

Policy Audits and Strategic Planning for Momentum

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Session Overview

- Introductions
- Purpose and Context
- Examples:
 - Board of Regents' Policy Review
 - Endeavor Project at College of Coastal Georgia
- Key Takeaways for Momentum Sustainability Plan
- Discussion and Questions

Introduction of Presenters

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Purpose of Session

From Momentum Sustainability Plan...

“Please indicate your plan for reviewing *all* institutional policies and procedures to determine if they pose barriers to students achieving Momentum and completing their degree. Describe your process for reforming policies to remove barriers.”

Purpose of Session

Recognize old systems may inadvertently present challenges to Momentum principles:

- Board of Regents policies
 - Policy 3.9 Academic Advisement
 - Policy 3.3.1 Core Curriculum
- Institution-level policies and practices
 - Housing policy
 - Drop for nonpayment processes and timeline
 - Course scheduling process
 - Registration hold process

Purpose of Session

Multiple priorities and perspectives to consider when developing a process to comprehensively review policy and practice.

Importance of clearly defining goals of the review.

Board or Regents' Policy Review

Board of Regents' Policy Review

The Board of Regents' Policy Manual contains the rules and policies promulgated by the Board of Regents for the governance of the University System of Georgia and all USG institutions.

In 2017, Chancellor Wrigley launched the Board of Regents' Policy Manual Review with the goals of streamlining and simplifying the Board of Regents' Policy Manual.

Board of Regents' Policy Review

STEP 1: What are your objectives?

- Goal – Desired result that you want to achieve
- Objective – Specific measurable actions that individuals must undertake to meet the stated goals

Board of Regents' Policy Review

STEP 1: What are your objectives?

- Objectives of the Board of Regents' Policy Manual Review
 - Reduce the size of the Board Policy Manual
 - Eliminate conflicting, redundant, and unnecessary policies
 - Provide for consistency in language and style of the Policy Manual
 - Eliminate unnecessary reviews, approvals, and reports mandated by the Policy Manual
 - Identify provisions of the Policy Manual that are better suited for procedure manuals
 - Ensure that Board policies comply with applicable laws and regulations

Board of Regents' Policy Review

STEP 2: What is the makeup of your review team?

- Include representation of all relevant stakeholders
- Board of Regents' Policy Manual Review Working Group
 - Representation from System Office and institutions
 - Representation from all institutional sectors
 - Representation from various areas of expertise within University System
 - Academic Affairs
 - Communications
 - Facilities
 - Fiscal Affairs
 - Human Resources
 - Information Technology
 - Legal Affairs
 - Student Affairs

Board of Regents' Policy Review

STEP 3: What are the phases of your review process?

- Board of Regents' Policy Manual Review Phases –
 - Phase 1 –
 - Determine who should be responsible for each policy section
 - Establish a review process for proposed policy changes
 - Prioritize the review of policies by the Working Group

Board of Regents' Policy Review

STEP 3: What are the phases of your review process?

- Board of Regents' Policy Manual Review Phases –
 - Phase 2 –
 - Identify the sections of the Policy Manual that need revision
 - Work in sub-groups, as necessary, to revise policies
 - Collaborate with other Working Group members and persons of interest on proposed policy edits
 - Present recommended edits to pertinent USO administrators

Board of Regents' Policy Review

STEP 3: What are the phases of your review process?

- Board of Regents' Policy Manual Review Phases –
 - Phase 3 –
 - Present proposed policy edits to the Board of Regents for approval

Board of Regents' Policy Review

STEP 4: What is your timeline for completion?

- Set realistic, achievable deadlines for completion of each phase
- Board of Regents' Policy Manual Review Working Group Deadlines –
 - Phase 1 – By May 2017
 - Phase 2 – By September 2017
 - Phase 3 – By Spring 2018

The Endeavor Project as a Lens for Considering Alignment of New Proposed Work

Johnny Evans, Provost and Vice President for Academic Affairs

Tate Holbrook, Associate Professor of Biology and Co-Chair,
Endeavor Steering Committee

Initiative Fatigue

SACS-COC Reaffirmation

Coastal Discovery Workshop

Mariner Milestones

Dual Enrollment

PLA

Expanding your Horizons

Destination Coast

Service-Learning

Gateways Completion

Greek Life

Anchor Days

Coastal Scholars

Early Alert

LS Redesign

Undergraduate Research

Moment

SOURCE

SACS-COC Reaffirmation

Math Pathways

Purposeful choice

Boys & Girls of Summer

Mariner Pathway

Inclusive Postsecondary Education

Academic Improvement Plans

New Degree Programs

Navigation Charts

Math and Science Expo

Affordable Learning Georgia

SEASTARS

15 to Finish



Endeavor Steering Committee

Name	Affiliation
Bob Clark (Co-Chair)	Arts & Humanities
Tate Holbrook (Co-Chair)	Natural Sciences
Ashley Barnes	Nursing & Health Sciences
Jamaal Brown	Student Life
Cody Cocchi	Center for Service-Learning
Lee McKinley	Business & Public Management
Courtenay Miller	Mathematics
Jack Parish	Education & Teacher Preparation
Roscoe Scarborough	Social Sciences
Niki Schmauch	Academic Services
Jennifer Wadman	Advising/Camden Center
Brian Weese	Career Services



What is Endeavor?

Endeavor aims to establish a set of **core competencies** that all students are expected to develop at the College of Coastal Georgia, and to **align** curricular and co-curricular programs, activities, and learning outcomes with those competencies. This framework is intended to:

- **guide students** to better appreciate and articulate the value of their academic experiences
- **direct institutional resources** toward activities that best support the College's mission and key values
- assert a more cohesive and distinctive Coastal Georgia **identity** that embodies our focus upon **student success**



The Process: Sources of Inspiration and Data

- Origins
 - Presidential Search, USG Momentum Year Summit, etc.
- Models
 - Georgia College and State University (GC Journeys), Hendrix College (Odyssey), University of Central Oklahoma (Transformative Learning), etc.
 - Association of American Colleges & Universities (LEAP), National Association of Colleges and Employers (Career Readiness)
- Internal Data and Feedback
 - **Faculty/Staff Survey and Listening Sessions**
 - Retention Proxy Poll and Student Listening Sessions



Faculty/Staff Survey

- Participation was strong and broadly distributed
- Open-ended questions provide context around core competencies, inform applications of Endeavor



Survey Results: What makes the College of Coastal Georgia unique?

Small size/personalized education:

- Smaller school with relatively small class sizes and a primary focus on students and teaching/learning
- Students are supported by a “family-like” atmosphere, with dedicated faculty and staff that genuinely care about them and their success



Survey Results: What makes the College of Coastal Georgia unique?

Location:

- Proximity to the beach
- Academic programs enhanced by coastal location and environment, with opportunities for experiential learning
- Important role in local communities and rural Georgia, strengthened by mutually beneficial partnerships



Survey Results: What makes the College of Coastal Georgia unique?

Other themes included:

- **Diverse student body** – access mission, mix of traditional and non-traditional students, first generation, etc.
- Great **value/affordability**
- **Excellent academic programs**



Survey Results: What should be the long-term impact of a Coastal education?



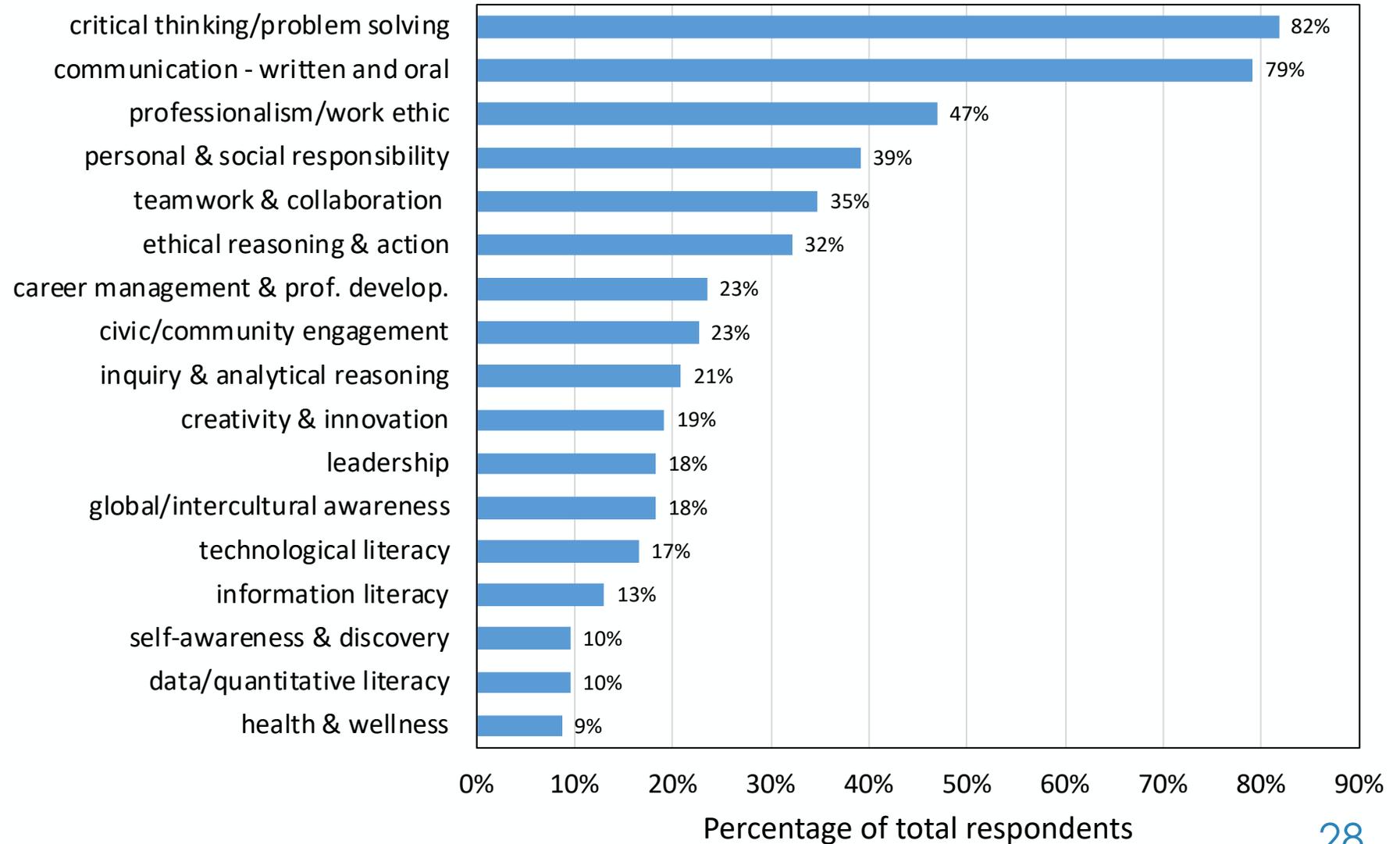
Survey Results: What should be the long-term impact of a Coastal education?

- Preparation for success in a **job/career** or graduate study
- Broader **educational foundations for life**—graduates should be equipped with abilities and skills needed to adapt to a changing world, address key challenges, and pursue lifelong learning
- **Engaged citizenship/community impacts**—alumni should be knowledgeable, responsible, service-minded citizens who make meaningful contributions to society



Survey Results: Core Competencies

- What are the core competencies that students should be expected to develop and demonstrate across disciplines?
- *Please select up to 5 competencies you feel are the most important and broadly applicable*



Draft Framework of Core Competencies

Coastal Georgia students will develop abilities, skills, and habits related to:

- Critical Thinking and Problem Solving
- Written, Oral, and Digital Communication
- Professionalism and Personal Responsibility
- Social Awareness and Contribution
- Collaboration and Teamwork



Next Steps...

- Further Development and Implementation
 - Incorporate student feedback and finalize framework
 - Design visual model
 - Align current programs, activities, and outcomes with core competencies
 - Create tool to screen and guide new proposed work
- Marketing
 - Current and prospective students, community
- Assessment
- [Expansion]



Key Takeaways

- Retrospective and prospective approaches
- Review process that:
 - Incorporates multiple perspectives
 - Considers multiple levels of guidance (policy, procedure, practice, etc.)
- Steps to consider:
 - Identification of policy conflicts
 - Plan for addressing conflict based on all institutional priorities



Complete College Georgia
The University System of Georgia

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