FY 2022 Budget Hearing Agenda

Clayton State University

1. Enrollment and Future Issues

2. Graduate Program Expansion

3. Transition-Actions and Setting the Stage

4. Covid-19 - Reopening- Potential Future Impacts

FY 2022 Budget Narrative - Clayton State University

1) **Discuss enrollment trends during fiscal years 2019, 2020, and 2021. What are your enrollment projections for Fall 2021 and Fall 2022? 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.**

Enrollment Trends During Fiscal Years 2019, 2020, and 2021

Clayton State's headcount, full-time equivalent (FTE), and enrolled credit hours all increased in FY19 over FY18 and decreased in FY20 over FY19 as seen in the table below.

Table 1 A: Fiscal Year Enrollment

FY Enrollment	Headcount	% Change	FTE	% Change	Credit Hours	% Change
FY19	17,073	2.32%	13,183	2.62%	168,291	2.56%
FY20	16,810	-1.54%	13,136	-0.36%	167,030	-0.55%
FY21	*17,162*	*2.09%*	*13,215*	*0.6%*	*167,772*	*0.44%*

Within FY19, the summer and fall terms realized headcount, full-time equivalent (FTE), and credit hour growth. The spring semester within FY19 realized decreases associated with headcount, FTE, and credit hour. We did realize a decrease from FY19 to FY20 as recorded in Table 1 above. Summer headcount increased slightly with a 0.5% increase while the fall decreased 2.2% and the spring decreased 1.8%. FY21 is projected to have an increase in enrollment over 2% with slight increases in FTE and credit hours. The FTE and credit hour increases are less than then headcount increase due to a decrease in average credit hours for our dual enrollment students. Within FY20, summer 2020 enrollment was flat compared to the prior year, fall 2020 realized an increase of 2.5%, and the spring is projected to increase just over 2.5%.

Fall 2020 has realized our third highest enrollment ever with the highest number of dual enrolled, new undergraduate traditional freshmen, and graduate students ever. Another data point contributing to our enrollment growth is our 9-percentage point increase in our 4-year graduation rate in three years.

Overall, we anticipate realizing gains in fiscal year headcount, FTE, and credit hours for FY21.

Table 1 B: Enrollment Projections for Fall 2021 and Fall 2022

	Fall 2018	Fall 2019	Fall 2020	Projected Fall 2021	Projected Fall 2022
Headcount	7,038	6,879	7,052	7,170	7,400
Vinson Projections	-	-	6,858	6,879	6,923

Note: Vinson Projections are from April 9, 2020. 2018 and 2019 are historical enrollment figures.

Factors Impacting Enrollment and Strategies Being Employed

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 DE headcount enrollment from FY17 of 1,672 to a projected FY21 enrollment of 2,184 as seen in the table below. This growth has been realized through targeted outreach efforts and partnerships with specific high schools. This past year we developed plans to offer dual enrolled classes within multiple high schools. Due to the shift in high schools to a virtual environment we were unable to offer courses within the high schools but were able to realize increases in enrollment from those respective efforts.

Table 1 C: DE Enrollment by Fiscal Year

	FY17	FY18	FY19	FY20	FY21
Summer	135	170	251	209	182
Fall	777	787	949	898	993
Spring	760	802	934	906	*1,009*
Total	**1,672**	**1,759**	**2,134**	**2,012**	***2,184***

Note: Data in italics are unofficial.

This fall we did realize a decrease in the average credit hours dual enrolled students were enrolled in. In fall 2020 the average credit hours for dual enrolled students is 6.64 which is a decrease from 8.15 in fall 2019 and 8.3 in fall 2018. We do not anticipate increases in the average enrolled credit hours in future terms due to the maximum limit established by HB 144. 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 offer courses for DE (Dual Enrollment) 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 enrolled in an online course with targeted support within the high school.
- We are increasing the number of courses approved for DE. A new addition will be Teacher Education courses. We have partnered with DeKalb County Board of Education to offer 9 credits of Teacher Education Courses as CTAE credit. High school students seeking to become teachers will enroll in these classes and then seek our teacher certification program with the ability to return to DeKalb as certified teachers.

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 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 are beginning to offer one class in spring 2021 and will seek to add 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.
- We will begin offering courses in three Fayette County high schools in fall 2021.

Henry County Instructional Site

- We will seek to increase the enrollments from Henry County through additional course offerings at our instructional site as well as offerings online.

Undergraduate

New undergraduate student enrollment increased by 19.2% from fall 2019 to fall 2020. A couple bullets related to this growth before reflecting on our strategies are:

- In fall 2019 we realized a traditional student acceptance rate of 43.5%. It is important to note that the majority of the students denied were denied due to low SAT/ACT test scores but had a GPA higher than 2.6. This year due to the pandemic, we had the ability to go test optional. The fall 2020 acceptance rate was 89%. We realized increases in our traditional applications for fall 2019 and for fall 2020 indicating prospective interest. This year we were able to admit those students who had a satisfactory GPA.
- In prior years, we admitted upwards of 100 traditional students into our Summer Bridge Program. This program is for students who meet our freshmen index but only satisfy one of the SAT/ACT test score requirements (students are admitted as presidential exceptions). This year due to the pandemic we did not run a summer session. The criteria for the program did change and students were admitted into the fall term.

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, improving the yield from application to completed application, increasing the reach and impact of high school recruiting, developing corporate partnerships, and creating a more effective orientation program. This work led us to an overall increase in applications of 2.7% among all student types despite moving to a full virtual recruiting plan in March. Our yield from applicants to completed files (increase of 7.7 percentage points) to admitted students (increase of 30.2 percentage points) all increased over last year. Our admitted to enrolled rate decreased (-19.4 percentage points) which was to be expected with the significant increase in admitted students. Our traditional freshmen led the increases with 5.3% more applications and a 13% increase in completed applications. We realized an increase of 255% in our traditional freshmen admitted which resulted in a 69.6% increase in enrolled traditional freshmen. Our transfer enrollment and non-traditional enrollment both realized decreases. Overall, our new undergraduate enrollment increased 19.2%.

With the impact of the pandemic and the inability to recruit in regional high schools, we have made a variety of strategy adjustments mentioned below.

- We are enhancing our virtual tour, use of purchased name lists, and use of Naviance Active Match by Hobsons which is an online college search tool that matches high schools' students to Clayton State based on unique characteristics that match their interests, as well as using similar institutions they are also considering.
- 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 the fall term. This includes a greater emphasis on weekly virtual recruitment events and phone calls.
- We are continuing to work 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.
- We have articulated multiple programs with Southern Crescent Technical College and Atlanta Metropolitan State College and will continue to add programs to the list of articulated programs.
- This year we will be seeking articulation of programs with Georgia Piedmont Technical College and Atlanta Technical College.

We developed and implemented multiple strategies to increase the retention and graduation rates over the past year. In addition to the Momentum Year implementation, we launched a freshmen housing student success seminar, strategically placed supplemental instructors into critical courses, reworked the freshmen seminar, established freshmen living communities, and continued to place a significant amount of focus on our centralized advising model. It is important to note that we pivoted many of these initiatives in March when we were impacted by the pandemic. Our efforts were adjusted to a virtual format and were complemented greatly by the establishment of a call center focused on campaigns to regularly check on the status of our students. 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 4-year retention rate of 9 percentage points in three years.
- Increase in spring to summer undergraduate (excluding DE) re-registration rates as seen in table 4 below.

Table 1 D: Spring to Summer Undergraduate Re-Registration Rates							
	2014	2015	2016	2017	2018	2019	2020
Re-Registration Rate	**39.1%**	**39.1%**	**42.7%**	**40.8%**	**47.7%**	**50.0%**	**54.6%**

- Increase in the spring and summer to fall undergraduate re-registration rates as seen in table 5 below.

Table 1 E: Spring and Summer Re-Reg. Rates for Fall Continuing						
Undergraduate	SP15 and SM15	SP16 and SM16	SP17 and SM17	SP18 and SM18	SP19 and SM19	SP20 and SM20
% Re-Registered	**77.5%**	**78.8%**	**77.1%**	**78.1%**	**80.9%**	**80.2%**

Graduate Enrollment

Graduate enrollment increased 17% for FY20 over FY19. We are projected to increase graduate enrollment 27% for FY21 over FY20 as seen in the chart below.

 Table 1 F: Graduate Enrollment by Fiscal Year

	FY17	FY18	FY19	FY20	FY21
Summer	301	273	260	304	331
Fall	441	448	441	514	676
Spring	464	423	451	525	*698*
Total	**1206**	**1144**	**1152**	**1343**	***1,705***

Note: Data in italics are unofficial.

A significant contributor to our increased graduate enrollment has been the addition of new majors such as Public Administration, Supply Chain Analytics, and Strategic Leadership. These programs collectively added 105 new student enrollments for fall 2020.

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 as well as working with the different programs to assist with the implementation of test optional admissions due to the impact of the pandemic.

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 1 G: Fall 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
2020*	244	1,014	60	210

*Note – The majority of fall 2020 instructional site courses were moved to a virtual instructional method which is why we realized a significant decrease in students enrolled at each site.

Trends in Online Enrollment

Approximately 21% of our students were enrolled in 100% online majors which is consistent with fall 2019. 48.4% of our students are enrolled in fully online sections this fall when we include all major offerings (onsite and online). 46.5% are taking at least one fully online course but not 100% online in fall 2020 compared to 34.6% for fall 2019. This result is to be expected due to the impact of the pandemic. Our fully online majors realized an increase of 3.3% in enrollment over fall 2019.

2) **Please describe major actions that you have undertaken as part of your Momentum Year and Momentum Approach implementation and discuss any results to date.**

Clayton State University has been actively engaged in multiple facets of the Momentum Year and Approach work for multiple years as many of the initiatives were already connected to our Strategic Plan. Below is a portion of the work we have done with results to date.

Initiative: Math, English, and 15 credits for incoming students.

Results: Fall 2020 realized a 6.1 percentage point increase in freshmen currently being on track to complete their Math, English, and earn 30 credits by the end of their first year (62.5%). Much of this gain is attributed to the 14.4 percentage point increase of fall freshmen attempting 15 or more credits in the fall semester. Overall, 87.3% of our incoming freshmen were registered as full-time (0.7 percentage point increase from fall 2019) of which 52.1% of those students are enrolled in 15 credit hours or more for the fall. The increase in students

attempting 15 or more credits is attributed to the move to pre-registration of all incoming first-year students to 15 credits as the default rather than a recommendation. However, we did realize significant declines in students being on track to complete English and Math in the fall semester. We attribute this to the following factors: 17% increase of the fall freshman class, continued growth of our Dual Enrollment program, and the move to test optional that resulted in a significant increase in students requiring either the co-requisite English or co-requisite Math courses further reducing instructional capacity. Priority was given to fall freshmen needing the co-requisite English and STEM pathway majors needing MATH 1101 or MATH 1111. We intentionally shifted a high percentage of freshmen to enroll in math for the spring semester due to the fall capacity. We anticipate the percentage of freshmen enrolled in math to significantly increase. In addition, we are advising fall freshmen into English to increase our percentage of freshmen taking English in the first year. We are advising and anticipate students to enroll in the summer to complete the second English course. We have realized gains in the percentage of students enrolling in the summer which is aligned with our work to increase participation in the summer as the graduation rate for students enrolling in at least one summer is 64% versus 7% for those who do not enroll in a summer term.

Table 2 A: Fall Freshmen Enrolled or Earned Credit 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%
2020	83.9%	63.7%

Initiative: Embedding purposeful choice into our freshman seminar course

Results: We successfully embedded purposeful choice in our freshman seminar course as well as within our introductory Health Sciences and Business classes as those respective majors were not enrolled in the freshman seminar. Due to the lack of impact the freshman seminar has had on student retention we have eliminated the seminar and moved to embed purposeful choice into career readiness modules within the campus-wide academic curriculum. Each academic area has identified a set of career modules based on student learning outcomes.

Initiative: Familiarize faculty with student academic mindset

Results: Clayton State has a significant population of first-generation college students from underrepresented populations. Increasing faculty awareness and the use of strategies to promote an environment of belonging in the classroom is critical to student success. During 2019-2020 academic mindset training was the focus of the faculty planning week. Additionally, 25% of faculty participated in additional training on inclusiveness and helping all students feel a sense of belonging at the university.

Initiative: Promoting purposeful program choice during orientation

Results: We sought to improve the accessibility of materials and activities designed to support purposeful program choice. Through this work all incoming students automatically received a customized link to a video around their focus area within 24 hours of signing up for orientation. These videos included information developed by academic departments connecting the student's major to the broader focus area, key courses in their first year, and information related to recommended co-curricular activities. Upon completing the video students received a pre-built schedule for the fall along with their guided pathway worksheet.

Impact of the Pandemic on Momentum Year Plans

Our commitment to the principles of the momentum year and approach remains unwavering. We identified action items coming out of the January 2020 Momentum Summit. The pandemic required us to pause many of those actions to focus on campus safety and reopening plans. While we have realized some successes of that work beginning in spring 2021, we anticipate the ability to make greater movement toward accomplishing the remaining action items.

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

The most recent graduation cohort graduation rate increased 9.6 percentage points in 3 years which is a record 4-year graduation rate for Clayton State University. While our record rate of 17.5% is still not where we ultimately want it to be, the 9.6 percentage point increase in 3 years is impressive. During the same three-year period we have realized a 5.6 percentage point gain in our 5-year graduation rate with our highest 5-year rate ever at 29.4%. With these gains we are confident that our 6-year graduation rate will realize significant gains next year. All of these gains have been achieved while eliminating the degree achievement gap between Pell and non-Pell eligible students. Overall trends for IPEDS cohort retention rates remain positive with the 2-year (+4.2 percentage points) and 3-year (+1.4 percentage points) retention rates all projecting to be the highest rates ever achieved by Clayton State. We did realize a decline in our 1-year retention rate to 69.2% from 71.3%. In analyzing our first-year retention rate we have identified three populations of students that contributed to the decline in the first-year retention rate: Pell eligible students, African American men, and students living in our first-year residence hall. Through this analysis we also found several areas of success. First, our students that participated in our Summer Bridge (Presidential Exceptions that did not meet all freshman admission criteria) retained at a rate of 74.6%. This is the fourth consecutive year these students have outperformed their regularly admitted freshman cohort peers. Second, first-year students living in Laker Hall that participated in a living learning community retained at greater rates than the overall Laker Hall population. Additional efforts to improve these outcomes are described under question five.

Improvement in Overall University Re-Registration Rates and Overall Degrees Conferred

The majority of our undergraduate population is not part of an IPEDS (Integrated Postsecondary Education Data System) cohort. Therefore, we place significant emphasis on the re-registration rate of all undergraduate students. For summer 2020 we realized the highest re-registration in more than 5 years. For fall 2020 we remained flat with last year which was our highest reregistration rate in more than 5 years. We credit this to our fully centralized proactive intervention academic advising model and our increased emphasis on academic support services that have shown impact on overall student success metrics. For Academic Year 2019-2020 we also conferred a record number of undergraduate and graduate degrees (13.9% increase).

Table 3 A. Total Degrees Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
UNDERGRADUATE	1064	1066	1094	1150	1107	1050	1106	1090	1156
GRADUATE	104	126	131	140	157	163	155	130	163
TOTAL	1168	1192	1225	1290	1264	1213	1261	1220	1319

Table 3 B.: DFW rates for English and Math

	Fall 2016 DFW Rate	Fall 2017 DFW Rate	Fall 2018 DFW Rate	Fall 2019 DFW Rate
ENGL1101	15%	13%	10%	12%
ENGL1102	21%	24%	20%	19%
MATH1101 (non-STEM, Health Professions, Business)	32%	32%	34%	31%
MATH1111 (STEM)	36%	24%	22%	21%

Overall, success in English and Math gateway courses has been improving with the exception of just a small increase in the DFW rates for ENGL 1101 in that Fall. To assess writing proficiency, the faculty for the first year English courses use an ePortfolio in both English 1101 and 1102. The ePortfolio pass rate for ENGL 1101 was 90% of all enrolled students. The ePortfolio pass rate for ENGL 1102 was 81% of all enrolled students. Thus, most students who are able to complete the course sequence show evidence of proficiency in the learning outcomes established for First-Year Writing. The small increase in the DFW in Fall 2019 may be attributed to changes to a more outcome focused course design that faculty were implementing for the first time. We believe the changes will lead to increased student success in the future.

In Fall 2018, Learning Support Foundations courses in Mathematics were eliminated. Students not meeting placement score requirements were placed into co-requisite support for Math 1101 (non-STEM majors) and Math 1111 (STEM majors). Student success rates in Math 1101 have consistently averaged around 68-69%. Success rates in Math 1111 have averaged 78-79% since the redesign, an increase from success rates of 64-65% prior to the redesign. Initially, the co-requisite support classes were a mix of mini-lectures to deliver "just-in-time" instruction on foundational concepts needed for the college-credit courses, and time for question-and-answer periods and working one-on-one with students as needed. In Spring 2020, active-learning activities were introduced into several sections of Math 0998 (Support for Math Modeling) to try to better engage students and increase the success rates in Math 1101. These activities encouraged students to communicate with each other and work together on understanding concepts and promoted fluency in foundational skills. The activities were well-received by students. Unfortunately, with the move to online courses mid-semester, many of these activities have been put on hold until social distancing measures can be relaxed.

After a small increase in the DFW rates for Math 1101 in Fall 2018, the DFW rate for Fall 2019 fell to 31%. Support students in Math 1101 saw a lower DFW rate than non-support, 30.22% vs 32.68%, pointing to the efficacy of the support course. The DFW rate for Math 1111 saw a small decrease from 22% to 21.2%, well below the 36% rate of Fall 2016. With the impact of COVID-19 and the move to online classes mid-semester, Spring 2020 DFW rates were a mixed bag. Math 1101 students in co-req support classes saw an increase in DFW rates from 30.12% in Fall 2019 to 35.77%, while support students in Math 1111 saw a decrease in DFW rates from 56.76% to 52.17%. The number of support students in Math 1111 is significantly smaller than those in Math 1101, however. DFW rates for non-support students in Math 1101 held steady from Fall 19 to Spring 20 (32.68% vs 32.56%).

Table 3 C. MATH 1101 and MATH 1111 Pass Rates by Semester

	Fall 2019			Spring 2020			Fall 2019 and Spring 2020		
	# of students	# Pass	% Pass	# of students	# Pass	% Pass	# of students	# Pass	% Pass
Learning Support									
MATH 1101	249	174	69.88%	123	79	64.23%	372	253	68.01%
MATH 1111	37	16	43.24%	23	11	47.83%	60	27	45.00%
No Learning Support									
MATH 1101	254	171	67.32%	129	87	67.44%	383	258	67.36%
MATH 1111	307	255	83.06%	124	93	75.00%	431	348	80.74%
Overall Total									
MATH 1101	503	345	68.59%	252	166	65.87%	755	511	67.68%
MATH 1111	344	271	78.78%	147	104	70.75%	491	375	76.37%

It is significant to note that many of our student success strategies have been funded by a Federal Title III Predominately Black Institution (PBI) grant of just over $1.2 million annually. This grant has directly impacted our increased 4-year graduation rates as well as supported our work associated with the Momentum Year and Momentum Approach. This five-year grant which is now in the last year of the program has contributed to our student support such as:

- Tutoring or supplemental instruction within high impact courses which directly relates to our successes in academic performance with the results highlighted earlier in this section.
- The establishment of our Laker Hall Student Success Center. This center located in our freshmen housing residence hall provides academic support, an at-risk non-credit/non-credit hour course focusing on transitioning into a successful college student, academic and financial aid advising, and providing social engagement opportunities through collaboration with student life.
- Instructional software that is essential for content delivery and assessment for online and hybrid courses and for supplemental materials for seated courses. The video capture software was especially beneficial for the conversion of seated courses to online. Despite the rapid conversion to online, our overall student success rates remained steady when compared to the previous year.
- Phone call support to students who are entering their loan repayment period. This service has assisted in lowering our loan default rate from 10.8% to 9.3%.

4)   What measures are you taking to raise awareness of Know More, Borrow Less and what successes have been achieved to date? Describe enhancements to the student aid, bursar, and registrar offices related to student financial aid.

Clayton State has successfully released the Know More Borrow Less notification to students during fall 2019 and fall 2020 semesters. In addition, we have continued to see a significant impact with the utilization of Campus Logic verification. For the 2020-2021 award year we received nearly 15,000 ISIR (Institutional Student Information Record) records with 33% being selected for verification. Through the use of Campus Logic students completed their transactions in an average of 30 days for dependents and 26.6 days for independents. The average time across all schools is 51 days. The Financial Aid Office reviewed student records in an average of

3.96 days in April, 7.05 in May, 3.08 in June, 3.5 in July, 0.84 in August, and 0.3 in September. The average across all schools is 3.98.

In addition to the Campus Logic verification platform, we have launched the Ocelot Financial Aid videos and will be adding the SAP Ocelot videos in December 2020. We are scheduled to launch the Campus Logic Award Letter in October 2020. We are grateful for the continued support to Know More Borrow Less and the positive impact it has on our students.

One of our greatest impacts on mitigating student debt is our ability to increase our 4-year graduation rates. We have increased the percentage of students who have graduated within 4 years by just over 9 percentage points. We estimate this savings to be just over $48,000 (two years of the cost of attendance). In addition, we have decreased the number of completed credits earned by our graduates by 4.72 at the point of degree completion. This is an approximate savings of $800 on average. It is also important to note that through the use of our peer financial counseling and outsourcing of phone campaigns to graduates with student debt we have decreased our three-year official loan default rate from 10.8% for the 2016 cohort to 9.3% for the 2017 cohort.

The Nelnet Payment Plan continues to allow our students the ability to make payments towards their tuition and fees balances over time within a given semester instead of a one lump sum payment by the stated payment deadline. Students have the option to sign up with Nelnet for up to six monthly payments (depending on the semester) with a zero (0%) percent down payment. After the first two enrollment deadlines offered by Nelnet in any given semester, students are required to pay a down payment anywhere between 20%-50% and an enrollment fee ranging from $50.00-$70.00. Students receive communications when payment plans are available and encouraged to enroll in the Nelnet Payment Program as soon as possible to reap the benefits of the 0% down payment. In instances where students are not eligible for PELL, HOPE, scholarships, etc., the Nelnet payment option gives students an alternative to loans to cover their outstanding balances. Compared to fall 2019, our participation rate increased by 18.4% in fall 2020. As of October 16, 2020, the number of Nelnet Payment Plans and remaining balances due for fall 2020 are noted below.

Table 4 A. NELNET

Semester	Max. # of Payments	# of Participating Students	Original Amount Due	Remaining Amount Due
Fall 2020	5	1,006	2,516,871.84	255,320.00
Active	5	819	2,081,679.34	254,751.01
Terminated	5	187	435,192.50	568.99

Billing – The University has continued using the early billing requirement by assessing and billing students at least sixty days in advance of the semester starting. This gives our students an opportunity to strategize a plan to pay their balances in full by the set payment deadline. The early billing process is a gentle reminder for students to follow up with other departments on campus or outside agencies if they are anticipating financial assistance from a third-party for the upcoming semester.

Beginning spring 2021 semester, the University will use TouchNet e-Bill as its official method of sending student account balance due notifications. Students will receive notifications via e-mail and text messaging, enabling them to review their account detail and make payments online. The e-bill gives students a clear breakdown of account balances including any financial assistance received. Students will have the option to add an authorized user (I.e., parent, guardian, financial guarantor, etc.) to receive notifications of the student's most recent billing

statement. The authorized user will have the ability to log into TouchNet and make payments on behalf of the student.

5) **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? What actions has your institution taken to reduce the cost of education to students in recent years, including low-cost or no-cost textbooks?**

Our student success efforts have been demonstrating success as evident in our 4-year graduation rate increase and increase in year-to-year retention rates with the exception of our one-year rate for the fall 2019 cohort. Our student success strategies changed when we went to a predominately virtual environment. We have realized decreases in student engagement and increases in student course withdrawals. The initiatives below have been modified from prior years to address student success. Each strategy is connected to student retention data which will demonstrate our effectiveness with our student success plan.

Weekly Freshmen Engagement Reporting

For fall 2020 we began reporting and taking outreach actions based on student engagement data. Through weekly reporting we can now identify students that have or have not engaged with advising, tutoring, career services, campus life, and/or recreation and wellness. This information is then disaggregated to sub-populations to allow for intentional intervention efforts. Sub-populations include residential students, commuter students, and students in our Freshman Bridge program. Over the coming year this data will be further analyzed to identify statistically significant actions that a student took and the related impact on academic performance and retention. We hope to identify 2-3 engagement actions that successful students took to develop a more dynamic and automated early intervention program for FY22. We began this effort in early fall with an engagement rate of 38% for new freshmen. Each week we have realized increases and have now realized 86% of our freshmen have at least one engagement.

Freshman Bridge Program

When the decision was made to move to test optional for fall 2020, we looked at the predictive value of high school GPA on retention and graduation of students. We also knew from previous efforts with our Summer Bridge program the past four years that these students can meet or exceed success outcomes of their peers when provided with intentional wraparound student support services. With support of the PBI grant from the federal government students with a high school GPA below a 2.6 were selected for the Freshman Bridge program. These students are placed in two linked courses, enrolled in a 0-credit student success seminar course, and assigned a peer mentor that holds weekly study sessions. There is also a program series designed to cultivate leadership skills as well as social and emotional wellness. Lessons learned from this approach will inform other engagement and student success strategies for fall 2021 test optional students.

Freshman Financial Aid Outreach Counselors

Effective November 2020 two financial aid outreach counselors will be integrated into the freshman advising team within our centralized advising center. Building on lessons learned from academic advising's proactive intervention approach the financial aid counselors will be further integrated into transition, onboarding, and retention programs for members of the first-year IPEDS cohort. We anticipate this action will improve early FASFA completion rates, decreases the number of incoming freshmen that are impacted by the fee payment drop, and improvement in the first-year retention rate of Pell eligible students.

New Student Success Software Solution

FY 2022 Budget Narrative - Clayton State University

For FY22 we plan to onboard a new student success software solution. Currently we use a Customer Relationship Management (CRM) solution to support our recruitment efforts known as TargetX. We plan to add the student success modules offered by this vendor to ensure that all interactions and engagement activities will now be in the same location. The integration of the admissions and student success sides of TargetX will provide the unique ability to build yield and student success scores based on data within the platform. This should allow us to take a more dynamic approach and place a more holistic value on high school GPA by tying it other factors such as application date, registration date, and number of engagements, to determine a student's likelihood of succeeding.

Affordable Learning Georgia

Clayton State faculty have actively supported the Affordable Learning Georgia program. Over the past five years, eighteen (18) out of twenty-three (23) proposals have been approved for funding and fifty-five (55) unduplicated faculty have worked on project teams. All projects were successfully completed. Seven of twenty-three projects came in under budget which allowed us to return $10,440.37 to the Systems Office. We estimate that students have collectively saved $1,179,266 over the past five years as a result of ALG grants.

Low Cost/No Cost

In 2020 Fall Semester, there were 1395 sections of courses (645 low cost; 750 no cost) with 6585 students enrolled (duplicated count due to students enrolled in sections from both Low Cost and No Cost) that used No/Low-Cost Textbooks. This represents 55 percent of classes offered and an increase of 279% from the 2019 Fall 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.

In the coming year, each college will be asked to review all courses that currently do not have low or no-cost textbooks. Working groups that include the Library and the bookstore will be tasked to explore more affordable alternatives. The initial focus will be on large enrollment courses, dual-enrollment courses, and those with the most expensive textbooks.

Course Fees

Clayton State did not increase any course fees between FY 19-FY21. Below is a list of the course and program fee reductions during this same period.

Table 5 A.

Fee Name	Fee Change Description
Undergraduate Business Career Readiness Fee	In FY20 fee was reduced from $60 per student per course to $15 and in FY21 the fee was eliminated. This change impacts 700-800 students annually.
Family Nurse Practitioner Program Fee	In FY20 the $1,029 one-time program fee was reduced to a $480 one-time program fee. The students who matriculate through the program pay $319 course fee for a Family Nurse Practitioner certification exam review provided by Barkley and Associates. Students who complete the program pay $230 less than they paid in FY19. Students who are unable to finish the program pay $549 less than in FY19. This change impacts approximately 20 students annually.

NURS 3202 Lab course fee	This $35 course fee was eliminated in FY 21. The change impacts approximately 30 students annually.
Distance Learning Course fee	This fee was reduced in FY20 from $25 per course (capped at $75) to $15 per course (capped at $75). The Fee was eliminated in FY21. The change impacts approximately $4,700 students.

Bookstore (Loch Shop)

The Loch Shop, in partnership with Barnes and Noble College (BNC), is preparing to pilot BNC's First Day program for summer semester 2021. First Day is an inclusive access model, where students have seamless access to their course materials through their Leaning Management System on or before the first day of class. The charge for the course materials is applied directly to the student's account upon registration for class, thus allowing for early awareness of the total cost of attendance for a specific class. This model supports convenience for our students, but most importantly, results in the students obtaining the material for the lowest possible market price. According to BNC's fall 2019 results, students saved an average of $76 per course, which represents a total savings of 47%. Students have the option to opt-out of the program prior to drop-add. The average opt-out rate in the fall 2019 semester was 2.7%.

6)   Provide an update on Comprehensive Administrative Review actions since the last budget hearing. Describe the investments made from redirected CAR savings and any impacts on student success, specifically highlighting impacts on the FY21 budget.

Clayton State redirected $1,240,399 towards affordability, degree attainment, and increased efficiencies within 14 total projects as part of the CAR (Comprehensive Administrative Review). Below is the area of redirection and the results.

Item 1: Dual Enrollment and Instructional Site Enrollment

Investment $101,291.00

The university recognized a need to centralize our instructional site and dual enrollment management. We created a Director of Academic Outreach position to centralize the management of dual enrollment and instructional sites strategies and student support services.

Expected Result: Head count and credit hour increase in dual enrollment, increase in the percentage of dual enrollment students matriculating to Clayton State, and an increase in matriculated enrollment at our Henry and Fayette Instructional Sites with an improvement of service.

Response**:** Dual enrollment has increased from1,672 duplicated enrollments for FY17 to a projected 2,184 duplicated enrollments for FY21.

Item 2: Corporate, Community, and Academic Partnerships

Investment $129,820.00

The university created a Director of Corporate, Community, and Academic Partnerships position to develop partnerships resulting in student internships, experiential learning opportunities, and management of corporate scholarship funds.

Expected Result: Increased opportunities for students to apply classroom knowledge with on-the job experiences through an increase in internship opportunities, experiential learning opportunities and the management of corporate scholarship funds.

Response: The university created a Director of Corporate, Community, and Academic Partnerships position which was developed to increase partnerships resulting in student internships, experiential learning opportunities, and management of corporate scholarship funds. This position was eliminated as a result of the AY21 budget reductions. The responsibilities for this position were shifted to faculty, department chairs and deans with one faculty member assuming oversight of these activities as part of their teaching load. This decentralized approach works better in adapting to changing conditions such as what happened with the limitations COVID placed on face-to-face internships. Deans and Chairs were able to work with faculty to develop virtual partnerships and internship opportunities for our students.

Item 3: Restructure in Center for Advising and Retention

Investment $77,890.00

The Center for Advising and Retention added an additional two front-line advisors which reduced the ratio of students per advisor.

Expected Result: Increased academic advising support for students due to reduced ratio of students per advisor seeking to improve our re-registration, retention, and graduation rates.

Response: We have realized increases in our IPEDS cohort retention and graduation rates with the highlight of a 9-percentage point increase in our 4-year graduation rates.

Item 4: Reorganize MBA

Investment $89,775.00

Created a full-time MBA Director position due to the increased enrollment of the MBA program.

Expected Result: Provide improved service to students as well as increase our MBA enrollment by having one full-time manager serve as the MBA Director.

Result: The full time MBA Director position was changed to Graduate Programs Director for Business Program. This position has contributed to the growth of the College of Business graduate programs from 190 students enrolled to 392 students enrolled.

Item 5: College of Business Faculty

Investment $121,266.00

Create a full-time Business faculty line and a half-time position due to growth in student enrollment for the College of Business. Expected Results: Increase the number of sections offered to a growing College of Business student population.

Expected Result: Increase the number of sections offered to a growing College of Business student population.

Response: The 1.5 faculty line was added in Fall 2018 to meet the needs of growth of enrollment as demonstrated in the table below.

Table 6 A.

	Fall 2017	Fall 2018	Fall 2109	Fall 2020	Rate of Change (F17-F20)
COB Enrollment	1,125	1,218	1,236	1,304	16%

COB Graduate Enrollment	178	190	262	392	120%
COB Credit Hour Generation	10,035	10,558	11,533	11,627	16%

Item 6: Financial Aid Outreach

Investment $124,508.00

Financial aid is a crucial part of any new student's enrollment process. We are creating two Financial Aid Outreach Counselor positions to proactively reach out to incoming traditional freshmen for year one and two at Clayton State.

Expected Result: Increase in freshmen enrollment, increase in the completion of the financial aid process, and a decrease in the percentage of students dropped for not satisfying the fee payment deadline.

Result: Overall we have realized a decrease in the number of students dropped associated with the fee payment deadline from 879 in fall 2018 to 603 in fall 2020. The financial aid outreach coordinators have participated in multiple presentations to high school students, first year freshmen and presentations to parents.

Item 7: **Financial Aid Loan Processing**

Investment $72,748.00

Financial aid student loan processing is a significant aspect of ensuring students satisfy their tuition and fees. We are establishing a full-time loan coordinator position.

Expected Result: Improved processing of student loan records (student and parent) and applications ultimately leading to a decrease in the percentage of students dropped for not satisfying the fee payment deadline.

Result: We have increased communication with students seeking to nudge their behaviors, provided an increase in updates to their student loans, introduced batch loan certifications, and merged a loan revision and reinstatement form to create more effective and efficient processing. Due to these adjustments, we were able to maintain a processing time during peak season (July-August) equivalent to non-peak processing.

Item 8a: Dental Hygiene Clinic Operations – Dental Clinic Manager

Investment $87,750.00

Created a Dental Clinic Manager to oversee the operations of the Dental Hygiene Clinic.

Expected Result: Aligned level of management for the Clinic.

Item 8b: Dental Hygiene Clinic Operations – Dental Clinic Services

Investment: $20,250.00

The Dental Hygiene Clinic will be utilizing salary savings to support the operations of the services provided to our community partners.

Expected Result: This savings will be realized in the DS&S Dental Hygiene Clinic account which will be used to support the operations of the clinic.

Result: Changes in the salary for the dental hygiene clinic manager position included a reduction of $20,250 from hiring a dental hygienist rather than a dentist to function as the clinic manager. This change in classification provided extra funds to be allocated to the dental hygiene (DH) OS&E budget item.

These savings were used to purchase needed extra supplies resulting from the costly and significant changes required from the COVID-19 pandemic. The savings from the salary reduction allowed for the purchase of the additional personal protective equipment (PPE) needed for students, faculty, and staff. Having the additional PPE allowed the DH clinic to operate and provide patient care needed to meet the students' mandated clinical requirements.

The DH clinic was closed from March to August 2020 due to the suspension of on-campus classes. However, all required additional PPE equipment could be purchased and available upon their return. The class of 2020 DH students could not graduate as scheduled in May 2020 due to the suspension of on-campus classes and the DH clinic's closure. Because of the extra funding made available by the salary saving, additional PPE was purchased so that the class of 2020 could finish their clinic requirements during the first two months of Fall 2020.

The Class of 2020 also passed their dental hygiene clinical boards (CRDTS) at a rate of 100% compared to the class of 2019 with a 96% pass rate.

Item 9: Anticipated Textbook Expenses for Dual Enrollment

Investment $100,000.00

Due to changes in the Dual Enrollment funding policies associated with textbooks, commission associated with the new bookstore is expected to be used toward those respective costs.

Expected Result: A Payment for Dual Enrollment student's textbooks. The commission earned in FY20 from Barnes and Noble was lower than expected. Decreased sales were the result of changes in instructional method due to Covid-19. Our FY20 commission was 4% less than expected. Commissions earned so far in FY21 (July and August reported) are 18% less than FY20 commissions for the same period. All Auxiliary Services departments are experiencing financial challenges as a result of Covid-19. All units lost revenue and also incurred expenses related to enhanced cleaning protocol, touchless payment systems, social distancing measures, and changes in operations to accommodate a transition to online instruction. The bookstore commission helps cover infrastructure and facilities costs for the space occupied by Barnes and Noble, as well as contributes to other overhead expenses for the entire Auxiliary Services division, such as payroll and benefits for employees. It is unlikely that we will be able to contribute a portion of the commission (previously determined to be $100k) without the bookstore budget operating at a loss for FY21.

Results: The dual enrollment book expense for FY20 was $235k. If the bookstore is unable to contribute a portion of its commission to the cost of DE books in FY21, the expense will need to be covered by the institution's state budget, as allowed by BOR policy.

Item 10: Information Technologies and Services

Investment $156,680.00

Establish three operational positions within ITS. The three positions are: Help Desk Operator, Senior Technician, and an Applications Architect

Expected Result: Improve service to students, faculty, and staff.

Results: Applications Architect: This position has enhanced our ability to administer Skillsoft, ServiceNow and Microsoft365. The newly hired staff member was a critical player in our ability to move on-line when COVID-19 closed the campus in helping faculty move their classes on-line, make use of Teams, Stream and other MS365 products. Additionally, this position was instrumental in developing workflows to automate many campus processes including on-boarding, off-boarding, and contract review.

Senior Technician: This position has been responsible for developing the process to get off of Windows 7, training new HUB technicians, developing advanced images for shared computers and advanced troubleshooting for students, faculty, and staff with computer issues. During the move to on-line, this position personally helped student and faculty with unique problems moving on-line and trained the staff on how to recognize and solve the problems at the initial contact.

Help Desk Operator: This position has provided a stabilizing influence at the Help Desk, the most common point of contact with students, faculty, and staff. This staff person is responsible for training the students who answer helpdesk calls and has led to an increase in resolution of issues at the time of the original call. Anecdotally, (based on unsolicited comments to the CIO) this has increased the customer experience for all of our faculty, staff, and students. During the COVID crisis, this position was responsible for moving the help desk function to fully on-line while still keeping the level of support as high or higher than the on-campus support.

Item 11: Intensive English Programs

Investment $18,126.00

Establish a part-time instructor to serve our Intensive English Program students.

Expected Result: Delivery of English instruction at the current rate without needing to increase cost.

Results: There were no students during the Spring 2020 semester and this fall, there were only 3 potential students (2 full-time and 1 part-time). The low number of students needing the service did not justify the cost of hiring a part-time instructor. We are exploring the option of shifting this course to Continuing Education for future semesters.

Item 12: Study Abroad

Investment $5,000.00

The Study Abroad Coordinator will take on additional responsibilities associated with student outreach and increasing student enrollment into our Study Abroad Program. The $5,000 will be used to increase the position's salary to reflect the additional responsibilities.

Expected Result: Increased student participation and compliance.

Results: The Study Abroad Coordinator's additional responsibilities include the research and development of virtual study abroad programming, outreach through various social media and on-campus marketing campaigns, the development of virtual advising appointments, and the survey of CSU students regarding domestic Study Away programs as potential options for travel. Clayton State University operates between 3-5 programs each year and averages 40-60 participating students in these study abroad programs. The Study Abroad Coordinator's role is to increase both the program offerings and enrollment in each program. In 2020, the Study Abroad office had offered 5 programs with an anticipated total enrollment of 55-65 students. All USG programs were subsequently cancelled due to the COVID-19 pandemic. Due to the ongoing pandemic, the Study Abroad Coordinator will be working with faculty who teach courses that have international or global-related learning

outcomes to assist with resources and planning for Virtual Field Trips as another method of enhancing student understanding of the diverse global society.

Item 13: Distance Learning Fee Replacement

Investment: $61,450.00

The university has reduced the revenue associated with Distance Learning Fees. We will be allocating savings from the Reorganization of International Programs to the Center for Learning and Teaching IT Application Professional.

Expected Result: Ensuring we are continuing to provide support for faculty through the Center for Learning and Teaching.

Results: "During the FY 2019-20 we eliminated the ESL (English as Second Language) Program Coordinator, position #10033907. The total salary and benefit from this line saved $75,373. Part of the funds saved from this line were transferred to the Center for Learning and created a Teaching IT Application Professional. The IT Application Professional is a critical position within the Center for Learning and Teaching. This role serves as the primary Desire2Learn (D2L) administrator and ensures that courses are created within the LMS, syncs/manages faculty and student enrollment, trouble-shoots faculty D2L issues, conducts faculty training workshops, tests, and launches new D2L features. Additionally, the position works with other units across campus to integrate 3rdparty tools into D2L which serve to increase the quality of instruction delivered through the system (such as textbook material access, lecture capture tools, etc.)." This position was critical to the creation of over 3,000 D2L courses with over 10,000 students enrolled. This position was also instrumental in the development and delivery of 17 faculty workshops on effective online pedagogy.

Given the nature of the position, it will be tricky to identify and isolate its direct impact on student learning outcomes for a couple reasons:

1. The position is both a back-end administrator AND faculty facing support.
    a. From a back-end standpoint, if we did not have this position D2L would grind to a standstill as course "shells" (blank courses) would not be loaded into D2L and faculty/students would not get access to those courses.
    b. From a faculty support standpoint, the position offers training to faculty on ways to effectively use D2L which certainly does have an impact on student learning, but it is likely intertwined with numerous other variables that would be hard to isolate.
2. Overall Metrics
    a. If needed, I could provide some metrics on:
        i. The overall volume of courses and users that the position touches each semester as part of the back-end work.
        ii. Number of workshops the position has led this year and number of faculty that registered/attended.
    b. In the Future
        i. Due to the volume of support requests CELT started receiving with the transition to remote instruction in the Spring, we have started a process with ITS to onboard CELT into ServiceNow as our helpdesk/ticketing system. Doing so, will give me greater insight into some departmental metrics overall by allowing me to better track the types of requests received, time to completion, etc.

The position was especially crucial this year, given the increase in the number of hybrid/online courses that we are offering due to COVID.

Item 14: Procurement Manager

Investment $73,845.00

Created a Procurement Manager position.

Expected Result: Enable the department to improve processes and proactively identify potential solutions to campus need.

Result: The addition of 1 FTE to the procurement team has increased efficiency in procurement processes such as contract review, training, and dispatching of purchase orders.

Item 15: Human Resources: Part-Time Payroll Assistant & Process Improvements

Investment $17,160.00

Created a part-time payroll assistant position to improve staffing in payroll and assist with additional payroll related tasks.

Results: In FY2020, the part-time payroll position was created and utilized to assist with the understaffing issue noted in the Comprehensive Administrative Review. This position initially assisted with the processing of payrolls, research of the benefits and payroll reconciliation discrepancies, and other payroll related duties. The Financial Reporting Manager in Accounting was responsible for the benefits and accounts reconciliations process but resigned in FY 2020. Funds from that position were combined with the budget for the part-time payroll position to create a 1.0 FTE payroll assistant position that would assume the responsibilities of the entire benefits reconciliations process. The budget for the position was $34,320, but with budget reductions for FY 2021, the position is now budgeted for $17,160.00 (0.5 FTE). This position provides additional staffing for payroll and maintains responsibility to benefits reconciliations, tax reconciliations, benefit adjustments to payrolls, and assistance with payroll processing.

In addition, the Comprehensive Administrative Review (CAR) noted there was a need to improve new employee onboarding, streamline and improve the employee onboarding process, and create a centralized orientation program. The CAR also recommended the implementation of OneUSG Careers and Manager Self Service (MSS) to improve efficiency and decrease processing times. In FY2020, Human Resources began the transition to a paperless environment by migrating all employee files to the Extender Document Management system. We also rolled out Manager Self Services to the campus and eliminated the use of paper PAFs for more than 80% of our transactions. We have recently completed development of the electronic PAF (Personnel Action Form) for new hire, rehires, and non-paid affiliates instances. This will ensure that 100% of our OneUSG transactions can be initiated electronically through MSS or the electronic PAF.

7)   Discuss new academic programs under consideration for startup in FY 2022, including any Nexus degrees. 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?

New Academic Programs

Clayton State is developing four new degree programs to start in FY 2022. All of these programs address critical workforce needs for Georgia and a corresponding demand from students.

Master of Science in Accountancy with concentrations in Accounting Analytics and Public Accounting: This new graduate degree will allow students to meet the requirements for becoming a Certified Public Account. This degree will include a specialized concentration in public accounting for those seeking employment in the government and non-profit sectors.

Bachelor of Business Administration in Business Intelligence: This new degree program is being built collaboratively by the College of Business and the College of Information and Mathematical Sciences to combine business practices with current trends in data analytics.

The proposed **Master of Science in Cyber Technology** and **Master of Science in Information Systems** degrees both address the need for graduates with advanced skills in technology. As a Predominantly Black Institution, Clayton State will help to alleviate the racial gap that exists in the industry.

The cost for the two business related majors will largely mitigated by using existing courses and courses that are cross-listed with undergraduate sections. Two lines within the Department of Computer Science and Information Technology are being repurposed with new faculty to meet the needs of the new graduate degrees.

8)   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?

Master of Archival Studies: This program has been on the low production list for several years. A new undergraduate minor in Archives and Information Studies was developed which will assist with generating more credit hours and help with recruiting from Clayton State students. There are planned collaborations in computational archival science with computer science and math which will increase productivity in the program. We anticipate that this program will be off the low production list in FY 2021.

Bachelor of Science in Mathematics: Although the number of math majors graduating every year is low, the faculty in the Department of Mathematics average credit production levels that are among the highest in the University by teaching core courses and upper division courses for 46 students who are enrolled in Mathematics with Teacher Certification major. In addition, the Mathematics department has approved an undergraduate concentration in Financial Technologies in collaboration with the USG FinTech Academy. The department has created opportunities for students to have industry-based internships and students are introduced as first-year students to careers in mathematics, other than teaching and graduate school, so that a mathematics major is a more attractive option to students.

Bachelor of Science in Information Technology (WebBSIT): This program will be terminated after Fall 2020 (currently in final term of teach out).

Bachelor of Music combined with Bachelor of Arts in Theatre and Film: Each of these program areas is experiencing substantial growth. Theatre currently has 41 majors, an increase of 156%. Music has increased its incoming first-year class from 4 in 2018 to 10 in 2020. In addition, Music Scholarships from a $5 million endowment established in Spring 2020 will be phased in over the next four years, eventually resulting in a six-fold increase in music scholarship awards. In the Film Production program that began in 2015 there are now 186 majors. In FY 20 we had 17 graduates from these fields, and that number will sharply increase with the growth in all areas, and the substantial size of the maturing FILM program.

Bachelor of Arts with Major in Philosophy: Despite producing a low number of graduates each year, the Philosophy program generates a remarkably high number of credit hours due to the high number of core courses they teach. By offering just two upper division courses each semester for the major, the Philosophy B.A. is an

inexpensive program to run. The Credit Hour/Full Time Faculty ratio of 600+ per semester is the highest in the College of Arts and Sciences.

Bachelor of Science with Major in Chemistry: 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 (FY2017-2019) is 29.7, (25 for ASCC and 4.7 for Chemistry) and therefore, above the minimum threshold.

Bachelor of Applied Science with Major in Homeland Security/Emergency Management: Clayton State will eliminate the Bachelor of Applied Science with Major in Homeland Security/Emergency Management (HSEM) and place a concentration for this area in the existing Bachelor of Applied Science in Administrative Management program which currently has a 3-year graduation average of 62.3 and create an HSEM certificate associated with the Master of Public Administration

Bachelor of Arts with Major in French Language and Literature (eMajor with Valdosta) and **Bachelor of Arts with Major in Spanish Language and Literature (eMajor with Valdosta):** These degree programs are offered through an online collaborative between Clayton State University and Valdosta State University. The program is offered primarily at a distance via the Georgia Online Virtual Enterprise Wide (GoView) system. The average 3-year (FY17-19) number of graduates from this collaborative program are 3 and 14.7, respectively. The faculty members teaching in this program receive credit for only a single course offered in this collaboration. Their remaining course load supports area B & C of the Core Curriculum.

Master of Science with Major in Clinical/Counseling Psychology: Since Fall 2016, the number of students per cohort enrolled in the program has increased from six students (Fall 2016) to 23 students (Fall 2020, most recent cohort admitted), with approximately 40 students across both first- and second-year students. We feel confident we will reach the threshold of 5 students graduated by 2020.

9**)** **Describe the operational impacts of the state-wide FY21 budget reductions at your institution. How was the final reduction amount allocated across units of your institution? Describe the personnel impact at your institution. If a Voluntary Separation Plan was implemented, what was the participation and savings from the plan?**

The following assumptions and guiding principles were used in the development of the University's FY21 budget reduction plan:

- The University's Strategic Plan was used as a lens to make the budgetary decisions required by this cut.
- Protecting student learning and teaching, to the extent possible was our priority, in conjunction with campus health and safety.
- Recognition that uncertainty would continue in FY21 regarding COVID-19.
- The national and state economy would continue to show stress and uncertainty.
- More than 70% of the institution's budget is in personal services (employee payroll).
- Travel restrictions will continue for most of FY21; and
- Efficiencies would be sought within the operating supplies and expenses budgets.

Allocation of Final Reduction Amounts Across Units

With the above-stated principles in mind, **Table 9A.** details the cuts made as a result of the 10% reduction to our state appropriation to each division for ~ $2.8 million dollars.

Table 9 A.

CSU FY 21 Budget Cuts	
Academic Affairs	$806,670
Enrollment Management	$286,127
ITS	$349,949
Student Affairs	$313,412
Business & Operations	$980,855
Uni. Advancement	$79,946
Spivey Hall	$14,800
Athletics	$17,919
TOTAL	$2,849,678

Impact of Cuts

These cuts have had a marked impact on the operations and personnel of each area in the University as described below. The employees at Clayton State University are dedicated and willing to work untold hours to get the job done. However, such dedication can take a toll especially when university's staffing levels are already lean. Staff members have had to take on more as co-workers are eliminated, positions not refilled, hiring postponed and as the regulatory environment becomes increasing complex. We maintain an unwavering commitment to operating efficiently, being accountable and maintaining a culture of compliance, integrity, and ethical conduct. The pressures and uncertainties of the pandemic, social unrest, the political climate, and the economy are impacting our personnel.

Academic Affairs ($806,670)

Academic Affairs minimized reductions in direct instruction by students by aggressively cutting travel and OS&E. With regard to personnel, Academic Affairs prioritized faculty positions that provide direct instruction to students. The division eliminated three administrative staff positions and reduced two positions to part-time by reorganizing several offices. The support staff positions that are eliminated do provide support for faculty, but they have responsibilities that can be assumed by others.

The largest implication of the budget cut was travel to professional conferences, which is important for ongoing scholarship and tenure and promotion decisions. Not being able to travel this year saved departments some registration fees, which come out of our OS&E budget during a "normal" academic year. But if travel money is not restored, our junior faculty may have serious difficulty in gaining tenure and promotion.

The library's print book collection is not only outdated in some subject areas but lacking in new subject areas related to majors and programs created in recent years. Most financial resources have been applied towards the licensing of electronic resources. However, some majors and programs are heavily reliant upon print resources and those print materials are still needed based on core requirements and accreditation guidelines. And faculty have made numerous requests to fill the gaps for those subject areas and programs. However, due to the current budget cuts, the plan to thoroughly review and update the book collection holding by replacing all old and adding new print materials as necessary has been placed on hold again.

Enrollment Management and Student Success ($286,127)

The Division of Enrollment Management and Student Success made cuts based on the areas of least impact on our efforts to manage student success and enrollment. Each department made cuts to operations, travel, and in a couple of departments casual labor. The most significant cuts in this area were to the International Admissions Department. While we have realized consistent enrollment of new international students, we will be modifying our recruitment strategies and do not believe new international enrollments will be impacted. There will also be three Reduction in Force (RIF) for staff associated within the Division of Enrollment Management and Student Success. Our operations, recruitment efforts, and academic support will be minimally impacted. Our CSU 1000, Freshman Seminar course, is being eliminated. For the 2019-2020 academic year we moved aspects of the CSU 1000 course, including purposeful choice into the introductory Health and Business classes (two of the highest enrolled majors for incoming new students). For the 2020-2021 academic year we will move aspects of the CSU 1000 course into other models by academic focus area. For multiple years we have not been able to realize an increase in retention connected to the course. Our retention has realized success with alternative efforts including the use of targeted academic coaching for incoming at-risk students. We will be increasing the use of targeted academic coaching for incoming new students.

ITS ($349,949)

The Information Technology and Services (ITS) philosophy in the attached cuts was to aggressively reduce costs while minimizing impact on end users. In some cases, for instance digital signage, the move is to a less expensive option. In other cases, such as eliminating DarkTrace, an AI based network monitoring tool, we took advantage of the overlap in capabilities when we implemented a SEIM solution to eliminate DarkTrace with only a minor decrease in our security profile. Another major shift in philosophy is to move to 3rd party maintenance for our data center servers and storage. The one caveat of our proposed cuts is that they assume that we are going to complete the Faculty Laptop purchase for 2020 and invest in a new digital sign vendor. Both can be accomplished with ITS budgeted funds. Another cut was to move from manufacturers maintenance on our out-of-warranty IT hardware to third party maintenance. The savings on this move were significant, but the risk of a service outage is slightly increased. We believe that the savings are worth the risk.

The only reduction in personnel is as a result of new, more flexible equipment. The new printing equipment allows us to operate with a leaner, more flexible staff. The effects of this cut have not been felt due to the COVID-19 situation reducing the demands on campus printing, but we believe that even in busy times the increase in response time will be acceptable to our campus constituents. The cuts in ITS will have a moderate effect in the short term but may have significant effects in future years. One of our cuts was to move the faculty laptop refresh program from three years to four years. This will not have an effect in the short term since three-year-old laptops still have a useful life. The effect will be felt down-stream since the "old" laptops are redeployed to adjuncts and part-time faculty. As they get to be eight years old, issues and repairs will increase.

Student Affairs ($313,412)

Student Affairs is lean from a number of cuts over the years. Given this starting point we have had to make some significant cuts across the board that will minimize the impact on students and our programming. We started with furloughs and unfilled positions. From there we cut travel by 75% across the division and we have cut OS&E by 30%. The VPSA took an additional 25% cut in OS&E to get closer to the 14% overall cuts that have been mandated. The most significant cuts have come from moving positions that were on state lines to fee funded lines. This is risky because there is no certainty that enrollment will remain high and cover these costs; there will also be some benefit from a $15 increase in the Student Activity Center fee that can help offset some of these salary costs. In UHS (University Health Services) we have had a resignation in the outreach coordinator role that we will not refill. The DRC (Disability Resource Center) has an overage fund of $44,000 that we cut to

$24,000. This account is in place in case that the cost of accommodations goes over the budgeted amount. This past year, the DRC did not spend any of these funds.

In addition to those cuts and the shifting of pay lines, we had to make some hard decisions to cut student workers by half in the SAC and CVIS while eliminating the 'Ask Me' program. These changes are a direct result of COVID-19 and our new landscape. Social distancing is incompatible with the 'Ask Me' program and the SAC will have to severely limit the amount of time students can spend in the SAC and reduces the number of student hours needed for operation.

Business & Operations ($980,855)

Business and Operations provides several key services across the entire university ranging from fiscal, procurement, contracting, accounting, billing, campus safety, human resources, auxiliary services to custodial and landscape services. All these areas experienced reductions. Some of the savings came from the elimination of positions, the freeze in hiring in facilities based on the presumption that the housing maintenance outsourcing will move forward. Two positions supported by Business & Operations had positions reclassified at reduced salary. Overall reductions in the division include reductions in these categories: OS&E, travel, student assistant and casual labor. Additional specific reductions and impacts are discussed below.

Public Safety - The Department of Public Safety is responsible for providing Police, criminal investigations, safety, and security services for Clayton State University. The state portion that funds the police department pays for 16 police officers and 1 administrative assistant as well as provides for the operational budget that supports the 24/7/365 daily mission of the department. Clayton State University police already operates at a lower staffing than sister intuitions of the same size. The department reduced police personnel by one position. Reducing staff any further will greatly impact an already short-staffed department. Additionally, this has already caused increased overtime to cover basic daily operational functions. This has also greatly impacted our ability to investigate crimes. The Auxiliary side of the department has been impacted as well with the loss of 2 dispatch and 2 security officer positions. This loss has impacted the campus due to reduced visibility in and around buildings, staffing the guard station at the front of the campus, and housing. Further reductions in this area would eliminate the security department all together and would cause the department to have to seek dispatcher services elsewhere. To this point, after multiple attempts with the County 911 center, getting a reasonable quote from the county to provide overnight dispatch services for the campus have been unsuccessful. This has been extremely challenging in maintaining adequate staffing with vacancies, required training, sick time, vacations, and having to quarantine staff at times with reduced personnel.

 We anticipate the need to replace at least 1.5-2.5 FTE (Full Time Equivalent) campus safety and new Clery mandates (North Georgia Clery Audit).

Budget & Finance - One critical position and 1.5 slightly less critical positions were eliminated. One of the positions eliminated is crucial to the University's compliance with managing student accounts receivable. 2- The elimination of 2.5 vacant positions has increased the workload of existing staff. 3- The reduction of budgeted salary for crucial vacant position may pose a challenge with recruitment since the amount budgeted may not be enough to attract experienced talent.

Facilities Management - Facilities Management is consistently working to reduce operational cost, and streamlining processes and procedures through the approach below:

- Removing old vehicles from inventory and replacing them with efficient golf carts to reduce maintenance, repair, and fuel costs.

- Implementing a long-term, sustainable solutions–once the new chiller plant, which is currently under construction, is completed, it will centralize the HVAC systems for five buildings and will reduce cost.
- Retrofitting of LED lights
- Mixing of in-house green cleaning chemical production
- Maximizing building temperatures, where possible installed energy effective equipment for smooth functioning, and replaced aged equipment to obtain utility savings.

Three total positions in facilities management were held open. Since the pandemic requires social distancing, the daily number of students and faculty numbers on campus are less and so the reduced level in current staff has been able to maintain an acceptable level of cleanliness and upkeep. Grounds and buildings are maintained with a longer rotational schedule, so the university appears less maintained. Essential operational services were not cut (for example—non-mandatory inspections, utilities, mailroom hours/deliveries, current salaries etc.). Due to COVID-19, additional supplies (e.g., Plexiglas, signage, cleaning products etc.) will be needed in FY21 to meet the CDC and Dept. of Health recommendations and guidelines. Workload will increase on an essential population of campus staff. FY21 budget reduction for Facilities Management was $506,078. Due to this reduction the following areas were impacted tremendously.

- OS&E budget was reduced by $450,420
- Building Services Custodial position was reduced due to budget cut- $37,158
- Travel budget was reduced- $18,500
- Building maintenance and operations- Many reductions in maintenance operations, some non-critical operations that are contracted through outside vendor will not be performed and will be completed in-house. We will utilize in-house labor to complete minor projects.
- Landscaping- various campus landscaping projects are on hold; we did not plan for many improvements. Strong control measures will be in place, minimizing pine straws purchases, weed killer, cleaning supplies etc. We will not purchase new equipment but try to fix equipment in-house.
- Custodial (Building Services) - we increased duties of 15-20% of employees; these were additional duties due to COVID related work. FM (Facility Management) understands the need to provide healthy campus environment due to COVID-19. We are working internally and with other CSU departments to identify and implement any additional, necessary services as more of the campus community returns. FM is implementing many additional procedures to ensure a healthy and safe environment. We are working closely with partners in EH&S and other partners to provide safe and sanitary environment for the campus community by providing enhanced cleaning and self-cleaning guidance.
- Supplies – due to budget cuts, supply purchasing has been placed on hold and only urgent supplies are being purchased.

Human Resources - Our strategic focus for FY21 centers around ensuring Clayton State is adequately staffed in Human Resources to implement the many OneUSG initiatives that are currently in the pipeline. These initiatives included Equifax Onboarding, Profile Management, and ePerformance. There was also a priority placed on supporting the enhanced workplace safety initiatives implemented due to the COVID-19 pandemic. Human Resources elimination of 1.5 FTE-has resulted in a higher workload and more turnover. A 1.0 FTE payroll assistant position was created by taking funds from two different offices in the division but because of the budget reductions for FY 2021, the position was cut 50%. This position provides additional staffing for payroll and maintains responsibility for essential benefits reconciliations, tax reconciliations, benefit adjustments to payrolls, and assistance with payroll processing. The reduction of the 1.0 Human Resources Assistant has resulted in the assignment of additional tasks to the Human Resources Employment Services team. These

additional duties have caused a higher workload and longer wait times for customer inquiries and completion of HR (Human Resources) related tasks.

University Advancement ($79,946)

University Advancement has prioritized the work of Marketing and Communications as having the greatest potential for impacting the present and future financial health of the institution. As such University Advancement has made strategic cuts in other budget/program lines in order to make minimal cuts to Marketing and Communications OS&E which directly impact the University's ability to attract students.

University Advancement has used the reduction in budgets and decisions to consolidate roles as an opportunity to re-imagine our work through creativity and building greater efficiencies. Overall fund raising has increased, however with only two full time fund raisers, the VP (Vice President) and a major gifts officer, to support the entire University in funding efforts, strategic decisions have been called for with regard to investments of time by fundraisers. This has resulted in feast and famine for some departments, though overall commitment to securing support for scholarships has not faltered. Marketing and Communications continues to run lean resulting in longer turn arounds on website development as well as employing strategies to outsource production of certain materials and content development. At present the staff of University Advancement continue to find ways to creatively innovate work despite fewer resources, (often) remote work, and severely limited interpersonal engagement.

Spivey Hall ($14,800)

Spivey Hall General Operations - Scheduled FY21 guest artists in Spivey Hall's annual September-to-May concert series who may be unable or unwilling to perform (either on campus or via the internet) due to consequences of COVID-19 will not be paid or replaced. These same conditions may diminish patron demand for such performances, or render fewer of them possible, thereby reducing ticket sales (DSS) revenue. Concert programming and budget management are always dynamically related, but decisions to present FY21 concerts may need to be made on a monthly, rather than a yearly, basis, if COVID-19 conditions, and uncertainty regarding public health and safety, persist.

Athletics ($17,919)

Athletics has made strategic cuts when opportunities presented themselves, such as funding staff positions lower when a change is made and delaying the hiring of staff during a transition. We have also reviewed our operations and have become more efficient in areas of team travel, supply lines, recruiting, and facility management. Lastly, we have utilized our Foundation account for various needs to reduce the dependency on State funds.

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10)   What is the financial impact of the actual fall 2020 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?

At the time of this writing, the University has exceeded its fall tuition revenue projections by a moderate amount because it took a <u>very</u> conservative approach to building its budget for Fiscal Year 2021. We budgeted 6,800 students with the anticipation that many students might not return or may not proceed with or delay their college plans. CSU's assumption accounted for decreases with dual enrolled, undergraduate, and graduate

enrollments. We were able to realize increases in each of these enrollment categories with a final fall enrollment of 7,052 or 2.5% growth.

The University made the following overall **and** enrollment assumptions:

1. That the coronavirus pandemic would continue for the remainder of 2020
2. That the USG's 'test-optional flexibility' could result in a positive impact on headcount
3. That a more conservative enrollment figure (see **Table 10 A**. below) should be used to build the budget given the uncertainty of the pandemic and the financial state of the U.S. and world's economies.

Table 10 A.

STUDENT HEADCOUNT ASSUMPTIONS FOR FY21 BUDGET BUILD		
FALL 6,800	SPRING 6,650	SUMMER 3,400

This decision has stood us in good stead because we now have a modest over-realization of tuition. Consequently, we are considering strategic needs that could be funded after the start of the Spring semester. However, no funds will be expended until spring once we ensure that we meet our spring enrollment target and its associated revenue projections for tuition.

We also need to save a portion of the funds to assist with possible contingencies associated with COVID-19 and other unplanned emergency needs. We are planning to use a portion of the amount to hire additional part-time faculty for the spring to assist with teaching needs brought about because of social distancing impacts on classroom sizes and other ancillary costs.

At the time of this writing, there is approximately, $299,000 in additional revenue because of strong graduate enrollment in our MBA, MPA (Master of Public Administration) and master's in strategic leadership.

One additional factor that must be mentioned is the university did not charge mandatory fees to students this summer. This resulted in additional pressures and revenue reductions in certain areas of the university. Moreover, there was no rental revenue or departmental sales and services revenue generated during the summer because of COVID-19 restrictions.

Actions Taken to Invest New Revenue or to cut costs and streamline operations

The University had to use new funding and redirect funds from other sources to cover several items (**Table 10 B**.) such as the removal the distance learning fee, the implementation of BOR (Board of Regents) mandated programs e.g., PAYMENTWORKS, and the Equifax electronic on-boarding process, increases for BOR hosted IT software products, increase in software licensing's for programs in Academic Affairs, upgrade to the Public Safety ARMS system, etc.

Table 10 B. FY 21 Use of New Funding/Redirected Dollars

1.	3 Full-time Faculty hired
2.	Additional CELT funding to cover decrease associated with Distance Learning Fees
3.	PaymentWorks implementation- BOR mandate
4.	Lease increase Fayette site
5.	Henry County site network infrastructure
6.	Increases in software licensing for programs in Academic Affairs
7.	Increased costs for maintenance on IT network equipment on campus
8.	ARMS maintenance - Public Safety records
9.	Equifax electronic onboarding program- HR
10.	BOR ITS cost increases

The Institution is constantly trying to become more efficient and effective and save operational costs. This year alone the University has leveraged the ServiceNow platform and created a contract review and routing process; a digital PAF-personal action forms approval and signature process which eliminates the need for paper and allows faster processing. This helps employees who are already working all out to devote some of their time for other work requirements and increased duties. Human Resources implemented electronic onboarding which reduces response times to applicants and hiring managers, decreases time to hire, and improves the applicant experience. HR moved to the electronic scanning of our personnel files into the Extender Document Management System. We also rolled out Manager Self-Services to the campus and eliminated the use of paper PAFs (Personnel Action Forms) for more than 80% of our transactions. We had already implemented the use of ServiceNow for requesting generic webpage modifications and edits. ServiceNow is being developed to automate student processes associated with fee payment drops and no-show student reporting which will eliminate hours of work for multiple staff who currently do these processes manually.

The Department of Public Safety has been extremely intentional in managing revenue by working on several process improvements to bring efficiency to the department. The department previously had identified 3 areas to work on and continues to monitor these areas. 1. Inventory management. Employees developed an "active" list of items within the department. This ensures Public Safety uses inventory on hand effectively and does not order items already in stock. 2. Ordering for the department. We have streamlined and centralized the process and all ordering goes through a single point to assist with monitoring items, right sizing orders, and eliminating duplicative orders. 3. Collection of fines and fees. The police clerk duties were reviewed, and this position has been instrumental in helping with the timely collection of fines and other revenue owed to the department.

In addition, any new revenue will also be considered for restoring resources to certain areas that had been cut in previous years or were operating on thin margins at best. The focus has always been on trying to preserve student learning, however for the University to operate, there are some key areas that must be funded to support the environment in which such learning occurs.

And as will be discussed later, the impact of COVID-19, the modifications to the dual enrollment program, the increases in COVID-19 safety spending, the decrease in the number of students, faculty, staff, visitors, facility users, and others from the university's campus is having an impact on both the institution's general fund budget but the auxiliary budgets as well.

11)   Provide an update on potential actions to address FY22 revenue changes for state funds, tuition, and the special institutional fee (SIF). Due to FY20 credit hour production at your institution, you are permitted to request increased state funds for FY22. Use the attached template to list specific investments you may make with an increased budget. Projected changes in tuition and SIF revenue should be based on enrollment projections for next year. The actions can include additions, reductions, and redirections.

The University is committed to its mission and strategic plan. Our budget priorities are developed through the plan's prism with the underlying principles of meeting current needs, anticipating and preparing for future needs and implementing our strategic goals. We also are aware of the current realities including the uncertain social and economic environments as well as the impact of the Covid-19 pandemic. The University's fiscal year 2020 operations were significantly affected by the outbreak of the novel coronavirus. The institution incurred expenditures and revenue loss due to campus closures and the transition to online education. Additional costs were incurred as the institution prepared to reopen the campus for the Fall 2020 semester. And while thankful that Congress provided financial support for colleges and universities in the CARES (Coronavirus Aid Relief and Economic Security) Act, CSU did not fully recover revenue losses because of the initial COVID-19 pandemic impacts. Despite these challenges, enrollment expectations are encouraging. The fall 2020 enrollment increased by 2.5%. The University will continue to monitor its operations and look for cost containment opportunities to ensure an ongoing stable financial position.

<u>STATE FUNDS</u>

The state's, nation's and world's economies are in a time of flux. Current state revenues are uncertain and unpredictable, so we remain very conservative in our fiscal approach. There have been positive state revenue reports in November. However, if a surge of cases were to hit Georgia again, we might see closures and revenue decline. Annual support from the state is critical to our budget and increases in appropriations are typically allocated to help the university to meet strategic needs as well as mandatory and inflationary cost increases, such as benefits increases. However, we are uncertain about the FY22 state appropriation. Thus, we will share the actions we are considering if funds are available. However, we are also mindful that things may not work out as planned, so we will also be prepared to explore options and contingencies.

The University will have an additional stressor -the ending of its Predominantly Black Institutions (PBI) federal grant in FY22. This million plus dollar grant supports several key programs and new state funds could certainly help backfill the loss of a portion of these funds to continue some of the activities that we deem essential. This grant has helped the institution with student success on several fronts.

We would be remiss if we did not state our belief that if the state mandates additional budget cuts as a result of decreased revenue collection, then furloughs may well be needed on a one-year basis to address those shortfalls.

<u>TUITION</u>

Enrollment in FY22 is projected to grow modestly at the undergraduate level. We also expect graduate enrollment to increase, including students joining new online programs. This growth requires some new investments to accommodate student needs and investments in staff and infrastructure to support online courses.

 As mentioned above, we built our FY21 budget on 6800 fall enrollment. Given our current internal budget projections, we may consider building the budget off a slightly higher enrollment figure of 7000 for Fall 21. Each 50 student increment results in an addition of ~$210K tuition revenue at the current tuition rates.

We, like the USG, remain committed to keeping tuition increases low recognizing that there is a challenge in the current higher education environment to provide high quality programs that are affordable to ease the financial burden on students and/or their families. Nevertheless, the university is facing decreasing revenues and higher costs. As the chancellor has discussed, the University System is 1.2 billion dollars in funding from where it would have been in 2008. We are grateful for our state support but recognize that that funding has not been restored even though we serve more communities and students than ever before. State funding has been in long-term decline when measured in real dollars. This has put increasing pressure on our other sources of funding, including tuition. Another tuition related impact is the need to maintain the 3% carry forward, currently allowed by law. That amount was approximately $880,000 for Clayton State last fiscal year.

SPECIAL INSTITUTIONAL FEE (SIF)

Because of the various waivers/exceptions, (e.g., online, TAP, 62) the full headcount amount of the special institutional fee is not collected. Consequently, the University plans its budget knowing that the full amount will not be collected. That having been said, we are seeing an increase in revenue for FY21. These funds are added to the institution's general budget.

The University will explore various options to determine the necessary actions to address FY22 revenue changes in state funds, tuition, and the Special Institutional Fee (SIF). See **Table 12A**. Below for 3-year trend data on state appropriation, tuition and SFI.

 Request increased state funds for FY22 based on Credit Hour production and tuition and Fee revenue

We have prioritized our many needs and would propose investments of a total of $1,014,205 overall with $785,702 in state funds request and $228,503 in anticipated changes to Tuition and Fees in the following three (3) categories:

Category 1. Continuing Student Success

Continuing Success– Within question 3 we highlighted our success with increasing 4-year graduation rates, improving student retention, and student academic performance. A significant factor contributing to this success was the funding through the Federal Title III Predominately Black Institution (PBI) grant of $1.2 million annually for the past 5 years. We are seeking to use new funds totaling $468,702 to support the initiatives/work that has been funded by the grant with demonstrated success as mentioned in question 3. The specific work associated with the request for new funds include:

1. Academic tutoring and supplemental instruction with a significant focus on introductory English, math, and high impact courses.
2. Operations associated with the Laker Hall Student Success Center located in our freshmen residence hall. This center provides academic support, student engagement opportunities, targeted focused activities/support for our new at-risk housing freshmen, and living and learning communities.
3. Instructional software that is essential for content delivery and assessment for online and hybrid courses and for supplemental materials for seated courses.
4. Support for students entering their Federal loan repayment periods which has contributed to a decrease in our three-year loan default rate from 10.8% to 9.3%.

Table 11 A.

Support for the Writer's Studio for expenses associated with end of the PBI grant	$ 76,500
Tutoring expense for CAS associated with end of PBI grant	$ 67,000
Laker Hall Student Success Center expenses associated with end of PBI grant	$ 39,200
Support for Math learning assistants associated with end of the PBI grant	$ 20,000
CELT software expenses associated with end of the PBI grant	$219,002
Supplemental instruction expense for CAS associated with end of PBI grant	$ 40,000
Loan default management outsourced call campaigns expense for Financial Aid associated with end of PBI grant	$ 7,000

Category 2.   Faculty and Staff Investments and Critical Institutional Areas

The following is a list of items that are needed to assist the institution with its teaching and day to day operations. The total investment of new funds in this area is $499,504.

<u>Academic Affairs</u>

1. Two Lecturer position in English to meet the Momentum goal of having students complete their English courses in their first year.
2. Lecturer position in Political Science to meet the high enrollment demand for the University's Master's of Public Administration degree program.
3. Faculty position in the College of Business to meet the increased demand for the Strategic Management and Executive Leadership degree program.
4. Academic Advisor position for the School of Graduate Studies to ensure that students are progressing towards graduation in this fast-growing segment of the University population.

<u>Public Safety</u>

University Police are called to protect the campus 24/7/365. The presence and visibility of the police department assist with the safety of faculty, staff, students, and campus visitors. Clayton State University had to cut both a police officer and security officer position for the FY 21 budget cut. It is imperative that the positions be restored to the department for the campus' safety.

Our Departmental salaries are roughly 12% lower than surrounding agencies and we frequently loose personnel to other agencies that also offer other benefits that include take home vehicles, payment of Peace Officers Annuity and Benefit (POAB) funds, and unlimited extra jobs. In addition, our casual labor funding was also cut and needs to be restored so that we can pay for part-time officers to assist with maintaining adequate staffing and help reduce overtime. With the additional $17,000 in conjunction with the overtime, this will allow the department to bring in a part time officers 1 to 2 times a week to supplement the patrol division until fulltime staffing is brought to similar staffing levels of police departments at similar size Institutions. This includes covering officers while they are completing the mandated 20 hours of yearly training as well as sick and vacation days.

Table 11 B.

Lecturer positions in English (2)	$146,000
Lecturer position in MPA/POLS	$ 73,000
Management faculty tenure track position for COB	$ 98,000
Security Officer position for Public Safety to patrol Laker Hall	$ 36,504
Funding for retention & restore Public Safety casual labor budget alleviate overtime	$ 25,000
Restore Police Officer position that was removed as part of budget cut	$ 56,000
Graduate Student Advisor position for School of Graduate Studies	$ 65,000

Category 3. Essential Operations of the Institution

The following is a list of items that are needed to assist the institution with other essential operations. The total investment of new funds in this area is $45,999.

Funding for Touchnet E bill. Touchnet eBill is the University's official method for sending student account balance due notifications. It allows students to view current and previous account detail; automatically be notified when new balances are due; make online payments with a credit card or e-Check; and allow students the ability to designate an authorized user who can make online payments on the student's behalf. In FY20, we secured funding for this solution from one-time funds. Permanent funding is needed to continue offering our students a more convenient way to view and pay their bill.

Increase in Fayette Rent. Each year we realize an increase in the rent associated with our Fayette Instructional Site. We do anticipate relocating our site for FY23 which is discussed in question 13.

Table 11 C.

Funding for Touchnet eBill for Bursar's Office	$40,430
Increase in Fayette site rental	$ 5,569

Finally, as a reminder, although the Tuition and SIF projected revenue may be more than the stated $228,503 we have indicated in the template, CSU always budgets conservatively and even more so during these times of uncertainty since there are no guarantees that some outside event might not impact our projected enrollment number.

12) Discuss the key financial metrics that explain the financial health of your institution, using the June 30, 2020 annual financial statements 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.
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Overall Financial Health

We do not believe that any discussion regarding the financial health of our institution can begin without mention of the worldwide spread of COVID-19 and the declaration of a pandemic. The pandemic and its associated quarantines, lockdowns, and other measures to prevent the continued outbreak and spread of the disease has resulted in reductions in economic activity, modifications to the working environment, with profound impacts on the operations of the institution. Like other institutions, Clayton State had to stop in- person instruction after

spring break (March 2020) and pivot to the provision of online instruction and remote work for the majority of its employees. The work needed to pivot instruction, reduce, and modify operations and prepare for reopening was substantial. In addition, the institution was required to waive all summer fees, which resulted in an unplanned decline in revenue which was coupled with the decline in other summer rental, DS&S (Departmental Sales & Services), and camp revenue. This pandemic also resulted in the Board of Regents and the state of Georgia implementing a 10% budget cut for fiscal year 2021. A 10% cut combined with the increased cost associated with COVID-19 safety practices as well as the social unrest led to uncertainty that continues.

Thus, the University's overall financial health and operation is being negatively impacted by the global pandemic and economic and social uncertainties. Nationally, the outlook for public higher education points in all directions at present. There are institutions that are failing, many that are seeing enrollment reductions, others that are seeing growth and everything in between. The Chronicle of Higher Education reported on October 19, 2020 a national 16% decrease in first time college enrollment. There is civil unrest and calls for social justice as well as ambiguity in state revenues, federal programs, and assistance. The university saw increased expenditures brought on by the conversion of instruction in 2 weeks to a virtual environment, creation of multiple contingency reopening plans, the loss of revenue because of pandemic lock down orders, and the need to increase spending for COVID-19 safety enhancements and PPE (Personal Protection Equipment) (Personal Protective Equipment, e.g., masks, gloves, googles, etc.) acquisition.

Historically, Clayton State University has managed to navigate challenging times because of its conservative budgeting approach. CSU like many other institutions must reassess, reestablish, reinvent, reimagine, and react quickly to the current fluctuating environment. We will consider multiple options and when we act, we plan to use all available data, knowing that we will not have all the answers. But we will maintain our ongoing fiscal discipline. The University has worked diligently to control and manage all the budgetary and operational parameters within its control. The university does not have a crystal ball, so it must explore and plan for best case and worst-case scenarios within the framework of cost containment and reducing the cost of operations while focusing on educating its students and maintaining the health and safety of its campus community.

The University continues its critical vacancy process in conjunction with the System Office's 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; and we are planning another conservative budget for FY22. The University is also working diligently with every unit to decrease costs. Contracts have been canceled and others renegotiated, staff have been laid off, travel has been virtually eliminated, we are attempting to migrate every possible paper process to a digital process. But even with our attempts to curtail expenses, there will remain expenses that cannot be reduced because they are required for operations or compliance.

The University's financial position was impacted by the ongoing COVID-19 pandemic and the changes in operations, behavior, and economy. As a result, FY21 revenues as of the first quarter for State Appropriation, Tuition and Special Institutional Fee declined by the percentages below in **Table 12A.** compared to FY20. As discussed in Question 11 above, the following table shows the university's 3-year State Appropriation, Tuition Revenue and the Special Institution Fee and the change from last FY to the present (1st Quarter).

FY 2022 Budget Narrative - Clayton State University

Table 12 A. Selected Revenue categories trends (all sources not listed).

	FY 2018	FY 2019	FY 2020	FY 2021 Budget *as of Q1 Amend.*	Percent Change from FY20 to FY21
State Appropriations	$25,584,910	$27,319,573	$28,233,759	$25,355,151	-10.20%
Tuition Revenue	$28,856,079	$28,983,543	$29,381,571	$29,335,000	-0.16%
Special Institutional Fee	$3,644,165	$3,867,397	$3,796,501	$3,650,000	-3.86%

Despite cost-cutting measures some expenditures cannot be readily reduced or eliminated, thus operating expenses are anticipated to increase by the budgeted amount of $853,513 for FY21 as illustrated in **Table 12 B.** However, we have built our past budgets with strict fiscal discipline, our current budget is built with those same tenets and we will be able to take advantage of increased enrollment over realized tuition revenue to help offset the increases in expenses.

Table 12 B. Expenditures Trend & Projected Increases

	FY 2018 Actuals	FY 2019 Actuals	FY 2020 Actuals	FY21 Projected	Increase/ (Decrease)
Instruction	$28,924,773	$30,524,012	$31,053,446	$31,322,115	$268,669
Research	$129,365	$207,791	$379,208	$382,489	$3,281
Public Service	$592,551	$541,098	$532,060	$536,663	$4,603
Academic Support	$10,305,050	$11,317,178	$9,743,708	$9,828,009	$84,301
Student Services	$9,001,201	$9,088,330	$9,345,023	$9,425,874	$80,851
*Institutional Support	$12,499,372	$11,548,788	$20,057,535	$20,231,069	$173,534
Plant Operations and Maintenance	$8,793,273	$8,340,277	$7,827,676	$7,895,400	$67,724
Scholarships and Fellowships	$8,100,229	$8,304,737	$11,382,875	$11,481,358	$98,483
Auxiliary Enterprises	$11,627,465	$12,702,313	$8,329,805	$8,401,873	$72,068
Total Operating Expenditures	**$89,973,279**	**$92,574,524**	**$98,651,336**	**$99,504,849**	**$853,513**

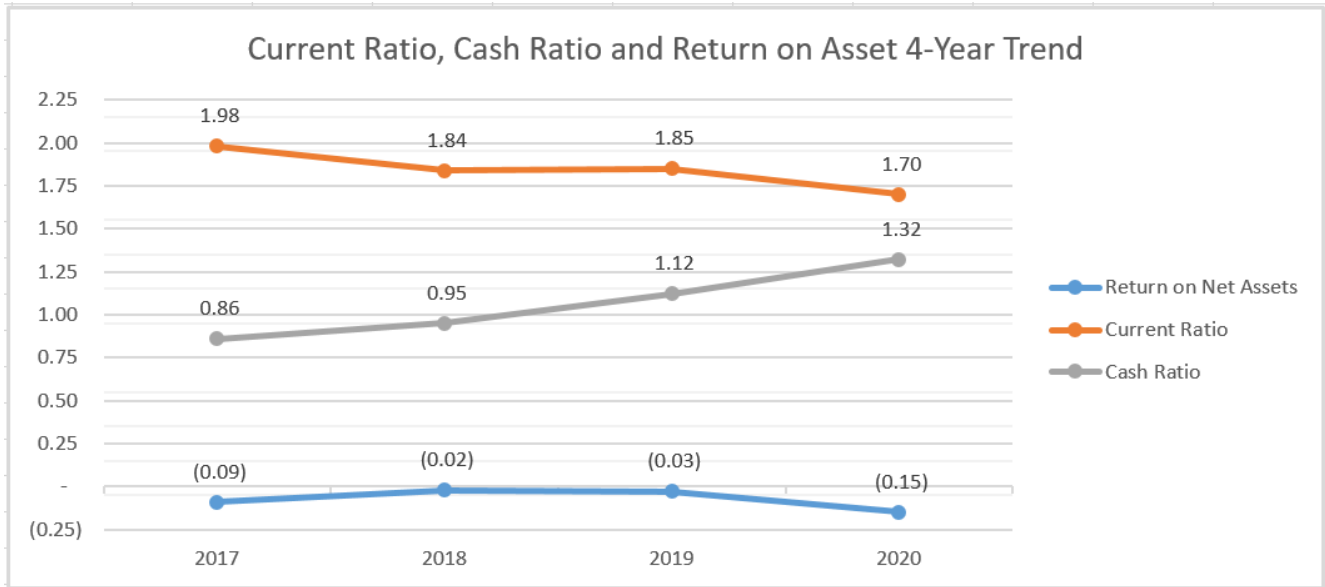*FY21 amount will depend on the actuarial calculation of pension and OPEB expense

Cash Position

Cash position increased by 17.5% in FY 2020 compared to FY 2019. 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 FY20 the ratio showed an increase. The CARES grant was a factor. Current ratio is another useful tool to assess the University's cash position. The current ratio calculation gives us

the amount of current assets available to pay each $1 in current liabilities. Although the current ratio decreased from FY19 to FY20, the University continues to maintain operating efficiency and adequate resources to cover its current liabilities. In FY20, the University had $1.70 in current assets for each $1 in current liabilities. The University's return on net assets also showed a decrease from FY 2019 to FY 2020.

Table 12 C: Current ratio, Cash ratio and Return on Asset 4 Year Trend

Statement of Cash Flows

The Statement of Cash Flows presents detailed information about the cash activity of the University during the year and is divided into five sections. The first section is concerned with operating cash flows and reflects the net cash used by the various operating activities of the University. The second section is related to cash flows from non-capital financing activities, which reflects the cash received and spent for non-capital financing purposes. The third section summarizes cash flows from capital and related financing activities and contains cash used for the acquisition and construction of capital and related items. The fourth section is comprised of the cash flows from investing activities and includes the purchases, proceeds and interest received from investing activities. The fifth, and final, section reconciles the net cash used to the operating income or loss as reflected on the Statement of Revenues, Expenses and Changes in Net Position.

Table 12 D. Cash Flows for the Years Ended June 30, 2020 and 2019, Condensed

FY 2022 Budget Narrative - Clayton State University

CONDENSED STATEMENT OF NET CASH FLOWS	June 30, 2020	June 30, 2019
Cash Provided (Used) by:		
Operating Activities	-44,684,322	-39,656,652
Non-Capital Financing Activities	51,237,548	46,828,668
Capital and Related Financing Activities	-5,792,225	-5,549,296
Investing Activities	118,167	15,677
NET CHANGE IN CASH	$ 879,168	$ 1,638,397
Cash, beginning of year	10,554,955	8,092,720
CASH, end of year	$ 11,434,123	$ 9,731,117

The University is confident that it will be able to make its payroll and meet its obligations and continue services going forward in the short and mid-term. However, increased revenues and serious curtailment of operating expenses will be required if funding remains at current levels. In addition, the state's Carry Forward legislation sunsets at the end of the current fiscal year. If that does occur, the University will face another hurdle.

In the past, the university would present its actual ratios and then present the ratios without the impact of the OPEB and Pension liabilities. The USG Budget Office calculated the ratios adjusting for OPEB and Pension Liability and that information is presented below.
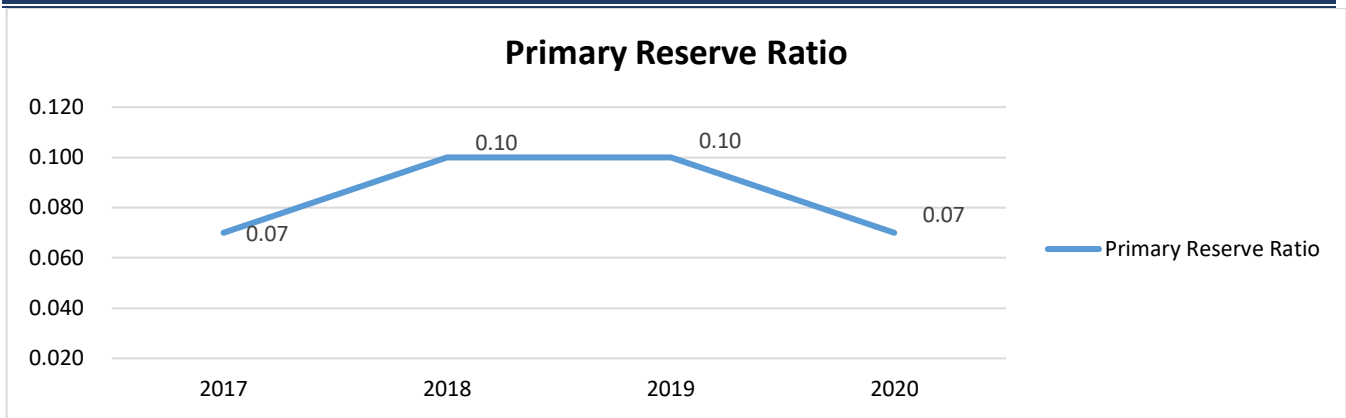
Table 12 E. Financial Ratios-adjusted by USG for OPEB and Pension Liability

	6/30/2018	6/30/2019	6/30/2020
Primary Reserve Ratio	0.10	0.10	0.07
Viability Ratio	0.13	0.15	0.12
Return on Net Assets Ratio	(0.02)	(0.03)	(0.15)
Current Ratio	1.84	1.85	1.70
Cash Ratio	0.95	1.12	1.32
Capital Liability Burden Ratio (Including Operating Leases)	5.72%	5.79%	5.91%
Capital Liability Burden Ratio (Excluding Operating Leases)	5.43%	5.50%	5.62%

The Primary Reserve ratio measures the financial strength of the institution by comparing net assets to total expenses. The increase in the ratio between FY17 and FY19 indicates that the institution can function longer using its expendable net assets without relying on additional net assets generated by operations than it could in prior years. In FY20, however, the primary reserve ratio decreased due to a 6.5% increase in operating expenses. The outbreak of COVID-19 caused the institution to incur additional expenditures in transitioning to online instruction for spring 2020 and summer 2020 semesters and returning to campus in the fall 2020 semester. Despite the uncertainties of the pandemic, the institution continues to seek ways to reduce cost without jeopardizing service quality to our students.
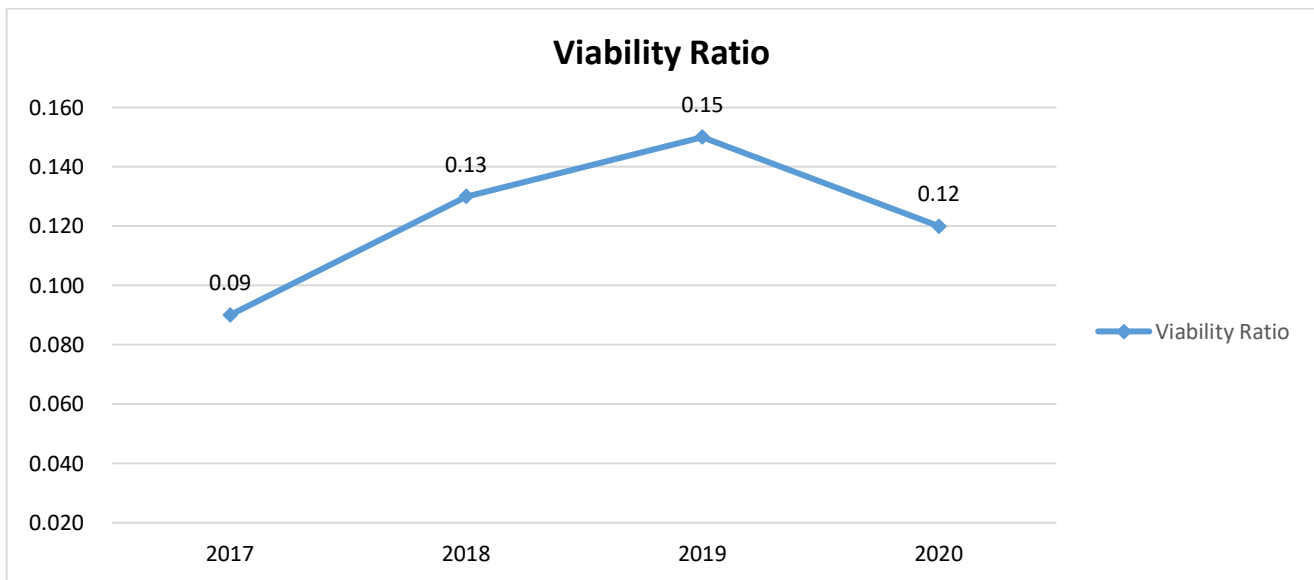
Table 12 F: Primary Reserve Ratio 4-Year Trend
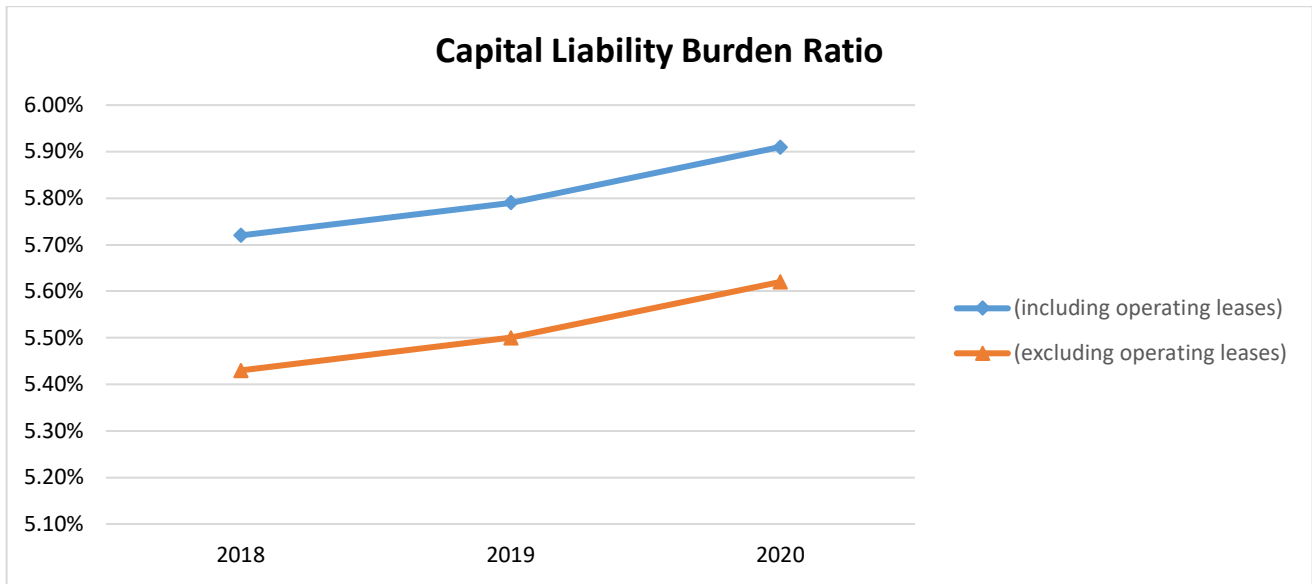
Primary Reserve Ratio

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.

Table 12 G: Viability Ratio 4-Year Trend

Table 12 H. Capital Liability Burden Ratio

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 FY2020, our capital liability burden ratio is 5.91% (with operating leases) and 5.62% (without our operating leases) 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 once we conclude the current refinance/ advance refunding* of our Clayton Station/Laker Village apartment style residential facilities in the first quarter of the new calendar year. (*Depending on the date).
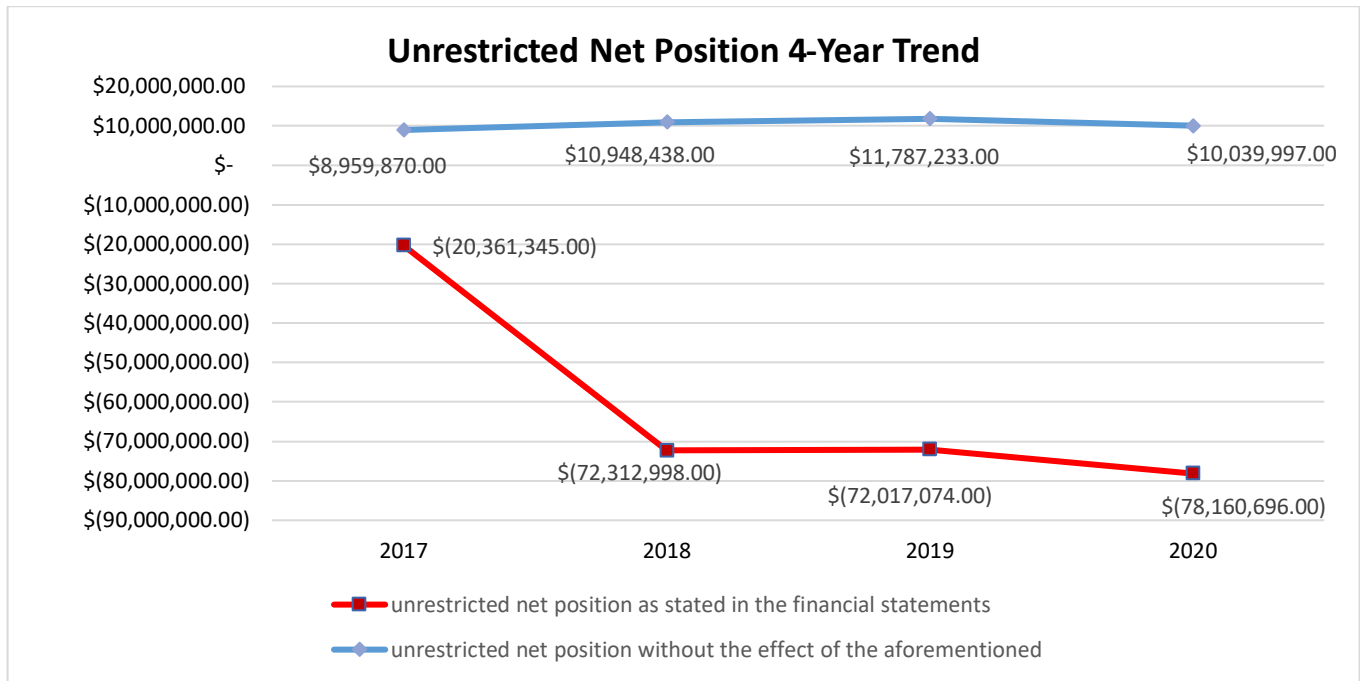
While we will continue to use these ratios to help us determine future courses of action to strengthen the long and short-term financial health of the University, the current economic situation means that these rations will continue to fluctuate as we continue to experience the fluctuations in the economy, social system and move to a recovery. However, the university has sufficient reserves as discussed below to meet our current and midterm needs. However, the reserves are not limitless.

Reserves

The chart below shows a 4-year trend analysis of the University's unrestricted net position. The red line shows the unrestricted net position as stated in the financial statements. Requirement Change -the sharp decline in red on Table 12J from FY17 to FY18 is the result of Statement No. 75, Accounting and Financial Reporting for OPEB. 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 were on an upward trajectory from FY17 to FY19. In FY20, there was a decrease in net position as a result of increased operating expenditures.

Table 12 I: Unrestricted Net Position 4-Year Trend

Unrestricted Net Position 4-Year Trend

Legend:
- unrestricted net position as stated in the financial statements
- unrestricted net position without the effect of the aforementioned

Data points (blue line, "without the effect of the aforementioned"):
- 2017: $8,959,870.00
- 2018: $10,948,438.00
- 2019: $11,787,233.00
- 2020: $10,039,997.00

Data points (red line, "as stated in the financial statements"):
- 2017: $(20,361,345.00)
- 2018: $(72,312,998.00)
- 2019: $(72,017,074.00)
- 2020: $(78,160,696.00)

*Blue line is unrestricted net position adjusted for compensated absences, pensions, and OPEB

The University also pools its expanded salary and benefits savings throughout the year and utilizes those dollars as an additional quote reserve in quote as well. There are some positions, where an immediate replacement is needed even if it is a contract or consultant brought in to fulfill those duties. Twice per year those funds are expended on previously identified strategic projects.

Student Receivables

Net student account receivables increased by $612,086 from FY19 to FY20. This increase is primarily due to an increase in third party receivables related to Chapter 31 veteran affairs, housing contract cancellations, and student withdrawals. In order to reduce student accounts receivables, the University will be sharing a Collections Coordinator with Atlanta Metropolitan State College. The Coordinator will be responsible for contacting students by email, phone call, and text messaging on a biweekly basis; document due diligence efforts; refer accounts to a collection agency; and write-off appropriate accounts with approval from the State Accounting Office. The following additional measures are taken to follow-up on student accounts during the semester:

- Nelnet Delinquencies: After each Nelnet payment deadline, the Bursar's team reviews the delinquency report and contacts students for alternate payment arrangements. Students who do not meet the agreed deadline are dropped for non-payment, depending on where we are in the semester.
- Application of Payment: Application of payment exceptions are reviewed each day and resolved in a timely manner.
- Third party billing: The bursar's team is in regular communication with the VA (Veteran Affairs) accounts receivable representative to reconcile all pending invoices.

CARES FUNDING

The receipt of the CARES (Coronavirus Aid Relief and Economic Security) funding was of substantial benefit to the University and its auxiliary units. Had it not been for those funds the position of the University would have

been even more somber. The student grant funds were paid directly to students while the institutional funds were used to cover cost associated with significant changes to the delivery of instruction due to coronavirus such as purchasing equipment and software. And finally, they were also used to defray institutional expenses including lost revenue, reimbursement for expenses already in curd, technology costs associated with the transition and payroll. The institution was also the recipient of MSI (Minority Serving Institution) or minority serving institution funds and those funds were expanded to cover such items as

STUDENT GRANTS

Under the Coronavirus Aid, Relief, and Economic Security (CARES) Act. $3,082,836 was designated as Emergency Financial Aid Grants to students.

INSTITUTIONAL

Clayton State University was provided $3,082,835

MSI

Clayton State University was provided $405,719.

The University had been making slow but steady progress as we distanced ourselves from the Great Recession's series of budget cut. These times have halted that progress.

Discuss any material audit findings.

There are no material audit findings for FY20.

13)   Discuss the financial health of your Auxiliary Enterprise, Athletics, and Student Activities funds. Include an update on the status of the Public Private Venture (PPV) projects at your institution. Specifically note any enterprises or projects that have operated in a deficit and actions to address. Describe expenditure trends, reserve balances, major capital repairs, and the anticipated coverage ratio of your PPV projects in the current year. Include in your discussion any anticipated fee increase requests or need to draw from the capital liability reserve.

Housing and Residence Life

Laker Village

Laker Village is an apartment-style residence facility with a required occupancy of 80%. For the Fall semester 2019, 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 since two buildings (96 beds) are offline. For Fall 2020 61% of total facility beds (844) and 70% of available beds (748) are occupied and one building (16 beds) was left unassigned for COVID-19 quarantine usage. Laker Village achieved a positive cash flow of $1,095 for fiscal year 2020. The cumulative repair and replacement reserve balance for the PPV project at the end of fiscal year 2020 was: $153,418 for Laker Village. The amounts held by the Board of Regents in the PPV Pooled Reserve are as follows: $199,927 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. In fiscal year 2020, we used $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. We anticipate a $600,000 shortfall in the Laker Village budget for 2020 and will seek permission to use reserves to cover this shortfall.

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).

FY 2022 Budget Discussion - 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 FY20 was 1.0.

Laker Hall

For fall semester 2020, the occupancy level for Laker Hall is 77.21%, which is up from 72% in Fall 2019. These numbers are up, despite an increase in first-year Housing exemptions due to COVID-19 which allowed us to strategically hold units offline for potential COVID-19 quarantine usage. Specific strategies to raise occupancy rates include collaboration with Enrollment Management to focus on positive messaging related to Laker Hall and ensuring that all staff are is sharing the same messages. We will highlight safety, security, convenience, affordability, academic and social integration. We are in the process of finalizing a marketing timeline that will include a timely admitted students' communication plan.

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.

Budget Discussion FY 22- The fiscal year 2020 had a 70% average occupancy level across both semesters. This occupancy rate is a decrease over the average 87 % occupancy rate from Fall FY2019. The project did not cash flow in fiscal year 2020, as there was a $296,759 deficit for the year. Cumulative repair and replacement reserve balance for the PPV project at the end of fiscal year 2020 was: $533,555 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. 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 FY20 was 0.81

Student Activities Center

FY 2022 Budget Narrative - Clayton State University

The Student Activities Center (SAC) is a university PPV project overseen by Clayton State Foundation LLC (Limited liability companies) Real Estate I and campus partners that houses the departments of Campus Life, Recreation and Wellness, and the campus Fitness Center. The 62,000 square foot facility provides spaces for students to engage in activities that develop their leadership, social, and recreational efficacy in a safe and interactive environment. In FY19, a $15 increase in the Student Activities Center (SAC) mandatory fee was approved, increasing the fee from $100 to $115 per semester. The fee supports the maintenance and operations of the SAC, and coupled with the debt service refinance in FY18, assists with making payments on a manageable proforma of a 1% enrollment growth assumption each year.

While the SAC experienced a positive cash flow in FY19, we demonstrated a negative cash flow of $293,911for FY20. This difference is primarily due to the impacts of COVID-19 and the campus closure in March 2020 that eliminated opportunities to continue the cost-saving measures implemented by the SAC staff through revenue generation from space rentals and Fitness Center memberships. In FY19, the SAC generated $101,000 in additional revenue from space rentals and memberships; this figure was reduced to just $53,221.32 in FY20. It was during this time that we also anticipated leveraging some benefit of the refinance after a full year on the new repayment schedule; however, the financial impact of the pandemic limited our ability to collect fees during the spring and summer 2020 semesters.

The SAC fund balance after FY20 is $489,981; the amount held by the system office is $160,739; and the debt service ratio was 0.78. The SAC staff will continue to employ cost-saving measures to enable the financial assumptions to be met. The SAC has continued to provide high quality services and experiences to students at a reduced level due to the impacts of COVID-19 and our financial vulnerabilities. Some of the strategies include reduced facility hours, reduced student assistant staffing, the postponement of non-emergency repair and renovation projects, and being lean on operational expenses. The SAC also experienced the departure of a staff member that returned $23,759 in salary and fringe benefits to the SAC budget this year. While these strategies and staff vacancy have supplemented the harsh realities of our budget shortfalls, increased enrollment of non-fee-paying students such as dual enrolled and 100% online students will continue to jeopardize our budget outlook as our fee revenue steadily declines.

There are no plans at this time to outsource services or programs or to significantly change the scope of services offered at the Student Activities Center.

Student Activity Fee

The Student Activity Fee is a mandatory fee at Clayton State University (CSU). The Student Activities Fee is currently $60 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 negative cash flow of ($294,532) for FY20. This negative cash flow is the result of staff roles that are currently filled being paid from this fee. These roles include Outdoor Adventure, Campus Life programs, Student Conduct, and related operational costs. Originally these roles were fully funded but the changes in Dual Enrollment fees have helped create this deficit.

The Student Activity Fee fund balance after FY20 is $134,574. Recent years have seen continuously decreasing funding to most activity fee funded areas (including our student organizations), no funding increases, shifting two SAC positions back to fully to the SAC budget, and utilizing funds from vacant positions rather than filling them.

Student Activities Fees have not operated at a deficit for multiple years. However, FY20 resulted in a negative balance due to the growing number of fee waiver enrollment, as well as temporary revenue impacts from Covid-19. There are no plans at this time to outsource services or programs, but a significant change the scope of services offered in these areas may be unavoidable if revenue does not increase.

Note that we will be requesting a fee increase for Student Activity Fees in the future, at the urging of our student leaders, to adequately fund operations moving forward.

University Health Services

University Health Services (UHS) 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, CPR courses, and vaccinations. In FY19, UHS generated $92,352 in "other revenue" to supplement the revenue from mandatory student fees. The FY20, "other revenue" declined to $53,288 as a result of the pandemic which closed in-person department operations in March of 2020. The "other revenue" generated by UHS continues to be consistent each year, however, aside from the effect of the pandemic. Additionally, the department lost mandatory fee revenue for summer of 2020 due to the solely online semester; the department re-opened in-person services under new guidelines for safe pandemic practices and incurred operational expenses, however. Mandatory Fee revenue has continued to decline for UHS due to the impact of increased dual enrollment and more 100% online students. For over ten years, UHS mandatory fees have remained constant at $46 per full-time student and $23 per part-time student. While no request for a health fee increase will be made for FY22, it may remain a challenge to continue in future years without a fee increase if dual enrollment and online enrollment increases continue. If it had not been for vacancies in full-time positions, UHS would have sustained a loss in FY19 and FY20. In order to remain financially viable for FY21, UHS is no longer able to supplement partial funding of a part-time psychiatrist for Counseling and Psychological Services through inter-departmental transfer of a portion of its fee revenue. Several expense reductions have already been implemented in the clinic over the past few years that will not adversely impact student services offered. If necessary, UHS has a fund balance of $228,307 to draw upon for operational shortfalls. There are no plans at this time to outsource services.

Department of Athletics

Clayton State Athletics, impacted by lost summer athletics fees and outside revenue due to COVID-19, experienced a $245,096 deficit for FY20. This deficit is the total amount after CARES Act funding was applied, which was $148,526. Athletics currently has a $50,109 reserve that will be applied towards our FY20 balance, leaving us with $194,987 to account for in FY21. Prior to COVID-19 impacting the revenue previously mentioned, and after dual enrollment fee revenues were eliminated, Clayton State Athletics was on pace to experience a surplus in FY20.

FY20 Budget Efforts

During FY20, Athletics implemented several changes aimed at containing expenses and becoming more efficient in our operation. Positions were consolidated, budget lines were reduced, spending was closely monitored, and our foundation budget was more widely used to supplement our operating budget. Significant efforts were made in the area of athletics fundraising. In addition, new in-kind partnerships reduced special event costs to almost zero, saving the department over $10,000 per year. Some good, intentional work was conducted by all members of the athletics staff to put us in a position to achieve a surplus in FY20. The goal for FY20 was to begin building back our athletics reserve without taking away from the type of experience we have committed to providing our student-athletes. Prior to COVID-19, we were confident in accomplishing these goals. Taking into consideration

flat enrollment, the loss of athletics summer fee revenue and additional lost revenue from outside rentals, camps and other various opportunities, our department was asked to make cuts in FY21 to account for the FY20 shortfall.

FY21 Budget Cuts and Plans Moving Forward

Projected FY21 budget cuts total $325,000 and focus on retaining our athletics personnel and sports teams. It is paramount we continue to provide the best overall experience for our student-athletes, all while moving our department forward. Budget cuts for FY21 focus on consolidating part-time positions, not immediately filling vacant positions, spending athletics aid more wisely, becoming more efficient within our team travel and supply lines, reducing salaries for new employees, and scrutinizing our budget lines from top to bottom. In addition to accounting for the summer athletics fee revenue losses in FY20 and FY21, we also made cuts that reflect projected revenue losses in FY21 from areas such as outside rentals, concessions, ticket sales and camps and accounted for potential COVID testing costs needed for participation. We felt it was best to be proactive in our projections and assumed the areas previously mentioned would continue to be impacted by COVID for the remainder of the academic year.

Fee Request
The Clayton State athletics department is not requesting an increase to the athletics fee in FY22.

Summary

Budget cuts during FY21 have been challenging, however, we remain on pace to avoid another deficit in FY21. Our athletics department has streamlined our operations, reduced expenses and continue to experience great success across the board. Though we did experience a deficit in FY20, we feel our department's financial health is stable and we should come out of COVID leaner, more efficient and resourceful. Our department's goal is to be fiscally sound. New budget controls in place should allow us to work within our budget without experiencing deficits, granted no more events like COVID wipe out major sources of revenue. Both short- and long-term budgetary goals are the same for our department. We are focused on increasing our athletics reserve annually, continuing to supplement our operating budget with fundraised dollars and will continue being frugal in our spending without jeopardizing the experience we offer our student-athletes, athletics staff, and supporters.

Auxiliary Services Division

The Auxiliary Services Division includes the bookstore (Loch Shop), campus card office (Laker Card Center), dining services, student printing service (SmartPrint), and Vending.

Loch Shop

Bookstore operations for the Loch Shop are contracted with Barnes and Noble College. FY20 was the first full year of our contract. The quarantine and transition to online instruction due to Covid-19 presented many challenges for the bookstore and resulted in decreased revenue. Total commission for FY20 was 4% less than budgeted. Fortunately, we were able to collect on outstanding credit memos from previous years when the bookstore was under self-operation, which resulted in a positive net income for the bookstore in FY20. FY21 commissions to date are 18% less than budgeted. Total revenue has continued to decline, and we have also incurred additional expenses related to Covid-19 protective measures. It is unlikely that we will be able to contribute a portion of our commission to help cover dual enrollment book expenses as we had previously committed to do. We are hopeful that spring semester will have more students on campus so that we can have more opportunity for increased revenue. At this point, we are hopeful to break even for the year. Our reserve

balance is still healthy, but with so much uncertainty, we have suspended any plans for renovations for FY21. Looking forward to FY22, our budget will be based off actual commission earned in FY21 in order to remain conservative in our forecasts. We anticipate holding expenses constant.

LakerCard Center and Other Services (SmartPrint & Vending)

The LakerCard is the official campus ID card. The LakerCard Center is predominantly funded by a $20 per semester per student mandatory fee. FY20 net income was $22k. The LakerCard Center received 1/3 of our initial Pepsi pouring rights annual contribution which totaled $100k in the first year. This helped offset the loss of summer card fee revenue that resulted from Covid-19. Enrollment in FY21 is up which results in additional card fee revenue, however, dual enrollment and other student sub-populations do not pay fees. The waivers for these groups are significant and offset potential gains from the increased total enrollment. This trend has continued for the last few years and we anticipate that it will continue in the future. FY21 and FY22 budgets predict flat card fee net revenues. We are working to keep expenses constant, where possible. We had to invest in new technology for a photo upload tool to assist with providing ID cards without having students cycle through the card office. This new tool will cost $3k beginning in FY22. We do not anticipate requesting any change to the mandatory card fee in the next few budget cycles. We have suspended plans to relocate the LakerCard Center to the Loch Shop until we see some revenue stabilization across all Auxiliary units. We anticipate breaking even in the LakerCard budget for the FY21 and FY22 budget year.

The SmartPrint & Vending budgets cover a portion of the total Auxiliary Services division's overhead and contributed $1,304 in net income for FY20. We have seen a significant decrease in SmartPrint usage and Vending commission resulting from the absence of people on campus. Revenue for the first two months of FY21 is down 58%. If this trend continues, this budget will be unable to cover its usual share of overhead expenses without posting a loss. We are hopeful that the trend is temporary and that normal revenues will resume once people return to campus. We are issuing a Vending RFP (Request for Proposal) in spring 2021 in the efforts to improve our Vending program and increase our product offerings to the campus. There are no plans for large expenditures at this time. The reserve balances for both LakerCard and Other Services remains strong at this time.

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 Dining budget has been hit the hardest by Covid-19. FY20's net loss was $86k. FY21's semester meal plan sales for fall are down 7% so far. Retail revenue was so low that we have closed three retail units for the semester. Two remain open with limited hours. Chick-Fil-A did not return to campus this fall and does not plan to return until they open their own buildings for service. Additionally, due to the suspension of in-person meetings and events, we have minimal catering orders. The closure of our retail restaurants and the lack of catering orders will result in a nominal amount of commission earned for fall semester.

We expect increased expenses in equipment replacement and repair due to the age of our equipment. We have also incurred additional expenses related to Covid-19, such as plexiglass partitions and touchless payment technologies.

The dining hall budget will operate at a loss until we see a return of people on campus. We have suspended plans to enlarge the dining room into the former LakerCard Center space until revenue stabilizes. Our reserve balance is healthy at this time, but we expect that it will decrease due to net losses for FY21 and possibly FY22.

Overall Auxiliary Services Division

Auxiliary overhead expenses are appropriated out across all our units' individual budgets. The allocation percentage may need to be adjusted at the end of a fiscal year in order to shift more of the expense to a budget that performed better than another. This could result in some budgets that were forecasted to break-even actually posting a loss. Revenue for our operations is dependent on people being on campus and purchasing our products and services. Looking ahead to FY22, if we do not see a return of people to campus, we will have to modify or discontinue services. The biggest concern currently is losing our dining partner if we have too many periods of financial loss. This would result in no dining program for students, as a change to self-operation would require a large capital investment which we do not have. Other cost saving measures may include the suspension of our student printing program in order to avoid the annual license fee and upkeep of equipment, and a reduction in force to our LakerCard Center staff.

Public Safety

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, background checks, police reports, 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 which include dispatchers and security officers who support our University Police; 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, with additional parking lots included in routine patrol. With these expansions, additional security cameras have been installed, and are being maintained and monitored by Dispatchers and Parking Services personnel.

Parking Services expenses have increased (primarily due to an aging fleet of patrol vehicles that incur frequent maintenance expenses due to our patrol fleet being depleted.), revenue from student fees has decreased for the past three years due to declining enrollment and the increase in DE program and most recently with the Covid-19 pandemic. Auxiliary services has been operating with a small deficit.

A Parking Reserves fund is maintained, but it has also decreased primarily due to the current pandemic and other projects around the campus. Due to the State of Emergency we had to return some fees to students. We lost parking revenue for part of the spring and all of summer 2021. We did recoup some fees back with the Cares Act program.

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.

• close monitoring of vehicle maintenance expenses

 • The implementation of a yearly decal for faculty and staff.

• Reassigned a security position to Police Clerk to actively collect fines, fees, and outstanding debts.

• Parking permits for SAC (Student Activities Center) gym users who are not faculty, staff, or students

- The elimination of four positions (2 dispatchers, 2 security officers).

Fayette Instructional Site Relocation

Clayton State University (CSU) currently has an instructional site in Fayette County. This space provides 12,799 square feet with 7 lecture classrooms, 6 offices, reception space, and common areas for an annual lease of $272,979.63 (annual increases of 2%). We offer degree programs, enrollment opportunities for dual enrolled students, and continuing education courses. We have been invited by the Fayette County Board of Education (FCBOE) to be an educational partner with them and Southern Crescent Technical College (SCTC) in the current FCBOE Booth Middle School site. In spring 2022, FCBOE anticipates moving the middle school to a newly constructed site and repurposing the current site as the Center for Innovation. CSU will occupy 27,927 square feet with a combination of science lab classrooms, lecture classrooms, administrative space, common space, and a dedicated space for academic student support for a proposed lease of $6 per square foot or an annual amount of $168,000. This space will allow us to continue to offer degree programs that meet the high demand needs (nursing, health sciences, business), opportunities for dual enrolled students, and continuing education courses with a significant financial savings over our current site. We are currently working through the Due Diligence Process with the BOR. We anticipate FY22 one-time expenses associated with FF&E for the move to the new site in early FY23. The savings in rent will be utilized to establish chemistry, biology, and other classrooms to serve our high demand nursing, teacher education, and other programs.

14)   Where has the institution strategically invested in IT solutions to improve student outcomes, administrative efficiencies, or cybersecurity over the last three years? What major new or increased IT expenditures are expected in the next two years?

Clayton State has invested heavily in ServiceNow and the Microsoft 365 suite of products over the past three years with the goal of digitizing manual processes, developing new applications and workflows, replacing locally developed applications, and increasing collaboration. The use of these platform-as-a-service providers has been transformational as we have been able to rapidly introduce digital workflows that have replaced cumbersome and lengthy manual processes. Our great successes include automated processes for contract review and procurement, information system security requests, purchasing card authorization, graduation applications, and a wealth of human resources processes ranging from background investigation requests to termination workflows. The Microsoft 365 suite continues to provide value as we expand its use from the traditional Office products into the wide variety of collaboration products that it includes. Products like Microsoft Teams, Streams, and SharePoint have become pivotal in conducting both the business of the University as well as instruction. Clayton State has utilized these products to create efficiency and reduce barriers to communication in many areas, such as replacing Blackboard Collaborate with Teams, unified and integrated content storage in Streams, and robust digital workspaces in SharePoint and Teams. Even before the 2020 pandemic Clayton State was realizing great improvements in many administrative activities and providing digital communication platforms to bridge many gaps in student engagement and involvement, these investments allowed rapid and virtually seamlessly change in instructional medium and the method by which we administer the University remotely. We expect the trend of relying on software-as-a-service (SaaS) solutions, like ServiceNow and Microsoft 365, to accelerate in the coming years, in fact we have just on-boarded a SalesForce-based solution for recruitment, advisement, and retention efforts, and look forward to expanding its use across campus to increase student success.

The University has been developing advanced and targeted learning environments that provide a variety of engagement styles. The implementation of wireless presentation options is allowing both faculty and students

to deliver information more effectively to peers and event attendees. We continue to equip classrooms and meeting areas to effortlessly offer instruction and collaboration in multiple modalities, which has very much aided efforts to return to on-campus and hybrid instruction in a safe yet effective manner.

Clayton State has also bolstered the fidelity and security of many technological components, systems, processes, and protocols. The addition of a permanent Information Security Officer position has formalized and strengthened our cybersecurity efforts as we continue to add curricula to our yearly cybersecurity and technology training, conduct phishing tests and trainings, centralize, and curate policy, and implement technological controls and mitigations. The adoption of Microsoft Azure and ADFS, for authentication and multi-factor authentication (MFA), has greatly secured our security posture as we have been able to implement MFA on virtually all critical applications and services, including Banner and VPN (Virtual Private Network) access. Additionally, the implicit single sign-on (SSO) afforded by Azure and ADFS have eliminated the need for a formal student and employee "portal," as such we have been able to reduce complexity, increase security, improve the user experience, and free resources. Our networking components have been virtually completely refreshed and modernized and we continue to expand outdoor wireless to improve access and opportunity for students and staff. We have upgraded our firewalls and are in the process of upgrading our building network switches, taking the opportunity to also improve the links between the buildings and the router to 10Gbps. We have focused our wireless networking efforts on improving the wireless experience for our residents in Laker Village, utilizing Microsoft Bookings to set appointments with residents to install wireless access points in each room. Joining Eduroam, the secure, world-wide roaming access service developed for the international research and education community, has enabled the Clayton State community to securely connect to wireless networks in thousands of locations using Clayton State credentials.

We have migrated to a modern and secure VPN technology that employs MFA, that, coupled with heuristic malware and intrusion software, contributes to very secure communication with campus resources. Disaster recovery, ensuring continuity, and integrity, continue to be priorities at Clayton State, we have recently upgraded our backup edifice, implemented centralized logging on servers and many applications, and invested in high-availability technologies like Kubernetes. Leveraging the technology of our security information and event management solution, we can more efficiently monitor the state of our infrastructure.

Clayton State's data engineering team continues to add value to our organization. Most recently and notably, this value has come in the form of our new business intelligence unit, who not only have architected a data warehouse using proven data warehousing principles, but also have onboarded a new analytics solution for reporting and dashboarding. One noteworthy example is our effort to build a warehousing model around our process for student course withdrawals. New insights on the nature of course withdrawals have informed our Enrollment Management team and faculty to better understand why withdrawals are happening in the interest of increasing student success.

Several years ago, we developed a communication platform that we call Sparrow, its purpose is to send SMS messages, emails, and phone calls, as well as receive SMS messages and web chats. We utilize Sparrow very frequently to send informational nudges, mostly SMS messages, to CSU constituents, such as congratulatory acceptance messages, notices of missing application items, employee on-boarding messages, even acute notification of schedule changes as a result of the pandemic. We have begun, and continue, to invest in artificial intelligence (AI) as we have added an AI to Sparrow's inbound communications, which allows Sparrow to interact with users in natural language, allowing students to instantly gain access to useful information, such as their current class schedule, their account balance, their acceptance status, getting information about financial aid and their status, constituents can even submit a ticket to ServiceNow (also used for incident response) to get immediate technical assistance via text message. The ability for students to answer their own questions, without

needing to interact with a CSU staff member, has reduced workload and greatly impacted the user experience. Proactive notifications and nudges help students stay engaged and informed, we use Sparrow in many capacities across campus to promote action and awareness, a trend that will only accelerate as we become more proficient in AI over the next few years.

Over the next several years, we will continue to invest in our SaaS and PaaS solutions to continue to automate and digitize administrative processes. We believe this will allow us to redirect operational savings from administration back into the classroom. Additionally, we have servers and storage systems that may need to be replaced over the next two or three years. Our investments in modern development and deployment technologies (like Kubernetes), and our investments in SaaS platforms (like ServiceNow and Microsoft 365), have been highly successful and contribute greatly to CSU ITS' identity. In order to continue our exciting technological evolution, we are requesting a new development position that will allow us to reinforce our existing efforts and continue to produce applications and services that are technologically exciting, yet extremely pragmatic, utilitarian, and provide excellent value to the CSU community.

In coordination with Public Safety and Facilities Management we have embarked on a multi-year project to upgrade and centralize physical access control systems and processes in order to reduce complexity, ease administration, improve security, and prepare for technological change in the industry such as the move to mobile credentialing. We have chosen a technology and have a strategic partner that will allow us to incorporate existing resources into our centralized edifice in a phased approach as funds become available. This centralization will allow us to further incorporate components such as video surveillance in one platform that will increase the security of the campus community and resources; we look forward to continuing the project.

Public Safety

Public Safety Strategic Investments

1.	Installed new enterprise access control software that allows for future expansion of access control, video integration center, vehicular gate controls, and license plate recognition cameras.
2.	Installed new software that enhanced our emergency notification system. The software is Alertus-Beacon. This software allows the department to send out emergency notification and take over campus desk-tops, lap-tops, and tv monitors connected to the Campus servers and Wi-Fi. This is to alert campus community in case of emergency
3.	We added 10 additional cameras for monitoring campus blind-spots. Theses cameras give us the ability to monitor the campus proactively and respond to campus issues more thoroughly.
4.	This solution allows us to provide officer safety and accountability by adding GPS solution to police vehicles. This solution assists the department in dispatching officers that are physically closer to an incident thereby reducing response time. Additionally, it assists with dealing with complaints of citizens by knowing where the patrol vehicles are located and being able to address complaints about not seeing patrol officers in the area.
5.	Voice logger for recording emergency calls. This solution is a BOR mandate that allows University police to record all incoming and outgoing calls. Additionally, its records radio traffic of police officers.

Human Resources

As noted above, Human Resources invested some additional funds in the electronic scanning of our personnel files into the Xtender Document Management System. We also rolled out Manager Self Services to the campus and eliminated the use of paper PAFs for more than 80% of our transactions. We have recently completed

development of the electronic PAF for new hire, rehires, and non-paid affiliates instances. This will ensure that 100% of our OneUSG transactions can be initiated electronically through MSS (Manager Self Service) or the electronic PAF. Electronic onboarding increases response times to applicants and hiring managers, decreases time to hire, and improves the applicant experience. Human Resources also migrated to the SkillSoft Learning Management platform in FY20. This platform serves as a centralized repository for the required trainings for employees and students. The platform also contains thousands of professional development courses that can be accessed and utilized by employees and supervisors for professional development. The transcript feature improves the employee professional development experience and ensure tracking of completion percentages is more efficient.

Facilities Management

Working closely with IT to remotely access building control and monitoring system. Placing control on backup data and integrating it to hard drive to oversee and make changes as needed.

15)   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 FY22? Provide details and budget impacts.

Facilities Management

Custodial/ Building Services

COVID 19 has had a major impact on the budget and various processes. Even if COVID 19 is gone in FY22, there will still be high expectation of campus community to keep the stringent cleaning standards as they are currently. Before COVID 19, our cleaning procedure addressed general cleaning to deep cleaning. We have enhanced cleaning procedures to address Covid-19 disinfecting and sanitizing. Such cleaning, disinfecting, and sanitizing is different because of added disinfecting and sanitizing procedures, increased labor, and material costs. We are expecting that this high expectation of cleaning procedures will become permanent.

With these additional new cleaning procedures, we had to purchase new equipment to address disinfecting.

The equipment being used for disinfecting are foggers, which often break and are high maintenance. Also, we must assign the duty to additional staff. Sanitizing also used resources for sanitizing stations, wipe stands, distribution of wipes, etc.

Requesting additional resources as below:

1. Equipment- Foggers- $12,000
2. Supplies- wipes, gloves, refills sanitizing chemicals, production of disinfecting solutions, etc.- $236,000

Building Maintenance

Due to COVID 19, the building maintenance department enhanced maintenance and operations' procedures to improve air quality levels. We are also converting building fixtures and fittings to contactless operations. The following items are installed for best practice to minimize environmental impact.

MERV 13 filter replacement - $15,000 (x3) replaced three times a year, total $45,000 (ongoing need)

Automatic door openers - $100,000 (one-time cost)

Water Fountains contactless -$50,000 (one-time cost)

Mechanic (for vehicles and equipment's) - $95,000

Landscaping and Ground Maintenance

Due to the age and continuous use of landscaping equipment, many equipment needs to be replaced.

Lawn mowers- 3 each - $30,000 (one-time cost)

Blowers and weed eaters – $5000 (one-time cost)

Planning, Design & Administrative

Due to increased demand for space management duties and assignments, data reporting, research, and application to enhance the customer experience there is a need to add a staff member. With the increased workload and the need to maintain environmental, health and safety compliance in area of EH&S we will need to add a full-time EH&S coordinator in the Facilities Department within the next few budget cycles. Those EHS functions and duties are being shared across multiple positions. There are several other (9) positions in FM department that are open or hold due to budget cuts and need to be refilled in future budget cycles.