

**2016-2021 Georgia College Strategic Plan**  
**FY2020 Annual Report on the Implementation Plan**

**Color Key:**

Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.	A concern has been identified or suggestion made by the Steering Committee.	A new Action Item is recommended by the Steering Committee.
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**Goal 1: Recruit, admit, enroll, retain and graduate highly qualified and diverse undergraduate students**

**Initiative 1: Determine and implement undergraduate admissions criteria and processes that are most predictive of student success from first year enrollment to timely completion of their undergraduate degree**

G111	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	Enrollment Management, Office of Admissions Champion: Associate VP for Enrollment Management	ACTION ITEM 1: Use the holistic admissions evaluation process to more thoroughly review applicants based on criteria that lead to student success including their academic preparation and demonstrated interest. The admissions process will include increased scrutiny of applicants for majors that are oversubscribed.	Increased retention; higher academic profile; Other metrics could include: high school GPA; admission essay quality; SAT/ACT; desired major; demonstrated interest (Office of Admissions to create rubric, track # of visits and visits with faculty interaction component); student performance in senior year of high school; number of applications; yield.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	None to report.	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
	Enrollment Management, Office of Admissions, Honors Program Champion: Associate VP for Enrollment Management	ACTION ITEM 2: Enhance high-ability student marketing plan. Note: High-ability students are those who have an unweighted academic G.P.A. (as calculated by the Office of Admissions) of 3.5 or higher with a redesigned SAT score of 1270 (Evidence Based Reading and Writing + Math) or ACT Composite of 26. The minimums for the Honors Program are set at these same points, but reviewers also look for intellectual curiosity through the Honors Program application and essay by using a holistic approach.	Implementation of targeted visit programs for high-ability and honors students (e.g., Presidential Scholars Competition and Honors Preview Day); increased high-ability prospect visits; increased number of high ability and honors students who apply, are accepted, and enroll; increased high school GPA; increased SAT/ACT scores; higher academic profile.	FY19, with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	None to report.	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
	Enrollment Management, Office of Admissions, Office of Inclusive Excellence, College Deans Champion: Associate VP for Enrollment Management	ACTION ITEM 3: Work with academic colleges to develop college-focused, diversity campus visit programs.	Development of targeted strategies and pilot programs to attract and enroll students from underrepresented populations; increased applications and enrollment of diverse students within the colleges.	Ongoing with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	None to report.	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

Enrollment Management, Office of Admissions, Office of Inclusive Excellence Champion: Associate VP for Enrollment Management	ACTION ITEM 4: Increase the number of events designed to attract students from underrepresented populations, including Glimpse Day, STEM, Call Me Mister, and Minority Youth in Business.	Increased number of programs designed to attract students from underrepresented populations; increased applications and enrollment of diverse students; positive feedback from surveys; Other metrics could include: yield of programs; track what happens to program participants after admission and enrollment.	FY19, with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	None to report.	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. Hiring of a recruiter for African American students.
Enrollment Management, Office of Admissions Champion: Associate VP for Enrollment Management	ACTION ITEM 5: Annually host an on-campus counselor visit program.	Increased number of high school counselor visit events and attendees; increased number of referrals and student applications from participating schools.	FY19, with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	None to report.	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
University Advancement Champion: Vice President University Advancement	ACTION ITEM 6: Increase the number of merit and need-based institutional scholarships available to incoming students.	By 2021, increase by 25% the number of both merit and need-based institutional scholarships available to incoming students; track the number of dollars for the scholarships.	FY21, with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Still working on ways to offer scholarships to increase underrepresented and first-generation students. Plan to institute Promise Scholars Program and raise additional funds to support these scholarships.	Ongoing	Promise Scholars will be a good start to increasing the number of high achieving underrepresented students	Advancement efforts to establish funding for the Promise Scholars.

**Initiative 2: Execute the Complete College Georgia Plan to meet established university goals**

G112	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	Enrollment Management, Institutional Research. Champion: Assistant Vice President for Enrollment Management and University Registrar	ACTION ITEM 1: Annually monitor retention rate. Ensure demographic breakdowns (race, gender, Pell, First Gen) are reviewed for retention and graduation rates.	Retention rates match those of other students in the same entering cohort.	Ongoing with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	General retention rates for second year students increased this year to 70% up from Fall 2019. First-Year retention rates for underrepresented students were higher than the general population. Graduation rates for underrepresented students are higher than the general population. Program maps for each undergraduate major including course and degree requirements and recommend high impact practices for each major.	Ongoing	More frequent surveys to determine why students do not enroll and why they leave. More outreach to students after they are admitted to make sure that they know that they are welcomed and that we want them to attend GC. More attention to second year students. Continued training on Appreciative Advising.	Retention Committess charged by the President to create short and long term strategies to improve retention.

Enrollment Management, Department Chairs, Student Affairs Champion: Assistant Vice President for Enrollment Management and Unversity Registrar	ACTION ITEM 2: Determine retention processes that are most predictive of student success from matriculation to timely completion of degrees, and implement programs including Student Success and 15-to-Finish initiatives to increase the four-year graduation rate. Implement programs and services to increase second-year (sophomore to junior) retention rates. Conduct a targeted campaign to retain students who indicate an interest in transferring to another institution.	Development of targeted strategies and pilot programs to enhance retention, progression, and graduation. Increase second-year retention rate from 65% to 75% by 2021. Improve four-year graduation rate to 55% and six-year graduation rate to 70% by 2021. Other metrics could include: Number of student organizations that students are involved with and their RPG; relationship between early choice of major and completion; number of hours completed; engagement with faculty; enhanced mentoring program; increased information sessions; tracking when students take the legislative test (joint project between Institutional Research and Student Success).	FY21, with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Four year graduation rate was over 50% for the first time in 2020 at 51.2%. Center for Student Success created video for focusing on students likely to transfer. Senior progression report which required aggressive monitoring of students after reaching 90 hours to make sure that all requirements were met in time for graduation.	Ongoing	Limited availability in Nursing Program causing many sophomore students to transfer. Majors that students want that we do not have - Marine Biology, Fashion Design, Journalism, Occupational Therapy, etc. Conduct aggressive graduation monitoring of juniors as well as seniors. Start monitoring at the completion of 60 hours rather than 90 hours. Changing the first year retention and four year graduation targets from 83% to 90% for first year retention from 48% to 50% for four year graduation rate.	Currently Retention Committee charged by the President to create short and long term strategies to improve retention. USG request to increase the number of cohorts of nursing students.
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**Initiative 3: Execute the Diversity Action Plan to meet associated benchmarks**

G113	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	Office of Inclusive Excellence, Center for Student Success, Office of Enrollment Management Champion: Chief Diversity Officer	ACTION ITEM 1: Expand pathway programs to enroll more students from Early College, the High Achievers Program, Rising Mistfers, and Minority Youth in Business in order to enhance first-generation, underrepresented student enrollment.	Increase underrepresented student enrollment, in part, by recruiting participants in the pathway programs, including students from the immediate surrounding counties. Explore ways to determine the number of students in programs (Early College, HAP, YES, etc.) who enroll at Georgia College.	FY21, with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Increased Latino enrollment from 4.9% to 6.13%. Increased enrollment of multi-racial students from 2.65% to 3.25%. Underrepresented students report that they still experience some instances of discrimination in the classroom, and in residence halls.	Ongoing	More outreach to high school students in Baldwin and surrounding counties. Improve climate for underrepresented students through more frequent climate surveys.Special recruiting programs for male students in the Call Me Mister program. Create Science and Creative Writing cohorts.Remove references to Center for Student Success.	Respond to climate survey results with action items that address concerns raised in the climate survey.Implement the Diversity Action Plan.
	Office of Inclusive Excellence, College of Education, and Student Affairs Champion: Chief Diversity Officer	ACTION ITEM 2: Improve retention and graduation rates of participants in the SOAR, AAMI, and Call Me Mister programs.	Retention and graduation rates for underrepresented students will match the average of their entering cohort.	FY21, with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Underrepresented student graduation rate (except for Asian students) is higher than general student population: Overall graduation rate for 2020 --51.25, for Latinos, 57.77%, for Blacks 53.42% .SOAR program has changed its structure to the LIFE program, located now in the Cultural Center with a revitalized mission and outreach. Call me Mister had one student to graduate and enter graduate school at GC. AMMI Enrollment steady between 19 and 20 students each year.	Ongoing	Funding for scholarships. Need for increased budgets and more stable organizational structure for these programs.	Increase funding for scholarships.

Office of Inclusive Excellence Champion: Chief Diversity Officer	ACTION ITEM 3: Expand the Diversity Peer Educator program to provide peer training for all first-year seminars and Week of Welcome activities.	All first time, full-time students will participate in peer educator experiences through first-year seminars and ongoing peer education program. Advisors will monitor first-year student progression.	FY21, with annual measurement of progress	Redirecting existing funds (approval required) or request new funding in the regular budget cycle	Hired and trained 10 faculty peer educators. Created first draft of diversity training module for first year students. Faculty and staff peer educators added to increase diversity training for faculty and staff.	Ongoing	Making sure that diversity peer educators receive the proper training to facilitate training for their peer groups. More "train the trainer" opportunities for diversity peer educators. More training in how to facilitate online/zoom training sessions in diversity.	Continue training
College of Education and Office of Inclusive Excellence Champion: Dean, College of Education	ACTION ITEM 4: Increase the number of participants and provide a stable funding source for the Call Me Mister program.	Number of participants; fully funded program. Track institutional funding going into the Call Me Mister program.	FY21, with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	\$15,000 Male Connection Grant from USG. Call Me Mister student enrolled in the graduate program at GC. Continuous low enrollment of students in the program.	Ongoing	More aggressive recruiting and scholarships are needed.	More funding is needed.

**Initiative 4: Explore sustainable options for increasing international student enrollment.**

G14	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	International Education Center Champion: Assistant VP for International Education	ACTION ITEM 1: Increase the international student presence at Georgia College by conducting a thorough market analysis, identifying five undergraduate markets, and matriculating additional degree-seeking students over the next five years.	Achieve enrollment goals for degree-seeking students established in the International Education Center's strategic plan.	FY21, with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Registration of 14 international students, 9 undergraduates and 5 graduates, results equal to last year. Updated and modified GC web presence. Lack of sufficient budget specifically designated for international recruiting. Immigration related difficulties. Increased negative perceptions abroad about the US. COVID-19 restrictions on entry to the US.	Ongoing	Increased budget for international recruiting.	No change.

**Initiative 5: Enhance academic and career advising and other university services to fully support student success and satisfaction.**

G15	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	<b>Academic Advising</b> Institutional Research, Academic Affairs (Provost's Office) Champion: Assistant Vice President for Enrollment Management and University Registrar	ACTION ITEM 1: Develop metrics and implement reporting to demonstrate the impact and effectiveness of the centralized advising model.	Examine retention by year, by program, and other metrics to determine impact and effectiveness of the Center for Student Success' centralized advising model. Track retention rate of advisees by advisor.	FY18, with annual measurement of progress	No new operational funds needed – use existing funding	Hired new Director of Academic Advising. Implementation of recommendation from Noel Levitz assessment. Increased four year graduation rate to 51.2%. Increased second year retention rate to 70%. Turnover in Academic Advising. Replacing EAB with a cost effective system that delivered same features.	NOT MET	Continued training in Appreciative Advising. Conduct student satisfaction survey with academic advising.	Continued training in Appreciative Advising. Conduct student satisfaction survey with academic advising.

<p>Institutional Research, Academic Affairs (Provost's Office) Champion: Assistant Vice President for Enrollment Management and University Registrar</p>	<p>ACTION ITEM 2: Develop metrics and implement reporting to demonstrate the impact and effectiveness of the EAB tools being used by the CSS.</p>	<p>Track changes (by year and cohort) to both retention and graduation rates. Work with EAB to develop evaluation model.</p>	<p>FY18, with annual measurement of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>Set up Advising System with up to date Summary Reports for each students. Set up alert system for at risk students.</p>	<p>NOT MET</p>	<p>Discontinued EAB due to costs.</p>	<p>Replace EAB with system that has the capabilities to track students by year and cohort including retention and graduation interventions. A replacement is currently being reviewed.</p>
<p>Champion: Assistant Vice President for Enrollment Management and University Registrar</p>	<p>ACTION ITEM 3: Survey a sample of students annually from each cohort to determine satisfaction/concerns with centralized academic advising model.</p>	<p>Find a benchmark survey for gaining feedback on student satisfaction with the advising center. Other metrics could include: Associate Provost for Student Success should construct an evaluation instrument. Recommendation for 2-3 questions to be sent to students' mobile devices.</p>	<p>Ongoing with annual measurement of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>Personnel changes and staffing. Did not achieve this action item.</p>	<p>Ongoing</p>	<p>Achieve student survey in 2020 with results in 2021.</p>	<p>Concern of lack of progress with survey dissemination.</p>
<p><b>Career Advising</b></p>								
<p>Career Center Champion: Director of the Career Center</p>	<p>ACTION ITEM 4: Deepen participation in the Career Center by GC undergraduate students while enrolled by: encouraging faculty to include milestone activities in courses; including the Career Center in Week of Welcome and orientation; linking milestones to LEAP and leadership initiatives.</p>	<p>Develop participation metrics such as: number of students served; % of participants, by major, as compared to totals in each major. Product will be an annual survey and report from the Career Center with participation tracked by major. Saturday session during Week of Welcome. 70% of students interact with the GC Career Center.</p>	<p>Ongoing with annual measurement of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>None to report.</p>	<p>MET</p>	<p>None to report.</p>	<p>This action item has been accomplished and operationalized, however it is recommended that the Director of the Career Center provide annual updates on progress.</p>
<p>Alumni Relations, Career Center Champion: Vice President University Advancement</p>	<p>ACTION ITEM 5: Create/implement impact measures for career outcomes, by major.</p>	<p>90-day-out % hired. Product will be an annual survey and report of May graduates. Advancement should implement the survey by May, 2018. Survey needs to meet requirements of accrediting agencies so that there is no duplication.</p>	<p>Ongoing with annual measurement of progress</p>	<p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p>	<p>No data for 2020 in Taskstream. Survey completed and operationalized.</p>	<p>MET</p>	<p>None to report.</p>	<p>This action item has been accomplished and operationalized.</p>

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**Goal 2: Develop and implement distinctive and transformative undergraduate curricular and co-curricular experiences. Transformative experiences include but are not limited to: undergraduate research; creative projects; study abroad; service learning; community-based learning; leadership development; diversity and global learning; and field and clinical-based practica, apprenticeships, preceptorships, and internships.**

**Initiative 1: Establish an institutional framework for student participation in GC Journeys that broadly support student development and individual growth.**

o Departments and colleges will establish expectations for student participation in transformative experiences that support student learning, course curricula, and academic unit missions.

G211

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
Champion: Associate Provost for Transformative Learning Experiences; Registrar	Action Item 1: Establish operational definitions for each transformative experience; distribute these to faculty and staff	Associate Provost will work with the GC Journeys Advisory Council and champions of each TE to establish a definitions of each experience. These definitions will be used for official tracking and assessment purposes	FY20	No new operational funds needed – use existing funding	Although definitions have been established, have they been distributed widely? Do department chairs know what differentiates each experience?	MET	It would be helpful to integrate this into trainings for department chairs, and or for faculty to make sure they have access to these definitions.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Champion: Center for Teaching and Learning;	Action Item 2: Provide faculty development opportunities for development of TEs and LEAP core implementation.	Hold no less than 14 faculty development opportunities fall and spring semester (Monthly info sessions; Transformative Experiences workshops; Essential Skills workshops, etc)	On-going	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Workshops, courses, and info sessions have been very well attended with positive feedback. This has probably been one of the most impactful outcomes from Journeys to date. Lack of personnel to keep offering them at the level they have been.	Ongoing	Consider the use of faculty who have completed the Chancellor's Learning Scholars program to serve as workshop facilitators.	Concerns with the ability to continue offering a wide variety of faculty development for TEs due to lack of personnel.

Champion: Associate Provost; Director of GC Journeys; Director of CTL	Action Item 3: Create and offer resources for faculty and staff in support GC Journeys	Create GC Journeys Student Handbook; create GC Journeys faculty handbook; create a learning community for transformative experiences; offer mini-grants to support faculty in these experiences	FY20	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Faculty resources are continuing to be developed by both the Office of Transformative Learning, CTL, and the Office of First Year Experience. The Student handbook is created; the advisory council finalized definitions; GC Journeys puts out a monthly newsletter and hosts monthly trainings. Continue to leverage the Chancellors Learning Scholars program to support faculty.	MET	Continue to provide on-going and relevant resources to support faculty in implementing HIPS and TEs.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Champion: Director of Institutional Effectiveness	Action Item 4: Provide summer training for department chairs.	The LAC Coordinators will schedule three meetings during summer 2017 with groups of department chairs, with one in June, one in July, and one in early August.	FY18	No new operational funds needed – use existing funding	There needs to be more communication with department chairs. They Department chairs need more sessions throughout the year, or a short series of sessions in the summer in order to make Journeys more of a reality. Chairs Academy will occur annually beginning July 2021.	MET	Provide systematic and ongoing Chair's training and professional development on a annual basis.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.

**Initiative 2: Design, implement, measure, and communicate student, faculty, and staff participation in transformative experiences.**

- o Track the level of utilization of course-embedded transformative experiences.
- o Assess learning outcomes from co-curricular experiences.

G212	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	Champion: Director of Academic Advising;	Action Item 1: Update Degree Maps/Academic Plans with Transformative Experiences highlighted for each degree/major	Each degree plan has the three embedded TEs clearly marked; indicates a pathway for 5 TEs; encourages students to complete career milestones each year	FY20	No new operational funds needed – use existing funding	According to the Director of Advising these maps have mostly been finished, although at least one of the curricular maps hasn't been finished. The success of GC Journeys depends on a strong relationship with academic advising. GC Journeys on-boarding should happen in FYAS, but also advisors should be a touch point. The relationship between OTLE and Advising could be stronger.	MET	Retire this AI since it has largely been accomplished.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.

Champion: Director of Institutional Effectiveness	Action Item 2: Design and implement Journeys LEAP assessment. Fall 2017: Phase I implementation (GC1Y, Area A); Spring 2018: Phase II Implementation (GC2Y, Area C); Fall 2018: Phase III Implementation (Area D, Area E).	Metrics will include the number of core courses carrying each ELO and number of faculty in courses completing implementation (signature assignments and assessment).	FY19	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Each core course is mapped to the institutional core outcome but now is also mapped to one of AAC&U Essential Learning Outcomes (ELOs). We have a first full year of data (18-19) on the OIRE website under 'Student Achievement' and are in the process of uploading 19-20. We are concurrently collecting FY21 data.	MET	Given more time and resources, calibration workshops for faculty using rubrics would be immensely beneficial and would increase our data validity and reliability. This can be retired since it has been accomplished but a new AI could be written to move the project further along. Maybe a new AI could relate to creating additional and more sophisticated data visualizations for core data for the core website.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Champion: Director of Institutional Effectiveness	Action Item 3: Establish new assessment requirements and thresholds for core assessment.	Metrics can not be determined until after baseline data are collected, however, targets will be set similar to what we currently report to SACSCOC. New requirements, based on the new core assessment, should be completed early due to impact on SACSCOC standards regarding general education and the assessment of student learning outcomes in the core.		No new operational funds needed – use existing funding	Thresholds have been determined. Unable to determine what AI means in regards to "create new assessment requirements."	MET	While tracking is helpful, there needs to be better metrics tied to the effectiveness of GC Journeys. Retire this AI.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Liberal Arts Council, Registrar Champion: Registrar	Action Item 4: Work with the Registrar to develop course attributes/'tagging' system & Degreeworks system to alert students and advisors on when students have completed experiences	Development of system to tag applicable courses with TE tags (UR, SA, INT, CAP, FYE, PATH); create a degreeworks module for students to be able to see experiences created	FY20	No new operational funds needed – use existing funding	Courses have been tagged. A new Degree Works portal now shows students how many experiences they have created. A new software called the Student Opportunity Center hopes to create a landing page for GC Journeys experiences.	MET	None to report.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.

**Initiative 3: Redesign the liberal arts curricula to best reflect the distinction of a public liberal arts institution.**  
o Support integration of Liberal Education and America's Promise (LEAP) outcomes into the general education and degree program curricula.

G213

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
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Champion: Director of FYE, Director of GC Journeys, Director of Advising	Action Item 1: Redesign freshmen seminar, and, if necessary, redesign senior capstone.	In progress. FYE Office was recently moved under the Office of Transformative Learning Experiences, which should streamline the process	FY21	Redirect existing funds (approval required) or request new funding in the regular budget cycle	First Year Experience office along with academic advising should collaborate on redesigning First Year Academic seminar. FYAS is an opportunity to onboard GC Journeys for all Freshmen.	Ongoing	Continue to next year, possibly splitting into two more specific AIs, one for FYAS and one for Capstone	Concerns related to the First Year experience and its effectiveness in its current design and implementation.
International Education Center, Leadership Programs, Career Center, TE Champions Academic Departments Champion: Associate Provost	Action Item 2: Increase transformative experience offerings for: Study Abroad, Community-based Engaged Learning, Career Milestones, Leadership, MURACE, and Internships.	establish baseline and target increase for FY21 for each transformative experience.	FY21	Redirect existing funds (approval required) or request new funding in the regular budget cycle	GC Journeys saw a 15.1% increase in HIPs participation. The increase in HIPs is promising, especially in areas such as undergraduate research. However, tagging courses and tracking them are going to continue to be more important than ever to make sure there is good data.	MET	Continue this AI yearly.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Champion: Director of Institutional Effectiveness	Action Item 3. Track participation rates annually in GC Journeys to assess participation/success	Retention/graduation rates prior to 2018 cohort and after.	Annually	No new operational funds needed – use existing funding	The curricular tagging system is helping to track curricular experiences (as well as co-curricular experiences in Leadership). While tracking is helpful, there needs to be better metrics tied to the effectiveness of GC Journeys	Ongoing	Continue this AI, while tracking is helpful, there needs to be better metrics tied to the effectiveness of GC Journeys.	No change.
Champion: Associate Provost	Action Item 4: Establish annual transformative experiences focus groups for assessment of experiences (students and faculty).	Have the GC Journeys Advisory Council Assess annual completion data; run at least one student focus group on success of GC Journeys	FY20	No new operational funds needed – use existing funding	This was not attempted, partially due to COVID. Since these weren't attempted, the program is missing valuable feedback that could happen from focus groups.	Ongoing	Continue this AI in FY22 to gather needed data on student and faculty experiences with GC Journeys.	No change.
Champions: Associate Provost for Transformative Experiences, Director of Institutional --	Action Item 5: Evaluate the overall effectiveness of GC Journeys in meeting its intended goals.	Performance indicators and metrics, both direct and indirect, should be used that align with program outcomes.	FY21	No new operational funds needed – use existing funding		NEW		New action item about overall program evaluation methods.

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**Goal 3: Offer a limited number of exceptional quality graduate programs that are highly relevant to workforce demand and supportive of the university mission**

**Initiative 1: Increase enrollment in each program to viable levels**

G311

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
Graduate Council, Graduate Program Coordinators, Deans, Associate Provost, Provost Champion: Senior Associate Provost & Director of Graduate Studies	ACTION ITEM 1: Use CPR data to complete graduate program self studies. Provost to pursue modifying graduate CPR review dates to speed process and ensure review of all graduate programs over the next 2-3 years. Review all program self-studies; return comments/suggestions.	Metrics are embedded in the CPR template. Use CPR as the self study, but review data annually to assess progress, productivity, and viability. Compliance Assist will also be used for annual reviews. Results/progress will be reviewed annually by Graduate Council and Provost's designee.	Annually, beginning FY18	No new operational funds needed – use existing funding	Completing a self study is not a direct link to increasing graduate enrollment. Therefore, in consultation with the Office of Assessment, it is suggested to modify the action item to make it more relevant to the initiative.	MET	It is suggested to review the low enrollment program list provided to USG each year and evaluate those programs for viability rather than the CPR. Each low enrolled graduate program provides action steps related to program growth each year as a part of the USG Academic Forecast. This report could provide the needed data to target recruitment activities for those programs which would be a more appropriate measure of this action item.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Deans, Associate Provost, Graduate Council, Graduate Coordinators Champion: Senior Associate Provost & Director of Graduate Studies	ACTION ITEM 2: Review self-studies of programs below BoR thresholds for viability and productivity; comments back to program directors/deans. Annual review of progress toward teach out or growth above viability and productivity thresholds.	Number of inquiries and applicants; BoR measures for enrollment and number of graduates.	Annually, beginning FY18	No new operational funds needed – use existing funding	None to report.	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Provost, Associate Provost, Deans, Graduate Council, Graduate Coordinators Champion: Senior Associate Provost & Director of Graduate Studies	ACTION ITEM 3: Review distribution of supplemental and regular graduate assistantships; determine most strategic allocation. Process and guidelines for assistantships need to be formalized and codified. (Create a document.)	Number of GA's relative to program enrollment; number of graduations and GA instructional load. Annual audit is conducted by Sr. Associate Provost who then makes determination of strategic allocation in consultation with Graduate Council.	Ongoing with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	None to report.	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

Executive Director, Associate Provost of Academic Affairs, Provost Champion: Associate Provost and Director of The Graduate School, Executive Director of the School of Professional Learning and Continuing Studies

Action Item 4: Develop, market and deliver online, graduate-level credit and non-credit certificate programs in collaboration with the School of Professional Learning and Continuing Studies and the Graduate School.

Annually, beginning FY21

Redirect existing funds (approval required) or request new funding in the regular budget cycle

None to report.

NEW

None to report.

This new action item was recommended by the Steering Committee.

G312

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
Provost, Associate Provost, Deans, Graduate Council, Graduate Coordinators, University Communications Champion: Senior Associate Provost & Director of Graduate Studies	ACTION ITEM 1: Identify recurring funding source for graduate program advertising and promotional expenses. Centralize funds in University Communications, earmarked specifically for graduate program advertising and promotional expenses. Academic Affairs will commit to setting aside funding at the beginning of each year, and then develop a process for allocation. Sr. Associate Provost and head of University Communications will meet regularly to determine how funds should be allocated.	Total amount funded annually tied to generation of graduate credit hours.	FY18	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Program-specific marketing tactics and strategies collaboratively developed between the Graduate School and University Communications. Fully centralized approach including the recent participation by the College of Business (CoB). Academic Affairs, including the CoB for 2020, supplemented efforts with funding for program-specific marketing	MET	Champions provide response to the following questions: To what degree are marketing funds allocated based on demonstrated need and potential to have higher ROIs versus allocation equally across programs? Graduate program growth has been evident, but to what degree did the targeted marketing help respective programs increase applications, admits, and enrollments?	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
University Communications, Graduate Coordinators, Associate Provost Champion: Senior Associate Provost & Director of Graduate Studies	ACTION ITEM 2: Develop annual calendar-year marketing plan for each GC graduate program.	Review metrics (e.g., site traffic, # impressions, cost per impression) from marketing reports.	Ongoing with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Recent campaigns have been focused on branding The Graduate School as a whole during the fall semester and subsequent campaigns were focused on individual programs based on needs during spring semester. Programs that had capacity and growth potential were considered in larger campaigns and all programs were also supported by college marketing strategies. The Graduate School has been engaged in a sustainable and strategic marketing plan that has yielded positive results in increased enrollment consistently since 2016.	MET	Monitor programmatic marketing and data related to the results of the marketing strategies to determine yield.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

**2016-2021 Georgia College Strategic Plan**  
**FY2020 Annual Report on the Implementation Plan**

**Color Key:**

Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.	A concern has been identified or suggestion made by the Steering Committee.	A new Action Item is recommended by the Steering Committee.
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**Goal 4: Align resources through generation, redirection, prioritization, cost containment, and stewardship to address strategic priorities.**

**Initiative 1: Maximize revenue by properly managing an appropriate enrollment mix.**

G4I1	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	Financial Services, Institutional Research, Enrollment Management, College Deans, Directors, and Executive Cabinet Champion: Vice President for Finance and Administration	ACTION ITEM 1: Monitor tuition revenue streams to ensure adequate resources are maintained and new unrestricted resources (e.g., from tuition increases, more out-of-state students, and new formula funds) are utilized at an optimal level.	Review ROI-indicators including the Enrollment Management Model to predict incoming class size. Other measures include: quarterly financials, credit hour reports, number of new enrollees, and new resources from the USG.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	None to report.	MET	Recreate action item to focus on the more on the Enrollment Mgt Model outcomes and retention committee actions as it relates to budget.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.
	Enrollment Management, International Office, Institutional Research, and Financial Services Champion: Associate VP for Enrollment Management	ACTION ITEM 2: Enhance out of state recruitment base through targeted recruitment efforts in other states.	Increase in related student headcount and revenue collection, as measured through Institutional Research, Financial Services, and USG annual reports.	Ongoing with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Efforts pursued in targeted states. The Office of Admissions increased relationships with out-of-state school counselors.	Ongoing	Identify benchmarks and concrete targets.	No change.

Financial Services, Institutional Research, Deans, Fee Managers, Mandatory Fee Committee, and Executive Cabinet Champion: Vice President for Finance and Administration	ACTION ITEM 3: Critically review justifications for all tuition and fee increases, to include continual benchmarking of rates with recognized comparative markets.	1) Ensure all rate increase justifications include proof of the exhaustion of the possibility of cost-cutting measures and possible alternative revenue measures, and 2) Annually document tuition and fee rate structures with identified aspirational and peer institutions. New Academic Affairs fee committee will look at new fees and existing fees including course fees. Data can be pulled from IPEDs for the institutional level, but not by program.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	None to report.	MET	None to report. AI is now outside of the purview of the institution with decision-making at the System level.	This action item has been operationalized, so there is no need to continue it as an active action item.
Academic Departments, College Deans, Associate Provost Champion: Assistant Vice President of Institutional Research	ACTION ITEM 4: Monitor enrollment and retention in low producing programs.	Degrees conferred report	Ongoing with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	None to report.	MET	Annual reviews occur to assess the viability of academic programs.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Graduate Coordinators, College Deans, Senior Associate Provost/ Director of Graduate Programs Champion: Senior Associate Provost & Director of Graduate Studies	ACTION ITEM 5: Enhance graduate enrollment base and related revenue streams through targeted recruitment efforts and a variety of online and face-to-face content delivery methods.	Increase in related student headcount and revenue collection, as measured through Institutional Research and Financial Services USG annual reports.	Ongoing with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	The goal of increasing graduate enrollment was met. While the increase was smaller from FY19-FY20 (n=81) than it was from FY18-FY19 (n=156), the number of students still increased which is positive and noteworthy.	MET	More clearly defined determinants of success would make it easier to determine if this goal was being met at the expectation level.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

Enrollment Management, International Office, Institutional Research, and Financial Services Champion: Assistant VP for International Education	ACTION ITEM 6: Enhance international student enrollments through strategic recruitment, plus international partnerships and pipelines.	Increase in related student headcount and revenue collection, as measured through Institutional Research, Financial Services, and USG annual reports.	Ongoing with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Some progress made on international recruitment. More importantly, lots of new elements have been put in place (cultivating ties to elite secondary schools in Asia, for example). The move towards greater utilization of digital resources, combined with a more global approach, should ultimately pay dividends.	Ongoing	Include data on progress and effectiveness of GC Border-Free Initiative.	No change.
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**Initiative 2: Monitor program costs and pursue redirection opportunities.**

G412

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
College Deans, Program and Service Directors, Institutional Research, Financial Services, Chief Information Officer, and Executive Cabinet Champion: Vice President for Finance and Administration	ACTION ITEM 1: Utilize internal and external data to evaluate all instructional and non-instructional program delivery costs and mission relevance. Establish Sales and Services Business Plan Standing Review Committee in FY18.	Establish and document annual review processes and procedures for instructional cost per-credit-hour evaluations, and under-performing program and service duplication identification, to be annually implemented at the college and departmental levels. For Sales and Services accounts, the Sales and Services Business Plan Standing Committee will submit an annual report to the Strategic Planning Steering Committee.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	Continue with focus on analyzing differences year-over-year with college/departmental cost as a flag for potential operational misalignments and further analyzation. This information should be included within the plan report with clear explanation of costing outliers and relevance to mission necessity.	NOT MET	None to report	Consider for deletion due to a lack of benchmarking data. Previously deleted related G4, I2, AI 2.

<p>Provost, College Deans, Department Chairs, Program Directors/Managers, Institutional Research, Financial Services, Chief Information Officer, and Executive Cabinet Champion: Assistant Vice President of Institutional Research</p>	<p>ACTION ITEM 2: Utilize relevant benchmarking data from identified peer and aspirational institutions to assist in cost comparisons for academic departments and non-instructional programs and services. Develop a consistent, comparative report regarding the levels of program subsidies. Conversations will then occur at the college and academic department level.</p>	<p>Document comparative analysis of relevant University System of Georgia and national data elements, including IPEDS, USG curriculum data inventory and USG financial reports.</p>	<p>Ongoing with annual measurement of progress</p>	<p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p>	<p>None reported.</p>	<p>NOT MET</p>	<p>Action Item Deleted</p>	<p>Action Item Deleted</p>
<p>Executive Cabinet Champion: Vice President for Finance and Administration</p>	<p>ACTION ITEM 3: Make certain that usage of all temporary and permanent lapse (by categories - to be determined) across all divisions is allocated in a way that best supports the goals of the strategic plan.</p>	<p>Determine if there is a need for more centralized oversight, by division, of lapse allocations each year. The CBO will create an annual report describing usage of lapse for the Strategic Plan Steering Committee.</p>	<p>Ongoing with annual measurement of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>FY2020 lapse funding allowed the institution to support fee supported budgets underwater due to the Pandemic and the related student refunds. Additionally, temporary redirections allowed for over \$6M in institutional facility upgrades and improvements.</p>	<p>MET</p>	<p>Findings should include more details on how funds were redirected to support strategic plan initiatives.</p>	<p>This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.</p>
<p>Related Fee Managers, Financial Services, and Executive Cabinet Champions: Vice President for Finance and Administration and the Senior Associate Provost for Academic Affairs &amp; Director of Graduate Studies</p>	<p>ACTION ITEM 4: Ensure that all fee-supported revenue streams (e.g., Student Activity fee, Technology Fee, Health and Wellness fee, and lab fees, etc.) address strategic goals where applicable. Monitor annually through mandatory fee report to USG. Establish consistent business practices and approval flow for all institutional elective fees. The Mandatory Fee Committee should address support for strategic goals/plan for fee usage and report to the Strategic Plan Steering Committee.</p>	<p>All new fee requests and subsequent allocations must include the related institutional goal(s).</p>	<p>Ongoing with annual measurement of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>Reduced the student technology fee by \$3. Restructured the Student Wellness Center bond debt to ensure current enrollment and related revenue stream can adequately support the related fee supported. Removed CoE EdTPA \$300 fee</p>	<p>Ongoing</p>	<p>None reported.</p>	<p>No change.</p>

Financial Services, Institutional Research, Enrollment Management, College Deans, Directors, Strategic Planning Steering Committee, and Executive Cabinet Champion: Vice President for Finance and Administration	ACTION ITEM 5: Use the annual Budget Planning process - New and One-Time Funding Request Templates - to ensure that funding allocations are aligned with institutional goals and the Strategic Plan initiatives.	All funding requests and subsequent allocations must include the institutional goal(s) and related strategic initiative(s) they will support, as measured through the annual budgetary planning and allocation processes. This is currently being done at the goal level, but should be expanded to the initiative level.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	All divisions submitted planning documents to incorporate needs for current and upcoming year one-time and ongoing and linked them to institutional mission and/or dept. missions tied to institutional mission and related USG goals. All approved one-time funding needs were fully addressed in FY2020. Instructional, student success, and operational needs were identified and documented for future funding possibilities.	Ongoing	Continue, and incorporate better communication at the divisional/college level to ensure alignment with institutional goals is understood and managed appropriately.	No change.
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**Initiative 3: Expand grant and sponsored project funding.**

G413	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	Grants Office, Independent Contracting Firm for federal legislative representation, GC External Relations, and Executive Cabinet Champion: Director of Grants and Sponsored Projects	ACTION ITEM 1: Utilize contracted liaisons for federal representation to optimize federal grant opportunities to support targeted instructional needs.	Annual dollar value of federal grants garnered through contracted liaisons for federal representation. Number of projects in process; number of contacts by OGSP.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	One NSF application that Hanover worked on was funded. Four applications (NEA, NIH, NSF-2) are still pending decision. Grant liasons contracted on ad hoc bases.	Ongoing	None to report.	No change.
	Grants Office, GC Foundation, College Deans, Executive Cabinet Champion: Vice President University Advancement	ACTION ITEM 2: Establish/extend funding partnerships with foundations.	Annual dollar value of grants garnered through foundation partnerships - amount requested; amount awarded.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	Steady increase in faculty grant applications to foundations.	MET	Perhaps revise this goal to focus more on the incentivizing for participation, in conjunction with Action Item 4.3.3.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.



Grants Office, College Deans, Executive Cabinet Champion: Director of Grants and Sponsored Projects	ACTION ITEM 3: Annually review indirect cost funding to optimize usage and transfer opportunities to redirect general fund related costs where applicable. Goal: use indirects to help fund grant-supported projects.	Amount of indirect cost revenue utilized to support administrative overhead of grant administration costs as a percentage of indirect income. The Grant Activity Report produced by OGSP should provide information on the distribution and uses of indirect funds as reported by the business units.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	None to report.	Ongoing	Fund Balances have come under scrutiny at the system and legislative level. Must ensure the allocation process is instrumental in meeting mission related needs to the fullest extent possible.	No Change.
Grants Office, College Deans, Executive Cabinet Champion: Director of Grants and Sponsored Projects	ACTION ITEM 4: Develop ways to increase faculty participation in project grant writing, sharing of indirect cost revenue, and continued access to Faculty Research Grant program.	Number of grant applications and incentives attributed to the application (if applicable).	Ongoing with annual measurement of progress	Fund by indirect cost recovery	New Grant Applications were Up	Ongoing	Continue to seek new faculty partnerships to ensure it stays on the forefront of grant operations.	No Change.

**Initiative 4: Deepen the culture of philanthropy by expanding outreach and engagement efforts with alumni, parents, faculty and staff, friends, and current students.**

G414	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	Advancement and Alumni Champion: Vice President University Advancement	ACTION ITEM 1: Engage students upon their arrival at GC. Build programs including class giving campaigns and student alumni clubs to increase student giving.	Annual review of campaign results and student giving numbers. Increase giving from students to 5%.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	None to report.	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
	Advancement and Alumni Champion: Vice President University Advancement	ACTION ITEM 2: Engage alumni early and often. Use the young alumni board to build strength in alumni volunteers.	Annual review of campaign results and activities. Increase alumni support to 5%.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	None to report.	MET	None to report	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

Advancement Vice President University Advancement	Champion: ACTION ITEM 3: Further develop a partnership with faculty and staff. Provide additional training and keep faculty and staff apprised on goals and success.	Continuous communications review, annual review of campaign results and activities, annual engagement of focus groups for feedback, increased percentage of faculty and staff who give to the university.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	Faculty/staff giving increased considerably, even in the midst of Covid-19.	MET	None to report	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Advancement Vice President University Advancement	Champion: ACTION ITEM 4: Create and encourage development opportunities beyond academic units including increased giving from parents.	Annual review of campaign results and giving numbers. Increase giving from parents of enrolled students to 8% by 2020.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	There were 164 parent donors and 6517 undergrad students. This equals a 2.51% giving rate. Parents donated \$36,399.55. Another 42 parents have pledged \$3,465. If you count the pledged gifts, it's a giving rate of 3.2%. A director for parent programs was hired and we assigned a donor engagement officer to them, as well as athletics.	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Advancement Vice President University Advancement	Champion: ACTION ITEM 5: Increase the university's endowment.	Increase the endowment to \$45 million, complete \$30 million comprehensive campaign, increase annual fundraising to \$6 million.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	Increased and enhanced fundraising/donor engagement efforts. The campaign goal of \$30,000,000 is relative to this goal, and the campaign target was met six months early.	MET	Continue to monitor due to the loss in the stock market as a result of the pandemic.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

**Initiative 5: Enhance sustainability of the physical environment and university programs and services.**

G415

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
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Plant Operations, Office of Sustainability, Sustainability Council, student sustainability organizations Champion: Assistant Vice President Facilities Operations	ACTION ITEM 1: Focus efforts on reducing energy consumption and water usage, and improving recycling efforts.	5% electrical power/KWI reduction, 5% natural gas volume reduction, 5% water volume reduction, and 10% recycling improvement over 2016 baselines.	Ongoing with annual measurement of progress	One-time funding required; source TBD	Electricity and gas usage decreased. Completed chiller optimization project to save more than 1,312,921 kWh of electricity. Installed LED lights at Black Box Theatre. Installed LED lights in Parks Hall. Installed LED lights in Arts & Sciences. Installed LED lights at the West Campus Garden/Parking Lot. Installed LED lights in Russell Auditorium. Installed LED lights in Miller Court. Newly renovated Terrell Hall has occupancy sensors and LED lights. All initiatives created savings that allowed for redirection opportunities to support strategic plan initiatives.	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Office of Sustainability, Sustainability Council, University Communications Champion: Chair of the Sustainability Council	ACTION ITEM 2: Increase student, staff, and faculty engagement with sustainability initiatives through course offerings, public events, and media contact.	Increase number of courses with sustainability content. Increase number of sustainability public events and participation of the campus community. Promote sustainability initiatives on official GC and social media outlets to better connect with the student body.	FY21, with annual measurement of progress.	No new operational funds needed – use existing funding	None to Report	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

**Initiative 6: Improve facility utilization.**

G416

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ MET	NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
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Space Utilization Committee, Plant Operations, College Deans, Unit Directors, Building Managers, Extended University, and Executive Cabinet Champion: University Architect	ACTION ITEM 1: Improve space utilization throughout the university with a focus on classrooms and teaching laboratories.	Annually track utilization and establish reporting procedures to notify the colleges/departments of their utilization. Report by room, building and time. ID units that are performing well and those performing poorly. Recommend changes to procedures to aid in increasing utilization with a goal of a 15% increase in classroom and teaching laboratories utilization within five years over 2016 baseline.	FY21, with annual measurement of progress	No new operational funds needed – use existing funding	We received a Spring 2020 efficiency of 83% on the last run of the scheduler.	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
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Director of the Center for Teaching and Learning; Vice President for Finance and Administration; CIO; University Architect; Deans Co-Champions: Director of the Center for Teaching and Learning and Chief Information Officer	Action Item 2: Transform selected traditional classrooms around best practices in active-learning classroom environments including easily transformable, transitional space, learner-focused design, and innovative technology solutions that enhance teaching and learning.	The number of dollars spent to create active learning spaces through construction, furniture, and technology; the number of traditional classrooms and other spaces converted to active learning spaces.	Ongoing with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Tremendous amount done to equip classroom spaces for COVID/hybrid learning. Several classrooms were upgraded with new furniture, teaching technologies, lighting, flooring, and electrical outlets. This created an environment more conducive to the active learning efforts of our instructors. Additionally, with the infusion of technologies into the classrooms, instructors now have additional flexibility to teaching in times of uncertainty, such as COVID-19 or inclement weather.	MET	None to report.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
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**Initiative 7: Ensure exemplary, effective, and efficient processes, services, and operations to maximize available resources.**

G417

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
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<p>Auxiliary Services, Financial Services, Executive Cabinet, Mandatory Fee Committee Champion: Assistant Vice President for Auxiliary Services</p>	<p>ACTION ITEM 1: Operate Auxiliary Enterprises to meet institutional needs with minimal fee increases, minimal charge-backs to the institution, and watchful savings and redirection opportunities. Eliminate services or outsource where practical and financially viable. Expand existing services to the community where a need is currently not being met.</p>	<p>Annual survey results on student requests, document review of potential elimination or outsourcing opportunities, number of profitable extended services.</p>	<p>Ongoing with annual measurement of progress</p>	<p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p>	<p>Revamped our shuttle routes (again) in order to better meet changing student needs due to COVID's impact on classroom locations. Held student costs lower by not increasing any mandatory student fees. Saved money by not filling three University Housing Community Director positions. Reduced cost for the Bobcat Card system by negotiating a significantly-reduced licensing rate with our campus card system business partner.</p>	<p>MET</p>	<p>None to report.</p>	<p>This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.</p>
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**2016-2021 Georgia College Strategic Plan**  
**FY2020 Annual Report on the Implementation Plan**

**Color Key:**

Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.	A concern has been identified or suggestion made by the Steering Committee.	A new Action Item is recommended by the Steering Committee.
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**Goal 5: Enhance a professional environment that encourages the recruitment, retention, and success of an exemplary and diverse faculty and staff.**

**Initiative 1: Foster a respectful, inclusive, and equitable campus climate.**

G511	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	Promotion and Tenure Task Force, Deans, Department Chairs, University Senate, Office of Inclusive Excellence, Human Resources (for staff) Champion: Chief Diversity Officer	ACTION ITEM 1: Develop a reward and accountability system that fosters diversity and inclusiveness.	Success will be measured by tracking the number of colleges/departments that include a component for fostering diversity and inclusiveness within the IFR, Tenure and Promotion, and staff evaluation processes. Faculty can discuss work related to diversity and inclusiveness within and across their teaching, scholarship, service, and/or professional development as most appropriate.	FY21, with annual measurement of progress	No new operational funds needed – use existing funding	Many academic units have added accountability components to better foster diversity and inclusiveness.	Ongoing	Survey all units to see which have adopted policies that meaningfully address diversity and inclusive excellence in their reward system.	Little to no progress has ben made implementing an effective accountability system that fosters diversity and inclusiveness. This action item must be championed by the CDO.

Office of Inclusive Excellence, Provost Champions: Chief Diversity Officer and the Assistant Director for Faculty Development	ACTION ITEM 2: Expand the ME (Multicultural Empowerment) faculty mentoring network as one initiative designed to increase under-represented faculty success and retention.	50 percent of underrepresented new faculty will have the opportunity to participate in the Multicultural Empowerment program by 2020 and 100 percent will have the opportunity to participate in the empowerment program by their third year. Need baseline data on retention of underrepresented faculty compared with faculty who are not considered underrepresented. Compare the retention rate of faculty who go through the ME program with those who do not participate.	FY21, with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	The report explains that while this action item was not fully implemented, they did make progress over the last year in that they were able to gather data on all of the underrepresented faculty over the last three years. They state that this is an accomplishment in that it is generally difficult to gather data on new faculty.	Ongoing	None Reported	An area of concern for this action item continues to be personnel issues. While it is not clear if anyone was assigned or appointed to lead the initiative (as cited in FY19), the FY20 report states that finding faculty members to serve as mentors has been difficult. This report also reiterates that the difficulty of getting data is concerning, along with securing a budget to support the program. In regards to the first area of concern, it seems that obtaining information on new faculty hires shouldn't be so difficult. This should be explored and addressed.
Office of Inclusive Excellence, Provost Champion: Provost	ACTION ITEM 3: Develop a faculty fellow program to diversify the faculty and promote a diverse curriculum. The faculty fellow would teach courses each semester to promote a diverse curriculum and deliver public lectures on diversity-related topics.	Hire or use a visiting faculty model for staffing of one faculty fellow to promote diversity and inclusion at GC.	FY18, with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	The current fellows program is being expanded and will be better situated to provide diverse experiences to foster a respectful, inclusive, and equitable campus climate.	NOT MET	There is a concern on funding to expand the activities and experiences that are a part of maintaining the fellows programming.	No change.

**Initiative 2: Cultivate outstanding faculty and staff and increase their satisfaction by implementing evidence-based retention strategies and offering targeted training and professional development.**

G512

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
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<p>Institutional Research, Deans, Human Resources Champion: Chief Human Resources Officer</p>	<p>ACTION ITEM 1: Identify exemplary personnel practices to enable GC to benchmark and provide context for discussions around compensation, benefits, and other best practices related to retention of faculty and staff.</p>	<p>Human Resources to develop a list of best practices to retain faculty and staff including compensation, benefits, and training. This will enable the university to develop a brief report of gaps and best practices to inform better decision-making related to employee retention.</p>	<p>Ongoing with annual review of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>The faculty compensation study is complete. A staff salary review is underway.</p>	<p>Ongoing</p>	<p>None to report.</p>	<p>No change.</p>
<p>Institutional Research, Human Resources, University Senate Faculty Affairs Policy Committee, Center for Teaching and Learning, Office of Inclusive Excellence Champion: Assistant Vice President of Institutional Research</p>	<p>ACTION ITEM 2: Utilize an existing survey instrument such as Great Places to Work or Educause every three years to gauge sentiments and satisfaction across a broad range of areas that speak to professional development, inclusion, and diversity. Review the recently administered Great Places to Work and GC Climate Survey, as well as exit interviews collected by Human Resources.</p>	<p>Execution of the survey instrument every three years. Benchmark where the university currently is and compare that with data from surveys conducted in future years to gauge the impact of our efforts.</p>	<p>Cyclical as specified by the Action Item</p>	<p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p>	<p>Next survey scheduled for FY22 (3 year cycle)</p>	<p>MET</p>	<p>None to report.</p>	<p>Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.</p>
<p>Deans, Department Chairs, Promotion and Tenure Task Force, University Senate, Human Resources (for staff) Champions: Provost (for faculty) and Chief Human Resources Officer (for staff)</p>	<p>ACTION ITEM 3: Provide professional development and other incentives and rewards to encourage faculty to create transformative experiences for students.</p>	<p>Success is measured by tracking the number of colleges/departments that include a component for fostering development of transformative experiences within the IFR, Tenure and Promotion, and staff evaluation processes. Faculty can discuss work related to transformative experiences within and across their teaching, scholarship, service, and/or professional development as most appropriate.</p>	<p>Ongoing with annual review of progress</p>	<p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p>	<p>None to Report</p>	<p>Ongoing</p>	<p>None to report.</p>	<p>No change.</p>



Center for Teaching and Learning; Office of Academic Affairs Champion: Director of the Center for Teaching and Learning	Action Item 4: Provide ample faculty development training opportunities teaching instructional strategies that support research-based, technology-infused, learner-focused pedagogies.	The number of faculty trained to use active learning techniques and new technologies through faculty development; the number of students participating in classes that utilize active learning strategies; ECARS survey.	Ongoing with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	CTL increased the number of workshops providing 36 workshops with 399 registrants in spring 2020. Established infrastructure to conduct virtual workshop	Ongoing	None to report.	No change.
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**Initiative 3: Determine the desired proportion of full-time tenure track faculty.**

G513	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	Institutional Research and Ad Hoc work group appointed by the Faculty Affairs Policy Committee Champion: Assistant Vice President of Institutional Research	ACTION ITEM 1: Implement a study of the faculty cohort composition among defined peer institutions to provide relevant context.	Completion of review among defined peer institutions.	FY19, with annual review of progress	No new operational funds needed – use existing funding	Results are published in the fact book.	MET	None to report.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.

**2016-2021 Georgia College Strategic Plan**

**FY2020 Annual Report on the Implementation Plan**

**Color Key:**

Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.	A concern has been identified or suggestion made by the Steering Committee.	A new Action Item is recommended by the Steering Committee.
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**Goal 6: Strengthen community and regional ties through service, research, programs, and partnerships that enhance economic, educational, and cultural opportunities to improve the quality of life for citizens of Milledgeville/Baldwin County and the middle Georgia region.**

**Initiative 1: Leverage creative expertise, leadership, and other institutional resources to help alleviate educational, environmental, economic, and health disparities.**

G611	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	University Communications and Library to collaborate Champions: Associate Vice President for Strategic Communications and Library Director	ACTION ITEM 1: Create a faculty/staff expertise directory on our public website to publicize contacts for potential community engagement opportunities.	Develop, post, and annually update the faculty/staff expertise directory. Work with community-linked campus units, such as the Give Center, to notify community partners about the directory.	FY18, with annual review of progress	No new operational funds needed – use existing funding	Currently, there are 350 profiles in the system (not all profiles are active.). The implementation team partnered with willing faculty on the President's Commission on Diversity to highlight their diverse research areas and courses. They obtained a list of faculty mentors and have highlighted the faculty who serve as mentors to students by adding a "mentor" button to their profile. These accomplishments show some beneficial capabilities of the product beyond the purpose for which it was intended.	MET	Continued implementation and communication with faculty/staff.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

Institutional Research, Registrar's Office, ENGAGE, GIVE Center Champion: Assistant Director of Assessment/QEP Director	ACTION ITEM 2: As part of Goal 2 efforts to track experiential learning (GC Journeys Program), develop a process for tracking service learning (course tags and Portfolium) and community-based learning projects (e.g., ENGAGE).	Track service learning and community-based learning project hours using metrics such as client, course, supervising faculty/staff member, and student. Summarize by college and by discipline.	FY18, with annual review of progress	No new operational funds needed – use existing funding	Team established operational definitions on what is Community Based Engaged Learning and made it part of the Transformative Experiences workshop. They created a high impact practices faculty learning community and have gotten more people interested in Community Based Engaged Learning.	MET	None to Report	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Office of Grants and Sponsored Projects Champion: Director of Grants and Sponsored Projects	ACTION ITEM 3: Capture the impact and data related to grant-development assistance provided by the university to community agencies.	# of proposals assisted with; total dollars secured	FY18, with annual review of progress	No new operational funds needed – use existing funding	None to Report	MET	None to Report	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.
Deans of the Four Colleges Champion: Dean of the College of Business	ACTION ITEM 4: Explore the feasibility and desirability of creating a new center--or utilizing an existing center--that will focus on the convergence of health/wellness and education to improve the quality of life of Central Georgians.	Feasibility study report	FY18	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Creation of Rural Studies Institute and Center for Health and Social Issues. Both Centers will address this goal.	MET	Change Champions to Director of Rural Studies Institute and Director of Center for Health and Social Issues.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

**Initiative 2: Explore additional direct partnerships to address targeted community needs.**

G6I2

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
Office of Grants and Sponsored Projects, College of Education, College of Health Sciences, GIVE Center, ENGAGE, Extended University (YES Program, High Achievers Program, Communities In Schools, Academic Outreach) Champion: Dean of the College of Business	ACTION ITEM 1: Contingent upon the results of the report from Goal 6, Initiative 1, Action Item 4 immediately above, assess the major challenges and needs related to health and educational disparities in Baldwin and contiguous counties, and determine if there are feasible mission-related programs or initiatives the university could develop and implement to improve conditions.	Development and execution of needs assessment and identification and implementation of programs and initiatives to address health and educational disparities.	FY18, with annual review of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Rural Studies Institute and Center for Health and Social Issues can address this goal.	MET	Change Champion to Director of Rural Studies Institute and Director of Center for Health and Social Issues	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

**Initiative 3: Increase faculty and staff engagement in external activities, while ensuring these contributions are valued and recognized by the institutional reward system.**

G6I3

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
Promotion and Tenure Task Force, Deans, Department Chairs, University Senate, Human Resources (for staff) Champions: Provost (for faculty) and Chief Human Resources Officer (for staff)	ACTION ITEM 1: Develop a tangible P&T/annual appraisal criterion that values engagement with additional weighting for those engagement activities that are within academic discipline. Such activities should be counted as "Public Scholarship" (which is peer reviewed) vs. "Service."	Success will be measured by tracking the number of colleges/departments that include a component for fostering engagement in external activities within the IFR, and Tenure and Promotion evaluation processes. Faculty can discuss work related to engagement within and across their teaching, scholarship, service, and/or professional development as most appropriate.	FY18, with annual review of progress	No new operational funds needed – use existing funding	None Reported	Ongoing	None to report.	No Change.