Regents Administrative Committee on Effectiveness and Accreditation

RACEA
Fall Meeting 2018

October 17, 2018

Middle Georgia State University

Macon, GA

University System of Georgia
Creating A More Educated Georgia

Welcome and Introductions

- Welcome and Introductions

- Overview of the day

- Treasurer's Report
  - Michael Black

Overview of the Day

10:15 a.m.   **University System of Georgia Updates**
Dr. Tristan Denley, Executive Vice Chancellor for Academic Affairs

11:00 a.m.   **Gateway 2 Completion Update**
Dr. Felita Williams, Associate Vice Chancellor for Academic Partnerships & Accreditation

11:30 a.m.   **CAR Overview and Update**
John Fuchko, Vice Chancellor for Organizational Effectiveness

12:00 p.m.   **Lunch**

1:00 p.m.   **Task Force/Standing Committee Meetings**

2:00 p.m.   **Task Force/Standing Committee Reports**

3:00 p.m.   **Annual Meeting Planning**
Cathi Jenks, Chair-Elect

3:30 p.m.   **Adjourn**

University System of GA Updates

Dr. Tristan Denley
Executive Vice Chancellor for Academic Affairs &
Chief Academic Officer

Gateway 2 Completion Update

Dr. Felita Williams
Associate Vice Chancellor for Academic Partnerships & Accreditation

CAR Overview and Update

John Fuchko
Vice Chancellor for Organizational Effectiveness

CAR Overview & Update

- CAR Phase II Timeline and Update

- Institutional Response - Action Plan Process, Goals, and Reporting

- Sector and System Trends

- Final Report Approach and Implementation

- Questions

Updated Phase II Project Timeline

Phase II Update

- To date - 17 Institutions have received their Huron Assessment Report; 6 with a draft report in review; 3 still in process
- Early 2019 - Phase II completion and Final USG Report

Institution	# of Activity Assessments	# of Opportunity Surveys
Phase I Institutions and USO	7,423	2,598
Phase II Institutions to date	16,402	4,819
TOTAL	**23,825**	**7,417 (8,998 w/Students)**

Deeper assessment/analysis and development of institutional action plan response

◘ Assemble an **Action Plan Response Team** – cross-divisional leadership

◘ Use Steering Committee / USO provided response template

◘ **Charge:**
  ◘ Identify action steps to address identified issues and/or confirm strategic and effective use of organizational structure and function
  ◘ Assess identified span and layers opportunities
  ◘ Assess potential duplication of effort related to functions / processes
    ◘ Response Team will focus on position descriptions, organizational structures, and functions (not performance)
  ◘ Provide recommendations to president
    ◘ Recommendations could include organizational modification, process re-engineering, and/or re-allocation of effort

Goals of Institutional Action Plans

- ☐ A redirection of realized savings to direct instruction and /or student support services;

- ☐ Organizational and/or process improvement resulting in realized savings or sustained operational growth; and

- ☐ Realized savings resulting in direct cost reduction to students (tuition or fee reduction).

CAR Institutional and System Reporting

- Project Tracker A (Identified Savings) and Tracker B (Application of Savings) – completed with Action Plan

- BOR/System Budget Narrative and Budget Hearing – annual updates and assessment of results

◻ The system-wide insights gathered in Phase I of the CAR project have remained the same after completing the first Phase II institutional assessments. While this list is not comprehensive, it represents a cross-section of Huron's initial observations.

System-Wide
• An opportunity appears to exist to develop a more substantive **purchasing cohort** amongst the institutions, leveraging institutional expertise and spend volume to facilitate strategic sourcing negotiations and to gain economics of scale
• **Admissions, Transfer, and Student Records** – opportunity to offer single application for multiple USG institutions, unified transfer policies and procedures, and seamless sharing of student transcripts and records as they transfer, and centralize process for residency eligibility
• Skills supporting the **Financial Aid** function vary from school to school, indicating an opportunity to centralize or share these resources across system sectors
• Significant opportunity exists to expand the use of **shared service centers to support core administrative functions related to Finance, HR and Research Administration**
• **The "10% salary increase policy"** appears to be having unexpected outcomes related to personnel administration (e.g. flexibility in retaining top performers, local financial and HR accountability)
• **The hiring and retention of staff** throughout the system appears to be a common challenge indicating an opportunity to focus on HR and Payroll policies
• Updated **P-Card policies** are causing strain on purchasing within institutions across the system due to higher volumes of purchase orders and invoices
• An **Online Education** strategy should be formalized
• An opportunity exists to **implement a system-wide employee onboarding program** to familiarize employees with USG policies and increase adherence
• The **Information Technology Help-Desk** function seems to be common a point of strength across the system
• Institutions with **Peoplesoft's Travel & Expense module have cited efficient reimbursement** and limited frustration with travel related processes, differing greatly from institutions where the module is not in place*

* Indicates a new or revised insight

◻ **See handout for the current list of system-wide opportunities.**

HURON

Final Report and Implementation Considerations

- Prioritize Opportunities

- Align & Map CAR Opportunities with College 2025

- Strengthen Accountability/Affordability…Balance Efficiency and Effectiveness

- Culture – Continuous Cycle of Strategic Cost Analysis and Identified Savings

Questions?

LUNCH

Task Force/Standing Committee Meetings

- **Program Review Committee** – PSC Room 239
  Jill Lane

- **Accreditation Intelligence Committee** – Stay Put
  Danielle Buehrer & Loraine Phillips

- **BOR Initiatives Committee** – Jones Room 121
  Kevin Cantwell

Comprehensive Program Review

- From the USG Academic and Student Affairs Handbook
  - Each USG institution shall conduct academic program review on a periodic basis.
  - Each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission.
  - Review Cycles:
    - Undergraduate: Every 7 years
    - Graduate: Every 10 years
    - New Programs: 7 years after launch
    - General Education: Every 5 years
  - Requirements:
    - Web site containing the comprehensive program review procedures and schedule
    - Link should be provided to Marti Venn
    - Password protected site containing the reviews that can be spot audited by the System Office.

Submission Process

- The system office requires the submission of a cover sheet that:
  - Contains an executive summary of the CPR findings
  - Due to Marti Venn on July 15th (or next business day) each year

- The entire report does not need to be submitted

- Institutions should follow the process that they currently have in place

Sample CPR Site and Cover Sheet

- http://www.clayton.edu/apa/assessment/cpr-overview

Tasks

- Review of Associate Degree Programs
  - need more information from USG on what they are going to require

- General Education Review
  - What is needed from USG in terms of viability, productivity, and quality
  - need more information on changes to Core Curriculum and clarification of the requirements of the policy
  - differences between GenEd (SACSCOC) and Core Curriculum

- Assist with Program Review Process changes at USG

- Consulting Group

Accreditation Intelligence Committee Notes

RACEA
Fall Meeting 2018
Accreditation Intelligence Committee

Documents from the University System of Georgia office:

- 4.1 Governing Board
    - BOR Ethics Training and Policy Acknowledgement
    - USG President Job Description
- 4.2.d Conflict of Interest
    - USG Letter of Board Dismissal
    - BOR Minutes May 2017
        - Most recent example of a recusal
- 4.2.e Board Dismissal
    - USG Letter Board Dismissal
- 4.2.f External Influences
    - USG Letter External Influence
- 4.2.g Board Evaluation
    - USG Letter Board Evaluation
- 4.3 Multi-Level Governance
    - Not applicable

Accreditation Intelligence Committee Notes

What we did differently this time?

- 5.2.a CEO Control
  - #11-14 Examples of the president "requesting" educational, administrative, and fiscal programs and services
    - It has been assumed that the chief executive officer had control over the educational, administrative, and fiscal programs and services; now, they have it implicitly stated.
- 6.2.a Faculty Qualifications
  - USG eCore Faculty Roster
  - USG WebMBA Faculty Roster
    - SACSCOC Resource Manual – "faculty teaching courses in a statewide online consortium that are transcripted as 'home' courses."
- 8.1 Student Achievement
  - SACSCOC Resource Manual – "indicate the criteria and thresholds of acceptability used to determine that success" and "The criteria are the items to be measured (and published); the thresholds of acceptability are the minimal expectations set by the institution to define its own acceptable level of achievement." "The institution is responsible for justifying both the criteria it utilizes and the thresholds of acceptability it sets."
- 14.5.b Separate Accreditation for Units of a Member Institution
  - Not applicable

BOR Initiatives Committee Notes

Action Items from BOR Initiatives Committee

1. Query RACEA listserv to supplement questions on Q&A

2. Complete Q&A for nexus degree

3. Review Q&A with USG for possible posting as USG doc

4. Determine number of and kinds of nexus proposals

5. Gather sample assessment plans for nexus degrees

6. Follow up CAR process as USG completes study and recommendations

7. Track discussion on academic proposal process study at USG

Spring Annual Meeting Planning

◻ Proposed date: 4/25-26

◻ Location: Savannah? Athens? Brasstown? Callaway? Jekyll/St. Simons?

◻ Speakers/Agenda
  ◻ Gen Ed associated with Core Curriculum and how it is treated at other institutions – speaker on gen ed assessment nationally
  ◻ Changes in higher ed nationally
  ◻ 10 top policy issues for higher ed (Chronicle)

See you in the Spring!