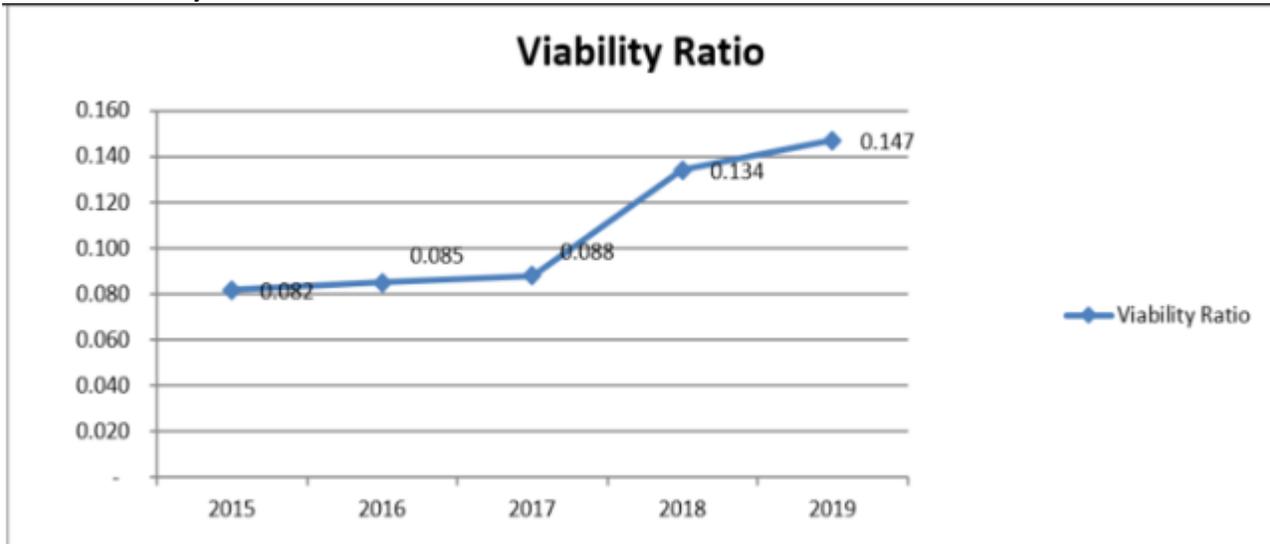
FY 2021 Budget Discussion – Clayton State University

Chart 5: Primary Reserve Ratio 5-Year Trend



The viability ratio measures the availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date. CSU has adequate funds to cover the current portion of its long-term debt and meet its current obligations.

Chart 6: Viability Ratio 5-Year Trend



The capital liability burden ratio consists of the percentage of total revenues in any given fiscal year that are used to pay an institution's capital lease payments associated with the PPV program. It reflects what percentage of an institution's income is used to make PPV payments and is a generally accepted method of measuring an institution's capacity to enter additional PPV capital lease arrangements. For FY2019, our capital liability burden ratio is 5.43%, which is above the five (5) percent benchmark established by BOR. CSU has no plans to enter any other PPV projects for the next several years.

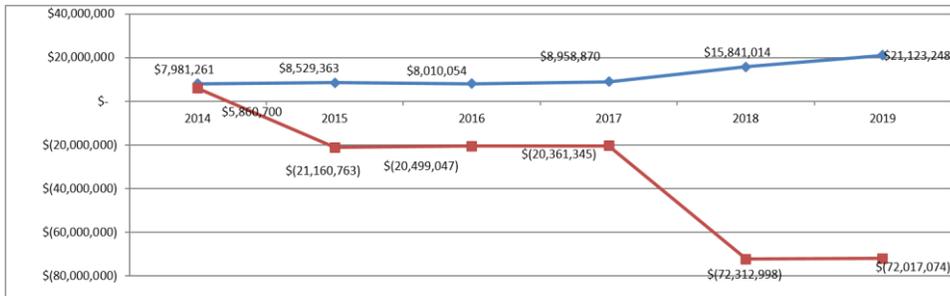
FY 2021 Budget Discussion – Clayton State University

We continue to use these ratios to help us determine future courses of action to strengthen the long and short-term financial health of the University.

Reserves

The chart below shows a 6-year trend analysis of the University's unrestricted net position. The red line shows the unrestricted net position as stated in the financial statements. The sharp decline from FY14 to FY15 and FY17 to FY18 are the result of GASB Statement No. 68, Accounting and Financial Reporting for Pensions and Statement No. 75, Accounting and Financial Reporting for OPEB respectively. Since the likelihood of funding compensated absences, pensions, and OPEB is remote, the blue line on the chart shows unrestricted net position without the effect of the aforementioned. This chart clearly shows that reserves are the strongest they have been in the last 6 years.

Chart 7: Unrestricted Net Position 6-Year Trend



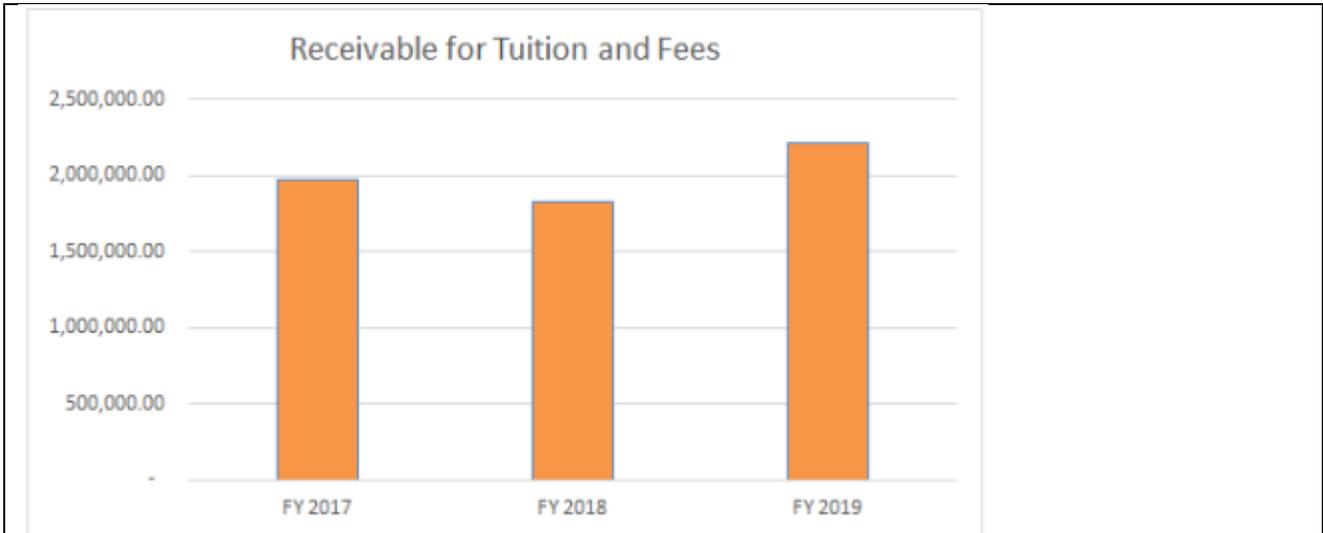
Student Receivables

The institution had an increase of \$385,852 when compared to fiscal year 2018 in its student receivable balances. This increase can be attributed to enrollment increases combined with rises in financial aid disbursement means the more challenging the management of student accounts receivable balances will become. In order to reduce the number of accounts sent to collections, the bursar's team contacts students by email, phone call, and text messaging on a biweekly basis. The university has reduced the number of fee rules in Banner by half. This effort has ensured accuracy in students' bills and reduced the time it takes to test fee rules. With the hire of a bursar, the University is in a better position to implement the following measures to keep student account receivable balances as low as possible:

- **Outstanding balance review:** After final fee payment deadline, the Bursar's team receives a report of all students with outstanding balances from Information Technology Support personnel. As soon as a determination is made as to why a balance exists, students will be contacted for payment remittance.
- **Nelnet payment plans:** The bursar's team reviews daily Nelnet reports of unsuccessful payment attempts. All affected students will be contacted immediately for alternate payment arrangements. This will reduce the risk of a payment plan cancellation.
- **Third party billing:** The bursar's team has established a monthly checklist to ensure that third party billing is done in a timely manner.

Chart 8: FY17 – 19 Student Receivable Data

FY 2021 Budget Discussion – Clayton State University



The University did not have any audit findings.

19) Discuss the financial health of each auxiliary enterprise, specifically noting any that have operated in a deficit for multiple years and actions to address. Are any major changes to your auxiliaries being contemplated? Please describe any major expansion or reduction of services planned or any change in operations of an auxiliary that are being studied (i.e. outsourcing or changing to self-operated). Are any fee increases related to auxiliaries being discussed? Is there any opportunity for a reduction of specific student fees, either for an overall reduction in student cost or in order to offset student impact when increases are needed in other fee-fund areas? *(Please be sure to complete the Auxiliary and Student Activity tab of the data template).*

FY 2021 Budget Discussion – Clayton State University

Clayton State University has several auxiliary functions that meet the needs of its students. These include: Bookstore (Loch Shop); LakerCard and Other Auxiliary Services SmartPrint & Vending; Dining Services; Parking Services; Student Activity Fees and Student Activity Center Fees; University Health Services (UHS)

Bookstore (Loch Shop)

Due to several periods of declining revenue, administration made the decision to outsource the Loch Shop. Fiscal year 2020 is the first year of our partnership with Barnes and Noble College (BNC). We have a guaranteed commission rate of \$300,000 per year, but the cost of books for Dual Enrollment students is a significant expense to the budget. We have committed to contribute \$100,000 per year towards the total cost of Dual Enrollment books. This first year of outsourced operations is expected to result in a loss due to close out expenses such as obsolete inventory write-offs for merchandise that was not purchased by BNC and additional labor expenses for employees retained until our reduction in force request was approved. We expect to regain positive profitability beginning in FY 21.

Future plans for increasing profitability and mitigating DE cost include implementing a digital course material program, commonly referred to as Inclusive Access. Inclusive Access provides students with lower cost, digital course materials inside of their student learning system by the first day of class. Research indicates that this program increases learning outcomes and success rates. We plan to pursue implementation of this type of program over the next few years, beginning with DE courses.

LakerCard and Other Auxiliary Services (SmartPrint & Vending)

The LakerCard is the official campus ID card. The LakerCard budget is supported by a \$20 per semester mandatory student fee. This budget has been negatively impacted by a decrease in enrollment and the loss of the Dual Enrollment fee contribution from the State. The LakerCard budget is expected to result in positive profitability in FY20 mainly due to funds received from our new pouring rights contract with Pepsi. That amount decreases beginning next year and the LakerCard budget will remain positive, but will run closer to breaking even. There are no plans to increase the student fee at this time, but if enrollment continues to decline, we will have to evaluate additional cost saving methods.

This fund also includes revenue from student printing services (SmartPrint) and vending operations. These two operations are expected to contribute an additional \$6k in profit in FY20. Our SmartPrint infrastructure is aging and requires a system and hardware upgrade. We are currently evaluating new systems for student printing for FY21.

Dining Services

Dining Service operations are contracted out to Aladdin. Our dining program includes residential and commuter meal plans. We receive overrides from the sale of meal plans, and commissions on retail dining and catering sales. Our first year with Aladdin resulted in a net income of \$100k. We are expecting to continue a trend of positive net income as we continue to create new and exciting dining experiences for our campus. Our equipment is aging and we expect to purchase replacements for the next few years. We have accounted for these purchases and still expect to remain profitable.

FY 2021 Budget Discussion – Clayton State University

Parking Services

The Department of Public Safety relies heavily on student fee revenue to fund the needs of its Parking Services auxiliary component. Additional sources of revenue for Parking Services include the receipt of payments for parking citations and the sale of parking permits (in addition to those issued to students and already included in their student fees).

The primary Parking Services functions are: 24/7 dispatchers to support campus police and security officers; the issuance of parking permits; monitoring of campus security cameras; and the collection of fines and appeals for campus parking violations.

The Parking Services share of the student fee is currently \$34 per semester and has not changed since FY09. Since 2009, the University has acquired Clayton Station Apartments, now known as Laker Village, which can accommodate up to 800 student residents, and Clayton State East (approximately two miles away by roadway from main campus), with additional parking lots included in routine patrol. With these expansions, additional security cameras and emergency telephones have been purchased, installed, and are being maintained and monitored by Dispatchers and Parking Services personnel. Although Parking Services expenses have increased (primarily due to an aging fleet of patrol vehicles that incur frequent maintenance expenses), revenue from student fees has decreased for the past three years due to declining enrollment and the Dual Enrollment program. A Parking Reserves fund is maintained, but it has also decreased for the past several years due to the need to use this funding source to supplement the expenses of critical needs items. The reserves were used to fund new patrol vehicles, a new parking services management software program, and fund the acquisition of a 13 acre parcel of property and dwelling which separates the main campus from Clayton State East. In addition to helping cover the cost of the road to connect the main and east campus.

This acquisition has assisted in further campus developments, to include a much needed emergency exit roadway from the rear of main campus.

As a result of the declining revenue for Parking Services, as well as the usage of much of the Parking Reserves, several initiatives have been implemented to enhance revenue for Parking Services, while also monitoring expenditures and overall Personnel cost.

Initiatives to reduce Parking Services expenses shall include:

- close monitoring of overtime usage.
- and vehicle maintenance expenses
- The implementation of a yearly decal for faculty and students.
- Reassigned a person to Police Clerk to actively collect fines, fees, and outstanding debts.
- Parking permits for SAC gym users who are not faculty, staff, or students

PARKING SERVICES ACTUAL REVENUE AND EXPENSES FOR FY 2017, 2018 and 2019 REVENUE			
	2017	2018	2019
Student Fees:	\$ 453,345	\$ 434,124	\$ 446,952

FY 2021 Budget Discussion – Clayton State University

Employee Decals:	\$ 1,940	\$ 12,100	\$ 13,800
Fines & Miscellaneous Collected:	\$ 63,868	\$ 60,702	\$ 65,650
Total Revenue:	\$ 519,153	\$ 506,926	\$ 526,402
Expenses:	\$ 501,517	\$ 473,580	\$ 516,499
Reserve balance as of Fiscal Year End (Actual Ledger Only)	\$ 197,945	\$ 231,292	\$
Open Encumbrances as of Fiscal Year End	\$ 5,748	\$ 23,210	\$
Net Asset Balance	\$ 192,197	\$ 208,082	\$ 208,082

Student Activity Fees and Student Activity Center Fees

The Student Activity Fee and the Student Activities Center Fee are mandatory fees at Clayton State University (CSU). The Student Activities Fee is currently \$60 per semester, and the Student Activities Center (SAC) fee is \$100 per semester. Activities funded by Student Activity Fees enhance campus life, promote student academic and personal success, and uphold and support the mission of Clayton State University.

Student Activity Fees demonstrated a positive cash flow for FY19. The Student Activity Fee fund balance after FY19 is \$674,280. The Student Activities Center also demonstrated a positive cash flow for FY19, and the SAC fund balance after FY19 is \$400,293. There are no plans at this time to outsource services or programs or to significantly change the scope of services offered in these areas. Neither Student Activities Fees nor SAC fees have operated at a deficit for multiple years.

The Student Activity Fee and the Student Activities Center Fee are mandatory fees at Clayton State University (CSU). The Student Activities Fee is currently \$60 per semester, and the Student Activities Center (SAC) fee is \$100 per semester. Activities funded by Student Activity Fees enhance campus life, promote student academic and personal success, and uphold and support the mission of Clayton State University.

The \$100 Student Activity Center (SAC) Fee supports the operations, maintenance and debt service needs of the Student Activities Center. The SAC is part of a PPV project at Clayton State (along with Laker Hall which was a part of the same bond project) and is overseen by Clayton State Foundation LLC Real Estate I and campus partners. Student Activity Fees are showing a Fall deficit of -\$8,496, which doubles to -\$16,992 for the year.

With decreased funding to some areas, no funding increases, shifting two SAC positions back to fully to the SAC budget, and utilizing funds from vacant positions, we accounted for more than \$22,000 in surplus of the original budget. This should cover the anticipated revenue deficit for the year for Student Activities Fees.

FY 2021 Budget Discussion – Clayton State University

Note that we will be requesting a fee increase for SAF in order to adequately fund operations moving forward.

SAC is showing a Fall deficit of -\$13,932, which doubles to -\$27,864 for the year. SAC revenue this year is only enough to cover our debt service and a portion of personnel expenses. We are requesting an increase of \$15 per semester for the Student Activity Center fee. This is a 15% increase in the fee that aligns with the pro-forma. This increase will allow us to continue to pay for the Note in order to adequately fund operations moving forward.

University Health Services (UHS)

University Health Services (UHS) has been a self-supporting auxiliary department and its financial status is stable. UHS generates “other revenue” to support its departmental operations from charging for services not covered by the mandatory fee such as prescriptions, laboratory services, and vaccinations. In FY19, UHS generated \$92,352 in “other revenue” to supplement the revenue from mandatory student fees. This “other revenue” generated by UHS continues to be consistent each year. Mandatory Fee revenue has continued to decline for UHS due to dual enrollment impact and more 100% online students.

For the past ten years, UHS mandatory fees have been \$46 per full-time student and \$23 per part-time student. UHS had nearly a \$50,000 overage in operations in FY19 only due to two full-time LPN positions remaining vacant for over half of the fiscal year. If it had not been for these vacancies, UHS would have sustained a loss with the enrollment shifts and the decline in collectable mandatory fees. Mandatory fee revenue for FY20 has been forecasted to be \$12,936 lower than budgeted projections so expense adjustments have already been implemented to cover the lower anticipated revenue. Several programs to enhance revenue are under consideration for implementation in FY20; expense reductions have already been made that will not adversely impact student services offered. There are no plans at this time to outsource services.

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

The Student Activities Center

In FY19, the SAC PPV project had a negative cash flow of -\$25,000. In December 2017, the SAC debt service was successfully refinanced. The refinance allowed us to revise the proforma to a much more manageable 1% enrollment growth assumption each year. We are beginning to see the full benefits of the refinance in December 2019 now after a full year on the new repayment schedule.

The Student Activities Center has continued to serve as a vibrant resource for Clayton State students and community. The SAC staff also work to provide opportunities for external constituents to rent and use the ballroom when available and not used by students, thus adding to the revenue to support the operations of the building.

The following chart represents the usage of the Student Activities Center.

FY 2021 Budget Discussion – Clayton State University

Performance Measures	FY14	FY15	FY16	FY17	FY18	FY19
Number of Student Organizations	80	77	59	66	50	62
Number of Student Organization Events and Programs	402	574	217	478	*275	260
Number of Students Participating in Student Life Programming	2869	1910	1913	3,462	5612	6732
Number of Patrons visiting the Student Activities Center	101,985	94,653	92,867	93,916	102,307	111,222
Total visits to the Student Activities Center, Fitness Center	50,910	52,684	45,940	46,614	43,301	34,372
Number of External Events Generating Additional Revenue for the Student Activities Center	28	32	29	62	93	45
Student Activities Center Debt Service Ratio	1.12	1.08	0.95	1.04	1.08	1.0

FY 2021 Budget Discussion – Clayton State University

Laker Village Laker Village is an apartment-style residence facility with a required occupancy of 80%. The occupancy level for Laker Village is 83% of total facility beds (844) and 92% of available beds (748). There is an opportunity for increased occupancy in Laker Village due to the fact that two buildings (96 beds) are offline. Laker Village achieved a positive cash flow of \$2,700 for fiscal year 2019. The cumulative repair and replacement reserve balance for the PPV project at the end of fiscal year 2019 was: \$189,319 for Laker Village. The amounts held by the Board of Regents in the PPV Pooled Reserve are as follows: \$189,319 for Clayton Station (Laker Village). There are no current and projected future conditions that indicate a need to draw from the capital reserve maintained at the system office. We are requesting the use of \$250,000 for the planned replacement of HVAC equipment and hot water heaters that have reached the end of their useful life in Laker Village. Clayton State continues to contain costs, work to ensure a safe and vibrant living/learning community and provides responsive customer service to address our housing residents' needs. We have implemented practices to ensure we meet the governing and accountability requirements associated with managing tax exempt facilities and have worked as a team to consistently update the items required on the PPV checklist developed by the University.

In addition, we maintain communication with our LLC Real Estate I and LLC Real Estate II partners and keep them informed regarding budgetary and facility issues, meeting with them at least two times per year (June and December).

We are currently exploring a refinance of Laker Village to consolidate the two existing notes and to finance the repairs needed on the two buildings that are offline. During FY2017, the remaining, scheduled projects from the Phase II 2016 Facilities Condition Assessment Report were completed. New FCAR reports were completed in Fall 2018 for Laker Village Phases I and II, as a part of the USG's biennial facilities condition assessment requirement. These reports noted limited-to-no immediate needs for resolution, the facilities were in good-fair condition, and stipulated reasonable anticipated repairs and improvements over the next 10 years. The maintenance and custodial functions for the housing properties were transitioned to Facilities Management in July 2017 and continue to benefit from economies of scale and efficiencies within the University. The Housing & Residence Life and Department of Facilities Management teams work in collaboration to offer students a positive and educational residential experience. The debt coverage ratio for Laker Village for FY19 was 1.02

Laker Hall

For fall semester 2019, the occupancy level for Laker Hall is down to 72% from 88% in Fall 2018. This decrease is related to the smaller incoming first-year student class. In order to raise our occupancy rates, there will be specific strategies to help increase the Laker Hall occupancy rates. Strategies include focusing on positive messaging related to Laker Hall and ensuring that all staff are is sharing the same messages. We will highlight security, convenience, affordability, academic and social integration. We are finalizing a marketing piece and will include it in the inquiry, incomplete, and admitted students' communication plan. We have developed new and updated housing videos to include in communication. We will also send parents housing information.

Other strategies include: opening the housing application in early spring; expanding outreach from housing staff; Financial Aid Outreach Counselors calling admitted students about financial aid packaging to pay for

FY 2021 Budget Discussion – Clayton State University

housing; developing a base of students to call applicants (Laker Phone-a-Thon) and continuing to work closely with Enrollment Management to highlight the affordability, features, and benefits of housing to prospective students and their parents. We are also exploring converting the 4th floor of Laker Hall our freshmen residential facility to Sophomore, Junior, and Senior housing by installing a community kitchen.

Some enrollment targets for the upcoming academic year include:

Increase Bridge enrollment - +40

Atlanta Metropolitan Partnership - +50

Yield Improvements - +30

The recently- refinanced proforma for Laker Hall will enable the project to cash flow in the future. Clayton State continues to contain costs, work to ensure a safe and vibrant living/learning community, and provides responsive customer service to address our housing residents' needs. Laker Hall is a primarily a freshmen residence hall and has a required occupancy of 90%. The fiscal year 2019 had an 81% average occupancy level across both semesters. This occupancy rate is an increase over the average 80% occupancy rate across both semesters in FY2018. The project cash flowed in fiscal year 2019. Cumulative repair and replacement reserve balance for the PPV project at the end of fiscal year 2019 was: \$589,062 for Laker Hall. The amounts held by the Board of Regents in the PPV Pooled Reserve are as follows: \$217,540 for Laker Hall. There are no current and projected future conditions that indicate a need to draw from the capital reserve maintained at the system office. However, we will request the use of a portion of the institutional reserve for the planned replacement of the HVAC equipment on the 3rd floor of Laker Hall. This will cost approximately \$311,000. Laker Hall continues to serve as a site for summer programming and conference/camp opportunities to support both the educational/academic programs on campus and to supplement the revenue and support the proforma. The debt coverage ratio for Laker Hall for FY19 was 1.0

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

FY 2021 Budget Discussion – Clayton State University

Provide an update on the financial health of the athletics program at your institution. Specifically, provide the revenue generated, total spent by fund source, and reserve balance for the past five years.

The overall financial health of the athletics department is stable, although our FY19 shortfall may reflect otherwise. Anytime you experience leadership change, the transition period between outgoing and incoming Athletics Directors can be challenging. The FY19 budget deficit reflects that. During the transition to a new Athletics Director in FY19, the “other revenue” projections that had been projected by the previous AD were not met by the athletics program. That, combined with enrollment shortfalls seen among fee paying students, added up to a deficit that was unlikely to be rectified. Recent, intentional efforts focusing on more efficient spending and increasing outside revenue opportunities should result in an athletics surplus during FY20. As we move forward, greater emphasis on efficiency, understanding wants vs. needs, and finding ways to work smarter will continue to help us improve our financial health.

FY15-FY19

FY 2021 Budget Discussion – Clayton State University

ATHLETICS						
		FY15	FY16	FY17	FY18	FY19
REVENUE						
Student Fees		2,391,605	2,330,007	2,314,303	2,325,833	2,378,091
Fee Waivers		(145,301)	(168,191)	(218,982)	(234,935)	(275,871)
Other Sources						
Camps		71,647	46,897	31,776	44,240	25,068
Concessions		16,659	22,486	30,064	18,574	16,315
Ticket Sales		5,514	10,398	11,314	12,409	6,777
NCAA		42,181	18,156	16,117	18,422	15,708
Interest Income		1,939	8	1,107		
Other Misc		63,987	71,616	39,836	51,110	26,009
MOWR/Dual Enrollment			21,267	28,184	29,870	34,546
Facility Rental			26,529	84,052	64,936	61,802
Game Guarantees			-	-		
Doubtful Revenue		424	0	(9,805)	(7,508)	(18,589)
Subtotal		2,448,655	2,379,173	2,327,966	2,322,951	2,269,856
EXPENDITURES						
7010050 Athletic Administration		531,319	398,524	387,490	526,214	456,673
7011000 Concessions		8,052	15,216	21,529	18,360	13,950
7015000 Sports Information		46,517	69,505	78,504	82,763	82,510
7020000 Basketball - Men		372,658	350,336	338,302	363,266	359,154
7021000 Recruiting - Mens Basketball		2,341	1,703	2,878	4,977	2,841
7025000 Basketball - Women		299,381	343,197	318,466	281,825	340,152
7025100 Recruiting - Womens Basketball		2,750	1,723	3,588	823	3,338
7035000 Summer Camps		59,903	49,337	34,452	34,639	32,226
7040000 Cheerleading		2,659	3,723	4,846	8,927	13,888
7046000 Student Athlete Association			1,228	811	395	
7050000 Soccer - Men		312,354	268,822	256,459	282,418	265,975
7051000 Recruiting - Mens Soccer			3,614	2,059		267
7055000 Soccer - Women		303,526	296,506	238,527	210,944	239,403
7055100 Recruiting - Womens Soccer			1,903	3,502	256	2,417
7060000 Training		135,203	122,663	139,708	117,330	119,796
7070000 XCountry - Men		45,535	43,795	57,775	52,470	45,889
7071000 Recruiting - Mens XCountry		8,578	0	12		111
7072000 Track - Men		30,581	47,063	49,598	53,530	73,096
7072100 Recruiting Mens Track		0	163	18	92	28
7075000 XCountry - Women		53,101	66,884	48,328	66,556	66,293
7075100 Recruiting - Womens XCountry		256	0	12	28	
7076000 Track - Women		47,715	60,395	51,890	77,150	101,002
7076100 Recruiting - Womens Track		476	22	136	88	139
7085000 Tennis - Women		124,946	119,354	122,526		14,639
7090000 Golf		101,192	99,785	110,653	97,943	100,346
7091000 Recruiting - Mens Golf		0	0	0		
Subtotal		2,489,043	2,365,461	2,272,069	2,280,994	2,334,133
Surplus/(Deficit)		(40,388)	13,712	55,897	41,957	(64,277)
Transfers					(40,000)	
Prior Year Fund Balance		(183,133)	42,821	56,533	112,430	114,387
Prior Year Adjustments		266,342				
		42,821	56,533	112,430	114,387	50,110

What percent of revenue comes from student fees and what percent comes from private donations?

Revenue Breakdown (FY20 Proposed Budget Figures, *adjusted 10/2019 to account for dual enrollment fee cut and current fall enrollment student fees*)

- Student Fees – \$2,079,785.00 (93%)
- Other Revenue – \$151,000.00 (7%)
- Total – \$2,230,785**

Report on any shortfalls. What actions are being taken at your institution to address any shortfalls or prevent them from happening?

FY 2021 Budget Discussion – Clayton State University

Projected “other sources” revenue for FY19 was overly optimistic, resulting in a \$64,000 shortfall. In addition, due to full-time student enrollment shortfalls, the student fee projection for FY19 was \$131,000 lower than expected. In FY19, the athletics department was able to cut \$131,000 from our operating budget, which proved to be extremely challenging. Unfortunately, we couldn’t cut the remaining revenue shortfall experienced in “other sources” revenue.

For FY20, the athletics department is taking a more proactive, conservative approach and has reduced projections in all revenue areas, accounting for decreases in several expense lines. Furthermore, we have directed over \$35,000 into an “other” line to assist with potential revenue shortfalls from student fees and the dual enrollment fee cut.

In addition, the athletics department has closely examined areas where we can become more efficient, along with removing any unnecessary spending from our daily operations. These simple changes should position us to produce a surplus for FY20.

Lastly, the athletics department has intensified its development efforts, seeing significant increases in the number of corporate partnerships, value of partnerships, and overall giving from FY18 to FY19. During FY20, additional efforts are being made to continue advancing fundraising efforts to supplement our operating budget.

What are the biggest challenges in athletics? Be specific.

Currently, the biggest challenges athletics faces are the lack of adequate staffing and insufficient funding for general operations, such as team travel, outdated and/or unusable technology, and facility upkeep and repairs. We continue to stretch our budgets greater than ever before, but we could be providing a much better experience for our student-athletes with a minimal increase to our overall operating budget. Although fundraising efforts have increased, we still find ourselves short in areas that directly impact our student-athletes. Increasing our athletics subsidy slightly would significantly impact our programs in a positive way. We are exploring options for a modest increase in general fund support that would supplement current athletic expenditures.

Is your institution in compliance with the subsidy limit established by the Board? If not, what actions are being taken at your institution to get in compliance?

The Clayton State Athletics Department is within the subsidy limit established by the Board. Our most recent figure reflects a 72% subsidy. As noted above, increasing this percentage slightly would make a significant and positive impact on our operations.

Part VII: Cybersecurity and Information Technology (IT)

22) Recently the Board of Regents updated Policy Manual section 10.4 concerning cybersecurity. Discuss the steps your institution has taken to:

- appoint a dedicated and trained information security officer;
- develop, implement and maintain a cybersecurity plan;
- maintain a user awareness, training, and education program; and

FY 2021 Budget Discussion – Clayton State University

- manage an incident program that is consistent with the guidelines provided by USG Cybersecurity.

Also discuss other investments your institution has made in the past year in relation to cybersecurity operations, such as multifactor authentication, regulatory compliance and incident response handling.

Clayton State has met or exceeded all of the USG Cybersecurity requirements as defined in section 10.4.

We have a full-time Information Security Officer position. The current incumbent is a Temporary Employee, hired as a recent graduate from Clayton State, who is working on his security certifications. A search for a permanent employee will be conducted during Spring semester.

Our Security Plan is under construction and we continue to meet the guidelines and deadlines recommended by the BOR Cybersecurity organization.

Our user awareness program utilizes the BOR supplied training and is conducted during our mandatory employee training. The first training in FY 20 took place in October 2019. The second training is scheduled for Spring 2020. We are tracking which employees have taken training in SkillSoft and the mandatory nature of the training is enforced by Human Resources.

Our incident response plan has been approved by the BOR Cybersecurity team.

Additionally, over the past year we have expanded and continue to expand our use of MFA. All email, including student email, is on MFA, along with all PeopleSoft applications. We will have Banner and many of our home-grown applications on MFA before the end of the year.

Other investments included a network traffic monitoring system (DarkTrace), which was approved as an alternate SEIM, and new higher capacity next generation Palo Alto firewalls.

23) Where has the institution strategically invested in IT solutions to improve student outcomes or administrative efficiencies over the last three years? What major new or increased IT expenditures are expected in FY 2020 and FY 2021? Are any new expenditures required related to the remediation/mitigation of audit findings, legislative mandates, or regulatory requirements? *(If your institution has been permitted to request new funds, IT needs that have been identified as top priorities for your institution should be included as a part of your FY21 funding request.)*

Strategic investments over the past three years included continuation of improvements to the campus infrastructure to create a reliable IT experience for our students, faculty and staff. In the past three years, Clayton State has invested nearly \$2.3 million in campus infrastructure. The data center refresh is nearly complete. The network refresh is nearly complete. Reliable redundancy and back-ups are in place. Additionally, there is a redundant copy of storage and back-ups at our Tara Boulevard location. The intent is to utilize this site as a disaster recovery site as soon as servers are installed.

FY 2021 Budget Discussion – Clayton State University

Clayton State has also made significant investments in software to enhance the efficient operation of campus. Current software includes Skillsoft for training, ServiceNow for workflows to enhance office automation and Adobe Sign and DocuSign to facilitate approvals.

Other investments that we have made in the last three years have been in staff. We have added staff who are helping with the roll-out and adoption of the tools in Office 365, Skillsoft and ServiceNow. These staff members have increased the training and utilization of these tools for students, faculty and staff, especially in the area of collaboration with OneDrive, Sharepoint and Teams. Additionally, many administrative efficiencies have been gained through ServiceNow workflows.

The major future investment needed is in rebuilding the fiber infrastructure on campus. This is a top priority in our capital plan. The current infrastructure is a legacy from the 1990's and is out of capacity in many places and has many single points of failure. The new fiber plant will put Clayton State in a position to take advantage of redundancies to eliminate single points of failure and to take advantage of new emerging technologies, which require additional fiber optics.

We have not had to expend any resources on remediation/mitigation of audit findings, legislative mandates, or regulatory requirements.

Part VIII: Facilities

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

The University is working to complete the third phase of the Academic Core renovations during FY2020 – the Mini-Chiller plant - with a chilled water loop for Athletics Center, Harry S. Downs Center, Spivey Hall, Music Education Building that will allow those buildings which have chillers nearing the end of their useful life to be connected to a central plant that will cost less to operation than the free-standing units. In addition, capacity will be left for additional/future buildings (Student Activities Center and new buildings). The Academic Core renovations project has helped with reducing deferred maintenance list on our aging facilities and assisted with infrastructure upgrade promoting centralized and improved climate control in the buildings, allowed redundancy of the chillers and better energy efficiency. Lecture Hall, which contains our largest classrooms, was renovated with addition of restrooms, mechanical system and lighting upgrades and a central lounge area while Arts & Sciences and Library have completed previously started renovations and Magnolia Hall has added student lounge.

Another milestone completed in FY19 is a secondary egress road connecting main campus with the east side of campus. This will help to improve vehicle traffic conditions on campus and provide a much needed emergency exit from campus.

FY 2021 Budget Discussion – Clayton State University

As the renovation of the Academic Core and other upgrades are completed, campus growth requires updated power, water and sewer infrastructure upgrade and the University needs to invest in an upgrade of utilities and the IT infrastructure. The University's cabling infrastructure has reached its expected life expectancy and needs to be replaced to prevent future widespread electrical outages that would negatively impact the entire campus. The campus network and operating facilities have aged past equipment life expectancy. Much of the network was constructed in the early 2000's. The capacity to manage student and faculty demands for network access is limited due to the aging infrastructure. Upgrades will improve capacity, reliability, and security.

The University has insufficient auditorium space for large events such as commencement. This is a need for a new facility on campus to facilitate space to support academic programs for the College of Health. One of the University's most successful programs, nursing, is constrained by the current space and technology. The details for these needs are found below.

Construction of the new building for the College of Health is in current CSU Facilities Master Plan and will directly support CSU's Strategic Goal #1: Increase Enrollment, Retention and Graduation rates. It will impact the economy by helping with nursing shortages and is meeting health care needs while exclusively improving centralization of all College of Health programs at Clayton State University, increase inter-professional collaboration and expand the number of graduates within the CSU health program.

1. Health Sciences Center Building

School of Nursing moved to its current location in 2007 occupying space previously designed to house the Continuing Education department. The nursing program at that time offered entry level Bachelors of Science in Nursing and RN to BSN programs. Since that time, the school has added graduate level nursing which includes an RN to Master of Science in Nursing program. Due to this expansion, the current nursing program is challenged by the limited classroom and faculty office space, outdated technology and stimulation labs. The new approximately 55,000 square feet building will provide space where students will be able to conduct research, practice, learn, engage and succeed in the various programs. High-tech classrooms equipped with latest technology to collaborate with peers and to practice in an active environment as if they involve in real-life patients with real medical and personal histories if they are to be successful in today's clinical environments. This will help meet the state's consistent and ongoing need for bachelor educated nurses.

Needs: High-tech simulations labs for Nursing, exam rooms, patient suites, observation decks, and debriefing areas, and centralization of other healthcare programs in the building.

2. IT Network Equipment and Fiber Upgrade Campus Wide

The fiber optic plant at Clayton State was built over a 20-year period with a minimal overall plan or strategy. Segments were added as needed to accomplish the objective of the day. As a result, the fiber plant is in a star topography, which was common at the start, and many segments are congested. This has created two problems on the campus today. The star topography does not allow for any redundancy of connectivity to a building. An issue with the actual fiber, such as a loss of integrity or a cut, may result in multiple buildings being out of service for an extended period of time. In fact, there is one manhole which is a single point of failure. An issue there will cause the entire campus to be without network service. Also, with the congested

FY 2021 Budget Discussion – Clayton State University

segments it is impossible to make the required modifications to the plant to become a state of the practice network in higher ed. For this reason, we are proposing a fiber ring to build redundancy into the network. Existing conduits will be used where space is available.

The current fiber infrastructure has been built over the last 20 years based on the needs of the day without a long-term plan. Many campus buildings are connected by a single fiber. In some cases, the single fiber is then daisy chained to other building, which leaves multiple buildings connected to a single strand of fiber. During the early days of the build, a star configuration was typical and that is the basis for CLSU's fiber plant. This has created a single point of failure in manhole #1. An issue there will cause a full campus outage.

Current standards have demonstrated that a ring topology, with dual connections into each building is a much more robust and reliable design. Where our current design has many congested segments and one problem can cause issues in multiple buildings, the new fiber plant will ensure that no single event can cause a building outage. As part of this project, CLSU will be upgrading its fiber from the old standard of .062 inch diameter to the new standard of .050 inch. This will allow CLSU to take advantage of higher speed networks today and in the future. The .062 will still be utilized with current equipment to save on conversion costs but future equipment will use the new standard.

To ensure the provision of smooth and secure technology for student learning, faculty teaching and university operations with network redundancy via fiber ring and state of the practice network which will provide for reliable daily operation of the campus network. Also, to provide faster connectivity to the internet and other off-campus resources. The obvious benefit will be less interruption and faster response times in network connectivity for the campus community.

3. Campus Infrastructure – Water Line and Sewer Upgrade

Fifty-year-old water line infrastructure need replacement and upsizing to maintain adequate water residual pressure due to existing line being 6", to comply with fire code requirements for the buildings on the loop, and to avoid emergency repairs to water line. Old clay sewer lines need replacement.

Needs: Close to 4,000 linear feet of underground piping need replaced and upsized from 6" to 8" with steel piping

4. Campus Infrastructure – Switch gear, panel and building lightening protection upgrade

Due to an aging and outdated electrical power infrastructure that was initially constructed 50 years ago, the main campus has experienced several power outages that disrupted academic and support activities. Switch gear and panels need upgrading to ensure the campus' day to day flow of business and academic activities.

Needs: Upgrade switch gear and panel for buildings built before year 2000.

5. Utility Services to CSU East Site

CSU East infrastructure is residential type and facilities are detached from the main campus but the temporary IT infrastructure has been installed. CSU East was purchased in 2008 and the n leased out for almost 2 years; its infrastructure is basically a residential type. Currently CSU East has three buildings - one academic, and two administrative type buildings. Currently the location is supplied with a separate and detached from main campus IT and power infrastructure. In addition,

FY 2021 Budget Discussion – Clayton State University

waterlines should be upgraded to commercial grade 8" or higher size to provide proper pressure and be in compliance with fire code. Sewer line needs upgrade as well. Storm drainage system is inadequate and needs improvement. Site grading needs correcting.

Needs: Upgrade water line to 8" and sewer line to commercial grade, reroute IT cable underground and permanently connect it to main campus.

6. HVAC, Controls Upgrade Campus Wide: Equipment that is over 50-year old including HVAC, controls, pumps, meter at campus wide need upgrade.

Needs: Upgrade controls from pneumatic to DDC, replace secondary VAV/PIUs for the following buildings - Lucy Huie Hall, Clayton Hall, Edgewater Hall, Harry S. Downs Center, Facilities Management and Music Education Building.

7. Campus Infrastructure – Roads and Pedestrian Walk Resurfacing, New Walk Path to Student Activities Center

The roads, sidewalks and lighting need upgrading. This will address problem areas and stop continuing deterioration. The new walkway shortcut will be a time saving feature for the residential students to get to West side of campus from their apartments.

Needs: Campus road resurfacing and construction of a new sidewalk.

8. Henry County: Collaborative effort to provide educational services for an Advanced Learning Academy to serve the citizens of Henry County.

Needs: The space classification includes classrooms and a few offices.

9. Campus Infrastructure- Underground Asbestos Chilled Water Piping Abatement and New: Existing underground chilled and hot water piping loop for nine buildings is asbestos cement pipes and met their life expectancy. Have failed several times in the past and needs replaced to avoid emergency cost.

Needs: Underground pipes replaced with environmentally acceptable and reliable ones.

10. Buildings Envelope Upgrade

To improve humidity control and prevent mold spores' growth in several academic buildings building envelopes must be upgraded.

Needs: 1.Windows and storefronts upgrade for several buildings (Library, Harry S. Downs Hall, Edgewater Hall, Facilities Management Building and Lucy Huie Hall) 2. Roof replacement for Edgewater Hall, Lucy Huie Hall, and Lecture Hall.

11. Spivey Hall Renovation

Spivey Hall is a unique concert venue that contains world famous Spivey organ and provides a stage for world renown artists as well as support Performing Arts program at Clayton State University. It is imperative to keep facility in great and reliable condition. Spivey Hall is planned to be in the CSU facility inventory for a long-term use and in addition to academic functions it will support the campus community engagement

FY 2021 Budget Discussion – Clayton State University

program PACE that initiated in 2013. With planned construction for a mini-chiller plant that would place 4 or more buildings on a centralized chilled water loop in 2019. Spivey Hall intend to add and upgrade interior spaces due to program upgrade, new hires, branding, and recruitment and to meet the demand of various new programs.

Needs: Spivey Hall intend to add and to renovate building interior (refurbishing auditorium seating, rebuilding stage, replacing carpet and refinish hardwood floor in auditorium under seating, box office, painting interior, cleaning organ casework, and refinishing marble in part of main lobby).

12. Laker Village Phase I (CSU Real Estate LLC II Foundation Funds)

In the past three years Laker Village did undergo major structural and exterior site remediation with CSU Real Estate LLC II Foundation funds.

Needs: Buildings 300 and 400 Upper are still in need of major rehabilitation.

13. Laker Village Entrance Security Improvement (CSU Real Estate LLC II Foundation Funds)

Laker Village housing facilities is in process of improving unrestricted accesses to the parking area and installing gates at each entrance to the property. Phase project included installation of gates, and fence to secure the premises. Next phase would need to include card access system, cameras and improved parking around property for safety of students that live in the apartments.

Needs: Card access readers, cameras and improved parking at Laker Village Area I and Area II.

14. Convocation Center and Parking: Per our Master Plan, the existing athletics district in the West side of campus will be strengthened by creating a new Convocation Center. Construction of approximately 105,000 GSF venue for multipurpose functions - arena for the commencement and other events with two large classrooms.

Needs: President's offices, administrative offices, conference area, multi-functional convocation space and classrooms. The project will also entail parking.

15. Entrepreneurship & Innovation Center: Entrepreneurial assistance, knowledge sharing space, co working spaces, makers space and a design thinking/inspiration room. This innovation and entrepreneurship center would enhance the levels of engagement of the College of Business with its stakeholders, ensure measurable impact of that engagement and develop innovative thinking within all that participate in the activities of the center. This will be a specialized instructional space that will be utilized for our entrepreneurship and innovation classes. In addition, this will be ideal for entrepreneurship camp, workshops for high school students, to conduct students' competitions such as the pitching competition, etc.

Need: Approximately 5000 square feet of state of the art, technology equipped space for independent work, gathering, group working, socializing and for conducting camps, workshops etc.

We do maintain a list of other important facilities needs that contains Hydrology work for the campus; Classrooms IT/AV Equipment Upgrade Campus Wide; Facilities Management Building Expansion & Security

FY 2021 Budget Discussion – Clayton State University

Enhancements; Campus Master Plan Update; Dredging Athletics & Health Center Pond and Swan Lake; ADA Upgrades; Implementation of Exterior Signage Replacement Program; Entrepreneurship & Innovation Center; Spivey Hall Box Office Renovation; Center for Justice; UC common area upgrade and an Intramural turf field project.

25) Are there any facility expenses, including one-time or ongoing maintenance needs, which are not discussed in the Capital Plan that will have a major impact on operating budget planning for FY21? Provide details and budget impacts.

No.