



BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
270 Washington Street, S.W.
Atlanta, Georgia 30334

BOARD OF REGENTS MEETING AGENDA
Tuesday, November 8, 2011

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
11:00 AM Room 7019	1	Executive & Compensation Committee Meeting	Chairman Benjamin Tarbutton
12:00 PM Room 7010	2	Board Luncheon	
1:00 PM Room 7007	3	Call to Order	Chairman Benjamin Tarbutton
	4	Safety Briefing	Chief Bruce Holmes
	5	Attendance Report	Secretary J. Burns Newsome
	6	Invocation/Pledge of Allegiance	Regent Larry Walker
	7	Approval of October 11/12 Minutes October 19 Minutes	Chairman Benjamin Tarbutton
1:10 PM	8	Recognition of ELI Scholars	Ms. Tina Woodard Asst. VC/Professional Development
1:20 PM	9	Committee of the Whole: Special Consolidation Committee	Chairman Benjamin Tarbutton Dr. Steve Wrigley
1:40 PM	10	Committee of the Whole: Internal Audit, Risk and Compliance	Regent Kenneth Bernard Mr. John Fuchko
2:00 PM		<u>Track I Committee Meetings</u>	
Room 5158	11	Academic Affairs	Regent Kessel Stelling
Room 5158	12	Personnel & Benefits	Regent Neil L. Pruitt
Room 5158	13	Organization & Law	Regent Mansfield Jennings
2:00 PM		<u>Track II Committee Meetings</u>	
Room 7007	14	Finance & Business Operations	Regent Philip Wilheit
Room 7007	15	Real Estate & Facilities	Regent Larry Walker
Room 7007	16	Internal Audit, Risk and Compliance	Regent Kenneth Bernard



BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
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BOARD OF REGENTS MEETING AGENDA
Wednesday, November 9, 2011

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
9:00 AM Room 7007	17	Call to Order	Chairman Benjamin Tarbutton
	18	Invocation/Pledge of Allegiance	Regent Larry Walker
	19	Attendance Report	Secretary Burns Newsome
	20	Committee of the Whole: Academic Affairs College Completion Plan	Regent Kessel Stelling David Morgan
9:35 AM Room 7007	21	Committee Reports: A. Executive & Compensation B. Academic Affairs C. Finance & Business Operations D. Internal Audit, Risk & Compliance E. Organization & Law F. Personnel & Benefits G. Real Estate & Facilities H. Regents' Nominating I. COW: Special Consolidation	Chairman Benjamin Tarbutton Regent Kessel Stelling Regent Philip Wilheit Regent Kenneth Bernard Regent Mansfield Jennings Regent Neil Pruitt Regent Larry Walker Regent Charles T. Hopkins Chairman Benjamin Tarbutton
	22	Unfinished Business	Chairman Benjamin Tarbutton
	23	New Business	Chairman Benjamin Tarbutton
	24	Petitions and Communications	Secretary J. Burns Newsome
	25	Executive Session	Chairman Benjamin Tarbutton
	26	Adjournment	Chairman Benjamin Tarbutton

**AGENDA
EXECUTIVE AND COMPENSATION COMMITTEE
November 8, 2011**

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AGENDA
EXECUTIVE AND COMPENSATION COMMITTEE
November 8, 2011

1. Executive Session

The Committee plans to discuss personnel and compensation matters, as well as Presidential Searches. Materials will be distributed in Executive Session.

AGENDA

SPECIAL COMMITTEE ON CONSOLIDATION

November 8, 2011

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AGENDA

SPECIAL COMMITTEE ON CONSOLIDATION

November 8, 2011

1. Action Item

The Chancellor's staff will propose "Principles" to be utilized in reviewing whether institutions within the University System should be consolidated.

CONSOLIDATION PRINCIPLES

Objective: The University System of Georgia is preparing students for the 21st century economy and citizenship. Today the System must look internally to ensure that it has a 21st century structure, providing a network of institutions offering the proper range of degrees and opportunities in research and service to students and faculty. The System has therefore begun an analysis of whether consolidation of campuses will contribute in part toward achieving this objective.

The purpose of campus consolidation is to increase the system's overall effectiveness toward creating a more educated Georgia.

The following principles will guide the consolidation analysis; each principle will be considered equally in the analysis.

Increase opportunities to raise education attainment levels. Enhancing opportunities for students to raise their education attainment levels will be a goal.

Improve accessibility, regional identity, and compatibility. Geographic proximity, transportation corridors, student backgrounds, ensuring as much as possible a cultural fit, and other factors which strengthen the qualitative aspects of campus offerings will be considered.

Avoid duplication of academic programs while optimizing access to instruction. Consideration will be given to demand for degrees, program overlaps and duplications, and optimal institutional enrollment characteristics sufficient to offer and support the needed array of services.

Create significant potential for economies of scale and scope. Consideration will be given to the potential for achieving cost efficiency in service delivery, degree offerings, and enrollment.

Enhance regional economic development. Consideration will be given to consolidations with the potential to improve economic development through enhanced degree programs, community partnerships, and improved student completion.

Streamline administrative services while maintaining or improving service level and quality. Potential for administrative efficiencies and savings which yield more effective service will be considered. In addition, functional consolidations on a regional basis will be analyzed.

AGENDA

COMMITTEE OF THE WHOLE: INTERNAL AUDIT, RISK, AND COMPLIANCE

November 8, 2011

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INFORMATION ITEM

1. Risk Management Presidential Task Force Update

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AGENDA

COMMITTEE OF THE WHOLE: INTERNAL AUDIT, RISK, AND COMPLIANCE

November 8, 2011

1. Information Item: Risk Management Presidential Task Force Update

The Board of Regents established a system-wide Risk Management Policy at its August 2010 meeting. This policy required that the Chancellor shall “designate an executive-level position to oversee implementation of the Risk Management Policy across the University System of Georgia.” In November 2010, Southern Polytechnic State University President Dr. Lisa Rossbacher was asked to lead this effort. At this meeting, Dr. Rossbacher will update the Board on the task force’s progress since Dr. Rossbacher’s last report to the Board in February 2011.

**AGENDA
COMMITTEE ON ACADEMIC AFFAIRS**

November 8, 2011

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CONSENT ITEMS

I. Academic Programs

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| 1. Establishment of a New and Online Doctor of Education with a major in,
Nursing Education, University of West Georgia | 1 |
| 2. Establishment of a New and Online Master of Science in Nursing,
Georgia Southwestern State University | 2 |

II. Named/Endowed Positions

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| 3. Establishment of the Barbara Lester Methvin Distinguished Professorship,
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| 6. Demonstration of GATRACS Portal
(Georgia Transfer Articulation Cooperative Services) | 6 |

I. Academic Programs**1. Establishment of a New and Online Doctor of Education with a major in Nursing Education, University of West Georgia**

Recommended: That the Board approve the request of President Beheruz N. Sethna that the University of West Georgia (“UWG”) be authorized to establish a new and online Doctor of Education with a major in Nursing Education, effective November 9, 2011.

Abstract: The University of West Georgia seeks approval to establish a new and online Doctor of Education with a major in Nursing Education. The doctoral program is designed to prepare nurse educators for the 21st century through collaborative endeavors between the faculty of the School of Nursing and the College of Education. The program is designed to develop students to assume leadership roles and demonstrate advanced nurse educator competencies; advance the scholarship of nursing education; conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education; and increase the number of nurse educators with doctoral degrees.

Need: The Doctor of Education in Nursing Education is a priority within the University of West Georgia’s strategic plan. The program was in part developed to address the state’s nursing faculty shortage. Evidence of discipline-specific and societal needs for a doctoral nursing education degree have emerged from a variety of sources including historical trends of nursing faculty shortages and the lack of a Doctor of Education in nurse education programs. According to the American Association of Colleges of Nursing (AACN), production of doctoral prepared nurses from research-focused programs increased by 4.9% from the 2008-2009 academic year to 2009-2010. The low statistic is attributed to a limited pool of doctoral prepared faculty within postsecondary institutions and thus a limit on the number of students accepted into such programs. The AACN’s 2010 – 2011 national survey of nursing faculty revealed that only 46.5% of full-time nursing faculty members have doctoral degrees and only 28.3% hold research degrees in nursing. Additionally, the number of research-focused doctoral nursing graduates in the southern region decreased by 20.5% in one year from 2009-2010 to 2010–2011. As the professoriate continues to age, the lack of faculty with doctoral level credentials will become critical to pipeline issues with projected retirements. The program will be developed through the support of the institution and grant funds from Health Resources and Services Administration, an agency of the U.S. Department of Health and Human Services. Although the program will be offered online, it includes some mandatory on-campus sessions to introduce doctoral students to key aspects of the program.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The program will be reviewed in concert with the institution’s programmatic schedule of comprehensive program reviews.

2. Establishment of a New and Online Master of Science in Nursing, Georgia Southwestern State University

Recommended: That the Board approve the request of President Kendall A. Blanchard that Georgia Southwestern State University (“GSW”) be authorized to establish a new and online Master of Science in Nursing, effective November 9, 2011.

Abstract: Georgia Southwestern State University proposes the establishment of a Master of Science in Nursing that will be delivered online. The institution will collaborate with Clayton State University and Columbus State University on the use of faculty resources to support the program and the three institutions have developed a memorandum of understanding concerning the operation of the program. However, Georgia Southwestern State University is the agent of record and grantor of the online graduate nursing degree. The major objective of the program is to provide additional graduate nursing opportunities in Georgia and to increase the number of nurses with advanced degrees.

Need: The Institute of Medicine (2010) report calls for all nursing schools to promote seamless access for nurses to higher levels of education. The report also calls for at least ten percent of all baccalaureate graduates to enter a master’s program within five years of graduation. Preparing a highly educated workforce is at the forefront of a national nursing education agenda.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The program will be reviewed in concert with the institution’s programmatic schedule of comprehensive program reviews.

II. Named/Endowed Positions

Establishment of Named Faculty Positions

A recommendation for action encompassing item 5 of this document has been submitted by a university system institution seeking to establish or advance special faculty positions that have been developed through the philanthropy of donors. Named faculty positions are often developed to recruit scholars who have made contributions to academic life and/or to knowledge in their academic discipline.

The requested position meets and/or exceeds minima funding requirements per institutional sector as prescribed in *The Policy Manual*, Section 8.3.2.2 as provided in the table below.

Research and Regional Universities		State Colleges, State Universities, and Two Year-Colleges	
Distinguished University Chairs	\$ 2,000,000		
Distinguished Chairs	\$ 1,000,000	Distinguished Chairs	\$ 500,000
Chairs	\$ 500,000	Chairs	\$ 300,000
Distinguished Professorships	\$ 400,000	Distinguished Professorships	\$ 200,000
Professorships	\$ 200,000	Professorships	\$ 100,000
Distinguished Scholar	\$ 100,000	Distinguished Scholar	\$ 50,000
Fellowships	\$ 50,000	Fellowships	\$ 30,000
Lecture or Seminar Series	\$ 50,000	Lecture or Seminar Series	\$ 30,000

The institutional request (item 5) to establish or advance a named position can be found on the next page within this document.

3. Establishment of the Barbara Lester Methvin Distinguished Professorship, University of Georgia

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the Barbara Lester Methvin Distinguished Professorship, effective November 9, 2011.

Abstract: UGA seeks approval to establish the Barbara Lester Methvin Distinguished Professorship in Southern Literature in the Franklin College of Arts and Sciences. The position will reside in the English department. The University of Georgia Foundation and the academic unit have confirmed that \$556,359 is on deposit to establish the endowed position. The person named to fill the position will have an outstanding reputation, be a full professor, and be engaged in teaching, research, public service, or a combination of such duties.

The professorship was funded by a lead gift made by Eugene H. Methvin in honor of his late wife, Mrs. Barbara Lester Methvin. The gift was intended to establish an endowed position that supports the study of southern literature in the Franklin College of Arts and Sciences. Mrs. Methvin earned a degree from George Washington University and later earned her master’s degree in English from George Mason University. A tutor for several years, Mrs. Methvin was a devoted Faulkner scholar and a member of the Association of Literary Scholars and Critics.

4. Named Faculty Positions

The administrative and academic appointments are reviewed by the Chair of the Committee on Academic Affairs.

5. Information Item: Discussion on Distance Learning

An update and discussion of distance learning milestones, opportunities, and future challenges will be shared with members of the Committee on Academic Affairs.

6. Information Item: Demonstration of GATRACS Portal (Georgia Transfer Articulation Cooperative Services)

A demonstration will be provided of GATRACS, the web portal for Georgia Transfer Articulation Cooperative Services.

AGENDA

COMMITTEE ON PERSONNEL AND BENEFITS

November 8, 2011

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APPROVAL ITEM

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INFORMATION ITEM

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AGENDA

COMMITTEE ON PERSONNEL AND BENEFITS

November 8, 2011

1. Revision to the Policy Manual Section 8.2.9 Insurance Policy

Recommended: That the Board approves the revision to the Policy Manual Section 8.2.9 Insurance Policy.

Background: At the August 2011 Board Meeting the board approved adopting a new definition for health benefit eligibility. This new definition changes the benefit eligibility from twenty (20) to thirty (30) hours per week to be eligible for health benefits. Also the board approved a health benefits start date on the first day of the month following enrollment.

Current Policy

8.2.9 Insurance

8.2.9.1 Group Health Insurance

Hospitalization, surgical, medical and major medical benefits shall be made available to regular USG employees, working one-half time or more. These benefits shall also be made available to dependents of the same employees. The USG shall pay that portion of the cost of such insurance as shall be designated from time to time by the Board.

8.2.9.2 Group Life Insurance

Group life insurance, with accidental death and dismemberment coverage, shall be made available to regular USG employees who work one-half time or more. The USG, as employer, shall pay the premium on the basic amount of life insurance, which shall be \$25,000. This amount of insurance is designated "basic life insurance" and the maximum premium therefore shall be established by the Board.

In addition, “supplemental life insurance” may be offered to these same employees with no employer participation in the premiums. Group life insurance for dependents of these employees shall be made available to them in amounts which shall be established from time to time by the Board. There shall be no employer contribution to the dependent life insurance premiums (BoR Minutes, 1987-88, pp. 63-64).

8.2.9.3 Other Insurance

Each institution may provide any additional types of group insurance protection desired on a voluntary basis if the total cost of such protection is paid by the employee.

8.2.9.4 Benefits Continuation into Retirement

A USG retiree or career employee, who upon his/her separation of employment from the USG meets the criteria for retirement as set forth in [Section 8.2.8.2 or Section 8.2.8.4 of this Policy Manual](#), shall remain eligible to continue as a member of the basic and dependent group life insurance and health benefits plans. The USG shall continue to pay the employer’s portion of the cost for such benefits (BoR Minutes, October 2002).

New Policy

8.2.9 Insurance

8.2.9.1 Group Health Insurance

Hospitalization, surgical, medical and major medical benefits shall be made available to regular USG employees, with a work commitment of three-quarters time (30 hours per week) or more. A regular employee’s work commitment may be comprised of multiple job assignments to achieve benefits eligibility if the work assignments are six (6) months or longer. Temporary work commitments/hours cannot be combined for benefit eligibility purposes. These benefits shall also be made available to dependents of the same employees. The USG shall pay that portion of the cost of such insurance as shall be designated from time to time by the Board. If

elected, these benefits become effective on the first day of the month following enrollment unless enrollment is on the first day of the month in which case it becomes effective upon enrollment.

8.2.9.2 Group Life Insurance

Group life insurance, with accidental death and dismemberment coverage, shall be made available to regular USG employees with the same benefits eligibility definitions as that of Group Health Insurance (8.2.9.1). Group life benefits become effective upon hire. The USG, as employer, shall pay the premium on the basic amount of life insurance, which shall be \$25,000. This amount of insurance is designated “basic life insurance” and the maximum premium therefore shall be established by the Board.

In addition, “supplemental life insurance”, with the same benefits eligibility definitions as that of Group Health Insurance (8.2.9.1), may be offered to these same employees with no employer participation in the premiums. If elected, these benefits become effective on the first day of the month following enrollment unless enrollment is on the first day of the month in which case it becomes effective upon enrollment. Group life insurance for dependents of these employees shall be made available to them in amounts which shall be established from time to time by the Board. There shall be no employer contribution to the dependent life insurance premiums (BoR Minutes, 1987-88, pp. 63-64).

8.2.9.3 Other Insurance

Each institution may provide any additional types of group insurance protection desired on a voluntary basis if the total cost of such protection is paid by the employee with the same benefits eligibility definitions as that of Group Health Insurance (8.2.9.1). If elected, these benefits become effective on the first day of the month following enrollment unless enrollment is on the first day of the month in which case it becomes effective upon enrollment.

8.2.9.4 Benefits Continuation into Retirement

A USG retiree or career employee, who upon his/her separation of employment from the USG meets the criteria for retirement as set forth in [Section 8.2.8.2 or Section 8.2.8.4 of this Policy Manual](#), shall remain eligible to continue as a member (if eligible on retirement date) and currently enrolled in the basic, supplemental and dependent group life insurance and health benefits plans. The USG shall continue to pay the employer's portion of the cost for only those benefits that included an employer contribution during the employee's active service. (BoR Minutes, October 2002).

2. **Presentation regarding the Pilot Leading Innovation Program**

Ms. Tina Woodard, Assistant Vice Chancellor for Professional Development, will present a brief overview regarding the pilot Leading Innovation Program. A member from the Georgia State Project Team will present a brief summary of their project.

Background: The Pilot Leading Innovation Program was launched in September 2010 in response to the Regents' Principles to Guide Innovation and a request to mobilize our ELI Alumni Scholars to work on innovation projects across the System. Two teams were formed to participate in this 10-month program.

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COMMITTEE ON ORGANIZATION AND LAW

November 8, 2011

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AGENDA

COMMITTEE ON ORGANIZATION AND LAW

November 8, 2011

1. Information Item

A statement will be shared with the Committee by USG students regarding the Board's Policy on admission of students to USG institutions who are not lawfully present in the United States.

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

November 8, 2011

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APPROVAL ITEM

1. Approval to Rescind Increase to a Mandatory Fee at Fort Valley State University 1

INFORMATION ITEMS

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3. Report on First Quarter Revenues and Expenditures 3

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

November 8, 2011

1. Approval to Rescind Increase to a Mandatory Fee at Fort Valley State University

Recommended: That the Board rescind the \$50 increase to the Student Center Facility Fee effective Fall 2011; that all students charged during the Fall 2011 semester shall be refunded the \$50 by Fort Valley State University (University).

Background: In April 2011, the Board approved increasing the Student Center Facility Fee by \$50, from the current fee of \$100 fee per semester to a total fee of \$150 per semester. The fee increase began in Fall semester 2011 and was to be used to support the financing for the renovation of the Woodward Gymnasium and provide recreational, social, and study areas for students enrolled at the University.

Since the approval and implementation of the increased fee, the University has not submitted a formal request to renovate the facility for recreational, social, and study areas. It is recommended that a full proposal for the Woodward Gymnasium renovation be submitted at a time deemed appropriate by the University. Future capital projects will be reviewed by System Office staff and approved by the Board in advance of approval of any new or increased fee.

2. **Information Item: Higher Education Funding Commission and Performance Based Funding**

The Vice Chancellor for Fiscal Affairs, John Brown, will present information on the Higher Education Funding Commission and Performance Based Funding for the University System of Georgia.

3. Information Item: Report on First Quarter Revenues and Expenditures

The Vice Chancellor for Fiscal Affairs, John Brown, will present a report on the First Quarter Revenues and Expenditures for the University System of Georgia.

University System of Georgia

FY 2012 Report on First Quarter Revenues and Expenditures (Teaching Program Only)

General Funds					
	FY 2012 Annual Budget	FY 2012 First Quarter Budget	FY 2012 First Quarter Actuals	Dollar Variance (First Quarter budget compared with actuals) Positive variance is favorable	Percent Variance
Revenues					
State Appropriations	\$ 1,553,790,529	\$ 388,420,350	\$ 388,420,350	\$ -	0.00%
Tuition	\$ 1,509,685,701	\$ 806,086,219	\$ 827,853,540	\$ 21,767,321	2.70%
Other General Funds	\$ 287,964,654	\$ 124,819,903	\$ 129,727,131	\$ 4,907,228	3.93%
Total General Funds Revenues	\$ 3,351,440,884	\$ 1,319,326,472	\$ 1,346,001,021	\$ 26,674,549	2.02%
Expenditures					
Salaries and Wages	\$ 2,624,108,635	\$ 632,565,503	\$ 626,818,329	\$ 5,747,174	0.91%
Travel	\$ 22,876,338	\$ 3,678,973	\$ 4,569,283	\$ (890,310)	-24.20%
Operating Expenses	\$ 641,852,385	\$ 118,439,335	\$ 112,111,388	\$ 6,327,947	5.34%
Equipment	\$ 62,603,526	\$ 9,640,215	\$ 13,587,051	\$ (3,946,836)	-40.94%
Total General Funds Expenditures	\$ 3,351,440,884	\$ 764,324,026	\$ 757,086,051	\$ 7,237,975	0.95%
State Appropriations Expenditures	\$ 1,553,790,529	\$ 386,701,102	\$ 382,190,994	\$ 4,510,108	1.17%
Tuition Expenditures	\$ 1,509,685,701	\$ 333,343,986	\$ 327,028,808	\$ 6,315,178	1.89%
Other General Funds Expenditures	\$ 287,964,654	\$ 44,278,938	\$ 47,866,249	\$ (3,587,311)	-8.10%
Total General Funds Expenditures	\$ 3,351,440,884	\$ 764,324,026	\$ 757,086,051	\$ 7,237,975	0.95%
Revenues less Expenditures	\$ -	\$ 555,002,446	\$ 588,914,970	\$ 33,912,524	6.11%
<p>Tuition and Other General Funds revenue are tracking slightly above the first quarter budget. General funds expenditures are tracking approximately 1% below budget. This reflects that the institutions are spending conservatively due to the possible 2% reduction in state funds.</p>					

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COMMITTEE ON REAL ESTATE AND FACILITIES

November 8, 2011

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7. Appointment of Construction Management Firm, Project No. J-188, Historic Ennis Hall Renovation, Georgia College & State University	8
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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

November 8, 2011

1. **Information Item: Integrated Evaluation**

Integrated evaluation of campus facilities related proposals has resulted in the following potential projects that will be further developed for consideration of Project Authorization by the Board:

- 1) Georgia Health Sciences University - Ronald McDonald House. Ronald McDonald House Charities proposes to construct a 22 bedroom, \$4.5 million facility adjacent to the children's hospital, on Board of Regents property. An underutilized structure currently on the property would be demolished. The property will be leased to Ronald McDonald House Charities for a term of thirty years.
- 2) Georgia Health Sciences University – MRI Replacement. Renovations to the 2nd floor of the Critical Care Center Wing of the Adult Medical Center to replace existing MRI equipment which is past its "end-of-life" stage and is non-functional. Work will include rearrangement of rooms and spaces which support the MRI. Work will provide functional and aesthetic improvements for patients, family members and staff. Work will include mechanical and electrical upgrades to support a new 3.0T MRI. Total project cost \$7.78 million (including \$3.1 million for MRI equipment).
- 3) Georgia Institute of Technology – Build-out Marcus Nanotechnology Building. The phased build out of lab and office spaces will be accomplished over the next one to seven years as \$17.6 million of funding is available to address faculty recruitment and interdisciplinary research growth. The Board will be requested to authorize phases as funding is available.
- 4) University of West Georgia – East Village Housing and Dining Complex Phase II. This project will provide for the construction of approximately 460 student housing beds, construction of a new dining complex, and renovation of existing Bowdon Hall to provide a total net increase of 300 student housing beds. The Art Annex Building, Downs Hall, and Boykin Hall will be demolished. Total project cost of \$40,000,000 to be funded by private financing.
- 5) University of Georgia – Rutherford Hall Replacement. The proposed project includes the demolition of Rutherford Hall (current capacity of 159 beds) and the construction of a new residence hall (estimated capacity of approximately 260 beds) on the same approximate footprint.

2. Information Item: Bond Sale Resolution General Obligation Bond Issue Update

In June 2011, the Board adopted the Resolution prepared by the Revenue Division of the Georgia Department of Law covering the issuance of 2011 General Obligation Bonds (the “G. O. Bonds”) by the State of Georgia through the Georgia State Financing and Investment Commission for use in funding projects for the University System of Georgia.

The Revenue Division of the Georgia Department of Law prepared on behalf of the Board of Regents a Resolution to cover the sale of 2011 G. O. In August the Board was updated on G.O. Bonds that were sold in June 2011. The list below indicates the additional G.O. Bonds requested to be sold in the November 2011 bond sale for projects that were previously approved by the legislative.

Project No.	Project Name/Institution	November Bond Sale
<u>FY 2010 Capital Project Funding</u>		
J-152	“Consolidated Medical Education Commons” Georgia Health Sciences University	\$2,000,000
FY 2010 Subtotal		\$2,000,000
<u>FY 2012 Capital Project Funding</u>		
J-167	“Academic Science Building” Atlanta Metropolitan College	\$1,000,000
J-185	“Forsyth County Campus” North Georgia College & State University	\$3,000,000
J-191	“Major Repair and Renovations” University System of Georgia	\$45,000,000
FY 2012 Subtotal		\$49,000,000
Total Bond Sale		\$51,000,000

3. Authorization of Project, Project No. BR-10-1103, Health Sciences Campus Renovations Phase II, University of Georgia

Recommended: That the Board authorize Project No. BR-10-1103, Health Sciences Campus Renovations Phase II, University of Georgia (“UGA”), with a total project budget of \$8,510,000 to be funded from UGA institutional funds.

Understandings: Phase I, authorized by the Board in February 2011, included the renovation of Russell Hall, Winnie Davis Hall, Miller Hall, and Carnegie Library.

Phase II will renovate three (3) buildings on the UGA Health Sciences Campus for planned uses and required occupancy dates:

- *Rhodes Hall*

The historic 26,267 square foot two story office building, constructed in 1905, will be used as the administrative headquarters for the College of Public Health. It will house the Dean’s office and associated administration, as well as the Public Health Workforce Training Center. Major interior renovation will include the installation of new HVAC, electrical and plumbing systems, and will also address life safety and code compliance issues for fire safety and ADA. Minor exterior work will include installation of energy-efficient windows, tuck-pointing, and painting. Project cost is \$6,000,000.

- *Scott Hall*

The 12,106 square feet two story facility, constructed in 1963, has most recently been used as an Officer’s Club by the Navy Supply Corps School. Open space on the main floor will be renovated to accommodate a student center. A coffee shop/grill operation will complement the student center and will be renovated as a separate project using auxiliary funds. The lower floor of the building will undergo minor renovation for administrative support space. Also included are mechanical upgrades, improvements to meet life safety and ADA compliance requirements and improvements to the building envelope. Project cost is \$1,900,000.

- *Russell Hall*

Russell Hall, constructed in 1974, will become the major classroom facility for the Health Sciences Campus. The first floor is being renovated in Phase I. This renovation will convert several smaller classrooms on the second floor to create 2-3 large, 50-80 seat classrooms to meet the programming needs of the College of Public Health. Project cost is \$610,000.

The total estimated construction cost for this Phase II project is \$6,487,250.

The project is consistent with UGA’s master plan for the Health Sciences Campus.

4. Authorization of Project, Project No. BR-30-1202, Phase 1 and 2 Build Out of Marcus Nanotechnology Building, Georgia Institute of Technology

Recommended: That the Board authorize Project No. BR-30-1202, Phase 1 and 2 Build Out of Marcus Nanotechnology Building, Georgia Institute of Technology (“GIT”), with a total project budget of \$4,558,000 to be funded from GIT institutional funds.

Understandings: The phased build out of lab and office spaces will be accomplished over the next one to seven years as \$17.6 million of funding is available to address faculty recruitment and interdisciplinary research growth. The Board will be requested to authorize phases as funding is available.

Phase 1 will provide the necessary infrastructure for build-out of shell space.

Phase 2 will build-out approximately 8,000 square feet (‘sf’) of residual shell space on the ground floor.

Phase 3 will build-out approximately 13,000 sf of shell space on the fourth floor.

Phase 4 will build-out approximately 12,700 sf of shell space on the third floor.

Phase 5 will build-out approximately 11,500 sf of shell space on the second floor.

Phase 6 will renovate an additional 8,000 sf on the first floor to accommodate office and support space for the newly established Institute for Electronics and Nanotechnology.

GIT may elect to compress several of the phases together, depending on market conditions and design efforts. If there are strategic and compelling reasons to proceed at a faster rate, GIT desires to implement of the phases of the project at a faster pace than one project per fiscal year, possibly completing the work in as few as three or four years. Compression of the construction schedule could save an estimated \$2.3 million over the life of the project. This advancement of the schedule would also allow GIT to be able to increase research activities sooner.

The estimated construction cost for this project is \$13 million.

The project is consistent with GIT’s master plan.

If authorized by the Board, the University System Office staff and GIT will proceed with design and construction of the project in accordance with Board of Regents procedures.

5. Authorization of Project, Project No. PPV-72-1101, Varsity Athletic Complex, Georgia Gwinnett College

Recommended: That the Board authorize Project No. PPV-72-1101, Varsity Athletic Complex, Georgia Gwinnett College (“GGC”) with a total project budget of \$15.5 million, to be funded from GGC student fees.

Understandings: The varsity athletic complex will accommodate the new intercollegiate athletic program and will include an athletics building composed of locker rooms, training rooms and offices; support facilities; soccer, track, baseball, softball, and tennis facilities; stadium-type seating; associated drives; pedestrian ways and overflow parking.

The estimated construction cost for this project is \$13.5 million.

The project is consistent with GGC’s master plan.

If authorized by the Board, the University System Office staff and GGC will proceed with design and construction of the project in accordance with Board of Regents procedures.

6. Authorization of Project, Appointment of Design Professional Firm, Appointment of Construction Management Firm, and Demolition, Project No. PPV-66-1101, Landrum Dining Hall and Lakeside Dining Hall, Georgia Southern University

Recommended: That the Board authorize Project No. PPV-66-1101, Landrum Dining Hall and Lakeside Dining Hall, Georgia Southern University (“GSOU”) with a total project budget of \$25 million to be funded through a public private venture.

Recommended further: That the Board appoint the first-named design professional firm listed below for the identified projects and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with the other listed firms in rank order.

Recommended further: That the Board appoint the first-named construction management firm listed below for the identified projects and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with the other listed firms in rank order.

Recommended further: That the Board declare the Landrum Center, Building Number 0403, 97 Georgia Avenue, Statesboro, on the campus of GSOU to be no longer advantageously useful to GSOU or other units of the University System of Georgia and authorize demolition and removal of this building.

Recommended further: That the Board request the Governor to issue an Executive Order authorizing the demolition and removal of this building from the campus of GSOU.

Recommended further: That demolition and removal of this building be subject to conducting a hazardous materials survey and assessment to identify the presence of asbestos-containing materials or other hazardous materials in the building and completion of any associated abatement, management, and/or disposal measures prior to or during demolition to ensure compliance with environmental regulations.

Understandings: The 40,582-square-foot Landrum Center, constructed in 1966, is a single story, concrete masonry unit structure on an elevated concrete slab with concrete footings and a built-up roof that is in poor condition.

The multi-phased project including renovation and expansion of Lakeside Dining Hall, construction of Landrum Dining Hall, and demolition of Landrum Center will maintain current occupancy during construction. Landrum Dining Hall will also include a post office, print shop and offices for the Dining and Auxiliary Services staff. Lakeside Dining Hall will be expanded by approximately 12,300 square feet and include upgrade to systems and finishes. These projects will increase seating capacity by 965 seats.

6. Authorization of Project, Appointment of Design Professional Firm, Appointment of Construction Management Firm, and Demolition, Project No. PPV-66-1101, Landrum Dining Hall and Lakeside Dining Hall, Georgia Southern University (Continued)

The project is consistent with GSOU's master plan.

Following public advertisement, qualifications-based selection processes were held in accordance with Board of Regents procedures. The following recommendations are made:

Total Project Cost:	\$25,000,000
Construction Cost (Stated Cost Limitation):	\$21,500,000

Number of Design Professional firms that applied for this commission: TBD

Recommended Design Professional firms in rank order:

- 1)
- 2)
- 3)

Number of Construction Management firms that applied for this commission: TBD

Recommended Construction Management firms in rank order:

- 1)
- 2)
- 3)

7. Appointment of Construction Management Firm, Project No. J-188, Historic Ennis Hall Renovation, Georgia College & State University

Recommended: That the Board appoint the first-named construction management firm listed below for the identified project and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with the other listed firms in rank order.

Following public advertisement, a qualifications-based selection process was held by GSFIC in accordance with Board of Regents procedures. The following recommendation is made:

Project J-188, Historic Ennis Hall Renovation, Georgia College & State University

Project Description: This project was authorized by the Board in August 2010. The Board appointed a design professional in November 2010. The project includes the adaptation and rehabilitation of Ennis Hall into a modern teaching facility for the Georgia College & State University (“GCSU”) Art Department. Built in 1918, Ennis Hall is a 4-story structure containing approximately 31,500 square feet. The renovated teaching facilities will include specialized photography, painting, and drawing studios; teaching labs and classrooms; faculty offices; gallery space, and support spaces. The project will also include installation of all new mechanical, electrical, plumbing, data and information technology network systems. Preconstruction services will be funded from GCSU institution funds. The construction funding will be requested as part of the FY2013 capital budget request.

Total Project Cost:	\$11,300,000
Construction Cost (Stated Cost Limitation)	\$8,350,000

Number of firms that applied for this commission: TBD

Recommended firms in rank order:

- 1)
- 2)
- 3)

8. Naming of the Rosalynn Carter Health and Human Sciences Complex, Georgia Southwestern State University

Recommended: That the Board approve the naming of the Health and Human Sciences Building at Georgia Southwestern State University (“GSSU”) the “Rosalynn Carter Health and Human Sciences Complex,” in recognition of former First Lady Rosalynn Carter.

Understandings: President Kendall Blanchard confirms that this naming conforms to the GSSU naming guidelines and with the Board of Regents naming policy.

Former First Lady Rosalynn Carter, a graduate of the Class of 1946, is the most well-known and distinguished graduate of GSSU. Mrs. Carter has distinguished GSSU by the many awards for which she has been selected to receive over the years including the American Association of Schools Colleges and Universities Distinguished Alumnus Award and the 2011 Regents Hall of Fame Alumni Award.

Former First Lady Rosalynn Carter and President Jimmy Carter have donated well over \$1.9 million dollars to GSSU. The Carters have also inspired and encouraged others to contribute to GSSU. These donations, estimated to exceed \$4.0 million, have been important to the operation of the Rosalynn Carter Institute, GSSU’s most unique program that gives GSSU a special distinction among the other colleges and universities in the State as well as giving it a presence throughout the country and across the globe.

The Health and Human Sciences Building is currently under construction with the first phase of construction expected to be complete in Spring 2012. It is anticipated this naming will lead to additional private funds being raised to furnish the main foyer of the building with photos and other memorabilia commemorating the life and accomplishments of Mrs. Carter.

9. Naming of Jean and Shot Strange Learning and Recreation Center, East Georgia College

Recommended: That the Board approve the naming of the Bobcat Villas ancillary building at East Georgia College (“EGC”) the “Jean and Shot Strange Education and Recreation Center” in recognition of Mrs. Jean and Mr. L.C. “Shot” Strange.

Understandings: President John Black confirms that this naming conforms to the EGC naming guidelines and with the Board of Regents naming policy.

A charter member of the East Georgia College Foundation (the “Foundation”), Ms. Strange was a generous financial supporter of EGC and always ready to contribute her time and talent. She enthusiastically endorsed the addition of on-campus student housing. Upon her death in 2009, her husband, L.C. “Shot” Strange, became a Foundation member. Prior to his service on the Foundation, Mr. Strange assisted in garnering a significant contribution for the naming of Madison Dixon Road, the college’s entrance road.

10. Demolition of Building, Rutherford Hall, University of Georgia

Recommended: That the Board declare Rutherford Hall, Building Number 1210, 305 Cedar Street, on the campus of the University of Georgia (“UGA”), Athens, to be no longer advantageously useful to UGA or other units of the University System of Georgia and authorize demolition and removal of this building.

Recommended further: That the Board request the Governor to issue an Executive Order authorizing the demolition and removal of this building from the campus of UGA.

Recommended further: That demolition and removal of this building be subject to adequate mitigation of all adverse environmental impacts.

Understandings: The 35,040-square-foot Rutherford Hall, constructed in 1939, is a three-story building with reinforced concrete floor slabs, exterior masonry bearing walls and interior cast-in-place concrete columns, and a wood framed roof structure. The exterior walls are solid brick masonry and the interior walls are generally plaster over wood framing. The roofing material is slate. The building has had minor renovations throughout the years, with an elevator added in 2002. The UGA master plan has identified the current location of this building as a location for a new larger residence hall.

The building was surveyed as part of the 1992 statewide historic resource inventory and appears to meet National Register Criteria. As required by the Georgia Environmental Policy Act and the appropriate State Stewardship review, UGA has completed an Environmental Effects Report and identified that the demolition will have a significant adverse impact on a historic resource.

A hazardous materials survey and assessment has been conducted and has identified recommendations for the proper management and disposal of asbestos-containing materials, lead based paint, and other hazardous materials during demolition to ensure compliance with environmental regulations.

The site is proposed for use for a new residence hall.

11. Rental Agreement, Red Bud Farm, University of Georgia

Recommended: That the Board declare an approximately 653 acre tract of real property located on Nesbit Loop Rd., Calhoun, known as the Red Bud Farm, Northwest Georgia Branch Experiment Station of the University of Georgia (“UGA”), to be no longer advantageously useful to UGA or other units of the University System of Georgia, but only to the extent and for the purpose of allowing this tract of real property to be leased to Beverly V. Swancey (“Lessee”) for the purpose of commercial farming and grazing.

Recommended further: That the Board authorize the execution of a lease agreement with Lessee for the above-referenced approximately 653 acre tract of real property for a period of five years at a rent rate of \$63,825 per year, with a mutual option for one more year at the same rent rate, for the purpose of commercial farming and grazing.

Recommended further: That the terms of this lease agreement be subject to review and legal approval of the Georgia Department of Law.

Understandings: The UGA College of Agricultural and Environmental Sciences (the “CAES”) is reallocating operating funds and research to other facilities; the opportunity to lease will allow CAES to gain revenue and retain the ability to return operations to this farm in the future.

Due to the presence of historically significant burial grounds on the site, no ground disturbing activities other than normal farming using tillage of twelve inches or shallower are permitted.

At the end of the term of the lease, the real property and all improvements will remain the property of the Board of Regents.

12. Executive Session

Materials to be handed out in executive session.

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

November 8, 2011

Agenda Item

Page No.

INFORMATION ITEMS

1. Audit Results and Internal Audit Trends 1
2. Institutional Plan for Improving Audit Results – Fort Valley State University 2

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

November 8, 2011

1. Information Item: Audit Results and Internal Audit Trends

The Office of Internal Audit and Compliance (OIAC) mandate is to focus on risks and provide value. This mandate has evolved from audit's objective assurance and consulting activities. The continuing migration toward a more risk-centric approach is driven by trends which are likely to reshape internal audit now and in the future.

At this meeting, Executive Director of Internal Audit Mr. Michael Foxman will briefly summarize audit results and key trends over the past 12 months.

2. Information Item: Institutional Plan for Improving Audit Results – Fort Valley State University

Fort Valley State University (FVSU) President Dr. Larry Rivers will outline FVSU's plan to improve financial operations and audit results.

AGENDA

COMMITTEE OF THE WHOLE: ACADEMIC AFFAIRS

November 9, 2011

Agenda Item

Page No.

CONSENT ITEM

1. Presentation of *Complete College Georgia: Georgia's Higher Education Completion Plan 2012*.

The final college completion plan for the state of Georgia will be presented to the Board. The plan has been jointly developed with the Technical College System of Georgia and if approved, will be submitted to the Governor in December, 2011.

Complete College Georgia

Georgia's Higher Education Completion Plan 2012

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Executive Summary

The Georgia of the future is a state where a majority of the available jobs are out of reach to a majority of its people. New employers and new job creation are lost to other parts of the world. Existing employers begin to question the benefit of staying with a workforce that falls near the bottom of states inside a nation that lags behind most other developed countries in terms of education. This future is not distant, but eight years near.

By 2020, it is projected that over 60 percent of jobs in Georgia will require some form of a college education, whether a certificate, associate's degree, or bachelor's degree. Today, only 42 percent of the state's young adults, its burgeoning workforce, qualify. Georgia's level of higher education attainment is not expected to notably increase in this time period.

College completion is an imperative for a prosperous future in Georgia, but will require significant intervention.

To reverse the current path, the state has committed to Complete College America's goal that by 2020, 60 percent of young adults will hold a college certificate or degree. It will take a concerted statewide effort to surpass the likes of Canada and Japan at 56 percent and to reach Korea at 63 percent, assuming other nations stand still, which they will not.

Georgia's Higher Education Completion Plan, a joint effort between the University System of Georgia and the Technical College System of Georgia, defines a way forward. The two Systems call for cooperation and begin to lay the groundwork in three areas: 1) Create new forms of collaboration and accountability among organizations responsible for or reliant on higher education, 2) Continue to work with the Georgia Department of Education to increase the number of college-ready students graduating from high school, and 3) Reevaluate and envision anew the performance of completion-related aspects of higher education.

This joint report and the work to follow between the University System of Georgia and the Technical College System of Georgia serve as a strong foundation for the partnerships necessary to improve college completion. The unprecedented articulation agreement between the two Systems

outlined in this plan is a significant example of what can be achieved. The agreement will expand opportunities to degree completion and avoid duplication of mission, assuring the most efficient use of state resources.

The University System and the Technical College System encompass 60 institutions. This plan is designed as a framework for action and accountability. Fostering the innovation and creativity of individual campuses is paramount. To that end, the plan outlines a collaborative process between the two Systems and their respective institutions to set goals, metrics, and strategies, while providing support. This planned work will seek new graduates from many sources, traditional and non-traditional:

- Expansion of the direct from high-school population through an improvement in college readiness and an overall increase in the high school graduation rate
- Improvement in overall college completion rates and especially populations with historically low rates
- Part-time students at all age levels
- Adult learners
- Military learners

These new graduates will form a competitive workforce with a mix of certificates, associate's degrees, and bachelor's degrees. They will have the broad base of skills, adaptability, and critical-thinking acquired through quality higher education. Georgia's future depends on improving college completion. This plan begins the work.

Georgia's Future and the Value of Higher Education

The Completion Imperative

For the first time in our nation's history, the current generation of college-aged Americans will be less educated than their parents.¹ The United States, once a world leader in the proportion of young adults holding a college degree, now falls behind 14 other developed nations, including Korea, Ireland, Australia, and Canada.² Within the United States, Georgia's degree attainment historically ranks it in the bottom 15 states. Within the South, North Carolina, Virginia, and Maryland, are ahead, while Georgia is nearly equal with Florida and South Carolina.³

Georgia's level of higher education attainment is not expected to increase without significant intervention. Already, the nationwide unemployment rate for bachelor's degree holders is less than half the rate for those with only a high school education.⁴ By 2020, it is projected that over **60 percent** of jobs in Georgia will require some form of a college education.⁵ However, currently in Georgia just **42 percent** of young adults have a college education: a certificate, an associate's degree, or a bachelor's degree or higher.

[Graphic on Georgia, US, comparative performance internationally]

Georgia cannot afford to allow the gap in higher education attainment to widen. The state's current and future competitiveness is at stake. Without a workforce that can fulfill the needs of the economy, the state may risk not only the loss of new employers and new business creation, but also existing jobs to more educated states and countries. To avert this future, Georgia developed the Complete College Georgia initiative. In line with commitments for the Complete College America agenda, by 2020, 60 percent of young adults 25 to 34 years of age should have a college education.⁶ Moving from today's 42 percent to a goal of 60 percent requires approximately **248,000 additional graduates**⁷.

¹ National Center for Higher Education Management Systems (NCHEMS), Education Attainment by Degree-Level and Age-Group (American Community Survey) 2009

² Education at a Glance 2011: OECD Indicators (from Organization for Economic Co-operation and Development)

³ National Center for Higher Education Management Systems (NCHEMS), Education Attainment by Degree-Level and Age-Group (American Community Survey) 2009

⁴ Bureau of Labor Statistics, Sept. 2011 Rate: <http://www.bls.gov/news.release/empsit.t04.htm>

⁵ Complete College America: "Time is the Enemy" September 2011

⁶ Complete College America. <http://www.completercollege.org>

⁷ This total also includes private institution graduation increases.

Degree and certificate completion rates must be improved to achieve this goal. Currently in Georgia, 57 percent of students starting a bachelor's degree graduate within six years. Only 11 percent starting an associate's degree in the University System of Georgia graduate within three years. In the Technical College System of Georgia, 20 percent of students starting an associate's degree graduate within three years, and 23 percent of students starting a certificate graduate within two years.

[Graphic on comparative completion rates.]

A complex set of issues underlies these rates. Along the pipeline from kindergarten to college, a significant number of students drop out of high school. These individuals lose the chance to enter college, let alone earn a degree. Of those who do graduate from high school, many enter college underprepared and never make it past remediation. Even of the students who enter prepared, a significant number leave during their freshman year, with a trailing number leaving each year thereafter.⁸

[Graphic demonstrating pipeline]

College completion rates are even lower for African American, Hispanic, adult, low-income, and part-time students.⁹ Furthermore, the "traditional" college student who enters directly from high school on a full-time, residential basis makes up only 25 percent of the nation's student body. Commuter, part-time, and adult learners constitute the majority.¹⁰

[Graphic on completion rates of different populations]

Addressing these many challenges within the larger goal of increasing Georgia's share of workers with a college degree or certificate calls for an unprecedented statewide effort. This document, a joint plan reflecting landmark collaboration between the University System of Georgia and the Technical College System of Georgia, points to a way forward:

- 1) Create new forms of collaboration and accountability among organizations responsible for or reliant on higher education
- 2) Expand the K-12 pipeline and improve college readiness
- 3) Re-envision and improve performance in completion-related aspects of higher education

⁸ NCHEMS Information Center: <http://www.higheredinfo.org/dbrowser/index.php?measure=72>

⁹ Complete College America: "Time is the Enemy" September 2011

¹⁰ Complete College America: "Time is the Enemy" September 2011

Defining and Measuring Success

In today's fast-paced world, extravagant college completion plans can become obsolete before the writing is finished. This understanding, combined with the urgency that is required to act on college completion, led the University System of Georgia and the Technical College System of Georgia to create this document, *Georgia's Higher Education Completion Plan*, as a framework for action and accountability. With 60 institutions of higher education between the two Systems, the college completion effort must be coordinated, but also allow for the innovation and creativity of each campus to contribute to accomplishing the goal. This plan sets a strong foundation for action and will be continually updated to monitor progress, refine strategies, and adopt new ones as appropriate.

Without intervention, Georgia's higher education attainment is expected to only increase to 43.2 percent by 2020. Reaching 60 percent requires approximately 248,000 additional individuals, on top of normally expected graduation levels, who must complete a certificate, associate's degree, or bachelor's degree over the next eight years.¹¹

[Graphic on the gap to meet 60 percent]

Meeting this goal requires increased participation from traditional populations, as well as a wider pool of non-traditional populations, including:

- Expansion of the direct from high-school population through an improvement in college readiness and an overall increase in the high school graduation rate
- Targeted improvements in completion rates of existing college student populations with historically low completion rates including remedial, low-income, African American, Hispanic, and students with disabilities
- Part-time students at all age levels
- Adult and military learners, especially those with existing higher education credit

[Graphic on #'s in target populations]

Georgia's future depends on a diversity of talents and thinking, and the adaptability and broad base of skills acquired through quality higher education. To properly set plan objectives, an analysis of workforce requirements will be conducted in order to inform completion goals as to the level of

¹¹ Certificates under the definition employed by Complete College America also includes Georgia's one-year diplomas from the Technical College System.

degree. System and campus-level goals will then be set and aligned based on participation from target populations and informed by Georgia's workforce requirements. The metrics setting process will be a continuing cooperative effort among the University System of Georgia, the Technical College System of Georgia, and each system's institutions. Private colleges and universities will also be invited to partner in the effort. Measures of success and allocation of goals will be developed to best suit the mission and capabilities of each System and their campuses. Both Systems will deliver campus-level metrics during early 2012.

[Graphic on Accountability Timeline]

Completion by Partnerships

Improving college completion will depend on partnerships, given statewide and cross-agency issues. Partnerships can not only result in coordinated resources, but also new forms of collaboration, improved communication, and a strong focus on accountability. This plan includes work to improve completion by partnerships in three areas: 1) reporting and communications, 2) improving college readiness and access, and 3) improvement in pathways toward a degree through a new articulation agreement between the two Systems.

Reporting and Communications

Both Systems will regularly report to Georgia's Complete College America Council, which includes the Governor's office, the agency heads and board chairs of the University System of Georgia, the Technical College System of Georgia, and the Georgia Department of Education, along with the Georgia Student Finance Commission, and key business, community, and philanthropic leaders. Both Systems will also work with the Governor on needed steps that result from his higher education funding study commission.

The commitment by both Systems that this document be a living plan with accessible updates is one way in which there will be a continuous focus on completion. This plan will be placed on a to-be-created 'Complete College Georgia Website' under the Governor's Office, linked to the University System of Georgia and the Technical College System of Georgia by Spring 2012. A communications plan will be developed, aligned to the College Access Challenge Grant, that focuses on extending awareness about the importance of postsecondary completion across Georgia by Summer 2012.

Rigorous analytics and transparent reporting are key to the accountability of the state, both Systems, and individual institutions. To that end, the continued work of the state Longitudinal Data System, as part of Race to the Top, is vitally important.

To improve statewide coordination and accountability, the University System of Georgia and the Technical College System of Georgia propose an early 2012 Complete College Georgia launch event. Led by Governor Deal, the event would include members of the Performance Funding commission, college presidents and vice presidents, legislators, K-12 superintendents, members of boards of both Systems, and other key leaders. The Launch will include national leaders such as Stan Jones

(Complete College America), Jamie Merisotis (Lumina Foundation), David Spence (Southern Regional Education Board), Uri Treisman (Dana Center, University of Texas at Austin), and Dennis Jones (National Center for Higher Education Management Systems). The focus of this event would be on the overall completion agenda, the use of data and metrics, transforming remediation, performance funding, provision of guidance to campuses in development of completion plans, and announcement of the Completion Academy competition.

The University System of Georgia will additionally require each campus to submit its own completion plan aligned with the framework laid in this document and built upon University System of Georgia Progression and Graduation reporting strategies and structures. The University System of Georgia will provide feedback and support to its institutions to complete the plans following the statewide launch. Frameworks will be designed to enable campuses to regularly share data about best practices for improving completion.

The Technical College System of Georgia will require each of its colleges to develop the institution's completion plan as a part of the President's annual assessment and review process. The Technical College System will work with its colleges after the statewide launch to develop local targets for certificates, diplomas, and degrees. The Technical College System will host an annual resource summit for campus and System leadership to share best practices and collaborate on innovative ideas in support of Complete College Georgia.

Improving College Readiness and Access

Meeting college completion goals will require a substantially larger number of students graduating from high school who are motivated and prepared to apply to and be successful in college.

Improvement must be made in three areas: Georgia's high school graduation rate, the academic readiness of students who do graduate, and opportunities for access to college, none of which is possible without effective teachers. To that end, the colleges and universities are committed to producing new highly effective K-12 teachers and to develop and enhance the skills of current teachers. The K-12 portion of this completion plan focuses on strengthened collaboration with the Georgia Department of Education in the areas of standards and assessments for college readiness and expanded programs to deliver college-level courses and credit while students are in high school.

Expanding the Pipeline from K-12

Georgia's Department of Education reported a 2011 high school graduation rate of 79.5 percent. However, the method to calculate the rate is changing, and states nationwide are adopting a set of new, Federally backed metrics. Significant progress has certainly been made in recent years to increase the graduation rate, but the new cohort-based methodology indicates there is still much work to be done. The National Center for Higher Education Management Systems uses a similar cohort method and reports a 58.8 percent graduation rate for Georgia in 2008.¹² This rate is likely lower than the actual rate today, given the lag in the data, but points to the continued need to expand the pipeline coming from K-12. Further, around 30 percent of the high school graduates, as reported by NCHEMS in 2008, did not continue onto college.

[Graphic on national comparison of state graduation rate]

Standards and Assessment

The University System of Georgia and the Technical College System of Georgia will continue to work together with the Georgia Department of Education through the Alliance for Education Agency Heads on standards and assessments for college and career readiness. This collaboration is especially important in the vital subject area of mathematics. Changing levels of readiness in mathematics, whether through a mismatch of standards and entrance requirements, or a drop in overall quality, can significantly affect a student's ability to access and successfully complete certificate and degree programs.

The University System of Georgia and the Technical College System of Georgia have supported the work of the Common Core standards since the outset. English, mathematics, and teacher education faculty will support the Georgia Department of Education in ensuring dissemination of training in Common Core Georgia Performance Standard to current and future teachers.

The University System of Georgia and the Technical College System of Georgia will work with the Georgia Department of Education to implement an assessment that can be used in the junior year of high school to judge progress on meeting readiness standards. In the long term, these assessments may be replaced by the in-development PARCC (Partnership for Assessment of Readiness for College and Careers) assessments. Both Systems have been actively involved in the PARCC

¹² <http://www.higheredinfo.org/dbrowser/index.php?measure=23>

Initiative. English and mathematics faculty have worked with representatives from other states to identify key college readiness standards in their respective domains.

Once the PARCC assessments are developed and implemented, the University System of Georgia has agreed to use the college readiness standards and assessments to determine college readiness and to exempt students, who are admitted to institutions, from learning support testing. There will also be continued work with the Georgia Department of Education and the Southern Regional Education Board to develop and deliver 12th grade courses in reading, writing, and mathematics for students who do not meet college readiness levels based on these assessments.

College Courses and Credit During High School

The Advanced Placement, International Baccalaureate, Dual Enrollment, Early College, and Career Academies programs are important to the expansion of the K-12 pipeline. These programs can improve the college readiness of high school graduates and potentially shorten the time to a degree once in college, increasing the likelihood of completion. Work is ongoing among the University System of Georgia, the Technical College System of Georgia, and Georgia Department of Education in the area of dual credit courses.

The Technical College System will also begin statewide articulation assessments that will be given in high school. Credit earned under these assessments will be "banked" until a student enrolls in a technical college. As part of this project, a web-based process will be developed for the colleges to collect this data and have it readily accessible to admissions staff.

In the area of College and Career Academies, the University System of Georgia and the Technical College System of Georgia will work with other partners to establish a joint Office of College and Career Transitions. This new group will create a certification process and support services for academies that expand career-focused dual enrollment and dual credit opportunities.

In the area of Early College, the University System of Georgia will maintain the network of existing schools and share statewide and national best practices that have contributed to school successes. The University System of Georgia will also track Early College graduates based on college retention and completion across all college types (University System of Georgia, Technical College System of Georgia, and other public and private institutions).

College Access

In addition to academic readiness, students need information, encouragement, and hands-on support in order to access, and be successful, in college. These supports are especially important for those populations traditionally underrepresented in postsecondary education, such as first-generation students, low-income, minority, and students with disabilities. Partnerships among businesses, communities, and state agencies will be leveraged to supply these needs through the College Access Challenge Grant. These include:

- Implement ‘Georgia Apply to College’ events at more than 200 high schools across the state.
- Develop ‘Near Peer’ service-learning mentorships where college students assist high-need high school students in preparing for, applying to, and enrolling in postsecondary education.
- Lead collaborative college access efforts
 - Provide centralized resources, including Individual Graduation Plan development, for students, families, and educators through GAcollge411.org
 - Support business, community, and education groups sponsoring college-going events
 - Provide professional development for school counselors both directly and through partnerships with Georgia Student Finance Commission, Georgia Department of Education, and the Technical College System of Georgia
 - Support FAFSA (Free Application for Federal Student Aid) events in collaboration with the Georgia Student Finance Commission
- Continue and expand recent communications efforts, such as
 - Provide public awareness resources to educators, agencies, and community/business groups
 - Governor’s Proclamations for “College Access Month” and “Apply to College Month.”
 - Community and business engagement in creating a college-going culture across the state, including “Friday Night, College Lights” events, flyers, and banners and mini-grants for events created by community and business organizations
 - Creation of specialized Public Service Announcements showcasing Georgia students, parents, and business members

Affordability

The University System of Georgia and the Technical College System of Georgia acknowledge and call attention to the cost of higher education and its impact on a student’s ability to attend and complete

college in a timely manner. Effectively addressing rising costs requires a national debate on the value of higher education to society and the appropriate shifts in public policy, especially in the area of funding. This work is beyond the scope of this plan; however, many of the proposed actions can work to enable institutions to be more effective, potentially leading to reduced instruction costs. Where these results can be achieved, the Boards of both Systems will seek to capitalize on cost-savings in ways that benefit students.

Georgia's higher education institutions continue to be, and must remain, a comparatively low cost, high quality opportunity. For the 2011 to 2012 academic year, a recent survey reports average tuition and fees for public four-year institutions in Georgia at \$6,808, while the national average was \$8,244. Tuition and fees for public two-year institutions averaged \$3,078 while the national average was \$2,963.¹³ It is important that efforts be made to balance the cost of a quality education with the economic conditions of the state and the need to be good stewards of taxpayers' money. The continuation of programs such as HOPE, and the addition of needs-based scholarships as Governor Deal has proposed, are important to the college completion agenda.

[Graphic of tuition compared to SREB states and nationally]

The University System of Georgia will continue to provide book grants, funded through the College Access Challenge Grant, for Early College, Move on When Ready, and GED students to help cover the gap between available funding and the actual cost of books and instructional supplies. The Technical College System of Georgia institutions will continue to assist secondary students and their families enrolled through dual credit opportunities to obtain book grants and to underwrite the non-HOPE covered portions of tuition.

University System of Georgia and Technical College System of Georgia Articulation Agreement

Today's college students commonly transfer between institutions. Forty-one percent of community college students nationwide transfer to four-year institutions and about one-third of all college seniors have transferred at some point during their college career. Articulation and transfer agreements provide students with important paths for transitioning within and across systems of higher education. The University System of Georgia has one of the most comprehensive guaranteed

¹³ College Board. *Trends in College Pricing 2011*. http://trends.collegeboard.org/college_pricing/

agreements for transfer of general education courses between its institutions. However, many students also transfer from the Technical College System of Georgia to the University System of Georgia, and vice versa. While some steps have been taken to ensure general education course transfer between our two Systems, it is important to offer even greater articulation in support of the state's college completion goals.

An unprecedented agreement between the Technical College System and the University of Georgia for a new articulation policy has been developed and will be implemented January 2012. This agreement creates a coherent statewide commitment that supports and sustains continued cooperation among institutions in both Systems over time. Under the agreement, opportunities to degree completion will expand while avoiding duplication of mission, assuring the most efficient use of state resources. The specific articulation agreement can be found in the Appendix of this document. Key points in the agreement include:

- Provides definitions of Associate level degrees and general Technical College System and University System responsibility for these types of program offerings
- Establishes conditions for consideration of proposed expansion of Associate level program offerings by each System
- Sets up processes for review of additional general education courses for guaranteed transfer between the two Systems
- Establishes a joint oversight coordinating council with representatives from both Systems to ensure sustainability of the articulation agreement

Completion by Performance

To improve college completion, aspects of higher education must be redesigned within the context of creating a more effective system. This plan includes work to improve performance in three ways: 1) transforming remediation, 2) shortening the time to degree, and 3) restructuring delivery.

Transforming Remediation

Students admitted to college, but unprepared in mathematics, reading, or writing receive remediation, also known as learning support. These courses, although delivered at a college, do not count toward degree and certificate program credit hours, but serve as an important pathway for students who would otherwise not be given the opportunity to complete college. The current scale of remediation at Georgia's institutions emphasizes again the importance of including preparation in K-12 as a part of a comprehensive college completion plan. Both of the University System of Georgia's two-year colleges provide remediation to 59 percent of entering students, and its 14 state colleges provide remediation to 48 percent of entering students. All 25 institutions in the Technical College System of Georgia provide remediation to 26 percent of first-time entry students.

[Graphic on # of students in remediation.]

Outcome evaluations reveal that current methods of remedial education must be changed to meet college completion goals. For example, students receiving remedial education at the University System of Georgia in bachelor's degree programs have a completion rate of 24 percent within six years. Students receiving remedial education entering associate's degree programs at either the Technical College System or the University System, have a completion rate of 7 percent within three years.

Georgia established a Transforming Remediation Work Group as part of its commitment to Complete College America. The key recommendations of that taskforce have been incorporated into current efforts and future work in this plan:

- Define college readiness and take appropriate actions in K-12 to ensure that graduates are college-ready

- Change assessment and placement policies and practices for students applying to college to clarify what constitutes readiness for success in the first year of college
- Develop alternative pathways for students who are significantly behind
- Restructure traditional remediation using customized pedagogical approaches

Both the University System of Georgia and the Technical College System of Georgia have taken steps on the recommendation to restructure traditional remediation. This work includes the sharing of best practices through statewide conferences held in 2011 by each System with nationally recognized speakers and institutions. Through a recent grant from Complete College America, the University System of Georgia and the Technical College System of Georgia will also work together to transform remediation in line with the Working Group's recommendations. Over the next two years, two institutions from each System will pilot total transformations of remediation and disseminate the work statewide.

Within the University System of Georgia, the focus will be on modularization of courses, creation of alternate paths for those students significantly behind, development of options to work at one's own pace, and integration of support to teach success skills. Pilot projects at the College of Coastal Georgia and Georgia Gwinnett College will begin in 2012. After the grant, beginning around 2013, the work will be expanded statewide. The University System of Georgia has also made changes to its learning support policies, and will continue to review them within the context of transforming remediation for completion, for purposes of aligning them with new methods and the latest evidence.

The Technical College System of Georgia will begin implementation of a redesign of remedial English, math, and reading using proposed recommendations from the Work Group and the President's Council Learning Support Task Force. The focus will be on development of content modules so that a student may progress at his or her own pace. In addition, new diagnostic tools will be developed to pinpoint which modules are required based on a student's needs. The early months of 2012 will focus on curriculum development and logistics, with a pilot program at Athens Technical College and DeKalb Technical College set to begin summer of 2012, with expanded implementation later in 2012.

Shortening the Time to Degree

The more time it takes to graduate, the less likely a student is to complete a certificate or degree. Events and demands outside the classroom can complicate college success, especially for students balancing school, work, and families. Delays increase costs to both the students and the state. By designing clear paths for students to complete certificate and degree programs more efficiently, Georgia can help more students earn degrees and control costs for both students and taxpayers. Complete College America recommends that states use a variety of strategies to shorten the time to a certificate or degree. These strategies include, among others: reducing unnecessary taking of courses, improving transfer policies, and expanding alternative pathways for students to earn college credits.

The University System of Georgia and the Technical College System of Georgia plan to shorten the time to certificates and degrees through three areas of work: 1) expansion of articulation and transfer agreements (see appendix under “Articulation Agreement”), 2) construction of a student-centered transfer portal, and 3) expansion of Prior Learning Assessment.

Student-Centered Transfer Portal

Having robust transfer and articulation agreements in place is important, but delivering accurate and timely information to students to inform their decision-making and ensure the shortest time to a degree, is also important. GATRACS, the Georgia Transfer and Articulation Cooperative Services group consists of the University System of Georgia, the Technical College System of Georgia, Georgia Department of Education, and Georgia Student Finance Commission, and is currently funded through the College Access Challenge Grant. The goal of the collaborative is to make transfer easier for Georgia students, potentially leading to increased college completion rates. GATRACS will release a web portal, housed as part of GACollege411, that will enable students to submit their college courses and grades and immediately have access to information showing to which institutions their credits will transfer.

Prior Learning Assessment

Prior Learning Assessment, or PLA, provides a pathway to enable millions of students who have stopped short of a degree, but have acquired knowledge through other means, the chance to complete their education. In terms of spending, 65 percent of postsecondary learning takes place

through the workplace and other training.¹⁴ Postsecondary learning is also acquired through informal lifelong learning. Awarding credit where knowledge already exists creates an attractive option for potential students, especially adults, and shortens the time to degree.

The University System of Georgia seeks to expand the use of Prior Learning Assessment and will:

- Increase by 50 percent the number of institutions with PLA-friendly policies and practices by 2013
- Increase by 20 percent the number of credits students receive through PLA, including CLEP, AP, IB, portfolios, challenge exams, and military and business credentials by 2013

The Technical College System of Georgia will:

- Increase by 20 percent the number of statewide course assessments by 2015
- Increase by 20 percent the number of credits that students receive through PLA including CLEP, AP, IB, portfolios, exemption exams, military experiences, and business credentials
- Fully implement TCSG policies and practices that are PLA friendly

Restructuring Delivery

A recent report by Complete College America¹⁵ suggests that restructuring not only how education is thought of, but also how it is delivered, can improve college completion and success in a timely manner.

While the characteristics of a “traditional” college student are changing dramatically, certificate and degree programs are still being delivered much as they have for most of the 20th century. To improve low completion rates, Complete College America proposes several approaches, including:

- *Redesign course delivery.* Courses should be delivered through a mix of blended in-person and online experiences. Scheduling should include non-traditional and block methods, which have been shown to be particularly effective in increasing completion rates for adult and part-time students.

¹⁴ Carnevale, A. P., Smith, N. and Strohl, J. (June 2010) *Help wanted: Projections of jobs and education requirements through 2018.*, Georgetown Center on Education and the Workforce. Retrieved from <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/FullReport.pdf>

¹⁵ Complete College America, “Restructure Delivery for Today’s Students”

- *Maximize the value of long-term student groupings, or cohorts.* Students working in cohorts can focus on the same content and learn from and support one another.
- *Build support programs into structured course delivery models.* Remedial and counseling support should be embedded into courses rather than separate.
- *Require low-performing campuses to restructure delivery.* Campuses with consistently low completion rates should have the incentive, or be required, to implement new models of delivery.

University System of Georgia—Restructuring Delivery

The University System of Georgia will address the mismatch between the needs of today’s students and the current delivery models in five areas: 1) building and sustaining effective teaching, 2) exploring and expanding the use of effective models, 3) distance education, 4) adult and military outreach, and 5) science, technology, engineering, and mathematics (STEM) initiatives.

Building and Sustaining Effective Teaching

One key to greater student success and college completion is building and sustaining teaching pedagogies that engage the student learner. The University System of Georgia and its institutions will continue to support and reward faculty to enhance their teaching strategies to promote student learning that improves college and degree completion. Teaching and learning resources as well as ongoing professional development for faculty will be an integral piece to successfully meeting the goals of this completion plan.

Exploring and Expanding the Use of Effective Models

The University System of Georgia is exploring approaches to restructure delivery in conjunction with institutions and key external partners. These approaches include technology solutions, practice and process changes, institutional efficiencies, and partnerships and collaborations across systems, as well as with nontraditional educational partners. Key in this approach is an understanding of the benefits of technology, but not a sense of determinism that may limit future paths, especially given rapid technology changes. The University System of Georgia will also explore, along with its institutions, opportunities to redefine scheduling, share practices around scheduling, and foster student cohorts.

The articulation agreement between the University System of Georgia and the Technical College System of Georgia in itself constitutes a restructuring of delivery, providing options for students to earn a degree through coursework outside a single institution or system.

A range of University System of Georgia institutions and centers are exploring different solutions to restructure delivery, including data driven enhancements (Georgia Gwinnett College, Valdosta State University, Georgia State University), educational policy (University of Georgia), and technology (Center for 21st Century Universities at the Georgia Institute of Technology).

The Center for 21st Century Universities, in particular, is exploring a number of technology-driven innovations. *Massively Open Online Courses (MOOCs)* are a virtual delivery model that allows participation in learning activities at convenient places and times, rather than forcing students into set timeframes. MOOCs, along with *blended learning*, which combines online and face-to-face interactions, can facilitate widespread, often global collaboration with other students and teams of specialized instructors. *Gamification* applies game-driven structures and incentives to learning. The Center is also exploring the enhanced use of experience based and group activities, alternative certification of learning objectives, as well as institutional approaches such as “markets” for learning options.

Distance Education

Nearly all University System of Georgia students use online electronic systems for services and learning. The University System of Georgia can better serve students by ramping up the use of technology to provide flexible course and program delivery options, and by fostering efficient development and use of shared resources.

In this focus area to restructure delivery, the University System of Georgia will:

- Increase the array of online programs in traditional, compressed sessions (six to eight week, multiple start-stop dates) and hybrid formats to enable all students, especially working students, adult learners and military personnel to effectively pursue college completion.
- Implement System-level services and technology to support intra-institutional collaborative degree programs and business processes that will improve retention, progression, and graduation by making it easier for students to find, enroll in, and complete courses.
- Expand deployment of eCore™ (Georgia’s Core Curriculum Online) and online general education options to ensure that institutions have just-in-time capacity for students’ unrestricted progression through the core curriculum.

- Develop online, collaborative, upper division courses and majors designed to complement eCore, associate of science, associate of arts, and associate of applied science degrees to assure articulation with USG and TCSG two-year programs and increase the probability that students can sustain and achieve their educational goals.

Adult and Military Outreach

Nearly 1 million working Georgians, 22 percent of those in the workforce, have already earned some college credit, but have not completed a degree. The University System of Georgia Adult Learning Consortium, with nine participating institutions, has developed policies, practices, models, and programs, which target the needs of adult learners. Planned work includes:

- Increase by 50 percent the number of campuses participating in the Adult Learning Consortium
- Develop collaborative online degree programs for adults with majors/concentrations in critical need labor fields
- Lead public awareness campaigns to recruit returning adults
- Continue to provide professional development and resources for faculty in best practices for adult college completion, including the recent launch of DiscoverYourGoal.net and other public awareness campaigns targeting adults with some college credits, but no degree

With more than 780,000 veterans in the state, the University System of Georgia will lead expansion of its military-friendly “Soldiers 2 Scholars” program and other statewide efforts to help those in military service make the transition to civilian life by means of a college degree. The Soldiers 2 Scholars program attracts and retains military students while creating campuses that are inviting and friendly to military personnel and veterans. The College Access Challenge Grant funds the University System of Georgia’s adult and military outreach efforts.

STEM

Science, technology, engineering, and mathematics (STEM) degree programs have a high rate of students transferring to non-STEM disciplines. The initial semesters of study in the foundational mathematics and science courses are one of the reasons for high transfer rates. Non-STEM majors have difficulty successfully completing STEM courses, as evidenced by higher failure rates and lower grades. Additionally, the necessary sequencing of STEM courses, where knowledge is often required to build from course to course, creates logistical issues that can complicate a student’s path to degree completion.

The University System of Georgia will continue its STEM Initiative, this round with seven participating institutions, and provide funds and technical support for programs that improve completion rates of students in STEM degree programs and general success measures in STEM courses. A critical objective of the STEM Initiative is to improve the completion rate in the introductory courses, through a variety of new approaches, which will increase the likelihood of college completion. In Spring 2012, as part of the Initiative, Georgia Southern University will host a Scholarship of STEM Teaching and Learning Conference to disseminate information across University System of Georgia institutions.

Along the lines of STEM literacy for non-STEM majors, the University System of Georgia has approved pilots at South Georgia College, East Georgia College, and Gainesville State College to implement Quantway, an alternative form of remedial mathematics funded by the Carnegie Foundation for the Advancement of Teaching.

Technical College System of Georgia—Restructuring Delivery

The Technical College System of Georgia’s goal is to initiate systemic change by restructuring the delivery of educational programming and services so that students can earn high demand and high wage credentials in an efficient, integrated, and seamless manner. It is in the best interests of Georgia and its students to create faster, more structured pathways to a degree or certificate. The Technical College System of Georgia’s work will focus on two areas: accelerating success, and providing greater structure and clearer pathways to completion.

Accelerating Success

Plans for accelerating success include:

- Increase use of technology for both traditional and online delivery
- Continue to enhance the institutions collaborative efforts on the design, development, and delivery of digital content through the Georgia Virtual Technical Connection (GVTC)
- Design and develop blended models of content delivery based on the concept of the flipped classroom, (lecture and teaching viewed at home and performance and work completed on-campus) affording students more time on task while having access to their instructor and providing them flexibility around their off-campus schedule

- Increase by 15 percent usage and enhancement of distance education and blended/hybrid courses allowing students more choices and access by 2015
- Redesign basic models of delivery in both traditional, distance education, and blended courses to a more streamlined and modular approach, ensuring full usage of available technology by 2014 (Synchronous video conferencing, webinar environments, virtual office hours, learning object/content repository, etc.)
- Re-establish and enhance the Learning Support Portal page, allowing open access to prospective and current students offering them access to resources for preparation, study, and tutorial based designed content by 2013
- Enhance the System Level Distance Education Student Portal to increase awareness of a student's opportunity to enroll as a transient student with sister institutions
- Develop individual education plans for each student, with strong advising
- Expand seamless education and articulation agreements with the University System of Georgia to reduce unnecessary taking of courses. (See articulation agreement, and GATRACS)
- Work toward a direct transition for students from completion of a GED credential into a technical diploma, certificate or degree program, without the need for remediation
- Developing an Accelerating Opportunity program that will dually enroll adult basic education students in adult education courses and technical certificate programs to assist students in gaining a meaningful career pathway credential

Providing Greater Structure and Clearer Pathways

Plans to provide greater structure and clearer pathways to completion include:

- Develop cohort-based (long-term groups), accelerated programs. Peer cohorts have been noted to significantly improve retention in colleges with accelerated programs. These accelerated programs will be delivered using a cohort model in which learners will attend as a group. Courses will be scheduled during times based on cohort needs for 4-8 hour blocks, depending on the program requirements.
- Facilitate a system-wide effort to implement a uniform assessment, placement, and intake process that will provide consistent college and career ready assessment and placement across the system for incoming adult education students. A uniform intake and advising process will be implemented that ensures students understand their options, and enroll in appropriate career pathways and have access to financial aid.

- Expand the admissions/intake process to include diagnostic tools to better assess skills deficiencies for placement in the program or appropriate remediation
- Redesign remedial education (see Transforming Remediation section)
- Explain clearly and transparently costs and courses required to earn a degree or certificate by including this information in the advisement and education process
- All TCSG colleges offer block scheduling. By fall 2012, TCSG will restructure the following programs using block scheduling at all 25 institutions:
 - Accounting diploma and associate degree
 - Air conditioning diploma
 - Networking specialist diploma and associate degree
 - Medical assisting diploma
 - Automotive diploma

Value to Georgia

This plan began with the idea that college completion is an imperative for a prosperous economic future in Georgia. In reality, this future is not distant, but sooner than a decade away, requiring an immediate unprecedented effort. The state requires a mix of workers with a college certificate, associate's degree, or bachelor's degree to meet the needs of the changing economy.

At 42 percent of the state's young workers educated to such a level today, it will take a tremendous effort to reach 60 percent by 2020, surpassing Canada and Japan at 56 percent, and coming close to Korea at 63 percent, all assuming other nations stand still, which they will not. Georgia can achieve this goal through recognizing the value of higher education, not just for filling and creating jobs, but also for creating a more civically engaged and free people, improving the quality of life for all in the state. These new graduates will form a competitive workforce with the broad base of skills, adaptability, and critical-thinking acquired through quality higher education.

This joint report and the collaborative work that will follow between the University System and the Technical College System serve as an example of the type of partnerships that will be necessary to improve completion rates. Completion-related aspects of higher education must be reevaluated and envisioned anew to improve performance. While graduation rates at higher education institutions must be increased, this alone is not enough without an expansion of the pipeline from K-12 and an improvement in college readiness. This is the path forward for Complete College Georgia to be successful and secure Georgia's future.

Appendices

Articulation Agreement

Associate Degrees, Diplomas, & Certificates

Associate degrees, diplomas, and certificates authorized to be awarded by public institutions in Georgia are defined as follows:

1. Associate of applied science (AAS) degrees are primarily for students who intend to enter specific career fields immediately upon graduation. These degrees are generally awarded through successful completion of a planned program of study at TCSG institutions. In order to minimize duplication of program offerings across the TCSG and USG, the following procedures will be followed for all new associate of applied science degrees.

1.1. All new associate of applied science degrees proposed for implementation at USG institutions after January 1, 2012 will be submitted through the following process:

- The USG institution submits the degree proposal to the USG System Office. If the degree duplicates an existing AAS degree at a TCSG institution near the proposing USG institution, the proposed degree must have a letter of support signed by the respective TCSG college president.
- USG System Office staff will present the proposal to the TCSG System Office for review by System Office staff.
- If recommended by TCSG System Office staff, the proposal will be reviewed by the TCSG Board.
- The TCSG Board will return the proposal to USG with a recommendation for support or non-support.
- USG System Office staff will share the recommendation from the TCSG Board with the USG Board. The USG Board will take final action on the proposal.

2. Associate of arts (AA) and associate of science (AS) degrees are primarily for students who intend to transfer to another institution for completion of a four-year degree program. These

degrees are generally awarded through successful completion of a planned program of study at USG institutions.

2.1. TCSG institutions will not offer associate of arts degrees.

2.2. All new associate of science degrees proposed for implementation at TCSG colleges, regardless of delivery system, after January 1, 2012 will be submitted through the following process:

- The TCSG institution submits the degree proposal to the TCSG System Office. The proposed degree must have an articulation agreement signed by the respective TCSG and USG institutions' presidents.
- TCSG System Office staff will present the proposal to the USG System Office for review by System Office staff.
- If recommended by USG System Office staff, the proposal will be reviewed by the Board of Regents (BOR).
- The BOR will return the proposal to TCSG with a recommendation for support or non-support.
- TCSG System Office staff will share the recommendation from the BOR with the TCSG Board. The TCSG Board will take final action on the proposal.

3. Technical certificates and diplomas are generally awarded for the successful completion of a planned program of study through the colleges of TCSG. These programs are typically not designed for transfer.

4. Bachelor's degrees are offered only through USG institutions.

General Education Course Transfer

This policy assures students who transfer between TCSG and USG institutions that they will not be required to repeat the course work approved for transfer that was successfully completed at another institution.

USG institutions and TCSG institutions will accept the following general education courses for transfer between their respective institutions. Courses will only be accepted from institutions accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Both the USG and the TCSG are committed to and responsible for assuring that faculty teaching these courses meet the SACS comprehensive standard for faculty qualifications.

1. Introduction to Mathematical Modeling - MATH 1101 (USG)/MAT 190 or MATH 1101(TCSG)
2. College Algebra - MATH 1111 (USG)/MAT 191 or MATH 1111 (TCSG)
3. Pre-calculus - MATH 1113 (USG)/MAT 194 or MATH 1113 (TCSG)
4. Composition I - ENGL 1101 (USG)/ENG 191 or ENGL 1101 (TCSG)
5. Composition II - ENGL 1102 (USG)/ENG 193 or ENGL 1102 (TCSG)
6. American Literature – ENGL 2130 (USG)/ENGL 2130 (TCSG)
7. Introduction to Psychology – PSYC 1101 (USG) / Introductory Psychology — PSYC 1101 (TCSG)
8. Introduction to Economics – ECON 1101 (USG) / Principles of Economics — ECON 1101 (TCSG)
9. Introduction to Sociology – SOCI 1101 (USG)/SOCI 1101 (TCSG)
10. Public Speaking – COMM 1201 (USG)/SPCH 1101 (TCSG)

New TCSG general education courses proposed for transfer to USG institutions in Core Curriculum Areas A-E will follow the same review procedure required for new Core Curriculum courses proposed by USG institutions:

- The TCSG System Office staff will present the proposed course(s) to the USG System Office.
- The USG System Office will convene a meeting of the appropriate disciplinary Regents Academic Advisory Committee. Non-voting faculty designated from the TCSG will be invited to participate.
- Course(s) approved by a Regents Academic Advisory Committee for transfer in Areas A-E will be recommended to the USG General Education Council for review.
- Course(s) approved by the USG General Education Council will be reviewed by System Office staff who will submit the courses to the USG Board for final action.

Upon receipt of USG Board approval for the designated course(s), TCSG colleges will clearly publicize the designated approval categories to TCSG students.

Postsecondary Oversight Council

An oversight council comprised of appropriate System Office staff from the TCSG and USG will meet on a regular basis to assure compliance with this articulation agreement, address other articulation issues if they arise, and encourage the development of programs and policies to support Georgia's college completion goals.

Contact Information

Further Resources