



GEORGIA REGENTS
UNIVERSITY

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President, Georgia Regents University
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August 30, 2013

Houston D. Davis, Ph.D.
Executive Vice Chancellor and Chief Academic Officer
University System of Georgia
270 Washington Street, S.W.
Atlanta, GA 30334

Dear Dr. Davis:

I am pleased to submit Georgia Regents University's Complete College Georgia status report. To date, we have made great strides in structuring the institution to help meet our four thematic goals: maintain and improve access, transform remediation, restructure instructional delivery, and improve the time to degree. The accomplishments in these areas have been achieved through the development of multiple initiatives related to each goal, which are outline in the attached status report.


Most initiatives undertaken represent the first time they will be available to our students and faculty, such as the First- and Second-Year Experiences or the Office of Faculty Development. Our partnership with East Georgia State College, to continue access to our local communities, is another major initiative for us. The ability to offer these program and services comes from the opportunity to capitalize on our human and financial capital as a consolidated institution. I would also draw your attention to the 4 Years 4 U campaign. To date, over 80% of our incoming first-time, full-time freshmen have signed on to this pledge. Such actions represent a fundamental shift in the mindset of our study body – one that we are very proud to have accomplished.

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We have refined our report to address the comments from our peer reviewers and, with the close of the fiscal year, have included baseline data from fiscal year 2013 where appropriate. As an institution that actively embraces data-driven decision-making in our everyday processes, we consider the initiatives and their associated metrics to be crucial to our day-to-day academic operations. I look forward to updating you annually on the progress of each initiative and metric.

Sincerely,



Ricardo Azziz, MD, MBA, MPH
President, Georgia Regents University
CEO, Georgia Regents Health System

cc: Gretchen B. Caughman, PhD
Executive Vice President for Academic Affairs and Provost

Carol J. Rychly, PhD
Vice President for Academic and Faculty Affairs

Roman Cibirka, DDS, MS
Vice Provost

Enclosure

Complete College Georgia Update

Georgia Regents University has worked diligently over the past year to critically evaluate, debate, and understand its roles and responsibilities to our local, state, and national communities. As a nascent university formed in the last eight months from the consolidation of Augusta State University and Georgia Health Sciences University, our roles and responsibilities are still in the process of being developed by Georgia Regents University's faculty, staff, and students. One responsibility we have immediately rallied behind is the improvement of the undergraduate education experience as it relates to the retention, progression, and graduation of our students.

To achieve this overall improvement in the undergraduate educational experience, Georgia Regents University endorsed four thematic goals:

1. **Maintain and improve access,**
2. **Transform remediation,**
3. **Restructure instructional delivery, and**
4. **Improve the time to degree completion.**

GRU has undertaken several initiatives that did not exist in our previous institutions to achieve these four thematic goals. Five pages are inadequate to explain the massive transformation that is taking place; the information presented in this document only briefly introduces the initiatives and our accomplishments in these areas to date. Committed to using data to measure accountability, for each tactic we have set threshold, target, and high performance metrics. Appendix A shows the goals and tactics with color indications on where we are in meeting these metrics.

High School Advisory Board (Goal 1)

GRU seeks to increase the number of dual and joint enrolled students with the formation of a High School Advisory Board, comprised of local area high school guidance counselors and the GRU Director of Academic Admissions. We began this initiative in 2012 and saw an increase from 56 students in the fall 2011 to 83 in fall 2012. For fall 2013, we maintained our increase from the prior year with a total of 82 dual and joint enrolled students. In addition to our work with local high schools, we are actively working with home school parents to increase the number of dual enrolled home-schooled students at GRU.

One of our representatives, Ms. Catherine Stapleton, was the High School Counselor of the Year for the Region. Ms. Stapleton participated in the CCG Summit and will continue to participate in our CCG activities to help GRU strengthen partnerships with our local area high schools.

Augusta Gateway Program (Goal 1)

Access for students in our local community remains a top priority. In fall 2013, the newly instituted Augusta Gateway Program enrolled 7 students who did not meet admission standards of USG research institutions but have a freshman index of at least 1940. The Augusta Gateway Program will provide these students with unique educational opportunities such as block scheduling and professional advisement to earn an associate's level degree before progressing to their third and fourth year.

East Georgia State College Partnership (Goal 1)

To further provide access, Georgia Regents University signed a formal memorandum of understanding with East Georgia State College for admission of less-prepared local students. An initial cohort of 95 students began taking classes as East Georgia students on the GRU Summerville campus this fall. Upon successful completion of 30 hours of college credit, these students will be able to transfer to Georgia Regents. This partnership provides two major benefits. The first is an opportunity to live at home, which saves money. The second is the ease of transition because students are already familiar with the GRU campus environment.

Military Resource Center and Outreach (Goal 1)

Many of our active duty military, veterans, and their families have specialized needs that must be met in order for them to successfully obtain a degree. With one of the largest military posts adjacent to our city, one of our largest potential student populations is active duty military, veterans, and their dependents. To help this population reach graduation, the Office of Military and Veterans Services formed a dedicated Military Resource Center. The facility will provide a one-stop service shop, which will include a lounge, group study room, and tutoring room designed to meet their special needs.

Additional administrative measures are being put in place to help target our military population. This includes a strategic communications plan currently in the works with the help of a marketing research analyst to provide targeted outreach to these individuals, a specialized recruitment initiatives at the Warriors Transition Battalion, Veteran's Transition Center, National Guard Armories, education fairs sponsored by Ft. Gordon, and various community events, and a VET 2 VET Peer Mentoring Program to be piloted and launched in fall 2013.

GRU still anticipates the expansion of its services to offer face-to-face courses at Ft. Gordon. We have received the results from the Ft. Gordon Educational Needs Assessment and are eagerly waiting to learn if we will be invited to open an office in the Education Services Division on the Fort.

Office of Faculty Development (Goals 2 and 3)

In July 2013, GRU created a new position, Director of Faculty Development. One major goal for this position is to work with representatives from departments that teach in the core curriculum to develop a plan for faculty training in course design and alternative delivery models that promote and lead to increased student success in these core courses. This initiative is under way.

One such example of new course design and alternative delivery models is a "stretched" model of mathematics instruction. During the 2012-2013 academic year, we piloted a stretched Math 1111 (College Algebra) class targeting learning support students who would have placed traditionally in MATH 0099 (Developmental Mathematics III). The three-hour course met five hours a week, integrating necessary remediation "just in time" as needed. Results showed that 67% of the students in the stretched course received a grade of "C" or better in comparison to 51.5% of students in the non-stretch class taught by the same professor. Further, when students' progress was tracked into the next progressively higher math class taken, both classes showed approximately equal rates of success. Based on the success of this course presentation model, GRU increased our offering of stretched MATH 1111 (College Algebra) classes to 3 sections in fall 2013 with additional sections in the spring 2014. Based on the success of the math pilot GRU has expanded the concept stretched model to include ENGL 1101 (College Composition I) in 2 sections this fall. MATH 1111 and ENGL 1101 were specifically targeted because of their low success rates. Other core courses will be added as we continue to study student success rates.

In addition to course design training and alternative model development, the Office of Faculty Development has created four facilitated faculty learning communities which address issues related to innovative teaching methods and ways of assessing student learning. The Office of Faculty Development will also develop a peer review of teaching effectiveness training program through the Center for Teaching and Learning. One goal this year is to create a proposal for the development and implementation of a peer review program by the 2015-2016 academic year. The Center for Teaching and Learning will also provide a catalog of development opportunities to part-time faculty to encourage them to improve their instructional delivery. We have focused on the needs of part-time faculty as they comprise many of the educators who engage with our first- and second-year undergraduate students. All of these initiatives are focused on the sole aim of refining instructional delivery that enhances student performance and progression to graduation.

4 Years 4 U and Professional Advising (Goal 4)

An analysis of first-time, full-time freshmen for the three years prior to consolidation revealed the vast majority of student course load centered on either 10 credit hours or less or 12 credit hours. To decrease the time to degree completion, we created the signature line "4 Years 4 U" and developed a broad scope marketing campaign promoting the values of less student debt and sooner employment, inclusive of encouraging each student to sign a pledge to complete their matriculation within four years (see Appendix B). Further, 2,131 undergraduate students enrolled in at least 15 hours for fall 2013 compared to 1,264 undergraduate students in fall 2012, representing a 69% increase.

The success of enrolled GRU first-time, full-time freshmen becomes a multidisciplinary academic and student affairs effort inclusive of a re-engineered intrusive advising program. This advising program will utilize Grades First, Degree Works, and the Student Success Collaborative from the Education Advisory Board to support a cadre of professional advisors to manage undeclared students and those declared up to 60 credit hours. At the 60 credit hour milestone, students will transition to the collective responsibility of the declared major department/program faculty and advising team. Prior to declaration of a major, the professional advisors coupled with the career services team will guide the student to the declaration as aligned with career interests and validated against predictive analyses of success measures for a particular degree pathway.

To further ensure successful completion within a six-year window, the Completion Promise Award, supported by a Presidential Fund allocation of \$50,000, was established. These awards will offer students the ability to complete the critical last few courses or semesters should they become challenged financially and otherwise unable to finish their matriculation in a timely manner.

Withdrawal Limit Policy (Goal 4)

Realizing that frequent class withdrawals were part of the undergraduate culture at our former institution, GRU has instituted the Withdrawal Limit Policy, which caps withdrawals to five during a student's undergraduate career. Beginning in fall 2013, any withdrawals past these five will result in an automatic WF for undergraduate students. Coupled with the 4 Years 4 U campaign and the design of a graduation plan, the withdrawal limit policy will help students critically evaluate their course schedule and planned progression through courses before making the decision to withdraw from a course, thus keeping them on track to graduate in four years.

Office of First and Second Year Experiences (Goal 4)

For the first time, GRU has an Office of First- and Second-Year Experiences and a dedicated director to help develop programs that target the different needs of our various student populations. Programs will specifically target students in their first and second year of college,

where attrition is highest. GRU reached out to the University of South Carolina's National Resource Center on the First Year Experience and Students in Transition to conduct an all-day seminar on *Integrated, Intentional and Effective First Year Experience* programs and *Appreciative Advising*. As the foremost experts on first-year students, the Center provides an excellent resource moving forward to ensure we provide high caliber programs and appropriate level of advising to incoming students.

As part of inaugural first-year experiences, Convocation for first-year students was reinvigorated for fall 2013, with a follow-up "Freshman 101" the first week of classes. The convocation and its associated series of events are intended to start our students off on the firmest foundation possible by setting an academic tone and expectation for their college years. The intentional development of second-year experiences will form a continuum to help students successfully progress through their first two years at Georgia Regents University.

Academic Enrichment (Goals 1 and 4)

GRU is actively developing our academic enrichment areas – Honors Program, Study Abroad, and the Center for Undergraduate Research and Scholarship. While perhaps not traditionally seen as important to retention, progression, and graduation, our academic enrichment program is intended to provide students with prospects that excite them about their college experience and help keep them enrolled. We have brought these diverse units under a single area to engender collaboration and provide more opportunities for our students who typically would not know to seek out such prospects. The Honors Program and the Center for Undergraduate Research and Scholarship (CURS) are now housed together in a prominent campus location to build synergies with the Study Abroad program housed in an adjacent building. Examples of collaboration include the fall 2012 Showcase of Student Success presented by students and representatives from each of these three areas with the intent of broadcasting past student achievement to students, faculty, and staff. CURS sponsored its inaugural Summer Scholars Program, which supports undergraduate research at both the Summerville and Health Sciences campuses. The program had 11 faculty and 21 students participate. As another collaborative example, working with the director of FYE, study abroad will provide a dedicated first-year experience in Costa Rica during spring break 2014 to help students acclimate and adjust to the rest of their collegiate career.

Data Initiatives

We realized very early in the development of the Complete College Georgia plan for Georgia Regents University that we needed to be very specific about the measures and metrics that would be used to monitor progress of achieving our initiatives. GRU has managed to gather and analyze data related to our retention, progression, and graduation initiatives, even with constraints placed on us during the consolidation process. These baseline metrics are listed in Appendix A. Over the next few months, our information systems will be further integrated to provide increased analytic capabilities. We anticipate a fully integrated and stabilized analytics environment no later than October 2013 in time for the USG Census 1 reporting deadline.

Understanding the importance of gathering student data to help us to continually define, evaluate, and modify the academic and co-curricular experiences we provide to improve retention, progression, and graduation, GRU also elected to participate in three of the Higher Education Research Institute's Consortium for Institutional Research Program surveys beginning in fall 2013 to identify needs of our changing student population to help engage them throughout their undergraduate education. The direct linkage between this survey and retention, progression, and

graduation is the ability to look at non-cognitive factors that affect student success for our incoming students and to help create or adjust programs that keep them engaged in college.

In all situations, the Office of Institutional Effectiveness provides leadership and support in creating the tools, both qualitative and quantitative, and reports necessary to help academic leaders make appropriate decisions.

Corporate Partnerships

Ms. Charlene Sizemore, a very active local businesswoman and previous member of the Georgia Chamber of Commerce, has partnered with GRU. Other existing partners are GoldMech, Savannah River National Laboratories, Plant Vogtle, and Phillips Healthcare. Stronger partnerships with employers are in the development stages for many of our local employers. Leadership for these partnerships will come from Shawn Vincent in the Office of Strategic Partnerships and Affiliations and Cedric Johnson in the Office of Community Affairs. We will continue to develop partnerships within our own Georgia Regents Health System and local health providers such as University Hospital, Doctors Hospital, and Walton Rehabilitation.

Lessons Learned

GRU firmly believes that all of the initiatives outlined above, plus our progress toward centralized data reporting, are game changers. To effectively achieve any of these game changers has required the involvement of a broad array of units and individuals. Because of the scope and scale of reimaging, changing, and building these initiatives, it is imperative that institutions allocate adequate time for planning an initiative such as CCG.

Georgia Regents will continue to engage more faculty and support services units as we continue to develop programs and processes necessary to achieve needed results. Additionally, understanding the longitudinal data and analyzing trends for the institution, state, and nation is crucial to gain a holistic perspective on the issues of retention, progression, and graduation. This comes at a time of mass disruption in higher education systems and an explosion of data on student success in college.

One of the greatest lessons learned is that rather than thinking in terms of percentages and cohorts we really need to examine and work with every student individually. Another lesson is that we should include students in any change that might affect their educational success. As an example of this, a student focus group concluded that block scheduling for core courses would be quite popular with students, when administrators thought students would want more flexibility. Thus, having a student perspective is integral to achieve success in initiatives like Complete College Georgia.

Finally, consolidation provided two major opportunities. The consolidation with Georgia Health Sciences brought a larger pool of committed thinkers to examine the problem in novel ways and create solutions to improve retention, progression, and graduation. Increased administrative support also allowed for an accelerated rate of change, allowing for faster development and implementation of the initiatives outlined above. Given our histories, the new initiatives that have come from the new consolidated culture are game changers for Georgia Regents University.

Goal 1: MAINTAIN AND IMPROVE ACCESS							
			Year	Threshold	Target	High Performance	Overall Status
1.1	Expand partnership 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	AY12-13	Baseline year (83 students)			✓
			AY13-14	8% Increase over AY12-13	10% Increase over AY12-13	12% Increase over AY12-13	
			AY14-15	+6%	+8%	+10%	
			AY15-16	+4%	+6%	+8%	
1.2	Create a two year program for identified freshman who do not qualify for regular admission	# of students in the Access Program who are making adequate (16 hrs/semester with 2.0 GPA or higher) academic progress year over year	AY13-14	Baseline year (Freshman Index >=1940 - 2040)			✓
				N/A	N/A	N/A	
			AY14-15	1st year (Freshman Index >=1940 - 2140)			
				+10%	+12%	+15%	
	AY15-16	2nd year (Freshman Index >=1940 - 2240)					
			+5%	+5%	+5%		
1.3	Initiate planning with East Georgia State College to provide August-based enrollment opportunities for students who do not qualify to be admitted as regular freshman to Georgia Regents University of the Augusta Gateway Program	Project Status Reports will track each deliverable necessary to accomplish admitting the first class by Fall '13	Jan '13	Memorandum of Agreement Completed; BOR & SACs Sub Change Submitted			Complete
			July '13	Implementation Plan Completed; Marketing Plan Initiated			
			Fall '13	First class Admitted to East Georgia			
1.4	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	AY12-13	Baseline year (505 receiving VA benefits)			!
			AY13-14	4% Increase over AY12-13	6% Increase over AY12-13	12% Increase over AY12-13	
			AY14-15	4%	6%	8%	
			AY15-16	+4%	+6%	+8%	
		Pass rate of courses taken by active duty military, veterans, and their families	AY12-13	Baseline year (76%)			
			AY13-14	4% Increase over AY12-13	6% Increase over AY12-13	8% Increase over AY12-13	
			AY14-15	+4%	+6%	+8%	
			AY15-16	+4%	+6%	+8%	
		Graduation Rate of active duty military, veterans, and their families	Baseline year (10% graduation rate, fall 2007 cohort)				
			AY13-14	Establish BANNER codes and identify appropriate cohorts			
AY14-15	Establish baseline for cohorts and begin tracking						
	AY15-16	Measure and evaluate cohorts					
1.5	Increase new and pledged dollars for need-based undergraduate 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 for need based undergraduate scholarships	AY12-13	Baseline year (\$10,301)			!
			AY13-14	+25% Increase over AY12-13	+45% Increase over AY12-13	+67% Increase over AY12-13	
			AY14-15	+35%	+45%	+55%	
			AY15-16	30%	+35%	+40%	

GOAL 2: TRANSFORM REMEDIATION							
			Year	Threshold	Target	High Performance	Overall Status
2.1	Create and implement "flipped" and "stretched" models of mathematics instruction	# of "stretch" Math 1111 courses	AY13-14	1	3	5	✓
			AY14-15	3	5	7	
			AY15-16	5	7	9	
		Success rate of students in innovative Math 1111 courses	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	
		Success rate of students in higher level math courses	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 3: RESTRUCTURE INSTRUCTIONAL DELIVERY							
			Year	Threshold	Target	High Performance	Overall Status
3.1	Leverage the Center for Teaching and Learning to assist faculty in developing new instructional methods, including differentiated instruction	# of learning communities or number of training opportunities	AY13-14	1	2	3	✓
			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	AY13-14	3 grants/summer	4 grants/summer	5 grants/summer	✓
			AY14-15	3 grants/summer	4 grants/summer	5 grants/summer	
			AY15-16	3 grants/summer	4 grants/summer	5 grants/summer	
		# of presentations created from grants	AY13-14	3 presentations	4 presentations	5 presentations	
			AY14-15	3 presentations	4 presentations	5 presentations	
			AY15-16	3 presentations	4 presentations	5 presentations	
		Rate of students above DFW in gateway courses with faculty who received grants and participated in presentations	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 4: IMPROVE TIME TO DEGREE COMPLETION							
			Year	Threshold	Target	High Performance	Overall Status
4.1	Update policies that are barriers to college completion	Policies updated	Sept. '12	Established committees to review all applicable new university policies			Complete
			Feb. '13	Recommended revisions and amendments to applicable policies to BOR			
			July '13	All applicable policies revised and published			
4.2	Increase students usage of academic student support services	Student participation	AY13-14	Baseline Year			✓
			AY14-15	+5%	+10%	+15%	
			AY15-16	+5%	+10%	+15%	
		Student performance	AY13-14	Baseline Year			
			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 Experiences (FYE) opportunities	# of opportunities for first-year students	AY13-14	Baseline Year			✓
			AY14-15	6%	8%	10%	
			AY15-16	4%	6%	8%	
		Student participation	AY13-14	Baseline Year			
			AY14-15	6%	8%	10%	
			AY15-16	4%	6%	8%	
4.4	Increase advance instruction opportunities (e.g. study abroad, undergraduate research and honor program)	# of students involved in undergraduate research	AY12-13	Baseline year (142 undergraduate students)			✓
			AY13-14	8%	10%	12%	
			AY14-15	6%	8%	10%	
			AY15-16	4%	6%	8%	
		# of students involved in study abroad and study away	AY12-13	Baseline year (174 undergraduate students)			
			AY13-14	8%	10%	12%	
			AY14-15	6%	8%	10%	
			AY15-16	4%	6%	8%	
		# of students involved in honors program	AY12-13	Baseline year (116 undergraduate students)			
			AY13-14	1%	3%	5%	
			AY14-15	1%	3%	5%	
			AY15-16	1%	3%	5%	
4.5	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 at the end of the drop/add period	AY12-13	Baseline year (79 undergraduate students)			✓
			AY13-14	20%	25%	30%	
			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	AY13-14	2040			✓
			AY14-15	2140			
			AY15-16	2240			



Pledge Form

Student Information (please print or type)

Name _____

Student ID# _____

Best Phone # _____

Campus Email _____

Pledge Information

I commit as a new, first year student to GRU to work with my academic advisor to do the following to commit to complete my undergraduate degree at GRU in 4 years – Class of 2017!

- Register for 15 credit hours each fall/spring term or 30 credit hours per academic year** to ensure a timely path towards completing my degree in 4 years
- Meet with my academic advisor at least once per term** to review my academic goals, discuss my plans and assess my degree to completion progress towards my 4 year plan
- I understand my academics must be a priority in achieving my degree.** As a result, I will do my best to be proactive in seeking assistance if needed and consult my academic advisor for guidance to resources that may be appropriate
- Check my GRU email at least 3 times a week**, knowing this is the formal means of communication to me by faculty, administration and staff regarding important deadlines and programs that can assist in my success

Signature(s)

Date