



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

Strategic Plan

Transforming the System

Changing Lives

Strengthening the State

Goal 1:

Renewing Excellence in Undergraduate Education to Meet Students'
21st Century Educational Needs

October 10, 2007

"Creating A More Educated Georgia"

www.usg.edu

Strategic Goal One: Renewing excellence in undergraduate education to meet students' 21st century educational needs

Undergraduate education is the instructional heart of the University System. It should be a transforming experience for students. Each generation anew must reexamine and define the value of the liberal arts tradition to contemporary circumstances. It is critical at this moment to determine whether undergraduate students are learning what they need to lead full lives and to become productive citizens.

As a result of its strategic actions, the University System will reexamine its general education curriculum, renew its commitment to a liberal arts education for this century, and improve the quality of undergraduate teaching and learning.

The objectives of this goal include restructuring the core curriculum, increasing retention and graduation rates, ensuring high-quality academic advisement, strengthening the international dimensions of undergraduate education, and supporting and rewarding faculty members who make a meaningful contribution to undergraduate student learning and success.

Goal One USG single point of accountability and contact person with the Regents Strategic Planning Oversight Committee: Dr. Sandra Stone

A. Action: Consistent with transferability, restructure the core curriculum to focus on a common System set of competencies that reflect the knowledge and skills expected of an educated person in the 21st century

- Timeline: 2007 to 2012
- FY08 objective:
 - Establish the implementation structure for the project, produce initial core curriculum competency recommendations, and begin design of new core curriculum framework
- FY09 objective:
 - Establish assessment structure for core competencies and complete design of core curriculum framework
- FY10 objective:
 - Begin pilot testing of new core curriculum
- Action item single point of accountability: President Dorothy Leland
- Report to BOR: Spring 2008

B. Action: Increase institutional six-year baccalaureate degree graduation rates by at least 1% per year so that USG exceeds the national average by 2015; increase three-year associate degree graduation plus transfer rates by at least 1% per year

- Timeline: 2007 to 2015
- FY08 objectives:
 - Conduct an inventory of USG first-year experience (FYE) programs

- Replicate the National Survey on Student Engagement (NSSE) and the Community College Survey on Student Engagement (CSSE)
- Each institution identify core courses with high failure rates
- All departments develop a plan for improving student retention
- Evaluate the effectiveness of the new RPG programs established through strategic budget allocations at five institutions
- Participate in the National Student Clearinghouse as a System to track students who are not retained in USG institutions
- FY09 objectives:
 - Conduct an inventory of USG midterm grade collection processes focused on freshmen
 - Departments begin to develop appropriate intervention strategies to improve RPG
 - Each institution undertake a study of upper-division course availability
 - Conduct an inventory of USG on-campus student employment offices
 - Examine current issues that may affect RPG
- Single point of accountability: President Bruce Grube
- Report to BOR: November 2007

C. Action: Ensure high-quality, consistent academic advisement for students to improve student engagement and success

- Timeline: 2007 to 2012
- FY08 objectives:
 - Each institution develop an advising mission
 - Each institution develop a defined academic advising administrative structure
 - Each institution require students to have mandatory advising sessions
 - Each institution develop an advising handbook
 - Each institution develop an advising training program for faculty
 - Each institution develop an advising plan
- FY09 objectives:
 - Each institution have in place a published two-year course schedule
 - Each institution conduct an annual assessment of its advising program
 - Each institution determine the process and schedule for evaluation of advisors
 - Make full use of technology so that course scheduling is simplified, allowing for better use of faculty time in advising

- Develop metrics for knowing when and by how much advisement has improved
- Action item single point of accountability: President Ron Zaccari
- Report to BOR: October 2007

D. Action: Ensure that every undergraduate student obtains global knowledge, skills, and attitudes to succeed in the 21st century economy and society

- Timeline: 2007 to 2012
- FY08 objectives:
 - Adopt principles, action steps, and implementation strategies to improve the international dimensions of undergraduate education at all USG institutions
 - Adopt new policies to improve management of USG study abroad programs
 - Conduct a research study on the impact of study abroad on graduation and retention rates of USG students
 - Inventory the international experience and expertise of faculty and staff to establish benchmarks for future progress
- Action item single point of accountability: Dr. Richard Sutton
- Report to BOR: Spring 2008
- Metrics:
 - Increase study-abroad participation from 21% of baccalaureate degree graduates to 25% of baccalaureate degree graduates by 2012
 - Increase the proportion of non-U.S. citizens enrolled at USG institutions from 8% to 10% by 2012
 - Increase the number of students earning undergraduate degrees in foreign languages from 300 to 450 by 2012
 - Increase the number of students earning degrees in international studies and related programs from xxx to xxx by 2012
 - Increase the percentage of USG faculty and staff with international expertise and experience by 10% from current levels

E. Action: Consistent with the need to attract and retain the best and brightest faculty members to the USG, support and reward faculty members who make a meaningful contribution to undergraduate student learning and success, in addition to their commitment to research and scholarship

- Timeline: 2007 to 2012, in tandem with A above
- FY08 objectives:
 - Develop policies for Board consideration on undergraduate faculty work that include faculty contributions in areas such as student advising, experiential learning, mentoring, instructional innovation, the scholarship of teaching and learning, the

scholarship of engagement, and collaborative institutional planning aimed at improving student learning

- Identify campus pilot programs on experiential learning that can be replicated at other institutions
- Create a Regents distinguished faculty title in recognition of outstanding undergraduate instruction
- Action item single point of accountability: Assistant Vice Chancellor for Faculty Affairs
- Report to BOR: Spring 2008



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Goal 2:

Creating Enrollment Capacity to Meet the Needs of 100,000
Additional Students by 2020

October 10, 2007

**Strategic Goal Two: Creating enrollment capacity to meet the needs of
100,000 additional students by 2020**

In order to meet the needs of a growing Georgia, the University System of Georgia will need to expand its capacity by up to 40% to serve an additional 100,000 students by 2020. This is a unique opportunity to shape the USG for the new century, focusing on planned, targeted growth; the optimal use of facilities and other resources; and the proper alignment of resources with programmatic needs.

As a result of its strategic actions, the University System will increase capacity to accommodate targeted, programmatic growth.

Objectives of this goal include increasing the diversity of the USG's enrollment and closing enrollment gaps for under-represented groups, increasing the USG's public relations outreach, increasing the use of access institutions to meet higher education needs in underserved areas, creating a more robust sector of comprehensive universities and further delineating their missions within the sector, increasing the joint use of facilities, and positioning the USG among leading systems in distance education.

Goal Two USG single point of accountability and contact person with the Regents Strategic Planning Oversight Committee: Rob Watts

A. Action: Increase the diversity of the USG's enrollment and close enrollment gaps for under-represented groups, including minority students, nontraditional-age students, economically disadvantaged students, and first-generation students

- Timeline: 2007 to 2012
- Baseline data, fall 2006 enrollment:
 - African-American: 23.7%
 - Hispanic: 3.0%
 - Total minority enrollment: 35.5%
 - Non-traditional age undergraduates: 12.7%
 - We do not currently collect data on economically disadvantaged students or first-generation students.
- FY08 objectives:
 - Develop System-level enrollment targets for under-represented groups. Point person: Dr. Cathie Hudson
 - Design a specific advertising/public relations strategy to reach under-represented groups. Point person: John Millsaps
 - Present report of the System-level project team on the African-American Male Initiative to the Board and formulate implementation plan. Point person: President Dorothy Lord
 - Present report of the System-level project team on Middle School Students At-Risk to the Board and formulate implementation plan. Point person: President Martha Nesbitt
- USG single point of accountability: Rob Watts

- Report to BOR: February 2008
- B. Action:** Increase the use of access institutions from 26% of System enrollment to 28.5% of System enrollment to meet higher education needs.\
 - Timeline: 2007 to 2012
 - Baseline data, fall 2006 enrollment: 26.1%
 - FY08 objectives:
 - Use increasing enrollment capacity in the sector as one factor in strategic budget allocations in May 2007 BOR meeting
 - Present capacity study at the June 2007 BOR meeting and propose next steps
 - In October 2007, adopt planning principles for expanding access and retain a consultant to work with access institutions on needs assessments and additional locations
 - Use increasing enrollment capacity in the sector as one factor in allocating capital projects in August 2007 and October 2007 BOR meetings
 - Propose three expanded points of access to the BOR and begin offering courses at those locations in fall 2008
 - USG single point of accountability: Access Sector Head
 - Report to BOR: Spring 2008

- C. Action:** Create a more robust sector of comprehensive universities and further delineate their missions within the sector, increasing from 42% of System enrollment to 43.5% of System enrollment
 - Timeline: 2007 to 2012
 - Baseline data, fall 2006 enrollment: 42.8%
 - FY08 objectives:
 - Use increasing enrollment capacity in the sector as one factor in strategic budget allocations in May 2007 BOR meeting
 - Adopt differential tuition rates within the sector, if warranted, to support mission
 - Use increasing enrollment capacity in the sector as one factor in allocating capital projects in August 2007 and October 2007 BOR meetings
 - Create pathways to more differentiation of mission within the comprehensive university sector:
 1. A pathway for institutions that are alternatives to the research universities, institutions with a different research focus, a full range of academic programs, campus life activities, and athletic programs
 2. A pathway for institutions that already have specialized strengths and missions to develop them further
 3. A pathway for institutions that seek to create a unique strength or focus within the System
 - USG single point of accountability: Comprehensive University Sector Head.

- Report to BOR: Spring 2008

D. Action: Increase the joint use of facilities within the USG and with external partners

- Timeline: 2007 to 2012
- FY08 objectives:
 - Use as one factor in allocating strategic capital category in August 2007 and October 2007 BOR meetings
 - Evaluate the effectiveness and efficiency of existing academic programs of access institutions operating at comprehensive universities and of comprehensive universities operating at access institution sites
 - Create standard operating models for access institutions operating at comprehensive university locations and for comprehensive universities operating at access institution sites
- USG single point of accountability: Peter Hickey
- Report to BOR: Summer 2008

E. Action: Position the USG among the leading systems in distance education by increasing the percentage of semester credit hours generated by distance learning from its current level of 4% to a level of 8% by 2012

- FY08 objectives:
 - Implement an online master's degree in education in spring semester 2008
 - Develop an RFP process to award a "franchise" for a specific online degree program to a particular institution and award an initial set of "franchises"
 - Implement a registration system that allows students to register easily for courses offered by more than one institution
 - Provide a single location through which prospective students can view accurate and timely information about online offerings in the USG and make educated choices regarding program and institution selection
 - Streamline the admissions process for practicing Georgia teachers
- USG single point of accountability: Dr. Kris Biesinger
- Report to BOR: Summer 2008



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Goal 3:

**Increasing the University System of Georgia's Participation in
Research and Economic Development to the Benefit of a Global
Georgia**

October 10, 2007

Strategic Goal Three: Increasing the University System of Georgia's participation in research and economic development to the benefit of a global Georgia

In an open world with permeable borders, Georgia must increasingly compete not only with 50 states, but also with other countries. It must seek to determine its own future, which entails controlling, creating, directing, and attracting the resources to ensure economic growth and a high quality of life.

In a knowledge economy, creating and attracting intellectual resources is as vital as controlling and directing natural resources. Georgia cannot succeed on the world stage without a strong University System, marked by prominent institutions and programs that develop Georgia's own human capital and draw the best talent from around the world. The University System is a vital key to Georgia's future self-determination.

As a result of its strategic actions, the University System will increase Georgia's control over its own future in a global economy.

Objectives of this goal include increasing the USG's competitiveness for federal research funds, increasing the number of health profession graduates, and creating a long-term, System-level academic plan for workforce development.

Goal Three USG single point of accountability and contact person with the Regents Strategic Planning Oversight Committee: Joy Hymel/Terry Durden

A. Action: Move USG universities from their current rank as 16th in expenditures of federal funds to 14th by 2015

- Timeline: 2007 to 2012
- FY08 objectives:
 - Use as one factor in allocating strategic capital category in August 2008 BOR meeting
 - Explore a state matching program to provide some portion of matching dollars for federal and industry dollars received for research, to increase incentives for federal and industry research funding
 - Metric: Benchmark other states through Higher Education Officers (SHEEO) organizations
 - Develop overall plan for improving graduate education in strategic areas, targeting research and comprehensive universities with solid graduate programs to go after more federal grant money, especially the University of Georgia, Georgia Institute of Technology, Medical College of Georgia, Georgia State University, Georgia Southern University, Kennesaw State University, Valdosta State University, and the University of West Georgia; develop an infrastructure that can support a significantly higher level of R&D; provide incentives

for institutions to direct more resources into sponsored research operations

- Metric: The University of Georgia, Georgia Institute of Technology, Medical College of Georgia, Georgia State University, Georgia Southern University, Kennesaw State University, Valdosta State University, and the University of West Georgia will develop strategic plans related to research.
- Conduct a comprehensive study of our graduate programs overall to determine which ones are productive and meeting needs in the state; work with the graduate studies committee to determine possible ways to strengthen graduate education across the system including meeting the needs for competitive graduate student recruitment in areas such as salaries for graduate assistantships and subsidies for graduate student health insurance
 - Metric: Demonstrate 15% increase in grants applied for; demonstrate 10% increase in grants awarded; demonstrate 10% increase in patents applied for; and demonstrate graduate program additions/modifications/deletions as a result of market forces
- Enhance research administration infrastructure across institutions so that best practices can be disseminated and so that information on grant opportunities can be more directly shared. Outside the research universities and a few other comprehensive institutions, there is often not a designated person or office with responsibility.
 - Metric: Designate an institutional contact person for research at all institutions; track the same indicators used by the Association of University Technology Managers (AUTM)
- USG single point of accountability: Dr. Sandra Stone/Dr. Cathie Mayes Hudson
- Report to BOR: Spring 2008

B. Action: Increase the number of health profession graduates in USG institutions

- Timeline: 2007 to 2012
- FY08 objectives:
 - Planning for expansion of the Medical College of Georgia in medicine and dentistry
 - Metric: Complete planning process for expansion of MCG's School of Dentistry and School of Medicine by June 2008
 - Implement the recommendations of the System-level Task Force on Health Professions

- Metric: Implement Nursing Education Task Force recommendations for allocation of strategic funding for nursing education enhancement with goal of increasing nursing enrollment and graduation by 50% by 2010
 - Increase nursing graduates by 50%
 - Increase production of nursing faculty
 - Create a System-level health policy unit
 - Metric: Adopt a strategy for a System-level health workforce policy unit and System-level data and management support by June 2008
 - Work with ICAPP to develop ICAPP Health Professionals Initiative Phase IV targeting allied health professionals
 - Metric: Work in conjunction with ICAPP so that the ICAPP HPI IV is delivered by June 2008
 - Use as one factor in allocation of strategic capital category
- USG Single Point of Accountability: Dr. Dan Rahn
- Report to BOR: October 2007

C. Action: Create a long-term, System-level academic program plan to align the USG (higher education) with the state's economic development strategies

- Timeline: 2007 to 2012
- FY08 objectives:
 - Identify strategic industry workforce needs
 - Metric: Complete Life Sciences, Aerospace and Logistics, and industry workforce studies
 - Establish collaborative relationships among USG institutions especially in support of strategic industry needs
 - Metric: Identify and fund ICAPP projects that focus on strategic industry needs and include collaboration among partnering institutions
 - Align ICAPP initiatives with the strategic industry needs of the state as identified by the Commission for a New Georgia
 - Metric: Direct all ICAPP-funded initiatives to be focused on Georgia's strategic industries
 - Establish a grant research center that will identify key strategic RFPs so that institutions with appropriate expertise can apply and implement these research grants. The purpose of this grant research center is to leverage the System's research capability for the good of the state. (Priorities will be identified by senior USG staff.)
 - Metric: Identify mission and implementation plan including staffing needs for the Grant Research Center.
- USG Single Point of Accountability: Joy Hymel/Terry Durden
- Report to BOR: Summer 2008

D. Action: Build more "centers of innovation" within the University System Office in key areas of need within the state

- Timeline: 2007 to 2012
- FY08 objectives:
 - Attract talented and creative people in the System Office to develop the centers in strategic areas of need
 - Create synergistic work among University System institutions
 - Attract grants to support much of the work of these centers
- USG Single Point of Accountability: Academic Affairs
- Report to BOR: Spring 2008



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Goal 4:

**Strengthening the University System of Georgia's Partnerships with
the State's Other Education Agencies**

October 10, 2007

Strategic Goal Four: Strengthening the University System of Georgia's partnerships with the state's other education agencies

The University System is part of a public education network. The quality of the University System depends, in large part, on the pipeline of students from K-12 systems. The USG has a significant interest in assisting the Department of Education with setting standards that lead to college success, as the USG has responsibility for ensuring the success of college students.

As a major source of classroom teachers, counselors, and other school leaders, the USG must play a leadership role in public education at all levels.

As a result of its strategic actions, the University System will work with all of Georgia's education agencies to meet national and international benchmarks on student preparation and achievement.

Objectives of this goal include supporting the plans of the Alliance of Education Agency Heads to increase the high school graduation rate, decrease the high school drop-out rate, and increase postsecondary enrollment rates; to improve workforce readiness skills; to strengthen teacher quality, recruitment, and retention; to develop strong educational leaders, particularly at the building level; and to improve the SAT/ACT scores of Georgia students. In addition, the USG will create a closer working relationship with the Department of Technical and Adult Education.

Goal Four USG single point of accountability and contact person with the Regents Strategic Planning Oversight Committee: Dr. Jan Kettlewell.

A. Action: Endorse and help implement the goals adopted by the Alliance of Education Agency Heads: (1) Increase the high school graduation rate, decrease high school drop-out rate, and increase postsecondary enrollment rates; (2) improve workforce readiness skills; (3) strengthen teacher quality, recruitment, and retention; (4) develop strong educational leaders, particularly at the building level; and (5) improve the SAT/ACT scores of Georgia students

- Timeline: 2007-2012.
- FY08 objectives: Acting as the lead agency on specific strategies of the Alliance:
 - Recommend policy changes in accelerated learning options
 - Adapt a USG developed prototype for cross-agency data linkages to the collaborative development of a pre-K through college student tracking system
 - Implement Early College and Gateway to College programs
 - Begin implementation of the recommendations of the System-level project on STEM
 - Meet targeted increases in teacher production
 - Provide high-level support for the American Diploma Project

- Redesign preparation programs for school leaders
- USG single point of accountability: Dr. Jan Kettlewell.
- Report to BOR: Spring 2008.
- Progress and Metrics: FY08 Objectives
 1. Accelerated Learning Options (Dual Enrollment, Advanced Placement, International Baccalaureate Programs)
 - Board approval of revised USG Admission Policy (January 2008) will result in consistent dual enrollment terminology among the University System, Department of Technical and Adult Education, and the Department of Education.
 - Policy change is needed in Accel (lottery-funded program that pays tuition for high school students who take dual enrollment courses). Next step (October 2007): Meeting of Chancellor Davis with the President of the Georgia Student Finance Commissioner and Governor Perdue's Education Policy Advisor. Second step (May 2008): Seek change in rule within Georgia Student Finance Commission to allow student access to Accel funding to take college courses during the summer.
 - Agreement is needed within USG as to how much college credit International Baccalaureate and Advanced Placement courses should be given and at what test score. The Vice Chancellor for Academic Affairs has led the development of a Systemwide policy for students who have taken International Baccalaureate courses. The Chancellor intends to give a policy proposal to the Governor by October 1, 2007. The Vice Chancellor intends to follow a similar process in development of a Systemwide policy for students who have taken Advanced Placement courses.

Metrics for Objective 1	
Baseline FY 2006	
4,046	Number/percent of students who successfully complete dual enrollment courses.
46,029	Number/percent of students who successfully complete Advanced Placement courses.
1,869	Number/percent of students who successfully complete International Baccalaureate courses.

2. Pre-K-16 Student Tracking System

- The Alliance of Education Agency Heads has identified the development of a Pre-K-16 longitudinal student tracking system as a key strategy for Goal 1, with initial emphasis on following students through high school and into postsecondary education.
- USG has developed the prototype that is being used in the development of the longitudinal student tracking system.
- DOE, USG, and DTAE are the key partners for this Alliance strategy, and all three agencies have dedicated funding to support the building of the data linkages.
- Design of the system is underway. Development of reporting and analysis capabilities and policies and procedures to safeguard the system will begin in October 2007.
- The high school to post-secondary student tracking system will be in place and ready for initial use by July 2008.

Metrics for Objective 2	
Baseline	
NA	Data system will be used to generate data for the metrics for objectives for Board of Regents Strategic Goal 4.
NA	Data system will be used to generate data for the metrics for Goal 1 of the Alliance.

3. Early College and Gateway to College Programs

- The Alliance of Education Agency Heads has identified the need for additional programs that will increase high school graduation, college readiness, and college success of high school graduates traditionally underserved in Georgia.
- Early College has been identified by the Alliance as one of its key strategies for Goal 1.
- The USG's grant from Gates and Woodruff Foundations supported the development of Georgia's Early College model through six school-college partnership prototypes.
- USG has allocated FY 2008 funds to support the development of additional Early Colleges.
- With DOE as a close partner, the USG is studying the effectiveness of Early Colleges in reducing the high school dropout rate and the college success rate of underrepresented students.

Metrics for Objective 3	
Baseline	
High School Graduation and College Readiness	
NA New Program	Percentage of Early Colleges that enroll greater than 80% of students from target population (high minority, high poverty, English Language Learners, struggling learners or first generation college).
	Percentage of Early Colleges that out-perform schools with similar demographics on attendance rates.
	Percentage of Early Colleges that out-perform schools with similar demographics on End-of-Course Tests.
	Percentage of Early Colleges that out-perform schools with similar demographics on Georgia High School Graduation Tests.
	Percentage of Early Colleges making Adequate Yearly Progress compared to schools with similar demographics.
	Percentage of high school graduates from Early Colleges compared to graduates from similar demographic sites.
	Percent of students passing the COMPASS on the first attempt.
College Transition	
NA New Program	Percentage of Early College students enrolled in dual enrollment courses (earn credit for high school and college) exceeds students in high schools with similar demographics enrolled in dual enrollment courses.
	Percentage of Early College students requiring remedial education in the University System of Georgia compared to students from similar demographic groups.
College Success	
NA New Program	Percentage of Early College students earning college credit compared to students in schools with similar demographics.
	Average number of college credits earned by Early College students compared to students from similar demographic sites.

4. Science, Technology, Engineering, Mathematics (STEM) Initiative

- Requests for proposals have been distributed to all USG institutions. (They were due September 17, 2007.)
- Proposals have been received from 27 USG institutions.
- The STEM committee has reviewed and rated all of the proposals.

- FY 2008 funding decisions are to be made in October 2007.
- A partnership has been established with the Mathematics, Engineering, and Science Achievement (MESA) project, designed to increase the number of minority students in two-year colleges who are prepared for baccalaureate degree programs in STEM.
- The FY 2009 funding request for \$10 million has been prepared and submitted for consideration to the Governor's Office of Planning and Budgeting.

Metrics for Objective 4		
Baseline FY 2006	Target 2013	
4,726 ¹	7,200 ²	Number of baccalaureate degrees in STEM disciplines will increase.
1,828	2,800	Number of baccalaureate degrees in engineering and engineering technology will increase.
196	400	Number of baccalaureate degrees with a major in mathematics will increase.
215	420	Number of baccalaureate degrees will increase with majors in:
41	80	-Chemistry;
67	130	-Geosciences;
276	480	-Physics.
200	350	Number of middle grades teachers with a concentration in mathematics will increase.
135	270	Number of middle grades teachers with a concentration in science will increase.
50%-70%	75%	Number of high school mathematics teachers will increase.
54	160	Success rates with a grade of C or better in introductory STEM courses will increase
9	45	Number of high school science teachers will increase in:
3	15	-Biology;
1	20	-Chemistry;
		-Physics;
		-Earth Sciences.

¹ STEM includes: Life Sciences, Chemistry, Physics, Geosciences, Computer Science, Engineering, Engineering Technology, and Mathematics.

² The University System of Georgia awarded 25,579 baccalaureate degrees in 2006.

5. Targeted Increase for Teachers

- The *Regents Principles for the Preparation of Teachers for the Schools* (adopted in 1998) established USG's high quality standards for teacher preparation. The *Principles* also required extensive work between USG teacher preparation institutions and the K-12 schools.
- The *Double the Number, Double the Diversity Initiative* (approved by the Board in January 2005) committed the USG to double the number of teachers it produced overall and to double the number of minority teachers produced.
- USG educator preparation institutions set teacher production targets and devised strategies to meet these goals. Institutions have shown steady increases in teacher production.
- One key strategy in the *Double, Double Plan* was to increase the number of USG institutions that prepare teachers. Since approval of the *Double, Double Plan*, five additional USG institutions have begun teacher preparation programs, bringing the total to 20.
- The USG Educator Preparation Data System has been designed and built to allow USG teacher preparation institutions to follow their students into the workforce. This assists institutions in providing mentoring and induction services to their students. The data system also allows analyses of new teacher placement in the workforce and teacher retention, attrition, and mobility.

Metrics for Objective 5		
Baseline 2004	Target 2010	
3,157	7,000	Number of new teachers produced by USG.
601	1,555	Number of new USG-prepared of teachers that are persons of color.
77% ³		Percent of new USG-prepared teachers teaching in the Georgia public schools immediately following completion of their training.
95%		One-year attrition rate of USG-prepared teachers teaching in the public schools.

³ This percentage does not include USG-prepared teachers employed in Georgia's private K-12 schools nor does it include those employed by out-of-state schools (public or private).

6. American Diploma Project

- Agreement has been reached among USG and DTAE faculties and representatives from the business community as to the level of competency needed by high school graduates to be prepared for college and entry-level careers.
- The State Board of Education has adopted new core curriculum requirements for high school graduation intended to ensure that all students are prepared for success beyond high school.
- Board of Regents approval of the revised USG Admission Policy (January 2008) will result in alignment between high school core curriculum requirements and college admission requirements.
- Next steps (English—Spring, 2008; Mathematics—Spring, 2011): Redesign the current Georgia High School Graduation Tests in English and mathematics to serve as college and work readiness tests required for high school graduation and placement tests for college.

Metrics for Objective 6	
High Schools Accountable	Baseline To be Filled in
	4-year cohort graduation rate of students from 9th grade to high school graduation.
	Number/percent of students who receive industry certification.
	Number/percent of public high school students who pass at the "meets" or "exceeds" level on the End-of-Course Tests in English and mathematics, disaggregated by demographic group.
	Number/percent of public high school students who pass at the "exceeds" level on the End-of-Course Tests in English and mathematics, disaggregated by demographic group.
	Number/percent of public high school students who meet or exceed the College and Work Readiness Standards in English and mathematics on the Georgia High School Graduation Tests, on the first attempt, disaggregated by demographic group.
	Number/percent of public high school students who exceed the College and Work Readiness Standards in English and mathematics on the Georgia High School Graduation Tests, on the first attempt, disaggregated by demographic group.

High Schools and Colleges Share Accountability		Number/percent of Georgia's public high school graduates who enroll in USG and DTAE within 2 years of graduation, disaggregated by demographic group.
		Number/percent of Georgia's public high school graduates who meet eligibility criteria for HOPE scholarships, disaggregated by demographic group.
		Number/percent of DTAE and USG students who entered within two years of graduation from a Georgia public high school and who are enrolled in remedial courses, disaggregated by demographic group.
		One-year retention rates for first-time DTAE students who entered within 2 years of graduation from a Georgia Public High School, disaggregated by program level, demographic group, full-time/part-time status.
		One-year retention rates for first-time USG students who entered within 2 years of graduation from a Georgia Public High School, disaggregated by program level, demographic group, full-time/part-time status.
		Number/percent of USG students who entered within 2 years of graduation from a Georgia public high school who retain the HOPE scholarship after the first year of college, disaggregated by demographic group.
Colleges Accountable		Number/percent of first-time, full-time DTAE students who entered within 2 years of graduation from a Georgia public high school and who completed a certificate of credit program within 1 year, 2 years of entering, disaggregated by demographic group.
		Number/percent of first-time, full-time DTAE students who entered within 2 years of graduation from a Georgia public high school and who completed a diploma program within two years, three years of entering, disaggregated by demographic group.
		Number/percent of first-time, full-time DTAE and USG students who entered within 2 years of graduation from a Georgia public high school and who completed an associate's degree within 2 years, 3 years, disaggregated by demographic group.
		Number/percent of first-time, full-time USG students who entered within 2 years of graduation from a Georgia public high school and who completed a baccalaureate degree within four years, five years, six years, disaggregated by demographic group.

7. Redesign Preparation Programs for School Leaders

- The *Regents' Principles for the Preparation of School Leaders* have been changed to align with new leader certification requirements.
- A cross-institutional design team has formed with Georgia's Leadership Institute for School Improvement serving in consultancy role.
- Next steps (September-December 2007): The USG P-16 Department is supporting institutions in making changes needed to implement new, performance-based preparation programs for school leaders

Metrics for Objective 7	
Baseline	
NA New Program	Number/percent of USG institutions that achieve full program approval by Professional Standards Commission.
NA New Program	Number/percent of USG institutions that fully meet the revised <i>Regents' Principles for the Preparation of School Leaders</i> .
NA New Program	Employer satisfaction with the competency of USG prepared educational leaders to lead schools toward increased student achievement.

B. Action: Create a closer working relationship with DTAE

- Timeline: 2007-2012
- FY08 objectives:
 - By the end of the fiscal year, expand the number of courses accepted through a System-level articulation agreement
 - Choose two geographically close pilot institutions and identify opportunities for efficiency, in planning for FY 2009
 - Identify opportunities for joint programming
 - USG single point of accountability: Rob Watts
 - Report to BOR: Spring 2008
- Metrics for Action B to be determined



**BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA**

Strategic Plan

Transforming the System

Changing Lives

Strengthening the State

Goal 5:

**Maintaining Affordability So That Money Is Not a Barrier to
Participation in the Benefits of Higher Education**

October 10, 2007

Strategic Goal Five: Maintaining affordability so that money is not a barrier to participation in the benefits of higher education

Through the HOPE Scholarship Program, Georgia has become a national leader in providing merit-based financial aid to students. The total cost of college, however, remains a challenge for some students and their families. Making higher education affordable is a goal of the Board of Regents.

As a result of its strategic actions, the University System will remain affordable for students and assist economically disadvantaged students in meeting the cost of college.

Objectives of this goal include making college more affordable, ensuring that families are aware of the many financial aid programs available, streamlining the financial aid process, identifying a need-based financial aid program, and diversifying and increasing revenue sources.

Goal Five USG single point of accountability and single point of contact with the Regents Strategic Planning Oversight Committee: Shelley C. Nickel

A. Action: Assess tuition and fee policy to allow for affordability

- Timeline: 2007-2012
- FY08 objectives:
 - Assess fixed-for-four (tuition)
 - Assess other costs of attendance
- USG single point of accountability: Bill Bowes, Usha Ramachandran
- Report to BOR: Spring 2008
- Metrics: Number of students who graduate in four years

B. Action: Ensure that families are aware of the many financial aid programs available

- Timeline: 2007-2012
- FY08 objectives:
 - Create more awareness of financial aid through support of GAcollge411.com
 - Support institutional efforts in marketing financial aid options
- USG single point of accountability: Tonya Lam
- Report to BOR: Spring 2008
- Metrics:
 - Number of accounts established on GAcollge411.com
 - Number of students attending financial aid fairs
 - Number of students applying for financial aid

C. Action: Streamline the financial aid process to support students' and families' needs

- Timeline: 2007-2012

- FY08 objectives:
 - Establish a statewide initiative to determine financial aid best practices
 - Work with Governor's Office of Customer Service to create a more customer-friendly process for accessing financial aid
- USG single point of accountability: Tonya Lam
- Report to BOR: Spring 2008
- Metrics: Customer satisfaction with financial aid process

D. Action: Identify a need-based aid strategy

- Timeline: 2007-2012
- FY08 objectives:
 - Identify funding alternatives and mechanisms
 - Explore need-based aid policies/legislation
- USG single point of accountability: Tonya Lam
- Report to BOR: Spring 2008
- Metrics:
 - Number of students receiving Pell
 - Number of students who lose HOPE and leave school

E. Action: Diversify and increase funding

- Timeline: 2007-2012
- FY08 objectives:
 - Set fund-raising targets for institutions
 - Develop additional metrics to show the return on the investment in the USG
 - Establish Systemwide Project to make recommendations on Fund-raising best practices
- USG single point of accountability: Tom Daniel
- Report to BOR: Spring 2008
- Metrics:
 - Current institution and foundation aid devoted to student aid
 - Number of students receiving aid from nonstate sources



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Goal 6:

Increasing Efficiency, Working as a System

October 10, 2007

Strategic Goal Six: Increasing efficiency, working as a System

The University System of Georgia is fortunate to enjoy strong financial support from state leaders. The USG must continue to earn that support by demonstrating accountability for the use of its resources, by maximizing nonstate revenues, and by increasing the efficiency of its business operations. The USG must work with state leaders to develop an appropriate business model for current economic trends and conditions.

As a result of its strategic actions, the University System will increase its efficiency while increasing academic quality.

Objectives of this goal include increasing the efficiency of business functions, developing a leadership culture, engaging the workforce in process improvement, and establishing accountability metrics for the System.

Goal Six USG single point of accountability and contact person with the Regents Strategic Planning Oversight Committee: Bill Bowes.

A. Action: Without compromising academic quality, increase efficiency of back-office functions to best-in-class standards

- Timeline: 2007 to 2012
- FY08 objectives:
 - Identify best-in-class standards for back office functions
 - Proposed/Completed Actions: A benchmarking study of USG financial and HR/Payroll functions in comparison to peer and world-class organizations has been completed with the assistance of the Hackett Group, a consultant engaged by the State of Georgia. The study shows that the USG ranks far below world-class standards in most financial and HR/Payroll functions.
 - Begin consolidation of back office functions, where appropriate
 - Proposed/Completed Actions: At the October 4, 2007, meeting of USG presidents, Chancellor Davis announced plans to develop a shared services center to support HR/Payroll, Procurement, and Accounts Payable functions across 33 four-year institutions, two-year colleges, and other sites. (The four research universities are not included.) Accenture has been contracted to provide consulting support to address the development of the business case, creation of an appropriate governance structure, identification of costs, the development of a workforce transition strategy, and the creation of a high-level implementation plan. This effort will be concluded by the end of January 2008. Staff will make a report to the Board in February on results and next steps.

- USG single point of accountability: Bill Bowes
- Report to BOR: Spring 2008

B. Action: Develop a leadership culture within the University System

- Timeline: 2007 to 2012
- FY08 objectives:
 - Create a System-level human resources function
 - Implement the recommendations of the Systemwide project on employee training and development
 - Proposed/completed Actions: The job description for a Chief HR Officer is currently being developed, with a desired hire date of December 2007. The Chief HR Officer will develop the System-level HR function to include leadership development and a robust professional development function, as recommended by the Systemwide project on employee development and training (President Wayne Clough).
- USG single point of accountability: Shelley C. Nickel
- Report to BOR: Spring 2008

C. Action: Engage the USG workforce in a process improvement initiative

- Timeline: 2007 to 2012
- FY08 objectives:
 - Implement Lean Six Sigma training program
 - Proposed/Completed Actions: We have contracted with Southern Polytechnic and State University to provide white belt, yellow belt, and green belt training in Lean Six Sigma. SPSU will provide this training on its campus, at six locations around the state, and online. The training will be geared exclusively to higher education. This training will be rolled out throughout fiscal year 2008. This training is not mandatory; some institutions already have internal resources or expertise in process improvement. For institutions that do not have these resources or expertise, this will be a good opportunity to train a number of employees. After this training, staff should be in a position to begin process improvement projects on campus.
 - Create incentive compensation plan.
 - Proposed/Completed Actions: We have developed a draft incentive compensation plan to provide rewards to employees who propose cost-saving measures that are implemented by institutions. The proposed plan meets statutory requirements for such payments and provides for institutional review of recommendations. (See attached). This is ready for action by the Board.

- Develop customer service metrics.
- USG single point of accountability: Rob Watts
- Report to BOR: Spring 2008

D. Action: Implement a System-level energy conservation initiative to move USG institutions to best-in-class energy usage levels

- Timeline: 2007 to 2012
- FY08 objectives:
 - Identify energy conservation opportunities.
 - Set energy conservation targets.
 - Proposed/Completed Actions: There are several items in process that are expected to be completed by Spring 2008, which include:
 - A process and timeline (November 2007) for rolling out requests to collect and fund energy improvement projects from the institutions
 - In conjunction with the Georgia Environmental Partnership and P2AD, we will be conducting some energy audits at select campuses and buildings to identify common energy conservation opportunities. These audits, which will supplement those audits that have already been conducted at our institutions, should be complete by April 2008 and will help with the benchmarking process. (See next item also.)
 - Through our active participation on the State Facilities Energy Council and with assistance from GEFA (the state energy office), we will be engaging in a statewide benchmarking project to establish reasonable energy efficiency targets based upon our building types.
 - Sandra Neuse is also participating on an effort directed by the Commission for a New Georgia to determine and resolve constitutional/legislative/financing issues associated with state use of energy services contracts (ESCOs) for capital improvements related to energy efficiency.
- USG single point of accountability: President Michael Adams
- Key USO staff person: Sandra Neuse
- Report to BOR: Spring 2008

E. Action: Expand System-level projects for presidents

- FY08 objective: Implement Phase II by adding three to five more projects
- USG single point of accountability: Shelley Nickel
- Report to BOR: Ongoing

- **Proposed/Completed Actions:** The first ten projects are in various stages of implementation.
 - *Improving Enrollment Management and Planning* has been embedded in Goal 2 "Building Enrollment Capacity" and is in implementation.
 - *Improving Retention and Graduation Rates* is under review throughout the System and will be presented to the Board in November 2007.
 - *Enhancing Health Professions* is an ongoing project, and an update will be presented to the Board in October 2007.
 - *Enhanced Advising Processes* will be presented to the Board in October 2007 and is ready to be implemented.
 - *Emergency Operations* is being implemented.
 - *Managing Energy on Campus* will be vetted throughout the System in November 2007.
 - *Training and Professional Development* will be sent for comment during October 2007.
 - *Getting Ready for College and the AAMI-Middle School Focus* initiatives are under review.
 - *STEM RFPs* are under review for funding.
 - Two new projects – *Presidents' Role in Fund Raising* and *Student Health and Behavioral Issues* – will commence after the October 4 presidents' meeting.

F. Action: Establish accountability metrics for the System

- FY08 objective: Publish baseline accountability metrics
- FY08 objective: Publish baseline accountability metrics
- USG single point of accountability: Dr. Cathie Hudson
- Report to the BOR: Spring 2008
- Proposed/Completed Actions:
 - Involve key stake-holders in process:
 - Create an advisory committee to ensure that differing perspectives across the System are voiced.
 - Timeline: By October 15, 2007
 - Develop principles by which metrics are defined. For example, accountability metrics should be meaningful, measure what is most important to the System, and provide enough information to understand how to improve. However, there are less straightforward principles on which to gain consensus. For example, should scarce resources be allocated to underperforming institutions or to institutions that succeed? Or, should mixed models be used?
 - Timeline: By November 15, 2007
 - Develop draft of metrics. Results from other states indicate that a smaller number of metrics is more likely to drive behavior than a large number. The advisory committee will

work to draft a set of metrics for the System, with metrics embedded for institutions. Vet the metrics with appropriate constituents.

- Timeline: By December 15, 2007
- USG single point of accountability: Dr. Cathie Hudson
- Report to the BOR: Spring 2008