



ASU/GHSU
Consolidated Complete
College Georgia Plan
Our Path Forward

Revised - August 22, 2012

Executive Summary

Augusta State University and Georgia Health Sciences University are engaged in the active transformation of two distinct institutions into a new, comprehensive research university. As a consolidated university, our new mission states that we will “*provide leadership and excellence in teaching, discovery, clinical care and service as a student-centered comprehensive research university and academic health center, with a wide range of programs from learning assistance through postdoctoral studies.*” We have enthusiastically embraced this new mission.

Our new university has an unprecedented opportunity to review our structures, our policies, and our procedures – in a more discrete manner than higher education institutions typically have occasion to do. We have begun the process of reengineering these components, with our mission as our beacon, to ensure that no structure, policy, or procedure inhibits a qualified student from matriculating, progressing, and graduating from the new university. To support these endeavors, we have begun large-scale data analysis to look at the various populations we serve.

While this endeavor has been a challenge, we continue to leverage both institutions’ insights into their individual histories and performance to chart a new path forward. Collectively, we have taken the time to engage in each other’s institutional knowledge to truly integrate our strategic aims and set performance metrics to meet those aims. Recognizing the unique opportunities available to us by this process, we are emphasizing college completion and the needs of all students throughout the development of our new unified strategic plan.

In addition to our strategic priorities, we have established four goals we see as key to our Complete College Georgia initiatives. Each goal has specific tactics, assessment methods, and measureable expected outcomes to ensure we continually focus on and track our progress toward success (See Appendix).

Goal One: Maintain and improve access and improve completion

- *Tactic 1.1:* Expand partnerships with K-12 by targeting high school students capable of success to increase the number of dual and joint enrolled students.
- *Tactic 1.2:* Create a community college program within the regular university corpus for identified freshmen who do not qualify for regular admission.
- *Tactic 1.3:* Initiate planning with East Georgia State College to provide Augusta based enrollment opportunities for students who do not qualify to be admitted as regular freshman to the New U. or the New U. community college program.
- *Tactic 1.4:* Expand Transfer Articulation Guarantees for students who show adequate academic progression with our partners.
- *Tactic 1.5:* Increase access for active duty military, veterans, and their families by creating a support services unit that will specifically focus on streamlining and gaining efficiencies in the admissions and enrollment process.
- *Tactic 1.6:* Increase new and pledged dollars for need-based scholarships to attract and retain qualified underrepresented student populations, in addition to our commitment to matching the state’s need-based scholarship, REACH (Realizing Education Achievement Can Happen).

Goal Two: Transform remediation

- *Tactic 2.1:* Create and implement “flipped” and “stretched” models of mathematics instruction.

Goal Three: Restructure instructional delivery

- *Tactic 3.1:* Leverage the College of Education and the Center for Teaching and Learning to assist faculty in developing new instructional methods, including differentiated instruction.

- *Tactic 3.2:* Provide grants to faculty for development opportunities to focus on new instructional methods, including differentiated instruction.

Goal Four: Improve time to degree completion

- *Tactic 4.1:* Update policies that are barriers to college completion.
- *Tactic 4.2:* Increase student usage of academic student support services (i.e., Writing Center, Math Assistance Center (MAC), Foreign Language Lab, advising, and supplemental instruction opportunities).
- *Tactic 4.3:* Expand on First Year Experience (FYE) opportunities.
- *Tactic 4.4:* Increase advanced instruction opportunities (e.g., study abroad, undergraduate research and honors program).
- *Tactic 4.5:* Aggressively market a finish-in-four tuition model to incent undergraduate students to enroll in a greater number of credit hours per semester.
- *Tactic 4.6:* Incrementally increase Freshman Index for regular freshman admissions each year to achieve R1 standards by fall 2018.

Our objectives have been articulated as multiple tactics for each goal with identified key personnel responsible, including defined and measurable expected outcomes. These are described in detail in the narrative which follows, but are also articulated in our standardized Institutional Effectiveness planning and assessment grid in the Appendix.

Implementation assistance has been rallied from the resources of both institutions and teams are ready to apply structured effort through disciplined approaches to this endeavor.

The consolidation of Augusta State University and Georgia Health Sciences University into a single, comprehensive research university presents an unparalleled opportunity to rethink student success. We will do this through planning, incorporating the use of project management expertise and change management assistance to implement strategies, the adoption of transparent performance monitoring & assessment through structured data analysis, and the incorporation of the assessment results into the process of refining our tactics.

Our two universities have charted an ambitious course. Individually, we have accepted the challenge to **be bold** and to **think big**. We will not stop here, however. As a new, comprehensive research university, we will **be bolder** and we will **think bigger**. Succeeding with our goals to improve student success and college completion is not something we will take lightly. We will create positive changes for students in Georgia.

Our Mission, Our Approach

Augusta State University and Georgia Health Sciences University are transforming into a new, comprehensive research university with an integrated health system. A hallmark of this transformation is the approval of a new mission, which states that “Our Mission is to provide leadership and excellence in teaching, discovery, clinical care and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.” After consolidation, the new institution will have approximately 1,400 faculty and 4,000 staff members dedicated to this mission and the success of our nearly 10,000 students.

Consolidating Georgia’s two universities based in the Augusta area will enhance service to the region by building and complementing on the strengths of each. Mutually on a path to growth, the consolidation supports and streamlines this progression. Eliminating the duplication of administrative functions and facilities will enable the University System of Georgia to focus its educational offerings in the Augusta area in ways that can yield the greatest impact. A recent study by the University of Georgia’s Selig Center for Economic Growth found that ASU and GHSU (inclusive of the health system) collectively contributed more than \$1.5 billion in the Augusta economy in FY 2011. That impact includes the production of more than 18,000 jobs. Bringing together two of the region’s economic linchpins will result in a university with greater capacity and potential to serve its community and the nation.ⁱ

Ricardo Azziz, the future president of the consolidated university, recognizes and champions this institutional transformation: “... we will have to focus on growing our new university. With regard to our consolidation, 1 plus 1 will not equal 2. 1 plus 1 must equal something much greater. We are not bolting on one university to another. This is a true consolidation, a true transformation. Staying the same is not an option.” Such a transformation is a rare opportunity to be bold and to rethink success in higher education.

To ensure a mutual course forward, Augusta State University (ASU) and Georgia Health Sciences University (GHSU) have joined together to develop a new, integrated strategic plan that builds upon recent discussions related to strategic directions for each institution. A key concept that is woven into the strategic priorities is the recognition of a need to provide access and support to access in higher education. Thus, the Complete College Georgia plan and our new strategic plan work in tandem. While our Complete College Georgia plan focuses on academic student success, the new strategic plan actively lays out multiple other avenues to establish the tenets of student success throughout the entire enterprise.

As the consolidation develops and both institutions transform into a new, comprehensive research university, institution representatives on work teams have determined a need for specific, targeted, and measurable goals. These work teams include representatives from a multitude of groups inclusive of students, faculty, staff, alumni and community members, the coordinated efforts of which will be required to ensure the increased success of our students. To ensure that the institution makes progress toward these goals, President Azziz and Provost Caughman serve as champions for access and success. Carol Rychly, who will be the new university’s Vice President for Academic and Faculty Affairs, serves as the coordinating officer with responsibility for those who will actively support the Complete College initiative. Dr. Rychly will direct the effort relying upon both existing and new faculty committees as well as other key leaders for enrollment management, institutional effectiveness, student affairs and faculty development. The Office of the Vice President for Student Affairs will ensure that students have the opportunity to participate in the development of programs aimed at improving their individual and collective success. The Office of Assessment (a unit of Institutional Effectiveness) will provide ongoing support to help unit plans and assess their goals directly related to student success and the Complete College initiative. The Office of Institutional Research (a unit of Institutional Effectiveness) will provide benchmarks and performance analysis to ensure that the university maintains constant vigilance to achieve student success.

Goals and Strategies: *Our Path Forward*

The faculty, administration, and staff of the new, consolidated university are committed to the improvement of college completion rates at our institution. We have chosen four goals in an effort to begin to improve, and ultimately sustain completion rates for our student body.

1. **Maintain and improve access** through partnerships in K12, the creation of a community college program within the regular university corpus, collaboration with other institutions to develop articulation agreements, by enhancing military access, and by increasing availability of needs-based scholarships.
2. **Transform remediation** through innovative instructional delivery, including “flipped” and “stretched” courses for remedial math instruction.
3. **Restructure instructional delivery** by incorporating faculty development in this area via the institution’s Center for Teaching and Learning and leveraging the expertise of the College of Education.
4. **Improve the time to degree completion** by eliminating organizational barriers to student success, providing support to students through increased academic support services, expanding advanced instructional opportunities, incensing full-time enrollment through appropriate tuition models, and incrementally adjusting upward the Freshman Index for regular freshman admissions each year to achieve R1 standards by fall 2018.

Augusta State University and Georgia Health Sciences University are part of the Augusta-Richmond County Metropolitan Statistical Area (MSA), which has a population of approximately 557,000 people according to the 2010 U.S. Census. With the MSA’s median income of approximately \$36,933, the area in which our two universities reside is one of the lowest compared to the state of Georgia’s median at \$47,590. Developing goals for improving access and creating opportunities for the regional population, some of whom require support to complete their degree, is the mission of Complete College America. Tracking these goals and evaluating them on a regular basis will be critical to continue to improve these efforts and achieve the desired result of a larger number of graduates.

Goal One: Maintain and improve access and improve completion

Historically, Georgia Health Sciences University has not had a retention and college completion problem. Augusta State University, however, has a large enrollment of traditionally underserved students in categories specifically targeted by Complete College Georgia, and its completion rates are low (see Table 1.1), especially when compared to our future peers in the Carnegie Classification of Research Universities with High Research Activity whose graduation rate averages 56.7%. ASU’s retention rates are also low (see Table 1.2) compared to that cohort who average 78.8%. As the new comprehensive university, we are committed to providing mechanisms to maintain and improve access to these students, while building support systems and instructional delivery methods that will increase their timely graduation.

Table 1.1: ASU Six-year Graduation Rates 2008-09

	First-time Full-time	Part-time	Full-time Pell	Full-time Remedial	Transfer
2003 Cohort	27.6%	11.7%	22.0%	19.3%	32.3%

Table 1.2: ASU Retention Rates by Various Groups 2008-09

	First-time Full-time	Part-time	Full-time Pell	Full-time Remedial	Transfer	Full-time Adult Learners
First year	68.1	48.4	67.2	64.4	54.9	51.9
2nd to 3rd year	46.7	34.4	42.1	34.7	43	21.2

Tactic 1.1: Expand partnerships with K-12 by targeting high school students capable of success to increase the number of dual and joint enrolled students.

The consolidated university is committed to expanding opportunities for college-ready high school students to earn college credit while still enrolled in high school through dual enrollment and joint enrollment. ASU currently has a successful, but relatively small, dual/joint enrollment program (Table 1.3). Successful dual/joint enrolled students are well positioned to progress and succeed in college. This is not only because they earn college credit during high school but also because, by experiencing the college environment in advance, they are better able to acclimate to the collegiate academic rigor upon matriculation. This supports both Complete College Georgia and Complete College America's desire to shorten time to degree completion.

To achieve this goal, we intend to increase our number of dual and joint enrolled students by adjusting the current ASU SAT requirement (combined Verbal/Critical Reading and Mathematics sections) from 1100 to the minimum SAT score required by Board of Regents' policy, 970. Students admitted to ASU by exception, meeting the Board of Regents' requirements but not the ASU minimums, showed that they were capable of success in college-level courses based on a review of their grades. We will create promotional materials about dual/joint enrollment opportunities and work with a newly formed collaborative group of university admissions professionals and high school counselors to target high school students capable of success.

Table 1.3: Dual and Joint Enrolled Students at ASU

Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Average #
68	70	59	60	51	54	89	81	60	60	65

Through our changed admission requirement and increased marketing, we will increase these numbers incrementally year over year as defined in the Goals Matrix in the Appendix.

Tactic 1.2: Create a community college program within the regular university corpus for identified freshmen who do not qualify for regular admission.

For students who qualify at the minimum Freshman Index of the state university sector but do not meet the R1 sector standard, we will create a community college program within the new comprehensive university. This highly structured unit will give those students who aspire to the New U a route towards that goal by providing:

- A more structured curriculum that leads to an associate degree,
- An array of mandated academic assistance offerings,
- An early alert system based on poor class participation and/or performance that will trigger specific interventions,
- Required class attendance, and
- A streamlined admission process to the comprehensive university's programs for successful students.

Tactic 1.3: Initiate planning with East Georgia State College to provide Augusta-based enrollment opportunities for students who do not qualify to be admitted as regular freshman to the New U. or the New U. community college program.

East Georgia State College is our closest two-year access institution and its leadership is interested in partnering with us to develop Augusta-based offerings that support access, transfer articulation, and facilitate the students' attainment of an Associate's Degree at East Georgia. Providing opportunities for higher education through these mechanisms will ensure that we are meeting the needs of our populations as defined in our mission.

Tactic 1.4: Expand Transfer Articulation Guarantees for students who show adequate academic progression with our partners.

While there are agreements in place between the University System of Georgia and the Technical College System of Georgia, transfer articulation guarantees should be expanded in an effort to reduce duplication of instruction and minimize time to degree completion. Augusta Technical College, a local TCSG institution, is one such potential partner with which articulation agreements will be explored and developed.

Tactic 1.5: Increase access for active duty military, veterans and their families by creating a support services unit that will specifically focus on streamlining and gaining efficiencies in the admissions and enrollment process.

The new university is located within five miles of two Veterans Administration Hospitals and Fort Gordon, the nation's largest military communications and information training center. Fort Gordon employees over 27,000 military, civilian and contract personnel and provides training for over 20,000 active duty and 50,000 reservists annually. More than 800-1,200 service members with military backgrounds primarily in information technology or medical related fields separate from the military each year from this installation. In addition, according to the US Census Bureau, the five counties neighboring the university are home to over 53,000 veterans, representing about 15% of the total local population. Veterans in these counties are much less likely to have a bachelor's degree than their peers nationally or statewide.

Approximately 550 students (combined enrollment) receiving military or veteran benefits are currently enrolled at ASU and GHSU. This number represents a small percentage of the total active duty military and veteran segments of the local population. We will facilitate access for active duty military, veterans and their families and increase enrollment incrementally year over year as defined in the Goals Matrix in the Appendix.

Although military and veteran students are similar in many ways to other adult learners, several factors complicate their academic lifecycles from the point of admission to graduation. Veterans face obstacles to achieving their degree according to the results of research conducted by the ACE Center for Lifelong Learning. Research results indicate veterans are

- unaware of their benefits;
- face administrative hurdles associated with university staff members' lack of knowledge about veteran benefits;
- experience problems gaining credit for prior military experiences or coursework; and
- do not always find a supportive campus climate.

Active duty members of the military experience similar challenges as their veteran peers, and in addition they experience complexities associated with their ongoing professional commitments, reassignments, and

deployments. We will increase access for active duty military, veterans, and their families by establishing and maintaining an on-campus Military and Veterans Service Center (MVS). The MVS staff will engage in activities over the next several years focused on increasing enrollment for active duty military, veterans and their dependents. More particularly, these activities will focus on increasing the quality of our services provided to these students thereby increasing the competitiveness of our programs and on outreach activities designed to increase enrollments.

Planned outreach activities intended to increase enrollments by enhancing awareness of our programs include the following:

- develop and implement a strategic communications plan including Fort Gordon, local military recruiters, National Guard Armories, and web pages for Military & Veterans and Spouses & Dependents;
- attend educational fairs at Fort Gordon to promote educational opportunities at the institution;
- meet with local recruiters and participate in the (ConAp) process with the US ARMY to increase awareness of the new consolidated university among new recruits; and
- meet with local National Guard Armories to promote educational opportunities at the university.

Activities intended to increase the success of students with a military affiliation include the following:

- establish and maintain a Military and Veterans Service Center providing a centralized dedicated staff to assist in admissions, registration, financial aid, and VA benefit certification;
- develop and implement tailored student support services and activities including dedicated orientation sessions and social events;
- develop a peer mentoring program in conjunction with ROTC;
- collaborate with counselor education faculty to offer counseling to assist in transitioning to civilian life and appropriate referral services;
- develop an early warning intrusive coaching system notifying MVS staff and counselors in the event students experience attendance or academic issues; and
- facilitate training and development opportunities for faculty to increase awareness and understanding of related issues.

Although the planned activities of the MVS are a critical component of the new consolidated university military outreach strategy, they are only a part of the planned activities to increase the competitiveness of our programs and military access. At a broader institutional level, other planned activities include the following:

- review and modify university policies as appropriate including those related to transfer credit, residency and military withdrawals;
- maintain Service Members Opportunity College (SOC) designation and participation in GoArmyEd;
- investigate the feasibility of SOCAD membership and joining the ALC;
- investigate the feasibility of becoming a Yellow Ribbon School;
- investigate potential changes in academic programs including certificates and degrees to better align with the educational needs of the military; and
- investigate the feasibility of modifying the method of course delivery to facilitate degree completion at a distance including potentially offering courses at Fort Gordon.

Tactic 1.6: Increase new and pledged dollars for need-based scholarships to attract and retain qualified underrepresented student populations, in addition to our commitment to matching the state's need-based scholarship, REACH (Realizing Education Achievement Can Happen).

The new university will seek to increase access to a quality education for high achieving students who are not otherwise able to offset the costs of attending college. Funded by individual donors, businesses, and other foundation support, these scholarships will be renewable to ensure retention of these students as well as enhance their ability to make a commitment to their academic pursuits. As evidenced by the 2011 NSSE survey (See Table 1.4), our current student population is much more burdened with work and family obligations than the national average.

Table 1.4: NSSE 2011 Results

	ASU	National
Working > 20 hours/week	29%	11%
Caring for Dependents > 20 hours/week	14%	7%

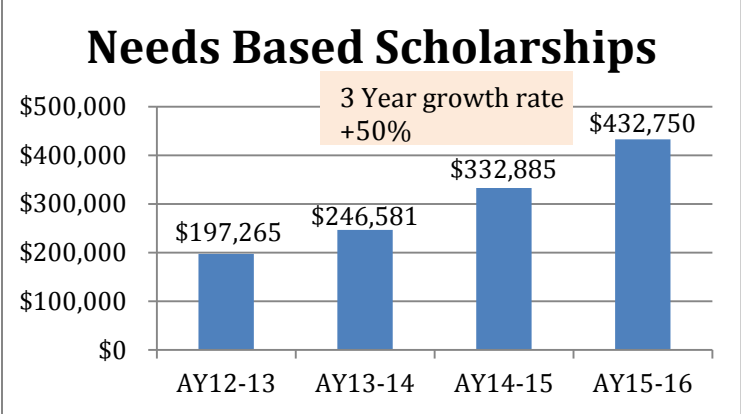
Needs based scholarships for both universities have historically been low as shown in Table 1.5 below.

Table 1.5: AY12-13 Needs Based Scholarship Awards

	# of Recipients	Total Awarded
ASU	55	\$ 59,265
GHSU	48	\$138,000
Total	103	\$197,265

The increases in total awarded dollars described in our goals for the first year range from 25% for threshold performance to 67% for high performance. The three year performance represents an intentional plan to sustain respectable growth as highlighted in Figure 1.6 below.

Table 1.6: Three Year Growth Plan for Needs Based Scholarship Awards



These scholarships will be awarded to academically qualified students to improve access by those generally underrepresented in various programs as well as those students who would not be able to afford to continue to attend college due to work obligations.

Goal Two: Transform remediation

Nationally, more students place into remedial mathematics (22%) than remedial English (14%). The students at ASU exhibit a similar pattern, with 26% placing into remedial mathematics while 19% place into remedial English. Students’ success in the remedial math course is not perpetuated to the same extent in the follow-on Gateway math course (Table 2.1). Given the greater percentages of remedial mathematics

placements and the low success rates in follow-on math courses, we have chosen to focus our attention initially on this subject area.

Table 2.1: ASU Students in Remedial Math

Fall 2007	Percentage of students
Enrollment in Remedial Math	258
Success in Remedial Math Course	128/50%
Success in follow-on Gateway Math course	32/12.6%

Tactic 2.1: Create and implement “flipped” and “stretched” models of mathematics instruction.

Complete College Georgia metrics measure success in the first college level math and English courses. Although 81% of our first-time full-time students finish either college level math, English or both within two years, our Learning Support success rate in both remedial and the follow-on course need improvement. Initially our efforts will focus on math given that a greater percentage of Learning Support students have math requirements as compared to English.

In Fall 2012 we are piloting a “stretch” course combining Math 0099 and Math 1111 into a single course meeting five days per week. We are also piloting a “flipped” classroom model in three Math 0099 sections. These sections will integrate the Hawkes software, a mastery-based mathematics program, into the classroom allowing students to move at their own pace. By utilizing this instructional approach, the instructor will have more time to help students individually with those concepts they find to be more difficult.

We will assess the data obtained from the “flipped and stretched” pilots for the Math courses during Fall 2012. If the Math pilot is successful, we will create a similar pilot for English courses. Assessment data will be gathered and best practices defined to improve reading success and to learn how to modularize our current reading curriculum. Additional efforts described in *Tactic 3.1: Leverage the College of Education and the Center for Teaching and Learning to assist faculty in developing new instructional methods, including differentiated instruction* also support this Goal.

Goal Three: Restructure instructional delivery

With a goal of improving student success while maintaining access, restructuring instructional delivery, especially in “gateway” courses that have historically high D/W/F rates will become paramount (see Table 3.1. for targeted courses). Faculty development focused on course design principles (e.g., linking objectives to assignments/activities to student assessment), on multiple delivery models and strategies for assessing student learning, will be necessary to achieve desired results.

Table 3.1: Targeted Courses & % of Students Receiving Low Grades (D, W, F) Fall 2011

Course	Percentage of students receiving D,W,F
Biology 1107	55%
Econ 2105	47%
English 1102	46%
Math 1101	64%
Math 1111	44%

Tactic 3.1: Leverage the College of Education and the Center for Teaching and Learning to assist faculty in developing new instructional methods, including differentiated instruction.

The College of Education will work with the Center for Teaching and Learning to assist faculty in developing courses that use principles of differentiated instruction and that clearly link learning outcomes to student assessment. With input from department chairs, we will invite faculty who teach learning support and gateway courses with high D/W/F rates to join a special learning community aimed at (1) examining course design and instructional delivery components of gateway courses, and (2) developing course design and delivery skills to then transfer to colleagues in their departments (i.e., train the trainer community). We will begin with instructors of gateway courses in Math and English and follow with training for faculty members who teach gateway courses in other disciplines. (See Table 3.1 for target courses). The ideal outcome would be to eventually provide course design and delivery instruction throughout the faculty body. This tactic is also related to Goal 2: Transform Remediation.

Tactic 3.2: Provide grants to faculty for development opportunities to focus on new instructional methods, including differentiated instruction.

Faculty members who participate in the special course design/delivery learning communities will be eligible to apply for instructional grants that would involve engaging in activities to enhance their expertise and developing instructional methods aimed at achieving clearly articulated student learning outcomes. The grants might allow for paid summer assignments and/or reassigned time during the traditional academic year. Grant recipients will be expected to offer faculty development related to their grant project to other faculty members in their home departments, and they will be required to co-facilitate workshops organized by the Center for Teaching and Learning. The number of resulting faculty presentations as well as changes in student success patterns (a reduction in D, W, and F grades for gateway courses) as a result of new instructional methods will be tracked.

Goal Four: Improve time to degree completion

The six-year graduation rate for Augusta State University was 27.6% in 2008-09 and has decreased since then to 22.2% in 2010-11. We are committed to improving this rate through the following strategies.

Tactic 4.1: Update policies that are barriers to college completion.

Policies within the current institutions and the USG will be reviewed to determine if they are still relevant and appropriate. If policies are slowing student completion without enhancing student learning, they will be revised. An additional policy limiting withdrawals from courses will be developed as appropriate. A policies task force similar to that being created at the system level will be constituted to ensure the continuous planning and improvement necessary to achieve our goals. A table of policies currently identified for review is in the Appendix. Examples include policies on:

- Course withdrawals for Learning Support students
- SAT score requirement for dual enrollment admissions
- Limitation on total number of withdrawals
- Restrictions on course load, student activities, and residential living for University College students
- Admission of University College Students into an Associate's degree program.

Tactic 4.2: Increase student usage of academic student support services (i.e., Writing Center, Math Assistance Center (MAC), Foreign Language Lab, advising, and supplemental instruction opportunities).

Our data show that use of academic support services improves student success. We can tie frequent visits to the MAC to better success – for example, in Fall 2011, the 44 ASU students who attended MAC tutoring at least 7 times (i.e., once every two weeks) had success rates of 71% (C or better) and 77% (D or better) in their Area A mathematics course (MATH 1111 or 1113) compared to overall success rates of 57.6% (C or better) and 67.8% (D or better) in these courses during this semester. With consolidation, an associate vice president will have primary responsibility for working with faculty to promote the use the academic support services to all students.

Supplemental instruction has been successfully implemented in a variety of courses. In Fall 2013 we will increase supplemental instruction opportunities. The supplemental instruction program uses trained students as peer tutors, who will attend class with the student, meet with the instructor, and conduct mandatory study sessions.

Tactic 4.3: Expand on First Year Experience (FYE) opportunities.

Augusta State University has been experimenting with First Year Experience activities over the last few years and our data indicate that such activities can have significant impact on student completion. FYE students also have a higher retention rate (7-17% higher) and progression rates (5-14% higher for year 2 to 3 progression).

As a result of BOR FY13 funding, the university will expand these efforts in two ways:

1. For the first time, the university will create an academically focused sophomore seminar to continue to support students as they move from their freshman to sophomore years. These efforts will help the university improve student connectedness so as to increase progression and degree completion rates.
2. The university will also expand its non-academic freshman year experience for students who live in Augusta State's student housing, University Village (UV). This program, *UV Connections*, offers three unique living-learning communities:
 - a. *Freshman Connections*,
 - b. *Sophomore Connections*, and
 - c. *University College Connections*.

Effective student development models inspire each experience, and graduates who have participated have demonstrated successful academic careers. The Connections programs put students in touch with faculty, staff, and peer mentors who have a wealth of knowledge and a willingness to share, which allows students to build and maintain a strong foundation for future college success.

Tactic 4.4: Increase advanced instruction opportunities (e.g., study abroad, undergraduate research and honors program).

ASU currently has three separate advanced instruction/academic enrichment programs: study abroad, an undergraduate research program, and an honors program. Each of the three programs is vibrant, but relatively small. Lack of administrative support to market, track, and communicate with students has limited the opportunities to grow these programs. To begin to address this issue, in FY13 a full time administrative position will be assigned to support undergraduate research and the honors program. As we transition and expand the honors program to an honors college, we will create an Academic Enrichment

Center, led by a director, in which these three programs will be co-located to leverage their complementary strengths and create an exciting and energetic environment for intellectual exchange.

Tactic 4.5: Aggressively market a finish-in-four tuition model to incent undergraduate students to enroll in a greater number of credit hours per semester.

In an effort to incent undergraduate students to enroll in a greater number of credit hours per semester, we will employ a “Finish in Four” tuition model currently in use at GIT, UGA and GCSU. These institutions apply the full-time tuition rate to anyone taking more than 6 credit hours, allowing students to take more hours without additional charges and thus finish their academic program faster. Given our student demographics, we proposed that we apply full-time tuition to any enrollment over 10 hours.

At ASU, currently approximately 27% of the students enroll in 10 or fewer hours per term. The majority of students (57%) already fall into the “almost full-time” category enrolling in 11-14 hours per term. The remainder of our students (16%) enroll in 15 or more hours per term.

We want to increase the percentage of students in the last category (15 or more credit hours) and believe we could incent the “almost full time” group to take more credit hours with this tuition model. This model would apply to any new or returning undergraduate student and apply the applicable “full-time” undergraduate rate* to students who enroll in more than 10 hours per term.

*A multi-year phase-in strategy for tuition is being developed to balance the need to preserve access for the current cohort of students with the increased value of the degree of our new R1 university.

Tactic 4.6: Incrementally increase Freshman Index for regular freshman admissions each year to achieve R1 standards by fall 2018.

The newly consolidated university takes the responsibility of providing access very seriously as an inherent part of our new mission. In that regard, an immediate increase in the minimum Freshman Index (FI) to a level above that currently required for admission to Augusta State would be detrimental to the fundamental element of access. While the current plan is to gradually increase the regular freshman admissions standards to that comparable to the other R1 universities in the USG, it is important to note that those students who currently qualify for admissions will still have a place in the new university. Students will be admitted to a highly specialized, community college-like program within the university that will incorporate the necessary elements of remediation, learning support services, interventions as appropriate, and an assigned mentor or advisor committed to supporting each student's academic success.

University College, currently charged with addressing the more underprepared population of students, will be phased out over time as we implement a partnership with East Georgia College (see Goal 1: Tactic 1.3) and continue to work through transfer articulation guarantees with TCSG units (see Goal 1: Tactic 1.4) who can better support and manage this student cohort. Reverse transfer articulation agreements will ensure that any student who makes adequate progress at those institutions will have the opportunity to pursue programs at the new university.

Implementing the Vision

The CCG initiatives are broad and will require extensive coordination between multiple units within the organization whose reporting structure is distributed throughout the university. We do not believe we would be successful by attempting to centralize all of the resources necessary for this effort's success. However, we do know need a *center of gravity* and focus given that matrix reporting structures are difficult to implement and manage. The new university is fortunate to have engaged leadership and a robust support infrastructure to leverage.

Leadership: The leadership and overall coordination is clearly defined through the new university's Office of the Provost, Dr. Gretchen Caughman. The programmatic officer, Dr. Carol Rychly, the new university's Vice President for Academic and Faculty Affairs will lead a campus-wide project team to achieve the Complete College Georgia implementation plan. (see Appendix). These key units will be responsible for collaborating and working together to achieve the success of the endeavors described within this plan. These units report throughout the organization and thus will have multiple "masters". Professional development to assist unit leaders in understanding the complexities inherent with a matrix environment will be provided through leadership development training available through Human Resources.

Support: Specific and concentrated attention on the tasks and activities associated with this plan is also imperative given our collective past performance and the additional impact of the consolidation efforts. Therefore, we will consider it a start-up operation and treat it as an enterprise project of first priority for the university. We recognize that as such, this project will require significant facilitation and coordination as well as several business process changes to ensure that the tactics which contribute to our initial success and ongoing improvement are well established within our day-to-day operation.

Resource and time management as well as attention to the completion of critical tasks will be imperative. Therefore we will engage the enterprise wide Project Management Office (ePMO) within the Division of Institutional Effectiveness to formally support this effort. Traditional project management principles will be used to accomplish the goals and achieve the expected outcomes described in this narrative and documented in the Appendix. Additionally, the ePMO will incorporate change management principles to help heighten the organizational awareness of the need for change, inform the leadership team about the organizational readiness for change as well as the basis of any relative resistance to the changes necessary. Leaders will be provided with tools and techniques to assist them in addressing specific concerns as well as support their preparation to advocate for the change necessary in the most effective manner possible.

Performance monitoring of key performance indicators, through the Office of Institutional Research, will be incorporated into monthly monitoring reports (dashboards) and the university's senior leadership variable pay plan, currently in effect at GHSU and the first of its kind in the University System. The joint Institutional Research departments are currently working to compile consolidated student and faculty data for baseline metrics.

In addition to an outstanding team, we are also privileged to add additional resources with the FY13 BOR funding that will allow us to hire three new full-time faculty members. The placement of these new faculty positions has been carefully planned so as to reduce the institution's reliance on part-time faculty. Substantial scholarly research indicates that while part-time faculty members provide valuable educational instruction to our students, their status often prevents them from developing strong connections with

students outside the classroom. By reducing the reliance on part-time faculty, the university will be promoting the faculty/student connections that readily translate into higher levels of retention and progression for our students.

Evaluating Our Progress

The consolidation of the two institutions complicated the incorporation of a comprehensive analysis of the assessment data. However, the joint effort to develop the plan highlighted the need for greater consistency of measures between the two institutions as well as need for more baseline data all around. The goals stated in the plan are deltas due to the nature of our development together but will be clarified as we go forward using AY12-13 as our baseline year when other baseline data are not available.

The new, comprehensive research university will have an aggressive, data-driven assessment framework to help guide department, college, and institutional strategies to achieve student success. Guided by the Offices of Assessment and Institutional Research, the framework contains three cross-functional dimensions: 1) access, 2) efficacy, and 3) performance. Each of these dimensions will be assessed at systematic and routine intervals to help guide planning and budgeting for each year.

Assessment of access includes not only the matriculation into the institution, college, and program of a student's choosing, but the availability of services and support to help that individual student succeed. Each year, students will be randomly selected to participate in tracer studies. Starting at the point of application to the university, the student will be followed through the admissions process. If the student is admitted, the tracer will continue through orientation and registration of the first semester. Beginning at the first semester, tracer students will be requested to complete periodic surveys, no less than twice a semester, that address their physical, emotional, and mental states as they relate to completing coursework toward their degree. Additional data will be collected through software that indicate the frequency and amount of time in which students access the various support labs on campus and online (e.g. Math Assistance Center). The quantitative and qualitative data collected through these mechanisms will be analyzed on a biannual cycle in an effort to facilitate short-term changes, when possible, and begin long-term planning.

Assessment of efficacy includes the success of remediation and gateway courses as well as programmatic and institutional policies. The intent of the university to offer "stretched" and "flipped" courses, presents a natural laboratory to look at the effects of different curricular and instructional models on student success. Using this experimental setting, data on the students in these courses will be compared to see if there is a quantitative difference in the performance and success of the enrolled students in similar courses with different instructional models. These comparisons will take place at the conclusion of each semester. This will allow time for instructors and program directors to reorient their courses in time for the following academic semester. Efficacy also includes analyzing policies that hinder success at the programmatic, department, college, and institutional levels. Each year, based on evidence from student surveys and focus groups, the institution will review policies that hinder student success. These policies will be reviewed and rewritten when necessary to ensure the university maintains a student-friendly environment. If the USG Board of Regents drives policies, the university will lobby for necessary changes that help promote student success.

Performance measurement is the largest dimension of assessment for the ASU-GHSU Complete College Georgia evaluation and assessment framework. Using the concept of “big data,” the institution will develop a data warehouse that compiles demographics, high school transcript information, co-curricular activities, use of student support centers, performance in general education and major courses. The ability to establish a unique student profile to collect this data will enable the university, over the long term, to perform gap-analysis across the entire institution and create more fine-tuned policy alignments. It will also create opportunities to understand the population of the institution and its needs. This performance data will also feed into key performance indicator dashboards so that senior leadership of the institution may actively engage in the Complete College Georgia initiative.

The various assessments will be **driven by scholarly research** to ensure the highest data collection and analysis standards. Each report will be written as scholarly evidence for the research communities and as practitioner-focused best practice flyers to help inform other institutions about the findings of our university. Further, the completed studies will be submitted to national and international conferences to help continue to build the scholarship of student success.

All data collection, evaluation, and future planning will feed into the strategic priorities of the university. As with other strategic priorities, the performance data will be scrutinized biennially to determine the degree to which the institution is successfully fulfilling its mission, vision, and values.

Conclusion

Augusta State University and Georgia Health Sciences University have charted an ambitious course. Individually, we have accepted the challenge to **be bold** and to **think big**. We will not stop here, however. As a new, comprehensive research university, we will **be bolder** and we will **think bigger**. Succeeding with our goals to improve student success and college completion is not something we will take lightly. It is imperative for the future of society.

ⁱ *The Economic Impact of University System of Georgian Institutions on their Regional Economies in FY2010: A Needs Assessment Study*, Selig Center for Economic Growth, Terry College of Business, University of Georgia, April 8, 2011.

Appendices

Complete College Georgia | Goals and Metrics for Success

Goal One: Maintain and improve access

Tactics		Measure	Assessment Method	Reporting Frequency	Year	Threshold	Target	High Performance	Responsible Party
1.1	Expand partnerships with K-12 by targeting high school students capable of success to increase the number of dual and joint enrolled students	# of students participating in dual enrollment	Compare # of students who apply, are admitted, and matriculate year over year.	Monthly	AY13-14	8% Increase over AY12-13	10% Increase over AY12-13	12% Increase over AY12-13	Cibirka
					AY14-15	+6%	+8%	+10%	
					AY15-16	+4%	+6%	+8%	
1.2	Create a community college structure for identified freshmen who do not qualify for regular admission	# of students admitted and successful in the new university's community college structure	Compare # of students who apply, are admitted, matriculate, and make adequate academic progress year over year.	Monthly	AY13-14	Baseline year (Freshman Index >=1940 - 2040)			Whiting
						N/A	N/A	N/A	
					AY14-15	1st year (Freshman Index >=1940 - 2140)			
	50% Retained & On-Track	55% Retained & On-Track	60% Retained & On-Track						
AY15-16	2nd year (Freshman Index >=1940 - 2240)								
	55% Retained & On-Track	60% Retained & On-Track	65% Retained & On-Track						
1.3	Initiate planning with East Georgia State College to provide Augusta-based enrollment opportunities for students who do not qualify to be admitted as regular freshman to the New U. or the New. U community college	Project Status Reports will track each deliverable necessary to accomplish admitting the first class by Fall '15	Review of documentation & status	Monthly	Jan '13	Memorandum of Agreement Completed; BOR & SACs Sub Change Submitted			Cibirka
					AY13-14	Implementation Plan Completed; Marketing Plan Initiated			
					Fall '15	First class Admitted to East Georgia			
1.4	Expand Transfer Articulation Guarantees for students who show adequate academic progression with our partners	# of TAGs established and # of students who take advantage of each	Admissions will be the Office of Record for each Agreement and report on the # of students who leverage each.	Monthly	AY13-14	5% Increase over AY12-13	10% Increase over AY12-13	15% Increase over AY12-13	Cibirka
					AY14-15	+5%	+7%	+10%	
					AY15-16	+5%	+7%	+10%	
1.5	Increase access and success for active duty military, veterans, and their families by creating a support services unit.	# of students who complete the application process, are accepted, and enroll who have or have had an affiliation with the military	% increase in students year over year	By term	AY13-14	8% Increase over AY12-13	10% Increase over AY12-13	12% Increase over AY12-13	Basciano
					AY14-15	+6%	+8%	+10%	
					AY15-16	+4%	+6%	+8%	
		Pass rate of courses taken by active duty military, veterans, and their families	% increase in pass rate year over year	By term	AY13-14	4% Increase over AY12-13	6% Increase over AY12-13	8% Increase over AY12-13	Basciano
					AY14-15	+4%	+6%	+8%	
					AY15-16	+4%	+6%	+8%	
1.6	Increase new and pledged dollars for need-based scholarships to attract and retain qualified underrepresented student populations, in addition to our commitment to matching the state's need-based scholarship, REACH (Realizing Education Achievement Can Happen)	Amount of new and pledged dollars	Amount of actual new and pledged dollars	By academic year	Total Amount Awarded in FY13 \$197,265				
					AY13-14	+25% Increase over AY12-13	+45% Increase over AY12-13	+67% Increase over AY12-13	Russ
					AY14-15	+35%	+45%	+55%	
AY15-16	30%	+35%	+40%						

Goal Two: Transform remediation

Tactics		Measure	Assessment Method	Reporting Frequency	Year	Threshold	Target	High Performance	Responsible Party
2.1	Create and implement "flipped" and "stretched" models of mathematics instruction	# of "flipped" and "stretched" Math 1111 courses	Identification of each Math 1111 section that is considered "flipped" and "stretched"	By term	AY13-14	1	3	5	Terry/ Craig
					AY14-15	3	5	7	
					AY15-16	5	7	9	
		Success rate of students in innovative Math 1111 courses	Performance of Math 099/1111 students to combined Math 1111	By term	AY13-14	No Change	Change @ p < .10	Change @ p < .05	Terry/ Craig
					AY14-15	No Change	Change @ p < .10	Change @ p < .05	
					AY15-16	No Change	Change @ p < .10	Change @ p < .05	
		Success rate of students in higher level math courses	Performance of Math 099/1111 students to combined Math 1111 in higher level courses	By term	AY13-14	No Change	Change @ p < .10	Change @ p < .05	Terry/ Craig
					AY14-15	No Change	Change @ p < .10	Change @ p < .05	
					AY15-16	No Change	Change @ p < .10	Change @ p < .05	

Goal Three: Restructure instructional delivery

Tactics		Measure	Assessment Method	Reporting Frequency	Year	Threshold	Target	High Performance	Responsible Party
3.1	Leverage the College of Education and the Center for Teaching and Learning to assist faculty in developing new instructional methods, including differentiated instruction	# of training opportunities provided in learning communities	# of courses represented among faculty participating in learning communities	By term	AY13-14	1	2	3	Richardson/ Chance
					AY14-15	2	3	4	
					AY15-16	3	4	5	
3.2	Provide grants to faculty for development opportunities to focus on new instructional methods, including differentiated instruction	# of grants provided	Faculty Affairs will track awards	By term	AY13-14	3 grants/semester	4 grants/semester	5 grants/semester	Richardson/ Chance
					AY14-15	3 grants/semester	4 grants/semester	5 grants/semester	
					AY15-16	3 grants/semester	4 grants/semester	5 grants/semester	
		# of presentations created from grants	Faculty Affairs will track presentations by faculty recipients	By term	AY13-14	3 presentations	4 presentations	5 presentations	Terry/ Craig/ Richardson/ Chance
					AY14-15	3 presentations	4 presentations	5 presentations	
					AY15-16	3 presentations	4 presentations	5 presentations	
		Success rate of students above DFW in gateway courses with faculty who received grants and participated in presentations	Performance of students in grant-related to non-grant related gateway courses who achieve above DFW	By term	AY13-14	No Change	Change @ p < .10	Change @ p < .05	
					AY14-15	No Change	Change @ p < .10	Change @ p < .05	
					AY15-16	No Change	Change @ p < .10	Change @ p < .05	

Goal Four: Improve time to degree completion									
Tactics		Measure	Assessment Method	Reporting Frequency	Year	Threshold	Target	High Performance	Responsible Party
4.1	Update policies that are barriers to college completion	Policies updated	Compare total to be addressed with # which have received approval	Monthly	Sept. '12	Establish committees to review all applicable new university policies (Appendix B)			Brigdon
					Feb. '13	Recommend revisions and amendments to applicable policies to BOR			
					July '13	Have all applicable policies revised and published			
4.2	Increase student usage of academic student support services (i.e. Writing Center, Math Assistance Center (MAC), Foreign Languages Lab, advising, and supplemental instruction opportunities)	Student Participation	Track student participation and increase year over year	Monthly	AY13-14	Baseline Year	Change @ p < .10	Change @ p < .05	Rychly
					AY14-15	+5%	+10%	+15%	
					AY15-16	+5%	+10%	+15%	
		Student Performance	Academic performance of students with relatively the same profile who seek academic support services versus those who do not	Term	AY13-14	No Change	Change @ p < .10	Change @ p < .05	Rychly
					AY14-15	No Change	Change @ p < .10	Change @ p < .05	
					AY15-16	No Change	Change @ p < .10	Change @ p < .05	
4.3	Expand on First Year Experience (FYE) opportunities	# of opportunities for first-year students	% increase of programs available year over year	Monthly	AY13-14	8%	10%	12%	Howard
					AY14-15	6%	8%	10%	
					AY15-16	4%	6%	8%	
		Student Participation	% increase in students participating in programs year over year	Monthly	AY13-14	8%	10%	12%	Rychly
					AY14-15	6%	8%	10%	
					AY15-16	4%	6%	8%	
4.4	Increase advanced instruction opportunities (e.g. study abroad, undergraduate research, and honors program)	# of students involved in undergraduate research	% increase in qualified students participating in programs year over year	By term	AY13-14	8%	10%	12%	Rychly
					AY14-15	6%	8%	10%	
					AY15-16	4%	6%	8%	
		# of students involved in study abroad and study away	% increase in qualified students participating in programs	By term	AY13-14	8%	10%	12%	Rychly
					AY14-15	6%	8%	10%	
					AY15-16	4%	6%	8%	
		# of students involved in honors program	% increase in qualified students participating in programs	By term	AY13-14	1%	3%	5%	Rychly
					AY14-15	1%	3%	5%	
					AY15-16	1%	3%	5%	
4.5	Aggressively market a "finish-in-four" tuition model to incent undergraduate students to enroll in a greater number of credit hours per semester	% of new undergraduate students enrolled in at least 15 credit hours	% of new undergraduate students who register for and complete at least 15 credit hours per term year over year	By term	AY13-14	20%	25%	30%	Basciano
					AY14-15	25%	30%	35%	
					AY15-16	30%	35%	40%	
4.6	Incrementally increase Freshman Index for regular freshman admissions each year to achieve R1 standards by fall 2018	Criterion: Freshman Index	N/A	By academic year	AY13-14	2040			Cibirka
					AY14-15	2140			
					AY15-16	2240			

Policies to Review

General	Description	USG	ASU
SAT score requirement for dual enrollment admissions		Min 970	Min 1100
Number of withdrawals	Limiting total number of withdrawals	none	unlimited
Advanced Placement English	Writing sample	none	required
Majors requiring minors	Some majors require minors, it can slow completion of degree	none	
English 1101 Exit Exam	Exit exam pass required even if A average	none	
Non-payment policies	Must withhold services(including registration) if student has balance that is 90 days old or older however small	BOR Policy	
CPC Deficiencies	Student must make grade 'C' or better to satisfy, and cannot be used to satisfy degree requirements - should allow them to use it in a dual capacity	BOR Policy	
Admissions requirements	Immunization requirement	BOR Policy	
Payment plans needed	BOR policy that students must be fully paid by start of term	BOR Policy - GaTech piloting	
Portfolio reviews to complete degree	Multiple majors - is this adding time to degree	none	
Learning Support			
Can take ONLY LS classes if earned classes > 20 hours	If student earns 20 hours of credit and still has existing Learning Support Requirements, they can only take those courses.	AA handbook 2.9 - 30 credit hours, Inst can limit to 20 hours	campus policy
Compass required for placement	Compass required for placement in Math and English if under 500 SATV	none	campus policy
Institution requirements higher than system requirements	Student takes COMPASS and there are institutional scores that are higher than system scores		
Withdrawal policy for Learning Support students	Withdraw from LS triggers complete withdrawal	AA handbook 2.9	

University College			
University College restrictions on course load, fraternities/sororities, residential living		BOR agreement	BOR agreement with the schools
Admitting University College Students into an Associate's degree program	Admitting University College students into Associates degree would allow more of them to complete a degree	none	ASU Admissions committee
Modify Associates degree prgm	Areas A-E and credits in Area F, rather than credits in a major for Area F		ASU
Exclusionary prerequisites for Learning Support students	Departments have started using Learning Support(LS) courses as prerequisites rather than allowing students to take them in the same tour	n/a	academic departments

CCG Planning and Implementation

Role	Team Member	Title	Univ
Executive Sponsor	Gretchen Caughman	Executive Vice President of Academic Affairs/Provost	GHSU
Program Sponsor	Carol Rychly	Vice President for Academic Affairs	ASU
Core Team Member	Peter Basciano	Associate Vice President for Academic Affairs	ASU
Core Team Member	Beth Brigdon	Vice President of Institutional Effectiveness	GHSU
Core Team Member	Roman Cibirka	Vice President of Instruction and Enrollment Management	GHSU
Core Team Member	Deborah Richardson	Director for the Center for Teaching and Learning	ASU
Core Team Member	Katherine Sweeney	Registrar and Director of Admissions	ASU
Core Team Member	Gina Thurman	Assistant Dean of Students	ASU
Core Team Member	Ray Whiting	Associate Vice President of Institutional Effectiveness	ASU
Core Team Member	Adam Wyatt	Director of Assessment	GHSU
Project Manager	Pamela Witter	Enterprise Project Management Office	GHSU

Work Teams will be formed according to deliverables established to achieve specific goals and tactics. These Work Teams will consist of a broad and diverse membership of faculty, staff, alumni, student and community members to ensure stakeholder participation towards program success.