

2016-2021 Georgia College Strategic Plan
FY2018 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
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<p>Enrollment Management, Office of Admissions Champion: Associate VP for Enrollment Management</p>	<p>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.</p>	<p>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.</p>	<p>Ongoing with annual measurement of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>Admissions implemented a three read process (two by admission counselors and third by committee). Special attention was given to program and major capacity, as well as the quality of the admissions essays. In addition, a demonstrated interest rating was developed taking into consideration campus visits and other student initiated contacts. These efforts led the following outcomes: 3.55 GPA AVERAGE (admitted FTF not including BSP) 3.48 GPA for all enrolled FTF including BSP 1320 - Number of enrolled (admitted FTF not including BSP) 1452 - Number of enrolled including BSP 132 - Number of new BSP enrolled in fall 4925 - Total number of FTF applications received 4089 - Total number of FTF complete applications received 4,085 - Admission decisions were made on how many active applications that were completed on or before the application deadline (does not include withdrawn completed applications or students who moved to another semester, using census date decision). 35.5% = Yield Including BSP students Year One Retention rate of cohort: 84.78% Average GC GPA after Year One: 3.26</p>	<p>MET</p>	<p>The Office of Admissions will continue to use this evaluation process and make efforts to slightly increase the academic profile of the incoming freshman class.</p>	<p>This action item has been accomplished and operationalized, so there is no need to continue it as an active action item. Concern: The Office of Admissions intent to "slightly increase the academic profile of the incoming freshman class" (Column I) seems incremental, and a more aggressive approach may be needed to achieve preeminence more quickly.</p>
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<p>Enrollment Management, Office of Admissions, Honors Program Champion: Associate VP for Enrollment Management</p>	<p>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.</p>	<p>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.</p>	<p>FY19, with annual measurement of progress</p>	<p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p>	<p>Admissions in partnership with the Office of Financial Aid, New Student Programs, and the Honors Program partnered to recruit high-ability students. Through strategic name purchase, Admissions developed a high-ability recruitment communication plan for student names secured through the College Board, ACT, and Certificate of Merit. The Presidential Scholarship Competition saw an increase in applicants from 208 to 371. 101 high- ability students attended the competition. During FY18, Admissions and the Honors Program successfully implemented a special visit program entitled Honors Preview Days. 387 high- ability applicants, 40 PSC attendees, and 55 students admitted to the Honors Program (not including auto-admits) attended a campus tour. 935 applications received by high-ability students. 113 students who confirmed their participation in the Honors Program enrolled. The average HS GPA for FTF admits was 3.55, while the average HS GPA for high-ability FTF admits was 3.80. The average test scores for FTF admits was 1182 (old) SAT, 1210 NEW SAT, and 26 ACT. High ability FTF admits had an average (old) SAT of 1295, 1328 NEW SAT, and 28 ACT.</p>	<p>MET</p>	<p>The Office of Admissions will continue to work to identify high ability students earlier in their high school career, with more attention to AP test takers (without respect to score) and early test takers. If funds are available, the Office will consider publications and programs that are specifically targeted to these students.</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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<p>Enrollment Management, Office of Admissions, Office of Inclusive Excellence, College Deans Champion: Associate VP for Enrollment Management</p>	<p>ACTION ITEM 3: Work with academic colleges to develop college-focused, diversity campus visit programs.</p>	<p>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.</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>Admissions worked with the CoE, CoAS, and the CoB on diversity campus visit programs. These programs included the following:</p> <ul style="list-style-type: none"> • Jan. 26, GLIMPSE educator’s day program. • Feb. 2, Science/Stem Fair in Centennial Center, set up table. • GA STEM Fair: March 18, 2018, attended college fair and chemistry presented Chemistry Magic • Rising Call Me Mister info session/tour: June 4, 2018 • MYB: June 18, campus tour and info session • Young Scientist Academy: June 21, 2018 	<p>Ongoing</p>	<p>In the future, the Office of Admissions and partners will target more efforts such as these programs toward the yielding of underrepresented students including partnering with the College of Health Sciences. Plans are underway to implement a program with the College of Health Sciences.</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>Enrollment Management, Office of Admissions, Office of Inclusive Excellence Champion: Associate VP for Enrollment Management</p>	<p>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.</p>	<p>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.</p>	<p>FY19, with annual measurement of progress</p>	<p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p>	<p>17 Glimpse-related programs were held. In addition, Admissions partnered with Call Me Mister and Minority Youth in Business to offer a college-planning seminar. The office received 1,293 applications from minorities, 798 of whom completed an application. 753 students received a significant admission decision (Deny, Admit, and Spring Admit). 504 were admitted, 7 moved to another semester, 215 were denied, 33 were nominated for BSP, 34 were spring admitted, and 2 withdrew before a decision was made. 208 minority freshman applicants enrolled in the fall term, including 29 BSP participants.</p>	<p>MET</p>	<p>The Office of Admissions will continue to advocate for and partner with these pipeline programs to insure their continued success and growth. The office will consider the impact these programs have on the reputation of Georgia College and recruitment value for the University.</p>	<p>This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.</p>

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	Counselor Preview Day was held during Fall 2017. One community college advisor and 27 high school counselors attended the program. Counselor Preview Day consisted of presentations from university departments, including four classroom experiences and a special campus tour intended to show the very best of GC. Based on survey responses, the overall rating was 5 out of 5. A few of the many schools represented were: Baldwin High School Benedictine Military School Calvary Day School Cambridge High School Chamblee Charter High School Charles R. Drew Charter School George Walton Academy...	MET	Admissions will consider having the program later in November to accommodate more counselor schedules and continue to look at ways to provide a hands-on Georgia College experience allowing them more opportunity to move around and explore campus. Also, when able, match current students with registered counselors at lunch.	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	This goal has been met with over a 25% increase in merit/need-based scholarships. We will continue to increase the number yearly and will continue to monitor the dollar totals for those merit/need-based scholarships.	MET	Champion will continue to monitor the dollar totals for merit/need-based scholarships.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

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
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Enrollment Management, Institutional Research, Center for Student Success Champion: Associate Provost for Student Success

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

The overall retention rates last year of 84.78% for the first-year and 68.60% for second-year have remained steady for three years. In 2016, the first-year retention rate was 85.13% and the second-year rate was 70.06. In 2017, the first-year retention rate was 84.19% and the second-year was 68.09%. In 2017, the retention rates for underrepresented students were generally as good or better than general student population. In 2017, African American students' first-year retention rate was 94.23% and the second-year rate was 84.93; Latino students' first-year retention rate was 85.19% and second-year rate was 68.49%; for Asian students, the first-year retention rate was 85% and the second-year rate was 45.83%.

Grad numbers have remained steady for three years: 48% in 2016; 49% in 2017; and 48% in 2018. Underrepresented students' four-year grad rates are slightly lower among African American and Latino students, with Asian students slightly higher than the overall grad rate. Six-year grad rates are in the same 60% range as the overall student body.

Ongoing

1) Continue to hold programs that communicate the reasons GC is a distinctive institution in Georgia/nation and the long-term advantages to attending and graduating from such an institution. 2) Review sequencing of curricular offering to make sure that students are not being hampered in academic progression by the infrequency of course offerings. 3) Work with advisors to determine the majors that students leave GC to pursue and review the feasibility of adding those majors. 4) Reach out to students who are likely to transfer or who have indicated that they plan to transfer to see if they are fully aware of the options and opportunities at GC. 5) Contact underrepresented students to communicate that we value their presence at GC and to document the challenges that they face and that we can address to improve the quality of their experience. 6) Encourage students to get involved in high impact practices to make sure that they have as many opportunities as possible to develop an affective tie to GC.

Concerns: Students who gain entry into high-demand and high-quality programs with secondary admissions requirements (Nursing BSN and BS in Education) demonstrate very high retention and graduation rates. However, the university's retention and graduation rates are also impacted by those students whose hearts are set on one of these popular programs, but who are not accepted into the cohorts. While some of these students may select other majors and remain at Georgia College, others elect to transfer to institutions where they can gain admission into the desired programs. This issue—which is not unique to GC—has been studied in the past, and various solutions attempted. However, a renewed focus on this issue may be warranted given the strong interest in increasing retention and graduation rates.

At the very least, the university needs an accurate picture of how many students select other majors and remain at Georgia College until graduation, and how many transfer to other institutions when not accepted into programs with secondary admissions. The Steering Committee recommends that Executive Cabinet discuss cohort programs with secondary admissions requirements and determine if further study and steps are needed.

Center for Student Success, Enrollment Management, Department Chairs, Student Affairs Champion: Associate Provost for Student Success	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	The Center for Student Success implemented a version of the 15-to-Finish initiative, preferring instead the "Think 30" model since all students cannot enroll in 15 hours each semester. The Think 30 campaign encouraged students to take at least 30 hours per year. This was a successful campaign with most students completing course work in four years. About 13% of students who remain at Georgia College after four years do not have enough hours to successfully graduate on time.	Ongoing	The Sophomore Retention Committee concluded that expanding major offerings, encouraging student engagement in high impact practices, expanding the size or number of nursing cohorts, and helping students develop affective ties to GC, particularly during their early years, are the key ways to increase student retention. Evidence of this is the involvement of sophomores in the Supplemental Instruction Program. These students assume leadership roles in tutoring which help them to become more competent in their major areas and develop relational bonds with other Supplemental Instructors in their major areas. So far we have no data on the value of the newly instituted first-year rituals and ceremonies developed to help students establish an affective tie to GC, but we are continuing those efforts and will include ceremonies for sophomores and juniors as well. Frequency of course offerings and sequencing of classes were the greatest barriers to students who remain at GC graduating in four years.	Concerns: For G1, I2, AI2 the second year retention goal and four-year graduation rate are both given as 2021 targets. We are two years out. Are the targeted numbers realistic based on progress to date?
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Initiative 3: Execute the Diversity Action Plan to meet associated benchmarks

G1I3	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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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, the YES Program, Rising Misters, 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	Chief Diversity Officer held discussions on how to strengthen existing relationships and remove barriers or challenges with the Director of the Call Me Mister program, Dean of Education, Principal of Early College, current and former students of Early College, and former Vice President for Student Affairs	Ongoing	This taskforce will develop strategies to address barriers that were identified.	Remove the YES program from this action item as the high school YES Program does not currently exist. Title of Champion has been corrected to Chief Diversity Officer.
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	None reported	Ongoing	Work with Emmanuel Little to hold a listening session of program participants to identify barriers.	SOAR Program no longer exists and should be removed from this action item. Champion should review action item wording and reword it for easier assessment. Title of Champion has been corrected to Chief Diversity Officer.
Office of Inclusive Excellence, Center for Student Success 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	Redirect existing funds (approval required) or request new funding in the regular budget cycle	FYS facilitations, trainings, and educational opportunities were offered throughout the year.	Ongoing	Work with Harold Mock to develop the program.	No change. Title of Champion has been corrected to Chief Diversity Officer.

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	We currently have five MiSTERS. Three of them will be graduating in spring 2019 with plans to pursue graduate school in education. We are recruiting both for spring 2019 and fall 2019, partially dependent upon availability of scholarship funding for FY20. We are also simultaneously recruiting for our pipeline program the Rising MiSTER Academy, which takes place in summer 2019. We have had interest from several previous participants about attending Georgia College and will continue to follow up with them throughout the year regarding their plans, both for GC and for CMM specifically. We are also developing a partnership with Georgia Military College to build a pipeline. A partnership with Morehouse College will begin soon. We are re-applying for grants via Georgia Power and the Betty & Davis Fitzgerald foundation within the next month in hopes of securing more funding for fall 2019 and beyond. There is also a 2020 budget request for permanent funding of the program.	NOT MET	We need continued efforts to increase the number of MiSTERS and support for the program.	No change.
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Initiative 4: Explore sustainable options for increasing international student enrollment.

G114	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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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	Fall 2017 target: 5 freshmen; 5 transfer students. - Result: Five new international first-years and three new international transfer students. Additionally: One new international graduate student. Spring 2018 target: 2 freshmen; 2 transfer students. - Result: One new international first-year student and zero international transfer students. - Additionally: One new international graduate student. For baseline (FY17), how many of the 40 F-1 students were new freshmen and new transfers? - Of the forty, six were new international first-years; three were new international transfer students. - To be noted: Two new international graduate students.	NOT MET	The plan called for a total of fourteen new (first-year and transfer) international F-1 students. Nine undergraduates (64% of target) were enrolled, plus two graduate students. If combined, eleven of the fourteen (78%) were attained.	No change.
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Initiative 5: Enhance academic and career advising and other university services to fully support student success and satisfaction.

G115	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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Academic Advising

Center for Student Success, Institutional Research, Academic Affairs (Provost's Office) Champion: Associate Provost for Student Success	ACTION ITEM 1: Develop metrics and implement reporting to demonstrate the impact and effectiveness of the Center for Student Success' 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	Spring 2017—Discussions with Faculty Advisory Council regarding the effectiveness of Centralized Advising for their departments. Spring 2016—Early Discussions with Chairs to assess their view of centralized advising Sept-November 2017—Reviewing and comparing numbers of student advisor visits prior to centralized advising and now. February 2018—Compiled reports of students who are interested in transferring March 2018—Group Meetings with students indicating and interest in transferring. March-June—Will finish data collection, assessment, and write reports.	NOT MET	We were not able to complete the metrics and implement a Centralized Advising Survey this year. Our assessment was delayed this year because the unexpected medical leave of the Associate Provost. As a result, the Director of Academic Advising had to assume some of the Associate Provost's administrative roles and was not able to meet with the Faculty Council to determine the metrics that would be most useful. Moreover, we had hoped to use the new GUIDE Mobile App for the survey, but there were glitches in the GUIDE platform and we were not able to launch the EAB Guide App.	No change. Concern: No progress was made last year on this action item.
Center for Student Success, Institutional Research, Academic Affairs (Provost's Office) Champion: Associate Provost for Student Success	ACTION ITEM 2: Develop metrics and implement reporting to demonstrate the impact and effectiveness of the EAB tools being used by the CSS.	Track changes (by year and cohort) to both retention and graduation rates. Work with EAB to develop evaluation model.	FY18, with annual measurement of progress	No new operational funds needed – use existing funding	September–December 2017 -- Discussion of evaluation model in staff meetings March—Request evaluation model based on our needs from EAB April- May—Review and revise evaluation model as needed May-June—Implement evaluation and complete report	NOT MET	Developing the metrics and implementing the reporting were negatively impacted by the staffing and responsibility changes made necessary by the absence of the Associate Provost and limited staff with knowledge of EAB in Academic Advising (we hired eight new advisors over the summer and fall). We did work with EAB to begin to establish metrics for evaluation.	No change. Concerns: No progress was made last year on this action item.

Center for Student Success Champion: Associate Provost for Student Success	ACTION ITEM 3: Survey a sample of students annually from each cohort to determine satisfaction/concerns with CSS model.	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.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	Fall 2017- Survey sent to all students who visited Advising Center March 2018 -- Review responses from fall student survey March 2018-- Create and get survey questions for Mobile App approved April 2018--Establish baseline data for student satisfaction benchmark survey June 2018 Administer survey with students via Mobile App June 2018 Complete report	NOT MET	As with the faculty survey, because of staffing issues this past year, we were not able to complete the Centralized Advising Survey with students. We are working now to develop a plan for each cohort to respond to the centralized advising model.	No change. Concern: No progress was made last year on this action item.
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Career Center Champion: Director of the Career Center	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.	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.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	For AY2017, 24 out of 35 (68%) departments/programs involved the Career Center and/or the Milestones into their courses beyond activities in FYAS. We made strong inroads in May and June of AY2017 with plans/discussions for at least 5 additional programs to include the Career Center in more of their courses (Nursing, Mass Communication, History, Music Therapy--through required Music course offered in Music Dept, and English) starting AY2018. In our annual survey in AY2017 to students who used the Career Center, of the 91 respondents, 79% said they were likely to recommend the services to a peer. 69.23% of the 91 respondents said they had heard of the Career Planning Milestones program.	MET	The Career Center provided a lengthy and quite comprehensive report on its activities as well as data on multiple measures. The comprehensiveness of the Center's report is far beyond what could reasonably be included in this 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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Alumni Relations,
Career Center
Champion: Vice
President University
Advancement

ACTION ITEM 5: Create/implement
impact measures for career outcomes,
by major.

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.

Ongoing with
annual
measurement of
progress

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

Survey was sent out to May 2018
graduates. It is not the new survey.

NOT MET

At the end of FY18, we had a
knowledge rate of 71.8%. There
were 1,653 graduates and we
know the employment or grad
school data for 1,187 of them.

Continuity in staffing is a
concern. Emily Saunders is
no longer with the college
and her replacement was
not hired until August
2018. The replacement is
Mimi Patel and she will
work with Mary Roberts
after alumni weekend, to
restart the project. While
the knowledge rate has
increased substantially
(18%), the new survey was
not implemented so we
cannot consider this goal
as being met. Work will
continue on this action
item.

No change.
Concerns: G1, I5, AI 5 – 90
day hiring survey of grads
needs to be completed in
summer 2019.

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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 level requirement for student participation in transformative experiences 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
Liberal Arts Council Champion: Director of Institutional Effectiveness	Action Item 1: Collect a plan from each academic program, indicating their preferences for contributing and commitment to the GC Journeys Program.	On August 16, 2017 (Assessment Day), each academic program will be asked to complete a tentative plan indicating their anticipated contributions to the GC Journeys program. Based on the information collected in their preliminary survey results, final plans will be due Sept. 15, 2017. The plans will include Transformative Experiences (TEs) currently offered by their program and a plan (via survey) to expand offerings. Other information will include the program's plan to incorporate the AAC&U ELOs into their core courses.	FY18	No new operational funds needed – use existing funding	31 completed surveys, 80% response rate (viewable in Qualtrics). This was a fairly desirable response rate. Ideal would be 100% completion.	MET	Revisit each program plan over summer 2019 and determine next steps per program. Work with programs early fall 2019. Develop program incentive plan to enhance TE offerings and overall contribution to Journeys.	The Steering Committee recommends that the new Associate Provost for Transformative Learning Experiences should work with Champions and other appropriate parties to update existing Goal 2 action items and craft new action items to speed the development and implementation of transformative experiences.

<p>Liberal Arts Council Champion: Director of Institutional Effectiveness</p>	<p>Action Item 2: Provide faculty development opportunities for development of TEs and LEAP core implementation.</p>	<p>Hold no less than 14 faculty development opportunities fall and spring semester (5 TE x 2, 4 LEAP core sessions).</p>	<p>FY18</p>	<p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p>	<p>Findings are not so favorable for this action item. Very few staff development opportunities were offered during FY18 in relation to Journeys or elements of Journeys.</p>	<p>NOT MET</p>	<p>Cynthia Alby, director of Journeys, will work with CTL under new leadership.</p>	<p>The Steering Committee recommends that the new Associate Provost for Transformative Learning Experiences should work with Champions and other appropriate parties to update existing Goal 2 action items and craft new action items to speed the development and implementation of transformative experiences.</p>
<p>Liberal Arts Council Champion: Director of Institutional Effectiveness</p>	<p>Action Item 3: Develop Faculty Learning Communities to further develop the university's Transformative Experience offerings and LEAP aligned core and majors.</p>	<p>Establish one FLC for each TE offered in the Journeys program, for a total of 7. Establish one FLC for the ELO areas. The overall target is to form 8 ELO Faculty Learning Communities.</p>	<p>FY18</p>	<p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p>	<p>PLCs (professional learning communities) were established. A chair was appointed/chosen for each one.</p>	<p>MET</p>	<p>While this action item was technically accomplished (met) because teams were developed, under little guidance, supervision, and support, the teams accomplished very little. Director may want to revisit under new CTL leadership but as of now, this has not been accomplished and no one has prompted any action to move it further along. Teams are inactive.</p>	<p>The Steering Committee recommends that the new Associate Provost for Transformative Learning Experiences should work with Champions and other appropriate parties to update existing Goal 2 action items and craft new action items to speed the development and implementation of transformative experiences. Concerns – G2, I1, AI 3 – Faculty Learning Communities – there is a Governor’s Teaching Fellows community that is active, headed by Brooke Conaway (ECON); perhaps there is overlap with this goal.</p>

<p>Liberal Arts Council Champion: Director of Institutional Effectiveness</p>	<p>Action Item 4: Provide summer training for department chairs.</p>	<p>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.</p>	<p>FY18</p>	<p>No new operational funds needed – use existing funding</p>	<p>Accomplished. Most chairs attended summer training. The ones who didn't attended a make up session. Two had a one-on-one make up session.</p>	<p>MET</p>	<p>Develop a new chairs' summer workshop for FY19.</p>	<p>Action item should be operationalized and become part of annual operating plan for Journeys Director. The Steering Committee recommends that the new Associate Provost for Transformative Learning Experiences should work with Champions and other appropriate parties to update existing Goal 2 action items and craft new action items to speed the development and implementation of transformative experiences.</p>
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Initiative 2: Design, implement, measure, and communicate student, faculty, and staff participation in transformative experiences.

- o Develop a portfolio system and models of implementation for university wide adoption, including accessibility, cost, and functionality.
- 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
Liberal Arts Council Champion: Director of Institutional Effectiveness	Action Item 1: Implement a portfolio system for assessment of the GC Journeys Program.	In progress. Portfolium campus demo was launched on 5/1/17. Campus launch on 6/23/17 to 2nd-4th year students. Launch to new freshmen cohort on 8/28. Assessment plan for portfolios will be in place by 12/30/17. Training will be embedded in 1st year seminar class. Faculty development opportunities through CTL. Level of utilization of course-embedded transformative experiences will be assessed through Portfolium and tagged in Banner. Learning outcomes from co-curricular experiences will be assessed through Portfolium and AACSU ELO for leadership.	FY18	No new operational funds needed – use existing funding	Portfolium was implemented. Website was created. Handbook was created.	MET	While this goal was accomplished (met), the freshman class rollout proved problematic, time consuming, short on resources, and needed collaboration which was lacking. Also, the portfolio system has not turned out to be a robust enough system to meet the needs of the university in terms of Journeys. In FY19, explore other portfolio systems.	A portfolio system has been adopted; While the product is to be reviewed, this has become an operational level item.

<p>Liberal Arts Council Champion: Director of Institutional Effectiveness</p>	<p>Action Item 2: Design and implement Journeys LEAP core 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).</p>	<p>Metrics will include the number of core courses carrying each ELO and number of faculty in courses completing implementation (signature assignments and assessment).</p>	<p>FY19</p>	<p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p>	<p>Phases of implementation were pushed back to begin Fall 2018.</p>	<p>NOT MET</p>	<p>The postponed project will continue into FY19</p>	<p>No change. Cara Smith and Andrea Barra should be co-champions.</p>
<p>Liberal Arts Council Champion: Director of Institutional Effectiveness</p>	<p>Action Item 3: Establish new assessment requirements and thresholds for core assessment.</p>	<p>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.</p>	<p>FY18</p>	<p>No new operational funds needed – use existing funding</p>	<p>Implementation was pushed back to Fall 2018.</p>	<p>NOT MET</p>	<p>The postponed project will continue into FY19.</p>	<p>No change. Cara Smith and Andrea Barra should be co-champions.</p>

<p>Liberal Arts Council, Registrar Director of Institutional Effectiveness</p>	<p>Action Item 4: Work with the Registrar Champion: to develop course attributes/'tagging' system.</p>	<p>Development of system to tag applicable courses with TE tags (UR, SA, INT, CAP, FYE, PATH).</p>	<p>FY18</p>	<p>No new operational funds needed – use existing funding</p>	<p>Tagging has been accomplished for many of the TEs (honors, career milestones, study abroad, leadership, capstone). In progress: 0 credit hour courses to indicate undergraduate research.</p>	<p>MET</p>	<p>Strides have been made in this area. Awaiting information from the USG regarding a state- level tagging/taxonomy. Follow work of USG closely and early. This will impact work in this area in FY19. Determine additional actions/next steps as that plan is released.</p>	<p>Course tagging – mostly completed; This should now become an operational item for the Registrar and Institutional Research.</p>
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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
	Liberal Arts Council Champion: Director of Institutional Effectiveness	Action Item 1: Redesign freshmen seminar, and, if necessary, redesign senior capstone.	In progress. C&C committee teams dedicated to both will have FYAS redesigned by 8/15/17. New capstone will be implemented 4/2021.	FY21	Redirect existing funds (approval required) or request new funding in the regular budget cycle	FYAS was redesigned for Fall 2018. Capstone is in progress.	MET	FYAS was redesigned with all advisors contributing and collaborating regarding a schedule, syllabus items, IL outcome, capstone requirement (in portfolio system). Redesigned course will be offered Fall 2018. While a lot was accomplished with the FYAS redesign, more needs to take place. Personnel changes will prompt additional changes.	No change. Cara Smith and Andrea Barra should be co-champions.
	International Education Center, ENGAGE, Leadership Programs, Academic Departments Champion: Director of Institutional Effectiveness	Action Item 2: Increase transformative experience offerings for Study Abroad, ENGAGE, Leadership, MURACE, and Internships.	In summer, 2017, 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	This is an action item for the future. This can not be tracked until the first cohort graduates.	NOT MET	This is a long term project. Next year, targets need to be set (for FY19).	Action item should be operationalized and become part of annual operating plan for Journeys Director.

<p>Liberal Arts Council Champion: Director of Institutional Effectiveness</p>	<p>Action Item 3. Track retention/graduation rates prior to and after implementation of Journeys Program.</p>	<p>Retention/graduation rates prior to 2017 cohort and after.</p>	<p>Annually</p>	<p>No new operational funds needed – use existing funding</p>	<p>Future project. Not able to report at this time.</p>	<p>NOT MET</p>	<p>None reported</p>	<p>The Steering Committee recommends that the new Associate Provost for Transformative Learning Experiences should work with Champions and other appropriate parties to update existing Goal 2 action items and craft new action items to speed the development and implementation of transformative experiences.</p>
<p>Liberal Arts Council Champion: Director of Institutional Effectiveness</p>	<p>Action Item 4: Establish annual transformative experiences focus groups for assessment of experiences (students and faculty).</p>	<p>Conduct one student and one faculty focus group per transformative experience per semester for years 2, 3, and 4.</p>	<p>FY20</p>	<p>No new operational funds needed – use existing funding</p>	<p>Protocol determined, questions written, grant money secured to fund project. No focus groups conducted in FY18 as this was a project targeted for FY19.</p>	<p>Ongoing</p>	<p>The action item is a bit too broad to determine success. A plan was established with the CPE, Journeys Director, OIRE.</p>	<p>The Steering Committee recommends that the new Associate Provost for Transformative Learning Experiences should work with Champions and other appropriate parties to update existing Goal 2 action items and craft new action items to speed the development and implementation of transformative experiences.</p>

2016-2021 Georgia College Strategic Plan
FY2018 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 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	The university's graduate program is in good shape and enrollment is growing. The greatest increase was shown in the College of Education which currently has the 3rd highest enrollment in the history of the university. College of Business graduate enrollment is a little softer, as the college is struggling with the MBA. This is consistent with declines in the MBA throughout the country. Overall, there are fewer low-producing programs due to the number of graduate students increasing.	NOT MET	Only two programs (A&S Music and CoHS Music Therapy) are low producing, and there are plans to promote and advertise these programs with the hope of increasing enrollment.	Current CPR process and schedule work fine and should be maintained. Increasing the frequency of CPR would overwhelm the colleges and impact graduate programs negatively. The Steering Committee recommends the removal of this action item from the strategic plan.

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	Due to increasing graduate enrollment, there are only two low-producing graduate programs.	MET	Only two programs (A&S Music and CoHS Music Therapy) are low producing, and there are plans to promote and advertise these programs with the hope of increasing enrollment.	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	The Senior Associate Provost for Academic Affairs & Director of Graduate Studies personally reviews graduate internships on a regular basis.	MET	None reported.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

Initiative 2: Develop and implement program-specific marketing strategies.

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
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<p>Provost, Associate Provost, Deans, Graduate Council, Graduate Coordinators, University Communications Champion: Senior Associate Provost & Director of Graduate Studies</p>	<p>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.</p>	<p>Total amount funded annually tied to generation of graduate credit hours.</p>	<p>FY18</p>	<p>Redirect existing funds (approval required) or request new funding in the regular budget cycle</p>	<p>Centralizing promotional efforts are currently taking place and approximately \$26,000 has been moved to University Communications for advertising. While this is not permanent funding, the goal is to make money for this purpose available annually. The dollar amount will be dependent on the monies available.</p>	<p>MET</p> <p>There will be a branding campaign in the fall and spring which will focus on programs that need extra enrollment and attention.</p>	<p>No change.</p>	
<p>University Communications, Graduate Coordinators, Associate Provost Champion: Senior Associate Provost & Director of Graduate Studies</p>	<p>ACTION ITEM 2: Develop annual calendar-year marketing plan for each GC graduate program.</p>	<p>Review metrics (e.g., site traffic, # impressions, cost per impression) from marketing 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 REPORTED</p>	<p>None reported.</p>	<p>No change.</p>

2016-2021 Georgia College Strategic Plan
FY2018 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
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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

Budget projections were within less than a 1% marginal difference. However, the enrollment mix for out-of-state and international student projections did not come to fruition as mentioned in the related supporting initiative. All of the new state appropriation was appropriated with designated obligations (benefit changes), or approved priorities of the institution (one faculty line in Mgt, three academic support positions, three career advisors, one advancement position, three new custodian positions, and necessary operational increases). GC's overall financial position remains strong and we continue to operate effectively and efficiently within our budgetary parameters and constraints. We anticipate FY 2019 to be much like the last, and we will maintain a close watch over resources and continue to hold costs to lower levels in order to maintain the ability to react to unknown internal and external issues.

MET

None reported.

This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

<p>Enrollment Management, International Office, Institutional Research, and Financial Services Champion: Associate VP for Enrollment Management</p>	<p>ACTION ITEM 2: Enhance out of state recruitment base through targeted recruitment efforts in other states.</p>	<p>Increase in related student headcount and revenue collection, as measured through Institutional Research, Financial Services, and USG annual 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>235 out-of-state and 29 international FTF applications were received. Thirty out-of-state and seven international FTF applications were admitted. Three out-of-state and five international FTF students enrolled for the fall 2017 term.</p>	<p>NOT MET</p>	<p>The Office of Admissions and International Students Services will work more closely to enhance out-of-state and international recruitment efforts. The Office of Admissions will continue to focus domestic out-of-state recruitment efforts to states that border Georgia and specifically areas within 300 miles of campus. The offices will also partner with the Office of Financial Aid to improve the timing of competitive waiver notifications.</p>	<p>Recommend splitting this action item into two action items. The Associate VP for Enrollment Management would be the champion for 4.1.2: "Enhance out of state recruitment base through targeted recruitment efforts in other states." The Assistant VP for International Education would be responsible for the new 4.1.6: "Enhance international student enrollments through strategic recruitment, plus international partnerships and pipelines." The draft 4.1.6 has been added below.</p>
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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	Tuition increases and mandatory fee increases were not entertained in FY 2018 for FY 2019 implementation.	Ongoing	None to report	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	One program was recommended for closure.	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	None to report		None reported.	No change.

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

New action item.

New action item.

Recommend adding this new action item which was split from 4.1.2 above.

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
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<p>College Deans, Program and Service Directors, Institutional Research, Financial Services, Chief Information Officer, and Executive Cabinet Champion: Vice President for Finance and Administration</p>	<p>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.</p>	<p>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.</p>	<p>Ongoing with annual measurement of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>Cost per credit hour evaluations did occur utilizing internal information. It is extremely difficult to find reliable comparable external tools to support this benchmarking. From the internal review, positive trends are starting to be recognized in the prior year high cost outlier. Sales and Services, Auxiliary and Athletic business plans were submitted, but only reviewed by the Budget Office. A comprehensive standing review committee was not formed for the FY 2018 plans. A committee needs to be formed or revise this expected outcome.</p>	<p>NOT MET</p>	<p>None to report</p>	<p>No change. Concerns: G4, I2, AI 1 Program delivery costs – we discussed a lack of benchmarking data. Steering Committee to discuss cutting this item since we also cut G4, I2, AI 2.</p>
<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>Data are not available publicly by program. An attempt was made to gather this from USG institutions without success. There seems to be no way to obtain comparison data.</p>	<p>NOT MET</p>	<p>Modification or deletion of action item needs to occur. No report has been created as we can't obtain financial information by program for peers. The Delaware study is too broad and isn't good for comparative analysis. The committee has searched for comparative data, but it seems impossible to find.</p>	<p>Given that data are not available by academic programs for our peers, it is recommended that this action item be deleted.</p>

Executive Cabinet Champion: Vice President for Finance and Administration	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.	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.	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	Living in a more restrictive funding environment is reality, and centralizing lapse funding from faculty and staff who are retiring or leaving Georgia College is a critical operational funding model. This operational practice continues to allow the university to redirect permanent lapse funds, less critical vacant positions, and contingency funds to meet some of the most pressing, high-demand needs that are essential to GC’s advancement and vision. As the funding environment becomes progressively more demanding and volatile, it is becoming increasingly more relevant to centralize lapse funding to address university needs from a holistic approach.	MET	None to report	No change. The CBO should report to the Steering Committee on the use of temporary lapse funds across the university (centralized vs within the schools). That report cannot be completed until after the end of the FY in June.
Related Fee Managers, Financial Services, and Executive Cabinet Champions: Vice President for Finance and Administration and the Senior Associate Provost for Academic Affairs & Director of Graduate Studies	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.	All new fee requests and subsequent allocations must include the related institutional goal(s).	Ongoing with annual measurement of progress	No new operational funds needed – use existing funding	None reported.		None reported.	No change.

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	This process works well ; however the initiatives need to be added to the planning worksheet.	NOT MET	Add initiatives to the planning worksheet.	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	Hanover: Zero applications of the four were funded. TSS: We are still working on getting the TI reports. Hanover is helpful.	NOT MET	OGSP will continue to meet with the PM and work with the grants consultants on individual applications. We will regroup on TSS to see what they can do in the future but right now OGSP and grants are not benefiting from this contract.	No change.

<p>Grants Office, GC Foundation, College Deans, Executive Cabinet Champion: Vice President University Advancement</p>	<p>ACTION ITEM 2: Establish/extend funding partnerships with foundations.</p>	<p>Annual dollar value of grants garnered through foundation partnerships - amount requested; amount awarded.</p>	<p>Ongoing with annual measurement of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>This will be tracked as the number of applications requested through foundation partnerships and the number awarded. FY17 baseline data: 10 applications to foundation partnerships and three grants awarded. FY18 data: 17 applications to foundation partnerships, and 10 grants awarded.</p>	<p>MET</p>	<p>The grants office will continue to incentivize faculty to go after funding through foundation partnerships.</p>	<p>No change.</p>
<p>Grants Office, College Deans, Executive Cabinet Champion: Director of Grants and Sponsored Projects</p>	<p>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.</p>	<p>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.</p>	<p>Ongoing with annual measurement of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>Budget managers have spent about 12% of their IDC balances. Only OGSP spent more than it earned in FY17; \$69,759.65 vs \$52,249.15.</p>		<p>Sharing IDC with the faculty who generated it will increase the percentage of F&A return used each year.</p>	<p>No change. Concern: How is the university using grant indirect funds? Are we accumulating the funds or spending them at a reasonable rate? It would be nice to see a report so the faculty could see the results of their “investment.”</p>

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	Retreats resulted in: one NSF application/one resubmission = one award; one NSF pre-proposal/one NSF CAREER Proposal (pending); one NSF application/one resubmission (pending); four FRG awards and one SoTL award. In FY18, the Provost implemented a change in the IDC distributions so that the PIs and their departments will start receiving a share of IDC. The first distributions won't occur until 11/1/2018	OGSP will secure final reports from FRG recipients to pursue external funding. OGSP will also meet with new faculty to explore their research interests ending in possible funding. Finally, OGSP is using its portion of IDC returns to send targeted PIs to conferences in order to meet with funders.	No change. Concern: How is the university using grant indirect funds? Are we accumulating the funds or spending them at a reasonable rate? It would be nice to see a report so the faculty could see the results of their "investment."
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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 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	Student giving initiatives increased during FY18. Class of 2017 baseline data: 18.83% of graduating students were donors for a total of 184/\$7,807.56. Class of 2018 data: 26% of graduating students were donors. 782 graduating students and 204 donors.	MET	This goal was exceeded. The goal was 20.5% of graduating students are donors, and we had 26%. We will continue to use our existing programs for engaging students and their knowledge about philanthropy.	This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.

<p>Advancement and Alumni Champion: Vice President University Advancement</p>	<p>ACTION ITEM 2: Engage alumni early and often. Use the young alumni board to build strength in alumni volunteers.</p>	<p>Annual review of campaign results and activities. Increase alumni support to 5%.</p>	<p>Ongoing with annual measurement of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>We have increased our alumni engagement activities. FY17 had 23 alumni events with 1,068 attendees. FY18 had 30 alumni events with 1,229 attendees. Part of the goal was to increase alumni donors to 3.97%. For FY18, we had 3.159% alumni donors.</p>	<p>MET</p>	<p>FY18 had 30 alumni events with 1,229 attendees, which is an increase over FY17. Part of the goal was to increase alumni donors to 3.97% and we didn't meet that part of the goal with only 3.159% alumni donors. We will continue to hold alumni events and try to increase the number of alumni donors. A smaller increase is more reasonable since our alumni number grows larger every year.</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>Advancement Champion: Vice President University Advancement</p>	<p>ACTION ITEM 3: Further develop a partnership with faculty and staff. Provide additional training and keep faculty and staff apprised on goals and success.</p>	<p>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.</p>	<p>Ongoing with annual measurement of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>So far in FY18 we have completed the following: -Advancement Resources Workshop - Faculty Inspiring Philanthropic Commitment (training for faculty) -Leadership Summit - Full day summit w/ faculty and volunteer boards to train on leadership initiatives at the college - Faculty/Staff campaign kickoff event - Update on campaign within the State of the University Address. Baseline for FY 17: 27% of faculty/staff are donors (247 fac/staff donors out of possible 932). The goal for FY18 is 28.25%. In FY18, we had 931 faculty/staff and 224 of them were donors - 24%.</p>	<p>MET</p>	<p>This goal was completed for FY18 with multiple actions. For FY19, we are continuing to train with a proposed monthly online education piece that will be emailed to faculty. This is in process.</p>	<p>No change.</p>

Advancement Champion: Vice President University Advancement	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	FY17 baseline: 2.5% of parents of enrolled students gave (151 parent donors w/ 6047 undergrad students). FY18 goal is 4.5%. The data in the database is not correct for "parent" donors, therefore this goal cannot be accurately measured. From the data we do have, there are 115 parent donors and 5987 undergrad students for FY18, leaving a 2% parent donors.	NOT MET	We will continue fundraising efforts geared toward parents, however the data in the database is not correct and skews the results. See assessment findings for details. Also, our development officer for parent fundraising left the university and we have not hired a replacement yet. Until we have a replacement, this specific goal will be put on hold.	No change.
Advancement Champion: Vice President University Advancement	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	FY18 goals: --Endowment: \$41,250,000, ending balance for FY18 was \$43,929,555 -- Campaign: \$20,408,192, ending balance for FY18 was \$23,044,010 --Annual fundraising: \$5,510,820, ending total for FY18 was \$6,055,618	MET	We exceeded the goals for FY18 and will continue to fundraise as we have in the past. We anticipate being able to exceed all the goals through FY21.	No change.

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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<p>Plant Operations, Office of Sustainability, Sustainability Council, student sustainability organizations Champion: Assistant Vice President Facilities Operations</p>	<p>ACTION ITEM 1: Focus efforts on reducing energy consumption and water usage, and improving recycling efforts.</p>	<p>5% electrical power/KWI reduction, 5% natural gas volume reduction, 5% water volume reduction, and 10% recycling improvement over 2016 baselines.</p>	<p>Ongoing with annual measurement of progress</p>	<p>One-time funding required; source TBD</p>	<p>Power: Decrease of 0.06% Gas: Decrease of 8.34% Water: Increase of 161%</p>	<p>NOT MET</p>	<p>Optimize chiller performance by implementing Demand Flow for the campus chiller plant. Demand Flow reduces chiller energy consumption by collecting data from the chilled water loop and makes changes to the chiller operations to achieve optimal performance. Weather changes from year to year significantly impacting utility usage, so several years of data will be needed to make meaningful comparisons.</p>	<p>No change.</p>
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<p>Office of Sustainability, Sustainability Council, University Communications Champion: Chair of the Sustainability Council</p>	<p>ACTION ITEM 2: Increase student, staff, and faculty engagement with sustainability initiatives through course offerings, public events, and media contact.</p>	<p>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.</p>	<p>FY21, with annual measurement of progress.</p>	<p>No new operational funds needed – use existing funding</p>	<p>The Sustainability Council (SC), in cooperation with the Shades of Green group and the Environmental Science Club, hosted events and speakers during Earth Week, April 2018. The SC continues to oversee the Sustainability Fee Program which funds student research projects to improve the short and long term sustainability of the GC campus community.</p>	<p>The success of the last 10 years of the Council has necessitated strategic reflection on the role and purpose of the Council. In Spring 2019, the Council - led by interim chair Shea Groebner will undergo a "re-visioning" process to determine how the Council can best support the Office of Sustainability.</p>	<p>No change.</p>
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Initiative 6: Improve facility utilization.

G416

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/ NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
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	During FY18, the Space Reservation & Utilization Committee completed its tasks of selecting a replacement scheduling software for the university and made recommendations on procedures for class and events scheduling. The university entered into a contract with CollegeNET to implement their scheduling software 25Live. The implementation of the program is underway with expectations that general space scheduling will be live in June 2019. Classroom scheduling is expected to be available for Spring 2020.	MET	The university will work with CollegeNET to implement 25Live as the institution's scheduling software. Included in this effort will be identifying all areas and rooms to be scheduled and will include an inventory of their assets, features, and configurations. Once the program is live, all general use spaces including conference rooms and other scheduled spaces will be scheduled via 25Live. The university will also evaluate the spring 2019 and fall 2020 schedule utilizing 25Live to ascertain the efficiency of these manually scheduled semesters as base lines for future improvements.	No change.

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

Recommended new action item. NEW

Recommended new action item.

Given the university's focus on creating active learning spaces, the Steering Committee developed two new action items, this one and 5.2.4 (in Goal 5). The Steering Committee recommends the inclusion of this new action item for the coming year.

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
Auxiliary Services, Financial Services, Executive Cabinet, Mandatory Fee Committee Champion: Assistant Vice President for Auxiliary Services	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.	Annual survey results on student requests, document review of potential elimination or outsourcing opportunities, number of profitable extended services.	Ongoing with annual measurement of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Based on survey results, anecdotal responses to existing services, and historical requests, a couple of key initiatives continued to rise to the top of the list for student requested services. Extend late night dining hours and provide a convenience-type store closer to GC.	MET	Investigate the option for operating an on-university convenience store, but this store should also serve the adjoining community and downtown areas to maximize revenue potential. Also consider operating this store through the existing Barnes & Noble outlet to take advantage of their buying power and retail staff. Modifications to the current bookstore will be required.	No change.

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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
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<p>Promotion and Tenure Task Force, Deans, Department Chairs, University Senate, Office of Inclusive Excellence, Human Resources (for staff) Champion: Chief Diversity Officer</p>	<p>ACTION ITEM 1: Develop a reward and accountability system that fosters diversity and inclusiveness.</p>	<p>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.</p>	<p>FY21, with annual measurement of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>The P&T Taskforce adopted equity, inclusivity, diversity, and respect as university values. It was added to digital measures. Each division reports out on this. A&S added this to all departmental P&T plans.</p>	<p>Contact Chairs for examples of assessment documents. The Strategic Planning Steering Committee will discuss with the Chief HR Officer the feasibility of this in regard to staff evaluations. Not all staff have jobs that lend themselves to contributing to diversity and inclusiveness. This may be more appropriate for supervisory staff, possibly as a descriptive item under the "Leadership" performance factor.</p>	<p>The Chief Diversity Officer proposes that in order to implement an effective accountability system that fosters diversity and inclusiveness, this action item must be championed by the President and Cabinet. The issue of adding diversity and inclusiveness to staff evaluations was discussed with the Chief Human Resources Officer, and it was decided that doing so would only be appropriate for supervisory staff. It is recommended that this action item be changed accordingly. The title of Champion has been corrected to Chief Diversity Officer.</p>
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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	CTL now has a mentoring program that is broadly defined, and diversity will become part of this program rather than creating a separate program.	Given the inclusion of this in the CTL mentoring program, the Steering Committee will reword the action item.	G5, I1, AI2 Consider removing this AI since the proposed program is now being included under another activity/program. Title of Co-Champion has been corrected to Chief Diversity Officer.
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	A task-force has been established with Russ Williams as chair.	No change.	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.

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, Deans, Human Resources Champion: Chief Human Resources Officer	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.	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.	Ongoing with annual review of progress	No new operational funds needed – use existing funding	The faculty compensation study is underway, a staff salary review is being conducted, and our compensation philosophy is being developed. Much staff training is occurring. New staff orientation is being improved and lengthened.		None to report	No change.
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	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.	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.	Cyclical as specified by the Action Item	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Results will be compiled and reviewed during late spring. A meeting with Cabinet is supposed to occur in the late fall to early spring.		Once results come in, a review by AA and IR will occur to see what areas of improvement are possible. Recommendations will be made to HR. A meeting with Cabinet is supposed to occur late fall to early spring to discuss the results.	No change.

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)	ACTION ITEM 3: Provide professional development and other incentives and rewards to encourage faculty and staff to create transformative experiences for students.	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.	Ongoing with annual review of progress	Redirect existing funds (approval required) or request new funding in the regular budget cycle	None to report		None to report	Few (if any) staff have the opportunity to create transformative experiences for students. The Steering Committee recommends the removal of "and staff" from the action item text, and "staff evaluation processes" from the metric text.
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	Recommended new action item.	NEW	Recommended new action item.	Given the university's focus on creating active learning spaces, the Steering Committee developed two new action items, this one and 4.6.2 (in Goal 4). The Steering Committee recommends the inclusion of this new action item for the coming year.

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
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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.

Fiscal affairs and AA will review the tables to determine further steps. A faculty task force is currently in existence, and it may be desirable to wait until the study is complete and then reassign the action item to Russ Williams and/or Susan Allen.

No change. According to Provost Brown, an analysis of fall 2018 data reveals that GC had 331 fulltime faculty, 258 tenured and/or tenure earning and 73 Lecturers. To that end, the Provost expressed commitment to working with the deans to maintain an 80/20 balance between tenured/tenure-earning and lecturer faculty. This seems to be a reasonable approach which will provide the university with needed

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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
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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

During the summer of 2018, a
representative from BePress
presented on their Expert Gallery
Suite at an Extended Deans
Council meeting. Those in
attendance were receptive to the
idea of using this product to host
the faculty expertise
directory. During the fall of 2018,
library liaisons began meeting
with their respective departments
to introduce them to the concept
and to answer any questions that
faculty might have. At the end of
the fall semester, we will move
forward with acquiring the
product, with plans to begin
implementation in the spring of
2019. After a soft launch before
the end of the spring 2019
semester, we anticipate a full
implementation over the summer
and fall of 2019.

None reported.

No change.

<p>Institutional Research, Registrar's Office, ENGAGE, GIVE Center Champion: Assistant Director of Assessment/QEP Director</p>	<p>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).</p>	<p>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.</p>	<p>FY18, with annual review of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>We are currently still unable to track community-based engaged learning outside of C-bEL designated courses. We also did not begin to track transformative experiences in Journeys through Portfolium (or other means) this year. FY18 ENGAGE Impact Outputs: 614 participating students, 30,076 hours of service performed, 8,840 community members impacted. 41 sections C-bEL designated. Total volunteer hours through the GIVE Center tracked in Give Pulse: 64,511</p>	<p>Ongoing</p>	<p>This may or may not be a necessary action. In simplifying the C-bEL application and requirements, we may capture a lot more of the service learning that is happening on campus just from that. Or, faculty members may not want to report at all. Or, we might ask departments to collect that information and report it somewhere centrally.</p>	<p>Cara Smith should rewrite the action item.</p>
<p>Office of Grants and Sponsored Projects Champion: Director of Grants and Sponsored Projects</p>	<p>ACTION ITEM 3: Capture the impact and data related to grant-development assistance provided by the university to community agencies.</p>	<p># of proposals assisted with; total dollars secured</p>	<p>FY18, with annual review of progress</p>	<p>No new operational funds needed – use existing funding</p>	<p>There was a significant increase in applications and awards that either benefit community partners directly or include them as co-applicants. There were 44 such grants in FY18 with \$3,146,233 awarded compared with 25 grants and \$1,714,362 awarded in FY17. This was an increase of 76% in the number of applications and 84% in the total dollar amount of awards. The primary partner in these applications was the Baldwin County School District, followed by health and community services.</p>	<p>OGSP will continue to support requests for assistance to bring more grant funding to our community.</p>	<p>This action item has been accomplished and operationalized, so there is no need to continue it as an active action item.</p>	

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 FY 18	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Deans have a clear path forward for who needs to be involved in ongoing conversations about any proposed center. New A&S dean starting summer 2018, so that individual will need to be pulled into the conversation.	NOT MET	The GC deans met several times during CY 2017-2018; this report is the result of those meetings. Faculty and unit heads from the CoHS and CoE met to discuss the Center concept, but did not reach consensus regarding a single, all-inclusive center to address various disparities. The faculty from CoHS and CoE spoke about on-going or under-development initiatives in each college. The existing initiatives described below exhibit commitment from GC colleges and academic programs to address Goal Six with expertise-specific programs that are focused on addressing and reducing disparities, and determine measurable outcomes. Because the action item is so broad, rather than a single, large center, perhaps GC could create a Collaborative or a GC Consortia to share what we in different colleges are doing.	Review was completed by the deans with no consensus or interest in moving to a single, university-wide center to address disparities. The Steering Committee recommends deletion of action item.
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Initiative 2: Explore additional direct partnerships to address targeted community needs.

G612

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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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

None to report

This Action Item is closely related to the outcome of Goal 6, Initiative 1, Action Item 4. G611A4 will be discussed during the fall 2018 review between the responsible parties (the deans) and the Strategic Plan Steering Committee. No action is currently planned on G612A1 pending resolution of how to move forward with G611A4.

Given the lack of enthusiasm for creating such a center and the recommendation above to delete action item 6.1.4, it is recommended that this action item be deleted.

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

G613

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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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." Include a similar criterion on staff performance evaluations.

Success will be measured by tracking the number of colleges/departments that include a component for fostering engagement in external activities within the IFR, Tenure and Promotion, and staff evaluation processes. Faculty can discuss work related to engagement within and across their teaching, scholarship, service, and/or professional development as most appropriate. For staff, simply track volunteer participation.

FY18, with annual review of progress

No new operational funds needed – use existing funding

None reported.

None reported.

This is an action item that works better for faculty than it does staff. Many staff positions have little or no opportunity to engage in service or engagement activities and shouldn't be negatively impacted by the inclusion of such a criterion on their performance evaluations. The Steering Committee recommends the removal of all references to staff from the action item and metrics.