

# Complete College Georgia

## 2019-2020 Campus Completion Plan Updates

### University System of Georgia

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# Contents

University System of Georgia.....	1
Abraham Baldwin Agricultural College .....	15
Albany State University .....	21
Atlanta Metropolitan State College.....	33
Augusta University.....	45
Clayton State University .....	56
College of Coastal Georgia .....	66
Columbus State University .....	77
Dalton State College .....	90
East Georgia State College.....	102
Fort Valley State University.....	117
Georgia College & State University .....	120
Georgia Gwinnett College.....	131
Georgia Highlands College.....	140
Georgia Institute of Technology .....	149
Georgia Southern University.....	164
Georgia Southwestern State University .....	176
Georgia State University .....	184
Gordon State College.....	205
Kennesaw State University .....	211
Middle Georgia State University .....	220
Savannah State University .....	230
South Georgia State College .....	235
University of Georgia.....	248
University of North Georgia .....	254
University of West Georgia .....	268
Valdosta State University.....	281
Appendices.....	291
Albany State University .....	292
College of Coastal Georgia .....	303
Columbus State University.....	320
Dalton State College.....	337
East Georgia State College.....	347
Georgia Gwinnett College.....	357
Georgia Institute of Technology.....	358
Georgia Southern Unibersity .....	371
Georgia Southwestern State University.....	379
Georgia State University .....	393
Kennesaw State University.....	407
Middle Georgia State University.....	412
South Georgia State College .....	416
University of Georgia .....	450
University of West Georgia.....	464



# UNIVERSITY SYSTEM OF GEORGIA

## SYSTEM OVERVIEW

Established in 2011, Complete College Georgia (CCG) was conceived as a collaborative effort among Georgia's K-12 schools, public colleges, universities and technical colleges, and the private sector to take concrete steps to improve college access and completion in the state. Framed on a set of high impact, evidence-based strategies, CCG builds on national research and local activities to support student success at all levels. The overarching goal is to graduate an additional 250,000 Georgia students with high-quality degrees or certificates by 2025 in order to reach projections of employment readiness. Each institution in the University System of Georgia have submitted and updated action plans on their activities that have the greatest impact on college completion within their institutional mission and context.

For the University System of Georgia, CCG has evolved into a framework for focusing institutional attention on what matters most: helping Georgia's students succeed. Institutions have adopted, adapted, and promoted a wide range of strategies to suit their local settings. More importantly, the work of promoting student success has become broadly shared on campus and better understood across the units of institutions. As the work of CCG has evolved to incorporate a Momentum Approach to student success, institutions have adapted more holistic approaches to improving student outcomes and addressing persistent equity gaps. CCG continues to forge partnerships among functional areas and foster understandings of how the various elements of a college or university come together. These partnerships have created statewide support for Georgia's orientation in building a 21st century workforce.

## SYSTEM PROFILE

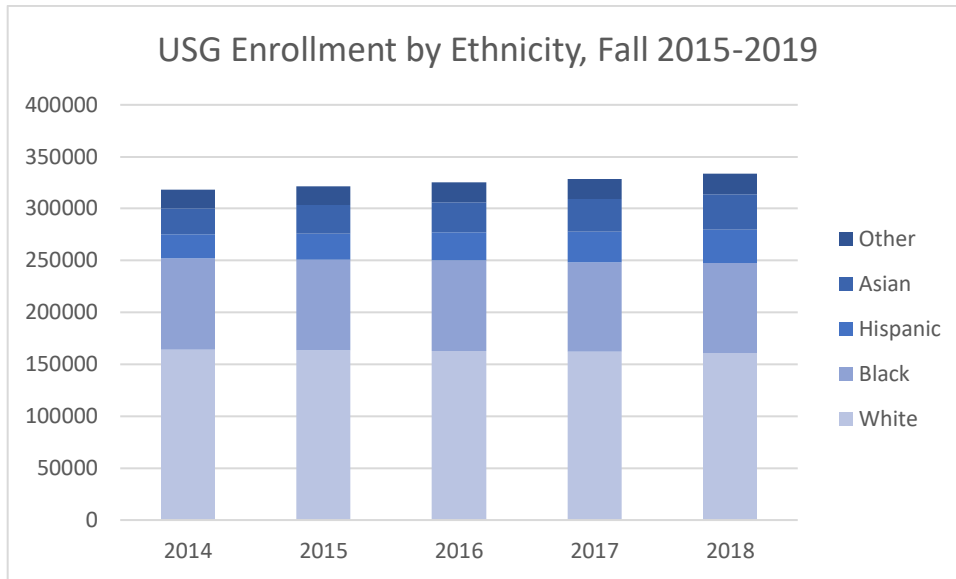
The University System of Georgia (USG) includes 26 institutions, with fall 2019 enrollment of 333,507 students. Academic year 2019 marked the fifth consecutive year that enrollment in the University System has exceeded the recession peak (fall 2011—318,027) and is an increase of 4,795 or roughly 1.4 percent, over fall 2018. The increase in enrollment at USG institutions compares favorably with national trends, with four-year public institutions nationally experiencing a slight (1.3 percent) drop in enrollment in the past year.

The University System's institutions in fall 2019 headcount ranged from 1,844 at Atlanta Metropolitan State College to 53,619 at Georgia State University. Georgia Tech witnessed the greatest percentage increase in enrollment since 2018 at 11.5 percent (largely driven by their online master's in computer science program), followed by the Kennesaw State University at 6.7 percent and the Middle Georgia State University at 3.4 percent. Atlanta Metropolitan State College saw the greatest decline in enrollment since 2018, dropping 15.7 percent, followed by Savannah State University, which shrank by roughly 9.5 percent and Abraham Baldwin Agricultural College, which saw a decline of 8.5 percent. Nearly 84.6 percent of students served by USG institutions are from Georgia, with 10.6 percent of students from out of state, and 5.8 percent of enrollment consisting of international students.

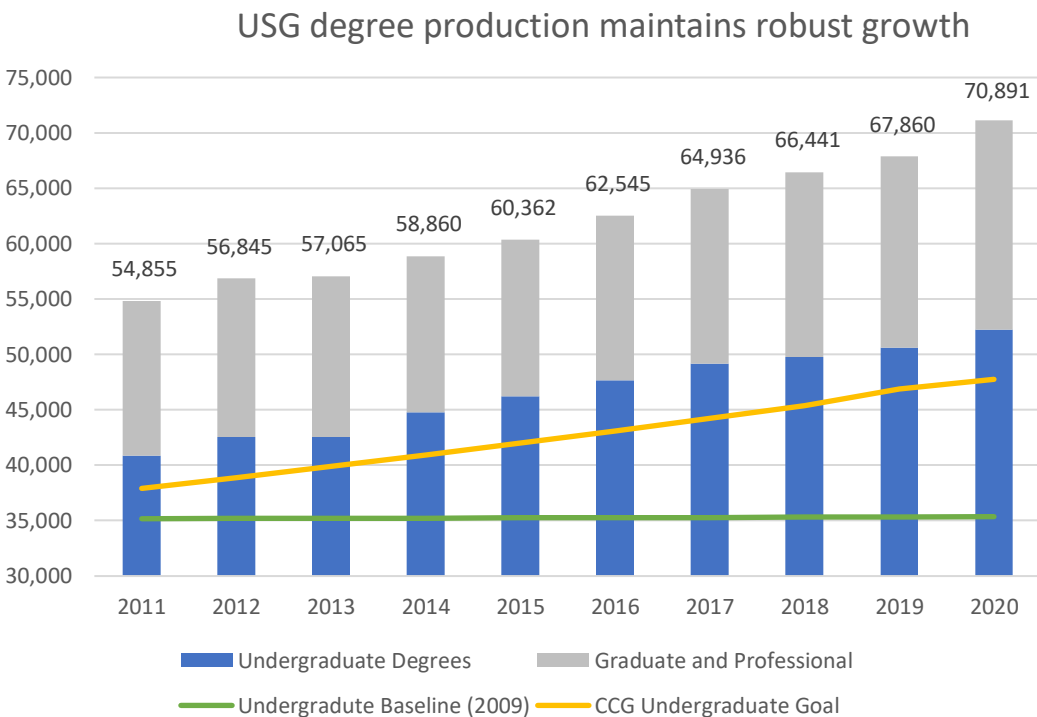
The USG serves a diverse population:

- » 48.3 percent white      » 25.9 percent Black
- » 10.1 percent Asian      » 9.7 percent Hispanic
- » 6 percent other categories/unreported

Over the past five years, the number of Hispanic students has increased by 40 percent and the percentage of Asian students has increased by 33 percent. Black or African American enrollment and white enrollment has declined by 2 percent over this same period. Figure 1 illustrates the shifting composition of students enrolled in USG institutions.

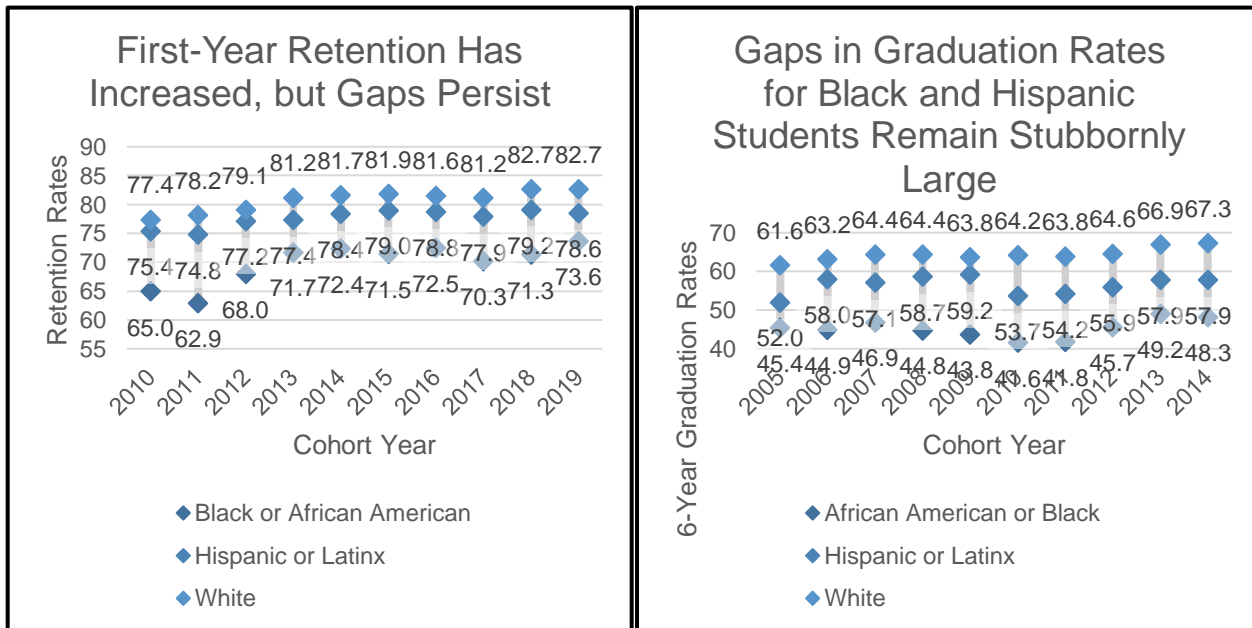


Complete College Georgia launched in 2011 with a commitment to increase the educational attainment of Georgians and a specific goal of increasing the percentage of young adults aged 25-34 with a credential of economic value from 40 percent to 60 percent by 2025. Undergraduate degree conferrals in the University System have risen nearly 28 percent since 2011 (from 40,867 to 52,25), remaining above the goals established for CCG by roughly 10 percent over this period. The figure below illustrates this trend.

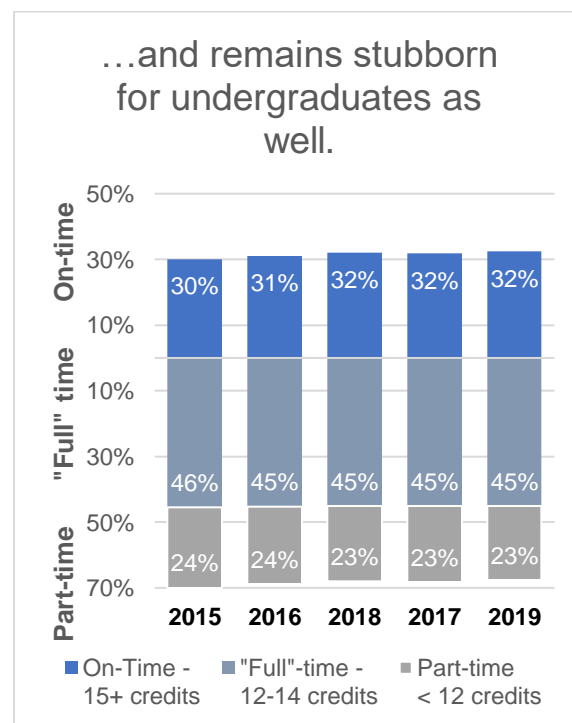
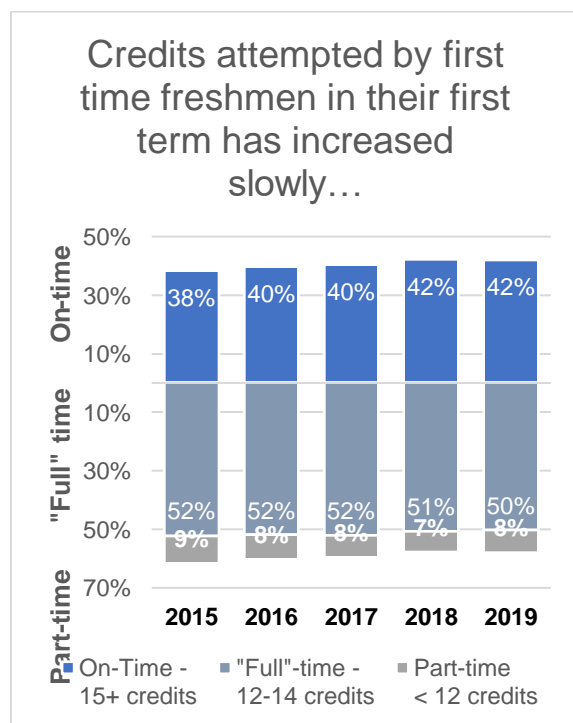


For all this success, however, the state still has a substantial way to go. Significant gaps in attainment, retention, and graduation exist between African Americans and Hispanics and the white population. While African Americans and Hispanic are an increasingly larger share of the younger population in the state, they remain underrepresented in attainment data. There exists a 12 percentage point gap between the share of the population with an associate degree or higher for the African American and the white population aged 25 and over, and a 19 percentage point gap with Hispanics. This gap is echoed in USG graduation rate gaps, with African American six-year graduation rates systemwide lagging 19 percentage points (48.3.8 percent to 67.3 percent for the 2014 cohort), and Hispanic rates

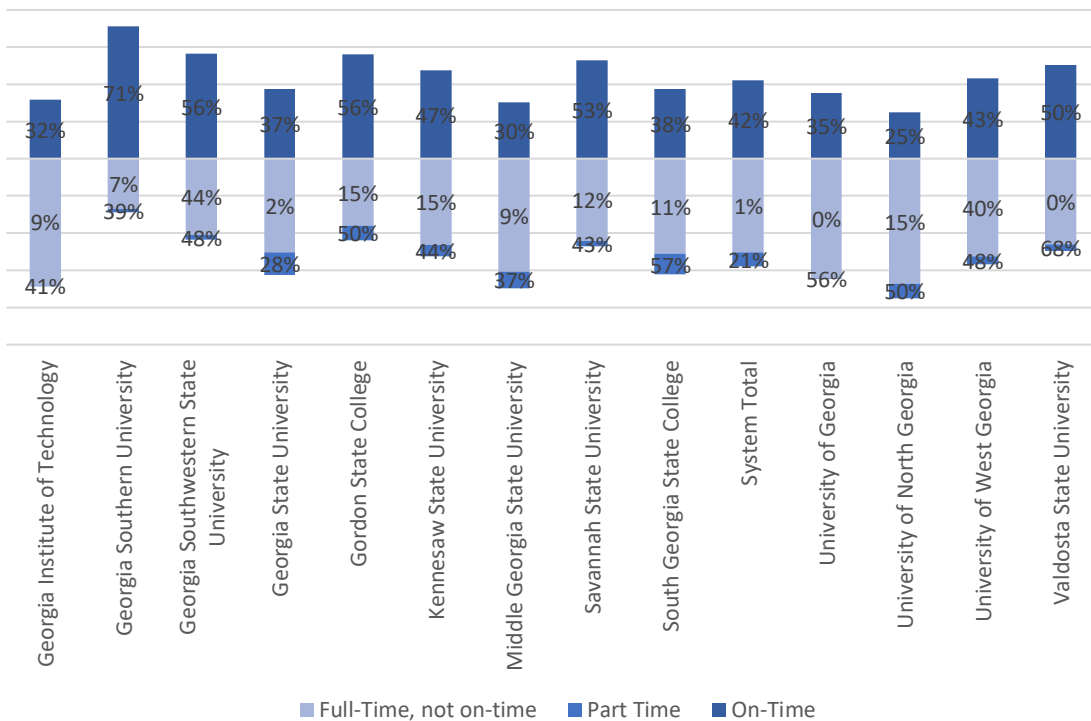
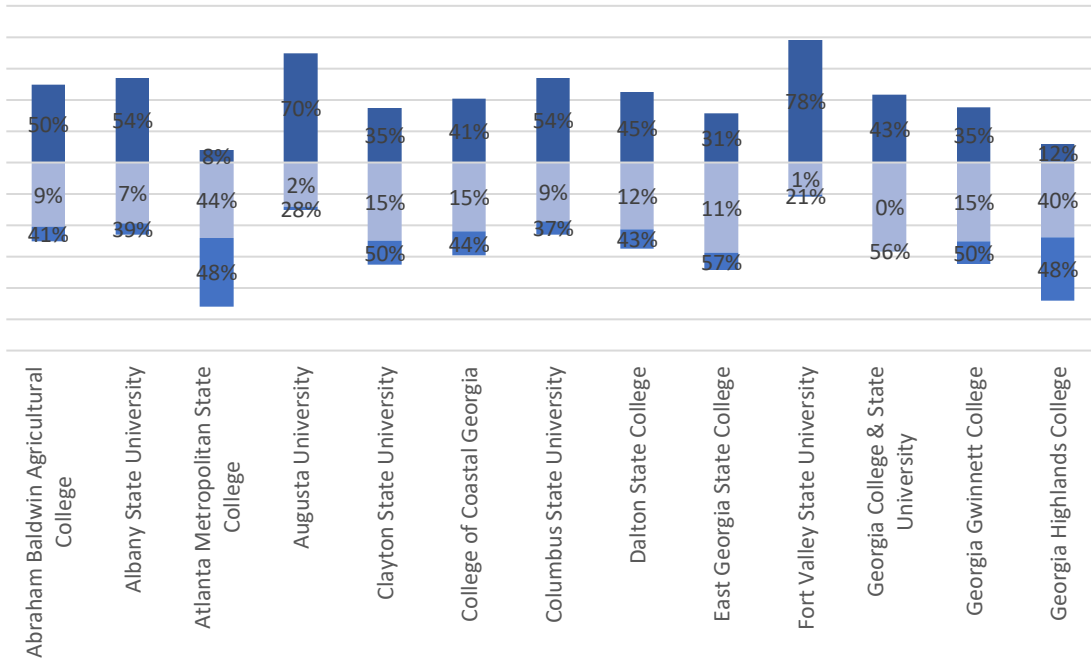
lagging by 9.4 percentage points (57.9 percent to 67.3 percent). Interestingly, first-year retention for Latinx students only lags slightly behind white students, but compounds yearly, resulting in significantly lower graduation rates. The retention rates experienced by African American students also decline each year the cohort is enrolled, but to a lesser degree.



An early component of the Complete College Georgia work was the promotion of 15-to-Finish and other credit intensity campaigns. These campaigns were embedded in the Momentum Year work for institutions within their creation of clear pathways with fuller schedules for all students. Across the System, the tools to implement this strategy was largely at the discretion of institutions, resulting in a mixture of default registration and communication campaigns. In both cases, the impact of these efforts had demonstrable impacts in the first year of their implementation. At most schools, however, the effect on credit taking seems to diminish for subsequent cohorts, the reasons for which are unclear.



### FTF Attempting 15+ Credits, Fall 2019



### MOMENTUM UPDATE

Building on the foundation of the Momentum Year, the System Office expanded and extended the focus of Momentum Work to look beyond the first year and beyond the classroom. Applying a Momentum Framework of Purpose, Pathways, and Mindset to the full scope of institutional activities, a Momentum Approach invites campuses to think about how students can start strong, build on early work with deeper activities that lead to success in the

classroom and beyond. Just as there is a Momentum Approach to the first year – the Momentum Year – understanding the key elements and strategies across the life-cycle of the student provides a lens to focus campus work to boost student success and reduce gaps in attainment in all aspects of a student’s experience.

As a part of this work campuses convened for the Momentum Summit III in January 2020 to reflect on their current Momentum Year work, solidify the gains already made, and plan for how to expand the Momentum Approach to a wide variety of campus work. A key feature of the Summit III was the central role that USG institutions played in providing the expertise and knowledge about Momentum. A significant milestone for this year’s Summit was the degree to which the event highlighted the work that had been undertaken within the System. After years of experimentation and refining the Momentum Year at institutions, the third Summit reflected the maturing of the expert community within the state to support innovation and demonstrated the strengths Georgia enjoys through the relationships and structure of the University System.

At the Summit, institutions planned for their work in the year ahead, with considerable interest in earlier engagement for students with career services, engaging housing and student life more explicitly in academic conversations, expanding the application of experiential learning across the curriculum, and engaging faculty in a host of professional practices to advance and support the academic mindsets of their students. Institutions developed plans among teams at the Summit to support the sustainability of their established Momentum Year work and to identify opportunities to explore, experiment, and expand their work beyond the core academic areas and the first year.

### **MOMENTUM YEAR UPDATE: PURPOSEFUL CHOICE AND THE TRANSITION TO COLLEGE**

Institutions across the System undertook activities to support students transitioning to college and making a purposeful choice in a program of study or focus area. The System supported this work through the 2019 Advising Academy, held at the University of West Georgia, which focused on supporting successful student transition to college and the integration of purposeful choice. Institutions investigated the ways they can serve a diverse group as they navigate the steps from application through the completion of their Momentum Year. This scope encouraged a campus-wide conversation about the numerous transition points students encounter and how to best manage them in order to support their success in the institution. The Academy was divided between presentations and panels from a range of USG institutions sharing their progress and experiences in this area and structured planning time for campus teams to create Transition Improvement Plans that lay out concrete steps for deeper engagement with students as they transition to college and throughout their Momentum Year.

While much of this work was built around the presumption of in-person experiences for students, a strand of the work involved the re-envisioning of orientation as a “first course” in college using the institutional learning management system (LMS) as the vehicle to deliver a host of information typically communicated during in person and often promptly forgotten. When the Covid-19 Pandemic upended in-person orientation programs, these orientation courses proved extremely adaptable and effective in providing students with essential information and connection in a virtual manner. Institutions were also able to move other tools, including career and interest inventories and peer leader meetings, into a virtual space to support the transition, work that may prove to have utility regardless of the mode for future orientations.

### **CLEAR PATHWAYS: GENERAL EDUCATION REDESIGN**

In 2017, the University System of Georgia took a hard look at the pressures and challenges facing public higher education through the College 2025 project. The results of the work of the statewide College 2025 Commission was a roadmap for the future direction within Georgia of public higher education to be responsive to the educational needs of all its citizens. Among the findings were calls to rethink practices, curriculum and processes, and to ensure students are exposed to the essential skills for the 21<sup>st</sup> century workplace.

At the same time, the System began scaling the Momentum Year approach for all students. As institutions began the process of implementing the Momentum Year, it became clear that current curricular structure made some key elements, including connecting to purpose and providing opportunities to explore in a focus area, more difficult. It was also clear that revisiting the General Education Curriculum would allow for students to make more of the opportunities that the Momentum Year created and supported the System’s strategic goals around student success.

In May 2019, the Chancellor of the University System charged a [Design Committee](#) of academic and industry representatives with establishing principles that would guide the curricular redesign. Working through the summer, this group considered the purpose and broad outcomes the System should expect of a general education curriculum.

A draft list of principles was released for comments from the System and stakeholders, resulting in a [final set of six design principles](#) that were formally approved by the Board of Regents during their September 2019 meeting.

Following this, a larger [Implementation Committee](#) was tasked with the development of the form and structure of a redesigned General Education Curriculum aligned with the Design Principles. The members of this committee included faculty, students, academic administrators, and administrative leadership from across the System, including the chairs of many discipline advisory committees. This group met twice in the fall and engaged in a series of human centered design exercises to develop the critical skills, knowledge, and attributes of a learner that should be a part of a General Education Curriculum.

From this work, the Committee developed the essential domains of knowledge that comprise a core curriculum, along with a cross-cutting elements that may be delivered in a variety of disciplinary contexts. The Committee also envisioned a curriculum that provided increased flexibility for institutions to tailor the curriculum to their institutional mission and context, and space for student exploration, all within a structure that maintains comprehensive transferability. As a component of this latter aspect of the work, the Committee undertook the initial work to identify potential outcomes for the institutional curriculum.

At each stage of process, the work of the Implementation Committee was supported by feedback and input from the broader community, who were invited to provide their general feedback as well as input on the essential domains of knowledge and those elements that should be common to all institutions.

From this work the recommendation of the Committee recognized that the USG General Education Curriculum is an integral component of all undergraduate degree programs. The purpose of the Curriculum is to provide foundational knowledge in major academic disciplines and 21<sup>st</sup> century core competencies, to expose students to diverse experiences that prepares them to thrive in all settings. General education provides a clear platform for student success by offering engaging, high quality courses that maintain consistent rigor and facilitate seamless institutional transfer.

This work resulted in a proposed curriculum that included eight core areas representing 33 hours of coursework, along with nine credit hours reserved for student exploration and 18 credit hours for the student's field of study. Across the core elements of the curriculum are infused three contextualized, cross-cutting elements:

- Critical Thinking+
- Global Competencies, and
- Information Literacy+.

These cross-cutting elements reflect many of the 21<sup>st</sup> century essential skills that students must master to be successful throughout their academic careers and beyond.

The General Education Curriculum was still a work in progress when the Pandemic struck in March 2020 and suspended the process. While some of the exploratory and developmental work can proceed, fully implementing the new curriculum would require significant investments of faculty and administrative resources that were needed for more immediate priorities on campus. The foundational work of the committees and the vital input of campus stakeholders will remain essential when the opportunity to revisit the curriculum returns.

### *Statistics Pathway*

In 2019 the University System invited institutions to prototype a new mathematics pathway that begins with Elementary Statistics in the Quantitative Skills (Area A2) for programs that are statistically-based. Fifteen institutions across all four sectors joined in a prototype:

Augusta University	Georgia Gwinnett College	Kennesaw State University
College of Coastal Georgia	Georgia Highlands College	Middle Georgia State University
Columbus State University	Georgia Southern University	Savannah State University
Dalton State College	Georgia Southwestern State University	University of West Georgia
Fort Valley State University	Georgia State University	Valdosta State University



Institutions participating in the prototype agreed to:

1. Establish clear statistics pathways on their campus.
2. Offer Elementary Statistics (MATH/STAT 1401) without a prerequisite.
3. Include Elementary Statistics as an Area A2 math as well as Area D.
4. Identify a coordinator for the statistics pathway
5. For institutions that admit students requiring Learning Support, develop and offer a Corequisite Learning Support course for statistics no later than Fall 2020. Institutions will be asked to work with the University of Texas' Dana Center on the development of this Learning Support course.
6. Utilize the same placement criteria MATH/STAT 1401 as for MATH 1001/1101.
7. Institutions must commit to identifying programs for which the statistics pathway may be appropriate, and must develop mathematics pathways and advising protocols for students in those programs. The statistics pathway is not appropriate for students in programs that will require them to take precalculus or calculus in the future.
8. Prototype institutions must implement a strategy to address any issues with students satisfying Area D that are created by these pathways. For instance, institutions may wish to consider including a second statistics or research methods course for inclusion in Area D for the duration of the pilot.
9. In implementing this work, mathematics departments should engage departments that offer degrees in the social sciences, behavioral sciences, health professions and business to ensure that their pathways appropriately address the mathematical need in these fields.

To help identify the programs for which statistics is the recommended first math, the System Office surveyed the Regents Advisory Committees of non-STEM disciplines for their recommendations, which were communicated to campuses as they undertook their deliberations. The System supported institutions in the development of the corequisite Learning Support course for Statistics along with the University of Texas Dana Center through meetings and institutional check ins. For participating institutions, while they were authorized to begin offering Elementary Statistics in Area A2 in Fall 2019, the development of the Learning Support course (MATH 0996) and associated administrative and governance changes required to implement these changes, including working with statistics-based disciplines to update program maps and academic guidance, represented the bulk of the activity for the year.

## ACADEMIC MINDSET

### *Productive Academic Mindset*

Academic mindsets—individual's beliefs about learning that shape how they interpret difficulty—are crucial for success in college. Mindsets can be categorized into three groups of beliefs: *growth mindset* (the belief that one can improve through effort), *purpose* (the belief that an activity has value), and *social belonging* (the belief that one fits in with peers, colleagues, and teachers). Even within the first semester of college, students receive numerous messages from students, instructors, and the institution that shape perceptions of whether they belong in college and have the potential to succeed. Those perceptions, in turn, can affect students' performance in their classes and decisions to remain enrolled. Research suggests that learning mindsets are malleable and learning mindset interventions are effective at reducing equity and opportunity gaps for students from traditionally underrepresented groups.

To better understand the current scope of learning mindsets for students in the University System and to understand how they affect student outcomes, the System joined with the University of Virginia's Motivate Lab in creating an Academic Mindset Survey, a 80+ element device administered to all first-time freshmen before their third week of classes and again within the last three weeks of classes. The 2019 survey yielded more than 21,000 discrete responses, providing a snapshot of how students approach their academic work, social integration, and sense of purpose, as well as indicators of scarcity and other factors. Because the survey is linked to student outcomes data, the survey allows the University System an opportunity to explore at a level of detail unmatched elsewhere the impact of academic mindset on student outcomes. The substantial response rate provides one of the largest, if not the largest, data sets on mindset in higher education anywhere.

### Mindset Responses 2019

Institution	# responses	% Freshmen	Institution	# responses	% Freshmen
Abraham Baldwin Agricultural College	355	21%	Georgia Institute of Technology	284	0.09
Albany State University	1,194	37%	Georgia Southern University	3,673	54%
Atlanta Metropolitan State College	36	4%	Georgia Southwestern State University	518	67%
Augusta University	496	32%	Georgia State University	4,055	22%
Clayton State University	241	20%	Gordon State College	676	47%
College of Coastal Georgia	180	15%	Kennesaw State University	302	3%
Columbus State University	1,163	67%	Middle Georgia State University	1,008	40%
Dalton State College	918	38%	Savannah State University	1,305	78%
East Georgia State College	112	6%	South Georgia State College	99	8%
Fort Valley State University	268	40%	University of Georgia	770	15%
Georgia College & State University	756	45%	University of North Georgia	816	12%
Georgia Gwinnett College	1,637	24%	University of West Georgia	215	7%
Georgia Highlands College	381	11%	Valdosta State University	364	16%
			System Total	21,822	23%

## OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

### STEM IV INITIATIVE

FY20 marked a significant milestone for the USG STEM Initiative with the inclusion of all 26 institutions in the Initiative's System-level effort now spanning just over a decade. Now in its fourth iteration of the 3-year grant cycle, STEM IV focuses on the implementation of four new areas and scaling identified, promising practices from previous years. During this grant cycle, participating institutions are pursuing projects that correspond specifically to current USG priorities, including the Momentum Year and the Momentum Approach.

Institutional programs have a primary or secondary emphasis on (1) **Direct academic support**, including supplemental instruction, learning assistants, and intensive tutoring, for core mathematics and first-year STEM focus area courses; (2) **Learning communities** and effective cohort-based approaches for STEM students; and (3) **Academic mindset** interventions in STEM (for both students and/or faculty), and (4) **Undergraduate research** as a high-impact practice.

STEM IV's top three **successes** from Year 1: (1) **Faculty/Staff Participation**; (2) **Implementation/ adaptation of academic support programs** and, (3) **Mindset-related efforts**. The Initiative's top three **challenges** from Year 1: (1) **Low student participation**; (2) **Continuing Undergraduate Research during COVID-19**; and (3) **Measuring the benefit of select activities**

For Year 2, STEM IV is looking to enhance the networking opportunities for administrators, departments and faculty through cross sectional networks to link campus leaders across all 26 institutions based on sector, position and area of STEM focus. Collectively, in addition to seeking opportunities to interact between and across sectors, the Initiative is working closely with campuses to improve measuring student outcomes and seeking funding opportunities to enhance current STEM-related efforts.

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## ADULT LEARNER EFFORTS

Now, more than ever, efforts supporting adult learners are essential to continue USG's mission to provide quality education to all citizens of the state. With over 1 million adults in Georgia with some college and no degree, USG institutions are doing their part to help Georgia's adults earn credentials toward a degree or certificate. According to the USG Fall 2020 enrollment report, approximately 9% (23,604) of all undergraduates are nontraditional, adult learners.

In addition to our support to active duty military service members, veterans and their families, USG employs other initiatives to buttress campus efforts focused on adult learners including (a) the Regents Academic Committee on Adult Learners (RAC-AL) and (b) the Adult Learner Consortium of USG Institutions (ALC).

The RAC-AL includes a representative from each of the 26 USG institutions that meet as a group twice per year to consider policies and activities that impact the adult learner's access and success on USG campuses. Through subcommittee work, RAC-AL members are examining adult learner definitions, articulation and transfer codes, and graduate student issues.

The ALC, relaunched in Spring 2020, includes representatives from 17 USG institutions that meet monthly and are committed – through their signed memorandum of agreement – to assessing and instituting practices and procedures that enhance adult learner access, persistence and degree completion. As institutional members of the Council for Adult and Experiential Learning (CAEL), ALC campuses are working on institutional areas that enhance and support the adult learner regardless of their chosen learning modality. The Consortium's three main goals for FY21 are to: establish Adult Learner campus teams at each institution; encourage the inclusion of adult learner needs in all campus-related student discussions; and, identify on-campus designated space for adult learners as the consortium institutions seek to become destinations of choice for adults returning to college.

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## GEAR UP GEORGIA

The GEAR UP Georgia (GUGa) project is in the fifth year of a seven-year statewide GEAR UP grant Georgia. The Governor designated the Board of Regents of the University System of Georgia (USG) to administer the GUGa grant in 2016. GUGa has served over 12,000 high need students in more than 100 middle schools and high schools across the state. The first delivery model uses a Cohort strategy in districts that have high levels of poverty (80%+ FRL), students experiencing homelessness and in the foster care system. During Year Four (2019-20) GUGa supported students who were in grade 10 (Class of 22) and 11 (Class of 21) whom we began serving in grades 7 and 8 respectively (Cohort Students). Additionally, the project also served students in grades 11-12 as well as a minimum first year college students who experienced homelessness or were in the foster care system (Priority Students).

GUGa experienced an increase in the following areas from the 2018-19 to 2019-20 school year(30% or more increases):

- Total, unduplicated number of students with parents, guardians, or other family members that

actively participated in one or more GEAR UP activities - 49%

- Total, unduplicated number of educators trained in college and career success strategies trained - 34%
- Sum Total of Hours that GEAR UP students participated in the following activities:
  - o Tutoring/homework assistance – 49%
  - o Summer programs – 39%
- Total, unduplicated Number of GEAR UP Students who participated in the following activities:

- Comprehensive mentoring – 41%
- Job site visit/job shadowing – 300%
- Workshops – 40%
- College & career counseling/advising – 38%
- Financial aid counseling – 38%

GUGa provided virtual service options for one-on-one on-demand tutoring and mentoring prior to the pandemic. As a result of the pandemic, we increased our capacity to provide tutoring and mentoring online services. Additionally, we added the following new services to accommodate virtual service delivery:

- Increased frequency of staff “check-ins” virtually
- One-on-One phone call college match/fit and career exploration advisement targeting disengaged students/parents and those who were in danger of being retained.
- Virtual college tours facilitation (on-demand and scheduled)
- Increased virtual workshops offered statewide vs. locally
- Virtual ACT/SAT test prep
- Virtual professional development opportunities for school staff in the following areas
  - FAFSA completion (seniors) and EFC calculator tool (juniors) engagement
  - Competitive writing for college admissions and scholarship essays
- One-on-One scholarship search, branding, essay and four-year funding plan advisement
- One-on-One financial aid counseling (FAFSA, Hope, Zell, EFC)
- Weekly career exploration webinar series
- Purposeful choice research study
  - Career Keys assessment tool
  - Pre & post surveys gauging knowledge and confidence levels
  - Purposeful Choice staff advisement training
- Acquired SAT test prep fee waivers for juniors (schools prioritize seniors and had access to fewer waivers due to the pandemic)
- Pursued and received US DOE program approval to purchase giftcard codes from GrubHub and other student supplies to incentivize student participation virtual in workshops
- Requested/Received gift card donations to incentivize student participation in virtual workshops
- Re-established SignalVine texting contract to increase high school senior and ***first year college student engagement*** in resources and strategic college success task completion and reduce "summer melt" through advisor-led text nudges.
- Set-up YouTube page to record all virtual workshops for students unable to attend due to prior conflicts

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## CHANCELLORS LEARNING SCHOLARS & FACULTY DEVELOPMENT

The Chancellor’s Learning Scholars (CLS) program was designed with a threefold mission: 1) to facilitate pedagogical conversations that lead to course enrichment and improved student learning; 2) to develop a network of strong relationships and enhance collegiality among faculty; and 3) to promote leadership development in USG faculty and the CTL directors. In the past year the program engaged its third cohort of over 100 Learning Scholars from across the System who were equipped to lead faculty learning communities (FLCs) in the application of hybrid high impact practices and best practices.

Each CLS facilitates a learning community of 8-10 interested faculty, who meet regularly throughout the year to investigate their practice around a shared topic that focuses on making changes in their classroom practice. The FLCs represent a scalable vehicle for driving faculty conversations around improved practice deeper in a manner that is sustainable and flexible, allowing the USG to impact the practice of a considerable number of faculty in a decentralized manner. This year also saw the second cohort of CLS enter their second year of appointment, increasing the total number of CLS this year to 140 faculty facilitators. The pandemic has created a certain degree of challenge for both cohorts as in some cases CLS in the second cohort felt the need to modify the topic they explored the first year, and new CLS entering training this fall did not benefit from the face to face workshops enjoyed by previous groups.

This year also marked the introduction of OneHE, an online collaboration and learning platform specifically for higher education. From the first year of the CLS program, the Office of Faculty Development (OFD) saw the potential for creating the means for faculty at different institutions who were exploring common strategies to share their findings, successes, and challenges. This sharing is made possible through webinars to an extent, but OFD has also pursued tools to emulate the strong connections that emerge from conference sessions or disciplinary conversations through the adoption of the virtual platform OneHE. OneHE possesses the tools and resources to connect learning communities and faculty across institutions by shared pursuit of similar strategies, with plans in the works to develop similar connections through tools within Desire2Learn/Brightspace..

Finally, when classes shifted to remote instruction in March because of the Pandemic, faculty teaching in traditional modalities were challenged to transition their courses to entirely online delivery. While the USG has considerable experience with teaching courses online, the majority of faculty had not taught online previously. Institutions throughout the System, supported by the USG Office of Faculty Development (OFD) and the network of Centers for Teaching and Learning, put in place intensive workshops and supports to use the brief pause in instruction to help faculty transition their courses online, and then follow up with more structured professional development to promote technology-enhanced instruction. This included the Keep Teaching USG website, which became a central repository for essential material about online teaching, an extensive webinar series facilitated by OFD on pedagogy and practice in the online space, and faculty institutes at institutions to support every faculty teaching a hybrid or online course. The scope, extent, and scale of the training was an unprecedented effort to support instructional innovation across the full teaching corps of the University System, resulting in a massive increase in the utilization of the LMS as a classroom tool.

This work was matched with the implementation of new reporting tools within the Learning Management System (D2L Brightspace, the LMS) to identify individual faculty and students that were struggling to connect with online tools. These utilization reports allowed institutions to identify, in near-real time, those faculty and students who had not logged into the LMS, engaged with certain tools within the system, and were candidates for outreach. Using these reports on campus in the Spring allowed institutions to identify and support students who were experiencing a range of challenges, including connectivity issues, unfamiliarity with the LMS, and those students who were feeling overwhelmed.

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## GATEWAYS TO COMPLETION (G2C)

Gateways to Completion (G2C), an integral part of the Momentum Year initiative, is a faculty-driven, data-informed course redesign process. Twenty – five USG institutions worked in two cohorts in conjunction with the Gardner Institute to first create and then implement an evidence-based plan for deepening student learning and success in high-enrollment courses. High enrollment courses historically result in high rates of Ds, Fs, Withdrawals, and Incompletes (DFWI rates) especially for low-income, first-generation, and historically underrepresented students. This multi-year process helps institutions create and implement a plan for course redesign that supports teaching, learning, academic success, completion, and retention.

Here is a thumbnail explanation of Cohort One results:

- 29 different courses at 10 institutions with redesigned results
  - AADS 1102, ACCT 2100, ACCT 2101, BIO 2121K, BIOL 1107, BIOL 1107K, BIOL 1108K, BIOL 2107K, ENGL 1101 (3), ENGL 2113, HIST 2111 (2), HIST 2112 (2), MATH 1001, MATH 1111 (6), MATH 1113, MATH 1190, MATH 1441, POLS 1101, PSYC 1101, and SCI 1101
  - Positive results found in 22 of the 29 courses
- Fifty-one semesters of recorded data
  - DFWI rates for redesigned courses lower in 31 semesters
    - Results statistically significant in 14 of the 31 semesters
    - Effect size range from .0002 to .4517

Many USG institutions were able to continue the planned interventions in spite of the COVID-19 interruption. In fact, feedback from the institutions indicated that online interventions that were part of the G2C redesigns were an asset to students and faculty who were forced by the pandemic to go fully online.

Cohort Two continues to benefit from the lessons learned in Cohort One. Ongoing evaluation of Cohort One results, as well as initial evaluation of Cohort Two results will continue in 2021. At this juncture, it can be safely asserted

that based on the early evaluation results G2C contributions to the success of the Momentum Year initiative are undisputed.

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## AFRICAN AMERICAN MALE INITIATIVE

AAMI continues to make a positive impact both pre- and post- COVID-19. In AY 2019, AAMI served approximately 1000 students. For AY2020, projected participation was 1406 students. Though the actual number served (1125) as of November is 25% less than projected (1406), program numbers are up by 125 students over 2019. Of note, while some institutions saw significant reductions in student participation, Georgia State almost doubled the number of participating students from 100 to 198 and both the University of West Georgia and Georgia Southern have about 100 students.

Prior to the pandemic, program activities were primarily in person. As the system transferred to on-line learning, AAMI ordered 40 Dell laptops to be distributed to students in need to help bridge the digital divide. The laptops are loaners to be checked out and returned similar to the library system. We offered a 2-day virtual training by a leading expert in higher-education for the 40 directors covering such topics as “*Identifying High-Impact Strategies To Support the Academic Achievement of African American Male Students*”, as well as a webinar on stress management led by a Kaiser Permanente psychologist. The purpose was to provide the directors with tools and methods to better serve the students.

As Fall 2020 approached, creative measures were used to recruit students via mail, email, referrals from faculty/staff, social media and word-of-mouth from upper classmen. Engagement via face-to-face meetings, conferences, tutoring, mentoring and various communications transitioned to Zoom meetings, one-on-one FaceTime, personal telephone calls, GroupMe and/or text messages.

Some campuses have implemented virtual AAMI first-year learning classes (earning 1 or 2 credit hours), created academic skills enrichment groups or subgroups by major, tracking study and library use by GPS, as well as using Georgia View (similar to the D2L class format). Students are being acknowledged for their accomplishments as a means of encouragement and to inspire others to achieve in spite of challenges presented by the pandemic.

The following is a summary of AAMI recruitment, engagement and cross-department collaboration efforts for AY2017-2019:

- **Enrollment** in AAMI increased each year, while during the same period total enrollment for the USG and African-American males decreased.
- **Average Cumulative GPA** for the Fall 2019 cohort of students seeking bachelor degrees at:
  - 6 institutions the average cumulative GPA of AAMI students exceeded the institution average GPA
  - 7 institutions the average cumulative GPA of AAMI students exceeded the average cumulative GPA for all African-American males.

For students seeking associate degree at:

- 1 institution the average cumulative GPA of AAMI students exceeded the institution average GPA
- 3 institutions the average GPA of AAMI students exceeded the institution average GPA for all African-American Males.
- **Retention Rates** of 2018, 2017 and 2016 cohorts
  - 3 AAMI programs’ retention rates exceeded the institution rate for three consecutive years or 13.6% of active programs.
  - 7 AAMI programs’ retention rates exceeded the institution rate two out of three years or 31.8% of active programs.
- **Graduation Rates** - Both Georgia Tech and the University of West Georgia’s programs produced higher graduation rates than the overall African-American Male (AAM) population and in some years were close to the institution rates. The AAMI program at East Georgia State College almost tripled the institution graduation rate in the 2015 cohort.
- **Degrees Conferred** – The number of degrees conferred among AAMI students increased each year. From 2017 to 2019, AAMI students at Georgia Highlands and Georgia Southwestern received over 1/3 of the number of degrees conferred upon AAMs, with a high of 45.8% in 2017 at Georgia Highlands. East Georgia AAMI students received about 1/3 of the degrees conferred upon AAMs in both 2019 and 2017.

AAMI students at Georgia Tech, represented 24.0% of degrees conferred upon AAM in 2018 and 34.6% in 2017.

## **OBSERVATIONS AND PLANS FOR THE YEAR AHEAD**

The 2019-2020 academic year witnessed remarkable advances in student success and completion. Across a host of measures - including first-year retention, graduation rates and degree production – the system continued to make progress. Moreover, institutional reporting demonstrates extensive campus engagement and support for a Momentum Approach to student success. Over the past five years, overall 6-year graduation rates have increased by 4.4 percentage points and four-year graduation rates have increased by 5.7 percentage points. Retention rates have seen less robust results, with overall one-year rates growing by a mere half percentage point in the past five year, and two-year rates growing by 2.3 percentage points. Bachelor’s degree production has increased by nearly 16 percent over the past five years even as enrollments have increased more slowly. One significant factor with respect to retention is the impact of the Pandemic on students’ decisions to return in fall 2020, including disparate outcomes for different groups of students.

The progress made by institutions from across the state in forging plans for implementing Momentum that were aligned with their campus contexts was remarkable, with ambitious plans for extending work related to Purposeful Choice, Transparent Pathways, and Mindset to a wide range of functions across the student’s life cycle, including transition to college, career engagement, co-curricular experiences and experiential learning. In many ways the approaches institutions took, the planning steps they made, and the manner in which they embraced the work represents an important milestone for the implementation of Momentum strategies across the state, with the work becoming institutionalized.

The System continues to see evidence of success in the implementation of corequisite learning support. Success rates for students with Learning Support requirements remain robust, and more recent analysis indicates that success in the aligned collegiate-level course was mostly consistent across all levels of preparation and racial and ethnic groups. The System continues to explore the structural components of Learning Support implementation that show the greatest promise, including investigating class composition (cohorting vs. comingling students with learning support and those without; all students in a collegiate course in the same corequisite section vs. a mixture in the corequisite course) and instructor mix (same instructor for both paired course vs. different instructors). These model implementation insights can be matched with learnings from practice on how to best approach the support course in context, including how to embed mindset supportive practices, strategies on how to scaffold, review, and preview material, and methods to ensure that students engage fully in the support course.

Since the beginning of Complete College Georgia, institutions have been encouraged to advocate for students to take 15 credits a term in order to graduate on time. This work dovetailed with the Momentum work on fuller schedules, and early gains in credit intensity were impressive. For the first five years of CCG (2012 to 2017), the percentage of first-time freshmen taking 15 or more credits in their first term increased by more than 7 percentage points. This pattern is mostly matched for undergraduates, with adequate growth in credits attempted until 2017, when progress stalled, and in credit hours earned. There exists tremendous institutional variability on this measure, however, with some institutions, notably Fort Valley State University and Gordon State, experiencing robust growth in credits attempted and earned. These patterns will likely be exacerbated with the 2020-2021 academic year, as students attempted fewer credits overall and will need to be supported to get back on track for on-time graduation. Understanding what has been successful in establishing and maintaining high levels of credit intensity at institutions will be a key to re-energizing this core project.

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## **IMPACT OF THE PANDEMIC ON MOMENTUM**

The transition to emergency remote instruction in March had an impact on institutional plans for the Momentum Approach, delaying implementation of some activities as personnel and resources were deployed to respond to the crisis, and disrupting key touchpoints such as orientation and transition programming and course scheduling. At the same time, the Momentum Team partnered with institutions and other units in Academic Affairs to respond to the immediate challenges facing students and institutions.

This response took many forms. A first step was a rapid deployment of student-level reporting on course engagement in the LMS, an indicator of whether students and faculty had been able to successfully make the transition back to class after the shift to remote learning. This was coupled with the development of two related

resources – Keep Teaching USG, which provided essential resources for faculty on teaching online, and Keep Learning USG, which addressed student needs and anxieties around going online. These resources were complemented and amplified by resources from institutional Centers for Teaching and Learning, Advising and Student Success Centers, along with efforts from faculty and staff to connect with students and ensure that they had the technology and resources they needed, and, if necessary, connect them with tools and equipment. At the end of the semester, student outcomes were largely in line with those from previous terms, a remarkable achievement given the unprecedented disruption. Moreover, even with the uncertainty of the Pandemic, retention rates for the System increased in general and for most subgroups.

Another impact of the Pandemic was the shift of orientation and transition programs to virtual modes. As these programs were implemented, it became evident that institutions where initial work had been undertaken to embed the transition programming into the LMS or other courseware and to utilize other tools to maintain persistent contact with students were better prepared for the transition to fully online programs. Continuity was also supported by institutions' Transition Improvement Plans, which were an outcome of the Fall 2019 Advising Academy and emphasized collaborative engagement between student affairs and academic affairs to support student transition.

In the year ahead, the System will work with institutions to review the impact of the Pandemic on the Momentum work on campuses, identify those areas that need to be reinforced, and those approaches that have been most successful. Additionally, the Pandemic represents an opportunity to explore new approaches to a range of important student success strategies, including scalable faculty professional development, resilient approaches to course design and instruction, multimodal student engagement, and improved use of technology to stay connected with students. Furthermore, some key components of the General Education redesign process will continue, including establishing a more transparent transfer transcript for students in the USG and the development of a true Statistics Pathway with

Key work also needs to be done to restore progress on credit taking and program maps, and to address persistent equity gaps in retention and graduation. The System continues to look for opportunities to reduce the barriers for success faced by students, including understanding ways in which to further improve upon corequisite learning support by digging deeper into structural and pedagogical factors. Finally, the System looks to apply the insights garnered from three years of Academic Mindset surveys to advance an understanding of faculty mindset and to develop and deploy interventions in courses that can help create supportive environments for students.





## **INSTITUTIONAL MISSION AND STUDENT BODY PROFILE**

[Abraham Baldwin Agricultural College \(ABAC\)](#) is a residential institution that has long been the higher education destination for students in the southeast who want to study agriculture and natural resources. Today, ABAC has grown to become a destination for students seeking a wide variety of baccalaureate programs from a broad range of academic disciplines. With its array of quality programs, an abundance of student organizations, a renowned music program, and various intercollegiate and intramural athletic teams, ABAC provides students with ample opportunities to learn and grow as individuals. In addition to delivering relevant experiences that prepare the graduate for life, ABAC is a strategic partner within the University System of Georgia to create a more educated Georgia. **ABAC's mission** is to provide excellent education by engaging, teaching, coaching, mentoring, and providing relevant experiences that prepare the graduate for life.

### **2019 ABAC Demographics**

Total Fall Enrollment	3,922
Full-Time	63%
Part-Time	37%
Bachelor's Degree-Seeking	59%
Underserved Minority Population	21%
Pell Eligible	38%
First Generation	36%
Adult Learner (age 25+)	11%
Learning Support	8%

## **IMPROVEMENT PRACTICES**

ABAC's involvement with Complete College Georgia (CCG) has allowed us to expand successful initiatives beyond a student's first year to increase on-time graduation and prepare our graduates for a career. ABAC's CCG team is a collaboration and partnership between Academic Affairs, Student Support Services, Financial Aid, Student Affairs, Housing & Residence Life, faculty, and students. The core objectives of Complete College Georgia are to support and implement strategies and policies so more students can reach their goal of attaining a college degree. Our most successful CCG strategies, which have positively impacted our retention and graduation rates, include fully implementing the Momentum Year (15-to-Finish, Pathway Maps, and Learning Support Transformation) and transitioning to a more holistic approach with the Momentum Approach.

A review of the University System of Georgia's (USG) complete college data reveals how the CCG process has increased student success, retention, and graduation. For the 2012 fall semester, only 27% of full-time first-year students were enrolled in 15 or more hours. As of the 2019 fall semester, 50% of full-time first-year students were enrolled in 15 or more hours. Similarly, the number of full-time first-year students who earned 30 or more credits in their first academic year increased from 16.75% in 2012 to 25% in 2019.

Retention and graduation are two other areas worth noting due to our involvement with CCG. ABAC's first-year retention rate for all degree programs has risen from 49.2% for the 2011-12 academic year to 68.4% for the 2019-20 academic year. The USG State College average retention rate for 2019 was 58.3%. In 2012, the USG State College's four-year graduation rate was 4.0%, while ABAC's was 10.3%. The four-year graduation rate for the 2015 cohort was 6.7% and 19.2%, respectively—in part due to ABAC's and the University Systems' development and implementation of CCG initiatives.

The above data shows that on a global-level, ABAC is committed to helping students attain a college degree. Further dissection of the data reveals areas that require further attention. With the Momentum Approach implementation, ABAC is taking a more holistic approach to serving students, which was placed on hold during the Spring 2020 semester due to the pandemic. Efforts include focusing on second and third-year retention rates and reviewing policies and practices that may put an undue burden on underrepresented populations.

## MOMENTUM UPDATE

The Momentum Year practices have had a positive impact on helping students progress to their second year. Academic Focus Areas, Program Maps, and Academic Mindset have become a permanent part of our students' first-year experience. In 2011, ABAC's overall first-year retention rate was 49.2%. Since implementing the Momentum Year Approach, ABAC's overall retention rate is 68.4% and continues to rise. Similarly, second-year retention rates rose from 33.2% in 2011 to 44.5% in 2019. Below is a brief synopsis of each area of our current Momentum work, followed by data on our high-impact practices.

**Purposeful Choice.** Too many choices for a college major, in the absence of adequate information, can lead to excess credit or, worse, non-completion. Academic Focus Areas group programs to better help students who are floundering with their degree path choose coursework that contributes to college completion and provides exposure to potential majors and careers. By the end of Fall 2018, ABAC implemented the following Academic Focus Areas based on our degree offerings:

- Liberal Arts
- Agriculture and Natural Resources
- Business
- Arts
- Communications
- STEM (Science, Technology, Engineering, & Mathematics)
- Health Professions

Incoming students, including those who are undecided, are placed in a focus area based on their interest to allow for career exploration—with less risk of falling behind. Enrollment Counselors, Academic Support Counselors, and faculty advisors during orientation and advisement ask probing questions to determine a student's subject interest, career outlook, and hobbies. Based on this information, students are assigned to an appropriate focus area.

**Transparent Pathways** give incoming students a clear picture of what is required to graduate in four years with a bachelor's degree. A well-designed program map properly sequences courses based on prerequisites, has students complete at least 30 hours each year, and requires them to complete their English and math requirements within the first year. Program maps were implemented in Fall 2019 and can be found in ABAC's catalog at <https://catalog.abac.edu/>. Each program map contains the following:

- English and math requirement during the first term
- At least 30 hours per academic year
- Properly sequenced classes to include those only offered during specific terms
- Degree appropriate milestones
- Research or internship requirement (bachelor programs)

**Academic Mindset** - ABAC administered the Academic Mindset Survey to 273 new students in Fall 2019. The Mindset Survey gives the institution a view of a student's growth mindset around academics and their resilience in the face of setbacks. Data from the Fall 2018 and Fall 2019 mindset surveys were shared with the Center for Teaching & Learning (CTL) to help inform and develop a series that focuses on pedagogical techniques to boost student success. The data is also being used by the Assistant Vice President of Student Affairs and the Assistant Vice President of Academic Affairs to build interconnecting programming to help students feel connected to the campus from Orientation & Welcome Week to graduation. Due to the COVID-19 pandemic, these plans were temporarily shelved, and programming using the mindset data will be evaluated in Spring 2020.

## MOMENTUM HIGH-IMPACT STRATEGIES

### *15 TO FINISH*

ABAC continues to preregister first-year students before their scheduled orientation session. Ideally, 100% of incoming students would take 15 hours each term to complete a total of 30 hours by the end of each academic year; however, this is not a realistic expectation. ABAC's student body profile changed slightly due to consolidation in Fall 2018; however, ABAC strives to have 50% of all first-year students registered for 15 credit hours during their first term or complete 30 hours within their first year.

Currently, Academic Support preregisters all full-time new students for 15 hours; however, some opt to take less than 15 hours. The importance of 15-to-finish begins with the information given to interested students before admission and is incorporated into new faculty advisor training each fall, advising review sessions each fall and spring. Financial aid counselors encourage students to take 15 hours a semester to graduate on time. Also, our program maps incorporate the 15-to-Finish initiative. Below is a chart showing ABAC's progress toward this goal:

Academic Year (AY)	Total FYS*	FYS registered for 15+	Percentage of FYS 15+	% FYS completed 30+ in AY	Total Student Body in 15+
2014 – 2015	863	389	45%	20%	30%
2015 – 2016	849	410	48%	24%	32%
2016 – 2017	815	340	42%	29%	31%
2017 – 2018	661	286	43%	27%	31%
2018 – 2019	717	321	45%	31%	26%
<b>2019 - 2020</b>	919	458	50%	32%**	31%

\*FYS = First-year students

\*\*Based on Fall 2019 only

#### *Measures of Success*

- Increased number of first-year students enrolled in 15+ hours to 50%
- A slight increase in the number of first-year students completing 30 or more hours in their first year

#### *Lessons Learned*

ABAC has been consistent in delivering the message 15 hours a semester to graduate on-time. This message is delivered at orientation and welcome week and is repeated during advising, the first-year seminar series, and through published materials (e.g., Program Maps). Results can also be seen in our on-time graduation rates. The four-year graduation rate, in 2013, for bachelor's degree-seeking students was 7.5%. For 2015, the on-time graduation rate rose to 19.2%.

#### **CO-REQUISITE LEARNING SUPPORT**

ABAC has fully implemented co-requisite learning support to increase the likelihood of degree completion for students who require developmental studies. This high-impact strategy seeks to improve progression and retention by preregistering all students with a learning support requirement in English or Math for the appropriate co-requisite course. ABAC engaged in the following activities to support its attainment goal of 100%:

- Continued implementation of USG placement guidelines
- Co-requisite only options for English and math
- New students who require learning support for English or math were preregistered for the required co-requisite

Below is a chart presenting the learning support success rates for first-year students starting at ABAC for the 2019-20 academic year:

Co-Req. Course	Students Enrolled	% Exited*
English Only	28	71%
Quant. Reasoning or College Algebra	171	71%
Both English & Math	76	74%

#### *Measures of Success*

- Demonstrated an overall increase in the number of students being registered for their appropriate learning support courses
- Percentage of first-year students satisfying their learning support requirement(s)

*Lessons Learned*

ABAC's student success rates for learning support have slowly risen since the implementation of co-requisite learning support. The increase in success is attributed to the English and Math faculty's restructuring of learning support, increased use of the Early Alert System, and preregistering students for their learning support requirements. Also, the Learning Support Coordinator has increased the monitoring of learning support students to provide additional support to those students at risk of withdrawing or failing.

**ADDITIONAL HIGH-IMPACT STRATEGIES**

***90-HOUR CHECKS***

ABAC realizes that the path to graduation should be easy for students to navigate; however, changes in policies and programs can occasionally throw a student off-track. ABAC has helped remove barriers to graduation by implementing 90-hour checks for all students who have earned 90 or more credit hours. These 90-hour checkpoints are performed each fall and spring semester for baccalaureate-degree-seeking students. The audits ensure that each student is on-track to graduate within one academic year. Below are the updated results for the 90-hour checks:

	Off Track	Graduated within one year	Percentage graduated
Spring 2015	62	41	66%
Fall 2015	92	57	62%
Spring 2016	39	20	51%
Fall 2016	106	81	76%
Spring 2017	75	46	61%
Fall 2017	212	192	91%
Spring 2018	180	154	86%
Fall 2018	213	192	88%
Spring 2019	105	86	82%
Fall 2019	166*		
Spring 2020	**	-	-

\*Data pulled after grade processing for Fall 2020

\*\*Due to COVID-19 & campus closure, checks where not performed

The table above presents the number of students which were identified as being off-track for the term given, the number that graduated within one year of being identified as being off-track, followed by the percentage. This high-impact strategy continues to be a success for the students and the institution—as seen in the number of students who graduate within one-year after being identified as off-track.

Along with 90-hour checks, 30-hour checks are conducted on all students. This automated check determines and notifies students that they have not completed Area A of the USG core curriculum. Faculty advisors and Academic Support are notified of students off track, and appropriate outreach is conducted. The 30-hour check continues each term and is considered a best practice strategy.

*Measures of Success*

- Increase in third- and fourth-year retention rates
- A strong percentage of students graduating within one year after being identified as off-track
- An overall rise in ABAC's graduation rate for bachelor's degrees

*Lessons Learned*

During the 2014-15 academic year, the number of baccalaureate students who reached 90-hours without completing high school requirements or the core curriculum was alarming. Due to these deficiencies, Academic Support implemented 90-hour checks to keep students on-track for graduation. The effects of the 90-hour reviews can be seen in the number of students graduating within one academic year after being identified. Academic Support, Department Heads, and faculty advisors continue to work with students who are determined to be off-track and get them registered for the required courses the following semester.

***ACADEMIC INTERVENTION MANAGEMENT (AIM)***

ABAC recognizes that life and setbacks can get in the way of student success. One way of ensuring success is by removing barriers and offering active academic support. ABAC's AIM program is a service to help our students develop the academic skills needed to be successful. The AIM program targets students placed on academic probation after their first semester of enrollment. To help get our first-time students who are on probation back on track to graduate, ABAC requires these students to participate in AIM (Academic Intervention Management). This program engages the student in academic interventions, offered both face-to-face and online, with the express purpose of helping students improve their grade point average (GPA) to avoid suspension after their second semester. Below are the results from the past five academic years:

Academic Year	Participants	Completed AIM	Percentage Not Suspended	Percentage Returned to 'Good' Standing
2015-16	39	20	51%	18%
2016-17	164	123	46%	24%
2017 -18	160	132	51%	25%
2018-19	130	91	49%	19%
2019-20	115	66	57%	29%

The AIM program continues to reveal some positive trends for our students. According to our data, the number of first-year students who go on suspension appears to be trending down. Part of this downward trend is continued faculty use of ABAC's Early Alert System. The number of students not suspended continues to increase and is well above the average (25%) before implementing the AIM program in 2012.

*Measures of Success*

- Decreased number of first-year students placed on academic probation after their first term
- Number of students continuing probation or returning to 'Good' academic standing after completing the program with ABAC (i.e., avoiding suspension)

*Lessons Learned*

During the Spring of 2019, Academic Support was down one position, which impacted the AIM program by taking time away from students. This impact can be seen in the data table above for 2018-19. With the position refilled, ABAC was able to fully engage our AIM students by allotting them the time and follow-up needed in helping these students learn how to be successful on their terms.

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**CAMPUS - WIDE MOMENTUM APPROACH**

The high-impact strategies listed above have proven to be successful for ABAC and tie into our institutional mission, "To engage, teach, coach, mentor, and provide relevant experiences that prepare the graduate for life." The momentum approach has proven successful in engaging students academically, and now ABAC looks to apply the same strategies cross-campus (e.g., financial aid, student life, etc.). ABAC's Momentum team attended the Momentum Summit III from January 28 to January 29, 2020, to determine areas in need of improvement; however, moving forward with our new Momentum Approach was put on hold due to the COVID-19 pandemic and campus closure shortly after the summit. Below is a brief discussion of ABAC's Momentum Approach.

### *Purpose*

<b>Priority Work</b>	<b>Development of Career Maps &amp; Linking to Program Maps</b>
<b>Description of Activities</b>	The Assistant Vice President of Academic Affairs is working with the deans, department heads, and faculty to develop career maps that list career opportunities and salary ranges based on a student's focus area or program. These career maps will then be linked to the established program maps in the ABAC catalog.
<b>Activity status and plans for 2020</b>	Some progress has been made toward the career maps; however, completion by the end of 2020 was not possible due to the pandemic. The momentum committee will reconvene to discuss a new timeline in January of 2021.
<b>Priority Work</b>	<b>College-Wide Career Fair</b>
<b>Description of Activities</b>	The inaugural campus-wide career fair was to be held in Spring 2020 but was canceled due to COVID-19.
<b>Activity status and plans for 2020</b>	Despite the setback, ABAC has continued to recruit employers and post-career opportunities within our platform, ABAC Connect (Purple Briefcase)—allowing students and potential employers to connect. The planning of the college-wide career fair is set to continue pending USG and CDC guidelines

### *Mindset*

<b>Priority Work</b>	<b>Momentum Liaison</b>
<b>Description of Activities</b>	Feedback from faculty and staff indicated a need for additional information and transparency about the Complete College Georgia Initiative—Momentum. A faculty representative from each school or department was selected to serve as the momentum liaison to address this concern.
<b>Activity status and plans for 2020</b>	The deans and department heads of each school selected a faculty member to serve on the Momentum Committee and act as their liaison. Due to the pandemic, the newly formed Momentum Committee has not convened. The committee is expected to meet in January 2021 to evaluate the current Momentum Plan and develop a timeline for the new momentum work.
<b>Priority Work</b>	<b>Faculty Mindset</b>
<b>Description of Activities</b>	To work in line with the student Mindset Survey, the Center for Teaching & Learning will develop a survey to explore the faculty beliefs and perceptions of instruction and student learning.
<b>Activity status and plans for 2020</b>	The director for ABAC's Center of Teaching & Learning is actively involved with the Mindset initiative and is currently developing a survey.

### *Pathways*

<b>Priority Work</b>	<b>Study-Away, Study Abroad, &amp; Program Maps</b>
<b>Description of Activities</b>	The Assistant Vice President of Academic Affairs will work with each school's curriculum committees to find ways to add study-away and study abroad opportunities to a student's plan of study—four-year degree programs only.
<b>Activity status and plans for 2020</b>	Due to COVID-19, study-away & study abroad opportunities are restricted. This strategy will be revisited during the Momentum Committee's meeting in January 2021.

## **STUDENT SUCCESS AND COMPLETION TEAM**

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# ALBANY STATE UNIVERSITY

## INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Albany State University offers certificate programs, transfer associate degrees, career associate degrees, bachelor’s degrees, master’s degrees and the education specialist degree. Students may take classes through online instruction while face-to-face classes are offered on two campuses located in the city of Albany, GA and three off-site locations in Cordele, Cairo and Waycross, GA.

Albany State University was officially consolidated with Darton State College in January 2017. The mission of the consolidated ASU, approved by the BOR in March 2016 is as follows:

*Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online.*

Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University’s faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

ASU’s total enrollment for the fall 2020 semester was 6,509 with the majority of students (2,677) enrolled in associate and bachelor degree programs. Approximately 72% of the total headcount are female, 78% self-identify as African American and the average student age is 23. On-campus student housing reached capacity at 1,897 residents. Almost 91% of ASU students are in-state residents with the majority (1,014) from Dougherty County.

### FALL 2020 STUDENT PROFILE SUMMARY

Student Classification	Fall 2020	Fall 2019	Fall 2018	Fall 2017	% Change from 2019 to 2020
<b>Dual Enrolled</b>	245	349	419	425	-29.8%
<b>Freshman</b>	2,439	2,341	2,515	2,434	4.2%
<b>Sophomore</b>	1,489	1,277	1,182	1,395	16.4%
<b>Junior</b>	1,017	891	974	1,046	14.1%
<b>Senior</b>	856	885	864	884	-3.3%
<b>Other Undergraduates*</b>	58	35	47	78	65.7%
<b>Graduate</b>	407	344	370	353	18.3%
<b>Total</b>	6,509	6,122	6,371	6,651	6.3%

\*Other Undergraduates includes transient, and post-baccalaureates students

ASU Enrollment	Fall 2020	Fall 2019	Fall 2018	Fall 2017
<b>Male</b>	27.6%	27.1%	27.6%	28.9%
<b>Female</b>	72.4%	71.9%	72.4%	71.1%
<b>African American/Black</b>	77.3%	74.5%	72.5%	69.9%
<b>White</b>	11.5%	13.8%	16.1%	22.0%
<b>Other</b>	11.2%	11.7%	11.4%	8.1%

<b>Full Time</b>	68.2%	69.8%	68.5%	61.9%
<b>Part Time</b>	31.8%	30.2%	31.5%	38.1%
<b>Average Age</b>	23	23	24	24
<b>Certificate</b>	0.2%	0.2%	0.2%	0.3%
<b>Associates</b>	48.4%	53.6%	53.6%	53.4%
<b>Bachelors</b>	45.1%	40.6%	40.4%	41.0%
<b>Graduate</b>	6.3%	5.6%	5.8%	5.3%
<b>Total</b>	100%	100.0%	100%	100%

<b>Enrolled Undergraduate Student Average Credit Hours (Fall)</b>	2020	2019	2018	2017
<b>15 credits or more</b>	24.6%	32.6%	29.3%	25.2%
<b>Less than 15 credits</b>	75.4%	67.4%	70.7%	74.8%

#### ASU FIRST-TIME FRESHMEN SUMMARY DATA

ASU First-Time Freshmen Students	Fall 2020	Fall 2019	Fall 2018	Fall 2017	% Change
<b>Total</b>	1,444	1,427	1,626	1,506	1.2%

#### FIRST-TIME FULL-TIME FRESHMEN RETENTION RATE

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
<b>First-Time Full-Time Student</b>	1,193	791	1,378	1,517	1,322
<b>Number Retained</b>	656	499	768	929	938
<b>One-Year Retention Rate</b>	55.0%	63.1%	55.4%	61.2%	71.0%
<b>Number Retained</b>	447	351	518	730	
<b>Two-Year Retention Rate</b>	37.5%	44.4%	37.4%	48.1%	

Pell Grant Recipients (Fall 2020) 3,509 57.5% of Total Undergraduate Enrollment

Enrolled in Learning Support Courses (Fall 2020 710 11.6% of Total Undergraduate Enrollment

### IMPROVEMENT PRACTICES

Albany State University has completed a number of Momentum Year Initiatives and is working toward scaling these opportunities to impact students from matriculation through graduation. ASU has updated all program maps to clearly show the appropriate math course required for the program, to ensure students complete English and math in the first 30 hours and to navigate through the program in a timely manner. Additionally, ASU initiated block scheduling in the fall 2019 semester to ensure course availability for incoming freshmen according to the program maps. Finally, ASU completely moved to the co-requisite model for Learning Support classes in both English and mathematics.

Academic Affairs, Career Services and Advising are collaborating to provide all students who apply to ASU a link to the Holland Theory of Career Choice, Strong Inventory and Focus II – Academic Life assessment to strengthen the inform-discern-affirm process. The results of the survey will be provided to the Advising Center so advisors can have informed conversations with students prior to their arrival on campus.

Academic Affairs, Enrollment Management and Student affairs are also creating Milestone Conversation opportunities aligned with the academic pathways to encourage regular communication between Success Coaches and students. Additionally, ASU is implementing living-learning communities for freshmen students with co-curricular activities that support our six focus areas and correspond to academic pathways.



All incoming freshmen students were accommodated through the block scheduling process and 80.9% (1,154) of them were registered for at least 15 credit hours with an additional 10.1% (144) students registered for 12 credit hours.

## **MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS**

### **EXISTING MOMENTUM WORK**

ASU's Momentum Year Initiatives are aimed at providing access and opportunities for students to achieve their educational goals, including successful degree completion and on-time graduation. Purposeful choice is a significant part of the Momentum Approach/Year initiative, and the ability for students to link their learning back to their career choices is an aspect on which ASU has focused our efforts.

Gateway courses for English and Math continued to receive special attention as part of ASU's Momentum Plan. Our support of tutors and supplemental instruction continued as 20 tutors were hired through Title III funds. EAB-Navigate was utilized to provide alerts via progress reports for students who had academic problems, and they were routed directly to tutors who were tasked with providing support. Additional training for Advisors helped them to make use of our referral system to connect students with tutors. In the Spring we piloted online tutoring using our peer tutors and staff, providing access through Webex and phone for students to receive tutoring from anywhere.

Under the Corequisite Learning Support model DFWI rates for ENGL and MATH core courses have decreased as seen in the table below comparing pass rates. Our MATH and ENGL II pass rates continue to improve while our ENGL I rates held steady compared to previous years.

### ***Classroom-Based Strategies***

The Center for Faculty Excellence (CFE) at ASU conducts professional development workshops for faculty to share best practices in classroom instruction. The CFE has created Global Training Modules that focus on areas such as curriculum design, providing effective feedback, designing effective learning outcomes and aligning classroom assessment to learning outcomes. These modules are available through the distance learning platform to facilitate access for faculty. The Chancellor Learning Scholars held four learning communities with a focus on mind set and pedagogy. During the 2018-2019 Academic Year, the CFE held over 40 individual workshops for faculty with 468 (duplicated headcount) faculty in attendance.

Faculty participating in Gateway to Completion continue with the redesign efforts in ENGL 1101, 1102, MATH 1111 and 1001. The faculty have moved to a common syllabus and assessments in each course to assist students who may need to transfer between sections. Students who enroll in the learning support co-requisite courses are required to attend tutoring sessions at the ASU tutoring center. In the spring 2019 semester, the Tutoring Center assisted 1,377 individual visitors for 7,279 visits. Students who have a grade of D or F at midterm and who visited the Tutoring Center are more than twice as likely to pass the class with a grade of C or higher (45.4% v 20.3%) than students who did not take advantage of tutoring.

As noted in the table below, ASU has experienced an improvement in pass rates since 2016-2017 for the four courses in the G2C effort.

***Table 1. DWF Rates***

<b>Courses</b>	<b>DFWI Rates</b>			
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>ENGL 1101-English Composition I</b>	35.0%	32.4%	30.9%	30.5%
<b>ENGL 1102-English Composition II</b>	31.3%	27.8%	24.0%	26.5%
<b>MATH 1001-Quantitative Reasoning</b>	31.7%	35.6%	25.2%	24.0%
<b>MATH 1111-College Algebra</b>	35.5%	41.8%	27.2%	24.3%
<i>Note: DFWI rates calculation includes letter grades: D, F, W, I, WF &amp; U</i>				
<b>Source: 2016-2017 data was from G2C Platform, 2017-2018 to 2019-2020 data from ARGOS Grade Report.</b>				

### ***Activities Implemented targeting Purpose***

<b>Strategy or activity</b>	<b>ASU 1101 Students cohorted by Focus Areas</b>
<b>Summary of Activities</b>	Students in our ASU 1101 courses are grouped according to five academic focus areas: healthcare professions, business, education, social sciences, arts/humanities, and STEM. Faculty and staff within the identified disciplines facilitate the ASU sections. The last nine weeks of the curriculum is devoted specifically to development within an academic focus area.
<b>Outcomes/Measures of progress</b>	This is the first year for this revised curriculum. Measures of progress will include student performance on identified career assignments and reflection assignments that discuss major choice.
<b>Lessons Learned and Plans for the Future</b>	Data may reveal that an addition of an exploratory or undecided section for students who demonstrate in New Student Orientation and on the Focus 2 Career assessment an exploratory or undecided focus.  The move to an asynchronous environment may have had a less than desirable impact on the engagement of students in course content and the mentoring relationships between faculty in the discipline and new freshmen in the major.
<b>Changes because of COVID-19</b>	<i>COVID-19 moved all face-to-face ASU 1101 sections to a synchronous/hybrid format.</i>
<b>Strategy or activity</b>	<b>Creation of One-Stop-Shop (Ram Central)</b>
<b>Summary of Activities</b>	The Albany State University Enrollment Service Center (Ram Central) is an integrated student service center that supports the Office of: Admissions, Financial Aid, Registrar, and Student Accounts. It eliminates the need for a student to visit several locations, by housing many of the needs in one location. Ram Central has experts available from these various offices who quickly assess student concerns. The experts assist on the spot to avoid shuffling students across campus. Ram Central also consists of an operational on-site solution contact center to assist students without them physically visiting the campus. It is designed to provide seamless services for students and their families.
<b>Outcomes/Measures of progress</b>	Ram Central has assisted over 38,000 students face-to-face and 86,200 students via phone calls. Feedback from a student satisfaction survey indicated 92% satisfaction rates with the Ram Central.
<b>Lessons Learned and Plans for the Future</b>	We learned that students need assistance outside of our normal office hours. Therefore, we implemented the use of artificial intelligence in the form of a chatbot (Goldie). Students, parents, alumni, and the community can text the bot or webchat to get questions addressed 24 hours a day, 7 days a week.
<b>Changes because of COVID-19</b>	COVID-19 caused us to adjust our face-to-face operation to ensure we are remaining safe. During the peak period we implemented a new appointment system; where we encouraged students to schedule an appointment for service.

### ***Activities Implemented targeting Transparent Pathways***

<b>Strategy or activity</b>	<b>Developing associate degree pathways to bachelor degree programs.</b>
<b>Summary of Activities</b>	Every bachelor's degree program at the university has an associate's degree pathway.
<b>Outcomes/Measures of progress</b>	Measures of progress include the percentage of associate degree students who successfully transfer to their desired bachelor degree programs.
<b>Lessons Learned and Plans for the Future</b>	A couple of challenges are noted. For one, pathway programs (except for liberal arts) are specifically tied to a major, which can be problematic for freshmen who are undecided or unsure about their majors in the first semester. This could mean that undecided or unsure freshmen are given first-semester schedules that are more appropriately designed for students with strong transition intentions. In addition, students who begin in a non-STEM pathway, who later decide to pursue a STEM bachelor's degree may not have the appropriate pre-requisite coursework in Area D, which will delay time to completion.
<b>Changes because of COVID-19</b>	There have been no noticeable changes in policy due to COVID. The impact of moving STEM and health sciences pathway students to a hybrid or asynchronous

environment with mathematics and science courses in the first semester is not yet known.

**Activities Implemented targeting Mindsets**

<b>Strategy or activity</b>	<b>Mindset and TILT Chancellor Learning Scholar (CLS) Faculty Learning Community</b>
<b>Summary of Activities</b>	The CLS held a monthly meeting with his learning community to discuss implementation and impact of mindset and TILT assignments.
<b>Outcomes/Measures of progress</b>	The CLS maintained reflections from the members of the faculty learning community which were shared in a report to the USG.
<b>Lessons Learned and Plans for the Future</b>	As a chancellor learning scholar, it is imperative for me to be involved in this change, one important tool of change that I identified was the renewing of all key players perception indicator that anti student's engagement learning experiences and successes. Mindset is an emerging tool that can actually be studied to understand the overall effect of perceptions of the key players involved the actualization of the much need changes that will encourage student's success and learning experiences. During the first year of my mindset faculty learning community (FLC), we focused on the mindset, role and perceptions of faculty as a pivotal to positive changes needed to achieve and support the university's guiding principles and goals. The members of the FLC were selected during an interest meeting, based on faculty interest in project.
<b>Changes because of COVID-19</b>	As a result of COVID-19 the meetings were transitioned to a virtual format.
<b>Strategy or activity</b>	<b>College Preparedness Survey</b>
<b>Summary of Activities</b>	A survey was developed and included in the ASU 1101 First Year Experience course within module 1 which will help to understand how students feel about their ability to meet the expectations of college. These questions will help to determine what level of understanding the student has concerning how to be successful in college. From this the instructors are better able to address misconceptions and gaps in understanding while navigating through the curriculum. The survey will be revisited at the end of the course.
<b>Outcomes/Measures of progress</b>	Comparison of survey data from semester start to end by student.
<b>Lessons Learned and Plans for the Future</b>	Survey has initially indicated that the students feel very confident concerning the expectations of college and how they can meet them. The students also indicated that they understand themselves as a learner and they feel comfortable reaching out to faculty or peers for assistance. Students also indicated that they are motivated to get through college, and they know where to go on campus for help. These survey results do not align with the behaviors that are being demonstrated by this group of freshmen despite how they answered the survey. Noticing this, there were informational sessions planned to assist students with what services are available and how the student can receive this assistance. Lastly the campus is utilizing the EAB platform to track the utilization of some academic services that are offered to struggling students. Lastly, some curriculum modifications will hopefully help to garner more authentic feedback from the students regarding their feelings surrounding college.
<b>Changes because of COVID-19</b>	Students in the face to face ASU 1101 course moved to a hybrid format which has presented some challenges of connecting with the students. In the upcoming term, new policies will be implemented concerning attendance to improve the connectivity between faculty and peer mentors in the ASU 1101 course.
<b>Strategy or activity</b>	<b>Mindsets Survey</b>
<b>Summary of Activities</b>	The academic mindsets survey was distributed to all students via link provide by USG
<b>Outcomes/Measures of progress</b>	Updated Survey data is being analyze to determine how to address issues that are revealed by mindset survey.

<b>Lessons Learned and Plans for the Future</b>	What needs or challenges to achieving these completion goals that have been identified? What steps or programs has your campus taken to address the identified challenges?
<b>Changes because of COVID-19</b>	Which initiatives need to be adjusted? What alternative arrangements can be implemented? What technology would be needed to implement alternative arrangements?

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## GENERAL OVERVIEW AND OBSERVATIONS

Albany State students appear to benefit from “high-touch” strategies both inside and out of the classroom. To sustain these high-touch practices, ASU will continue to augment them with software and other technologies to increase efficiency and productivity. Covid 19 has definitely impacted the ability of our campus being as hands on as previously, but implementing the Tru-touch technologies in every classroom and moving to the virtual video camera environment has allowed for continued interaction.

The Tutoring Center has still been successful in reaching a large number of students via Webex this year as faculty are encouraging students to take advantage of their services. The tutoring center has an online waiting room that has an attendant during business hours that will greet each student and help the student determine which type of academic service best meets their need. Once determined the attendant can help the student set up a virtual appointment with the tutor in the subject area of need. Study tables are also being held in the evening in a hybrid format to meet the need of all students, those who want to attend in person and also those who prefer the virtual meeting.

Through a continued collaboration between Enrollment Management and Academic Affairs, ASU offered its Summer Success Academy to assist new freshmen transition to college in a completely virtual format. Students participated virtually in a combination of academic and orientation classes to develop meaningful learning habits and build a solid academic foundation. Twenty-three students participated in the first fully virtual academy in summer 2020 and ASU is collecting data to assess the effectiveness of the program in comparison to the first summer in 2019.

The Center for Faculty Excellence is continuing to foster the four new learning communities around the topics of Small Teaching, Mind Set, Scholarship Reconsidered and Linking Assessment to Outcomes. The Chancellor Learning Scholars will continue their work in Transparency in Learning and Teaching (TILT), pedagogy and improving writing skills in the classroom. The Center for Faculty Excellence has held 95 unduplicated, standalone workshops this year and 1322 faculty members were in attendance. Covid 19 seemingly increased attendance of workshops, perhaps due to the removal of needing to travel to attend. There were 12 new faculty support sessions developed along with a new faculty handbook.

## FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

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### PURPOSE

#### *Improve Handoff between Career Services and Advising/Tutoring*

Purposeful choice is a significant part of the Momentum Approach/Year initiative, and the ability for students to link their learning back to their career choices is an aspect on which ASU has focused our energies. This is not to the exclusion of other important aspects of the purpose of education such as the ability to be meaningfully civically engaged or to provide intrinsic value in the life of the student. We currently use EAB-Navigate to help facilitate handoffs of students between faculty, advisors, and tutoring. Navigate allows us to create cases that will notify the various departments of challenges, let them know they need to communicate with the student, and to track the case as it develops. Navigate the provides the ability to track cases as well as provide important data along the way. We have also added locations for Honors and now Career services. This gives career services the ability to add their availability, track their students purpose for coming, but more importantly receive alerts and cases from students as well as campaigns to match them with career services. We believe this will enhance the student’s purposeful choice of a major and aid completion of the degree.

### ***Health Checks***

An important component in the retention, progression, and graduation schemata is the health of our students. Students who are not physically well have a harder time being academically healthy as well. To that end, we have been fortunate to have a robust Health and Human Performance unit within the institution whose focus is on the physical health of the students. Dr. Ken Kirsch has developed expertise in the production of fitness regimes as well as nutritional information. Kirsch has numerous certifications in health and wellness as well as nutrition that enable him to provide helpful information and plans to the students. Kirsch offers informational seminars open to students in addition to his individualized plans of performance. Kirsch could have much greater reach with an investment of time and resources from the institution to provide overarching support. In addition, Dr. Jolley provides resources for mental well-being to the students. A room has been dedicated to destress for faculty, staff, and students that incorporates best practices for stress relief. The institution also has a hotline dedicated to mental health. Another key component is the use of Advising Coaches to check in with students through the use of Navigate. Students often exhibit warning signs seen by faculty and staff prior to critical events. The alert system allows faculty to alert the responsible staff that an outreach is required so that a non-intrusive intervention can take place. A big rollout that took place this summer in this area was the use of mental and physical wellness checks of faculty, staff, and students by the office of Enrollment Management, spearheaded by Octavia Parker. Ms. Parker's unit called 5020 individuals during the time we were sheltering at home in Spring 2020 to be sure that any mental or physical needs were appropriately addressed. Services were offered as necessary through the institution to help with this process.

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## **MINDSET & PATHWAYS**

### ***Learning Communities, Chancellor Scholar Workshops***

The Center for Faculty Excellence focused on training for faculty on pedagogies related to the Momentum Year/Approach as well as Mindset training. Of special emphasis were the use of Learning Communities of faculty and Chancellor Scholar Workshop. These centered on the use of small teaching, Transparency in Learning and Teaching (TILT), research in the classroom, experiential learning, meaningful assessments, student presentation as assessments, emotional wellness, and flipped classrooms. Each of these are part of what are considered High Impact Practices to help educate students for the betterment of their retention progression, and graduation. Learning communities utilize similar methods to those they are attempting to teach, including the use of a centralized reading format of shared literature and vivacious discussion of relevant topics to aid in the process.

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## **BEYOND THE CLASSROOM**

### ***QEP***

QEPs are institution-wide initiatives that are developed in conjunction with the accreditation process to help to address focus areas of development for the institution. Our desire for our QEP development was for it to address similar concerns as outlined in the Momentum Approach Plan. The QEP is best described in the words chosen by the committee: "Guiding Persistence to Success (GPS)", is designed to strengthen progression to completion rates. The QEP is a five-year, university-wide quality improvement plan focusing on student success. We will accomplish this through five strategies progress reports, advising model, study tables, peer mentoring, and course redesign." The gist of the QEP is to provide a roadmap for students to work through support services. The QEP committee selected four outcomes as follows: decrease D/F/W rates in 11 high enrollment courses, decrease number of students on probation, suspension and dismissal, increase fall-to-fall first-year retention rates, and increase student awareness of academic policies and resources that are relevant to student progression and degree completion.

### ***G2C***

Since 2018, ASU has participated in Gateway to Completion (G2C) offered by the Gardner Institute. The purpose of G2C is to reduce DFW rates in courses with high enrollment paired with high rates of failure. G2C Committee working in conjunction with the Garner institute identified high-risk courses (specifically at mid-term) including the freshman ENGL and MATH courses and then took steps to change the delivery of the course through the use of standardization etc. To supplement this approach, we utilize tutors, supplemental instructors and study table techniques for students in these courses. A summary of the efforts from study table in Spring of 2020 is presented in Appendix A.

Assessment will continue based on G2C guidelines. In an effort to mitigate DFW rate increases due to the shift to the hybrid classroom model in Spring 2020 through today, appointment campaigns are sent following the 4<sup>th</sup> week,

midterm, and 12<sup>th</sup> week alert to students who have been issued an at-risk status to promote the usage of support services. Data from these efforts is being monitored to determine the effectiveness of this strategy.

### ***Wrap-Around Strategies***

Albany State University created a “one-stop shop” for students to provide support with Financial Aid, Registration, Admissions and Student Accounts. Students can visit “Ram Central” in person or get help through the Call Center. Ram Central has assisted with 21,000 student face-to-face visits and 32,200 phone calls. ASU also implemented an Artificial Intelligence Chatbot to assist with questions during times the center is closed. Feedback from a student satisfaction survey indicated 92% satisfaction rates with the Ram Central.

A new Student Success Model was instituted during the 2018\_2019 Academic Year which included retraining academic advisors to be Success Coaches and to split student advising between the coaches and the faculty. The Advising Center assists students with fewer than 60 earned credit hours and faculty advise students with 60 earned hours and above. Students in career associate degrees are still advised by faculty. The Success Coaches provide more in-depth assistance to ASU’s students and meet with students more frequently. New scheduling software allows students to enter preferences for class times and generates class schedule options automatically. This has reduced the burden on the Success Coach and improved the efficiency and effectiveness of advising sessions.

### ***New Student Reference Tool “Playbook”***

With all that we have accomplished, our biggest challenge seems to be a lack of a single “playbook” that demonstrates a clear articulation of all of the ways to navigate through these processes for the students and for the faculty/staff. Despite the fact that all of the units necessary for these items have been at Momentum Summits each year and have executed their portion of the above plan, we do not possess a single repository of information that covers all of these areas. When the team is assembled, everyone only knows about what’s going on in their units, and none of us could communicate effectively how the entire plan works together or what it should look like within other units. We have determined that this type of fragmentation is preventing us from seeing fuller results, and that we must bridge this informational and communicational gap between units.

With the onset of COVID-19, our plans actually were accelerated rather than diminished. We developed a fully integrated playbook for the following programs along with supporting videos from the various directors that will help to explain our various programs which support the approved Momentum Year Sustainability, and then were distributed to both the constituencies necessary in a video presentation. Both the presentation and the video were recorded in formats that allow for periodic adjustments without disrupting the overall product. Production of the materials were overseen by James McClinton III of Institutional Advancement at ASU and Corey B. Morgan from Admissions and Recruitment at ASU. The information included was piloted during Virtual NSO meetings, but has also been viewed and distributed to the representative sections in addition to being shown to students. The Playbook includes more than 100 pages of information directly relevant to student retention, progression, and graduation including information beyond the scope of the academics listed above. Such information includes ways to stay financially solvent, the use of support services such as tutoring, and various student organizations that support the mission of the institution along with many other topics. This information is arranged topically by unit and readily accessible as a reference tool. See Appendix B for a representative example of the Playbook.

**TABLE 2. STRATEGIES EMPLOYED DURING 2020 TO ADDRESS MOMENTUM YEAR GOALS AND PRELIMINARY DATA FROM IMPLEMENTATION.**

<b>Strategy</b>	<b>Description</b>	<b>Outcome and Results</b>	<b>Impact on Key Performance Metrics</b>
<b>Purposeful Choice: Pre-Career Exploration</b>	Focus2Career is a career exploration software program that assesses student’s work interest, personality, values, skills, and career planning readiness. This was utilized by all freshmen. Career Services maintains the data base and provides results to students, their advisor and their freshman seminar Instructor.	We have seen an increase in students’ motivation about their choice of major, and an increase in students’ awareness of career options. We are confident that we will see an increase in retention and successful/timely completion of program of study by implementing this early adoption for career exploration.	<ul style="list-style-type: none"> <li>• Increase in pre-registration</li> <li>• Persistence</li> <li>• Reduction in Changing Majors</li> <li>• Retention</li> <li>• Completion (within 4 years)</li> <li>• Reduction in debt-load and student-loan default rate</li> </ul>
<b>Academic Mindset Complete College Georgia</b>	As part of the Complete College Georgia initiative, we implemented practices that promote a healthy mindset for students to be successful in college. Mindset activities are evidence-based. Freshman Seminar curriculum includes mindset activities. Faculty, staff and students were trained extensively on Mindset practices.	<p>All freshmen are currently being taught using curriculum modules in Freshman Seminar that focus on building purpose and values; social belonging and growth mindset.</p> <p>The Center for Faculty Excellence focused on training faculty on pedagogies centered on the use of small teaching, Transparency in Learning and Teaching (TILT), research in the classroom, experiential learning, meaningful assessments, student presentation as assessments, emotional wellness, and flipped classrooms. Each of these are part of what are considered High Impact Practices to help educate students for the betterment of their retention progression, and graduation</p>	<ul style="list-style-type: none"> <li>• Persistence</li> <li>• Reduction in Changing Majors</li> <li>• Retention</li> <li>• Completion (within 4 years)</li> </ul> <p>We are confident that we will see an increase in students’ confidence and ability to navigate successfully through the college experience.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Gateway to Completion</b>	We began a structured study designed by the Gardner Institute for freshmen English and math courses. We used Key Performance Indicators to help us understand our strengths and weaknesses	The DFWI rate for English has reduced by 20% over the past 3 years. The DFWI rate for math has reduced by 10%. By the end of this semester G2C will have an entirely new common syllabus	<ul style="list-style-type: none"> <li>• Persistence</li> <li>• Retention</li> <li>• Completion (within 4 years)</li> </ul>

in the ASU learning environment, assessed DFWI rates and disaggregated the data based on the following categories: age, gender, ethnicity, method of instruction, full-time vs part-time student, Pell eligibility, first generation status, and instructor rank.

for English comp I and I based on the successes of our pilot programs.

<b>Academic Focus Areas and Pathways</b>	Each pathway (from Associates degree to Bachelor's degree) was assessed to ensure that all academic programs were obtainable within 4 years (i.e. 120 credit hours).	Assessment results include the following: All pathways leading to a bachelor's degree are obtainable in 4 years; there are 9 hours in the academic focus area within the first year; English and Math are offered in a corequisite format for those with transitional studies' needs.	<ul style="list-style-type: none"> <li>• Persistence</li> <li>• Retention</li> <li>• Completion (within 4 years)</li> <li>• Reduction in debt-load and student-loan default rate</li> </ul>
<b>Advising</b>	ASU uses Enrollment Management Software for advising students with 60 or less earned credit hours. The EAB Student Success Collaborative-Navigate is a web-based retention and advising platform used to schedule advising appointments, communicate with students, issue alerts for students who might be at-risk, and refer students to tutoring and other academic support services.	When comparing fall-to-fall (2019-2020) registration, there was a 5.1% improvement for students with digital appointments vs students without i.e. walk-ins. Students with GPA's less than 2.39 showed a 1.4% improvement over average when they interacted with an advisor. This same group of students showed significant academic improvement over a one-year period by 18.3%. We took the data one-step further to predict degree attainment for the under-performing students. By raising a student's cumulative GPA from 1.88 to 2.39, the likelihood that he or she will graduate increases from 20.8% to 37%.	<ul style="list-style-type: none"> <li>• Increase in pre-registration</li> <li>• Persistence</li> <li>• Reduction in Changing Majors</li> <li>• Retention</li> <li>• Completion (within 4 years)</li> <li>• Reduction in debt-load and student-loan default rate</li> </ul>
<b>15 to Finish/Credit Momentum</b>	Advised all freshman to take a minimum of 15 hours each semester to ensure completion in 4 years.	We also reformed our programs of study and advisement so that 15 hours were considered the minimum per semester for each student and that the programs of study pathways had English and Math	<ul style="list-style-type: none"> <li>• Retention</li> <li>• Graduation</li> </ul>



		introductory courses (Area A1 and A2) completed within the first 30 hours.	
<b>Corequisite Learning Support Area A</b>	Freshman English and math courses have a co-req class that provides additional support in the subject area. This is an extension of the lecture and includes work in the math and writing centers.	Through Title III funds, we ensured that learning support courses were provided additional tutors and faculty for supplemental instruction in English and math. Placement and progress were tracked in Banner. Instructors of the corequisite classes were properly trained and provided opportunities for effective teaching and learning.	<ul style="list-style-type: none"> <li>• Persistence</li> <li>• Reduction in Changing Majors</li> <li>• Retention</li> <li>• Completion (within 4 years)</li> </ul>
<b>Tutoring and Centers</b>	Tutoring Services are offered face-to-face and virtual. This also includes the Writing Center and the Math Center. The Writing Center has an online capability that is used primarily by students in the online program.	Since implementing the tutoring interventions in fall of 2018, the institution has seen a consistent increase in the number of students who visited as well as the frequency of the visits. At mid-term, 66% of students with failing grades were able to improve at least one letter grade on average as a result of tutoring.	<ul style="list-style-type: none"> <li>• Improvement of GPA</li> <li>• Decrease in DFWI rates for mid-term and final grades</li> <li>• Persistence</li> <li>• Reduction in Changing Majors</li> <li>• Retention</li> <li>• Completion (within 4 years)</li> </ul>
<b>Study Table</b>	This is a unique tutorial service that is unique because the lead tutor is the Instructor of the course and students learn in a group setting. We offer Study Table on-site and virtual via Webex, video calls and sometime Facetime. OERs are used during the sessions.	For 2019 over 33 distinct courses were tutored by Study Table Instructors in the evening. Students who attended Study Table passed the course (s) at a rate that was 28% more than students who did not receive this type of intervention.	<ul style="list-style-type: none"> <li>• Improvement of GPA</li> <li>• Decrease in DFWI rates for mid-term and final grades</li> <li>• Persistence</li> <li>• Reduction in Changing Majors</li> <li>• Retention</li> <li>• Completion (within 4 years)</li> </ul>
<b>EAB Early Alert Progress Reports</b>	A Progress Report was submitted three times during the spring semester for students on probation. A progress report allows faculty members to proactively reach out to students who are struggling academically early. It also	We piloted a small group of students for spring 2020. Results showed that 42% of students on probation were referred to tutoring and the Study Table. Of that cohort, 75% attended tutoring and not only did they register for courses in the fall semester,	<ul style="list-style-type: none"> <li>• Persistence</li> <li>• Retention</li> <li>• Reduction in transfer-out rate</li> <li>• Completion (within 4 years)</li> </ul>

	notifies students of their status in class early.	but their GPA's were higher than the remaining cohort who did not attend tutoring.	<ul style="list-style-type: none"> <li>• Reduction in debt-load and student-loan default rate</li> </ul>
<b>Freshman Year Seminar</b>	<p>We reengineered the course and put students in focus groups according to their majors. We used the meta-major concept. Components of the course focus on mastery study skills, conflict resolution skills, enhancing communication skills, critical thinking skills, time management, problem solving, ethics, health, global issues and financial literacy.</p>	<p>The outcomes of the revamped course include the following: Common hour (T 4:00 p.m.); Faculty Instructors and P3 student mentors; Lecture Series; Intensive Faculty and mentor training; Integrated, cutting-edge curriculum; Learning Communities (Momentum Year Themes); Engagement on a technological platform; Team-approach to proactive advising.</p>	<ul style="list-style-type: none"> <li>• Persistence</li> <li>• Retention</li> <li>• Reduction in transfer-out rate</li> <li>• Completion (within 4 years)</li> <li>• Reduction in debt-load and student-loan default rate</li> </ul>

## STUDENT SUCCESS AND COMPLETION TEAM

Name	Title	email
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<b>Kimberly Burgess</b>	Executive Director of Student Success	Kimberly.Burgess@asurams.edu
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<b>Steve Preston</b>	Interim Director of Academic Support Services	Steven.Preston@asurams.edu



Bring your brilliance.

## ATLANTA METROPOLITAN STATE COLLEGE

### INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

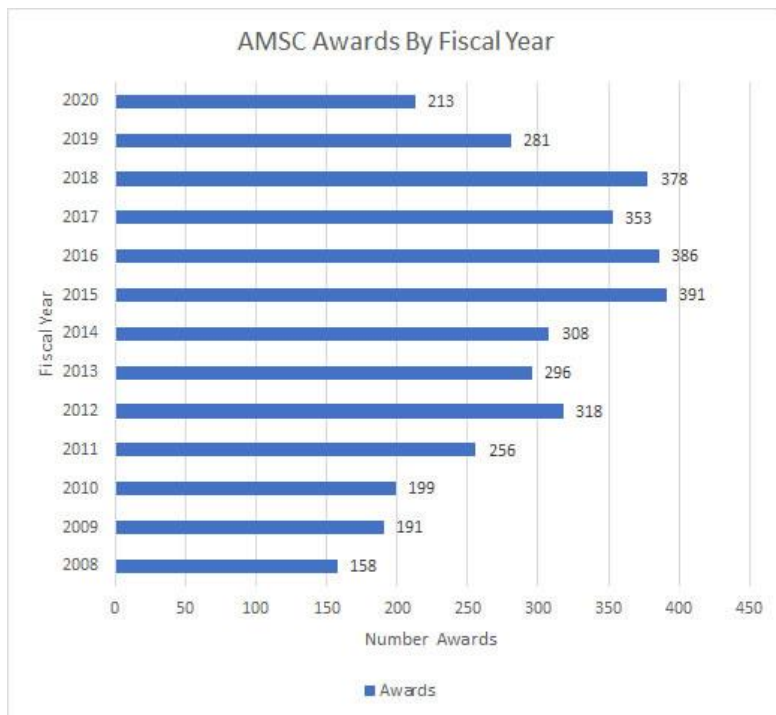
Founded in 1974, Atlanta Metropolitan State College (AMSC or Atlanta Metro) is a public, access institution governed by the Board of Regents of the University System of Georgia (USG). A core goal of AMSC is to provide a high quality, low-cost, and accessible post-secondary education. While the core priority of the institution is academics, AMSC endeavors for each student to take away a holistic and deeper experience that integrates academics with a range of co-curricular activities, including experiential learning, life-skills training, leadership coaching, and civic/community services. The College's mission specifically addresses post-secondary education for the diverse urban population to cause positive, socioeconomic, and intergenerational change).

For FY 2020, the fall enrollment was 1844, with a 3:2 student demographic, traditional/non-traditional students; 40% adult learners; 55% part-time students; and a fully commuter student population. The race demographic consisted of 89% African American, 2% Caucasian, 5% Hispanic, and 1% Asian, and 3% not reported. Thirty-three percent (33%) of AMSC's students were enrolled in at least one learning support class each semester. The most recent AMSC Full-time, First-time (FTFT) 2017 cohort has an associate degree 3-year graduation rate of 13.7%, slightly below the USG State College average of 15.6%; and the most recent AMSC FTFT 2013 bachelor's degree 6-year graduation rate is 25%, slightly above the USG State College average of 23%. Seventy-four percent (74%) of Atlanta Metro's students receive the Pell grant, and 90%+ receive some form of financial aid. The College's highest enrolled academic majors and degrees conferred annually are Business Administration, Health Sciences, and Criminal Justice, respectively.

Atlanta Metropolitan State College's 46-year history is replete with success stories of students who graduate from AMSC, transfer and distinguish themselves at the most prestigious professional, research, and graduate schools in the USG and nation, and ultimately have successful careers. Sixty percent (60%) of AMSC's students are first-generation and 95%+ are Georgia residents from the metro-Atlanta region. The ability of AMSC to provide a low cost, high quality post-secondary education for a balanced multi-generational population of metro Atlanta residents who contribute to the local workforce in a wide range of occupations, and with credentials from certificates to bachelor's degrees is a unique characteristic of the College.

Atlanta Metropolitan State College was approved for a level change in 2012, and is currently a level two SACSCOC accredited institution, with the highest-level credential offering being the baccalaureate degree. The College has five bachelor's degree programs in Business Administration, Digital Media and Entertainment, Biological Science, Criminal Justice, and Organizational Leadership, a fully online program and consortium agreement in the USG e-Major program. Other AMSC signature programs include the Moses Ector Law Enforcement Leadership Academy (MELELA), a 1+2 Joint Program in Radiologic Technology with Grady Hospital, and transfer articulation agreements with Atlanta and Georgia Piedmont Technical Colleges in Criminal Justice. AMSC engages in numerous metro-Atlanta and community-based partnerships that "connect the College to the community." These partnerships cover a range of sectors, including (1) corporate, (2) secondary and post-secondary education, (3) small businesses, (4) medical, (5) entrepreneurship, (6) government, and (7) Faith-Based/Private institutions. AMSC has a \$114M economic impact on the metro-Atlanta region.

Atlanta Metropolitan State College has two overarching Complete College Georgia (CCG) priorities: (1) to achieve and sustain, at a minimum, the national graduation rates for associate's and bachelor's degree seekers, and (2) to award 500 post-secondary credentials annually by 2025. While the College has increased its completions from a baseline low of 256/year in FY11 to a high of 391/year in FY15, a net +42% increase, there are notable variations in completions over the seven-year CCG period (graph below). The high impact strategies presented in this CCG update are designed to move the institution forward toward its 2025 completion target. While the College's progress toward its target has slowed over the past year, this CCG update outlines adjustments that have been made to address the factors that impede student graduation.



## UPDATE: THE MOMENTUM YEAR APPROACH

### OVERVIEW OF THE AMSC MOMENTUM YEAR APPROACH

#### ***Purpose***

To provide essential support for students in their crucial first year of College, and build a “momentum year” that will propel them to retention, academic success, and ultimately graduation

#### ***Mission***

*“to help students find their path, get on that path, and build velocity in the direction of their goals”*

#### ***Goals/Objectives***

AMSC’s Momentum Approach strategies focus on catapulting students toward completing key first year metrics (measures of success), closing achievement gaps, and boosting retention, progression, and graduation rates. AMSC has prepared an inventory of practices that better enable students to enter and complete programs and academic pathways that prepare them to further their post-secondary education and career advancement.

The AMSC Momentum Year Approach embraces three principles:

1. Purposeful Choice - empowering students with resources to make informed, early choices of majors, pathways, or meta majors through building early academic momentum and increasing their likelihood of success and completion
2. Academic Mindset - a belief system that positively influences student behavior as learners and enable learning success; that includes: (1) a sense of belonging and engagement to the College or smaller learning communities within; (2) the awareness that one can change his/her abilities through effort (growth mindset); (3) the motivation to succeed, and (4) appreciation (purpose and value) for a post-secondary education and degree
3. Academic Path – sequenced program maps that include, in the first year: core English and Math, nine credits in the academic program/focus area, and 30 earned credits

This year’s Momentum Approach planning has enabled AMSC to commit to understanding some of the key issues its students face (identifying the problems), generating campus and stakeholder buy in, and adoption of an action

plan to achieve progress toward milestones and measures of student success that will allow for continuous improvement and positive impact.

***Updates and Progress:***

Atlanta Metropolitan State College is pleased to report the completion of its Momentum Year Approach (MY) Planning phase. As reported last year, in fall 2019, the College launched its inaugural classes based on the MY. The success of the MY training has empowered faculty with new teaching tools and strategies to enhance student learning and success. While the MY focuses on the students first year in College, particularly with gateway courses, AMSC has expanded its MY training to benefit faculty in various disciplines across campus, in multiple programs and divisions to positively impact students at various points in their path through College. The following table highlights the MY achievements the College has attained for FY2020.

**Momentum Year Approach Strategies and Results (FY2020)**

<b>MY Principle</b>	<b>Strategy</b>	<b>Metric</b>
<b>Purposeful Choice</b>	To provide students the tools needed to make an early choice for his/her major, pathway or meta major (focus area). Program maps have been created for all AMSC programs, pathways, focus areas and posted on the College’s Website. These program maps are available and utilized by faculty advisors and students in DegreeWorks, the College primary advising tool. The College monitors purposeful choice by measuring the number of students who have selected a program, pathway, or focus area in their first semester of College. While “General Studies” is a pathway, the College does not consider it an option that will directly lead to a career choice. Students who have not chosen a major are placed in the category “Undeclared Major,” receive advising, and are provided tools and tracked to determine if a decision is made by the end of the freshman year.	<p><b>Metric:</b> Number of Undeclared Majors (New Freshman):                      53 of 278 New Freshman (19%) (Fall 2019)                      29 of 219 (13.2%) (Spring 2020)                      Analysis: While tracking the same Fall 2019 New Freshman cohort, the number undeclared majors decline by 31% from all Fall 2019 to Spring 2020</p>
<b>Academic Mindset</b>	To provide meaningful, innovative pedagogical teaching strategies and support in Math and English gateway classes. Student feedback is utilized to assess academic mindset. The categories of academic mindset include, but are not limited to: (1) Growth Mindset, (2) Expectancy, (3) Value & Purpose, (4) Grit, and (5) Family Support.	<p><b>Metric:</b> Average Survey Score (Range 1-6, with 6 = more strongly agree)  <b>Growth Mindset</b> (“You can learn new things”)                      AMSC (Math/English): 3.12/3.48; Peer Comparison: 3.82/4.13  <b>Expectancy</b> (“I can do this”)                      -AMSC (Math/English): 5.11/5.19; Peer Comparison: 4.43/4.88                      -Preparedness (Math/English):3.65/3.57; Peer Comparison = 3.10/3.4  <b>Value &amp; Purpose</b> (“What I am doing is important and useful”)                      -AMSC (Math/English) = 5.01/4.82; Peer Comparison = 4.49/4.93  <b>Grit</b> (“I can overcome obstacles”)                      Perseverance of Effort = 4.25; Peer Comparison = 4.22  <b>Family Support</b> (Family Understanding and Value of College)                      Family Support = 4.66; Peer Comparison 5.31</p>

## INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, AND OUTCOMES

High-impact Strategy #1	Strategy 1.0: 1-in-3 (one associate degree in three years) provides a milestone and goal-setting strategy for part-time students to graduate within three years with an associate degree.
Related Goal	<b>Goal 1:</b> Ensure student completion within a limited timeframe
Rationale and Impact	<p>The College's "1-in-3" strategy targeting part-time students complements its "15-to-finish" strategy targeting full-time students. AMSC fully embraces and advises its full-time students to follow the "15-to-finish" strategy recommended by Complete College America and implemented by the USG. With the "15-to-finish" strategy, AMSC advises students to register for 15 credit hours each semester to graduate with the associate degree within two years, or to attain the bachelor's degree within 4 years. A load of fifteen (15) credits has proven successful for many AMSC students who have the wherewithal to spend most of their time on campus, with essentially a single educational focus and with few or no competing interest to attaining the degree.</p> <p>The feasibility of a 15-credit hour load per semester is quite unattainable, however, for many other students. This is particularly the case for those part-time students with competing interests such as a family with financial responsibilities requiring full-time employment, and those with limited income. For part-time students facing these challenges, 15-to-finish is impractical to successfully sustain over a two-year period. Completion milestones and goal setting are arguably more important for part-time students because their attrition and stop-out rates are significantly higher than those of full-time students. Thus, "1-in-3" provides a meaningful and achievable alternative for part-time students who are unable to achieve the 15-to-finish goal. The "1-in-3" strategy challenges part-time students to finish the associate degree within three years, 150% of the expected time to completion based on the Department of Education national standards. Atlanta Metro employs a range of strategies, including marketing promotions, academic advising, interventions, and monitoring activities to achieve the "1-in 3" objective.</p> <p><b>Impact:</b> Because part-time students (those registering for less than 12 credit hours) are a majority (60%) of the AMSC student population, the "1-in-3" goal is projected to have a significant impact on the AMSC student body. AMSC part-time students graduate at a fraction of the rate when compared to the rate of full-time students. The "1-in-3" strategy allows part-time students to set a tangible goal that reduces their time to completion and gives the College a framework to provide specific interventions and strategies that assist students to academic success.</p>
Primary Point of Contact	<p>Name: Ms. Sharon R. Duhart  Title: Director, Center for Academic Advising and Student Success  Email: <a href="mailto:sduhart@atlm.edu">sduhart@atlm.edu</a></p> <p>Name: Dr. Mark A. Cunningham  Title: Associate Provost, Institutional Effectiveness and Research  Email: <a href="mailto:mcunningham@atlm.edu">mcunningham@atlm.edu</a></p>
Summary of Activities	<p>Activities to Support the "1-in-3" Strategy</p> <p>Students who take less than 10 credits per semester either make up credit hours during summer terms or expand coursework during the fall and/or spring terms. The College has implemented the following activities to support students who engage in the "1-in-3" strategy:</p> <ol style="list-style-type: none"> <li>(1) Provide intrusive advising, that aggressively promotes, strongly encourages, monitors, and guides students to follow specifically designed 3-year program/pathway maps to graduation. These program/pathway maps require strategic course schedules for part-time students.</li> <li>(2) Utilize data-driven decisions and DegreeWorks (computer-based degree planning) strategies for integrating and increasing the efficiency of program maps, advising data, course selection/demands, and historical registration patterns to ensure that students have the courses (campus-based and online) they need, while also maximizing the allocation of College resources. Atlanta Metro continually seeks to utilize "smart scheduling" that maximizes the efficiency and effectiveness of class scheduling in alignment with student needs;</li> </ol>

- (3) When off-track students are identified, provide intervention strategies that put them back-on-track to graduation;
- (4) Monitor and provide academic support interventions to increase the earned/attempted credit hour ratio, which has a significant impact on student completion (FY2020 data provided below);
- (5) Provide multiple registration terms and options for course scheduling within the semester, with various compressed class and delivery method options to increase student access and course loads;
- (6) Provide flexible evening class scheduling options for working students to increase access and loads;
- (7) Facilitate consistent support structures and interactions (remote and in-person) such as learning cohorts, study groups, and study sessions to support tangible and intangible student needs.

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**Measures of Progress and Success**

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**Baseline measures**     **Fall 2018**  
**Credit Hours Attempted, Earned, and Earned/Attempted Ratio:**  
*Full-time Students (N = 896)*  
 Average Credit Hours Attempted: 13.4  
 Average Credit Hours Earned: 10.7  
 Earned/Attempted Percentage: 80.0%  
 Number with Unsuccessful (Zero) Earned Hours: 63 (7.0%)  
*Part-time Students (N = 1275)*  
 Average Credit Hours Attempted: 7.0  
 Average Credit Hours Earned: 6.9  
 Earned/Attempted Percentage: 86.0%  
 Unsuccessful (Zero) Earned Hours: 255 (20.0%)

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**Interim Measures of Progress**     **Fall 2019**  
**Credit Hours Attempted, Earned, and Earned/Attempted Ratio:**  
*Full-time Students (N = 757)*  
 Average Credit Hours Attempted: 13.2  
 Average Credit Hours Earned: 10.5  
 Earned/Attempted Percentage: 79.9%  
 Number with Unsuccessful (Zero) Earned Hours: 58 (7.7%)  
*Part-time Students (N = 1068)*  
 Average Credit Hours Attempted: 6.9  
 Average Credit Hours Earned: 5.9  
 Earned/Attempted Percentage: 85.5%  
 Unsuccessful (Zero) Earned Hours: 216 (20.2%)

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**Measures of Success**     **Annual Target:**  
 Two percent (2%) increase in average registered hours and earned/attempt ratio  
**2025 Targets:**  
 Average Attempted Credit Hours (Full-time Students): 15  
 Unsuccessful (Zero) Earned Hours: < 2%  
 Average Attempted Credit Hours (Part-time Students): 10  
 Unsuccessful (Zero) Earned Hours: < 5%  
**Average Earned/Attempted Hours**  
 >= 88% (Full-time Students)  
 >= 85% (Part-time Students)

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**Analysis and Lessons Learned**     When comparing Fall 2019 results to the Fall 2018 baseline, the average hours, earned hours, and earned/attempted hours for full-time students are essentially unchanged. The results are the same for part-time students, with the exception of a slight decrease in credit hours earned. The data do show a reduction in the number of part-time students who received zero (0) earned credits, when comparing fall 2019 to the previous fall term. This outcome is important because it results in higher GPA, less student violating financial aid SAP, and those going on academic warning/probation. Ultimately, fewer part-time students



with zero earned credit contribute directly to a shorten time to completion because these students have fewer courses to repeat. Challenges remain that hinder part-time students from achieving the “1-in-3” goal and limit them from achieving desired course loads. AMSC will intensify strategies in FY2021, including to: (1) better understand student choices for accessible course times and days, with various delivery course options, (2) increase (campus and remote) “on-time” academic support to increase student earned hours, and (3) provide new opportunities for peer-to-peer and student-to-faculty interactions. These interventions and strategies are critically important for the intangibles (e.g. motivation, completion mindset, ownership, tenacity, follow-through) that are essential for student success. The application of these interventions is critically important and should be nimble and dynamic, aligning with the specific needs of the students, which often change from one semester to the next, and sometimes from one class to the next. Part-time students continue, despite the odds, to demonstrate the tenacity, perseverance, and grit to achieve academic success. These qualities reassure the institution that their attainment of the associate degree within three years is a realistic, attainable CCG expectation.

<b>High-impact Strategy #2</b>	<b>Strategy 2.0: Decrease Time to Completion, Targeting Adult Learners</b>
<b>Related Goal</b>	Goal 1: Increase higher education access, course loads, and academic performance for underserved and underrepresented communities
<b>Rationale and Impact</b>	<p>The time to completion for students is often extended because of repeat classes due to withdrawals, academic failure, change of major, and incorrect course selection. Repeat classes generate extra unneeded course credits at graduation that are expensive and time-consuming for students and often lead to delayed graduation for as many as two or more additional years. Adult learners (25 years and older) and traditional students (under 25 years old) show the greatest contrast when comparing time to completion data. Access, competing interest, and technology challenges typically have the greatest impact on time to completion of adult learners, while attrition, focus, and continuity are major factors impacting time to completion of traditional students.</p> <p>Retention rates of all students drop significantly with increased time to completion, thus adversely affecting student completion. Increasing access to course offerings, particularly online courses compatible with the work schedules and family responsibilities of adult learners, will increase their course loads and reduce time to completion. Specifically addressing adult learners’ academic needs will improve their academic performance, earned hours, and completion rates. This strategy also increases the year-to-year retention rate of adult learners and traditional students.</p> <p><b>Impact:</b> This strategy potentially impacts 60% of AMSC students.</p>
<b>Primary Point of Contact</b>	<p><b>Name: Dr. Kokila Ravi</b>                  Title: Director for Distance Education and Specialized Programs                  Email: <a href="mailto:kravi@atlm.edu">kravi@atlm.edu</a></p>
<b>Summary of Activities</b>	<p><u>The College employs several activities to achieve this strategy:</u></p> <p>(1) Provides targeted computer and technology support for adult learners, a major barrier to this cohort for taking online history (HIST), math (MATH), and political science (POLS) courses;</p> <p>(2) Provides a variety of adult learner focused or “friendly” online HIST, MATH, and POLS courses Note that these courses have the same rigor, learning outcomes, and content as other courses, but address pedagogical and technological needs specific to adult learners; while educating students on DOE financial aid policy, which prohibits Title IV funding beyond 150% of the credit hours required to earn the degree</p> <p>(3) Eliminated institutional physical education course credit requirements (4 Credits)</p> <p>Increased student awareness regarding the impact of good career choices and accurate course selections in First Year Experience classes</p> <p>Refined policies and procedures that maximize transfer credits and eliminate redundancy of class requirements between transfer institutions</p>

**Measures of Progress and Success**

<b>Baseline measures</b>	<p>Fall 2019</p> <p><b>Full-time Course Loads (Adult Focused Classes)</b></p> <p>54%</p> <p><b>Pass Rate</b></p> <p>HIST 50%</p> <p>MATH 66%</p> <p>POLS 54%</p> <p><b>Awards</b></p> <table border="0"> <tr> <td></td> <td>Adult Learners</td> <td>Traditional</td> <td></td> </tr> <tr> <td>FY2019</td> <td>187 (66.5%)</td> <td>94 (33.5%)</td> <td>Total 281</td> </tr> </table>		Adult Learners	Traditional		FY2019	187 (66.5%)	94 (33.5%)	Total 281
	Adult Learners	Traditional							
FY2019	187 (66.5%)	94 (33.5%)	Total 281						
<b>Interim Measures of Progress</b>	<p>Spring 2020</p> <p><b>Full-time Course Loads (Adult Focused Classes)</b></p> <p>54%</p> <p><b>Pass Rate</b></p> <p>HIST 66%</p> <p>MATH 80%</p> <p>POLS 50%</p> <p><b>Awards</b></p> <table border="0"> <tr> <td></td> <td>Adult Learners</td> <td>Traditional</td> <td></td> </tr> <tr> <td>FY 2020</td> <td>130 (60.7%)</td> <td>84 (39.3%)</td> <td>Total 214</td> </tr> </table>		Adult Learners	Traditional		FY 2020	130 (60.7%)	84 (39.3%)	Total 214
	Adult Learners	Traditional							
FY 2020	130 (60.7%)	84 (39.3%)	Total 214						
<b>Measures of Success</b>	<p><b>2025 Target</b></p> <p><b>Full-time Course Loads (Students in Adult-Focused Classes)</b></p> <p>Target: 15 Credit Load/Semester (Full-time Students); 10 Credit Load/Semester (Part-time Students)</p> <p><i>Associates (All Graduates) SCH at Graduation Target</i></p> <p><b>Pass Rates</b></p> <p>Target: At least 70% in Adult Focused Classes: HIST, MAT, and POLS</p> <p><b>Awards</b></p> <p>Target: Relatively Proportional to the Adult Learner Enrollment Population (i.e., 40% for FY2020)</p>								
<b>Analysis and Lessons Learned</b>	<p>The course loads of adult learner students in the “Adult Learner Focused Classes” are unchanged when comparing Fall 2019 to the previous year. Their pass rates increased by 30% for HIST, increased by 20% in MATH, and declined by 10% for POLS for the Fall 2019 term, when compared to Fall 2018. These results indicate measurable progress in the academic performance of adult learners in HIST and MATH classes. By a large margin, adult learners continue to outpace traditional students in graduation completions and awards by a 21% margin, though there was a 9% decrease in the number of awards to adult learners over the past year.</p> <p>Adult learners make up 40% of the AMSC student population, and a large percentage of transfer-in students, thus benefitting significantly from the success of this strategy. On-time and targeted academic support of adult learners have great promise and are important in sustaining a strong and growing AMSC adult learner population.</p> <p>The part-time status of adult learner students is another major factor that leads to low retention and graduation rates. Part-time students tend to have high change rates of major, which often lead to unneeded course credits at graduation due to course credits from the first major that do not apply to the second major. The major barrier for many adult learners is returning to the classroom after an extended time since high school graduation, particularly causing challenges in mathematics and technology-based courses. The College will continue to address the challenges of adult learner students through this strategy, particularly focusing on addressing a larger adult learner audience and further enhancing faculty training and application of this strategy.</p>								

<b>High-impact Strategy #3</b>	<b>Strategy 3.0: Increase access to post-secondary education for high school students via dual credit, Dual Enrollment (DE) Programs</b>
<b>Related Goal 3</b>	Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school
<b>Demonstration of Priority and/or Impact</b>	In addition to the benefit of shortening time and cost to a College degree for high school students, this strategy also creates a pipeline of college-ready students to enroll in AMSC’s baccalaureate programs after high school graduation, thus addressing an essential need of the College to sustain and grow a high producing pipeline of students for its bachelor’s programs. Impact: The impact for this strategy for FY2020 impacted approximately 200 high school students per semester.
<b>Primary Point of Contact</b>	Name: Edward Francois Title: Dual Enrollment Coordinator Email: efrancois@atlm.edu
<b>Summary of Activities</b>	The AMSC Dual Enrollment (DE) strategies cover a range of activities, including: expansion of the dual enrollment recruiting service area; providing support for DE students with transportation challenges to include offsite locations; financial aid/admissions literacy workshops for DE parents and students; personalized DE advising and academic support, equivalent to other AMSC students; DE book loans (to defray cost); specialized DE campus orientations; and day-to-day monitoring of DE students to ensure their progress and success. In the past, the DE strategy focused on three Early College partnerships (Maynard Jackson, Booker T. Washington, and Carver Early College High Schools). AMSC has expanded its Dual Credit program to D.M. Therrell High, with offsite locations at North Clayton and Forrest Park high schools. The College now provides four (4) Atlanta Public School Early College programs, with the potential to expand the Early College partnership to North Clayton.

**Measures of Progress and Success**

<b>Baseline measures</b>	Fall 2018 (N = 212)																	
	<table border="1"> <tr> <th colspan="3">Dual Enrollment Metrics</th> </tr> <tr> <th>Row Labels</th> <th>Count</th> <th>%</th> </tr> <tr> <td>0-1.99</td> <td>39</td> <td>18%</td> </tr> <tr> <td>2-2.99</td> <td>70</td> <td>33%</td> </tr> <tr> <td>&gt;= 3</td> <td>103</td> <td>49%</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>212</b></td> <td><b>100%</b></td> </tr> </table>	Dual Enrollment Metrics			Row Labels	Count	%	0-1.99	39	18%	2-2.99	70	33%	>= 3	103	49%	<b>Grand Total</b>	<b>212</b>
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	Pass Rate = 81.8%																	
<b>Interim Measures of Progress</b>	Fall 2019 (N = 184)																	
	<table border="1"> <tr> <th colspan="3">Dual Enrollment Metric</th> </tr> <tr> <th>GPA Range</th> <th>Number</th> <th>%</th> </tr> <tr> <td>0-1.99</td> <td>32</td> <td>17.4%</td> </tr> <tr> <td>2-2.99</td> <td>74</td> <td>40.2%</td> </tr> <tr> <td>&gt;= 3</td> <td>78</td> <td>42.4%</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>184</b></td> <td><b>100.0%</b></td> </tr> </table>	Dual Enrollment Metric			GPA Range	Number	%	0-1.99	32	17.4%	2-2.99	74	40.2%	>= 3	78	42.4%	<b>Grand Total</b>	<b>184</b>
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<b>Measures of Success</b>	2025 Target 0% in the 0-1.99 GPA Range and 50% in the Two Remaining Ranges Pass Rate = 90% Increase in Dual Enrollment By 2% Annually																	
<b>Lessons Learned</b>	The enrollment decline of DE students (212 to 184) over the past year is proportional to the enrollment change of the larger AMSC student population. Eighteen percent (18%) more DE students perform at or above a 2.00 GPA, 6.0% more DE students increased their GPAs in the 2.0-2.99 range, and 25% fewer DE students have GPAs greater than 3.00. Increasing the																	

GPA above 2.00 is of great concern because it increases the earned credits of DE students, thus the institution is pleased to see improvement in that category of DE students in the current update. The improvement of GPAs of DE students demonstrates a marked increase over the previous year, and indicates the strategies put in place are working, and should be continued for the upcoming year.

The AMSC Dual Enrollment Coordinator is currently responsible for monitoring the academic success and individual needs of Dual Enrollment students. AMSC recognizes that additional academic and social support structures are essential to support anticipated growth in proportion to the number and success of Dual Enrollment and Early College students. Recent State legislation is expected to result in reduced enrollment of DE students, as it limits the total post-secondary credits DE students can enroll, and prohibits DE students from attaining the Associate Degree, while pursuing the high school diploma.

<b>High-impact Strategy #4</b>	<b>Strategy 4.0: Course Redesign for Higher Student Success in Low Pass Rate Gateway Courses</b>
<b>Related Goal 4</b>	Goal 4: Increase degree completion, by increasing student success in gateway courses
<b>Rationale and Impact</b>	AMSC’s highest attrition and lowest retention rates occur with freshman students. These students often receive failing grades in gateway courses, lack a clear career focus (“mindset”), and fail to register for major courses early during the freshman year. The initiative AMSC has implemented, “Gateway to Completion (G2C),” utilizes course redesign and outreach strategies to address the needs of freshman students and increase their completion. Data from the USG demonstrate a strong positive association between success in gateway courses and college completion. Thus, AMSC is committed to the G2C approach and has fully implemented G2C strategies in five of its freshman level gateway classes to address the needs of the most high-risk student population. Because these gateway courses have high learning support enrollment (35-40%, in FY18), this strategy has a significantly positive impact on the College’s learning support student population, which historically lags behind other AMSC students in retention, progression, and graduation (RPG) outcomes. Impact: This strategy is expected to improve student success in gateway courses and have major impact on student completion, potentially affecting 33% of AMSC’s students, each semester.
<b>Primary Point of Contact</b>	Name: Mr. Shreyas Desai Title: Assistant Professor, Mathematics Contact: sdesai@atlm.edu
<b>Summary of Activities</b>	This strategy expands on other College initiatives, such as Momentum Year Approach, to address the challenges that freshman students have with achieving success in their first year, particularly in gateway courses. The G2C targeted gateway courses include: English 1101, Mathematics 1111, Accounting 1101, and Political Science 1101. Activities to improve gateway course success employ pedagogical improvements and evaluative/formative assessments that incorporate student feedback and mindset in course implementation, course redesign, and high-level training of course instructors to better align teaching strategy with student learning styles. To date, AMSC has employed national best-practice strategies to improve completion of learning support students by eliminating pre-requisite learning support courses and replacing them with co-requisite learning support courses. This change has integrated learning support students earlier into college level gateway courses and provides the “on-time” math and English academic support for student success in gateway courses.
<b>Measures of Progress and Success</b>	
<b>Baseline measures</b>	Retention Rate (Fall 2018 to Spring 2019) = 73.2% %Full-Time Course Load (Fall 2018) = 56% Pass Rate (English 1101) (Fall 2016) = 70% Pass Rate (Math 1111) (Fall 2016) = 59%

Interim Measures of Progress	Retention Rate (Fall 2019 to Spring 2020) = 78.5% %Full-Time Course Load (Fall 2016) = 57% Pass Rate (English 1101) (Fall 2019) = 54% Pass Rate (Math 1111) (Fall 2019) = 57%
Measures of Success	<b>Annual Target:</b> Three percent (3%) annual increase in pass rates of gateway Math and English courses; <b>2025 Target:</b> Two percent (2%) increase in freshman retention and throughput completion rates, annually
Analysis and Lessons Learned	The Fall 2019 retention rate and full-time course load of G2C students increased by 7% and 2%, respectively, compared to the previous year. The pass rates of gateway Math courses have declined less than English gateway courses, 3% vs. 23%, respectively, a reversal from historical trends. Though these results continue to be reviewed, the College attributes the results, in part, to the implementation of program/content-specific Math courses, which separates STEM majors (Math 1111) and Non-STEM majors (Math 1101). By doing so, students tend to perform higher in courses with content more relevant to their major program, and more consistent with their pre-requisite readiness. The pedagogical and teaching enhancements in the G2C initiative has enormous potential for positive impact, not only for G2C courses, but also for courses campus-wide.
High-impact Strategy #5	<b>Strategy 5.0: Utilize various intervention strategies to improve retention, progression, and graduation (RPG) rates, particularly targeting continuing/returning students</b>
Related Goal 3	Goal 6: Increase RPG rates of students
Rationale and Impact	Retention, progression, and graduation (RPG) are core student success metrics embodied in all CCG goals. Retention and progression are pre-requisites to completion; thus, student completion depends directly on the effectiveness of the College’s implementation of retention and progression strategies. Thus, there must be comprehensive approach that coordinates and balances effort, with limited resources, to ensure that students are retained, as well as succeed in their classes. Impact: Collectively, RPG strategies impact all students, with the greatest impact for retention and progression projected for freshman students. Data show a marked increase in retention after the first year of college.
Primary Point of Contact	Names: Dr. Curtis L. Todd Titles: Professor, Social Work Email: <a href="mailto:ctodd@atlm.edu">ctodd@atlm.edu</a>
Summary of Activities	Multiple activities and strategies are targeted for continuing/returning, and full-time first-time students. These activities include: (1) Intrusive advising, RPG monitoring, and a range of student services to support completion; (2) Intensive advertising of pre-registration across multiple media methods: website, social media, email, text, and on-campus “Did you register?” campaigns; (3) Careful monitoring of student pre-registration and course selection inventories by faculty advisors of continuing/returning students to track advisee pre-registration progress; as well as faculty advisors contacting students who did not pre-register, answering their questions, and removing pre-registration barriers. Data clearly show that students who pre-register are more likely to return the subsequent semester, particularly, for spring to fall semesters, when compared to significantly lower retention rates for the fall to spring semester enrollment; (3) Appropriate registration opportunities, with adequate support staff at dedicated times, including day, evening, and weekend hours for traditional students and adult learners; (4) Gap Funding – the College provides funding of small dollar amounts (typically in the range \$200-\$300) for students who demonstrate great promise, but whose financial needs prohibit them from registering, attending class, and completing their degree; (5) Emergency Funding - students who demonstrate emergency need may receive funding support for unexpected emergencies that prohibit them from registering for and attending classes. These emergency funds, granted once per year per student, are designed to provide

financial support to low-income students who otherwise do not have the financial wherewithal to attend and complete college.

<b>Measures of Progress and Success</b>	
<b>Baseline measures</b>	First-time Full-time Student Retention and Graduation Rates Retention Rate (1 Year) (FTFT 2018 Cohort), Associate Programs = 46.5% Retention Rate (1 Year) (FTFT 2018 Cohort), Bachelor's Programs = 55.0% Graduation Rate (3-Year, Associate Programs) (FTFT2016 Cohort) = 23.4% Graduation Rate (6-Year Bachelor's Programs) (FTFT2012 Cohort) = 0% Degrees Conferred (FY2019): Associate Degrees = 220; Bachelor's Degrees = 61
<b>Interim Measures of Progress</b>	First-time, Full-time (FTFT) Student Retention and Graduation Rates Retention Rate (1 Year) (FTFT 2019 Cohort), Associate Programs = 48.8% Retention Rate (1 Year) (FTFT 2019 Cohort), Bachelor's Programs = 49.4% Graduation Rate (3-Year, Associate Programs) (FTFT2017 Cohort) = 13.7% Graduation Rate (6-Year Bachelor's Programs) (FTFT2013 Cohort) = 25.0% Degrees Conferred (FY2020); Associate Degrees = 154; Bachelor's Degrees = 59
<b>Measures of Success</b>	Annual Targets Retention Rates: Increase 2% Annually Graduation Rate (3-year, Associate's): Increase 2% Annually Targets Graduation/Retention Rates for FTFT: Sustain at least national levels for retention (1 year) and graduation rates (3-year associate degree rates; 6-year bachelor's degree rates)
<b>Lessons Learned</b>	The success of student RPG is the result of a comprehensive, coordinated campus-wide approach and the result of the combination of all strategies listed in this CCG report. The best results have occurred when all parts of the Plan are integrated and connected, to maximize resources and benefit from the collective effort of all stakeholders. Ebbs and flows in CCG results are not uncommon, but perseverance and commitment to the CCG goals will ultimately lead to gradual net improvements in student success.

## **AMSC COMPLETE COLLEGE LEADERSHIP TEAM (FY 2020)**

<b>Name</b>	<b>Title</b>
<b>Dr. Michael Heard</b>	Provost and Vice President for Academic and Student Success
<b>Ms. Sharon Duhart</b>	Director, Center for Academic Advising and Student Success
<b>Dr. Curtis L. Todd</b>	Professor of Social Work, Division of Social Sciences and Humanities; and Special Assistant for Student Retention, Progression and Graduation Initiatives, Office of the President
<b>Mr. Dante Durbin-Davis</b>	SGA President
<b>Dr. Mark A. Cunningham</b>	Associate Provost, Department of Institutional Effectiveness and Research; CCG Committee Chair



## AUGUSTA UNIVERSITY

### INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Founded in 1828, Augusta University (AU) is one of Georgia's four comprehensive research institutions and has the unique designation as the state's only public, academic health center. With its charge to serve the entire state, AU offers a broad range of undergraduate, graduate, and professional academic programs in liberal arts, allied health sciences, cyber studies, business, education, nursing, dental medicine, and medicine programs – making AU one of a handful of institutions in the United States with this curricular array. This portfolio and the university's proximity to NSA Georgia, the U.S. Army Cyber Protection Brigade, the U.S. Army Cyber Command, and the Georgia Cyber Center provide AU a unique opportunity to provide strong pathways for health and cyber sciences. In its seventh year of institutional transformation, AU continues to find guidance in its strategic plan, *Beyond Boundaries*, which places student success at the core of its vision to become a top-tier university that is a destination of choice for education, health care, discovery, creativity, and innovation. AU leverages this transformation to attract highly talented students and faculty, and provide students a course to discover their potential.

More than 6,800 faculty and staff members serve over 9,000 undergraduate, graduate, and professional students enrolled in 10 schools or colleges. AU delivers 46 undergraduate majors, 51 undergraduate and graduate certificates, and 55 graduate and professional programs and is home to the state's flagship public medical school and only dental school. In fall 2019, Augusta University enrolled 5,604 undergraduate students at the institution, representing an increase of 2.6% students from fall 2018. The vast majority of AU's undergraduate students are from Georgia (87.1% vs. 12.8% out-of-state and <1% international). Most undergraduate students (81%) were enrolled full time, 58% were from the local area, and 65% of the undergraduate student body was female. The average age of the undergraduate student body was 25 years. The six most popular majors were Biology/Cell and Molecular Biology, Computer Science, Health Services, Nursing, Kinesiology, and Psychology. The ethnic diversity of the undergraduate student body remained comparable to previous years (48% racial/ethnic minority status), with slight increases in multiethnic and Asian student populations: 52% White, 25% Black (Non-Hispanic origin); 8.3% Hispanic, 6% multiracial, 7% Asian; <1% American Indian or Alaska Native; <1% Native Hawaiian or Pacific Islander; and 1.6% unknown or non-disclosed. For peer institution comparative data, please visit <https://www.augusta.edu/ie/facts/peers.php>.

### IMPROVEMENT PRACTICES

#### *Improvement Practices and Decision-making*

The enrollment patterns and demographics of undergraduate students continue to inform the development of Augusta University's student success initiatives. The Units within the Office of Instruction and Innovation work in close collaboration with the Division of Enrollment and Student Affairs to maintain a connection with our students and track student data to inform decision-making. The Academic Success Center and Student Affairs canvas students for perspectives and instruction experiences. We strive to elevate pathways for student voices to inform our practices. In addition, AU analyze results from the Beginning College Survey (BCSSE) and National Survey of Student Engagement (NSSE) to help us understand the expectations and trends to support student success. Since moving to selective online and hybrid instruction in Spring 20 we continue to develop more intentional ways to reach out to students and faculty to guide our improvement practices and decision-making. Augusta University compares our retention and graduation rate trends to our institutional peers. We track our progress over time as well for populations like first generation and local students. The information is contained in our data and analytics systems that are used by leaders and units to understand and inform planning and decision making.

#### *Addressing Equity Gaps*

The **Academic Success Center (ASC)** opened in 2017 with a mission to support and promote undergraduate academic success through tutoring, academic coaching, and targeted programming. The unit has been successful in reaching those goals, as indicated in the table below. Students who utilize services at the ASC in their first year at AU are more likely to be retained than students who do not. This trend is particularly strong for our Black students,

and our work in this arena continues to make strides to reducing the equity gap at AU. Now that the ASC has established a presence on campus, we are piloting new programs that target traditionally disadvantaged students with career goals in health and cyber. The goal is to increase the graduation rate of students of color in STEM fields.

**Retention rate: Visited the ASC in first year at AU BY RACE**

	First year		Second year		Third year	
	Visit	No visit	Visit	No visit	Visit	No visit
<b>2017 (884)</b>	<b>72.9% (702)</b>		<b>58.9% (539)</b>		<b>49.9% (439)</b>	
<b>Black (221)</b>	73% (116)	37.1% (39)	64.2% (102)	24.8% (26)	59.1% (94)	22.9% (24)
<b>White (493)</b>	75.85 (179)	58.5% (190)	58.9% (139)	41.2% (134)	51.3% (121)	36% (117)
<b>2018 (1045)</b>	<b>71.9% (751)</b>		<b>62.4% (652)</b>			
<b>Black (291)</b>	81.8% (166)	62.2% (56)	74.9% (152)	57.8% (52)		
<b>White (572)</b>	76.3% (200)	61.9% (192)	61.1% (160)	52.9% (164)		
<b>2019 (1084)</b>	<b>75.4% (817)</b>					
<b>Black (277)</b>	79.5% (147)	65.2% (60)				
<b>White (585)</b>	84.5% (201)	68.3% (237)				

Augusta University’s **Jaguar Jumpstart (JJSP)** is a program designed to foster success for entering first year students who do not meet AU’s minimum entry requirements. The goal of the program is to make the transition from high school to college as seamless as possible by promoting academic success and building community among program participants. While the program was not developed to address equity gaps specifically, research indicates such programs have a positive impact on traditionally disadvantaged students. Many of the students who attend JJSP are first generation, students of color or have other attributes that reflect equity gaps in comparison to traditional first year students. The retention rate for students in JJSP has consistently been a couple of points lower than the AU average, however, when compared to students with a similar academic profile, the JJSP students are retained at equal or higher rates. JJSP has been operational for five years but this year, in response to COVID-19, we moved from a summer bridge to an academic year program. The academic planning, programming and assessment was revised to connect more deliberately with the Momentum approach content and address the equity gaps. As a result, we intentionally hired 8 student mentors (former JJSP) who best represented our incoming class on measures of race, gender and ethnicity.

**African American Male Initiative: Cumulative GPA and Retention Rates**

	Cum GPA			Retention rate		
	AAMI	AA Men	ALL	AAMI	AA Men	ALL
<b>2019</b>	3.03	2.59	2.90	100%	80.6%	75.4%
<b>2018</b>	2.88	2.81	3.09	85%	71.3%	71.9%
<b>2017</b>	2.97	2.84	3.19	88.9%	61.9%	72.8%

Established in 2018, the **Office of Multicultural Student Engagement** is committed to providing diversity focused educational experiences to all Augusta University students. The office creates and celebrates inclusive and safe spaces through programming, advocacy and educational initiatives that develop and empower culturally competent students, faculty and staff. These co-curricular experiences center on developing students’ self-awareness, and an appreciation for our interconnected world. In FY20, the office provided over 30 culturally focused programs that served over 1,300 students, advised 45 Cultural Registered Student Organizations and collaborated with more than 10 campus departments. In Fall 2021, the office will begin coordinating a peer-to-peer mentorship program that assists first-year and transfer students from underrepresented populations transitioning into Augusta University. This mentorship program will enhance the AU multicultural experience and advance our commitment to scholarship and success for participants.

The **College of Science and Mathematics** awarded sixteen students a National Science Foundation (NSF) S-STEM scholarship this fall. S-STEM focuses upon first-generation or low SES students. Scholars included academically talented students majoring in Biology, Cell and Molecular Biology, Chemistry, Ecology, Mathematics and Physics. The NSF-funded project seeks to increase retention and graduation rates for students in STEM fields by providing high impact practices such as peer mentoring, learning communities and hands-on experiences outside of



the classroom. In addition, the project is designed to positively impact student self-efficacy as well as stimulate and support a sustained interest in STEM courses of study and STEM careers.

## MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

### SECTION 3.1 EXISTING MOMENTUM WORK

*Purposeful Choice*

Strategy or activity	Integrating Momentum Approach INQR course
<p><b>Summary of Activities</b></p>	<p>We have re-imagined INQR1000, a required one-credit hour course, into a space for transformational thinking. All entering students complete the INQR1000 course early in their academic careers. We offer 50 sections a year and faculty volunteer to teach the course and receive \$1000 in professional development funds for participating. The course was often organized around a broad theme but each section is different based on the approach of faculty. We revisited the theme concept and developed a Design Your Life option focused on the purpose of college to directly integrate the Momentum approach in the academic sphere. Staff and faculty from career services, academic advisement and academic success drafted the initial content. Faculty working with this group piloted the course in FA18. Based on their feedback the content was modified slightly and 3 sections of INQR1000: Design Your Life (DYL) were offered in SP19. In FA19 and SP20 we offered a total of 10 sections. The goal is to increase the number of DYL option each term. For 2020-21, we will offer 25 DYL sections, 50% of the INQR course sections offered.</p> <p>Course content spans the momentum approach, and includes academic mindset and goal setting, examining the concept of purpose, encouraging students to explore and hone in on a career choice, and developing clear pathways to success through our newly developed program maps. Course discussions on skills and competencies have encouraged a more holistic view of education as students recognize a college degree can and should open doors to multiple careers rather than narrow their options.</p> <p>Students in the course work in teams to explore a research topic related to the content. These projects encourage students to connect with each other and with faculty, increasing their sense of belonging and developing a bond with our university. AU intends to integrate focus areas more deliberately into all sections of the course in collaboration with colleges and departments. The goal is to provide students with an opportunity to develop an individualized success plan that maps out their path to graduation.</p> <p>A course template was developed for course instructors with training sessions arranged in SP20 for the FA20 courses. This plan was disrupted by COVID-19.</p>
<p><b>Outcomes/Measures of Progress</b></p>	<p>In 2020-21, we achieved our goal to increase the number of Design Your Life sections with content reflecting the Momentum Approach. We have statistically significant results from paired t-tests that indicate the course is increasing students' confidence in choosing a major, learning class material, and gaining a better sense of careers that fit their character. Students note a better sense of fit with Augusta University, reporting that the course has reduced their stress about college and informed them on how to plan more effectively.</p>
<p><b>Lessons Learned and Plans for the Future</b></p>	<p>We plan to continue increasing the number of DYL INQR sections offered over time but finding teaching staff is a notable challenge and we are reliant on the good will of faculty volunteering to teach the course. While most faculty believe in the idea of the course, they do not always feel able or qualified to teach the content. Consequently training sessions need to be more robust to better prepare them for the course content. We will develop a stronger marketing and recruitment campaign for instructors for the 2021-2022 academic year.</p>

**Changes because of COVID-19** The planned training did not happen as expected because of Covid-19. Moreover, faculty were very focused on preparing their regular courses for online instruction over the summer, and INQR, as a one-credit hour course, was not considered quite as important at that point in time.

<b>Strategy or activity</b>	<b>Infuse Momentum into Career Engagement</b>
<b>Summary of Activities</b>	Career Services launched Steppingblocks in August of 2019 as a software platform that can help students tie a personality assessment to career and major options, coupled with deep analytics on the career ladders of real Augusta University graduates from those disciplines. Students can assess the pathways of Augusta University alumni as an additional means of determining their academic plan based on career interests/abilities.
<b>Outcomes/Measures of progress</b>	At the close of FY 2020, 533 students created an account on the Steppingblocks platform and 82% of the students completed the personality career assessment component. The system shows that 48% of the users return to access the platform repeatedly for additional insights. Given this is a completely voluntary system and rollout, we are pleased with the fact that almost half of the users continue to harness the power of the data mining in the system.
<b>Lessons Learned and Plans for the Future</b>	Healthcare, science, technology and education are the top common interests in students using the system. Top majors searched include healthcare, business and psychology. Students spend the majority of their time in the platform exploring careers and educational pathways. Aggregate data from the assessment analysis indicates the top 5 personality types of students align most with introversion, sensory strengths and a feeling vs. thinking framework. This was particularly helpful in learning how to create virtual content in light of COVID-19 challenges. Our fall 2020 virtual programming focused on designing content using these core traits to celebrate the individual, attract an emotional connection to the purpose/content and deliver a strong sense of structure to the content in a very tangible, applied manner.
<b>Changes because of COVID-19</b>	No alternative arrangements were required due to the pandemic
<b>Transparent Pathways</b>	
<b>Strategy or activity</b>	<b>Create Program Maps for each undergraduate program</b>
<b>Summary of Activities</b>	A template was designed to allow academic departments to create a consistent four year program path for each undergraduate degree program. The template also includes co-curricular activities recommended by the department as beneficial for students pursuing their programs of study. A process was also created to ensure that the maps are updated yearly so that all maps will be displayed by academic year to allow students to align with their appropriate catalog term.
<b>Outcomes/Measures of Progress</b>	Program maps, currently housed on the Academic Advisement Center website, are available for all undergraduate degree programs for the current catalog year (2020-2021) and archived maps are available for the 2019-2020 catalog year.
<b>Lessons Learned and Plans for the Future</b>	Overall the strategy worked quite well. Departments were receptive to the idea of consistent four year plans across all degree programs when it was introduced prior to the start of the 2019 academic year. The effort at updating the maps for the current academic year also proved positive. Plans for the future include creating maps that are more interactive and visually appealing.
<b>Changes because of COVID-19</b>	Fortunately for this particular strategy there were no changes needed due to COVID-19

**Strategy or activity** Enhance High Impact Practices – Living Learning Communities

**Summary of Activities** Housing and Residence Life supports three Living and Learning Communities created through collaborations between Housing and Residence Life and Academic Colleges. The *Science and Math LLC* is open to first year students with majors in the College of Math & Science and is designed to provide a supportive residential learning opportunity to these students. The *JAGByte LLC* is a dynamic residential experience for incoming freshmen majoring in Computer Science, Cyber Operations, Cyber Security, Cyber Security Engineering, and Information Technology. This LLC provides an environment for students to become leaders in their field by introducing opportunities for personal development, academic achievement, community engagement, and professional development. Our *Jaguar Jumpstart LLC* is for freshman admitted to Jaguar JumpStart and focuses upon offering study skills, information literacy, tutoring, community service and social interaction. Our students who meet the criteria for each LLC must live within the assigned LLC spaces and actively participate in community initiatives.

Outcomes/Measures of progress	LLC	2019	2020
	JJSP	37	19
	Math & Science	40	57
	JagByte	13	17

This chart represents the number of residents assigned to each LLC for the last two years. The decrease to the JJSP program is related to students who chose not to live on campus due to the pandemic.

**Lessons Learned and Plans for the Future** Living Learning Communities at Augusta University would benefit from an advisory council charges to assist in the design and implementation of future programs, as well as with developing assessment measures and innovative initiatives for maintaining student engagement within our current programs. Housing and Residence Life has created the proposal to create this advisory board and plans to pursue this further within this current academic year.

**Changes because of COVID-19** These communities have been especially effective as students incorporate social distancing into their learning and studying.

**Academic Mindset**

**Strategy or activity** Mindset Survey Data

**Summary of Activities** AU entering freshmen were invited to complete the “Getting to Know our Students” mindset survey in the fall of 2019 and fall 2020. The AU Mindset Team is being restructured due to faculty and staff turnover. We are currently in the process of building a group to assess the AU survey results and develop a response plan. The team will be a diverse group with members drawn from different units on campus including faculty and staff from the math and English departments, student success areas, instructional innovation and student life.

**Outcomes/Measures of Progress** The 2019 mindset survey data provided by the USG was available in August 2020 and is currently under review. Initial analysis indicates AU students are more likely to report maintaining a growth mindset in math and English over the term when compared to other research institutions (3.80 v 3.71 and 4.09 v 3.97).

**Lessons Learned and Plans for the Future** The integration of growth mindset strategies into the classroom is important and we need to develop a plan to engage faculty more intentionally. Mindset options in student success are well established, such as in INQR1000 and workshops, and we provide workshops for departments and classes on request. However, embedded mindset strategies in the classroom, with faculty using them as pedagogical tools, needs to be expanded. The Mindset Team will identify and develop opportunities to tie the concept more tightly with instruction.

**Changes because of COVID-19** In preparing for the fall term efforts were fully focused on adapting to the new instructional landscape and supporting faculty and students as they adapted to the new normal and online classes. We believe completing the survey was not as high a priority for them as it was the previous year and the response rate was lower. Marketing opportunities were limited and we had difficulty sharing incentives (SWAG) to encourage participation and students were focused more on technology

so tended to ignore messaging they deemed as less important. The data from 2019 had no glaring red flags that indicated immediate attention so the impetus to use the data in planning was also tempered by the need to focus on managing the new normal. As the situation levels out, the team can once again focus on the information and review potential applications.

<b>Strategy or activity</b>	<b>Gateway to Completion (G2C)</b>
<b>Summary of Activities</b>	Year 2 of the G2C initiative was completed. The recommended alternative instructional strategies finalized in the 2018 academic year were infused in selected sections of each course for the 2019 academic year.
<b>Outcomes/Measures of Progress</b>	The pilot implementation occurred for Fall 2019 in each course. Faculty were beginning to analyze data from that pilot when the move to immediate online instruction occurred for Spring term so their work was interrupted.
<b>Lessons Learned and Plans for the Future</b>	The efforts of this work have shown that we can institutionalize the implementation of these and other strategies within the colleges here. We will continue to collaborate with USG and other USG institutions, but will not continue the formal agreement with the Gardner Institute.
<b>Changes because of COVID-19</b>	There were limitations during Spring with the move to off-campus instruction. It was determined that the pilot implementation would continue during the 2020 academic year to ensure a robust set of pilot data for analysis.

<b>Strategy or activity</b>	<b>Instructional Advisory Committees</b>
<b>Summary of Activities</b>	In order to expand the student success discussion more broadly on campus three advisory committees, each consisting of both faculty and staff members, were created—Student Success, High Impact Practices and Instructional Innovation. Their charge was to provide guidance and create additional supports and programming in the area of student success.
<b>Outcomes/Measures of progress</b>	The initial work of the committees led us to realize that there was potential for overlap and the need to identify a more efficient approach to the central theme of student success in light of the abrupt move to off-campus instruction.
<b>Lessons Learned and Plans for the Future</b>	The focus of the committees was transferred to various units within the division of the Vice Provost for Instruction. These units include the Center for Instructional Innovation, Academic Success Center and the AU Quality Enhancement Plan for High Impact Practices. Just after they were charged and began their work, the move to off-campus instruction in the Spring occurred. With the move to immediate off-campus instruction more immediate support for students was needed than a committee structure could provide.
<b>Changes because of COVID-19</b>	None

<b>Strategy or activity</b>	<b>Launch Health Professions Outreach Center</b>
<b>Summary of Activities</b>	Funds were redirected to provide targeted advising and additional programming for students interested in careers in health professions and establish an office dedicated to this work. A search committee was formed, the office structure and position descriptions were created and director position was posted.
<b>Outcomes/Measures of progress</b>	Two successful rounds of interviews were conducted to select and hire a director. Funding for the director and two coordinator positions for the office were subsequently eliminated during the FY21 budget reductions.
<b>Lessons Learned and Plans for the Future</b>	Due to the abrupt change to off-campus operations in the Spring we were unable to successfully complete the hiring process. Efforts are now targeted to build this capacity leveraging existing campus resources.
<b>Changes because of COVID-19</b>	None

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## GENERAL OVERVIEW AND OBSERVATIONS

The integration of the Momentum Approach in the required Inquiry 1000 course that all entering freshmen complete has been very effective. The course is taken in term one or two by most all freshmen and gives them an opportunity to reflect and explore in a structured environment over the span of almost an entire semester, allowing for reflection, exploration and research. Class size is limited to 20 students to maximize opportunities for them to connect with their classmates, their faculty and their university. Weaving the Momentum Approach through areas both inside and outside of the classroom has allowed us to create a clear, consistent message to continually reinforce the concepts of academic mindset, purpose and pathways for students.

An additional benefit of asking for faculty volunteers to teach INQR Design Your Life (DYL) is expanding awareness for the Momentum initiative among faculty. Our volunteers develop an awareness of the goals and approach at a practical, student level rather than from a policy or theoretical perspective. We are slowly expanding the pool of faculty teaching the DYL section to have enough to teach 25 sections of the course in 2020-21. One of the future goals for FYE, as the operation center for the INQR DYL course, is to have instructors reflect and review the course template and content. Our hope is that as we expand the volunteer faculty pool of instructors, the core concepts of Momentum will be diffused into courses across campus.

As is discussed in Section 3.2 of this narrative, the “4 To Finish” theme was used for all orientation programming over the summer, with incoming students introduced to the key concepts of mindset, purpose and pathways. Student orientation is inherently designed to develop and strengthen a student’s connection to the campus and university community, thus building a sense of belonging. Students who feel they belong at Augusta University are more likely to engage with their academic plans and earn a degree. Belonging, mindset, purpose and pathway are connected with our “Engage” tag line, with both academic and student life programming referencing the ideas to promote cohesion.

The impact of Covid-19, specifically the move to off campus operation in the spring has, without a doubt, slowed down our planned implementation of Momentum strategies. We developed some high touch program options based on face-to-face interactions, and this becomes almost impossible with a move to online instruction, limited social interactions, and masks. To address the current challenges we have scaled down events, moved some online and even tried outdoors but the weather is not always cooperative. Smaller groups have met in spaced classrooms and we have adapted some options to an online platform. While engaging students in virtual events is increasingly challenging, we keep trying. We have solicited student feedback regularly, through polls and phone calls, and are learning to be very creative.

Fall 2020 has been an interesting transition to the new, or now, normal, and we continue to learn more to engage our students. Our Spring 2020 programming was derailed, we started to get back on track with new approaches over the summer and this fall we are testing new options and slowly gaining speed. The concepts of the Momentum approach seem more important than ever as we seek to keep students engaged and focused on their academic journey. The most important thing we can do for now is focus on the students who are enrolled with us this term. To be agile in our program delivery and engage them to stay the path, strengthen their purpose, and maintain a positive mindset.

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## FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

### *Purpose*

<b>Priority Work</b>	<b>“4 to Finish”</b>
<b>Description of Activities</b>	To introduce students to their Momentum Year we collaboratively developed the “4 To Finish” initiative. The purpose is to encourage students to take four easy steps that will position them to move towards graduation each year. 4toFinish asks students to engage, make purposeful choices, develop their academic mindset, and follow their program pathway. Specific language for each step was developed as a concerted effort to make this a campus-wide initiative.
<b>Activity status and plans for 2020</b>	Prior to the pandemic the goal was to create a branded campaign, introduce the 4toFinish initiative through new student orientation, academic advising, and have faculty incorporate into their curriculum. Because of the pandemic, we did not achieve each of these tasks.

However, we were able to organize our virtual orientation experience in Desire 2 Learn around the 4toFinish categories and also included them in our printed handbook, The Jaguar 411, provided to every student and family member in digital format.

<b>Lessons Learned</b>	As we continue to implement the 4 To Finish campaign, we have learned that we need to take additional time to get campus-wide support and buy-in for this initiative.
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<b>Priority Work</b>	<b>New Student and Family Transitions Office</b>
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<b>Description of Activities</b>	Augusta University created a New Student and Family Transitions Office during FY20. This office will focus upon new student transition (from admit through the first weeks of the first semester) and family engagement, specifically by incorporating programming to engage parents and family members to enhance student success. This summer we were intentional about engaging our families early and often throughout the virtual orientation program. Families were encouraged to participate and attend all virtual orientation sessions with their students.
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<b>Activity status and plans for 2020</b>	With an office focused upon transition and family programming we will be able to offer more intentional, data-informed, transition experiences for students and their families. With the pandemic, we offered all of this programming virtually. For example, we hosted three sessions exclusively for family members that focused on a variety of topics. One session was specifically geared around success in the classroom where we had our vice provost of instruction, student counseling & psychological services, academic success, and our testing and disability services offices join us. Families were also communicated with weekly and given conversation starters that encourage discussion around what to expect from the college experience and how to best provide support as a family member. We are continuing to engage our families through our Parent & Family Association involvement as well as our Jag Family Ties Newsletter.
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<b>Lessons Learned</b>	Students who have a support system tend to do better academically and persist to graduation.
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### *Mindset*

<b>Priority Work</b>	<b>Enhance High Impact Practices – Summer Workshops</b>
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<b>Description of Activities</b>	The First Year Experience (FYE) office along with the Academic Success Center (ASC) developed and hosted an Open House for incoming freshman the week before classes started in August 2020. The current COVID environment has changed the conventional transition from high school to college. Workshops were hosted by academic peer coaches and faculty, and provided students an opportunity to explore AU expectations, learn more about the technology needed for online courses, and promote an academic mindset.
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<b>Activity status and plans for 2020</b>	The Summer Open House had 297 participants across the 28 workshops to discuss academic mindset, study strategies, time management and the transition to college. Before fall classes began, the ASC hosted an Open House for freshman with 268 participants across 42 sessions focused on course expectations, online technology and time management.
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<b>Lessons Learned</b>	The Open House was well received and well attended. We intend to continue this event and invite incoming students to explore the academic expectations of the first year. We hosted an on-site and online program to support student transition from high school to AU in response to the pandemic restrictions. It proved to be a good idea and we will continue the practice.
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<b>Priority Work</b>	<b>Extended Orientation/Transition Programming</b>
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<b>Description of Activities</b>	Prior to the pandemic our Housing & Residence Life hosted a program for our residential first year students, ROAR Camp, which focused on building a healthy residential community and having a successful academic experience. ROAR Camp also connected first year residential students with a peer mentor. Because this program was offered exclusively for residential students, we saw this as an opportunity to expand programming for commuting first year students. We planned to add a mentoring component to the orientation leader position that would focus on mentorship for non-residential incoming students for summer
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	<p>2021 orientations. However, with COVID-19 we saw a need to speed our timeline up and reimagine the transition opportunities for both residential and non-residential students.</p>
<b>Activity status and plans for 2020</b>	<p>Over the summer of 2020 we worked collaboratively to transition ROAR Camp into our new Ready, Set, Go Augusta! (RSGA) program which welcomed all students through a series of virtual and in person programs throughout move-in week leading up to freshman convocation. During RSGA, students had another opportunity to connect with campus departments such as the Academic Success Center to learn about tutoring, Student Health, Wellness, and Multicultural Student Engagement during daily virtual “how-to” sessions. We also bumped up our timeline to transition orientation leaders into peer mentors and are currently piloting a program where all incoming students were given the opportunity to opt-in to having their orientation leader continue to serve as a peer mentor throughout the fall semester. Each month focuses on a different topic: <i>Belonging &amp; Transitions, Self-care during midterms, Civic Engagement/Leadership, and Academic Resources/Finals.</i></p>
<b>Lessons Learned</b>	<p>We currently have 218 students who opted to stay connected to their orientation leader as a peer mentor this fall. As one of the strongest components implemented since the Momentum Summit III, we hope to grow this program by strategically identifying students who may not have a peer mentor through any other means on campus as well as being able to offer monthly in person programs.</p>
<b>Priority Work</b>	<b>Faculty Orientation and Development</b>
<b>Description of Activities</b>	<p>In March 2020 faculty who were to attend the spring Mindset Summit received a survey from the USG to gauge their thoughts on academic mindset with the framework of changing instructional demands. The majority of responses focused on maintaining a connection with students and a need for faculty training in technology and instructional support. AU met these needs for Summer 2020 with a series of workshops developed and hosted by our Center for Instructional Innovation in collaboration with Information Technology Services. This series was also made available to all new faculty in Summer 2020. New faculty orientation and new academic administrator orientation (department chairs and associate deans) were redesigned for Summer 2020 to include programming related to helping faculty better understand the students they teach and how their mindset and their specific context impact their engagement in learning. Sessions were developed in concert between the Office of Faculty Affairs, the Office of Diversity &amp; Inclusion, and the Division of Enrollment &amp; Student Affairs. Sessions included “Fostering an Inclusive Campus Community” and “The AU Student”.</p>
<b>Activity status and plans for 2020</b>	<p>The Technology Series will continue to be offered in Fall 2020 and Spring 2021. Professional development for faculty has been restructured conceptually to produce a number of semester long series offered under the umbrella of the Faculty Success Semester Series. Four of these series are focused specifically on the interaction of student mindsets and context with student learning: Creating Exceptional Learning Spaces (4 sessions offered Fall 2020), Understanding the AU Student Series (tentative title – 4 session offered in spring 2021), Creating an Inclusive Learning Environment (tentative title – 3 sessions offered in spring 2021), and Designing Instruction for Engaged Learning (tentative title – 3 sessions offered in spring 2021). The Faculty Success Semester Series will continue to be expanded to create opportunity for faculty to engage in professional development designed to enhance faculty understanding of students and how they learn, regardless of subject matter and whether at a distance, in small groups, in large lectures, in independent instructional settings, etc.</p>
<b>Lessons Learned</b>	<p>357 faculty participants now utilize best practices of online education to develop course content designed to engage students and promote academic success. We will extend the Center for Instructional Innovation support to faculty across the University to provide support to develop interactive content and leverage technology to expand distance learning capacity.</p> <p>The Faculty Success Semester Series are being offered in a virtual environment. Upon completion of the first series (Creating Exceptional Learning Spaces), we realized that these</p>

sessions provide an excellent opportunity for us to model the creation of engaged learning experiences in a virtual or online setting, with a focus on the learners' mindsets. It is our intent to leverage these series to provide examples to faculty for how to think about mindset and its interaction with student learning.

### *Pathways*

<b>Priority Work</b>	<b>Enhance High Impact Practices – Service Learning</b>
<b>Description of Activities</b>	In Spring 2020, we added a Coordinator for Civic Engagement to the Office of Student Life and Engagement. This role was created with two goals in mind: (1) promoting civic engagement through connecting our students and student groups to community service opportunities on campus as well as in our local community, and (2) creating a protocol for documenting student service hours through a co-curricular transcript.
<b>Activity status and plans for 2020</b>	The next major initiatives planned for this semester include collaboration with the Augusta University Virtual Days of Service and well as AU Values week in November.
<b>Lessons Learned</b>	Our vision is that every Augusta University student will be engaged in service from their first month as a student through graduation. Considering conditions of the pandemic as well as a pending election, civic engagement this semester have focused on remote opportunities like care packages for health care workers and facilitating voter registration.
<b>Priority Work</b>	<b>Enhance High Impact Practices – Engage to Explore, Engage to Plan</b>
<b>Description of Activities</b>	The FYE office developed “Engage to Explore” and “Engage to Plan” workshops to connect to the 4-to-Finish initiative incorporated into Orientation programming. The workshops were based on the INQR1000 DYL content and were intended for students who were not enrolled in the course. The workshops, focused on purpose in college, metacognitive strategies/mindset, and meeting-the-majors, were hosted over the academic year.
<b>Activity status and plans for 2020</b>	Twelve workshops were offered in FA19 with more planned for the SP20. COVID-19 changed the spring plans. Workshops were well received by the students who attended. Future plans include further teasing apart activities for first and second year students to enhance the experience for each group.
<b>Lessons Learned</b>	The workshops planned for spring 2020 were not a priority as we very quickly moved to a fully online method of instruction. The technology challenges faced by some of our students were quickly brought to light and efforts were redirected to help the first year students adjust to the changed instruction. Workshops such as these are best conducted in a face to face environment so were not offered once fully online instruction began.



**STUDENT SUCCESS AND COMPLETION TEAM**

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# CLAYTON STATE UNIVERSITY

## INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

### *About Clayton State University*

Clayton State University (CSU) cultivates an environment of engaged, experienced-based learning, enriched by active community service, that prepares students of diverse ages and backgrounds to succeed in their lives and careers. Through a distinctive combination of proven and innovative methods of teaching and learning, Clayton State University will excel in preparing students from many walks of life to meet the challenges of living and working in a dynamic, global society. Clayton State University is committed to:

- Creating an outstanding educational experience that stimulates intellectual curiosity, critical thinking, and innovation.
- Engendering a spirit of openness, understanding, collaboration, and mutual respect throughout the University.
- Fostering learning that engages students, faculty, staff, alumni, and the greater community.
- Expanding and allocating resources strategically according to Mission and Values, and a five-year Strategic Plan, to support overall institutional effectiveness.
- Providing an inviting and supportive campus community for faculty, staff, and students.
- Repositioning Clayton State University in the higher education marketplace and beyond.

Clayton State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master's degrees.

### *Enrollment Trends*

Clayton State's headcount, full-time equivalent (FTE), and enrolled credit hours all increased in FY19 over FY18 and decreased in FY20 over FY19 as seen in the table below (Table 1). Fall 2020 has realized our third highest enrollment ever with the highest number of dual enrolled, new undergraduate traditional freshmen, and graduate students ever. Another data point contributing to our enrollment growth is our 9-percentage point increase in our 4-year graduation rate in three years. For FY20 we also realized a record number of degrees awarded (Table 2). FY21 is projected to have an increase in enrollment over 2% with slight increases in FTE and credit hours. The FTE and credit hour increases are less than then headcount increase due to a decrease in average credit hours for our dual enrollment students. Within FY20, summer 2020 enrollment was flat compared to the prior year, fall 2020 realized an increase of 2.5%, and the spring is projected to increase just over 2.5%. Overall, we anticipate realizing gains in fiscal year headcount, FTE, and credit hours for FY21.

**Table 1**  
**Fiscal Year Enrollment**

FY Enrollment	Headcount	% Change	FTE	% Change	Credit Hours	% Change
FY19	17,073	2.32%	13,183	2.62%	168,291	2.56%
FY20	16,810	-1.54%	13,136	-0.36%	167,030	-0.55%
FY21	17,162	2.09%	13,215	0.6%	167,772	0.44%

**Table 2**  
**Total Degrees Awarded**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
UNDERGRADUATE	1064	1066	1094	1150	1107	1050	1106	1090	1156
GRADUATE	104	126	131	140	157	163	155	130	163
TOTAL	1168	1192	1225	1290	1264	1213	1261	1220	1319

**Clayton State University Student Demographics**

Clayton State is currently designated by the federal government as a Predominately Black Institution (PBI). For Fall 2020 38.7% of undergraduate students identified as first-generation on the FASFA. In addition, 67.1% of undergraduate students were Pell eligible. These numbers are consistent with undergraduate students that were enrolled for Fall 2019.

**Benchmarking**

We consider other State Universities to be our benchmarks for student success with the exceptions of Georgia College & State University and the University of North Georgia. Table 3 compares us to other State Universities for the Fall 2015 and Fall 2013 cohorts. Given our designation as a PBI, we aim to be the leader in the USG for retention and graduation rates amongst PBI designated institutions. For the Fall 2016 cohort we are projecting another increase to 16.7% for our 4-year graduation rate.

**TABLE 3: GRADUATION RATE FOR STATE COLLEGES**

First Time Full Time Bachelor's Degree Seeking Freshman Cohort Graduation Rates										
Institution	Total Beginning Cohort	4 Year				6 Year				
		by Institution		by System		by Institution		by System		
		Graduation Number	Graduation Rate	Graduation Number	Graduation Rate	Graduation Number	Graduation Rate	Graduation Number	Graduation Rate	
<b>Fall 2015</b>	<b>State University Totals</b>	<b>7,645</b>	<b>1,839</b>	<b>24.1%</b>	<b>2,211</b>	<b>28.9%</b>				
	Albany State University	477	54	11.3%	68	14.3%				
	Clayton State University	456	65	14.3%	68	14.9%				
	Columbus State University	988	192	19.4%	216	21.9%				
	Fort Valley State University	410	92	22.4%	96	23.4%				
	Georgia College & State University	1,473	716	48.6%	876	59.5%				
	Georgia Southwestern State University	374	75	20.1%	85	22.7%				
	Middle Georgia State University	679	69	10.2%	96	14.1%				
	Savannah State University	1,119	125	11.2%	140	12.5%				
	University of North Georgia	1,669	451	27.0%	566	33.9%				
<b>Fall 2013</b>	<b>State University Totals</b>	<b>6,892</b>	<b>1,593</b>	<b>23.1%</b>	<b>1,838</b>	<b>26.7%</b>	<b>3,003</b>	<b>43.6%</b>	<b>3,755</b>	<b>54.5%</b>
	Albany State University	508	60	11.8%	62	12.2%	185	36.4%	221	43.5%
	Clayton State University	446	36	8.1%	42	9.4%	138	30.9%	172	38.6%
	Columbus State University	964	149	15.5%	171	17.7%	381	39.5%	453	47.0%
	Fort Valley State University	515	59	11.5%	62	12.0%	180	35.0%	205	39.8%
	Georgia College & State University	1,395	687	49.2%	816	58.5%	887	63.6%	1,152	82.6%
	Georgia Southwestern State University	349	66	18.9%	74	21.2%	133	38.1%	175	50.1%
	Middle Georgia State University	371	36	9.7%	55	14.8%	100	27.0%	153	41.2%
	Savannah State University	1,261	124	9.8%	139	11.0%	368	29.2%	472	37.4%
	University of North Georgia	1,083	376	34.7%	417	38.5%	631	58.3%	752	69.4%

**IMPROVEMENT PRACTICES**

Over the past five years Clayton State University had rededicated our efforts to improving the success outcomes for all of our students. The following sections represents many of the achievements as a result of this commitment.

Over the past three months leadership at Clayton State University has worked closely with our Institutional Research and Information Technology departments to become more agile in the way institutional data is reported, analyzed, and shared with the campus constituencies. These efforts have involved Academic Deans, Academic Department Chairs, Information Technology team members, and student support offices. From this work we have developed deeper understandings and actionable plans related to the following items:

- Utilization of D2L activity data to inform student engagement and outreach strategies;
- Mid-term grade distributions and the impact of changes to learning modalities;
- Disaggregated courses withdrawal reporting;
- Impact of first-year student success based on when students interact with student support offices; and
- Reporting on the impact of student characteristics (i.e., high school/county, Pell eligibility, race/ethnicity) on retention and graduation rates.

As a result of these efforts we have taken the following actions:

- Expanded Academic Department Chair self-service reporting ability to allow for deeper insights at the section and instructor level;
- Developed and identified a tracking mechanism for first-year students that have not been advised and that have not engaged with a student support office (i.e., Campus Life, Career Services, Tutoring, Recreation Center) which allows for more customized outreach efforts; and

- Integrated with the underlying D2L database to allow for better visualization of D2L activity within existing university applications and process (i.e. No Show reporting).

Our Strategic Plan 2022 identifies strategic priority number one as increasing enrollment, retention, and graduation rates. It outlines our first year IPEDS cohort rate to improve to 75% and our 4-year graduation rate to 15% and 6-year graduation rate to 40%. For the most recent IPEDS graduation cohort we are projecting a 4-year graduation rate of 17% which represents a 9-percentage point over three years. During this time period we have also eliminated the degree achievement gap between Pell and non-Pell eligible undergraduates (Table 4). Our first-year IPEDS retention rate had seen three years of consistent retention rate improvements, however, we are anticipating a drop in this rate for the Fall 2019 cohort. We conducted an analysis of this drop in our first-year retention rate and found that Pell eligible students retained at a lower rate than their non-Pell eligible peers (Table 5). This was after two straight years of removing this retention gap. Overall, we saw record 2-year, 3-year, and 4-year retention rates. Our latest CCG data report also demonstrated that we have realized a decrease of 4.23 of average credit hours earned at graduation (-4.87% change) (Table 6). For the upcoming year our focus is on utilizing many of the data insights described above to make changes for spring 2021.

**Table 4: Clayton State University Retention and Graduation Rate by Pell Eligibility**

First Time Full Time Freshman Cohort Retention Rates by PELL Grant													
Fall 2013													
Initial Cohort	1st Year		2nd Year		3rd Year		4th Year		5th Year		6th Year		
	#	%	#	%	#	%	#	%	#	%	#	%	
Pell	342	237	69.3%	176	51.5%	154	45.0%	136	39.8%	134	39.2%	128	37.4%
Non Pell	134	87	64.9%	62	46.3%	54	40.3%	49	36.6%	44	32.8%	42	31.3%
<b>Total</b>	<b>476</b>	<b>324</b>	<b>68.1%</b>	<b>238</b>	<b>50.0%</b>	<b>208</b>	<b>43.7%</b>	<b>185</b>	<b>38.9%</b>	<b>178</b>	<b>37.4%</b>	<b>170</b>	<b>35.7%</b>

**Table 5: Clayton State University First-Year Retention Rate by Pell Eligibility**

Fall 2017			
Initial Cohort	1st Year		
	#	%	
Pell	390	276	70.8%
Non Pell	161	113	70.2%
<b>Total</b>	<b>551</b>	<b>389</b>	<b>70.6%</b>
Fall 2018			
Initial Cohort	1st Year		
	#	%	
Pell	392	276	70.4%
Non Pell	160	116	72.5%
<b>Total</b>	<b>552</b>	<b>392</b>	<b>71.0%</b>
Fall 2019			
Initial Cohort	1st Year *		
	#	%	
Pell	349	236	67.6%
Non Pell	157	112	71.3%
<b>Total</b>	<b>506</b>	<b>348</b>	<b>68.8%</b>

**Table 6: Clayton State University Average Earned Hours for Graduates**

Institution Name	Fiscal Year	Average credit hours earned at graduation for Bachelor's Degree recipients
Clayton State University	2012	141.92
Clayton State University	2013	143.89
Clayton State University	2014	144.01
Clayton State University	2015	141.71
Clayton State University	2015	141.71
Clayton State University	2016	140.3
Clayton State University	2016	140.30
Clayton State University	2017	140.98
Clayton State University	2018	138.57
Clayton State University	2019	136.99

## MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

### SECTION 3.1 EXISTING MOMENTUM WORK

#### PURPOSEFUL CHOICE

<b>Strategy or activity</b>	<b>Embedding Purposeful Choice into our Freshman Seminar Course</b>
<b>Summary of Activities</b>	For Fall 2019 we successfully embedded purposeful choice in our freshmen seminar course. This was done in collaboration with the Office of Career Services.
<b>Outcomes/Measures of progress</b>	We conducted a pre- and post-test of students to determine outcomes and feelings associated with purposeful program choice. We found statistically significant improvement in this area (p-value >.05) for all students in the seminar course.
<b>Lessons Learned and Plans for the Future</b>	For a variety of reasons only 70% of our incoming freshmen end up enrolling in a first-year seminar course. This approach also failed to capture our transfer students. Moreover, many of our academic departments are moving toward embedding career within their academic programs. Therefore, we decided to integrate this approach with our career embedded initiative described in section 3.2.
<b>Changes because of COVID-19</b>	Since the career embedded approach ensures that all of our students receive the benefits of purposeful program choice over the course of their studies we decided and the state budget reduction that resulted in us eliminating our freshman seminar instructor stipends we have made the decision to focus on purposeful program choice as part of our career embedded initiative.
<b>Strategy or activity</b>	<b>Orientation Activities</b>
<b>Summary of Activities</b>	We sought to improve the accessibility of materials and activities designed to support purposeful program choice remained accessible to students after orientation. The movement to a virtual orientation coincided with this activity.
<b>Outcomes/Measures of progress</b>	All incoming students automatically received a customized link to a video around their focus area within 24 hours of signing up for orientation. These videos included information that was developed by academic departments around the connection between the student's major and the broader focus area, key courses in their first year, and information related to recommended co-curricular activities. Upon completion of a video students completed a survey regarding their interests for the fall semester. Academic advisors pre-built the student's schedule and emailed the student their guided pathway worksheet with their schedule. Students were then invited to schedule a follow-up academic advising meeting.
<b>Lessons Learned and Plans for the Future</b>	Our plans for the future involve further integrating all of this information into one location that students can access as part their major exploration process. We also plan in the future to assess major changes to better understand patterns within specific majors and if there are key markers that would allow for proactive intervention.
<b>Changes because of COVID-19</b>	COVID-19 necessitated many changes to how this was implemented for fall 2020. Over the period of two months our online orientation program was completely reimagined to ensure we delivered a program that met our learning outcomes while also was appropriate for a virtual environment. This included the development interactive sessions and recorded sessions. Our yield rate to the fall semester for

students that participated in our online orientation remained above 90%. With the anticipation of continuing virtual orientations for the near future the biggest need is the development of a central repository for all of the resources that we have developed to support purposeful program choice and major exploration.

**TRANSPARENT PATHWAYS**

<b>Strategy or activity</b>	<b>4-Year Guided Pathways with Co-Curricular Activities (figure 1)</b>
<b>Summary of Activities</b>	In collaboration with Deans, Department Chairs, Academic Advisors, and Student Affairs customized 4-year guided pathways were developed for every major and these documents were electronically delivered to all incoming students at orientation.
<b>Outcomes/Measures of progress</b>	As of fall 2020 all majors have 4-year guided pathways developed. Our plans for the 2021 is to review and update the pathways to ensure modifications to curriculum are captured as well as expand co-curricular options to more intentionally involve campus life and student activities (i.e, leadership development). This includes the need to develop an effective tracking mechanism (i.e., co-curricular transcript). This is described further in section 3.2.
<b>Lessons Learned and Plans for the Future</b>	These pathways are helpful for traditional first-year students that do not have a significant number of transfer hours from Advanced Placement or Dual Enrollment. They also help set the expectation of related enrollment initiatives (i.e., 15-to-finish, summer enrollment) for all students. We have a large percentage of transfer students, many of which have attended more than one university and non-USG institutions, these pathways become less effective when working with these students. However, we believe there is value in the identifying the co-curricular progression to facilitate conversations for these transfer students to ensure they are tracking toward completing both their major requirements but also co-curricular enrichment activities.
<b>Changes because of COVID-19</b>	We need to further flush out co-curricular activities and the potential identification of a solution that would allow for a true co-curricular transcript. Moreover, we need to find a way to make these pathways sheets easily accessible to current and prospective students. We are looking to model our site off of <a href="http://degrees.unm.edu/">http://degrees.unm.edu/</a> .

Figure 1

YEAR 1 COURSEWORK		YEAR 2 COURSEWORK		YEAR 3 COURSEWORK	
SEMESTER 1		SEMESTER 3		SEMESTER 5	
Area	Course ID* Course Title Credits	Area	Course ID* Course Title Credits	Area	Course ID* Course Title Credits
A1	ENGL 1101 English Composition I 3	F1	*ACCT 2101 Principles of Financial Accounting 3	Upper Division Core	*BUSA 3101 Business Statistics 3
A2	MATH 1101 Introduction to Math Modeling 3	D1	--- *Science Course without Laboratory 3	Upper Division Core	*MKTG 3101 Principles of Marketing 3
B2	--- Communication or *Foreign Language 3	F6	*ECON 2106 Principles of Microeconomics 3	E1	POLS 1101 American Government 3
F4	BUSA 1105 Introduction to Business 3	F5	*CPTS 2201 Advanced Computer Application 3	Upper Division Core	*FINA 3101 Corporate Finance 3
C2	--- Fine Arts or Intermediate *Foreign Language 3	C1	--- *Literature, *Philosophy, or *Foreign Language 3	Upper Division	--- *3000/4000 General Elective 1 3
<b>TOTAL CREDITS 15</b>		<b>TOTAL CREDITS 15</b>		<b>TOTAL CREDITS 15</b>	
SEMESTER 2		SEMESTER 4		SEMESTER 6	
Area	Course ID* Course Title Credits	Area	Course ID* Course Title Credits	Area	Course ID* Course Title Credits
A1	*ENGL 1102 English Composition II 3	F2	*ACCT 2102 Principles of Managerial Accounting 3	Upper Division Core	*SCML 3102 Operations and Supply Chain Management 3
D1	--- *Science Course with Lab 3	Upper Division Core	*MGMT 3120 Managerial Communication 3	Upper Division	--- *3000/4000 Level ACCT/ FINA/ECON Elective 3
D1	--- *Science Course with Lab 1	B1	CRIT 1101 Critical Thinking 3	Upper Division	--- *3000/4000 Business Elective 1 3
E4	*ECON 2105 Principles of Macroeconomics 3	Upper Division Core	*MGMT 3101 Management Principles and Organizational Behavior 3	E2	--- World History 3
F3	BLAW 2106 Legal Environment of Business 3	E3	--- American History 3	Internship	*BUSA 4850 Internship 3
D2	--- *Math, Science, or Technology 3	<b>TOTAL CREDITS 15</b>		<b>TOTAL CREDITS 15</b>	
<b>TOTAL CREDITS 16</b>		<b>TOTAL CREDITS 15</b>		<b>TOTAL CREDITS 15</b>	
<b>CO-CURRICULAR ACTIVITIES</b>		<b>CO-CURRICULAR ACTIVITIES</b>		<b>CO-CURRICULAR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Assess your interests, skills, and personality</li> <li>Join student clubs and organizations</li> <li>Talk to successful alumni</li> <li>Meet with Major Mentors</li> <li>Register with Career Services via Laker/Career Zone</li> <li>Attend College of Business Speaker Series</li> </ul>		<ul style="list-style-type: none"> <li>Learn how to dress for success</li> <li>Become an excellent communicator</li> <li>Seek volunteer opportunities</li> <li>Identify a mentor</li> <li>Create your LinkedIn profile and resume</li> <li>Network through professional organizations</li> </ul>		<ul style="list-style-type: none"> <li>Line up internships</li> <li>Do mock interviews</li> <li>Take a leadership role in student organizations</li> <li>Present at competitions and conferences</li> <li>Schedule a career coaching appointment</li> <li>Consult with faculty in your major</li> </ul>	

**SPECIAL NOTES:** This is a suggested course sequence; however, students should still consult with their academic advisor and reference DegreeWorks. > Grade "C" or higher required for all Area F and upper division courses. > Internship is required for all General Business Majors beginning with Catalog 2019-2020. > No more than two internships may be taken for credit. > See Academic Catalog for prerequisites and minimum grade requirements.

YEAR 4 COURSEWORK

SEMESTER 7

Area	Course ID*	Course Title	Credits
Upper Division Core	*MGTG 3420	Global Business	3
Upper Division	—	*3000/4000 Level MGMT Elective	3
Upper Division	—	*3000/4000 Level MKTG Elective	3
Upper Division	—	*3000/4000 General Elective 2	3
Non-Business Elective	—	Non-Business Elective 1	3
<b>TOTAL CREDITS</b>			<b>15</b>

SEMESTER 8

Area	Course ID*	Course Title	Credits
Business Capstone	*MGMT 4750	Strategic Management	3
Upper Division	—	*3000/4000 Business Elective 2	3
Upper Division	—	*3000/4000 Business Elective 3	3
Upper Division	—	*3000/4000 Business Elective 3	3
Non-Business Elective	—	Non-Business Elective 2	3
<b>TOTAL CREDITS</b>			<b>15</b>

CO-CURRICULAR ACTIVITIES

- \* Update and polish your resume
- \* Conduct job search
- \* Participate in job fairs
- \* Develop a career strategy
- \* Research internet about employers and careers
- \* Consider the option of pursuing a graduate degree

**GRADUATE IN 3 YEARS**

SAVE \$45,700<sup>1</sup> TAKE AND EARN 15 CREDITS IN THE FALL AND SPRING SEMESTER<sup>3</sup>

TAKE COURSES IN THE SUMMER<sup>2</sup>

YEAR 1			YEAR 2			YEAR 3		
FALL	SPRING	SUMMER	FALL	SPRING	SUMMER	FALL	SPRING	SUMMER
COURSE 1	COURSE 1	COURSE 1	COURSE 1	COURSE 1	COURSE 1	COURSE 1	COURSE 1	COURSE 1
COURSE 2	COURSE 2	COURSE 2	COURSE 2	COURSE 2	COURSE 2	COURSE 2	COURSE 2	COURSE 2
COURSE 3	COURSE 3	COURSE 3	COURSE 3	COURSE 3	COURSE 3	COURSE 3	COURSE 3	COURSE 3
COURSE 4	COURSE 4		COURSE 4	COURSE 4		COURSE 4	COURSE 4	COURSE 4
COURSE 5	COURSE 5		COURSE 5	COURSE 5		COURSE 5	COURSE 5	

1 Based on tuition/mandatory fees, room/board, book/supplies, transportation, miscellaneous and loan fees for a 120 credit program.  
 2 Earn 3 to 12 credits with a reduced textbook fee still allows you to enjoy the summer.  
 3 Earn 15 credits each Fall and Spring semester, however, your degree ensures that you finish on time.

**SPECIAL NOTES:** This is a suggested course sequence; however, students should still consult with their academic advisor and reference DegreeWorks. > Grade "C" or higher required for all Area F and upper division courses.  
 > Internship is required for all General Business Majors beginning with Catalog 2019-2020. > No more than two internships may be taken for credit. > \*See Academic Catalog for prerequisites and minimum grade requirements.

Strategy or activity

Math, English, and 15 credits for Incoming Students

Summary of Activities

For fall 2020 we changed to a model of pre-registering all incoming first-year students. This allowed us to default students to 15+ credits and ensure the appropriate Math pathway courses rather than these being perceived by students as recommendations.

Outcomes/Measures of progress

For fall 2020 we saw a 6.1 percentage point increase in freshmen currently being on track to complete their Math, English, and earn 30 credits by the end of their first year (62.5%). Much of this gain is attributed to the 14.4 percentage point increase of fall freshmen attempting 15 or more credits in the fall semester. Overall, 87.3% of our incoming freshmen were registered as full-time (.7 percentage point increase from fall 2019) of which 52.1% of those students are enrolled in 15 credit hours or more for the fall. The increase in students attempting 15 or more credits is attributed to the move to pre-registration of all incoming first-year students to 15 credits as the default rather than a recommendation. However, we did realize significant declines in students being on track to complete English and Math in the fall semester (table 6).

Lessons Learned and Plans for the Future

We attribute this decline in Math and English to the following factors: 19% in new undergraduate enrollment, continued growth of our Dual Enrollment program, and the move to test optional that resulted in a significant increase in students requiring either the co-requisite English or co-requisite Math courses further reducing instructional capacity. Priority was given to fall freshmen needing the co-requisite English and STEM pathway majors needing MATH 1101 or MATH 1111. We plan to continue to utilize the summer semester to ensure students are able to complete their Math and English sequence as part of their first year of enrollment.

Changes because of COVID-19

With the decision that we will be test optional for fall 2021 and with no reported changes to Dual Enrollment we anticipate needing to be more strategic in allocating resources to handle the likely continued increase in demand for Math and English. Moving forward we look to use our reporting solutions dashboard functionality to better measure ongoing enrollment in Math and English coursework.

**Table 6: Fall Freshmen Enrolled or Earned Credit in English and Math**

<b>Fall</b>	<b>% English</b>	<b>% Math</b>
2016	96.4%	97.9%
2017	95.1%	94.4%
2018	82.2%	85.5%
2019	97.2%	93.3%
2020	83.9%	63.7%

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**ACADEMIC MINDSET**

<b>Strategy or activity</b>	<b>Faculty Mindset</b>
<b>Summary of Activities</b>	For Fall 2019 the topic of academic mindset was the focus of faculty planning week
<b>Outcomes/Measures of progress</b>	Over 25 percent of our faculty have participated in additional training on inclusiveness and helping all students feel as sense of belonging at the University
<b>Lessons Learned and Plans for the Future</b>	<p>Clayton State has a significant population of first generation college students from underrepresented groups. Increasing faculty awareness and use of strategies to promote an environment of belonging and efficacy in the classroom is critical to student success. This work dovetails with our current work related to diversity and inclusion. This fall, we incentivized faculty participation in a MOOC offered by Cornell University on Teaching and Learning in the Diverse Classroom which includes modules focusing on faculty mindset. We also promoted our own faculty developed workshops on racial equity. Faculty will be sharing strategies they integrated into their courses with through our Center for Excellence in Learning and Teaching.</p> <p>At the University level, we created a campus wide Committee for Inclusion and Engagement. This group helps develop and <i>communicate</i> activities across campus that promote a sense of belonging.</p> <p>We have also added a new module to our orientation for new faculty called “Our Stories, Our Community” which included a presentation on our student profile and a conversation with current CSU students. This session is designed to begin shaping the perceptions of our new faculty on the promise and capability of our students.</p>
<b>Changes because of COVID-19</b>	As a result of COVID, all of the training and committee work has been virtual. The use of TEAMS facilitates these activities and may actually increase participation for some since it can be more flexible.

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**OTHER**

<b>Strategy or activity</b>	<b>Increasing Campus Awareness and Integration of Momentum Work</b>
<b>Summary of Activities</b>	The momentum summit survey demonstrated that while many directors were aware of the momentum initiative, they were often only aware of the specific parts of the initiative that impacted their unit. In some cases, they responded they were unaware of the initiative but then identified components of the initiative later in the survey. We committed to providing updates via our administrative council on our work and progress. This includes sharing summaries of the documents we submitted coming out of the January 2020 Momentum Summit.
<b>Outcomes/Measures of progress</b>	Anecdotally the administrative council presentation was well received. As a result of this presentation and the January Momentum Summit we have further expanded our working group to include additional stakeholders. Progress will be measured on future surveys to determine if there is an increase level of awareness of the initiative.
<b>Lessons Learned and Plans for the Future</b>	We cannot overcommunicate our work. We also heard a lot of about the desire to more directly connect these efforts to existing initiatives. We anticipate that as we restart this work it will critical to intentionally connect the Momentum initiative to our strategic plan



**Changes because of COVID-19** We had to quickly pivot our focus from expanding the momentum initiative toward maintain our existing efforts in order to expand efforts around student success in a virtual environment. We are hopeful that we will be able to reengage with our Momentum Summit III plan starting in the spring semester.

<b>Strategy or activity</b>	<b>Policy Audit</b>
<b>Summary of Activities</b>	We identified a team to develop a policy audit process. The audit will help us review policies which impact student enrollment.
<b>Outcomes/Measures of progress</b>	To be determined
<b>Lessons Learned and Plans for the Future</b>	We have formed a committee and anticipate this group will restart their efforts this spring.
<b>Changes because of COVID-19</b>	This activity was put on hold due to COVID-19.

## GENERAL OVERVIEW AND OBSERVATIONS

COVID-19 had a significant impact on our work. Our commitment to the principles of the momentum year remains unwavering, although delayed in some cases or reimagine in others due to the pandemic. We identified action items coming out of the January 2020 Momentum Summit. The pandemic required us to pause many of those actions to focus on campus safety and reopening plans and student success in the virtual environment. We are hopeful that starting in spring 2021 the pandemic will have receded enough that we will be able to dedicate institutional resources to move forward with the action items developed at the summit. These key action items related to purpose, mindset, and pathways are described in section 3.2.

The transition to the virtual environment has driven us to be more intentional about identifying and tracking student success markers throughout the semester rather than as a semester post-mortem approach. It also led us to democratize access to data to empower department chairs and directors of offices to feel an increased sense of ownership and understanding of the Momentum initiatives.

## SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - "CAMPUS-WIDE" MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

### PURPOSE

<b>Priority Work</b>	<b>Career Embedded within Majors</b>
<b>Description of Activities</b>	Currently working towards the integration of career readiness modules into campus-wide academic curriculum
<b>Activity status and plans for 2020</b>	We currently have completely embedded career readiness modules into all majors within the College of Business, and three departments, Psychology (Figure 2), Healthcare Management, and Health Sciences. Each academic area has identified a set of career modules for selected courses based on student learning outcomes for specific majors across a student's educational course plan. Pre-COVID-19 the plan was to increase the number of departments to eight. We have reengaged with this effort and hope to have 15 new majors on board by Fall 2021.
<b>Lessons Learned</b>	Early results show that students are feeling more confident in their chances of being employed as a result of their engagement in career readiness, experiential learning and their college degree. To date the following number students have completed the Career Readiness modules: COB-3655; Psychology: 2,522; HCMG/HSCI 1,165.

Figure 2

**Career Services Collaboration with the Department of Psychology:  
Embedding Career Development**

Course	Career Related Activity	Learning Outcome
Psych-2110 Psychology in the Workplace	Career Services Personality and Interest Inventory presentation and interpretations; Resume/LinkedIn Assignment; Internship Job Fair or Job and Graduate School Fair attendance to network with employers	By the end of this course, students should be able to: <ul style="list-style-type: none"> <li>• Understand the career options that they have with their Bachelor's degree in Psychology.</li> <li>• Understand the career options they have should they continue their education at the graduate level.</li> <li>• Understand and apply the skills necessary for successful writing in psychology</li> </ul>
Psych-3100 Interpersonal Communication and Helping	Practice Interview Assignment; Students complete a practice interview with an employer or Career Services staff member and write a reflection paper about the experience	By the end of this course, students should be able to: <ul style="list-style-type: none"> <li>• Think critically about the communicative process and an array of interpersonal experiences</li> <li>• Manage themselves and their communication with competence within personal and professional interpersonal relationships.</li> </ul>
Psych-3300 Ethics & Professional Issues	Career Coaching Presentation by Career Services staff member (Focus is workplace ethics, employer expectations in the workplace, how to identify and articulate skills employers seek when hiring candidates)	By the end of this course, students should be able to: <ul style="list-style-type: none"> <li>• Understand and apply the ethical standards set forth by the American Psychological Association (APA)</li> <li>• Apply a process of decision-making to specific situations, which takes into consideration both ethical and legal standards</li> <li>• Understand and apply the skills necessary for successful writing in psychology</li> </ul>
Psych-4490 Internship/ Practicum in Psychology	Career Boot Camp or Senior Career Academy (Long form workshops that focus on the final development of quality career development tools that lead to career or professional education experiences.	By the end of this course, students should be able to: <ul style="list-style-type: none"> <li>• Identify your short and long term professional goals</li> <li>• Apply psychological concepts and techniques in a real-world setting</li> <li>• Evaluate areas of strengths and weaknesses to assist your professional and ethical development as part of your experiential learning</li> <li>• Communicate effectively and professionally both orally and in writing.</li> </ul>
Psych-4999 Senior Evaluation	Career Boot Camp or Senior Career Academy ; Final update to LinkedIn Profile; Attend Career Fair to network with hiring managers and graduate schools	By the end of this course, students should be able to: <ul style="list-style-type: none"> <li>• Understand steps involved in pursuing graduate training in Psychology and allied fields</li> <li>• Understand steps involved in conducting a successful job search</li> </ul>

**MINDSET**

Priority Work	Faculty Mindset
<b>Description of Activities</b>	Faculty training and University collaboration
<b>Activity status and plans for 2020</b>	As a following up to the MOOC on Teaching and Learning in the Diverse Classroom, faculty will be paired with other participants to share their work from the course. Participants will also share their new strategies with their academic department and the Center for Excellence in Learning and Teaching. During the Spring Semester, there will be a forum for all participants to meet and discuss next steps for promoting inclusivity and belonging on campus.

**Lessons Learned**

We have found that using a combination of external training and faculty-to-faculty interaction with peers increases receptivity to new pedagogical strategies. Faculty appreciate the information shared by “experts,” but they like to process and refine the strategies through conversations with their peers.

**PATHWAYS**

<b>Priority Work</b>	<b>Co-curricular Transcripts</b>
<b>Description of Activities</b>	Our Vice President of Student Affairs and Vice President of Academic Affairs co-chaired a committee with the charge of developing a co-curricular transcript.
<b>Activity status and plans for 2020</b>	We are exploring a software solution that allows for student event tracking to be in the same database for which the co-curricular transcript is generated.
<b>Lessons Learned</b>	Our efforts around career embedded development activities have proven very successful and we are hopeful to utilize a similar approach in developing co-curricular activities for each major.

**STUDENT SUCCESS AND COMPLETION TEAM**

Please provide the names and titles for the individuals on your campus responsible for implementing, monitoring, and evaluating your Student Success and Completion Strategies.

<b>Name</b>	<b>Title</b>	<b>email</b>
Eric Tack	Assistant Vice President of Student Success	<a href="mailto:erictack@clayton.edu">erictack@clayton.edu</a>
Stephen Schultheis	Vice President of Enrollment Management and Student Success	<a href="mailto:stephenschultheis@clayton.edu">stephenschultheis@clayton.edu</a>
Shakeer Abdullah	Vice President of Student Affairs	<a href="mailto:shakeerabdullah@clayton.edu">shakeerabdullah@clayton.edu</a>
Kevin Demmitt	Vice President of Academic Affairs and Provost	<a href="mailto:kevindemmitt@clayton.edu">kevindemmitt@clayton.edu</a>
Sherwin James	Director, Center for Advising & Retention	<a href="mailto:sherwinjames@clayton.edu">sherwinjames@clayton.edu</a>
Jada Mitchell	Director, Center for Academic Success	<a href="mailto:jadamitchell@clayton.edu">jadamitchell@clayton.edu</a>
Natasha Hutson	Executive Director, Student Activities and Campus Life	<a href="mailto:natashahutson@clayton.edu">natashahutson@clayton.edu</a>
J. Celeste Walley-Jean	Dean, Graduate School and Inclusive Engagement	<a href="mailto:JJeanetteWalley-Jean@clayton.edu">JJeanetteWalley-Jean@clayton.edu</a>



# COLLEGE OF COASTAL GEORGIA

## INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

### MISSION STATEMENT

Revised and approved in November 2015, the CCGA mission statement reads as follows:

*As a state college of the University System of Georgia, the College of Coastal Georgia will be a college of choice for residents of Georgia and beyond by providing an accessible and affordable quality education. Advocating excellence in scholarship and community engagement, the College promotes student progression and timely graduation through student-centered programs that offer a rich and diverse student experience. Students are prepared for meaningful careers, advanced study, lifelong learning, and participation in a global and technological society. The institution will provide associate and baccalaureate degrees that support the intellectual, economic and cultural needs of the community and region.*

This mission statement is fully aligned with the University System of Georgia's (USG) mission, it represents the core principles and unique institutional characteristics of a state college, and it is accentuated by strong leadership, worthwhile community linkages, and exemplary student development. Further, the mission statement effectively infuses the College's strategic framework that is structured around five central themes: *Student Enrichment, Academic Excellence, Institutional Distinction, Leadership through Community Engagement & Partnerships, and Sustainability & Organizational Development*. Finally, the mission underscores the College's sustained commitment to community engagement that encompasses service-learning, volunteerism, practica, and internships, contributing to the cultural, economic and social well-being of the local community, southeast Georgia and beyond.

### FALL 2020 STUDENT PROFILE<sup>1</sup>

The College of Coastal Georgia's fall 2020 enrollment stands at 3,457 students and FTE of 2,766. In terms of self-declared race/ethnicity, 8.3% identified as Hispanic/Latino, 0.2% American Indian or Alaska Native, 2.0% Asian, 19.6% Black or African American, 0.2% Native Hawaiian or Other Pacific Islander, 63.0% White, 4.4% two or more races, and 2.2% undeclared.

With an average age of 23.1, the College's student body is composed of 69.5% female and 53.3% full-time students with 90.0% indicating Georgia residency, 8.9% out-of-state, and 1.2% out-of-country.

First-generation students (whose parent(s)/legal guardian(s) have not completed a baccalaureate degree) account for 54.2% of the 3,355 students for whom we know parent/guardian educational attainment. Adult learners (25 years of age or older) and military/veterans account for 23.1% and 16.5% of the total student body, respectively. Pell recipients account for 34.5% of students, while dual-enrolled students total 443, or a 2.9% decrease compared to fall 2019. Academically, the class of new freshman (for fall 2019) came to the institution with a 3.07 average high school GPA, attempted an average of 25.55 hours during the first academic year, earning an average of 20.1 credits. This cohort persisted through fall 2020 at a 58.3% rate and had an average GPA of 2.5. The work on completion is imperative as we continue to support this student population.

### IMPROVEMENT PRACTICES

The College continues to evaluate processes, procedures, and structural elements of the educational enterprise to ensure that students are challenged in the classroom by the rigor of academics and not outside by structural or motivational obstacles. As seen in the strategies identified in the next section, the institution is committed to

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<sup>1</sup> Total enrollment, FTE, and all demographic information are based on USG Semester Enrollment Report and persisted report data for fall 2020; the academic achievement metrics are based on Banner SIS data for the fall 2019 cohort

improving the way in which we guide students through career and academic advising, through active and accessible communication, and through support when they are struggling academically.

Planning and decision-making continues to be a collaborative effort between Academic Affairs, Student Affairs & Enrollment Management, always supported by Business Affairs, and technologically agile and data rich thanks to a strong Technology Services team. As evidenced by the composition of the Student Success and Completion Team, the diversity of expertise and diversity of thought around the student success table, make the College of Coastal Georgia a strong advocate for every student... every time.

Retention and student success are priorities that are culturally embraced and are embedded in every institutional endeavor, including performance reviews, annual reports and budget reviews. The data and metrics of success are disaggregated to monitor the effectiveness in serving the diverse student population and the institution is actively addressing areas where equity gaps persist.

## MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

### SECTION 3.1 EXISTING MOMENTUM WORK

PURPOSEFUL CHOICE	
<b>Strategy or activity</b>	<b>COMPASS Career and Academic Advising</b>
<b>Summary of Activities</b>	<p>In alignment with the discussion during the Momentum Summit III and the subsequent Momentum Approach Plan, the College has now created the COMPASS Career and Academic Advising Center. This new office is the consolidation of Career Services and Academic Advising and is now providing a more holistic approach to student development, where students are guided to start with the end in mind and are supported throughout their college experience.</p> <p>The College recognizes the impact that this strategy can have on student success and has selected “COMPASS: Integrated Career &amp; Academic Planning” as the topic for its next Quality Enhancement Plan (QEP). A committee with broad institutional representation has been appointed as the QEP Development Committee, and has been charged to work during the 2020-2021 academic year to develop an action plan for submission to SACSCOC.</p> <p>Specifically, through various webinars, professional development and one-on-one training, Academic Advisors are becoming proficient COMPASS advisors. COMPASS Advisors work with freshmen in general advising, registration, academic support and intervention as well as have more detailed discussion with students about major/focus areas as it relates to career development. In addition, advisors have begun to work toward providing students with more information about internships, service-learning and student engagement opportunities. Finally, advisors are working with faculty more closely to encourage more student interaction and to provide programs that are focused on majors with a career path in mind, by visiting the introductory classes in each major. COMPASS is also providing training to faculty advisors on best practices for advising.</p>
<b>Outcomes/Measures of progress</b>	<p>The institution has now established the consolidated office and is currently in the stage of aligning protocols and operational processes to support students under the new paradigm.</p> <p>While Key Performance Indicators like retention and graduation rates are broadly the measures of progress that we want to impact, there will be many preliminary measures as part of the implementation of the QEP and as the office starts interacting with students. For the implementation stage we expect the QEP development committee to focus on accomplishing the following tasks:</p> <ul style="list-style-type: none"> <li>• Research the QEP topic and refine student learning outcomes</li> <li>• Identify actions needed to achieve the desired student learning outcomes</li> <li>• Consider the infrastructure necessary to implement and maintain the QEP</li> <li>• Establish a timeline for accomplishing the plan</li> <li>• Budget necessary resources to successfully carry out the QEP</li> <li>• Develop an assessment plan</li> </ul>

- Prepare submission documentation

As the office starts to interact with students to provide this holistic approach to career and academic planning we expect to track and measure the number of classroom presentations addressing purposeful choice and career planning, the average number of credits before declaring a major for those that are undeclared within an academic focus area, the average number of changes of major per student, the number of freshman advising sessions, number of students engaged in academic improvement protocols, number of resume workshops, and the number of trainings and workshops developed and delivered to support faculty advising.

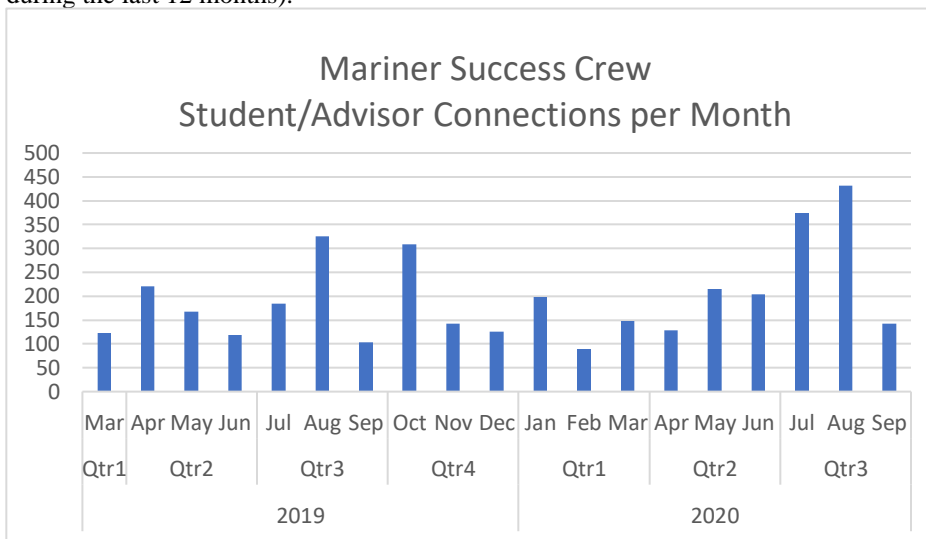
<b>Lessons Learned and Plans for the Future</b>	While this strategy is in its early stages, the institution is fully committed to its development and implementation during the next few years.
<b>Changes because of COVID-19</b>	The two offices were in the process of consolidation as we experienced the transition due to COVID-19. This transition impacted our ability to offer job fairs and graduate program fairs, and we have been relying on our online job management platform, Coastal Careerlink, to communicate job and career opportunities. We initially planned to announce the new office in spring 2020, but the announcement was delayed until the start of fall 2020. This transition also impacted our ability to meet face-to-face with students so COMPASS has increased the use of web-conferencing for individual meetings and workshops. Employer Spotlights have replaced job fairs to ensure safe distancing.

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**TRANSPARENT PATHWAYS**

<b>Strategy or activity</b>	<b>Always Alert System</b>
<b>Summary of Activities</b>	After its pilot in fall 2019 and at-scale implementation in spring 2020, the <i>Always Alert System</i> now allows all faculty to report students that are in need of academic intervention at any point during the semester. This new system has two mechanisms to report students: An <i>Early Alert Report</i> that is completed for all students and all courses early in the term, and an <i>Always Alert Referral</i> that can be done for an individual student at any point throughout the term.
<b>Outcomes/Measures of progress</b>	The new system is a home-grown platform that seamlessly integrates with the institutional portal and provides ease of access and reporting for all faculty as evidenced by the participation during the first at-scale implementation in spring 2020 where 96% of the student population received early alerts (this includes good standing reports) and where 341 referrals were submitted during the term. As we start fall 2020 this participation increased and 100% of the student population received early alerts and so far 282 referrals have been submitted through this system. It is important to note that the institution continues to implement homegrown and agile alternatives to expensive platforms and products. As an example, this platform is replacing GradesFirst, which the institution used a few years ago but proved not to be the right fit.
<b>Lessons Learned and Plans for the Future</b>	One of the important lessons learned is that while the Early Alert Report is now a mandatory practice, the Always Alert Referral is a process that starts with faculty initiative, and the regular use of the platform is a clear indication that there was an unmet need that is now being addressed by the system. As the platform continues to evolve, the institution is now working on improving the way in which the communication loop is closed; so far the information regarding the report and the subsequent action to address the report are being documented in banner, but we plan to create notifications that will let the initiator know what was the result of their report.
<b>Changes because of COVID-19</b>	While there are no changes associated to COVID-19, it is important to highlight, that the system has been used to react to student challenges associated with the pandemic. We believe this system improved communication between faculty and student support staff and that many of those communications would not have occurred during the pandemic without this system in place.

<b>Strategy or activity</b>	<b>Improved Communications through Technology</b>
<b>Summary of Activities</b>	The College has implemented several technology enhancements and new platforms to improve communication with students. These improvements have allowed students to get the information they seek faster and are allowing the College to take quicker action on student needs.
<b>Outcomes/Measures of progress</b>	<p><b>Student Portal “Mariner Success Crew” Feature.</b> To increase the cohesiveness of the College’s support services, every student is now connected with 5 support staff/faculty: A Career and Academic Advisor, a Financial Support Advisor, a Tutoring and Academic Support Advisor, a Campus Life Advisor, and a Faculty Advisor. Students can click on one of their advisors in this portal feature, which will connect them via email without having to open an email client. The email is sent to the advisor (with cc to the student) who will receive an email from “Success Crew” with a subject line: “Success Crew question from [Student Name]”. The advisor’s reply will be sent directly to the advisee.</p> <p>From its launch at the end of March 2019 to September of 2020 the system has connected students with their various advisors in 3755 instances (2510 connections during the last 12 months).</p>



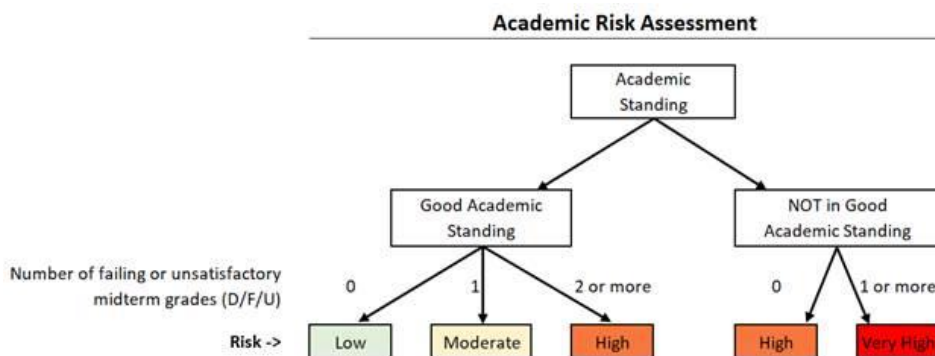
**“Ask Jack” Text Messaging.** Building off of the work of Georgia State University’s “Pounce” virtual assistant, the Office of Admissions worked with administrators and staff across campus to form an extensive knowledge base that was incorporated into AdmitHub, a subscription service that fosters student success with mobile messaging powered by artificial intelligence. Originally available to students who applied to the College for fall 2019, and now available for all students, this system allows prospective and current students to text their questions to “Ask Jack” and the AdmitHub artificial intelligence system will link their question to data in our institutional knowledge base. Representatives from Admissions and Academic Affairs monitor questions asked to update the knowledge base to ensure students receive the correct information. For the 2019-2020 academic year, Ask Jack communicated with 5155 current and prospective students, sent 46610 text messages and received 6126 messages.

**Technology Survey.** As the impacts from COVID-19 brought the classes to a temporary pause during spring 2020, one of the immediate concerns that needed to be addressed was the capacity of the students to successfully complete the semester after a transition to online delivery. While the institution was working diligently to transform operations, it was key to ensure that students had the appropriate technology to continue their classes and have access to all the educational support structures in an online format. Academic Affairs worked with Technology Services to quickly implement a survey to be placed in the student portal that asked students if they had a computer, if they had a smartphone/tablet, and if they had internet access. Since the portal is the main gateway for students to access all resources, this survey had an

outstanding 96% response rate and it gave the institution rich data to react and address student needs. Furthermore, and because the technology needs vary from course to course, the institution took this initiative a step further and integrated the results of the survey with student rosters in the portal for every faculty to have access and to quickly assess whether or not their students had access to the technology that they needed for their classes. In a concerted effort between Academic Affairs, Student Affairs & Enrollment Management, and Technology Services, students who needed access to a laptop were provided one, and students were given the resources to secure internet access (including leveraging emergency funds to give wireless internet access for student in rural areas) as needed. Faculty have shared a number of success stories where students were provided with computers and internet to help them succeed in their courses; these students would have had to withdraw from classes otherwise since the transition happened at the midpoint of the semester. In the end, the withdraw rate for the spring semester (5.7%) was just slightly higher when compared to the previous year (5.1% for spring 2019); the institution is proud of having met the technology needs of the students during such a chaotic world event.

<b>Lessons Learned and Plans for the Future</b>	The institution is excited to see these platforms connecting students with the resources that they need and continues to improve and promote its use, by marketing its power to students, faculty and staff.
<b>Changes because of COVID-19</b>	These platforms proved essential in the delivery of information and in connecting students with support services during the transition caused by COVID-19.

<b>Strategy or activity</b>	<b>Retention Campaigns</b>
<b>Summary of Activities</b>	At the end of the 2018-2019 academic year, the institution implemented a retention campaign structure that is allowing us to better conceptualize, design, track and evaluate all our retention efforts. This new structure is now allowing the institution to carefully document in Banner the various student success efforts, and has improved our capacity to connect important demographic data in an unprecedented way. This year this structure is being used to document efforts associated with Academic Standing, Midterm Grades, the Always Alert System, COMPASS Career and Academic Advising activities and outreach, and now faculty advising.
<b>Outcomes/Measurements of progress</b>	With a more focused and concerted effort to impact student success, various campaigns were launched to support students who were identified at academic risk. Using a combination of Academic Standing information and the number of failing or unsatisfactory grades at midterm (D/F/U), various levels of intervention were developed and deployed. The classification of risk was done based on the following criteria:



By the end of fall 2019 the total number of unsatisfactory grades (D/F/U) was 2001, a reduction of 13% when compared with the number of unsatisfactory grades for fall 2018 (2299), for a comparable total enrollment (3524 for fall 2019 vs 3544 for fall 2018).

Additionally, the percentage of students who were not in good academic standing by the end of the term was 11.8%, a reduction of 2.1 percentage points when compared with Fall 2018.



<b>Lessons Learned and Plans for the Future</b>	The scalability of the retention campaign structure is allowing the institution to incorporate more campaigns and use similar mechanisms for documenting and reporting this information in a way that directly connects with each student record. The richness and centrality of the data will allow the institution to do treatment analysis and determine what efforts are having the greatest impact on student success.
<b>Changes because of COVID-19</b>	Some of the campaigns that were planned for the spring 2020 were put on hold during the disruption caused by COVID-19. All campaigns are back on track and are being fully implemented in fall 2020.

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## ACADEMIC MINDSET

<b>Strategy or activity</b>	<b>Faculty learning communities around Mindset</b>
See section 3.2 for details.	
<b>Strategy or activity</b>	<b>“Strategies for Promoting Student Success” booklet</b>
See section 3.2 for details.	

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## BEYOND

<b>Strategy or activity</b>	<b>Revision of the Academic Standing Protocols</b>
<b>Summary of Activities</b>	During the Gateway2Completion process, it was noted that our Academic Standing policy was outdated. The G2C steering committee reviewed data and proposed an update to the policy that was reviewed and approved by the Faculty Senate and Provost. A working group was additionally organized to review and improve the procedures related to academic standing. The working group consisted of representatives from Academic Affairs, COMPASS Career and Academic Advising, TRiO Student Support Services, ATTIC Tutoring Center, and Registrar. The academic warning and academic probation letters sent to students were updated with more targeted advice, the Academic Improvement Plans (AIP) used by the professional advisors and TRiO were synthesized to create a single AIP that could be used more broadly on campus, and additional interventions are being discussed to help aid students who are not in good academic standing.
<b>Outcomes/Measures of progress</b>	The new Academic Standing policy begins fall 2020, so we will not have any data until spring 2021. We have begun the use of revised letters to students who are placed on academic warning or academic probation, as well as using the revised Academic Improvement Plan. Professional advisors are meeting regularly with their advisees on an AIP to keep them on track to improve their GPA.
<b>Lessons Learned and Plans for the Future</b>	There are no repercussions for students who do not participate in the AIP process, so some students may fail to engage and end up with academic suspension. We are working to find ways to motivate students to engage in this process so that we can keep them on track to graduate.
<b>Changes because of COVID-19</b>	While we were able to implement the new academic standing policy and revising the academic standing letters and academic improvement plan forms, we have put a hold on instituting infrastructure on interventions for these groups given a shift in priorities during the pandemic. We are continuing work to create a consistent array of interventions for students on academic warning or academic probation, and hope to pilot these in spring with professional advisors and then train faculty and fully implement in fall 2021.

## GENERAL OVERVIEW AND OBSERVATIONS

The College of Coastal Georgia has been fully committed to implementing the various elements of the Momentum Year, is following a detailed Momentum Approach Development Plan, and as documented above, is making great efforts to improve completion at the institution. As an immediate metric representing the effectiveness of these efforts, the fall-to-fall retention rate for the fall 2019 cohort of First-time Full-time Freshman reached **60.5%**, an

**increase of 4.1 percentage points** when compared with the fall 2018 cohort (56.4%), and an **increase of 6.3 percentage points** when compared with the fall 2017 cohort (54.2%). With the institution in an upward trajectory of retention rates, the report from last year recognized that there was much improvement left and that the college was still below the retention rate of USG state colleges (59.0% one-year retention of full-time freshman Bachelor’s and Associate degree seeking students for fall 2018). This year we take a brief moment to recognize this big improvement as a motivator to maintain this momentum and strengthen our focus on promoting student success... for every student... every time.

**SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)**

Discuss where your campus is on the work and institutional activities from Momentum Summit III. Briefly discuss strategies that impact student success “beyond the classroom.” For example, discuss strategies that your institution is implementing on improving student success through financial aid, student life, housing, and career services, or in other aspects of your cross-campus work.

Please describe what work has been done, what activities are underway, have changed (especially because of the COVID-19 pandemic), and have been placed on hold? If you have early results to date, please let us know.

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**PURPOSE**

<b>Priority Work</b>	<b>Career and Academic Advising</b>
See section 3.1 for details.	
<b>Priority Work</b>	<b>Focus® 2 Career</b>
<b>Description of Activities</b>	Adding the Focus® 2 Career assessment to the orientation program.
<b>Activity status and plans for 2020</b>	The integration of the Focus® 2 Career assessment into the orientation program was originally planned as a pilot during the summer 2020 orientation with a full deployment during the fall 2020 orientation. With the transition due to COVID-19, priorities were shifted, and the efforts were diverted into transforming the orientation to an online experience. In preparation for the next orientation cycle we plan to address the different scenarios as follows: <ul style="list-style-type: none"> <li>• Online: Integrate the Focus® 2 Career into <i>Navigate</i> (online platform) or as a pre-Orientation activity through the new CRM.</li> <li>• In-person orientation: COMPASS Advisors will host sessions to introduce Focus® 2 Career to students.</li> </ul>
<b>Lessons Learned</b>	We expect to increase new freshman participation in the Focus® 2 Career assessment. With limited marketing and promotion, we still had participation and for 2020, Focus® 2 Career had the following number of new users: <ul style="list-style-type: none"> <li>Freshman: 158</li> <li>Sophomore: 53</li> <li>Junior: 42</li> <li>Senior: 43</li> <li>Others: 4</li> <li>Total: 300</li> </ul>
<b>Priority Work</b>	<b>Focus® 2 APPLY</b>
<b>Description of Activities</b>	Addition of Focus® 2 APPLY career assessment to the recruitment process.
<b>Activity status and plans for 2020</b>	Focus® 2 APPLY has not been fully integrated to the recruitment process. To date, only 184 Focus® 2 APPLY accounts have been created. With the implementation of the new CRM coming to fruition, and the creation of COMPASS, the institution is in a prime position to reinitiate the conversation and take advantage of this opportunity inform and guide prospective students to make a purposeful choice as part of the recruitment activities.

**Lessons Learned**

While the tool has been deployed and is ready for use, the limited promotion has resulted in the following participation:

Total Accounts created: 184,

Modules Completed:

- Academic Strengths/Weaknesses: 128
- Work Interest Assessments: 98
- Occupation Search (Name): 9
- What you can do with a major in \_\_\_\_: 50

More needs to be done to take full advantage of the value that the tool has in the *inform* stage of purposeful choice. The institution is committed to start guiding the student as early as possible in the student life cycle, and will work to deliver this guidance more prominently through the admissions process.

<b>Priority Work</b>	<b>Disciplinary based FYE</b>
<b>Description of Activities</b>	Prior to the changes to business operations in March 2020, Coastal Georgia was beginning to develop a plan for an FYE program in conjunction with the Gen Ed CORE remodel.
<b>Activity status and plans for 2020</b>	No progress has been made at this time, but the goal is to develop an FYE and SYE program, ready for implementation in conjunction with the new Gen Ed CORE implementation.
<b>Lessons Learned</b>	N/A

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**MINDSET**

<b>Priority Work</b>	<b>Faculty learning communities around Mindset</b>
<b>Description of Activities</b>	There were two faculty learning communities this year focused on Mindset. One is part of the Chancellor’s Learning Scholars program and consists of faculty at our off-campus instructional site at the Camden Center. The other is a group of faculty who first participated in an informal Mindset discussion led by the CTL and are now researching mindset at CCGA by taking a deep dive into the USG Getting to Know You Mindset survey and other campus instruments.
<b>Activity status and plans for 2020</b>	The Chancellor’s Learning Scholars faculty learning community that focused on mindset was a success. The Scholar who led that learning community has just completed her second year as a Chancellor’s Learning Scholar. The other mindset learning community has become an interdisciplinary research group with faculty from psychology, math, education, natural sciences, as well as the AVP for Faculty Affairs and our Research Analyst from Institutional Effectiveness. We have begun analyzing the Getting to You Mindset survey, working to address a number of research questions we have posted and have a call set up in November with Motivate Labs.
<b>Lessons Learned</b>	Coastal Georgia does not have an FYE course, so our response rates have been historically low on Getting to Know you Mindset survey. We have been working to find new ways to improve response rates for that survey. This fall, we embedded a link directly into the student portal.

<b>Priority Work</b>	<b>“Strategies for Promoting Student Success” booklet</b>
<b>Description of Activities</b>	During spring “launch week,” several sessions were held with faculty on student success strategies and mindset. From that work and through additional mechanisms to crowdsource faculty ideas, the CTL developed a “Strategies for Promoting Student Success” booklet, organized by types of mindset interventions (Growth, Purpose/Value, Social Belonging) to serve as an idea guide for new and returning faculty.

<b>Activity status and plans for 2020</b>	The booklet was finalized in April, but due to a shift in priorities at the institution, it was not distributed at the time. Instead, we postponed the distribution to August when we shared the booklet with all faculty via email as well as provided print copies to all full-time faculty.
<b>Lessons Learned</b>	We realized this is not a one-time publication. The ideas will need to be updated regularly, especially those that make reference to technology. We anticipate making this a biennial publication.

**PATHWAYS**

<b>Priority Work</b>	<b>Promotion of Service-Learning integration in the curriculum</b>
<b>Description of Activities</b>	In academic year 2019-20, S-L courses were integrated across thirteen academic disciplines, including several new courses in the Cyber Defense concentration. The Center for Service-Learning offers an S-L Scholar’s Workshop on a biannual basis for new faculty members to be trained in the history, good practices, and logistical matters for S-L course implementation. As of fall 2020, 125 faculty members had completed the S-L Scholar’s Workshop. Additionally, the Center offers the opportunity for a variety of stakeholders, including faculty, students, and community partner agency representatives, to present their S-L work during the annual Service-Learning Symposium. Over 180 stakeholders presented posters during the most recent Symposium in April.

<b>Activity status and plans for 2020</b>	The Center for Service-Learning will continue to promote the S-L Scholar’s Workshop and Symposium, while continuing to grow the program through outreach with on-campus groups, including upper administration, Deans, and Department Chairs. The Center is part of the New Faculty extended orientation organized by the Office of Academic Affairs. The Center plans to promote strategic inclusion and growth of service-learning offerings by presenting campus leaders with data which correlates long-term academic success indicators (grade point average, retention and graduation rates) with students taking one or more service-learning courses. The Center for S-L is also creating a comprehensive “Service-Learning Project Archive” webpage through LibGuides, which will help both promote S-L teaching and provide stakeholders the ability to review and assess the success of past S-L projects.
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<b>Lessons Learned</b>	Academic year 2019-20 presented the unique challenge of the new Covid-19 environment where the emphasis of the safety of our stakeholders has been heightened. In spring, courses were disrupted with the sudden move to an online-only educational delivery. The Center responded by researching and equipping S-L faculty with the tools necessary to continue providing students with the experience of service-learning through effective online teaching strategies. This fall, the College boasts 27 S-L courses, the most since fall 2016. Another area of growth includes the move to a fully virtual S-L Symposium. This virtual event will continue to be offered annually, even after the in-person presentations can be safely hosted in a live, in-person Symposium event. The quick alteration to a virtual event allowed the Center the opportunity to rethink S-L events and how S-L work is presented, and these insights led to a Service-Learning Project Archive which is currently in development.
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<b>Priority Work</b>	<b>Endeavor Project</b>
<b>Description of Activities</b>	Endeavor is moving forward. A new committee will be developed this semester to begin implementation in conjunction with our 2021 QEP.

<b>Activity status and plans for 2020</b>	The Steering Committee made the following recommendations for next steps: <ul style="list-style-type: none"> <li>• Designing a visual model (e.g., a sea star with each of its five arms representing one of the core competencies),</li> </ul>
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- Working with academic units and student support offices to align current programs, activities, and outcomes with the core competencies,
- Creating a corresponding tool and process to evaluate newly proposed initiatives, and
- Developing marketing campaigns targeting current students, prospective students, and the community.

The recommendation of the steering committee is attached, along with the initial prospectus.

<b>Lessons Learned</b>	N/A
<b>Priority Work</b>	<b>Repository of Undergraduate Research Opportunities</b>
<b>Description of Activities</b>	Undergraduate research opportunities often vary in nature and availability based on the discipline. In fall 2020 the Director of Service-Learning and Undergraduate Research will meet with Deans and Department Chairs to compile the undergraduate research opportunities for our students.
<b>Activity status and plans for 2020</b>	While the information has not been collected yet, we anticipate consolidating this data by the end of the term, and having a repository ready and available to students by Spring 2021.
<b>Lessons Learned</b>	N/A

## BEYOND

<b>Priority Work</b>	<b>Development of Academic Focus Area / Career Infographic</b>
<b>Description of Activities</b>	Similar to the Career Pathways chart from the Florida College System, this artifact will connect Academic Focus Areas and degree programs with jobs, salaries and other information related to career pathways.
<b>Activity status and plans for 2020</b>	COMPASS has obtained the “Crosswalk” document that connects Academic Focus Areas with degrees. The office has begun collecting salary and job title data for majors listed on the Crosswalk. Once all the data has been collected, COMPASS will work with the Office of Advancement in the design, development and production. The final product will allow a student to explore not only majors associated to a specific focus area, but the potential jobs and salary ranges associated with those jobs in an effort to help students make purposeful choices for their future.
<b>Lessons Learned</b>	N/A

<b>Priority Work</b>	<b>Enrollment Policy Review</b>
<b>Description of Activities</b>	The College Enrollment Committee committed to do a full review of administrative policies that connect to various stages of the enrollment management process (Admission requirements, financial aid regulations, SAP, academic standing protocols, etc.) to identify any institutional policies/practices that may impede a student’s ability to be successful.
<b>Activity status and plans for 2020</b>	The review began with an analysis of admissions procedures, including test score requirements and communication plans. The committee was moving toward a recommendation of eliminating the test score requirement when the COVID-19 pandemic shut down occurred in March. The institution’s CRM launched, and the communication flow to new and prospective students has been redesigned. We are currently in the process of working Financial Aid, Bursar, and immunization communications into the flow. The onboarding of a new admissions application software has simplified and clarified the beginning of the admission process. Newly launched in September, we have not been able to measure the impact of the new

application on how students are now answering “problem questions” on residency, VA education benefits, and previous Dual Enrollment credit. Other work on the review of practices/policies have stalled in light of the shift of focus due to the pandemic.

<b>Lessons Learned</b>	This is a comprehensive and time-consuming process that requires input from constituencies across campus. Input from all areas is needed for success. We are just now taking this charge up again and are utilizing the Scholastic and Academic Standing Committee of the Faculty Senate to assist in this process.
<b>Priority Work</b>	<b>Gateway2Completion</b>
<b>Description of Activities</b>	Review/discuss academic policies and their impacts on students (particularly policies impacting first-year students, although most of these policies impact students beyond the first year); make recommendations for change to the applicable offices
<b>Activity status and plans for 2020</b>	We created a final exam policy so that students who had 3 or more final exams in a single day could request to reschedule one. We reviewed potential definitions for “high risk” courses for which we would pay special attention in the future and realized that that definition was too narrow. Instead, the Deans Council defined “high stakes” courses as those courses that have enrollments of at least 100 students per year and serve as prerequisites for other courses. The list of “high stakes” courses was then identified and special effort will be made moving forward to improve success rates more generally in all high stakes courses. Our Academic Standing policy was updated, specifically the policies regarding “academic warning” in an effort to bring academic standing closer in alignment with satisfactory academic progress. See Section 3.1 for more information. We reviewed the use of different types of GPA at the College (institutional versus cumulative) and made changes to be more consistent.
<b>Lessons Learned</b>	While we updated our Academic Standing policy, we also realized that significant work was needed on the procedures surrounding academic standing. We continue to work in the improvement of processes and procedures.

## STUDENT SUCCESS AND COMPLETION TEAM

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# COLUMBUS STATE UNIVERSITY

## INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Columbus State University (CSU) is a four-year public institution that offers more than 100 programs at the certificate, associate, bachelor's, master's, specialist, and doctoral levels. Many degrees are conferred in professional areas at both undergraduate and graduate levels in response to student demand and service area needs. Due to the nature of Complete College Georgia, this report only concerns our undergraduate degree programs and primarily focuses on efforts and strategies aimed at student success that aligns with our Momentum Approach Implementation Plan and Calendar.

### INSTITUTIONAL MISSION

The mission of CSU is to “empower individuals to contribute to the advancement of our local and global communities through an emphasis on excellence in teaching and research, life-long learning, cultural enrichment, public/private partnerships, and service to others.” The institutional focus on excellence in teaching and research as well as the emphasis on life-long learning, cultural enrichment, public-private partnerships and service to others influences the key priorities of the college completion work that CSU has undertaken. The University financially supports student research and creative inquiry projects facilitated by faculty mentors. CSU has a strong commitment to service and has provided significant leadership in meeting the needs of the community, the region, and the state through endeavors such as the Early College initiative, Dual Enrollment, service to military-affiliated students, Embark on Education (for homeless and foster youths), BOOST (childcare reimbursement program), and the development of high-quality online programs and services that allow students to decrease time to completion regardless of their geographic location and to continue their higher education in the age of COVID.

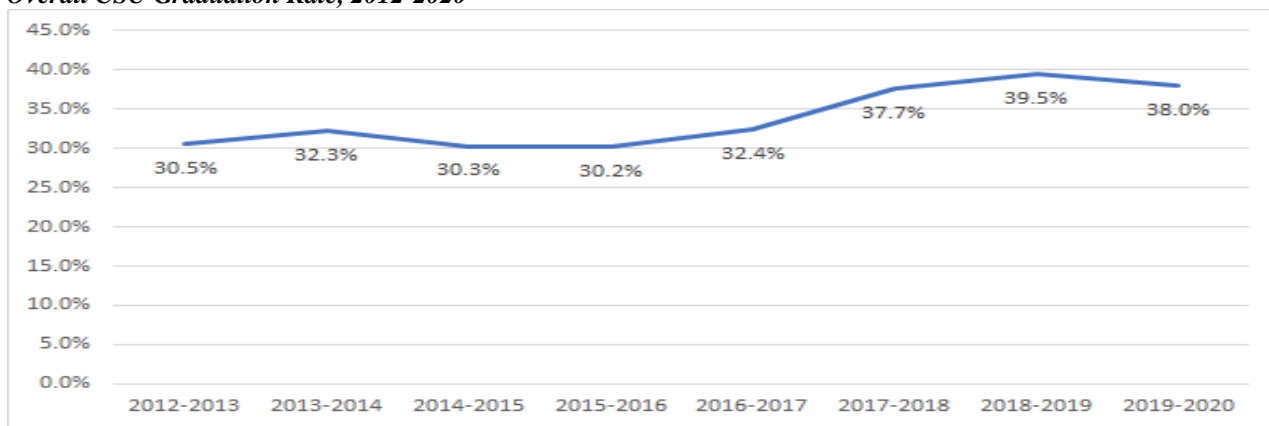
### STUDENT BODY PROFILE

The University System of Georgia (USG) designates CSU as one of the three “access” institutions within the state because no state colleges in the USG are located within the geographic service area. The service area of Columbus State University is defined as these Georgia counties: Chattahoochee, Harris, Marion, Meriwether, Muscogee, Stewart, Talbot, Taylor, and Troup. In Fall 2020, 52.9% of the new student population was drawn from these counties.

In a typical year, Columbus State University utilizes moderately selective admissions standards and processes for most applicants (high school grade point average of 2.5 and SAT minimum scores of 440 Critical Reading and 410 Math or ACT English 17/Math 17). In the past, modified standards were utilized for applicants within the local service area in accordance with the University System of Georgia-mandated local access mission (high school grade point average of 2.0 and SAT minimum scores of 330 Critical Reading and 310 Math or ACT English 12/Math 14). But due to the pandemic, CSU has temporarily revised requirements for all high school applicants to the University System of Georgia minimum requirements of high school GPA for state universities and not requiring ACT or SAT scores as entrance requirements. As a result, CSU ADVISE has devised an extensive intentional advising plan that targets students identified as high-risk. Learning Support Services are also essential to support academic and integrative needs of this population group. These efforts are to foster retention, progression, and graduation rates and are supported by our Strengthening Institutional Partnerships (SIP) grant awarded by the U.S. Department of Education.

While the University takes pride in its role as an access institution, this role presents challenges in retention and student success. Nonetheless, due to CSU best practices, retention and graduation rates have increased overall in the last eight years. The overall CSU retention rates, 2012-2020, for first-time, full-time (FYFT) freshmen have increased from 66.2% to 74.9%, yielding an increase of 8.7% over eight years. The increase in the graduation rate is also impressive. In the same time period, it has risen from 30.5% to 38.0%, an increase of 7.5%.

**Overall CSU Graduation Rate, 2012-2020**



Overall, CSU enrollment has remained steady over the past few years but has increased significantly Fall 2020 by about 16% for FYFT freshmen. A breakdown of demographics for FYFT freshmen (such as % Pell grant-eligible, % first-generation, % adult learners, % minority, etc.) is shown in Appendix I: CSU Demographics of Students (2020).

CSU has focused on helping students succeed by

- Creating four new Momentum-based Improvement Practices aimed at lessening barriers to success—See Section 2—4 template charts.
  - Creating a New Degree Aimed at Transfer Students (Purposeful Choice)
  - Developing Milestones by Program and Building Select Items onto Program Maps (Transparent Pathways)
  - Creating a Proactive Financial Aid Approach and Lengthening Student Time to Pay (Transparent Pathways)
  - Replacing the Exclusion Policy (Transparent Pathways) with a proactive University Support program
- Continuing and Expanding Existing Momentum Work—See Section 3.1
  - Purposeful Choice—2 template charts and discussions
  - Transparent Pathways—4 template charts and discussions
  - Academic Mindset—2 template charts and discussions
- Providing clarity and vision to our planning of future Momentum work—See Section 3.2 and Section 4.0

**IMPROVEMENT PRACTICES**

Of the four Improvement Practices listed, the first one involves Purposeful Choice; the next three involve Transparent Pathways. CSU has focused on these particular improvement practices to remove or lessen structural and motivational obstacles that students face and that should improve outcomes for our campus.

Strategy or activity	Creating a New Degree Aimed at Transfer Students (Purposeful Choice)
<b>Summary of Activities</b>	<ul style="list-style-type: none"> <li>• We petitioned the State for a new degree program (BS Interdisciplinary Studies) to replace BA Liberal Arts</li> <li>• We were granted the new degree program; in process of deactivating BA Liberal Arts</li> <li>• New BS degree requires combinations of two emphasis areas, including one in which students can create themselves based on their interests or prior credits.</li> <li>• Program is highly adaptable for transfer students or for students who repeatedly changed majors.</li> </ul>
<b>Person Responsible</b>	Pat McHenry



<b>Those Involved with Decision Making (Key Offices)</b>	<ul style="list-style-type: none"> <li>• Chair, Department of Politics, Philosophy, and Public Administration, wherein the program will reside.</li> <li>• Provost's Office, Academic Affairs</li> </ul>
<b>Outcomes/Measures of Progress</b>	Degree has been approved and appears in the 2020-2021 catalog.
<b>Lessons Learned and Plans for the Future</b>	Drawbacks for the BA Liberal Arts degree were the foreign language requirement, its lack of flexibility, and lack of availability of online courses. The perceived advantages of the new BS degree are its lack of a foreign language requirement and its flexibility to adapt better to students' needs. Online availability needs additional attention.
<b>Changes because of COVID-19</b>	COVID-19 has slowed publicity and communication about this new degree.
<b>Strategy or activity</b>	<b>Developing Milestones by Program and Building Select Items onto Program Maps (Transparent Pathways)</b>
<b>Summary of Activities</b>	<ul style="list-style-type: none"> <li>• Ask department chairs and others to identify key activities/courses that correlate to progression in academic programs.</li> <li>• Build milestone information onto program maps, perhaps using symbols.</li> <li>• Communicate planned events to advisors so that AFA students can be connected to appropriate events to help them settle on a major.</li> <li>• Align soft skills with NACE.</li> </ul>
<b>People Responsible</b>	Melissa Dempsey, Melissa Young, Mariko Izumi, Eli Argueta
<b>Those Involved with Decision Making</b>	Academic Affairs, Chairs, CSU ADVISE
<b>Outcomes/Measures of progress</b>	This goal will be accomplished department by department so it may take a while until achieved; clear communication to chairs, to advisors, and to students is key to success
<b>Lessons Learned and Plans for the Future</b>	Changing campus culture requires leadership and clarity of vision. Hopefully campus leaders (deans, chairs) will be 100% on board with this area of innovation by the completion of next year's catalog.
<b>Changes because of COVID-19</b>	Setback due to COVID-19. Have done some work in this area but need to do a lot more.
<b>Strategy or activity</b>	<b>Proactive Financial Aid Approach and Lengthen Student Time to Pay (Transparent Pathways)</b>
<b>Summary of Activities</b>	<ul style="list-style-type: none"> <li>• Awarding financial aid in November rather than April</li> <li>• Promoting FAFSA completion in October</li> <li>• Providing FAFSA workshops</li> <li>• Providing verification workshops</li> <li>• Offering targeted financial aid session at orientation based on where students are in the process</li> <li>• Training CSU ADVISE and faculty on issues related to financial aid</li> <li>• Hosting financial aid night for Muscogee County School District</li> <li>• Offering to conduct financial aid workshops at high schools</li> <li>• Developing and implementing plan, Cougar Commitment, to give students more time to pay bills.</li> </ul>
<b>Person Responsible</b>	Sallie McMullin
<b>Those Involved with Decision Making (Key Offices)</b>	Financial Aid, Business and Finance, CSU Foundation Properties
<b>Outcomes/Measures of progress</b>	Some activities have been implemented; some are in progress or will soon be implemented.

<b>Lessons Learned and Plans for the Future</b>	Complicated activities can be changed with good planning and motivation.
<b>Changes because of COVID-19</b>	Plan was supposed to be 100% implemented by August but some items were pushed back due to COVID-19.
<b>Strategy or activity</b>	<b>Removing Exclusion Policy (Transparent Pathways)</b>
<b>Summary of Activities</b>	Eliminate the exclusion policy, rename probation, and design a system of support for sub-2.0 GPA students that matches services to their individual needs so students receive more targeted, less punitive, interventions.
<b>Person Responsible</b>	Pat McHenry
<b>Those Involved with Decision Making (Key Offices)</b>	Academic Affairs, Faculty Senate, Registrar, CSU ADVISE, SIP Grant, Academic Center for Tutoring, Computer Science Department, Counseling Center
<b>Outcomes/Measures of Progress</b>	Done—Policy changed, accepted and vetted by Faculty Senate, Chairs, Registrar, etc.
<b>Lessons Learned and Plans for the Future</b>	Campus culture can be changed to serve students better.
<b>Changes because of COVID-19</b>	Change approved before COVID-19.

## MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

### SECTION 3.1 EXISTING MOMENTUM WORK

According to Georgia’s CCG website, students are most successful when they make purposeful choices, have clear paths for completion, and demonstrate an academic mindset. To accomplish that end, beginning Fall 2018, CSU centralized its advising for all freshmen and sophomores and increased the staff of CSU ADVISE accordingly. CSU ADVISE now has three offices on campus—one on main campus (for the College of Business and Computer Sciences and for the College of Letters and Sciences) and two on the RiverPark Campus (one for students in the College of Education and Health Professions and one for those in the College of the Arts). In addition, CSU ADVISE advises all students (native or transfer) who are uncertain of their major and have chosen an academic focus area instead of a major.

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### PURPOSEFUL CHOICE

#### *Academic Focus Areas and CSU ADVISE Plan for Intentional Advising*

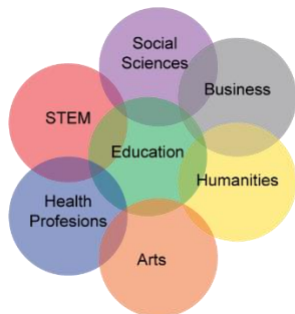
**Academic Focus Areas:** In AY 2017-2018, we expanded our academic focus areas from five to eight so that “students groping with uncertainty can pursue coursework from the start that contributes to college completion and also provides exposure to potential majors, helping them refine their post-secondary path” (Momentum Year website). These focus area maps—all of which cover two semesters (the first year)—were carefully constructed to dovetail into every major on campus so that all courses in the first year of a given general area (for example, Business) will count across all programs under that focus area umbrella and “offer an informative exposure to the subject field.”

Focus area maps list courses that are broadly applicable across a wide range of majors within the area, helping students avoid enrollment in unnecessary credits as they narrow their program choice. The eight focus areas are Social Sciences, Health Professions, Education (Excluding Secondary Ed.), Business, Humanities, Fine and Performing Arts, Exploratory, and Computer Science, Math or Science (STEM). See **Appendix II: Academic Focus Areas** for details.

In August 2018, the undecided/undeclared option for students was eliminated on the CSU application for admission so that students applying for subsequent terms selected an Academic Focus Area (AFA) instead. Students selecting AFAs are advised by student retention specialists in the CSU ADVISE center. Students selecting the Exploratory

focus area are required to engage in specific activities to help facilitate the selection of a specific focus area or major.

**CSU’s Academic Focus Area maps** (seven pictured) plus Exploratory (not pictured)



CSU offers eight AFAs which allow students to explore majors within an area of interest. For coding purposes, AFAs are an attribute and students have been assigned to the BA in Liberal Arts Humanities concentration; in the future, the BS Interdisciplinary Studies will serve this role. Using this “shell” major enables students using AFAs to receive financial aid. The student attribute code, next to the AFA, allows CSU ADVISE to track AFA students. Since the coding was created in 2018, there is little data to report at this time regarding movement from these coded AFAs to majors, but we should have some meaningful data in the next few years

Health Professions	code FAHP
Business	code FABU
Education (excludes Secondary Education)	code FAED
Computer Science, Math, & Science	code FACS
Social Science	code FASS
Humanities	code FAHU
Fine & Performing Arts	=code FAPA
Exploratory	=code FAEX

These AFAs are published on the CSU ADVISE website and in the catalog. Each map has been carefully constructed to include 9 credits in the Focus Area of interest and to specify the math course recommended for that AFA. Since students must select a major by 30 hours, Academic Focus Area Maps only apply to freshmen, whether native or transfer. Students selecting AFAs, including Exploratory, are advised by a dedicated student retention specialist in CSU ADVISE.

CSU ADVISE, the Center for Career Development, and Counseling Center have scaffolded their career support services to be responsive and effective. AFA students are referred to the Center for Career Development for career advising and to complete the Focus 2 Career assessment. This assessment is designed to identify strengths and interests, allowing students to explore career fields based on those strengths and interests and to develop professional skills. Students are also referred to the Counseling Center that administers the Strong Interest Inventory, the results of which help guide conversations by experienced counselors about potential majors and career paths. Referrals are recorded in EAB Navigate (Educational Advisory Board) and monitored to ensure that students complete the required interventions and activities.

Strategy or activity	Academic Focus Area (AFA) Maps
Summary of Activities	<ul style="list-style-type: none"> <li>• 9 credits in each AFA map in the first year (30 credits)</li> <li>• Referrals to Center for Career Development</li> <li>• Referrals to Counseling Center</li> <li>• AFA maps published on website</li> </ul>
Person Responsible	Tim Howard
Outcomes/Measures of progress	2017 72.6% FYFT retained compared to 2020 74.9% FYFT retained=2.3% increase in FYFT retention
Lessons Learned and Plans for the Future	Maps need to be revisited annually to verify compliance and ascertain usefulness.
Changes because of COVID-19	COVID-19 has affected how advising is delivered but not the maps themselves.

**CSU ADVISE Plan for Intentional Advising:** CSU ADVISE also engages in a robust plan for intentional advising of all students, but is especially targeted in its approach to dealing with at-risk students. With the help of the predictive analytics capability of the Education Advisory Board’s (EAB) Student Success Collaborative (SSC), CSU ADVISE serves the whole student by not only focusing on academic progress, but also by addressing the student’s social, emotional, physical, and financial needs. CSU ADVISE has facilitated student success through programs

such as the Early Alert System, BOOST (a Quality Care for Children program), Embark in Education (Homeless and Foster Care), and SIP (Strengthening Institutions Program grant). In addition, CSU ADVISE has defined our “at risk” population and created a tracking system for identifying and serving these students.

Strategy or activity	CSU ADVISE Plan for Intentional Contacts and Student Success
Summary of Activities	<ul style="list-style-type: none"> <li>Engage in numerous contacts (email, text, Zoom, phone) to students throughout the year</li> <li>Provide Orientation Activities—in person and online</li> <li>Use predictive analytics (EAB) and established criteria for identifying students who are “at risk” and may need special interventions.</li> <li>Ensure that students who meet above criteria receive timely and targeted advising and intervention.</li> <li>Monitor Early Alerts</li> <li>Respond to emails within 24 business hours</li> <li>Target students identified as high-risk</li> <li>Mentor students not making Satisfactory Progress</li> <li>Launch Smart Guidance in EAB</li> </ul>
People Responsible	CSU ADVISE Team
Outcomes/Measures of progress	Positive feedback from advisees (Fall 2019) 98.41% and (Spring 2020) 98.67%. See Appendix III: Summary of Activities and Measures of Success of CSU ADVISE Intentional Advising Plan for specific Outcomes and Measures relating to BOOST, Embark, SIP, Early Alert, Early Alert Referrals, etc.
Lessons Learned and Plans for the Future	Technology has allowed the best practices of CSU ADVISE to continue, despite setbacks due to COVID-19. CSU ADVISE has had to pivot to provide all services virtually.
Changes because of COVID-19	Admission requirements have been temporarily revised so the number of students in the high-risk category will probably increase, putting an increased workload on CSU ADVISE. That office has successfully petitioned to allow a new hire after the loss of at least three employees in the past year.

**TRANSPARENT PATHWAYS FOR COMPLETION:**

***Program Maps, Course Rotation Schedules, Course Details and Gradebook in LMS, and 15-to-Finish***

**Program Maps:** CSU has maintained extensive program maps for all associate and bachelor degrees since 2013, including a 5-year map for the BS+MS combination Robotics Engineering program in Earth and Space Science. Some of our STEM programs have multiple maps, based on the potential starting points of their math pathways. For years, we have mandated the completion of core English and the aligned mathematics course (including any required learning support courses) in the first year and required all program maps to illustrate a minimum of 30 credits per year. In 2018-2019, we also ensured that all maps include a minimum of nine credit hours (usually three courses) in the discipline or discipline-related courses in the first year of a student’s selected major or academic focus area. For 2019-2020, we double checked compliance of completion of Area A courses and nine credit hours in the discipline or discipline-related courses on the program maps of all majors and focus areas.

In the last few years, retention and graduation rates have increased due to our attention to program maps and our emphasis on 15-to-finish. In 2019, CSU registered its highest graduation rate of 39.5 percent, an increase of 9.0 percentage points in the seven years.

Strategy or activity	Program Maps
Summary of Activities	<ul style="list-style-type: none"> <li>Successfully developed all undergraduate maps (associate, bachelor, combination bachelor-master) since 2013.</li> <li>Incorporated Momentum requirements of 9 semester hours in major or major-related areas in the first 30 hours.</li> <li>Began using the Courseleaf template for 2020-2021 catalog.</li> <li>Program maps are now ADA compatible.</li> </ul>
Person Responsible	Barbara Hunt
Outcomes/Measures of progress	Increased number of students graduating on time from 30.5% to 39.5% in the last eight years.

<b>Lessons Learned and Plans for the Future</b>	Even though this is one of our most successful strategies for increased retention and graduation, there is always room for improvement. Next year we hope to connect the program maps with the program of study so that every course is automatically accounted for. As it is now, accountability is done manually.
<b>Changes because of COVID-19</b>	All maps are published, but students still need the help of advisors to interpret them, understand rotation schedules, and recognize possible course substitutions. CSU ADVISE is doing most advising of freshmen and sophomores (and upperclassmen for a few majors) virtually or on the telephone, rather than in person. It will be interesting to see whether the advising format will affect student attitude and choices.

Since 2013, all CSU program maps have used a template designed in-house. However, in Fall 2020, CSU began using a template in My Curriculum (Courseleaf) that is compatible with other software and allows the merging of catalog and program maps to reduce course number errors. The program maps should now also be ADA compliant. In addition, beginning in 2017, eight program maps per year (2 per academic college) have been tested against the fall published course schedule to validate whether courses are being taught when the program map indicates they will be taught. See **Appendix IV: Pressure Testing** showing 93-98% compliance.

**Course Rotation Schedule:** Another significant accomplishment is the implementation of the 2-year course rotation schedule.

<b>Strategy or activity</b>	<b>Course Rotation Schedule</b>
<b>Summary of Activities</b>	Posting the class schedule (all departments) in Banner, two years in advance (without times and days noted)
<b>People Responsible</b>	Department Chairs, Deans, Academic Affairs
<b>Outcomes/Measures of progress</b>	Although students cannot register for courses years in advance, they are made aware of the rotation of courses, can see when courses will be taught, and should understand that not every course is taught every semester. The result should be fewer course substitutions due to planning issues, more student accountability, and less student frustration.
<b>Lessons Learned and Plans for the Future</b>	With such far-ranging course planning, department chairs will be more aware of when sabbaticals can be taken and whether new positions are justified.
<b>Changes because of COVID-19</b>	Futuristic projections are not hampered by COVID since the course mode (in person, online, hybrid, etc.), time, and date are not part of the schedule.

**Course Details and Gradebook in LMS:** All faculty teaching core curriculum courses must now submit midterm grades, which help students see their actual standing and progress in their courses and perhaps save themselves from failing or receiving low grades. In addition, due to COVID-19, all faculty must now keep grades in CougarView (D2L) since most classes are either entirely online or are being operated as hybrid courses (part face-to-face and part online, thereby enabling social distancing in the classroom when classes are in session). As of Sept. 18—five weeks into the semester—there are 13 known cases of COVID-19 reported.

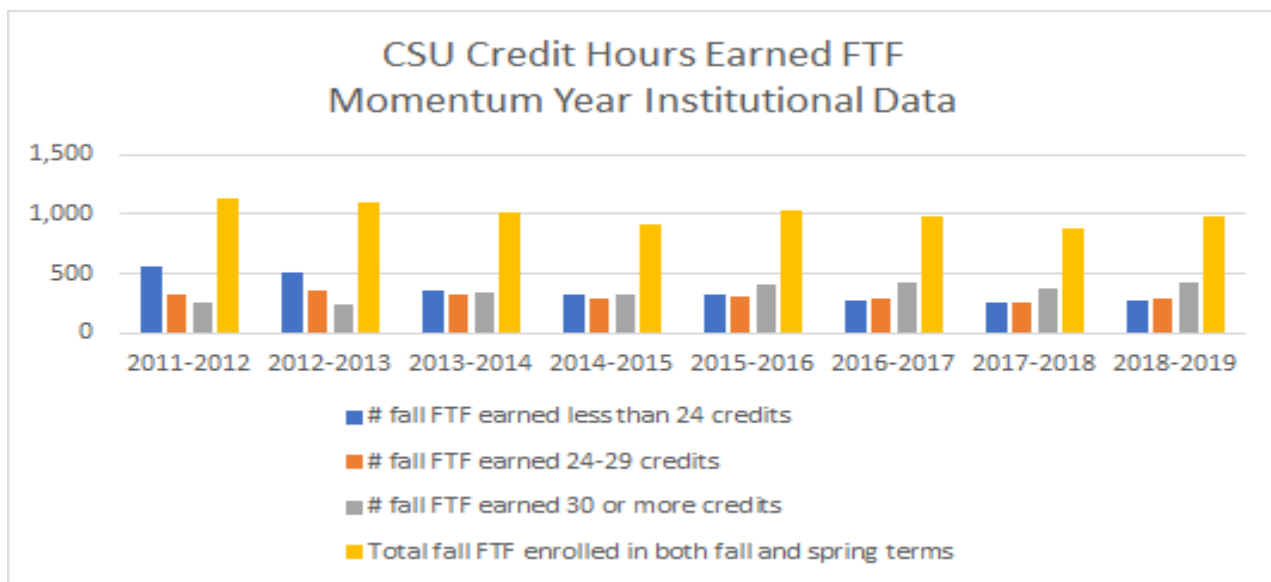
<b>Strategy or activity</b>	<b>Course Details and Gradebook in LMS</b>
<b>Summary of Activities</b>	<ul style="list-style-type: none"> <li>Require faculty to use gradebook in LMS (Cougarview-D2L) along with posting syllabus and assignments in the LMS</li> <li>Make accurate and current student grades readily available in LMS</li> </ul>
<b>People Responsible</b>	Faculty, Department Chairs, Deans
<b>Outcomes/Measures of progress</b>	100% compliance. In spring 2020 a new policy was adopted requiring course syllabi, major assignments, an approved Title IX statement, and an approved statement from the Office of Accommodation and Access; the policy also requires that the LMS gradebook be used in courses.
<b>Lessons Learned and Plans for the Future</b>	The policy was under discussion since December 2019, but the onset of the pandemic accelerated implementation and likely increased support.

**Changes because of COVID-19**

COVID-19 served as an incentive for faculty to achieve this goal faster than we expected since, in Spring 2020, all courses went online half way through the semester.

**15-to-Finish:** CSU has actively pursued “15-to-Finish” for the last seven years. In 2013, a review of institutional data indicated that many students were not enrolled in a minimum of 15 credit hours each term. In Fall 2013, 3,680 undergraduate students were taking less than 15 credit hours per term. This group had an average overall GPA of 2.81. During the same term, 1,015 were enrolled in 15 or more credit hours. The average overall GPA of that group was 3.12. A campus-wide initiative was implemented in Summer 2014 to provide new students, beginning in Fall 2014, with 15-hour schedules for their first term of study. These schedules were developed in advance by academic advisors with input from the students.

The following chart illustrates that, from 2011-2019, CSU full-time freshmen (FTF) have increased credit-hours earned. Note the decrease in enrollment of 24 hours or less (blue) and the increase in enrollment of 30 hours or more (grey) even as the overall number of students declined.



Since Fall 2014, we have provided information on the 15-to-Finish campaign to incoming students through our orientation presentations and to professional/faculty advisors through our advising training sessions throughout fall and spring semesters.

Strategy or activity	15-to -Finish Incentives
Summary of Activities	<ul style="list-style-type: none"> <li>• Use preference surveys to preregister entering freshmen into 15 hours.</li> <li>• Have centralized advising of all first- and second-year students in CSU ADVISE, which trains all professional advisors to be thorough in communicating information concerning students’ major/academic focus area maps and knowledge of important advising issues.</li> <li>• Continued using 15-to-Finish video at freshman orientations.</li> <li>• Stress 15-to Finish philosophy to faculty and professional advisors through training each semester.</li> <li>• Encourage students to take 15+ semester hours due to financial incentive (all credits over 15 hours are “free”).</li> </ul>
Person Responsible	Melissa Young, CSU ADVISE, Faculty Advisors
Outcomes/Measures of progress	In Fall 2013, 1,951 students (27.8%) enrolled in 15 hours or more. In Fall 2020, 2065 students (34.2%) enrolled in 15 hours or more a 6.4% increase.
Lessons Learned and Plans for the Future	Various efforts contributed to the success of this strategy through 2019-2020. In fall 2020, we encountered limitations on our ability to scale up capacity in some first-year courses. We will have to discuss strategies for increasing capacity in these areas.

**Changes because of COVID-19**

In fall 2020, the percentage of first-year students taking 15 or more hours declined, following a 3-year growth trend. Preliminary discussions suggest two factors in this change. First, some students had more at-home responsibilities and resisted taking 15 hours. Second, we had limited ability to scale up capacity in key first-year courses as enrollments increased by 5-6%. We will work with deans and department chairs to implement strategies for increasing capacity.

**ACADEMIC MINDSET:**

***Mindset Survey and G2C Course Redesign***

**Mindset Survey:** Since Fall 2017, CSU has distributed the Academic Mindset survey every semester to all incoming first-year students.

CSU ADVISE provides advising and academic coaching and peer mentoring SIP grant services to probation students, students not making Satisfactory Academic Progress (SAP), and transfer students. Specifically, CSU ADVISE’s academic coaches and peer mentors provide essential skills coaching in the areas of time management, note-taking, study strategies, organization, and effective communication. Services are offered during the day, night, and weekends to meet student needs. In Fall 2019, the National Center for Developmental Education (NCDE) provided CSU ADVISE’s SIP grant with metacognitive training modules for its academic coaches and peer mentors. In Fall 2020, the NCDE provided virtual training on encouraging growth mindsets and self-efficacy. As a result, the academic coaches and peer mentors learned to implement techniques and strategies to help the students they serve to better understand and adjust their academic mindsets.

Strategy or activity	Mindset Survey
Summary of Activities	Mindset surveys administered early and later, every semester, but particularly in the fall. Fall participants = 1137; Spring 2020 participants = 679 (low due to COVID-19 closure).
Person Responsible	Office of Institutional Research and Effectiveness, Tim Howard, Academic Affairs, CSU ADVISE, USG
Outcomes/Measures of progress	In 2018, The First Year Experience (FYE) program and CSU ADVISE were awarded a three-million dollar Strengthening Institutions Programs (SIP) grant from USDOE, which supports a cohort of academic coaches and peer mentors, a Learning Support Resource Center, and consulting from nationally recognized experts. These services are aligned with instilling Growth Mindsets in students who can most benefit from it.
Lessons Learned and Plans for the Future	Students will probably change their mindsets faster if faculty understand the topic better and reinforce it. Since 2018, CSU’s Faculty Center for the Enhancement of Teaching and Learning has scaled up the discussion about Mindsets among faculty by offering workshops every semester, thereby encouraging discussion of the topic during its new faculty orientation series, offering book circles on the topic, and offering forums for faculty, staff, and administrators to develop practices to help students see academic difficulties and challenges as opportunities for growth.
Changes because of COVID-19	COVID-19 has not directly affected plans for addressing Academic Mindset but it has made training and coaching more difficult as most activities temporarily shifted to online strategies.

**G2C Course Redesign:** CSU is actively engaged in the Gateways to Completion (G2C) initiative and has identified four critical gateway courses that will be redesigned. These are ENGL 1101: English Composition 1; MATH 1111: College Algebra; COMM 1110: Public Speaking; and ECON 2015: Macroeconomics. The courses are purposefully drawn from all three colleges that offer courses in the core curriculum. Since 2018, appropriate CSU faculty and administrators have participated in all system-sponsored G2C events and the institution has moved forward to complete the inventory, administer the student survey, and prepare academic teams.

In addition, due to USG system changes in delivery of remediation, co-requisite Math and English courses have replaced the stand-alone remediation classes. These co-requisite support courses provide students with support to reinforce concepts taught in the core classes. In order to enhance these efforts, the Learning Support Success Center provides coaching for students who are required to take corequisite Math and co-requisite English. Students also receive help with campus resources, study strategies in context of metacognition, growth mindsets, time management, etc. In 2019, the coaches received training from the National Center for Developmental Education on best practices related to these topics to serve students who place into the co-requisite classes. Special workshops were created for students and coaches by the Counseling Center on Test Anxiety reduction. Sensitivity training was provided to students and coaches by the Center for Accommodations and Access. Services are offered day, evening and weekend to meet student needs.

In Academic Year 2019-2020, we marked our second year of the redesign process. Starting in fall 2019, instructors began implementing redesign elements in selected sections, while the institution continued collecting data to gauge the impact; this included student surveys, instructor surveys, and DFWI rates. Strategies implemented include early assessment and feedback, academic support by peer leaders, faculty development, adoption of no-cost course texts, course standardizations, reduction in enrollment caps to promote specific student engagements, encouraging students to use tutoring services, and two-stage testing. Efforts continued in spring 2020, but some strategies were disrupted by the COVID-19 pandemic. As a result, we requested permission to extend Year 2 activities through fall 2020.

Strategy or activity	Course Redesign of four core courses with high DFWI rates (through participation of Gateway to Completion, John Gardner Initiative)
<b>Summary of Activities</b>	<ul style="list-style-type: none"> <li>• Developed, using the Gardner Institute process, an evidence-based plan to improve student learning and overall student success through the redesign of four gateway courses, COMM 1110, ECON 2105, ENGL 1101, and MATH 1111, each of which affects large numbers of students.</li> <li>• Employed co-requisite Math and English courses instead of stand-alone remediation classes.</li> <li>• Selected courses to redesign and select participants (Fall 2017)</li> <li>• Required academic teams (administrators, faculty) to attend all system-sponsored G2C events (2017-2018)</li> <li>• Between August and November 2018, each course redesign committee presented an update to the G2C Steering Committee and wrote three full reports in Spring 2019, each based on two of the six G2C Principles and guided by Gardner’s Key Performance Indicators (KPIs).</li> <li>• The full three-year G2C process works in three phases:                         <ul style="list-style-type: none"> <li>□AY 2018-19: Collect and analyze data, develop course redesign</li> <li>□AY 2019-20: Offer at least some sections of redesigned courses, collect and analyze data, revise redesign.</li> <li>□AY 2020-21: Offer newly revised courses, scale up to all sections, and institute a process of continuous improvement.</li> </ul> </li> </ul>
<b>People Responsible</b>	<p>Course redesign chairs:</p> <ul style="list-style-type: none"> <li>• COMM 1110 - Youngrak Park</li> <li>• ECON 2105 - Tesa Leonce</li> <li>• ENGL 1101 - Rebecca Gerdes-McClain</li> <li>• MATH 1111 - Baiqiao Deng</li> </ul>
<b>Outcomes/Measures of progress</b>	<p>Baseline non-productive grade rates from Academic Year 2016-17 for each gateway course are listed below:</p> <ul style="list-style-type: none"> <li>• COMM 1110 - 17.68%</li> <li>• ECON 2105 - 17.79%</li> <li>• ENGL 1101 - 17.93%</li> <li>• MATH 1111 - 19.92%</li> </ul> <p>Through course redesign, the goal is to improve pass rates; deepened learning experience should subsequently improve rates of success in progression and graduation.</p>



**Lessons Learned and Plans for the Future**

COVID has interrupted our taking course redesign to scale. We anticipate a summit in which redesign faculty can share their experiences with the larger campus community, seeking to generalize best practices beyond the 4 redesigned courses.

**Changes because of COVID-19**

Delayed progression in Spring 2020 since instructors who had never taught online were forced to learn to teach online. CSU's participation in G2C has been extended one year due to COVID-19.

In summary, these three elements—purposeful choice, clear path for completion, and academic mindset—create a Momentum Framework for students by providing them with what they need “to find their path, get on that path, and build velocity in the direction of their goals” (CCG website).

The result has been a decrease in excess credits earned on the path to getting a degree (associate degree in 2 years, bachelor's degree in 4 years) through judicious creation of program maps, focus area maps, course rotation schedules, conscientious intentional advising, and a bevy of other ventures. We have passionately pursued the Momentum goals and have had significant compliance and buy-in on campus from advisors, advising centers, faculty, chairs, deans, and administrators.

**SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)**

CSU is focusing a great deal of effort on improving and enhancing its approach to all things Momentum. As a result of Momentum Summit III, CSU has begun a broadly inclusive Momentum Steering Committee and created a very detailed Momentum Approach Implementation Calendar listing 22 goals, divided into three priority levels, consisting of 10 columns of information (Momentum Element, Activities, Person Responsible, Process/Steps, Target Completion Date, etc.) and spanning 32 pages. It is too large a document to include as an attachment, but here is a listing of the 22 goals. Those that impact students “beyond the classroom” are indicated by \*\*.

Post class schedule in Banner two years in advance.

Develop academic and co-curricular milestones by program and build select items into program maps. \*\*

Make accurate and current student grades readily available.

Devise a more proactive financial aid approach and develop processes to give students more time to pay bills. \*\*

Raise awareness and a consistent understanding among faculty and staff of the goals and practices of Momentum Approach. \*\*

Deepen the culture in support of 15-to-Finish. \*\*

Remove exclusion policy and reimagine probation status. \*\*

Plan for students in all bachelor's degree programs to experience at least 3 courses that employ HIPs (see milestone goal).

Develop a plan to add free elective space in all programs (excepting with outside restrictions). Challenge: Few or no free electives in major programs create barriers to success for students who transfer, change majors, or make scheduling efficiency mistakes.

Align institutional policies with Momentum Paradigm. \*\*

Assess the effectiveness (student awareness and effect) of directing students to take 9 hours in their field of study in the first year.

Review transfer policies and practices for barriers to student progression and revise them where possible.

Identify alternative degree options / off-ramps \*\*

Assess faculty mindset; inform faculty of the impact of their mindset (and how they convey that mindset) on students \*\*

Analyze student mindset data to identify needed interventions. \*\*

Redesign selected courses (G2C). Our student achievement threshold is 80% ABC rate per SACSCOC standard 8.1.

Transfer credit evaluation based on SLO's, rather than a course-for-course comparison.

Introduce the concept of Growth Mindset to students during orientation (LMS module).

Career interests integrated in purposeful choice plans, with attention at earliest contacts with the student.

Faculty Advising Academy. \*\*

Add job shadowing opportunities and promote internships and externships for students to continue exploring their career choices. \*\*

Integrate the Momentum framework in Annual evaluation for programs and for faculty and staff. \*\*

About 1/3 of the goals have been completed or are in progress; many have been delayed due to the pandemic.

## GENERAL OVERVIEW AND OBSERVATIONS

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### SUCCESSFUL STRATEGIES FROM LAST YEAR:

**Increasing number of degrees that are earned on time** by targeting institutional culture to increase number of students enrolled in 15 or more hours. Success here is due to pre-registering students and showing the 15-to-Finish video to students and families at orientation. There was an increase of 6.4% from Fall 2013 to Fall 2020 in the percentage of students enrolled in 15 or more hours.

**Transforming the catalog to include program maps for all undergraduate degrees and eight Academic Focus Areas for students still deciding on majors.** We are confident that these maps will positively affect RPG in the future and contribute greatly to the culture of “15-to-finish.” The 2020-2021 catalog represents the eighth year program maps are included. In addition, there are now eight focus area maps for entering freshmen who are still deciding on a major. The 2020-2021 catalog now features the catalog built in Courseleaf with a compatible catalog.

**Using various methods to keep students on track and identify students “at risk.”** These methods include reminding faculty to use the Early Alert System in the EAB Student Success Collaborative, working with outside organizations to provide childcare for student-parents, and using intentional and proactive advising to refer students to appropriate and effective campus resources. The relaxed admission standards in Fall 2020 will require that CSU ADVISE be on high alert for aiding students, every way possible.

**“Pressure testing” program maps with rotation schedules,** thereby cross checking the accuracy of the maps to real time course offerings. Results here have been impressive:

2017-2018 98% compliance

2018-2019 93% compliance

2019-2020 98% compliance

See **Appendix IV** for more details.

**Coding various focus areas** so we can better track behavior of students still deciding on majors.

**Simplifying course enrollment through Smart Guidance,** which creates multiple schedules for students once they specify what courses they need and when they can take them. As a result, we expect to see an increase in the number of hours in which students enroll.

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### LEAST EFFECT STRATEGIES FROM LAST YEAR:

**Tracking whether students are using referral services as directed.** 2019-2020 was the second year we were able to track such referrals and we will work to improve the rate students follow through with the referral and improve the process of tracking these students.

**Tracking the effectiveness of strategies** was much more difficult than planned due to the impact of COVID-19 on campus activities. Hopefully, the effects of the pandemic will lessen, especially in Spring 2021.

## STUDENT SUCCESS AND COMPLETION TEAM

These individuals are responsible for implementing, monitoring, and evaluating CSU's Student Success and Completion Strategies.

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## DALTON STATE COLLEGE

### INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The mission of Dalton State College (DSC) is to provide a diverse student population with opportunities to acquire the knowledge and skills necessary to attain affordable baccalaureate degrees, associate degrees, and certificates and to reach their personal and professional goals. Through challenging academics and rich collegiate experiences, the College promotes lifelong learning, active leadership, and positive contributions to produce ethical and knowledgeable citizens who contribute back to society. The vision is to establish DSC as a first-choice destination college.

In pursuit of that goal, Dalton State offers targeted four-year and two-year degrees and career certificate programs, along with a wide variety of activities that engage students in local community businesses and industries. Each of the College's four schools (Arts and Sciences, Business, Education, Health Professions) forges important partnerships to inspire students to be active members within their professions and communities.

Dalton State has expanded programs and maintained rigor in its academic offerings. During academic year 2019-2020, the College added one new bachelor's degree, two minors, and one pathway. The School of Arts and Sciences added a new Bachelor of Applied Science degree in engineering technology, a minor in rhetoric and writing, and an associate's-level pathway in film; and the Wright School of Business added a new minor in finance.

During the 2017-2018 academic year, Dalton State became the first college in Georgia to attain the status of being a Hispanic Serving Institution (HSI), enrolling 27% Hispanic/Latino students in Fall 2017. To date, Dalton State remains the only college in Georgia with that designation, with the percentage of Hispanic/Latino students rising to 31.2% in Fall 2019. The student population remains one with a preponderance of first-generation attendees (68.82%, Fall 2019), with 48.6% of the students receiving Pell grants (Fall 2019). The adult learner population remains relatively small at 6.6%. Enrollment declined for the 2020 AY, demonstrating a 3% decrease for a total student population of 4,964. Between Fall 2018 and Fall 2019, the College's dual enrollment population increased by 19.6%. The College's total number of degrees conferred saw a slight increase (1%) over AY 2018, with a total of 817 graduates in AY 2019.

The demographics of Dalton State are consistent with those of an access institution with a population of students who come to college as part of a new generation of learners in their families. They often work full- or part-time to contribute to their households and to cover tuition, fees, and textbooks. They often "stop out" due to the stresses of balancing academic and family life, but Dalton State faculty and staff are committed to their success.

### IMPROVEMENT PRACTICES

#### *Academic Advising*

Dalton State has implemented a process to identify and guide incoming undecided students. In 2018 the "undeclared" option was reinstated on the application for admission. In Summer 2020, through contact by the director of advising and the academic success coach, 100 students were able to select a major that best aligned with their current goals. The 26 students who did not respond to outreach prior to orientation were encouraged to choose a major during orientation. Students who were still unable to identify a path were given the associate's in general studies as an option, and the academic success coach will follow-up with these students.

In an effort to focus on the needs of first-year students and adjust to a reduction in staff, the Advising Center, recently renamed the **Center for Student Success and Advising Support**, has reorganized its advising structure. The campus will now operate under a Total Intake model where all students will begin with a centralized, professional student success advisor and then transition to a faculty advisor in the academic unit. The student success advisors will conduct intentional outreach to support students as they transition from high school to post-secondary education. The Center will offer academic coaching services to help students in areas of time management, study skills, motivation, choosing a major, procrastination, and growth mindset.

**Gateway to Completion (G2C) Course Redesign**

The College's G2C Steering Committee, liaisons, and MATH 1111 and ENGL 1101 Redesign Committees completed the second year of the course redesign process which is overseen by the John Gardner Institute. During the 2019-2020 academic year, English and mathematics faculty implemented course-specific and cross-course recommendations that were situated in the G2C Principles and involved aspects of course structure and teaching approaches/pedagogies, monitoring student performance, and faculty development. The MATH 1111 G2C Committee included five full-time faculty members, and the ENGL 1101 G2C Committee included 13 full-time faculty members. One improvement practice implemented in all sections of ENGL 1101 was a reduction in class size from 28-29 students per section in Fall 2018 to 21-22 per section for the non-co-curricular sections in Fall 2019 and from 25-26 in Fall 2018 to 18-19 in Fall 2019 in the co-curricular sections. Results of the pilots from Fall Semester 2019 suggest that class size matters in freshman composition. During Fall Semester 2019, ENGL 1101 classes had lower DFWI rates whether they were transformed or not transformed and whether they were paired with co-curricular support classes or not. The improvement was greater in the co-curricular sections.

**Percentage of Students Completing Co-Curricular Sections of ENGL 1101 with a C or Better, Fall Semester 2018 and 2019, Including Withdrawals**

Course	Total # of Students (including Ws & Is)	% Passed with C or Better	% Failed (D, F, W, WF, I)
Fall 2018	270	180 (66.7%)	90 (33.3%)
Fall 2019	248	178 (71.8%)	70 (28.2%)

**Percentage of Students in Non-Co-Curricular Sections of ENGL 1101 with a C or Better, Fall Semester 2018 and 2019, Including Withdrawals**

Course	Total # of Students (including Ws & Is)	% Passed with C or Better	% Failed (D, F, W, WF, I)
Fall 2018	734	582 (79.3%)	152 (20.7%)
Fall 2019	635	516 (81.3%)	119 (18.7%)

Though the number of supplemental instruction pilots was small (two pilots in fall 2019 and one in the spring 2020), the use of supplemental instruction seemed to be consistently effective in ENGL 1101. In fall 2019, the co-curricular supplemental instruction pilot had a 79% pass rate compared to the average pass rate of 71% for the non-transformed co-curricular classes, and the non-co-curricular supplemental instruction pilot had a pass rate of 81% compared to the average pass rate of 76% for the transformed non-co-curricular pilots. During Spring Semester 2020, the only successful ENGL 1101 pilot was the pilot involving supplemental instruction. This co-curricular pilot had a 73% pass rate compared to the 55% pass rate for the other pilots. The sudden switch to online instruction in Spring Semester 2020 had a negative impact on student success in freshman composition, and the English G2C Committee is addressing this decline in its Fall 2020 pilots.

Changes implemented in the MATH 1111 pilots in both Fall Semester 2019 and Spring Semester 2020 resulted in significant reductions in the withdrawal rates and DFWI rates for MATH 1111. The DFWI rate dropped from a high of 44.3% in Fall 2017 to a low of 35.3% in Fall 2019.

**MATH 1111 DFWI Rates, Fall 2019, Fall 2018, and Fall 2017**

Year	Total # of Students	# of Students with DFWIs and DFWI Rate
Fall 2019	470	166 students (35.3%)
Fall 2018	498	220 students (44.2%)
Fall 2017	557	247 students (44.3%)

In Fall 2019, 42 students withdrew out of a total of 470 students enrolled in Math 1111, for a withdrawal rate of 8.9%. The Fall 2019 withdrawal rate was lower than the withdrawal rates in each of the previous two fall semesters (Fall 2018 and Fall 2017).

**MATH 1111 Withdrawal Rates, Fall 2019, Fall 2018, and Fall 2017**

Year	Total # of Students	# of Students and Withdrawal Rate
Fall 2019	470	42 students (8.9%)

Fall 2018	498	72 students (14.5%)
Fall 2017	557	106 students (19.0%)

The MATH G2C Committee attributed the improved success to structural changes put into place for the 2019-2020 academic year. These changes included a new homework system and the pairing of MATH 0999 sections with MATH 1111 sections.

The switch to online instruction in Spring Semester 2020 did not have the negative impact on success in MATH 1111 as it did in ENGL 1101. In Spring 2020, 45 of the 164 students in MATH 1111 earned a grade of D, F, W, or I, for a DFWI rate of 27.4%, and 15 students withdrew out of a total of 164 students enrolled in MATH 1111, for a withdrawal rate of 9.1%. The MATH 1111 students benefitted from using an online homework system during the months preceding the pandemic and thus were somewhat familiar with online learning, while the ENGL 1101 students had not had online assignments prior to the move from face-to-face to online instruction. Dalton State's Gardner Institute feedback on its Stage IV General Situation Report and Reflection and Application to the Future Report is available in Appendix A.

### ***Title V Grant***

Tutoring and Supplemental Instruction received funds last year from a federal Title V grant from the U.S. Department of Education to expand the program by adding more tutors and software to allow for distance learning. The \$2.1 million grant was implemented in October 2019 and is a five-year grant that focuses on improving services to help students succeed and achieve their full potential. Dalton State was eligible to apply for the grant because of its status as a Hispanic-Serving Institution. Concentrating on three key strategies (establishing a comprehensive advising program, expanding tutoring and supplemental instructional programs, and improving technology for advising and student support), the Title V staff has worked diligently, despite the impact of the COVID-19 pandemic, to provide opportunities for students to succeed, with tutoring services, continuing virtually when face-to-face instruction was suspended. The grant is also being used to upgrade software to help students' progression toward graduation, to improve advising, to utilize space more effectively on campus, and to plan and improve upon retention and graduation rates. The grant pays for several positions, including a supplemental instruction and programs specialist, an academic success coach, and an academic advisor, as well as part-time positions that include a Title V project director and an academic advisor that is shared with Residential Life, which oversees campus housing. The project's long-term outcomes are to increase course completion and fall-to-fall retention rates, increase the proportion of degrees awarded to Hispanic and other underserved students, and increase the graduation rate, while providing all Dalton State students with exceptional educational experiences that lead to success.

### ***Affordable Learning Georgia/No Cost and Low Cost***

The USG system continues to support initiatives that address college cost and affordability through the development and use of Open Education Resource (OER) texts. Over the past several years, DSC has applied for and received multiple grants and mini-grants. Appendix B provides a table of those Affordable Learning Grants (ALG) awards in conjunction with the number of students positively impacted by OERs funded by ALG grants.

Dalton State College faculty were awarded three mini-grants in 2019 to develop course materials for COMM 1110, ENGL 1101, ENGL 1102, and THEA 1100. Since this program began, faculty at the college have been awarded 18 grants, and the Affordable Learning Georgia website ranks Dalton State as number 6 in the University System for student savings and number 6 for the number of students impacted by these resources. In addition, in 2018-2019, 9,200 students were enrolled in sections with low-cost materials, and 15,415 students were enrolled in sections with no-cost materials. Altogether 24,615 students were enrolled in sections that were either no-cost or low-cost, a number representing 41.11% of all enrollments. In terms of large-scale grants, DSC appears to have reached a plateau. Despite this fact, faculty are still saving hundreds of thousands of dollars for DSC students.

### ***Honors Program***

During the 2019-2020 academic year, the Honors Program changed its application process to make it less cumbersome for students to apply. In the program's inaugural year (2018-2019), 30 incoming freshmen applied, but because of missing application materials (typically recommendation letters), only 20 students were accepted. Requiring students to write application essays and secure three letters of recommendation in addition to meeting GPA and SAT/ACT requirements seemed to discourage our population from applying. Consequently, only 16 students applied with 8 accepted during the academic 2019-2020 year. To address the decline, the Honors Council removed the essay and recommendation letter requirements and simply invited freshmen that met the GPA and SAT/ACT requirements to participate. As a result, the fall 2020 honors program has 98 participants, enabling the departments to offer honors-only sections of freshman classes.

***Changes in Procedures and Processes***

Different areas of the college have put into place a number of changes of procedures and processes that remove or lessen the structural and motivational obstacles that students face.

Updated Forms and Use of Dynamic Forms. In the past, several procedures required paper forms to be processed. For example, a student may be required to visit the Office of Enrollment Services to obtain the form, get any required signatures (i.e., instructors, Provost, Bursar), and then return it to Enrollment Services. To alleviate the burden for students, forms have been updated and, in some cases, consolidated and put online for easier access. Many of the forms may be accessed on Dynamic Forms, allowing students to enter their information/request, and it flows through the program obtaining required signatures. This is not only easier for the students but also for faculty and staff. The Change of Major/Address Update, Schedule Adjustment, graduation application, change of grade, course substitution, and Hardship Withdrawal forms have been updated. Students may also email their instructors, the provost, and many others to receive approval, and the email from the professors serves as their signature.

Change in Drop/Add Procedure. Typically, when a student drops a class (or classes) after the enrollment period, a schedule adjustment form must be signed by each of the student's instructors. If students have stopped attending or cannot attend the class they wish to drop, obtaining the required signatures can be a burden, especially with the need for social and physical distancing. Students may now drop a class (or classes) with their advisor or online in BANNER. This change reduces the interactions to one call or email. The advisor is responsible for recording the details on the students' record and contacting the instructor(s).

Elimination of the Online Quiz Requirement. After the sudden shift to online/remote instruction in Spring Semester 2020, the provost and VPAA, associate provost, administrative assistant, executive director of advising and student success, and a professional advisor met and discussed the pre-registration online quiz requirement. Requiring students to take this quiz was an obstacle to registration, unnecessarily delaying students' ability to register. The group decided to eliminate this testing requirement and instead posted helpful information on taking online classes on the college web page.

**MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS****SECTION 3.1 EXISTING MOMENTUM WORK****PURPOSEFUL CHOICE**

<b>Strategy or activity</b>	<b>Additional Advisor Contact Prior to New Student Orientation</b>
<b>Summary of Activities</b>	To address the area of purposeful choice, the Advising Center added an additional point of contact with students by making a purposeful choice call to all students upon their registering for New Student Orientation. This phone call was to confirm students' choice of major based on their intended career path. When necessary, advisors discussed with the student the need to change the student's major to better align with his/her goals. During the summer of 2020, advisors called 810 students by phone. Advisors successfully contacted 59% of the students and followed up with students who could not be reached by phone through email.
<b>Outcomes/Measures of progress</b>	Data indicate that as a result of this contact, 98 major changes were processed. These major changes resulted in students having a clearer understanding of purpose prior to attending orientation, allowing them to spend more energy discerning their educational plan and engaging in orientation activities.
<b>Lessons Learned and Plans for the Future</b>	One challenge was the inability to contact students by phone. To address this challenge, advisors used email. However, since many students do not check email, other solutions are needed. One solution would be to require a phone number with the application. This solution will be implemented effective Spring Semester 2021.
<b>Changes because of COVID-19</b>	Because New Student Orientation was online this past summer as a result of the COVID-19 pandemic, advisors also encouraged students to follow-up their virtual orientation with a one-on-one appointment. Advisors conducted over 600 virtual appointments, which represented 56% of the students who attended advising orientation sessions.
<b>Strategy or activity</b>	<b>Advising Center Workshop for Students in Fall 2019 on "Choosing a Major"</b>

<b>Summary of Activities</b>	The Advising Center Workshop provided strategies for decision making, discovering what majors are available at DSC, and connecting with the right advisor to learn more.
<b>Outcomes/Measures of progress</b>	Eighteen students attended the workshop. Both pre- and post-workshop surveys were given. Pre-workshop data were collected for all 18 participants. Four participants left before the workshop ended, resulting in only 14 students completing the post-workshop survey. The data show that the workshop provided strategies and students gained more information. Eighty-six percent of the students indicated that they gained information about DSC's majors and programs that they did not previously know, and all respondents agreed that they learned some strategies that will help them decide on a major in which they intend to graduate.
<b>Lessons Learned and Plans for the Future</b>	Students were receptive to the program. Additional follow-up with students after 3 to 6 months could clarify the benefits of the program and provide suggestions for improvement.
<b>Changes because of COVID-19</b>	This workshop has been adapted so that the academic success coach can use it virtually in one-on-one meetings with students unsure of their majors.

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## TRANSPARENT PATHWAYS

<b>Strategy or activity</b>	<b>Continued Development and Use of Pathways</b>
<b>Summary of Activities</b>	The Advising Center has continued to review and update pathways. Use of pathways with students has been encouraged. Academic departments are adjusting course requirements to ensure they can provide 9 credits of focus-area courses to first-year students.
<b>Outcomes/Measures of progress</b>	One outcome is increased awareness of the potential effectiveness of well-developed pathways.
<b>Lessons Learned and Plans for the Future</b>	Pathways need to be more readily available to faculty and students. The Advising Center is working with the College's Office of Marketing and Communications on the best way to present them via the college's web page. Also, a faculty member is working to develop a repository of advising information for faculty.
<b>Changes because of COVID-19</b>	N/A

<b>Strategy or activity</b>	<b>Enhanced Program-level Identification of 9 Hours in Each Focus Area</b>
<b>Summary of Activities</b>	While the College began work on identifying 9 hours of coursework in the different focus areas, more work is needed here. The Office of Academic Affairs and deans will develop a protocol for departments and program coordinators to follow in selecting 9 credits for their focus areas. The provost, deans, and department chairs will meet to discuss the protocol and expectations. Department chairs and program coordinators will work with their faculty to select the 9 credits and to provide a rationale for the selection. Advisors will work to ensure students complete the nine hours during their freshman year.
<b>Outcomes/Measures of progress</b>	The Office of Academic Affairs and deans developed a protocol for the departments and program coordinators to follow, discussed expectations, and set a deadline for completion.
<b>Lessons Learned and Plans for the Future</b>	The finalized plans were due October 1, and plans are underway to adjust program degree maps as needed to reflect any changes.
<b>Changes because of COVID-19</b>	N/A

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## ACADEMIC MINDSET

<b>Strategy or activity</b>	<b>Incorporation of Mindset in ENGL 1101 and MATH 1111 G2C Pilots, 2019-2020</b>
<b>Summary of Activities</b>	English and Math G2C pilots for Fall 2019 included a focus on helping students develop growth mindsets.
<b>Outcomes/Measures of progress</b>	While students were more successful in MATH 1111 than in previous semesters, it could not be determined what strategies led to student success because multiple strategies were implemented in the same course. The same problem occurred in ENGL 1101, and the only clearly successful strategy in English was the use of supplemental instruction.



<b>Lessons Learned and Plans for the Future</b>	Because faculty in the English and Math pilots implemented multiple strategies in the same sections, it was not possible to discern whether mindset was a factor that contributed to student success. To remedy this, in Fall 2020, English pilots will incorporate only one strategy per section so that the success of the strategies can be analyzed more meaningfully. Faculty on the English G2C Committee are engaging in discussions of mindset activities and are ensuring that these activities are incorporated throughout the whole semester instead of one-time activities.
<b>Changes because of COVID-19</b>	Math and English faculty are focusing on engaging students and balancing different instructional formats that include hybrid, online, flex, and flipped classroom instruction while adhering to physical distancing requirements. The energy devoted to these changes may detract from the success of the pilots.
<b>Strategy or activity</b>	<b>Mindset Presentation at the Fall 2019 Campus Workshops</b>
<b>Summary of Activities</b>	As a part of the Fall Semester 2019 workshop series, members of the Mindset Committee presented “Incorporating Mindset into Teaching.”
<b>Outcomes/Measures of progress</b>	At least half of the Dalton State faculty attended one of the two workshops offered by the Mindset Committee.
<b>Lessons Learned and Plans for the Future</b>	Better follow-up is needed after presentations such as these to assess whether faculty are incorporating ideas in their classes and whether these lead to increased student success.
<b>Changes because of COVID-19</b>	Budget cuts related to COVID-19 and the need for physical distancing have limited professional development opportunities for faculty. While many conferences and workshops have moved online, the College is unable to support those that require large registration fees. Our in-house presentations and workshops are offered online, and we are expanding our Center for Excellence in Teaching and Learning GeorgiaView platform to provide increased opportunities and professional development materials for faculty.

**GENERAL OVERVIEW AND OBSERVATIONS**

The intentional, purposeful outreach to students provided an early connection with students and helped improve the alignment of the students’ majors with their potential career paths. Conducting this outreach prior to orientation increases the ability to provide better academic and career information through the orientation process. The outreach was time-consuming. The COVID-19 transition shifted new student orientation to a virtual format, which advising followed with virtual one-on-one appointments. This process increased the contact with students but was also very labor intensive and created a difficult workflow as the number of orientations increased.

The adoption of pathways has been slow. Increased awareness and commitment to the 9-credit-hours focus area have improved academic departments’ understanding of their role. By implementing a means of easier access, the potential to increase the use of the pathways should improve.

**SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)**

**PURPOSE**

<b>Priority Work</b>	<b>Career Panels and Graduate Panels</b>
<b>Description of Activities</b>	<ul style="list-style-type: none"> <li>The Roberts Library in conjunction with the Office of Career and Professional Development will host Grad School 101 panels to help prepare students for the College’s Graduate School Fairs. The workshops will help students polish their resumes, write a statement of purpose, optimize their applications, and learn about the GRE, GMAT, LSAT, and MCAT graduate school entrance exams, as well as exam preparation materials offered through the college. A panel of working professionals will discuss their experiences with the process and answer questions.</li> <li>The Office of Career and Professional Development (OCPD) will host a Graduate School Fair (Fall) and two Career Fairs (Spring). In preparation for the Career Fairs, OCPD hosts a Career Week focused on professional development and preparing students for their careers.</li> </ul>

<b>Activity status and plans for 2020</b>	<ul style="list-style-type: none"> <li>The Office of Career and Professional Development hosted six Virtual Career Events in Spring 2020 via Microsoft Teams geared to prepare students for whatever their next step is beyond graduation, whether it is a career or graduate school. These have had to be moved online because of the COVID-19 pandemic. The Office of Career and Professional Development held a virtual career fair this fall (September 10th) where there were over 20 employers/companies and approximately 167 students who participated. As of October 8, 24 students have confirmed receiving job offers or internship opportunities from this event. The Roberts Library and the Office of Career and Professional Development have also scheduled online graduate school events for this fall. There are currently 24 schools registered, and 68 students have pre-registered to attend. They held two Grad School 101 sessions on October 8. Though live attendance was low, the sessions were recorded since many students were in class during the events. The videos had 13 and 16 views within the first 24 hours after the event, and they anticipate those numbers to increase.</li> </ul>
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<b>Lessons Learned</b>	<ul style="list-style-type: none"> <li>Virtual events have higher participation than past in-person versions. There has been an increase in the number of students requesting that recordings of the events and materials be available. As technology develops and adds new features, the Office of Career Development and the Roberts Library anticipate continuing offering aspects of these events in a virtual format.</li> </ul>
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<b>Priority Work</b>	<b>Major-Specific Career Panels</b>
<b>Description of Activities</b>	Each year, various departments invite their majors to panel discussions pertaining to career opportunities associated with their degrees. These panels are typically offered in the spring.
<b>Activity status and plans for 2020</b>	These were put on hold in Spring 2020. The sudden shift to online/remote instruction did not leave time for planning. Departments expect to bring these back in the Spring 2021, possibly in a virtual format if social and physical distancing requirements remain in effect.
<b>Lessons Learned</b>	There are no results at this time.

**MINDSET**

<b>Priority Work</b>	<b>Preview Week</b>
<b>Description of Activities</b>	All first-year students will be invited to attend a four-day residential program that covers common academic terminology, campus resources, team building, and mindset.
<b>Activity status and plans for 2020</b>	The in-person residential preview event for FY21 student prospects was cancelled because of the pandemic. The College is investigating an online offering in its place.
<b>Lessons Learned</b>	There are no results at this time.

<b>Priority Work</b>	<b>Faculty and Staff Development Pertaining to Mindset</b>
<b>Description of Activities</b>	Academic Affairs will create the Center for Engaging and Supportive Academic Experiences. To improve success rates of all populations, the Center will educate the campus community on the importance of mindset through workshops and the development of a resource library on mindset and teaching freshmen and gateway courses beyond the freshman year. The Center will appoint working groups to develop workshops and a resource library.
<b>Activity status and plans for 2020</b>	The Center for Engaging and Supportive Academic Experiences was created in January 2020. Since there are faculty fellows to assist our Center for Excellence in Teaching and Learning, a GeorgiaView page was created to serve as a resource library and a place to house recorded workshops for faculty with links to live workshops on Teams. The Mindset Committee is planning workshops for late fall, and faculty have been invited to participate in the USG mindset pilots as well as mindset training provided through the Gardner Institute. The late fall workshops will include a discussion of the results of the Mindset Surveys distributed in ENGL 1101 classes during the 2019-2020 academic year as well as strategies faculty can use in their classes.
<b>Lessons Learned</b>	Better communication with subgroups is needed. With the changes of leadership throughout the academic year (the departure of a provost, an interim provost, and a new provost) and with the focus on coping with the COVID-19 pandemic, members of the Mindset

Committee were not aware of some of the activities assigned to them. In addition, with the reduction in faculty and staff positions, the time-intensive shift to remote and hybrid/flex teaching, and issues pertaining to the pandemic, some activities have had to be postponed. Faculty do not seem to have the time for additional activities.

<b>Priority Work</b>	<b>Continued Emphasis on Mindset in G2C Course Redesign</b>
<b>Description of Activities</b>	The G2C MATH 1111 and ENGL 1101 committees will continue to incorporate mindset activities in these gateway courses and report on student success.
<b>Activity status and plans for 2020</b>	During Fall Semester 2020, the English G2C Committee will be piloting a semester-long focus on mindset in six sections of ENGL 1101. The MATH G2C Committee will focus on helping students develop a growth mindset in four sections of MATH 1111.
<b>Lessons Learned</b>	Success of the math and English pilots will be evaluated by the G2C Committees in early January 2021.
<b>Priority Work</b>	<b>Informing Students' Parents about Growth Mindsets</b>
<b>Description of Activities</b>	The Mindset Committee and the director of CETL will develop an explanatory handout informing parents about the importance of a growth mindset to college success. Deans will discuss academic mindset with parents during the "meet with parents" segment of New Student Orientation.
<b>Activity status and plans for 2020</b>	With the move to online orientation brought about by the COVID-19 pandemic, the structure of the New Student Orientation changed, and deans did not meet with parents as originally planned. In addition, the Mindset Committee was unaware that it had been charged with developing an explanatory handout about the importance of growth mindsets.
<b>Lessons Learned</b>	Better communication with subgroups is needed. With the changes of leadership throughout the academic year (the departure of a provost, an interim provost, a new provost, and a substantial reorganization of schools and departments) and with the focus on coping with the COVID-19 pandemic, members of the Mindset Committee were not aware of some of the activities assigned to them.
<b>Priority Work</b>	<b>Celebrations for First-Year Students</b>
<b>Description of Activities</b>	Because many of our freshmen are first-generation college students, the Center for Engaging and Supportive Academic Experiences will organize two celebrations for first-year students to help them celebrate their accomplishments, thus supporting a growth mindset (early December and late April).
<b>Activity status and plans for 2020</b>	The early December celebration is not feasible because of the restructuring of the academic calendar, with finals ending before Thanksgiving, because of the need for physical distancing, and because many faculty have accommodations this semester and are not physically on campus. The Center expects to be able to have one celebration in April 2021 as planned.
<b>Lessons Learned</b>	There are no results at this time.
<b>Priority Work</b>	<b>Departmental Discussions of Mindset</b>
<b>Description of Activities</b>	Departments and schools will engage in discipline-level discussions of mindset.
<b>Activity status and plans for 2020</b>	Department and schools have been engaged in these discussions through departmental meetings on Teams.
<b>Lessons Learned</b>	Additional training on relating academic mindsets to specific disciplines will be useful.
<b>Priority Work</b>	<b>Student Discussion of Academic Mindset in Supplemental Instruction</b>
<b>Description of Activities</b>	The assistant director of tutoring and supplemental instruction will work with peer tutors and supplemental instruction leaders to incorporate mindset into their work with students.
<b>Activity status and plans for 2020</b>	Peer tutors, supplemental instruction leaders, and math lab assistants have undergone training that incorporates mindset. Completed trainings include the following: <ol style="list-style-type: none"> <li>1. Growth/Fixed Mindset Continuum Activity: This activity allowed participants to understand that we all have both fixed and growth mindsets concerning different traits</li> </ol>

- and abilities. This activity helped students explore and reflect on their own mindset beliefs before attempting to engage in strategies that assist other students.
- Peer educators then completed a growth mindset language tracking worksheet. After tutoring/supplemental instruction sessions, students reflected on the language used during these sessions. Peer educators documented particular phrases that surfaced and identified these phrases as promoting either a fixed or growth mindset. We reconvened in a group training to discuss these phrases and how we can reframe them to promote a growth mindset among tutees.

The assistant director of tutoring and supplemental instruction plans to incorporate a growth mindset case study in its Spring 2021 training for tutors and supplemental instruction leaders.

<b>Lessons Learned</b>	Peer educators are now more familiar with growth and fixed mindsets through self-discovery and reflection, which remains vital before assisting other students. They are now framing their interactions and phrases to promote a growth mindset with session attendees, and they recognize the power of words in mindset development.
<b>Priority Work</b>	<b>Staff Training Pertaining to Mindset</b>
<b>Description of Activities</b>	The Staff Council secretary and the Staff Council Professional Development Committee will develop and deliver mindset training for staff.
<b>Activity status and plans for 2020</b>	The Staff Council has arranged for professional trainers from Kepro to offer interested staff and faculty a virtual presentation on “Creating a Resilient Mindset,” November 12, 2020. Topics will include learning to perceive adversity as a learning opportunity, discovering the power of vulnerability when dealing with failure, and using a growth mindset to tackle limiting beliefs associated with challenge and change.
<b>Lessons Learned</b>	This activity is in progress.

**PATHWAYS**

<b>Priority Work</b>	<b>Undergraduate Research Symposium</b>
<b>Description of Activities</b>	Each Fall and Spring semester, Dalton State will offer students the opportunity to present their scholarly activity or research in a professional setting at its Undergraduate Research Symposium. Presentations must have a faculty sponsor, and students will have the option of doing poster presentations or giving traditional, conference-style oral presentations.
<b>Activity status and plans for 2020</b>	The Undergraduate Research Symposium Committee is currently in the process of creating a flyer and dynamic form for registration for the fall symposium to be held on November 13. Because of the pandemic, the symposium will be held virtually using Microsoft Teams and will include poster and oral presentations.
<b>Lessons Learned</b>	This activity is still in progress.
<b>Priority Work</b>	<b>Opportunities for Student Engagement</b>
<b>Description of Activities</b>	Each Fall and Spring semester, Dalton State will provide students with the opportunity to be engaged in service to their communities as a required component of the Honors Program. Students enrolled in the Honors Program will have a designated service project for campus-wide service days, such as the 9/11 Day of Service (September) and The Big Event (April). Student Life will host campus-wide service days. These opportunities will be collaborative in nature and will incorporate reflection. This event is a “gateway” volunteer activity to foster student interest in volunteering/service-learning. These include the following activities: Alternative Breaks to engage students in affordable community-based service projects; Community Action Days, where students are invited to travel off campus to learn from and serve our communities; the September 11 National Day of Service and Remembrance of 9/11; and The Big Event, an opportunity for students, faculty, and staff to express gratitude and support to our community.
<b>Activity status and plans for 2020</b>	The Honors Program 9/11 Day of Service took place with physical distancing in Fall 2020. Student Life has made plans to increase the number of service project sites to reduce the number of students at each site, and participants will be required to wear masks and to use physical distancing as necessary.

<b>Lessons Learned</b>	The Honors Program 9/11/2020 Day of Service was a great success, with 33 honors students participating in various service activities in the community. Because of course conflicts, 18 students were unable to participate on September 11, but an alternative volunteer experience will be offered later in the term. The 33 honors students volunteered at the Campus Garden, the City of Refuge, the Habitat Restore, Junior Achievement, the Lakeshore Community Garden, Providence Ministry, and the Salvation Army.
<b>Priority Work</b>	<b>Common Learning Experiences in Perspectives Courses</b>
<b>Description of Activities</b>	The Perspectives courses at Dalton State are discipline-focused courses for freshmen. Instructors of the Perspectives courses will complete at least one professional development activity on mindset. The co-chairs of the Committee for Student Transitions will create an assignment that is common to all sections but that can be adapted to faculty members' interests, disciplines, or focus. The co-chairs of the Committee for Student Transitions will provide training for the Perspectives instructors on the common learning experiences that their courses should entail. Instructors in the Perspectives course will engage students in discussions pertaining to developing growth mindsets and engage students in the common experiences.
<b>Activity status and plans for 2020</b>	For Fall 2020, the Committee for Student Transitions decided before working on a common assignment and training for faculty that Dalton State needed to know more about the students' mindsets on their educational experience. This approach also accommodates the realities of preparing for and teaching classes in a socially distanced (COVID-19) environment. In all our sections, we asked students to complete an online welcome activity (the PERTS Growth Mindset for College Students, <a href="https://www.perts.net/orientation/cg">https://www.perts.net/orientation/cg</a> ). Some professors also had students complete a short follow up survey to ensure student participation.
<b>Lessons Learned</b>	At the midpoint of the fall semester, 275 students completed the online survey. After the B-session (second session) classes complete the survey, the committee co-chairs will download and study the results. However, below is a sampling of student comments on how the information from the activity would impact their approach to difficult tasks in college classes. <ul style="list-style-type: none"> <li>• It will teach me to go one day at a time and not to frustrate myself when things get hard, because everyone learns differently.</li> <li>• The information makes it clear that college is going to be hard. But, with determination and time you can and will get through it. No matter how hard and rough it is.</li> <li>• I will seek help if I encounter a problem and I will also face challenges without being afraid of what awaits me.</li> </ul> In preparation for Fall 2021, the Committee for Student Transitions will study the responses from the freshmen who participated in the activity and work toward creating an activity/assignment incorporating mindset as well as more formally training faculty to encourage students to think about their mindset without directly addressing student mindset.
<b>Priority Work</b>	<b>Major Change Discussion with Departmental Champions</b>
<b>Description of Activities</b>	The Office of Academic Affairs will hold discussions with chairs, associate deans, and assistant deans to consider requiring students who wish to change their major to discuss this change with a faculty champion in the new major. If approved, the process will be implemented and evaluated beginning Fall 2020.
<b>Activity status and plans for 2020</b>	While the process was approved, plans are to postpone implementation until Fall 2021 when we hope practices are not limited by the need for physical distancing.
<b>Lessons Learned</b>	N/A

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**EXTENDING AND STRENGTHENING MOMENTUM APPROACH STRATEGIES BEYOND THE FIRST YEAR**


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<b>Priority Work</b>	<b>Development of a HIPS Rubric for Sophomore- and Upper-Level Classes</b>
<b>Description of Activities</b>	The HIPS Committee will develop a rubric for faculty interested in incorporating high-impact practices into their classes, and there are plans to evaluate these classes using this rubric.
<b>Activity status and plans for 2020</b>	This is on-going, but a draft of the Dalton State HIPS handbook that included the rubric was distributed to faculty at the beginning of Fall Semester 2020.
<b>Lessons Learned</b>	This activity is still in progress.
<b>Priority Work</b>	<b>Increase the Effectiveness of Academic Advising</b>
<b>Description of Activities</b>	With the centralizing of academic advising, the intentional outreach to students during the first two years will continue. There will be increased contact with at-risk students and increased efforts to assist students with purposeful choice. The Academic Advising Center will expand professional development opportunities for its staff to support the goals of the new strategic plan and the creation of the academic signature. The Advising Center will provide training for faculty to enhance the transition of upper-classmen to faculty advisors.
<b>Activity status and plans for 2020</b>	Increased outreach to at-risk students is occurring through Teams meetings rather than through face-to-face meetings. Best practices and clear expectations have been outlined to include video conferencing as the preferred method of communication when the student's technology allows. Clear communication of remote access to advising has been communicated to the students. Because of reduction in force brought on by pandemic-related budget cuts, the Advising Center has been reorganized with a stronger focus on student success, and faculty will take over advising after the freshman year. Now called the Center for Student Success and Advising Support, the Center has been providing training for faculty through Teams to aid them as they transition from advising upper-level students to sophomores. The Center has also been sending faculty "friendly reminders" about graduation applications, student holds, academic suspension, early registration, drop and add, and wait lists.
<b>Lessons Learned</b>	This activity is on-going.

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**MOMENTUM YEAR SUSTAINABILITY PLAN PROGRESS**


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**POLICY BARRIERS**

<b>Priority Work</b>	<b>Faculty and Staff Review of Academic Policies and Processes</b>
<b>Description of Activities</b>	A new committee comprised of faculty and staff will review academic policies and processes that may pose barriers to students achieving Momentum and completing their degrees. These include a review of the <i>Academic Affairs Policy &amp; Procedures Manual</i> (working draft) and the <i>DSC Policy and Procedures Manual</i> .
<b>Activity status and plans for 2020</b>	The Office of Academic Affairs is reviewing and updating policies in the <i>Academic Affairs Policy and Procedures Manual</i> and sending these to the Faculty Senate for review.
<b>Lessons Learned</b>	To make the task less overwhelming for the Faculty Senate, Academic Affairs is sending a few policies at a time in the expectation of a faster turnaround time.
<b>Priority Work</b>	<b>Discussion of Policies and Procedures Identified as Possible Barriers</b>
<b>Description of Activities</b>	The College will have discussions pertaining to policies and procedures identified as problematic and implement changes to remove barriers.
<b>Activity status and plans for 2020</b>	Because of the COVID-19 pandemic, different areas of the college have put into place a number of changes of procedures and processes that remove or lessen the structural and motivational obstacles that students face. To alleviate the burden for students, forms have been updated and, in some cases, consolidated and put online for easier access. Many of the forms may be accessed on Dynamic Forms, allowing students to enter their information or request, and it flows through the program obtaining required signatures electronically. This is not only easier for the students but also for faculty and staff. The Change of

Major/Address Update, Schedule Adjustment, graduation application, change of grade, course substitution, and Hardship Withdrawal forms have been updated. Students may also email their instructors, the provost, and many others to receive approval to reduce contact, and the email from the professors serves as their signature.

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<b>Lessons Learned</b>	Some of the changes put into place because of the pandemic have successfully removed barriers for students and will continue, even when physical distancing is no longer necessary.
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## **STUDENT SUCCESS AND COMPLETION TEAM**

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## EAST GEORGIA STATE COLLEGE

### **INSTITUTIONAL MISSION AND STUDENT BODY PROFILE**

East Georgia State College (EGSC) is an associate degree granting, liberal arts institution providing access to academically transferable programs of study and targeted baccalaureate degrees at low cost to its students. As a unit of the University System of Georgia (USG) within the State College Sector, EGSC extends its access mission from its home campus in Swainsboro to instructional sites in Statesboro and Augusta. EGSC has been included on both of the U.S. Department of Education's [College Affordability and Transparency Center](#) annually updated *Lowest Tuition* and *Lowest Net Price* national lists of four-year public colleges since July 2017.

EGSC began offering its initial baccalaureate degree, a Bachelor of Science (BS) Degree in Biology, in Fall Semester 2012 and has awarded the degree to 20 students. Since adding an Associate of Science (AS) Degree in Biology in Fall Semester 2017, 10 students have earned the AS Degree in Biology.

The College launched its second bachelor program in Spring Semester 2016, a Bachelor of Arts (BA) Degree in Fire and Emergency Services Administration (FESA) and added an Associate of Arts (AA) FESA degree option in Spring Semester 2016. The FESA Program is based on the Fire and Emergency Services Higher Education (FESHE) curriculum created at the National Fire Academy. The FESA BA Degree has been awarded to 12 students and the FESA AA Degree has been awarded to 6 students.

A third baccalaureate program, a Bachelor of Science in Nursing (RN to BSN Bridge) Degree, was launched in Fall Semester 2017. Two cohorts have completed the program since its inception and 33 students have earned their BSN Degree. Both the BSN and FESA programs are offered entirely online for the convenience of working professionals and are among the lowest cost programs of their type in the nation.

Consistent with its access mission and its Carnegie Classification as a Baccalaureate/Associate's Dominant College, EGSC expanded the number of associate degrees it offers in Fall Semester 2017. Until that semester, the College offered an Associate of Arts, Core Curriculum (AACC) Degree. In addition to the AACC, EGSC now offers 10 associate of arts and 5 associate of science degrees with disciplinary distinctions. These degree options encourage EGSC students to focus early on specific programs of study that are aligned with baccalaureate degrees offered by EGSC and other USG colleges and universities. In the first three years that these academic programs have been available, 263 EGSC students have graduated with associate of arts and 97 have graduated with associate of science degrees with disciplinary distinctions. (A list of EGSC's degrees earned by program for the 2017-18 through 2019-20 fiscal years is presented in Table A1 in the Appendices.)

As presented in Table 1a below, EGSC enrollment peaked in Fall Semester 2011, declined, then recovered, but has declined again in recent years. Given more flexible admissions requirements at USG universities in response to the coronavirus pandemic, enrollment at colleges in the USG State College Sector declined in Fall Semester 2020 compared to the previous fall semester. As shown in Table 1a and 1b, another effect of the coronavirus pandemic is the significant increase in the number and percentage of students taking classes solely online.



**Table 1a: Enrollment by Location/Delivery Mode: Fall Semester 2011-2020**

Fall Semester	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
High School				12	23	115	101	96	33	76
Online Only	151	131	164	171	232	260	383	443	493	797
Augusta			92	307	468	462	429	386	357	246
Statesboro	1,979	1,635	1,523	1,343	1,327	1,249	1,078	1,075	973	634
Swainsboro	1,305	1,178	1,078	1,077	951	1,066	1,012	942	885	662
Total Enrollment	3,435	2,944	2,857	2,910	3,001	3,152	3,003	2,942	2,741	2,415

**Table 1b: Percentage Breakdown of Enrollment by Location/Delivery Mode: Fall Semester 2011-2020**

Fall Semester	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
High School				0.4%	0.8%	3.6%	3.4%	3.3%	1.2%	3.1%
Online Only	4.4%	4.4%	5.7%	5.9%	7.7%	8.2%	12.8%	15.1%	18.0%	33.0%
Augusta			3.2%	10.5%	15.6%	14.7%	14.3%	13.1%	13.0%	10.2%
Statesboro	57.6%	55.5%	53.3%	46.2%	44.2%	39.6%	35.9%	36.5%	35.5%	26.3%
Swainsboro	38.0%	40.0%	37.7%	37.0%	31.7%	33.8%	33.7%	32.0%	32.3%	27.4%

**Fall Semester 2019 Comparisons of EGSC with the USG State College Sector**

Throughout the Complete College Georgia initiative (2012 to 2020), EGSC's four largest demographic cohorts have been African-American (Black) Females; African-American (Black) Males; White (Non-Hispanic) Females; and White (Non-Hispanic) Males. As indicated in Table 2 below and presented graphically in the Appendices, for Fall Semester 2019 the ethnic composition of EGSC's student population differed from the State College Sector overall. EGSC serves a higher proportion of Black students and lower proportions of White, Hispanic, and Asian students.

**Table 2: Fall 2019 Student Ethnic Composition**

Student Ethnic Composition	EGSC	USG
White	43.2%	48.2%
Black	45.9%	27.2%
Hispanic	5.2%	16.0%
Asian	0.8%	4.4%
Other	4.9%	4.2%

For Fall Semester 2019, EGSC's student population differed from the USG State College Sector in other important ways. EGSC had a higher percentage of full-time students, 78 percent, compared to 65 percent for the USG sector. EGSC also had a higher percentage of students requiring learning support, 71 percent, compared to 38 percent for the USG sector. In addition, 27 percent of EGSC's students were the first generation to attend college, compared to 12 percent for the USG sector. Graphs highlighting these contrasts between EGSC and the USG State College Sector are presented in the Appendices to this report in Figures A1 through A6.

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**FALL SEMESTER 2020 STUDENT PROFILE**

A percentage breakdown by location and mode of delivery of EGSC's demographic cohorts for Fall Semester 2020 is presented below in Table 3.

**Table 3: Fall 2020 Enrollment by Gender and Ethnicity by Location and Delivery Mode**

Fall 2020 Enrollment	Augusta	Statesboro	Swainsboro	High Schools	Online Only	Overall
Female	61.8%	59.0%	59.8%	65.8%	65.4%	61.8%
Black or African American	32.9%	22.1%	31.3%	23.7%	30.1%	28.4%
White (Non-Hispanic Origin)	19.9%	27.4%	23.6%	32.9%	28.0%	26.0%
Other	8.9%	9.5%	5.0%	9.2%	7.3%	7.5%
Male	38.2%	41.0%	40.2%	34.2%	34.6%	38.2%
Black or African American	20.7%	15.6%	19.9%	5.3%	14.4%	16.6%
White (Non-Hispanic Origin)	11.4%	20.8%	16.3%	26.3%	14.9%	16.9%
Other	6.1%	4.6%	3.9%	2.6%	5.3%	4.7%

Presented in Table 4 below is a breakdown by number and percentage of first-time freshmen (FTF) based on course load for Fall Semester 2020. Most first-time freshmen are full-time, particularly if they take at least one class on campus.

**Table 4: Fall 2020 First-Time Freshmen by Course Load**

FTF Fall 2020 Course Load	Augusta	Statesboro	Swainsboro	Online Only	Overall
Full-Time Number	81	188	204	95	568
Part-Time Number	21	40	27	83	171
Total First Time Freshmen	<b>102</b>	<b>228</b>	<b>231</b>	<b>178</b>	<b>739</b>
Full-Time Percent	79.4%	82.5%	88.3%	53.4%	76.9%
Part-Time Percent	20.6%	17.5%	11.7%	46.6%	23.1%

Presented in Table 5 below is a profile of first-time freshmen in Fall 2020, including the percentages of FTF who require learning support, are first generation college students, and who receive a Pell Grant.

**Table 5: Fall 2020 First-Time Freshmen Profile**

FTF Fall 2020 Profile	Augusta	Statesboro	Swainsboro	Online Only	Overall
Require Math Learning Support	41.2%	30.7%	39.8%	43.3%	38.0%
Require English Learning Support	64.7%	43.4%	64.9%	55.6%	56.0%
First Generation	19.6%	25.9%	33.8%	30.3%	28.6%
Receive Pell Grant	58.8%	57.5%	72.3%	53.4%	61.3%

## IMPROVEMENT PRACTICES

EGSC has initiated improvement practices (IPs) to remove or lessen the structural and motivational obstacles that students face and to improve the outcomes for our campus. In this section, those IPs will be described according to who is involved in planning and decision-making, the data used to make decisions, how this data is disaggregated and shared, areas in which the data indicate improvement or not, and the areas where the College is closing equity gaps.

1. *First-year residential curriculum* with emphasis on academic success, critical thinking skills, navigating campus procedures, increasing students' understanding and respect for civility, and assisting students in making the transition from high school to college. Presiding over this IP are Angela Storck – Director of Housing (in collaboration with the Director of Academic Success in Residence Halls, Director of Retention, Director of Counseling Services, Director of Student Conduct). Data used in decision-making include survey data, early alert submissions, high school grade point average, enrollment status, academic progress, and conduct referrals. The goal

of this initiative is to create a collaborative, data-driven experience for students that optimizes the efficient and effective use of campus resources in support of student success.

2. *Mongoose texting system* Mongoose Cadence is a non-emergency text messaging system that is utilized by all EGSC campuses to conduct two-way communications between EGSC units and stakeholders to efficiently convey relevant information such as financial aid deadlines, academic advising, college activities, events, housing and scholarship information. The texts can be targeted to a broad audience or one person (i.e., missing document request). Parents, prospective students, alumni and other stakeholders may also be reached through this service. The Statesboro Director, the Office of Institutional Advancement and President's Office, and selected departments oversee the system. Administrative users manage the success of the tool and provide functional support. They import and export student data, create and manage Mongoose user accounts, monitor platform usage, initiate larger-scale text message campaigns, text, manage everyday touchpoints and communications, and build relationships with students. Reports showing usage and response rates are exported and evaluated by respective personnel. This IP makes communication with students and other stakeholders more accessible and efficient. In addition, communication can be tracked which provides data for more informed decision-making.

3. *Georgia Southern University Partnership* EGSC established a presence in Statesboro in 1997 through a cooperative academic program with Georgia Southern University (GS). EGSC - Statesboro students may co-enroll in select courses with GS and may participate in the GS Army ROTC program and Southern Pride. Students enrolled at EGSC-Statesboro are full members of the GS campus communities and have access to student services and activities on the GS campus. Data used to make decisions include transfer rates; transfer student performance (GPA); co-enrolled student performance (GPA); number of transfer hours; number of graduated transfer students. EGSC and GS continue to improve this partnership removing obstacles and working together to promote the program. This partnership allows students to take advantage of the small, personal classroom setting at EGSC while simultaneously benefiting from the numerous student service opportunities at GS.

4. *New position, Director of Retention* Devoted position to ensure that students are aware of resources available to assist in their academic success, including workshops and individual consultations. The Director of Retention works with the members of the retention team, staff from Student Life, Records and Financial Aid, and faculty. Data is drawn from early alert submissions, academic warning information, Bobcat Bridge records, and financial aid alerts. Telephone calls and emails are utilized to reinforce the institutional commitment to student success.

5. *D2L communications with students* Posting of announcements in D2L for students that includes information about courses, semester reminders, and other timely and important information for students. For example, information is posted about the Pulse App from D2L and how to download it. This is an additional resource that students have access to and are likely to see any communication that is directed to them. The Director of eLearning, VPAA, Deans, and campus directors are involved in the planning and decision-making. Data used for decision-making is drawn from average number of logins to D2L. There was an average of 8941 logins for the first week of fall semester. Communications in D2L can be targeted to Swainsboro, Statesboro, or Augusta students.

6. *G2C course redesigns* Eliminate inequities in student success in gateway English and mathematics courses (i.e. ENGL 1101, ENGL 1102, and MATH 1001), based on sex, race/ethnicity, age, first-generation college student status, and Pell grant recipient status. Planning and decision-making by mathematics and English faculty. Data collected from G2C Project Teams, Student success rates, and course redesign reporting data from G2C platform. MATH 1111 College Algebra was discontinued as a G2C course beginning Fall 2018.

7. *Convocation* Academic Convocation is held each year at EGSC to commemorate new students' entry into higher education, to officially start the new academic year, induct new students into the Freshmen Class with the Bobcat Pledge, build community among the academic family, and to share the College's mission and expectations to new and returning students. The Convocation Committee co-chaired by the College Deans. A survey is administered to all faculty to select the annual topic.

8. *Early Alerts* Utilize GradesFirst Early Alert system to improve student attendance and success. This initiative is managed by the academic deans, chairs, coordinators, directors, faculty; Academic Center for Excellence staff, and the Director of Retention. The data collected is drawn from class attendance and course success rates.

9. *Synchronous Instruction* Faculty will teach online courses via Zoom at scheduled times. The academic deans, chairs, coordinators, directors, and faculty manage this initiative. Data used to analyze success are course success rates and outcome achievement.

10. *“Live” Office Hours* Faculty conduct office hours remotely and are available to consult with students “live” during these hours. Faculty are required to keep 10 office hours per week. Faculty may use Zoom conferencing, Microsoft Teams, Facetime, or Google Live for the student consultations.

11. *Critical and Academic Thinking for Success (CATS) Restructure* Effective Fall 2020 expanded CATS course to include previous course description found in current catalog, as well as a Special Interest element to more effectively engage students in coursework for CATS, with the goal of aiding in student retention. Primary people involved in the planning and decision-making of the IP for CATS included the current Vice President of Academic and Students Affairs, Dean of Humanities & Social Sciences, and Director of First Year Experience (FYE). Secondary participants in the execution of the plan and ongoing decisions include faculty members teaching CATS and the FYE committee. Data used to carry out the IPs for CATS came from several sources. One of, if not the major reason for the restructure was the USG initiative on making connections with students for retention purposes. Also, attendance has historically been low in many CATS sections. The college now incorporates a no-cost textbook to help ease the financial burden of students purchasing a textbook. In order to broaden the base of instructor participation across our campuses, faculty teaching responsibility for CATS now encompasses the School of Mathematics and Sciences, as well as the School of Humanities and Social Sciences. Class sizes were restructured at a cap of 20 per class section, as opposed to over 200 per section, previously. It is desired that the pass rate for the class will greatly improve with smaller class sections, as better professional and academic relationships are facilitated. Continued monitoring by the FYE Committee and the EGSC leadership team will be ongoing in nature. Linkages to EGSC’s Quality Enhancement Plan (QEP), faculty learning communities (FLCs), and the development of student communities (SLCs), are all components of a multi-pronged approach to fully implement and integrate the many campus and academic elements of the IP of the CATS program. It is expected that the IP to the CATS program will transform the EGSC community.

12. *Augusta University (AU) Partnership* The purpose of this partnership is to use up-to date, relative data to strategically deepen the EGSC-AU partnership. In order to accomplish this, a working group has been created to address areas of improvement by analyzing specific data regarding the success of EGSC-AU students who transfer to AU. The President of EGSC, along with the VP for Enrollment Management at Augusta University, established the key indicators for examination. Various departments from AU, including enrollment management and IT, work to ensure that the data is up-to date. Various departments at EGSC, including the AVP for External Campuses and IT, work to ensure that the data is consistently shared for current information. A Working Group of individuals from both campuses meet frequently to discuss the intricate details of each key indicator and provide updates to data, as needed. A data dashboard with key indicators was created to assess the partnership regarding the number of EGSC-AU students per term, number of transfers, average GPA of EGSC-AU students that transfer to AU, progression to 30, 60 and 90 hours, and graduates. While these key indicators have been selected and are currently being viewed, other projects continue to stem from the working group. For example, the co-enrollment process has been redesigned, which allows EGSC-AU students to take courses with Augusta University. This revamped project should impact the number of students that transfer to AU. Other smaller projects that continue to be addressed include faculty/staff access to AU accounts, ID/Parking Permit retrieval processes, and co-enrollment application/processing/matriculation practices.

13. *Tutor.com* Tutor.com is an online tutoring service that provides 24/7 on demand access across over 80 subjects, significantly expanding service to our students seeking instructional support late at night, on weekends, or other times when our Academic Centers for Excellence are closed. Tutor.com offers 24/7 on-demand tutoring services 52 weeks a year. The College subscription to Tutor.com promotes tutoring services for fully online students and off-site students. Tutor.com was set up for a “test run” in Summer 2019 and fully implemented by Fall 2019. With the initial contract, EGSC purchased 500 hours. Students began using these hours in July 2019. By the end of January 2020, there remained only 179 hours of the original 500 hours purchased. An additional 250 hours were then purchased. These additional hours proved to be extremely valuable as the College moved to fully online/remote services in Mid-March 2020 due to the COVID-19 pandemic. With the assistance of CARES Act funding, the College was able to purchase over 2000 additional tutoring hours in June 2020. The college remained fully online through the Summer 2020 semester and reopened in August for Fall 2020. Usage of tutor.com during fully remote services (March through July) = slightly over 216 hours that includes 398 tutoring sessions. Total number of hours used since tutor.com was implemented in July 2019 = 626 hours that includes 1672 tutoring sessions. The average

session length is 27.57 minutes. Top subjects: Math = 867 sessions and 378 hours (details of each Math subject are in full report attached) Science = 244 sessions and 131 hours (details for each Science are in full report attached) English = 81 sessions and 34 hours (that is live one on one session times) There were also 30 hours of 24/7 essay review drop offs, bringing the total for English to 64 hours. Tutor.com has proven to be an asset for supplementing tutoring services for our students.

14. *ACE Services Tutoring* In-person tutoring is provided for our students at all 3 campus locations: Swainsboro, Statesboro and Augusta. With the assistance of technology, tutoring services provided by our EGSC tutoring staff have been expanded to provide remote tutoring options. Zoom has been the main platform utilized to provide remote services. This was especially needed when the college was required to move to fully remote services in Mid-March due to the COVID-19 Pandemic. There are ACE Coordinators at each site location who are supervised by the Director of the Learning Commons. See Attached Student Usage and Success Rates table for details. Note: Spring 2020: Due to the COVID-19 pandemic, all University System of Georgia Institutions were required to move all services and courses online mid-semester. Therefore, check-in information from our GradesFirst kiosk in each ACE location was not accessible to students from March 14th until the end of the semester. This greatly impacted our numbers for student visits. However, our tutoring staff continued to assist our students with their tutoring needs remotely utilizing a variety of platforms during this time. Despite the challenges with tutoring remotely, the overall success rate for our students between the 3 campuses rose from 72.5% for the Fall 2019 semester to nearly 80% for the Spring 2020 semester. One positive that has emerged from the pandemic is the knowledge gained in the use of technology and how utilizing technology enhances the opportunities for providing services to our students. Remote tutoring will continue to be offered to all students across all 3 campuses in addition to our fully online and off-site students. Tutors from each ACE location will be utilized to provide services across campuses to increase tutoring services at each ACE location. A calendar has been created highlighting each tutor's availability and subject knowledge. The schedule is posted for students to view in the newly created Academic Center for Excellence D2L course, which will aid them in scheduling their tutoring appointments. The Academic Center for Excellence D2L course will be launched for the Fall 2020 semester.

15. *Academic Advising* Advisement is provided to students with learning support requirements on the Swainsboro and Statesboro campuses by full-time professional advisors. In Augusta, for the 2019-2020 Academic year, advising for students with support requirements was provided by a combination of a full-time professional advisor and faculty advisors. The Director of the Learning Commons and Advising staff, with supervision from the Vice-President for Academic and Student Affairs are responsible for decision-making. Student completion rates and student success rates are the data used in decision-making. In Spring 2020, due to the COVID-19 Pandemic, all EGSC services and courses were moved to fully online beginning March 14; therefore, face-to-face advisement meetings were not feasible for half of the Spring semester. During this time, Academic Advising staff met with students remotely utilizing Zoom, phone calls and, also communicated via email. Although the College reopened in August for Fall 2020, Academic Advisors will continue to meet with students in a remote manner due to social distancing requirements.

16. *Quality Enhancement Program (QEP)* To ensure the quality of the student learning communities, faculty scheduled to teach linked courses begin training through a series of workshops that the Center for Excellence in Teaching and Learning (CETL) and First Year Experience (FYE) Directors are leading. These workshops cover best practices for teaching student learning communities and mindset exercises that address faculty mindset toward students. Including the FYE Director in the training and professional development of faculty teaching these courses impacting first-year students is an improvement plan that was formed after the QEP report was submitted, and it came out of careful consideration of the strategic plan that focuses on learning communities, high impact practices, and mindset. The QEP Director, CETL Director, and FYE Director are the decision-making team.

17. *Center for Excellence in Teaching and Learning (CETL)* Faculty Teaching and Learning Series is a new workshop experience for faculty looking to share activities and approaches that have worked for them. The series is designed to encourage greater participation among faculty and to inspire faculty to take ownership of the CETL as a valuable resource to their professional development. Participation numbers in CETL activities have been low (less than 10) since the CETL's beginning. Increasing faculty participation supports EGSC's first goal in its strategic plan in that the more that faculty attend workshops designed by faculty for faculty, the greater impact the CETL can have on supporting USG's and EGSC's teaching and mindset initiatives.

18. *Chancellor's Learning Scholars (CLS)* The CETL director will sponsor a Kickoff Event via Zoom in early November that allows the CLS to introduce their topics and ask for volunteers to join their Faculty Learning

Communities (FLCs). This promotional event is an improvement over the flyers that have previously promoted the CLSs. The promotional flyers did not offer adequate space for generating widespread interest in the FLCs topics. Some CLSs reported poor participation. The improvement plan seeks to improve participation.

19. *Momentum Year (MY)* The CETL and the FYE Directors have joined forces to create workshops for faculty teaching student learning communities. These workshops have a mindset component that takes the mindset initiative to the next level: encouraging faculty to develop a growth mindset toward their students. The CETL and FYE Directors have also joined to start mindset workshops for faculty teaching first-year courses to support EGSC's mindset initiative. Faculty will learn how to develop growth mindset in their students through feedback, language, and reflective assignments. They will also learn how to apply growth mindset to their own attitudes concerning their students' abilities regardless of the student's preparation level. The CETL Director and the First Year Experience Director study high DFWI rates in first year courses to make decisions.

20. *New position, Director of Academics in the Residence Halls* The Director of Academics in Residence Halls assists students in improving their academic achievement and proactively encourages academic success. The Director works with faculty and staff to provide mentorship with Residence students. Zoom conferences will be held throughout the fall semester to disseminate academic information. A power point presentation was created to introduce the core curriculum to all new students. A housing video was created and required for all students to view. The advisement session of the video covered information about the core, advisement, and important dates for the fall 2020 semester.

21. *Mandatory Online Teaching Training of all FT & PT Faculty* All full and part-time faculty are required to complete online teaching training by September 18, 2020. The options for faculty members included eCore training, the faculty training available at Augusta University (specifically for faculty at the EGSC Augusta instructional facility), and the BOR Faculty Development Series, Going the Distance: Designing and Delivering Quality Online Courses and Degree Programs. Faculty who previously taught or currently teach eCore courses were exempted from the training. The VPASA and college deans supervise this initiative. To continuously enhance student learning, this training is crucial to ensure that faculty are prepared to teach online synchronously and with better online course management skills.

22. *Use of Best Practices (see attachment)* During the annual Faculty Workshop (August 2020), faculty were given a handout *Best Practices and Expectations for Online Instructors*. The online learning environment presents a unique set of challenges that require clear definition of faculty performance. The best practices identify the minimum level of interaction and management needed between students and faculty to maintain a quality online learning environment. Faculty were asked to sign, date, and return these agreements to their academic dean. The decision to use best practices is based on college retention and graduation data.

23. *Faculty training in High Impact Practices (HIP)* During the Faculty Workshop in August 2020, presentations were made to faculty on a variety of HIPs, including a) Growth Mindset, b) TILTING, c) Generation Z Goes to College, d) USG Summer Seminar, e) Techniques to Humanize OL Teaching, f) Reflections on COVID Transition in Spring 2020, and g) Tips for 8-Week Courses. The decision to train faculty in HIPs is based partly on the USG system initiative promoting the use of HIPs and college retention and graduation data.

24. *Use of Faculty Communications Plan* At the Faculty Workshop in August 2020, faculty were given a detailed, semester-long communications plan and asked to use it. The purpose of the detailed communication plan is to help foster connections with students, particularly students who have been identified as at-risk for academic failure. The decision to use communications plan is twofold: the College's priority to enhance the degree to which students feel connected in the classroom and the BOR initiative toward making meaningful connections with students.

25. *Low & No-cost Texts* In the effort to make college more affordable, all faculty are encouraged to use low or no-cost textbooks. This information is available on the student schedule, which is available online 24/7. The decision to use low and no-cost textbooks was made based on the high percentage of Pell eligible students and financial aid recipients at the College.

26. *Fall Break Term* Short term, This IP is similar to the Maymester term and provides the opportunity for students to take classes during the winter break. The decision to offer the Fall Break Term was made based on enrollment and the focus on offering flexibility in course scheduling. This IP is overseen by the Associate Vice President for

Academics and Enrollment Management, the Director of Admissions, and the Vice President of Academic and Student Affairs. The measure of success is the number of credit hours sold.

27. *12-Week Term* The purpose of the 12-Week Term is to offer flexibility in course scheduling while allowing students (who enroll late) the time they need to complete the financial aid process prior to the start of classes. This IP is managed by the Associate Vice President for Academics and Enrollment Management, the Director of Admissions, the Director of Financial Aid, and the Vice President for Academic and Student Affairs. The measure of success will be the number of full-time students enrolled in the 12-Week Term and the number of credit hours sold.

## **MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS**

### **SECTION 3.1 EXISTING MOMENTUM WORK**

#### **PATHWAYS**

<b>Strategy or activity</b>	<b>8-week classes</b>
<b>Summary of Activities</b>	The college currently offers 20% of our courses in the 8-week format.
<b>Outcomes/Measures of progress</b>	The course schedule is posted online at <a href="http://www.ega.edu">www.ega.edu</a> .
<b>Lessons Learned and Plans for the Future</b>	The deans routinely insert the 8-week classes into upcoming course schedules. It is our goal to provide more 8-week course options for students who wish to only enroll in 8-week classes, rather than a combination of 8 and 15-week classes.
<b>Changes because of COVID-19</b>	n/a
<b>Strategy or activity</b>	<b>Co-requisite courses in English and Mathematics</b>
<b>Summary of Activities</b>	Courses developed for MATH 1111, MATH 1001, and ENGL 1101
<b>Outcomes/Measures of progress</b>	Success rates (SP2018-SP2019) in the co-requisite courses: MATH 1111 41.0%-59.2%; MATH 1001 41.3%-47.3%; ENGL 1101 40.9%-46.7%; source: 2019 CCG Campus Plan Updates
<b>Lessons Learned and Plans for the Future</b>	Since students know that they can pass the Gateway course without passing the co-requisite course, attendance in the co-requisite courses has been poor. The faculty will recommend changes to the co-requisite course, specifically, adding requirements such as mandatory ACE visits and professor consultations for the purpose of forcing better student engagement.
<b>Changes because of COVID-19</b>	Many classes are now offered synchronously. The College has purchased IT equipment for synchronous instruction in all classrooms.
<b>Strategy or activity</b>	<b>Register students in 15-hours per semester</b>
<b>Summary of Activities</b>	All professional and faculty advisors strongly encourage students to enroll in 15-credit hours each semester. The two-year degree plans are used as maps for students to select their courses and chart their progress.
<b>Outcomes/Measures of progress</b>	FTE and credit-hours sold
<b>Lessons Learned and Plans for the Future</b>	The College will continue to use the G2C <sup>2</sup> initiative and will stress the importance of completion (maintaining momentum) during new student orientation sessions.
<b>Changes because of COVID-19</b>	We are in the process of creating two-day-a-week schedules for students who live in surrounding counties. Students will be able to complete their degree by attending classes only two days per week.
<b>Strategy or activity</b>	<b>Students take 9-hours in focus area during their first year in college</b>
<b>Summary of Activities</b>	The two-year degree plans are written to include 9 hours in the focus area during the first year.
<b>Outcomes/Measures of progress</b>	Registration information and data from Argos provide materials to analyze progress.

<b>Lessons Learned and Plans for the Future</b>	Construct course schedules to accommodate the courses necessary for students to enroll in 9 hours in the focus areas.
<b>Changes because of COVID-19</b>	There is a great demand for more online courses and the College will provide courses to meet that demand.
<b>Strategy or activity</b>	<b>Focus 2 Career Assessment</b>
<b>Summary of Activities</b>	This important assessment is provided for all new students through the student orientation (CATS) courses. Students learn about their innate strengths and weaknesses and what majors may be best suited to their innate abilities.
<b>Outcomes/Measures of progress</b>	Students may realize a cost savings by staying on their major track from the start.
<b>Lessons Learned and Plans for the Future</b>	This is an online inventory that is pre-loaded into the College computers. We should provide more training to faculty who teach the CATS courses on how to interpret assessment results.
<b>Changes because of COVID-19</b>	This assessment is administered as an out-of-class assignment and findings are discussed during CATS classes – challenges of asynchronous and synchronous instruction for this important element of the course.
<b>Strategy or activity</b>	<b>2-year and 4-year degree plans</b>
<b>Summary of Activities</b>	Created and used by professional and faculty advisors
<b>Outcomes/Measures of progress</b>	Students are on a directed path to graduation or transfer; borrow less money when they are on clear path
<b>Lessons Learned and Plans for the Future</b>	Continue to use these plans for advising
<b>Changes because of COVID-19</b>	n/a

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## PURPOSEFUL CHOICE

<b>Strategy or activity</b>	<b>Know More Borrow Less</b>
<b>Summary of Activities</b>	Informational sessions presented at new student orientation programs, club meetings, residence hall meetings, and classroom settings
<b>Outcomes/Measures of progress</b>	Student indebtedness upon graduation or transfer
<b>Lessons Learned and Plans for the Future</b>	Plan to create an online tutorial on Know More Borrow Less; available 24/7
<b>Changes because of COVID-19</b>	n/a
<b>Strategy or activity</b>	<b>Faculty-Student Research</b>
<b>Summary of Activities</b>	Research is currently being conducted in two academic areas
<b>Outcomes/Measures of progress</b>	Students present research at regional and national conferences; students build their professional resume with research experience
<b>Lessons Learned and Plans for the Future</b>	Continue to find funding and grant opportunities so that research can continue; build research into lower and upper level course requirements
<b>Changes because of COVID-19</b>	Socially distancing in labs has not been difficult
<b>Strategy or activity</b>	<b>Internships with corporate partners</b>
<b>Summary of Activities</b>	Forming relationships with two local industries to create internship opportunities for EGSC students
<b>Outcomes/Measures of progress</b>	n/a



<b>Lessons Learned and Plans for the Future</b>	Align internships with majors; possibly provide transportation to and from internships
<b>Changes because of COVID-19</b>	n/a
<b>Strategy or activity</b>	<b>Appointment of Director of Academic Support in the Residence Halls</b>
<b>Summary of Activities</b>	Conducts advising of all support students in the residence halls, study strategy intervention workshops, career focus, time management, and soft skills development
<b>Outcomes/Measures of progress</b>	Director has been in place for 9 months; seeks out and arranges consultations with students who struggle academically
<b>Lessons Learned and Plans for the Future</b>	The Director continues to create programs, advise support students, and arrange student/faculty mentorships
<b>Changes because of COVID-19</b>	Social distancing guidelines make it difficult to host group gatherings of more than 10 students
<b>Strategy or activity</b>	<b>Appointment of Director of Retention</b>
<b>Summary of Activities</b>	To provide scaffolding beyond what the students receive from instructors and advisors. The Director of Retention oversees outreach to students who are on academic warning and who receive early alerts during the semester.
<b>Outcomes/Measures of progress</b>	Director is maintaining records of all outreach efforts and will organize data on student outreach and student pass rates.
<b>Lessons Learned and Plans for the Future</b>	The Director of Retention works closely with the Vice President of Academic and Student Affairs, the Associate Vice President for Academics and Enrollment Management, the Director of Admissions, the ACE Directors and staff, the Director of Financial Aid, and the Director of Academic Support in the Residence Halls.
<b>Changes because of COVID-19</b>	Challenges of remote/virtual interventions

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## MINDSET

<b>Strategy or activity</b>	<b>Formal Mindset Training in Critical and Academic Thinking Skills (CATS) class</b>
<b>Summary of Activities</b>	<b>In all CATS classes, one unit is devoted to teaching Growth Mindset</b>
<b>Outcomes/Measures of progress</b>	<b>Students will know the differences between fixed and growth mindsets and they will take steps toward developing a growth mindset</b>
<b>Lessons Learned and Plans for the Future</b>	<b>Campus publicity for Mindset on all instructional sites needed for subsequent semesters</b>
<b>Changes because of COVID-19</b>	n/a
<b>Strategy or activity</b>	<b>Faculty Mindset training</b>
<b>Summary of Activities</b>	Professional development program presented at Faculty Workshop, the Center for Excellence in Teaching and Learning, and the Chancellor's Learning Scholars' faculty learning communities (FLCs)
<b>Outcomes/Measures of progress</b>	Faculty will be more effective in the classroom; better student engagement and academic performance
<b>Lessons Learned and Plans for the Future</b>	Plans for more mindset programs offered through CETL and FLCs
<b>Changes because of COVID-19</b>	More virtual training sessions
<b>Strategy or activity</b>	<b>New Student Orientation Redesign</b>
<b>Summary of Activities</b>	More focus on making connections with students through campus tours, small group activities, and town hall meetings with professors in major area of study

<b>Outcomes/Measures of progress</b>	Post orientation student survey
<b>Lessons Learned and Plans for the Future</b>	Will continue to modify as necessary
<b>Changes because of COVID-19</b>	Online format not optimal for New Student Orientation

**SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)**

Presented below is the work and institutional activities initiated by the USG Momentum Summit III, with descriptions of strategies that impact student success “beyond the classroom,” including improving student success through financial aid, student life, housing, and career services, or in other aspects of your cross-campus work.

<b>Priority Work Student Housing</b>	<b>Housing Living-Learning Communities</b>
<b>Description of Activities</b>	Separate housing into a first-year, upper-class, and student athlete residential communities so that the living-learning experience can be better tailored to meet the engagement needs of students.
<b>Activity status and plans for 2020</b>	Fall 2020 marked the first term of residential separation between first-year and returning student populations. First year students were deliberately housed within Bobcat Villas South so that the Director of Academic Support in Residence halls would be in proximity to the students she would be serving. Students within the first-year residence halls will be specifically engaged in the following ways: Informational campaigns targeted toward their specific needs for academic support, campus resource information, bulletin boards of information, early alert outreach and support. First-year housing helps to facilitate a cohort model and helps students to bond over shared experiences—improving important social networks and connections that will ultimately aid in retention. Specific passive programming initiatives are being targeted toward these new students such as cooking and fire safety, academic success in college, mentorship opportunities (via the Director for Academic Success in Residence Halls) etc.
<b>Lessons Learned</b>	Further steps need to be taken toward connecting the co-curricular activities with academics to achieve a true living-learning community model. We hope to connect this living-learning community with specific themes for academic year 21-22 as well as link students to a shared CATS course section when possible. More discussion needs to be had to determine if this is a logistically achievable goal. Engaging students to the level we had planned has been difficult due to COVID-19. Programs have been severely limited in scope and engagement has suffered a bit as a result.

<b>Priority Work Student Housing</b>	<b>Residential Curriculum</b>
<b>Description of Activities</b>	Housing CARES (Curricular Approach to Resident Engagement & Support) is a residential curriculum model that is abbreviated and focuses intently on developing a holistic approach toward student support in the first and second years of college. The model focuses on the following areas: <ul style="list-style-type: none"> <li>• Support and furtherance of the collegiate mission</li> <li>• Encouragement of personal growth</li> <li>• Promotion of resources and amenities conducive to student success</li> <li>• Emphasis on the importance of public service and one’s role in the greater community</li> <li>• Exploration of cultural enrichment, diversity and inclusion themes</li> <li>• Establishment of goals and outcomes that are derived from educational priority</li> <li>• Foundational links to student development theory</li> </ul>

	<ul style="list-style-type: none"> <li>• Educational Strategy Focus</li> <li>• Integration of and collaboration with Campus Partners</li> <li>• Appropriate and timely assessment of program objectives</li> </ul>
<b>Activity status and plans for 2020</b>	The residential curriculum is still being written and modeled at this time. Next steps include reaching out to campus colleagues to establish clear collaborative links and responsibilities. Now that separate living communities have been established for first-year and continuing students, we hope to pilot this initiative during the 21-22 academic year.
<b>Lessons Learned</b>	Still in the creation stages. It is taking longer than anticipated to develop this curriculum due to conflicting priorities during a time of COVID-19.
<b>Priority Work Office of Admissions</b>	<b>Reinforcing Purpose and Setting the Mindset Early</b>
<b>Description of Activities</b>	Admissions restructured its communication plan to make it more intentional in establishing a growth mindset early in the areas of relationship, action, and purpose. The goal is to set the student up with a support system in the College to best assist the student in experiencing successes early-on in his/her post-secondary career.
<b>Activity status and plans for 2020</b>	<p><b><i>Newly Designed Applicant Communication Plan</i></b></p> <p>Student receives initially “Thank you for applying” email automated through XAP. This is the first step in establishing a mindset of relationship.</p>

The following day, student receives a personalized “Thank you for applying” email followed by a mailed-out hand signed letter from the Director of Admissions. The email and letter are short, quick to the point, but consists of a strong message of gratitude, establishing purpose through encouragement to the student, and action statements.

In the same day, a phone call from an Admissions team member with the goal to establish a mindset of relationship, action, and purpose—acknowledge the student, give thanks for applying, and begin to establish purpose and ownership of his/her higher education by guiding the student through the admissions funnel. The first phone call contact is essential to the mindset process. The student is accepted as family and then guided in how to check his/her admissions status online by visiting [www.ega.edu](http://www.ega.edu), how to apply for student financial aid through the [www.studentaid.gov](http://www.studentaid.gov), and how to submit admissions and financial aid documentation to [documents@ega.edu](mailto:documents@ega.edu).

Following the initial contact, Admissions sends out EGSC success stories of alumni to the student. The goal is to reinforce a mindset of purpose. In providing the alumni letter of success it helps the student establish a vision of success (purpose).

In the following days, Admissions reconnects with text messages (Mongoose) to check on the student and to reinforce the mindset of relationship, action, and purpose. This is followed-up with reminder email and hand signed letters of missing documents from the Director of Admissions to push the purpose and ownership of his/her higher education; reminder about financial aid is embedded in the communication as well.

By this time, the student is accepted into EGSC. The first thing the student receives is a phone call of congratulatory by an Admissions team member. In the phone call, the team member reinforces the mindset of relationship, action, and purpose through conversation. The personal phone call covers the mindset of relationship. During the phone call the team member transitions into “guiding the student” and to reinforce the mindset of action to fulfill the mindset of purpose. The team member guides the student in the completion of the New Student Registration Survey/Online Orientation. Guiding the student through this process establishes action while giving the student a sense of purpose and ownership in establishing his/her academic courses. Follow up to the phone call, an acceptance packet is sent to the student via mail.

Everything in the packet is personalized and geared towards the student’s campus selection, major, and financial aid. The packet contains a personalized hand signed acceptance letter by the Director of Admissions, handwritten messages on a postcard from faculty, staff, and students. The purpose of this is to reinforce the mindset of relationship.

The following day after the acceptance phone call and sending of the acceptance packet, a personalize hand-signed email/letter is sent to the student to reinforce the completion of the New Student Registration Survey/Online Orientation, if the student has not already done so.

After the student has completed the New Student Registration Survey, he/she is contacted by Academic Advisors to fully cement the matriculation of the student and launching he/she into purposeful academic coursework that is related to the students’ pathway.

This process is on-going and continuously improving in communication tactics to improve and establish the mindset of the student early before he/she comes to campus.

<b>Lessons Learned</b>	The change of the communication plan decreased the number of partial applications and increased the number of completed applications (rendered a decision)—Fall 2019: 1223 partial applications compared to Fall 2020: 400 partial applications; Fall 2019: 2,350 completed applications compared to Fall 2020: 2,444 completed applications. These results (source: Enrollment Monitoring Report) are possibly due to the changes in the Admissions communication plan in establishing a stronger mindset of relationship, action, and purpose. However, EGSC was down in new student enrollment—underlying evidence suggests that external forces (COVID-19 and change of system policies) influenced enrollment.
<b>Priority Work Office of Admissions</b>	<b>Admissions/Academic Advising Enrolling Students Swiftly and Correctly into Purposeful Pathway</b>
<b>Description of Activities</b>	EGSC has established a process attached to online Orientation between when the student is accepted and matriculated. Admissions works closely with Academic Advising to ensure the newly accepted student is swiftly being registered into 12-15 credit hours and enrolled into correct Area A and purposeful coursework that is related to the student’s pathway.
<b>Activity status and plans for 2020</b>	This process is on-going. EGSC established New Student Registration Days throughout the Spring and Summer 2020 semesters to actively enroll newly accepted students who completed the newly created New Student Registration Survey into Fall 2020 courses. The goal is to enroll the student into 12-15 credit hours, based on the student’s preferences, and into Area A gateway courses and additional purposeful coursework that is related to the student’s pathway. Once enrolled into courses the student is contacted by an Academic Advising team member to discuss the student’s courses and pathway. The progress of this strategy has been successful, and the plan is to continue to use this strategy in capturing students early while setting clear pathways.
<b>Lessons Learned</b>	EGSC enrolled 1,018 new students using this strategy as of August 22, 2020 (source: Enrollment Monitoring Report). Strategy has been successful.
<b>Priority Work eLearning</b>	<b>Student Support</b>
<b>Description of Activities</b>	Supporting Students with Brightspace/D2L Issues
<b>Activity status and plans for 2020</b>	Continue supporting students with issues with online classes and technology. In Progress: GeorgiaVIEW Brightspace/D2L tutorial for students. A tutorial is currently being created that can be used outside of D2L where students can learn about online classes and the online environment. The tutorial will allow them the opportunity to navigate through the tutorial to see each of the features of the environment and test them

out. Plans are to continue working with students to support them and provide information that will help them succeed.

<b>Lessons Learned</b>	None, at this point since it is still in progress.
<b>Priority Work Counseling Services</b>	<p>Counseling services are provided virtually as requested by students. Sessions are guided by the student's presenting issues and the goals they establish for themselves. Institutional accommodations are provided to students who make a request and provide the necessary documentation. We recognize that students have the responsibility to initiate the request for accommodations in college. Past experiences have taught us that we cannot simply rely on the fact that our students are legal adults who have the right to seek or not seek accommodations. We provide education and close guidance as they initiate and complete the accommodations process. Our guidance includes:</p> <ul style="list-style-type: none"> <li>• follow up emails and phone calls to students who started the process but haven't completed all steps to receive accommodations</li> <li>• phone calls or emails throughout the semester to see how they are adjusting to college</li> <li>• remind students to obtain the additional documentation needed to receive permanent accommodations</li> </ul> <p>It is important to support students as they cope with stressors in all areas of life. Collaborating with other departments on campus has proven to be helpful when working with students. The Director of Counseling and Disability Services engages in weekly meetings with Student Conduct, Housing, Retention, and Title IX</p> <p><b>Activities for 2020</b>  <i>Stress Management Workshop – Spring 2020, Fall 2020</i>  <i>Substance Abuse Educational Session- Spring 2020, Fall 2020</i>  <i>Conflict Resolution Sessions- Spring 2020, Fall 2020</i>  <i>Suicide Prevention Training- Fall 2020</i></p>
<b>Priority Work Library</b>	<b>Verizon Hotspot Program</b>
<b>Description of Activities</b>	The library received the Georgia Humanities grant that allowed for us to purchase 15 Verizon hotspots
<b>Activity status and plans for 2020</b>	The hotspots were purchased and processed for 7 day check out. Twelve hotspots are in Swainsboro and 3 are on the Statesboro campus.
<b>Lessons Learned</b>	Students have shown that there is a strong need for the hotspots, but sometimes the devices need to be reset or have technical issues with cause them to be unreliable for the students (while not a common problem, it has happened)
<b>Priority Work Library</b>	<b>Face to Face and Virtual Reference Consultations</b>
<b>Description of Activities</b>	Librarians are offering students the opportunity to have reference consultations both in person and virtually.
<b>Activity status and plans for 2020</b>	While COVID restrictions on enforced, librarians can only provide in person consultations at the helpdesk through dual computer monitors and with a plexi barrier. Librarians are also utilizing Zoom for real time consultations with students virtually.
<b>Lessons Learned</b>	Librarians feel that Zoom is more successful because there is a communication impairment caused by the plexi shield.
<b>Priority Work Library</b>	<b>Electronic Resources</b>
<b>Description of Activities</b>	Library databases are being utilized for life skills and student success.
<b>Activity status and plans for 2020</b>	Mango Languages and Universal Class are being used to help students. Mango focuses on languages, while Universal Class focuses on life skills such as cooking, accounting, keyboarding, relaxation, etc.
<b>Lessons Learned</b>	Students are particularly interested in apps on their phones for these resources.

<b>Priority Work Library</b>	<b>GIL Express</b>
<b>Description of Activities</b>	GIL Express allows for students to borrow physical library materials from any USG institution at no cost.
<b>Activity status and plans for 2020</b>	It allows for both EGSC students and other USG institutions to be able to share books back and forth for student needs. This collaboration provides students access to resources, despite any gaps that might exist in our collection. So even vary specific interests, we can provide resources for.
<b>Lessons Learned</b>	If another shutdown happens, books would not be able to be traded among the institutions.
<b>Priority Work Library</b>	<b>Physical Space</b>
<b>Description of Activities</b>	Provides a safe environment for students to congregate. There are areas for both collaborative work, and quiet spaces for students who prefer a calmer atmosphere
<b>Activity status and plans for 2020</b>	While we are not planning to increase foot traffic due to social distancing restrictions, we do want to provide the students who come into the library with a positive experience that helps with creating a successful environment.
<b>Lessons Learned</b>	Library staff end up policing a lot of mask wearing.

## STUDENT SUCCESS AND COMPLETION TEAM

The members of the EGSC Student Success and Completion Team are presented below.

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## FORT VALLEY STATE UNIVERSITY

### INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The mission of Fort Valley State University (FVSU) is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 120 years of experience and tradition. As Georgia's only 1890 Land Grant institution, FVSU offers academic programs in a variety of disciplines which include agriculture, family and consumer sciences, technology, and a new program in supply chain management just to name a few. FVSU has a commitment to continue to further its traditions of excellence in programs in the liberal arts and humanities, social, natural and physical sciences.

FVSU enrolled 2,627 students in fall 2019. The student retention rate for fall 2019 is 73.4%. FVSU administrators believe this increase is due to many initiatives that have been implemented. The majority of FVSU students are African-American (91.5%) and as of 2019, 87% of FVSU students received Pell Grant Funds. FVSU has 630 or 24% of the student body that identifies as first generation freshman. Approximately only 1% of the incoming freshmen class were considered adult learners (25 years or older), therefore the majority of the student body is comprised of high school graduates who are products of lower-performing high schools in the inner cities or rural areas. However, a shift has occurred in the enrollment practices and the reward for this is a higher retention rate and, hopefully, a future increase in graduation rates. Our slightly higher female population is consistent with national trends. These indicators were used as the committee devised the Complete College Georgia Plan for FVSU as benchmarks and as points of reference for strategies that should be developed to increase student success outcomes for the institution.

### IMPROVEMENT PRACTICES

We have made significant strides to improve practices at the institution to lessen the structural obstacles facing students. The migration to self-registration and the electronic process for academic advising has streamlined both processes for students and advisors. The decisions were made by a cross section of leaders from across the institution in academic affairs, the university college, the academic colleges, the registrar's office, student affairs and the institutional research unit. We also updated degree maps to assist in advising and course scheduling to promote on time completion. These improvements were recently implemented and therefore we do not yet have data to support the success of the changes.

### MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

#### SECTION 3.1 EXISTING MOMENTUM WORK

##### PURPOSEFUL CHOICE

<b>Strategy or activity</b>	Successfully connecting the academic advising process and career planning and preparation.
<b>Summary of Activities</b>	University College Dean, academic advisors, Career Services Staff and academic departments, faculty advisors for the junior and senior levels advise students at a minimum of twice a semester
<b>Outcomes/Measures of progress</b>	Work in this area is already underway with students and a plan for its continuation in the FYE course is planned. FYE instructors and academic advisors must successfully conduct career profiles and interest assessments as a part of their FYE courses. Review the above-mentioned assessments with students during academic advising sessions. Assists students in making the proper career choices in the first year, per the results of the assessments mentioned above.

<b>Lessons Learned and Plans for the Future</b>	The program is newly implemented and therefore we do not have any data to support the impact.
<b>Changes because of COVID-19</b>	Successfully connecting the academic advising process and career planning and preparation. Covid-19 has had minimal impact on this work except that it's managed in the virtual space or with limited face to face interaction.

#### TRANSPARENT PATHWAYS

<b>Strategy or activity</b>	<b>Identify nine credit hours from each major to complete the academic focus area concept.</b>
<b>Summary of Activities</b>	Updating degree maps in all academic areas to ensure compliance.
<b>Outcomes/Measures of progress</b>	Degree maps have been generated that include 9-hours in the focus area to support purposeful choice and to keep students on track. We are currently updating the catalog and the website to reflect the changes in the degree maps.
<b>Lessons Learned and Plans for the Future</b>	We have seen early signs of the increase in retention and persistence that correlates with the implementation on the new degree maps.
<b>Changes because of COVID-19</b>	Covid-19 has had minimal impact on this work.

#### ACADEMIC MINDSET

<b>Strategy or activity</b>	<b>Academic Mindset Survey</b>
<b>Summary of Activities</b>	The deployment, to the greatest extent practical, the USG Mindset Survey each fall term
<b>Outcomes/Measures of progress</b>	FVSU had a 62% participation rate for the 2018 USG Mindset Survey.
<b>Lessons Learned and Plans for the Future</b>	We are still collecting data to analyze for future planning.
<b>Changes because of COVID-19</b>	Covid-19 has no minimal impact on this work.

#### GENERAL OVERVIEW AND OBSERVATIONS

The most successful strategies and activities have been the following:

- the updating of degree maps in all academic areas to ensure compliance
- identifying nine credit hours from each major to complete the academic focus area concept
- connecting academic advising with career planning

We have been able to connect these three activities for students, which is lending to their retention and persistence.

- While these activities were not necessarily the least effective, their effectiveness cannot be measured yet, as they are newly implemented and do not have data to fully support their effectiveness. Those activities would be:
  - Academic Mindset Survey
  - Integration of FYE course and career assessments

Both activities have been connected to students, with an expected increase in participation in the Academic Mindset survey as it will be introduced in the FYE course. Additionally, the potential to adjust FYE workshops to accommodate and complement career assessment. We will analyze the Mindset survey results to determine what programs we need to put into action to address the concerns brought to the surface by the students.

All completion activities transitioned to an online environment. Collaboration with Student Affairs to monitor attendance at signature events were monitored through the use of Presence. An increase in virtual advertising was another. The most important lessons we could share are the importance of engaging students throughout virtual instruction, and finding a variety of ways to do so. Additionally, utilizing technology to communicate – videos are



appreciated – will help to provide the human connection that a lot of students are missing. Encouraging them to connect with student activity events is beneficial as well.

### SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

#### PURPOSE

Priority Work	Sharing/ communication
Description of Activities	University College Dean, academic advisors, Career Services Staff and academic departments, faculty advisors for the junior and senior levels advise students at a minimum of twice a semester
Activity status and plans for 2020	The use of data and developing reports to distribute to the university body.
Lessons Learned	In progress, the timeline for development if February 2021.

#### MINDSET

Priority Work	Career Assessment
Description of Activities	Schedule the administration of career assessment during the first two weeks of first-year student orientation
Activity status and plans for 2020	Career assessment are being completed for freshman and sophomores by the office of career services
Lessons Learned	This program was recently implemented and therefore we don't yet have data to support any findings.

#### PATHWAYS

Priority Work	Second-year Experience
Description of Activities	Continuation of the FYE student support by assisting in developing academic and personal skills while encouraging social responsibility
Activity status and plans for 2020	The director of first and second year program is working with the dean of the University College to establish and implement the second year experience and it rolled out if fall 2020.
Lessons Learned	This is a new program and so we have not assessed the program to date.

### STUDENT SUCCESS AND COMPLETION TEAM

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## GEORGIA COLLEGE & STATE UNIVERSITY

### INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

#### MISSION

Georgia College & State University is Georgia's designated public liberal arts institution. To fulfill that mission, Georgia College emphasizes exemplary teaching, highly intentional student engagement, leadership preparation, and diversity as part of its expansive undergraduate educational experience. Georgia College also offers select graduate programs to address regional needs and professional advancement opportunities. Georgia College strives to gain increasing national attention for its strong academic and transformational programs and become a nationally preeminent public liberal arts university.

#### STUDENT BODY PROFILE

**Overall Undergraduate Enrollment.** Georgia College's Fall 2020 undergraduate enrollment is 5,605 students, 44 of whom are from out-of-state and 23 of whom are international students.

**First Time Freshmen Admitted.** For Fall 2020, Georgia College enrolled a first-time, full-time freshmen cohort of 1358, with an average SAT of 1172 and an average high school GPA of 3.53. We also enrolled 189 new transfer students. Like many colleges and universities, Georgia College's international student enrollment was significantly impacted by the COVID-19 pandemic; in Fall 2020, we enrolled one new degree-seeking international freshman.

**Retention.** First-year retention has remained between 83.11 and 85.9% for the past ten years. Despite having a strong, 85.69% first-year retention rate with the Fall 2018 first-time freshman cohort, this year, Georgia College's first year retention rate decreased to 82.33%. The retention rates for second, third, and fourth-year students, however, all increased.

Our first-year retention data for specific members of the Fall 2019 first-time freshman cohort illuminate both successes and areas for additional attention. For example:

- Georgia College continues to retain female students at a higher rate than males, with 84.3% of Fall 2019 first-time freshman female students returning compared to 78.2% of the Fall 2019 first-time freshman males.
- While our Black or African-American first-year retention has been higher than our overall first-year retention for the past several years – including surpassing 90% three times in the past ten years – this year's Black or African American first-year retention rate dropped to 75.56%. The disproportionate rate of COVID-19 among the Black population and the inability to take online courses might have contributed to this decrease; however, we also must continue to examine other possible reasons for this shift, including aspects of access and inclusion.
- Hispanic and Latino enrollment also dropped to 75.93% for the Fall 2019 first-time freshman cohort. For this population, the intersection of race and gender proved to be particularly significant. The retention for Hispanic or Latino females matched the retention for the campus; however, only 65% of Hispanic or Latino males returned for the second year.
- Students identifying with two or more races had a higher first-year retention rate than the overall student body, with 87.76% of students returning for the second year. This is the highest retention rate for multiracial students since 2015.
- The retention rate for first-generation college students dropped from 90.14% for the Fall 2018 cohort to 78.48% for the Fall 2019 cohort. Again, the effect of the COVID outbreak is likely at the root of such a significant decrease.

To help us achieve national preeminence and reach our retention goals, Georgia College continues to strive for a goal of 88% first year retention within the next three years and for a long-term goal of at least 90%.

**Graduation.** Georgia College celebrated a 51.2% four-year graduation rate for its Fall 2016 first-time freshmen class, a 2.6% increase over the previous year and the first time our graduation rate has passed the 50% mark. In addition, five-year and six-year graduation rates remain strong, at 59.51% and 61.2% respectively. Degrees conferred for the 2019-2020 academic year were also up by 5.4%.

Broken down for specific student populations, we find that some students are struggling to complete a degree in four years in comparison to their peers. This data will guide our graduation goals and strategies in the coming years, with a specific focus on gender as a defining variable. For example:

- There is a significant difference between female and male students' four-year graduation rates, with the male four-year graduation rate for the Fall 2016 class at 39.35% compared to the female rate of 57.79%.
- First-generation college students from the Fall 2016 first-time freshmen cohort had a four-year graduation rate at 46.91%. The four-year graduation rate for male first-generation college students drops to 34.78%, while female students in this group graduate at a four-year rate higher than the study body.
- Black or African-American students also have a four-year graduation rate that is higher than the class rate, with 52.11% of Black or African American students in the Fall 2016 first-time freshmen cohort completing their bachelor's degree in four years. However, again, when separated for gender, Black or African-American males have a four-year graduation rate of 38.46% compared with 60% for women.
- Similarly, Hispanic or Latino students also have a higher graduation rate than the other members of their Fall 2016 first-year cohort. 57.78% of Hispanic or Latino students completed their bachelor's degree within four years. When looking at the intersection of gender and race with this group of students, Hispanic or Latino males achieved a four-year graduation rate of 60.71%, and females achieved a four-year graduation rate of 56.45%. This marks the first time our Hispanic or Latino male four-year graduation rate has been above 43.75%.
- Students who identify with two or more races, while making strides in first-year retention, had a four-year graduation rate of 42.55%, down from 60% the previous year. In this case, accounting for gender, female multiracial students had a four-year graduation rate of 51.85%, while male multiracial students had a four-year graduation rate of 30%.

To help us achieve national preeminence and reach our graduation goals, Georgia College's goal is to maintain a graduation rate of at least 50%, with noticeable increases each year.

**Additional Student Body Characteristics.** Enrolled Georgia College students are primarily full-time, residential, and in-state. Our top feeder high schools are all from the Atlanta area. The largest number of new transfer students were previously enrolled at Georgia Military College, which is located less than a mile from our campus and with which Georgia College has a long-standing transfer articulation agreement.

Georgia College is a predominately white institution, with 83% of undergraduates identifying as white, non-Hispanic. Increasing and retaining diverse students remains one of our annual admission and retention goals.

Georgia College students benefit greatly from the state's HOPE and Zell Miller Scholarship Programs. 65.6% of our students receive the HOPE Scholarship and 14.5% receive the Zell Miller Scholarship. While Georgia College students rank second in parental affluence among USG institutions, 20.5% of our undergraduate students receive the Pell Grant to help cover their cost of attendance and 60.5% of our undergraduate students obtain some form of loan.

Georgia College undergraduates are predominately between the ages of 18 and 24 years old. We have 28 undergraduates over the age of 30, 20 of whom are degree-seeking students.

Over the past five years, we have seen a steady increase in the number of Georgia College students registering with our Student Disability Resource Center and receiving services from our Counseling Center, emphasizing the various concerns that could affect student persistence.

**Impact of COVID-19 on the Student Body Profile.** Georgia College has experienced some variance in its enrollment in the past year which appears to be directly related to the COVID-19 pandemic. Enrollment concerns from students and parents included Georgia College's mandatory first-year housing requirement, preferences for face-to-face or online teaching modalities, and student health conditions. Georgia College made concerted efforts to offer as many of its undergraduate classes as possible in a face-to-face format during the Fall 2020 semester. The only undergraduate classes that transitioned to an online format were changed to accommodate approved faculty health issues. After those courses were excluded, Georgia College offered 80% of its remaining Fall 2020 undergraduate classes fully face-to-face with appropriate physical distancing and the other 20% as face-to-face classes on a staggered attendance schedule with some face-to-face instruction each week for each enrolled student.

## COMPARISON WITH PEER INSTITUTIONS

Georgia College's 15 comparative peer institutions include colleges and universities from across the nation that share membership in the Council of Public Liberal Arts Colleges (COPLAC) or that have strong undergraduate liberal arts programs, including Radford University, Longwood University, and Winthrop University. Georgia College maintains a competitive reputation among this group. Based on Fall 2019 data, Georgia College ranks third in first-year retention, behind only Ramapo College of New Jersey (86%) and the State University of New York (SUNY) at Geneseo (86%). With a 64% six-year graduation rate and a 17 to 1 student/faculty ration, Georgia College ranks near the middle, demonstrating both an opportunity for aspirational growth and competitive advantage.

## IMPROVEMENT PRACTICES

Georgia College engages in a process of continuous improvement that is focused on strategic planning and unit goals. Recruitment, retention, and graduation is the first goal in our strategic plan and engages every office and department on campus. Specific structural changes in 2019-2020 provided new opportunities for improvement and coordination of services.

At the beginning of the 2019-2020 academic year, Georgia College formed a Transformative Experiences office to coordinate and promote high-impact practices across the institution and to centralize efforts to increase student participation in high impact practices, based on the understanding that these experiences not only lead to critical liberal arts learning outcomes but also improve student retention, graduation, and success. Dr. Jordan Cofer was hired as our first Associate Provost for Transformative Experiences.

Subsequently, in August 2019, Georgia College hired Dr. Michelle Johnson as the new director of our Academic Advising Center. The Academic Advising Center has since adopted and began implementation of an appreciative advising model. Appreciative advising has been shown to have significant impacts on student retention and graduation. It provides the framework for a strong, supportive relationship between the advisor and student and helps the student optimize their educational experiences. Over 300 peer reviewed articles in the past five years have demonstrated how appreciate advising is applicable to almost every subpopulation of students and have documented that it results in increased outcomes. We expect that this process will help students identify additional ways to be a more active participant in their education and also create stronger affective ties with Georgia College. We also believe it will reduce motivational obstacles for students by helping them identify areas of study and experiences about which they are most passionate.

In November 2019, we contracted with Ruffalo Noel Levitz to evaluate our current retention efforts. Recommendations from this visit included monitoring advisor load, increasing advisor training, and better use of early alerts to identify at-risk students. Although advisor load remains a challenge in light of COVID-19 and restricted hiring processes, changes in advisor training have already been implemented. As Georgia College identifies a replacement for the Educational Advisory Board (EAB) software, easy-to-use early alert options will be a key functionality requirement. The final report also recommended the creation of a campus-wide retention committee.

In January 2020, Georgia College made several organizational changes that shifted primary responsibility for student success and retention to different areas. Offices previously housed under the Center for Student Success – including Academic Advising – were moved to either Enrollment Management, led by Associate Vice President Ms. Suzanne Pittman, or Transformative Experiences. In addition, a First-Year Experience Office, directed by Ms. Erin Weston, was formed to coordinate efforts related to first-year success and retention. These changes resulted in increased collaboration across key areas and allowed us to more holistically address issues such as first-year seminar

content, improved onboarding for our GC Journeys transformative experience program, and more coordinated assessment efforts. Strategies that increased success and removed barriers are specifically described in the next section.

Finally, in August 2020, Georgia College formed a Retention Committee that includes representatives from Enrollment Management, Transformative Experiences, Student Affairs, Institutional Research, and faculty from each of our colleges. This committee is charged with making both short-term and long-term recommendations for improving retention. Georgia College's Institutional Research director is a co-chair of this committee, which is appropriate since the IR office provides the majority of the data that is used for decision-making on campus. Through the annual fact book, common data set, and IR website, data on almost every aspect of the university is available to anyone at any time. The IR office works closely with several other administrative offices to ensure that data is correct and timely.

For students facing financial barriers, Georgia College has been proactive in encouraging the use of no-cost or low-cost textbooks. Additionally, the Provost has charged deans with creating a new textbook policy, based at the department level, that would create an equitable process to evaluate and assess textbook use policies within each department. The President has also announced his hope to eliminate all course and laboratory fees by FY 2023.

A Fall 2018 study conducted as part of a National Association of System Heads (NASH) grant found that 81% of Pell-eligible and underrepresented students cited no barriers to participation in GC Journeys, Georgia College's Momentum Year program. However, after identifying areas that were creating barriers and limiting participation in specific areas, additional initiatives were implemented for students in need of financial assistance. For instance, the Office of International Education worked with the Offices of the Provost, Advancement, and Financial Aid in order to create New Horizons, a need-based scholarship. This scholarship is used to help eliminate barriers for study abroad. In a similar approach, the Leadership program created need-based scholarships (based on FAFSA and Pell Eligibility) for the Leadership Academy, which waived all fees. Additionally, using feedback that students from underrepresented backgrounds felt too intimidated for undergraduate research, our office of Mentored Undergraduate Research and Creative Endeavors teamed up with the First Year Experience office for targeted intervention. In Fall 2020, these interventions include students from the Student Research Circle, a student organization dedicated to undergraduate research.

We also look forward to new improvement opportunities in the coming academic year, including those that were unplanned. The COVID-19 pandemic created new challenges in all aspects of higher education. After a fully online summer semester, bringing students back to a residential, face-to-face environment when there were still many unknowns about the coronavirus made it difficult to achieve our retention goals. To address this, we have developed and implemented new processes to recruit back students who discontinued enrollment during the pandemic, as well as other programs to keep students connected to campus and provide student support.

Similarly, the COVID-19 pandemic led to the USG decision to temporarily waive the SAT/ACT requirement for incoming students. When the USG first announced changes to this admission requirement in Spring 2020, Georgia College had already admitted the majority of its freshmen class. Therefore, the Fall 2021 freshmen cohort will be Georgia College's first class that may take advantage of the USG temporary waiver of the SAT/ACT requirement for admissions. We look forward to reviewing the data to see how this impacts our next freshman class composition.

## **MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS**

### **SECTION 3.1 EXISTING MOMENTUM WORK**

GC Journeys, Georgia College's Momentum Year plan, integrates the Momentum Year principles with the university's public liberal arts mission. GC Journeys fosters purposeful choice for students, emphasizing high impact practices, and integrates engaging pedagogies that fit our brand. Through GC Journeys, all students undergo five high-impact practices during their course of study. To meet these ambitious goals, GC invested in restructuring, creating new offices, and hiring new positions in order to aid in student success, as described in section 2.

Data already suggest that our GC Journeys program is successful. Students actively participating in GC Journeys have higher grade point averages than students who are less engaged. We have seen an overall increase in

participation in high-impact practices across campus. Georgia College's undergraduate research program was named as a finalist for the Council on Undergraduate Research Top Undergraduate Research program award.

Specific strategies and activities are described below. Many could be applied to more than one Momentum area.

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## PURPOSEFUL CHOICE

<b>Strategy or activity</b>	<b>Restructure academic advising. Implement centralized appreciative advising model.</b>
<b>Summary of Activities</b>	Georgia College used a faculty academic advising model for several years, using professional advisors only to advise undeclared majors. Because, in part, of the satisfaction undeclared majors reported with advising, Georgia College began moving to a centralized advising model in 2015 and hired several full-time professional advisors to fill the roles once held by faculty. Centralized advising has allowed for more consistent advisor training and student advisement, as well as a more equitable distribution of advisor loads. Academic advisors now teach most first-year seminar courses, with their advisees as students. Advisors are grouped into teams within defined focus areas, allowing them to help a student learn about and pick from a variety of majors within the student's focus area. Academic advising is also shifting to an appreciative advising model that promotes <b>engaged and intentional student participation in their educational choices.</b>
<b>Outcomes/Measures of progress</b>	Georgia College administers the Ruffalo Noel Levitz Student Satisfaction Survey every two years. This survey includes questions about the importance of and student satisfaction with academic advising. Data from the 2019 administration indicate that there is a gap between importance and satisfaction that we still need to bridge. Additional data will be collected after students have experienced the appreciate advising model.
<b>Lessons Learned and Plans for the Future</b>	Because students no longer have faculty advisors, students in some majors have little contact with faculty during their freshmen and sophomore years. Our retention committee is looking for options to increase faculty interaction, knowing that this is not only a characteristic of a public liberal arts education but also an important component of student engagement and success.
<b>Changes because of COVID-19</b>	During the Summer and Fall 2020 semesters, all academic advising appointments were conducted online because appropriate physical distancing could not be achieved in advisors' office cubicles. The Academic Advising Center created an entire office within Zoom to handle scheduled appointments, assist drop-ins, and triage issues. To accommodate approved advisor health issues, some of the freshmen seminar courses were offered online. We will be able to make comparisons about the effectiveness of that teaching method as the Fall 2020 semester concludes.
<b>Strategy or activity</b>	<b>Implement the career planning milestones program.</b>
<b>Summary of Activities</b>	Georgia College implemented Career Planning Milestones as a high impact practice and a part of the GC Journeys program. The milestones are comprised of four steps – exploration, preparation, planning, and implementation – that align with the student's classification and that include specific activities at each step. The first two activities are completed as part of the student's first year seminar. The size of the career center staff was increased to support additional contacts between students and career advisors. The Milestones program also includes a guide for faculty to assist them in integrating this transformational experience into their courses. Milestone completion activity is recorded in Banner. Through this program, students are taught to be <b>intentional with their career planning decisions.</b>
<b>Outcomes/Measures of progress</b>	Student participation in and completion of the career planning milestone program has increased steadily since its implementation, as have consults and appointments with the career center staff. Increasing numbers of students are using these services for internship, career, or graduate school planning.
<b>Lessons Learned and Plans for the Future</b>	We miss the opportunity to onboard transfer students, who do not complete a first-year seminar or a student success course, to the milestones program. Also lacking a

	transfer student organization or similar group, it is difficult to find a way to connect with transfer students to encourage participation.
<b>Changes because of COVID-19</b>	Like most areas, COVID-19 required a shift to virtual appointments and activities during the Summer and Fall 2020 semesters. Data is not yet available for the Fall 2020 semester to determine if this affected participation in milestones activities.
<b>Strategy or activity</b>	<b>Promote the intentional selection of high-impact practices across all majors.</b>
<b>Summary of Activities</b>	The reorganization of services described in section 2 allowed for increased focus on and onboarding for GC Journeys in first-year seminar course. GC Journeys was added to all program maps, providing both a reminder and an opportunity for exploration during schedule planning. As part of purposeful, appreciative advising, each student is encouraged to identify, plan for, and complete two high-impact practices in addition to those offered to all students (first-year seminar, career milestones, capstone). Georgia College is also implementing the Service Opportunity Center software to help students identify and choose high-impact experiences.
<b>Outcomes/Measures of progress</b>	All first-year students receive onboarding for GC Journeys through the first-year seminar, which is reinforced as they create their degree completion plan as an assignment for that course. Student participation in high-impact practices is steadily increasing. The Student Opportunity Center will be live in Spring 2021.
<b>Lessons Learned and Plans for the Future</b>	Continued effort is required to ensure consistency across first-year seminar sections. Transfer students do not receive onboarding for GC Journeys and may not be fully engaging in the program as a result. Additional outreach and discussion of GC Journeys must occur after the first semester through advising interactions.
<b>Changes because of COVID-19</b>	Creative approaches to some high-impact practices have been implemented to allow for student participation despite the pandemic. For instance, study abroad options are now in place that allow students to have international experiences online during the COVID-19 travel ban. Some community-based involvement activities have also been restructured.
<b>Strategy or activity</b>	<b>Encourage the intentional and timely selection of a major.</b>
<b>Summary of Activities</b>	The Academic Advising Center encourages students to explore and declare majors through purposeful, appreciative advising. The advising center also hosts two “Declaration Days” each year, during which the Academic Advising Center is open for students to drop in and discuss major choices, pathways to meet the requirements, and, hopefully, declare their major. As soon as the student declares a major, advisors will refer the student to faculty and upper-class student mentors in their departments to help new student majors navigate requirements and explore co-curricular opportunities. Finally, the Academic Advising Center also hosts an academic expo to give students an opportunity to learn about major options. Faculty from each major program attend to share information with prospective majors. The use of academic focus areas also allows for more targeted schedule planning and helps ensure timely entry into a major program.
<b>Outcomes/Measures of progress</b>	Although undeclared is one of the top five majors for admitted students, the number of enrolled Georgia College students with an undeclared major has steadily declined since the shift to focus areas. As a result, it is easier to steer students toward coursework that will help them obtain their academic goals.
<b>Lessons Learned and Plans for the Future</b>	These activities have been successful to date, and we plan to continue using them in future semesters.
<b>Changes because of COVID-19</b>	This year’s academic expo event was held virtually over the span of three days as a result of the pandemic. Academic departments submitted videos about their programs. As part of their first-year seminar course, incoming students were required to attend. Other students, particularly those who were still undeclared, were strongly encouraged to participate.
<b>Strategy or activity</b>	<b>Track and make high-impact practices more easily identifiable.</b>
<b>Summary of Activities</b>	The Registrar and the Associate Provost for Transformative Experiences, in collaboration with the academic departments, created attributes and activity codes to identify all high-impact practices and track student progress and completion of GC

Journeys. Some codes were implemented as part of the USG's high-impact practice business practice. Others are institution specific and are tied to courses or students. As a result, all high impact practices, along with career planning milestones, are tracked directly in Banner. In addition, an audit in DegreeWorks is available to all students and advisors to track their progress toward GC Journeys completion. Advisors review the audit with students during advising appointments. The Associate Provost also coordinated training on high-impact practice coding for each department chair.

<b>Outcomes/Measures of progress</b>	These additions have allowed us to more thoroughly and completely track student participation in high impact practices. They also help students identify activities that apply to these areas.
<b>Lessons Learned and Plans for the Future</b>	In future terms, as we fully implement Banner 9 registration and schedule functionality, we will include course attributes on the semester schedule so students can <b>make intentional choices to participate in courses that use a high-impact practice</b> . In addition, in conjunction with USG initiatives, we will continue to work on operational definitions for high-impact practices.
<b>Changes because of COVID-19</b>	Additional codes were created to identify variants of current practices, such as virtual study abroad programs and online internships.

## TRANSPARENT PATHWAYS

<b>Strategy or activity</b>	<b>Provide clear paths for students to complete high-impact practices.</b>
<b>Summary of Activities</b>	All program maps/degree completion plans were updated this year and GC Journeys information was included on each. Programs were public posted for every undergraduate program. This allowed students to see how GC Journeys would be included within their major. For example, students who student teach or complete internships as degree requirements complete this high-impact practice as part of their major program. In addition, having this information included program maps not only emphasizes the importance of these high-impact experiences, but it also allows the students to make purposeful choices and plan future participation as part of their complete educational experience. Further, having these practices listed on a four-year program map provides a way for students to <b>clearly see options to participate in GC Journeys while still graduating in four years.</b>
<b>Outcomes/Measures of progress</b>	This project has been completed.
<b>Lessons Learned and Plans for the Future</b>	We did not encounter any issues while making these changes. Departments were eager to add this information, and the Academic Advising Center coordinated the changes.
<b>Changes because of COVID-19</b>	As mentioned earlier in the report, COVID-19 has changed the way that some of these high-impact experiences are offered, but students continue to have the option for participation.
<b>Strategy or activity</b>	<b>Track and intervene with seniors to ensure they remain on target to graduate.</b>
<b>Summary of Activities</b>	Students with 90 hours or more have planned, graduation-focused meetings with their advisors each semester to make sure they complete all requirements for graduation. Critical issues discussed during these meetings include completing legislative requirements, maintaining grade point averages, not dropping courses, verifying funds or aid to cover remaining term costs, filing necessary paperwork, and seeking assistance from various campus services when needed. Advisors complete individual reports on all students expected to graduate and conduct intrusive advising follow-ups regarding University requirements. Advisors also call and email students after these meetings to make sure that students are meeting deadlines and getting the help they need to complete all requirements on time. In addition, the Registrar's Office and the Testing Center repeatedly review and reach out to students who have applied for graduation any time their graduation status changes.
<b>Outcomes/Measures of progress</b>	This program was used for the first time with the Fall 2016 freshman class. Their four-year graduation rate was the university's highest.



<b>Lessons Learned and Plans for the Future</b>	While most faculty and staff would assume that a student is on track to graduate once they achieve senior status or the graduation application is filed, students benefit from having careful, individual guidance and occasionally nudges to prevent graduation issues once the term is complete. <b>Even seniors need a clear pathway to degree completion</b> to ensure they complete all their requirements.
<b>Changes because of COVID-19</b>	None. We have been able to continue these meetings virtually.

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## ACADEMIC MINDSET

<b>Strategy or activity</b>	<b>Help students acculturate more fully to the college environment.</b>
<b>Summary of Activities</b>	The First-Year Experience Office was formed during the 2019-2020 academic year. Initially housed with the Center for Student Success and then moved to the Transformative Experiences division, the first-year experience director helps shape students' understanding of what it means to be an engaged college student through orientation and Week of Welcome activities and through programming throughout the first year. The director coordinates the GC Reads program, which provides incoming freshmen with the opportunity to meet with faculty and discuss academic works. The director works with students to promote engagement on campus. In addition, peer mentors (described more in the next item) share information, provide support, and model engagement for new students. The director, along with the academic advisors, also plays a key role in distributing and encouraging participation in the mindset survey. The director also coordinated our "GC Keeps Learning" initiative.
<b>Outcomes/Measures of progress</b>	This was the first year of official programming using this model. Initial observations indicate that this program has been a successful addition to our campus. A survey of students' satisfaction with first-year experiences is currently in progress.
<b>Lessons Learned and Plans for the Future</b>	It is clear from our interactions with students this term that having peer mentors is key to helping students engage in the campus community and <b>understand what a college student "looks like."</b> This can be particularly important for students who do not have older siblings who attended college or who are first-generation college students.
<b>Changes because of COVID-19</b>	Some of the first-year experience programs were moved online, collaborating with Student Activities to provide programming virtually.
<b>Strategy or activity</b>	<b>Provide examples of what it means to be an engaged college student.</b>
<b>Summary of Activities</b>	The Office of First Year Experience recruited, trained, and assigned "First Year Guides," to each first-year seminar section. Guides are peer mentors, predominately sophomore and juniors, who facilitate activities in the seminar classes, lead FYE student experiences, run separate "GroupMe" accounts to communicate with students, distribute weekly personalized newsletters, submit weekly reflections, and meet individually with 7-10 students each week. The guides also partnered with the Learning Center to offer student success workshops focused on topics such as: managing test anxiety, critical reading for STEM courses, and note-taking skills.
<b>Outcomes/Measures of progress</b>	Although we are still in the first semester of this program, initial observations from advisors, who teach the first-year seminars, students, and other academic staff indicate that this program has been quite successful.
<b>Lessons Learned and Plans for the Future</b>	We plan to continue this program in future terms. Several first-year students have already expressed interest in serving as a first-year guide next fall.
<b>Changes because of COVID-19</b>	Some of the first-year experience programs and some of the seminar classes were provided virtually when physical distancing could not be maintained. It also filled a critical need due to the lack of connection some students experienced as a result of the pandemic.
<b>Strategy or activity</b>	<b>Align our core curriculum with the AAC&amp;U Essential Learning outcomes to foster further student success.</b>
<b>Summary of Activities</b>	The Office of Institutional Effectiveness took the lead on this project and worked with the departments on curricular alignment. Georgia College students take core courses

	that embed essential skills such as written communication, critical thinking, global learning, inquiry and analysis, ethical reason, and quantitative literacy. To support faculty offering these skills, the Center for Teaching and Learning hosts a variety of workshops each semester aimed at the Essential Skills. All department chairs emphasized the importance for faculty to take these courses.
<b>Outcomes/Measures of progress</b>	Student artifacts were submitted to the AAC&U Value Institute, where we found that in most categories, our first-year students were exceeding the first-year benchmarks (with 3% scoring at capstone levels). In the skill of Written Communication, for instance, the majority of our students are either progressing, target or mastery, while in Quantitative Literacy, even though the majority of students meet the expected benchmarks, 14% do not meet expectations and 9% are developing.
<b>Lessons Learned and Plans for the Future</b>	Georgia College will continue this assessment in upcoming terms. Data generated will be used to assist academic departments and faculty in developing additional strategies or approaches to <b>help all students succeed at benchmark levels.</b>
<b>Changes because of COVID-19</b>	None.
<b>Strategy or activity</b>	<b>Provide robust peer tutoring programs in multiple areas, as well as a highly-regarded supplemental instruction program, focused on academic success.</b>
<b>Summary of Activities</b>	<p>The majority of our peer assistance programs are housed in the University Learning Center, which provides tutoring for all STEM disciplines as well as Psychology and Economics. The Learning Center offers an average of 50 peer tutors for the STEM disciplines. The Learning Center has offered increased programming, such peer assisted study sessions, designed to provide exam reviews prior to major exams in classes that do not have supplemental instruction. As part of the STEM 3 grant initiative, the University Learning Center added after hours STEM tutoring in 3 different locations, as well as online after hours tutoring. The University Learning Center also offers Supplemental Instruction support for specific courses. Georgia College's SI program includes an average of 55 SI. These leaders receive additional training, are embedded in faculty members' courses, and offer weekly SI sessions for the students enrolled in the course. The SI Leaders also often act as a conduit to connect faculty and students.</p> <p>Other peer learning programs include the Writing Center, the Foreign Language Lab, and First Year Guides (described earlier). The Writing Center provides peer tutoring with a mix of 8 graduate and 2 undergraduate tutors. The Writing Center offers support for writing in the biological sciences, music, psychology, criminal justice, history, and nursing as well as traditional composition classes. The Writing Center also offering outreach to faculty teaching any writing courses. The Department of World Languages and Cultures offers a language lab staffed by a full-time staff member and 15-20 volunteer peer tutors.</p> <p>The Director of the Learning Center helps coordinate the Gateways 2 Completion (G2C) initiative at Georgia College, which is embedded in the Economics and Math departments. Georgia College identified four gateway courses with the high DFWI rates and high cumulative number of students enrolled: MATH 1113, MATH 2600, ECON 2100, and ECON 2106. Faculty collaborate with the Center for Teaching and Learning to redesign the courses with an aim on retention.</p>
<b>Outcomes/Measures of progress</b>	All three of these programs consistently receive positive feedback from both faculty and students. The Learning Center recently re-certified their College Reading and Learning Association (CRLA) Level 3 accreditation. Our supplemental instruction program is accredited by the University of Missouri-Kansas City. Students who participate in tutoring from the Learning Center obtain grades, on average, one point higher than students who did not participate in tutoring, with incremental gains from participation in multiple tutoring sessions.
<b>Lessons Learned and Plans for the Future</b>	Georgia College plans to continue these successful programs.

**Changes because of COVID-19** This year, the Learning Center began offering virtual tutoring for the first time. The Writing Center also moved all of its tutoring online. We will continue to offer those options as we navigate through the next stages of the pandemic.

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## GENERAL OVERVIEW AND OBSERVATIONS

Georgia College's GC Journeys program is rooted in purposeful choice and high impact practices, which creates an ideal pairing with the USG Momentum initiative. We have taken several steps to create a structure and a culture that supports these activities for all students, reduces barriers, and promotes student success. Three consistent themes in our work are the importance of faculty buy-in and involvement, the role that students play in their peers' success, and the importance of collaboration and communication among offices. Knowing that we have significant differences in the retention and graduate rates of male and female students means that we need to target additional time and effort to address this issue. COVID-19 also reinforced the importance of face-to-face interaction on our campus. While we continued to hold face-to-face instruction and activities with appropriate physical distancing whenever possible, we know that students and their families expect a "high touch" experience from our institution.

### SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - "CAMPUS-WIDE" MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

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#### MAKING A PURPOSEFUL CHOICE & ATTEMPTING A FULLER SCHEDULE OF A CLEAR PATHWAY

<b>Priority Work</b>	<b>Re-do advising sheets</b>
<b>Description of Activities</b>	Please see information provided in section 3.1.
<b>Activity status and plans for 2020</b>	
<b>Lessons Learned</b>	

<b>Priority Work</b>	<b>Identify faculty to speak at first-year seminars</b>
<b>Description of Activities</b>	First-year seminar instructors coordinated class visits from department faculty for declared majors. Faculty also provided information to students through the academic expo, described in section 3.1.
<b>Activity status and plans for 2020</b>	We continue to be concerned that first and second-year students are not connecting with faculty in certain disciplines. This will be a continued focus of the first-year seminar courses and the university's retention committee.
<b>Lessons Learned</b>	Students appreciate increased interaction with faculty in their disciplines.

<b>Priority Work</b>	<b>Create a Degreeworks audit to track GC Journeys</b>
<b>Description of Activities</b>	Please see information provided in section 3.1.
<b>Activity status and plans for 2020</b>	
<b>Lessons Learned</b>	

<b>Priority Work</b>	<b>Host a symposium for faculty on GC Journeys</b>
<b>Description of Activities</b>	Transformative Experiences hosted monthly sessions to share GC Journeys information with interested faculty members. In addition, this office, in conjunction with the Center for Teaching and Learning, also offered a course for faculty on how to implement GC Journeys in their courses. Mini-grants were also provided for faculty implementation of GC Journeys, and the Center for Teaching and Learning created a GC Journeys learning community for faculty to learn about high-impact practices.

Activity status and plans for 2020	Georgia College plans to continue these efforts in the coming year.
Lessons Learned	These venues provide needed opportunities to engage faculty and to help them understand the GC Journeys program.

## STUDENT SUCCESS AND COMPLETION TEAM

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## GEORGIA GWINNETT COLLEGE

### INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Gwinnett College (GGC) is one of two access institutions in the Atlanta metropolitan region. The GGC mission states that the College “provides access to targeted baccalaureate and associate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region.” Founded in 2005, Georgia Gwinnett College (GGC) operates according to a clear strategic plan derived from its mission.

**GGC’s student headcount** in Fall 2019 was 12,831; and in Fall 2020 headcount stands at 11,627, a decline of 9.4% owing to the challenges introduced by the coronavirus pandemic (see the table on enrollment trends in the Appendix for additional detail). A review of other key demographic characteristics of the GGC student population shows a preponderance of those who are traditionally underserved and likely to benefit from essential support structures. The mean high school GPA of GGC’s cohort of first-time entering students at GGC has had a consistent academic profile with a mean high school GPA of between 2.69 and 2.82, with over 25% of first-year students regularly requiring corequisite learning support in at least one core subject (Math or English). Preliminary data for Fall 2020 indicate approximately 22% of the 2,392 enrolled first-year students are enrolled in a corequisite Math support course, with enrollment in corequisite English approaching 12% of first-year students.

For Fall 2019 and Fall 2020, GGC has remained among the most **culturally and ethnically diverse** institutions in its region. For the seventh straight year, GGC was ranked as the most ethnically diverse Southern regional college, according to the 2021 *U.S. News & World Report* college and university rankings, released in September 2020. In Fall 2019, 32.4% of GGC’s students were Black/African-American, 23.5% were Hispanic/Latinx, and 10.9% Asian. Likewise, in Fall 2020, preliminary data indicate 33% of our students are Black/African-American, with 25% Hispanic/Latinx, and 11% Asian.

GGC has consistently enrolled a high proportion of **first-generation college students**, defined as students who report their parent(s)’ highest grade level as Middle School/Junior High or High School on the FAFSA. Of students who complete and file a FAFSA, the data from the past five available fall terms shows that GGC’s student population is over one-third first generation. For the past three Fall cohorts, the percentage of first-generation students has remained at 37%.

Regarding comparators, GGC exhibits key differences from other institutions in the state college sector with respect to size and demographics. As a result, we continue to work to meet or exceed student achievement targets that move our campus forward in a process of continuous improvement.

### IMPROVEMENT PRACTICES

Continuous improvement practices have been set up at GGC to reduce or remove structural or mindset-related obstacles that might prevent our students’ success. Significant structural innovation took place at the beginning of 2020 with the establishment of GGC’s new division of Student Engagement and Success (SES). GGC’s student success work continues to align with the college’s mission and with the Academic and Student Affairs (ASA) strategic plan, entering its third year in the major areas of Authentic Acculturation, Mentoring Reimagined, Engagement Made Meaningful, and Communities of Learners. For the 19-20 academic year, learning community (LC) triads and the registration of students into LCs at Grizzly Orientation effectively raised credit hour intensity to 13.2 average credit hours for all incoming first-year students, up from 12.54 the preceding year. Learning communities support and related student success efforts are spearheaded by a collaborative of Student Engagement and Success staff and Academic and Student Affairs staff, particularly the Provost’s office and the academic Schools through the Deans and academic Chairs; with significant coordinated work with Enrollment Management staff, including the Registrar and New Student Connections (Grizzly Orientation) teams. Data indicate equity of access to learning communities, first-year seminar, corequisite learning support, cultivation of positive academic Mindset, and students’ progression into and through the degree programs largely reflects the diverse makeup of the student body.

However, there are areas in which improvement is needed to address gaps in achievement, including raising the institutional graduation rates for all students. Key efforts in this direction and progress are outlined in this report.

## MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

### SECTION 3.1 EXISTING MOMENTUM WORK

#### PURPOSEFUL CHOICE

Strategy or activity	Preview Days
Summary of Activities	During these events prospective students and their parents had the opportunity to engage with faculty in their areas of interest to learn more about related majors and careers. Students who were undecided about their intended focus area had the opportunity to meet with staff in the Student Engagement and Success to learn about career exploration strategies and resources.
Outcomes/ Measures of progress	We served 636 students and families in AY 19-20 and had 400+ visits to the online version created in response to COVID-19.
Lessons Learned and Plans for the Future	Preview Days have served well to convey a sense of GGC's programs to our prospective students, as they are organized around small group meetings according to students' interest areas. These broad areas of interest are aligned with GGC's six Focus Areas so that students and families receive information that is most relevant to them. As the campus has adjusted services in response to COVID-19, Preview Day format has been reimagined as well, as detailed below.
Changes because of COVID-19	For Fall 2020, two Preview Days were planned: A drive-in Preview Day, which took place on October 17 in the main campus parking lot, staged with tents, was attended by 109 prospective students and their families; and a virtual Preview Day, which is scheduled for October 31.

Strategy or activity	Grizzly Orientation (GO)
Summary of Activities	Grizzly Orientation (GO) aims to integrate students into the GGC community and to equip them with practical knowledge to successfully start the school year. GO also offers students the opportunity to discern and affirm their focus areas and major choices. Students are grouped based on focus areas and meet with faculty in their respective areas to discuss related careers and curricula. They decide to keep their focus area/major or change it and receive a color-coded bracelet that symbolizes the affirmation of their choice. Students then attend advising and registration sessions and receive assistance in selecting first semester schedules aligned with Momentum Year goals (e.g. English and Math in the first 30 hours).
Outcomes/ Measures of progress	For the 19-20 academic year, the redesign and large scaling of learning community (LC) triads and the registration of students into LCs at GO effectively raised credit hour intensity to 13.2 average credit hours for all incoming first year students, up from 12.54 the preceding year. Despite the need to take GO completely online with delivery via Bb Collaborate, primarily, due to the coronavirus, we have kept credit hour intensity at 13.79 for incoming full-time first year students. Importantly, full-time students in their second year are averaging 13.61 credit hours, which tells us the efforts and messaging during year 1 about taking >12 credit hours are sustainable. Following the pivot to online Grizzly Orientation delivery, confirmed registrations for 16 GO virtual sessions via Bb Collaborate, which ran from May 2-August 4, 2020, totaled just over 4,100 students.
Lessons Learned and Plans for the Future	Key lessons learned and plans for the future for Grizzly Orientation include the registration of more new students into LCs ahead of their orientation sessions. This will enable more focus on acculturation and integration into the learning community at GO.
Changes because of COVID-19	Fall 2019 and Spring 2020 GO sessions were conducted in person per usual practice. Due to the pandemic, Summer and Fall 2020 GO sessions were conducted virtually through D2L, encompassing both asynchronous orientation content modules and synchronous registration through Bb Collaborate. The registration sessions were

supported by the Mentoring and Advising Center’s Student Success advisors, SES and enrollment management staff, and faculty members. All assisted students in learning community and course selections.

Strategy or activity	CDAC Focus Area Modules
Summary of Activities	GGC’s Career Development and Advising Center (CDAC) has developed Focus Area modules for its Career Readiness Online course, in which all GGC students are automatically enrolled.
Outcomes/ Measures of progress	All students enrolled, all faculty received information about deploying the modules in class, with targeted attention to faculty teaching first year classes. We plan a Spring inventory for access and completion rates.
Lessons Learned and Plans for the Future	With the proliferation of activities happening on learning management software, students and faculty need targeted and repeated messages about the utility of this resource if we want them to utilize it, particularly within the students’ first year, and in the context of coursework.
Changes because of COVID-19	The Focus Area modules were a response to COVID-19, as our previous model for Focus Area literacy relied on promotion of co-curricular events. This method will persist and offer more equitable, consistent access to the material.
Strategy or activity	Learning Communities tied to Focus Areas
Summary of Activities	A fusion of block scheduling processes and learning communities pedagogy supports efforts to connect new students to a focus area. First-Year Learning Community triads are based on focus areas and include nine credit hours. During the GO registration session, students select a triad based on their focus area and are guided by faculty mentors to add two additional courses, totaling 15 credit hours for the semester. Triads provide common experiences anchored in the focus areas and allow for affirmation or continued exploration of the focus areas and majors. Additionally, these grouped courses foster a sense of belonging as there is intentional interaction around common interests and experiences.
Outcomes/ Measures of progress	Outcomes or measures of progress for learning communities include: Success of students in their LC courses; success in terms of retention and graduation; increases in indicators of students’ Growth Mindset; and enrollment of students in a higher percentage of their LC triad courses are key measures of success of the learning communities. We have emerging data for some of these measures, while we are in the process of collecting data for others. Some of these outcomes to this point include: Learning Community student performance in English to this point is comparable to the campus at large, despite LCs containing most of the corequisite learning support sections of English. For ENGL 1101 in Fall 2019, the pass rate for students in LCs was 73.2%, while overall campus pass rate for ENGL 1101 was 73.6%. Spring 2021 pass rates were notably lower for all students, likely due to the unanticipated shift to online instruction mid-semester as a result of the coronavirus. For LC students, the pass rates in ENGL 1101 exceeded those of the campus at large, with LC pass rates at 63.6% in comparison to overall pass rates at 63.1%. For MATH, LC student performance is also comparable to campus-wide performance, particularly for non-STEM MATH 1001. For MATH 1111 in Fall 2019, students in LCs had a pass rate of 62.2%, while for the campus as a whole, the MATH 1111 pass rate was 64.7%. For MATH 1001 in LCs, which consisted largely of corequisite (MATH 0997 + MATH 1001), pass rates were 69.5%, while overall campus pass rates in the course were lower, at 68.1%. In Spring 2020, for LC students, MATH 1111 pass rates were relatively high, at 71%, but with only 17 students in 1111 in LCs. This compares to overall SP20 campus pass rates in MATH 1111 of 66%. In MATH 1001, LC pass rates were 64.9%, compared to 67% for the campus at large. Equitable participation in learning communities also continues to be a key goal at GGC. For Fall 2019 and Fall 2020, the experience of two student groups is illustrative. Our Black/African-American students make up about 33% of GGC’s overall student population of 11,627 (Fall 2020); and our Hispanic/Latinx

students approach 25% of GGC's overall student population. In the Fall 2019 LCs, among those students who remained enrolled in all of the linked triad sections in their LCs, 35% were Black/African American and 23% were Hispanic/Latinx.

<b>Lessons Learned and Plans for the Future</b>	Key lessons learned through Fall 2020 regarding the learning communities fall into two main categories: Maintaining the integrity of learning communities will be challenging as we look to balance flexibility for students with the need to promote strongly integrated learning community in the LCs. Secondly, wraparound services, such as advising and tutoring, along with peer supplemental instruction (PSI) and peer mentoring opportunities, will be an important part of helping to support productive academic Mindset and social belonging among the learning community students. For the future, beginning Spring 2021 with goal to expand in Fall 2021, GGC aims to expand LCs to more upper-division students, in collaboration with degree programs. Another key plan is the expansion of LC pedagogy to our on-campus Residence Life in thematic living-learning communities (LLCs), which we plan to pilot in Spring 2021.
<b>Changes because of COVID-19</b>	A key challenge introduced by the coronavirus pandemic has been the shift in modalities for a number of the triad courses in the learning communities. For Fall 2020, this meant adjusting LC schedules so that students could make changes to the courses they were enrolled in based on the new information on course delivery made available to them via Banner.

## TRANSPARENT PATHWAYS

<b>Strategy or activity</b>	<b>Curriculum Maps and Pressure Tests</b>
<b>Summary of Activities</b>	During the AY 19-20, we completed the process of producing, remediating for compliance, and publishing 4yr program maps for every GGC program. With that task completed, several of our programs began pressure testing their maps, in some cases running complex data analysis to determine optimal sequencing of both GenEd and major course work.
<b>Outcomes/ Measures of progress</b>	The 6 programs that ran pressure tests all made substantive adjustments to their maps.
<b>Lessons Learned and Plans for the Future</b>	The work of pressure testing itself not only expanded literacy among chairs about data access and the impact of course sequencing, it produced quick changes in this student resource.
<b>Changes because of COVID-19</b>	This activity adapts well to a pandemic environment, but like other long-term projects, gets deprioritized in the hustle. We need to return to it in spring and consider whether course modality is a new factor to account for.
<b>Strategy or activity</b>	<b>Advising and Mentoring Campaigns</b>
<b>Summary of Activities</b>	ASA and SES partnered on several targeted advising and mentoring campaigns during the FA20 semester, aiming both to support faculty during a challenging student engagement semester, and to emphasize the importance of making transparent students' optimal curricular steps. We increased communication across several channels and hosted "open lunches" by school for faculty to watch a brief presentation, then discuss resources and concerns.
<b>Outcomes/ Measures of progress</b>	150+ faculty attended open lunch events.
<b>Lessons Learned and Plans for the Future</b>	The work of advising and mentoring is complex and high stakes in the best of circumstances, and more so now; faculty will generally welcome the chance to discuss solutions with colleagues.



**Changes because of COVID-19** Most broadly, a pandemic environment has made the connections necessary to good advising and mentoring somewhat harder to achieve. The more we discuss the high stakes of the work, the better we keep focused on the task.

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## ACADEMIC MINDSET

Strategy or activity	Mindset Survey and Interventions
<b>Summary of Activities</b>	Mindset survey distribution was targeted via ENGL 1101 classes, and extensive data analysis infrastructure was built in collaboration with our USG partners. Survey completion was high in FA19 and we expect similar or better results for FA20. Based on survey data, we worked with ENGL 1101 instructors to deploy specific mindset interventions from Motivate Labs.
<b>Outcomes/ Measures of progress</b>	Outcomes with respect to students' Positive Academic Mindset and the related interventions being implemented at GGC will be measured by referring to the results of the annual Mindset Survey, as well as by following closely the disaggregated performance results of students as they progress at GGC. After our first year of large-scale learning communities (LCs) and much higher levels of completion for the Mindset Survey in 2019, we have not yet observed.
<b>Lessons Learned and Plans for the Future</b>	Our Mindset survey results show little change in students' mindsets over the course of a semester. We understand this to be not unusual over the course of a single fall semester, and so want to focus some on interventions that may affect change in a short period of time, but more on what we learn about our students' baseline from the survey. We know, for example, that our students tend to view English class as more "costly" than the long-term benefits are worth. We can address this with strategic messaging from faculty about the utility of the class.
<b>Changes because of COVID-19</b>	Mindset survey and consequent interventions unaffected by COVID-19.
Strategy or activity	Expansion of TILTed Assignments
<b>Summary of Activities</b>	In conjunction with other initiatives on campus, including the TS3 HIPs project and G2C (Gateways to Completion), we have expanded the use of TILT (Transparency in Learning and Teaching) assignment design, in GenEd and upper-division across campus, and in all English 1101 courses.
<b>Outcomes/ Measures of progress</b>	We will look to the next round of G2C data to evaluate impact in ENGL 1101.
<b>Lessons Learned and Plans for the Future</b>	As with all efforts whose success depends on broad faculty adoption, initiative leaders need to think carefully and strategically about their messaging and messengers. Throughout our efforts, we have made adjustments that allowed us to keep focus on the low-cost high-impact nature of this intervention.
<b>Changes because of COVID-19</b>	TILT is well-suited to a pandemic environment and helps students find their way through coursework in a more uncertain environment.
Strategy or activity	GGC 1000 First-Year Seminar
<b>Summary of Activities</b>	As part of the core curriculum, GGC 1000 sections incorporate information about growth mindset, a unit on major and career exploration, and another unit on financial literacy towards the goals of increasing sense of purpose, campus resource literacy, and persistence. Many instructors introduce the concept of growth mindset through discussions and activities, often in the context of study skills and becoming an engaged student. Instructors discuss with students what majors and minors are, as well as the contours of GGC's six academic focus areas. Students learn about how to navigate and interpret DegreeWorks course audits in Banner, unpack program plans, and study degree pathways.

Many instructors have students complete the Focus 2 Career Assessment and work with representatives from GGC's Career Development and Advising Center (CDAC) to help students analyze their results. To further support their campus literacy and encourage persistence, GGC 1000 students completed elements of GGC's newly released Financial Aid Connection D2L site, which provides videos and resources on key topics such as SAP (Satisfactory Academic Progress), FAFSA completion, financial aid package elements, and financial literacy.

<b>Outcomes/ Measures of progress</b>	Student achievement of learning outcomes related to the activities above is measured through three assignments—the campus resource quiz; campus scenarios; and career research assignment. In FA19, students scored an average of 93% on the 20-question resource quiz, which asks them to use their information literacy skills to find responses to questions via the GGC website. Students scored an average of 69% on the campus scenarios activity, which provided them with 15 common college scenarios and asked them to use critical thinking skills and resources to identify an appropriate office or service to assist them. Students received an average score of 89.3% on the career research assignment, which requires students to look at degree program plans and career research sources to answer career exploration items. Students also complete a 12-question attitudinal survey to measure their familiarity with campus resources, relationships on campus, time management, financial literacy, wellness, and other key success area metrics. Students rated their familiarity with these items at an average of 71%, with 9/12 statements rated as “strongly agree.” These scores suggest students actively participating in the FYS are successful in meeting course objectives. The FA19 pass rate was 76% for this course, also underscoring students’ general success.
<b>Lessons Learned and Plans for the Future</b>	Student attendance and engagement, whether face-to-face or online, remain ongoing challenges. Students who attend and participate in the course activities generally do very well; those who do not struggle significantly and fail. We have noticed a percentage of students resist attending and engaging, despite all efforts, and would like to explore further how to involve that cohort.
<b>Changes because of COVID-19</b>	Most FYS sections remained in hybrid delivery mode, although about 30% were offered either virtual synchronously or asynchronously in FA20. Faculty were encouraged to attend USG’s webinars and GGC’s Center for Teaching Excellence workshops on best practices in hybrid and online instruction, as well as student engagement. Student engagement was also the subject of the summer professional development session for GGC 1000 instructors. A template course was built in D2L over SU20 to facilitate more consistent delivery of core course components regardless of modality; instructors received this resource positively. The Grizzly Pawspport student engagement project, where students complete engagement activities in wellness, career readiness, academic success, and Grizzly Spirit (campus involvement/sense of belonging), were moved mostly to online offerings—both synchronous and asynchronous.
<b>Strategy or activity</b>	<b>Mindset Training for PSI leaders</b>
<b>Summary of Activities</b>	GGC’s ongoing, successful Peer Supplemental Instruction program for STEM class support was awarded a three-year STEM IV grant by the USG to incorporate academic mindset elements into training for the peer leaders, as well as during each PSI session. The Division of Student Engagement and Success’ Academic Enhancement Center staff partnered with the School of Science and Technology’s PSI faculty to build the training program, relevant mindset interventions, and assessment surveys, and began piloting FA19. Mindset interventions in select PSI sessions began in SP20 and scaled up to implementation over six weeks in the second year of the grant period (AY20-21).
<b>Outcomes/ Measures of progress</b>	Mindset training is now a regular part of the PSI leaders’ onboarding and ongoing training, raising awareness of the concept. Leaders are encouraged to develop discipline-appropriate intervention activities that encourage the development of session participants’ academic growth mindset. The STEM IV team is discussing the most effective methods of measuring participants’ mindset development

<b>Lessons Learned and Plans for the Future</b>	The greatest challenge in terms of mindset promotion is how to accurately and effectively measure it, a conversation that is ongoing on our team. Growth mindset training for leaders and inclusion of positive promotional activities in sessions will continue. Depending on COVID conditions, online-only PSI may continue through AY '20-'21. Since attendance has been variable in those online sessions to date, we continue to work on how to encourage participation.
<b>Changes because of COVID-19</b>	In response to the COVID pandemic, all PSI sessions from late spring through fall of 2020 went completely online and were facilitated through BbCollaborate within GGC's LMS, D2L. PSI leaders underwent training in Bb Collaborate, Zoom, and other online tools to engage students in active learning. The faculty/staff leadership team also developed online peer-mentoring leader training in lieu of full-day training workshops.
<b>Strategy or activity</b>	<b>First-Generation Student Programming</b>
<b>Summary of Activities</b>	Over 37% of GGC students self-identify as first-generation (FG). (Data is from FA19, obtained via FAFSA responses.) GGC is committed to serving the needs of this special population, creating more equitable access to college knowledge, and promoting progression and student success. To these ends, faculty and staff provide several initiatives to develop self-efficacy and establish a strong sense of Grizzly community with our first-generation students: Grizzly First Scholars (G1) learning community program; Bears Engaging and Mentoring (BEAM) peer mentoring (as of FA20, supported through Mentor Collective); and National First-Gen Celebration week activities (Nov. 8). In AY19-20, the Make Your Mark Student Success fair, encompassing time management and financial aid workshops, Focus 2 career readiness and resume building activities, discussion of the GGC Reads book <i>Educated</i> , and tabling from campus partners (Honors program, the Academic Enhancement Center, and Advising) was held November 5 in observation of National First-Generation Student week. 95 students attended.
<b>Outcomes/ Measures of progress</b>	Attendance and access data are used to track the reach of this programming. As of October 2020, 1043 first-year students have been matched with an upper-division peer mentor as part of the BEAM/Mentor Collective program.
<b>Lessons Learned and Plans for the Future</b>	Grizzly First Scholar learning communities will continue to provide wrap-around support for incoming FG students. Student success fairs and targeted workshops will also be provided. FG student engagement will be promoted through social media and social gatherings (F2F when safe again, virtual for now). Further outreach to incoming and current FG students at GGC will build a stronger sense of community support. FG Faculty and Staff outreach will be renewed. Further faculty/staff development efforts may be pursued through the Center of Teaching Excellence (e.g. imposter syndrome workshop).
<b>Changes because of COVID-19</b>	The main changes due to COVID were moving FG-targeted success workshops and panel discussions to a virtual environment.

**GENERAL OVERVIEW AND OBSERVATIONS**

The efforts outlined above have seen most success where there is wide campus collaboration, highlighting the importance of clear, regular communication to support student success work. The sections below detail a range of strategies and activities, from online delivery of advising and tutoring to an increased focus on advance student registration into learning communities, that have enabled us to shift support amid the challenges presented by the COVID-19 transition. Mindset-related work and efforts related to career readiness and maintaining credit intensity are also highlighted.

## SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - "CAMPUS-WIDE" MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

### PURPOSE

<b>Priority Work</b>	<b>Career Readiness Modules – Focus Areas Student Employee Self-Reflection Portfolios</b>
<b>Description of Activities</b>	The Focus Area modules are described above.  This year also finds us rolling out an initiative that will eventually have all GGC student employees engaged, as a function of their campus employment, in regular self-reflection on the connections among their coursework, their campus employment, and their career development. These reflections will be part of an outward facing ePortfolio. All student employment at GGC will be part of an integrated education experience.
<b>Activity status and plans for 2020</b>	Presently, we are piloting the program with student employees in the Academic Enhancement Center. Spring 2021, we will expand to student employees in Health and Wellness and Career Development and Advising Center.
<b>Lessons Learned</b>	Early pilots and discussions have reminded us of the importance of training student employee supervisors, not just on the ePortfolio platform, but on guiding students in reflective writing

### MINDSET

<b>Priority Work</b>	<b>Living-Learning Communities</b>
<b>Description of Activities</b>	Beginning in Spring 2021, we are programming Living-Learning Communities (LLCs), which feature linked and integrated courses in the GenEd core, supplemented by campus co-curricular programming and support services, offered to students living on campus.
<b>Activity status and plans for 2020</b>	Classes and faculty have been identified as of October 2020. Two pilot LLCs feature linked courses in the GenEd core: "Spanish Language and Culture" includes ENGL 1101 + SPAN 2001. "Composition and American Government" includes ENGL 1102 + POLS 1101. A third, more thematic, LLC is available to all interested residents with the theme: "Diversity and Equity." For upper-division residents in the School of Business, an associated linked pair of courses is available: BUSA 4700 + SOCI 3201.
<b>Lessons Learned</b>	The LLC planning process has confirmed that there is demand for thematic communities in campus housing. Challenges suggested based on prior efforts to implement more highly integrated learning communities are expected to be in the areas of active recruitment of students for participation and in the logistics of adding students to the individual LLCs. This recruitment and logistical challenge is most likely to occur in cases where the LLCs may not fit easily into the current practice of blocking LC 'triads,' necessitating more individual approaches to adding students to these LLC sections.

### PATHWAYS

<b>Priority Work</b>	<b>Assign accepted students 15 credit hr schedules at admission, expansion of spring semester triad schedules</b>
<b>Description of Activities</b>	Collaborative meetings across Academic and Student Affairs, Student Engagement and Success, and Enrollment Management divisions led to an actionable plan for Spring 2021 in which new first-year students will be guided through targeted questions to select their academic Focus area and from there, an appropriate learning community (LC). For this first pilot group, we will be reaching out to approximately 100 students in the BUSI and HEPR Focus Areas.
<b>Activity status and plans for 2020</b>	Among all GGC enrolled students, Fall 2020 average credit hours are 11.68. This is a small decrease of .05 average credit hour intensity from Fall 2019 (11.73). Among all first-year students at the college, the Fall 2020 average credit hour load is 12.20, which is a comparable level of credit intensity with Fall 2019 at 12.29 average credit hour load

for all first-year students. In both years, credit intensity for new (first-time), full-time first-year students was higher in Fall 2019 – at 13.2 average credit hours (up from 12.54 in 2018), and in Fall 2020 – at 13.79. These higher credit hour intensity rates for new first-time, full-time freshmen are due to the redesign of learning community triads and their centrality as part of Grizzly Orientation in 2019 and 2020. Despite the challenges presented by the coronavirus, GGC aims to keep levels of credit hour intensity up by offering more students the ability to make a purposeful choice of LC prior to GO.

<b>Lessons Learned</b>	Pointing to an area for improvement as we prepare for Spring 2021, for GGC's Black/African-American first-year students (includes both new and returning first-year students), the Fall 2020 average credit load is 12.00, which is down from the average credit hours of 12.14 in Fall 2019. In both years, that average credit intensity is below the campus average for all first-year students. Among GGC's Hispanic/Latinx first-year students, the average credit load in Fall 2020 is 12.24, which is down from the 12.32 average credit hours for the 1430 first-year students among this group in Fall 2019. In both years, however, the Hispanic/Latinx average credit intensity exceeded the campus average for first-year students. GGC will work to ensure equity across all first-year students by relentlessly focusing on providing students with expanded opportunities to make purposeful choices, develop a strong sense of belonging at the College, and fostering a Growth Mindset, leading to resilience and persistence.
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## STUDENT SUCCESS AND COMPLETION TEAM

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# GEORGIA HIGHLANDS COLLEGE

## INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Highlands College (GHC) is a limited-mission, four-year state college which serves as the associate-level access institution for northwest Georgia. The mission is to provide access to excellent educational opportunities for the intellectual, cultural, and physical development of a diverse population. The mission of GHC is to provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region.

Current student demographics are detailed in the image below.

<b>Total Enrollment</b>		5,680		<b>Residency</b>			
<b>Gender</b>				Georgia Residents	5,025	88%	
Female		3,643	64%	<b>Fall or Part Time</b>			
Male		2,037	36%	Full Time	2,259	40%	
<b>Race/Ethnicity</b>				Part Time	3,421	60%	
White		3,431	60%	<b>Financial Aid</b>			
Hispanic/Latino		949	17%	Students receiving some aid	3,909	69%	
Black or African American		933	16%	Pell awardees	2,049	36%	
Two or More Races		220	4%	HOPE awardees, all categories	1,860	33%	
Asian		100	2%	<b>Beginning Students</b>			
All Others		47	<1%	Total	979	17%	
<b>Other</b>				Started in Learning Support	314	32%	
All Adult Learners (25+)		1,227	22%	Beginning Adult Learners (25+)	34	3%	
All Veterans		84	1%	Beginning Veterans	8	<1%	

Our students self-reported First-Generation status at 12.1% for Fall 2020 (n= 688). This number is down from our prior year rate of 22.3%, likely due to changes in admissions requirements at universities within the USG. Over the past several years, we have consistently raised our graduation rates, from 12.1% for our Fall 2013 cohort to 19.8% for our Fall 2017 cohort. Meanwhile, our overall one-year retention rate for First-Time Full-Time (FTFT) students is 64%, down slightly from the prior year’s rate of 66%. We attribute this drop to COVID-19. However, GHC outperforms the sector average for state colleges. Additionally, our QEP, which is focused on advising and student success, is showing a positive impact. For students who participated in the QEP, the Fall to Spring persistence rate was 80.9% for the Fall 2019 cohort; students who did not participate persisted at a rate of 73.3%. Much of our Momentum work ties into our QEP work in advising students, as detailed below. These projects allow us to better serve our mission by providing high-quality educational opportunities to a diverse student population.

## IMPROVEMENT PRACTICES

In the spring of 2019, Enrollment Management Action Team (EMAT) was created at GHC to analyze our enrollment management practices. EMAT consists of faculty and staff representatives who are enrollment stakeholders across the institution. EMAT set out with the goal of using GHC data to learn when and why students leave GHC so that we could better determine where to focus success efforts. EMAT began by compiling a long list of processes and activities we thought impacted student success from applicant through the first year of enrollment. We then took the list and determined what data sources were available to give us insight into each. What we discovered is we have the data, but it is not available in a format that would allow EMAT to visualize which processes or activities produce the most stop-outs.

Over the past year, the Office of Planning, Assessment, Accreditation, and Research (PAAR), has been reviewing and revising reports to make our data cleaner and more trustworthy. Realizing the need for better access to accurate data for more teams, such as EMAT, PAAR has worked to identify a set of key metrics and characteristics that can be used to better understand student successes and barriers. To this end, the PAAR team is utilizing Tableau to create new data visualizations to assist EMAT and other teams to use the data in actionable ways.

While PAAR is working on creation of a data set that allows us to visualize success barriers across multiple processes and activities, EMAT focused on one particular activity at GHC that was not producing positive results, our Early Warning program. The Early Warning program was put in place Fall of 2011 and was designed to provide a way to notify students of academic problems for hopeful turn around or withdrawal. Instructors reported on all students in all classes at around the 40% mark of a term/session as either Satisfactory or Unsatisfactory. Once all instructors completed reporting, advisors manually sent emails to those tagged Unsatisfactory suggesting they reach out to instructor, advisor, tutor, etc. Responsibility was placed on the student to follow up and address the problem. Consistently, 70%+ of students reported as Unsatisfactory went on to receive a DFW in the respective course.

Across Fall 2019 and Spring 2020, EMAT worked with our Navigate consultant and stakeholders at the college to design a new Early Warning program, renaming it Early Alert. The old program asked instructors to indicate satisfactory or unsatisfactory, but there was little consistency or understanding of what those two terms meant. Our new program, housed in Navigate, allows instructors to choose a reason the student is not doing well, and the reason prompts a specific outreach process. The new program was launched Fall 2020. While we are still collecting data on students who received an alert, anecdotal evidence from faculty points to a higher level of satisfaction with the new process.

GHC has seen minority student enrollments grow over the past five years, accounting for 4.2% of growth in our overall population. Black/African American enrollment has held steady around 16% of our population, but Latinx students have grown by 24.3% to now account for nearly 17% of our population. GHC has a long history of supporting African American and Latinx males through our African American Minority Male Initiative, locally referred to as Georgia Highlands African American Male Excellence (GHAAME). Students who participate in this initiative outperform their peers in terms of retention and graduation. First time, full time Black or African American males who started in Fall 2016 and were members of GHC’s AAMI graduated with associate degrees by the end of Summer 2019 at a rate of 18.2%, while the rate for those who did not participate was 3.6%. The number and percentage of associate degrees conferred to AAMs were 31 and 4.3% respectively, up from the prior year (FY 2019=26 associate degrees awarded to AAMs for 3.5%). The percentage of degrees awarded to AAMs that were awarded to AAMI members increased in FY 2020 to 51.6% (FY 2019=38.5%), and total associate degrees awarded to AAMs was higher (FY 2020=16, FY 2019=10). The percentage of degrees conferred

to AAMI members remains higher than the participation rate, pointing to the productivity of the program overall. Much work remains in this area, but GHC is confident we can build on these successes to empower more students to be successful.

## **MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS**

### **SECTION 3.1 EXISTING MOMENTUM WORK**

#### **PURPOSEFUL CHOICE**

<b>Strategy or activity</b>	<b>Career assessment (Major Exploration)</b>
<b>Summary of Activities</b>	Our advising model is designed to address purposeful choice beginning at orientation. Students will gain access to tools allowing them to begin a personal student inventory of their academic strengths and weaknesses, identify their potential academic and career interests, and acknowledge factors that might influence their ability to reach their goals. At orientation, students will meet one-on-one with an advisor who will explain the benefit of purposeful choice of focus area and/or pathway. Advisors will also begin conversations with students about the benefits of graduation.
<b>Outcomes/Measures of progress</b>	QEP Overarching Goal 1: To help students develop self-direction and decision-making skills related to their academic success.

SLO A: Students will determine their reason(s) for attending college.  
 SLO B: Students will assess their academic strengths and weaknesses.  
 SLO C: Students will identify and utilize appropriate resources for addressing weaknesses and developing strengths.

Baseline Data Set:  
 Fall 2019: 35% completion (n=561)  
 Spring 2020: 56% completion (n=300)  
 Summer 2020: 58% completion (n=105)

<b>Lessons Learned and Plans for the Future</b>	The data above comes from our first full academic year of this activity's implementation (Fall 2019, Spring 2020, Summer 2020). We will use this data as our baseline to improve student completion rates of the career inventory.
<b>Changes because of COVID-19</b>	Shifting to a fully online orientation made communicating the need to complete the career inventory more challenging. When orientations are held on campus, we can have students complete the career inventory in a computer lab. We do not yet have Fall 2020 data, but we suspect the completion rates will be lower due to virtual orientations.

**TRANSPARENT PATHWAYS**

<b>Strategy or activity</b>	<b>Building an academic plan with an advisor in Navigate</b>
<b>Summary of Activities</b>	During the first term of enrollment, new students work within their advising network to formulate an individualized plan for success, an online, evolving record of the student's progress and experience at GHC documented via Navigate. In crafting a success plan, students will also learn to recognize factors that can impede progress toward their goals. Imbedded in this process are targeted activities to allow students to strengthen their purposeful choices and ensure that they have clear pathways to their educational goals.
<b>Outcomes/Measures of progress</b>	QEP Overarching Goal 2: To foster student success through improved academic planning skills.  SLO D: Students will develop a success plan tailored to their academic needs and professional interests. SLO E: Students will participate in a comprehensive advising process.  Baseline Data: Fall 2018 (Pilot): 85% (n=44) completion rate Spring 2019: 82% (n=381) completion rate Summer 2019: 98% (n=182) completion rate  Current Year Data: Fall 2019: 91% completion (n=1449) Spring 2020: 89% completion (n=450) Summer 2020: 59% completion (n=106)
<b>Lessons Learned and Plans for the Future</b>	One major lesson learned is a majority of our students need personalized academic plans, and these plans need to be updated each semester to address students' ever-changing needs. The benefit of housing our students' academic plans in Navigate is that the current plan is always available to both the student and the advisor to review and update. The electronic plan is an efficiency for advisors as they can quickly reference the plan to assist students with registration rather than crafting an entirely new plan for the student.  Despite the efficiency, we shifted from an advising model where students were advised on a voluntary basis to one where all new students are required to meet with an advisor. The first semester meeting is designed to be an hour long. Students tend to wait to schedule their required appointments around open registration for the next semester. The current advisor load does not allow advisors enough time to host these



individual advising sessions in just the month surrounding open registration. To address this challenge, we will need begin earlier with our communication campaign explaining to students the benefits of scheduling an appointment early.

<b>Changes because of COVID-19</b>	The data shows a slight completion increase from Fall 2018 to Fall 2019 and Spring 2019 to Spring 2020, but a sharp decline from Summer 2019 to Summer 2020. Our summer 2020 new student population was the first group to participate in a fully virtual orientation because of COVID-19. Summer is also a challenge for data analysis because many students take classes at GHC in the summer with an explicit goal of attending another college in the fall. As we begin to collect Fall 2020 data, we will need to watch these participation numbers to see if summer 2020 is an indicator that we need to adjust our messaging to students about the importance of advising participation.
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## ACADEMIC MINDSET

<b>Strategy or activity</b>	<b>Mindset Survey</b>
<b>Summary of Activities</b>	We are currently administering the Mindset Survey as scheduled by the USG.
<b>Outcomes/Measures of progress</b>	We are using survey completion metrics as our primary measure of progress.
<b>Lessons Learned and Plans for the Future</b>	Our primary challenge has been response rates. Prior to Fall 2020, we were attempting to collect the survey results through a first-year course (ENGL 1101); however, faculty were concerned about taking class-time to complete the survey. For Fall 2020, we modified our approach and used EAB Navigate to distribute the survey to all eligible students. This allowed us to email and text multiple times and to use follow-up data from USG to target students who had not yet taken the survey. Unfortunately, requiring students to enter their GHC IDs has proved difficult. We have noticed that many students enter inaccurate information, thus limiting what we can discern from survey data. In Fall 2020, we attempted a messaging campaign with our survey distribution to explain the importance of accurate information and how those data might be used.
<b>Changes because of COVID-19</b>	COVID-19 poses many challenges, but our survey collection has not been disrupted significantly.
<b>Strategy or activity</b>	<b>Chancellor's Learning Scholar Faculty Learning Community with the Math Division 2019 – 2020 on Mindset and HIPs</b>
<b>Summary of Activities</b>	The math division was involved in the FLC during our monthly meetings. As Chancellor's Learning Scholars, Camille and I presented (briefly) the topic for the meeting. Then, we would typically have a short discussion surrounding the topic. Finally, each faculty member would have an activity to complete, whether in groups or individually.
<b>Outcomes/Measure s of progress</b>	At the end of spring 2020, the faculty members did a reflection regarding what they learned and how they could apply the knowledge in the future. A couple of those comments are below:  <b>Math Faculty #1:</b> As a result of participating in a Faculty Learning Community, I learned and put into practice how small changes can create big differences. As a result of my participation in the FLC, I found a way to encourage notetaking in my online courses. The original discussion assignment for the course detailed how students could utilize note-taking in the course and provided many effective strategies. The purpose of my transformed discussion was to wait until after the students' first test and implement the use of notetaking to see if students would see a difference in their studies from that point forward. It appeared that students participating in the implementation and learning experience of how to take notes, increased their study habits and course grade. Participation in the FLC encouraged this small change and motivated me to try this change in other courses.

**Math Faculty #2:** It can be challenging to help students begin to think this way. One of the things I have seen in the design of our stats course is that students have many opportunities to reattempt the same material in order to improve, and this tends to make them believers in growth mindset over the course of the semester. I also stress the linkages between assignment types in order to help them along: class problems demonstrate the material, practice problems help them know what they understand and what they don't, the homework is an assessment but also preparation for the test, the test is a more important assessment but also preparation for the final...and they have multiple attempts at the homework, in addition to being able to replace their lowest test grade with the final exam grade. I'm pleased every semester by the number of students that come to me and say, "I didn't get this on the test, but can we look at it so I can learn it for the final?" This, to me, is growth mindset in action.

<b>Lessons Learned and Plans for the Future</b>	As CLS's, we pushed the envelope a little by combining our missions for the good of the entire math division. Of course, not all faculty members were enthusiastic about the work, so I believe it will work better to have a smaller, more intimate group of participants.
<b>Changes because of COVID-19</b>	Our focus changed to be more about what our students needed in online classes. We had to work to meet the needs of the students, considering they hadn't elected to take online classes (and many of our faculty hadn't elected to teach online), but were forced to when GHC went virtual in March.
<b>Strategy or activity</b>	<b>Humanities FLC focused on Growth Mindset</b>
<b>Summary of Activities</b>	We read/studied Dweck's book about Growth Mindset & implemented mindset in our courses by way of revising our syllabuses and/or assignments to include growth mindset language. We also presented GM to the FYA, at Faculty Inservice, and we were accepted to several conferences to present on faculty growth mindset at 2-year colleges (COVID changed that)
<b>Outcomes/Measure of progress</b>	Eight faculty members participated in the FLC; all implemented some aspect of mindset into at least one class. Each faculty member brought a syllabus to review for mindset language.
<b>Lessons Learned and Plans for the Future</b>	For future iterations, we need to develop ways to better measure the impact of these changes.
<b>Changes because of COVID-19</b>	Conferences were cancelled; FLC went online

## GENERAL OVERVIEW AND OBSERVATIONS

As noted above, much of our Momentum work is tied to our QEP, and we are proud of the retention gains we have realized through a more holistic, yet structured, advising model. Providing intentional touch points around purposeful choice, pathways, and mindset throughout a student's first year gives students a better opportunity to think through their educational and career goals and then to visualize how to reach those goals. While completion rates are high for the activities that are required for registration, those that are optional have lower completion rates. We know that once we get students to participate, they will see better success rates. To address low completion rates, we are continually looking for ways to communicate the benefits with students so they more fully engage in the advising process.

Lessons learned from COVID-19 transition:

- Find a way to blend the Learning Mindsets in your daily work - with or without dealing with a pandemic.
- Establish an immediate plan of action
- Inform faculty and students of the resources available
- Give faculty plenty of pedagogical tools and information on best practices so they can customize their classrooms to fit their teaching style and meet the needs of students
- Offer daily, spanning into the evening, opportunities for IT and Teaching and Learning support
- Create a mentor/mentee system for those faculty who struggle with technology
- Purchases of microphones and Swivl cameras offered more instructional options

## SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

### PURPOSE

<b>Priority Work</b>	<b>Academic Program Choice</b>
<b>Description of Activities</b>	Develop a program fair to be held in the beginning of each semester
<b>Activity status and plans for 2020</b>	Due to COVID-19 safety and social distancing concerns we were not able to hold face to face pathway fairs on GHC academic sites, but an alternative approach was utilized in place of face-to-face interaction. This fall one of our Department Chairs worked with a Library faculty member and our Cocurricular & Transition Programs Coordinator on a series of guest speakers made up of local business leaders titled “Momentous Tuesdays”. Three of these events were held on 9/29, 10/13, and 10/29. Each event had faculty of various disciplines speak briefly about their pathways and were available to answer questions after the guest speakers were finished speaking. Faculty from Art, Biology, Business, Communication, and Kinesiology and Wellness pathways were on hand during these three events. This spring we will be working to hold a Virtual Pathway fair for all students.
<b>Lessons Learned</b>	Each of the Momentous Tuesday events was attended by at least 10 students. We would like to explore ways to make the students more comfortable asking questions during the events.
<b>Priority Work</b>	<b>Extended Advising</b>
<b>Description of Activities</b>	Students are required to attend an advising session in terms one and two. The goal of this priority work is to encourage students to communicate with an advisor beyond year one and after required advising activities are complete. Establish checkpoints for faculty to reach students after year 1 and after required advising activities are complete. This will build on existing activity around the Quest for Success advising model. Training for faculty advisors on establishing checkpoints after year 1 and after advising activities are complete. This will build on existing activity around the Quest for Success advising model. Develop a student focused outreach plan to remind students to communicate with an advisor beyond year one and after required advising activities are complete. Compile a set of tools and communication strategies to remind students of the opportunity to continue advising activities with faculty advisor beyond the required advising activities. This will consist of building on existing work with the Quest for Success advising model as well as development of new activities.
<b>Activity status and plans for 2020</b>	We started by creating a communication plan designed around the best time is to message students to keep them on track to graduation. Next, we designed a “touch points” document which details the various important times that an advisor should message a student, with details pertinent to keeping the student on their quest to graduation. This document gives advisors a clear picture of when to have checkpoints in a semester to reach out to students.  Our QEP, Quest for Success, already outlined trainings for faculty and staff advisors each semester. We incorporated the communication plan and touchpoints document into trainings for faculty advisors and staff advisors. We are continuing trainings throughout the rest of the Fall 2020 semester in which the touch points document is incorporated in the overall messaging. We continue to refine the messaging as we receive feedback from both advisors and students.
<b>Lessons Learned</b>	Recent feedback from students infers that they are overwhelmed with messaging, especially right now with issues regarding the pandemic, so we will continue to look at the communication plan and make adjustments where necessary.

### MINDSET

<b>Priority Work</b>	<b>Deepening of mindset training</b>
<b>Description of Activities</b>	Development of academic mindset training opportunities for faculty and staff. Responsible units will use data from the USG Mindset survey, as well as institutional

data to drive development plan. This work will expand on 2019 In-Service presentation which examined various pieces of Mindset Data from 2018. During the 2019-2020 academic year, faculty were encouraged to participate in CETL workshops grounded in mindset theory. For academic year 2020-2021, CETL will offer the following professional development for both faculty and staff:

- Book Talk – Mindset: The New Psychology of Success by Carol Dweck
- Workshops focused on increasing growth mindset in the classroom:
- Instructional strategies such as metacognition, transparency in learning and teaching, and providing feedback to students
- Discussion and workshops on the effect of the faculty’s mindset on student success
- Reframing failure
- Intentional connection to both faculty and staff needs when working with students

<b>Activity status and plans for 2020</b>	The book talk club has been moved to Spring 2021. The shift is due to the need to support faculty with online High Impact Practices in Fall 2020 because of an increase in remote instruction. Mindset is embedded in many courses already at GHC. However, in New Faculty Academy (those faculty new to teaching at GHC for the first two years), we have dedicated time to discussing learning mindsets and growth mindset research-based strategies. The new faculty are reading the books <i>Small Teaching Online</i> and <i>What the Best College Teachers Do</i> . Both books are grounded in learning mindset research.
<b>Lessons Learned</b>	The new faculty involved in the Academy discuss ways of shifting their own mindset in the classroom. We have examined the importance of the instructor’s mindset based on the research from Indiana University. This, along with other articles and the aforementioned books, have supported their work. CETL is in the process of creating a reflection for faculty to self-assess their own mindset and potentially discover areas to improve their class climate.

**PATHWAYS**

<b>Priority Work</b>	<b>Financing College</b>
<b>Description of Activities</b>	Create a Financial SWAT Team to look at ways to help remove financial roadblocks that hinder student success in obtaining a degree.
<b>Activity status and plans for 2020</b>	The SWAT team will meet for the first time during the month of November; however, we have already been working on an “Early Outreach” program. This program is designed to connect the Bursar Office staff with those first-time GHC students as soon as they register for class. The goal of this program is to help those first-time students navigate through the college experience, providing them a personal contact for questions. Payment options will be discussed during the conversation, such as ensuring that the student has filled out all the necessary financial aid paperwork. We hope that this program will help improve retention and overall success of GHC’s students. The program is being rolled out for Spring 2021. One of the other ideas being looked at is alternative payment plan options for those students who either cannot do the Nelnet plan or registered too late to enroll. At this point, it is just being discussed and researched to see what our options are.
<b>Lessons Learned</b>	We will know more after the program runs for Spring 2021.

<b>Priority Work</b>	<b>Co-curricular</b>
<b>Description of Activities</b>	Currently GHC offers 3-4 co-curricular trips a year that range from overnight stays at the Alabama Shakespeare Festival to day trips at historically significant venues. The trips relate to specific courses taught at GHC and help students to be engaged and apply their knowledge to a real world setting outside of the traditional classroom. Moving forward we want to grow these programs across more disciplines and provide these types of activities thoughtfully to increase student engagement, help students make purposeful choices in their major, develop lasting interest and passion for their pathway, and ultimately increase student success.

**Activity status and plans for 2020**

In the spring of 2020, we created a procedure with faculty affairs and Student Engagement to begin accepting ideas from faculty and staff for potential co-curricular activities. This included an electronic form someone could fill out, which started a process of reviews to work out the feasibility and logistics. Within the first week this procedure was announced to faculty and went live, we received 8 requests through the system for possible co-curricular activities. However, within 2 weeks of the procedure being implemented a few things happened. One, COVID-19 moved all classes and activities virtual and has kept us with social distancing measure since. This has impacted our ability to offer face to face activities and forced us to explore virtual activities. The second major event that happened a few weeks after COVID is our Student Life department was dissolved. This was a strategic plan made by GHC's executive leadership but placed a large hole in our original plans and procedures. To account for these things, in the Fall of 2020 we were able to hire a full time Co-Curricular Coordinator who will now be taking charge of our future co-curricular plans and implementation.

Since the hiring of the new position, we have reworked some of the procedures and again have begun to collect requests from faculty. We have also now begun implementing activities in a virtual nature for the Fall 2020 and are planning both virtual and face to face activities for spring 2021, pending health guidelines.

Over the summer GHC hosted two virtual events in response to the social justice issues in the country. In June there was the "Black Voices Matter" forum where students from Brother 2 Brother spoke about their experiences as a young black male and expressed their viewpoints to the GHC community. In July, the two sheriff candidates from Floyd County spoke to the GHC community about training law enforcement conduct in their interactions with the minority community, as well as the protocol and reasoning for "no-knock" warrants. In Fall 2020, we conducted a virtual conversation on the importance and impact of local elections, with two guest panelists- a Rome city commissioner and a GHC alumna who has run congressional and local campaigns. For October we have hosted Dr. Sandra McGuire to present an interactive, virtual, presentation on how students learn. This was a large event that reached across all of GHC and included students and faculty from other USG institutions. In November, a GHC faculty member will be giving a virtual lecture on stigma, stereotypes and implicit bias. The School of Social Sciences and Education have a three-part virtual speaker series on racism and social justice, taking place in September, October and November. The School of Business and Professional Studies also has a three-part virtual speaker series in which they bring in entrepreneurs to speak on how they started their businesses and tips and strategies for students.

While we had some bumps along the way, we are now back on schedule and beginning to implement a wide variety of activities in multiple formats that are co-curricular. For spring of 2021, we already have 7 co-curricular activities planned and possibly more on the way.

**Lessons Learned**

The Black Voices Matter forum saw 89 participants from across the GHC community. A survey went out to all participants, and we received 32 responses, all positive. The Floyd County sheriff's forum welcomed 68 participants with 14 returning surveys. There were two responses that said the forum seemed like a campaign rather than discussion, feedback that was taken into consideration with the local elections virtual event. That event saw two political science classes attend and three other students. Feedback on the event was 100% positive, and all the surveys indicated that both learning objectives were met. Our presentation from Dr. Sandra McGuire was a huge success. We had 363 students attend the presentation from GHC. We received 62 responses from feedback surveys and 100% of the responses were positive. Every student who responded states they took something away from the presentation that will help them be more successful in their coursework.

**STUDENT SUCCESS AND COMPLETION TEAM**

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## GEORGIA INSTITUTE OF TECHNOLOGY

### INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The Georgia Institute of Technology (Georgia Tech) is a science and technology-focused research university with a profound commitment to developing leaders who advance technology and improve the human condition. Georgia Tech's motto of "Progress and Service" is achieved through effectiveness and innovation in teaching and learning, research advances, and entrepreneurship in all sectors of society.

A member of the Association of American Universities (AAU), Georgia Tech seeks to influence major technological and policy decisions. For 20 years, Georgia Tech has been ranked among the top ten public universities in the United States by *U.S. News and World Report*. The Institute is consistently rated among the top universities in the nation for the graduation of underrepresented minorities in engineering, computer science, and mathematics. Georgia Tech also awards more engineering degrees to women than any other U.S. institution. The typical Georgia Tech undergraduate is of traditional age ( $\leq 24$ ), enters as a first-year student, lives on campus, attends full-time, and is seeking a first undergraduate degree.

In fall 2019 Georgia Tech attained a record high enrollment of 16,159 undergraduates, 80% of whom were enrolled in STEM majors<sup>1</sup>. In addition to its undergraduate population, the Institute had a fall 2019 enrollment of 20,331 graduate students for a total enrollment of 36,490. Between fall 2011 and fall 2019, the Institute experienced a 16% increase in undergraduate enrollment. In 2019-20, a record 3,934 degrees were earned by undergraduates, a 37% increase since 2011-12, when 2,873 degrees were conferred. Graduates continue to be in demand, as reflected in data from our 2020 survey of undergraduate degree recipients. Employment offers, with a median starting salary of \$75,000, were made to 80% of our undergraduates by the time they graduated. Appendix B illustrates undergraduate enrollment and degree trends.

Georgia Tech values the diversity of its student population. In 2019-20, Tech achieved a historic high in its undergraduate female enrollment of 6,326 students, representing a 41% increase from fall 2011 when undergraduate female enrollment was 4,489. The proportion of women has risen from 32% of the undergraduate student body in 2011-12 to 39% in 2019-20. Enrollment of underrepresented minorities has risen by 40% since fall 2011, comprising 18% of the undergraduate student body in fall 2019.

As a founding member of *American Talent Initiative*<sup>2</sup>, Georgia Tech will continue its partnership with more than 120 public and private institutions, all with six-year graduation rates of 70% or higher, to increase the number of low-income, first-generation and Pell-eligible undergraduates nationwide. For more than ten years, the Tech Promise program, offered to dependent Georgia residents whose families have an annual income of less than \$33,300 and who are seeking their first undergraduate degree, has increased access to Georgia Tech's programs for low-income students from across the state. Serving 171 students in 2019-20, this program is designed to bridge a gap in the financial aid support system, picking up where other financial aid options leave off.

Six years ago, Georgia Tech created the Atlanta Public Schools (APS) Scholars Program, which offers automatic acceptance and financial scholarships for APS valedictorians and salutatorians. During 2019-20, there were 34 APS scholars in the program, eight of which graduated during the academic year. All but two of the continuing scholars remained in good academic standing through summer 2020. Additionally, in 2016, Georgia Tech partnered with *Achieve Atlanta*<sup>3</sup>, a non-profit organization designed to help Atlanta Public Schools students access, afford, and earn postsecondary credentials. The collaboration provides scholarship support to APS graduates earning *Achieve Atlanta* scholar status and facilitates interventions designed to increase the number of APS graduates who attend Georgia Tech, while aiding their degree progression once enrolled. As of spring 2020 there were 45 registered *Achieve Atlanta* scholars, 40 of which were actively receiving scholarship support<sup>4</sup>. Forty-three of the 45 *Achieve Atlanta*

<sup>1</sup> STEM majors include students in the Colleges of Computing, Engineering, and Sciences

<sup>2</sup> <https://americantalentinitiative.org>

<sup>3</sup> <https://achieveatlanta.org/>

<sup>4</sup> Twenty of the 45 *Achieve Atlanta* Scholars were also APS Scholars

scholars completed spring 2020 with a cumulative GPA of 2.0 or higher, and two of the 43 graduated in spring 2020, representing the initial graduates under the partnership.

With the fall 2018 freshman cohort, Georgia Tech launched the Georgia Tech Scholars program, guaranteeing admission to valedictorians and salutatorians from every high school in the state who meet all stated Board of Regents academic requirements for entry into a research university. The fall 2019 freshman cohort included 167 Georgia Tech Scholars, a 22% increase from fall 2018. Preliminary, pre-census data indicate that the fall 2020 freshman cohort includes 158 Georgia Tech Scholars. Additionally, Georgia Tech created two transfer pathways, the Georgia First Pathway and the Talent Initiative Pathway, designed to increase enrollment of first-generation and limited income students, respectively. The Georgia First Pathway, open to first-generation students who are Georgia residents and were denied first-year admission to Georgia Tech, produced 63 transfer students in fall 2020. Established in fall 2019 and supporting the *American Talent Initiative*, the Talent Initiative Pathway is open to Federal Pell Grant recipients. During 2019-20, 694 students were offered the Georgia First Pathway admissions option for transfer in fall 2021, while 910 students were offered the Talent Initiative Pathway option.

As of fall 2019 Georgia Tech had achieved a first-to-second-year retention rate of 97% for the first-time, full-time freshman 2018 cohort and a six-year graduation rate of 90% for the 2013 first-time, full-time cohort. The 97% retention rate has been maintained for five consecutive years, and our 90% graduation rate is a record high for the Institute. Data from fall 2020 indicate that the first-to-second year retention rate for first-time, full-time freshmen in the 2019 cohort is 97% for the sixth straight freshman cohort, while the six-year graduation rate for students in the 2014 first-time, full-time cohort is another record high of 91%.<sup>5</sup> See Appendix A for a historical illustration of institutional retention and graduation rates.

Georgia Tech's positive enrollment trends, retention and graduation rates, and number of degrees conferred highlight the Institute's ability to meet the workforce needs of the twenty-first century.

## **INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, ACTIVITIES AND OUTCOMES**

### **GOAL: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS.**

Strategy 1: Provide targeted K-12 outreach to pique interest in STEM and provide programming to retain currently enrolled STEM majors.

Strategy 2: Implement programming to promote the academic success of underrepresented minorities.

Strategy 3: Provide high-impact curricular and co-curricular opportunities to enhance engagement and academic development.

### **GOAL: PROVIDE INTENTIONAL ADVISING TO KEEP STUDENTS ON TRACK TO GRADUATE.**

Strategy 4: Provide interventions to promote the success of students who are underperforming academically or who may be at risk for not continuing their education.

### **GOAL: RESTRUCTURE INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS.**

Strategy 5: Implement peer-led instruction for students in traditionally challenging gateway courses.

Strategy 6: Implement summer online undergraduate courses and on-campus summer session initiatives to help students stay on track to graduation.

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<sup>5</sup> Based on fall 2020 data as of August 19, 2020



## **STRATEGY 1: PROVIDE TARGETED K-12 OUTREACH TO PIQUE INTEREST IN STEM AND PROVIDE PROGRAMMING TO RETAIN CURRENTLY ENROLLED STEM MAJORS.**

### **RELATED GOAL: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS.**

As a science and technology-focused institution, Georgia Tech's STEM activities are central to its mission. The sustained economic impact made possible through a better-prepared STEM workforce is significant, and graduating a larger number of STEM students to meet workforce needs is a high priority for Georgia Tech.

Georgia Tech is involved in an array of outreach activities specifically designed to attract K-12 students. The Center for Education Integrating Science, Mathematics, and Computing (CEISMC) conducts a comprehensive summer program to expose K-12 students to STEM topics and careers. Additional K-12 outreach programs are conducted by the Center for Engineering Education and Diversity (CEED), and Women in Engineering (WIE), both units within the College of Engineering. In 2019-20, even with the cancellation of several scheduled in-person events due to Covid-19, CEISMC, CEED and WIE combined to host more than 50 K-12 STEM programs, shifting many activities online. CEED alone offered 136 sessions through six programs impacting more than 3,500 participants.

Through the School of Mathematics and the department of Professional Education, Georgia Tech offers distance mathematics courses to dual enrolled high school students. In 2019-20, *Distance Math* served students in 58 Georgia high schools with 474 enrolled in fall and 466 enrolled in spring. Plans to offer distance computer science courses to dual enrolled high school students were developed during 2019-20. *Distance Computer Science* was offered for the first time in fall 2020.

In addition to providing K-12 outreach for students, CEISMC has designed and implemented professional learning initiatives for STEM teachers for over 20 years. For details on CEISMC's Teacher Education Partnerships, see <https://www.ceismc.gatech.edu/outreach>. Although Georgia Tech does not offer an education degree, a pre-professional advisor jointly positioned with CEISMC and Pre-Graduate Pre-Professional Advising (in the Office of Undergraduate Education) counsels students who have a future interest in K-12 teaching. During 2019-20, 28 students participated in 57 pre-teaching advising sessions.

Summer bridge programs ease the transition from high school to Georgia Tech. *Challenge* is a five-week summer residential program for underrepresented minority students coordinated by the Office of Minority Educational Development (OMED). While many bridge programs offer remedial pathways as a transitional model, *Challenge* at Georgia Tech provides advanced pathways through academic, professional, and culturally intense courses and workshops designed to enhance transitional success based on constructivist learning.

Support mechanisms for currently enrolled students span the campus. These opportunities include STEM-specific living learning communities, mentoring programs, scholarships, student organizations, first-year seminar classes, leadership development opportunities, one-to-one tutoring, and supplemental instruction for traditionally challenging STEM courses.

Through the Career Center, 837 undergraduates registered for 959 semester-long, major-related co-op positions in 2019-20. Of this total, 93% of the positions were STEM related. In addition, 1,386 undergraduates registered for 1,531 semester-long internships, 87% of which were STEM related. The co-op/internship program provides in-depth access to STEM opportunities, helps students form connections between theory and application, strengthens students' motivation to stay on course to graduation, and increases the number of employment offers students receive prior to and upon graduation.

One measure of progress for our STEM recruitment strategy involves the number of students enrolled in STEM majors. Tech has achieved an increase in STEM enrollment from 10,389 students in 2010-11 to 12,885 students in 2019-20. As of fall 2019, 80% of Georgia Tech students were seeking a STEM degree.

Efforts to engage and retain more women students represent one of our best opportunities for increasing the number of STEM majors. Since fall 2010, the number of women enrolled in STEM majors at Georgia Tech increased from 2,794 (27% of undergraduate STEM enrollment) to 4,752 (37% of undergraduate STEM enrollment) in fall 2019. Once enrolled, women at Georgia Tech consistently graduate at a higher and faster rate than men. For the 2013

cohort, the six-year graduation rate for women was 91% compared to an 89% rate for men. Similarly, women in STEM majors had a 91% six-year graduation rate compared to an 89% rate for men. Data from fall 2020 indicate that for the fall 2014 cohort the six-year graduation rate for women increased to 92%. See Appendix D for overall STEM graduation rates and STEM graduation rates by gender. *Table 1* illustrates enrollment of women in STEM from 2010 through 2019.

**Table 1: STEM Enrollment Fall 2010-Fall 2019**

	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>
<b>Total</b>	10,389	10,718	11,459	11,701	11,822	12,330	12,611	12,508	12,763	12,885
<b>Women</b>	2,794	2,989	3,300	3,474	3,637	3,976	4,225	4,378	4,521	4,752
<b>% Women</b>	27%	28%	29%	30%	31%	32%	34%	35%	35%	37%

Additionally, the overall number of STEM degrees earned is a key measure of our success for this strategy. In 2019-20, 3,335 STEM degrees were earned, a 55% increase from the number of STEM degrees earned in 2011-12.

**Table 2: Number of STEM Degrees Earned**

<b>2011- 12</b>	<b>2012- 13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>	<b>2018- 19</b>	<b>2019- 20</b>
2,157	2,389	2,578	2,577	2,779	3,039	2,968	3,115	3,335

Georgia Tech continues to be a U.S. leader in the number of STEM students enrolled and the number of degrees conferred each year.

## **STRATEGY 2: IMPLEMENT PROGRAMMING TO PROMOTE THE ACADEMIC SUCCESS OF UNDERREPRESENTED MINORITIES.**

Related goal: Increase the number of undergraduate degrees awarded by USG institutions.

Georgia Tech's forthcoming strategic plan, including a strategic theme devoted to expanding access, confirms our aspiration to be an institution that pursues excellence and embraces diversity in all forms. A high priority for our CCG plan involves outreach and programming for underrepresented minority (URM) students, who have frequently experienced lower retention and graduation rates compared to their Asian and White peers. As of fall 2019, 2,851 students, 18% of all undergraduates, were underrepresented minorities.<sup>6</sup>

To encourage academic excellence, the Office of Minority Educational Development (OMED), a unit within the Center for Student Diversity and Inclusion, provides programming specifically targeted to promote the success of underserved minorities.

- *Challenge* is a five-week, academic intensive summer residential program for incoming first-year students. During *Challenge*, students are immersed into the Georgia Tech environment; they live in on-campus housing, take classes taught by Georgia Tech professors, and participate in cultural, professional, and academic workshops and activities. *Challenge* is designed to help prepare incoming first-year students for a successful college career by equipping them to navigate the 7 C's (computer science, chemistry, calculus, communication, career development, cultural competency, and community service).
- *Edge* is a year-long peer mentoring program designed to support first-year and transfer students (both academically and socially) through their first academic school year at Georgia Tech. The *Edge* mission is to help new Georgia Tech students develop and refine strategies for a successful college transition and experience. *Edge* pairs highly engaged enrolled students with incoming students and transfer underrepresented minority students to assist them both academically and socially throughout their first year at Georgia Tech.
- *AAMI (African American Male Initiative)* is a nine-time award-winning grant program aimed to cultivate innovative talent through targeted cultural and gender-based initiatives for Black males. *AAMI* is the first-

<sup>6</sup> For CCG, underrepresented minorities include students who self-identified as Hispanic or Latino, African American or Black, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander or two or more races where at least one race is URM; includes U.S. citizens and permanent residents.

ever statewide initiative specifically focused on increasing post-secondary education attainment among African American males.

- *ILARC (Interactive Learning and Resource Center)* hosts drop-in and appointment tutoring services, guided study groups, topic-specific review sessions (concept classes by graduate students), and GPA planning.

Metrics used to assess the success of this strategy include:

- Average GPA of *Edge* participants compared to the average GPA of non-participating matched peers at the end of the first year.
- Average GPA of *Challenge* summer program participants compared to the average GPA of non-participating matched peers at the end of the first semester.
- First-semester average GPA and first-to-second-year retention rate of *AAMI* participants compared to non-participating matched peers.
- Retention and graduation rates for underrepresented minorities at Georgia Tech compared with overall campus rates.

A measure of progress is for program participants to academically outperform matched non-participating peers. Our ultimate goal is for our underrepresented students to attain or exceed the retention and graduation rates of the overall student population. See Appendix E for detailed *Challenge* and *AAMI* outcomes.

Progression metrics for 2019-20 demonstrate positive program-level outcomes:

- For the 296 URM students participating in *Edge* (peer mentoring), the average cumulative GPA achieved at the end of the first year was 3.16 compared to 3.12 for URM non-participants.
- For *Challenge* (137 fall enrolled URM participants), average GPA's were higher for African American/Black students and Hispanic students compared to GPA's of non-participating matched peers. Moreover, 29 *Challenge* participants completed their first semester with a 4.0 GPA and 108 participants had a 3.0 or higher GPA at the end of their first semester.
- For *AAMI* (169 undergraduate participants), average GPA's were higher for participants compared to GPA's of non-participating matched peers. *AAMI* participants had an average first-semester GPA of 3.14 compared to a 2.89 GPA for non-participating African American males. *AAMI* participants graduate at a rate of 84.8% compared to 71.9% for non-participating peers. *AAMI* continues to demonstrate the importance of peer leadership in raising expectations and cultivating a climate of excellence.

In fall 2019, the overall URM first-to-second-year retention was 95% (compared with a 97% overall rate), while the six-year URM graduation rate for the 2013 cohort was 85% (compared with a 90% overall rate). URM six-year graduation rates have improved from 72% for the 2006 cohort to 85% for the 2013 cohort. Considering the Institute's two largest URM groups, six-year graduation rates for the fall 2013 cohort were 76% for Black or African American students and 94% for Hispanic or Latino students. Data from fall 2020 indicate that the six-year URM graduation rate for the fall 2014 cohort increased to 87%. See Appendix F for URM graduation rates.

### **STRATEGY 3: PROVIDE HIGH-IMPACT CURRICULAR AND CO-CURRICULAR OPPORTUNITIES TO ENHANCE ENGAGEMENT AND ACADEMIC DEVELOPMENT.**

#### **RELATED GOAL: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS.**

Georgia Tech offers high-impact curricular and co-curricular opportunities to enhance engagement and academic development. According to the Association of American Colleges and Universities, these teaching and learning

practices have been widely tested and found to have a positive impact on student retention and engagement.<sup>7</sup> Among these options are a first-year seminar (GT 1000), living learning communities, an undergraduate research program, a

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<sup>7</sup> George D. Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (Association of American Colleges and Universities, 2008).

study abroad program, and experiential learning (internships, co-op, and service learning). Participation levels in these optional programs are significant, and the graduation rates for program participants are among the highest at Georgia Tech. For example, the six-year graduation rate for students in the 2013 cohort who participated in the co-op program was 97%, while the six-year graduation rate for students in the 2013 cohort who participated in the internship program was 96%. Similarly, students in the 2013 cohort who participated in undergraduate research had a 96% graduation rate. See Appendix C for graduation rates of participants in select high-impact academic enrichment programs.

Innovation is inspired through options such as Create-X, InVenture, and VIP (the Vertically Integrated Projects Program). Georgia Tech is also promoting student engagement through Student Life via a wide range of services, programs, and more than 550 student organizations. Georgia Tech Health & Well-Being promotes, nurtures, and enriches a culture of health, well-being, and caring for Georgia Tech students.

The Center for Assessment, Referral & Education (CARE), which opened in August 2019, provides a single point of entry for access to all mental health resources and services on and off campus. CARE is staffed by licensed mental health professionals who specialize in college mental health and assessment. During 2019-20, CARE demonstrated its success by quickly referring students to available resources and freeing up capacity in both the Counseling Center and Stamps Psychiatry. On average students were assigned to the Counseling Center or Stamps Psychiatry 1.5 days after their CARE assessment with most assignments occurring the day of the assessment. The Counseling Center saw more than a 60% reduction in time devoted to initial assessments, which allowed for reallocation of resources to therapy. Before CARE opened, there was a minimum 2-week wait for Stamps Psychiatry appointments. Afterwards, the wait time decreased to a maximum of 1.5 weeks with a 50% reduction in appointments overall, indicating that students were routed efficiently by CARE.

During 2019-20, Georgia Tech devoted additional resources toward growing its living learning communities (LLCs), serving 817 first-year students and more than 500 upper-level students in eight communities. In summer 2019, iGniTe, our First-Year Summer Launch Program, enrolled 500 first-year participants, an increase of 49% in comparison with summer 2018. By establishing virtual communities and offering remote coursework in response to Covid-19, iGniTe served 739 first-year students in summer 2020, an increase of 48% in comparison with summer 2019.

*Table 3: Retention rates for 2019 participants in first-year LLCs*

<b>Living Learning Community</b>	<b>N (participants)</b>	<b>% retained to Fall 2020*</b>
Explore	233	97%
Grand Challenges	217	99%
Global Leadership	113	97%
Honors Program	202	94%
iGniTe	500	96%
Impact	54	96%

\*As of end of Phase II registration for fall 2020 but prior to October 2020 census date.

In 2019-20, 2,084 (68%) of incoming first-time students participated in the first-year seminar, GT 1000, and 97% of these students were retained to fall 2020. GT 1000 leaders partnered with Exploratory Advising to create an academic plan reflection, a common assignment designed for use across GT 1000 sections. The reflection tool provides GT 1000 students with critical questions to consider and address as they craft their degree map and develop an academic plan for timely graduation.

#### **STRATEGY 4: PROVIDE INTERVENTIONS TO PROMOTE THE SUCCESS OF STUDENTS WHO ARE UNDERPERFORMING ACADEMICALLY OR WHO MAY BE AT RISK FOR NOT CONTINUING THEIR EDUCATION.**

##### **Related Goal: Provide intentional advising to keep students on track to graduate.**

Although the majority of students enter Georgia Tech well prepared academically, after enrollment some students do not perform as anticipated and may be at risk for not completing their degrees. They include: (1) students with unsatisfactory midterm grades; (2) students who return to the Institute after academic dismissal; (3) students on probation or warning; (4) students who end their first year in academic distress; (5) returning students not registered for fall semester during the Phase I early registration period; and (6) non-continuing students.

Outreach to these students comes from multiple points on campus, with departments reaching out to their own constituents, while key allies in support units intervene to assist “at risk” students. One of the key allies, the Center for Academic Success (CAS), was established, in part, to assist Georgia Tech with its retention and completion goals. During 2019-20, CAS was reorganized into complementary units of Tutoring and Academic Support (TAS) and Undergraduate Advising and Transition (UAT). The Director of Retention and Graduation Initiatives/Assistant Registrar, reporting jointly to the Associate Vice Provost for Undergraduate Education and the Associate Vice Provost for Enrollment Management/Registrar, helps to operationalize Georgia Tech’s retention-progression-graduation (RPG) initiatives. TAS and UAT along with OMED and the Director of Retention and Graduation Initiatives/Assistant Registrar collaborate to monitor and assist “at-risk” students. TAS, UAT and OMED provide a range of services (see <http://tutoring.gatech.edu/>, <https://advising.gatech.edu/>, and <https://omed.gatech.edu/>) for students in need of academic support. Even considering the unanticipated, rapid shift of their services to remote format in March 2020 as a consequence of Covid-19, TAS and UAT together served more than 5,400 Georgia Tech students through 40,394 connections in 2019-20, while OMED served 2,009 students through 10,327 connections.

Academic advising at Georgia Tech, while decentralized across colleges and schools, benefits from the leadership of the Director of Undergraduate Advising and Transition, reporting to the Vice Provost for Undergraduate Education. A key component of our Momentum Year plan, academic advising successfully navigated the shift from in-person to remote appointments in spring 2020 due to Covid-19, while planning the implementation of a new advising technology platform launched in fall 2020.

### ***Midterm Progress Reports***

Georgia Tech’s early alert system provides useful feedback for students adjusting to an academically rigorous environment. We identify students who are off track in a given semester with Midterm Progress Reports (MPR’s) for 1000- and 2000-level courses. Submitted 40 percent into the term, MPR’s allow faculty in these courses to assess student performance with an “S” (Satisfactory) or “U” (Unsatisfactory). All students with U’s are contacted by Tutoring and Academic Support (TAS) and Undergraduate Advising and Transition (UAT), offered tutoring, academic coaching and success resources, and encouraged to meet with relevant faculty and their academic advisor. Additionally, we *require* that all first-year students with two or more midterm U’s meet with their academic advisor or a UAT staff member. Registration holds are typically used to enforce the mandatory advisement. During advisement, students receive guidance, encouragement, and referrals to campus resources where necessary.

Our MPR strategy impacts many students. During fall 2019, 38,148 midterm grades were collected for 1000- and 2000-level courses, and 2,971 U’s were assigned to 2,194 students. During spring 2020, 30,670 midterm grades were entered for 1000- and 2000-level courses, and 2,577 U’s were assigned to 1,906 students. With support from the Registrar’s Office, we achieved a faculty midterm grade response rate of 98% for fall 2019 and 94% for spring 2020.

In fall 2019, UAT and TAS reported 36% of students receiving midterm U’s accessed their support services following outreach at midterm. In spring 2020, 25% accessed UAT and TAS supports services following midterm outreach. In fall 2019, 53% of U grades converted to A/B/C/S grades by the end of the semester; in spring 2020, 57% of U grades converted to A/B/C/S.

### ***Students Returning from Academic Dismissal***

GT 2100, *Seminar on Academic Success*, was approved in 2013 specifically in relation to Georgia Tech’s CCG goal to provide increasing support for students who are permitted to return on contract after academic dismissal. The seminar, taught by UAT staff, offers opportunities for reflection, skill development, and one-on-one academic coaching. The inaugural class, taught in spring 2014, was optional, and the course became mandatory in fall 2014. From the course’s beginning in 2014 through spring 2020, 261 of 491 GT 2100 students (53%) have either graduated or remained enrolled. Intervention outcomes represent a significant improvement over our pre-initiative baseline graduation rate of 14%.

### ***Students on Academic Probation or Academic Warning***

In fall 2019, 3% of our 16,159 undergraduates were on academic probation or warning with 193 students on probation and 297 on warning at the beginning of the term.<sup>8</sup> Based on the promising results from GT 2100 for

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<sup>8</sup> See <http://www.catalog.gatech.edu/rules/6> for academic standing rules at Georgia Tech.

students returning from academic dismissal, in fall 2015 we piloted a section of GT 2100, designated as GT 2100 B, for students in academic difficulty (participation is voluntary), and the course has been offered most semesters since its inception. Of the 88 students who have taken GT 2100 B since its inception, 72% remain enrolled or graduated.

In summer 2019 a new course, GT 2801: Study Strategies Seminar, was created to specifically target students on probation. GT 2801 provides solution-based opportunity to learn skills, strategies, and ways of thinking that will assist in restoring scholastic standing. Offered for the first time in fall 2019, 58 students enrolled during fall and spring semesters combined. Forty-two of the 58 students (72%) achieved good academic standing following participation in the course.

Even with the positive outcomes associated with GT 2100 B and now GT 2801, we are concerned that most students on academic probation or warning do not voluntarily seek assistance. For example, well below half of these “at-risk” students participated in UAT or TAS programming or Clough Commons tutoring during 2019-20.

**Table 4: Percentage of students on probation or warning using TAS, UAT or Clough Commons tutoring\***

	Fall 2019	Spring 2020
<b>Academic Probation</b>	24%	34%
<b>Academic Warning</b>	26%	21%

\*Excludes GT 2100 students

While certain colleges and schools at Georgia Tech require academic advising for their own students on academic warning or probation, there is no required institutional intervention for these students, other than for those returning from academic dismissal. Advisor focus groups conducted in summer 2019 revealed that there is a need to develop common advising practices for serving students identified as at risk. The Academic Advising Council, which counsels the Director of Undergraduate Advising and Transition and the Office of Undergraduate Education on policies, communication, assessment, and strategies related to advising, planned to draft recommendations for an at-risk advising model by spring 2020. While the impact of Covid-19 delayed development of the model, the Council will revisit this topic in 2020-21.

#### ***Students Ending Their First Year in Academic Distress***

In summer 2019, 94 students who ended their first year in academic distress (as defined by ending the year on academic probation or warning or in good academic standing with a GPA of 2.00 or below) received a letter from the Vice Provost for Undergraduate Education encouraging them to take proactive steps to improve their academic progress by meeting with their advisor and utilizing campus resources, several of which were delineated in the letter. The goal was to inform students that the Institute monitors their academic progress and to connect them with interventions early, while they still had time to change their trajectory. A majority of students contacted (73%) achieved good academic standing during their second year, while preliminary data indicate that 73 students (78%) were retained to fall 2020. By summer 2020, 56% of these students participated in some type of service offered by TAS or UAT. The Institute’s first-year intervention project continued for a fourth year in summer 2020.

#### ***Students Not Registered for Fall Semester by the End of Phase I***

An annual Non-Registered Student Survey, distributed to students who did not register for fall semester during Phase I registration, was institutionalized in 2014. Historically, not registering for classes during Phase I is a red flag for students who may not be returning or who may be experiencing a barrier to returning. Students who need assistance to register are referred as needed by the Director of Retention and Graduation Initiatives/Assistant Registrar to academic advisors, UAT, TAS, the Career Center, the Dean of Students, the Office of Scholarships and Financial Aid, the Center for Assessment, Referral and Education, and the Registrar’s Office. In summer 2020, 590 students were surveyed, and a summary report was prepared to capture demographics, trends, and issues related to non-registration. See Appendix G for a description of the population, the number of students surveyed and response rates.

#### ***Non-Continuing Student Outreach***

Annual outreach to “non-continuing” students (defined as students who are in good academic standing but have not been enrolled for three-to-five consecutive semesters) has also been institutionalized. The population contacted includes only those students for whom we had no information (based on academic advising notes) or students who were both in good academic standing and demonstrating good academic progress (e.g. few “W’s” in coursework). Students who already transferred to another institution (based on the National Student Clearinghouse) are excluded.

This outreach, conducted by the Director of Retention and Graduation Initiatives/Assistant Registrar, helps to detect the primary reasons students in good academic standing leave the Institute and to identify those who may need assistance to return to Georgia Tech. Students who would like to be readmitted are assisted individually. While a report is prepared to analyze demographics and issues related to non-continuing students, the primary value of the outreach is attempting to re-establish communication between Georgia Tech and students who have left the Institute but who are eligible to return. In fall 2019, outreach was conducted to 30 students as part of this project. See Appendix H for the number of students contacted and response rates.

## **STRATEGY 5: IMPLEMENT PEER-LED INSTRUCTION FOR STUDENTS IN TRADITIONALLY CHALLENGING GATEWAY COURSES.**

### **RELATED GOAL: RESTRUCTURE INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS.**

Innovation in teaching and learning is a key component of Georgia Tech's mission. In alignment with this mission, Georgia Tech provides supplemental instruction, called Peer-Led Undergraduate Study (PLUS), through TAS. These services support student success in more than twenty traditionally challenging courses, including calculus, linear algebra, physics, and chemistry. Departmental support for PLUS expands our support in chemistry, mathematics, biomedical engineering, and chemical and biomedical engineering.

The number of visits represents markers of success for PLUS. During summer 2019, 72 students participated in PLUS for a total of 178 visits. During fall 2019, 3,410 students participated for total of 13,622 visits. During spring 2020, before we transitioned to remote delivery of services due to Covid-19, 1,946 students participated for a total of 5,487 visits. After the transition to remote delivery, individual student attendance data for PLUS sessions was not collected. Valuable for gauging the impact of this strategy is the percentage of participation by students enrolled in courses for which PLUS was offered. In fall 2019, 28% of students enrolled in courses for which PLUS was offered participated in the program; in spring 2020, based on data prior to the transition to remote delivery, 22% of enrolled students participated.

To determine if PLUS is successful, we compare students' final grades in courses for PLUS regular vs. non-regular participants. Throughout 2019-20 regular participants in PLUS (5 or more visits) consistently outperformed their peers who did not participate.

- In summer 2019, 98% of PLUS regular participants (5 or more visits) earned a grade of A/B/C/S compared to 91% of their peers in the same classes who did not participate in PLUS.
- In fall 2019, 95% of PLUS regular participants earned a grade of A/B/C/S compared to 90% of their peers in the same classes who did not participate in PLUS.
- In spring 2020, 95% of PLUS regular participants earned a grade of A/B/C/S compared to 91% of their peers who did not participate in PLUS.

See Appendix I for outcomes by course.

In our second year of collaboration with Gateways to Completion (G2C), a task force was created to investigate how best to support the success of students enrolled in foundational physics courses. Members of the task force participated in the in the Change Accelerator Program sponsored by Georgia Tech's Center for Deliberative Intervention (<https://cdi.gatech.edu/>). Subsequently, the task force focused on how to empower students completing gateway coursework in physics and calculus to apply their knowledge successfully within major-specific courses. The task force met individually with subsets of students and faculty to study how teaching and learning in gateway courses impacted success in major coursework. The initial research revealed that there were no significant barriers to knowledge transfer between gateway physics and calculus courses and major-specific courses. The task force is currently exploring their findings in greater depth.

## STRATEGY 6: IMPLEMENT SUMMER ONLINE COURSES AND ON-CAMPUS SUMMER SESSION INITIATIVES TO HELP STUDENTS STAY ON TRACK TO GRADUATION.

### RELATED GOAL: RESTRUCTURE INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS.

Summer Session Initiatives (SSI) increased student, non-duplicative headcount by 26% from 4,148 in 2019 to 5,212 in 2020. This growth can be attributed to several programs introduced to make summer sessions more attractive and accessible for Georgia Tech students. One initiative, the iGniTe Summer Launch Program, enables first-year students an opportunity to begin their college career during the late summer term. For Georgia residents, enrollment increased by 27%, growing from 415 students in 2019 to 527 in 2020. All iGniTe participants enroll in Georgia Tech's freshman seminar, GT 1000, along with two other courses that meet a core or major requirement. In summer 2020, over 170 students enrolled in STEM courses, including more than 70 in Calculus (MATH 1550), a key gateway course. Enrollment in ENGL 1102 grew from 160 students in summer 2019 to 300 students in summer 2020, representing an 88% increase. Another initiative, the Summer Minor and Certificate Program, grew to 16 course options in summer 2020 by adding eight new alternatives, including Building and Construction, Chinese, Computing and Humans, French, Leadership Studies, Linguistics, Middle East and North African Studies, and Sustainable Cities.

The per credit hour tuition model adopted in summer 2018 can also account for continued summer enrollment growth by making courses more affordable and allowing students greater flexibility with course planning. The per credit hour model offers students more options when selecting course combinations and the ability to concurrently enroll in online and face-to-face courses. For example, in summer 2020 enrollment for Physics I and Physics II, critical gateway courses for many academic programs at Georgia Tech, increased by 25%.

While all summer 2020 coursework shifted to remote delivery due to Covid-19, the Summer Online Undergraduate Program (SOUP) refers to a high-priority strategy initiated in summer 2013 to offer opportunities for students to take online classes during the summer semester. The courses, planned in collaboration with Georgia Tech Professional Education, allow us to engage with students who may not otherwise study on-campus during typical summer semesters. From a baseline of 12 courses offered in summer 2013, Tech expanded to 106 SOUP undergraduate courses by summer 2020. The number of total course registrations increased from 112 in 2013 to 4,423 in 2020.

### MOMENTUM YEAR UPDATE

Throughout 2019-20, Georgia Tech emphasized Purposeful Choice for its Momentum Year plan. Specifically, Georgia Tech committed to developing a coherent distributed advising model that embeds recommendations from the April 2018 Advising Task Force *Report and Recommendations* into the overall advising structure while emphasizing the following strategies:

- Promotion of best practices and professional development for professional advisors and faculty advisors.
- Acquisition of a common IT infrastructure to support communications and record keeping with relevance to academic advising.
- Hiring of key personnel to provide exploratory advising (e.g., change of majors or exploration of interdisciplinary pathways) and analytics support.

Guided by the Momentum Year Sustainability Plan developed during Momentum Summit III in February 2020, we implemented several activities related to our strategies, despite the impact of Covid-19 on in-person operations.

<b>Strategy or activity</b>	<b>Implement the use of a single, centralized CRM platform for all academic advising related activities.</b>
<b>Summary of Activities</b>	As outlined in the 2018 Advising Task Force <i>Report and Recommendations</i> , work to acquire and implement a common IT infrastructure supporting communications and record keeping within a distributed academic advising model.
<b>Outcomes/Measures of progress</b>	Procurement of a new customer relationship management (CRM) platform, Salesforce Advisor Link, completed in spring 2020; Design, training and implementation for the system conducted spring and summer 2020; Dedicated IT support for the new system deployed in summer 2020; CRM launched fall 2020.



<b>Lessons Learned and Plans for the Future</b>	Training for academic advisors and introduction of new tools within the CRM system will continue throughout 2020-21.
<b>Changes because of COVID-19</b>	Planning and implementation of the CRM launch, which involved constituents across Georgia Tech units and the CRM provider, continued successfully through the shift to remote operations. In-person meetings and training sessions for academic advisors were held virtually. Advisors successfully prepared for the launch of the new system while adjusting to advising students remotely.
<b>Strategy or activity</b>	<b>Utilize campus communication channels to communicate goals and actions related to academic advising.</b>
<b>Summary of Activities</b>	With the phase in of the new CRM platform, UAT successfully communicated across Georgia Tech's advising community, circulating status updates about the system and training opportunities.
<b>Outcomes/Measures of progress</b>	Communication through campus newsletters, the Georgia Tech Academic Advisors Network (GTAAN) and email promoted the advantages of the new CRM, the transition plan, and training opportunities for stakeholders.
<b>Lessons Learned and Plans for the Future</b>	Within our distributed advising model, publishing information related to academic advising, particularly use of the new CRM, exploratory advising, and change of major practices, is critical. Throughout 2020-21, information related to these topics will be circulated in departmental and campus newsletters, social media platforms, and parent newsletters/listservs.
<b>Changes because of COVID-19</b>	GTAAN meetings, normally conducted face-to-face, moved online. Training sessions and communications strategies were reimagined for a virtual environment.
<b>Strategy or activity</b>	<b>Hire key personnel to provide exploratory advising.</b>
<b>Summary of Activities</b>	Develop goals and responsibilities for an exploratory advisor position; budget for and identify an exploratory advisor, positioning the new advisor within UAT.
<b>Outcomes/Measures of progress</b>	Exploratory advisor on staff by summer 2019.
<b>Lessons Learned and Plans for the Future</b>	Continue to expand opportunities for students to explore their chosen major and alternate majors; Identify and intervene early with students off course within their major; Refer students, as appropriate, for exploratory advising or academic coaching.
<b>Changes because of COVID-19</b>	Exploratory advising and academic coaching shifted to remote format in March 2020, along with other student support services, including tutoring, PLUS and academic advising offered through colleges and schools. The alternate delivery format, while time intensive to implement, proved successful for connecting with students exploring a change of major.
<b>Strategy or activity</b>	<b>Modification of the grade forgiveness policy.</b>
<b>Summary of Activities</b>	Revise the grade forgiveness policy to allow all undergraduate students, rather than only first-year students, to repeat for grade substitution up to two courses with posted letter grades of D or F. These courses will be excluded from calculation of students' cumulative grade point average. <a href="http://catalog.gatech.edu/policies/grading-gpa/grade-substitution/">http://catalog.gatech.edu/policies/grading-gpa/grade-substitution/</a>
<b>Outcomes/Measures of progress</b>	Change approved by the Student Regulations Committee and the Academic Senate; New policy became effective with the fall 2019 catalog edition.
<b>Lessons Learned and Plans for the Future</b>	Study the impact of the policy change on institutional cumulative grade point average.
<b>Changes because of COVID-19</b>	None.

Reviewing our progress to date during Momentum Summit III, we expanded our framework to include the following additional strategies designed to enhance our advising model through 2021.

- Clarify and better manage the change of major process, establishing consistent practices among our six colleges within a distributed advising model.

- Integrate exploratory advising into the first time and transfer student experience, ensuring that students are in a program of study that meets their needs.
- Revamp undergraduate career services and align career education, work-based experiential education, and academic advising.

Although the impact of Covid-19 on operations slowed our timeline for addressing these expanded goals, work is in progress during 2020-21. Aided by the new advising CRM and a shift to online document sharing, Georgia Tech will develop consistent major exploration and change of major practices across colleges, better integrating exploratory into the student advising experience. Furthermore, led by the Academic Advising Council, we will craft a mission, goals, and student learning outcomes for academic advising applicable across the Institute, while honoring our existing distributed advising model. The Student Regulations Committee will begin a comprehensive review of academic standing policies to ensure that standards allow for timely identification of students off course academically. A restructuring of undergraduate career services completed in early 2020 resulted in a new unit, the Career Center. The Career Center will work to align career education and work-based experiential education with academic advising, beginning with the first-year experience and continuing through students' graduation.

Georgia Tech's Momentum Approach plan continues to focus on academic advising while also targeting a range of long-term issues related to purposeful choice, mindset, and momentum pathways. Priority activities from the plan are highlighted below.

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## PURPOSEFUL CHOICE

<b>Priority Work</b>	<b>Alleviate student resistance to major change.</b>
<b>Description of Activities</b>	Acknowledge and address the stigma associated with changing majors; Develop resources that help students take ownership of their perceptions (e.g. rigor, worth of the degree, employment opportunities) surrounding different majors; Ensure that students understand career options associated with their major; Engage faculty mentors, employers and alumni to clarify major-related career options; and Intervene quickly with students off course within their major to limit loss of credit due to a major change or multiple major-specific course withdrawals.
<b>Activity status and plans for 2020</b>	With the exploratory advisor in place, the launch of the new advising CRM, and the shift to processing change of major applications electronically, the ability to intervene with students quickly is enhanced. Resources addressing student perceptions about changing majors are scheduled to be developed in 2021.
<b>Lessons Learned</b>	Electronic processing of change of major applications is streamlining a formerly cumbersome process and providing all concerned parties (student, advisors, receiving major, sending major, Registrar's Office) the ability to monitor the process more efficiently.

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## MINDSET

<b>Priority Work</b>	<b>Address status differences between student ways of thinking about majors (Engineering &gt; other STEM &gt; Business/Design &gt; Liberal Arts).</b>
<b>Description of Activities</b>	Develop training sessions for advisors in colleges and schools designed to help them recognize and counteract this student mindset; Encourage exploratory advising within GT 1000/GT 2000 courses, including materials designed to address mindset regarding majors.
<b>Activity status and plans for 2020</b>	While progress has been delayed due to Covid-19, activities are ongoing, aided by the new advising CRM.
<b>Lessons Learned</b>	The change of major process itself and student mindset regarding major choice are complex issues within the Georgia Tech culture and remain areas of focus for personnel working with both incoming and continuing undergraduates.

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**MOMENTUM PATHWAYS**

<b>Priority Work</b>	<b>Develop and launch a First-Year and Transfer-Year Council to include key stakeholders from areas involved with student transition.</b>
<b>Description of Activities</b>	Create consistent, streamlined communications to new first-year and transfer students; Process map cross-unit initiatives that support first-year and transfer-year student success; and Foster collaboration and communication across units that support students during their transition year to Georgia Tech.
<b>Activity status and plans for 2020</b>	Originally scheduled for implementation by fall 2020, the timeline for establishing the Council was impacted by the transition to remote operations due to Covid-19. Bandwidth for key stakeholders was limited by their focus on providing excellence in continued service to students during spring and summer 2020. Establishing the Council will be revisited during 2020-21.
<b>Lessons Learned</b>	N/A
<b>Priority Work</b>	<b>Review the many high impact experiential opportunities through the lens of student engagement across one or more of the activities, ensuring that participation is equitable.</b>
<b>Description of Activities</b>	Apply analytics to determine characteristics and majors of students participating in experiential opportunities; and Explore participating student characteristics by type of experiential activity.
<b>Activity status and plans for 2020</b>	Analysis of participating student characteristics is ongoing, involving multiple units across campus including academic programs, Student Life, the Office of International Education, the Career Center, the Center for Academic Engagement, Enterprise Data Management and Institutional Research and Planning.
<b>Lessons Learned</b>	Based on multi-year data, we are confident that participation in experiential opportunities positively impacts student progression. Considering the strategic theme of expanding access as detailed in Georgia Tech's forthcoming strategic plan, we hope to ensure that participation in these opportunities is equitable across student demographics and chosen majors.

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**OBSERVATIONS AND NEXT STEPS**

Georgia Tech emphasizes best practices that are proven to increase student engagement, retention, progression, and degree completion, adopting CCG strategies appropriate for supporting the success of our students. Since the inception of CCG in 2011, Georgia Tech has increased its retention rate to 97% and maintained that rate for six straight years. Our six-year graduation rate has increased from 79% for the 2006 first-year cohort to a record high 91% for the 2014 first-year cohort. While a success gap persists, the six-year graduation rate for underrepresented minority students has risen from 76% for the fall 2007 first-year cohort to 87% for the 2014 first-year cohort, an Institute record high. Given the disruptive events of the past eight months related to the Covid-19 pandemic, these success metrics are even more impressive, highlighting the resilience of Georgia Tech students, the dedication and responsiveness of our faculty and staff, and the robust nature of our student support structures and high-impact practices advanced as part of CCG.

While this report illustrates many of the broad initiatives and targeted strategies positively impacting student retention and graduation rates at Georgia Tech, identifying opportunities for increased focus and continuous improvement have been, and continue to be, key components of our CCG work. In 2019-20, the Office of Undergraduate Education, Enrollment Management and Student Life established a leadership team to promote success and design support structures for first-generation and financially under-resourced students, underserved populations as evidenced by our data. The team identified several key needs for these populations which were not addressed sufficiently through ongoing RPG initiatives. Throughout 2019-20, outreach to first-generation and financially under-resourced students improved through such activities as participation in the First-Generation Celebration Day in November 2019, the development of transfer pathways for first-generation and Pell-eligible students from Georgia, an enhanced role for FirstGen (our first-generation student organization), and virtual welcome events for first-generation students and their families. However, recruiting and supporting these students remains an area of emphasis for 2020-21. Funding, delayed by Covid-19 budget concerns and the USG critical

hiring process, was recently released to establish a first-generation, limited income student program and operations manager position. Designed to provide direct support to first-generation and limited income students and to implement strategies that enhance their Georgia Tech experience, the position is scheduled to be filled by the end of fall 2020. These initiatives align with Georgia Tech's forthcoming strategic plan, which includes a theme focused on expanding access by empowering people of all backgrounds and stages of life to learn and contribute to technological and human progress.

Georgia Tech continues to enhance its undergraduate advising model by implementing the *Advising Task Force Report and Recommendations* from April 2018. Much of our Momentum Year and Momentum Approach work relates to purposeful choice. As the advising CRM takes root across campus, advising stakeholders will enhance our decentralized, major-specific advising model by establishing common goals, outcomes, and practices to support students' choice of major, experiential learning opportunities, and degree progression.

Our four-year graduation rate for the 2016 first-year cohort reached a record rate of 55%, an improvement from 40% for the fall 2007 first-year cohort. Since many factors influence this rate, including student involvement in experiential education (e.g. co-op and internships, international education), the length of degree programs in science and engineering, and the rigor of Georgia Tech coursework, we continue to study methods to improve this metric over time. As the Student Regulations Committee considers changes to academic standing policies, Institutional Research and Planning studies course withdrawals, and the core curriculum revision process resumes within the USG, the impact of these initiatives will be considered within the context of time to degree completion.

Throughout 2020-21, we plan to build on our many successful CCG strategies, including living learning communities, experiential education, summer session initiatives, academic advising enhancements, and first-year experience programming, while focusing on the implementation of our Momentum Year and Momentum Approach objectives. Aligning Georgia Tech's retention-progression-graduation goals and strategies with those of CCG promotes continual self-study, the sharing of best practices, and a data-based approach to the measurement of outcomes. While we believe our current strategies demonstrate success, we continually seek opportunities to improve our practices as evidenced by our ongoing academic advising innovations, increased support for first-generation and financially under-resourced students, and examination of factors influencing time to graduation. Georgia Tech looks forward to continued collaboration with the CCG initiative, promoting student success within the Institute and throughout the USG.

## **STUDENT SUCCESS AND COMPLETION TEAM**

Established in 2011, the CCG-GT Steering Committee continues to provide leadership for our RPG initiatives and promote awareness regarding retention and graduation issues across campus. Co-chaired by Ms. Sandi Bramblett, Assistant Vice President, Institutional Research and Enterprise Data Management and Dr. Steven P. Girardot, Associate Vice Provost for Undergraduate Education, the CCG-GT Steering Committee connects faculty, staff and leadership stakeholders throughout Georgia Tech to guide, refine and assess RPG efforts. Committee membership for 2020-21 is as follows:

- Ms. Sandi Bramblett, Assistant Vice President, Institutional Research and Enterprise Data Management
- Dr. Steven P. Girardot, Associate Vice Provost for Undergraduate Education
- Dr. Sybrina Atwaters, Director, OMED
- Mr. Elijah Cameron, Director, Office of Assessment and Quantitative Services, College of Computing
- Dr. Lynn Durham, Vice President, Institute Relations
- Dr. Al Ferri, Professor and Associate Chair for Undergraduate Studies, School of Mechanical Engineering
- Mr. Brent Griffin, Director, Retention and Graduation Initiatives/Assistant Registrar, Office of the Registrar/Office of Undergraduate Education
- Ms. Sandra Kinney, Senior Director, Institutional Research and Planning
- Dr. Paul Kohn, Vice Provost for Enrollment Management
- Dr. Linda Green, Director, Tutoring and Academic Support
- Dr. Michelle Rinehart, Associate Dean, College of Design
- Ms. Beatriz Rodriguez, Assistant Director-Academic Coaching and Success Programs, Undergraduate Advising and Transition
- Dr. Beth Spencer, Director, Undergraduate Advising and Transition
- Dr. Cam Tyson, Assistant Dean for Academic Programs, College of Sciences
- Dr. De Morris Walker, Director, Summer Session Initiatives
- Dr. Joyce Weinsheimer, Director, Center for Teaching and Learning
- Mr. Craig Womack, Associate Dean/Director of Undergraduate Programs, Scheller College of Business
- Dr. Brenda “B” Woods, Director of Research and Assessment, Student Life

See Appendix J for the membership list of the Institute’s 2019-20 Complete College Georgia Steering Committee.



## GEORGIA SOUTHERN UNIVERSITY

### INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

#### MISSION

Georgia Southern University is a public comprehensive and Carnegie Doctoral/R2 university offering associate, bachelors, masters, and doctoral degrees in nationally accredited programs in the liberal arts, sciences, and professional disciplines.

The learner-centered culture at Georgia Southern University prepares the members of our university community to think, lead, teach, and serve. Faculty, staff, and students embrace the values of collaboration, academic excellence, discovery and innovation, integrity, openness and inclusion, and sustainability. Georgia Southern University promotes talent and economic development to enhance quality of life through scholarly pursuits, cultural enrichment, student life, and community engagement across three distinctive campuses. Our success is measured by the global impact of our students, faculty, staff, and alumni.

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#### FALL 2019 UNDERGRADUATE STUDENT PROFILE

As evidenced by fall 2019 student demographic data, Georgia Southern University enrolls a primarily full-time, residential, undergraduate population. Of 26,054 students enrolled in fall 2019, 22,715 (87.2%) were undergraduates and 84% were full-time. With a freshman on-campus residence requirement, the University housed 90% of beginning freshmen on campus. Consistent with its mission as a University System of Georgia institution, 90% of undergraduates were state of Georgia residents. The University enrolled 58% (n=13,175) undergraduate female students and 42% (n=9,540) undergraduate male students. Minorities accounted for 39.4% of the total University enrollment. Only 6% (n=1,305) of undergraduates were transfer students with most of these coming from other USG institutions.

The University first-year retention rate for first-time, full-time, degree-seeking freshmen who entered in fall 2019 (and returned in fall 2020) was 79%, increasing one percentage point over the previous three years. The six-year graduation rate for first-time, full-time, degree-seeking freshmen who entered in fall 2014 and completed a bachelor's degree is 53.6%, completing at a higher rate than the previous cohort (50.7%). It is also worth noting that the four- and five-year graduation rates also improved over previous cohorts. The four-year graduation rate for the 2016 cohort is 31% (compared to 25.5%) and the five-year graduation rate is 49.1% (compared to 46.2%).

Georgia Southern recognizes that there are differences in both retention and graduation rates, depending upon campus and student type. Our institutional priority is to address the variance in retention and graduation rates by continuing to build and scale student success initiatives and resources across the institution. The implementation of professional academic advising and academic success coaching on all three campuses has been a promising first step towards providing individualized student support services and mechanisms to undergraduate students.

**Table 1: Undergraduate Student Populations and One-Year Retention Rates**

<b>Undergraduate Student Demographics</b>	<b>Fall 2019 Percent of Student Body</b>	<b>Retention Rates Fall 2020 (for Fall 2019 cohort)</b>
Hispanic/Latino	7.6%	74.6%
Black/African-American	25.3%	79.1%
White	59.4%	79.7%
Other	6.9%	76.5%
Unknown	.7%	75.0%
First Generation	25.4%	64.1%
Adult Learners	7.7%	54.2%
Pell Eligible	31.5%	65.6%
Military & Military-Affiliated	15%	79.0%
<b>Overall GS Retention Rate FTFTF</b>		<b>79.0%</b>

Source: Georgia Southern University Office of Institutional Research

Note: Figures are based on the preliminary Fall 2020 census data

**Evidence of Undergraduate Student Academic Preparedness****Regular Admission**

Regular freshman admission at Georgia Southern University requires students to have a total SAT (evidence-based reading & writing + math) score of at least 1030 or have an ACT composite score of at least 20 and meet the Board of Regents minimum requirements for each portion of the SAT/ACT. Students must also have a satisfactory grade point average on the required high school curriculum (2.5 or higher). To be considered for transfer admission, students must be eligible to return to their current school, have a cumulative college GPA of 2.0 or higher on all work attempted, and have a minimum of 30 transferable semester hours or 45 transferable quarter hours.

The academic profile of beginning freshman for fall 2019 was a 3.43 high school GPA, a score of 1129 on the SAT, and a score of 23 on the ACT. Table 2 displays the average high school GPA for beginning freshmen for the past seven years. The data indicates that Georgia Southern University generally admits above average students but would not be categorized as a “highly selective” institution.

**Table 2: Average High School GPA for FTFT Freshmen for Past SEVEN Fall Terms**

<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
3.21	3.24	3.27	3.29	3.33	3.34	3.36	3.43

Source: Georgia Southern University Office of Institutional Research

**IMPROVEMENT PRACTICES****STRATEGY 1: EARLY ACADEMIC ALERTS**

Improve academic alert communications and expand the academic alert program to all students in areas A-E CORE courses, along with other key courses as designated by academic programs.

**Related Goals**

- Increase the first-time, full-time freshmen retention rate to 85% by fall 2025 (79% for Fall 2019 cohort).
- Increase sophomore to junior persistence and progression rate to 70% by fall 2025 (currently 65%).

**Demonstration of Priority and/or Impact**

Student attrition is greatest between the first and second years. However, an additional fourteen (14) percent of Georgia Southern students leave the institution after their sophomore year. Georgia Southern continues to work to identify potential barriers and alleviate those barriers, where possible, to help students persist at the institution and progress to graduation.

Many sophomore students experience both academic and financial challenges that did not present in their first year – or were alleviated by the high degree of programming and support in place for first-year students. Our goal in expanding the Academic Alert program was to provide additional support, as well as an early warning system to our sophomore students, as well as first-year students.

### Summary of Activities

In 2017-2018, the CCG team implemented a revised Academic Alert policy. Beginning in fall 2017, academic alerts were expanded from the freshman population to all students enrolled in core courses in areas A-E, as well as in other key courses as designated by departments. Academic alerts were also renamed from early alert/midterm grades to emphasize that they are not midterm grades, but rather indications that students are not performing satisfactory work in one of several categories (i.e., grades, attendance, participation, missed assignments, or some combination of these categories). In Spring 2019, we added “lack of engagement in online environment” as an academic alert category.

Faculty are encouraged to submit academic alerts as early as possible to allow more time for students to make improvements and, in most cases, to allow academic advisors, academic success coaches, and faculty opportunities to intervene. Faculty may submit academic alerts as early as the first day of the term. However, the academic alert campaigns to faculty begin the third week of the term. Faculty are then asked to submit their alerts within a specified time frame (generally a month). We send separate academic alert campaigns for full-term, Term A, and Term B classes (based on the start date of the term).

### Measures of Progress

AY 2019-2020

- Georgia Southern University: Fall 2019 cohort first-year retention = 79%
- Georgia Southern University: Fall 2018 cohort second-year retention = 65%

Baseline measure(s):

- Georgia Southern University: Fall 2017 and Fall 2018 first-year retention = 78%
- Georgia Southern University: Fall 2017 and Fall 2018 second-year retention = 65%

Historical Data

- Georgia Southern University: Fall 2012-Fall 2016 first-year retention = 79%
- Georgia Southern University: Fall 2012-Fall 2016 second-year retention = 66%
- Armstrong State University: Fall 2012-Fall 2016 first-year retention = 69.2%
- Armstrong State University: Fall 2012-Fall 2016 second-year retention = 53.4%

### Lessons Learned

Georgia Southern University transitioned to EAB SSC Navigate for alert submission in fall 2018. We use a campaign model to capture grades, which also allows us to nudge instructors to submit academic alerts multiple times. Each alert issued for a student creates a case that allows for structured follow-up from an academic advisor, academic success coach, or other student success and support professional. Alert notifications to students also direct them on how to reach out to their instructor for advice, support, and course-specific guidance.

For AY 2019-2020, the data seems to indicate that Georgia Southern has begun to move the needle in a positive direction on first-year retention again. Second-year retention continues to hold at 65% which may indicate additional programmatic, particular major-specific course-focused, support is needed for sophomore students.

In addition, has also become clear that the broader use of alerts in CORE courses has limited opportunities for strategic outreach and intervention. Using historical institutional data, as well as USG data and guidance, we have identified key CORE and major- and program-specific courses that are most predictive in terms of students' likelihood to graduate.

In AY 2020-2021, we will both revise the Academic Alert policy to reflect a more strategic focus and we will implement success markers in EAB, based on the key courses, for all programs of study.



**STRATEGY 2: “SOAR IN 4!” CAMPAIGN (LOCAL BRANDING OF “15 TO FINISH”)**

Increase the number of undergraduate students enrolling in 15 or more credit hours per semester.

**Related Goal**

Increase average undergraduate credit hour load from 12.38 (Fall 2018) to 14.00 by Fall 2022.

**Demonstration of Priority and/or Impact**

A minimum full-time load is not sufficient to allow students to graduate on time. Encouraging students to register for a 15-credit hour load per semester has considerable potential to reduce time to degree. Furthermore, both USG and Georgia Southern data demonstrates that students who attempt at least fifteen hours per term in their first year graduate at substantially higher rates than their peers.

**Summary of Activities**

Prior to summer 2019, we showed a two-minute “Soar in 4!” video to students and parents at orientation. The video had three objectives: (1) promote graduation in four years; (2) inform students that completing more than 15 hours per semester often corresponds with higher term and overall GPAs; and (3) demonstrate the costs of additional semesters.

In summer 2019, we moved to an interactive conversation with students and parents in a joint information session, led by academic advising teams and student success leaders at orientation. The presentation and discussion had three objectives: (1) promote graduation in four years; (2) inform students that completing more than 15 hours per semester often corresponds with higher term and overall GPAs; and (3) demonstrate the costs of additional semesters.

Academic advising teams also provided both students and parents program maps, with all degree requirements presented in eight semesters (four years). In addition, we registered the majority of our first-year students for fifteen-hour schedules, arranged in day/time blocks that students had identified as best fit. Students had to opt out of a fifteen-hour schedule, rather than opting in. Students with credits earned through dual enrollment presented a challenge and a number were registered for fewer than fifteen credit hours because of upper-division course availability by summer registration.

We have also continued previous “Soar in 4!” marketing efforts, including social media placement, digital signage, yard signs, door decals, and posters, and significant information on “SOAR in 4!” on the Provost’s website and academic advisement websites.

**Measures of Progress**

Fall 2019:

- Fall 2019 average undergraduate credit hour load: 13.3

Baseline measure:

- Fall 2018 average undergraduate credit hour load: 12.38

**Lessons Learned**

Initial data from fall 2019 indicates a small increase in undergraduate credit hour load. Furthermore, more students began fall 2019 with a fifteen-hour schedule. Moving from a generally passive approach to information sharing to a proactive strategy of interaction with parents and students, coupled with guaranteeing students the right schedule as they enter their first semester in college, seems to be moving Georgia Southern and its students in the right direction.

We adjusted and refined our registration strategy and timing for our first-year students for Fall 2020, based on student feedback gathered through academic advising. We are also exploring opportunities to pre-register sophomore, junior, and senior students for key progression courses – allowing them to complete a schedule, rather than create it from whole cloth. Finally, we have created a report in Business Objects (Undergraduate Students Enrolled in Less than 15 Hours) that allows academic advisors to quickly identify students who have dropped below fifteen credit hours for the upcoming semester. Advisors are able to reach out to students proactively to assist them with adding courses to their schedules.

We identified additional possible impediments to student registration in AY 2019-2020. We undertook a project to update the course search for students so they are better able to see information about courses, including instructional modality, course availability, and low-cost/no-cost textbooks identification. Our approach to course scheduling is also a barrier to students registering for fifteen or more credit hours. We are working on identifying scheduling solutions, as well as better training for course schedulers, program directors, and department chairs. Finally, we have identified the need to make registration an easier process for students and will work towards finding a solution in AY 2020-2021.

### **STRATEGY 3: NEW ACADEMIC INTERVENTION, ACADEMIC STANDING, AND LIMITED GRADE FORGIVENESS POLICIES**

Decrease the number of students suspended from Georgia Southern University, effectively limiting their chances of earning a degree.

#### **Related Goals**

- Increase student persistence and progression rates, particularly in the sophomore and junior years.
- Decrease unnecessary credit hour accumulation by students moving into good standing and towards graduation.

#### **Demonstration of Priority and/or Impact**

Each year, approximately 25% of students dip below an institutional GPA of 2.0. Students in poor academic standing often leave the institution—not because of suspension—but because their academic progress (or lack thereof) negatively impacts their financial aid (SAP), their self-esteem, their ability to balance work and to support themselves academically by seeking academic support, etc. Each of these students met the admissions requirements of the institution and should, by all rights, be successful in meeting their goal of earning a degree.

#### **Summary of Activities**

Partnering with the Provost's Office (Associate Provost for Student Success and Advising), two Faculty Senate committees revised the institutional Academic Standing Policy and wrote a Limited Grade Forgiveness Policy. The new policies were approved by the Faculty Senate in November 2017 and took effect fall 2018.

The new Academic Standing Policy is intended to hold students accountable without imposing excessively punitive requirements for continued enrollment at the institution. Students struggle academically for many reasons and some stumble spectacularly during their academic careers. An academic standing policy should both hold students accountable and provide them with a safety net of support, resources, and opportunities. It should also reward, not continue to punish, movement in the right direction (i.e., term GPAs above 2.25). Revising the Academic Standing Policy provided an opportunity for the institution to articulate the standards we expect of students, outline the consequences of failing to meet those standards, and clearly explain both the pathways to success and the tools, resources, and support a student can reasonably expect to receive as they strive for academic excellence.

Georgia Southern also established a limited Grade Forgiveness Policy. Not having a grade forgiveness policy meant that missteps in the transition from high school to college were often punitive rather than instructional and transformative. In addition, many students who end up in poor academic standing require additional semesters to bring their GPAs up to 2.0. These students end up with anywhere from 10% to 40% more credit hours than required for graduation alone. The Limited Grade Forgiveness Policy (a) requires an application from the student; (b) limits both the number of re-take attempts and the number of grade replacements; (c) limits the grade forgiveness to courses in which a D or an F was earned; and (d) limits the type of course for which a student can apply for grade forgiveness to CORE (Area A-E) courses.

Finally, to provide support for students in poor academic standing, the Academic Intervention Policy was revised to include all students in academic difficulty, not just first-year students. Students needing academic intervention will be paired with Academic Success Coaches and will create individualized Academic Improvement Plans.

#### **Measures of Progress**

AY 2019-2020

- AY 2019-2020 undergraduate students moved into good standing = 1172 (26.78%)
- AY 2019-2020 undergraduate students earned 2.25+ GPA and held status = 2173 (49.66%)
- FA2019 (enrolled) undergraduate students on academic intervention (GPA below 2.0) = 1660

- SP2020 (enrolled) undergraduate students on academic intervention (GPA below 2.0) = 2026
- SU2020 (enrolled) undergraduate students on academic intervention (GPA below 2.0) = 690

Baseline measures:

- FA2018 (enrolled) undergraduate students on academic intervention (GPA below 2.0) = 994
- SP2019 (enrolled) undergraduate students on academic intervention (GPA below 2.0) = 2251
- SU2019 (enrolled) undergraduate students on academic intervention (GPA below 2.0) = 942
- AY 2018-2019 undergraduate students moved into good standing = 925 (22.09%)
- AY 2018-2019 undergraduate students earned 2.25+ GPA and held status = 1787 (42.68%)

The new and revised policies went into effect with the start of the 2018-2019 academic year. The first term in which students could be suspended, under the new policies, was fall 2019.

The new academic intervention policy created large caseloads for academic success coaches. In Spring 2019, the average case load was 150 intervention students. However, almost immediately our intervention students began to take the Academic Improvement Plans they created seriously. In AY 2019-2020, 386 more students earned GPAs of 2.25 or higher and held status. This represents an almost seven (7) percent increase in students earning stronger GPAs over the previous year. Furthermore, 247 more students moved from intervention into good standing (GPA 2.0 or higher). This represents a 4.69% increase over the previous year.

### Lessons Learned

We continue to work to educate faculty on the challenges that students face, outside the classroom, that impact their academic output and progress. We also want faculty to see the many ways students work to improve their academic performance. As part of that process, we have created a role in EAB SSC Navigate for the Academic Standards Committee. As the Committee reviews student appeals, they are guided through the advisement and success coaching notes and a review of the students' Academic Improvement Plans.

In the coming year, we will also focus our attention on substantially decreasing the number of students who are suspended for academic reasons.

### STRATEGY 4: REGISTRATION CAMPAIGNS

Increase number of students registered for the next term by end of current semester.

#### Related Goal

Increase student retention, persistence, and progression metrics by creating a culture of enrollment.

#### Demonstration of Priority and/or Impact

Each semester, a number of students fail to register for the subsequent semester. While many of these students have valid reasons for not registering (such as graduating or transferring), others do not register due to difficulties experienced with registration or academic success issues.

The reasons why undergraduate students routinely do not register are shown in Table 3. These data were collected from the survey portion of the injection pages (with a 30% response rate). Please note that these are the students that respond to the survey; we are still working on understanding why the non-responsive students do not register in a timely manner.

**Table 3: Reasons for Not Registering for Spring 2019 and Spring 2020**

<b>Reason</b>	<b>Spring 2019 Number of Students Listing as Reason</b>	<b>Spring 2020 Number of Students Listing as Reason</b>
Transferring	169	135
Personal	66	51
Financial	28	59
Military	14	25
Academic	12	15
Internship	21	20
Graduating	15	23
Family	8	16
Courses Unavailable	3	3
Other	39	15
<b>Total</b>	<b>375</b>	<b>362</b>

### Summary of Activities

Each semester, several thousand undergraduate students fail to register during their scheduled registration period. To encourage them to register, the Associate Provost, working with ITS, administers an electronic survey (commonly referred to as the injection pages) to unregistered students at least three times each semester.

The first injection page is sent the day after registration begins for that particular group of students. The page is sent via My.GeorgiaSouthern to any student who has not registered for the subsequent semester. The injection page asks whether the student plans on registering for the following semester. If the student replies “no,” then the injection page asks for the reasons why: academic reasons; courses unavailable; family issues; financial issues; graduating; internships; military duties; personal reasons; transferring to another college; or other. Some of these reasons (like internships, graduating, transferring, military duties) are valid and do not require any further action. Others (academic reasons, courses unavailable, financial issues) are more within the control of the University and are the areas where our efforts are most likely to result in conversions from unregistered to registered status. Academic Advisors, associate deans, and other academic faculty and staff reach out to students, no matter what their reason, to gather more information and to offer registration assistance. If the student replies “yes,” then the injection page inquires as to why they have not registered.

The second injection page is sent towards the end of classes for that semester. This page is sent to all students who originally indicated that they plan to register but have still not done so. The injection page asks whether they plan to register and the reasons why they will not register or have not registered thus far. The third injection page is sent just before classes begin the following term, reminding students to register and asking if they need assistance from their advisor or another support unit on campus.

To convert ‘not registered’ students in areas within our control, the following activities are employed:

Current data on each college’s ‘not registered’ student population is shared by the Associate Provost with the applicable college dean’s office and academic advisement coordinators. Academic advisors use the information to reach out to ‘not registered’ students (through emails, phone calls, text messaging, and campaigns through EAB SSC Campus) to assist students in getting registered before the end of the semester.

In addition, Georgia Southern has created a Student Dashboard to function as another tool for communicating critical deadlines and other alerts that could affect a student’s registration and academic progression. The alerts focus on tuition and fees, financial aid, and registration and advising. Alerts are time-bound and triggered throughout the semester so students will receive personalized, timely communications as needed.

## Measures of Progress

For Spring 2019, Georgia Southern changed how we calculate eligible to register students for the subsequent term. This may not be a measurable action moving forward. While we will continue to engage students in registration and in creating a culture of enrollment, the reporting for this strategy may change – or be eliminated - in AY2020-2021.

### Baseline measure:

Baseline measure is the number of ‘eligible to register’ undergraduate students in the fall semester. While this number will vary each fall term, the objective is to successfully convert 94% of eligible to register students to registered by the end of drop/add the following spring semester. The baseline measure (fall 2018 to spring 2019 eligible to register students) was 15,719.

### Lessons Learned

The injection page format provided us with data we were previously unable to collect. Academic advising now engages in more personalized registration campaigns through EAB SSC Navigate. Students report that they respond much better to the personalized communications from their advisors facilitated by the EAB platform. Although we have not seen a marked increase in the number of students registering for classes during early registration.

## OBSERVATIONS AND NEXT STEPS

Georgia Southern is engaged in many student success initiatives and high-impact practices. The following are additional Student Success initiatives that are on-going.

### First-Year Experience course (FYE 1220) redesign:

Georgia Southern engages in First-Year course redesign processes every five years or so. After participating in the USG FYE Academy, our recent redesign is closely aligned with our Momentum Year and Transition Improvement Plans. We strategically and deliberately included elements of Inform, Discern, and Affirm, academic mindset, grit and perseverance, and transitions into and through college.

The First-Year Seminar is a two-credit hour introduction to college-level inquiry and campus engagement. In this course, students:

- Develop and apply information literacy skills in academic and non-academic contexts;
- Engage with their degree program, campus resources, and community; and
- Engage with questions of diversity and inclusion.

### Sophomore-Year Experience course (CORE 2000) implementation:

Georgia Southern created a new Sophomore-Year Experience (SYE), CORE 2000, in the consolidation process. The course, which is styled as a CORE capstone that bridges general education to the discipline for students, had a pilot implementation in spring 2019. The goal of the course is to directly address second-year attrition by engaging students earlier – and more fully – with their desired major and professional goals.

In addition, our Office of First- and Second-Year Programs has created and published sets of competencies and goals for both first-year and sophomore students. Our goal is to better engage students during these transition years and to retain them as they begin to interact more fully with their chosen degree programs.

The First- and Second-Year Programs Steering Committee will review the requirements and outcomes for CORE 2000 in AY 2020-2021 and make decisions about revisions and/or redesign of the course.

### Scaled Student Success Offices and Services

- EAB SSC Navigate used by Academic Advising, Academic Success Center, Student Athlete Services, ROTC, Military & Veteran Student Services, and TRiO. Onboarding underway for Dean of Students and the Office of Multicultural Affairs.
- Academic Success Center available on both the Armstrong and Statesboro Campuses
  - ASC services provided on the Liberty Campus twice a week and by appointment
- Major and Career Exploration Center available on both the Armstrong and Statesboro Campuses
  - MACE services provided on the Liberty campus one a week and by appointment
- Peer tutoring and peer mentoring available on all three campuses

- Tutoring partnership development

**Course Scheduling, Curriculum, and Programming**

- Strategic Scheduling Committee
- Comprehensive Curricular Review and Redesign

**Improving Student Transitions**

- Integrated Career Services in Orientation programming and major choice affirmation
- Redesigned academic elements of Orientation
  - Redesigned pre-orientation online modules
  - Includes aptitude assessment
  - Changes emphasis of college academic information sessions
- Include peer mentors in orientation sessions
- Continued reevaluation and update of Orientation; partnership between Enrollment Management, Student Affairs, and Academic Affairs

**MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS**

**SECTION 3.1 EXISTING MOMENTUM WORK**

<b>PURPOSEFUL CHOICE</b>	
<b>Strategy or activity</b>	<b>Students choosing an academic focus area or major prior to Orientation; affirming (or changing) that choice based on major/career aptitude assessment (MyMajors).</b>
<b>Summary of Activities</b>	<p>Prior to summer 2019, students could start their first-year at Georgia Southern as “undeclared”. In 2019, we created academic focus areas and implemented a major/career aptitude assessment as part of our pre-orientation programming from Academic Advising.</p> <p>In Fall 2018, 705 (18% of first-year class) students started their first year in an undeclared major.</p> <p>In fall 2019, 337 students (9% of first-year class) started their first year as “exploratory” without a focus area.</p> <p>In fall 2020, 132 students (2% of first-year class) started their first year as “exploratory” without a focus area.</p>
<b>Outcomes/Measures of progress</b>	<p>In Summer 2019, 96% of incoming first-year students completed their MyMajors assessment prior to Orientation. 3,465 students completed the full assessment. And 2,330 students reported that they had decided on a major or focus area by the start of the academic year.</p> <p>In Summer 2020, 98% of incoming first-year students completed their MyMajors assessment prior to Orientation. 6,059 students completed the full assessment. And 4,006 students reported that they had decided on a major or focus area by the start of the academic year.</p>
<b>Lessons Learned and Plans for the Future</b>	GS faculty who attended the Momentum Summits would like to see GS change the focus areas to be broader and more meaningful to students. We will continue to explore this as an option; although before we move forward in that direction, we will have to engage students and prospective students about the efficacy of different focus areas.
<b>Changes because of COVID-19</b>	No changes required because of COVID-19.

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**TRANSPARENT PATHWAYS**

<b>Strategy or activity</b>	<b>Verify/update program maps; use in course scheduling; better course scheduling practices and procedures.</b>
<b>Summary of Activities</b>	In the Comprehensive Curricular Review & Redesign, programs have been asked to stress-test their program maps. Can a student actually complete the program, as mapped, in four years? Worked to identify a scheduling solution that will integrate program maps into course scheduling predictions and optimization.
<b>Outcomes/Measures of progress</b>	CCRR is a 3-year process and progress was halted in spring 2020 as we pivoted in response to COVID-19. Academic advising working with departments to update program maps based on initial review and proposed curriculum changes. Progress measures focus on (a) reducing excess credit accumulation and (b) increasing number of students graduating in four-year time period. Related measure (in process of implementation) focused on tracking whether students complete Success Markers (based on comparison of program maps with institutional completion data) in the time frame articulated by the program in program maps.
<b>Lessons Learned and Plans for the Future</b>	Moving forward on a course scheduling/prediction solution. Success Markers will be in place and able to be tracked/reported for Spring 2021.
<b>Changes because of COVID-19</b>	We continue to move forward on all activities related to this strategy. Our progress was set back approximately six months but no changes to implementation. The schedule and instructional changes made necessary by COVID-19 actually gave these activities more urgency.

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**ACADEMIC MINDSET**

<b>Strategy or activity</b>	<b>USG Academic Mindset Survey</b>
<b>Summary of Activities</b>	Georgia Southern initially distributed the USG Academic Mindset Survey, via email request to new students each Fall. In 2017 and 2018, both the initial survey and the follow-up survey had poor response rates, although the numbers improved in 2018. In Fall 2019, the USG Academic Mindset Survey was administered as an assignment in our required First-Year Seminar course. Students completed the first survey during the first week of classes, with the follow-up survey administered in mid-November. Our response rate was much higher in 2019 (1971 students took the early survey and 975 took the late survey). We will administer the 2020 USG Academic Mindset Survey as an assignment in FYE 1220 again this year.
<b>Outcomes/Measures of progress</b>	Strong participation by first-year students in both the first and second distribution of the survey.
<b>Lessons Learned and Plans for the Future</b>	Our primary challenge was getting students to participate. By embedding it in our First-Year seminar course and instructors encouraging participation, we are starting to make progress on student participation in the survey.
<b>Changes because of COVID-19</b>	No changes made due to COVID-19.
<b>Strategy or activity</b>	<b>Growth Mindset module in FYE 1220 First-Year Seminar</b>
<b>Summary of Activities</b>	The FYSY Steering Committee, made up of faculty, staff, and students, worked together to develop a Growth Mindset curriculum module for first-year students. The student learning outcomes are that students will be able to: Compare and contrast growth and fixed mindsets Explain why a growth mindset can promote success in achieving their goals Apply a growth mindset to their academic work
<b>Outcomes/Measures of progress</b>	Fall 2020 is the first semester that the new module will be offered.
<b>Lessons Learned and Plans for the Future</b>	No lessons learned yet; in first semester implemented.

**Changes because of COVID-19** Since students are not engaged as fully on campus – and zoom meetings really aren’t doing it for students - we have concerns about whether students can engage with academic mindset when they’re struggling to engage at all. We have encouraged FYE 1220 instructors to work even more closely with students on helping them find campus support and resources, whether their students seem to be struggling or not.

**GENERAL OVERVIEW AND OBSERVATIONS**

Our efforts to provide students with opportunities to make a purposeful choice have been effective. We continue to move forward with developing (or retooling) programs of study that are meaningful to students and that will help them achieve both their personal and professional goals. Comprehensive Curricular Review and Redesign has been challenging because program faculty conceptualize student goals and student success differently than students do. But we continue to work through those discussions and differences.

Georgia Southern has adjusted its completion activities to try include a wider spectrum of students. While there are many challenges associated with COVID-19, it also gave us impetus to provide a greater range of services to a more diverse group of students. Virtual advising, peer mentoring, tutoring, success workshops, orientation sessions – to name a few – are now available to our online student population more fully. Students can access many support services on demand, rather than on our schedule, which provides them with greater flexibility to engage with those offices and activities.

**SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)**

**PURPOSE**

<b>Priority Work</b>	<b>Building upon the use of MyMajors guidance for incoming first-year students, develop complementary and targeted programming for support for 2<sup>nd</sup> and 3<sup>rd</sup> year students.</b>
<b>Description of Activities</b>	Develop and implement programming aimed at first- to second-year transition, second-year students, and the third-year students. In particular, strengthen the partnership between the Office of Career & Professional Development, First- and Second-Year Programs, and other units in Academic Affairs.
<b>Activity status and plans for 2020</b>	The Office of First- and Second-Year Programs has developed and published transition tasks, student competencies, and goals for first-year and second year students in the areas of: academic success, personal growth, health & wellness, financial wellness, career development, and inclusive excellence. Academic Affairs continues to partner with Career & Professional Development on the Major & Career Exploration Centers/ spaces on all three campuses. Additional programming opportunities
<b>Lessons Learned</b>	In Summer 2020, 96% of incoming first-year students completed their MyMajors assessment prior to Orientation. Student engagement with major and career exploration in the first year is strong. We still need to build clearly defined career focus pathway for students that articulates tasks and allows students to chart outcomes. The Division of Student Affairs is implementing a new co-curricular portal and electronic co-curricular transcripts tool that will help build (stack) student outcomes and competencies for programming across multiple areas.

**MINDSET**

<b>Priority Work</b>	<b>Inclusive Excellence</b>
<b>Description of Activities</b>	Inclusive Excellence is a major element of our institutional strategic plan. We are also making Inclusive Excellence a hallmark of our Momentum Plan. The scope of our Momentum-focused strategies includes: inclusive environment in our classrooms; inclusive environment for learning communities; inclusive campus environment for co-curricular activities; faculty & staff development; and focus on student social belonging and growth mindset.
<b>Activity status and plans for 2020</b>	As part of the FYE 1220 (First Year Seminar) redesign, we incorporated an inclusive excellence learning outcome, designed lesson modules focused on



inclusive practices and worldview, and developed additional lesson modules focused on developing social belonging and engaging with a growth mindset. Institutional professional development opportunities for faculty and for staff in 2020-2021 will focus on inclusive excellence and on Momentum.

<b>Lessons Learned</b>	The institution is engaging strongly with inclusive excellence and each unit has been tasked with identifying how to incorporate inclusive excellence into its actions – and particularly its student success activities and initiatives.
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**PATHWAYS**

<b>Priority Work</b>	<b>Expand (create where needed) and publicize transition tasks and milestones for all levels and populations of students (i.e. sophomores, juniors, seniors, transfer students, adult learners, military and veteran students, commuter students, Honors, athletes, first-generation, international, etc.).</b>
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<b>Description of Activities</b>	Identify what students need to stay on track for a four-year graduation. Create student success website (landing page) that includes this information and links students to Academic Advisement, Career & Professional Development, Financial Aid, Dean of Students, Academic Success Center, etc. Develop an institutional Faculty Mentor program.
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<b>Activity status and plans for 2020</b>	We have begun to build this from the Transition to College standpoint first. We are blowing up Orientation and working to create a comprehensive philosophy of programming and engagement that encompasses all new student elements from Orientation through the first year of enrollment and results in desired first year outcomes. Once that’s built – and we have created pathways through the first year (for diverse populations of students) – we’ll begin to build more comprehensive programming for students’ second, third, and fourth years. We’ll also begin to articulate how the transfer student experience is different (and similar) and how students can capitalize on transferring to GS.
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<b>Lessons Learned</b>	In process. Launch early summer 2021 for Fall 2021.
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**STUDENT SUCCESS AND COMPLETION TEAM**

Please provide the names and titles for the individuals on your campus responsible for implementing, monitoring, and evaluating your Student Success and Completion Strategies.

<b>Name</b>	<b>Title</b>	<b>email</b>
<b>Dr. Carl Reiber</b>	Provost and VP Academic Affairs	creiber@georgiasouthern.edu
<b>Dr. Christine Ludowise</b>	Associate Provost, Student Success & Advising	ludowise@georgiasouthern.edu
<b>Dr. Scot Lingrell</b>	VP Enrollment Management	slingrell@georgiasouthern.edu
<b>Dr. Shay Little</b>	VP Student Affairs	slittle@georgiasouthern.edu
<b>Ms. Amy Smith</b>	AVP Enrollment Management	amysmith@georgiasouthern.edu



# GEORGIA SOUTHWESTERN STATE UNIVERSITY

## INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Southwestern State University is a comprehensive university serving a diverse population of students, offering a range of strong undergraduate and graduate programs in a vibrant learning environment. The University is a collegial community that values collaboration and community engagement with an emphasis on faculty, staff, and student interactions. An active student body and state-of-the-art amenities enhance the learning experience on a visually appealing campus located in historic Americus, Georgia.

GSW's total enrollment in fall 2019 was 2950. At that time, the gender distribution of the student population was 65.7% women and 34.3% men. The ethnicity of the fall 2019 student population was 60.0% White, 25.0% Black, 6.9% Asian and Pacific Islander, 5.0% Hispanic, 2.5% Multiracial and less than 1.0% were Native American or Unknown. Approximately 37% of GSW undergraduates receive Pell Grants; 47% are First-Generation college students (no parent/guardian with bachelor degree or higher); 16% began college for the first-time as adults (25 years old or older); and 21% are age 25 or older. The majority of our undergraduates (66%) are classified as full-time (taking 12 or more hours); 30% live on campus; 53% are enrolled in one or more online classes; and 24% are enrolled exclusively in online classes. These populations are also representative of our recent graduates. Out of the undergraduates who were awarded bachelor's degrees in FY20, 51% had received the Pell grant while enrolled at GSW, 53% were first-generation students, and 21% were 29 or older at the time of graduation.

## IMPROVEMENT PRACTICES

GSW's greatest successes over the last couple of years of Complete College Georgia and Momentum Approach work have been the increase in retention rate and enrollment. However, the gain in retention have not yet translated into a higher degree completion rate which is the ultimate measure of student success. Therefore, the steps discussed below are aimed at reducing structural obstacles to and increasing motivation towards degree completion.

To provide students with clear pathways to a degree and lessen instances in which students take the wrong class or classes in ineffective sequences, GSW implemented Storm Track degree pathways in fall 2018 for all degree programs. One-year pathways designed to lead to a choice of major were implemented for our six focus areas during that same semester. While our Storm Tracks were mapped out to take account of many variables that students encounter along a degree pathway, some important questions were not considered initially, such as on ramps for students starting in spring or summer term, on ramps for transfer students, off ramps for students wishing to change major, and how to determine and designate catapult courses in a degree program. Therefore, we are undertaking a Storm Track review during the 2020-21 academic year that will consider the factors noted above among others (see appendix p. 12). In the coming year, we want to examine the success of our focus area pathways in helping to retain students and helping those students make a purposeful choice of major by the end of their first year.

Clear degree pathways can only go so far in guiding students to complete a degree in four years. Strong student advising is necessary to help students successfully implement their Storm Tracks, so GSW called together an Advising Task Force during the 2019-20 academic year that delivered two recommendations, one that has been implemented and one that is in progress. The Task Force developed an Advising Syllabus that makes GSW's advising mission widely available, establishes student learning outcomes for advising, and establishes expectations for the relationships between students and advisors. The syllabus aims to develop students who are active participants in the advising process and to establish productive advising relationships (see appendix p. 13). The syllabus is also aimed at normalizing student expectations of both faculty and professional advisors and their understanding of the learning and development that should be taking place as part of the advising process. The co-chairs of the Task Force are in the final stages of compiling a new GSW advising handbook that will be available by spring 2021.

GSW continues to participate in the USG Gateways to Completion initiative having redesigned MATH 1111 College Algebra as part of Cohort One, and participating in Cohort One Round Two with three courses: ENGL 1101 Composition I, POLS 1101 American Government, and SOCI 1101 Introduction to Sociology.

The Mathematics faculty completed the redesign process at the end of the 2018-19 academic year, and the Director of Institutional Effectiveness and Planning is currently working with the Math faculty to assess the continuing effectiveness of the redesign, as well as ways to translate successful strategies used in MATH 1111 to MATH 1001 Quantitative Reasoning and MATH 1401 Elementary Statistics, as well as the co-requisite courses MATH 0996, MATH 0997 and MATH 0999.

The English, Political Science, and Sociology faculty are entering the Act and Refine year of the G2C process, and have begun to share the pilot results of their redesign practices with other faculty. In each department, faculty on the course level committees are sharing their results with faculty not involved in the process. In the department of English and Modern Languages this means that practices have the potential to be implemented in other general education classes such as ENGL 1102 Composition II and 2000-level literature, but also in classes in elementary and intermediate Chinese and Spanish. Both the other departments are also interdisciplinary, so both History and Psychology faculty and their students are benefiting from work done by the Political Science and Sociology Faculty. The chairs of all three course level committees shared their overall results with faculty across campus during GSW's Southwestern planning week, beginning a discussion of implementing redesign practices in disciplines beyond their own departments.

Beyond the sharing of G2C results, GSW's current Faculty Development plans focus on simple interventions and practices to reinforce productive academic mindsets, including wise framing of feedback and suggested activities for first day of class that effectively send growth mindset, relevance, and social belonging messages.

In the course of reviewing our Policies on Academic Warning, Probation, and Suspension, we discovered a couple of changes that could be made to help students continue in or return to school more easily. We found that during summer term 2020 several students were suspended who had only taken one or two classes during summer term that, even if they were successfully completed, would not have been adequate to return them to Good Standing from Probation. We are currently working on a revision of the Policy on Suspension that would allow students who were registered part-time during the term after which they were suspended to appeal for a return to probation as long as they agree to register full-time during their additional probation semester. We also are moving to change one procedure related to Suspension. Since most students who are suspended will need to sit out of school for at least one semester before they will be eligible for Academic Reinstatement, the procedure has been to drop any classes that the student has registered for during the succeeding term when they are suspended. This procedure has presented a problem to the small number of students who might be eligible to return to class without sitting out on what is termed Restricted Enrollment. Therefore, we will begin keeping the prospective schedules of students who might be eligible for Restricted Enrollment until late registration date for the next term. This change will give these students a chance to apply for Restricted Enrollment without having to completely rebuild a schedule if they are successful in their application.

All first-year students are now taking the Clifton Strengths assessment prior to attending new student orientation in the fall. During orientation they are presented with their assessment results and are taught how to interpret those findings. Those strengths are then discussed in small groups as students learn how to utilize their strengths to make them more successful at GSW. We also teach them how to partner with those who have different strengths to maximize everyone's strengths for group work, studying together, or working together in a student club. This process shows students that they all have areas where they excel and that these skills can help them be more successful in the classroom as well as in extra-curricular activities. Clifton Strengths contributes to having a positive growth mindset as they know they have the skills that they need to succeed if they work hard and draw on needed resources.

There are four primary groups that set the agenda for GSW's CCG and Momentum Approach work: The Deans' Council, the Student Engagement and Success Leadership Team, the Complete College Georgia Steering Committee, and the President's Administrative Council. The Dean's Council, which includes the Provost, the deans of the four colleges, and the Associate Vice President for Academic Affairs, is primarily responsible for making policy and strategic decisions on academic matters, including curriculum, advising, and faculty development, and for implementing those decisions. The Student Engagement and Success Leadership Team includes the Executive Vice President for Student Engagement and Success, the Assistant Vice President for SES, and the directors of all SES departments. The SES Leadership Team makes strategic and operational decisions to support student recruitment, retention, and success as reflected in completing a degree. The Complete College Georgia Steering Committee has representatives from both Academic Affairs and Student Engagement and Success who are responsible for coordinating CCG and Momentum Approach activities across campus. The President's

Administrative Council has the ultimate decision-making authority to approve and underwrite the decisions made by the other three bodies.

All four of these groups use traditional Enrollment, Retention, Progression, and Graduation data in their decision-making processes. For graduation rates, we use both USG specific data and National Student Clearinghouse data. Time to Degree data, Grade Distribution data, and USG Mindset Survey data are also used. All data are disaggregated by age, gender, race/ethnicity, Pell eligibility, and First Generation status, where possible, as well as being considered in multiple data configurations, such as African American females, and first generation males.

The disaggregated data suggest that GSW is making the most progress in closing equity gaps for six-year graduation rates of Male Pell Recipients and Male Underrepresented Groups over the last several cohorts to reach the six year milestone, including the 2010, 2011, 2012, and 2013 cohorts. In addition, GSW's total male population has made graduation rates gains during the same period, although they remain lower than the rates for our female population. We still have a lot of work to do, including investigating what combination of strategies led to these gains so that we can enhance what is working well.

## **MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS**

### **SECTION 3.1 EXISTING MOMENTUM WORK**

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#### **PURPOSEFUL CHOICE**

GSW began placing students who did not make a purposeful choice of major in one of six focus areas during summer registration of first year students prior to fall semester 2018. The plan was always that these students would be empowered and encouraged to make a purposeful choice of major by the time they accumulated 30 credit hours.

Preliminary data suggest that for the 2018-19 cohort the focus areas were not as successful as we might have hoped. While these students were retained at a rate comparable to the other students in the cohort after one year, they were retained at a lower rate after the second. In addition, we found a small number of students who were retained but who have still not made a choice of major by the beginning of their third year at GSW. In the next year, we plan to examine the data on the focus area students in the 2019-20 cohort and to re-examine how we are working with these students to determine how to improve the results.

We proposed in the Momentum Approach Plan that we submitted in early 2020 to institute a defined process to verify that students are still committed to their declared major during their second, third, and fourth semesters at GSW. Since student advising shifts from being primarily provided by professional advisors in the Office of First Year Experience to being provided primarily by faculty advisors during the third and fourth semesters on campus, this period a critical milestone in student progression. Instituting such a defined and intentional process should help us identify students who need to consider a change of major as early as possible thus improving progression, time to degree, and graduation rates.

The COVID-19 pandemic shifted our institutional focus before this initiative could make much progress. The current plan is to work out a process during the 2020-21 academic year to have it in place for fall 2021. The plan will then be incorporated into our advising handbook and be part of advisor training during the next academic year.

As part of the focus on job prospects proposed in the 2020 Momentum Plan, the Office of First-Year Experience in collaboration with the academic departments hosted a Majors and Minors Fair for students to learn about the majors, minors, certificate programs, and job opportunities in the various academic areas. Participant logs are being used as a means to benchmark engagement and future attendance goals.

The 2019-20 fair was an optional program for academic departments and participants. In order for the program to expand, attendance will need to be built into course credit or activity recognition. COVID-19 measures requires the university to utilize a virtual venue, a challenge to engagement that suppressed the participation rate in the fall 2020 semester.

The Office of First-Year Experience has conducted check-in meetings with first year students during the second month of the semester since fall 2018. The meetings focus on establishing personal connection with students while

intentionally addressing transition topics ranging from academics to social integration. The percentage of first year students completing the check-in meetings and retention rates are the data that will indicate progress on this activity. The goal of 100% student participation in these meetings is a challenge that we are working to meet. During fall term 2020, for instance, individual members of the Office of First Year Experience staff collaborated with UNIV 1000 instructors to encourage students to schedule and attend their check-in meetings.

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## TRANSPARENT PATHWAYS

All Storm Tracks were enhanced with Milestones related to career preparation activities prior to the 2019-20 academic year. All degree programs were tasked to identify three to five Catapult courses to be added to pathways, as well as developing strategies to adapt Storm Tracks for transfer students, students beginning programs in spring and summer terms, and students entering with significant amounts of dual enrollment credit.

The number of Storm Tracks that have incorporated the enhancements described above will be an interim measure of success, and to that extent we anticipate being successful. The ultimate measures of success will be improved time to degree rates in the aggregate and disaggregated by program and student characteristics. There should also be a positive effect on graduation rates beginning with the 2019-20 cohort of first-time full-time undergraduates.

We found that operationalizing the Catapult classes as part of a Storm Track or reviewing the efficacy of degree pathways were not necessarily straightforward activities, and therefore, we may not have given sufficient guidance on how to go about these activities. We did provide access to the Catapult course databases, for instance, and demonstrated how they could be used in development sessions for program coordinators, but did not give much guidance on how to incorporate any insights gained into a degree pathway document. In addition, we have not really begun to assess the efficacy of our Storm Tracks as currently articulated. We are planning to address these issues in several ways. For instance, we have devised a Storm Track Review Checklist that will be used by program coordinators to examine their pathways during fall term 2020 (see appendix p. 12). In early September 2020, all program coordinators were tasked with using the checklist to review and revise the Storm Tracks for their programs.

This initiative got partially lost in the scramble to adapt to moving all courses to online delivery and the scattering of faculty to working from home. The new timeline for completion of this initiative is to be done with the review phase during fall term 2020 and then be ready to deploy fully enhanced Storm Tracks during new student registration for fall term 2021.

A new entry program, called University College, was created in summer 2020 and implemented fall semester 2020. GSW hired a program director and two faculty members to advance the University College mission. This program is designed to support first-year students who do not yet meet admissions standards but demonstrate potential. University College is a two-semester program focused on providing at-risk students with foundational skills for success through specifically-designed college success courses, small class sizes with designated University College instructors, student accountability groups, individual planning meetings with advisors and counselors, and intentional opportunities for extra-curricular participation. Initial program enrollment and retention numbers will establish a benchmark for recruitment and retention. The University College program participants require a high level of guidance in order to persist. This requires personnel to strategically engage students through creative methods that meets individual needs. The University College personnel are working with the Office of First Year Experience to adapt their practices and procedures to address student needs and program objectives of the UC program. As a result of COVID-19, face-to-face meetings have been limited and virtual interactions risk causing program participant disconnect.

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## ACADEMIC MINDSET

While we continue to facilitate the development of a productive academic mindset in all students, we proposed in our February 2020 Momentum Approach Plan to begin finding ways of facilitating a productive academic mindset in the faculty. The approach we have taken to this work is to create faculty development opportunities intended to help faculty see the aspects of Mindset GPS from a student perspective. Faculty developing an understanding of productive academic mindset from the student perspective should lead to higher grades in classes and improved performance on learning outcome assessments, especially for lower-level general education classes.

We began this work with a faculty development session during Southwestern Week planning activities on motivation and mindset entitled Sharing the Passion. The workshop was conducted by two members of the GSW CCG Steering Committee, Dr. Mark Grimes and Dr. Judy Orton Grissett. The session included a brief introduction to productive academic mindset as applied to both students and faculty and also shared significant results of the USG Mindset Survey about student motivations. In particular it was pointed out that students want to have something substantive to say about what's going on in the world, to make a positive contribution to the world, and to gain knowledge and skills that will lead to a fulfilling and enjoyable career. Simple strategies for developing and reinforcing a productive academic mindset were shared, such as wise framing of messages to students and activities for the first day of class to establish a positive mindset for students. Suggestions for the first day of class included making the case for the relevance of the knowledge and skills that will be acquired in the class to making a positive contribution in the world and having a fulfilling and enjoyable career, as well as activities that give the students some insight into the passion of the instructor for his or her discipline and that begin the process of students getting to know each other and become a group of collaborative learners with the instructor.

It is eerie how some content from this faculty development approach at GSW echoed the content of the mini- and short mindset courses recently piloted by the USG, especially the correspondence between first day tone setting activities recommended at GSW and the content of the USG Mindset Short course. In the coming year we will continue the work of developing faculty ability to facilitate the development of productive academic mindsets in students and in themselves, and we will explore how we can take advantage of resources developed by Motivate Lab for the USG to achieve this purpose.

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## GENERAL OVERVIEW AND OBSERVATIONS

We attribute our gains in retention partially to having professional advisors in the Office of First-Year Experience check in with all first-year students within the first six to eight weeks of the fall semester to see how their transition to college is going. This practice has helped identify students in need of special attention and generally reinforced that GSW faculty and staff care about student success. Another successful strategy we have used is the redesign of UNIV 1000 the GSW Experience, our first-year experience class, to include significant instruction in metacognition and developing a productive academic mindset. The continuing challenges will be to assess the effectiveness of specific aspects of the course redesign and to seed the elements of the course throughout the general education and major curricula.

We attribute our relatively stagnant completion and graduation rates partially to advising that is not universally effective. We believe that this is partially a result of students and faculty not understanding or externalizing the goals and expectations for the advising relationship. The Advising Task Force that met during the 2019-20 academic year is the first step in improving our advising. As noted above, the Advising Syllabus drafted by the task force is meant to establish the learning outcomes of advising and the expectations for the advising relationship. In addition to finishing and distributing a new and improved Advising Handbook, we intend to offer advisor development along the same lines as faculty development to infuse productive academic mindsets for both students and faculty into the advising process.

Our completion activities over the last year have remained relatively stable, despite the need to make significant changes in course delivery. The primary lesson that can be taken away from the changes necessitated by the COVID-19 pandemic is that drastic overhauling of courses in a short space of time is neither desirable nor necessary. It is far better to implement small incremental changes to instructional methods that are compassable and that can be implemented more widely across courses and programs when their efficacy is demonstrated. This approach helped smooth the process of moving to fully online classes in March 2020 and was complemented by eCampus and USG training that facilitated a similar compassable approach to shifting course delivery methods.

## SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - "CAMPUS-WIDE" MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

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### PURPOSEFUL CHOICE

GSW Storm Days, new student registration days, were revamped in summer 2019 by adding additional days and decreasing the number of participants at each session. The focus was to maximize use of GSW's space and increase personalized experience for students and families. Special personalized touches were added to the experience such

as ID card photo booth to memorialize the moment, “GSW Bound” yard signs for families, and personal interactions with President Weaver and his wife.

The COVID-19 pandemic forced GSW to revamp the 2019 Storm Day approach for summer 2020. Our commitment to a personalized experience and safety influenced us to expand from 7 Storm Days to 48 Storm Day sessions over a period of 24 days. This change enabled GSW to keep to our priorities of providing students with face-to-face advisement and registration while maintaining Covid-19 precautions by limiting the number of participants to a level that allowed for effective physical distancing.

For students who did not feel comfortable coming to campus during the pandemic, virtual advisement and registration appointments were made available. The response to face-to-face sessions was well-received and reflected by very positive evaluations. GSW had record freshmen enrollment for fall 2020.

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## TRANSPARENT PATHWAYS

As part of developing a comprehensive financial literacy program targeting residential students, first-years, and seniors, all first-year students attended a Money Management session during First-Year Orientation. The session included topics related to budgeting, saving, credit cards, and financial aid. The Office of First-Year Experience followed up a few weeks later with a workshop for students titled Money Saving Tips helping students to create a budget along with a discussion of student loans and scholarships. Financial literacy has also been included in the UNIV 1000 curriculum for all first-year students. The course includes three lessons related to financial literacy, one on financial aid including loans and grants, one on budgeting, and one on debt. The Office of Financial Aid has implemented “Know More Borrow Less” practices and added a series of short videos to their website providing counseling on financial aid. GSW needs to establish comprehensive learning objectives for this program to help tie the individual elements together.

One way GSW has attempted to involve new students on campus as quickly as possible is a new extended orientation program called Thunder Camp. The program was designed to assist incoming freshmen with their transition into the University. The three-day, two-night experience established an opportunity for students to engage and connect with their peers and campus leaders. Thunder Camp provided a foundation for a successful college experience by immersing students in community-building, developing a greater sense of self-awareness, and building a connection to the college.

The Office of Residential and Campus Life incorporated weekly programming in the residence halls and across campus for students to be engaged on campus. They also hosted a successful Welcome Week of activities for students and hosted Blue and Gold Week which included campus festivities throughout the week focusing on school spirit and student engagement. Culminating Blue and Gold Week, the Office of First-Year Experience hosted Family Weekend allowing parents and family members the opportunity to experience the campus and explore the community with their students.

The Office of First-Year Experience continues to offer regular workshops and events designed to foster academic and campus engagement in all students. These workshops provide students opportunities to learn how they can be successful academically and become more engaged on campus. Early data show that first-year students in fall 2020 are attending programs in higher numbers as compared to previous years.

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## ACADEMIC MINDSET

New student orientation is a four-day program designed to establish productive academic mindset with first year students. The fall 2019 New Student Orientation was delivered in a new format. The conference style program integrated upper-class student mentors (Storm Spotters) with professional staff members and faculty to deliver programs for new students to learn about academic and community expectations. The freshmen class was organized by University 1000 class sections, each of which moved through the program content together. Large scale events engaging the entire freshmen class focused on social integration. Medium and small group gatherings focused on transition topics and academic integration.

Modifications were made for the 2020 New Student Orientation to meet COVID-19 gathering regulations and to address lessons learned from 2019. The 2019 program created freshmen class cohesion and UNIV 1000 faculty observed improved student engagement in course topics the first week of the semester.

## STUDENT SUCCESS AND COMPLETION TEAM

The Complete College Georgia Steering Committee are primarily responsible for implementing, monitoring, and evaluating GSW's Student Success and Completion Strategies.

Name	Title	email
Suzanne Smith	Provost and Vice President for Academic Affairs	suzanne.smith@gsw.edu
Laura Boren	Executive Vice President of Student Engagement and Success	laura.boren@gsw.edu
David Jenkins	Director, Office of First Year Experience	david.jenkins@gsw.edu
Judy Grissett	Associate Professor of Psychology and Director, Experiential Learning	judy.grissett@gsw.edu
Mark Grimes	Associate Professor of Business	mark.grimes@gsw.edu
Bryan Davis	Associate Vice President for Academic Affairs and Director, Institutional Effectiveness and Planning	bryan.davis@gsw.edu

However, whatever success GSW has had implementing its Student Success and Completion Strategies has been the result of work carried out by numerous individuals across campus. The groups listed below have been integral to GSW's implementation of its Complete College Georgia and Momentum Approach Plans, so the Steering Committee would like to acknowledge their contributions.

### The Office of First-Year Experience

- David Jenkins, Director
- Linda Randall, Assistant Director
- Afiya Thomas, Academic Resource Coordinator
- Pamela Harrold, PDSO
- Jeremy Wicker, Orientation and Transitions Coordinator
- Shalisha Williams, Academic Success Counselor

### Gateways to Completion

- Bryan Davis, Steering Committee Chair
- Kelly, McCoy, Dean of Arts and Sciences, Steering Committee Member
- Kailash Ghimire, Chair of Mathematics, Steering Committee Member
- Paul Dahlgren, Chair of ENGL 1101 Course-Level Committee
- Brian Parkinson, Chair of History & Political Science, Steering Committee Member
- Chuck Huffman, Chair of Psychology and Sociology, Steering Committee Member
- Lisa Cooper, Director of Institutional Research, Steering Committee Member
- Judy Orton Grissett, Director of Experiential Learning, Steering Committee and Course-Level Member
- John Lejeune, Chair of POLS 1101 Course-Level Committee

### Gateways to Completion, Cont.

- Jamie MacLennan, Chair of SOCI 1101 Course-Level Committee
- Chadwick Gugg, Immediate Past Chair of Steering Committee
- Lauren DiPaula, ENGL 1101 Course-Level Committee Member
- Michael Moir, ENGL 1101 Course-Level Committee Member
- Jennifer Ryer, ENGL 1101 Course-Level Committee Member
- Anish Dave, ENGL 1101 Course-Level Committee Member
- Jesse Russell, ENGL 1101 Course-Level Committee Member
- Kevin Ellis, ENGL 1101 Course-Level Committee Member
- Jason Berggren, POLS 1101 Course-Level Committee Member
- Brian Smith, POLS 1101 Course-Level Committee Member
- Joseph Comeau, SOCI 1101 Course-Level Committee Member
- Debaleena Ghosh, SOCI 1101 Course-Level Committee Member
- Afiya Thomas, Academic Resource Coordinator and Course-Level Committee Member



**UNIV 1000 the GSW Experience**

- Rachel Abbott, Course Director and Instructor
- David Jenkins, Student Engagement & Success Program Lead and Instructor
- Morgan Goulding, Instructor
- Michael Crosby, Instructor
- Sandra Daniel, Instructor
- Bonnie Gary, Instructor
- Brittany Mellinger, Instructor
- Rachel Griggs, Instructor
- Jeremy Wicker, Instructor
- Jennifer Dickens, Instructor
- Bryan Davis, Instructor
- Mark Grimes, Instructor
- Irina Toteva, Instructor
- Ellen Cotter, Instructor
- Susan Bragg, Instructor
- Linda Randall, Instructor
- Lynda Lee Purvis, Instructor
- Jason Franklin, Instructor
- Darcy Bragg, Instructor
- Kevin Ellis, Instructor
- LaToya Stackhouse, Instructor
- Teresa Teasley, Instructor
- Katie Carver, Storm Spotter
- Adam Wilson, Storm Spotter
- Amiyah Jackson, Storm Spotter
- Lauren Sawyer, Storm Spotter
- Amanda Cole, Storm Spotter
- Makayla Graham, Storm Spotter
- Victarie Walker, Storm Spotter
- Jacob Peed, Storm Spotter
- Lorelle Carey, Storm Spotter
- Alicia Adams, Storm Spotter
- Qazi Ahsan, Storm Spotter
- James Griggs, Storm Spotter
- Jamey Fowler, Storm Spotter
- Brandon Blue, Storm Spotter
- Jacqueline Granado, Storm Spotter
- Dylan Wall, Storm Spotter
- Isabel Alcantar, Storm Spotter
- Shantania Hawkins, Storm Spotter
- Sefunmi Adebawo, Storm Spotter
- Ashiley Swan, Storm Spotter
- Mazaria Wester, Storm Spotter

**Advising Task Force**

- Rachel Abbott, Co-Chair
- David Jenkins, Co-Chair
- Ellen Cotter, Professor of Psychology
- Dreena Hoffmann, Undergraduate Advisor, Nursing
- Christie Ward, Associate Director, Athletics and NCAA Compliance Coordinator
- Shannon Perry, Assistant Dean, eMajor Business Program
- Linda Randall, Assistant Director of Office of First-Year Experience
- Nediarka Iordanova, Professor of Chemistry
- Destany Ware, Sociology Student

**Deans' Council**

- Suzanne Smith, Provost
- Kelly McCoy, Dean of Arts & Sciences
- Gaynor Cheokas, Dean of Business & Computing
- Rachel Abbott, Dean of Education
- Sandra Daniel, Dean of Nursing & Health Sciences
- Bryan Davis, Associate Vice President for Academic Affairs
- Student Engagement & Success Leadership Team
- Laura Boren, Executive Vice President of Student Engagement & Success
- Gaye Hayes, Assistant Vice President for Enrollment Management
- LaToya Stackhouse, Director of Residential & Campus Life
- David Jenkins, Director of First-Year Experience
- Jonathan Scott, Director of Recruitment and Admissions
- Michael Wright, Director of Financial Aid
- Darcy Bragg, Director of the University College Program

**Administrative Council**

- Neal Weaver, President
- Suzanne Smith, Provost
- Laura Boren, Executive Vice President of Student Engagement & Success
- Jeff Hall, Vice President of Business & Finance
- Mike Leeder, Director of Athletics
- Stephen Snyder, Assistant Vice President for University Advancement
- Royce Hackett, Chief Information Officer



## GEORGIA STATE UNIVERSITY

### OVERVIEW

*“Georgia State has been reimagined, amid a moral awakening and a raft of data-driven experimentation, as one of the South’s most innovative engines of social mobility.”*

*-- The New York Times, May 15, 2018*

*“It’s hard to exaggerate the magnitude—and the national implications—of what Georgia State University has accomplished....By dramatically boosting its graduation rate and wiping out its achievement gap, Georgia State has demolished the excuses that college have generated to rationalize their abysmal track records.”*

*-- David Kirp, The College Dropout Scandal, 2019*

*“No other institution has accomplished what Georgia State has over the past decade.”*

*-- Bill Gates, October 2017*

When it comes to higher education, the vision of the United States as a land of equal opportunity is far from a reality. Today, it is eight times more likely that an individual in the top quartile of Americans by annual household income will hold a college degree than an individual in the lowest quartile.<sup>1</sup> Nationally, white students graduate from college at rates more than 10 points higher than Hispanic students and are more than twice as likely to graduate with a 4-year college degree when compared to black students.<sup>2</sup> According to the United States Department of Education, Pell-eligible students nationally have a six-year graduation-rate of 39%,<sup>3</sup> a rate that is 20 points lower than the national average.<sup>4</sup>

In 2003, Georgia State University was the embodiment of these national failings. The institutional 6-year graduation rate for bachelor’s students stood at 32% and underserved populations were foundering. Graduation rates were 22% for Hispanics, 29% for African Americans, and 18% for African American males. Pell students were graduating at a rates 10 percentage points lower than non-Pell students.

### RISING GRADUATION RATES

Today, thanks to a campus-wide commitment to student success and more than a dozen strategic initiatives implemented over the past several years, Georgia State’s equity gaps are gone. The institutional graduation rate for bachelor-degree seeking students has improved by more than 20 points—among the largest increases in the nation

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<sup>1</sup> The Pell Institute (2015) Indicators of Higher Education Equity in the United States: 45 Year Trend Report (2015 Revised Edition). Retrieved from [http://www.pellinstitute.org/downloads/publications-Indicators\\_of\\_Higher\\_Education\\_Equity\\_in\\_the\\_US\\_45\\_Year\\_Trend\\_Report.pdf](http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_45_Year_Trend_Report.pdf)

<sup>2</sup> U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (2014) Table 326.10: Graduation rate from first institution attended for first-time, full-time bachelor’s degree- seeking students at 4-year postsecondary institutions, by race/ethnicity, time to completion, sex, control of institution, and acceptance rate: Selected cohort entry years, 1996 through 2007. Retrieved from [https://nces.ed.gov/programs/digest/d14/tables/dt14\\_326.10.asp](https://nces.ed.gov/programs/digest/d14/tables/dt14_326.10.asp).

<sup>3</sup> Horwich, Lloyd (25 November 2015) Report on the Federal Pell Grant Program. Retrieved from <http://www.nasfaa.org/uploads/documents/Pell0212.pdf>.

<sup>4</sup> U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (2014) Table 326.10.

over this period (See Appendix, Chart 1).<sup>5</sup> Rates are up 37 points for Hispanics (to 59%), and 25 points for African Americans (to 54%). Pell-eligible students currently represent 55% of Georgia State University's undergraduate student population, and this year they graduated at the same rate as non-Pell students (Chart 2). In fact, over the past five years, African-American, Hispanic, and Pell-eligible students have, on average, all graduated from Georgia State at or above the rates of the student body overall—making Georgia State the only national public university to attain and sustain this goal. In short, race, ethnicity and income level are no longer predictors of success at Georgia State. The percent of bachelor's students graduating within four years is improving even more rapidly, up 12 percentage points (52%) over the past three year alone (Chart1).

## RECORD NUMBERS OF DEGREES AWARDED

Georgia State also continues to set new records for degrees conferred. For the second consecutive year, the university awarded more than 10,000 degrees, this year including a record of 7,723 undergraduate degrees (representing a 6% one-year increase and an 83% increase since 2010). The university established new records for total bachelor's degrees awarded (5,327) as well as degrees awarded to Hispanic students (632, up 11% since last year). Georgia State now awards more bachelor's degrees annually to African American, Hispanic, first generation, and Pell students than any other university in Georgia. In fact, three years ago Georgia State University became the first institution in U.S. history to award more than 2,000 bachelor's degrees to African American students in a single year, a metric that has been matched every year since (with 2,199 degrees awarded this past year). According to *Diverse Issues in Higher Education*, for the sixth consecutive year Georgia State conferred more bachelor's degrees to African Americans than any other non-profit college or university in the United States.<sup>6</sup> Georgia State is also ranked first nationally in the number of bachelor's degrees conferred to African Americans in a number of specific disciplines: biology, finance, foreign languages, history, marketing, psychology, and the social sciences.

Since the launch of the university's current Strategic Plan in 2011, bachelor's degree conferrals are up 61% for African Americans, 54% for Pell students, and 93% for Hispanics (Chart 4). Just as importantly, students are succeeding in some of the most challenging majors at Georgia State. Over this period, the number of bachelor's degrees awarded in STEM fields has increased by 139% overall, 154% for African American students, 208% for African American males, and 324% for Hispanic students (Chart 5).

## PERIMETER COLLEGE

The news may be even better at Perimeter College, Georgia State's associate-degree-granting college enrolling more than 17,000 students. Consolidation between Georgia State University and Perimeter College was finalized less than five years ago. Since then, the Perimeter 3-year graduation rate **has more than tripled**, rising from 6.5% to 22% (Chart 7). Equally encouragingly, as is the case for bachelor's students, equity gaps based on race, ethnicity and income level have been eliminated. In 2020 for the first time, African American, Hispanic and Pell students all graduated from Perimeter College at rates at or above those of the student body overall. As recently as 2015, white students were graduating from Perimeter at rates more than two-and-a-half times the rate of African American students. In 2020, both white and African American graduated at the same rate—exceptional progress in such a short period of time. The elimination of equity gaps based on race, ethnicity and income level has been a distinctive and much-discussed accomplishment of Georgia State's Atlanta campus, and the rapid progress in this area at Perimeter College lends credence to the view that Georgia State's unique data-based, proactive and systematic approach to student success—an approach now being implemented at Perimeter—helps level the playing field for students from diverse backgrounds.

According to *The Chronicle of Higher Education* (January 2020), 83% of Perimeter students now graduate, are retained, and/or successfully transfer to four-year institutions within three years of first enrollment, ranking Perimeter College 20<sup>th</sup> in the nation (among 2,000+ community colleges ranked). Despite steep declines in Perimeter College overall enrollments in the years leading up to consolidation, associate degree conferrals also have increased markedly, with 2,396 degrees awarded in 2019-20—representing an 26% jump since consolidation and a 17% one-year increase (Charts 8-9). Perimeter College now ranks 15<sup>th</sup> in the nation for the number of associate

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<sup>5</sup> All charts can be found in the Appendix.

<sup>6</sup> *Diverse Issues in Higher Education*, August 2018.

<http://diverseeducation.com/top100/pages/BachelorsDegreeProducers2017.php?dtsearch=&dtrace=&dtmajor=&dtsc hool=Georgia State University&dtstate=&dtpage=0>

degrees awarded to African Americans annually.<sup>7</sup> There is still much work to do at Perimeter College, but early results have been transformative.

## A NATIONAL MODEL

Over the past six years, Georgia State University's student-success accomplishments have been the subject of growing levels of national attention. Highlights include:

- In December 2014, former President Barack Obama highlighted the exemplary work being done at Georgia State University to assist students through its Panther Retention Grant program in his address at White House College Opportunity Day.<sup>8</sup>
- In 2014, Georgia State received the inaugural national Award for Student Success from the Association of Public and Land Grant Universities (APLU), and in 2015 it received the second-ever Institutional Transformation Award from the American Council on Education (ACE). Both awards cited Georgia State's exceptional progress in student success and its elimination of all equity gaps.
- In August 2015, Georgia State was invited to provide expert testimony on strategies for helping low-income students succeed before the Committee on Health, Education, Labor and Pension of the U. S. Senate.
- In July 2017, Bill Gates made a half-day visit to campus specifically to learn more about Georgia State's innovative use of data and technology to transform outcomes for low-income students.
- In 2018, Georgia State's President Mark Becker was awarded the Carnegie Prize for Presidential Leadership and Sr. Vice President for Student Success Timothy Renick was awarded the McGraw Prize in Higher Education. The awarding bodies for both of these highly prestigious national recognitions cited Georgia State's ground-breaking work deploying data-driven student support initiatives to eliminate disparities in graduation rates based on race, ethnicity, income level and first-generation status.
- Between 2018 and 2020, the Brookings Institution, Harvard's CLIMB initiative, and *US News and World Report* all released reports placing Georgia State among the top 1% of institutions in the nation for "social mobility"—helping students move from low-income status at matriculation to upper-income status as alumni.
- In spring 2018, *The New York Times*, in a feature article, highlighted Georgia State's status as conferring the most degrees to African Americans in the country and labeled the university "an engine of social mobility," while the *Harvard Business Review* and NPR's "The Hidden Brain" both chronicled the impact of Georgia State's groundbreaking work using an A.I.-enhanced chatbot to reduce summer melt.
- In fall 2020, *U.S. News and World Report* ranked Georgia State 1<sup>st</sup> in the nation for its Commitment to Undergraduate Teaching among all public universities (and 3<sup>rd</sup> overall, with Princeton leading the list) and as the 3<sup>rd</sup> Most Innovative University in the nation (behind only ASU and MIT). Georgia State ranked 8<sup>th</sup> in the nation for Social Mobility and 10<sup>th</sup> for Diversity. Georgia State's First-Year Experience was ranked 5<sup>th</sup> in the nation.
- Georgia State's student-success efforts are now the subject of a feature-length documentary, *Unlikely* (2018), and an award-winning book, *Won't Lose This Dream: How An Upstart Urban University Changed the Rules of a Broken System* (2020) by Andrew Gumbel.

Motivated by a desire to make an impact, not only in the lives of its own students but also in the lives of students nation-wide, Georgia State University has made a conscious and significant commitment of time and resources to sharing with others the lessons that we have learned. Over the past several years, Georgia State has hosted teams of administrators and faculty members from more than 500 colleges and universities enrolling 3 million students, all seeking to learn more about our student-success programs. Visiting campuses have included almost every university in the University System of Georgia (USG), institutions from forty-seven U.S. states, as well as universities and national governing boards from the Netherlands, Great Britain, Bavaria, Georgia, Australia, Colombia, Hong Kong, South Korea, China, New Zealand, and South Africa. Major national organizations—including Achieving the Dream, the American Association of State Colleges and Universities (AASCU), the

<sup>7</sup> Diverse Issues in Higher Education, August 2018.

[diverseeducation.com/top100/pages/AssociatesDegreeProducers2017.php?dtsearch=&dtrace=&dtmajor=&dtschool=Georgia State University\~Perimeter College&dtstate=&dtpage=0](https://diverseeducation.com/top100/pages/AssociatesDegreeProducers2017.php?dtsearch=&dtrace=&dtmajor=&dtschool=Georgia State University\~Perimeter College&dtstate=&dtpage=0)

<sup>8</sup> President Barack Obama (4 December 2014) Remarks by the President at College Opportunity Summit. Retrieved from <https://www.whitehouse.gov/the-press-office/2014/12/04/remarks-president-college-opportunity-summit>.

Associate of Public and Land Grant Universities (APLU), the American Council on Education (ACE), Complete College America, and the U.S. Department of Education—have also turned to Georgia State for its expertise in the area. In order to better support this dissemination work, as well as to incubate the next-generation of student-success innovations, Georgia State University established the National Institute of Student Success in October 2020.

## STUDENT BODY PROFILE AND INSTITUTIONAL MISSION

A core part of the university mission is to serve all students in Georgia. As such, the most foundational principle guiding our student-success efforts has been a pledge to improve student outcomes through *inclusion* rather than *exclusion*. In the 2011 Georgia State University Strategic Plan, we pledged to increase the number of underrepresented, first-generation and Pell students enrolled *and* to significantly improve graduation rates for all groups while eliminating equity gaps. We committed to achieving improved outcomes for our students not merely while they are at Georgia State but in their lives and careers after graduation. The consolidation with Perimeter College, with its tens of thousands of students who fall into federal at-risk categories, is the latest example of this deep commitment.

We have met this mission. Georgia State University now enrolls more African American, Hispanic, Asian-American, first-generation, and Pell students than any college or university in Georgia. In fact, the University set new records for the number of bachelor-degree-seeking students enrolled in *every one* of these categories in 2019-20. With Georgia State's 2016 consolidation with Georgia Perimeter College, the study body has become even more remarkable. Georgia State University enrolled more than 65,000 unique students this past year. This included a record 53,700 students during the Fall 2020 semester. This means that approximately one out of every six students in the University System of Georgia (USG) enrolls at Georgia State. This number includes 28,900 Pell-eligible students. (As a comparison, the entire Ivy League last year enrolled 9,800 Pell students.) According to *The Chronicle of Higher Education* (August 2017), Georgia State now ranks first among all “national universities” for the percent of Pell students that it enrolls. Georgia State's diversity is truly exceptional. The university enrolls more than 21,000 African Americans per semester (25% of the USG total enrollment of African American students) and 5,200 Hispanic students (21% of the USG total). According to *U.S. News and World Report*, Georgia State University is one of only two universities to rank in the Top 15 in the nation for both its racial/ethnic diversity<sup>9</sup> and the percent of low-income students enrolled.<sup>10</sup>

## STUDENT SUCCESS PRACTICES

### COMPLETION GOALS

The central goal that we have set for our undergraduate success efforts is highly ambitious, but the words were chosen carefully: Georgia State will “*become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.*”<sup>11</sup>

In 2011, Georgia State University committed to reach a graduation rate for bachelor-degree-seeking students of 52% by 2016 and 60% by 2021.<sup>12</sup> We also committed to conferring 2,500 more degrees annually than we did in 2010 and to eliminating all significant equity gaps between student populations. More recently, we committed to doubling the graduation rate of our new associate-degree seeking students from the 2014 baseline over a five-year period.

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9 U.S. News & World Report (n.d.) Campus Ethnic Diversity: National Universities. Retrieved from <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>.

10 U.S. News & World Report (n.d.) Economic Diversity: National Universities. Retrieved from <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/economic-diversity>.

11 Georgia State University (2012). Strategic Plan 2011-2016/21. Retrieved from [http://strategic.gsu.edu/files/2012/09/GSU\\_Strategic\\_Plan\\_2016-2.pdf](http://strategic.gsu.edu/files/2012/09/GSU_Strategic_Plan_2016-2.pdf)

12 Georgia State University (2012) College Completion Plan 2012: A University-wide Plan for Student Success (The Implementation of Goal 1 of the GSU Strategic Plan). Retrieved from [http://enrollment.gsu.edu/wp-content/blogs.dir/57/files/2013/09/GSU\\_College\\_Completion\\_Plan\\_09-06-12.pdf](http://enrollment.gsu.edu/wp-content/blogs.dir/57/files/2013/09/GSU_College_Completion_Plan_09-06-12.pdf)

On the surface, attaining these goals seems implausible. Georgia State’s demographic trends—characterized in recent years by huge increases in the enrollments of students from underserved populations—typically would project a steep decline in student outcomes. Georgia State University, though, has been able to make dramatic gains towards its success targets even as the student body has become far more diverse and less financially secure.

The 2011 Strategic Plan also outlined key strategies to achieve these goals. We made a commitment to overhaul our advising system, to track every student daily with the use of predictive analytics and to intervene with students who are at risk in a proactive fashion, to expand existing high-impact programs such as freshman learning communities and Keep Hope Alive, to raise more scholarship dollars, and to pilot and scale innovative new types of financial interventions. After the launch of the strategic plan, we introduced additional programs such as the Success Academy, meta-majors, Panther Retention Grants, College to Career, and an AI-enhanced chatbot to guide students through administrative and academic processes

The strategies have worked. Since the launch of Georgia State University’s 2011 Strategic Plan, our institutional six-year graduation rate for bachelor-degree-seeking students had increased by 7 percentage points from 48% to 55%. (The COVID-19 pandemic led to dozens of students who were poised to complete their degrees during the summer of 2020 deciding to delay graduation out of fear of entering a difficult job market and having to pay back student loans. The rate dropped to 53% for 2020. Our tracking data indicated that this is a temporary dip and, indeed, most of the students who delayed will graduate in December 2020.) The four-year graduation rate has improved even more dramatically, with a 14-percentage-point increase, from 21% to 35% since 2010 (Charts 1 and 2). It is important to note that, due to frequent changes in jobs and economic circumstances, low-income and first-generation students and their families move more frequently than do middle- and upper-income college students. This phenomenon significantly impacts Georgia State’s institutional graduation rate. When including Georgia State students who transfer to and graduate from other USG schools, the 6-year bachelor’s rate jumps to more than 60%. Using National Student Clearinghouse data to track Georgia State’s most recent 6-year bachelor’s-seeking cohort across all universities nationally, the success rate is even more encouraging. For the current year, a record 78% of the students who started at Georgia State six years ago had either graduated from Georgia State or some other institution or were still actively enrolled in college (Chart 11).

The news is equally positive for Perimeter College. In the short time since consolidation was announced, the graduation rate for associate-degree-seeking students at Perimeter College has more than tripled, moving from 6.5% in 2015 to 22% in 2020—far exceeding the goal of doubling the rate by 2021. Just as impressively, as previously happened at the Atlanta campus, equity gaps based on race, ethnicity and income level have now been eliminated at Perimeter College. The year prior to consolidation, white students were graduating from Perimeter at rates two-and-a-half times those for African Americans. This year, white and African American students are graduating at the same rates (Chart 8). 83% of Perimeter students are now graduating, successfully transferring or still enrolled after three years—a rate that ranks Perimeter College 20<sup>th</sup> among more than 2,000 community colleges nationally according to *The Chronicle of Higher Education* (January 2020).

A record 7,723 undergraduate degrees were conferred by Georgia State University during the 2019-2020 academic year, representing a 3,501 degree increase (83%) over the baseline year of 2011 (Chart 3). The total now far exceeds the Strategic Plan’s target to increase undergraduate degrees awarded by 2,500 annually by 2021. The number of degrees awarded by Perimeter College reached a record high of 2,396—a one year increase of 17% (Chart 9).

Despite the fact that no major Georgia State initiative is targeted by race, ethnicity or income level, the gains have been greatest for students from underserved backgrounds. In recent years, Georgia State University has conferred record numbers of bachelor’s degrees to Pell-eligible, first generation, African American, and Hispanic students (Chart 4). Since the 2010-2011 academic year, the number of bachelor’s degrees conferred to Pell students has grown by 48%, conferrals to African American students has increased by 58%, and degrees awarded to Hispanic students has grown by 115%<sup>13</sup>. Time to degree is down markedly—by more than half a semester per student since

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<sup>13</sup> Actual percent increases were much higher in these two categories, but we have controlled for the effects of the University implementing more rigorous processes encouraging students to self-report their race and ethnicity.

2011—saving the graduating class of 2020 approximately \$18 million in tuition and fees compared to their colleagues just five years earlier (Chart 10).

Georgia State’s combination of large enrollment increases of students from underserved backgrounds and significantly rising graduation rates confounds the conventional wisdom. How has Georgia State accomplished these unprecedented gains?

**HIGH IMPACT STRATEGIES**

Georgia State’s student-success strategy has been consistent and unconventional. We have not created programs targeted at students by their race, ethnicity, first-generation status, or income level. Rather, we have used data to identify problems impacting large numbers of Georgia State students, and we have changed the institution for *all* students. Examples include:

**1. GPS ADVISING**

<b>High-impact strategy</b>	Use predictive analytics and a system of more than 800 data-based alerts to track all undergraduates daily. Create a structure of trained academic advisors to monitor the alerts and respond with timely, proactive advice to students at scale.
<b>Summary of Activities and Lessons Learned</b>	<p>The GPS System went fully live for bachelor’s students in August 2012. This past academic year, the system generated more than 100,000 individual meetings between advisors and students to discuss specific alerts—all aimed at getting the student back on path to graduation. Approximately 35,000 of the meetings were prompted by new alerts stemming from the COVID-19 pandemic, such as tracking student log-ons to their online courses and advisors proactively reaching out when students are not engaged. Since Georgia State went live with GPS Advising seven years ago, Georgia State four-year graduation rate for bachelor’s students has increased by 13 percentage points, equity gaps have been eliminated, and the average time to degree has decreased by more than half a semester.</p> <p>In 2016, Georgia State University consolidated with Georgia Perimeter College. EDUCAUSE, with the support of the Bill &amp; Melinda Gates Foundation and the Leona M. and Harry B. Helmsley Charitable Trust (the Helmsley Trust) and in partnership with Achieving the Dream (ATD), awarded Georgia State University a grant to facilitate our efforts to deploy our technology solution and adapt our advising strategy in order to increase graduation rates for the 17,000 students seeking associate degrees at Perimeter. The GPS platform launched at Perimeter in 2016-17 and the university hired an additional 30 Perimeter academic advisors in support. Since consolidation, the three-year graduation rate for Associate-degree seeking students had increased by almost 16 percentage points and equity gaps based on race, ethnicity and income level have been eliminated. In each context, 90% of the upfront costs have been directed to personnel, not technology. A 2019 study by the Boston Consulting Group concludes that GPS Advising has produced a positive ROI, with programmatic costs of roughly \$150 per students even larger increases in revenues from student progression.</p>
<b>Baseline Status</b>	<ul style="list-style-type: none"> <li>• <i>Graduation Rates at Launch: 48%</i> bachelor level 6-year rate and 21% bachelor level 4-year rate (2011). <i>7%</i> associate level rate (2014)</li> <li>• <i>Degrees Conferred: in the 2013-2014 Academic Year: 4,155</i> bachelor’s degrees</li> <li>• and <i>1,882</i> associate degrees (2014)</li> </ul>
<b>Interim Measures of Progress</b>	<ul style="list-style-type: none"> <li>• The numbers we are achieving via the programs are exceptionally strong.</li> <li>• Bachelor’s:</li> <li>• Credit hours accumulated at the time of graduation have declined by an average of 8 credit hours per graduating bachelor’s student since 2011 (Chart 10)</li> <li>• Face-to face advising visits (bachelor + associate) grew to a record 120,000 during the 2019-2020 AY.</li> <li>• Bachelor’s students switching majors after the first year of studies is down by 32%. Percent of students in majors that fit their academic abilities (up by 13 points).</li> <li>• Correlation between advisor visits and success markers (such as credit hours attempted and retention rates) (Chart 12)</li> <li>• Associate:</li> <li>• Face-to-face advising meetings with associate-degree students at Perimeter College increased to 43,000+ during the 2019-2020 academic year (Chart 13). While there are no reliable baseline</li> </ul>

numbers from before consolidation, with only four to five advisors, it is estimated that annual visits were below 7,000.

	<ul style="list-style-type: none"> <li>• Bachelor’s degree six-year graduation rates are up 7 percentage points, bachelor’s four-year graduation rates are up by 14 percentage points since 2011 and associate degree three-year rates are up 15.8 percentage points since their respective launches since 2014.</li> <li>• Bachelor’s degree conferrals up 26% and associate degree conferrals up 11% since launches</li> <li>• Wasted credit hours have declined by 8 credit hours per graduating student while average time to degree is down by half a semester, saving students roughly \$18 million a year in tuition and fee costs.</li> <li>• All equity gaps for bachelor’s students based on race, ethnicity and income have been eliminated</li> <li>• Boston Consulting Group has determined a positive ROI for the initiative</li> </ul>
<b>Primary Contacts</b>	<ul style="list-style-type: none"> <li>• Dr. Timothy Renick Sr. (Sr. Vice President for Student Success),</li> <li>• Dr. Allison Calhoun-Brown (Vice President for Student Engagement and Programs)</li> <li>• Carol Cohen (Associate Vice President of the University Advising)</li> </ul>

## 2. SUMMER SUCCESS ACADEMY

<b>High-impact strategy</b>	Use predictive analytics to identify admitted students for the fall freshman class who are academically at-risk and require that these students attend a seven-week summer session before fall classes, pursuing 7 credit hours of college credit while being immersed in learning communities, near-peer mentoring, and a suite of mindset-building activities.
<b>Summary of Activities and Lessons Learned</b>	Program was initiated for bachelor’s students in 2012 as an alternate to deferring weaker freshman admits to the Spring semester. Students enroll in 7 credits of college-level (non-remedial) courses and have the support of all of GSU’s tutoring, advising, financial literacy, and academic skills programs at their disposal. All students are in freshmen learning committees, participate in community and campus projects, and worked with near-peer tutors—all designed to increase “mindset,” the students sense of belonging and confidence. This year’s cohort at the Atlanta campus was the largest ever, with more than 400 students enrolled. The most recent cohort was retained at a rate of 88%. This compares to an 83% retention rate for remainder of the freshmen class who were, on paper, better academically prepared for college. It is important to note that these same students, when Georgia State was deferring their enrollment until the spring semester (as is the common practice nationally), were being retained at only a 50% clip. This equates to more than 100 additional freshmen being retained via the Summer Success Academy annually than was the case under the old model. We launched the first application of the program to Perimeter College, the Perimeter Academy, in the Summer of 2017. Amid the first cohort of 60 students, 92% persisted to the spring semester (compared with 70% for students overall). Since then, the Perimeter Academy has expanded to three Perimeter campuses—Decatur, Clarkston, and Dunwoody—and 200 students.
<b>Baseline Status</b>	<ul style="list-style-type: none"> <li>• Bachelor’s: Prior to the launch of the program, students with their similar academic profile had a one-year retention rate of 50% (2010). Associate: The baseline retention rate for Perimeter Decatur-campus students overall is 64.5% with 11 credit hours attempted and a first-year GPA of 2.1.</li> </ul>
<b>Interim Measures</b>	<ul style="list-style-type: none"> <li>• Retention rates, GPA, hours attempted and completed</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>• Bachelor’s: Retention rates for the students enrolled in the Success Academy (<b>90+</b>%) exceed those of the rest of the freshman class (<b>82%</b>) and the baseline of <b>51%</b> in 2011.</li> <li>• 62% of the students from the first cohort of the Success Academy in 2012 graduated, making their 6-year graduation rate higher than both the rate of the rest of the freshman class and the one-year retention rate was for the like cohort the year before the program launch (Chart 14).</li> <li>• Associate: The first cohort of Perimeter Academy students enjoyed markedly higher credit-hours attempted, GPAs, and retention rates than the rest of the Decatur campus students (Chart 15).</li> </ul>
<b>Primary Contacts</b>	<ul style="list-style-type: none"> <li>• Dr. Allison Calhoun-Brown (Vice President for Student Engagement and Programs)</li> <li>• Dr. Eric Cuevas (Sr. Director of Student Success Programs)</li> </ul>



### 3. PANTHER RETENTION GRANTS

<b>High-impact strategy</b>	Provide micro-grants to students at the fee drop each semester to help cover modest financial shortfalls impacting the students' ability to pay tuition and fees, thus preventing students from stopping/dropping out. This past fall, more than 18,000 of Georgia State's 25,000+ bachelor-seeking students had some level of unmet need, meaning that even after grants, loans, scholarships, family contributions and the income generated from the student working 20 hours a week, the students lack enough funds to attend college. Each semester, hundreds of fully qualified students are dropped from their classes for lack of payment. For as little as \$300, Panther Retention Grants provide the emergency funding to allow students who want to get their degrees the opportunity to stay enrolled. Last year, more than 3,000 Georgia State students were brought back to the classroom—and kept on the path to attaining a college degree—through the program. As of spring summer 2020, 19,000 grants have been awarded to Atlanta campus and Perimeter College students since the program's inception in 2011. Of these, 80% of students have gone on to graduate. The program has prevented literally thousands of students from dropping out of Georgia State.
<b>Summary of Activities and Lesson Learned</b>	Staff examine the drop lists for students with unmet need, who are on track for graduation using our academic analytics, and who have modest balances for tuition and fees. Students are offered micro-grants on the condition that they agree to certain activities, including participating in financial literacy modules and meeting with a financial counselor to map out plans to finance the rest of their education. Last academic year, more than 3,000 grants were awarded. This included grants awarded to Perimeter College students. The timeliness of the intervention and access to good data are the keys to success.
<b>Baseline Status</b>	<ul style="list-style-type: none"> <li>A California State University study found that, among students who stop out for a semester, only 30% ever return and graduate from the institution. The PRG program is designed to prevent stop out and the negative impact on completion rates that follow.</li> </ul>
<b>Interim Measures of Progress</b>	<ul style="list-style-type: none"> <li>Of freshmen who were offered Panther Retention Grants in Fall term, 93% enrolled the following Spring, a rate higher than that of the student body as a whole.</li> <li>Of the Perimeter College students receiving Panther Retention Grants during the Fall semester, 73% returned for the Spring term.</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>The ultimate measure of success is college completion. More than 19,000 Panther Retention Grants have now been awarded since the program's inception in 2011. More than 80% of students who have received the grant have graduated, most within two semesters. The program also generates a positive ROI for the institution according to a Gates-Foundation-financed 2018 analysis of the program conducted by the Boston Consulting Group,</li> </ul>
<b>Primary Contacts</b>	<ul style="list-style-type: none"> <li>Dr. Timothy Renick (Vice President for Enrollment Management &amp; Student Success)</li> <li>James Blackburn (Associate Vice President for Student Financial Services)</li> </ul>

### 4. KEEP HOPE ALIVE (KHA)

<b>High-impact strategy</b>	With 58% of Georgia State students coming from Pell-eligible households (where the average annual household income is less than \$30,000), the Hope scholarship can be a mixed blessing. Hope's \$6,000+ annual scholarship provides access to college for thousands of Georgia State students, but for the students who do not maintain a 3.0 college GPA, the loss of Hope often means they drop out for financial reasons. In 2008, the graduation rate for students who lose the Hope scholarship was only 20%, 40-points lower than the rates for those who hold on to the scholarship. Before Keep Hope Alive, gaining the Hope Scholarship back after losing it is a statistical longshot: only about 9% of Georgia State students pull this off. Keep Hope Alive provides a \$500 stipend for two semesters to students who have lost Hope as an incentive for them to follow a rigorous academic restoration plan that includes meeting with advisors, attending workshops, and participating in financial literacy training—all designed to help students improve their GPAs and to regain the scholarship. Since 2008, the program has helped to almost <u>double</u> the graduation rates of Georgia State students who lose the Hope scholarship.
<b>Summary of Activities and Lessons Learned</b>	By signing a contract to receive \$500 for each of the first two semesters after losing Hope, students agree to participate in a series of programs and interventions designed to get them back on track academically and to make wise financial choices in the aftermath of losing the scholarship. Scholarship Criteria:

- Program is open to freshman and sophomore students with a 2.75 – 2.99 HOPE grade point average.
- Students must pursue a minimum of 30 credit hours within the next academic year.
- Students must attend Student Success workshops facilitated by the Office of Undergraduate Studies.
- Students must meet with their academic coaches on a regular basis.
- Students are required to attend mandatory advisement sessions facilitated by the University Advisement Center.

During the coming academic year, we are exploring models for the use of KHA for our associate-degree seeking students. It is critical to identify students at risk of losing Hope as early as possible, when the interventions are far more likely to change outcomes. Good tracking data are essential.

<b>Baseline Status</b>	<ul style="list-style-type: none"> <li>• Retention rates for students receiving the HOPE scholarship were 50% in 2008.</li> <li>• Six-year graduation rates for students who lost their HOPE scholarship at some point in their academic career were 21% in 2008</li> </ul>
<b>Interim Measures of Progress</b>	<ul style="list-style-type: none"> <li>• For students in KHA in the period from 2011 to 2019, better than 55% gained the scholarship back at the next marker, in the process leveraging our \$1,000 scholarship investment by gaining between \$6,000 and \$12,000 of Hope dollars back again. Students losing HOPE who did not participate in the program regained the HOPE scholarship at a 9% rate.</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>• Since 2008, institutional HOPE retention rates have increased by 50%, from 49% to 75% in 2018.</li> <li>• Compared to 2008, the six-year graduation rate for students who lost their HOPE scholarship at some point in their academic career has almost doubled, from 21% in 2008 to 39% in 2018.</li> </ul>
<b>Primary Contacts</b>	<ul style="list-style-type: none"> <li>• Dr. Eric Cuevas (Sr. Director of Student Success Programs)</li> <li>• Dr. Allison Calhoun-Brown (Vice President for Student Engagement and Programs)</li> </ul>

## 5. META-MAJORS/CAREER PATHWAYS

### High-impact strategy

At a large public university such as Georgia State, freshmen can feel overwhelmed by the size and scope of the campus and choices that they face. This fall, Georgia State is offering 96 majors and more than 10,000 course sections. Freshmen Learning Communities are now required of all non-Honors freshmen at Georgia State. They organize the freshmen class into cohorts of 25 students arranged by common academic interests, otherwise known as “meta majors” or “career pathways” (STEM, business, arts and humanities, policy, health, education and social sciences). Students in each cohort travel through their classes together, building friendships, study partners and support along the way. Block schedules—FLCs in which all courses might be between, for example, 8:30 AM and 1:30 PM three days a week—accommodate students’ work schedules and help to improve class attendance. FLC students have one-year retention rates that are 5 percentage points higher than freshmen not enrolled in FLCs. 86% of this fall’s bachelor-degree-seeking freshmen are in FLCs. In the third year of rolling out “career pathways” learning communities at Perimeter College, 79% of incoming freshmen were enrolled in the thematically-based block schedules. Requiring all students to choose a meta-major/career pathway puts students on a path to degree that allows for flexibility in future specialization in a particular program of study, while also ensuring the applicability of early course credits to their final majors. Implemented in conjunction with major maps and a suite of faculty-led programming that exposes students to the differences between specific academic majors during their first semester, meta-majors provide clarity and direction in what previously had been a confusing and unstructured registration process, helping students to develop an academic purpose earlier and more stably in their studies.

### Summary of Activities and Lessons Learned

Upon registration, all students are required to enroll in one of seven **meta-majors/career pathways**: STEM, Arts, Humanities, Health, Education, Policy & Social Science, and Exploratory. Once students have selected their meta-major, they are given a choice of several **block schedules**, which are pre-populated course timetables including courses relevant to their first year of study. On the basis of their timetable, students are assigned to **Freshman Learning Communities** consisting of 25 students who are in the same meta-major and take classes according to the same block schedules of 5 – 6 courses in addition to a one-credit-hour orientation course grounded in the meta major and providing students with essential information and survival skills to help them navigate the logistical, academic, and social demands of the university. Academic departments deliver

programming to students—alumni panels, departmental open houses—that help students to understand the practical differences between majors within each meta major. A new career-related portal by academic discipline allows students in meta majors and beyond to explore live job data for actual Georgia State alums by academic major, including common employer and job titles as well as accompanying salaries. The portal also suggests cognate careers that students may be unaware of and shares live job data for GSU alums about them. It is critical to make career preparation part of the curriculum, from first semester on. Doing so also promotes voluntary students visits to Career Services, which have increased more than 600% since the introduction of meta majors. These visits are also occurring earlier in the student’s academic careers.

<b>Baseline Status</b>	<ul style="list-style-type: none"> <li>48% FLC participation with opt-in model at the Atlanta campus (2010); 0% FLC participation at Perimeter College (2014)</li> <li>Average bachelor-degree graduates going through 2.6 majors before graduating (2009). In the 2017-2018 academic year, enrollment in a Freshman Learning Community according to meta-major resulted in an average increase in GPA of 8%.</li> <li>In the 2016-2017 academic year, enrollment in a Freshman Learning Community by meta-major was found to increase a student’s likelihood of being retained through to the following year by 5%.</li> <li>Perimeter College retention rates were 64.5% in 2014.</li> </ul>
<b>Interim Measures</b>	Adopting an opt-out model has meant that more than 86% of bachelor’s-degree freshmen and 79% of associate-s-degree freshmen now participate in FLCs.
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>One-year retention rates are 3-4 point higher and GPAs 0.4 points higher for bachelor’s students in FLCs. Perimeter Academy students, the first associate-degree-seeking students to start their studies in meta-major-based FLC, had a semester-to-semester retention rates 15 points higher than other Perimeter students and accumulated an average of almost two more credit hours.</li> <li>Changes in majors after the freshman year are down by 32% at GSU since 2011.</li> </ul>
<b>Primary Contacts</b>	<ul style="list-style-type: none"> <li>Dr. Allison Calhoun-Brown (Vice President for Student Engagement and Programs)</li> <li>Eric Cuevas (Sr. Director of Student Success Programs)</li> </ul>

**6. A.I.-ENHANCED CHATBOT TO REDUCE SUMMER MELT**

<b>High-impact strategy</b>	In the Fall 2015, 19% of Georgia State’s incoming freshman class were victims of “summer melt.” Having been accepted to GSU and having confirmed their plans to attend, these students never showed up for fall classes. We tracked these students using National Student Clearinghouse data and found that, one year later, 274 of these students (74% of whom were low-income) never attended a single day of college classes at any institution. We knew we needed to be far more proactive and personal with interacting with students between high-school graduation and the first day of college classes. Towards this end, we launched a new portal to track students through the fourteen steps they needed to complete during the summer (e.g., completing their FAFSA, supplying proof of immunizations, taking placement exams) to be ready for the first day of college classes. We also become one of the first universities nationally to deploy an AI-enhanced chatbot in support of student success. Grants from the Michael and Susan Dell Foundation and ECMC allowed for the expansion of the chatbot to all continuing Georgia State students, including students at Perimeter College.
<b>Summary of Activities and Lessons Learned</b>	In the summer of 2016, we piloted a new student portal with partner EAB to track where incoming freshmen are in the steps they need to complete during the summer before fall classes. With the help of Admit Hub, we deployed an artificial-intelligence-enhanced texting system—a chatbot—that allowed students to text 24/7 from their smart devices any questions that they had about financial aid, registration, housing, admissions, and academic advising. We built a knowledge-base of 3,000+ answers to commonly asked questions that served as the responses. We secured the services of Dr. Lindsay Page of the University of Pittsburgh as an independent evaluator of the project. From these efforts, we lowered “summer melt” by 37% over the past three years. This translates into 360 more students, mostly low-income and first-generation, enrolling for freshman fall who, one year earlier, were sitting out the college experience. Critical to success is building an adequate knowledge base of answers so students can rely on the system. Many students reported that they preferred the impersonal nature of the chat-bot. During the 2019-20 AY, with the support of the Dell and ECMC Foundations, we expanded the chatbot across continuing students at the Atlanta campus and, for Fall 2020, at Perimeter College with Dr. Lindsay Page once again running random control trials to determine impacts.
<b>Baseline Status</b>	<ul style="list-style-type: none"> <li>Summer Melt rate of 19% for the incoming freshman class of 2015.</li> </ul>

<b>Interim Measures</b>	<ul style="list-style-type: none"> <li>In the three months leading up to the start of Fall 2016 classes, the chatbot replied to 185,000 student questions, with an average response time of 6 seconds. Similar usage has been tracked each of the past two summers, with summer melt declining by an additional 4 percentage points.</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>Summer Melt has been reduced by 37% when compared to the 2015 baseline, translating into almost 1,000 more students, mostly low-income, who matriculated at Georgia State rather than sitting out college entirely. Dr. Lindsey Page has published a research article confirming these results. See <a href="https://www.ecampusnews.com/top-news/gsu-summer-melt-enrollment/">https://www.ecampusnews.com/top-news/gsu-summer-melt-enrollment/</a> <a href="https://hbr.org/2018/01/how-georgia-state-university-used-an-algorithm-to-help-students-navigate-the-road-to-college">https://hbr.org/2018/01/how-georgia-state-university-used-an-algorithm-to-help-students-navigate-the-road-to-college</a>. Dr. Page also served as an independent evaluator for the expansion of the chatbot to Georgia State continuing students using a random control trial. Since the launch in fall 2018, students with access to the chatbot have completed key tasks such as removing holds from their accounts, addressing account balances, and meeting with advisors when prompted to do so, at rates 30%-40% higher than their counterparts not using the chatbot.</li> </ul>
<b>Primary Contacts</b>	<ul style="list-style-type: none"> <li>Dr. Timothy Renick (Sr. Vice President for Student Success)</li> <li>Scott Burke (Associate Vice President for Undergraduate Admissions and Housing)</li> <li>Ben Brandon (Sr. Director of Student Success Analytics)</li> </ul>

## 7. SUNTRUST STUDENT FINANCIAL MANAGEMENT CENTER

<b>High-impact strategy</b>	<p>Supported by a gift from the SunTrust (now Truist) Foundation, Georgia State opened the SunTrust Student Financial Management Center (SFMC) in late fall 2016. Predicated on the premise that more students will persist if their financial problems are identified early and proactively addressed, the center deploys predictive analytics parallel to those critical to Georgia State’s ground-breaking GPS academic advising system. In the case of SFMC, ten years of financial data were analyzed to identify early warning signs of student financial problems. We discovered that some financial decisions made before the students first set foot on campus may determine whether a student ever graduates, such as a student choosing a single dorm rather than living at home or with roommate in the summer before the freshman year. Through the SFMC, certified financial counselors now track students daily and reach out to offer support and advice when problems are identified. In the first 18 months of operation, 56,833 Georgia State students visited the SFMC.</p>
<b>Summary of Activities and Lessons Learned</b>	<p>A central objective of the SFMC is to deliver to our students the help they need before financial problems become severe enough to cause them to drop out. Building on a similar system that Georgia State has already deployed for academic advising, the initiative extends our predictive analytics to financial advisement. Over a six-month period, the SunTrust SFMC conducts <b>72,000+</b> in-person, online and phone interactions. <b>62%</b> of the interactions focus on loans, FAFSA verification, status of aid, and HOPE Scholarship questions. We find that missing or incomplete documents, FAFSA problems, and parent loans are among the leading issues faced by students. An additional <b>6%</b> of interactions focus on Satisfactory Academic Progress (SAP) appeals. Combining information currently in Banner, our student information and records system, with data from student interactions, the SunTrust SFMC has identified 16 risk triggers that are aligned with the data. A first-of-its-kind financial alert system, created in part through our engagement with the Educational Advisory Board (EAB), is accessible by campus advisors, college academic assistance staff, and student retention staff.</p>
<b>Baseline Status</b>	<p>This project represents new territory, not only for Georgia State but nationally. We have more than 1,000 students being dropped for non-payment each semester, and historically 50% of our students miss the deadline for completing the FAFSA.</p>
<b>Interim Measures</b>	<p>In the first year of SunTrust SFMC operation, 56,833 unique students visited the center. Of the 13,428 student who visited the center over its initial semester, 12,326 completed the Free Application for Federal Student Aid (FAFSA), and 1,104 did not complete the FAFSA. In addition, more than 2,500 first-year students received financial literacy training through their GSU 1010 new student orientation course, primarily offered through the Freshman Learning Community program. This hour-long session provides information on maintaining financial-aid eligibility, FAFSA completion, Satisfactory Academic Progress, HOPE Scholarship eligibility, and student loan responsibilities. Students were also given information on managing credit and budgeting. These efforts had a significant positive impact on our students, as we found a more than 94% FAFSA completion rate for students re-enrolled in the spring semester compared to a general Georgia State student population FAFSA completion rate of 74%.</p>
<b>Measures of Success</b>	<p>With 93% of Georgia State undergraduates receiving federal aid, a major challenge for the university is getting students to take the steps to address outstanding financial-aid obligations and to resolve their balances. Students who visit the SFMC are 6 percentage points more likely to complete all financial-aid</p>

requirements and to bring their balances down to zero than the rest of the student body. With a campus of 52,000 students, this translates into more than 3,000 students being financially able ready to start the semester than would have been true without the assistance of the SFMC. Since establishing the SFMC, Georgia State has increased by 50% the number of students who were fully “packaged” and financially ready for the start of classes one month before the start of the fall semester.

<b>Primary Contacts</b>	<ul style="list-style-type: none"> <li>• Dr. Timothy Renick (Sr. Vice President for Student Success)</li> <li>• James Blackburn (AVP for Student Financial Services)</li> <li>• Atia Lindley (Director of the SFMC)</li> </ul>
<b>8. SUPPLEMENTAL INSTRUCTION</b>	
<b>High-impact strategy</b>	Supplemental Instruction (SI) builds upon Georgia State’s extensive use of near-peer tutoring and mentoring by taking undergraduates who succeed in lower-division courses one semester and deploying them as tutors in the same courses the next semester(s). Students are paid to go through training, to sit in on the same class again so they get to know the new students, and to offer three formal instructional sessions each week.
<b>Summary of Activities and Lessons Learned</b>	During the past academic year, Georgia State had more than 1,000 course sections with near-peer tutors embedded in the courses. We have found that we can leverage our data to identify federal work-study and Panther Works students who have succeeded in courses with high non-pass rates and redeploy these students from their current campus jobs, thus reducing the costs of the program. We have also found that SI becomes more important with the use of early alerts to identify academic risks (as with our GPS Advising). The reason is simple: if one identifies a student struggling during week three of an Accounting course (to use one example), there needs to be support specific to that Accounting course. SI provides it. Finally, we have found that SI creates a natural and strong mentoring relationship between the faculty members teaching the course and the SI instructors (who faculty often nominate to the position), thus improving graduation rates for the tutors.
<b>Baseline Status</b>	• Average GPA in courses identified prior to SI was 2.6 with non-pass (DFW) rates in excess of 20%.
<b>Interim Measures</b>	More than 15,000 students attended at least one SI session during the most recent academic year. Over 1,000 course sections had a supplemental instructor embedded in the course.
<b>Measures of Success</b>	• Students who attended at least five session of SI for any given course earned an GPA in these sections of 3.22 when compared to 2.59 for students who did not attend and non-pass rates were 30% lower (Chart 16).
<b>Primary Contacts</b>	<ul style="list-style-type: none"> <li>• Dr. Allison Calhoun-Brown (VP for Student Engagement and Programs)</li> <li>• Eric Cuevas (Sr. Director of Student Success Programs)</li> </ul>

## 9. HYBRID MATH CLASSES USING ADAPTIVE LEARNING

<b>High-impact strategy</b>	Deliver introductory courses in mathematics using a pedagogy that requires students actively to do math rather than merely to hear an instructor talk about math. Leveraging adaptive technologies, students receive dozens of bits of immediate, personalized feedback every hour that they are in class, and they spend class times with instructors and classmates in a math lab environment.
<b>Summary of Activities and Lessons Learned</b>	Georgia State has adopted and scaled a model for introductory math instruction on the Atlanta campus in which students meet for one hour per week in a traditional classroom and three hours per week in a math lab with classmates and instructors. In the lab, dubbed the MILE (Mathematics Interactive Learning Environment) students sit at their own computer terminals and learn the subject matter at their own pace. As they answer questions, students receive personalized feedback from the adaptive program that allows slower students time to build up foundational competencies and more advanced students to be challenged—all at the same time. Results show improvement in GPA and pass rates for all demographics, but the largest gains are for students from underserved backgrounds. Students taking adaptive classes not only pass math courses at significantly higher rates, they perform at higher levels in next-level courses reliant on math skills. We are working on a pilot with Stanford University to test open-source adaptive math courseware, as well as a project funded by the Bill & Melinda Gates Foundation to expand adaptive pedagogies to first-year courses in the social sciences (Psychology, Economics, and Political Science). During 2019-20, we piloted the model at Perimeter College’s Decatur campus.

<b>Baseline Status</b>	Before the launch of the model, 43% of all Georgia State bachelor's students attempting introductory math courses were receiving non-passing grades. These numbers are often in excess of 60% at Perimeter College, where the adaptive model is set to be piloted.
<b>Interim Measures</b>	Last year, all 8,500 seats of Introduction to Statistics, College Algebra and Pre Calculus offered at the Atlanta campus were taught using adaptive, hybrid pedagogies. Since the launch of the program, non-pass rates for these courses have been reduced by 35%. We deployed random control trials in initial semesters, having students in the lecture and hybrid sections of a given math courses come together to take the same mid-term and final, thus verifying the effectiveness of the new approach.
<b>Measures of Success</b>	1,300 more bachelor's students annually are passing math courses in their first attempt than was the case before the launch of the initiative. STEM completion rates at Georgia State have more than doubled over the last six years, with the greatest gains being seen by underserved populations (Chart 5).
<b>Primary Contacts</b>	<ul style="list-style-type: none"> <li>• Dr. Guantao Gu (Chair of Mathematics)</li> <li>• Dr. Timothy Renick (Sr. VP for Student Success)</li> </ul>

## 10. COLLEGE TO CAREER

<b>High-impact strategy</b>	Integrate career preparation and awareness throughout the college curriculum and co-curricular experiences, starting with the first semester. Onboard students through learning communities structured around career pathways/meta majors, with competencies documented by students in real time by providing all students with career-based e-portfolios.
<b>Summary of Activities and Lessons Learned</b>	Georgia State's Quality Enhancement Plan, College to Career, is a campus-wide effort to get students to recognize the career competencies that they are acquiring through their curricular and co-curricular activities; to document these competencies in a robust fashion through archiving textual, video and audio evidence in faculty- and peer-reviewed e-portfolios; and to articulate the competencies through resumes, cover letters, and oral discourse. All students are now provided with Portfolium e-portfolios upon matriculation at Georgia State so that they can chronicle, archive and share their career competencies on a semester-by-semester basis. Faculty and departmental grants are awarded to encourage instructors to integrate assignments highlighting career competencies into both lower-level and capstone courses. New technologies have been implemented to share real-time job data for metro Atlanta with students, starting before they arrive on campus. All undergraduates are now onboarded on career-pathway-based learning communities in their first semester and receive College to Career modules in both their orientation courses and in English 1101. In 2018, Georgia State became the first university nationally to partner with Road Trip Nation to create a searchable video archive of the careers of Georgia State alumni. In 2019, Georgia State became the first national partner of Stepping blocks, a company that scraps the web to identify career outcomes of Georgia State alumni.
<b>Baseline Status</b>	In 2015, the average Georgia State undergraduate made their first visit to University Career Services in their final semester before graduation.
<b>Interim Measures</b>	Last year, Georgia State students posted more than 700,000 artifacts (evidence of their career competencies) to their e-portfolios. All students complete a first resume as part of their first-semester orientation courses. Visits by first- and second-year students to University Career Services have increased 300% since 2015 and visits by freshmen are up by almost 500%. We are now two years into a new program to provide small grants to faculty to create assignments in existing courses that highlight the career competencies that students are learning. We now have a cohort of College to Career Faculty Fellows at Atlanta and Perimeter tasked with creating career-readiness programming.
<b>Measures of Success</b>	Students are now most likely to visit University Career Services in their first year of enrollment and overall visits are up by more than 400%. The Brookings Institution 2017 Rankings of Social Mobility ranked Georgia State first in Georgia and 25th in the nation for social mobility (defined as moving students from the bottom quintile of Americans by annual household income at matriculation to the top half of Americans by annual household income fifteen year later). In fall 2019, U.S. News and World Report ranked Georgia State University 8th in the nation for social mobility.
<b>Primary Contacts</b>	<ul style="list-style-type: none"> <li>• Dr. Angela Christie, Faculty Director of College to Career</li> <li>• Catherine Neiner (Director of University Career Services)</li> <li>• Dr. Tim Renick (Sr. Vice President for Student Success)</li> </ul>

## MOMENTUM APPROACH UPDATE

### 3.1 EXISTING MOMENTUM WORK

The high-impact practices (HIPS) outlined in the previous section are strong evidence of Georgia State's deep commitment to the principles of the Momentum Approach, an initiative to ensure that students meet a series of metric-based milestones that have been shown to correlate to college completion.

- Georgia State students find a **purpose** from the outset of college through being exposed to portals with live job-data before matriculation and in all advising sessions, enrolling in learning communities organized around meta-majors/career pathways in their first semesters, and exploring career options in both curricular and co-curricular settings through Georgia State's Quality Enhancement Plan, College to Career, as they pursue their degrees. Since our model of onboarding incoming students via career and meta pathways was implemented at the Atlanta campus in 2013, Georgia State has seen a 32% reduction in students changing majors after their first year. Students are finding the right academic fit earlier on in their studies and, starting in their first semester, they are documenting their career interests, goals, and competencies in e-portfolios. This past year, students posted to their e-portfolios more than 700,000 artifacts evidencing the career competencies they have acquired. Over the past two years, career-based learning communities and e-portfolios have been rolled out at Georgia State's Perimeter campuses. (See High Impact Practices 5, 9 and 10 in Section II, above.)
- Learning communities with block schedules for all incoming freshmen help to ensure that **students enroll in the appropriate English and math courses during the first year**. All incoming non-Honors freshmen are required to enroll in learning communities, and, as part of their blocked schedules, all learning communities include English as well as the math appropriate to the career or meta pathway (HIP 5). The impact of this structured-pathway model is best evidenced at Perimeter College, where we have just completed the third year of mandatory learning communities with block schedules for all incoming freshmen. In just three years, the number of Perimeter freshmen attempting math and English in their first year has increase from 79% to 91% while the number of Perimeter freshmen successfully passing both courses has improved from 55% to just under 70% (Chart 18). Learning communities with block scheduling have been in place for more than a decade at the Atlanta campus so progress in completion metrics is not as dramatic over the past few years. Still, the number of Atlanta campus freshmen who attempted both English and Math in their first year grew by 16% over the past twelve months, while the number of freshmen successfully completing both courses grew by 14% (USG 2020 Data Sets).
- Learning communities with block schedules also promote the accumulation of **30 attempted credit hours in the students' first year of enrollment**. The number of first-time freshmen who successfully earned 30 credit hours increased markedly this past year, from 2,374 to 2,909 students—a 23% one-year increase (USG 2020 Data Sets). We believe these gains are due to some specific programmatic efforts. In the first year that the learning community/career pathway program was initiated at Perimeter College, average credit hours attempted for incoming freshmen during the fall semester increased from 9.0 to 12.4. At the Atlanta campus, where the program is fully implemented, the average incoming freshman (including part time students and new transfer students with freshman standing) this fall attempted just under 14 credit hours. For academically at-risk students, the Success and Perimeter Academies (HIP 2) allow students to earn 7 college credits before the start of the freshman fall. Students in the Perimeter Academy, launched at the Decatur campus in the summer of 2017, earned 7 credit hours in the summer and then successfully completed an average of 19.7 credit hours during the fall and spring semester, for an average total of 26.7 credit hours earned during the first twelve months. Before consolidation, Perimeter students averaged a total of 13.2 credit hours completed for the first year—meaning that the Perimeter Academy students accumulated 100% more credit than their pre-consolidation counterparts. (HIPS 5 and 2).
- Because learning communities are based on meta majors/career pathways, they embed courses specific to the academic field as well as feature an orientation course that focuses on the nature of the discipline, thus **ensuring that students receive substantive course-tied exposure to their chosen academic fields in their first year** (HIP 5). Georgia State's university-wide Quality Enhancement Plan, College to Career, provides all students will substantive exposure to pathway-based curricular and co-curricular activities not only during their first-year but also in gateway courses to the major, in Signature Experiences (credit-bearing courses in each major that provide students with experiences outside the classroom), and in capstone courses (HIP 10).
- Hybrid adaptive learning classes in introductory math not only help thousands of additional students to satisfy their math requirement in their first year, they also **provide students with a stronger foundation in math skills to promote success in subsequent courses**. At the Atlanta campus, we have increased the

percent of first-year students who complete college-level math in their first attempt by 35%, and the percent of students who then go on to successfully complete STEM majors has increased by more than 100% (HIP 9). In 2019-20, we piloted the hybrid adaptive model in introductory math sections at Perimeter College. With the support of the John Gardner Institute, we worked to scale co-requisite remediation for all Perimeter College students needing learning support in English and mathematics, a program that is designed to further increase the number students successfully completing English and math in their first years.

- Through the programming and design of the Summer and Perimeter Success Academies, supplemental instruction, and programmatic components of all learning communities (including near-peer mentors who are embedded in the communities, field trips, and group and service-learning projects) **students develop a sense of belonging and a positive mindset** from the first semesters. Adaptive components of introductory math sections—as is the case with courseware we are piloting with Stanford University—are explicitly designed to address **mindset** issues by tracking students’ levels of frustration and adjusting questions posed accordingly. Our data show that the benefits of getting students off to a positive start can be tracked in later success outcomes including graduation rates. The College to Career initiative helps students understand the purpose of their academic work in a structured and progressive work: in orientation courses, English 1101, advising sessions, gateway courses, and capstones. New websites for each academic field pull live job data from Steppingblocks about the career outcomes of actual Georgia State alums. Students can see the professional pathways of former students in their current or potential degree programs—including salaries, employers, and positions—and even reach out to alums who make their contact information available (HIPS 2, 5, 8, 9, 10).
- Finally, GPS Advising has now been fully implemented at both the Atlanta and Perimeter campuses. The initiative includes the use of predictive analytics to track all undergraduates daily for hundreds of data-based risk factors and immediate interventions by trained advising staff when problems are detected. Since the launch of GPS Advising on the Atlanta campus in 2012, we have hired 50 additional advisors to support the platform and launched 600,000 proactive interventions with students. Every student has a personalized, four-year academic map, and advisors monitor all registration records and all grades to ensure students stay on path. GPS Advising monitors that students are taking the right courses in the right order—including attempting required English and math courses in the first year and enrolling in courses specific to the students’ academic field. Administrative savings from consolidation were used to hire 32 additional advisors at Perimeter College in 2017. Last year, there were 53,000 proactive interventions with Perimeter College students conducted by these advisors. We have already begun to see significant increases in credit-hour accumulation, retention rates, and graduation rates among Perimeter College students. Across Georgia State, GPS Advising has served as a potent **boost to student credit-hour momentum** in the first year and beyond. GPS Advising tracks all students daily throughout their academic careers, helping to ensure that they stay on path. Since the program’s launch, bachelor-degree seeking students are completing their degrees with an average of eight fewer wasted credit hours and in half a semester’s less times, saving the graduating class of 2019 \$18 million in tuition and fees when compared to the graduating class of 2012 (**Chart 10**). In effect, GPS Advising is the institutional tool that allows for the day-to-day monitoring and enforcement of Momentum Approach parameters throughout the entire academic careers of Georgia State students (HIP 1).

<b>Strategy or activity</b>	<i>Distribution of the 2020 Academic Mindset Survey</i>
<b>Summary of Activities</b>	Georgia State is committed to ensuring a robust engagement of first-time students with the Mindset Survey. Our current strategy of deploying the survey through the orientation courses at the Atlanta and Perimeter campuses (GSU1010 & PCO1020) was enhanced with the participation of additional orientation courses in the Honors College and the Robinson College of Business. New Student Orientation was also engaged, providing information on the mindset survey as a component of the program while also informing students of a randomized drawing for a \$50 bookstore credit.
<b>Outcomes/Measures of progress</b>	As a result of Georgia State’s revised implementation plan, the university saw its greatest participation in the first phase of the mindset survey, with approximately 2400 students fully completing it.
<b>Lessons Learned and Plans for the Future</b>	We have already extracted the student participation data and compared it to the first-year courses in which they were enrolled. We have identified several areas where improvements can be made, targeting a number of courses for additional promotion and encouragement of survey completion when re-opened at the end of the Fall 2020 semester. Over the past two years, we have taken data from the survey and used it to



address student concerns around math readiness, learning support, course availability, and digital learning platforms.

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**Changes because of COVID-19**

All of our promotional initiatives were modified to be available through an online format in response to the COVID-19 pandemic. Virtual orientation programs and asynchronous learning modules presented additional challenges to making students aware of the survey, however, Georgia State will continue to leverage its communications platforms, along with its dedicated first-year course instructors, to promote and deliver a robust data set around freshman academic mindset.

### 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III

**Adjustments Based on COVID-19.** Georgia State continues to scale its initiatives across the university, maintaining student success as its number one priority. The COVID-19 pandemic has provided significant challenges as well as new opportunities for innovation in supporting our students in their academic and career goals, both inside and outside the classroom. Starting at the end of March, Georgia State added new alerts to our GPS Advising System to identify students failing to log-on to their online classes/platforms or failing to do so with enough intensity. Since April 1, advisors have initiated more than 33,000 one-on-one meetings with students prompted by these new alerts alone. Because of these efforts, 98% of undergraduates regularly logged onto their courses during the Spring 2020 and Summer 2020 terms and average GPAs rose compared to the same terms last year.

This Fall, we have expanded access to our chatbot, “Pounce,” to all enrolled students, including those at Perimeter College, and we have launched a project to integrate Pounce to help answer student questions about their daily assignments in American Government, the largest enrollment course at Georgia State. This will be a pilot for the expanded use of the chatbot as a virtual teaching assistant in gateway courses. Our work using predictive analytics to disburse financial aid was also deployed in response to the pandemic. In addition to awarding more than 3,000 emergency grants in response to of student applications for assistance, we used financial analytics (such as students’ levels of financial distress, unmet need, and estimated family contribution) to disperse more than 35,000 proactive, direct grants to students using CARES Act funds. We believe that these efforts to preemptively address financial problems before students stopped or dropped out contributed directly to the record number of degrees awarded at both the Atlanta campus and Perimeter College this spring and summer.

Our Truist Student Financial Management Center hosted more than 77,000 student visits during the past twelve months, with little drop off as the meetings pivoted to virtual during the pandemic. We introduced three new communication modes: (1) video conferencing with a financial counselor via pre-scheduled appointments; (2) phone call-backs when a financial counselor is busy; and (3) chatbot communications with automatic answers via AI. All three modalities allowed students to get assistance with no waiting, increasing the number of students talking directly to a trained financial counselor about their personal financial issues. With the help of these new tools, as well as the greatly expanded use of document submissions by phone (students take a picture of key documents with their phones and submit them instantaneously), the percent of students for Fall 2020 term who were fully packaged for aid by August 1 increased by more than 50%.

In addition, Georgia State continues to provide robust offerings of online events and student engagement opportunities that enhance the undergraduate experience and support students’ momentum as they work in blended and digital-only learning environments. Our approach remains one of strategic response during the COVID-19 pandemic, and our momentum work has pivoted to creating additional online student service portals and opportunities. For example, the Counseling Center has moved many group counseling sessions to virtual and had seen a significant increase in attendance. The Counseling Center has also served 900 more students this fall than last fall with recurring one-on-one meetings. Our staff and operational units have been actively tracking student engagement in New Student Orientation, Summer Success and Perimeter Academy, Housing, Financial Services, and University Career Services, while also conducting proactive wellness checks on students identified with reduced or limited engagements as evidenced by the university’s digital platforms. Georgia State also provides synchronous learning and supports in academic courses associated with Freshman Learning Communities, including in first-year orientation courses that focus on life skills and career-readiness.

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**PURPOSE**

<b>Priority Work Activity</b>	<b>Expansion of Chatbot Platform</b>
<b>Description of Activities</b>	Georgia State’s chatbot team has developed a comprehensive strategy for use of the chatbot to engage and assess student involvement in undergraduate processes that include academics, enrollment services, online learning, student life, and career-readiness. Nudging campaigns are routinely launched to remind students of upcoming programs and enrollment deadlines, as well as to solicit feedback on active learning frameworks and student engagement programs. On average, students receive approximately three messages per week (a blend of targeted and general), providing responsive communications that seek to address students’ undergraduate experience and their purposeful learning. The chatbot also answers hundreds of thousands of student questions every term.
<b>Activity status and plans for 2020</b>	Georgia State is fully engaged with the majority of its student population through some level of chatbot technology, either via text messaging or online. As a direct response to COVID-19, the university aligned the knowledge bases of its various chatbot platforms to enhance our capacity to uniformly provide students with direct and succinct information around academic course offerings and support, as well as with issues around financial distress and student engagement. Georgia State continues to respond to ongoing student needs through text messages received and surveys conducted through our chatbot platforms.
<b>Lessons Learned</b>	The data show that this communications medium will continue to be a primary modality for student engagement and information sharing. In addition, Georgia State has seen strong evidence of a high student interest in expansion of non-transactional communications that focus on student efficacy, academic performance, and course preference.
<b>Priority Work Activity</b>	<b>Improved Services for Transition Students</b>
<b>Description of Activities</b>	Georgia State’s Student Success teams have actively engaged all students transitioning from Perimeter College to the downtown campus via virtual programming and chatbot technology. We have also increased the total number of available transition scholarships. Advisors communicate with PC students on the transition process pre- and post-associate degree attainment. Georgia State’s College to Career initiative shows real-time data on current PC career pathways, with live updates on job opportunities, skills needed and average salary data.
<b>Activity status and plans for 2020</b>	New transition student programs are fully implemented across all PC campuses, including the online college. From enrollment to transition/graduation, students are provided a full slate of services in advising, financial aid, academic support, student life, real-time communication, and career readiness.
<b>Lessons Learned</b>	Although college enrollments generally show decreases in enrollment at the national level, Georgia State continues to show strong numbers of transitioning students from PC to the Atlanta campus. Rates of retention and progression remain steady, and the increases in transition scholarships help defray the cost differences between the associate’s and bachelor’s programs.
<b>Priority Work Activity</b>	<b>15 to Finish and the Value of a Four-Year Degree</b>
<b>Description of Activities</b>	The COVID-19 pandemic has forestalled the formal launch of Georgia State’s planned “15 to Launch” campaign, however, GPS Advising continues to promote full course-loads for every students through daily registration monitoring, and the university continues to engage students across our two- and four-year campuses on the value of a college degree. Proactive outreach continues from University Advisement to work with students on completing a full course schedule that puts them on track for graduation within their degree path. Additionally, the College to Career program connects student learning in the classroom to career skills students will use in their future employment. CTC also provides online and in-class resources related to students’ career paths linked specifically to their majors, and it engages university faculty in building out assignments that show students the career skills they are developing in their completion of the work.

<b>Activity status and plans for 2020</b>	Georgia State will continue to build out its “15 to Finish” Campaign, in anticipation of a return to campus that allows for in-person engagement through our student success and support programs. This will include information related to degree paths and financial readiness, providing students with critical information related to costs of obtaining their degrees and the importance of hours earned with respect to hours attempted.
<b>Lessons Learned</b>	There is some statistical difference in the number of hours taken each semester by students based on their degree path, however, Georgia State, through its robust academic advising and tracking system has been able to maintain registered credit hours, in spite of the strains and impediments created by the COVID-19 pandemic. The university recognizes the needs to deploy all available student success platforms to effectively enroll and engage new and current students into the Spring 2021 semester.
<b>MINDSET</b>	
<b>Priority Work</b>	<b>Financial Support and Wellness</b>
<b>Description of Activities</b>	Satisfactory Academic Progress (SAP) continues to challenge many students in our two-year and four-year programs. Since the Momentum Summit, our Student Financial Services (SFS) professionals have embarked on outreach campaigns to identify and engage students currently not meeting SAP or in danger of falling into SAP status. Financial Aid counselors work with SAP students to prepare appeals and identify remedial measures. SFS works closely with academic advisors to structure student course schedules that provide opportunities to get out of SAP status.
<b>Activity status and plans for 2020</b>	In Spring 2020, a SAP Assessment Committee was formed to address issues of CPOS and academic progress, bringing together practitioners across the Division of Student Success, to develop a strategy for providing wraparound support for students at-risk of SAP designation. The committee meets monthly to review real-time data on current SAP standing and alternatives for amelioration.
<b>Lessons Learned</b>	SAP at the two-year and four-year pathways create complex issues requiring full and open communications between financial services, academic advising, and academic support. Georgia State continues to review the SAP data and develop viable strategies for addressing the needs of students at-risk of falling below the standards of academic progress.
<b>Priority Work</b>	<b>Review and Revision of Online Learning Platforms</b>
<b>Description of Activities</b>	In 2020, Georgia State made a commitment to improve its online learning platforms in a campus-wide initiative to produce and scale high-quality online learning across all campuses.
<b>Activity status and plans for 2020</b>	In Spring '20, Georgia State hired its first Associate Provost for Online Strategies. A call for proposals announced a number of funding opportunities to academic units on campus to support development of online certification programs, enhancements to online gateway courses, and other related curricular and co-curricular online support. In addition, the Division of Student Success committed extensive resources to the implementation of academic support programs in the virtual environment, including supplemental instruction, tutoring, and peer mentoring. In response to the COVID-19 pandemic, all student success programs were migrated to be available in an online environment. All new student orientations and summer success academies were delivered online. Also, central to improved online learning was a re-tooling of first-year Orientation courses. New learning modules in these courses were launched in Fall 2020, with an interactive, mostly asynchronous learning platform that provides students with life and career skills development.
<b>Lessons Learned</b>	Implementation of online academic support services over the summer provided a number of opportunities to refine program offerings and scale those services across all campuses. Using student outcome data, along with student feedback through online and chatbot surveys, myriad touchpoints and focus areas were identified for re-tooling and re-launch in the Fall semester. Georgia State continues to monitor student academic performance and student engagement to determine mindset and efficacy and provide additional outreach to students in need of further support.

<b>Priority Work</b>	<b>Full-Scale Launch of the EAB Navigate Platform</b>
<b>Description of Activities</b>	Georgia State has completed a full-scale roll-out of the EAB Navigate platform to the Atlanta and Perimeter College campuses, accelerated as a response to the COVID19 pandemic. In Spring '20, we saw a 500% increase in student usage of the application, from less than a thousand students to more than 5,000 students. In addition, Academic Advisors are now delivering “in-person” advising sessions through WebEx, with approximately 30,000 appointments having taken place since March 2020, along with over 200,000 email conversations in the same time period. Over the summer, the academic advisors worked closely with the New Student Orientation office to re-design services in digital form.
<b>Activity status and plans for 2020</b>	Georgia State was successful in scaling EAB Navigate across all university campuses, connecting our proactive advising platform to students’ curricular pathways. Advisors and students have the ability to conduct degree maps by major, as well as immediately update student schedules. University Advising has also been working with the chatbot team to conduct registration and advising campaigns, as well as perform individual proactive outreach to those students in need of course correction or degree map modification. Supporting these initiatives was Georgia State’s use of data analytics to discern student engagement patterns with the learning management platform, isolating areas of significant decreases in online activity and doing additional outreach and wellness checks on those students identified as lacking engagement.
<b>Lessons Learned</b>	Georgia State continues to work across organizational units to provide and support a robust data analytics system that tracks student online activity on a daily basis. These data are shared across the university’s enrollment management teams, as well as with academic departments. The university is focusing on providing all necessary supports to ensure there is no appreciable drop-off in student retention, progression or graduation rates.

## PATHWAYS

<b>Priority Work</b>	<b>Connecting Student Learning to Career-Readiness Across the Curriculum</b>
<b>Description of Activities</b>	Georgia State has created a comprehensive College to Career program in support of its QEP. Components include the development of a suite of career-readiness modules focusing on awareness and connection, a career explorer website, a career skills builder tool for faculty, and support of faculty innovation in the enhancement of curriculum through faculty fellowships and departmental grants.
<b>Activity status and plans for 2020</b>	The College to Career initiative has been fully realized and scaled across all campuses, and most of the CTC resources are available to all academic departments through the QEP website: <a href="https://collegetocareer.gsu.edu">https://collegetocareer.gsu.edu</a> . Plans continue to refine course modules and create additional opportunities for students to demonstrate their learning across multiple career-focused platforms, including Portfolium, Handshake, Wix, and LinkedIn.

**Lessons Learned**

Data for the Awareness and Connection modules will not be fully available until the start of the Spring 2021 semester. However, we do have early data to share in support of the efforts CTC has made with regards to career-readiness curriculum across the university.

In Fall 2020, 6,139 freshmen students are registered for the CTC Awareness Course Modules, which are tied to the work they do in the GSU 1010/PCO 1020 orientation courses. In addition to these students, 9,777 additional students were given access to the course modules as a stand-alone feature. The average score at this point for this student cohort on the Competencies Quiz is 91% (downtown), 83% (PC), and 85% (stand-alone). These scores are higher than the 75% goal we set at the start of the year. These modules also include a survey that asks them to reflect on what skills they practice, a Career Explorer project, and a resume assignment. Students will complete all course module assignments by the 12<sup>th</sup> week of class.

In response to last year's data that illustrated the greatest career-readiness gap our students faced was in their ability to connect and articulate the skills they earned in their course work and co-curricular activities, the CTC program developed fully integrated curricular connection modules for the composition 1101 course. 679 students are registered in this course, which is this Fall taught online. The components of this connection module are: Mindset survey (95% of students indicated they are ready to do the work involved in preparing for their career and that they know what's involved in that work), Digital Portfolio Quiz (the average score for this quiz is 81%), LinkedIn survey (all students create a LinkedIn account in addition to their Portfolium account), Networking Reflection (90% of students were able to articulate the reason behind choosing the five networking members connected to their professional accounts), and the State Your Story project (students have not started this assignment. The CTC team and the faculty in English will meet in committee to make necessary changes/additions to these modules and include them in the Spring 2021 English Composition course offerings.

**STUDENT SUCCESS AND COMPLETION TEAM (AS OF 11/1/20)**

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## CONCLUSION

Georgia State University is testimony to the fact that students from all backgrounds can succeed at high rates. Moreover, our efforts over the past few years show that dramatic gains are indeed possible not through changing the nature of the students served but through changing the nature of the institution that serves them. How has Georgia State University made the gains outlined above? How do we propose to reach our ambitious future targets? In one sense, the answer is simple. We employ a consistent, evidenced-based strategy. Our general approach can be summarized as follows:

- Use data systematically and daily in order to identify and to understand the most pervasive obstacles to our students' progressions and completion.
- Be willing to address the problems by becoming an early adopter. This means piloting new strategies and experimenting with new technologies. After all, we will not solve decades-old problems by the same old means.
- Track the impacts of the new interventions via data and make adjustments as necessary to improve results.
- Scale the initiatives that prove effective to have maximal impact. In fact, almost all of the initiatives outlined benefit thousands of students annually.

Our work to promote student success at Georgia State has steadily increased graduation rates among students from all backgrounds, but it has also served to foster a culture of student success among faculty, staff, and administration. As the story of Georgia State University demonstrates, institutional transformation in the service of student success does not come about from a single program or office but grows from a series of changes throughout the university that undergo continual evaluation and refinement. It also shows how a series of initially small initiatives, when scaled over time, can significantly transform an institution's culture. Student-success planning must be flexible since the removal of each impediment to student progress reveals a new challenge that was previously invisible. When retention rates improved and thousands of additional students began progressing through their academic programs, for instance, we faced a growing problem of students running out of financial aid just short of the finish line, prompting the creation of the Panther Retention Grant program. It also led to a new analytics-based initiative to better predict and address student demand in upper-level courses. For a timeline of where we have been and where we are going next, please see **Chart 19**.

Georgia State still has much work to do, but our progress in recent years demonstrates that significant improvements in student success outcomes can come through embracing inclusion rather than exclusion, and that such gains can be made even amid a context of constrained resources. It shows that, even at very large public universities, we can provide students with systematic, personalized supports that have transformative impacts. Perhaps most importantly, the example of Georgia State shows that, despite the conventional wisdom, demographics are not destiny and equity gaps are not inevitable. Low-income and underrepresented students can succeed at the same levels as their peers—if we support students by systemic and proven approaches. We owe our students no less.



## GORDON STATE COLLEGE

### INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Gordon State College's mission is to be a catalyst for exceptional and accessible education through innovative teaching, engaged learning, and transformative experiences for the benefit of our students, the communities we serve, and the world we live in. As an access institution, we provide engaged faculty-student interaction through intimate classroom experiences; innovative and effective teaching strategies; excellent advising and mentorship programs; and effective student support services. GSC offers baccalaureate and associate degree programs. The institution has focused more in recent years on meeting the needs of underrepresented populations and dual-enrollment students.

Final Fall 2019 enrollment was 3,485; Fall 2020 post-midterm census enrollment is 3,231. We saw some dramatic changes in the make-up of our Fall 2019 first-time, full-time freshman cohort:

- 49.5% had learning support requirements, down slightly from 53% in Fall 2018.
  - 11% of entering FTFT freshmen had only a Math requirement (N=80), down dramatically from 34% in Fall 2018
  - 11.9% had Math and English requirements (N=87), roughly the same as in Fall 2018
  - 26.67% had English requirements (N=195), up dramatically from 2% in Fall 2018
- 51.2% were African-American, up from 46.4% in Fall 2018
- 19.2% self-identified as first-generation college students, down slightly from Fall 2018's 24.2%; however, another 31% chose not to answer the question, and we suspect our first-generation population is actually much larger

To better serve our student population, Gordon State College was one of the first institutions in the USG to take remediation transformation to scale, and we continue to see improved success rates in gateway courses like ENGL 1101 and MATH 1111. Also, we have targeted traditionally underserved populations such as African-American males for increases in access and completion. At the same time, our institution continues to see high numbers of dual-enrollment students each year (275 new dual-enrollment students in Fall 2019).

### IMPROVEMENT PRACTICES

When GSC administration reviewed the outcomes for the Fall 2017 freshman cohort, we faced some ugly realities. Retention had dropped to 48.3%, and barely half of that cohort ended their first year in good academic standing. Even more disturbing were some clear equity gaps—African-American male retention, for example, lagged 6 points behind the overall cohort rate, at a dismal 42.2%. We immediately committed to making improvements. We rebuilt our New Student Orientation for the Fall 2018 cohort; implemented a new freshman seminar, FIRE 1000, that was approved as part of the core curriculum; procured an African-American Male Initiative grant and invested other campus resources into that program; and started our own branding of the Momentum Year, The Highlander EDGE. With the new NSO, FIRE, a reinvigorated AAMI program, and the Highlander EDGE, we hoped to connect students to the campus, identify the expectations they would face as college students, help them make a purposeful choice, and instill a growth mindset and sense of belonging. Initial results were encouraging in that first year, as retention improved by 10 points, to 58.4% (not including students in our FVSU-GAP initiative). Even more encouraging was the improved retention rates for student subpopulations that we have struggled to support in the past, particularly African-American males, where we saw an improvement of almost 13 points, from 42.2% to 55.1%. Similarly, retention for self-identified first-generation students rose 12 points, from 44.4% to 56.5%.

For Fall 2019, we added FORGE, a series of pre-orientation modules; made some adjustments to our FIRE class; confirmed our commitment to the AAMI program, and continued to flesh out our Highlander EDGE initiative. We also added a Probation By Appeal program, targeting new freshmen who had performed so poorly in their first (Fall) semester that they ended up on academic suspension. We offered them a chance to return for the Spring 2020 semester provided that they agree to a set of conditions: biweekly meetings with assigned faculty mentors;

mandatory success workshops on topics like time management; and regular meetings with faculty members. We saw a 3.3 point jump in retention for the Fall 2019 cohort, to 61.7%. We are pleased with our progress over the past two years, but we know we still have much work to do, particularly with equity gaps. For example, African-American male retention dropped for the Fall 2019 cohort to 50.4%. While that is still an improvement over the 42.2% we saw in Fall 2017, we are concerned by this move in the wrong direction. In fact, overall male retention dropped from 59.1% in Fall 2018 to 54.2% in Fall 2019.

Moving forward, the Academic Affairs leadership team—Dr. Knighton, the Provost; Dr. Ric Calhoun, the AVP-Innovative Education and Strategic Initiatives; Mr. Peter Higgins, the AVP-Academic Excellence; Drs. Barry Kicklighter, Victor Vilchiz, and Joseph Jones, the Deans of our three schools; and Mr. Britt Lifsey, our Director of Institutional Research—will continue to look for ways to improve our student success rates and close equity gaps. We have already launched a Highlander EDGE Task Force, to discuss ways that we can promote the four identities of the Highlander EDGE—Engaged Innovator, Dedicated Scholar, Gifted Communicator, and Ethical Leader—to our students from the time they first set foot on our campus to when they graduate, through participation in high-impact practices like undergraduate research, for example. We are also strengthening our Probation By Appeal program by including mandatory study halls as part of the contract that PBA students sign. Additionally, we are looking at adding post-midterm study hall this Fall 2020 semester following an uptick in midterm Fs with our incoming freshmen cohort.

## **MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS**

### **SECTION 3.1 EXISTING MOMENTUM WORK**

<b>PURPOSEFUL CHOICE</b>	
Strategy or activity	<b>Continued to improve our New Student Orientation experience for incoming students.</b>
Summary of Activities	<ol style="list-style-type: none"> <li>1. We implemented FORGE, our online pre-orientation program that students were expected to complete before their on-campus orientation experience. We added videos highlighting the different academic focus areas and included information about possible majors within the focus area.</li> <li>2. Worked to standardize the 75-minute presentation given on NSO day at each of the academic focus areas.</li> </ol>
Outcomes/Measures of progress	Retention for the Fall 2019 cohort rose 3.3 points over the previous year, to an all-time high of 61.7% (this is excluding our FVSU-GAP students, who, if successful, moved on to Fort Valley State after their freshman year). Since we rebuilt our NSO experience for incoming students for the Fall 2018 cohort, retention has risen a total of 13.4 points, an overall improvement of 27.4% in only two years.
Lessons Learned and Plans for the Future	Our biggest lesson learned is that investing campus resources into building an outstanding NSO experience is a wise investment, even—or perhaps especially—in a challenging budget environment where resources are limited. We need to continue to work on standardizing the advising piece of the NSO day across all focus areas, as a sense of territorialism among entrenched administrators made that effort difficult. With new deans on board for each of our three schools, we believe we can make progress in that area.
Changes because of COVID-19	For Fall 2020, COVID forced us to hold our NSOs in a virtual format, blunting some of the momentum we had built. FORGE became even more important in this new environment, and because we are not guaranteed an on-campus NSO experience for Fall 2021, we will continue to work on FORGE and our online NSO advising sessions.
Strategy or activity	<b>For Fall 2019, we refined and improved our still-new freshman seminar, FIRE 1000.</b>
Summary of Activities	<ol style="list-style-type: none"> <li>1. We “themed” FIRE 1000 by academic focus area, and attempted to get all the students with majors in a specific focus area into an appropriately themed FIRE class (Nursing and Health Sciences; Business; Social Sciences, etc.).</li> <li>2. Advising and other activities in the “themed” class are then focused on majors/programs within that specific focus area.</li> </ol>



- We instituted a speaker series, with individuals from the community (and our faculty) giving presentations to students in the themed FIRE courses on careers and opportunities in those fields.

<b>Outcomes/Measures of progress</b>	ABC rates for FIRE rose almost four points, to just below 75%, compared to FIRE's first Fall (2018). Also, as noted above, our retention rate for the Fall 2019 cohort rose 3.3 points to 61.7%, even in the midst of the pandemic and the abrupt move to remote instruction in March.
<b>Lessons Learned and Plans for the Future</b>	Getting students into a FIRE class themed for their academic focus area during the schedule-making process was our biggest challenge, as all the expected obstacles (class time conflicts, students' work schedules, and so on) popped up. Similar scheduling issues were a challenge with our speaker series. For example, we needed to get students from two or three similarly themed FIRE sections that met on different days and at different times to an auditorium to hear the scheduled speaker.
<b>Changes because of COVID-19</b>	In some ways, COVID made the schedule-making process easier in Fall 2020, as we had more online FIRE sections than in Fall 2018 and thus fewer time conflicts. However, COVID has wreaked havoc with the speaker series. Another challenge that we already see is that the online NSO, a one-hour Zoom event with an abbreviated advising session, has resulted in students being less sure of their majors; thus, we seem to have more students in the "wrong" themed FIRE class.

## TRANSPARENT PATHWAYS

<b>Strategy or activity</b>	<b>Continued work on accuracy and availability of program maps.</b>
<b>Summary of Activities</b>	<ol style="list-style-type: none"> <li>Reviewed all program maps for accuracy.</li> <li>To make them more accessible to students in the first year, posted program maps in a central online location (the Student Success Center website).</li> <li>Also posted all program maps in the GSC Academic Catalog.</li> <li>Encouraged all FIRE instructors, who double as academic advisors for the first-year students in their FIRE sections, to highlight program maps during advising and make students aware of them.</li> </ol>
<b>Outcomes/Measures of progress</b>	We are hoping that our continued work on program maps will pay off in improved graduation rates and lower average hours to graduation metrics, but those outcomes will not be clear for another year or so. Again, we did see a higher retention rate for the Fall 2019 cohort.
<b>Lessons Learned and Plans for the Future</b>	Program maps are very helpful but come with the struggle to balance the need to provide a clear direction but not overwhelm the student with excessive details/options. Maintaining standard formatting has also been an ongoing challenge.
<b>Changes because of COVID-19</b>	With more students off campus and most advising taking place remotely, it is more important than ever to have clear program maps. We will continue to work on our program maps.

## ACADEMIC MINDSET

<b>Strategy or activity</b>	<b>Continue to make growth mindset the focus of our mandatory freshman seminar, FIRE 1000.</b>
<b>Summary of Activities</b>	<ol style="list-style-type: none"> <li>Regular FIRE team meetings to discuss the success and effectiveness of the academic growth mindset assignments and activities in FIRE 1000, eliminate ineffective assignments, and add new, more effective assignments.</li> </ol>
<b>Outcomes/Measures of progress</b>	<p>According to the results of the 2019 USG Mindset Survey results, GSC outperformed the state college sector for the following categories, which suggest the focus on growth mindset in FIRE 1000 is paying dividends:</p> <ul style="list-style-type: none"> <li>Math Growth Mindset Composite: GSC responses showed an improvement of .41 between the early and late Fall administrations, compared to .16 improvement for the state college sector as a whole.</li> <li>English Growth Mindset Composite: GSC responses showed an improvement of .48 between early and late Fall administrations, compared to a .17 improvement for state colleges as a whole.</li> </ul>

We also saw encouraging progress in ABC rates for new freshmen in Area A Math and English courses that we believe is in part due to FIRE 1000's continued focus on growth mindset:

- For the 2019 freshman cohort, ABC rates in MATH 1111 improved two points, to 69%, compared to the Fall 2018 cohort (that ABC rate was at a grisly 37% for the Fall 2017 cohort, before we implemented FIRE 1000).
- For the 2019 freshman cohort, ABC rates in ENGL 1101 improved two points, to 73%, compared to the Fall 2018 cohort (that ABC rate was at 65% for the Fall 2017 cohort, before we implemented FIRE 1000).

<b>Lessons Learned and Plans for the Future</b>	We believe the FIRE 1000 emphasis on mindset has had a huge positive impact on our success and retention rates. We will continue to tweak and improve FIRE 1000 as the course matures. One challenge for us—and this is probably a challenge for all freshman seminars on all campuses—is to maintain a clear vision of FIRE 1000's purpose and to fight off attempts to squeeze other, extraneous, unrelated content into the course. Staffing is also a challenge—we have five full-time Academic Success Lecturer/Advisors who teach the majority of the FIRE sections, but we regularly need to recruit faculty from academic focus areas and even staff to fully staff the sections. And of course, coherence and consistency is a challenge whenever new faculty who are not part of the FIRE Team are called upon to teach each Fall semester.
<b>Changes because of COVID-19</b>	Because we see FIRE 1000 as a crucial part of GSC's First Year Experience program, the increased number of online sections due to COVID concerns us. We feel that growth mindset is a topic better addressed in face-to-face classes, and a secondary focus of FIRE—developing a sense of belonging—is more difficult to address online. Also, we learned in Spring 2020 that too many of our students lack access to computers and reliable internet connections when they are in online classes.
<b>Strategy or activity Summary of Activities</b>	<p><b>Continue to promote a sense of belonging for all of our students.</b></p> <ol style="list-style-type: none"> <li>1. Continue to encourage all students to complete Stanford University's PERTS social belonging intervention as part of FORGE (our online pre-orientation modules).</li> <li>2. Continue to promote a campus-wide discussion on diversity and inclusion, through our Center for Excellence in Teaching and Learning, our African-American Male Initiative program, and other campus organizations.</li> <li>3. Organize and implement Sophomore Induction Ceremony, to make new freshmen feel part of their academic units as they transition from their first-year FIRE 1000 advisors to faculty advisors in their chosen majors.</li> </ol>
<b>Outcomes/Measures of progress</b>	<p>We have already mentioned the overall rise in retention, from 48.3% for the Fall 2017 cohort, before we implemented PERTS and FIRE 1000, to 58.4% for the Fall 2018 cohort, to 61.7% for the Fall 2019 cohort, which is a clear sign of overall progress. But digging deeper into that retention data, we see encouraging progress for minority and historically underrepresented groups that suggest our emphasis on social belonging is working (again, these numbers exclude students in our FVSU-GAP program):</p> <ul style="list-style-type: none"> <li>• African-American retention rose from 54.3% for the Fall 2018 cohort to 58.4% for the Fall 2019 cohort (it had been well below 50%, at 41.9%, for the Fall 2017 cohort).</li> <li>• Hispanic retention rose from 61.1% for the Fall 2018 cohort to 65.1% for the Fall 2019 cohort (it had barely been above 50% for the Fall 2017 cohort).</li> <li>• Retention rates for self-identified first-generation students rose from 56.5% for the Fall 2018 cohort to 67.4% for the Fall 2019 cohort—which is actually almost a full point higher than the Fall 2019 retention rate for continuing generation students (66.5%).</li> </ul>
<b>Lessons Learned and Plans for the Future</b>	We believe we have made great progress in understanding that our students must feel a sense of belonging—both socially and academically—before they can be successful, and that we need to intentionally create interventions—for both students AND faculty—to foster that sense of belonging. It is perhaps especially challenging on our campus: an access institution in a small town in semi-rural mid-Georgia with a significant percentage of our student population coming from the South Metro Atlanta

area; and, of course, recent developments in our country have sparked intense debate on race and the concept of inclusion and belonging. These are often difficult conversations to have, but we will continue to have them on our campus. Here in Fall 2020, for example, our senior administration has set up a Presidential Commission on Diversity, Inclusion, and Equity, which will sponsor a series of campus-wide dialogues on those topics.

<b>Changes because of COVID-19</b>	With fewer face-to-face classes and fewer students on campus, fostering a sense of belonging and inclusion is more challenging, for reasons mentioned in previous sections above. We will continue to encourage students to complete the PERTS social belonging intervention, even if NSOs remain virtual, and we will continue to seize every opportunity to engage the entire campus in discussions regarding including and belonging, even if they are virtual and not face-to-face.
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## GENERAL OVERVIEW AND OBSERVATIONS

As noted above, our rebuilt NSOs and our still-evolving FIRE 1000 class contributed most to our improved Momentum Year metrics for the 2019-20 academic year, particularly our improved ABC rates in English and Math classes, and overall gains in retention. We still have work to do developing consistent, clearer program maps and ensuring students have access to those maps. Also, although we have come a long way towards recognizing how important a sense of belonging is for our students, culture change is not complete, and we still have work to do on that front. One big concern for the Fall 2020 cohort is that, because of COVID, they did not receive the same NSO experience as students in the previous two cohorts. We will need to work even harder to keep our retention momentum going.

## SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

### PURPOSE

<b>Priority Work</b>	<b>Helping students towards making a purposeful choice before they arrive on campus.</b>
<b>Description of Activities</b>	<ol style="list-style-type: none"> <li>Included a career services module in FORGE, our pre-orientation experience for new students.</li> <li>Included a question in the scheduling survey asking students if they would like some early career counseling before they arrive on campus.</li> </ol>
<b>Activity status and plans for 2020</b>	Both activities have been implemented. For 2020, for the first time, every incoming freshman was required to complete FORGE, including the career services module. We plan to continue requiring FORGE (including the career services module) for future cohorts.
<b>Lessons Learned</b>	A significant number of incoming freshmen requested early career counseling on their scheduling surveys. Given the virtual nature of our NSOs and our campus in general this past summer, it was a challenge coordinating with Career Services and providing this intervention.
<b>Priority Work</b>	<b>Helping students make or confirm a purposeful choice about an academic focus area and program of study.</b>
<b>Description of Activities</b>	<ol style="list-style-type: none"> <li>Assign faculty advisors to hold regular advising hours in the residence halls.</li> </ol>
<b>Activity status and plans for 2020</b>	We had a faculty advisor/Academic Coach keep 3-5 “office hours” per week in our residence halls in 2019-2020 and are continuing that practice here in Fall 2020. While in 2019-20 the advisor set up shop in one specific residence halls, in Fall 2020, she is rotating among the five residence halls on our campus.
<b>Lessons Learned</b>	The practice of “meeting students where they are” is an effective one. We believe that offering advising and academic coaching in the residence hall contributed to the improved retention numbers for residential students. The

COVID restrictions (social distancing in particular) and having fewer students on campus have complicated things this semester. Traffic seems to be down, with fewer student contacts.

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## MINDSET

<b>Priority Work</b>	<b>Help students develop a sense of belonging, both social and academic.</b>
<b>Description of Activities</b>	1. Student Life and Residence Life developed a “Welcome Week” for the Fall 2019 freshman cohort that included an academic session designed to help students get to know their professors.
<b>Activity status and plans for 2020</b>	Welcome Week was implemented in August 2019, and reprised in Fall 2020.
<b>Lessons Learned</b>	It is difficult to quantify the impact of activities like Welcome Week, but we believe it helped contribute to the increased retention rates we saw for the Fall 2019 cohort.

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## PATHWAYS

<b>Priority Work</b>	<b>Help students and faculty understand how financial aid works and how important it is to their academic pathway.</b>
<b>Description of Activities</b>	1. Develop workshops to cover basic financial aid issues.
<b>Activity status and plans for 2020</b>	First workshop is scheduled for this month (October 2020).
<b>Lessons Learned</b>	No results yet.

## STUDENT SUCCESS AND COMPLETION TEAM

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## KENNESAW STATE UNIVERSITY

### INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Kennesaw State University is one of four comprehensive universities in the University System of Georgia and the third-largest university in the state of Georgia. KSU is a Carnegie-designated doctoral R2 research institution. The mission statement affirms KSU's commitment to student success.

*“At Kennesaw State, we serve as a powerful example of the impact a student-centered, research-driven university education can deliver. We help students succeed through exploration, collaboration, and rigor, uniting a diverse spectrum of backgrounds and talents. At KSU, students become the individuals who people want as colleagues and leaders.”*

Two KSU values further exemplify KSU's commitment to student success.

*“We are student-inspired; we believe in fueling aspiration and delivering pathways – enabling students to stretch and strive, embrace a dream, and create actionable plans.”*

*“We are promise-fulfilling; we believe in being committed and ready – making promises we can keep to fuel opportunity for every student and spark economic growth for the region.”*

After reviewing this update, it will become clear that KSU is converting commitment to action across multiple campus initiatives.

As illustrated in Table 1, Kennesaw State University enrolled 34,283 undergraduate students in fall semester 2019, a 9% increase from fall semester 2018. As is demonstrated later in this report, curriculum, advising, and various student success initiatives are underway at KSU to retain these students and ensure a smooth and timely progression to degree attainment. The proportion of full-time undergraduates has remained consistent at roughly three-quarters of the total undergraduate student population. The percentage of women remained consistent at almost 50% since consolidation. In addition, there has been a steady increase in the percentage of racial/ethnic minority identified students. The percentage of undergraduate students receiving Pell Grants decreased two percentage points from 37% in fall semester 2017 to 35% in fall semester 2018. Pell grant data for fall semester 2019 were unavailable at the time of data collection.

The number of enrolled first-time freshmen increased by approximately 37% from 4,783 in fall semester 2018 to 6,533 in fall semester 2019. The full-time student percentage has remained high at 94% of the total first-time freshman student population. Female students remain relatively consistent at 49% and the percentage of racial/ethnic minority identified students increased to 49% in fall semester 2019.

**Table 1. KSU Degree-Seeking Undergraduate Enrollment 2013-2018**

<b>Undergraduate Enrollment Profile</b>							
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
<b>Total Undergraduates</b>	<b>28,138</b>	<b>29,332</b>	<b>30,281</b>	<b>31,976</b>	<b>32,741</b>	<b>32,069</b>	<b>34,283</b>
<b>Full-time</b>	75%	75%	76%	77%	76%	76%	75%
<b>Female</b>	50%	49%	49%	48%	47%	48%	48%
<b>Race/Ethnic Minority</b>	39%	40%	42%	43%	44%	45%	46%
<b>Asian</b>	5%	5%	5%	5%	5%	5%	6%
<b>Black or African American</b>	19%	20%	20%	22%	21%	22%	22%
<b>Hispanic or Latino</b>	8%	8%	9%	10%	10%	10%	12%
<b>Pell Recipients</b>	41%	41%	39%	37%	37%	35%	N/A
<b>First Generation</b>	N/A	N/A	22%	29%	33%	35%	35%
<b>Adult Learners</b>	N/A	N/A	22%	20%	19%	19%	17%

**NOTE:** Total Degree-Seeking Undergraduates includes Freshmen (10), Sophomores (20), Juniors (30), Seniors (40) and Dual Enrollment (11) students.

Full-Time status includes students who are registered for 12 or more credit hours for the term.

Race/Ethnic Minority includes all race/ethnicity categories except White, Non-Hispanic Origin.

The Pell Recipients include those who received Pell in the fall terms per the website below. Per the website, fall semester 2018 is the most current available term.

KSU's definition of First Generation is used in the percentages above. First Generation includes students where neither parent/guardian completed a bachelor's degree.

Adult Learners include students enrolled who are age 25 and older.

#### ***First-time Freshmen Enrollment Profile***

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
<b>Total First-time Freshmen</b>	<b>4,034</b>	<b>4,665</b>	<b>5,032</b>	<b>5,347</b>	<b>5,237</b>	<b>4,783</b>	<b>6,533</b>
<b>Full-time</b>	97%	97%	97%	97%	97%	97%	94%
<b>Female</b>	50%	47%	49%	49%	48%	48%	49%
<b>Race/Ethnic Minority</b>	33%	35%	37%	40%	42%	41%	49%
<b>Asian</b>	5%	5%	5%	5%	5%	5%	6%
<b>Black or African American</b>	15%	17%	19%	19%	19%	19%	22%
<b>Hispanic or Latino</b>	8%	8%	9%	10%	10%	11%	14%
<b>First Generation</b>	N/A	N/A	33%	34%	34%	32%	36%
<b>Adult Learners</b>	N/A	N/A	1%	1%	1%	1%	1%

**NOTE:** Total Degree-Seeking Undergraduates includes Freshmen (10), Sophomores (20), Juniors (30), Seniors (40) and Dual Enrollment (11) students.

Full-Time status includes students who are registered for 12 or more credit hours for the term.

Race/Ethnic Minority includes all race/ethnicity categories except White, Non-Hispanic Origin.

KSU's definition of First Generation is used in the percentages above. First Generation includes students where neither parent/guardian completed a bachelor's degree.

Adult Learners include students enrolled who are age 25 and older.

Sources: University System of Georgia Semester Enrollment Reports: [https://www.usg.edu/research/enrollment\\_reports/](https://www.usg.edu/research/enrollment_reports/)

University System of Georgia Pell Recipients: [https://www.usg.edu/research/financial\\_aid/](https://www.usg.edu/research/financial_aid/)

## IMPROVEMENT PRACTICES

### *Curriculum Audit*

In Fall 2019, the university undertook a major curriculum audit, led by the Office of Curriculum and Assessment. The goal of the audit was to examine each major curriculum offered on campus and identify elements such as hidden pre-requisites, outdated or irrelevant pre-requisites, and other barriers to a clear path toward completing the major. As a result of these program audits, Academic Affairs found that 88% of programs were not in Compliance with Board of Regent requirements for General Education Core Curriculum, potentially adding credit hours, contributing to bottlenecks, and hindering student progression through the Core Curriculum. The audit found that 17% of programs had math errors resulting in inaccurate credit hour totals. This process also revealed that 68% of programs had hidden prerequisites, each potentially adding credit hours and slowing student RPG. Other issues surrounding program gates and Area F likely also impacted credit hours and student progression through curriculum. At this time, 83 academic programs tied to the audit have been reviewed with an eye toward correcting issues raised in the audit, as well as issues related to student progression. 45 programs have been modified, with others working through the KSU curriculum process during the 2019/2020 academic year.

### *Database Restructuring: Analytic Data Warehouse project*

Kennesaw State databases needed to be restructured in order to provide accurate and timely dashboards related to student success, enrollment metrics, and other retention and progression analysis. This required an intricate shift to a star structure which allows for more dynamic and accurate data aggregation and analysis. The project began in early Spring 20, and should be completed by September, 2020. A progression dashboard is being developed simultaneously as the data restructuring continues.

### *CRM - Target X*

Kennesaw State recognized the need to have a common and centralized customer relationship management system. Duplicate and redundant “check in” and communication systems made access to student information and tracking student interaction with university message sources convoluted and inaccurate. By implementing a university-wide CRM, and giving access to all relevant faculty and staff members, KSU will have a focused approach to tracking student engagement and student academic progress, allowing for better retention interventions and progression support. Transition from current campus platforms to the new CRM, Target X, is underway, with the enrollment/recruiting module to be completed first, and the retention module (which includes advising/early alerts) to begin in January, 2021.

### *Registration Holds Review*

The KSU Registrar’s Office and Academic Advising have an ongoing partnership to examine the effects of registration holds on student retention. Academic holds and Bursar/Financial holds comprise the largest number of registration holds placed on student accounts. 30 hour advising holds are no longer applied to all relevant student accounts. The standard Academic Hold now includes a hold for a student who is on probation. This use of the academic hold is new and has not been implemented at KSU previous to Summer 2020. Some holds have been revised to be less global and more targeted in their application, such as the 30 hour hold. This project will continue as the effects of holds are analyzed.

### *Waitlist Project*

Prior to Spring 2019, waitlists were not used for enrollment planning purposes at KSU. Opening waitlists to an unlimited seat capacity for each section allowed for a true measure of student demand. Waitlist data is being used to more strategically address faculty hiring and isolate course progression bottle necks. This work is ongoing and yielding results in the appropriate allocation of resources, need for academic interventions (coupled with retake data), and curriculum evaluation.

## MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

### SECTION 3.1 EXISTING MOMENTUM WORK

Strategy or activity	Restructure and Funding of Advising
Summary of Activities	Thirty new advisors were hired in Fall 2019, and distributed to units in the academic colleges
Outcomes/Measures of progress	30 new advisors were hired, and an advising career ladder was implemented. Uniform job descriptions for advisor, senior advisor, senior advisor-transfer, master advisors, and advising directors were completed and entered into the HR position description library, allowing for consistency across all advising units. A consistent standard for compensation was also applied to all new and refill advising positions across campus.
Lessons Learned and Plans for the Future	The importance of allowing each advising unit to judge their needs based on performance metrics and workflow/work processes is vital in ensuring units receive resources (monetary and human) that will assist them in achieving their goals. Strict advisor:student ratios don't give an accurate picture of what needs to be accomplished or what will yield the most impact on retention and progression of majors/students in each academic advising unit. Complexity of curriculum, overall student performance, and student risk profile all contribute to finding the right ratio.
Changes because of COVID-19	COVID-19, and associated budget cuts, caused a pause with submitting backfill positions into the Critical Hire process. This pause has been lifted, with all positions submitted and available.
Strategy or activity	Formalize Link between Career and Academic Advising
Summary of Activities	Career advisors are linked to college advising units, as well as to the Owl Exploratory Advising Center.
Outcomes/Measures of progress	While no data is collected related to which students interacting with the Career Advisors are referred by the colleges, or come from embedded practices, each academic college has a dedicated Career Advisor. The exception to this is the Honors College, whose students receive guidance from their major college career advisor.
Lessons Learned and Plans for the Future	This method of reaching students appears to be working well. Awareness of career advising is being heightened by multi-source, and multi-media approaches as well.
Changes because of COVID-19	Interview prep and other career advising services moved entirely online due to COVID-19, however the link between academic and career advising did not change.

### TRANSPARENT PATHWAYS

Strategy or activity	Focus Areas
Summary of Activities	Focus Areas were implemented in May, 2019, however simplification and changes to a number of major curricula require revisions to a few focus area structures in order to avoid CPOS challenges for students within the focus areas. The current focus area structure focuses on the first semester of a student's first year, and is restricted to only true first-time, full-time students.
Outcomes/Measures of progress	With only one year of using focus areas, it's difficult to just progress beyond ensuring students are placed into focus areas at the point of matriculation and into subsequent majors as quickly as possible during their first term. The Analytic Data Warehouse project dashboards will be extremely helpful in illuminating trend data along with predictive power as students leave focus areas into associated majors. See Appendix A for progress.
Lessons Learned and Plans for the Future	Like all curriculum, Focus Areas are living things and need to be examined constantly to ensure students are appropriately propelled into associated majors without any errant credits. It is too early to determine if students who choose focus areas remain in associated majors, however the new progression dashboards under development in Institutional Research will be able to capture stability and migration for each entering class.



<b>Changes because of COVID-19</b>	Virtual Orientations for Fall 2019 prevented the efficient completion of assigning students to Focus Areas due to delays tied to students formally declaring their majors and focus areas.
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## ACADEMIC MINDSET

<b>Strategy or activity</b>	<b>New Approach to administering Mindset Survey</b>
<b>Summary of Activities</b>	This activity is addressed in the Momentum Summit III section of this report in greater detail
<b>Outcomes/Measures of progress</b>	We hope to see a dramatic rise in the number of completed Mindset Surveys, and a new data structuring and analysis team should be have the expertise and capacity to turn the raw data received into something actionable.
<b>Lessons Learned and Plans for the Future</b>	Receiving the raw data was a challenge, as was addressing the abrupt loss of the survey communication vehicle (KSU 1101 First-Year Seminar), not leaving enough time to integrate into another course structure. We learned the using a general education course is the best vehicle for widespread communication about, and strong completion rates. We also created more “supporting” materials to guide the students in the forms of a video to introduce the students to the survey, a “thank you” video for those students who complete the survey which offers more information about growth mindset and reminding students to look out for the follow-up survey.
<b>Changes because of COVID-19</b>	No changes were needed due to COVID-19.

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## GENERAL OVERVIEW AND OBSERVATIONS

Kennesaw State has taken a comprehensive approach to the Momentum Approach, melding numerous campus initiatives underway currently into a multi-foci strategy to ensure all aspects of the student experience are addressed. This is most evident in the following section of this report, which addresses the follow-up from the Momentum Summit III. Addressing outdated or siloed platforms for gathering accurate information related to student progression became one of the most important priorities of academic year 2019. The ability to create a systemic approach to ensuring student progression and achieving other student success goals, requires the ability to measure where the institution “is” in order to determine which elements of retention and progression are acute, which are chronic, as well as which are easily addressed and which will need a greater infusion of resources and strategic thinking and movement. Significant forward movement was accomplished in this regard during 2019/2020.

The emergence of progression and data dashboards during the 2020/2021 academic year will build on the progress made in 2019/2020 by placing more information and stronger decision-making capability in the hands of decision-makers closest to the students. The current delay in accessing data needed to make decisions causes a lag in the ability to serve students in an effective and efficient manner. The ability to track various progression markers such as student major migration, or student performance by major and risk factor will yield immediate yet lasting outcomes. Currently, these analyses need to be performed by examining individual students and aggregating the information to conceptualize trends or combining reports specific to individual data platforms.

### SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

<b>Priority Work</b>	<b>Develop Student Success Website</b>
<b>Description of Activities</b>	A comprehensive website for KSU student success efforts is necessary and under development. At this time there is no single location to access resources, information, and data related to KSU’s various student success initiatives. The void of such a location is confusing for students, faculty and staff, and prospective student families.
<b>Activity status and plans for 2020</b>	Website has been designed, copy and graphics approved, and will go live in early Fall 2020. The data section of the site will be delayed until the main database

restructuring currently underway in Institutional Research is completed, and administration approval is given for the categories and format of data to be placed on the site.

<b>Lessons Learned</b>	The most important elements to the website design were to determine which audience(s) needed to be addressed and ensure there was an interactive element to encourage continued student engagement with the site.
<b>Priority Work</b>	<b>Interactive Career/Progression Map</b>
<b>Description of Activities</b>	An interactive section of the Student Success website designed to help students understand what should happen on the path to degree completion and career placement.
<b>Activity status and plans for 2020</b>	This section of the Student Success website required special work from a design vendor, and will be completed in early Fall 2020. The map includes deadlines, prompts for action, and reflective check-points.
<b>Lessons Learned</b>	There are no “results” to report, however the issue of language addressed in an earlier action item applies to this project. Students (current and prospective), parents, KSU professionals, and external audiences have the opportunity to see how KSU envisions and enacts progression toward degree completion and career placement.
<b>Priority Work</b>	<b>Fall, Spring, and Summer Enrollment Events</b>
<b>Description of Activities</b>	Campus events to promote enrollment for each term, provide students with information about resources including key campus units such as Financial Aid, Advising, Career Planning and Development, and Academic Success units.
<b>Activity status and plans for 2020</b>	Event encouraging Summer 2020 enrollment was successful, therefore a Fall 2020 event is underway to encourage Spring 2021 enrollment and alert students to vital campus resources. The event will have a virtual phase where units will offer general information, and a “tabling” phase where students will meet representatives from these units based on appointments made during the virtual phase. Tables will be outside on both campuses with event staff present to ensure social distancing.
<b>Lessons Learned</b>	A “Majors Fair” held in Fall ‘19 was not successful. Using a central location and single event session for each campus yielded extremely low student turnout. A revised event was created to target enrollment for Summer ‘20, which was a success. This event was broken into small micro-events, held by each academic college in order to pursue greater connection with their major populations. Each micro-event followed the same format and included information from Career Planning and Development and Financial Aid. While very effective overall in relation to lifting Summer ‘20 enrollment, not all colleges saw equivalent benefits as far as connecting with their students. Therefore the Fall ‘20 event will be a blend of a virtual “conference” where all students will be able to connect with the campus resources they need, and tabling sessions for more individualized attention as requested.
<b>Priority Work</b>	<b>Microcredentials</b>
<b>Description of Activities</b>	Digital credentials or badges will be available to students to enhance their knowledge and skill base and better position them for employment or graduate study after graduation.
<b>Activity status and plans for 2020</b>	Given the recent reorganizations on campus due to budget stress caused by COVID-19, progress is stalled on this initiative.
<b>Lessons Learned</b>	Some of the challenges encountered early on with this initiative were related to where students would access the microcredential curriculum, how it would be structured to differentiate it from basic courses/modules already available, and who would “own” it for updates and monitoring. Given this initiative lies at the nexus of Student Success, Career Planning and Development, and Professional Education, each with legitimate claim based on audiences, the ownership and access issues seemed more complex than anticipated. Currently the initiative lies within the Department of Career Planning and Development.

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**MINDSET**

<b>Priority Work</b>	<b>Analyze Mindset Data</b>
<b>Description of Activities</b>	Review and structure raw survey result data provided by Motivate Lab
<b>Activity status and plans for 2020</b>	New leaders for the Mindset Survey are collaborating with the data experts in our University Assessment division to ensure we have a complete picture of survey results. Initial sorting is beginning in Fall 2020 after consultative discussions with the Motivate Lab team. The plan is to have a complete picture of trends after the Fall 2020 Mindset Survey is complete
<b>Lessons Learned</b>	No results at this time.
<b>Priority Work</b>	<b>Strengths-based Language in Communication to Students</b>
<b>Description of Activities</b>	Review communication to students to eliminate punitive or directive language and replace with strengths-based language.
<b>Activity status and plans for 2020</b>	Language in academic probation letters as well as language from Financial Aid is under review. Some other correspondence from Enrollment Services has been created with an eye toward contemporary voice and positive reinforcement.
<b>Lessons Learned</b>	Results have not been tracked, but the volume of communication which needs to be examined is slowly being reviewed.
<b>Priority Work</b>	<b>Mindset Survey Delivery</b>
<b>Description of Activities</b>	Finding a successful delivery path for strong completion of the Mindset Survey
<b>Activity status and plans for 2020</b>	Using the KSU 1101 seminar as a vehicle for distributing the Mindset Survey link was extremely successful, however having the seminar removed from institutional requirements lost the ability to have such a vehicle. The drop in Fall 19 completion is evidence of this. The Fall '20 link will be distributed through ENG 1101 and 1102 courses. A link to a video encouraging students to participate will be embedded in D2L shells and the campus survey administrator spoke at the ENG 1101/1102 opening meeting. The video can be viewed here: <a href="https://bit.ly/31IozYh">https://bit.ly/31IozYh</a> . We anticipate impressive growth of completion numbers.
<b>Lessons Learned</b>	The best way for us to ensure students are aware of and complete the survey appears to be when the information/link is embedded in a particular course. General appeals to students undertaken independent of a specific course were not effective.
<b>Priority Work</b>	<b>Student Communication Board and Guidelines</b>
<b>Description of Activities</b>	A board who meets monthly to monitor campus-wide communications sent to students
<b>Activity status and plans for 2020</b>	The board is comprised of members from Enrollment Services, Student Success, and Academic Affairs. The guidelines for allowable communication were crafted and presented to the President, however this initiative has been tabled during our response to the COVID-19 pandemic.
<b>Lessons Learned</b>	One of the challenges faced by the group was determining a “cut-off” related to audience size which would determine if the communications needed to be vetted by the board. Academic communication with classes distributed within D2L, or by campus email, was exempt.

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**PATHWAYS**

<b>Priority Work</b>	<b>Interactive Career Progression Map</b>
<b>Description of Activities</b>	This initiative has become a Progression map that includes Career information as a part of the Student Success Website.
<b>Activity status and plans for 2020</b>	The Student Success Website will be launched in late Fall 2020 to coincide with a retention campaign. Students will receive promotional communication as well as announcements via D2L. This portion of the site is a map, or pathway, where students can click on the portion of the map that most closely aligns with their academic progression in order to discover the activities and engagement opportunities

available to ensure a timely graduation and successful professional placement. Various deadlines are included, with the students encouraged to stay connected with advisors, faculty, and career and financial aid staff.

<b>Lessons Learned</b>	Engagement with this portion of the site will be tracked upon implementation.
<b>Priority Work</b>	<b>Quality Enhancement Plan: It's About Engagement</b>
<b>Description of Activities</b>	It's About Engagement targets growing the number of opportunities for students to engage in internships, service learning, and undergraduate research, as well as improving the quality of these opportunities.
<b>Activity status and plans for 2020</b>	It's About Engagement was implemented in Fall 19. Opportunities were tracked beginning Spring, 20. This initiative is no longer tied to the Momentum Approach at KSU.
<b>Lessons Learned</b>	The COVID-19 pandemic has hampered the ability to grow internships and service learning, however the university is exploring innovative methods of continuing these vital engagement opportunities amidst the constraints present.
<b>Priority Work</b>	<b>Dynamic Program Maps (created in Banner)</b>
<b>Description of Activities</b>	Program maps which pull from Banner are available to students when registering, indicating if a student's class choices are keeping them on track for a timely graduation, or diverges from the original map with the potential of delaying graduation.
<b>Activity status and plans for 2020</b>	The program maps are in broad "test" phase with advisors and students utilizing the plan. Currently only new and transfer students who are matriculating in Fall 2020 are included in the pilot. Curriculum changes which complete the institutional curriculum approval cycle are coded into Banner, and the resulting maps are available in live, dynamic format as well as a static .pdf on the Advising.Kennesaw.edu website. The use of the maps is rolling out through the entire advising community in a methodical way, with volunteer advisors being the first to work with the process. 3336 individual student plans have been modified since the beginning of the pilot, representing approximately 27% of available degree plans, with 39 advisors participating in the pilot.
<b>Lessons Learned</b>	We've seen a marked uptick in advisor interaction with these maps over the past month now that process glitches have been eliminated. At first, these maps are time consuming to use, as with any new process. However, time to completion for advisors is also dropping dramatically. Full roll-out should occur by Spring 2021.
<b>Priority Work</b>	<b>Integrated Health major</b>
<b>Description of Activities</b>	A new major was designed to complement the existing Nursing program, both as an alternative for students who were unable to enter the Nursing program and as a legitimate alternative for students who desired to enter the field of healthcare more generally.
<b>Activity status and plans for 2020</b>	The Integrated Health major became an active major choice in August 2020. Currently there are 60 declared majors, and the enrollment cap for the intro course associated with the major had to be raised twice, with over 50 students enrolling. See Appendix B for further information.
<b>Lessons Learned</b>	This degree should make a significant impact related to retention and progression of those students who are not able to enter the nursing program as planned, which translates to hundreds of students per year.
<b>Priority Work</b>	<b>Increasing funding for student scholarships</b>
<b>Description of Activities</b>	Developing new opportunities for donors to establish scholarships that benefit students.
<b>Activity status and plans for 2020</b>	University Advancement has made significant strides in establishing both merit- and need-based scholarship funding over the last two years. Of note are multi-million dollar endowments such as the KSU Journey Honors College Matching Scholarship initiative, and the newly created Moving Forward Fund designed to support those students who have experienced economic hardship due to the pandemic.
<b>Lessons Learned</b>	See Appendix C for scholarship growth.

<b>Priority Work</b>	<b>Owl Exploratory Advising Center</b>
<b>Description of Activities</b>	Creation of a physical location to highlight advising services for exploratory, transfer, and other students along with the presence of career services representatives and the Financial Literacy Center.
<b>Activity status and plans for 2020</b>	The permanent home for the Owl Exploratory Advising Center will be in the new Academic Learning Center building, scheduled to open in Fall 2022. A temporary home for the center was opened in June 2020, moving the services closer to financial aid and the bursar's office.
<b>Lessons Learned</b>	The center had a very "soft" opening due to COVID-19, therefore it is difficult to judge the effectiveness of the center right at this time.
<b>Priority Work</b>	<b>Enrollment Analysis</b>
<b>Description of Activities</b>	Advising works closely with Enrollment Services (ES) to ensure students register early, those students reticent to register are tracked and encouraged, and those who do not register are contacted. ES and advising also work closely with the academic colleges to ensure appropriate sections are offered and students are moved from waitlists to open sections as quickly as possible.
<b>Activity status and plans for 2020</b>	This activity continues with increased involvement by deans and chairs. A dashboard is used to track enrollment, covering current enrollment in each section and waitlists associated with closed sections.
<b>Lessons Learned</b>	The use of the dashboard, along with increased funding for part-time and limited term faculty members, has alleviated some waitlist pressure. Increased communication with the advising community has also allowed student schedules to be adjusted accordingly.

## STUDENT SUCCESS AND COMPLETION TEAM

Please provide the names and titles for the individuals on your campus responsible for implementing, monitoring, and evaluating your Student Success and Completion Strategies.

<b>Name</b>	<b>Title</b>	<b>email</b>
Kathy Schwaig	Provost and VPAA	Kschwaig@kennesaw.edu
Marla Bell	Interim Associate Vice Provost for Student Success	Mbell@kennesaw.edu
Brenda Stopher	VP of Enrollment Services	Bstopher@kennesaw.edu
Jerryl Morris	Interim Executive Director, University Advising	Jmorr132@kennesaw.edu
Paul Parker	Registrar	Pparke25@kennesaw.edu
Michael Rothlisberger	Academic Fiscal Affairs Officer	Mrothlis@kennesaw.edu
Julie Page	Director of Strategic Initiatives	Jpage45@kennesaw.edu



**Middle Georgia**  
State University

## **MIDDLE GEORGIA STATE UNIVERSITY**

### **INSTITUTIONAL MISSION AND STUDENT BODY PROFILE**

Middle Georgia State University (MGSU) is a five-campus institution providing selective undergraduate and graduate education throughout the middle Georgia region. MGSU serves a diverse student body through traditional, online, and hybrid delivery of curriculum. It is the mission of MGSU to educate and graduate inspired lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships, and community engagement. The institution's vision is to transform individuals and their communities through extraordinary high learning. Four core values underscore this vision: stewardship, engagement, adaptability, and learning.

Middle Georgia State University offered 23 programs at the baccalaureate level and 5 at the master's level in the 2019-20 academic year. The University awarded 1,331 degrees in the 2019-20 academic year. The number of baccalaureate degrees awarded increased from 775 in Fiscal Year (FY) 2019 to 910 in FY 2020, an increase of 17.42%.

Census data define the Fall 2019 student body to be Georgia residents (94.3%), predominantly White Non-Hispanic (52.4%); Black/African American Non-Hispanic (33.9%), and under 25 years of age (72.4%). Of the student body, 62.2% were enrolled full-time. Females comprised 56.6% of the student body and males 43.4% of the student body.

In Fall 2019, 94.3% of enrolled students were Georgia residents representing 143 counties with most of the in-state students coming from Houston, Bibb, Laurens, Peach, Dodge, Bleckley, Henry, Fulton, DeKalb, Monroe, Gwinnett, Jones, and Cobb. Also represented in the fall 2019 enrolled student body were 139 out-of-state counties. There were 311 students that came from out-of-state primarily from Florida, South Carolina, Alabama, and North Carolina. International students represented 1.83% of the total fall 2019 enrollment.

The number of MGSU Pell recipients in fall 2019 was 3,448 (45.8% of undergraduates) of total enrollment as compared to 3,439 (45.4% of undergraduates) for the 2018-19 academic year. The fall 2019 enrollment was also comprised of 1,200 (14.9%) first generation college students and 2,224 (27.6%) adult learners. In fall 2019, there were 331 military students that comprised 4.1% of the total enrollment as compared to 423 students (5.4%) of the total enrollment in fall 2018. The ethnic minority student population in fall 2019 was 3,535 (43.8%) as compared to 3,448 (44.2%) in fall 2018.

MGSU has a blended function in that it serves both the academically gifted students in dual enrollment, bachelor's and master's degree programs while also serving as a point of access to higher education for underrepresented populations. Owning student success is the 2018-2023 strategic imperative for MGSU which is dependent on data-driven decision making, better service to students, more efficient use of faculty and staff resources, and utilization of tools to measure and communicate performance. Keeping students on track to program completion is the CCG goal most closely aligned with MGSU's strategic priorities. Outcomes for this goal include improved persistence and retention rates and increase in the number of students completing their degree on-time. To fulfill its vision of "transformation of individuals and their communities through extraordinary higher learning," MGSU has identified several high impact strategies to enhance retention and graduation.

Benchmark:  
Columbus State University

Competitor institution:  
Valdosta State University

Aspirational:  
Kennesaw State University

### **IMPROVEMENT PRACTICES**

1. Established a School-based strategy from enrollment until graduation: Admitted students were assigned to an academic School right from the time of enrollment so students had access to guidance to overcome procedural as well as motivational barriers. During orientation, students were assigned to various groups depending upon their School and major and attended school-specific academic sessions where they met the Dean, Chair and some faculty that introduced the programs offered by the School. The decision to move to a school-based strategy involved the cabinet-level executives as well as academic affairs and enrollment management leadership. Each Dean, with input

from the Chairs and faculty, developed a Strategic Plan for the School outlining the vision, mission, and imperatives with associated strategies. In addition, each School also developed a school-specific Faculty Handbook listing administrative procedures, expectations and evaluation of faculty performance, school committees, and instruction-related as well as student-related policies and procedures.

All students enrolled in MGSU were admitted under one of the six academic Schools, and the undecided major was eliminated.

2. Established de-centralized advising: In keeping with the school-based strategy, all the professional advisors were distributed among the academic Schools and the Deans made responsible for the advisement and registration process for all students enrolled under different majors offered by the School. Deans managed the caseload of each professional academic advisor assigning them responsibility for 200-250 students each.

Most Schools have established a policy that professional advisors work with their advisees until they acquire 45 credit hours after which students are advised by faculty. In case of professional programs like Nursing, Occupational Therapy Assistant, Respiratory Therapy, and Education, faculty advisors take over advising from the professional advisors once the student gets admitted into the program. While this strategy is helping students to get more focused advising and mentoring, there are challenges linked to changing majors and campuses by students. It is also difficult to maintain an equitable case load between the advisors assigned to one School. The issue gets more complicated with frequent turnover of professional advisors. Data cleanup in Banner is also a continuous process required every semester.

3. Curriculum revision: Several students at MGSU have greater than 120 hours but no degree. These hours have been accumulated as students change their majors frequently whereby some of the courses do not provide credit towards their new major. To allow for transfer of credit between majors, curriculum revision was introduced to provide greater flexibility by increasing the number of elective credits. The Deans, Chairs, and faculty worked on designing curricular changes that were then moved through the curriculum approval process involving the Academic Affairs Board, the Provost's office, and the Faculty Senate. The introduction of these curricular changes increased the number of bachelor's degree graduates by 17.4% in just one academic year from 2018-2019 to 2019-2020. The average number of credits acquired at graduation towards a bachelor's degree decreased by 1.8% going from 140 in 2018-2019 to 138 in 2019-2020.

4. Strengthened online instruction: MGA Direct was launched in Fall 2019 with courses offered in eight-week and fifteen-week sessions to accommodate the needs of working adults and to make the degrees and courses available to students across the nation and the world. Three Master's degrees and eight bachelor's degrees were offered through this initiative. School Deans, Chairs, faculty, and the Academic Affairs office personnel were involved in the planning and curriculum approval process for degrees/courses offered through MGA Direct. In 2019-2020 there were 7,349 distinct students taking *at least one online class* which was 73% of the overall distinct headcount for the academic year. This is a 14.3% increase from the prior year when MGA had 6,429 distinct students, or 67% of the overall headcount, taking at least one online class. There were 2,120 *fully online* students in fall 2019 which is a 522 student (32.7%) increase from Fall 2018 which saw 1,598 fully online students. The number of online courses offered increased by 22.3% in 2019-2020 expanding from 1,067 in 2018-2019 to 1,305.

5. Implemented co-requisite remediation: Both English and math departments offered co-requisite support for English Composition I (ENGL 1101 with 0999) and Math Modeling (MATH 1101 with 0998).

#### ***English Learning Support (LS) Data for 2019 – 2020***

- 140 students enrolled in Fall 2019 English learning support classes and 105 enrolled in Spring 2020
- ENGL 0999 showed a pass rate of 67.1% in Fall 2019 and 51.4% in Spring 2020
- LS students in ENGL 1101 showed a pass rate of 58.2% in Fall 2019 and 48.6% in Spring 2020
- 57% of LS English students passed both 0999 and 1101 in Fall 2019 whereas 43% passed both in Spring 2020
- 82 students exited English Learning Support in Fall 2019 with 94% having exited after one term whereas 51 students exited in Spring 2020 with 75% having exited in one term

It is evident from the data that student success outcomes in LS English need to be improved. The Department of English has redesigned English 0999 as part of the Gateways to Completion (G2C) initiative. The redesigned course is better aligned with the learning objectives of ENGL 1101 and is being offered in fall 2020. Data obtained at the end of the semester will provide an insight into the success of the redesign and an opportunity to make additional course modifications as needed. More information on the redesign is highlighted in the narrative on course redesign.

### ***Math Learning Support Data for 2019 – 2020***

- 317 students enrolled in Fall 2019 Math learning support classes and 279 enrolled in Spring 2020
- MATH 0998 showed a pass rate of 41.3% in Fall 2019 and 69.2% in Spring 2020
- LS students in MATH 1101 showed a pass rate of 40.3% in Fall 2019 and 47.7% in Spring 2020
- 39% of LS Math students passed both 0998 and 1101 in Fall 2019 whereas 43% passed both in Spring 2020
- 128 students exited Math Learning Support in Fall 2019 with 90% having exited after one term whereas 82 students exited in Spring 2020 with 62% having exited in one term

Prior to spring 2020, the Department of Mathematics & Statistics offered MATH 1101 (Introduction to Mathematical Modeling, 3 credit hours) and the support course MATH 0998 (Support for Math Modeling, 3 credit hours). There had been a number of academic initiatives that had been tried in these courses, but measuring their effectiveness was confounded by numerous institutional changes as well as more global changes to Learning Support at the University System of Georgia (elimination of foundations courses, changes in pedagogical recommendations, enrollment standards, etc.) In fall 2019, a request was made of the department to change the number of credit hours in the support course (MATH 0998) from 3 credit hours to 1 credit hour, and this change was implemented in the spring 2020 semester. An analysis of student success rates under the new model as well as anecdotal feedback from faculty and students led faculty within the department to two conclusions: 1) Students in the co-requisite course needed more time than the 1 credit hour designation allowed; 2) Many students did not have the necessary prerequisite skills to be successful in MATH 1101. In an effort to create an Area A course that was more aligned to students' abilities and interests, the faculty voted to design a new course MATH 1001 (Quantitative Reasoning, 3 credit hours) along with the co-requisite course MATH 0997 (Support for Quantitative Reasoning). The number of credit hours in the co-requisite course was designated at 2 hours. These courses are the ones currently being offered in fall 2020. A support class for Algebra is also being offered beginning fall 2020. Faculty teaching the co-requisite courses formed committees that worked on the course structure and design of the support classes.

6. Implemented course redesign: As part of the G2C initiative, cohort II, two additional courses, College Algebra and Support for English Composition I, were redesigned to improve student success outcomes. College Algebra was redesigned by the math faculty to be offered in the Emporium model in a face-to-face setting during spring 2020 ending with a 75.8% pass rate (including grades of A, B, and C). As the pandemic hit, the class had to be moved to an online format; therefore, the data obtained does not reflect the outcome of the redesign accurately. The redesigned course is being offered in fall 2020 in a hybrid emporium model.

The Support for English Composition was offered as a 3-credit hour course in fall 2019 and spring 2020. Based on data and guidance provided by the USG, the English faculty worked to redesign the course from a 3-credit hour to a 2-credit hour offering during spring 2020. The 2-credit hour course is being offered in fall 2020 that includes course specific early alerts, mandated tutoring, and specific re-alignment with the content of English Composition.

7. Leadership Development: In Fall 2019, the Knights LEAD Student Leadership Program was launched for first-year students. Offered in Macon and Cochran, these students participated in sessions that cover the eight career competencies from the National Association of Colleges & Employers: critical thinking, communication skills, teamwork, digital technology, leadership, professionalism/work ethic, career management, and global/intercultural fluency. Faculty and staff served as session facilitators and mentors, providing students with personal connections for resources and support at the university. Student participants reported an increase in knowledge in all competency areas. All Knights LEAD students participated in a session focused on career management. For their application session the following semester, students had to meet with a career advisor. Mentors are a significant part of this experience for students, but initial participation from faculty and staff was low. With staffing for the program in place before the 2020-21 academic year, early and frequent recruitment will increase the number of mentors working with students in the program. During spring, the program had to finish in a virtual format. There was a



total of 12 students who continued and completed, but the challenges that came about as a result of the pandemic made it difficult for the other remaining students to finish the program. This experience did provide the staff with the framework for how to run the program virtually in the fall.

8. Experiential Learning (EL) opportunities: The Office of Experiential Learning in collaboration with faculty, chairs, deans and the Provost's office continued to oversee the implementation of *Experiential Learning@MGA* - the Quality Enhancement Plan of the institution. Under this initiative, student learning and engagement was strengthened by increasing participation in an array of experiential learning opportunities including internships, undergraduate research, and service learning. The initiative encouraged "exploration and application beyond the classroom," transforming students' perspective, their career trajectories, and our shared communities. Activities under this plan included Experiential Learning Course Redesigns, Faculty Professional Development, Student Conference and Travel Funding and Research Stipends, and Experiential Learning Speaker Bureau and Honorarium Funding.

The most recent graduating cohort (Spring 2020) had the following outcomes: 434 of the 537 undergraduates had EL designation representing 80% of the graduating class of which 118 were silver (participating in 1 High Impact Practice), 78 were gold (participating in 2 High Impact Practices), and 238 were platinum (participating in 3 or more High Impact Practices). The total represented a 26.5% increase from the spring 2019 graduation where 343 earned EL designation.

The QEP was developed with constituency input and mindfully crafted to maximize student learning outcomes that support the mission and reflect the strategic priorities of the institution. A significant impact has been observed on the culture of the institution – manifested as a focus on undergraduate research. The academy's interdisciplinary collaborations are a result of strong penetration within the academic pathways. The increase in student participation can be directly attributed to the gamification model and the intentionality of critical reflection and the cumulative value and competitive advantage proposition shared with students. The QEP becomes institutionalized in fall 2020 with the implementation of a "graduation designation" recognizing an emphasis or attentiveness to experiential learning. This transcript designation captures the expanded system emphasis on high impact practices across the curriculum.

9. Diversity/global learning: To support an inclusive campus environment that results in educational excellence and student success, the Office of Diversity, Inclusion, and Equity offered several activities in 2019-20 that included organizing table talk events to engage students in discussions about diversity, inclusion and compliance on all five campuses. At least 420 students attended the five-campus table talks.

The Office also hosted faculty/staff training on Understanding Bias & Hate on Campus which was attended by 30 faculty/staff.

A Diversity Campus Climate survey was conducted to garner students' perception of the campus environment. Survey feedback included responses from 260 students with over 71% reporting that a faculty/staff member did something in the recent year that supported their success.

MGSU is a diverse and inclusive campus. Diversity issues that are reflected or discussed on the larger stage of our country are usually the same issues that are of concern in higher education; including issues of justice, equality, and respect for humanity. The Office of Diversity, Inclusion, and Equity is increasing conversations and education around diversity and inclusion issues to support retention, progression, and graduation of students. The impact of this strategy will be more visible as the Office develops long-term strategies focused on diversity, inclusion, and equity as separate initiatives to address instead of just a single diversity initiative. Positive outcomes from implementing a more inclusive strategy will be evident through responses shared via assessment tools over the next couple of years.

## MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

### SECTION 3.1 EXISTING MOMENTUM WORK

#### PURPOSEFUL CHOICE

<b>Strategy</b>	To introduce Academic School-based strategy that aligns with focus areas: Arts and Letters, Aviation, Business, Computing, Education, Behavioral Sciences, Health Sciences, and Natural Sciences
<b>Summary of Activities</b>	Six Schools were established in Fall 2019: School of Arts and Letters, School of Aviation, School of Business, School of Computing, School of Education and Behavioral Sciences, School of Health and Natural Sciences. Each School offers majors specific to the academic discipline. All students are assigned to a major and therefore fall under one of the six schools. Learning Support students as well as Dual Enrolled students also select a major of their choice.
<b>Outcomes/Measures of progress</b>	Each student is assigned to an academic School. Undecided major has been eliminated.
<b>Lessons Learned and Plans for the Future</b>	Since MGSU is a multi-campus institution and students tend to change their major as well as campus, some students are assigned to an incorrect major in Banner. Major assignments in Banner must be monitored on a semester-by-semester basis.
<b>Changes because of COVID-19</b>	None

<b>Strategy</b>	<b>Decentralize advising to reside in all academic Schools</b>
<b>Summary of Activities</b>	Academic advisors have been assigned to all the Schools and advise specific majors.
<b>Outcomes/Measures of progress</b>	Each student has an academic advisor specific to their chosen major from the time of enrollment till they graduate.
<b>Lessons Learned and Plans for the Future</b>	Advisor assignments in Banner are sometimes incorrect due to frequent major changes and campus switching.
<b>Changes because of COVID-19</b>	All advising activity was virtual through an online platform (WC Online), email, and phone meetings. No face-to-face advising appointments were held.
<b>Strategy or activity</b>	Strengthen programs offered by the Center for Career and Leadership Development
<b>Summary of Activities</b>	Activities hosted by the Center included Internship Search Workshops; Career & Major Exploration Day; Resume Review & Career Fair Prep Day; and LinkedIn Assistance Day. The Center also hosted Professional Headshot Days.
<b>Outcomes/Measures of progress</b>	Measures of progress include 53 career education programs, and the facilitation of 17 employer networking opportunities; 463 career advising appointments were conducted, and 3,750 students participated in the appointments and programs. By April 2020, the student use of the Handshake app was increased by 235% (from 744 to 2,491).
<b>Lessons Learned and Plans for the Future</b>	Student use of career development was low, and it could be increased by improving outreach through technology and showing students and faculty that a comprehensive set of services was offered. To increase access, students needed to be able to make appointments through the online scheduling system on Handshake. Adding this change would also increase student use of Handshake, connecting them to the employers who were wanting to hire them. However, by December, Handshake was not set up to sync student data automatically each week. The Center for Career & Leadership Development must use technology, particularly with the Handshake system, more effectively to make up for having a small staff. This issue was fixed by August 2020 with the help of the Office of Technology Resources and Institutional Research.

Students also needed a more comprehensive career assessment that allowed them to research majors and degree programs. The CCLD is implementing a program for career and major assessment called Focus 2 in the 2020-21 academic year.

In terms of programming, the same opportunities were not offered on each campus or did not allow for the promotion of services in an educational and sustainable way. Programs were simplified so that they were offered multiple times on different campuses and focused on promoting our career development services. Assessment data was collected after workshops on what students wanted so those needs could be addressed in Fall 2020.

<b>Changes because of COVID-19</b>	Employer information sessions and panels were moved to a virtual format.
<b>TRANSPARENT PATHWAYS</b>	
<b>Strategy</b>	<b>To prepare program maps that include core English and math coursework, 30 credit hours, and 9 credits in the focus area in the first year of enrollment for beginning freshmen.</b>
<b>Summary of Activities</b>	Each School developed program maps for all the majors offered by the School for each campus to include the three strategies outlined above.
<b>Outcomes/Measures of progress</b>	Program maps have been developed and uploaded on the MGSU website
<b>Lessons Learned and Plans for the Future</b>	Due to curriculum revision, some of the maps developed will need to be reviewed and revised if needed. This review will take place in Fall 2020.
<b>Changes because of COVID-19</b>	None
<b>Strategy or activity</b>	<b>Implement Presence software</b>
<b>Summary of Activities</b>	Presence software was piloted in Spring 2020. Programs and events were advertised on the <a href="#">student life page</a> and in the Knight Life App.
<b>Outcomes/Measures of progress</b>	Attendance is documented through card swipes at events and logs from virtual events. Student engagement data will be pulled from this system.
<b>Lessons Learned and Plans for the Future</b>	Clubs and organizations will become active after Presence training during Fall 2020 and will conduct their events through Presence.
<b>Changes because of COVID-19</b>	No adjustment had to be made due to Covid-19. Presence can also include tracking of virtual events through Teams.
<b>Strategy or activity</b>	<b>Developing and offering co-curricular maps to students</b>
<b>Summary of Activities</b>	Attendance is documented through card swipes at events and logs from virtual events. Student engagement data will be pulled from this system
<b>Outcomes/Measures of progress</b>	Posters are hanging in residence halls and campus buildings. Academic advisors were also supplied co-curricular maps to give to students at advising appointments.
<b>Lessons Learned and Plans for the Future</b>	Co-curricular maps will be connected to the Week of Welcome events for new students, whether online or in-person, and, in a First Year Experience course that is being discussed as a future offering.
<b>Changes because of COVID-19</b>	No changes needed due to Covid-19 since the maps are available virtually and as hard copies.
<b>Strategy or activity</b>	<b>Offer Living and Learning Communities (LLCs)</b>
<b>Summary of Activities</b>	Four LLCs were offered in the 2019-20 academic year: First Year Residential Experience, Second Year Residential Experience, Aviation Maintenance Hall, and Volunteer Knights. Learning community participants can choose to participate in weekly Small Community Programs and Community-Wide Programs. Small community involves the hall, wing, or floor the student lives on. Community-Wide Programming can be the entire residence hall that the student lives in up to the entire residential

population of a campus. All residential programming falls into two categories-- Social Programming and Educational Programming, and five subcategories: Financial Literacy, Sex Education, Health & Wellness, Alcohol & Drug Education, Mental Health.

<b>Outcomes/Measures of progress</b>	At the end of Fall 2019, 92% of residential students who participated in residence life programming marked satisfied or very satisfied on the Programming Satisfaction Surveys. For Spring 2020, 84% of residential students who participated in residence life programming marked satisfied or very satisfied. Spring 2020 was disrupted mid-semester by campus closure due to COVID-19.
<b>Lessons Learned and Plans for the Future</b>	Two Freshman Year Residential Experience LLCs, Pop Culture LLC and Information Technology LLC, were planned to be offered in Fall 2020. These did not make and were turned into themed housing options for students. Faculty and staff involved designed activities based on the interests of the students. Residence Life has added themed housing in each residence hall for Fall 2020. Themes include: Streaming into Fall (Movies theme); Throw Back (Building bridges of togetherness with campus organizations); Video games & life (Success strategies); Anderson Kingdom (leadership & careers); Conversations with Knights (Building connections through dialogue); Know you FAR AIM/AMY (Aviation FAA regulations and fun); 7 Wonders of UP (Cultures and Travel); and It's a Small World (Cultural Appreciation). A sustainable academic focused living learning community plan with residential programming support will be developed in Fall 2020 for Fall 2021 implementation.
<b>Changes because of COVID-19</b>	It is difficult for LLC's to be successful until COVID-19 is behind us. Key components to LLC's are direct connections to the academic/classroom experience, access to intentional events and programs, and dedicated staff members who work to make the community a success. Right now, in-person new student orientations do not exist, and classroom experiences are varied. The ability to gather students together, to travel, and tour outside the classroom is severely limited. Dedicated faculty and staff must be onboard for an LLC to be successful. Personnel with primary job functions related to the success of a community of learner's are not available at this time. Considering this and the new social consciousness, the Thematic Learning Communities (TLC's) will be continued in full force. The aim is to focus TLC's on all-inclusiveness and open activities to everyone instead of hosting private activities and programs for select populations.

**ACADEMIC MINDSET**

<b>Strategy or activity</b>	<b>Executed the USG Student Mindset Survey in Fall 2019 both at the beginning and at the end of the semester</b>
<b>Summary of Activities</b>	Students were asked to fill out the survey during fall orientation events and in the first two weeks as well as the last two weeks of the semester.
<b>Outcomes/Measures of progress</b>	895 students participated in the early fall administration while 70 participated in the late fall administration.
<b>Lessons Learned and Plans for the Future</b>	Student participation at the end of the semester was very low. During Fall 2020, frequent reminders will be sent via the gateway courses to encourage students to complete the survey. MGSU will also share a summary of the data obtained from the survey to stakeholders across the institution to help plan and execute more effective strategies for building the mindset.
<b>Changes because of COVID-19</b>	None

**GENERAL OVERVIEW AND OBSERVATIONS**

The School-based strategy adopted last year is working well in many aspects. Every student has a connection to an academic School and an academic advisor from the time of enrollment. They also get a chance to meet with the Deans, Chairs, and some faculty during the in-person orientations. However, during COVID-19, some adjustments had to be made. Orientation was redesigned to move to a virtual platform, and all advising was done online or via email and phone meetings. The in-person contact with the Deans, Chairs, and faculty was not offered; however, a

virtual introduction to all the academic Schools and the degree programs was included in this revised orientation. In-person orientation events are scheduled to begin in fall'20 that will include meetings with faculty and advising staff from each Academic School.

Decentralized advising has provided more focused and frequent communication between the student and the advisor and helped to establish a connection with the School and the discipline early in the degree program. As students develop an advisor-advisee relationship, they will be better informed with regards to academic support services and opportunities to succeed academically and develop professionally. Integration of academic support services with career advising and support is a high priority for MGSU. The advising process, academic support resources, and career services, in conjunction with clearly defined pathways highlighted in program maps are strategies being employed to improve student success and retention.

Another retention strategy adopted by MGSU involves enhancing student engagement with the institution through student life activities including clubs, organizations, service learning, and other experiential learning opportunities like undergraduate research. The use of Presence software, building of co-curricular maps, planning themed housing as well as Living and Learning Communities, and opportunities offered by the Center for Career and Leadership Development, are all efforts in that direction. MGSU will continue to build and strengthen these efforts in the 2020-21 academic year.

Student response to the Mindset survey at the end of the fall semester was very low. Using additional means of communication to encourage greater participation will be necessary. Data obtained from the survey responses will help to define strategies to better support student success outcomes. MGSU is also working to promote the concept of Academic Mindset in their faculty/staff through professional development and training opportunities. The objective is to increase awareness and improve their understanding of how they can assist students in developing the academic mindset. Each academic School has worked to develop a mindset plan that will include strategies to keep strengthening the students' mindset every semester as they progress through their program of study.

Offering multiple degree programs completely online through the MGA Direct initiative has proved to be a very successful initiative with 1,657 students enrolled in Fall 2019 and 1,916 students in Spring 2020. Of the 1,305 courses offered in AY 2019-2020, 471 courses were offered in fall 2019 and 501 in spring 2020 before the transition to a completely virtual platform due to the pandemic.

## **FOLLOW UP FROM MOMENTUM SUMMIT III - "CAMPUS-WIDE" MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)**

### **PURPOSE**

<b>Priority Work</b>	<b>Assist students in career exploration</b>
<b>Description of Activities</b>	Since all orientations for Fall 2020 were virtual this summer, the Center for Career & Leadership Development (CCLD) provided career and major exploration handouts and career assessment resources to the academic advising team and asked them to refer students to a career advisor through the Center for Career & Leadership Development's virtual appointment process.
<b>Activity Status and Plans for 2020</b>	The career assessment used in 2019-20 focused on personality only and did not provide any information about majors offered by MGSU. When orientations became virtual in Spring 2020, a video was developed and included in enrollment communications sent to the students. However, it was viewed by very few students. Hence, Focus2, a career assessment tool that serves as a resource for major and career exploration, has been launched in August 2020. It offers five assessments based on work interest, personality, skills, values, and leisure interest as well as helping students see the link between majors offered and related career information.
<b>Lessons Learned</b>	Whether orientations are in-person or virtual, students must do some activity linked to career development as part of their University experience. Students could then have follow-up appointments with the career advisors. This would become a very useful component of retention building strategies.

### **Priority Work**

**Data-driven decision making**

<b>Description of Activities</b>	Educate and train academic advisors on the use of Excel software and data analysis.
<b>Activity Status and Plans for 2020</b>	Data is shared with the Deans, Chairs, Provost's office leadership, and academic advisors on a daily basis through Excel spreadsheets showing the following: listing of currently enrolled students, new admits on a daily as well as cumulative basis, dual enrolled and learning support students, enrollment in courses offered each semester, etc.
<b>Lessons Learned</b>	Sharing data with all the academic leadership along with the executive leadership at the cabinet level has made a significant difference in the enrollment, advising and retention strategies.

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## MINDSET

<b>Priority Work</b>	<b>Improve academic mindset of faculty through professional development</b>
<b>Description of Activities</b>	Academic Mindset training was developed and offered to faculty and academic advisors; sessions on academic mindset were offered for faculty as part of their professional development opportunities
<b>Activity Status and Plans for 2020</b>	A considerable number of faculty and advisors have taken the training so far. The rest will complete the training in Fall 2020. Several faculty members attended the academic mindset sessions offered during faculty convocation events.
<b>Lessons Learned</b>	These initiatives have helped faculty to understand the concept of an academic/learning mindset and encouraged discussions between faculty groups on the importance of building an academic mindset in students as well as faculty/staff.
<b>Priority Work</b>	<b>Incorporate academic/learning mindset activities into the curriculum and programs offered by the academic Schools.</b>
<b>Description of Activities</b>	Each School will develop an academic mindset plan for their unit.
<b>Activity Status and Plans for 2020</b>	Some Schools have already developed their plans, and the remaining will complete their planning process during Fall 2020. In one School, a group of faculty members read, reviewed, and discussed books that relate to the academic mindset. In another School, faculty researched videos on the academic/learning mindset and incorporated them into their courses.
<b>Lessons Learned</b>	Need to continue to improve our understanding of the concept of academic mindset so appropriate activities can be planned and executed.
<b>Priority Work</b>	<b>Academic Mindset Awareness Campaign-University Wide</b>
<b>Description of Activities</b>	Student affairs will develop programming linked to academic mindset and tag those events in Presence for increasing awareness of mindset for our students.
<b>Activity Status and Plans for 2020</b>	Residence Life and Student Life will market activities via flyers and social media
<b>Lessons Learned</b>	This work is taking place in Fall 2020.

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## PATHWAYS

<b>Priority Work</b>	<b>Early Alert</b>
<b>Description of Activities</b>	Early alert reporting was designed and implemented in Spring 2020 for all courses at the 1000 and 2000 level offered in the full session. It was again offered to faculty in summer'20. The report generated was shared with the Deans, Chairs, academic advisors and the Student Success Centers (SSCs) staff. Students were contacted and encouraged to seek tutoring offered by the SSCs.

<b>Activity Status and Plans for 2020</b>	Early alert reporting identified 1092 unique students of which one-third responded to the communications sent out by the SSCs. Only 18% of those requested tutoring of which 70% were successful in their courses. Early Alert reporting will continue each semester going forward. It will be extended to 3000 and 4000 level courses in the 2021-22 academic year.
<b>Lessons Learned</b>	The biggest challenge is to have students take advantage of tutoring opportunities offered on all campuses as well as online. The SSC staff continue to brainstorm additional ways of reaching out to the students in addition to emails, text messages, and flyers posted around campuses.
<b>Priority Work</b>	<b>Develop an action plan responsive to the “lifecycle” of the student</b>
<b>Description of Activities</b>	Develop effective communication strategies with the students as they embark upon their University education journey via the Open House, Orientation, Freshmen Convocation, Midterm check-in, etc.
<b>Activity Status and Plans for 2020</b>	The action plan for the life cycle of the student will be developed during Fall 2020 as part of the culture of care strategic initiative.
<b>Lessons Learned</b>	Will be able to respond once the strategy is implemented.
<b>Priority Work</b>	<b>Embedded tutoring within courses in D2L</b>
<b>Description of Activities</b>	Embedded tutoring within courses was piloted in 12 courses in the 2019-20 academic year. Both faculty as well as students shared positive comments on their experience.
<b>Activity Status and Plans for 2020</b>	Embedded tutoring has been expanded to 22 courses during Fall 2020.
<b>Lessons Learned</b>	Expansion of embedded tutoring in all gateway courses will require availability of additional qualified tutors as well as support from faculty who are willing to include an embedded tutor in their course. MGSU will continue to work towards expanding the tutor pool as well as faculty involvement.

## STUDENT SUCCESS AND COMPLETION TEAM

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# SAVANNAH STATE UNIVERSITY

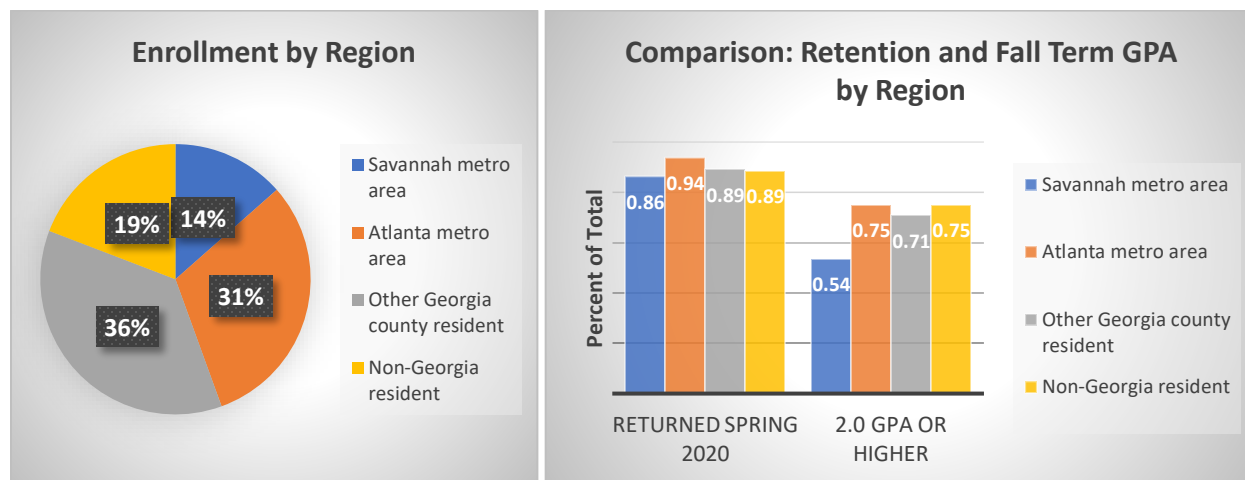
## INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Savannah State University (SSU), as a member of the state university sector, offers a portfolio of academic programs that reflects the unique needs of the region and the state. The approved mission and vision statements can be found at [SSU Mission and Vision Statement](#).

SSU continues to respond to the educational needs of the state and region by providing opportunities for differently prepared students an opportunity to seek a college education. And, while this reporting period saw rapid adjustments in instructional delivery because of the pandemic, SSU was able to successfully transition its students and support their instructional needs. Support services (to include personal technology) were deployed to successfully meet the needs of students.

Total headcount and total full-time enrollment (FTE) dropped from 3688 and 3067, respectively, in 2019 to 3488 and 2773, respectively, in 2020. However the respective percentage declines were much smaller compared to those for the 2018-19 time period. A more nuanced and sanguine picture emerges from disaggregating the two aggregates. The number of full-time graduate students grew by 42% and the number of part-time students grew by 15% in the 2019-20 time period. This is reflective of a high-touch, personalized enrollment strategy developed and implemented for graduate students and a similar approach for all other students.

Another disaggregated view enrollment is presented below along with discussion on associated retention rates (Fall 2019 to Spring 2020).



Savannah metro area (Chatham, Effingham and Bryan counties) accounts for the smallest percentage of enrollment. It also has the lowest fall-to-spring retention and lowest fraction of students with a fall term GPA of 2.0 or higher. These outcomes support the need for an intentional pipeline program for Savannah area students (test preparation, summer bridge and intensive academic support services) as part of the regional access mission of the institution.

Given the access mission of the institution, a relatively large cohort of students falling short of regular admission requirements was admitted in Fall 2019 (44% of the Freshman class). For Fall 2020, however, a much smaller cohort was admitted (10% of the Freshman class). To raise retention rates and particularly help with the academic success of the less prepared cohorts of students, a strong advising and mentoring support model was developed and implemented in Fall 2019 and Spring 2020. This is discussed in the sections below.



## IMPROVEMENT PRACTICES

As mentioned above and in last year's CCG Report, a new advising model was designed to support the students' academic success (with a greater focus on underprepared students).

The redesign was implemented in Fall 2019 and spring 2020 with the launch of the new Center for Student Success and Retention. EAB Navigate analytics is used for data collection, review and assessment at the end of every term.

Below is a listing of all that was implemented:

- Program maps for every program
- Pre-enrollment survey for incoming students
- Advisement meeting prior to New Tiger Enrollment (NTE) session to discuss pre-enrollment survey
- Students were registered prior to attending New Tiger Enrollment
- Block schedules to include English, math for designated program and college first year experience (FYE) courses
- New Tiger Enrollment contained academic portions on advisement, academic support, program maps, focus areas, faculty mentor, block schedules and more
- Week of Welcome contained academic portions on advisement, academic support, program maps, focus areas, faculty mentor, block schedules and more
- Advisement was centralized with professional advisors cross trained with focus on providing appreciative advisement and academic support (3 tiered program based on admission status or EAB predictive analytics)
- Faculty advisors shifted roles to faculty mentorship
- Tutorial program was redesigned with higher emphasis on appointments with targeted proactive campaigns
- EAB Navigate was rolled out to all students with training sessions during NTE, WOW and FYE
- Students were paired into student success teams visible on EAB Navigate to include: professional advisor, faculty mentor and peer coach for incoming student
- Advising coordinators managed caseloads, advisor assignments, and Banner coding

We had gains with:

- Increased rates of students in schedules aligned with program maps
- Increased rates of students in 15 credit hours
- Increased rates of students in Momentum Year courses (math, English)
- Decrease in the number of students not assigned to an advisor
- Decrease in the number of students unaware of their advisor
- Increase in number of students in the current term registered for upcoming term prior to departing campus
- Higher grade point averages and cumulative grade point averages for pilot students and incoming freshmen
- Increase advising appointments and decrease in drop in appointments
- Increase tutorial sessions appointments
- For students who met with a tutor 2-3 times for a course they had higher grades for the courses than their counterparts who visited once or not at all as well as higher overall GPA/CUM
- Higher GPA/CUM for pilot students who met regularly (at least 6x per term) with their assigned advisor or peer coach
- Increase in number of students, advisors and faculty using EAB Navigate

Areas still in need of improvement:

- Not all program maps are final, some are still in draft form, not all programs use the same format
- Faculty mentor program still needs to be developed and refined
- Not all students have complete student success teams with an advisor, peer coach and faculty mentor
- Banner coding for advisor and faculty mentor still needs to be updated
- Course offerings limited for courses on program maps causing delay or for students not to be on track with map
- EAB Navigate access for new faculty or staff still needs to be developed
- Increase return rate for faculty of progress reports for students in core courses

## MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

### SECTION 3.1 EXISTING MOMENTUM WORK

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**PURPOSEFUL CHOICE**

Strategy or activity	Ensure incoming students have made a purposeful choice regarding their academic program. The goal is to decrease the number of students changing their schedules and their major at the end of term.
Summary of Activities	NTE presentation, advisor session, pre-enrollment survey, Focus 2, Tiger Academy workshops: Focus2, program offerings, colleges at SSU, program maps
Outcomes/Measures of progress	Still a work in progress but advisors reported less schedule changes due to earlier interaction between students and advisors. The survey provided advisors a “starting point” for these interactions. Students were made aware of the “language” of academic programs, maps, advisement, etc.
Lessons learned and plans for the future	Higher engagement and participation from virtual sessions by both parents and students. Teams may not be the best platform for recording and disseminating information as students sometimes reported being unable to view the recording. Students have two accounts in Teams causing confusion as to switching between accounts.
Changes due to COVID-19	Sessions and workshops were virtual and recorded for later dissemination.

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### TRANSPARENT PATHWAYS

Strategy or activity	Ensure students at SSU are aware of degree requirements for graduation for the program they declare. The goal is to create self-sufficient students who understand the requirements of their designated degree program.
Summary of Activities	Faculty mentor period, advisement period, Academy workshop on program maps and colleges, program maps online
Outcomes/Measures of progress	Still a work in progress but advisors and faculty reported a more engaged incoming student aware of programs and colleges.
Lessons learned and plans for the future	Faculty mentor program is still being developed. Many faculty were unaware still of the shift in roles and what their role was. Program maps still need to be fully developed as some were still in draft form or had errors. The process of having the program map vetted was long and some programs were unaware when approvals were made. Advisors were receiving mixed messages in terms of the finalized program maps.
Changes due to COVID-19	Virtual sessions made available for students and to social distance. Meetings to discuss updates were also virtual.

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### ACADEMIC MINDSET

Strategy or activity	Ensure students have an academic growth mindset; understand the purpose and value of their degree program and courses; and feel they socially belong to the SSU community.
Summary of Activities	Training on GPS for advisors, peer coaches and tutors along with opportunity for a book club, Tiger Academy workshop for students.
Outcomes/Measures of progress	Still a work in progress but staff knowledge on the topic has increased.
Lessons learned and plans for the future	Advisors were offered the opportunity for a book club whereas peer coaches and tutors were told this was an expectation of employment. Advisor participation and engagement were low. Whereas, peer tutors and coaches explained they enjoyed the opportunity for professional development.

The Tiger Academy workshops shifted from face-to-face in the fall and mid-spring to online. We created TEAMS in Microsoft Teams to communicate the workshops to first year students. This worked well in terms of marketing the workshops. We saw higher engagement from first year students than with the face-to-face. We also recorded the workshops and sent the links to instructors and students. However, there are issues with Teams itself with students unable to view the recordings at times.

<b>Changes due to COVID-19</b>	Advisor book club was placed on hold mid-spring but will most likely resume the spring of 2021. All workshops were virtual and recorded with recordings sent to FYE instructors for posting and to students.
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## GENERAL OVERVIEW AND OBSERVATIONS

Frequent and early-on (prior to registration) interactions between students and advisors seem to have worked well in bringing stability to student scheduling – especially as program maps in certain areas are still in the process of being updated. As all maps become current, advising issues around scheduling would be further reduced and the faculty mentor role in the form of career guidance can take on greater prominence.

When the University closed campus in mid-March, all sessions shifted to virtual using WebEx and then Microsoft Teams. We saw an initial decrease in student engagement for both advisement, tutorials and peer coaching sessions. However, this fall we are seeing students resume and even exceed engagement from fall 2019. We offer the same modalities as with instruction - virtual and face-to-face sessions for all services.

### SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

#### PURPOSEFUL CHOICE

<b>Priority Work</b>	<b>New Tiger Enrollment Sessions/ Open Campus Day</b>
<b>Description of Activities</b>	To provide incoming students with information regarding SSU to include programs and student services
<b>Activity status and plans for 2020</b>	Both programs introduce prospective and enrolled students to the academic programs and provide an opportunity to meet with faculty to discuss courses and possible career opportunities.
<b>Lessons Learned</b>	Ongoing discussions with Academic Affairs and the Center of Student Success and Retention to assess.

#### MINDSET

<b>Priority Work</b>	<b>GPS Staff Training, NACADA Webinar, Mindset book club</b>
<b>Description of Activities</b>	Two separate trainings, one in person and one online, the book club was offered to all staff
<b>Activity status and plans for 2020</b>	Completed both workshops, book club was interrupted due to COVID
<b>Lessons Learned</b>	More trainings on activities to implement would help as the foundation is set.

Pathways

<b>Priority Work</b>	<b>Week of Welcome</b>
<b>Description of Activities</b>	Part of this week includes an “Academic Day” where students speak with members of our Academic Enterprise about expectations in addition to meeting alums to talk about their careers post college.
<b>Activity status and plans for 2020</b>	This initiative is in its second year of implementation and the response from Academic Affairs, alumni, and students proved positive.
<b>Lessons Learned</b>	Working with Student Affairs to assess effectiveness and discuss if adjustments are needed.

**STUDENT SUCCESS AND COMPLETION TEAM**

<b>Name</b>	<b>Title</b>	<b>email</b>
Mr. Raymond Clarke	Vice President for Enrollment Management	clarker@savannahstate.edu
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**SOUTH GEORGIA  
STATE COLLEGE**

## **SOUTH GEORGIA STATE COLLEGE**

### **INSTITUTIONAL MISSION AND STUDENT BODY PROFILE**

*South Georgia State College, a state college of the University System of Georgia, is a multi-campus, student-centered institution offering high-quality associate and select baccalaureate degree programs. The institution provides innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally-focused, and supportive learning environment.*

*(SGSC Mission Statement, approved 2012)*

In academic year 2019-2020 SGSC offered three associate degree programs (A. A., A. S., and A. S. in Nursing) with a total of nineteen academic pathways, as well as six bachelor's degree programs (B. S. in Nursing, B. S. in Biological Sciences, B. S. in Management, B. S. in Long-Term Healthcare Management, B. A. in Business & Technical Writing, B. S. in Elementary/Special Education). Associate's degree-level students comprised 92% of SGSC's fall 2019 enrollment.

SGSC's mission, completion priorities, and student body demographics clearly align. SGSC consistently enrolls primarily "traditional" students (84% fall 2019). However, a variety of student-support services for all students is extremely important at SGSC, where over one-half of all students have been Pell grant recipients (54% fall 2019), well over one-third of entering freshmen were enrolled in a LS math corequisite course (41% fall 2019), and close to one-fourth (23.5% fall 2019) have been first-generation college students. Such student demographic data has led SGSC to select, in addition to Momentum Year strategies, several additional college completion improvement practices focusing on helping students to succeed and earn a degree.

The "Enrollment and Demographic Trends" and "Underserved Enrollment Trends" tables (**appendix tables A and B, respectively**) provide a good look at the SGSC student body's characteristics.

In addition to the data in the tables, it is noteworthy that in the fall of 2019 SGSC enrolled students from 107 of the 159 Georgia counties, from 16 states and 5 other countries, and from 369 high schools. The students represented in these enrollment figures help "to create a diverse, globally-focused learning environment" (*SGSC Mission Statement*).

In identifying benchmark, aspirational, and competitor institutions SGSC has stayed within the state college sector of the USG, since it makes sense to choose institutions with similar mission, student demographic, and enrollment characteristics, as well as with similar University System student success initiative expectations (such as Momentum Year and Complete College Georgia). The primary **competitor institution** for enrollment in our region is ABAC; however, in terms of graduation rates that institution is not significantly different from SGSC. Our state college sector **aspirational institution** is Georgia Highlands College, which is the only USG state college ranking in the sector's top three every year since fall 2015 in one-year retention rate, three-year graduation rate, and degrees conferred. We are using our own, primarily post-consolidation (2013), data as **baseline/benchmark** data, rather than using external, competitive benchmarking.

### **IMPROVEMENT PRACTICES**

The first three existing improvement practices below are all related to an ongoing effort to increase student academic success by **providing student support mechanisms** for academic achievement in the areas of (a) residential at-risk student support, (b) early academic progress alert for all students, and (c) a variety of tutoring opportunities available to all students. These three practices are in place to lessen student motivational barriers to learning and to stimulate positive academic mindset. They are all overseen by the Director of Academic Success with input from the

entire Academic and Student Affairs Leadership Team and IE, all of whom report to the Vice President for Academic and Student Affairs.

**Strategy or Activity** “Strategies to Emerge, Progress, and Succeed” (STEPS) is an effort to increase the persistence and retention of residential students. The profile of those students is as follows: First-year residential students enrolled in at least one Learning Support course at SGSC and/or who had a high school GPA of < 2.5. These “at risk” students who reside on campus are targeted because of underperformance among SGSC’s residential student population, proximity to support services while living on campus, ease of staff contact, and high percentage of Pell-grant recipients and learning support requirements. Of the first-time freshman residential students enrolled fall 2017, over one-third (37%) were STEPS-eligible. Significantly, for fall 2019 the percentage STEPS-eligible had increased to almost two-thirds (62.72%).

**Summary of Activities** Strategies to Emerge, Progress, and Succeed (STEPS): (1) STEPS involves student success workshops, Academic Support Center tutoring, STEM and Writing Center tutoring, academic coaching provided by faculty and staff members, course grade monitoring throughout the academic year, a STEPS-student-specific SGSC 1000 orientation/first-year experience course, and other intervention practices. (2) For fall 2019 there were two STEPS student sections of the SGSC 1000 first-year experience course. The STEPS FYE/orientation class differs from other sections of the course in that it is a skills-driven class for at-risk students focused on student resources, goal setting, studying, note taking, testing, time management, financial literacy, student policies and procedures, academic planning, career planning, and “soft skills.” It also focuses on academic advising, academic standards, grade point average calculation, and other topics related to student success. (3) The Academic Success Director, responsible for this strategy, researched Open Educational Resource texts to utilize for the fall 2017, fall 2018, and fall 2019 cohorts. (4) STEPS cohort student achievement for each fall semester is compared to the non-STEPS but STEPS-eligible fall 2013 baseline cohort achievement for data reporting purposes. STEPS students are not “visible” as such to faculty other than their orientation class instructor.

**Outcomes/Measures of Progress** Outcomes: (1) a fall to spring persistence rate of 85% for the fall 2020 STEPS cohort; (2) a fall to fall retention rate of 65% for the fall 2020 STEPS cohort; (3) a fall term grade point average of 2.00 for the fall 2020 STEPS cohort; (4) 65% of the fall 2020 STEPS cohort in good standing at the end of the fall 2020 term; (5) a fall 2020 course success rate of 60% for the fall 2020 STEPS cohort; (6) a spring term 2020 grade point average of 2.00 for the fall 2019 STEPS cohort. (7) 65% of the fall 2019 STEPS cohort in good standing at the end of spring term 2020; (8) a spring term 2019 course success rate of 65% for the fall 2020 STEPS cohort. Four of the eight targets are currently being met. At the time of last year’s report none of the targets were being met.

Measures of Progress: All STEPS progress data is in appendix table C.

The most recent fall to spring persistence rates for the STEPS cohorts are (1) 84.04% (fall 2018) and 86.36% (fall 2019), the latter indicating a slight increase over the previous fall, close to the fall 2013 cohort baseline of 87.5%. Outcome met. (2) The fall 2018 to fall 2019 retention rate for the STEPS cohort is 47.73%, 1.23% percent lower than that of the non-STEPS baseline cohort (48.96%). Outcome not yet met. (3) The most recent fall grade point average for the STEPS cohort is 1.78 (fall 2019), lower than the 1.85 average for the non-STEPS baseline group but a significant improvement over the fall 2018 average of 1.49. Outcome not yet met. (4) STEPS students remained in good standing at a rate of 59.09% (fall 2019), below the rate for the non-STEPS baseline cohort (78.13%). Outcome not yet met. (5) The most recent fall course success rate for the STEPS cohort is 62.85% (fall 2019), a slightly lower rate than that for the non-STEPS baseline cohort (67%). Outcome met. (6) The most recent spring term grade point average of STEPS students is 2.16 (spring 2019), well above that of the non-STEPS baseline cohort (1.51) for spring 2013. Outcome met.

	(7) The percent of STEPS students in good standing at the end of a full academic year is 56.82 for the fall 2019 cohort, a 10.39% increase over that of the fall 2013 baseline cohort (46.43%). Outcome not yet met. (8) The most recent course success rate for STEPS students at the end of a full academic year is 69.27% for the fall 2019 cohort, a significant 19.14% increase over that of the 2013 fall cohort (50.13%). Outcome met.
<b>Lessons Learned and Plans for the Future</b>	The STEPS strategy will be enhanced through redesign of the SGSC 1000 FYE course in AY 2020-2021, particularly with the addition of a mindset component.
<b>Changes because of COVID-19</b>	Because of fully-online courses spring 2020, residential students could access institutional tutoring remotely or through tutor.com 24/7.
<b>Strategy or Activity</b>	Early Alert is a system implemented fall 2017 for faculty to input electronically course-at-risk student grade concerns between the third and sixth weeks of classes each semester so that the Office of Academic Success, as well as academic advisors, can contact students about their grades and plan strategies for students to obtain help.
<b>Summary of Activities</b>	Between the third and sixth weeks of classes for each semester faculty record grade information on students about whom they are concerned. Academic Success staff and academic advisors contact students to plan intervention strategies.
<b>Outcomes/Measures of Progress</b>	<b>Outcomes:</b> (1) for fall 2020 a student improvement rate of 35%. (2) for fall 2020 a student identification and communication number of 800. (3) for fall 2020 a faculty participation rate of 70%.  <b>Measures of Progress:</b> (1) The fall 2019 percentage of students showing improvement is 36.90%, an increase of 14.1% above the baseline of 22.83% (appendix graph D). Outcome met. (2) The fall 2019 number of at-risk students identified and communicated to is 757, an increase of 327% over the baseline of 177 (appendix table E). Outcome not yet met. (3) An important contributor to the huge increase in numbers of students identified and communicated with is that participating faculty increased from 12 (fall 17) to 31 (fall 18) to 57 (fall 19)— 51.35% of the entire faculty, full and part-time—57/111). Outcome not yet met. Appendix table F reveals that of students failing at mid-term in academic year 2019-2020 an average of 30.92% achieved a passing final grade, an increase of 1.74% over the 2017-2018 baseline.
<b>Lessons Learned and Plans for the Future</b>	(1) Academic advisor participation is the key to the success of this strategy. (2) Student follow-through with prescribed intervention strategies is imperative.
<b>Changes because of COVID-19</b>	There are no changes to this activity due to COVID-19. In spring 2020 there was some communication difficulty with students due to classes going completely online because of the pandemic.
<b>Strategy or Activity</b>	Learning Centers tutoring is available on both the Douglas and Waycross campuses. Each campus has an Academic Support Center, a STEM Center, and a Writing Center, as well as the availability of 24/7 online tutoring.
<b>Summary of Activities</b>	(1) Tutoring takes place in the six SGSC Learning Centers—a STEM Center, an Academic Support Center (ASC), and a Writing Center on each campus—as well as through the 24/7 online tutoring services of tutor.com. Writing Centers became operational on both campuses in 2018, have served over 100 students per year since then, are open 10-12 hours per week, provide support primarily for English, humanities, and social science courses, and are manned by fulltime faculty. Ongoing tutoring activities include the day-to-day operations of the tutoring centers and online tutoring. In addition, SGSC has extended tutoring from our Academic Support and STEM Centers into the residence halls as of spring 2018. Day-to-day operations include the following: (a) Providing peer tutors for tutoring, (b) inventorying and tracking resource utilization, (c) managing Center facilities, (d) tracking Center utilization, (e) facilitating group study, (f) marketing support services, (g) and generally supporting students and faculty. At the beginning of every semester

Academic Success provides classroom presentations for faculty and participates in any presentations requested. (2) Academic Success is part of the collaborative programming team hosted by Campus Life. (3) Academic Success is on the STEM Grant committee housed within the School of Sciences and the Housing Task Force. (4) Throughout the academic year, Academic Success proctors exams in the testing centers located within the Academic Support Centers. (5) During convocation week of fall semesters, Academic Success trains residential assistant (RA) staff on tutoring services available to the SGSC student body. (6) Programming activities of the SGSC tutoring centers include not only academic assistance to individual students, but also group study for specific STEM courses, sessions on academic majors, instruction in resume and cover letter writing, tips for responding to job offers and negotiating salary, mock interviews, and peer tutor training.

**Outcomes/Measures of Progress**

**Outcomes:** (1) Maintain at least 15% of student population receiving tutoring each fall through fall 2020. (2) Mid-term course success rates for tutees will exceed non-tutees each fall through fall 2020. (3) Final course success rates for tutees will exceed non-tutees each fall through fall 2020. (4) Fall to spring persistence rate for tutees will exceed non-tutees each fall through fall 2020. (5) Fall to fall retention rate for tutees will exceed non-tutees each fall through fall 2020. (6) Average institutional cumulative GPA for tutees will exceed non-tutees each fall through fall 2020. (7) The percentage of tutees in good standing will exceed that of non-tutees each fall term through fall 2020.

**Measures of Progress:** (All measures of progress data can be found in appendix graphs G - M): (1) fall 2019 residential status: 70.1% non-tutee commuter, 6.35% non-tutee residential, 18.02% tutee commuter, and 5.54% tutee residential; (2) fall 2019 mid-term grade course success rates: 74.61% for non-tutees vs. 75.76% for tutees; (3) fall 2019 final grade course success rates: 73.52% non-tutees vs. 76.87% for tutees; (4) fall 2019 to spring 2020 persistence rate: 75.21% for non-tutees vs. 79.75% for tutees; (5) fall 2019 to fall 2020 retention rate: 41.17% for non-tutees vs. 47.56% for tutees; (6) fall 2019 average institutional cumulative GPA: 2.71 for non-tutees vs. 2.79 for tutees; (7) good standing at the end of fall semester 2019: 79.72% for non-tutees vs. 81.92% for tutees. **Currently, with the exception of measure #1 (student participation in tutoring), all measures of success are being met. For all measures, those students engaging in tutoring clearly achieved greater success than those not receiving tutoring.**

**Lessons Learned and Plans for the Future**

(1) The Douglas Campus Academic Support Center specialist is full-time; however, that position on the Waycross Campus is part-time. A fulltime specialist in Waycross would have an even greater impact. (2) Because data shows that student participation in tutoring clearly improves success, we need to find ways to involve more students in tutoring, particularly at-risk students—but also the better students, such as those dually-enrolled.

**Changes because of COVID-19**

Because of fully-online courses spring 2020, all students could access institutional tutoring remotely or through tutor.com 24/7.

The improvement practice below, participation in the Gardner Institute/USG collaborative “Gateways to Completion” (G2C), is an ongoing initiative with decision-making by a team of participating faculty, School Deans, and the Vice President for Academic and Student Affairs supported by the IE Office.

**Strategy or Activity**

Ongoing implementation of the Gardner Institute/USG Gateways to Completion (G2C) Collaborative seeks to improve student performance in foundational high-enrollment, high-risk courses through course redesign, use of predictive analytics, and improved teaching and learning pedagogy. G2C provides faculty with processes, instructional and curricular guidance, and analytics tools to redesign teaching, learning, and success in high-risk gateway courses. The USG is invested in G2C through commitment to and application of the G2C process at ten USG institutions, among them SGSC.



**Summary of Activities** (1) After the “analyze and plan” and course redesign components of years 1 and 2, the redesigned BIOL 2107K course (Cohort I) was launched spring semester 2018 as a pilot **to be replicated.** (2) **Consequently, there are four new redesigned Gateways courses** in Cohort II as of fall 2019 (ENGL 1101, MATH 1111, HIST 2112, POLS 1101) in the “act and refine” academic year 2019-2020. (3) Analysis of fall 2019 Cohort II course assessment data facilitated making course changes for spring semester 2020. Cohort II concludes its G2C work at the end of spring semester 2021. **The “official” conclusion of G2C work with the BIOL 2107K course (cohort I) was at the end of spring semester 2019. That G2C course is the only one producing progress data thus far; thus, all G2C measures of progress and success reported here apply only to that course. Cohort II progress data will not be available until November or December 2020. Baseline disaggregated DFWI rates for cohort II courses (ENGL 1101, MATH 1111, HIST 2112, POLS 1101) are in appendix tables O – R).**

**Outcomes/Measures of Progress** **Outcomes:** (1) Reduce overall DFWI rate by 10 percent by FY19 compared to the FY15 baseline. Improvement, but outcome not met. (2) Reduce DFWI rates for males and females by 10 percent FY19 compared to the FY15 baseline. Improvement, but outcome not met (close for males). (3) Reduce DFWI rates for full-time and part-time students by 10 percent FY19 compared to the FY15 baseline. Improvement, but outcome met for part-time only. (4) Reduce DFWI rates for Hispanic or Latino and Black or African American students by 10 percent FY19 compared to the FY15 baseline **(This outcome has been met for the past two years).** (5) Reduce DFWI rates for Pell-eligible students by 10 percent FY19 compared to the FY15 baseline. Outcome almost met. (6) Reduce DFWI rates for first generation students by 10 percent by FY19 compared to the FY15 baseline. Outcome not met. (7) Reduce DFWI rates for non-first-generation students by 10% by FY19 compared to the FY15 baseline. Outcome almost met.

**Measures of Progress (all measures refer to BIOL 2107K; all data is in appendix table N):** (1) The FY19 DFWI rate is 38.9%, an improvement of 5.3% from the baseline percentage of 44.2%. (2) The FY19 DFWI rates by gender are 45.8% (male) and 34.5% (female), an 8.5% and 3.7% improvement respectively compared to the baseline rates of 54.3% (male) and 38.2% (female). (3) The FY19 DFWI rates by full-time and part-time status are 44.3% and 22.2%, respectively—2.5% and 13.9% improvements over the baseline rates of 46.8% (FT) and 36.1% (PT). (4) The FY19 DFWI rates for at-risk ethnic groups are 36.8% (Hispanic or Latino) and 44.4% (Black or African-American), improvements of 13.2% and 20%, respectively over the baseline rates of 50% and 64.4%. (5) The FY19 DFWI rate for Pell-eligible students is 40.7%, an 8.7% improvement from the baseline rate of 49.4%. (6) The FY19 DFWI rate for first-generation students is 53.1%, an increase of 11.4% over the baseline of 41.7%. (7) The FY19 DFWI rate for non-first-generation students is 35.9%, an improvement of 9% over the baseline of 44.8%. **The only measure not showing improvement over the baseline is the DFWI rate for first-generation students. See item #3 on disaggregated data in “Lessons Learned” below.**  
**NOTE: All G2C measures are selected by the Gardner Institute.**

**Lessons Learned and Plans for the Future** (1) Course teaching release time or a stipend for course team leaders is essential to the success of the G2C strategy because of the faculty teaching load at SGSC, a state college. (2) With the first G2C course (BIOL 2107) the strategy has produced good results in student success progress, as the data indicates. Consequently, SGSC looks forward to similar results from cohort II G2C course designs (ENGL1101, MATH 1111, HIST 2112, POLS 1101). FY 2017 baseline data for G2C cohort II courses is in appendix tables O - R. (3) **NOTE: Because 26% (224/873) of BIOL 2107 students for FY 2016 – FY 2019 were enrolled in sections not participating in G2C, disaggregated student progress data provides a comparison between G2C and non-G2C sections of that course. The FY 2016 – FY 2019 data shows for those four years an average DFWI rate of 31.5% for G2C students and an average DFWI rate of 64.5%, more than twice as high, for non-G2C students (appendix table S). Clearly, non-G2C sections adversely affect the aggregate DFWI rate.**

**Changes because of COVID-19** G2C strategies had to be adapted to fully-online classes for spring 2020, which was difficult in some instances, and faculty G2C team communication was hindered somewhat that semester.

## MOMENTUM UPDATE: OBSERVATIONS, AND NEXT STEPS

### SECTION 3.1: EXISTING MOMENTUM WORK

South Georgia State College has implemented the following aspects of the Momentum Year:

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#### PURPOSEFUL CHOICE

<b>Strategy or Activity</b>	<b>Establish Focus Areas.</b>
<b>Summary of Activities</b>	Seven Focus Areas have been established, and information on each focus area has been made available to students in the catalog and on the website under academic pathways. The Focus Areas on the website are split between STEM and non-STEM options. General Studies was removed as a pathway option in order to move undecided students into appropriate focus area options. The Banner solution for recording Focus Areas was implemented by IT in summer 2019. SGSC has been monitoring student enrollments in courses and course availability to ensure that students are able to register for courses that align with their academic focus areas. SGSC has been able to provide courses as needed, but this situation remains an ongoing concern due to limitations with staffing and COVID-19-related budget cuts.
<b>Outcomes/Measures of Progress</b>	<b>Outcome:</b> Identify seven academic focus areas.  <b>Measure of Progress: This outcome has been met.</b>
<b>Lessons Learned and Plans for the Future</b>	Distinct focus areas and the elimination of “General Studies” as an option help students make purposeful choices and recognize clear academic goals. Future plans are to train faculty advisors in discussing purposeful choices with students.
<b>Changes because of COVID-19</b>	There are no changes; however, spring semester 2020 online-only course format made advisor/student communication difficult, and pandemic-related budget cuts will limit future course staffing
<b>Strategy or Activity</b>	<b>Move students from focus area to pathways by 30 hours earned.</b>
<b>Summary of Activities</b>	Advisors continue training in helping students move to academic pathways. Enrollment Management and Institutional Effectiveness monitor progress.
<b>Outcomes/Measures of Progress</b>	There is insufficient data at this time to establish a desired outcome or to report on moving students to a pathway by 30 hours earned. Progress monitoring will begin at the end of fall 2020.
<b>Lessons Learned and Plans for the Future</b>	The main challenge is to train faculty advisors to work with advisees to help them move from focus areas to pathways after earning 30 credit hours. Future plans include such training.
<b>Changes because of COVID-19</b>	The COVID-19 pandemic has resulted in budget cuts that have necessitated moving from a cluster model of advising, provided by professional advisors, to a primarily faculty advisor model. SGSC still has two professional advisors, however.
<b>Strategy or Activity</b>	<b>Engage students in the inform-discern-affirm process prior to course registration.</b>
<b>Summary of Activities</b>	The transition plan for students to engage in the inform-discern-affirm process prior to course registration was initially implemented in summer 2018. Sessions have been added in the orientation process to introduce students to programs of study available at SGSC and to answer student questions about the programs prior to registration.

<b>Outcomes/Measures of Progress</b>	<b>Outcome:</b> 70% of matriculating FTFT freshmen will participate in an orientation that includes discussion modeled on the inform-discern-affirm process.  <b>Measure of Progress:</b> There is insufficient data to report on progress; however, SGSC is collecting data and developing an assessment instrument during AY 2020-2021.
<b>Lessons Learned and Plans for the Future</b>	Students show interest and participate in the process. We are considering use of this process in our FYE course being redesigned AY 2020-2021.
<b>Changes because of COVID-19</b>	The COVID-19 pandemic had no effect on fall 2019 FTFT student orientation; however, it did result in fully online new student orientation for spring and summer 2020.

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**TRANSPARENT PATHWAYS**

<b>Strategy or Activity</b>	<b>Create detailed academic pathway maps.</b>
<b>Summary of Activities</b>	All Focus Areas (Arts, Business, Education, Health Professions, Humanities, Social Sciences, and STEM) have easily accessible pathway maps and clear statements that the student should move from a focus area into a pathway by their first 30 hours. SGSC created detailed pathway maps, replacing the old maps, designed to be user-friendly and incorporating graphic elements that point out important information to the students, such as focus courses and the requirement to finish Area A courses in the first 30 hours. Each pathway map includes a link to mynextmove.org, which takes the student directly to career opportunities related to a pathway. This resource provides the student with information related to needed knowledge, skills, abilities, personality, technology (software) typically used in careers, education required, and job outlook. It also allows students to explore related career paths. All SGSC program maps include 30 credits in the first year. The advising corps have been instructed to work with students in Focus Areas to move them into an appropriate pathway.
<b>Outcomes/Measures of Progress</b>	<b>Outcome:</b> SGSC will make academic program maps available to all students for each of SGSC’s academic pathways.  <b>Measure of Progress: This outcome has been met.</b>
<b>Lessons Learned and Plans for the Future</b>	Accurate pathway maps are essential to advising and progress. Pathway maps will be reviewed and updated as necessary at least every two years.
<b>Changes because of COVID-19</b>	There have been no changes to this activity due to COVID-19.

<b>Strategy or Activity</b>	<b>Use academic advising as a means of increasing student progression, retention, and graduation rates and to eliminate barriers to progress.</b>
<b>Summary of Activities</b>	(1) An academic advisement session is a feature of the college’s first-year experience course, SGSC 1000, a course in which <u>all</u> first-time, full-time students enroll each semester. The session uses academic program maps from senior institutions to match with SGSC academic pathway maps to help students complete an assignment to plan their entire course of study at SGSC while also emphasizing “15 to Finish” as the best means to achieve academic goals. Another focus of the advisement session is to help students understand their own roles and responsibilities in degree completion. (2) Advising “tip sheets” for advisors have been created for academic programs in specialized areas, such as pre-nursing, STEM pathways, and education, as well as on learning support policies and rules. Tip sheets include points to remember, comments on program maps, potential impediments to graduation, and FAQ. (3) Training and mentoring opportunities in advising for faculty members have been established, including opportunities prior to orientation and registration sessions, as well as throughout the academic year. (4) During academic year 2019-2020, SGSC used a cluster advising model on both campuses with a professional advisor for each academic school and an advisor for residential students (see COVID-19 effect

below). (6) During academic year 2019-2020 professional advisors engaged in SGSC’s Early Alert program, conducted hands-on advising training for new faculty, participated in Student Orientation and Registration (SOAR) sessions on both campuses and at the entry programs in Valdosta (Valdosta State University) and Americus (Georgia Southwestern State University), participated in SOAR sessions for student athletes, assisted in HAWK Express recruitment events, provided training for both faculty and students in DegreeWorks and Banner9, and conducted student workshops on preparing for advising appointments.

<b>Outcomes/Measures of Progress</b>	<p><b>Outcomes:</b> (1) a one-year retention rate for FTFT freshmen of 55% for fall 2020. Outcome not yet met. (2) 30% of students enrolling in 15 or more credit hours for fall 2020. Outcome not yet met. (3) 60% of students successfully completing 15 or more credit hours for fall 2020. Outcome not yet met. (4) a three-year graduation rate for the fall 2018 cohort of 18%. Outcome not yet met, but only 2% away. (5) a number of degrees conferred by degrees offered of 360 for FY 2020. <b>Outcome met for the past two years.</b></p> <p><b>Measures of Progress:</b> (1) The one-year retention rate for FTFT freshmen for fall 2018 is 44.09%, a <b>4.54% decrease from the fall 2013 baseline rate of 48.63% (appendix table T)</b>. (2) The percentage of students enrolling in 15 or more credit hours for fall 2019 is 20.12, a 1.21% decrease over the fall 2013 baseline rate of 21.33% <b>(appendix table U)</b>. (3) The percentage of students successfully completing 15 or more credit hours for fall 2019 is 43.95, a <b>3.49% decrease from the fall 2013 baseline rate of 46.99% (appendix table V)</b>. (4) The three-year graduation rate for the fall 2016 cohort is 16.01%, a <b>6.02% increase over the fall 2011 cohort baseline rate of 9.99% (appendix table W)</b>. (5) The number of degrees conferred by degrees offered is 413 for FY 2020, a <b>55% increase over the FY 2014 baseline number of 266 and a 10.43% increase over the FY 2019 number of 374 (appendix table X)</b>. <b>Additional data points added this year:</b> (a) FTFT freshmen placed in correct math courses—94.3% fall 2019 correctly placed <b>(appendix table Y)</b>; (b) percentage degree-seeking undergrads earning 30 or more credits—SGSC has rated well above the state college sector average for the past six academic years <b>(appendix graph Z)</b>; (c) percentage fall FTF earning 30 or more credits and enrolled in both fall and spring terms—SGSC has rated well above the state college sector average for the past six academic years <b>(appendix graph AA)</b>; (d) a core Area A audit shows that SGSC’s Area A completion rate has doubled since the fall 2013 baseline <b>(appendix table BB)</b>.</p>
<b>Lessons Learned and Plans for the Future</b>	<p>(1) Average excess credit hours per fiscal year for each SGSC degree program can be determined using data in <b>appendix table CC</b> to assist us in addressing that issue. <b>Appendix graphs DD and EE</b> reveal that SGSC compares very favorably to the USG state college sector in credit hours earned at graduation for both the associate’s degree and the bachelor’s degree. In fact, SGSC shows better performance than the state college sector (for every year reported) at limiting excess credit hours at associate’s degree graduation. (2) To further enhance student advising, progression, retention, and graduation, SGSC purchased EAB Navigate in spring 2020. Work toward a fall 2020 implementation also began then.</p>
<b>Changes because of COVID-19</b>	<p>COVID-19 affected advising processes in spring 2020, particularly the ability of students and advisors to meet face-to-face, as well as in the area of Early Alert communications with students in the spring semester. Beyond the scope of this report, but significant, is that budget cuts due to the pandemic have forced SGSC to eliminate all but two professional advisor positions—thus necessitating moving from the cluster advising model back to a faculty advisor model beginning fall 2020.</p>

**ACADEMIC MINDSET**

<b>Strategy or Activity</b>	<b>Administer USG “Getting to Know Our Students” Mindset Survey.</b>
<b>Summary of Activities</b>	The survey was administered to first-time freshmen in the first three weeks and last three weeks of the fall 2017, 2018, and 2019 terms with voluntary student

participation. The survey is aimed at measuring first-time freshman academic mindset entering college.

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**Outcomes/Measures of Progress**

**Outcomes:** Outcomes based on survey results are being established fall semester 2020. See “Plans for the Future” below.

**Measures of Progress:** Student participation rates are low; therefore, results must be interpreted cautiously. Due to the first year’s small sample size and changes in the survey instrument administration, SGSC is not using fall 2017 for comparison data; fall 2018 is the baseline. Takeaways from the data include improving a student’s mindset related to sense of belonging on campus, campus involvement, and perception of faculty mindset. Student participation data is in **appendix table FF**.

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**Lessons Learned and Plans for the Future**

Due to low student response rates, a number of ways to advertise the survey have been employed including an email directly to the student, text blast, general GAView announcement, and SGSC 1000 (freshmen orientation) instructor announcement. We are researching the possibility of SGSC 1000 or ENGL faculty providing a short amount of time in the class for first-time freshmen to complete the survey. This has been impacted by COVID-19. We are disseminating results comparisons to faculty FLC for discussion (**Summary comparison data is in appendix table GG**). In an effort to leverage these data as responsibly as possible, we have decided to focus on two key areas: (1) Sense of belonging on campus through campus involvement. The survey prompts, “*I am very involved in groups and/or activities at this college/university.*” Our students indicated that they **disagreed to slightly disagreed** with this statement both in 2018 and 2019 (range 2.29 – 3.57, with 2 being disagree, 3 being slightly disagree, and 4 being slightly agree). Additionally, the instrument prompts: “*I am not very involved on campus; I’m just here to take classes.*” Our students indicated that they **agreed to slightly agreed** with this statement both in 2018 and 2019. Taken together these responses provide an avenue for improvement of students’ Social Belonging Mindset. This will be brought to the attention of Campus Life, with the goal of improving our students’ sense of belonging by engaging them in more campus-based activities. Challenges we can expect include our multi-campus context and the large number of commuter students. (2) Perception of Faculty Mindset. Students completing the survey indicated that they **disagreed to slightly disagreed** with the following statements [(1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree)]:

*“The instructors at my college/university seem to believe that students have a certain amount of intelligence, and they really can't do much to change it.”* (range 2.19-2.5)

*“The instructors at my college/university seem to believe that students can learn new things, but they can't really change their basic intelligence.”* (range 2.75-2.93)

*“The instructors at my college/university seem to believe that students either ‘have it’ or they don’t.”* (range 2.6-3.5)

*“The instructors at my college/university seem to believe that some students are smart, while others are not.”* (range 2.52-3.57)

*“The instructors at my college/university seem to believe that students who are less smart will always be less smart than the other students in the class.”* (range 2.3-3.36)

Additionally, they indicated that they **Agreed** with the following statement:

*“The instructors at my college/university seem to believe that every student can learn new things and significantly grow their intelligence.”* (range 4.95-5.25)

In utilizing the data, SGSC’s aim is to improve responses from slightly disagree to disagree and from disagree to strongly disagree. We have a Mindset FLC that is

currently working to improve these outcomes. We plan to investigate if the efforts of the FLC faculty lead to different outcomes compared to the general faculty population. The survey does not provide us with the information necessary to carry out this sort of analysis; however, we are discussing how we can go about such analysis. Other future plans include expanding the participant pool for the FLC. The first year included five faculty, the second year eight, and now in our third year we have ten faculty participating in our group.

<b>Changes because of COVID-19</b>	Student participation for early fall semester 2020 has been impacted somewhat adversely by COVID-19; however, previous fall semester survey administration was not affected by COVID-19.
<b>Strategy or Activity</b>	<b>Establish Mindset Faculty Learning Community (FLC).</b>
<b>Summary of Activities</b>	<p><b>Mindset Faculty Learning Community Professional Development</b> is focused on faculty awareness of what mindset is, how it can impact student performance, how it can impact faculty beliefs about student abilities, and how it can be used to improve student performance and sense of belonging. We have also found that this training has improved the <u>faculty</u> sense of belonging.</p> <p><b>Development/Implementation of Mindset In-class Interventions</b> is another focus of the FLC. Faculty participating in the FLC develop their own interventions (or utilize known interventions) with the goal of developing growth mindsets/combating fixed mindsets in our students. (1) We have developed workshops that focus on mindset (learning how the brain learns) and metacognition (in-class and online, we are studying the efficacy of both currently in General Chemistry &amp; Principles of Biology). (2) A group of our faculty are using a modeling exercise to help students develop their belief that they can improve how they learn (intelligence is not fixed; learning takes effort). (3) Math faculty in the FLC are utilizing a “purpose &amp; relevance” intervention to help their students connect to the course topic in a more meaningful way. (4) In an online-only class, a faculty member has developed a series of reflection exercises that target development of growth mindset and planning. (5) Another faculty member is developing an exercise that uses peer instruction and feedback to help develop both a growth mindset as well as a sense of belonging through an essay assignment.</p>
<b>Outcomes/Measures of Progress</b>	<p>During AY 19-20, the original FLC cohort of 10 faculty had two talks accepted for the USG Teaching and Learning conference. Due to COVID-19 the conference was canceled, but we intend to submit these again in the future.</p> <p><b>Outcomes:</b> Outcomes for this strategy are to be developed during AY 2020-2021. Of the activities listed above, the faculty professional development aspect is in its third year. #1, #2, and #4 are on their second year of implementation (scaling up/including more courses).</p> <p><b>Measures of Progress:</b> Data has been collected and is being analyzed from these interventions. #3 in Spring of 2020 did a pilot of their intervention and are implementing this intervention currently. #5 began development during AY 19-20 and is still in the development phase, with plans for implementation spring 2021.</p>
<b>Lessons Learned and Plans for the Future</b>	The FLC will be expanded to include increasingly more faculty, as well as increased faculty development opportunities related to Momentum Year/Approach activities. In addition to the above continuations of past work, we will be adding a faculty development strategy. Before scaling up and further course specific/direct interventions can be developed, we need a team of faculty knowledgeable about mindset and prepared to take on the task of implementing it in their courses. Our first task is to develop faculty buy-in of growth mindset and related strategies. Our mindset team leader will give a mindset workshop to a small pilot group of STEM faculty and recruit interested faculty to participate in a faculty learning community (established through the Chancellor’s Learning Scholar FLC program). Through the FLC, faculty will develop mindset (and metacognition) focused interventions, which

they will test for efficacy. Our faculty will then share their work in hopes of gaining more faculty interest and participation in mindset work.

<b>Changes because of COVID-19</b>	COVID-19 necessitated moving to online classes for spring 2020 and adversely affected FLC ability to communicate in-person.
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## GENERAL OVERVIEW AND OBSERVATIONS

All activities have had a positive impact, although not to the same degree. Most successful have been student support strategies, especially tutoring, G2C, advising, and, from early indications, mindset activities such as BOOST workshops and FLCs. The least effective activity has been achieving participation in the “Getting to Know You” survey. We have put much more emphasis the past year on Momentum/Approach activities. COVID-19 has had a considerable effect on not only our budget, but also on the use of personnel time, particularly that of administrators and managers at all levels. We suggest that institutions create online versions of student support mechanisms whenever possible.

SGSC purchased licenses for Tableau Online in AY 2019-2020. IT and Institutional Effectiveness/Research have spent the past several months developing tables to create a data warehouse. IE/IR is in the preliminary phases of building dashboards for senior administration to have the ability to track metrics in real time.

An important observation, and something that SGSC has been aware of for years, is that our retention, progression, and graduation rates are negatively affected by the students enrolled in our entry programs on the campuses of Valdosta State University and Georgia Southwestern State University (the latter of which has been discontinued recently). In effect, the more that entry program students succeed, the more their success negatively impacts our retention, progression, and graduation rates—since the desired outcome for those students is that they will earn 30 hours of credit in one year to be eligible for transfer to the host institution prior to becoming sophomores.

**Appendix tables HH and II show considerably lower one-year retention and 3-year graduation rates for the entry program locations than for either our Douglas or Waycross campuses, and the entry program student graduation rates should be (by definition) zero.**

### SECTION 3.2: FOLLOW UP FROM MOMENTUM SUMMIT III – “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

The SGSC Academic and Student Affairs Leadership Team has identified twenty-nine (29) activities to sustain the Momentum Year and to deepen and refine purpose, mindset, and pathways work in and beyond the classroom. The work described below is representative of the full range of the SGSC plan.

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#### PURPOSE

<b>Priority Work</b>	<b>Re-Envision First Year Experience Course.</b>
<b>Description of Activities</b>	(1) Establish an SGSC 1000 (FYE course) redesign working group. (2) Provide academic focus-area-themed elements of the course. (3) Develop experiential opportunities. (4) Integrate mindset development elements. (5) Make the FYE course mandatory for all students.
<b>Activity Status and Plans for 2020</b>	The course redesign working group will be formed and will complete course redesign in AY 2020-2021. The first offering of the redesigned course is planned for fall 2021.
<b>Lessons Learned</b>	This activity has just been launched as a result of Momentum Summit III and what we have learned about the importance of student purpose and mindset. The FYE course can have a significant influence on both purpose and mindset. Since this activity has just begun, we have no early results other than that the Academic and Student Affairs Leadership Team and faculty members involved in the FYE course all recognize the need for course redesign with Momentum Year/Approach focus in mind.

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#### MINDSET

<b>Priority Work</b>	<b>Develop and Deliver “BOOST” Mindset Workshops for Students.</b>
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<p><b>Description of Activities</b></p>	<p>In AY 2019-2020 there were three different types of workshops, all with mindset at their foundation, and one that specifically focused on how the brain learns, to encourage a growth mindset. Students with early alerts were targeted and encouraged to attend by their academic advisors. Anyone was welcome and the workshops were broadly advertised across all locations. Each workshop averaged 20-30 minutes and was held <b>in-person</b> at all three instructional sites (Douglas and Waycross campuses, Valdosta Entry Program). All workshops were led by Dr. Kathryn Dye (Asst. Prof. of Biology, Chancellor’s Learning Scholar for studies mindset and metacognition in STEM). All workshops were interactive and encouraged students to consider their beliefs about learning, how to plan for success, and specific strategies for learning. We also hosted these workshops in a handful of our STEM courses. Dr. Kathryn Dye came in-person during regular class time.</p>
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<p><b>Activity Status and Plans for 2020</b></p>	<p>We are developing virtual versions of the workshops to be hosted by our Center for Academic Success. Additionally, our tutors are being trained in these topics, with the long-term goal being to have them host future workshops.</p>
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<p><b>Lessons Learned</b></p>	<p>Example quotes from students who attended:</p> <p style="text-align: center;"><i>“The most impactful part was about biologically how we learn and the methods that go along with that like the 1 hr long study division.”</i></p> <p style="text-align: center;"><i>“I will use what I have taken by making a steady routine for completing my assignments through the week and also writing down my schedule on the worksheet so it can help me stay more organized.”</i></p> <p>Most students indicated that they found it worth their time and that they would recommend it to a friend (77% of attendees). <b>Workshop titles and student participation by semester are in appendix table JJ. Workshops for STEM classes are in table KK.</b></p>
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<p><b>Priority Work Description of Activities</b></p>	<p><b>Establish a Momentum Year/Approach Page on the SGSC Website.</b>          Creation of a Momentum Year/Approach webpage easily accessible to students, parents, faculty, and staff is underway during the current semester (fall 2020). The intent is to create awareness of purposeful choice, transparent pathways, and academic mindset in the classroom and beyond. The page will define, describe, and delineate (the latter refers to posting of both virtual and live events related to Momentum Year/Approach).</p>
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<p><b>Activity Status and Plans for 2020</b></p>	<p>Three people, including two faculty members, have been identified to set up the webpage, and the Academic and Student Affairs Leadership Team are providing content suggestions and creating a timeline for the work.</p>
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<p><b>Lessons Learned</b></p>	<p>Work on this activity has just begun; consequently, there are no early results.</p>
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**PATHWAYS**

<p><b>Priority Work Description of Activities</b></p>	<p><b>Conduct “Pressure Tests” for All Programs of Study.</b>          All three SGSC academic Schools (Nursing, Sciences, Arts &amp; Professional Studies) conducted pressure tests on all their academic programs, pathways, and class schedules in the summer 2020.</p>
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<p><b>Activity Status and Plans for 2020</b></p>	<p>The School of Nursing has no issues. The School of Arts &amp; Professional Studies experiences an impediment in the offering of courses due to a shortage of faculty (exacerbated due to COVID-19-necessitated budget cuts). The School of Sciences updated one program map to facilitate student progress. That School is also experiencing a shortage of faculty (math, in general, and biology on the Waycross Campus) exacerbated by COVID-19-necessitated budget cuts.</p>
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<p><b>Lessons Learned</b></p>	<p>Pressure Tests will be conducted at least every two years. There is no data to report with regard to this activity at this time.</p>
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<b>Priority Work</b>	<b>Conduct Institutional Policy Review.</b>
<b>Description of Activities</b>	The review will be completed in phases, beginning in the fall 2020 with dual enrollment, academic probation, and suspension (to be completed in November). This is an ongoing activity focused on ultimately reviewing all policies that may hinder student progress. Oversight is charged to the Vice President for Academic and Student Affairs and the Vice President for Enrollment Management and Instructional Technology.
<b>Activity Status and Plans for 2020</b>	Work on this activity began fall 2020 and will continue through spring 2021.
<b>Lessons Learned</b>	Because this work was implemented in the current semester, there is no data to report.

## **STUDENT SUCCESS AND COMPLETION TEAM**

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## UNIVERSITY OF GEORGIA

### INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of Georgia—a public, research, land- and sea-grant institution with commitments and responsibilities to the entire state of Georgia—is the birthplace of public higher education in the U.S. It is the state’s oldest, most comprehensive and most diversified institution of higher education with more than 10,000 faculty and staff members and over 39,000 students (undergraduate, graduate and professional, enrolled in 17 schools or colleges). It offers 24 Baccalaureate degrees in more than 140 areas and, pre-COVID, hosted more than 250 study abroad, exchange programs, and field school opportunities. UGA is committed to providing a superior teaching and learning environment, to serving a diverse student body, and to promoting student success.

There is no single undergraduate student profile at the University of Georgia. Rather the institution welcomes diverse students with widely varying backgrounds, interests, experiences, and challenges. The typical UGA undergraduate is of traditional age ( $\leq 24$  years), enters as a first-year student, lives on campus for the first year, and is seeking a first undergraduate degree. In addition, UGA is admitting more transfer students each semester. In Fall 2019, the total undergraduate population numbered 29,848 students, the vast majority of whom hailed from the state of Georgia (88% vs. 11% out-of-state and 1% international). The majority of undergraduate students (94%) were enrolled full time; 57% were female; 30% (self-reported) were of racial/ethnic minority status; 19% were Pell-eligible; 7% were first-generation; and 3% were over the age of 24.

The demand for a UGA degree has risen dramatically in recent years. For the class matriculating in Fall 2019, the Office of Admissions saw a 18% increase in the number of applications since 2018 and enrolled 5,625 students, with an average ACT score of 31 and high school GPA of 4.02. The Office of Student Financial Aid disbursed a total of \$396,692,539 of federal, state, institutional, and other/external programs to 29,184 unique undergraduate students (20% of whom received a Federal Pell Grant with over 200 students self-identifying as independent, i.e., former foster youth, wards of the court, orphans, homeless or with legal guardians).

UGA is among institutions with the highest retention and graduation rates nationwide; they surpass those of our comparator peers and exceed or are on par with our aspirational peers (see Appendix A, Tables 1-3). It has an exceptional first-year retention rate of 94.4% (2019 cohort) which is down from the 95.5% for the 2018 cohort—a dip that we attribute to disruptions caused by COVID-19. The average time to degree has steadily declined from 4.10 years (students who graduated in 2011) to 3.95 (students who graduated in 2020, see Appendix A, Table 4). The six-year completion rate increased slightly to 87.2% (from 87.1%) for the 2014 cohort, and the four-year completion rate increased dramatically to 71.4% (up from 68.7%) for the 2016 cohort. We attribute a significant portion of this increase to the Double Dawgs programs that provide pathways for students to graduate more quickly from a Bachelor’s program and advance directly into a Master’s program.

This year UGA expanded the New Approaches to Diversity program to promote the recruitment, retention, and academic success of underrepresented, first-generation, rural and other traditionally underserved students. To increase affordability, we eliminated all lab and course material fees, and we tripled private financial support for graduate students who encounter unexpected hardships.

Among public universities, the University of Georgia is one of the nation’s top three producers of Rhodes Scholars (24 over the past two decades). UGA is also home to hundreds of major scholarship winners, including: 1 Churchill Scholar, 2 Beinecke Scholars, 7 Gates Cambridge Scholars, 7 Marshall Scholars, 60 Goldwater Scholars, 21 Truman Scholars, 18 Udall Scholars, 56 Boren Scholars, 5 Schwarzman Scholars, 3 Mitchell Scholars and 143 Fulbright Student Scholars.

UGA’s challenging learning environment and innovative programs continue to garner national attention and recognition. U.S. News & World Report’s “Best Colleges” edition for this year ranked UGA 15<sup>th</sup> among public universities; Kiplinger Magazine ranked UGA 16<sup>th</sup> among the 100 Best Values in Public Colleges; and the New York Times ranked it 10<sup>th</sup> in their College Access Index.

UGA's comprehensive degree programs, in concert with its innovative learning environment, demonstrate that UGA—thanks to its faculty, staff, students, alumni, and friends—is creating leaders who are shaping the future of our state, nation, and world.

## IMPROVEMENT PRACTICES

The teaching and learning environment at UGA features a large number of the high-impact practices identified by AAC&U; those most widely used include a first-year experience (our award-winning First Year Odyssey Seminar that is required of all first-year students), Launchpad (a living/learning community for first-year students focused on entrepreneurship), global learning, service learning, internships and undergraduate research opportunities.

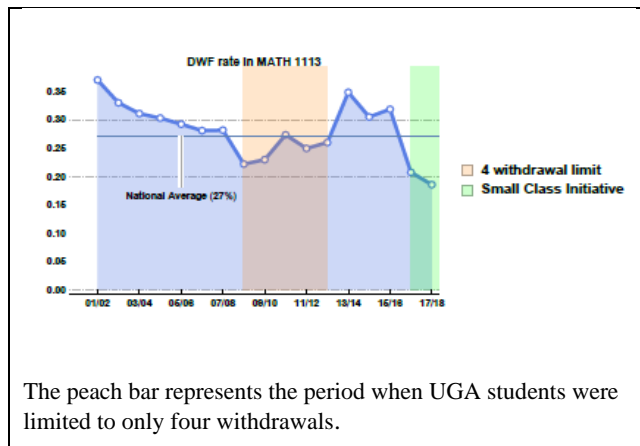
A distinctive feature of every UGA undergraduate degree is the Experiential Learning (EL) Requirement which began in Fall 2016. Between Summer 2016 and Summer 2020, 35,152 unique students completed 89,457 approved EL activities. UGA students meet the requirement by engaging in creative endeavors, study abroad and field schools, internships, leadership opportunities, faculty-mentored research and service-learning; in addition, UGA students will now have the opportunity to gain real-world experience in connection with the new Innovation District for EL credit. With the requirement for experiential learning, UGA took the bold move of recognizing that today's students need flexibility around what, how, where and when learning happens.

In Fall 2017, UGA made another bold move by launching the Double Dawgs pathways to enable students to earn both a bachelor's degree and a master's degree in five years or less. To date, UGA has approved 217 Double Dawgs pathways and has 1,108 unique students enrolled in the pathways. We attribute the dramatic rise in the four-year completion rate to the impact of the Double Dawgs pathways and will continue to track these students to measure and assess the impact of this rigorous program.

The 2017 President's Task Force on Student Learning and Success made a number of recommendations to enhance teaching and learning on campus, including the wider adoption of strategies to promote active learning in more courses and the renovation of traditional classrooms to accommodate active learning and other evidence-based pedagogies. To support this recommendation UGA has spent over \$2.5 million to transform traditional classrooms into active learning spaces. In addition, the Active Learning Summer Institute has trained 55 faculty in active learning strategies, prompting course redesigns in 55 courses/sections across the curriculum affecting 27,552 students (see Appendix B, Table 1). Highlighted here are results from CHEM 1211 and 1212, both of which have dramatically decreased their DFW rates through the implementation of active learning strategies and the use of PLAdawgs (UGA's peer learning assistants sponsored through a STEM grant from the USG). Between Fall 2016 and Spring 2020, the DFW rate in CHEM 1211 decreased from 34.5% to 13.1%; even more remarkable was the decrease in DFW rates for CHEM 1212 over the same time period: from 44.8% to 7.9% (See Appendix B, Table 2).

The PLAdawgs program has put peer learning assistants in several other STEM classes with positive results. Through Propensity Score Matching, students in sections of STEM courses with PLAdawgs were determined to have performed statistically significantly higher (between 0.02 and 0.13 better, on a 4.0 scale) than their counterparts in sections taught by the same instructor but without the peer learning assistants. Based on these results, we hope to be able to expand this program.

Despite the size of its student population, UGA maintains small class sizes, having on average 31 students per class with a 17:1 student-to-instructor ratio. The Small Class Size Initiative (SCI) is keeping that ratio low. The SCI reduced class sizes by hiring additional faculty and creating more than 300 new course sections in high-demand classes, bottleneck courses and courses that historically have had high failure rates. This allowed us to increase overall enrollment in several of those courses while simultaneously reaping the benefits of small class size in terms of student success. For example, the Mathematics department received SCI funds to add sections of pre-Calculus and Calculus classes with enrollments capped at 19. The results are excellent



(see figure to left and Appendix B, Table 3). UGA students in MATH 1113 are failing or withdrawing from these courses at rates below the national average; equity gaps for race and gender are narrowing (note in particular that the DFW rates for Black/Latinx/Multiracial students are now on par with that for White and Asian students); and more students are progressing into the next course in the sequence on schedule and completing it successfully. The SCI is also producing positive results for PHYS 1211 and ENGR 1120 in both of which we were able both to increase overall enrollment and increase the class GPA. In addition, with the smaller class sizes the percentage of incompletes steadily declined in PHYS1211 and the withdrawal rate declined in ENGR1120 (see Appendix B, Table 4).

Although we are still seeing equity gaps in several STEM courses, the early gains in Math, Chemistry, Physics and Engineering offer models going forward, as does our targeted peer tutoring in STEM courses which we instituted this year. Assessment data for that program shows that peer tutoring is having a very positive impact; for example, in Fall 2019, students who attended 10+ sessions experienced an increase from their self-reported midterm grades to their final course grade of, on average, 1.8 for MATH and 2.0 for CHEM on a 4.0 scale.

Clearly UGA has built a vibrant, world-class learning environment which, thanks in part to innovations such as the Experiential Learning requirement, Double Dawg pathways, and other special initiatives, is attracting the very best students from across the state and nation and around the world. It is equally clear that they are flourishing here.

## MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

### SECTION 3.1 EXISTING MOMENTUM WORK

#### PURPOSEFUL CHOICE

Strategy or activity	The <b>online Orientation Intake Survey</b> launched in Summer 2019 and continued in summer 2020. Each student had to submit the survey before their New Student Orientation appointment. The survey asks students about their choice of major and how confident they are that it is the right major for them and includes the questions from the Holland Interest Inventory. This information is then uploaded to SAGE (our campus-wide online advising tool) so a student's advisor has that information to help guide that first one-on-one advising appointment during Orientation.
Summary of Activities	This strategy is fully implemented. We will continue to tweak the questions in future years as needed.
Outcomes/Measures of progress	In Summer 2020, approximately 96% (up from 80% in 2019) of incoming students completed the survey. This high rate of response means both that the vast majority of students are reflecting on their choice of major before they even begin to register for classes and that advisors have access to important information before students arrive for their first advising appointment. Approximately 19% (down from 22% in 2019) of students matriculating in Fall 2020 were neutral, unhappy, or very unhappy with their major choice. Those students' advisors were able then to start a conversation about majors at Orientation and, if appropriate, refer them immediately to the Exploratory Center for counseling with a specially trained advisor about a major. Students who ultimately decided to switch majors thus avoided accumulating extraneous credit hours.
Lessons Learned and Plans for the Future	The survey is very useful in getting important information into the hands of advisors and creating a space where students are prompted to reflect intentionally on their choice of major even before they register for their first class. We are pleased with the results and will continue to use the survey as a strategy to promote intentional choice among our students.
Changes because of COVID-19	One modification caused by COVID-19 was the pivot to a fully remote New Student Orientation during summer 2020; this meant that crucial information was available to students in the online pre-orientation modules and remained available even after they matriculated at UGA. Advisors reported that students were much better prepared for their orientation advising appointments and better able to articulate their questions or concerns about their choice of major and other issues. This enabled advisors to concentrate on critical questions such as major choice and career aspirations and not spend so much time on technical issues.

**TRANSPARENT PATHWAYS**

Strategy or activity

**We clustered our 140+ majors into seven meta-majors:** creative, leadership, service, life, technology, culture and nature. These seven groups reflect very broad conceptions of post-UGA aspirations and are aligned to specific programs of study. They are based on the overlapping core and pre-requisite courses for each major so students stay on track for 4-year graduation if they change majors within a meta-major. They also take into account the Holland Interest Inventory (which students take as part of the Intake Survey, see above).

Life
Applied Biotechnology (B.S.A.B.)
Avian Biology (B.S.A.)
Biochemistry and Molecular Biology (B.S.)
Biological Science (B.S.A.)
Biology (B.S.)
Cellular Biology (B.S.)
Communication Sciences and Disorders (B.S.Ed.)
Consumer Foods (B.S.F.C.S.)
Environmental Health Science (B.S.E.H.)
Exercise and Sport Science (B.S.Ed.)
Food Science (B.S.A.)
Genetics (B.S.)
Microbiology (B.S.)
Pharmaceutical Sciences (B.S.)
Poultry Science (B.S.A.)
Psychology (B.S.)
Animal Health (B.S.A.)
Animal Science (B.S.A.)
Athletic Training (B.S.Ed.)
Dairy Science (B.S.A.)
Dietetics (B.S.F.C.S.)
Health Promotion (B.S.H.P.)
Nutritional Sciences (B.S.F.C.S.)
Honors Interdisciplinary Studies (B.S.A.)

The meta-majors respond to the maturation of students’ interests / goals over their 4-year tenure at UGA. For example, within the Life meta-major, a student who falls into the “Social” category on the Holland Inventory (purple on the chart to the left) may find that a B.S. in Dietetics, Health Promotion or Nutritional Sciences would be a better fit than the B.S. in Biology which is an “Investigative” major (orange on the

chart).

<b>Summary of Activities</b>	We launched the meta-majors in 2018 in the Exploratory Center and have been organizing our majors fair around them since then.
<b>Outcomes/Measures of progress</b>	We do not currently track this but will begin to do so as soon as the meta-majors are more widely accepted across campus.
<b>Lessons Learned and Plans for the Future</b>	We have learned that we need to offer training to our academic advisors on how to use the meta-majors, and we need to promulgate them among undergraduate students. In addition, we need to work with partners across campus to incorporate the meta-majors in more career fairs, student affairs events, and other campus-wide activities.
<b>Changes because of COVID-19</b>	COVID-19 required moving our majors fair online which is making the meta-majors better known among both advisors and undergraduates.

**ACADEMIC MINDSET**

Strategy or activity

We created a **unique UNIV curriculum within the Division of Academic Enhancement:** UNIV 1201, UNIV 2301 and a suite of literacies courses. This curriculum gives students opportunities to obtain skills that lead to success in college and beyond, including learning how to learn, motivation, critical and creative thinking, decision-making, identity development, wellness, career choice and academic mindset.

Summary of Activities

This strategy is fully implemented and the UNIV courses are fully enrolled (508 students).

Outcomes/Measures of progress

Responses to our pre- and post-surveys indicate that many students are recognizing their ability to improve and do well. Here is a representative sample of the kind of response we are seeing: “[I was] encouraged ... to form my own hypotheses about things work and then ask ... if I'm correct, which helped a lot with my confidence and I am no longer afraid of being wrong.” Next step is to do a sentiment analysis on these comments and continue to track students’ changing attitudes about their ability to succeed.

<b>Lessons Learned and Plans for the Future</b>	The curriculum informs students about academic mindset and gives them the tools to develop a growth and entrepreneurial mindset. At present, the curriculum is at capacity and cannot be scaled up. The Division of Student Affairs is developing a curriculum within Housing and we will be working with them to include this work on academic mindset.
<b>Changes because of COVID-19</b>	The sudden pivot to remote instruction in March 2020 prompted us to create the eLC Experience, an online non-credit “course” designed to equip students with the resources and strategies needed for success in virtual and hybrid classes. The course, based on UNIV 1205E (Learning Online: Strategies, Skills, and Success), draws on online learning and student development research to help students be successful in this setting. Every undergraduate and graduate student was automatically enrolled so that it appeared on their D2L dashboard when they logged in. Over 10,000 unique students engaged the eLC Experience and a revised version was opened this fall.

## GENERAL OVERVIEW AND OBSERVATIONS

The Orientation Intake Survey is working exactly as planned, has been supported by New Student Orientation and fully embraced by our academic advisors. The UNIV curriculum is also very effective at not only informing students about academic mindsets but also equipping them with the tools to develop a growth and entrepreneurial mindset. We still have some work to do to take full advantage of the meta-majors, but that work has begun. UGA faculty and staff have adapted to the disruptions to instruction caused by COVID-19 and have undertaken a number of innovative strategies to engage students in a more remote environment. The eLC Experience “course” has been a timely and effective tool to put in the hands of students to help them be successful and to navigate this changing learning landscape.

## SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

### PURPOSE

<b>Priority Work</b>	<b>The Exploratory Center (EC)</b>
<b>Description of Activities</b>	The EC opened in Fall 2016. Seventeen advisors currently advise intended-business majors, intended-journalism majors, and exploring students—those who are undecided about a major or are considering changing their major.
<b>Activity status and plans for 2020</b>	This strategy is fully implemented and will continue moving forward.
<b>Lessons Learned</b>	In Fall 2019-Summer 2020 the EC advisors had 14,358 appointments. Given that volume of traffic, it had to create an online referral system, host group discussions for exploring students with Career Center counselors, and give presentations to student groups across campus to increase awareness of the center and prepare students to have a productive one-on-one appointment with their EC advisor.

### MINDSET

<b>Priority Work</b>	<b>Academic Coaching</b>
<b>Description of Activities</b>	UGA students are very well-prepared, and failure is inconceivable to most of them. But the demanding pace of a research institution like UGA often poses significant and unexpected challenges for our students, many of whom have never experienced any kind of failure. Academic Coaching offers UGA students the opportunity to meet with certified and trained Coaches to discuss their pathways to success. Academic Coaching empowers students to identify their strengths, explore evidence-based study strategies, reflect on their own learning and ultimately develop a growth mindset. Typically, the coach and student work together over four sessions to create a strategic learning plan—one that lays the groundwork for awareness of what strategies and practices will be necessary for success in UGA’s academic environment.

<b>Activity status and plans for 2020</b>	Given the success of the initial pilot, we began scaling the program within the Division of Academic Enhancement and then expanding it to some of the colleges. We hope to introduce certified coaching in two other colleges in 2020-21.
<b>Lessons Learned</b>	An impact report from 2018 found an average increase of 0.73 in term GPA for students who participated in Academic Coaching. During the 2018-2019 academic year, coaches met with 744 unique students over 1,227 visits; during the 2019-20 year, the number of visits grew by 16%. COVID-19 moved all coaching appointments online. Preliminary data from Spring 2020 suggests that remote coaching was just as effective as in-person coaching.

## PATHWAYS

<b>Priority Work</b>	<b>Holistic Degree Maps</b> are being created for all programs of study to provide students with a holistic, longitudinal view of their chosen major. Each map will address attainable, appropriate action items across all aspects of the college experience: academics, experiential learning, community engagement, global competencies, wellbeing and career preparation. Charting a course through these milestones will deepen the purposeful choice process and outline clear pathways through a major toward graduation. The maps demonstrate the interconnected nature of each aspect, and the value of building on each prior year's experiences as students move through their time at UGA.
<b>Description of Activities</b>	The Holistic Degree Maps for the majors within the Mary Frances Early College of Education are finished and available online. Other majors are producing their maps using the template developed for the Education degrees.
<b>Activity status and plans for 2020</b>	Over 130 maps still need to be created and, given the disruptions caused by COVID-19, it is difficult to establish a realistic timeline for completion.
<b>Lessons Learned</b>	Advisors within disciplines find it challenging to reach consensus on what should be included; partners within Student Affairs and Career Services are providing critical assistance.

## STUDENT SUCCESS INITIATIVES "BEYOND THE CLASSROOM":

Increasing financial access: an important focus of our recently completed \$1.2 billion capital campaign was to remove financial barriers for our students. Donations to the campaign created over 500 endowed scholarships, totaling a commitment of more than \$77 million to help students from low-income backgrounds earn a degree.

Success: this year the Division of Student Affairs launched the Office of Student Transitions Student Transitions to provide dedicated support, in coordination with campus partners, for key times of student transition, offer additional targeted transition support for identified student populations and create new transition programming, including a Student Affairs program for new students to help them succeed, grow as individuals and find their place at UGA.

## STUDENT SUCCESS AND COMPLETION TEAM

<b>Name</b>	<b>Title</b>	<b>email</b>
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## UNIVERSITY OF NORTH GEORGIA

### INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of North Georgia, a regional multi-campus institution and premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, research and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society. The University of North Georgia is a University System of Georgia leadership institution and is The Military College of Georgia.

#### UNDERGRADUATE STUDENT BODY PROFILE

*Table 1: University of North Georgia Fall 2020 Demographics*

<b>Undergraduates only</b>	<b>Enrolled</b>	<b>Percent of UNG</b>
Enrollment	19,793	100.00%
Full-Time	13,183	66.60%
Part-Time	6,610	33.40%
Male	8,300	41.93%
Female	11,493	58.07%
Adult Learner (age 25+)	2,423	12.24%
First Generation	4,249	21.47%
Low-Income (Pell)	5,969	30.16%
Black	845	4.27%
Hispanic	2,884	14.57%
Asian or Pacific Islander	2	0.01%
Native Hawaiian or Pac. Isla.	20	0.10%
Amer. Indian/Alask. Native	35	0.18%
Underserved Minorities	4,638	23.43%
FT Vet	384	1.94%
PT Vet	89	0.45%

Source: Census data Fall 2020

**Enrollment trends:** UNG continues to enroll approximately 20,000 students (including graduate students). Enrollment over the last two years has fluctuated slightly. Enrollment in undergraduate students from fall 2018 to fall 2019 was flat (-5 student decline, -.02%). Fall 2019 to Fall 2020, undergraduate is also flat (-17 student decline, -.09%). Graduate enrollment continues to grow; fall 2020 enrollment was up 8.7%.

#### BENCHMARKS & GOALS:

The completion goals and strategies chosen for UNG reflect the breadth of its mission to provide broad educational access through multiple academic pathways, including program certificates, associate degrees, bachelor degrees, graduate education, and online courses. UNG also provides greater access to higher education through a strong dual enrollment program.

*Table 2: Institutional Peers (Benchmark, Aspirational, Competitor)*

<b>Institutional Peers</b>	<b>USG State Universities</b>	<b>UNG</b>
Benchmark—One Year Retention	68.3%	71.3%
Benchmark—Associate 3-Year Graduation Rate (2016)	11.2%	11.6%
Benchmark—Bachelors 4-Year Graduation Rate (2015)	23.3%	26.5%



Aspirational Peers		USG Comprehensive Universities		UNG
Benchmark—One Year Retention (Bachelors only)		75.8%		78.0%
Benchmark—Bachelors 4-Year Graduation Rate (2015)		22.2%		26.5%
Competitors	Kennesaw State University	Georgia Gwinnett College	Georgia Southern	UNG
Benchmark—One Year Retention (Bachelors only)	80.0%	65.1%	77.7%	78.0%
Benchmark—Bachelors 4-Year Graduation Rate (2015)	16.9%	4.0%	29.9%	26.5%

\*all data is based on Fall 2018 cohort; Source: USG Qlik, CCG Retention Comparison dashboard & CCG Graduation Comparison.

**UNDERGRADUATE COMPLETION RATES:**

**Table 3: First-Time Freshman Cohort Graduation Rates (3-Year Associate (150%), 4-Year Baccalaureate (100%), and 6-Year Baccalaureate (150%))**

Student Characteristics	Cohort #	Associate 3-Year (Fall 2017)	Cohort #	Baccalaureate 4-Year (Fall 2016)	Cohort #	Baccalaureate 6-Year (Fall 2014)
Overall Degree	2469 (225)	9.1%	1724 (556)	32.3%	1521 (773)	50.8%
Race (Underserved Minority)+	714 (69)	9.7%		21.6%	170 (77)	45.3%
Male	1150 (81)	7.0%	744 (207)	27.8%	685 (296)	43.2%
Female	1319 (144)	10.9%	980 (349)	35.6%	836 (477)	57.1%
Full-Time	2182 (213)	9.8%	1678 (554)	33.0%	1465 (765)	52.2%
Part-Time	287 (12)	4.2%	46 (2)	4.4%	56 (8)	14.3%
Veteran Full-Time	10 (1)	10.0%	43 (18)	41.9%	42 (23)	54.8%
Veteran Part-Time	6 (0)	0.0%	0 (0)	0.0%	0 (0)	0.0%
Pell	1052 (101)	9.6%	499 (115)	23.1%	462 (211)	45.7%
Adult Learner	39 (6)	15.4%	40 (2)	5.0%	387 (188)	48.6%
First-Generation	661 (78)	11.8%	344 (94)	27.3%	300 (143)	47.7%

\*Figures may differ slightly from official USG123 data due to discrepancies within the records of a few students.  
 +Asian-American students not included.

## DEGREES CONFERRED AY 2019-2020

*Table 4: Undergraduate Degrees Conferred*

<b>Academic Year 2019 – 2020</b>	<b>Count</b>	<b>AVG credit hours</b>
Fall 2019	1,013	
Associates	310	86.5
Baccalaureate	681	133.3
Certificates	22	144.1
Spring 2020	1,503	
Associates	348	83.1
Baccalaureate	1,136	135.1
Certificates	19	151.2
Summer 2020	487	
Associates	168	83.1
Baccalaureate	318	131.6
Certificates	1	131.0
<b>TOTAL</b>	<b>3,003</b>	

**ONLINE COURSES:**

UNG students' enrolling in online courses as a strategy to degree progression and graduation continues to increase. Due to the pandemic, enrollment in online courses increased exponentially for fall 2020, a trend that will likely continue.

*Table 5: Number and % of degrees conferred in which at least one course has been fully Online.*

<b>Academic Year</b>	<b>#</b>	<b>%</b>
2015 - 2016	1,549	54.5%
2016 - 2017	1,862	62.8%
2017 - 2018	2,306	69.6%
2018 - 2019	2,464	76.0%
2019 – 2020	2,721	83.9%

Source: Banner database script

**Enrollment and Retention:** through its strategic planning efforts in AY 2019-2020, UNG set goals for enrollment and retention. While enrolled headcount is important to the institution, the Strategic Enrollment Management plan focuses on credit hour production. The percentage of students enrolled in 15 or more credit hours has remained flat, while institution headcount has increased over the last five years. Overall credit hour production is down approximately .2 credit hours for fall 2020. The Strategic Enrollment Management target is to achieve a 2% increase in credit hours.

**Fifteen to Finish:** UNG has participated in fifteen to finish program since the inception of Complete College Georgia. At first glance, it appears little progress has been made in increasing the percentage of students taking 15 or more hours in a term. Certainly, recent data shows a dip from the highpoint of fall 2018; however, growth in enrollment masks what is clear upon further investigation of the data. While fall FTF enrollment (see Table 6) increased by approximately 33% since 2012, the count of students enrolled in 15 or more hours each fall has increased by 370 students over that same period, an increase of 55.5%. By comparison, the number of students enrolled in 12-14 credit hours has increased by 32%. Enrollment growth has challenged institutional capacity to offer enough course sections, which could contribute to the drop in students taking 15+ hours a term (Table 7).

**Table 6: First Time Freshmen Enrollment by Credit Hours (comparison of Fall cohorts only)**

<b>Term</b>	<b># Fall FTF enrolled in less than 12 hours</b>	<b># Fall FTF enrolled in 12-14 hours</b>	<b># Fall FTF enrolled in 15 or more hours</b>	<b>Total Fall FTF enrolled</b>
Fall 2012	343	2,117	667	3,127
Fall 2013	498	2,259	540	3,297
Fall 2014	357	2,045	859	3,261
Fall 2015	340	2,470	1,052	3,862
Fall 2016	295	2,576	1,088	3,959
Fall 2017	328	2,520	1,116	3,964
Fall 2018	303	2,846	1,315	4,464
Fall 2019	321	2799	1037	4157

Source: USG Data-May 2020

**Table 7: 15 to Finish (Undergraduate only)**

	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>% Change</b>
Students taking 15	2,213	2,113	-4.5%
Students taking > 15	2,089	2122	+1.6%
Total # full-time students (12 or more)	13,364	13,082	-2.1%
% of full-time students taking 15 or more credits	32.2%	32.1%	-.2%

Source: UNG Census data Fall 2020

UNG supplemented messaging around academic progress and *Fifteen to Finish* through a “What’s Your 30” campaign. Messaging emphasizes that 30 or more earned credits in an academic year is needed for timely completion of a degree. UNG tracks the number and percentage of students completing 30 or more credits in an academic year (see Table 8). Since 2012, UNG has doubled (approximately) the number of FTF earning more than 30 credits a year, while the number of undergraduates earning 30 or more hours a year (Table 9) has increased by 57.5%.

**Table 8: Fall First-Time Freshman, credits earned by academic year**

<b>Academic year</b>	<b># fall FTF earned less than 24 credits</b>	<b># fall FTF earned 24-29 credits</b>	<b># fall FTF earned 30 or more credits</b>	<b>Total fall FTF enrolled in both fall and spring terms</b>
2011-2012	1,199	860	442	2,501
2012-2013	1,158	1,070	457	2,685
2013-2014	1,217	1,160	474	2,851
2014-2015	1,096	1,125	644	2,865
2015-2016	1,316	1,384	680	3,380
2016-2017	1,328	1,410	786	3,524
2017-2018	1,322	1,346	766	3,434
2018-2019	1380	1567	992	3939

**Table 9: Degree-seeking Undergraduates, credits earned by year**

<b>Academic year</b>	<b># degree-seeking undergraduates earned less than 24 credits</b>	<b># degree-seeking undergraduates earned 24-29 credits</b>	<b># degree-seeking undergraduates earned 30 or more credits</b>	<b>Total degree-seeking undergraduates enrolled in both fall and spring terms</b>
2011-2012	5,171	3,299	2,292	10,762
2012-2013	5,405	3,561	2,316	11,282
2013-2014	5,569	3,681	2,581	11,831
2014-2015	5,358	4,054	2,921	12,333
2015-2016	5,732	4,361	3,030	13,123
2016-2017	5,954	4,553	3,333	13,840
2017-2018	5,963	4,513	3,429	13,905
2018-2019	5,893	4,848	3,610	14,351

**Dual Enrollment:** access to higher education provided through Dual Enrollment remains an institutional priority. UNG exceeded its enrollment target for fall 2020, growing by 10.4%. The overall percentage matriculating to UNG declined in 2020, though headcount continues to increase.

**Table 10: Dual Enrolled Students**

<b>Term</b>	<b>Headcount of Dual Enrolled Students</b>	<b>Credits Attempted</b>	<b>Credits Earned</b>	<b>% of All UNG Students</b>
Fall 2016	865	*	6,341	4.7%
Fall 2017	964	7,692	7,389	5.1%
Fall 2018	1,241	9,542	9,472	6.3%
Fall 2019	1,418	10,392	10389	7.5%
Fall 2020	1560	10362	*	7.9%

**Table 11: Dual Enrolled Students Matriculating to UNG**

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
# students participating in Dual Enrollment	865	964	1,241	1,418	1,560
% of participating Seniors who matriculate to UNG after high school	37%	30%	33%	32%	30%

**Summer Enrollment:** UNG strategically increased its summer enrollment each year since 2014. In summer 2020, enrollment grew by 10.23%. Overall, UNG's summer enrollment has increased 31.82% since 2014. Academic departments focused on offering courses that have been bottlenecks as well as offering a mix of lower and upper-division courses that help students stay on track in their respective programs.

**Reducing Excess Credit Hours at Graduation:** as part of its CCG program and, indirectly, the Quality Enhancement Plan (QEP), UNG has sought to reduce the number of students graduating with excess credit hours. As Table 12 illustrates, UNG has made progress on this goal for both associate and baccalaureate students, though early 2020 data shows a reversal of this trend for associate degree students.

**Table 12: Average credit hours earned at graduation—Undergraduates only**

<b>Fiscal Year</b>	<b>Average credit hours earned at graduation for Associate's Degree recipients</b>	<b>Average credit hours earned at graduation for Bachelor's Degree recipients</b>
2012	84.8	138.07
2013	84.79	138.12
2014	85.74	137.79
2015	87.08	138.21
2016	82.17	137.02
2017	81.45	135.97
2018	80.56	135.44
2019	77.87	134.78
2020	83.1	133.35

#### **CREDITS EARNED BY EXAMINATION:**

UNG continues to offer students credit by exam as a mechanism to build momentum and graduate on time. The number and count of credits earned in 2020 declined; this is likely due to the impact of the pandemic on students' access to exams, especially AP and IB, as well as reduced capacity at on campus testing centers.

**Table 13: Credits Earned by Examination (CLEP, DSST, AP, IB)**

	<b>2019</b>	<b>2020</b>
Number of distinct students	1259	1017
Number of exams	2383	2005
Credit hours from exams	3412	2669

Source: Banner database script

**CO-REQUISITE SUCCESS:**

The maturing of the co-requisite instructional model is improving student outcomes. While the number of students enrolled in co-requisite English and Math declined, the overall success rate improved nearly 6%.

*Table 14: Co-Requisite Success Rates for English and Math*

	AY 2020 (Fall 2019 - Summer 2020)			AY 2019 (Fall 2018 - Summer 2019)		
	Attempts	Grade A-C	Success	Attempts	Grade A-C	Success
Success rates in co-requisite MATH and ENGL courses (ENGL 0999, MATH 0997, 0998, 0999)	1,097	772	64.9%	1,263	745	59.0%

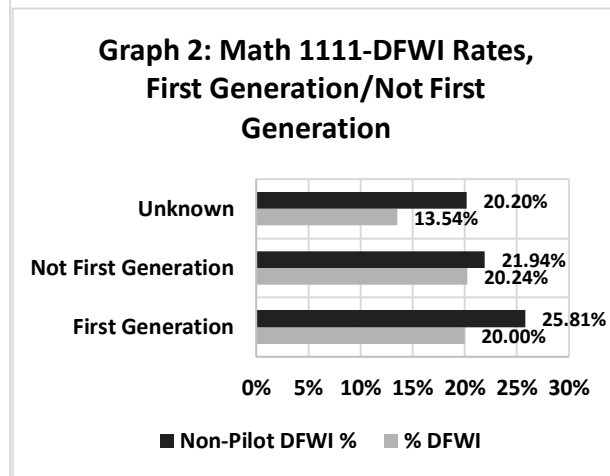
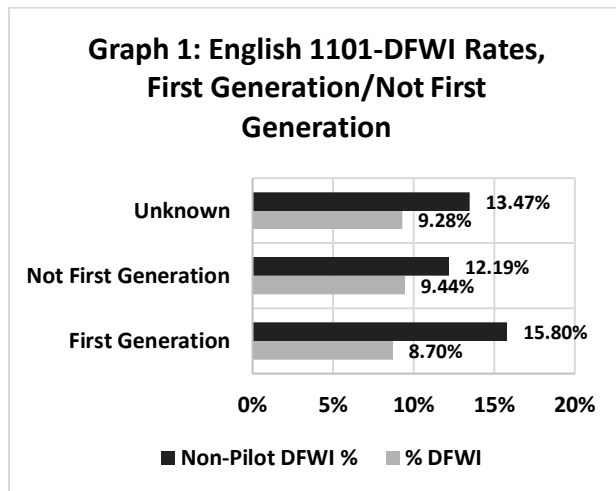
Source: Banner database script

**IMPROVEMENT PRACTICES**

In this section, elements are products of UNG’s Momentum Approach plan developed by a team of professionals working in Academic Advising, Academic Affairs (including the provost, vice provost, and college deans), Student Affairs, Enrollment Management, Orientation and Transition Programs, Career Services, and Faculty.

**Transition Plan:** during the 2019-2020 academic year UNG implemented a transition plan designed to aid students’ educational decision-making using the inform, discern, and affirm process described in the USG Momentum Approach. Orientation and advising processes involved in the student transition experience included Growth Mindset and career exploration components. Preliminary analysis of the data from the USG “Getting to Know Your Students” survey suggests differences in students’ mindsets comparing the fall 2018 and fall 2019 cohorts. While not conclusive after one year, the results are promising and will be reevaluated after analysis of the fall 2020 Mindset data. UNG will continue to analyze this data and make recommendations to the provost based on the results. UNG’s professional development day was successful in helping faculty and staff learn more about how to integrate best practices such as growth mindset into their daily work. UNG held its 2<sup>nd</sup> Annual LEADS day convocation in August 2020 with a program geared to the immediacy of the pandemic. Sessions, for example, included best practices in online engagement and the impact of the pandemic on diversity.

**Gateways to Completion:** during Academic Year 2019-2020 faculty piloted gateway courses developed during phase 1 of the G2C process led by the John N. Gardner institute. The interventions employed in pilot courses during the fall 2019 term showed promise for students, in particular first generation students. While the data from the first semester of the pilot program did not show a significant change in the overall rates of DFWI grades in English 1101, History 2111, Math 1111, and Psychology 1101, first generation students in pilot sections were more successful than peers in non-pilot sections in both English and Math.



Faculty continued piloting courses in Spring 2020; however, the sudden shift to remote instruction in the middle of the term definitely affected the DFWI rates in those courses. Overall, DFWI rates declined, but given the circumstances, course committees were not confident in making decisions based on the data. Thus, faculty are continuing to pilot new pedagogies in gateway courses in fall 2020, with a goal of scaling courses in 2021.

**Strategic Enrollment Management Plan:** UNG developed a strategic plan for Enrollment Management, which includes the creation of a Student Success Task Force (members are listed in Section 4 below). The Task Force is the heir of the Persistence Committee, and charged with increasing annual year-over-year retention, persistence and graduation rates of all undergraduate students.

**KEY TASKS:**

1. Design and establish a Student Success “Functional Unit” responsible for defining at-risk students and developing actions to reduce attrition.
2. Clarify and define the role of UNG Online and course modality towards enhancing student persistence and time to completion
3. Implement a coordinated, comprehensive student success platform across all UNG campuses.
4. Investigate the negative impacts of unmet need and other financial barriers to student persistence and propose solutions to address the issue

The use of data is critical to the work of the task force. To that end, a Data Task Force was created to provide data for informed decision making and consistency in the use of enrollment-related data and definitions.

**MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS**

**SECTION 3.1 EXISTING MOMENTUM WORK**

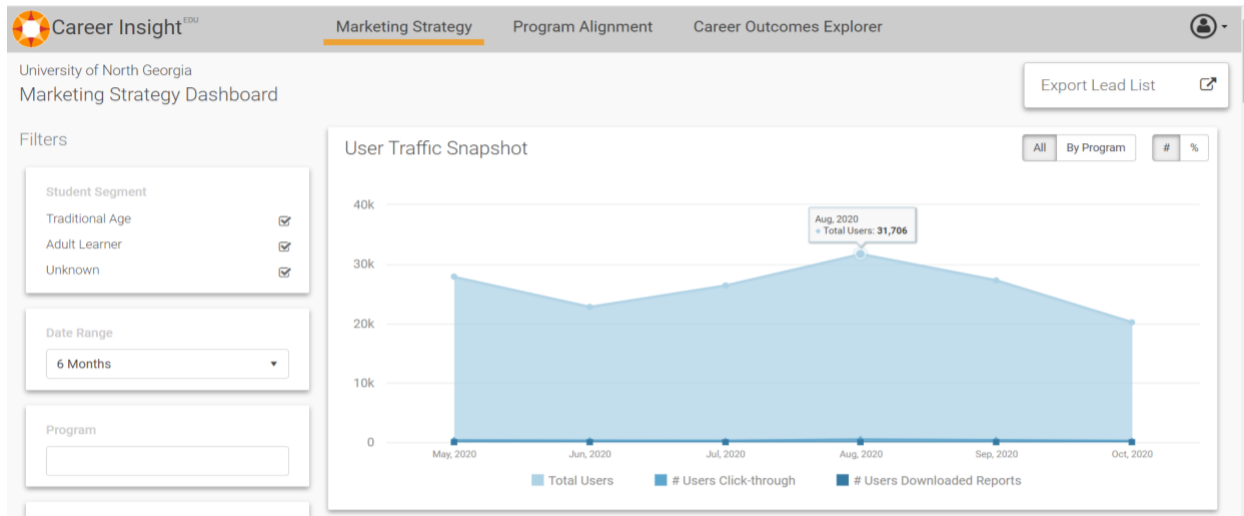
**PURPOSEFUL CHOICE**

<b>Strategy or activity</b>	<b>Career Connections for first year students</b>
<b>Summary of Activities</b>	Created the Career Explorers League and the Career Construction Zone in the LMS. The Career Explorers League was specifically designed to help students develop a purposeful path using Focus 2 and other activities and resources. The design included values assessment and a place for participating users to indicate their top 5 values. Career Services created workshops called "Finding Your Why" designed to help students develop a purposeful path focusing on values identification and prioritization. These were held on the Gainesville and Dahlonega campuses (prior to COVID). Participants identified their top 5 values. They were encouraged to use this self-awareness as a filter to evaluate career options for consistency with their values. Created content for Career Explorers League available to more than 7,000 first-year students.  Intentional collaboration between Career Services Specialists, Professional and Master Faculty Advisors; Maximize Your Major orientation sessions, and integration of technology to support career exploration (Career Insights). Career Services also created an online career connections course for students.
<b>Outcomes/Measures of progress</b>	Over 600 students visited the Career Explorers League as of June 2020. Between those participating in the League and those participating in the "Find Your Why" in-person workshops, 168 students have identified and prioritized their top 5 values. Note, there is no incentive beyond personal desire to complete the values assessment or include their prioritized values within the Career Explorers League. In the Career Construction Zone, there are 281 students and instructors enrolled. It will take more time to assess progress for this activity.  Fall 2019 focused on mapping career pathways and academic programs and deployment of Career Insight. Since going live in January of 2020, web traffic on the Career Insight tool is averaging more than 20,000 per month (see graph below).
<b>Lessons Learned and Plans for the Future</b>	There is a need to promote the courses to both professors and students and request IT and DETI import the new group of first-year students into the Career Explorers League.

The primary challenges with technology integration and adoption is that it takes time. Additionally, marketing is another consideration that needs to be considered when educating students and faculty about tools available to help them gather information about pathways. Being able to embed Career Insights on every academic program page was also helpful.

**Changes because of COVID-19**

The primary impact the pandemic had on this strategy was moving orientations and career services to virtual settings. As a result, opportunities for direct interaction between incoming students and advisors, faculty, and career specialists was significantly reduced. Career Services made the "Find Your Why" workshop into a virtual career chat due to COVID. After COVID 19, we created a voiceover PowerPoint Career Exploration workshop posted on our Career Services website.



**Strategy or activity**

**Mandatory Advising (QEP)**

**Summary of Activities**

As part of the QEP, UNG Professional Advisors and Master Faculty Advisors have developed a set of advising tools, including planning guides and program maps. Those are now available for all undergraduate programs and focus areas. UNG is in its final year of the QEP, but the structures put in place through the plan will continue on for students. Use of Academic Advising services by students continues to grow; in AY 2019-2020 (June 2019-May 2020) academic advisors (excluding business advisors) checked-in students for 21,973 appointments.

**Outcomes/Measures of progress**

Tracking students in focus areas and academic majors; advising center traffic; web traffic on advising tools pages; assessment of student learning related to educational planning; analysis of credits earned/attempted, and credits at graduation.

**Lessons Learned and Plans for the Future**

Successful implementation of a program can have consequences. Advising is seen as a service with infinite capacity to take on more responsibilities associated with student success efforts. Protecting the core mission of advising has been challenging; thus, coordination of institutional priorities is critical to the holistic approach informing student success efforts, including the Momentum Approach. As noted earlier in this report, institutional efforts to create a consistent advising culture are paying dividends with students graduating with fewer excess credit hours; additionally, the number of students on academic warning, in need of an academic success plan, or undeclared after 40 credit hours has been reduced substantially.

**Changes because of COVID-19**

The major adjustment related to the pandemic was shifting to virtual processes. Immediately after the move to remote operations student meetings with advisors dipped,

but by May 2020 they returned to near “normal” levels. Thus far, students seem to be adjusting well to the greater flexibility to meet with academic advisors.

<b>Strategy or activity</b>	<b>Peer Mentoring</b>
<b>Summary of Activities</b>	<p>The Title III SOAR mentoring program, known as Nighthawk Navigators, was initiated in August 2019. In the first iteration of this pilot program, a compliment of 11 peer mentors were hired and trained, and a cohort consisting of 330 Gainesville campus, non-HOPE eligible, associate degree-seeking students was identified through Banner data for the fall semester.</p> <p>Early messages were introductory and invited mentees to come to group meetings or meet individually with their mentor. Subsequent message content covered topics such as organizational and study strategies, explanations of processes and resources, reminders of deadlines and university requirements, and encouragement. In addition to the written messages, several in-person social opportunities, and workshops were offered.</p>
<b>Outcomes/Measures of progress</b>	<p>The Peer Mentor initiative is part of the larger Title III SOAR Grant mission of improved student retention, progression and completion. Specifically, the peer mentoring program is tied to grant objectives of increasing the use of academic support services and improving first-year retention.</p> <p>Analysis provided by UNG’s Institutional Research on the 2019-20 cohort of students compared the retention, achievement, and academic progress of the engaged group to that of the non-engaged students in our cohort, as well as a comparison with all UNG Associates degree students within the same parameters in that timeframe. An abbreviated table of results are included here.</p>

**Table 15: Analysis of retention and achievement of Navigator and Non-Navigator groups**

<b>Nighthawk Navigator Engaged, Non-engaged, and non-cohort comparison</b>			
	<b>Cohort - Engaged</b>	<b>Cohort - Not Engaged</b>	<b>AA comparison group</b>
<b>Retained through fall semester</b>	99.20%	94.20%	92.30%
<b>AVG credits earned F19</b>	10.75	9.89	10.38
<b>AVG F19 GPA</b>	2.06	1.94	2.04
<b>Enrolled Spring 20</b>	87%	76.80%	78.10%
<b>Retained through Spring 20</b>	86.20%	72.50%	75.80%
<b>Credits earned 2019-20</b>	20.49	19.16%	19.99%
<b>AVG S20 GPA</b>	2.24	2.34%	2.45%
<b>Enrolled Fall 2020</b>	69.90%	58%	63.20%

The data suggests a correlation between engagement in the Navigator mentoring program and students’ retention and academic progress. The only comparison in which the Engaged group did not exceed the comparisons is cumulative GPA at the end of the second semester.

<b>Lessons Learned and Plans for the Future</b>	<p>The primary challenges to achieving the program goals lie in the engagement of students with the program, and their tendency not to utilize e-mail consistently or effectively. Students were not responsive to the invitations to meet, which resulted in the bulk of interactions between mentors and mentees taking place electronically.</p> <p>Informal feedback indicates the possibility that having a “peer mentor” carries a stigma that deterred student involvement. Students may not perceive themselves as needing or desiring this sort of intervention. This perception might be due to the misinterpretation of the purpose of peer mentoring programs. Given the lack of engagement in the pilot, the Fall 2020 model allowed students to voluntarily self-select into the program. We also improved the manner in which the program was marketed to incoming students, including shifting away from the terms peer mentor, mentee, and mentoring, referring simply to the Navigators, and using terms such as “guides” and “fellow students.” As of August 17th,</p>
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73 students had requested to participate, resulting in a ratio of 7 – 8 mentees per Navigator.

Three additional new components to the Navigator program were added.

1. Training the Navigators to provide “peer coaching” functions, such as demonstrating and teaching time management and organizational strategies.
2. Navigators were embedded in six sections of ENGL 0999 Co-Requisite Support courses.
3. Deployment of social media as an outreach and engagement strategy.

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<b>Changes because of COVID-19</b>	<p>Adjustments due to COVID-19 are minimal and related mostly to group and individual meetings with students, along with strategies for increasing student connections. For the Fall semester, electronic forms of communication will continue as before due to the compatibility with our present virtual environments.</p> <p>Adjustments to the program include:</p> <ul style="list-style-type: none"> <li>• invitations to virtual meetings and events, both academic and social</li> <li>• the addition of social media accounts to add another form of connection</li> <li>• the addition of academic skills coaching to the Navigators’ repertoire of helping strategies as a means to help address the challenges of online learning.</li> </ul>
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**TRANSPARENT PATHWAYS**

<b>Strategy or activity</b>	<b>Purposeful, Clear Pathways</b>
<b>Summary of Activities</b>	<p>To promote purposeful choice, UNG continued development of tools to help students discern clear pathways. Among the activities completed are academic planning guides (year-by-year sequence maps) and plans of study published online for all programs in a single location.</p> <p>UNG completed a systematic pressure test for all undergraduate degree programs to identify “pain points” inhibiting students’ timely progression in degree programs. The results identified nearly 30 programs where capacity challenges exist, hindering timely program completion.</p> <p>Finally, the institution began study of co-curricular pathways that can aid students in discerning career pathways.</p>
<b>Outcomes/Measures of progress</b>	<p>The Office of Institutional Research is providing data to assist in identifying capacity issues as well as providing student success metrics focused on academic excellence in the form of department-level “Health Checks”. Data on rates of growth by major, campus, degree level, and type of course (Core curriculum offerings by department, by semester) will inform solutions to capacity challenges. Additional measures include regular updates on enrollment by program, persistence rates analyzed by a newly created Student Success Task Force, and review of students’ progress towards completion of the plan of study.</p>
<b>Lessons Learned and Plans for the Future</b>	<p>Development of reliable data systems takes time and requires consistent definitions and training for steady application of data in decision making.</p> <p>Keeping all tools updated requires advanced planning and workflow; updating tools for students is labor intensive as are the creation of data dashboards.</p>
<b>Changes because of COVID-19</b>	<p>The primary impact the pandemic had on these strategies was to slow or, in some cases, even pause the work. Thus, the timeline for completion of some projects had to be adjusted. Tools for using institutional data will be finished in AY 2020-2021.</p>

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**ACADEMIC MINDSET**

<b>Strategy or activity</b>	<b>Promoting Academic Mindset</b>
<b>Summary of Activities</b>	<p>Mindset content has been integrated into UNG’s professional development event, LEADS day, Orientation and Transition Programs, and Maximize Your Major sessions at orientations. Additionally, the Center for Teaching, Learning, &amp; Leadership continues to support faculty with a range of events and opportunities integrating</p>

	Mindset activities into instruction. Finally, faculty piloting Gateways to Completion courses integrated mindset strategies into their courses.
<b>Outcomes/Measures of progress</b>	Both the LEADS day committee and OTP staff assess program effectiveness through survey instruments. 78 faculty and staff participated in Mindset training during LEADS day. The “Getting to Know Our Students” USG survey is an important instrument in analyzing students’ mindsets as is the Learning Gains survey administered to students in Gateway courses each fall. The institution also expects a positive change in the rates of DFWI grades for gateway courses.
<b>Lessons Learned and Plans for the Future</b>	Comparisons of Mindset survey data (2018-2019) suggests integration of mindset work into new student programming has made a difference, but causation cannot be proven; the fall 2019 cohort appears to have a different mindset about their academic preparedness for college than the 2018 cohort. Likewise G2C data suggests that first generation students in particular benefited from the integration of inclusive pedagogies and emphasis on mindset in piloted sections. The institution is continuing to pursue these strategies.
<b>Changes because of COVID-19</b>	Like most other components, shifting to virtual operations slowed progress in all these areas. The 2020 LEADS Day conference program was changed to respond to more immediate needs related to the pandemic. Gateways to Completion faculty will pilot courses in fall 2020, analyze the data in spring 2021, and then prepare for scaling course models for fall 2021.

**GENERAL OVERVIEW AND OBSERVATIONS**

Most of the strategies employed have been effective, though not always as intended. Certainly, LEADS Day exceeded expectations and the integration of Growth Mindset into orientation and advising are making a difference for students, though the evidence is indirect. The peer mentoring program has not developed as expected, though the changes to that program are promising entering the fall term. Mandatory advising under the QEP has positively affected student learning and there is abundant data supporting that conclusion. Closely connected to advising is the development of advising tools (clear pathways), which took longer than anticipated to complete. Covid-19 challenged the timing of nearly all of these strategies, pausing some and forcing sudden alterations to others. Moving to virtual orientations was a logistical challenge, certainly, as was capturing elements such as the Maximize Your Major sessions for all programs to be included in an orientation course. The turnaround time for some components was aggressive. How effective the modified delivery was remains an open question. Beyond these efforts, it is worth noting that UNG was able to respond more quickly to the pandemic and circumstances it created than many may have thought possible. Redirecting human resources to create temporary structures, systems, and processes was possible all while supporting students. Some of the processes created as temporary measures lived on as institutional student success pilots, especially the early alert process and withdrawal intervention program.

**SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)**

**PURPOSE**

<b>Priority Work</b>	<b>Career Explorer and Career Construction Zone courses</b>
<b>Description of Activities</b>	a. <i>Career Explorer</i> : support 1st and 2nd year student development of purposeful pathways. b. <i>Career Construction Zone</i> : sophomore through senior students or adult-learner first-year students
<b>Activity status and plans for 2020</b>	Career Services created the content for Career Explorers League and uploaded over 7,000 students into the League. The League was promoted through all English 1101 and 1102 courses so first-year students would know this resource was available to them. Several professors agreed to promote the Career Construction Zone course and some agreed to be added as an "instructor" to see content and encourage student use. After COVID 19, Career Services added a voiceover PowerPoint Career Exploration workshop posted on our Career Services website.  Career Services transformed its "Find Your Why" workshop into a virtual career chat due to COVID. A method for students to demonstrate awareness of their top 5 values still needs to be developed; however, offering the chat virtually allows students from any campus to

participate. We need to re-promote the D2L groups to professors and students and request IT and DETI to import the new group of first-year students into the Career Explorers League. We need to consult with DETI to explore ways to create differentiated sections from these large groups.

<b>Lessons Learned</b>	Over 600 students visited the Career Explorers League as of June 2020. Between those participating in the League and those participating in the "Find Your Why" in-person workshops, 168 students have identified and prioritized their top 5 values. Note, there is <b>no incentive</b> beyond personal desire to complete the values assessment or include their prioritized values within the Career Explorers League. In the Career Construction Zone, there are 281 students and instructors enrolled.
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**MINDSET**

<b>Priority Work</b>	<b>Mindset integration</b>
<b>Description of Activities</b>	<ol style="list-style-type: none"> <li>1. Develop an action plan based on analysis of USG “Getting to Know Your Students” survey.</li> <li>2. Faculty/Staff Professional development LEADS Convocation day and other programming; Momentum survey results (fall 2019) showed that faculty and staff are either unfamiliar with the full scope of the momentum approach or unsure how they fit into the plan.</li> <li>3. Master Communication Plan—Consistent communication plans for students. In 2020, the focus will be creating communication plans for specific student populations, veterans, adult learners, and transfers. (NEST) Nighthawk Engagement and Student Transitions Communication plan is complete; templates need to be created with full phase in for 2021.</li> </ol>

<b>Activity status and plans for 2020</b>	<ol style="list-style-type: none"> <li>1. Getting to Know Your Students:               <ol style="list-style-type: none"> <li>a. Priority: improving completion of survey in second administration for fall 2020.</li> </ol> </li> <li>2. Professional Development/LEADS Day</li> <li>3. Communication Plan               <ol style="list-style-type: none"> <li>a. Targeted communications have begun to be sent via Slate on our new NEST template                   <ol style="list-style-type: none"> <li>i. Specific communications went to Readmit, Veterans/Military-Connected, and Transfers</li> <li>ii. Adult Learner communications are in the works.</li> </ol> </li> <li>b. Targeted outreach is going out to transfer students at the beginning of October for those who have been accepted and not confirmed as well as to those who have confirmed their acceptance. This outreach is being done by our Transfer Coaches (peer mentors trained specifically to work with transfer students)</li> <li>c. NEST webpages are under development and the hope is they go live before the end of fall 2020. There will be a specific webpage for each targeted student population.</li> <li>d. A new banner report is in development that sorts the targeted populations into specific groups and avoids unnecessary overlap with other groups to streamline communications. For example, a military-connected student may also be an adult learner and transfer student. Some communications will be shared between all three groups. We want to make sure the military-connected student gets those shared communications only 1 time and not 3 times, and then gets just the military-connected specific communications.</li> <li>e. About 25% of the targeted communications are complete. NEST will continue to develop these communications throughout the year.</li> </ol> </li> </ol>
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<b>Lessons Learned</b>	<ol style="list-style-type: none"> <li>1. Getting to Know Your Students:               <ol style="list-style-type: none"> <li>a. Based on analysis of the 2018/2019 data sets, there are clear differences in cohorts; of note are students’ feelings of preparedness and their mindset for Math</li> </ol> </li> </ol>
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and English courses. Also noteworthy is the change from the first administration to the second administration of the survey for 2018.

- Independence scores drop significantly (Multiple points- large effect)
- Belonging increases significantly (small effect)
- College Identity increases significantly (small effect)
- English Value increases significantly (small effect)
- English Cost decreases significantly (small effect)

b. 2019 data is less conclusive because fewer students completed the second administration of the survey.

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**PATHWAYS**

<b>Priority Work</b>	<b>Financial Literacy</b>
<b>Description of Activities</b>	1. Student Money Management Center is offering a Financial Fitness Series—A four-part series covering the basics of personal finance. 2. Student Affairs—year by year Planning Guides to help students identify activities they could pursue as they progress through an academic program.
<b>Activity status and plans for 2020</b>	1. Financial Fitness Series (completed) <ul style="list-style-type: none"> <li>a. Credit &amp; All the Hidden Fees (9/16/2020)</li> <li>b. Where Did All My Money Go? (10/8/2020)</li> <li>c. You Can Be the Millionaire Next Door (10/14/2020)</li> <li>d. Identity Theft - Risk Management (11/11/2020)</li> <li>e. Build Your Nest Savings Challenge (September 23, October 7, October 21, November 4 and November 18, 12:00 p.m. - 1:00 p.m.)</li> </ul> 2. Co-curricular planning guides (postponed indefinitely because of the pandemic).
<b>Lessons Learned</b>	As these were new efforts included in the Momentum Approach plan, some have not been developed, while other elements are being offered for the first time in the fall term. Thus, no data exists for analysis of these elements yet.

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## UNIVERSITY OF WEST GEORGIA

### **INSTITUTIONAL MISSION AND STUDENT BODY PROFILE**

The University of West Georgia, a charter member of the University System of Georgia, is a comprehensive, residential institution providing selectively focused undergraduate and graduate education primarily the West Georgia region. The University is also committed to regional outreach through a collaborative network of external degree centers, course offerings at off-campus sites, and an extensive program of continuing education for personal and professional development. Opportunities for intellectual and personal development are provided through quality teaching, scholarly inquiry, creative endeavor, and service for the public good.

The University of West Georgia has 92 active programs of study, including 45 at the bachelor's level, 30 at the master's and specialist levels, 5 at the doctoral level, and 12 at the advanced certificate level. The university conferred 2,697 degrees and awards in fiscal year 2019. This is a 1.4% increase over the number awarded in fiscal year 2018 (2,659) and a 26% increase over the number awarded in fiscal year 2012 (2,136), which is the baseline year for the Complete College Georgia initiative.

There were 13,238 students enrolled in Fall 2019: 10,411 at the undergraduate level and 2,827 at the graduate level. Overall enrollment at UWG has grown 15% since the Fall 2009 semester. UWG has a diverse student population: 50.9% Caucasian, 34.4% African-American/Black American, 6.9% Hispanic, 3.5% two or more races, 1.1% Asian, 1.9% did not declare any race, 0.2% American Indian/Alaskan Native, and 0.1% Native Hawaiian/Pacific Islander. The student body is 67.1% female and 32.9% male.

Ninety-two percent of the student body was from Georgia and represented 148 different counties. Carroll, Gwinnett, Coweta, Douglas, and Cobb were the five counties with the largest numbers of students at UWG. There were 701 out-of-state students representing 35 of the 49 remaining states. Alabama, Florida, California, Tennessee and South Carolina were the top states sending students to UWG. Additionally, there were 302 students from 68 countries. Nigeria, Jamaica, Ghana, China, Mexico, and India were the countries sending the largest number of students to UWG.

The University of West Georgia has long been committed to providing access to college for students in the western region of the state, as well as students from across the state of Georgia and the nation. Our Mission and our Strategic Plan both point to our commitment to student success. In particular, the first Strategic Imperative – Student Success: Enhanced Learning, Access, Progression, and Development – focuses on the importance of retention, progression, and graduation (RPG); access; and student engagement. The second imperative focuses on Academic Success: Academic Programming and Faculty Support. The commitment to our Strategic Plan has helped the university identify and implement high impact strategies aligned to USG Momentum to help our students successfully obtain a degree. These student success strategies are described in the following report.

### **IMPROVEMENT PRACTICES**

One of the first actions implemented by President Kelly in March 2020 when he arrived at UWG was to create a Strategic Enrollment and Student Success Committee. The committee meets every week and includes the President, Vice-Presidents, and other cross-divisional leaders to discuss enrollment trends and student success strategies, examine data to inform decision-making, and identify and resolve barriers to student success. The committee not only engages in high-level strategic planning but also addresses and resolves specific barriers to student success. For example, this summer and fall, the committee worked to revise fee payment deadlines and extend withdrawal deadlines to support students.

UWG developed a Momentum dashboard in Argos to track data specifically aligned to Momentum initiatives and planning. It includes data on credit hour completion, completion of core English and Math, corequisite learning support, academic focus areas, high impact practices, among others data points.

UWG established a new Momentum Center, a one-stop location where students can meet with and receive concierge-level support from a variety of campus units (bursar, financial aid, registrar, advising, academic success, etc.). The Center emerged out of UWG's 2020 Momentum planning and opened in F20. See Section 3.2.

A major component of UWG’s 2020 Momentum plan involved centralizing all advising units across campus under an Executive Director of Advising and Student Success. The Center for Academic Success and the University Writing Center were also moved into this unit which is now housed in University College. See Section 3.2.

UWG’s First-Year Math faculty received the 2019-2020 USG Momentum Award for their work on core Math redesign, including work on embedding academic mindset practices in core Math courses.

University College was created in January 2019 and initially focused on centralizing and coordinating UWG’s student success units (Advising, Center for Academic Success, Academic Transition Programs, Learning Support, etc.). Effective July 1, 2020, University College under the leadership of a new full-time dean expanded to focus on General Education. Core English and Math faculty transitioned into University College along with a new Program Director for General Education. Several other academic departments and programs (Interdisciplinary Studies, Political Science, Criminology, the University Writing Center, and the Center for Civic Engagement) also transitioned into University College. The mission of University College emerged out of UWG’s early Momentum work where the focus was three-fold: 1) improving student learning and success in general education courses; 2) improving coordination among student success units that provide academic support; 3) removing institutional barriers associated with general education and academic support units.

In FY20, UWG experienced its highest four year graduation rate in the history of the institution, 25.43%. The rate was an improvement of nearly 4% over the previous year. UWG’s most recent six year graduation rate of 44.35% was slightly down from the FY19 rate of 45.22%, which was the highest six year graduation rate in UWG history.

While retention rates dropped below 70% to 68.84% in FY18 and saw a slight increase from FY18 to FY19 (69.07%), UWG—through targeted strategic action—increased its retention rate to 72.82% for F20, a significant increase over the previous two years and the highest since FY13 (74.11%). This increase is the result of collaboration across campus on Momentum-related initiatives to improve student retention and success. In particular, efforts to align the coordination of advising across units on campus directly contributed to this improvement. See Advising, Section 3.2.

UWG has experienced both increases and decreases in percentages of students eligible for the Pell grants over the last five years. In F15, the number of students who were Pell eligible was 5,626 which was 51.9% of the students enrolled. The percentage of Pell eligible students decreased slightly to 50.4% in F16. Yet, in F17, the percentage increased slightly to 51.6% and in the F18 the percentage increased again to 53.6%. The percentage of all undergraduate students eligible for the Pell grant in F19 (47.6%) decreased from the previous fall term.

See Appendix Tables 1 through 5 for additional data related to improvement practices.

## **MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS**

### **SECTION 3.1 EXISTING MOMENTUM WORK**

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#### **PURPOSEFUL CHOICE**

<b>Strategy or activity</b>	<b>Attempt 30 Credit Hours in First Year</b>
<b>Summary of Activities</b>	For many years, UWG advised FTFT students only to take 12-13 hours per semester in the first year. A major reason was a shortage of core seats, but faculty and advising staff also believed that fewer credit hours helped FTFT students, especially those who were not adequately prepared for college. It has taken some time to shift this institutional mindset, but the reorganization of advising on campus and work on communicating a clear and consistent expectation about “15 to Finish” has helped, so it is now the norm, and the data bears out significant improvement (see data below). Work completed this year on Advanced Scheduling—along with other Momentum-aligned work in learning support and academic success support—should contribute to continuing improvement in the future.
<b>Outcomes/Measures of progress</b>	The number of students completing 30 hours or more credit hours almost doubled from F18 to F19.

	IPEDS Cohort		
	F17	F18	F19
Less than 30 Hours Earned at End of Summer	46.3%	43.4%	36.3%
30 or More Hours Earned at End of Summer	53.7%	56.6%	63.7%

Many of UWG’s Momentum initiatives (new advising and scheduling procedures to assure students enroll in 15 hours) and additional student success efforts (advising, tutoring, coaching) contribute to this improvement.

Strategy or activity	Early Alert (EA) & Academic Success Interventions
Summary of Activities	UWG utilizes a system through EAB that allows faculty to submit “alerts” for students in their classes who are experiencing academic difficulty. Faculty can submit alerts for a number of reasons—ranging from excessive absences and lack of engagement in the class to performance on course assignments. When an alert is submitted, staff from different student support units—the Center for Academic Success, the University Advising Center, UWG Online, or even the Counseling Center—reach out to students, depending on the nature of the alert. Faculty engagement in EA was relatively low prior to 2018, and the Provost made it an institutional priority to increase the rate of response as part of UWG’s Momentum Plan. These efforts resulted in a significant increase in the number of faculty submitting early alerts and also resulted in an increase in the number of students utilizing support services in the Center for Academic Success. UWG continues to see evidence that students who take advantage of services in the Center for Academic Success (tutoring, supplemental instruction, coaching, etc.) perform better academically and are retained at a higher rate. The Center for Academic Success has engaged in an active campaign to reach out to students and encourage them to take advantage of instructional support.
Outcomes/Measures of progress	<p>Fall 2018 - 83% of faculty responded to the Early Alert campaign                      Spring 2019 - 92% of faculty responded to the Early Alert campaign                      Fall 2019 - 80% of faculty responded to the Early Alert campaign                      Spring 2020 - 77% of faculty responded to the Early Alert campaign                      NOTE: The decline in S20 is the result COVID-19 disruptions.</p> <p><b>Spring 2019</b>                      1834 students marked at risk                      Term GPA for students marked at risk and used no support services = 1.82                      Term GPA for students marked at risk and used all three of our support services = 2.32                      Term GPA for students marked at risk and completed 2 - 5 visits to support services = 2.18                      Term GPA for students marked at risk and completed 10 - 14 visits to support services = 2.65                      15+ visits = 2.82</p> <p><b>Fall 2019</b>                      1268 students marked at risk                      Term GPA for students marked at risk and used no support services = 1.59                      Term GPA for students marked at risk and used all three of our support services = 2.21                      Term GPA for students marked at risk and completed 2 - 5 visits to support services = 2.18                      Term GPA for students marked at risk and completed 6+ visits to support services = 2.39</p> <p><b>Spring 2020</b>                      1242 students marked at risk                      Term GPA for students marked at risk and used no support services = 1.83                      Term GPA for students marked at risk and used all three of our support services = 2.72                      Term GPA for students marked at risk and completed 2 - 5 visits to support services = 2.26                      Term GPA for students marked at risk and completed 6+ visits = 2.55</p>

Strategy or activity	Academic Focus Areas
Summary of Activities	As part of its initial Momentum Plan in 2018, UWG created Academic Focus Areas for FTFT students who enter UWG without a declared major. Collaboration between colleges and departments in Academic Affairs and student success units in Student



Affairs & Enrollment Management led to the creation of nine academic focus areas, which were approved by the faculty senate in 2018: Arts, Business, Education, Health Professions, Humanities, Social Sciences, STEM: Science Focus, STEM: Technology Focus, and Wellness and Sports. Focus areas have been used in the admissions, advising, and orientation process since summer 2018. All entering students who have not declared a major are advised and placed into a focus area. Every focus area includes three common courses that students complete in the first year and that count toward general education requirements. UWG is now able to track the progression of students in focus areas, including their progress in the focus area courses. Program maps have been created for all academic focus areas.

Outcomes/Measures of progress	Focus Area Retention for F19 IPEDS Cohort					
	Focus Area	Focus Area IPEDS F19	Still Focus Area Major Enrolled F20	Other Major Enrolled F20*	Total Enrolled F20	Retention
	Arts	6	0	1	1	16.6
	Business	49	17	11	28	57.1
	Education	6	0	5	5	83.3
	Health Professions	303	165	59	224	73.9
	Humanities	1	1	0	1	100.0
	Social Sciences	19	2	8	10	52.6
	STEM	42	15	9	24	57.1
	Wellness & Sport	6	3	1	4	66.6

F19 IPEDS Students Still Active in Fall 2020 (Regardless of Enrollment Status)				
Focus Area	Focus Area IPEDS F19	Still Focus Area Major Active F20	Other Major Active F20**	Total Active F20
Arts	6	3	2	5
Business	49	27	17	44
Education	6	0	5	5
Health Professions	303	206	68	274
Humanities	1	1	0	1
Social Sciences	19	7	9	16
STEM	42	28	9	37
Wellness & Sport	6	4	2	6
<b>Total</b>	<b>432</b>	<b>276</b>	<b>112</b>	<b>388</b>

While some of the data sets above are too small to draw significant inferences, the overall conclusion is that students in focus areas continue to be retained at a lower rate than students who have declared a major. On the one hand, this is to be expected since students who are undeclared and who are uncertain about their academic pathway or career choice are less likely to remain in school. Focus areas are designed to help this student population. While UWG’s focus areas are helping some students, improvement needs to continue to make focus areas useful for all students who have not declared a major. UWG is still in progress toward that goal.

<b>Lessons Learned and Plans for the Future</b>	Among the initiatives identified under <i>Purposeful Choice</i> , UWG’s priority will be on improvement of Academic Focus Areas. This was identified as a priority in the 2020 Momentum Plan. The following strategies have been identified: 1) in addition to the courses aligned with each focus area, develop other opportunities to help students explore purposeful choice of major / career; 2) more targeted communication to students and parents about focus areas (what they are and why they matter) beginning as early as the admissions process and continuing through orientation and the first year; 3) targeted communication to faculty and staff about academic focus areas so that they can offer /
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provide support to students; 4) determine if the current aligned courses in each focus area are appropriate and are helping students make a purposeful choice; 5) initiate discussions across all colleges regarding existing focus areas to determine if changes in focus areas are needed.

**Changes because of COVID-19**

*Which initiatives need to be adjusted?* No COVID-19 adjustments needed.

*What alternative arrangements can be implemented?* UWG student support units (Advising, Academic Success, etc.) have done excellent work supporting students in virtual settings, but virtual learning has negatively impacted some of the most vulnerable students, especially in the classroom. Working to provide students multiple options in classes and in instructional support (virtual and face-to-face) continues to be a priority in planning for S21 and beyond.

*What technology would be needed to implement alternative arrangements?* Current technology needs are sufficient.

**TRANSPARENT PATHWAYS**

**Strategy or activity Summary of Activities**

**Corequisite Learning Support (ENGL 0999, MATH 0996, MATH 0997, and MATH 0999)**

AY20 was UWG’s first year offering corequisite learning support courses: ENGL 0999, MATH 0997, and MATH 0999. In designing learning support courses, UWG followed the USG best practices criteria. UWG corequisite learning support courses are 1 credit hour but 2 contact hours per week. The 1 credit hour ensures that learning support does not negatively impact students financially, while the 2 contact hours provide students with the instructional time they need to support learning in the core course. The core section and the corequisite learning support section are taught by the same instructor. English and Math faculty worked on the design of the learning support courses, following USG guidelines, while professional staff in Admissions, Advising, Registrar, Academic Success, and the Provost’s Office developed processes for advisement and placement of students in learning support. UWG appointed a Learning Support Coordinator and has sent implementation teams consisting of Math and English faculty and professional support staff to each of the USG Learning Support Academies. The Provost’s office provided professional development funding for English and Math faculty to design the corequisite learning support courses in alignment with ENGL 1101, MATH 1001, and MATH 1111 respectively. ENGL 0999, MATH 0997, and MATH 0999 were first offered in F19 and S20. UWG is also participating in the Statistics Pathway pilot to offer MATH 1401 (Elementary Statistics) in Area A2. MATH 1401 and MATH 0996 are being offered for the first time in F20.

**Outcomes/Measures of progress**

Data from F19 and S20 Corequisite Learning Support is below:

**Fall 2019**

Section		Students Enrolled Fall 2020	Students Enrolled Fall 2019	Students Passed Fall 2019	Pass Rate Fall 2019
1001	LS Lab - MATH 0997 (Z Sections)	90	35	20	57.1%
	LS Home Section - MATH 1001 (Z Sections)	90	35	21	60.0%
	LS Needed - Wrong Registration MATH 1001	1	5	3	60.0%
	LS No Lab Needed - MATH 1001	174	70	58	82.9%
	No LS Needed - MATH 1001	459	301	256	85.0%
1111	LS Lab - MATH 0999 (Z Sections)	115	84	53	63.1%
	LS Home Section - MATH 1111 (Z Sections)	115	84	60	71.4%
	LS Needed - Wrong Registration MATH 1111		40	23	57.5%
	No LS Needed - MATH 1111	719	890	682	76.6%
1101	LS Needed - MATH 1101	1	3	2	66.7%
	No LS Needed - MATH 1101	7	20	16	80.0%
1401	LS Lab - MATH 0996 (Z Sections)	0			
	LS Home Section - MATH 1401 (Z Sections)	0			
	LS No Lab Needed - MATH 1401	11			
	No LS Needed - MATH 1401	310			

ENGL 1101	Section	Students Enrolled Fall 2020	Students Enrolled Fall 2019	Students Passed Fall 2019	Pass Rate Fall 2019
	LS Lab - ENGL 0999	60	42	35	83.3%
	LS Home Section - ENGL 1101	60	42	35	83.3%
	LS Needed Wrong Registration - ENGL 1101	1	9	5	55.6%
	No LS Needed - ENGL 1101	1557	1593	1324	83.1%
*Combined total for MATH 1111L for Fall 2019 since that portion was voluntary LS Lab					
*Combined total for ENGL 1101L for Fall 2019 since that portion was voluntary LS Lab					

**Spring 2020**

Section		Students Enrolled Spring 2020	Students Passed Spring 2020	Pass Rate Spring 2020
1001	LS Lab - MATH 0997	104	74	71.2%
	LS Home Section - MATH 1001 (Z Sections)	104	79	76.0%
	LS Lab - MATH 0997 - Volunteer - Could have taken no lab	6	4	66.7%
	LS Needed - MATH 1001 (Z Sections) - Could have taken no lab	6	5	83.3%
	LS No Lab Needed - MATH 1001	88	70	79.5%
	No LS Needed - MATH 1001	137	120	87.6%
1111	LS Lab - MATH 0999 (Z Sections)	57	42	73.7%
	LS Home Section - MATH 1111 (Z Sections)	57	47	82.5%
	No LS Needed - MATH 1111	323	258	79.9%
1101	LS Needed - MATH 1101	11	5	45.5%
	No LS Needed - MATH 1101	21	18	85.7%
1401	LS Lab - MATH 0996 (Z Sections)			
	LS Home Section - MATH 1401 (Z Sections)			
	LS No Lab Needed - MATH 1401			
	No LS Needed - MATH 1401			

ENGL 1101	Section	Students Enrolled Spring 2020	Students Passed Spring 2020	Pass Rate Spring 2020
	LS Lab - ENGL 0999	33	27	81.8%
	LS Home Section - ENGL 1101 (Z Sections)	33	26	78.8%
	LS Lab - ENGL 0999 - Volunteer - no LS need	1	1	100.0%
	LS Home Section - ENGL 1101 (Z Sections) - Volunteer - no LS need	1	1	100.0%
	No LS Needed - ENGL 1101	353	224	63.5%

In F19 English learning support demonstrated remarkable success, with pass rates for students in ENGL 0999 virtually at the same level as students who did not require learning support (83.3%) and higher than the system average for ENGL 0999. While the number of students taking ENGL 0999 in S20 was smaller, the pass rate remained virtually unchanged, and was substantially higher than the pass rate for students who were not required to take ENGL 0999. Many students who do not pass ENGL 1101 in the spring repeat the course from the fall, and lessons learned from ENGL 0999 will be valuable in helping faculty develop new strategies for supporting students who repeat ENGL 1101.

In Math learning support (MATH 0997 and MATH 0999), there was an increase in the number of students taking the learning support courses from fall to spring and from fall to fall, which indicates that UWG has continuously improved its processes for advising and enrolling students in learning support. While pass rates in F19 did not meet institutional targets and were below the system pass rate average, S20 sections showed significant improvement. Although this was the first year of learning support implementation and data—and the impact of the shift to fully online courses last spring in response to the pandemic is a factor—this provides UWG with some markers of success and some goals for further improvement. One significant element in the work on Math learning support

and on core Math overall has been the engagement of first-year Math faculty in Academic Mindset intervention. The work on mindset earned UWG's First-Year Mathematics Program the system-wide Momentum award in 2019-2020.

Strategy or activity	<b>Affordable Learning Georgia (ALG) and Low Cost / No Cost Textbook Options</b>
Summary of Activities	UWG faculty increasingly recognize that accessibility to affordable course materials—both no cost and low cost—is a major factor in academic success and that affordability is a critical equity issue for many students. In their analysis of data in core Math courses, Math faculty recognized that accessibility to textbooks, which were often too expensive, impacted student success, and they worked to develop and adopt new course materials that would be free for students to use. As a result, virtually all core Math courses now feature no cost course materials. This work was included as part of the USG Momentum Award that the First-Year Math Program received in 2019. In addition, UWG has increased the number of faculty applying for and receiving ALG grants, resulting in significant cost savings to students.
Outcomes/Measures of progress	<p>AY18-19: UWG had no funded ALG grants.</p> <p>AY 19-20: UWG received funding for one grant in the amount of \$15,800 with total cost savings to students of \$132,707.</p> <p>AY20-21: UWG received funding so far for 6 grants in the amount of \$70,600 with total cost savings to students of \$414,633.50.</p>
Strategy or activity	<b>UWG Online Student Interventions and Support</b>
Summary of Activities	<p><b>UWG Online:</b> Quality online offerings and support are critical factors in student success and in degree completion. Credit hours generated via online classes typically account for around 30% of UWG's total credit hours, each Fall and Spring (and closer to 70% during most Summer sessions). However, due to COVID restrictions, the campus moved to nearly all online mid-Spring 2020 and Summer 2020, with few exceptions. Further, Fall 2020 online credit hours account for nearly 57% of all credit hours versus 29% in F19. To meet this increase in demand, UWG Online expanded support services, adding a high-touch intervention initiative, a learner/mentor program, more efficient texting processes, a new online searchable knowledgebase, and web conferencing sessions, to complement already expanded hours of operation (until 8pm) and support via phone, web, live chat, Google Voice, and screen share sessions. Additionally, Smarthinking virtual tutoring and writing center service hours were offered to all students (not just those in online classes), to augment the many other tools and services available through UWG Online and campus partners. Together these Success Tools were summarized on this newly created UWG Knowledgebase site: <a href="https://uwgonline.service-now.com/kb/?id=success_tools">https://uwgonline.service-now.com/kb/?id=success_tools</a></p>
	<p><b>UWG Online REACH Intervention Initiative (Reach out Encourage Advise Collaborate Help):</b> While Early Alerts are triggered by instructor or staff observations and apply to all modalities of learning, UWG Online began a concerted effort to use data to proactively reach out to online learners; encourage learners who do not log in to their classes within a prescribed amount of days; advise students on steps for success and the wide array of student services available to them; consistently communicate and collaborate with online students via email, text, and phone calls, throughout the semester, including through a new UWG Online Learner/ Mentor Program; and generally help in any way needed. Students identified as at-risk or struggling through this process are referred to the Center for Academic Success and other applicable departments for follow-up. In this way, UWG Online facilitates campus-wide collaboration aimed at student success.</p>
Outcomes/Measures of progress	<p><b>UWG Online:</b> Due to the sudden jump in online enrollment, the UWG Online student and faculty services team averaged an additional 300 help desk calls each month. However, help desk survey responders still rated UWG Online's service with</p>

an average of 9.9 (out of a possible 10) since the campus shutdown in March 2020 and through October 2020.

**UWG Online REACH Intervention Initiative:** Since April 1<sup>st</sup>, UWG Online staff have sent 53279 emails before the 1<sup>st</sup> day of Summer and Fall classes to registered students, welcoming the student to online learning and providing tips for success. 3630 students who were identified as not having logged on to the learning management system by a prescribed date were identified as “at-risk” and sent targeted emails and text messages. Following those messages, students who still had not logged on within 1-2 days were contacted by phone (2926 phone calls). Of those 3630 students identified as at-risk, UWG directly consulted with 81-96%, depending on the semester or session. Additionally, 7 full-time staff and faculty volunteer their time to provide ongoing mentorship and guidance to 30 students who have self-selected in the UWG Online Learner/ Mentor Program. Going forward, we will look at other ways to measure the success of this initiative and continuously improve.

<b>Lessons Learned and Plans for the Future</b>	As described above, work needs to continue toward improving learning support, especially in math. Math faculty will continue to work on the incremental redesign of learning support courses to support student success in core math courses.
	UWG has made strong progress with ALG grants, but this progress needs to continue, and the Office of Sponsored Operations (ORSP) is actively working to promote and support ALG grant applications.
<b>Changes because of COVID-19</b>	<p><i>Which initiatives need to be adjusted?</i> As described above, work on improving online / virtual delivery of learning support courses needs to continue.</p> <p><i>What alternative arrangements can be implemented?</i> Work on the spring schedule is focused on reducing the number of virtual core and learning support courses. UWG Online has been done extraordinary work in helping to support students in online courses and in face-to-face courses that utilize the learning management system.</p> <p><i>What technology would be needed to implement alternative arrangements?</i> Technology is sufficient.</p>

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**ACADEMIC MINDSET**

<b>Strategy or activity I</b>	<b>First Year Seminar</b>
<b>Summary of Activities</b>	First-Year Seminar (FYS) was one of the first initiatives UWG developed as part of Momentum in 2017 to support student success and transition to college in the first year. From its inception, FYS has focused on multiple strategies to improve academic mindset. These seminars, each with a unique academic focus, are aligned with the USG Momentum Approach and are designed to help students develop the academic and growth mindset necessary for college success. In the first year (F17), UWG piloted 28 sections of FYS. In F19, there were 75 sections (approximately 1,300 or 75% first-year students enrolled). In addition to the focus on an engaging academic topic, each seminar incorporates academic success experiences—many in the form of online exploration modules embedded in CouseDen—that include career exploration, writing, and peer mentoring/tutoring. UWG utilizes its first-year seminar to encourage students to complete the USG academic mindset survey. Faculty and credential staff from across campus have been actively involved in the development and teaching of FYS, and they participate in a summer course design workshop on teaching FYS that includes information on academic mindset. Students who take first-year seminar are retained at a higher percentage across most demographic categories, including first-generation and pell-eligible students.
<b>Outcomes/Measure s of progress</b>	Data from last year’s fall cohort (2019-2020) of FYS students indicates the course has a positive impact on student retention. Students who took FYS were retained 91% fall to spring (compared to 87.1% with no FYS), a difference of nearly 4%. Students who

took FYS were retained 74.6% fall to fall (compared to 68.4% with no FYS), a difference of 6.2%.

The number of FTFT students enrolled in FYS increased in F19 over previous years, even though the number of sections decreased in F20 due to the overall decline in FTFT enrollment. This increase reflects the institutional commitment to FYS as one of the student success foundations in the first year and allows UWG to offer FYS to more students.

Disaggregated data across different student populations demonstrates a consistent, measurable impact on retention.

XIDS 2002 (First Year Seminar)	First-Time Students from fall 2019									
			Retained Spring 2020		Retained Fall 2020			Spring Retention Difference	Fall Retention Difference	
	Total	Access	Yes	Yes	No	%	%			
All Students	1853	N/A	1659	89.53%	1339	72.26%	514	27.74%	N/A	N/A
Female	1173	N/A	1059	90.28%	882	75.19%	291	24.81%	N/A	N/A
Male	680	N/A	598	87.94%	446	65.59%	224	32.94%	N/A	N/A
Latinx	172	N/A	156	90.70%	130	75.58%	42	24.42%	N/A	N/A
Black	702	N/A	645	91.88%	529	75.36%	173	24.64%	N/A	N/A
White	838	N/A	736	87.83%	581	69.33%	257	30.67%	N/A	N/A
First-Gen	977	N/A	863	88.33%	698	71.44%	279	28.56%	N/A	N/A
Pell Eligible	957	N/A	858	89.66%	690	72.10%	267	27.90%	N/A	N/A
First-Gen+Pell	636	N/A	562	88.36%	455	71.54%	181	28.46%	N/A	N/A
FYS Only Students	1161	62.66%	1058	91.13%	867	74.68%	294	25.32%	2.96%	6.42%
Female	797	67.95%	727	91.22%	612	76.79%	185	23.21%	2.45%	4.60%
Male	364	53.53%	330	90.66%	255	70.05%	109	29.95%	5.22%	5.81%
Latinx	114	66.28%	103	90.35%	89	78.07%	25	21.93%	-4.48%	5.66%
Black	461	65.67%	424	91.97%	353	76.57%	108	23.43%	-0.14%	3.13%
White	501	59.79%	453	90.42%	360	71.86%	141	28.14%	7.33%	5.98%
First-Gen	622	63.66%	563	90.51%	459	73.79%	163	26.21%	5.73%	6.19%
Pell Eligible	624	65.20%	564	90.38%	465	74.52%	159	25.48%	1.80%	6.65%
First-Gen+Pell	419	65.88%	373	89.02%	310	73.99%	109	26.01%	1.46%	6.70%
Learning Communities	215	11.60%	201	93.49%	164	76.28%	51	23.72%	N/A	N/A
No FYS	693	37.40%	611	88.17%	473	68.25%	220	31.75%	-2.96%	-6.42%
Female	374	N/A	332	88.77%	270	72.19%	104	27.81%	-2.45%	-4.60%
Male	316	N/A	270	85.44%	203	64.24%	113	35.76%	-5.22%	-5.81%
Latinx	58	N/A	55	94.83%	42	72.41%	16	27.59%	4.48%	-5.66%
Black	241	N/A	222	92.12%	177	73.44%	64	26.56%	0.14%	-3.13%
White	337	N/A	280	83.09%	222	65.88%	115	34.12%	-7.33%	-5.98%
First-Gen	355	N/A	301	84.79%	240	67.61%	115	32.39%	-5.73%	-6.19%
Pell Eligible	333	N/A	295	88.59%	226	67.87%	107	32.13%	-1.80%	-6.65%
First-Gen+Pell	217	N/A	190	87.56%	146	67.28%	71	32.72%	-1.46%	-6.70%

Cohort	# of XIDS 2002			Instructors		Total Enrollment			Retention					
	Fall	Spring	Total	Faculty %	Fall	Spring	FTFT %	Fall to Spring	+/-	LC/LLC	Fall to Fall	+/-	LC/LLC	Returned Fall 2020
Fall '18	67	4	71	81.6%	1347	70	63.7%	91.1%	2.0%	No Data	71.2%	8.0%	72.79%	59.10%
Fall '19	73	2	75	72.0%	1215	38	68.3%	91.1%	4.0%	93.2%	74.80%	6.20%	76.28%	
Fall '20	66	2	68	71.2%	1334	TBD								

Note: Honors students are not considered as participants in FYS, nor are their sections considered in any of the counts above.

The impact of the course on retention is even more significant when the data is disaggregated for categories such as first-generation and PELL-eligible. While this data related to retention has been consistent over several years, the structure of the course has continued to be revised based on faculty and student assessment of its effectiveness. While every FYS section focuses on a unique academic topic, the course also includes significant student support components, including learning modules with assignments built into CourseDen that focus on academic success resources (tutoring, academic coaching, supplemental instruction, writing center, library, career

exploration, and academic mindset). Instructor assignments for FYS sections are based on applications and are competitive, which allows UWG to place the most committed and engaged faculty as teachers / mentors in classrooms with first-year students.

<b>Strategy or activity</b>	<b>USG Mindset Survey</b>
<b>Summary of Activities</b>	UWG has worked to improve the communication process and student response rate to the USG Academic Mindset Survey. Communication to students took place during Pack Premiere, UWG's three day campus orientation program, prior to the start of fall classes and was reiterated via electronic communication in the first three weeks of classes. First-Year Seminars and Learning Communities were also used to coordinate and reinforce student access and response to the mindset survey.
<b>Outcomes/Measures of progress</b>	UWG improved its student participation rate on the USG Mindset Survey from 148 in F19 to 293 (currently) in F20. While this is a positive trend, more coordinated work needs to occur to increase the participation rate. UWG will explore more structured opportunities for students to complete the survey as part of its fall return to campus orientation and in first-year seminar.
<b>Strategy or activity</b>	<b>Faculty &amp; Staff Professional Development to Support Academic Mindset</b>
<b>Summary of Activities</b>	Work continued across campus in 2019-2020 to bring more attention to the importance of academic mindset among faculty and staff. New Faculty Orientation—developed and led by the Center for Teaching and Learning—included presentations on academic mindset that introduced the concept to new faculty and outlined faculty roles in creating a purposeful academic mindset for students. The First-Year Math faculty received the system Regents Momentum award for work on integrating mindset practices in core math courses. The Center for Teaching and Learning facilitated reading and discussion groups on academic mindset, including several that are part of the Chancellor's Learning Scholars Program. In 2019, UWG had six Chancellor's Learning Scholars and over 50 faculty involved in FLCs, several of which focused on growth mindset and high impact practices. Four new Chancellor's Learning Scholars and FLCs were started in F20. The Center for Teaching and Learning also organizes an annual Innovations in Pedagogy Conference for UWG faculty in May (held virtually in 2020) that features presentations on purposeful mindset. Over the summer, 40 core faculty participated in a summer mini-course on Inclusive Teaching Practices, sponsored by the Gardner Institute. First-Year Seminar summer workshops include mindset training as well.
<b>Outcomes/Measures of progress</b>	Faculty and staff participation in the professional development opportunities described above have <i>increased</i> the number of faculty and staff who have received training on mindset and who are <b>implementing mindset practices in the classroom</b> .
<b>Lessons Learned and Plans for the Future</b>	Work needs to continue on improving student participation in the USG Mindset Survey. Work will focus on improving communication to students in early fall semester welcome and orientation events, along with First-Year Seminar and Learning Communities.
<b>Changes because of COVID-19</b>	<p><i>Which initiatives need to be adjusted?</i> No adjustments because of COVID-19.</p> <p><i>What alternative arrangements can be implemented?</i> As a result of COVID-19, many FYS sections were moved online. Some students struggle with the online learning environment, especially in FYS which is focused on highly interactive student engagement and mentoring.</p> <p><i>What technology would be needed to implement alternative arrangements?</i> Current available technology is sufficient.</p>

## SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

### PURPOSE

<b>Priority Work</b>	<b>UWG Momentum Center</b>
<b>Description of Activities</b>	One of the major goals in UWG’s 2020 Momentum Plan was to remove institutional barriers to student success. Some of this work has involved reviewing and revising or eliminating institutional policies and practices that negatively impact student success. However, student feedback and other institutional data suggested that students were often uncertain where to go for help and support, and they were often frustrated when they were sent to multiple locations to receive the information or support they needed. To resolve this, UWG created the Momentum Center to provide students with concierge-style support.
<b>Activity status and plans for 2020</b>	Opened in September 2020, the Momentum Center is designed around UWG’s commitment to eliminating barriers that impact student success and providing centralized access to student support services. Operational assessments revealed that students were frequently frustrated by having to navigate multiple offices across campus to resolve financial, academic, and student support issues, or they were confused about where offices offering support were located. The Momentum Center emerged in response to these challenges. Centrally located on the UWG campus in a 8293 square foot building, the \$710,000 renovation project transformed the former UWG Health Services building into an open, accessible, high-flex space for responding to students’ needs. In the Momentum Center, students can access support services from Academic Affairs, Student Affairs and Enrollment Management, and Business and Financial Services, all under one roof. Representatives from UWG’s Academic Transition Program, Center for Academic Success, Advising (including the Academic Advisor of the Day), Registrar, Bursar, Financial Aid, and Enrollment Services are now available to meet with students in the Momentum Center. Representatives from Career Services, Experiential Learning, and other units will be added in the near future. The center also has flex spaces so that offices can be added to the Momentum Center during peak times for their services.
<b>Lessons Learned</b>	Since this is the center’s inaugural year, no data on its effectiveness is available, but an assessment plan is in place, and the expectation is that the center will contribute to improvements in retention, progression, academic achievement, and career development. Efforts in F20 are focusing on communication to students and to campus partners about the Momentum Center and its services.

### MINDSET

<b>Priority Work</b>	<b>Advanced Scheduling</b>
<b>Description of Activities</b>	<p>Prior to 2020, FTFT students entering UWG selected fall courses during summer orientation. One of the intended outcomes for this process was to help students learn how to navigate the course registration system. However, students typically did not have sufficient time during orientation to adequately learn about the process, and they often struggled to complete their course registration, even with the intensive help and support provided by the advising and orientation staff. This impacted purposeful mindset since students often left orientation without a complete schedule and uncertain that the courses that they registered for would count toward their degree. This resulted in additional work for advising staff when students arrived on campus in August. Equally important, these logistical challenges also resulted in many students not enrolling in 15 credit hours in the fall.</p> <p>UWG included advanced scheduling in its 2020 Momentum Plan. In Spring 2020, the advanced scheduling process was changed so that students were provided with pre-made schedules in advance of orientation. Schedules were created by university advisors based on information forms submitted by students as part of registration for orientation. This change was fortuitous since its early development in the spring facilitated transitioning to virtual orientation in response to the COVID-19 pandemic. However, going forward, it will also help UWG achieve its Momentum goal of having more students enrolled in 15 hours or</p>



more credit hours. It also means that time during orientation can be spent helping students understand their course schedule and prepare them for classes in the fall. These changes also help UWG more effectively manage its seat allocations for the fall and make sure that students who need required courses (like learning support) are properly enrolled. To help students learn how to navigate enrolling in classes, a new online module was created in First-Year Seminar on course registration, and the Advising Center is offering workshops and individual student support in advance of spring registration.

<b>Activity status and plans for 2020</b>	The process has been successfully implemented. One change that is anticipated for next summer is embedding the student information / preference form into Visual Zen to streamline the process.
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Work will continue on communication to students and parents about this process—why UWG utilizes advanced scheduling and why it is important—and on strategies to help students learn about the registration process in the fall so that they can become more self-directed, which informs a growth mindset.

<b>Lessons Learned</b>	This initiative was implemented quickly and successfully in S20 with strong collaboration between many campus units (Orientation, Admissions, Advising, Academic Departments, and the Provost’s Office). It helped everyone to see evidence of how working together creates a better process for students, even when there are differences in how to accomplish the goal.
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While there was some initial resistance to adopting advanced scheduling, the positive results have helped to persuade campus partners that it was the right decision.

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**PATHWAYS**

<b>Priority Work</b>	<b>Centralized Advising</b>
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<b>Description of Activities</b>	In 2020, UWG transitioned to a centralized campus advising structure. Prior to 2020, UWG employed a hybrid advising structure with a University Advising Center and separate advising units in some academic colleges and schools (Education, Business, and Nursing). While most of the advising units were highly effective, challenges with communication and coordination sometimes negatively impacted students, especially students transitioning between programs in different colleges or schools. Communication among advising units on campus was also affected. Advising loads varied significantly across units, and processes for advisor training and professional development differed as well. The reorganization followed recommendations from UWG’s NACADA site visit and was preceded by campus research on advising models at other USG system institutions. The NACADA report recommended the following: 1) Establish a leadership position to direct academic advising initiatives across the institution; 2) Convene an academic advising leadership council to formalize collaboration on advising issues; 3) Create a director of training and professional development position; 4) House all academic advising under one administrative unit; and 5) Allocate additional resources for academic advising that comes from central funding sources.
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As a result of this organizational change, all advising units on campus were reorganized under an Advising Executive Director who also oversees the Center for Academic Success. The reorganization also created cost-efficiencies that allowed University Advising to hire four new academic advisors, eliminating excessively high advising loads in some academic units. As part of the reorganization, an Advising Training Coordinator position was created to develop processes for onboarding new advisors and professional development for existing advisors. This helps with the knowledge base and consistency across professional advisors. A campus advisory committee was established to assess the progress of the new advising structure and make recommendations to the Executive Director. Future goals include development of a mentoring and training program for faculty advisors. While this new organizational structure did not become effective until July 1, 2020, there are already indications of success such as the coordinated work that campus advisors have done in improving F20 retention rates.

<b>Activity status and plans for 2020</b>	The reorganization of advising has now been fully implemented. This reorganization has created stronger communication and coordination across advising units on campus.
<b>Lessons Learned</b>	During the spring and summer months academic advisors identified all students who were enrolled during the previous semester and who had not yet registered for F20. Individual academic advisors were responsible for outreach to these students via email, text or personal phone call. Students were encouraged to work with their advisor and complete a schedule for the upcoming term. With the implementation of the Advisor Tracker document, this "at a glance" document allows each advisor as well as administrative staff to see the status of the student without having to dive into other software products. Notes are available regarding the student's status. Weekly review of the tracker document looking for percentages of advised/enrolled identified students who required additional outreach to support enrollment. While many advising units on campus had engaged in outreach over the previous semester, coordinated efforts like this with specific strategies to communicate with students had not occurred. This process is now built into the advising process / calendar. Each semester advisors identify potential drop-out / stop-out students who could be encouraged to continue enrollment, address their barriers / concerns, and provide enrollment options. This process—supported by new initiatives in advisor training—focuses on personalized outreach to students to better understand and diagnose why they have not registered, identify barriers they may be facing, or provide encouragement to continue with their education that they have invested in. This allows students and advisors to create a plan or curriculum map for degree completion.

## STUDENT SUCCESS AND COMPLETION TEAM

Below is the list of UWG administration, staff, and faculty who attended the 2020 Momentum Summit with some replacements / additions that reflect leadership changes since February 2020.

<b>Brendan Kelly</b>	President	<a href="mailto:bkelly@westga.edu">bkelly@westga.edu</a>
<b>David Jenks</b>	Interim Provost & Vice President for Academic Affairs	<a href="mailto:djenks@westga.edu">djenks@westga.edu</a>
<b>Andre Fortune</b>	Vice President for Student Affairs and Enrollment Management	<a href="mailto:afortune@westga.edu">afortune@westga.edu</a>
<b>Justin Barlow</b>	Associate Vice President for Student Affairs and Enrollment Management	<a href="mailto:jbarlow@westga.edu">jbarlow@westga.edu</a>
<b>Jennifer Jordan</b>	Associate Vice President for Student Affairs and Enrollment Management	<a href="mailto:jjordan@westga.edu">jjordan@westga.edu</a>
<b>Stacy Boyd</b>	Associate Dean, University College	<a href="mailto:sboyd@westga.edu">sboyd@westga.edu</a>
<b>C.J. Ivory</b>	Assistant Professor & Instruction Librarian	<a href="mailto:civory@westga.edu">civory@westga.edu</a>
<b>Meg Pearson</b>	Dean, University College	<a href="mailto:megp@westga.edu">megp@westga.edu</a>
<b>Scott Sykes</b>	Director, Freshman Math & Associate Professor of Mathematics	<a href="mailto:ssykes@westga.edu">ssykes@westga.edu</a>
<b>April Wood Stewart</b>	Director, New Student Programs	<a href="mailto:awood@westga.edu">awood@westga.edu</a>
<b>Brett Reichert</b>	Director, International Student Admissions and Programs	<a href="mailto:breicher@westga.edu">breicher@westga.edu</a>
<b>Carrie Ziglar</b>	Executive Director, Center for Academic Success & University Advising	<a href="mailto:cziglar@westga.edu">cziglar@westga.edu</a>
<b>Ryan Bronkema</b>	Director, Academic Transitions Programs	<a href="mailto:rbronkem@westga.edu">rbronkem@westga.edu</a>
<b>Monica Smith</b>	Assistant Dean, Richards College of Business	<a href="mailto:monicas@westga.edu">monicas@westga.edu</a>
<b>Clint Samples</b>	Associate Dean, College of Arts, Culture, and Scientific Inquiry	<a href="mailto:csamples@westga.edu">csamples@westga.edu</a>
<b>Laura Smith</b>	Associate Dean, College of Education	<a href="mailto:lauras@westga.edu">lauras@westga.edu</a>
<b>Rod McRae</b>	Director, Center for Teaching & Learning	<a href="mailto:rmcrae@westga.edu">rmcrae@westga.edu</a>
<b>David Newton</b>	Associate Vice President, Academic Affairs	<a href="mailto:dnewton@westga.edu">dnewton@westga.edu</a>



# VALDOSTA STATE UNIVERSITY

## INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

### MISSION:

As a comprehensive institution of the University System of Georgia, Valdosta State University is a welcoming, aware, and vibrant community founded on and dedicated to serving our communities' rich and diverse heritages. Through excellence in teaching, basic and applied research, and service, VSU provides rigorous programs and opportunities that enrich our students, our university, and our region. The VSU mission consists of three interrelated parts: Student Mission, University Mission, and Regional Mission. VSU awards associate, bachelor's, master's, educational specialist, and doctoral degrees. [See full [VSU Mission Statement](#).]

### GEOGRAPHIC SERVICE AREA:

As a comprehensive university, VSU is charged with meeting the general and professional educational needs of its South Georgia service area, which stretches from the Atlantic Coast to Alabama, encompassing forty-one counties and 31 percent of the land area of the state.

### *Composition of the Student Population:*

In Fall 2019, VSU is serving 11,270 students (headcount) with FTE of 9,739 of which:

- 77.8% are undergraduate students; 22.2% are graduate students
- 62.0% are female
- 71.4% enrolled full-time
- 27.1% of undergraduates lived on campus
- 55.0% are white, 33.1% are black, 2.6% are Asian
- 1,387 enrolled as beginning first-year students
- 18.0% attend fully-online programs

## IMPROVEMENT PRACTICES

Overall, the changes required on our campus to improve student success and specifically, to implement the Momentum Approach, are broad and deep, involving significant cultural changes, as well as structural and procedural changes. Our efforts began with creating a separate Division of Student Success in 2017, which included a new cadre of professional academic advisors. We hired a new Executive Director of Academic Advising in January 2018 and had a full team of professional advisors in place by July 2018, at which point, we began transitioning all undergraduate students to the professional advisors. At the same time, students are also assigned a faculty mentor from their home department. Coincident with this work was a broad effort to change the conversation on campus to focus on student success. In the past two years, we have altered a whole host of practices, all focused on one goal: improving our retention and graduation rates. Completed efforts included such things as:

- Hiring permanent leadership in departments and colleges, replacing an unusually large number of interim department heads, directors and deans that were in place in 2017.
- Implementing Banner waitlists institution-wide and putting in place a process for managing the lists.
- Empowering deans and department heads to immediately open additional seats in courses when sections fill, making sure that we meet students' needs for courses in a timely fashion.
- Completely revamping VSU's summer model, allowing departments to offer as many classes as will fill and providing departments with incentives for offering those classes that will meet students' needs, instead of offering the same classes year after year.
- Moved summer registration five months earlier, so that students could register for Spring and Summer classes at the same time.
- Developed 4-year program maps for all majors and 2-year program maps for all Focus Areas and posted these to each department's website.
- Pressure-tested Academic Year 19/20 and 20/21 schedules prior to registration, to ensure that students could build schedules that reflect the program maps, eliminating scheduling conflicts wherever possible.

- Streamlined and standardized the faculty search process, to improve the efficiency of the process and our effectiveness at recruiting diverse faculty and moving searches to conclusion more quickly.
- Revised VSU's GPA calculation/course repeat policy, bringing it in line with USG norms. The old calculations needlessly punished students for a poor performance in a course, particularly when a student repeated a course more than once
- Continued our work on Gateways to Completion (G2C) which has led to changes in practices in a number of key first year programs, including English, Math, and Chemistry
- Determined more appropriate math pathways for a variety of majors and added new math courses to area A2 of the core curriculum.

## MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

### SECTION 3.1 EXISTING MOMENTUM WORK

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#### PURPOSEFUL CHOICE

Strategy or activity	Implement the MyMajors Assessment
Summary of Activities	We implemented the MyMajors assessment for all new students during the summer of 2020
Outcomes/Measures of progress	More than 3000 new students completed the MyMajors assessment in Summer 2020. Ninety-seven percent of the students who started the assessment completed the enrollment survey.
Lessons Learned and Plans for the Future	We learned to use student responses to the survey to target our response to target concerns expressed by students and focus them on the correct resource.
Changes because of COVID-19	This activity was not impacted by COVID-19

At VSU, we believe students should engage in purposeful major choice *before* attending orientation. In late fall 2019, we partnered with MyMajors to provide a major assessment to all incoming first year students. Additionally, VSU became the first institution to build a pre-enrollment survey inside the MyMajors system. By coupling our pre-enrollment survey with the MyMajors assessment, we were able to streamline our advising process for both the student and advisors. This efficiency was immensely helpful given the challenges presented to us with a fully virtual orientation experience this past summer. This summer we had 3,046 students complete the MyMajors Assessment and 97% of those students also fully completed the Pre-Enrollment survey.

For those unfamiliar with MyMajors, the assessment tool provides a set of best-fit majors based on the student's responses to their interest, aspirations, and aptitude in academic coursework completed to date. Once the assessment is completed, a student receives a personalized report with their Top 10 majors. Since this is tailored to our campus, all majors are offered by our institution. VSU believes purposeful choice does empower students to make early, informed choices about majors and programs, and in doing so, increases their likelihood of success towards graduation.

While the Top 10 report is helpful for the student, and advisors, we were able to glean additional insights from the assessment including major confidence of students, top motivations for attending college, and major concerns that could hinder degree completion (see Appendix I). With this information, we were able to provide targeted outreach. For example, for students who had concerns about completing their degree due to food insecurity issues, our advising teams could point them to resources on campus and in the community. We have also partnered with the Office of First-Year Programs and the Academic Support Center to provide workshops to address poor study habits, motivation, and goal setting as a result of the student responses. This fall, we have begun to utilize the MyMajors assessment for students who are in their second or third year and are now undecided. The earlier we can connect students to their final major, the more likely they are to persist and graduate.

We hope to continue the work to encourage purposeful choice by implementing a new Online Readiness Indicator that all new students will be required to take, beginning with those admitted for Spring 2021. Our professional advisors are being trained in how to use this new tool effectively so they can direct students to classes/programs in the appropriate modality.

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## DEEPEN PURPOSEFUL CHOICE

In Spring 2018, VSU developed a set of eight Focus Areas that are aligned with our undergraduate programs of study. During the summer of 2018, we developed coding within Banner for delineating a student's chosen Focus Area and we implemented these Focus Areas for all incoming new students who were exploratory (undecided) majors. This implementation, included helping these students to better understand the choice they were making, with the help of Career Services staff. The Director of Career Opportunities and the Executive Director of Academic Advising have coordinated the implementation of a newly developed Career Guidance Survey, to be used as part of advisement during Summer 2019 orientation sessions, for all students expressing an interest in any of the established Focus Areas.

Each College's Academic Advising Center is now actively monitoring students in all majors and all focus areas within that college. The advising center for Exploratory and Honors students is actively monitoring all exploratory students and helping students to select an appropriate focus area. Advisors are also working with Career Services to assist students in making an informed, intentional choice. A first-year career plan learning module is currently under development in partnership between Career Opportunities and Student Success, for implementation with the pilot first year experience course for students in established Focus Areas.

- A new Pre-Enrollment Survey asks for major AND future career interests. When advisors see incongruence between the two, we are calling the student prior to arrival at orientation to discuss, helping the student to make a more informed decision.
- Students meet with faculty and the academic deans during their orientation, to hear about their selected major. During convocation in the fall, students also spend time with the faculty, which allows for a more in-depth exploration of the major, along with ways to get involved on campus to help confirm the major decision.
- Advisor meetings, from the point of orientation until graduation include:
  - Guiding students in appropriate academic planning by providing 4-year maps.
  - Creating individualized plans in DegreeWorks.
  - Encouraging 9 credit hours of major/career choices within the first year.
  - Discussing pre-requisite courses and sequencing.
  - Covering program admission requirements for undergraduate programs with secondary admit and/or for graduate school.
  - Connecting students with clubs and organizations related to their major to help them engage with their campus community.
  - Ensuring that students who are considering schedule changes understand the impact those changes might have on their time to degree completion.
  - Referring students to campus partners such as Career Services and the Counseling Center.
- For our exploratory students:
  - An Academic Focus Area sheet (attached) is provided to all students at orientation and students have a one-on-one conversation about focus areas and course selection.
  - At Fall Convocation, exploratory students meet with the COHNEX Advising Team and Career Services. As part of this meet up, each student takes the Focus 2 Career assessment. As students move through the fall semester, they also often take the Jung Typology test and Meyer's Briggs to further understand themselves and discover possible majors.
  - Throughout the fall semester, Academic Focus Area students are highlighted on a weekly basis. For instance, if the focus of the week is Mass Media, a student will receive a major infographic (attached), a text invitation from a student or faculty member to attend a major-related event happening within the next two weeks, and an email from the major Advising Center with an invitation to come in to get more information.
- For students participating in the First Year Learning Communities in the fall, PERS 2160 – Perspectives on Leadership, provides students an opportunity to reflect on their major and career selection, after taking Focus 2, StrengthsQuest, or True Colors assessments. For students who do not perform well in the Fall semester, VSU 1101 is offered in the Spring and requires completion of Focus 2. Students entering over the summer term as part of Summer Ignite (summer admission program for special admit students) also take VSU 1101.
- As we move forward, we plan to continue to add enhancements to assist students with purposeful choice. A few examples include:

- When a student signs up for first year orientation, he/she will be provided with information to take the Focus 2. This request will go out before we begin sending Pre-Enrollment Surveys. Advisors will then use the Focus 2, and PreEnrollment Surveys to build fall schedules prior to the student arriving at on campus for orientation. As of the writing of this plan, we have begun initial conversations with MyMajors, an online tool designed to improve student degree selection, advising, and completion. This tool has been adopted by a couple of USG institutions previously and has yielded positive results.

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**TRANSPARENT PATHWAYS**

<b>Strategy or activity</b>	<b>Maintaining Clear Academic Pathways</b>
<b>Summary of Activities</b>	Every undergraduate major degree program and Focus Area developed four-year plans and posted these on their websites.
<b>Outcomes/Measures of progress</b>	We have audited the four-year plans for every major and Focus Area to ensure that the courses in the four-year plans are offered when students need to take them.
<b>Lessons Learned and Plans for the Future</b>	We discovered that plans would often become stale, when departments changed their courses or sequencing of course offerings and then failed to change their four-year plans to match. This was particularly an issue when the courses were offered in another department. We determined that we need to regularly audit four-year plans for currency. We also learned that required courses conflicted with other required courses (sometimes even in the same department). This led to our process of regularly “pressure-testing” our schedules to ensure that courses in four-year plans were offered when needed and did not conflict with one another.
<b>Changes because of COVID-19</b>	None of this was directed impacted by the COVID crisis. However, with the multiple scheduling changes needed to cope with the pandemic, additional care needed to be taken to ensure that conflicts were avoided.

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**ACADEMIC PATHWAYS**

A critical component to momentum efforts includes the development of clear and accurate academic roadmaps. In 2018, through much effort between the Division of Academic Affairs and the Division of Student Success, we were able to post accurate program maps into DegreeWorks and onto Departmental websites. In addition, we created Academic Focus Areas (see Appendix II) for students to begin more targeted exploration if they are undecided at the start of college. The program maps do include 15 hours of coursework each semester, place English and the most appropriate Math course based on major into the first year, and include 9 hours of focused major work.

As part of the creation of the academic program maps, we pressure-tested the proposed schedules inside of our Visual Schedule Builder (VSB) tool. In doing so, we were able to identify and remedy pressure points and course scheduling conflicts prior to registration resulting in fewer time conflicts during open registration.

While the creation of the academic program maps was an important first step, we have continued to tweak and customize programs for students as they arrive at the door, often with numerous college credits. Advisors update the plans and ensure the student knows how to access the plans. VSU utilizes VSB for registration, which allows for DegreeWorks plans to be pulled in directly to the platform for easy registration. This feature is frequently utilized by our students during open registration and helps to ensure students stay on path.

We are on schedule to update DegreeWorks in a few weeks; our advisors have extensively tested the updated software, which should help students more clearly see their pathway.

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**ACADEMIC MINDSET**

For Academic Mindset, much of your work may be focused on the USG “Getting to know our students” mindset survey and engagement with the System initiative. Please provide details on your work on that project along with any other Mindset activities your campus has engaged in, if any.

<b>Strategy or activity</b>	<b>Increasing Student Participation in the Mindset Survey</b>
<b>Summary of Activities</b>	We had planned to implement the Mindset Surveys in first year English courses
<b>Outcomes/Measures of progress</b>	This year has been a difficult one to adopt this year.
<b>Lessons Learned and Plans for the Future</b>	We do plan to implement this in the near future, but need time to adjust the surveys and to work with faculty.
<b>Changes because of COVID-19</b>	With the changes in class schedule and format due to the pandemic, the focus on academic mindset has shifted to helping students be successful in new types of classes.

When we pivoted to online classes in March, it was an all-hands-on-deck moment, when we implemented massive changes in a very brief time. To make this successful, we developed a wide range of tools to help students (and faculty) be successful in this new modality. In addition, VSU implemented a “concierge coaching” model to assist students as they negotiated these new challenges. We hope to be able to look more carefully at academic mindset once our schedules normalize.

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## GENERAL OVERVIEW AND OBSERVATIONS

### *Completion of English and Math in First Year*

Over the past two years, we have worked to identify a three-year trend for the completion of a student’s first English and Math course by end of the first year of study. We looked at successful completers with a grade of C as well as a grade of D. For some majors a D in Math/English is a successful completion. The completion percentages for those who earned a C or higher are: 65.8% (F17), 68.3% (F18), and 70.8% (F19). The completion percentages for those who earned a D or higher are: 78.5% (F17), 79.4% (F18), and 79.9% (F19).

We have realized a positive trend in the number of students completing ENGL and MATH. Over the past three years, we have increased by 5% in the past three years with students completing both ENGL and MATH with a C or higher. Both these efforts were assisted by significant departmental efforts. The Department of English hired a new First Year Writing Coordinator to assist with a comprehensive and consistent approach to our Area A1 courses while the Department of Math provided a wider variety of math offerings to allow students greater latitude in selecting an appropriate math course for their major. For students completing both ENGL and MATH with a D or higher, we have seen a modest gain of 1.4%. Knowing the benefit to student retention our advising teams will continue to stress the importance of registering for, and completing, both ENGL and MATH by the end of year one.

### *9 Hours in an Academic Focus Area*

Through the creation of Academic Focus Areas (Appendix III) and Academic Program Maps, we have embedded this momentum component into guided pathways for all students. As noted earlier, advisors must provide further personalization for students and do so inside DegreeWorks. The academic plans that are created in DegreeWorks are able to be pulled directly into Visual Schedule Builder (VSB) by the student during registration. A simplified registration process has helped our advising teams keep students on pathway.

### *30 Hours of a Clear Pathway in First Year*

Much like the 9 hours of academic focus area above, our Focus Areas and Academic Program Maps clearly outline a 30-credit pathway in year one. With the implementation of professional advising, we anticipate a direct impact with the number of students registering for, and completing, 30 credits per year. In this past year, we saw a small increase of .7% in the number of students completing 30 credits. Given the impacts of the pandemic, we see this increase as a step in the correct direction and will continue to focus our students on completing 30 credits.

Related to this goal, we are pleased to report that the total number of credits at graduation has decreased by two credits from an average of 136.5 credits in academic year 17/18 to 134.1 credits in academic year 19/20.

### *Equity Efforts Through Success Identification*

We are also making important gains in retention, along with 4 and 6-year graduation rates, for our underrepresented students on campus. We are encouraged by these numbers, yet remain dedicated to see continuous improvement. Our goal is to get rid of the equity gap on our campus.

Our Center for Excellence in Learning and Teaching (CELT) has also been leading the way with equity efforts with our faculty. For example, this fall, two faculty learning communities have been devoted to Digital Campus Counterspaces for educators interested in improving the experience of Black and Latinx students at VSU during and after the COVID-19 pandemic. CELT also offered a webinar: “Facilitating Difficult Conversations in the Classroom about Racial Injustice.” Similarly, our Conflict Management and Restorative Practices Committee, made up for faculty and staff, have been conducting listening sessions on social injustice.

To further aid in these efforts, we have recently partnered with Civitas on a propensity matching software geared to the identification of practices which most positively impact persistence. In the near future, we will be running our data through this tool to determine areas where we are seeing good success, and to identify areas of opportunity.

Where we find positive success metrics, we will work to engage more students in those activities. Advisors will be at the forefront of this process to ensure students are steered towards high impact practices and programs on our campus that have a known positive persistence indicator.

Where we find opportunities, we plan to explore the data and determine what steps need to be made in order to enhance success. The feedback from advising will become a critical component of our ability to turn opportunities into strength.

Since the inception of the Division of Student Success in 2017, we have been aggressive and creative in our work to ensure student success. As a campus, we anticipate this tool to provide clarity on what success efforts have the potential to most positively impact all of our students.

### ***Early Alerts***

Gone are the days when advisors waited until midterm to determine student performance. Academic advisors now receive daily early alerts from faculty through our VSU Student Success Portal. These alerts come directly to the student’s assigned advisor and typically provide insight into the student’s academic performance, course participation, or wellness concerns. Action is taken within three business days, often much faster, and the record of outreach is captured for future conversations. In Fall 2019, 4,570 early alerts were entered into our system. Through Week 10 of Fall 2020, we have already received 6,824 early alert notifications.

In addition to our early alert system, the advising teams have built excellent relationships with the faculty in their Colleges. Many faculty members now reach directly out to the Advising Center Director and/or the advising center liaisons through phone, in-person, or via email. Fostering this professional relationship has afforded a quick response when students are struggling and the advising teams are able to quickly mobilize.

An additional benefit of our advising structure is that many faculty and staff members report student concerns directly to the Executive Director for Advising. Having a clearly delineated person responsible for advising on campus has afforded staff and faculty a place to share concerns when they are not certain exactly who needs to be looped in to care for a student. Once these concerns reach the Executive Director for Advising, the appropriate offices and people are connected to support the student.

### ***Small Grants, At the Right Time, Equal More Graduates***

Economic barriers, often small financial holds, can significantly impede a student’s path to graduation. In advising, we connect students to campus partners who can provide small grants to cover books, course materials, and other unexpected costs. In addition, the VSU Finisher Scholarships have helped pay for credits in a student’s final semester to assist the student in getting across the graduation stage. During Spring 2020, as we moved to fully online instruction, we were able to connect students to the VSU Cares Foundation, which was able to provide WiFi devices and laptops/iPads for students to complete their courses.

Academic Advisors also assist students in making connections to the Financial Aid Office. When advisor sees a hold bursary/financial hold, students are put in connection with Financial Aid to take care of what is needed so a hold can be removed and registration can move forward with any impediments.

### ***Learning Support Placements***

While VSU has traditionally had few students participating in Learning Support (LS) courses, this past academic year saw a large increase of LS students as ACT/SAT scores were not required for admissions and the GPA



requirement was lowered to a 2.3. A quick partnership between the Registrar, Information Technology, Admissions, and Advising resulted in a LS codes becoming available to academic advisors inside of our VSU Student Success Portal. Having this information at the fingertips of advisors allowed them to accurately place students into the appropriate courses at registration. While this effort did not come without some obstacles, the teams adapted quickly and our students were registered appropriately.

### ***Registration Holds***

Any barrier to registration provides an opportunity for students to stop out. In advising meetings, our advising teams have access to any holds that may be on a student account. As part of the advising session, advisors ensure students know how to take appropriate next steps to remove these registration holds. Examples of common holds at our institution include: immunization, parking/transportation, bursary holds, discipline, housing, library, High School or final college transcript. Early identification of these holds, along with steps to remove the hold, allows another barrier to be removed and moves the student closer to a successful registration experience.

### ***Visual Schedule Builder (VSB)***

The implementation of Visual Schedule Builder (VSB) on campus has greatly simplified the advising process. Before VSB, students reported the registration process could take up to a couple of hours to complete. Now, DegreeWorks Planners are pulled directly into VSB and students are able to quickly determine their desired schedule.

Students are able to go in and save multiple schedule options and can share those with their academic advisor. Advisors, also can create a schedule for students and save the schedule for the student to pull up at registration time.

### ***Engagement Data***

In early 2019, the Division of Student Success partnered with a math faculty member to create our very own retention formula. As a result of this process, we were able to determine the importance of active student engagement as it relates to persistence. On our campus, a student who attends 10 or more events in the fall semester is 17% more likely to be enrolled in the following fall semester, then those students with minimal engagement. We are able to track our student's engagement via swipe access at campus events. This data is made available to advisors through our VSU Student Success Portal. Academic advisors are then able to converse with students who have not yet participated in campus events. The relationships advisors build affords them a chance to help a student get connected to a club or organization on campus, which we all know increases a student's sense of belonging to campus.

### ***Feedback Loops to College Executive Committees***

Earlier in this document, we outlined the unique structure of our advising organization. A major positive to our setup is we have far fewer people involved in the advising process. While this helps with hiring and training advisors, we have also realized the added benefit of identifying barriers inside of Colleges, and at the University level. With advising loads between 325 – 375 students per advisor, it is much easier to identify trends occurring in a major and to provide that feedback directly to College Executive Teams.

A great example of this is related to prerequisite structures within majors. Since we have moved to the professional advising structure, we have been able to work with departments to help clean up unnecessary prerequisites in courses that were causing registration problems for students. Additionally, we have been able to provide quick feedback to department heads and deans related to course conflicts occurring with required courses from other disciplines, which has resulted in an optimization process to ensure students are able to access appropriate course sequences to continue progression in the major.

### ***Athletic Advising Committee***

Within the past year, we have launched our Athletic Advising Committee to better support the needs of our student-athletes. This committee is chaired by our Director from the College of Honors and Exploratory Advising and has representation from every advising center. The focus of this group is to ensure early advising sessions take place, student-athletes register during early registration, and that student schedules are appropriate based on practice schedules. This committee is also in frequent communication with the Athletic Department to ensure we meet the NCAA eligibility requirements for athletes.

***Office of First-Year Programs Partnership***

During the last two years our advising teams have worked alongside our Office of First-Year Programs (OFYP) to connect students to success programming. OFYP offers a variety of events to assist students with making a successful transition including the find your classes event, a syllabus planning party, and registration help sessions held in the library labs. As advisors chat with students, and receive early alerts, they are able to encourage students to participate in these valuable events.

Last fall, the OFYP, created a commuter success program to match upper-class mentors with first year students who are not living on campus. The aim of this mentorship program is to help commuter students make a connection to VSU. Through this program, commuter success coaches are encouraging their students to reach out to their assigned advisors as questions arise.

***Leveraging Concierge Coaching***

In response to the pandemic, VSU launched a concierge coaching program in Spring 2020. This program utilized 293 staff and graduate assistants, representing all divisions on campus, serving just over 6,000 undergraduate students. From mid-March to early May the coaches entered in 13,615 notes into the VSU Student Success Portal.

The primary goal of the concierge coaching program was to help mitigate student concerns in the transition to a fully online experience, while providing an additional resource to connect students to the appropriate office/individual on campus. Notes from the concierge coaches were viewable by the academic advisor of record and numerous connections to academic advisors were made via the concierge coaches. The program was a success and has continued forward.

***Text Campaign Efforts***

As we continue to find ways to effectively reach our students, text campaigns have become an important component of our communication plan. While we have done numerous campaigns, we would like to share one example below.

At the conclusion of the first week of the semester, we send out a campaign to ask students how they are doing with one week in the books. The student response options include:

- Excellent. I am off to a great start.
- Good. I am getting the hang of it.
- Not well. If I am honest, I am struggling a bit.

While advising teams can reach out to all responders, we have focused on getting a quick response out to the students who have marked that they are struggling. We invite them to come in for an appointment in the second week of classes and help to address any concerns. We have had an excellent response, with a little above 80% of students, connecting with advising centers for appointments in week 2. You may view the text campaign outline in Appendix III.

**SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)**

**PURPOSE**

<b>Priority Work</b>	<b>Implemented MyMajors</b>
<b>Description of Activities</b>	Students were helped with making a purposeful choice
<b>Activity status and plans for 2020</b>	New incoming students were reviewed for previous courses, aptitude and interest level in those courses and their performance in those courses, to ensure that they make a purposeful choice and get them in the right path from the start.
<b>Lessons Learned</b>	More than 3,000 students completed the MyMajors assessment during Summer 2020. Ninety-seven percent of the students who started the MyMajors assessment completed the enrollment survey. We learned to use student responses to the survey to target our response to their concerns and focus them on the correct resource.

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**MINDSET**

<b>Priority Work</b>	<b>Increasing Student Participation in Mindset Surveys</b>
<b>Description of Activities</b>	Identify mechanisms that yield greater student responses for survey
<b>Activity status and plans for 2020</b>	We had planned to implement a number of actions designed to increase student participation in Mindset surveys, by working with faculty in ENGL 1101, as well as designing and implementing a shorter Mindset survey for returning students.
<b>Lessons Learned</b>	Due to the coronavirus pandemic, we were unable to develop a shorter survey. In addition, with our 10% increase in first year student enrollment in Fall 2020, we hired a large number of temporary faculty specifically to teach ENGL 1101. Our energies were thus focused on managing the many sections of ENGL 1101 and not on implementing a new component of the course.

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**PATHWAYS**

<b>Priority Work</b>	<b>Ensuring a clear academic pathway</b>
<b>Description of Activities</b>	Regular reviews to ensure that curricula and posted pathways are consistent with course schedules
<b>Activity status and plans for 2020</b>	Several years ago, we began a process of regular reviews of curricula and schedules, to ensure that students had a clear pathway along their chosen discipline. We have continued this “pressure testing” of schedules, to ensure that students can get the courses they need when they need them. This involves a review of draft schedules using Visual Schedule Builder, to ensure that the courses in the posted pathways are being offered and do not conflict. We then adjust schedules as needed before students register. This has become a routine process in every college, with the associate deans tasked to conduct the reviews and work with department heads to make any needed changes.
<b>Lessons Learned</b>	Prior to implementing this “pressure testing”, we discovered that many program maps had become obsolete or that department heads were not using these for scheduling or that there were significant conflicts among required courses, even in the same department. We have addressed this problem in a significant way.
<b>Priority Work</b>	<b>QEP development</b>
<b>Description of Activities</b>	Use our upcoming QEP as a means to embed and assess experiential learning activities into courses across CORE
<b>Activity status and plans for 2020</b>	The QEP Committee has developed this and submitted a draft to SACSCOC. We are expecting to implement this after approval by SACSCOC in December 2021.
<b>Lessons Learned</b>	Not yet implemented; still in planning and approval stages.
<b>Priority Work</b>	<b>Peer Mentors</b>
<b>Description of Activities</b>	Implement peer mentors in Science and Mathematics
<b>Activity status and plans for 2020</b>	Recruit and prepare a group of experienced students (CoSM GUIDES) to serve as peer mentors to new incoming Science and Mathematics majors. Implement the program in Fall 2020.
<b>Lessons Learned</b>	Despite the pandemic, we implemented this program in Fall 2020, with a small group of new students and peer mentors and hope to expand this in 2021 – 2022.

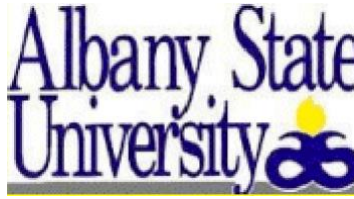
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## **APPENDICES**

# ALBANY STATE UNIVERSITY

## APPENDIX A



### STUDY ACTIVITY SPRING 2020 REPORT

July 20, 2020

#### 1. *Project Description*

The **Study Table** is a student-centered activity which provides one-stop center for all students seeking to improve their performance, achievement, engagement, and hence success in gatekeeper/ killer courses and almost-killer courses. It is well-known that the set of courses including MATH 1111-College Algebra, MATH 1001- Quantitative Reasoning, MATH 1113-Precalculus with Trigonometry, MATH 1211-Calculus I, BIOL 1111, BIOL 1112, BIOL 2411/BIOL 2412 CHEM 1211, CHEM 1212, PHSC

1011, ACCT 2010 have traditionally had high failure rates and attrition rates. Other courses are ENGL 1101, and ENGL 1102. High FDW rates have been seen to affect adversely overall student performance, retention, progression in their majors, and degree attainment.

***The goal of the Study Table is Student Success. Study Table activities have impact on student learning, student achievement and persistence at Albany State University. This could subsequently result in the improvement of student retention, progression, and degree attainment, ultimately have broader impact.***

*One can also say that Study Table Project is a multifaceted and integrated set of activities which provides the student participant a supportive environment for increased achievement and confidence in the courses and major, which subsequently ensures learner success and progress towards degree attainment*

Spring 2020 Study Table sessions commenced on February 11, 2020 and ended April 30, 2020. Face-to-face Study Table activity was held during the period February 11, 2020 to March 5, 2020. The face-to-face Study Table activities, which were held on Tuesdays and Thursdays, 6:00pm to 8:00pm, were held for six days before midterm break. When students vacated for spring break, they could not come back to campus due to closure because of COVID-19. Course instruction recommenced virtually on March 30, 2020, and Virtual Study Table, which was done synchronously, commenced on March 31, 2020 and ended on April 30, 2020. The after spring break Study Table activities were held ten times. Hence, students were able to add thirty-two additional quality time on task as well as contact time with instructors and peer tutors.

Students received help on these courses during Study Table Sessions.

	Course Number	Course Name
1	ENGL 1101	English Composition I
2	ENGL 1102	English Composition II
3	MATH 1001	Quantitative Reasoning
4	MATH 1111	College Algebra
5	MATH 1113	Precalculus
6	MATH 1211	Calculus I
7	MATH 2212	Calculus II
8	MATH 2213	Calculus III
9	MATH 2411	Introduction to Statistics
10	MATH 3211	DE
11	CSCI 1301	Computer Science I
12	CSCI 1302	Computer Science II
13	CSCI 1201	Introduction to Computer Science
14	POLS 1101	American Government
15	PHSC 1012	Physical Science II
16	PHYS 1111K	Physics I
17	PHYS 1112 K	Physics II
18	HIST 1111	Survey of World History I
19	HIST 1112	Survey of World History II
20	BIOL 1111K	Intro. to Biological Sciences I
21	BIOL 1112K	Introduction to Biological Sciences II
22	BIOL2411	A &P 1
23	BIOL 2412	A & P II
24	PHSC 1011	Physical Science
25	CHEM 1151K	Survey Chemistry I
26	CHEM 1152K	Survey Chemistry II
27	CHEM 1211K	Principles of Chemistry
28	CHEM 1212K	Principles of Chemistry II
29	BIOL 1112K	Intro to Biology II
30	ECON 2105	Macroeconomics
31	ECON 2106	Microeconomics
32*	ACCT 2101/2102	Accounting I/II

**Remark; during spring 2020, we offered ST on over 33 distinct courses.**

## 2. Data Sources and Data Collection

In order to capture participant data, every participant was invited to input his or her information online as soon as he or she arrived. Two counselors were in charge of making sure student information was captured every night. In many occasions students had to go and sign in late. The following information was captured upon signing in:

- (i) Participant name
- (ii) Ram ID
- (iii) Study Table primary course of interest
- (iv) Cohort or category (freshman, sophomore, junior, senior)

Due to the COVID-19 pandemic, this data was not captured online after spring break. Individual instructors had to sign every student attending the synchronous Study Table during the sessions. This added some challenges to our data collection activity.

Student midterm and final grades were extracted from Banner by our data collection persons. Hence using the data collection instrument given to them by the Study Table leadership, they were able to generate the grade distributions accordingly. (Please see appendix).

Three hundred and fifteen students attended the Study Table at least once in spring of 2020, and students received help in thirty-three distinct courses. Some courses were more subscribed than others. Even though Study Table targets mainly students in the freshmen, and sophomore cohorts taking gatekeeper and foundation courses (deemed common intellectual experiences), other students, including juniors and seniors took advantage of the Study Table to receive additional help from their class instructors. This set of students spent more quality-time-on-task under the guidance of their instructors to improve their content knowledge of their courses and subsequently their success and grade quality.

This is an essential report regarding spring 2020 Study Table activity

- Attendance for spring 2020=315.
- The number passing at midterm =196 or 62.22%.
- The number failing after midterm= 119 or 37.78%
- The number passing at the end of semester=287 or 91.11%
- The number failing at the end of the semester=28 or 8.89%
- Increase from midterm to finals=287-196=91 or 28.89%



3. Data Description and Descriptive Statistics

In the subsequent tables, we present essential distributions generated from the Study Table.

Table I: *Midterm (MT) and End of Course (Final) pass rates for the selected (highly subscribed) courses.*

Course	No.	MT #Passing	%	MT Failing	%	Final Passing	%	Final Failing	%	Positive Change
MATH1001	43	32	74.42%	11	25.58	39	90.70%	4	9.30%	16.28%
MATH1111	22	13	59.09%	9	40.91%	19	86.36%	3	13.64%	27.27%
MATH1113	22	11	50%	11	50%	20	90.1%	2	9.1%	40.1%
CHEM 1211/1212	21	14	66.67%	7	33.33%	20	95.24%	1	4.76%	28.57%
BIOL1111K	28	13	46.43%	15	53.57%	23	82.14%	5	17.86%	35.71%

Table II: Course Pass Rates Compared with ST Participant Pass Rate

Course	# Spring 2020 takers	Pass Rate (N)	ST # (n).	Pass Rate	Remark
MATH1001	422	69.4%	43	90.70%	Very significant
MATH1111	353	76.8%	22	86.3%	Very significant
MATH1113	272	83.5%	22	90.1%	Very significant
CHEM 1211/1212	261	84%	21	95.24%	Very significant
BIOL1111K	356	78.7%	28	82.14%	Significant

Table III: Course Pass Rates Compared with ST Participant Pass Rate

Course	Pass Rate (N-n) Non-Participant	Pass Rate (N)	Pass Rate	Remark
MATH1001	66.98%	69.4%	90.70%	Very significant
MATH1111	76.17%	76.8%	86.3%	Very significant
MATH1113	82.92%	83.5%	90.1%	Very significant
CHEM 1211/1212	83.02%	84%	95.24%	Very significant
BIOL1111K	78.14%	78.7%	82.14%	Significant

Please see the obvious inequalities.

#### 4. *Inferential Statistics and Hypotheses Testing*

In order to ensure that we authenticate the positive impact of the Study Table, Hypothesis Testing should be in order.

We anticipate that at the end of spring 2020 semester, participant cohort end of semester GPAs will exceed their midterm GPAs significantly.

We state the Hypotheses as follows:

Null Hypothesis: There is no difference between the midterm and final GPAs .

$$H_0: \mu_1 = \mu_2.$$

Alternative Hypothesis: Participants end of semester performance exceed their midterm performance.

$$H_1: \mu_1 > \mu_2.$$

We shall use testing the Difference between Two Means. We shall apply one-tail test (and for a large sample data, z-test will suffice). Here,

$$z = \frac{(\bar{X}_1 - \bar{X}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Let us note that we shall use Sample Statistics (for the t-test), the following formula is in order:

$$t = \frac{(\bar{X}_2 - \bar{X}_1) - (\mu_2 - \mu_1)}{\sqrt{\frac{s_2^2}{n_2} + \frac{s_1^2}{n_1}}}$$

The following five tables are related to Hypothesis Testing.

(The computations were initially done on Excel and recomputed and verified using “R”).

**Table I. MATH 1001 Quantitative Reasoning**

Course: MATH 1001 Quantitative Reasoning			
Spring 2020 Data			
Statistics	Midterm Data of Participants	End-of Semester Data of Participants	Remarks
Sample	43	43	
Sample Mean	1.93023256	2.81395349	
Variance of Sample	1.6854928	1.393134	
Standard Deviation of Sample	1.2982653	1.8031098	

We now perform the test of Difference of Means.

**Reject the Null Hypothesis and conclude that Average Final GPA of MATH 1001 are greater than Average Midterm GPA.**

**Table II. MATH 1111 College Algebra**

Course: MATH 1111 College Algebra			
Spring 2020 Data			
Statistics	Midterm Data of	End-of Semester Data of	Remarks
	Participants	Participants	
Sample	22	22	
Sample Mean	1.72727273	2.81395349	
Variance of Sample	1.73160173	1.48051948	
Standard Deviation	1.31590339	1.21676599	
of Sample			

### Paired t-test

data: Final and MidTerm

$t = 3.0217$ ,  $df = 21$ ,  $p\text{-value} = 0.003246$

alternative hypothesis: true difference in means is greater than 0

**We can reject the null hypothesis that Midterm and Final Averages are same and conclude that Final average GPA in College Algebra MATH 1111 is greater than Midterm averages GPA with  $\alpha=0.05$**

**Table III. MATH 1113 Precalculus**

Course: MATH 1113 Precalculus			
Spring 2020 Data			
Statistics	Midterm Data of Participants	End-of Semester Data of Participants	Remarks
Sample	22	22	
Sample Mean	1.36363636	2.86363636	
Variance of Sample	1.48051948	1.26623377	
Standard Deviation of Sample	1.21676599	1.12527053	

Paired t-test

data: Final and MidTerm

$t = 6.3847$ ,  $df = 21$ ,  $p\text{-value} = 1.248e-06$

alternative hypothesis: true difference in means is greater than 0

**Reject the Null Hypothesis and conclude that Final average GPA of Precalculus (MATH 1113) students exceeds average Midterm GPA significantly.**

**Table I. MATH 1211/1212 Principles of Chemistry I and II**

Course: CHEM 1211/1212 Principles of Chemistry I & II			
Spring 2020 Data			
Statistics	Midterm Data of Participants	End-of Semester Data of Participants	Remarks
Sample	21	21	
Sample Mean	2.0952381	3.04761915	
Variance of Sample	1.09047619	0.64761905	
Standard Deviation of Sample	1.04425868	0.80474782	

**Reject the Null Hypothesis and conclude that Final average GPA in CHEM 1212K exceeds midterm grades significantly with  $\alpha = 0.05$ .**

**Table V. BIOL 1111 K Introduction to Biological Sciences**

Course: BIOL 1111K Introduction to Biological Sciences I			
Spring 2020 Data			
Statistics	Midterm Data of Participants	End-of Semester Data of Participants	Remarks
Sample	28	28	
Sample Mean	1.39285714	2.71428571	
Variance of Sample	1.50661376	2.58201058	
Standard Deviation of Sample	1.22744196	1.60686359	

Paired t-test

data: Final and MidTerm

$t = 3.8276$ ,  $df = 27$ ,  $p\text{-value} = 0.0003486$

alternative hypothesis: true difference in means is greater than 0

**Reject the null hypothesis and conclude that Final average GPA in BIOL 1111K exceeds Midterm average GPA significantly, with  $\alpha=0.05$ .**

*Conclusion: We reject the Null Hypothesis and hence accept the Alternative Hypothesis which states that the end of semester mean GPA of Study Table participants exceeds their mean midterm GPA significantly. Hence their performance.*

## REFERENCES

1. Bluman, A. Elementary Statistics, 8<sup>th</sup> Edition. Mcgraw Hill, 2012.
2. Hog, R., McKean, J., Craig, A. Introduction to Mathematical Statistics, 6<sup>th</sup> Edition. Pearson, 2005.

Appendix I. **Finding the Pass Rate of Nonparticipant Group Suppose**

**Total Students=TS Passing Students=P**

**Study Table Participant number=ST Study Table Pass Rate=STP**

Then the non-participant subpopulation pass rate is given by

$$\begin{aligned}
 & \lambda\% \\
 &= \frac{(Total\ Pass\ Rate)(Total\ \#\ of\ course\ takers) - (ST\ Pass\ Rate)(Total\ ST\ Participants)}{Total\ Number\ of\ Students - Total\ Number\ of\ Study\ Table\ Course\ Participants} \\
 &= \frac{(Passing\ Students - Study\ Table\ Passing\ Students)}{Total\ Number\ of\ Students - Total\ Number\ of\ Study\ Table\ Course\ Participants} \\
 &= \frac{(P - ST)}{TS - ST} \times 100\%
 \end{aligned}$$



# COLLEGE OF COASTAL GEORGIA

## CODENAME: ENDEAVOR

A PROSPECTUS FOR FRAMING COLLEGE INITIATIVES AND THE STUDENT EXPERIENCE

RESPECTFULLY SUBMITTED BY: TANYA COFER, CODY COCCHI, LAURA LYNCH, AND GERMAN VARGAS

### THE NEED

CCGA offers many initiatives that contribute to the overall student experience. In order to give greater meaning to these initiatives and to better describe how they connect with CCGA's mission, vision, goals, and strategic plan, it is time to step back and appraise the current state of our activities. In the interest of supporting the extraordinary work already underway at CCGA, we propose *Endeavor*, an organizational tool and framework for capturing, naming, and celebrating the CCGA student experience. *Endeavor* provides a framework not only for the purposes of recognizing and articulating CCGA's unique offerings, but also as a way of directing our limited resources towards our most valued institutional activities. It also provides a rubric against which the CCGA community can assess the value of any potential new initiatives. Instead of spreading our resources ever more thinly, we will be able to use *Endeavor* to evaluate how an activity fits into our framework, strengthens our framework, or if a proposed activity's value warrants the modification of our framework. As CCGA continues to grow and evolve, *Endeavor* will provide an assertion of our collective identity, a statement of our shared purpose, and a resolve to grow with intention and direction.

### THE CONCEPT

CCGA offers a variety of student experiences (e.g., Service-Learning, Undergraduate Research, Study Abroad, Student Organizations, Athletics) that the faculty and staff highly value but are not intrinsic features of the student experience. Service-Learning, as the focus of our Quality Enhancement Plan, comes close but there are many programs of study with no Service-Learning courses, particularly at the associate degree level. *Endeavor* is a repackaging of the CCGA experience that exemplifies our College mission to provide "student-centered programs that offer a rich and diverse student experience." Further, it ties together the work we already do to form a cohesive message to students: *How will you Endeavor toward personal growth in your college career?*

### ENDEAVOR TO DO WHAT?

In July 2018, the Office of Academic Affairs distributed a Qualtrics survey across the "All Faculty" listserv to determine what faculty believed were the distinguishing transformative features of the CCGA academic student experience. The survey, which is provided in Appendix A along with a summary of responses, showed not only which activities faculty valued most but also showed a number of dispositions and skills faculty believe the CCGA curriculum develops in our students.

Disposition/Skill	Examples of Activities
Critical Inquiry	Undergraduate Research & SOURCE (Symposium on Undergraduate Research and Collaborative Exploration), Service-Learning, Experiential Learning, Capstone Projects
Collaboration	Undergraduate Research & SOURCE, Service-Learning, Experiential Learning, Group Assignments, Student Government and Student Organizations, Athletics, Tutoring
Leadership & Entrepreneurship (also, self-direction, initiative)	Undergraduate Research, Independent Studies, Student Government and Student Organizations, Mariner Leadership Academy
Global/Intercultural Fluency	Study Abroad, Diversity Programming
Creativity	Purposeful Exploration (independent studies), Integrated Learning, Undergraduate Research, Seaswells
Citizenship	Service-Learning, Community-Based Learning, Internships
Communication	Writing (including writing intensive courses and writing across the curriculum), presentations, projects, SOURCE, Seaswells
Lifelong Learning	Purposeful Exploration (independent studies), Academic Pathways, Common Intellectual Experiences (e.g., Big Read)

This list, which is just an initial look of faculty values that would need to be further vetted not only by faculty but also by students and staff, is not surprising. In fact, 7 of the 8 items are associated with AAC&U Values: [Critical thinking](#); [Teamwork](#); [Global learning](#) and [Intercultural knowledge and competence](#); [Creative thinking](#) and [Integrative learning](#); [Civic engagement—local and global](#); [Written communication](#) and [Oral communication](#); [Foundations and skills for lifelong learning](#). The eighth item, Leadership & Entrepreneurship, is directly from the CCGA values and is core to the mission of the School of Business and Public Management.

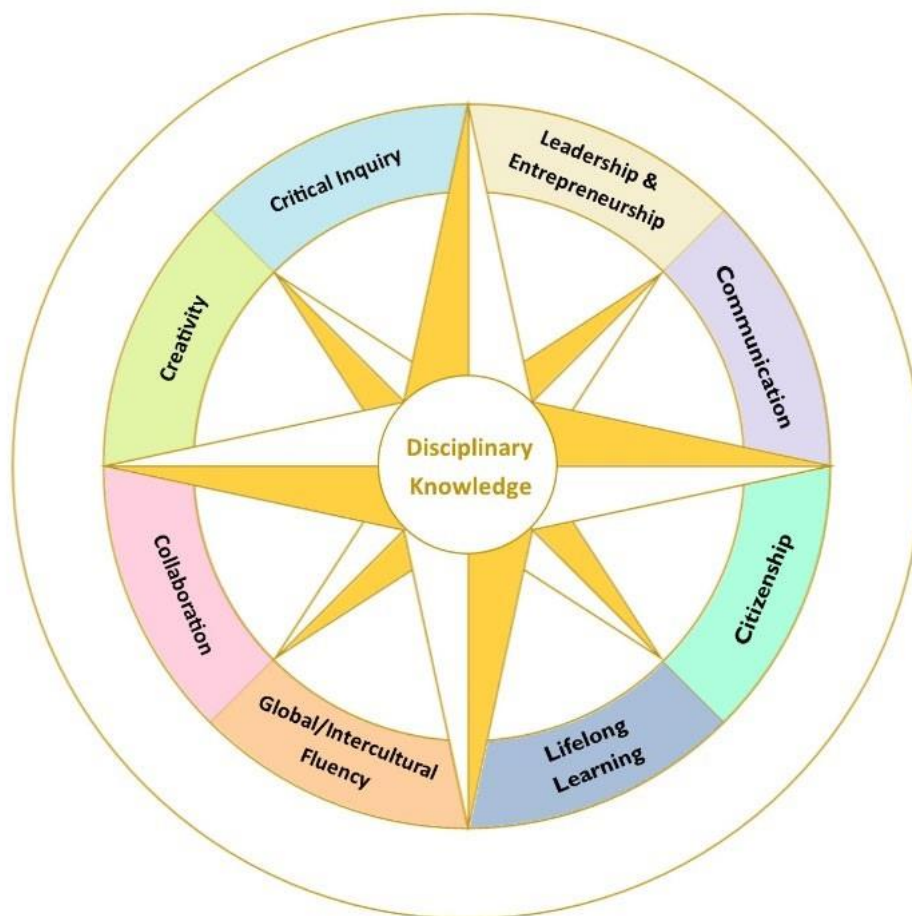
Additionally, 5 of the 8 items are associated with career competencies requested by top employers each year, as reported by the [NACE](#) Center for Career Development and Talent Acquisition. Appendix B provides additional information on these competencies.

**ENDEAVOR HOW?**

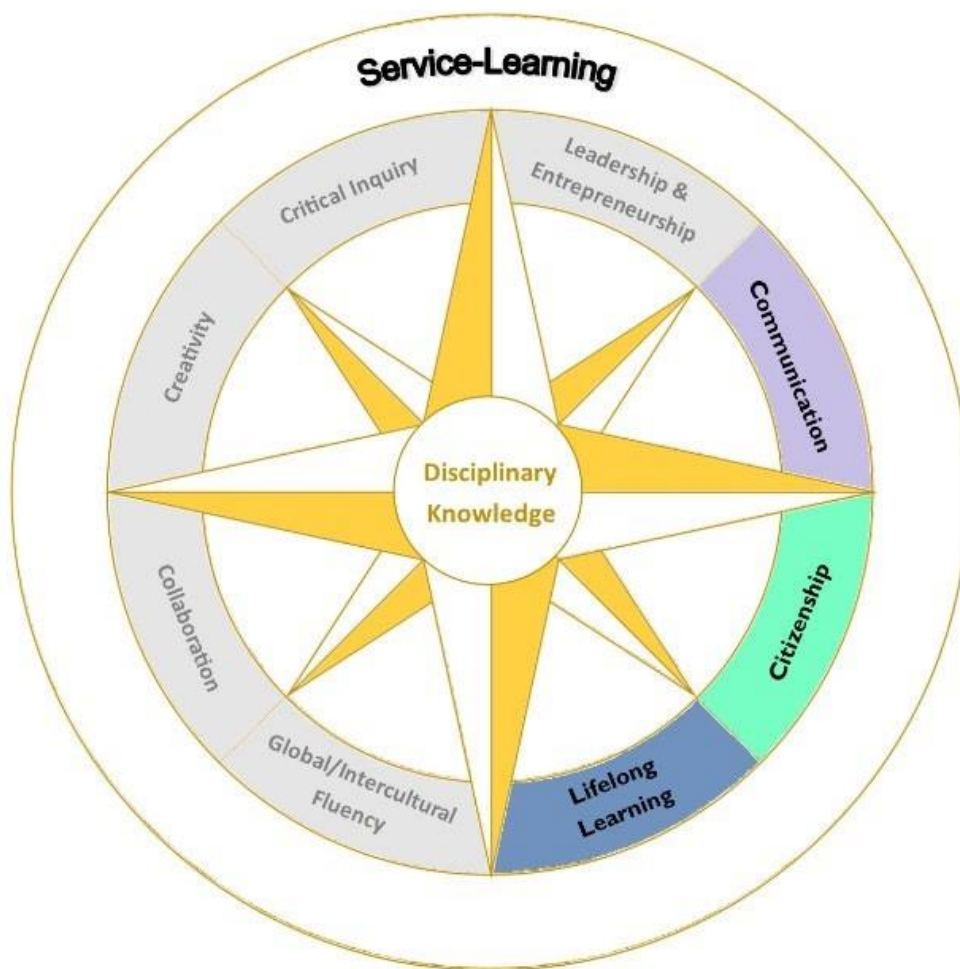
The College Curriculum, both at the general education level and at the program level, revolves around a set of student learning outcomes that defines the curriculum. That process begins with us asking “What is it we want students to get out of this program?” and then backward mapped a set of courses to achieve our goals. *Endeavor* essentially does the same thing for the student experience: We need to ask ourselves “Beyond disciplinary

knowledge, what are the dispositions and skills we want our students to develop?” and then place all of our existing student experiences (both curricular and co-curricular) through that framework.

As a prototypical example, consider a compass. At the core of the student experience is the classroom and the disciplinary knowledge we want students to obtain. However, CCGA offers a lot more than what is learned in the classroom. Wrapped around disciplinary knowledge are the dispositions and skills we believe students should obtain and it is their responsibility to choose curricular and co-curricular activities that will lead them in the direction of developing those characteristics.



*Endeavor* can be considered a sieve of sorts where we feed through the various experiences a student may go through at CCGA and what outputs are the different directions that the experience helps the student to develop. For example, a general Service-Learning project will help a student improve communication skills and dispositions of citizenship and lifelong learning. Thus participating in a Service-Learning project will help a student develop three areas beyond the disciplinary knowledge they would also receive.



The choice of the name (*Endeavor*), the visual of the compass and the various “directions” around the compass all require additional vetting through a larger representative group. At its core, however, *Endeavor* is a framework to allow students to see what they get out of the various experiences we offer and to allow faculty and staff to prioritize activities and experiences.

After initial adoption, the concept could be taken further to consider levels of development for the various “compass points” (e.g., beginning, intermediate, advanced) and/or to establish a co-curricular transcript. In fact, this project could easily tie into *Presence*, a student activity tracking platform we are unrolling this year that we have nicknamed “the compass” and that has a co-curricular transcript component included in our subscription that we have not yet explored. Additionally, colleges and universities around the country have implemented these types of things from which we can further draw motivation. Examples include Georgia College and State University’s [GC Journeys program](#), University of Central Oklahoma’s [STLR program](#), and Hendrix College’s [Odyssey Program](#).

## HOW THE CONCEPT MEETS THE NEED

After becoming a 4-year institution, the College has been in a trajectory of continuous transformation, where reflection and assessment have often overlapped with the implementation of new initiatives. We, as an institution, understand and recognize that it is time for a more strategic approach where initiatives and activities are connected in a deliberate way, and always under an overarching goal of student development and success.

*Endeavor* will serve as the connective framework that will maintain our focus on this overarching goal; it will help faculty and staff align every institutional effort with our collective identity and mission, and most importantly, it will help our students assimilate and articulate how their involvement in the different activities has an impact on their development.

Malcolm Knowles posited key principles about adult learners that are relevant to this project. Knowles (1984)<sup>23</sup> states:

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Adults need to know why they are to learn what is being taught.
3. Experience (including mistakes) provides the basis for learning activities.
4. Adults are most interested in learning subjects that have immediate relevance to their job or personal life.

College students are adult learners and they crave involvement in their educational process, both academically and in co- or extra-curricular activities. They also want to know why they are learning certain topics or engaging in developmental activities, especially as they relate to career or personal goals. They also see their college experience as one integrated whole and do not delineate between their academic and extracurricular experiences, as we do as faculty and staff.

*Endeavor* will help CCGA create a core of dispositions and valued activities for our students to engage in. Creation of these core competencies and activities should be an inclusive process for faculty and staff to provide input and ultimately create a college identity. It is important to highlight, however, that this should not be seen as a new initiative, and on the contrary, it is a repackaging of the student experience in a way that promotes our core mission and values and to benefit our students.

Aligning our core initiatives can have several benefits for students, faculty, and staff. The compass points, mentioned above, show internal and external stakeholders the types of competencies and activities that are valued at CCGA. It is an opportunity to institutionalize high impact practices and projects that may currently be housed and supported by individual units. For instance, if undergraduate research is recognized and valued at the institutional level, this is also an opportunity to request allocation of resources. This project can also help us become more intentional and reflective as we create new curricular and co-curricular programming, and can help us tie this programming to student development.

For students, *Endeavor* is a framework that can help students personalize, internalize, and later articulate their transformation beyond a credential. If done well, this will help students frame and articulate what they got out of their college experience – something that employers are finding that students have a hard time articulating in the interview process. Marketing toward students for this program would include an emphasis on student activities/competencies, how students can get involved in these activities through their curriculum and on their own, and the benefit of each activity/competency.

In terms of faculty and staff members, the college identity will help thwart ‘initiative fatigue.’ This will free up faculty member time for continuing to provide quality teaching, research, professional development, and service. It can also provide recognition and add value to the activities that faculty are already engaging in. *Endeavor* will help College administration and staff by testing potential initiatives against these core identity pieces. New initiatives will be examined to consider if they fit in the established identity of the institution. Only those initiatives that fit or those that are critical additions will be considered further. Establishing a core identity can also help with budgeting prioritization for those areas engaging in such initiatives. Time and energy are precious commodities for staff and faculty because those resources are better utilized working directly with students to help them be successful. Taking unnecessary initiatives off a faculty or staff member’s plate and focusing on only those initiatives that fit the experience we want for our students will enhance the overall experience for the students.

Community leaders including business, non-profit, faith-based, and government/political leaders need to be considered as well. They are the partners and collaborators that provide meaningful experiential learning to our

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<sup>23</sup> Knowles, M. (1984). *The Adult Learner: A Neglected Species (3rd Ed.)*. Houston: Gulf Publishing.

student body. The message to the community with *Endeavor* will be that of wanting to create partnerships that are mutually beneficial for our students, their organization, and the community. Stating and educating partners on our core competencies and activities will also help current and potential partner agencies understand best practices of the varying experiences and where they fit in providing those experiences.

## IMPLEMENTATION

### PHASE 0 - PRELIMINARIES

#### Q1 2018 - IDENTIFYING AND ESTABLISHING THE NEED

The ideation origins for this project sparked from the USG Momentum Year Summit, held in Atlanta on February 2018. During this summit institutional teams across the USG had the opportunity reflect and make plans for the different strategies and activities that are now part of the Momentum year implementation plan. The CCGA team was led by Interim President, Dr. Margaret Amstutz, and consisted of representation from Academic Affairs (Kay Hampton, German Vargas, Laura Lynch, Tanya Cofer), Student Affairs and Enrollment Management (Jason Umfress), and Business Affairs (Michelle Ham). In her role as Presidential Search Committee chair, Dr. Tanya Cofer shared feedback and concerns she had received during the Presidential Listening Sessions. These listening sessions invited various campus constituents, including faculty, staff, students, and community members to share with the presidential search committee what they were hoping for in a new president. Dr. Cofer explained that “initiative fatigue” consistently came up in conversation as well as the need for an institutional identity. She suggested a possible solution would be a sort of litmus test for institutional initiatives. The team immediately embraced the need to provide a framework for the various institutional activities, and recognized that the magnitude of a solution like *Endeavor* would transcend the current interim administration cycle and would require garnering the support from the incoming president. The team, however, was fully committed to the concept and integrated *Endeavor* into CCGA’s Momentum Year Plan submitted to the USG in spring 2018.

#### Q2, Q3 2018 - FORMALIZING THE CONCEPT

With a clear sense of urgency, a coalition was formed to formalize the concept and develop a vision for the change. This coalition has been led by Dr. Tanya Cofer, Chair of the Department of Mathematics who, in her role, has a clear understanding of the challenges faced by faculty and students and is well positioned to communicate the vision for the project. The body of work represented throughout this document is the result of this development stage, and culminate in the presentation of this proposal for consideration. The phases indicated below correspond to next steps in this development if we, as a collective, consider *Endeavor* worth pursuing.

### PHASE 1 - DEVELOPMENT

#### Q4 2018, Q1 2019 - COMMUNICATING THE VISION

With a solid representation of the need, the vision for the solution, and a robust concept and implementation plan, the Project Lead will initiate a communication campaign that is both informative and empowering, and that reaches as many stakeholders as possible to garner buy-in. The communication campaigns for different stakeholders will initiate at different stages of the development of the project. Early communication with key stakeholders will be necessary to create momentum and properly attune the message to the various audiences (students, faculty, staff, college administration, alumni, and community leaders).

#### Q4 2018 - CREATION OF A STEERING COMMITTEE

The project will need a group of key stakeholders to that can serve as champions and change agents; this group will constitute a steering committee that will be agile to react to the environment as the project is implemented and that broaden the communication of the vision. Beyond the Program Lead, an effective steering committee should include

faculty and staff that closely represent the different tenets or development dimensions, should have student body representation, and should include the support of key administrators.

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## PHASE 2 - DEPLOYMENT

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### Q1, Q2 2019 - FINAL IDENTIFICATION AND APPROVAL OF THE TENETS THAT BEST REPRESENT THE CCGA EXPERIENCE

Primed by the initial results from the July 2018 All-faculty survey, the steering committee will engage the entire campus community to finalize a project name and list of tenets that best represent the CCGA student experience, and that align with the collective identity and mission of the institution. The broad impact of this project will call for an approval at various institutional levels and it is anticipated that the Faculty Senate, the Staff Assembly, the Student Government Association, and the President's cabinet will be part of this approval process.

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### Q2 2019 – CREATION OF LOGO

After approval of the tenets, the steering committee will engage the Office of Advancement to create a logo (such as the compass) and additional imagery that will contribute in the formalization of the project and that will serve as the primer for the marketing campaign indicated in Phase 3.

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### Q2, Q3 2019 - ALIGNMENT OF ACTIVITIES AND PROGRAMS TO THE APPROVED TENETS

With all tenets approved, and embracing the student-centered mission of the institution, every activity and program must be aligned to the tenets via an intentional and deliberate reflection of how each activity contributes to the development of the student in and particular dimension. This phase will initiate assessment deliberations, as the units evaluate the effectiveness of programs and activities in the growth and development of the students.

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## PHASE 3 - MARKETING

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### Q3, Q4 2019 - INCORPORATION OF ENDEAVOR IN THE MARKETING TO NEW AND CURRENT STUDENTS.

The Office of Advancement will be fully engaged to develop a comprehensive marketing strategy to promote *Endeavor* and the impact this framework will have for students (current and new) on their ownership of their educational experience.

### Q1, Q2 2020 - INTEGRATION OF ENDEAVOR INTO D2L AND PRESENCE

The steering committee will work with Technology Services, the Director of e-Learning, the Registrar, and Student Affairs & Enrollment Management to seamlessly integrate *Endeavor* through our different technology platforms, including D2L, Presence, and our CRM platform.

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## PHASE 4 - EXPANSION

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### Q3, Q4 2020 - CATEGORIZATION OF THE DIFFERENT LEVELS OF GROWTH AND DEVELOPMENT (OPTIONAL)

Once a solid and robust implementation of *Endeavor* is in place, the steering committee may consider to expand the framework to incorporate the development of the competencies and dispositions at different levels. As an example, the development can be categorized at three different levels (example below), allowing for a student development experience that is richer in depth in each of the areas.

Example of levels of growth and development:

- 
- Embark (Exposure/Beginning)
  - Explore (Integration/Intermediate)
  - Engage (Transformation/Advanced)
- 

### **Q1, Q2 2021 - FORMALIZATION OF ASSESSMENT PROCESSES AND PRACTICES**

The steering committee will work with the Assessment Specialist and the Office of Institutional Effectiveness in the development of all assessment processes and practices, not only to evaluate the different levels of development of the dispositions, but also for the continuous improvement of the framework.

### **PHASE 5 - CONCLUSION**

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### **Q3 2021 - INSTITUTIONALIZATION OF ENDEAVOR AS AN INTEGRAL PART OF THE CULTURE AND IDENTITY**

The project will successfully culminate with *Endeavor* firmly planted in the institutional culture, providing guidance and direction for every new initiative, and most importantly providing students with a clear understanding of their individual growth and development.



**APPENDIX A: FACULTY SURVEY RESULTS**

Demographics	FT faculty	PT faculty	Other	Total
Department of Arts & Humanities	9	1		10
Department of Education and Teacher Preparation	2		2	
Department of Mathematics	1	1		2
Department of Natural Sciences	7		7	
Department of Social Sciences	8	3		11
Departments of Nursing and Health Sciences	8	8		
School of Business & Public Management	8	2	1	11
Grand Total	43	7	1	51

**What should be the distinguishing transformative features of the CCGA academic student experience? (Choose up to 8.)**

Answer	%	Count	Comments
Experiential Learning (including Service-Learning and Internships)	11.66%	38	1
Presentations (e.g., symposia talks, posters, class presentations)	8.59%	28	
Writing Across the Curriculum	8.28% 2	7 4	
Undergraduate Research	7.36%	24	1
Capstone Courses and Projects	7.06%	23	
Cultural Awareness	6.44%	21	
Diversity	6.13%	20	
Collaboration	6.13%	20	
Community Based Learning	5.52%	18	
Study Abroad	5.52%	18	2
International/Global Perspectives	5.21%	17	
Engaged Leadership	3.99%	13	
Purposeful Exploration	3.68%	12	
Integrated Learning	3.68%	12	
Creative Expression	3.37%	11	
Entrepreneurship	3.07%	10	
Innovation	2.76%	9	
Others	1.53%	5	

**Summary of Open Ended Response (including "Other"):**

- 6 Critical Thinking/Critical Inquiry (Open-ness to new ways of thinking about themselves, their communities, and the US as a whole)
- 4 With emphasis on small class sizes
- 2 Less online teaching
- 1 Great professors
- 1 Learning Support & assistance programs - study skills, time management, stress reduction, work-life balance, ATTIC, TRiO
- 1 Reflection
- 1 Communication skills
- 1 Civility
- 1 Accountability
- 1 Reading skills
- 1 Branding/Marketing ourselves
- 1 Practical or real-world experience
- 1 Less large classes (Jones 102)
- 1 Student job/career preparation
- 1 Self-motivation and self-management
- 1 Lifelong learners

## APPENDIX B: TOP EMPLOYABILITY SKILLS

Below is the list of top skills requested by employers each year as reported by the NACE Career Readiness Competencies ([www.naceweb.org](http://www.naceweb.org)).

- **Critical Thinking/Problem Solving:** Sound reasoning to analyze issues, make decisions and overcome problems; obtain, interpret, and use knowledge, facts and data in this process; and use originality and inventiveness.
- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints; work within a team structure; and negotiate and manage conflict.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management; understand the impact of non-verbal communication on professional work image; demonstrate integrity and ethical behavior; act responsibly with the interests of the larger community in mind; and learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals; identify areas necessary for professional growth; navigate and explore job options; understand and be able to take the steps necessary to pursue opportunities; and understand how to self-advocate for opportunities in the workplace.
- **Oral/Written Communication:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization; demonstrate public speaking skills; express ideas to others; write/edit memos, letters, and complex technical reports clearly and effectively.
- **Leadership:** Leverage the strengths of others to achieve common goals; use interpersonal skills to coach and develop others; assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals; demonstrate effective adaptability to new and emerging technologies.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions; demonstrate openness, inclusiveness, sensitivity, and interact respectfully with all people and understand individuals' differences.

# ENDEAVOR: A FRAMEWORK TO GUIDE STUDENTS AND INITIATIVES AT THE COLLEGE OF COASTAL GEORGIA

A Recommendation by the Steering Committee on *Endeavor*

*Submitted 16 March 2020*

## BACKGROUND

The project that came to be known as *Endeavor* was first proposed by a team of College of Coastal Georgia faculty, staff, and administrators<sup>24</sup> in 2018. Their prospectus (Appendix A) started by identifying the need:

The College of Coastal Georgia offers many initiatives that contribute to the overall student experience. In order to give greater meaning to these initiatives and to better describe how they connect with CCGA's mission, vision, goals, and strategic plan, it is time to step back and appraise the current state of our activities. In the interest of supporting the extraordinary work already underway at CCGA, we propose *Endeavor*, an organizational tool and framework for capturing, naming, and celebrating the CCGA student experience. Endeavor provides a framework not only for the purposes of recognizing and articulating CCGA's unique offerings, but also as a way of directing our limited resources towards our most valued institutional activities. It also provides a rubric against which the CCGA community can assess the value of any potential new initiatives. Instead of spreading our resources ever more thinly, we will be able to use Endeavor to evaluate how an activity fits into our framework, strengthens our framework, or if a proposed activity's value warrants the modification of our framework. As CCGA continues to grow and evolve, Endeavor will provide an assertion of our collective identity, a statement of our shared purpose, and a resolve to grow with intention and direction.

In July of 2019, Provost Evans appointed faculty members Robert Clark and Tate Holbrook to form and co-chair a Steering Committee on Endeavor, composed of teaching faculty and staff.

### Steering Committee on Endeavor, 2019-2020

Name	Position
Robert Clark (Co-Chair)	Assistant Professor of English
Tate Holbrook (Co-Chair)	Associate Professor of Biology
Ashley Barnes	Assistant Professor of Nursing

<sup>24</sup> Tanya Cofer, Associate Professor and Chair of Mathematics; Cody Cocchi, Associate Director of Service-Learning; Laura Lynch, Assistant Vice President for Faculty Affairs; and German Vargas, Assistant Vice President for Academic Student Engagement

Jamaal Brown	Assistant Dean of Student Life
Cody Cocchi	Associate Director of Service-Learning
Lee McKinley	Associate Professor of Health Informatics
Courtenay Miller	Assistant Professor of Mathematics
Jack Parish	Director of Field Experience, Certification, and Outreach
Roscoe Scarborough	Assistant Professor of Sociology
Niki Schmauch	Director of Academic Support
Jennifer Wadman	Academic Advisor-Camden
Brian Weese	Director of Career Development

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The Committee was charged with engaging the College of Coastal Georgia community to develop a working framework for *Endeavor* that reflects our collective experience and vision for the College. This recommendation encapsulates the Committee's work during the 2019-2020 academic year.

### **SPECIFIC AIMS OF ENDEAVOR**

The Committee's first task was to clarify and define specific aims of the project. Using the original prospectus as a reference—some of the language below appears in that document but has been modified—we distilled the following objectives.

*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:

- I. **Assert a cohesive and distinctive Coastal Georgia identity that embodies our focus upon student success.** Since transitioning to a four-year institution, the College has experienced continuous transformation that has sometimes lacked intentionality or strategic direction. *Endeavor* will help students, faculty, staff, and the broader community to recognize the core values and common purpose that motivate and inspire our daily work as well as our future trajectory. This identity may also aid efforts to recruit and retain students, employees, and partners.
  
- II. **Guide students to better appreciate and articulate the value of their academic experiences.** *Endeavor* is a framework that can help students personalize, internalize, and later articulate their transformation beyond a credential. If done well, this will help graduates describe what they gained from their college experience. Communications with students should include an emphasis on competencies, guidance on how to become involved in activities through which they can develop those competencies, and the benefit of each activity/competency.

- III. **Direct institutional resources toward activities that best support the College’s mission and key values.** *Endeavor* will help thwart “initiative fatigue” by providing a mechanism to evaluate newly proposed initiatives; only those that are predicted to broadly impact student success, as defined by the framework, will be pursued. This will guide administrative decision making and budget prioritization and free up time for faculty and staff members to serve students through their primary roles as teachers, advisors, mentors, and scholars. *Endeavor* can also help us to recognize the value of high-impact practices with which faculty and staff are already engaged, and to become more intentional and reflective as we create new curricular and co-curricular programming.

## **THE COMMITTEE’S PROCESS**

Once the Committee established the central aims of the project, we reviewed related frameworks and programs that have been implemented by other colleges and universities, including Georgia College and State University’s GC Journeys program, Hendrix College’s Odyssey program, and the University of Central Oklahoma’s Transformative Learning program. We also consulted repositories of competencies published by leaders in higher education and industry: the Association of American Colleges & Universities (AAC&U) LEAP initiative and the National Association of Colleges and Employers (NACE) Career Readiness initiative. From these sources, we compiled a long working list of competencies for further consideration.

Next, we assembled a plan for data collection. Together, the Committee crafted and distributed a Qualtrics survey to all faculty and staff in September of 2019. Survey participation was strong (>130 responses, including approximately half of full-time faculty) and broadly distributed across faculty and staff, Schools, and College divisions. The Committee analyzed the data, discussed it in detail, and produced a summary report (Appendix B).

In order to increase the level of transparency and give faculty and staff multiple opportunities to share their perspectives and feedback, we held hour-long listening sessions on both the Brunswick and Camden Center campuses in November of 2019. Co-Chairs Holbrook and Clark presented the survey results and a preliminary draft framework of competencies and posed a series of questions for discussion. The Brunswick listening session was video-recorded and made available on the W: drive, and we emailed the presentation slides and summary documents to all faculty and staff, inviting further comment. Co-Chairs Holbrook and Clark also reported to and solicited feedback from the Faculty Senate in December of 2019. Across these forums, responses were overwhelmingly positive and helped to reinforce and clarify the competencies and overall outcomes.

To incorporate student perspectives, the Committee reviewed the results of a 2018 Retention Proxy Poll that was administered by Academic Affairs, in which 3,310 students gave reasons why they were or were not planning to continue their education at Coastal Georgia. Members of the Committee also met with the Executive Cabinet of the Student Government Association and the SGA Senate in February of 2020 to share information and gather input.

## **CONTEXT TO INFORM ENDEAVOR**

Our summary of findings is primarily informed by the faculty/staff survey, but we also took into account the other sources of data described above. We started with two open-ended questions to help guide project development and implementation: “What makes the College of Coastal Georgia unique?” and “What should be the long-term impact of a Coastal Georgia education?”.

## I. What makes the College of Coastal Georgia unique?

Two dominant themes were revealed by the faculty/staff survey results and reinforced by listening sessions with faculty, staff, and students:

- *Small size/personalized education* – Coastal Georgia is a smaller school with relatively small class sizes and a primary focus on students and teaching/learning. These features allow for close and substantive interactions between students, faculty, and staff, as well as a personalized education that meets the diverse needs of students. Students are supported by a “family-like” atmosphere, with dedicated faculty and staff that genuinely care about them and their success.

Some faculty/staff respondents and students expressed concerns about this element being weakened by increasing class sizes.

- The College’s *location* is perceived as an asset for several reasons:

Proximity to the beach

Academic programs that are enhanced by the coastal environment and regional industries, which present opportunities for experiential learning (e.g., Coastal

Ecology, Environmental Science, Hospitality and Tourism Management, Criminal

Justice, etc.).

The College plays an important role in our local communities and rural southeastern Georgia more broadly. This role is strengthened by mutually beneficial partnerships (e.g., service-learning, internships, etc.).

The Committee encourages the Admissions and Advancement offices to focus more on the academic and community dimensions of the College’s location, and less on the beach as an attraction for leisure and recreation, in their recruitment and marketing campaigns.

The student groups with whom we met were largely in agreement with the impressions of faculty and staff but made an insightful distinction between the features that attract students to Coastal Georgia in the first place (e.g., the beach, affordability) and those that cause students to stay (e.g., interactions with faculty and staff, engagement with the College community, support networks in academics and student life). In other words, student perspectives of Coastal Georgia and the value it provides may shift based on personal experience.

Other themes included:

- *A diverse student body* associated with the College’s access mission, mix of traditional and non-traditional students, first generation, etc.

- Great *value/affordability*, especially compared to private colleges known for small size/personalized education as described above.
- *Excellent academic programs*

## II. What should be the long-term impact of a Coastal Georgia education?

Three major themes were expressed, often but not always in conjunction:

- 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. Recurring competencies included critical thinking, problem solving, and communication.
- *Engaged citizenship/community impacts*—Coastal Georgia alumni should be knowledgeable, responsible, service-minded citizens who make meaningful contributions to society, from local to global, in various capacities (e.g., personally, professionally, as leaders).

## PROPOSED FRAMEWORK OF CORE COMPETENCIES

Based on the survey results and subsequent conversations, we identified a set of core competencies that faculty and staff feel are the most important and broadly applicable to students across the College, irrespective of discipline or program.

*An education at the College of Coastal Georgia produces more than a degree. It is a transformative experience that prepares students to:*

- *succeed in a fulfilling career or graduate program,*
- *contribute to society in meaningful ways, and*
- *adapt to a changing world as lifelong learners.*

*Endeavor recognizes a set of five core competencies that will guide students and enable them to achieve these lasting outcomes. All Coastal Georgia students are expected to develop abilities, skills, and habits related to:*

### I. CRITICAL THINKING AND PROBLEM SOLVING

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

### II. WRITTEN, ORAL, AND DIGITAL COMMUNICATION

Written communication is the development and expression of ideas in writing, and it occurs across many genres, includes multiple styles, and can involve the integration of text(s), data, and images. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Digital communication involves conveying information and telling stories using online or audiovisual media.

### III. PROFESSIONALISM AND PERSONAL RESPONSIBILITY

Professionalism entails developing and adhering to a strong work ethic, maintaining effective work habits, and striving for excellence in all aspects of college, work, and life. An individual should demonstrate respect, integrity, perseverance, and personal accountability, including the ability to recognize and learn from one's mistakes.

### IV. SOCIAL AWARENESS AND CONTRIBUTION

Social awareness involves recognizing and acting on one's responsibility to society, including the College community, and engaging diverse and competing perspectives as a resource for learning, citizenship, and work. Individuals should contribute to society in meaningful ways and demonstrate ethical reasoning and behavior.

### V. COLLABORATION AND TEAMWORK

Collaboration is the process of working jointly with others toward the achievement of a common goal. An individual should be able to collaborate with partners representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints, and to negotiate and manage conflict within a team structure.

These competencies are recognized in some form by AAC&U (LEAP) and NACE (Career Readiness), though we modified them to better fit the College of Coastal Georgia and the aims of *Endeavor*. The working definitions provided above were adapted from those sources, along with Schneider and Hersh (2005). AAC&U also created assessment tools (VALUE rubrics) that will likely prove useful.

As curricular and co-curricular programs and activities are aligned with this framework, they should not be expected to satisfy *all* of the five core competencies but to promote student development in *at least one* of the areas. Moreover, recognition of core competencies I-V, which are broadly applicable across the College, does not diminish the importance of other competencies that may be emphasized at the program/activity level, and in some cases, woven into the *Endeavor* framework as ancillary competencies (e.g., creativity is required for effective problem solving and communication). The Committee recommends that the core competencies should be revisited every 3-5 years and updated to reflect changes in the College and its priorities/needs.

## IMPLEMENTATION

The Steering Committee's main task in 2019-2020 was to develop the framework proposed above through a "bottom-up" process incorporating faculty, staff, and student input. Subsequent implementation of *Endeavor* will require administrative direction and support across multiple College divisions. Next steps may include:

Designing a visual model (e.g., a sea star with each of its five arms representing one of the core competencies),

Working with academic units and student support offices to align current programs, activities, and outcomes with the core competencies,

Creating a corresponding tool and process to evaluate newly proposed initiatives, and

- Developing marketing campaigns targeting current students, prospective students, and the community<sup>25</sup>.

The Committee views implementation, assessment, and potential expansion of *Endeavor* as primarily administrative functions that should be led by administrative faculty and staff in collaboration with the teaching faculty and staff they direct. However, we recommend that the Steering Committee should continue to be consulted as an advisory body that helps guide the implementation and future direction of *Endeavor*. The Committee may change in membership and leadership, but it should maintain balance between faculty and staff and across academic units and student support offices. We also suggest that the Committee composition should be broadened to include student representation.

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<sup>25</sup> See the original prospectus (Appendix A) for more details about potential phases of implementation, etc.



**REFERENCES**

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# COLUMBUS STATE UNIVERSITY

## APPENDICES

### Appendix I: CSU Demographics of FYFT Students (2020)

Demographic	Percentage
First Generation	28.3%
Pell Recipient	53.3%
Adult Student	3.7%
Female	62.0%
Black or African American	49.6%
Hispanic or Latino	8.6%
White	32.9%

## Appendix II: Eight Academic Focus Area Maps

### For Students Still Deciding on a Major

### And with Fewer than 30 Hours (1 Year) of Credits

<b>Academic Focus Area: Computer Science, Math, or Science</b>	
<p><b>Related majors:</b></p> <ul style="list-style-type: none"> <li>● <i>Biology (BA, BA Secondary Education Track, BS)</i></li> <li>● <i>Chemistry (BA Biochemistry Track, BA Secondary Education, BS, BS ACS Certified Track, BS Food Science Track, BS Forensics Track)</i></li> <li>● <i>Computer Science (BS Applied Computing Track, BS Cybersecurity Track, BS Education Track, BS Games Programming Track, BS Software Systems Track)</i></li> <li>● <i>Earth and Space Science (BS Astrophysics and Geology Track, BS Environmental Science Track, BS Geology Track, BS Secondary Education Track)</i></li> <li>● <i>Information Technology (BS)</i></li> <li>● <i>Mathematics (BA, BS, BS Applied Math Concentration, BS Secondary Education Concentration)</i></li> </ul>	
<b>First Semester (17 hrs.)</b>	<b>Second Semester (14-18 hrs.)</b>
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
<p>Select one Area A Math course*:</p> <ul style="list-style-type: none"> <li>● MATH 1113 Pre-calculus or</li> <li>● MATH 1131 Calculus with Analytical Geometry 1 (recommended for Earth &amp; Space Science Majors and Mathematics Majors)</li> </ul> <p>* Eligibility for a math course depends on math placement. Some students may need to start with MATH 1111 College Algebra. See an academic advisor for more information.</p>	<p>Select one Area D Math course:</p> <ul style="list-style-type: none"> <li>● STAT 1127 Intro Statistics (Biology, Computer Science, Information Technology)</li> <li>● MATH 1131 Calc. w/An. Geom. 1 (Chemistry)</li> <li>● MATH 1131 or MATH 1132 Calculus w/Analytical Geometry 2 (Earth and Space Science and Math Majors)</li> </ul>
<p><i>Students interested in Biology, Chemistry, or Earth and Space Science, take the following in Area D:</i></p> <ul style="list-style-type: none"> <li>● CHEM 1211/1211L Principles of Chemistry plus Lab</li> </ul> <p><i>Computer Science students in the Games Programming Track are advised to take BIOL 1215K Principles of Biology.</i></p> <p><i>Students interested in other majors in this focus area may take a lab science listed in the catalog under the major in which they are interested.</i></p>	<p><i>Students interested in Biology, Chemistry, or Earth and Space Science, take the following in Area D:</i></p> <ul style="list-style-type: none"> <li>● CHEM 1212/1212L Principles of Chemistry plus Lab</li> </ul> <p><i>Computer Science students in the Games Programming Track are advised to take PHYS 2211/2311 Principles of Physics 1 and Lab.</i></p> <p><i>Students interested in other majors in this focus area may continue the lab science they started in the first semester.</i></p>

<p><i>Students considering BS programs:</i></p> <p>Select one of the following Fine Arts courses:</p> <ul style="list-style-type: none"> <li>● ARTH 1100 Art Appreciation</li> <li>● ITDS 1145 Comparative Arts</li> <li>● MUSC 1100 Music Appreciation</li> <li>● THEA 1100 Theater Appreciation</li> </ul> <p><i>Students considering BA programs:</i></p> <ul style="list-style-type: none"> <li>● Foreign Language</li> </ul>	<p><i>Students considering BS programs:</i></p> <p>Select one Area E Behavioral Science or World Cultures course</p> <p><i>Students considering BA programs:</i></p> <ul style="list-style-type: none"> <li>● Foreign Language</li> </ul>
<p>POLS 1101 American Government</p>	<p>Select one Area E U.S. History:</p> <ul style="list-style-type: none"> <li>● HIST 2111 US History to 1865</li> <li>● HIST 2112 US History since 1865</li> </ul>
	<p>Students interested in teaching take the following in place of, or in addition to, one Area E course.</p> <ul style="list-style-type: none"> <li>● UTCH Step 1: Inquiry Approaches to Teaching</li> </ul>

<b>Academic Focus Area: Social Science</b>	
<p><b>Related majors:</b></p> <ul style="list-style-type: none"> <li>● <i>Criminal Justice (BS)</i></li> <li>● <i>Political Science (BA)</i></li> <li>● <i>Psychology (BS)</i></li> <li>● <i>Sociology (BS), with tracks in</i> <ul style="list-style-type: none"> <li>● <i>Applied Sociology Concentration</i></li> <li>● <i>Crime, Deviance, &amp; Society Concentration</i></li> <li>● <i>General Concentration</i></li> </ul> </li> </ul>	
<b>First Semester (15 hrs.)</b>	<b>Second Semester (15-16 hrs.)</b>
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
MATH 1001 Quantitative Skills & Reasoning (or any other Area A Math)	Area D Lab Science Course
POLS 1101 American Government	<p>Select one U.S. History Course:</p> <ul style="list-style-type: none"> <li>● HIST 2111 U.S. History to 1865</li> <li>● HIST 2112 U.S. History since 1865</li> </ul>
<p><i>Students considering programs other than Political Science:</i></p> <ul style="list-style-type: none"> <li>● COMM 1110 Public Speaking</li> </ul> <p><i>Students considering BA Political Science:</i></p> <ul style="list-style-type: none"> <li>● Foreign Language</li> </ul>	<p><i>Students considering programs other than Political Science:</i></p> <p>Select one of the following Fine Arts courses:</p> <ul style="list-style-type: none"> <li>● ARTH 1100 Art Appreciation</li> <li>● ITDS 1145 Comparative Arts</li> <li>● MUSC 1100 Music Appreciation</li> <li>● THEA 1100 Theater Appreciation</li> </ul> <p><i>Students considering BA Political Science:</i></p> <ul style="list-style-type: none"> <li>● Foreign Language</li> </ul>
<p>Select one of the following Behavioral Science Courses:</p> <ul style="list-style-type: none"> <li>● SOCI 1101 Introduction to Sociology (Meets a requirement for Criminal Justice Majors)</li> <li>● PSYC 1101 Intro to General Psychology (required for Psychology &amp; Sociology Majors)</li> <li>● ECON 2105 Principles of Macroeconomics</li> </ul>	<p>Explore a major by choosing one of the following:</p> <ul style="list-style-type: none"> <li>● SOCI 2126 Introduction to Social Work and Welfare (SOCI 1101 prereq)</li> <li>● CRJU 1105 Intro to Criminal Justice</li> <li>● PSYC 2105 Psychology as a Major and a Career (with permission of Chair of Psychology, 2 credit hours)</li> <li>● POLS 2101 Introduction to Political Science</li> </ul>
<b>Academic Focus Area: Health Professions</b>	

<b>Related majors:</b>	
<ul style="list-style-type: none"> <li>• Exercise Science (BS)</li> <li>• Health Science (BS)</li> <li>• Nursing (BSN, RN-BSN)</li> </ul>	
<b>First Semester (15 to 16 hours)</b>	<b>Second Semester (17 hours)</b>
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
<p>Select one of the following Area A Math courses:</p> <ul style="list-style-type: none"> <li>• *MATH 1001 Quantitative Skills and Reasoning</li> <li>• *MATH 1111 College Algebra</li> </ul> <p><i>*MATH 1001 is recommended for Nursing and suitable for Exercise Science and Health Science. However, MATH 1111 is recommended for Exercise Science and for students in Health Science pursuing clinical professions. Given these complexities, it is important to discuss math choices with an advisor.</i></p>	STAT 1127 Introduction to Statistics
<p>Select one Chemistry sequence for Area D:</p> <ul style="list-style-type: none"> <li>• *CHEM 1151/1151L - Survey of Chemistry 1 plus lab</li> <li>• *CHEM 1211/1211L - Principles of Chemistry 1 plus Lab</li> </ul> <p><i>*Note that Principles of Chemistry is recommended for Exercise Science and Health Science majors, and Survey of Chemistry is required for Nursing. It is important to discuss the Chemistry sequence choice with an advisor.</i></p>	<p>Continue Chemistry sequence from the first semester:</p> <ul style="list-style-type: none"> <li>• CHEM 1152/1152L - Survey of Chemistry 2 plus lab</li> <li>• CHEM 1212/1212L - Principles of Chemistry 2 plus Lab</li> </ul>
POLS 1101 American Government	Area E Behavioral Science or World Cultures
<p>Select one of the following courses:</p> <ul style="list-style-type: none"> <li>• PHED 1205 Concepts of Fitness</li> <li>• One Area C Fine Arts course: <ul style="list-style-type: none"> <li>• ARTH 1100 Art Appreciation</li> <li>• ITDS 1145 Comparative Arts</li> <li>• MUSC 1100 Music Appreciation</li> <li>• THEA 1100 Theatre Appreciation</li> </ul> </li> </ul>	<p>Select one Area E U.S. History:</p> <ul style="list-style-type: none"> <li>• HIST 2111 US History to 1865</li> <li>• HIST 2112 US History since 1865</li> </ul>
	<p>Select one of the following courses:</p> <ul style="list-style-type: none"> <li>• *HESC 1105 Intro to Health Professions</li> <li>• One PEDS course</li> </ul> <p><i>*Required course for Health Science; Elective course for Exercise Science</i></p>

<b>Academic Focus Area: Education (excluding Secondary Education)</b>	
<b>Related majors:</b>	
<ul style="list-style-type: none"> <li>● <i>Early Childhood Education (BSEd)</i></li> <li>● <i>Health and Physical Education (BSEd)</i></li> <li>● <i>Health and Physical Education (BSEd) - Non-Certification Track</i></li> <li>● <i>Middle Grades Education (BSEd)</i></li> <li>● <i>Special Education (BSEd)</i></li> </ul>	
<b>First Semester (16 hrs.)</b>	<b>Second Semester (15-17 hrs.)</b>
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
<p>Students not pursuing Math or Science concentrations:</p> <ul style="list-style-type: none"> <li>● MATH 1001 Quantitative Skills and Reasoning</li> </ul> <p>Students interested in Math or Science concentrations:</p> <ul style="list-style-type: none"> <li>● MATH 1111 College Algebra (or higher math, depending on placement)</li> </ul>	COMM 1110 Public Speaking
Area D Science with lab	<p>Students interested in math or science concentrations:</p> <ul style="list-style-type: none"> <li>● Area D science with lab</li> </ul> <p>Students not pursuing math or science concentrations:</p> <ul style="list-style-type: none"> <li>● Area D science with or without lab</li> </ul>
EDUC 2130 Exploring Learning and Teaching	EDUC 2110 Investigating Critical and Contemporary Issues in Education
EDUC 2120 Exploring Socio-Cultural Contexts on Diversity in Educational Settings	<p>Students not pursuing math or science concentrations, choose one Area E U.S. History:</p> <ul style="list-style-type: none"> <li>● HIST 2111 U.S. History to 1865</li> <li>● HIST 2112 U.S. History since 1865</li> </ul> <p>Students interested in math or science concentrations:</p> <ul style="list-style-type: none"> <li>● MATH 1113 Precalculus</li> </ul>

**Academic Focus Area: Business**

<b>Related majors:</b>	
<ul style="list-style-type: none"> <li>All BBA majors, including Accounting, Finance, General Business, Management, Management Information Systems, and Marketing</li> </ul>	
First Semester (16-17 hrs.)	Second Semester (16 hrs.)
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
MATH 1111 College Algebra (or higher) with a grade of C or better.	POLS 1101 American Government
Select one Area C Fine Arts course: <ul style="list-style-type: none"> <li>ARTH 1100 Art Appreciation</li> <li>ITDS 1145 Comparative Arts</li> <li>MUSC 1100 Music Appreciation</li> <li>THEA 1100 Theater Appreciation</li> </ul>	COMM 1110 Public Speaking
BUSA 2115 Introduction to Business	ECON 2105 Principles of Macroeconomics
Select one Area E U.S. History: <ul style="list-style-type: none"> <li>HIST 2111 US History to 1865</li> <li>HIST 2112 US History since 1865</li> </ul>	MISM 2115 Introduction to Information Systems in Business
Area B seminar	PEDS activity course

### Academic Focus Area: Humanities

#### Related majors:

- Art History (BA)
- Communication (BA), with tracks in
  - Communication Studies
  - Film Production
  - Integrated Media
  - Public Relations
- English (BA), with tracks in
  - Creative Writing
  - Literature
  - Professional Writing
  - Secondary Education
- History (BA), with tracks in
  - History
  - Secondary Education
- Liberal Arts (BA), with tracks in
  - Humanities and Social Sciences
  - Military and Global Issues
  - Philosophy



- *Modern Language and Culture (BA), with tracks in*
  - *Spanish with Teacher Certification*
  - *Spanish Literature and Culture*

<b>First Semester (15 Credit Hours)</b>	<b>Second Semester (15 Credit Hours)</b>
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
MATH 1001 Quantitative Skills & Reasoning	COMM 1110 Public Speaking
Choose one of the following Area C Fine Arts courses: <ul style="list-style-type: none"> <li>● ITDS 1145 Comparative Arts</li> <li>● ARTH 1100 Art Appreciation</li> </ul>	Choose one of the following Area E U.S. History courses: <ul style="list-style-type: none"> <li>● HIST 2111 U.S. History to 1865</li> <li>● HIST 2112 U.S. History since 1865</li> </ul>
Foreign Language	Foreign Language
Choose one of the following Area C Humanities courses: <ul style="list-style-type: none"> <li>● ITDS 1145 Comparative Arts (unless taken for Area C Fine Arts)</li> <li>● PHIL 2010 Introduction to Philosophy</li> </ul>	Choose one of the following to explore your interest in a major: <ul style="list-style-type: none"> <li>● ARTH 2125 History of Art I</li> <li>● ARTH 2126 History of Art II</li> <li>● COMM 2105 Interpersonal Comm.</li> <li>● COMM 2136 Group Comm.</li> <li>● COMM 2137 Intro. To Mass. Comm.</li> <li>● EDUC 2130 Exploring Learning and Teaching (for students interested in teaching)</li> <li>● ENGL 2136 Language and Culture</li> <li>● HIST 1111 World History to 1500</li> <li>● HIST 1112 World History since 1500</li> <li>● PHIL 2030 Moral Philosophy</li> </ul>

**Academic Focus Area: Fine and Performing Arts**

<ul style="list-style-type: none"> <li>• <i>Art (BFA, BA, BSEd Art Education)</i></li> <li>• <i>Art History (BA)</i></li> <li>• <i>Music (BA, BM Music Education, BM Music Performance)</i></li> <li>• <i>Theatre (BA, BFA, BSEd Theatre Education)</i></li> </ul>	
<b>First Semester (15-16 Credit Hours)</b>	<b>Second Semester (15-16 Credit Hours)</b>
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
ITDS 1145 Comparative Arts (Area C Humanities)	MATH 1001 Quantitative Skills and Reasoning (or other Area A Math course)
Select one Area C Fine Arts course <ul style="list-style-type: none"> <li>• ARTH 1100 Art Appreciation</li> <li>• MUSC 1100 Music Appreciation</li> <li>• THEA 1100 Theatre Appreciation</li> </ul>	Select one of the following as an elective: <ul style="list-style-type: none"> <li>• ARTH 1100 Art Appreciation</li> <li>• MUSC 1100 Music Appreciation</li> <li>• THEA 1100 Theatre Appreciation</li> </ul>
Select one of the following Area E courses: <ul style="list-style-type: none"> <li>• HIST 2111 U.S. History to 1865</li> <li>• HIST 2112 U.S. History since 1865</li> </ul> <p><i>Students considering BA Programs:</i></p> <ul style="list-style-type: none"> <li>• Foreign Language</li> </ul> <p><i>Students considering a vocal music major are encouraged to select German or French</i></p>	COMM 1110 Public Speaking <p><i>Students considering BA Programs:</i></p> <ul style="list-style-type: none"> <li>• Foreign Language</li> </ul>
Explore your interest with 3-4 credit hours of the following: <ul style="list-style-type: none"> <li>• ARTH 2125 History of Art I</li> <li>• ARTH 2126 History of Art II</li> <li>• ARTS 1010 Art Foundation: Explorations of Drawing</li> <li>• ARTS 1020 Art Foundation: 2D and Digital</li> <li>• EDUC 2110 Investigating Critical and Contemporary Issues in Education (<i>for students interested in teaching</i>)</li> <li>• *THEA 1105 First Year Seminar</li> </ul> <p>* Courses with one credit hour.</p>	Explore your interest with 3-4 credit hours of the following: <ul style="list-style-type: none"> <li>• ARTH 2125 History of Art I</li> <li>• ARTH 2126 History of Art II</li> <li>• ARTS 1010 Art Foundation: Explorations of Drawing</li> <li>• EDUC 2120 Exploring Socio-Cultural Contexts on Diversity in Educational Settings (for students interested in teaching)</li> <li>• *MUSA 1305 Class Voice</li> <li>• *MUSA 1306 Class Piano</li> <li>• *MUSA 1307 Class Guitar</li> <li>• MUSC 1213 Music Foundations</li> <li>• *THEA 1105 First Year Seminar</li> <li>• THEA 1175 Script Analysis</li> </ul> <p>* Courses with one credit hour.</p>

Academic Focus Area: Exploratory	
First Semester (16 hours)	Second Semester (15-16 hours)
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
<p><i>Students interested in Math or Science disciplines:</i></p> <ul style="list-style-type: none"> <li>• MATH 1111 College Algebra (or higher, depending on placement)</li> </ul> <p><i>Students not pursuing Math or Science disciplines:</i></p> <ul style="list-style-type: none"> <li>• MATH 1001 Quantitative Skills and Reasoning</li> </ul>	COMM 1110 Public Speaking
Area D Science with lab	<p><i>Students interested in math or science disciplines:</i></p> <ul style="list-style-type: none"> <li>• Area D science with lab</li> </ul> <p><i>Students not pursuing math or science disciplines:</i></p> <ul style="list-style-type: none"> <li>• Area D science with or without lab</li> </ul>
HIST 2111 US History to 1865 OR HIST 2112 US History since 1865	POLS 1101 American Government
One class at the 1000-2000 level in the student's discipline of interest.	One class at the 1000-2000 level in the student's discipline of interest.

## **Appendix III: Summary of Activities and Measures of Success for CSU ADVISE Intentional Advising Plan**

### **Summary of Activities**

#### **Early Alert System**

Because EAB is user friendly, faculty have found it easier to submit Early Alert documentation. Faculty submit names of academically “at risk” students using the Early Alert System (EAS) in EAB. The alert system is designed to assist undergraduate students who demonstrate difficulty in their classes by making them aware of support services available and by encouraging them to use them. Alerts are issued for a variety of reasons:

- Some are originated by faculty for “excessive absences” or “poor academic performance.” Some of the faculty-generated alerts are assigned to the student’s academic advisor for follow up.
- Others can be issued by any EAB user, including student life and residence life staff—for example, “food or housing insecurity” or “disruptive behavior.”
- Alerts can also be positive in nature, like “Honors College candidate.” These alerts are then assigned to the Dean of the Honors College.

Identified students may also be referred to appropriate and effective campus resources, such as the Academic Center for Tutoring (ACT), Counseling Center, Office of Accommodation and Accessibility, and the Center for Career Development. Student affairs and resident life staff also have access to EAB and can submit various alerts.

#### **EAB Referral Rates (Identification and Tracking of Students in EAB)**

- In 2017-2018, we developed a process to track which students were actually participating in the referrals recommended by advisors in CSU ADVISE, faculty advisors, or other professional advisors. Previously, CSU ADVISE referred students to campus resources like the Academic Center for Tutoring (ACT), the Center for Career Development, and the Counseling Center to improve student success rates, but was unable to track which students actually followed through in utilizing these services. Whereas ACT has been tracking appointments for years, the Center for Career Development and the Counseling Center have only started doing so in Spring 2018.

Using EAB's alert feature, advisors are now able to document these referrals. Over the years EAB Student Alerts have increased from 166 (Fall 2018) to 189 (Fall 2019). When issued, the student receives a notification with information on the recommended service; whereas ACT has been tracking appointments in EAB for years, the Center for Career Development and the Counseling Center only started doing so in Spring 2018. It is now possible to identify which students received assistance. In the case of referrals to the Counseling Center, aggregate numbers are used to protect privacy.

We were shocked at the low rate of compliance with referrals. Now we need to figure how to motivate students to comply with the referral. The data at this point is too slim to correlate student compliance and improved outcomes.

<b>Referral Service</b>	<b>Fall 18 Referred</b>	<b>Fall 18 Received Care</b>	<b>Fall 19 Referred</b>	<b>Fall 19 Received Care</b>	<b>Fall 2020 Referred</b>	<b>Fall 2020 Received Care</b>
<b>Accommodations &amp; Access</b>	4	0	8	3	Ongoing	TBD
<b>Career Center</b>	1	0	2	0	Ongoing	TBD
<b>Tutoring</b>	52	23	76	30	Ongoing	TBD
<b>Counseling</b>	17	0	40	16	Ongoing	TBD
<b>Boost</b>	1	1	0	0	Ongoing	TBD
<b>African-American Male Initiative (AAMI)</b> *Began Fall 19	N/A	N/A	24	4	Ongoing	TBD
<b>SIP GRANT – Referred to Counseling Center for Strong Inventory Test</b>	23	2	31	4	Ongoing	TBD
<b>SIP GRANT – Referred to Counseling for Psych Evaluation</b> *Began Spring 19	N/A	N/A	8	4	Ongoing	TBD

Based on previous data, CSU ADVISE has found that referrals are not motivating students to reach out and utilize support services. Therefore, CSU ADVISE has begun concentrating efforts on early alerts and directed intervention. These alerts can be generated by faculty or staff on an as needed basis or through a progress report campaign.

Beginning in Fall 2019, we began implementing Progress Reports. Through EAB Navigate, a Progress Report allows us to target student populations that we believe to be high risk. For Fall 2019, we targeted students who attended late orientation dates or who did not attend orientation at all. This population was chosen by the Provost Office based on historical Institutional Reports that these students were at a higher risk to fail their courses and not return the following semester. The Progress Report campaign sends a simple form to each student's professors requesting information on the student progress, grade to date in the course, any pertinent alerts, and if they are at risk to fail the class. Advisors then follow up individually with each student

marked at risk to fail to discuss a success plan, support services, and withdrawing from courses, if needed.

For Fall 2020, we were unable to continue tracking students based on orientation attendance date since orientation was moved online in response to COVID-19. However, also due to the pandemic, we began to accept students who did not meet our traditional admission requirements. Therefore, we decided to target students with low High School GPAs (<2.5), and low or no ACT/SAT test scores for our Progress Report campaign.

Our hope is that these efforts along with ad hoc alerts throughout the semester will help to identify students at risk and in need of assistance.

	<b>Fall 19</b>	<b>Fall 20</b>
Progress Report Request Sent	1,541	4,136
Faculty Response Rate	60%	75%
Students marked at risk of failing classes	126 (18%)	424 (24%)*
Number of classes marked at risk	174	TBD
At risk classes that were not failed	84 (48.28%) Passed (D or better, Incomplete, SAT, WPASS  58 (33.33%) Passed with a (C or better)	TBD
Alert/Referrals Ad Hoc	364	TBD
Alert/Referrals Progress Reports	178	TBD

\*CSU ADVISE is actively reaching out to contact each of these 424 students, creating a success plan, and referring them to support centers, including tutoring and SIP Grant. We will continue to follow-up with these students after mid-term grades are posted. We will also track them through final grades to determine intervention effectiveness. Additionally, Melissa Young is connecting with the Create Care team to share any EAB alert information for students who are placed on a "create care" alert.

### **Strengthening Institutions Program (SIP)**

Through CSU ADVISE, SIP now has a program to assist transfer students with a transfer GPA below 2.0. Students are invited to meet with SIP advisors at the beginning of each semester to assess previous academic struggles. Follow up with students occurs at midterm to track their academic progress. Students are required to meet two times throughout the semester with assigned peer mentors. Finally, students are able to attend workshops for math and testing anxiety and workshops for professionalism.

## BOOST

CSU was one of the first USG schools to offer BOOST, a Quality Care for Children (QCC) grant program that provides childcare scholarships for full-time student-parents with children age 4 and under. These scholarships are for PELL-eligible juniors and seniors who are enrolled full time, have maintained Satisfactory Academic Progress (SAP), have a GPA of 2.0 or higher upon applying for the program and maintain a 2.0 GPA once receiving funds.

Quality Care for Children is gathering data to demonstrate the positive impact of available childcare on college graduation rates to build a case for state investment. Over the years, CSU has been awarded a number of slots (scholarships): 5 slots in Fall 2016; 10 in Spring 2017; 35 on Fall 10<sup>7</sup>; 62 in Spring 2018; 32 in Fall 2018 (decrease due to realignment of funding across all institutions); 24 in Spring 2019; 13 in Fall 2019; 8 in Spring 2020; and 11 in Fall 2020. Visit <https://www.youtube.com/watch?v=4dsnodpi03c&feature=youtu.be> to view a student testimony.

### Embark in Education (Homelessness and Foster Care)

- In Fall 2017, the Wisconsin HOPE Lab Study collaborated with CSU and other USG Institutions to administer a survey to all entering freshmen in order to determine the needs of students with housing and food insecurities.
- In its Embark in Education program, CSU ADVISE aids homeless and foster care students with groceries, emergency housing, tuition aid, bill payment, etc., as needed.

### Measures of Success

- **EAB referrals** (which were increasing before COVID-19)

48 referrals 2013-2014 (information from 2015-2016 deleted to save space)

51 referrals 2017-2018

295 referrals 2018-2019 (166 referrals Fall 2018; 129 referrals Spring 2019)

276 referrals 2019-2020 (189 referrals Fall 2019; 87 Spring 2020) Note: Spring referrals decreased, probably due to COVID-19 and the new ALERT Online Class Engagement tool.

- **SIP Service Numbers for LS USS, Transfer, and UAP Population Groups** (grant began Spring 2018)

Year	Spring	Summer	Fall	Annual Total
2018	378	46	327	751
2019	261	87	352	700
2020	363	87	TBD	TBD

- **BOOST** student-parent participants vary, depending on # of slots provided by funding source:

Year	Spring	Fall	Annual Total
2016	N/A (started Fall 2016)	5	-
2017	10	35	45
2018	62	32	94
2019	24	9	33
2020	8	11	19

- **Embark** student participants served since 2017 (varies by semester):

Year	Spring	Summer	Fall	Annual Total
2017	12	0	7	19
2018	7	0	7	14
2019	7	0	5	12
2020	3	6	6	15



## **Appendix IV: Pressure Testing Program Maps**

### **Against Actual Course Offerings**

**Here is a list of the eight programs pressure tested 2017-2018:**

BA Spanish Ed (2 courses not aligned) (COLS)

BS Psychology (COLS)

BA Communication, Communication Studies Track (COA)

BM Music Ed, Choral Track (1 course not aligned) (COA)

BBA Management Information Systems (COB)

BS Computer Science, Software Systems Track (COB)

BSN Nursing (COEHP)

BSEd Early Childhood (COEHP)

**98% compliance**

**Here is a list of the eight programs pressure tested 2018-2019:**

BS Exercise Science (COEHP)

BSEd Special Ed (8 classes not aligned)\* (COEHP)

BA Art History (2 classes not aligned) (COA)

BA Theatre (COA)

BS ESS-Secondary Ed. Track (COLS)

BA History (1 class not aligned) (COLS)

BBA Accounting (COB)

BS Computer Science, Game Programming Track (COB)

**93% compliance**

\*" ...the reason the course offerings do not align with the semesters on the curriculum map is because the blocks of classes are offered on a three-semester rotation. This is because we do not have enough majors to be able to offer all of the junior-senior level courses each semester. Students join into the block of courses being offered the semester that they are admitted to teacher education. We have always offered the courses on a rotation, and students are advised about this their freshman year. Please feel free to add this as a footnote to the curriculum map if you feel like that would be helpful to students."

**Here is a list of the eight programs pressure tested 2019-2020:**

BS Biology (starting with MATH 1111) (COLS)

BA English, Professional Writing Track (COLS)

BM Performance, Strings (COA)

AA Film Production (COA)

BS Health Science (COEHP)

BSEd Middle Grades, Math/Science Specialty (3 classes not aligned) (COEHP)

BBA Marketing (COB)

BS Computer Science, Web Development Track (COB)

**98% compliance**

# DALTON STATE COLLEGE

## APPENDICES

### APPENDIX A: GARDNER INSTITUTE FEEDBACK

#### Dalton State College G2C Phase IV Reflection and Future Planning

#### Part A. General Situation Summary / Report - Comprehensive

1. What is the overall status of the implementation of the G2C action plan at your institution?

Because of the COVID-19 pandemic and the unexpected and sudden move to online and remote instruction, the Act and Monitor Steering Committee decided not to implement the Student Learning Gains Survey during Spring Semester 2020 .

Both the English 1101 and Math 1111 Redesign Committees continued to encourage faculty to use the Academic Alert System up until Spring Break when the college shifted to online and remote instruction. However, this shift in instructional modalities stalled the implementation of the redesign efforts for the Mathematics faculty and impaired the efforts of the English faculty. It also halted the Math colloquium series as faculty had to shift their energy to transforming courses to a fully remote modality.

Though Mathematics and English faculty worked diligently to engage students in the new instructional format during the pandemic, many students who were enrolled in English 1101 quit participating or withdrew, leading to a higher-than-usual DFWI rate for this course. In Fall Semester 2019, the DFWI rate for English 1101 dropped from 24.10% in Fall Semester 2018 to 21.32% in Fall 2019. While English 1101 typically has a higher DFWI rate in the spring, during Spring Semester 2020, the DFWI rate increased to 48.66%, over 10 percentage points higher than Spring Semester 2019's 37.34% DFWI rate. The gains achieved in English during Fall Semester 2019 were lost, except for the one pilot that incorporated supplemental instruction. Students in Math 1111 did not lose ground during Spring Semester, and, in fact, the DFWI rates for Fall Semester 2019 and Spring 2020 were the lowest achieved since the math transition to the co-requisite model (a DFWI rate of 27.4% for Spring Semester 2020). It is possible that the use of an online homework system in Math 1111 from the start of the semester helped make the transition to remote instruction less daunting for these students.

The English 1101 Redesign Committee has continued to work on other aspects of the action plan (the development of a standard rubric and argumentative assignment across all sections of English 1101), and the committee has refined the plans for the Fall Semester 2020 pilots to more thoroughly define the parameters of each transformation and limit transformations to one per course to get a better understanding of which transformations are more effective.

2. What progress has your institution made since your Phase III conversation with your Gardner Institute advisor?

The Math 1111 Redesign Committee shared the results from the Fall Semester 2019 pilots with the faculty at the departmental colloquium series, and Math 1111 faculty began new pilots in Spring Semester 2020. These transformations were hindered by the required transition to online instruction after Spring Break. However, when combined with Math's fall 2019 data, it appears that the department has greatly improved its outcomes with the changes the faculty have made this year, achieving the lowest DFWI rate since transitioning to the co-requisite model for learning support in Fall 2016.

The English 1101 Redesign Committee has also made progress since our Phase III conversation with Dr. Foote. The committee has refined the plans for the Fall Semester 2020 pilots to more thoroughly define the parameters of each transformation and limit transformations to one per course in an effort to determine which transformations are more effective. The committee has also developed a standard rubric and argumentative assignment to be implemented in all sections of English 1101. In addition, as a way of providing a relevant professional development opportunity for the faculty, the department was able to bring in Dr. Kathleen Yancey, Kellogg W. Hunt Professor of English and Distinguished Research Professor at Florida State, who gave a well-attended presentation titled "Enhancing Learning, Enhancing Teaching: Ways to Integrate Reflection into Classes and Co-Curriculars."

3. How has your institution addressed the G2C implementation challenges identified in the last update discussion with the Gardner Institute?

The Math 1111 Redesign Committee identified class size and staff shortages as a challenge in the last update. This challenge remains, and the workload of the Math faculty has simply increased as they also have had to design a support class for Elementary Statistics. The growing trend of more students needing learning support makes the goal of reducing class sizes for Math 1111 during Fall semesters increasingly out of reach with the resources available.

In the Phase III report, the English 1101 Redesign Committee identified engaging at-risk students in the co-curricular sections as a challenge. The problem with student engagement intensified during the move to remote and online instruction after midterm. This lack of engagement occurred in both traditional and co-curricular classes. Faculty made multiple attempts to reach out to disengaged students, but most did not respond to emails. The University System has offered a few webinars on building community with co-curricular online classes, and faculty in the department have been encouraged to participate in professional development opportunities to support and engage students if we must return to remote instruction in the fall. With the sudden and unplanned transition to remote and online instruction, it is impossible to make an accurate assessment of the transformations that were implemented in Math 1111 and English 1101 during the Spring Semester 2020.

4. What (if any) new challenges is your institution experiencing as it implements its G2C action plan?

The COVID-19 pandemic and the move to remote/online instruction has posed a considerable challenge to the implementation of the action plan. In English 1101, many of the students simply disappeared when the college shifted to remote/online instruction; consequently, English faculty will be challenged to create a sense of community strong enough to withstand a return to online instruction if the college is forced to do so during the fall.

The uncertainty about the College's reopening plan in the fall creates additional challenges. It cannot yet be determined whether instruction will be face-to-face but with social distancing or fully online. It will almost certainly not be business as usual. Some faculty members will struggle to cope with whatever structure is determined, especially since social distancing will prohibit faculty from implementing pedagogical strategies that have been beneficial (e.g., working in pairs or small groups). English and Mathematics faculty will be challenged to find ways to implement their transformations to account for social distancing and online instruction. A consequence of the pandemic that poses an even more stressful challenge to our G2C action plans is the impending budget cuts. With the loss of faculty lines, it will be difficult to address class sizes in Math 1111 and difficult to keep the lower limits that were so successful in English

1101 during Fall Semester 2019. These budget cuts (perhaps as high as 14%) will also reduce outside professional development opportunities and make it difficult to bring speakers to campus or send faculty to conferences.

---

Dear Members of the G2C Steering Committee,

While there were and continue to be significant challenges as a result of the pandemic, I think there has never been a more important time to undertake the type of work associated with your G2C process at Dalton State College. Although the outcomes, specifically those in ENGL 1101, were not what you expected, the faculty should be commended for their perseverance and commitment in spite of the unprecedented events they and we all experienced. It is very exciting to see the initial outcomes from MATH 1111 in spring 2020 and I will be excited to see how the faculty teaching this course leverage what they have learned moving forward.

In my comments embedded in this report, I have shared two resources ENGL 1101 and MATH 1111 faculty might find useful as they consider how to engage students in active learning in socially distant classrooms and/or online or hybrid learning modalities this coming academic year. There is much uncertainty about the future impact COVID-19 will have on the ways in which colleges and universities will operate, as well as operational budgets for the coming academic year. I want to do all I can to support your work and that of the other faculty and staff involved in your G2C-related work. To that end, please do let me know if there is anything, in particular, I can do to help.

Very sincerely,

Stephanie M. Foote

Dalton State College: Phase IV Reflection and Future Planning

Part B. Reflection and Application to the Future

1. Sharing and Approval

- a. When considering the sharing and approval processes identified in Phase I Part C, what did or did not work well?

The sharing and approval processes identified in Phase I: Part C worked well, but it was complicated by changes in the Office of Academic Affairs. The provost who approved the plan was replaced by an interim provost in August 2019, who was also in agreement with the plan. The interim provost left in January 2020, and the new provost, Dr. Bruno Hicks, took the helm on February 1, 2020. Dr. Nielsen provided him with the necessary background pertaining to this initiative to ensure a seamless transition.

- b. Did any groups need more information; were any groups missed? If so, which ones?

It would have been beneficial to share the successes from Fall Semester 2019 with the advisors, Enrollment Services, and all English and Math department members, including part-time faculty. Sharing the plan with the Registrar and Enrollment Services might have helped alleviate some of the resistance to the reduced class sizes. If certain transformations prove effective, it would be good to share those transformations with the full faculty as well as the staff in Tutoring and Supplemental Instruction and Disability Access.

The English G2C committee needed additional information to improve the English 1101 syllabi and student learning outcomes. Two transformations promoted in the action plan (mindset and small changes) were not well understood by a few of the faculty who selected them as pilots. Since faculty interpretations of what these items meant differed greatly, with one faculty member making only one small change, it made analysis difficult and resulted in problems when

analyzing the Student Learning Gains survey data. Finally, the other item that seemed to be missed was an analysis of DFWI rates. While the former dean analyzed the DFWI rates for Fall Semester 2019, uploaded them to the Evidence Library in the G2C platform, and shared and discussed them with the department chair and committee co-chairs, the analysis was not communicated with the G2C Committee or other departmental faculty. The chair planned to share the results at the April department meeting, but the COVID-19 pandemic and the unplanned move to remote instruction took precedence over a discussion of this initiative.

- c. From what groups, if any, did you experience resistance, and what did you do and/or need to do continue to do to address that resistance?

One source of resistance we experienced came from the Office of Enrollment Services. As sections of English 1101 and the co-curricular support sections filled, the office asked that class sizes be increased and that new sections be created. The chair of the English department was pressured to increase class sizes and open new sections before staffing could be assured. In addition, some class sizes were increased without consulting the department chair. To address this issue, prior to the start of spring semester, we pointed out that the smaller class sizes contributed to improved success rates in both standalone and co-curricular sections of English 1101 during Fall Semester 2019. However, we expect continued resistance as the college copes with the loss of faculty positions while at the same time needing sections of freshman composition without faculty to teach them.

For Fall 2019, Mathematics also had some issues with space for classes because construction on campus limited classroom availability. As we approached the first day of classes, advisors were frustrated with the inability to get some students into Area A math courses during Fall, but it was an issue of number of students versus physical space.

## 2. Implementation Team

- a. How has your implementation team changed (in membership, perspective, etc.) over the past year?

There were only minimal changes to the implementation teams during the past year. The director of institutional research, a former provost, and the interim provost rotated off the committee, and there was a change of leadership on the English 1101 Redesign Committee with one co-chair rotating off the Steering Committee and a new one replacing her. Several new faculty members joined the English G2C Committee in August 2019. In June 2020, one of the co-chairs of the English G2C Committee rotated off (Dr. Lydia Postell), and a new co-chair (Dr. Megan Vallowe) took her place. Several English faculty members rotated off the committee at the end of Spring Semester 2020, and two new members will join the group in August. As of June 2020, John Asplund departed from the Math G2C Committee due to leaving the college, and he has not yet been replaced. It would be beneficial to have more of the faculty who teach Math 1111 serving on the Math G2C Committee.

- b. How might the composition of the implementation team need to change in the year(s) ahead to help your institution successfully continue to implement its action plan?

It might be helpful to have the Writing Lab coordinator, the academic success coach, the Math Lab supervisor, or the staff member in charge of supplemental instruction participate on the Math 1111 or English 1101 G2C Committees. It might also be beneficial to include staff from

Enrollment Services/Admissions on the Steering Committee so that those areas could gain a better understanding of what we are trying to accomplish in limiting class sizes.

The Math 1111 team may need to be more proactive about cycling membership to be more intentional about including more faculty who are presently teaching Math 1111. However, this is a challenge because there is significant variation each semester in the group of faculty teaching Math 1111.

As a part of the college's comprehensive plan, an English 1101 Committee was established to continue the work of the English G2C Committee once this three-year initiative ends. This new committee will routinely update the English 1101 syllabus and student learning outcomes as well as provide professional development opportunities and a means of sharing course ideas, activities, and lesson plans. In the years ahead, all of the department English faculty should engage with this committee to ensure English 1101 instruction is balanced across all sections and is focusing on the same core skills for each student.

### 3. Timeline

- a. Based on your institution's experiences with the action plan implementation, what changes, if any, are needed in your timeline outlined in Part B of Phase I?

While we were not able to implement the Student Learning Gains Survey in the spring, all action plans have been implemented, some as pilots. Many of these will need to continue (use of the Academic Alert system, implementation of pedagogical changes), but there are significant obstacles, particularly due to the coronavirus pandemic and associated budget cuts, to proceeding with some of these such as reduced class sizes and support for professional development.

The Math 1111 and English 1101 G2C Committees will continue to pilot transformations as outlined in Phase I, Part B, with the English committee focusing on the inclusion of mindset activities, small changes, supplemental instruction, and reflection. Due to the University System of Georgia's Momentum Year Initiative, fostering growth mindsets will have a greater emphasis across campus in 2020-2021. In Fall 2020, at least four English 1101 sections will implement mindset assignments. Mindset assignments will be encouraged department-wide beginning in the Spring of 2021 as part of the Momentum Year Initiative.

### 4. Assessment

- a. What has your institution learned from its assessment and evaluation of action items?

It appears that class size matters in English 1101. Fall Semester 2019 English 1101 classes had lower DFWI rates during Fall Semester 2018, whether they were transformed or not transformed and whether they were co-curricular or not. However, due to resistance from the Office of Enrollment Services (outlined in answer 1.c. above) and budget cuts resulting from the COVID-19 pandemic, the commitment to smaller class sizes in Fall Semester 2020 may not be maintained. The success of this initiative depends on a college-wide commitment from multiple offices to support changes that promote student success.

During Fall Semester 2019 and Spring Semester 2020, students in the transformed sections of English 1101 were not more successful than students in the non-transformed sections. However, it is important to note that some faculty who taught transformed sections also taught non-transformed sections so they may have been doing some transformations in all classes.

Though the number of pilots was small, supplemental instruction seemed to consistently lead to positive results in English 1101. In Fall Semester 2019, the co-curricular supplemental instruction pilot had a 79% pass rate compared to the average pass rate of 71% for the

transformed co-curricular classes. In Fall Semester 2019, the non-co-curricular supplemental instruction pilot had an 81% pass rate compared to the average pass rate of 76% for the transformed non-co-curricular classes. In Spring Semester 2020, the co-curricular supplemental instruction pilot had a 73% pass rate compared to the 55% pass rate of the other transformed co-curricular pilots and the 51% pass rate for all sections of English 1101.

For the English Department, participation in the G2C committee has revealed concerns about communication among faculty in regards to the English 1101 course structure as well as which major skills should be emphasized.

Changes made to Math 1111 (College Algebra) and Math 0999 (Co-requisite Learning Support) have resulted in significant reductions in the withdrawal rates and DFWI rates for Math 1111.

More students are completing Math 0999. We believe this increase in success rates is primarily due to structural changes to that course for the 2019-2020 academic year. These changes include a new homework system and the pairing of Math 0999 sections with Math 1111 sections.

We are currently unable to assess the individual instructor course redesigns, as the "Course Redesign Reporting" tool in the platform does not yet have access to the Fall Semester 2019 and Spring Semester 2020 grades.

Approximately half of the Mathematics faculty participated in the departmental colloquium, which is in line with prior years.

In Fall 2019, there was an increase in the use of the Academic alert system. For ENGL 0999, there were 15 reports from 4 different instructors, and for ENGL 1101, there were 37 reports from 9 instructors. MATH 0999 had 24 reports made but from only 3 instructors, while MATH 1111 had 55 reports from 4 instructors. In Spring 2020, academic coaching was integrated into the academic alert follow-ups. We are unable to assess the impact of encouraging faculty to utilize the Academic Alert system since we have not been provided data about how many students for whom alerts were issued had improved outcomes.

In Fall 2019, the director of advising and student success had tutors make a presentation in each MATH 0999 course. Overall, tutoring has increased in the number of sessions conducted over the last year.

b. How has that information been disseminated and applied to action?

The Math 1111 G2C Committee disseminated the results of the Fall Semester 2019 transformations at a departmental colloquium; however, only half of the faculty were able to attend.

For the English Department, all findings, except those pertaining to DFWI rates, were communicated during the departmental and G2C committee meetings. At the August and April department meetings, the chair communicated the change to assess all sections of English 1101 rather than a sampling of sections and emphasized that future assessments of English 1101 will result in one action plan for improvement implemented by all faculty instead of individually created action plans. This holistic assessment strategy should more effectively assess student learning outcomes and areas for improvement across all sections. The chair also discussed the English 1101 action plan for 2020-2021. The final reports of the English 1101 G2C Committee for the 2019-2020 academic year were shared and discussed at the April Department meeting, which included some findings from the Fall 2019 pilot. The English G2C Committee held several additional meetings to further discuss the results of the Fall 2019 pilot. Furthermore, a collaborative space on OneDrive was created for the entire committee to work together to create various reports, documents, and data analyses. The committee also requested that a shared space be created in the departmental GeorgiaView space to continue to share documents, teaching materials, and other professional development items with the entire department.



## 5. Communication

### a. To what degree have your communication efforts (outlined in Phase I) been effective?

The effectiveness of the communication efforts has been uneven. Emails concerning free webinars geared to teaching co-curricular math and English and emails about on-campus presentations (Tony Holland's and Dr. Yancey's) have been sent to faculty; however, some faculty still believe there have been no professional development opportunities targeting their subject areas. Some part-time Math faculty may not have been receiving any communications, and while information was disseminated about the math pilots at a departmental colloquium, only half of the faculty were able to attend.

The Communication Plan in Part D of Phase I was not updated to include communication for additional action items after the report was submitted. The co-chairs of the English 1101 G2C Committee lost sight of sending the "Preliminary Findings, Fall Semester Pilots" to the departmental faculty in January 2020, though they did share the findings later in the semester. There was also some miscommunication pertaining to DFWI rates with the English faculty. The English Department chair and the former dean shared the English 1101 grade reports for Fall Semester 2019 with the English 1101 G2C Committee co-chairs for analysis, but this was overlooked possibly because of the many other analyses, assessments, and reports that the co-chairs had to complete by early February. The former dean analyzed the DFWI rates for Fall Semester 2019, uploaded them to the Evidence Library in the G2C platform, and shared and discussed them with the department chair and committee co-chairs, but the analysis was not communicated with the English G2C Committee or other departmental faculty.

### b. What changes/additions should your institution make in its communication plan to help enhance the future success of these efforts?

Successes with the pilots should be shared with all faculty in the departments and schools at full departmental and faculty meetings in case others are interested in strategies that they might use to improve student success in their own gateway courses. These successes should also be shared with advisors and the college community. Department chairs should ensure that part-time faculty are included in these communications. In addition, as new co-chairs assume responsibility for the redesign committees, department chairs and liaisons should ensure that they understand all that their roles encompass.

At the institutional level, opportunities should be created for gateway course instructors to engage with other faculty across disciplines. Such connections could help to further revise curriculum to reach across disciplinary boundaries and thus ensure greater student success beyond their gateway courses.

## 6. What other considerations / observations about the long-term success of your institution's action plan would you like to share with the staff of the Gardner Institute?

Institutional budget cuts will make implementation of some action plans more difficult as faculty positions are cut. These cuts will lead to increased class sizes that work against student success. Lack of funding may also prevent strategies such as the use of supplemental instruction from being implemented in a wide-spread fashion. The COVID-19 pandemic and the need for social distancing also are obstacles that must be addressed.

The 2020-2021 academic year is an enormous question mark. Faculty may be forced into pedagogies with which they are unfamiliar and may have to abandon trusted pedagogies due to physical distancing considerations.

Participation in the Gateway to Completion program has helped the English Department focus on the central concerns of English 1101 instruction to better the Dalton State student populace and to enhance instructional practices. While the English Department continually works together to improve English 1101 courses, our most substantial transformations, like smaller class sizes, that also reach for the best practices in our field, may be severely constrained by forces outside the Department's control.

Currently, Dalton State plans to return to face-to-face instruction with social distancing measures for Fall 2020. While the instruction mode may still change as the COVID-19 pandemic changes, the G2C Steering Committee is encouraging all Math and English G2C Committee members to consider how their pilot transformations will occur in a hybrid or online class model. We expect that our data may be negatively impacted by the pandemic, especially if DSC changes its instructional model in the weeks immediately prior to the start of the semester or at any point after the semester has started. Such a quick change in instructional modes may, as it did in the Spring 2020 English 1101 classes, negatively impact faculty's ability to engage in effective teaching practices and student's ability to engage in learning activities amidst a public health crisis.

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Dear Members of the G2C Steering Committee,

As I mentioned in the feedback I provided for Part A, while there were and continue to be significant challenges as a result of the pandemic, I think there has never been a more important time to undertake the type of work associated with your G2C process at Dalton State College. Although the outcomes, specifically those in ENGL 1101, were not what you expected, the faculty should be commended for their perseverance and commitment in spite of the unprecedented events they and we all experienced. It is very exciting to see the initial outcomes from MATH 1111 in spring 2020 and I will be excited to see how the faculty teaching this course leverage what they have learned moving forward.

Despite the uncertainties of the coming academic year and impact of COVID-19, the G2C-related work you have done to date is foundational. To the extent possible, it will be important to continue to identify ways to document and share outcomes associated with your course redesign work. Additionally, expanded use of the academic alert system could be important, particularly because courses may be offered in a variety of teaching modalities, and, in the event, there is another transition to remote teaching.

There is much uncertainty about the future impact COVID-19 will have on the ways in which colleges and universities will operate, as well as operational budgets for the coming academic year. I want to do all I can to support your work and that of the other faculty and staff involved in your G2C-related work. To that end, please do let me know if there is anything, in particular, I can do to help.

Very sincerely,  
Stephanie M. Foote

APPENDIX B: AFFORDABLE LEARNING GEORGIA

Grants Data



# Dalton State College

ALG Institution Report

**\$3,211,888.01**

Total Cumulative Savings

**18,823**

Total Students Affected

**\$1,117,533.37**

Annual Savings, All Projects Implemented

**6,600**

Annual Students, All Projects Implemented

**6**

Student Savings Rank

**6**

Students Affected Rank

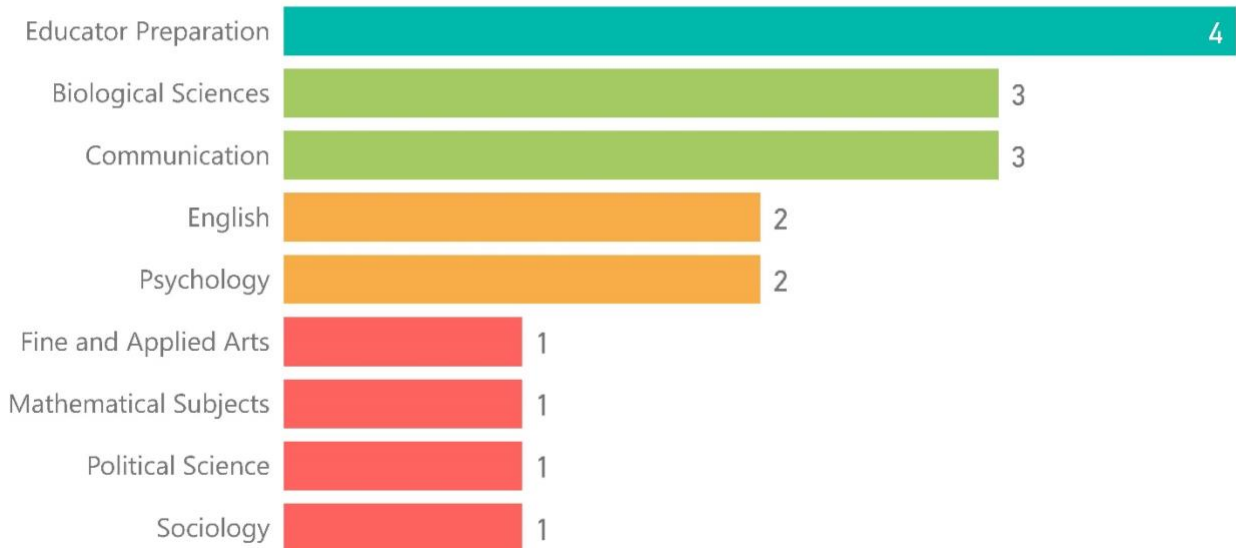
**\$191,640.00**

Total Grant Funds Awarded

**18**

Number of Grants Awarded

## Grants Awarded by Subject Area





Course Designators,  
Fall 2018-2019

# Dalton State College

ALG Institution Report

**9,200**

Enrollment in Sections w/ Low-Cost Materials

**15.37%**

Low-Cost Materials % of All Enrollment

**15,415**

Enrollment in Sections w/ No-Cost Materials

**25.75%**

No-Cost Materials % of All Enrollment

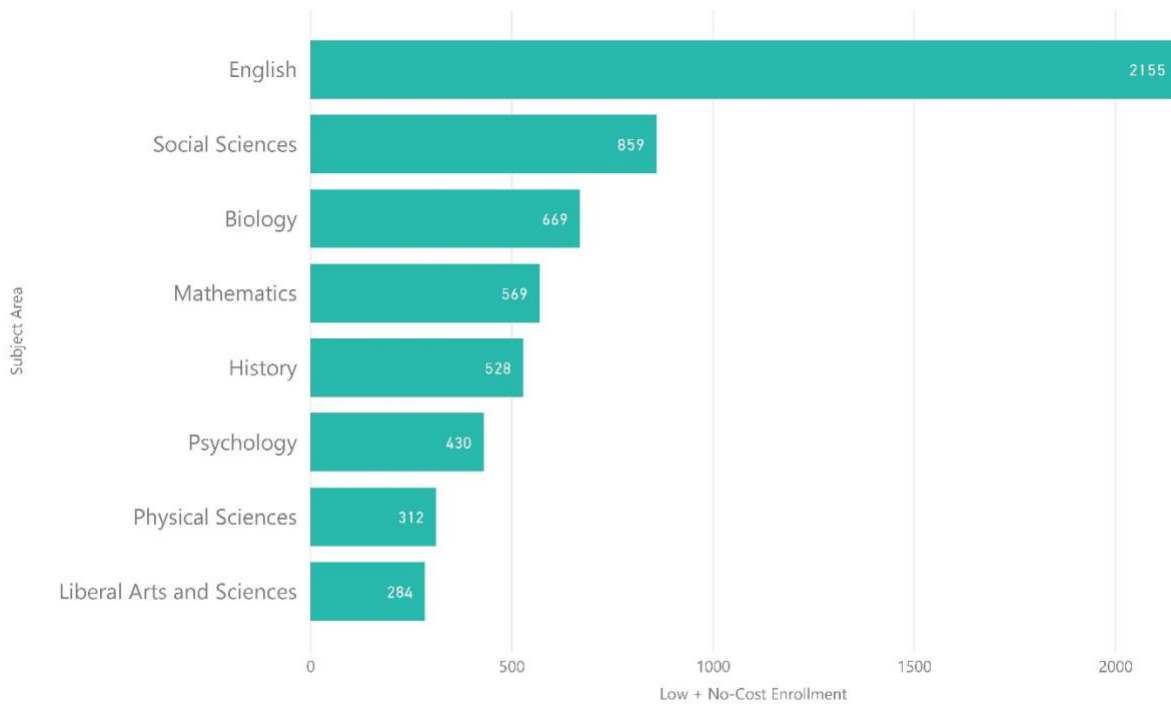
**24,615**

Enrollment in Sections w/ No or Low-Cost Materials

**41.11%**

Low + No-Cost Materials % of All Enrollment

## Top Subject Areas by LC + NC Enrollment, Fall 2019

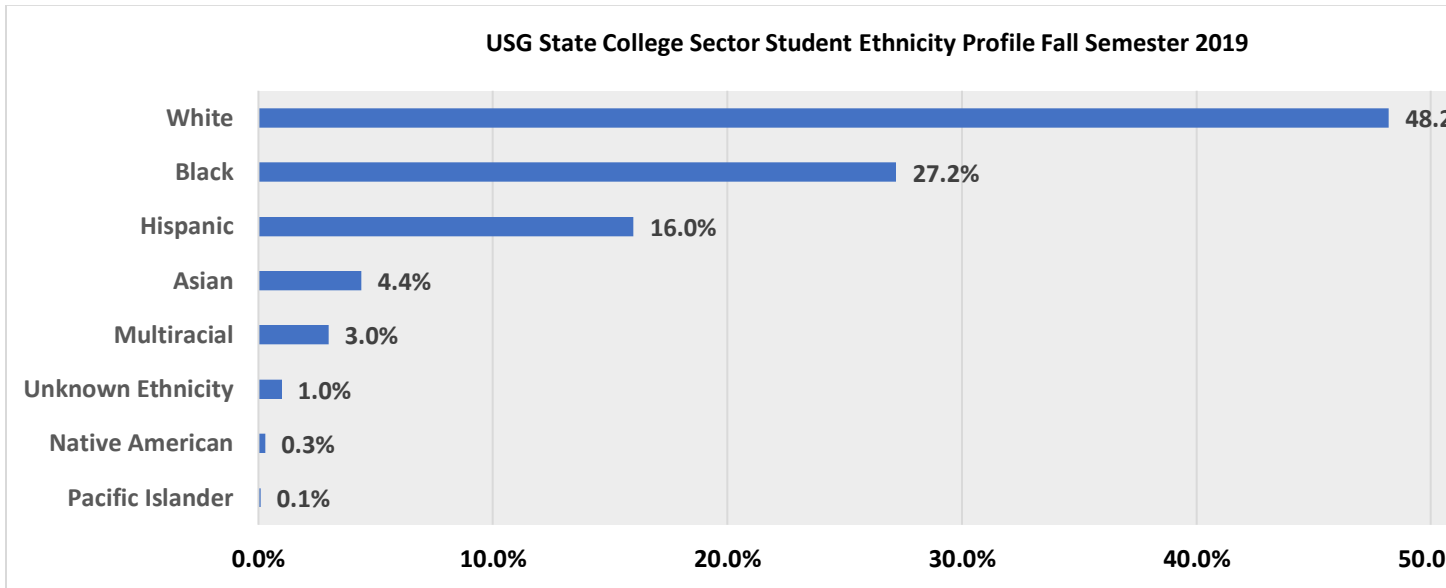
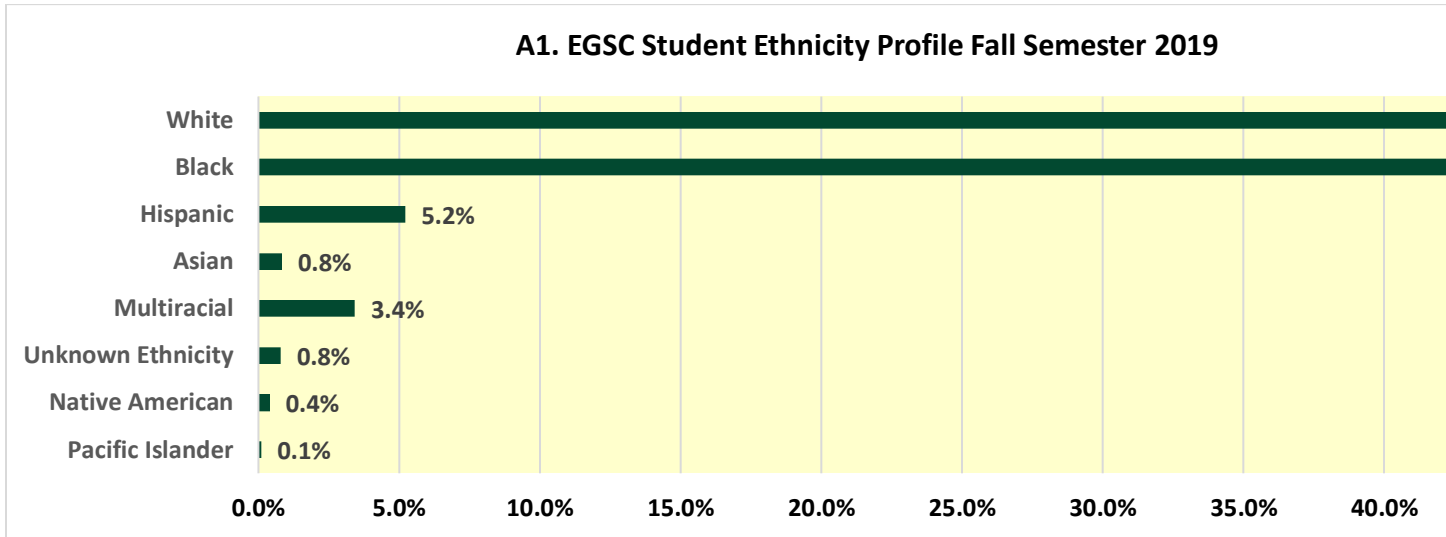


Excludes all eCore enrollment data. Statewide enrollment averages: 9.84% No-Cost, 4.12% Low-Cost, 13.96% Low + No-Cost. Due to some institutions still working through their local reporting workflows, designator data may be incomplete or inaccurate.

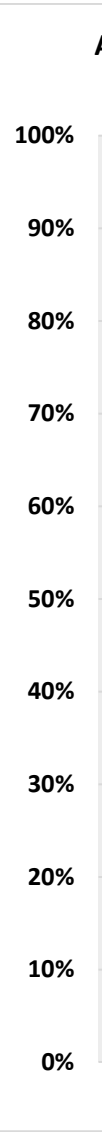
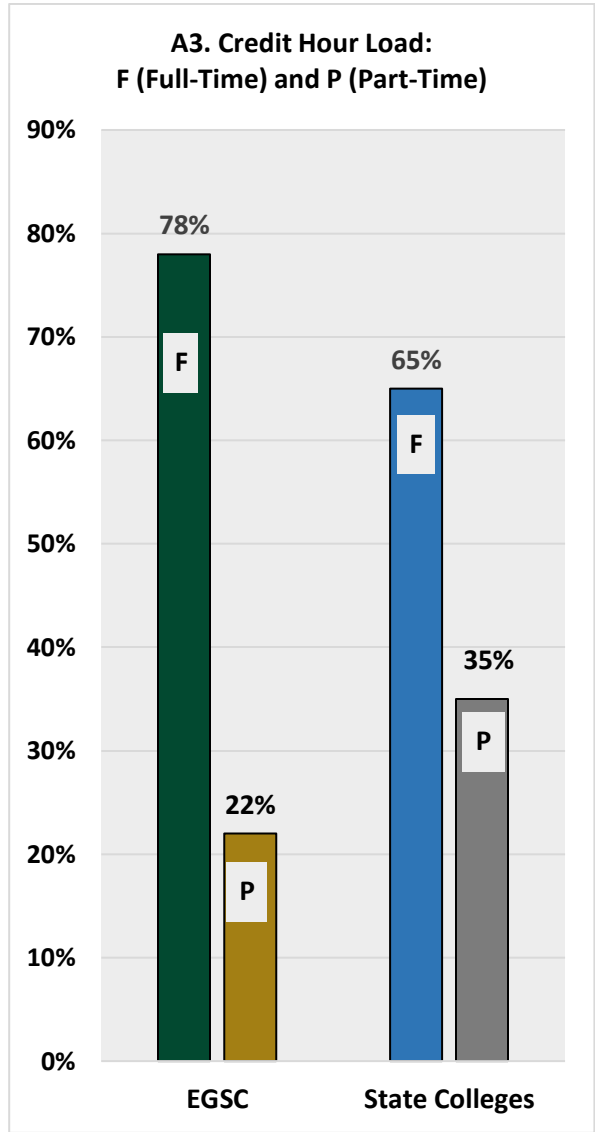
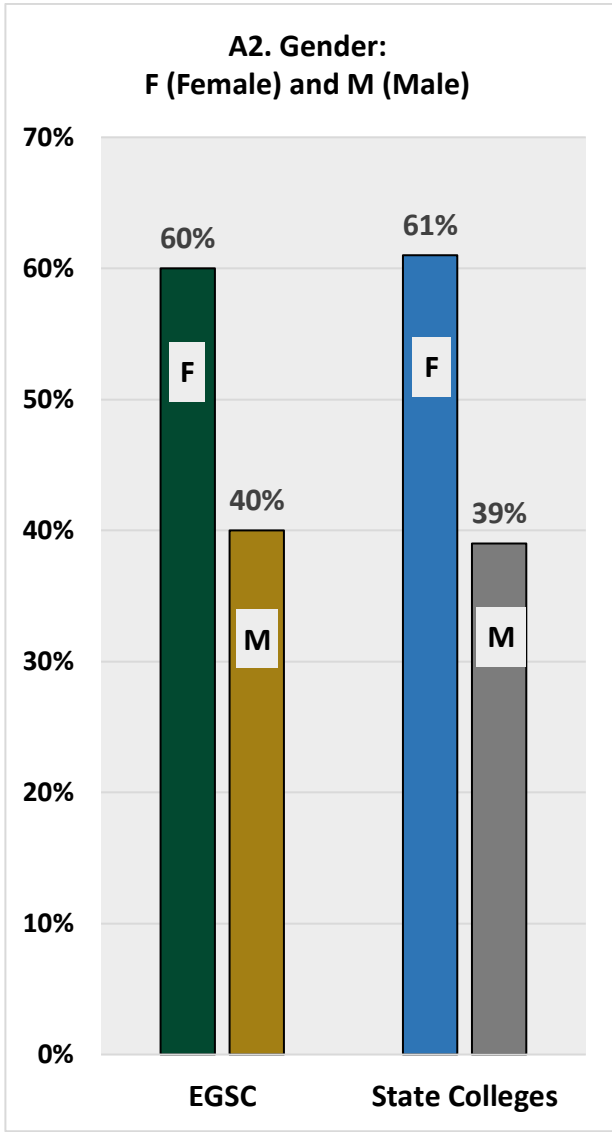
# EAST GEORGIA STATE COLLEGE

## APPENDICES

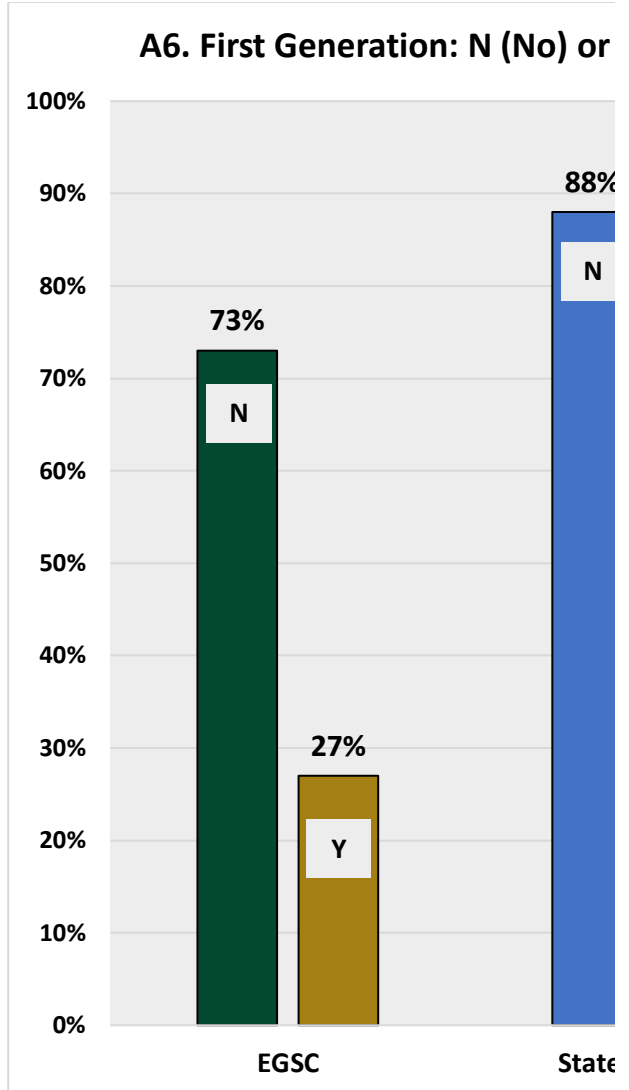
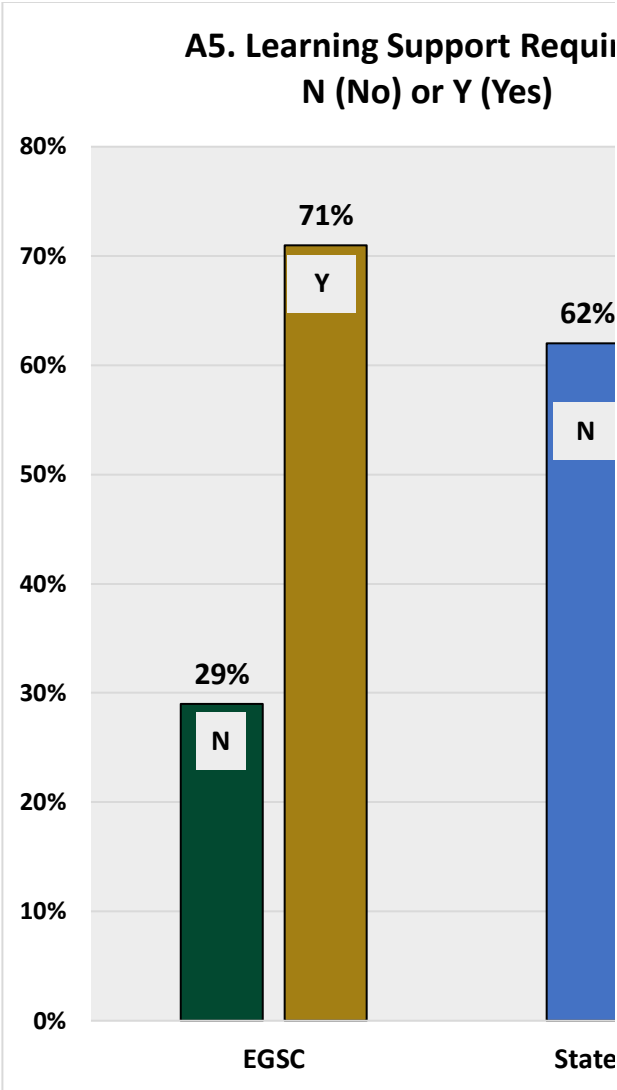
### EGSC Comparisons to USG State College Sector

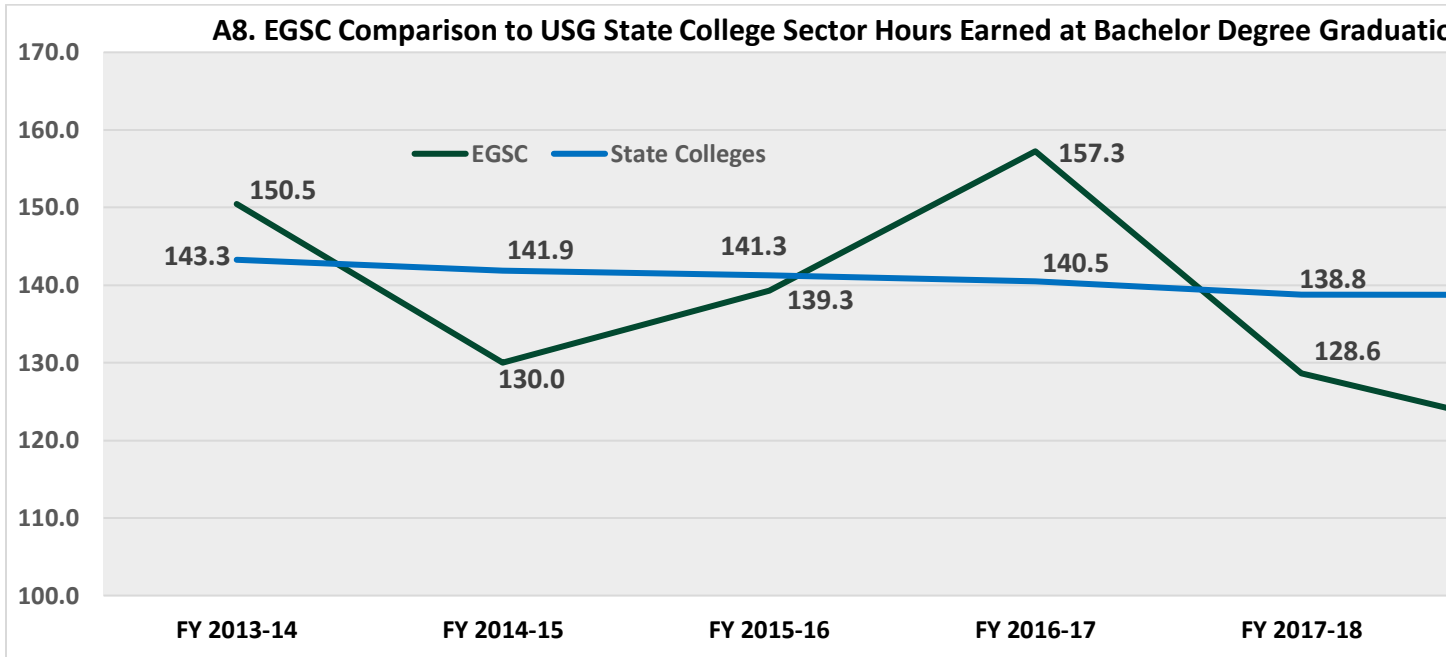
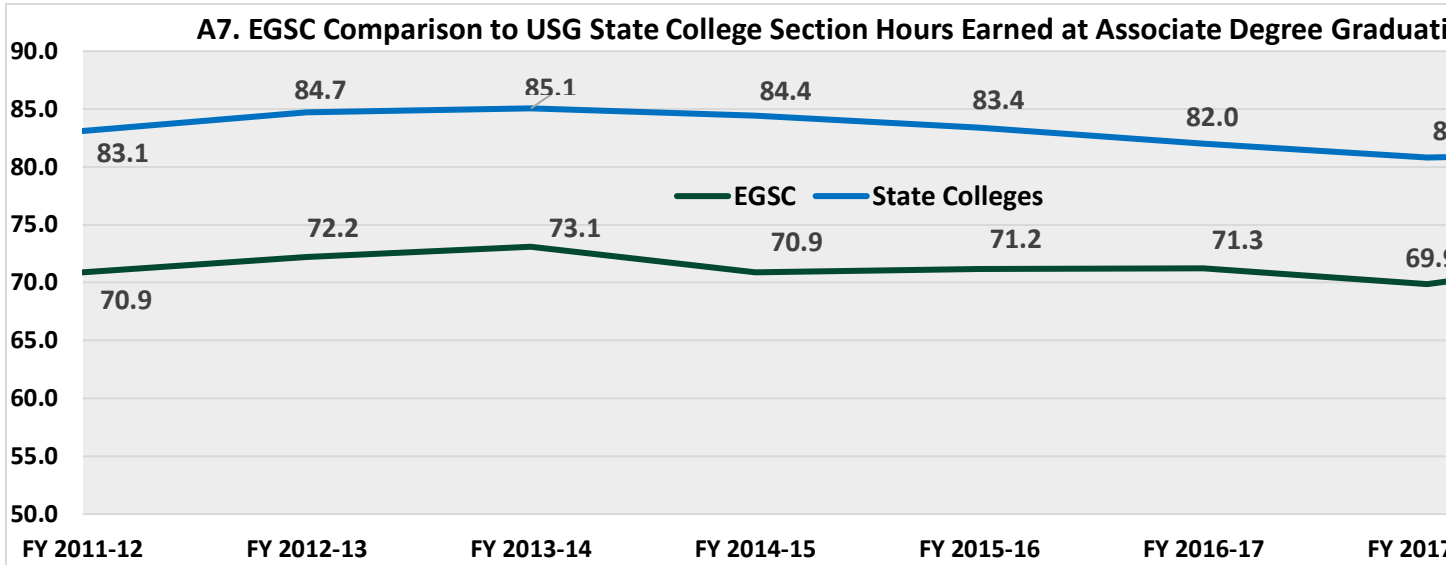


### EGSC Comparisons to USG State College Sector



### EGSC Comparisons to USG State College Sector







**Table A1: EGSC Degrees Awarded by Academic Program FY 2017-18, FY 2018-19, and FY 2019-20**

CIP Code and Degree	Academic Program	FY 2017-18	FY 2018-19
24.0101. Associate of Arts	Core Curriculum	200	16
42.0101. Associate of Arts	Psychology*	29	3
52.0201. Associate of Science	Business Administration*	15	2
51.3801. Bachelor of Science	Nursing, RN to BSN*	-	2
13.0414. Associate of Arts	Elementary Education*†	13	1
45.1101. Associate of Arts	Sociology*	14	1
43.0104. Associate of Arts	Criminal Justice*	10	1
54.0101. Associate of Arts	History*	3	1
40.0501. Associate of Science	Chemistry*	2	
45.1001. Associate of Arts	Political Science*	4	
50.0701. Associate of Arts	Art*	3	
26.0101. Associate of Science	Biology*	1	
26.0101. Bachelor of Science	Biology	3	
43.0202. Associate of Arts	Fire and Emergency Services Administration*	1	
43.0202. Bachelor of Arts	Fire and Emergency Services Administration	2	
23.0101. Associate of Arts	English*	-	
09.0100. Associate of Arts	Communication Arts*	2	
27.0101. Associate of Science	Mathematics*	-	
<b>*Academic Programs begun Fall Semester 2017</b>		<b>Total</b>	<b>302</b>
<b>†Formally Early Childhood Education</b>		Associate Degrees	297
		Bachelor Degrees	5

**Table A2: EGSC Graduates AY 2012 through AY 2020 Based on Receipt of Pell Grants and First-Generation Status**

Pell and First Generation	2012	2013	2014	2015	2016	2017	2018	2019	2020	Overall
<b>No Pell</b>	<b>101</b>	<b>103</b>	<b>109</b>	<b>123</b>	<b>207</b>	<b>190</b>	<b>155</b>	<b>185</b>	<b>139</b>	<b>1,173</b>
First Generation	38	33	34	40	57	43	38	35	18	318
Not First Generation	63	70	75	83	150	147	117	150	121	855
<b>Pell</b>	<b>67</b>	<b>73</b>	<b>104</b>	<b>121</b>	<b>152</b>	<b>156</b>	<b>147</b>	<b>137</b>	<b>164</b>	<b>957</b>
First Generation	34	35	49	56	64	58	39	47	57	382
Not First Generation	33	38	55	65	88	98	108	90	107	575
<b>No Pell</b>	<b>60.1%</b>	<b>58.5%</b>	<b>51.2%</b>	<b>50.4%</b>	<b>57.7%</b>	<b>54.9%</b>	<b>51.3%</b>	<b>57.5%</b>	<b>45.9%</b>	<b>55.1%</b>
First Generation	37.6%	32.0%	31.2%	32.5%	27.5%	22.6%	24.5%	18.9%	12.9%	27.1%
Not First Generation	62.4%	68.0%	68.8%	67.5%	72.5%	77.4%	75.5%	81.1%	87.1%	72.9%
<b>Pell</b>	<b>39.9%</b>	<b>41.5%</b>	<b>48.8%</b>	<b>49.6%</b>	<b>42.3%</b>	<b>45.1%</b>	<b>48.7%</b>	<b>42.5%</b>	<b>54.1%</b>	<b>44.9%</b>
First Generation	50.7%	47.9%	47.1%	46.3%	42.1%	37.2%	26.5%	34.3%	34.8%	39.9%
Not First Generation	49.3%	52.1%	52.9%	53.7%	57.9%	62.8%	73.5%	65.7%	65.2%	60.1%

**Table A3: Associate Degrees Awarded by Gender and Ethnicity (Summer/Fall/Spring Semester Sequence)**

Associate Degrees	FY 2012	FY 2013		FY 2014		FY 2015		FY 2016	
	Base Number	No.	% Change Base Year	No.	% Change Base Year	No.	% Change Base Year	No.	% Change Base Year
<b>Female</b>	<b>112</b>	<b>106</b>	<b>-5.4%</b>	<b>145</b>	<b>29.5%</b>	<b>157</b>	<b>40.2%</b>	<b>221</b>	<b>97.3%</b>
Black	28	39	39.3%	48	71.4%	65	132.1%	82	192.9%
White	75	60	-20.0%	88	17.3%	80	6.7%	126	68.0%
Other	9	7	-22.2%	9	0.0%	12	33.3%	13	44.4%
<b>Male</b>	<b>56</b>	<b>70</b>	<b>25.0%</b>	<b>68</b>	<b>21.4%</b>	<b>84</b>	<b>50.0%</b>	<b>133</b>	<b>137.5%</b>
Black	7	14	100.0%	23	228.6%	23	228.6%	43	514.3%
White	46	49	6.5%	38	-17.4%	55	19.6%	78	69.6%
Other	3	7	133.3%	7	133.3%	6	100.0%	12	300.0%
<b>Total Awards</b>	<b>168</b>	<b>176</b>	<b>4.8%</b>	<b>213</b>	<b>26.8%</b>	<b>241</b>	<b>43.5%</b>	<b>354</b>	<b>110.7%</b>
Associate Degrees	FY 2012	FY 2017		FY 2018		FY 2019		FY 2020	
	Base Number	No.	% Change Base Year	No.	% Change Base Year	No.	% Change Base Year	No.	% Change Base Year
<b>Female</b>	<b>112</b>	<b>216</b>	<b>92.90%</b>	<b>187</b>	<b>67.00%</b>	<b>191</b>	<b>70.50%</b>	<b>184</b>	<b>64.3%</b>
Black	28	93	232.10%	87	210.70%	81	189.30%	65	132.1%
White	75	99	32.00%	80	6.70%	93	24.00%	96	28.0%
Other	9	24	166.70%	20	122.20%	17	88.90%	23	155.6%
<b>Male</b>	<b>56</b>	<b>123</b>	<b>119.60%</b>	<b>110</b>	<b>96.40%</b>	<b>104</b>	<b>85.70%</b>	<b>98</b>	<b>75.0%</b>
Black	7	46	557.10%	38	442.90%	40	471.40%	41	485.7%
White	46	70	52.20%	54	15.20%	54	17.40%	47	2.2%
Other	3	7	133.30%	18	533.30%	10	233.30%	10	233.3%
<b>Total Awards</b>	<b>168</b>	<b>339</b>	<b>101.80%</b>	<b>297</b>	<b>76.80%</b>	<b>295</b>	<b>75.60%</b>	<b>282</b>	<b>67.9%</b>

**Table A4: EGSC Student Success Rates in Gateway Courses, Learning Support, and Online****Fall 2011 through Spring 2020**

<b>Semester</b>	<b>Overall Success Rates</b>	<b>MATH 1111 Success Rates</b>	<b>MATH 1001 Success Rates</b>	<b>ENGL 1101 Success Rates</b>	<b>HIST 2111/2112 Success Rates</b>	<b>Learning Support Success Rates</b>	<b>Online Success Rates</b>
<b>Fall 2011</b>	57.1%	48.5%	-	56.0%	53.4%	34.6%	49.4%
<b>Spring 2012</b>	57.8%	46.9%	69.2%	48.6%	52.2%	34.8%	59.5%
<b>Fall 2012</b>	63.7%	53.9%	73.3%	56.6%	58.5%	47.6%	58.6%
<b>Spring 2013</b>	62.9%	44.9%	25.0%	48.5%	53.4%	43.2%	57.3%
<b>Fall 2013</b>	68.3%	54.8%	54.3%	67.2%	53.2%	49.8%	60.0%
<b>Spring 2014</b>	65.4%	45.7%	37.8%	55.9%	58.5%	53.3%	56.1%
<b>Fall 2014</b>	67.0%	50.1%	51.4%	66.1%	63.9%	56.4%	64.6%
<b>Spring 2015</b>	66.2%	42.7%	56.5%	49.0%	63.4%	55.1%	62.9%
<b>Fall 2015</b>	67.3%	53.8%	69.0%	63.5%	56.0%	57.4%	64.0%
<b>Spring 2016</b>	67.7%	45.5%	73.7%	56.0%	54.1%	55.9%	68.1%
<b>Fall 2016</b>	69.6%	59.1%	56.0%	66.7%	53.6%	61.5%	67.2%
<b>Spring 2017</b>	67.2%	46.2%	63.0%	51.3%	56.3%	51.4%	66.8%
<b>Fall 2017</b>	67.1%	51.1%	59.4%	63.8%	56.4%	52.0%	67.3%
<b>Spring 2018</b>	65.5%	41.0%	41.3%	40.9%	55.0%	36.3%	66.9%
<b>Fall 2018</b>	64.4%	60.1%	57.0%	56.1%	63.7%	54.1%	63.4%
<b>Spring 2019</b>	64.8%	59.2%	47.3%	46.7%	55.9%	42.8%	63.9%
<b>Fall 2019</b>	64.6%	65.4%	62.9%	56.6%	61.9%	55.9%	61.4%
<b>Spring 2020</b>	67.1%	68.8%	47.2%	43.8%	63.8%	47.1%	71.1%

**Table A5: ACE Use Rates for Fall 2015 through Spring 2020**

	<b>Term</b>	<b>Student Visits</b>	<b>ACE Usage (Minutes)</b>	<b>Student Success Rates</b>
<b>Swainsboro:</b>	Fall 2015	6,514	392,894	60.0%
	Spring 2016	4,606	307,556	61.5%
	Fall 2016	7,000	399,830	60.3%
	Spring 2017	5,299	323,213	68.8%
	Fall 2017	3,295	223,366	77.0%
	Spring 2018	1,166	31,031	72.0%
	Fall 2018	1,053	35,105	68.7%
	Spring 2019	1,545	79,664	69.0%
	Fall 2019	1,265	118,235	70.0%
	Spring 2020	556	27,189	74.0%
	<b>Statesboro:</b>	Fall 2015	3,006	116,962
Spring 2016		2,694	98,527	73.1%
Fall 2016		4,404	279,145	74.6%
Spring 2017		2,369	95,266	75.3%
Fall 2017		666	36,000	64.4%
Spring 2018		1,982	54,888	74.0%
Fall 2018		2,789	119,843	70.7%
Spring 2019		3,639	141,641	76.6%
Fall 2019*		2,900	83,284	73.2%
Spring 2020		1,319	39,109	87.5%
<b>Augusta:</b>		Fall 2015	299	6,423
	Spring 2016	N/A	N/A	N/A
	Fall 2016	1,134	26,001	N/A
	Spring 2017	634	11,013	74.1%
	Fall 2017	125	2,110	65.3%
	Spring 2018	321	6,541	83.8%
	Fall 2018	953	39,817	73.9%
	Spring 2019	2,133	90,309	67.0%
	Fall 2019	2,019	89,968	74.4%
	Spring 2020	1,253	51,244	77.6%
	<b>Overall:</b>	Fall 2015	9,819	516,279
Spring 2016		7,300	406,083	67.3%
Fall 2016		12,538	704,976	67.5%
Spring 2017		8,302	429,492	72.7%
Fall 2017		4,086	261,476	68.8%
Spring 2018		3,469	92,460	76.6%
Fall 2018		4,795	194,762	71.1%
Spring 2019		7,317	311,614	70.8%
Fall 2019		6,184	291,487	72.5%
Spring 2020†		3,128	117,542	79.7%

\*During Fall 2019, the Statesboro ACE experienced a staffing shortage; Usage minutes were unavailable after GradesFirst update

†Due to COVID-19: all services moved to fully online beginning March 14, 2020 for Spring Semester at all EGSC Locations

**Table A6: Numbers and Percentages of EGSC Students taking 12 or More Credit Hours**

<b>Term</b>	<b>Population</b>	<b>Full-time</b>	<b>Attempting 12-14 Hours</b>	<b>Attempting 15+ Hours</b>	<b>% of Population (15+ Hours)</b>	<b>% of Full Time (15+ Hours)</b>
Fall 2011	3,435	2,742	2,456	286	8.3%	10.4%
Spring 2012	3,130	2,201	1,893	308	9.8%	14.0%
Fall 2012	2,944	2,274	2,015	259	8.8%	11.4%
Spring 2013	2,670	1,927	1,589	338	12.7%	17.5%
Fall 2013	2,857	2,194	1,906	288	10.1%	13.1%
Spring 2014	2,618	1,945	1,587	358	13.7%	18.4%
Fall 2014	2,910	2,259	1,861	398	13.7%	17.6%
Spring 2015	2,567	1,886	1,444	442	17.2%	23.4%
Fall 2015	3,001	2,305	1,810	495	16.5%	21.5%
Spring 2016	2,722	1,902	1,438	464	17.1%	24.4%
Fall 2016	3,151	2,260	1,806	454	14.4%	20.1%
Spring 2017	2,728	1,829	1,309	520	19.1%	28.4%
Fall 2017	3,003	2,130	1,674	456	15.2%	21.4%
Spring 2018	2,629	1,712	1,259	453	17.2%	26.5%
Fall 2018	2,942	1,992	1,442	550	18.7%	27.6%
Spring 2019	2,507	1,674	1,093	581	23.2%	34.7%
Fall 2019	2,741	1,936	1,352	584	21.3%	30.2%
Spring 2020	2,395	1,601	1,052	549	22.9%	34.3%

**Table A7: Credits Hours Earned to Attempted by Semester and Course Delivery****Summer 2011 through Spring 2020**

<b>Semester</b>	<b>Credits Earned</b>	<b>Credits Attempted</b>	<b>Percent Completion</b>
Summer 2011	5,810	8,475	68.6%
Summer 2012	4,239	6,131	69.1%
Summer 2013	4,506	5,889	76.5%
Summer 2014	3,861	4,771	80.9%
Summer 2015	4,069	5,002	81.3%
Summer 2016	4,472	5,573	80.2%
Summer 2017	4,646	5,644	82.3%
Summer 2018	4,769	5,860	81.4%
Summer 2019	4,469	5,489	81.4%
Fall 2011	23,003	40,948	56.2%
Fall 2012	23,336	34,898	66.9%
Fall 2013	23,713	34,040	69.7%
Fall 2014	24,411	34,955	69.8%
Fall 2015	26,192	36,147	72.5%
Fall 2016	26,793	36,400	73.6%
Fall 2017	25,421	34,698	73.3%
Fall 2018	23,802	33,698	70.6%
Fall 2019	22,706	31,817	71.4%
Spring 2012	21,787	36,133	60.3%
Spring 2013	21,161	31,411	67.4%
Spring 2014	21,383	30,985	69.0%
Spring 2015	21,924	30,568	71.7%
Spring 2016	23,176	31,649	73.2%
Spring 2017	22,845	31,157	73.3%
Spring 2018	21,684	29,758	72.9%
Spring 2019	21,102	29,165	72.4%
Spring 2020	20,179	27,252	74.0%
<b>Total Credit Hours</b>	<b>455,459</b>	<b>648,513</b>	<b>70.2%</b>
Taking Face to Face Only Total	241,347	356,566	67.7%
Taking Online Only Total	41,280	58,322	70.8%
Taking Face to Face and Online Total	172,832	233,625	74.0%

# GEORGIA GWINNETT COLLEGE

## APPENDICES

Table: Enrollment Trends

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Headcount	12,287	12,508	12,831	11,627
% change over prior Fall		+1.8%	+2.6%	-9.4%

Table: GGC First-time Freshmen Retention Rates: Cohorts Fall 2017-Fall 2019

Cohort	Fall 2017	Fall 2018	Fall 2019
1-year Retention Rate	65.4%	67.2%	63.0%

Table: Graduation rates at the institution and in the USG

Cohort (FTFT freshmen)	4-year Grad rate at GGC	4-year Grad rate in USG	5-year Grad rate at GGC	5-year Grad rate in USG	6-year Grad rate at GGC	6-year Grad rate in USG
Fall 2013	3.4%	7.7%	12.4%	24.0%	19.5%	34.9%
Fall 2014	3.0%	6.1%	10.9%	21.5%	Not yet available	Not yet available

Table: Scaling of learning communities (LCs) Fall 2017-Fall 2020

Semester	Number of LCs	Students in any LC section	Note
Fall 2017	6	75	Pilot semester
Spring 2018	6	45	Added focus on corequisite learning support LCs
Fall 2018	13	181	Added 3 first-generation LCs
Spring 2019	19	220	Modest expansion of LCs
Fall 2019	124	2678	Large scaling of LCs with triad block approach
Spring 2020	49	941	Expansion of LCs offered in Spring semester
Fall 2020	107	2773	Maintain scale of LCs as far as possible

# GEORGIA INSTITUTE OF TECHNOLOGY

## APPENDICES

### Appendix A – Retention and Graduation Rates

#### First-Time, Full-Time Freshman Retention Rates

COHORT	1 <sup>st</sup> to 2 <sup>nd</sup> Year
Fall 2009	94%
Fall 2010	95%
Fall 2011	95%
Fall 2012	96%
Fall 2013	96%
Fall 2014	97%
Fall 2015	97%
Fall 2016	97%
Fall 2017	97%
Fall 2018	97%
Fall 2019	97%*

\*Based on Fall 2019 enrollment as of August 19, 2020

#### First-Time, Full-Time Freshman Graduation Rates

COHORT	4-YR	5-YR	6-YR	8-YR
Fall 2005	31%	72%	79%	81%
Fall 2006	33%	72%	79%	82%
Fall 2007	40%	76%	82%	84%
Fall 2008	36%	74%	81%	84%
Fall 2009	40%	78%	85%	87%
Fall 2010	41%	80%	86%	89%
Fall 2011	39%	80%	85%	88%
Fall 2012	40%	82%	87%	89%*
Fall 2013	45%	85%	90%	
Fall 2014	46%	86%	91%*	
Fall 2015	51%	89%*		
Fall 2016	55%*			

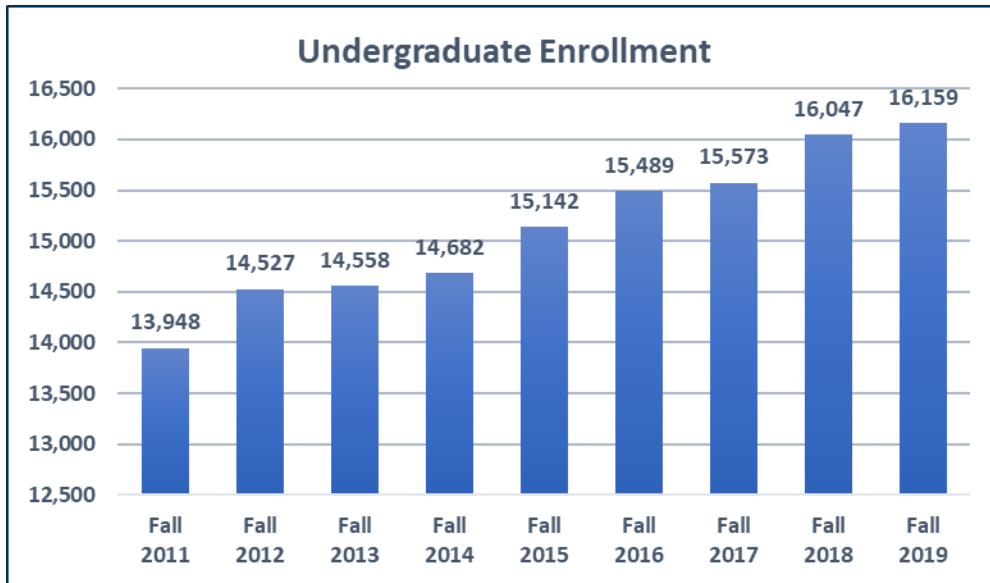
\* Based on data from August 19, 2020, prior to the official census



**Appendix B – Undergraduate Enrollment and Degrees Conferred**

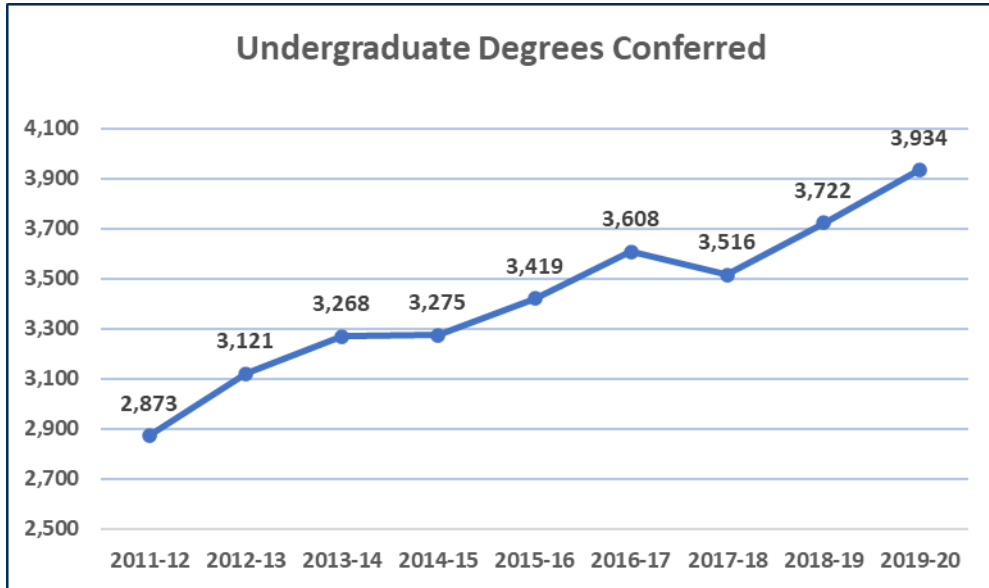
**Undergraduate Enrollment**

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
13,948	14,527	14,558	14,682	15,142	15,489	15,573	16,047	16,159



**Undergraduate Degrees Conferred**

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
2,873	3,121	3,268	3,275	3,419	3,608	3,516	3,722	3,934



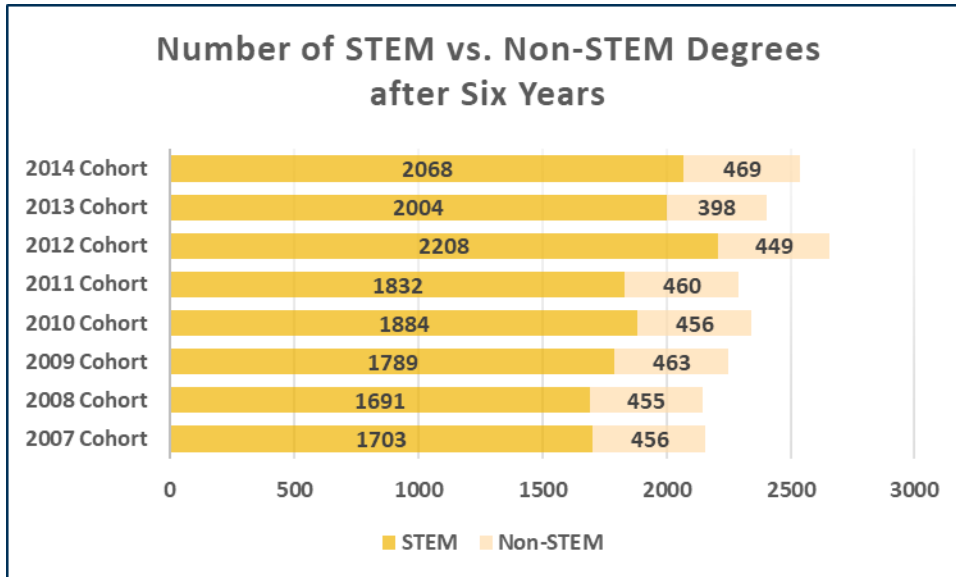
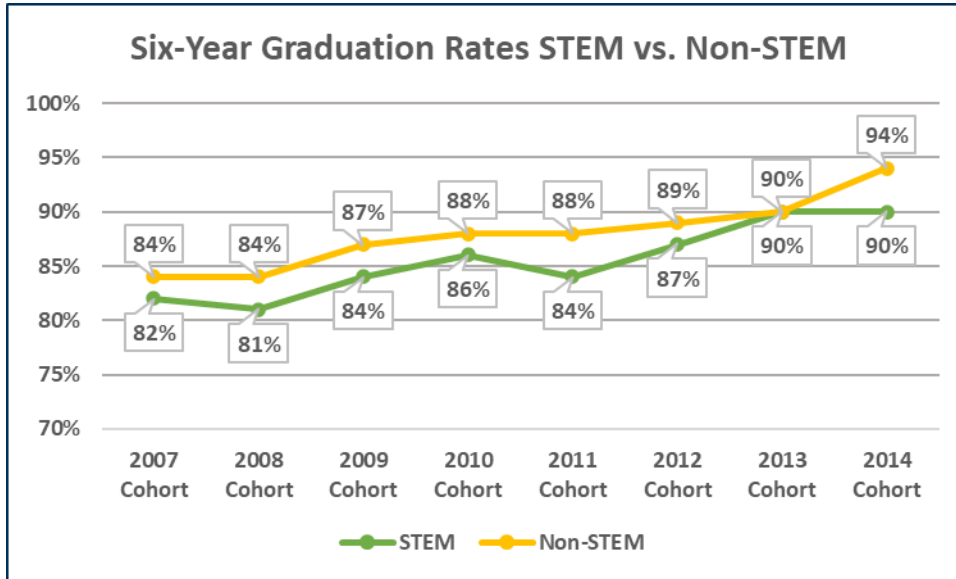
**Appendix C – Six-Year Graduation Rates for Students in High-Impact Curricular and Co-Curricular Programs****High-Impact Practices, Six-Year Graduation Rates**

Academic Enrichment Program	Fall 2012	Fall 2013	Fall 2014
	Cohort	Cohort	Cohort
CO-OP	96%	97%	98%
GT 1000	88%	89%	92%
Grand Challenges, Living Learning Community	90%	94%	86%
Honors Program, Living Learning Community	92%	93%	94%
Internship	97%	96%	97%
Study Abroad	98%	97%	98%
Undergraduate Research Opportunities Program (UROP)	95%	96%	97%
Vertically Integrated Projects (VIP) Program	93%	94%	98%

**Appendix D – STEM Graduation Rates****Six-Year Graduation Rates STEM vs. Non-STEM**

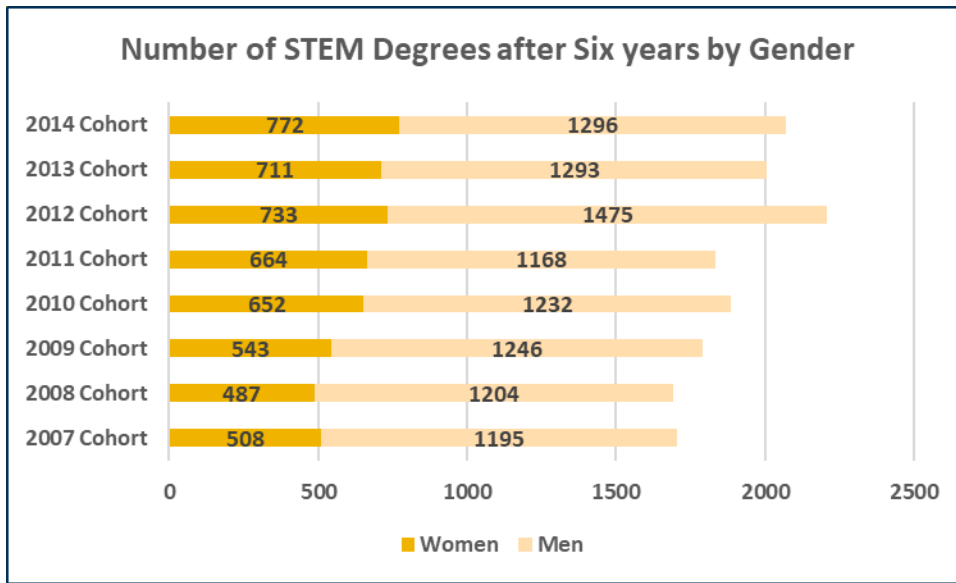
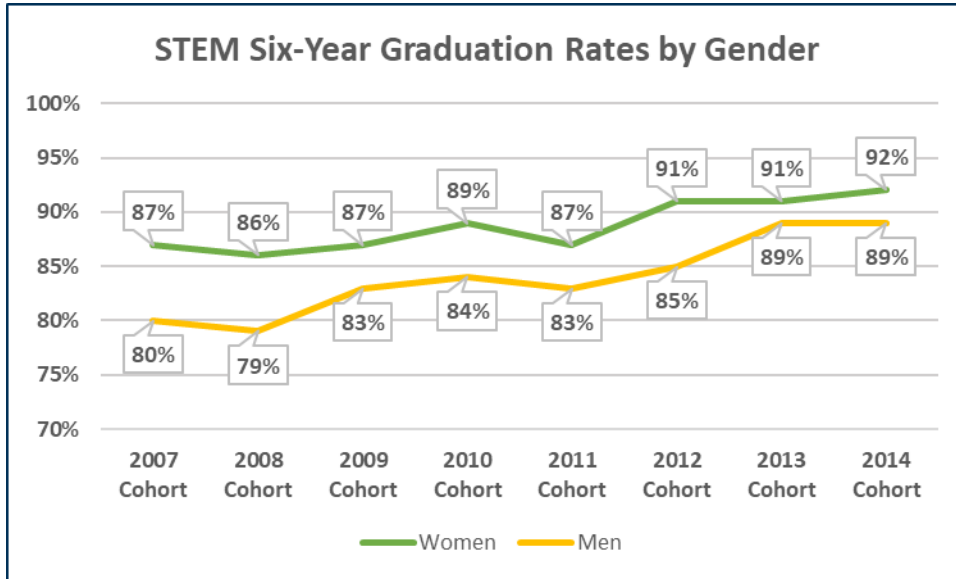
	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
<b>STEM</b>	82%	81%	84%	86%	84%	87%	90%	90%
<b>N</b>	1703	1691	1789	1884	1832	2208	2004	2068
<b>Non-STEM</b>	84%	84%	87%	88%	88%	89%	90%	94%
<b>N</b>	456	455	463	456	460	449	398	469

STEM majors include students in the Colleges of Computing, Engineering, and Sciences.



**Six-Year Graduation Rates for STEM Majors by Gender**

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
<b>Women</b>	87%	86%	87%	89%	87%	91%	91%	92%
<b>N</b>	508	487	543	652	664	733	711	772
<b>Men</b>	80%	79%	83%	84%	83%	85%	89%	89%
<b>N</b>	1195	1204	1246	1232	1168	1475	1293	1296



**Appendix E – Challenge and AAMI Outcomes**

**Fall 2019 GPA Outcomes for Summer 2019 URM Challenge Participants**

Challenge First-Year Black (86)	3.30	Non-Challenge First-Year Black (90)	3.20
Challenge First-Year Hispanic (46)	3.49	Non-Challenge First-Year Hispanic (183)	3.50
Challenge First-Year Multi (5)	3.52	Non-Challenge First-Year Multi (31)	3.28
Challenge Fall GPA Average (137*)	3.43	Non-Challenge Fall GPA Average (304)	3.39
% Challenge students with GPA = 4.0 (29)	21%		
% Challenge students with GPA ≥ 3.0 (108)	79%		

\*Summer 2019 Challenge included 140 participants with 137 enrolled during Fall 2019

**Average Cumulative GPA for First-Year Students at the End of Fall Term**

Cohort	AAMI Participants	Non-AAMI Matched Peers	Non-Black Males
2019	3.14	2.89	3.40
2018	3.10	2.78	3.34
2017	3.25	2.93	3.46
2016	3.09	2.85	3.37
2015	3.24	2.95	3.47
2014	3.43	3.04	3.40
2013	3.36	2.77	3.32

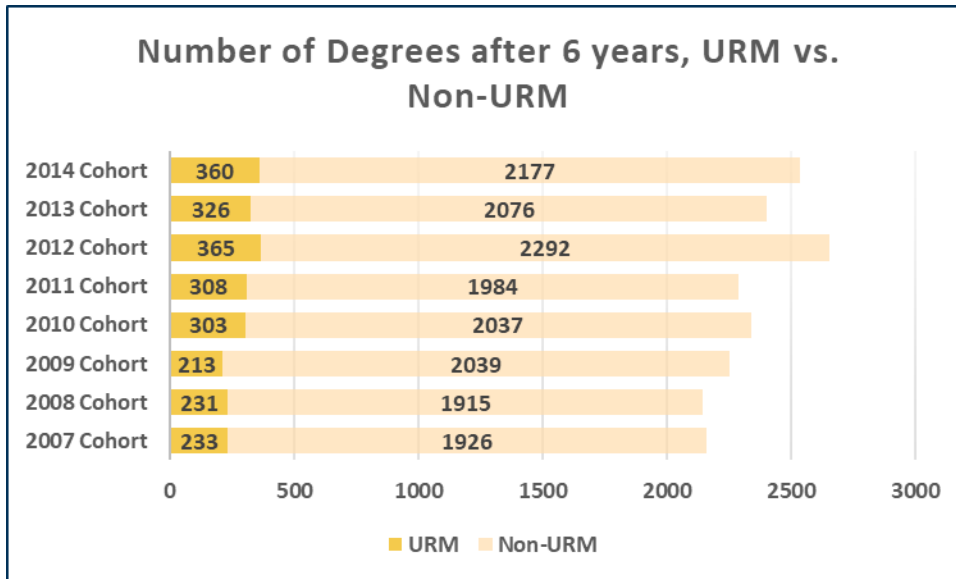
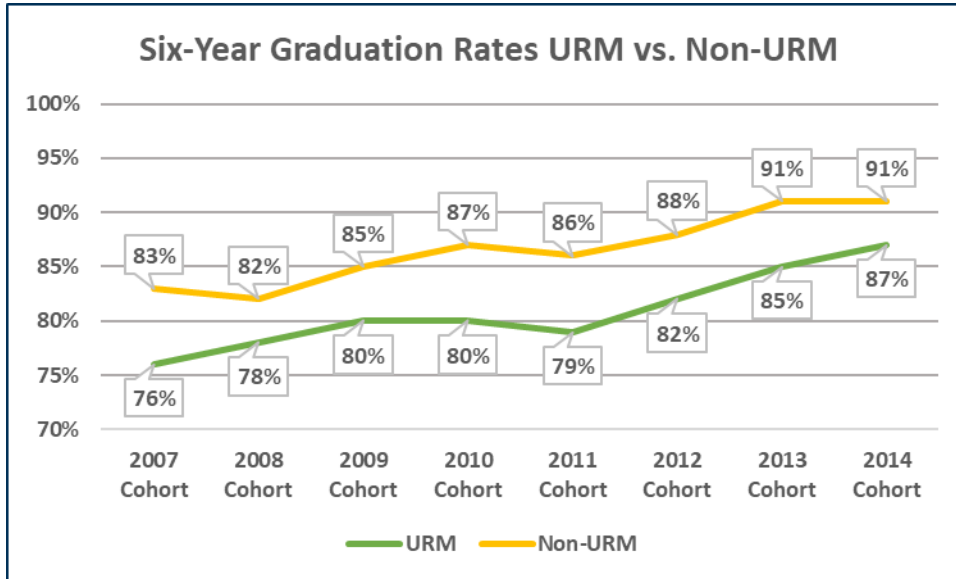
**Undergraduate First-to-Second-Year Retention Rates**

Cohort	Institutional	AAMI Participants	Non-AAMI Matched Peers
2018	97%	94%	89%
2017	97%	95%	90%
2016	97%	96%	93%
2015	97%	100%	95%
2014	97%	94%	97%
2013	96%	97%	91%

**Appendix F – URM Graduation Rates****Six-Year Graduation Rates, URM vs. Non-URM**

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
<b>URM</b>	76%	78%	80%	80%	79%	82%	85%	87%
<b>N</b>	233	231	213	303	308	365	326	360
<b>Non-URM</b>	83%	82%	85%	87%	86%	88%	91%	91%
<b>N</b>	1926	1915	2039	2037	1984	2292	2076	2177

URM = American Indian or Alaskan Native, Black or African American, Hispanic, or Latino, Native Hawaiian or other Pacific Islander; or two or more races when at least one race was URM; includes only U.S. Citizens and permanent residents

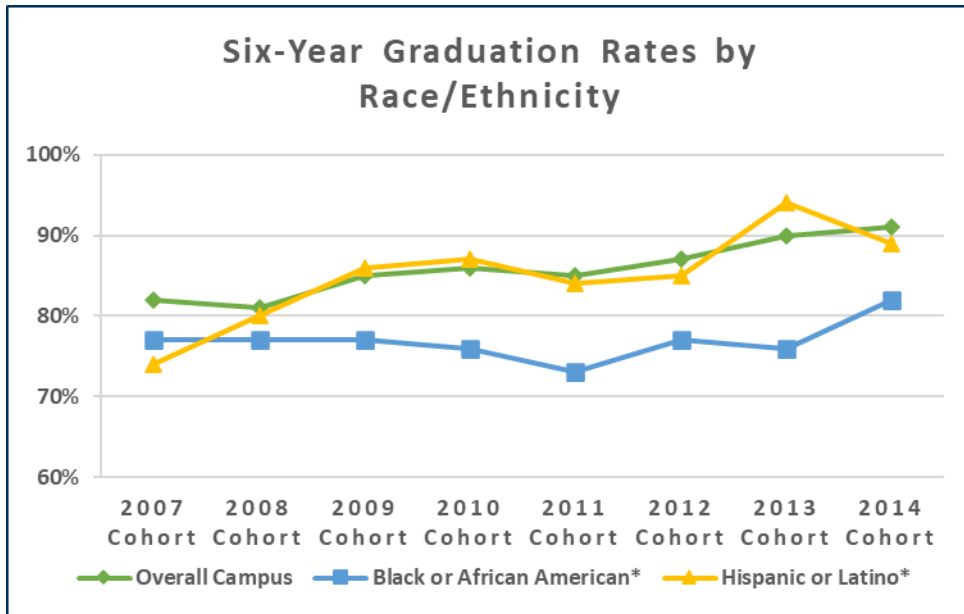
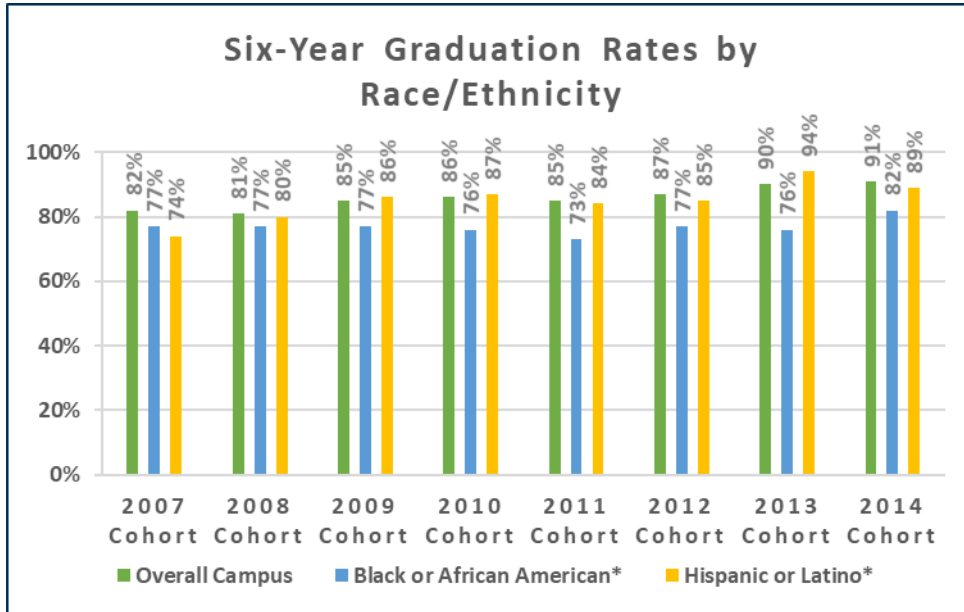


**Graduation Rates for Black or African American and Hispanic or Latino Students**

**Six-Year Graduation Rates**

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
<b>Overall Campus</b>	82%	81%	85%	86%	85%	87%	90%	91%
<b>Black or African American*</b>	77%	77%	77%	76%	73%	77%	76%	82%
<b>Hispanic or Latino*</b>	74%	80%	86%	87%	84%	85%	94%	89%

*Includes only U.S. Citizens and permanent residents*



**Appendix G – Not-Registered Survey Population Sizes and Survey Response Rates**

Survey Administration Date	July 2020	July 2019	July 2018	August 2017	July 2016	June 2015	June 2014
Survey Population Size*	590	866	579	642	643	538	632
Number of Respondents	238	393	317	316	308	268	268



<b>Response Rate</b>	40% (238/590)	45% (393/866)	55% (317/579)	49% (316/642)	48% (308/643)	50% (268/538)	42% (268/632)
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*\*Not registered for fall classes by the end of Phase I (early) registration*

**Appendix H – Not-Continuing Survey Population Sizes and Response Rates**

<b>Survey Administration Date</b>	<b>November 2019</b>	<b>October 2018</b>	<b>November 2017</b>	<b>November 2016</b>	<b>October 2015</b>	<b>October 2014</b>
<b>Overall Non-Continuing Population*</b>	97	68	117	110	117	145
<b>Additional Exclusion Criteria for Survey</b>	Transcript indicated poor academic progress; advisor notes or outreach to advisors provided explanations for non-enrollment; already readmitted for spring 2020	Transcript indicated poor academic progress; advisor notes indicated reason for non-enrollment; already readmitted for spring 2019	Not in good academic standing	Not in good academic standing	Not in good academic standing	Not in good academic standing
<b>Survey Population Size</b>	30	42	67	67	60	78
<b>Number of Respondents</b>	4	16	34	11	19	30
<b>Response Rate</b>	13% (4/30)	38% (16/42)	51% (34/67)	16% (11/67)	32% (19/60)	39% (30/78)

*\*"Non-continuing" was defined as three consecutive semesters of non-enrollment for 2014-2017. For 2018 and 2019, non-continuing was defined as between three and five semesters, inclusive, of non-enrollment and good academic standing.*

**Appendix I– PLUS Outcomes by Course**

<b>Summer 2019</b>				
<b>Subject</b>	<b>Number PLUS Regulars* that earned A,B,C,S</b>	<b>% of PLUS Regulars that earned A,B,C,S</b>	<b>Number Non-PLUS Students Earning A,B,C,S</b>	<b>% of Non-PLUS Students Earning A,B,C,S</b>
CHEM 1310	12	92%	22	82%
MATH 1550	16	100%	25	89%
MATH 1553	15	100%	122	92%

\* PLUS Regulars = 5 or more visits per semester; Non-PLUS = 0 visits during the semester

<b>Fall 2019</b>				
<b>Subject</b>	<b>Number PLUS Regulars* that earned A,B,C,S</b>	<b>% of PLUS Regulars that earned A,B,C,S</b>	<b>Number Non-PLUS Students Earning A,B,C,S</b>	<b>% of Non-PLUS Students Earning A,B,C,S</b>
ACCT 2101	19	100%	220	94%
BMED 3310	12	92%	63	78%
BMED 3400	15	100%	12	80%
BMED 4833	15	100%	15	79%
CHEM 1211K	154	95%	185	85%
CHEM 1212K	60	100%	132	87%
CHEM 1310	79	98%	376	94%
CHEM 1315	42	98%	109	89%
CHEM 2311	90	97%	150	87%
CHEM 2312	11	100%	54	82%
CHEM 2313	10	91%	34	81%
COE 2001	80	98%	463	87%
COE 3001	5	71%	290	94%
CS 1331	104	94%	410	84%
ECON 2105	31	94%	215	91%
ECON 2106	45	98%	211	89%
MATH 1113	18	86%	24	86%
MATH 1551	104	90%	319	84%
MATH 1552	151	93%	247	77%
MATH 1553	249	96%	619	88%
MATH 1554	124	95%	803	90%
MATH 2550	10	100%	153	85%
MATH 2551	92	93%	365	85%
MATH 2552	129	96%	485	89%
PHYS 2211	149	90%	358	83%
PHYS 2212	119	95%	388	86%

\* PLUS Regulars = 5 or more visits per semester; Non-PLUS = 0 visits during the semester

<b>Spring 2020</b>				
<b>Subject</b>	<b>Number PLUS Regulars* that earned A,B,C,S</b>	<b>% of PLUS Regulars that earned A,B,C,S</b>	<b>Number Non-PLUS Students Earning A,B,C,S</b>	<b>% of Non-PLUS Students Earning A,B,C,S</b>
ACCT 2101	38	97%	191	91%
BMED 3310	8	89%	58	91%
CHBE 2100	15	88%	39	81%
CHEM 1211K	11	92%	35	76%
CHEM 1212K	82	98%	225	87%
CHEM 1310	17	94%	105	88%
CHEM 2311	39	100%	87	91%
CHEM 2312	37	100%	100	87%
CHEM 2313	18	90%	74	84%
CS 1331	72	89%	439	84%
ECON 2105	39	100%	230	94%
ECON 2106	15	100%	223	94%
MATH 1113	3	75%	11	61%
MATH 1551	16	89%	67	88%
MATH 1552	52	96%	499	90%
MATH 1553	118	98%	296	90%
MATH 1554	43	94%	240	86%
MATH 2550	51	91%	151	81%
MATH 2551	109	92%	966	89%
MATH 2552	92	100%	548	96%
PHYS 2211	158	94%	561	90%
PHYS 2212	95	96%	468	91%

\* PLUS Regulars = 5 or more visits per semester; Non-PLUS = 0 visits during the semester

***Appendix J – CCG-GT Steering Committee Members, 2019-20***

Ms. Sandi Bramblett, Assistant Vice President, Institutional Research and Enterprise Data Management\*

Dr. Steven P. Girardot, Associate Vice Provost for Undergraduate Education\*

Dr. Sybrina Atwaters, Director, OMED

Dr. Rebecca Burnett, Director of Writing and Communication & Professor, LMC, Ivan Allen College of Liberal Arts

Mr. Elijah Cameron, Director, Office of Assessment and Quantitative Services, College of Computing

Ms. Lynn Durham, Vice President, Institute Relations

Dr. Al Ferri, Professor and Associate Chair for Undergraduate Studies, School of Mechanical Engineering

Mr. Brent Griffin, Director of Retention and Graduation Initiatives/Assistant Registrar, Office of the Registrar/Office of Undergraduate Education

Ms. Sandra Kinney, Senior Director, Institutional Research and Planning

Dr. Paul Kohn, Vice Provost for Enrollment Services

Dr. Donald Pearl, Senior Academic Professional, Office of Undergraduate Education

Dr. Michelle Rinehart, Associate Dean, College of Design

Ms. Beatriz Rodriguez, Assistant Director- Academic Coaching and Success Programs, Center for Academic Success

Dr. Beth Spencer, Director, Undergraduate Academic Advising/Interim Director, Center for Academic Success

Dr. Cam Tyson, Assistant Dean for Academic Programs, College of Sciences

Dr. De Morris Walker, Director of Summer Session Initiatives

Dr. Joyce Weinsheimer, Director, Center for Teaching and Learning

Mr. Craig Womack, Associate Dean/Director of Undergraduate Programs, Scheller College of Business

Dr. Brenda “B” Woods, Director of Research and Assessment, Student Life

*\*Co-chair, CCG-GT Steering Committee*

# GEORGIA SOUTHERN UNIVERSITY

## APPENDIX I

### Georgia Southern Momentum Year Progress Update

- Corequisite Courses
  - The corequisite model for learning support in English (ENGL 1101) and in Mathematics (MATH 1001, 1101, 1111) was fully implemented in Fall 2018 on all three campuses. Georgia Southern University created a development and implementation committee that established the new policies and procedures for our learning support model. All policies and procedures reflect the USG guidance in this area. The Academic Success Center provides information on student placements for corequisite courses to the academic departments and communicates learning support policy and procedures to academic advisors, admissions, and the Registrar's Office.
  - In 2019-2020, Georgia Southern served as a pilot program for the inclusion of STAT/MATH 1401 in Area A2 of the CORE curriculum. We developed a corequisite model for learning support for STAT/MATH 1401, as well. As more students take STAT/MATH 1401, we will deploy the learning support sections more widely.
- Meta-Majors
  - Georgia Southern created nine (9) academic focus areas for exploratory students. Colleges and departments worked to design these focus areas as part of the institution's Momentum Year implementation. Academic Affairs, the Registrar's Office, and ITS collaborated on building the meta-majors in BANNER. All programs of study have been mapped to one of the nine focus areas (meta-majors) and Admissions built them into the application (i.e. Exploratory in Business, Exploratory in Health Professions).
  - Focus areas are used at First-Year Orientation (SOAR) and all incoming first-year students complete a pre-orientation assessment (MyMajors) to assist them in confirming a focus area or major at orientation. Students who are exploratory in one of the nine focus areas are assigned a College/Focus Area academic advisor, rather than an exploratory academic advisor.
- Academic Mindset
  - Georgia Southern has distributed the USG Academic Mindset Survey, via email request to new students, each Fall since 2017. In 2017 and 2018, both the initial survey and the follow-up survey had poor response rates, although the numbers improved in 2018.
  - In Fall 2019, the USG Academic Mindset Survey was administered as an assignment in our required First-Year Seminar course. Students completed the first survey during the first week of classes, with the follow-up survey administered in mid-November. Our response rate was much higher in 2019 (1971 students took the early survey and 975 took the late survey). We will administer the 2020 USG Academic Mindset Survey as an assignment in FYE 1220 again this year.
- Transition to College
  - As part of both our Momentum Year and our Transitions Improvement Plan, we continue to re-evaluate and update the Orientation process to better help our students navigate their transition to College. In Summer 2019, we completely restructured the academic aspects of our orientation programming, including our pre-Orientation modules, and added a pre-orientation major/career assessment element.
  - In Summer 2020, all new student Orientation sessions were virtual – please see: <https://www.georgiasouthern.edu/virtualsoar/> Enrollment Management, Academic Affairs, the Office of Admissions, and the Office of Advising partnered to develop the virtual SOAR experience for students. There are three live SOAR sessions offered each week. In SOAR Live, students, parents, and supporters hear from the Dean of Students, Financial Aid, the Bursar's Office, and the Academic Success Center, as well as participate in break-out sessions tailored to fit various needs. In the Academic Q&A session, college leadership teams and academic advisement teams join together to help

students and their supporters navigate transitions to college, major programs of study, and more. Finally, students are invited to join the future classmates and a SOAR Leader for a Small Group session.

- The academic advising team pre-registers our first-year students for fifteen-hour schedules, arranged in day/time blocks that students identify as best fit. Georgia Southern continues to work on a more holistic approach that integrates students' academic and co-curricular activities. This also allows us the opportunity to build a transition process through the first full year of a student's enrollment at the institution.

**Appendix II****Georgia Southern Momentum Approach Progress Update**

- All academic programs will engage in a comprehensive curricular review and redesign (CCRR) process.
  - Goal: Increase retention, persistence, and graduation rates by updating curriculum to align programs and student learning outcomes to principles of best practices, trends in field and discipline, and industry and workforce needs.
  - Progress: The first set of programs began the CCRR process in Spring 2019 and moved into the fall with review and planning. The process stalled out in Spring 2020 and we're working on a re-set starting Spring 2021.
- Communicate information clearly and transparently to students about what they need to know and do throughout their educational journey.
  - Goal: Provide clearly articulated transition tasks for all levels and populations of students.
  - Progress: The Office of First- and Second-Year Programming has developed and published transition tasks, student competencies, and goals for first-year and second year students in the areas of: academic success, personal growth, health & wellness, financial wellness, career development, and inclusive excellence. The first-year tasks were also integrated into the institutional Weeks of Welcome. While milestones and benchmarks are published on the program maps for each degree program, we continue to work with programs and departments to develop major-focused tasks, competencies, and goals for sophomore, junior, and senior students.
- Restructure and realign academic support services areas in Academic Affairs to better meet student needs.
  - Goal: Systematically remove institutional barriers to student persistence and graduation and ensure that we deliver wrap-around support services to all students.
  - Progress:
- Build and maintain an inclusive community that facilitates student engagement and fosters a positive educational journey for all students.
  - Goal: Academic Affairs and Student Affairs will collaborate on programming that helps students integrate their co-curricular activities with their academic program of study.
  - Progress:
- Create Enrollment Services Centers to serve as a front-line, go-to resource for students on both the Armstrong Campus and the Statesboro Campus.
  - Goal: Create an Enrollment Services Center on the Armstrong Campus Center in AY 2019-2020.
  - Progress:

## APPENDIX III

## MOMENTUM YEAR PLAN STATUS UPDATE (OCTOBER 1, 2020)

GOAL	STATUS	UPDATES	NEXT STEPS
Advise students into an academic focus area. Remove the undeclared designation and introduce an exploratory designation with an academic focus area.	Completed May 2019.	Pre-Orientation modules developed around the academic focus areas. Students can choose a major or choose to be exploratory in an academic focus area. All orientation language focuses on academic focus area, rather than college.	.
GOAL	STATUS	UPDATES	NEXT STEPS
Identify academic focus areas and the programs with which they are aligned.	Completed March 2019.		
GOAL	STATUS	UPDATES	NEXT STEPS
Create program maps for each program of study and each focus area.	Completed March 2019. All programs of study in the new institution have an established default program map.	Focus area maps (exploratory in a focus area) completed May 2019.	
GOAL	STATUS	UPDATES	NEXT STEPS
Establish program map standard requirements, including: term-by-term course requirements; ENGL 1101 in term 1 of first year; ENGL 1102 in term 2 of first year; CORE Area A Math in first 30 hours; clearly indicated critical courses and prerequisites; semester specific benchmarks and milestones; at least three program/focus area related courses in the first year; at least 30 hours indicated per year [15 hours per semester].	Completed December 2018. All program maps include the stated requirements.		ONGOING: Review institutional data to determine if there are barriers to students completing any of the elements required per the program maps. Engage with colleges, departments, and programs to identify whether course and/or curriculum redesign is warranted.



GOAL	STATUS	UPDATES	NEXT STEPS
Students have ongoing advisement, with a professional academic advisor, in their academic program.	Completed August 2018. Students are required to meet with their academic advisor at least once per semester.	All campuses have a fully professional advising model.	ONGOING: Create a strong, faculty-driven mentoring program to support students in their program of study and to help identify appropriate co-curricular and leadership activities for each program and major.
GOAL	STATUS	UPDATES	NEXT STEPS
Students are directed to co-curricular activities and practices that are supportive of their major and overall integration into the college environment.	Completed May 2019. Suggested co-curricular and leadership activities are listed on program maps for each degree program.	Developing better and more complete partnerships between Academic Affairs and Students Affairs, particularly in the area of programming and student resources, is an element of the GS Momentum Approach.	ONGOING: Work with faculty to identify opportunities to integrate co-curricular activities with academic coursework in each discipline/major.
GOAL	STATUS	UPDATES	NEXT STEPS
All incoming freshmen participate in the University System of Georgia Getting to Know Our Students Mindset Survey.	Provided to students in fall 2017, fall 2018, and fall 2019.	Distribution of University System of Georgia Getting to Know Our Students Mindset Survey in August 2019 in all First-Year Seminar sections, as an assignment, rather than as an opt-in message from the Provost.	Ongoing on an annual basis.
GOAL	STATUS	UPDATES	NEXT STEPS
Create an inventory of high-impact practices that are already in place at one or more of our campuses.	Formal inventory process begun in April 2019. Work is on-going.		Create an inventory template and start gathering data on high impact practices. Determine which practices it makes sense to build upon and scale across campuses.
GOAL	STATUS	UPDATES	NEXT STEPS
Create a Major and Career Exploration (MACE) space on the Armstrong campus.	Completed August 2018.	MACE on both Statesboro and Armstrong Campuses highly engaged with both orientation and First-Year seminar courses. MACE services provided on the Liberty campus one a week and by appointment.	

GOAL	STATUS	UPDATES	NEXT STEPS
All faculty and staff engage in lifelong learning and share those tools and strategies with each other and with their students, focusing on supporting student engagement and success.	Faculty who teach the first-year experience course integrate student engagement, academic readiness, and perseverance, and co-curricular learning experiences into the course.	Redesign of Center for Teaching and Learning to a Faculty Center underway in Fall 2019. This project is still ongoing.	Integrate student engagement and co-curricular learning experiences into discipline-specific and major courses. Engage with faculty and staff about professional development needs and student support needs.
GOAL	STATUS	UPDATES	NEXT STEPS
Remove roadblocks/barriers to student completion within degree programs.	In progress as part of the GS Momentum Approach. The Office of the Provost has developed a Comprehensive Curricular Review and Resign (CCRR) process that each academic degree program will engage with.	Thirty programs are in the initial group engaged in the CCRR process. All programs will complete the review and design within three years.	ONGOING: Engage with faculty on where they see the barriers to student success. Use institutional data to assess where the roadblocks to degree completion likely are. Build a program to incentivize college, department, program, and faculty work with curriculum review and redesign.
GOAL	STATUS	UPDATES	NEXT STEPS
Create a faculty/staff mentoring program.	Mentoring occurs, both formally and informally, on all campuses.	The Office of the Provost has tasked faculty fellows with a redesign of faculty and staff support services and mentoring programs.  The President has established leadership programs for faculty, staff, and administrators.	ONGOING: Create on-going and strategic faculty and staff engagement and professional development opportunities.
GOAL	STATUS	UPDATES	NEXT STEPS
Continue course redesign of high-impact courses with G2C (Gateways to Completion).	We are in the fourth year of the cohort for redesigning MATH 1441 Calculus. We are undertaking redesign of three additional courses: ENGL 1101 Composition I; FYE 1220 First Year Seminar; MATH 1111 College Algebra.	Scaled our work with MATH 1441 Calculus across all three campuses.  In year 2 of the redesigns for ENGL 1101, MATH 1111, and FYE 1220.	

GOAL	STATUS	UPDATES	NEXT STEPS
Implement our new Student Advisement and Success plan across all three campuses.	Completed Fall 2018.	Provide support for departments and programs to hire the undergraduate student peer leaders, tutors, supplemental instructors, course assistants, etc.  Created faculty committee to support Undergraduate Research initiatives. Continue work with the Student Success Committee of the Faculty Senate. Created steering committees, made up of faculty, staff, and students, for several initiatives	
GOAL	STATUS	UPDATES	NEXT STEPS
Implement EAB SSC and Guide for the Statesboro campus.	Completed August 2018.	Continue to integrate additional institutional units into the CARE UNIT framework for students.	

**APPENDIX IV**

**GEORGIA SOUTHERN ACADEMIC FOCUS AREAS**

Art	Behavioral & Social Sciences	Business	Computing	Education
Art Art Education Art History Graphic Design Music Music Education Theatre Visual Arts	Anthropology Child & Family Development Criminal Justice & Criminology Fashion Merchandise & Apparel Design Interior Design International Studies International Trade Law & Society Political Science Psychology Recreation Sociology Sport Management	Accounting Economics Finance Information Systems Logistics Management Marketing	Computer Science Information Technology	Elementary Education Health & Physical Education Middle Grades Education Secondary Education Special Education

Engineering	Health Professions	Humanities	Science & Mathematics
Construction Management Civil Engineering Electrical Engineering Manufacturing Engineering Mechanical Engineering	Athletic Training Comm. Sciences & Disorders Exercise Science Health Sciences Medical Laboratory Sciences Nursing Nutrition and Food Science Public Health Radiologic Sciences Rehabilitation Sciences Respiratory Therapy	Communication Studies English History Interdisciplinary Studies Modern Languages Multimedia Film & Production Multimedia Journalism Philosophy Religious Studies Women's, Gender, Sexuality Studies Writing	Biochemistry Biology Chemistry Geography Geology Mathematics Physics Physics & Astronomy

# GEORGIA SOUTHWESTERN STATE UNIVERSITY

## APPENDIX

**Table 1: Fall Undergraduate Special Populations Enrollment**

	Fall Term									
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total Undergraduate Enrollment	2847	2811	2749	2667	2527	2435	2558	2606	2467	2498
Number of Undergraduates with Record of Parents' College Level	2492	2469	2413	2376	2350	2208	2453	2469	2289	2183
Number of First Generation Undergraduates (no parent/guardian with a bachelor degree or higher)	1521	1439	1379	1345	1346	1243	1331	1285	1237	1179
% of All Undergraduates who are First Generation	53.4	51.2	50.2	50.4	53.3	51.0	52.0	49.3	50.1	47.2
Received Pell Grant Fall term	1335	1377	1292	1254	1152	1072	1072	1037	968	927
Percent Undergraduates with Pell	46.9	49.0	47.0	47.0	45.6	44.0	41.9	39.8	39.2	37.1
Number of Non-traditional Undergraduates (25 or older at first matriculation)	650	643	620	633	556	524	504	469	413	409
Percent Non-traditional Undergraduates	22.8	22.9	22.6	23.7	22.0	21.5	19.7	18.0	16.7	16.4
Number of Non-traditional Undergraduates (age 25 or older)	848	855	837	837	749	666	665	631	542	517
Percent of Undergraduates Age 25 or Older	29.8	30.4	30.4	31.4	29.6	27.4	26.0	24.2	22.0	20.7

**Table 2: Fall First-time Full-time Freshmen Cohort Special Populations Enrollment**

	Fall Term									
	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Total First-time Full-time (FTFT) Cohort	474	404	374	351	386	374	475	445	406	382
Number of FTFT Cohort with Record of Parents' College Level	445	364	338	328	381	372	471	416	371	355
Number of First Generation FTFT Cohort (no parent/guardian with a bachelor degree or higher)	217	181	172	176	194	198	242	218	211	202
% of All FTFT Cohort who are First Generation	45.8	44.8	46.0	50.1	50.3	52.9	50.9	49.0	52.0	52.9
Received Pell Grant Fall Term	230	195	186	160	183	173	241	214	213	202
Percent FTFT Cohort with Pell	48.5	48.3	49.7	45.6	47.4	46.3	50.7	48.1	52.5	52.9
Number of Non-traditional FTFT Cohort	20	18	2	4	4	2	6	1	2	1
Percent of Non-traditional FTFT Cohort	4.2	4.5	0.5	1.1	1.0	0.5	1.3	0.2	0.5	0.3

**Table 3: Demographic Information for Bachelor's Degrees Awarded in an Academic Year**

		FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Females	Asian	2	6	4	4	4	5	3	4	6	3
	Black or African American	68	93	92	88	99	100	82	75	64	79
	Hispanic/Latino	3	6	5	4	6	17	8	7	13	12
	American Indian or Alaska Native	3	2	0	0	0	0	1	0	0	1
	White	195	255	229	243	258	211	192	192	225	186
	Native Hawaiian or Other Pacific Islander	0	0	1	0	0	0	0	0	2	1
	Multiracial	2	6	4	6	4	7	3	4	4	6
	Non-resident Alien	2	5	10	9	2	5	2	3	4	4
	Race/Ethnicity Unknown	0	1	0	0	1	0	1	0	0	2
	subtotal	275	374	345	354	374	345	292	285	318	294
Males	Asian	3	3	2	1	5	2	1	1	6	0
	Black or African American	29	25	24	33	26	32	26	31	32	29
	Hispanic/Latino	3	3	4	4	1	8	9	4	9	3
	American Indian or Alaska Native	1	0	1	0	1	0	0	1	0	0
	White	91	111	137	102	123	122	98	93	103	93
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
	Multiracial	2	2	4	0	4	1	3	0	1	3
	Non-resident Alien	2	5	8	17	6	7	1	5	4	4
	Race/Ethnicity Unknown	0	0	1	0	1	0	2	0	0	0
	subtotal	131	149	181	157	167	172	140	135	155	132
Total	406	523	526	511	541	517	432	420	473	426	
Number Received Pell Grant (at any time at GSW)		199	284	295	301	311	324	260	241	256	221
%		49.0	54.3	56.08	58.9	57.49	62.67	60.19	57.38	54.12	51.88
Number of First Generation		213	280	297	253	256	268	246	227	248	221
%		52.46	53.54	56.46	49.51	47.32	51.84	56.94	54.05	52.43	51.88
# Graduates with First Generation Data		310	436	443	423	475	465	399	394	452	414

**Table 4: Demographic Information for Bachelor's Degrees Awarded in an Academic Year Continued**

	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Age 17-19 at graduation	0	0	1	0	0	0	0	0	0	1
Age 20-22	98	155	114	124	132	118	94	115	139	130
Age 23-24	109	133	160	142	162	149	136	125	112	117
Age 25-26	49	46	55	61	59	61	38	42	46	45
Age 27-28	28	38	38	33	32	34	33	28	39	22
Age 29-30	15	26	38	22	22	38	20	16	23	22
Age 31-34	33	45	39	42	48	29	26	30	48	28

Age 35-39	30	32	29	40	35	43	30	25	20	23
Age 40 +	44	48	52	47	51	45	55	39	46	38
Average	28.6	27.9	28.1	27.7	27.3	27.7	28.8	27.8	28.0	27.0

**Table 5: Number of Bachelor's Degrees Awarded in an Academic Year**

School or Department	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Biology	6	9	5	11	13	14	9	7	9	4	5	3
Chemistry	3	6	2	6	8	2	0	3	0	2	1	0
English and Foreign Languages	4	4	9	6	16	5	7	7	12	9	8	10
Art	6	3	8	5	7	9	6	4	3	4	6	5
Dramatic Arts	2	4	3	2	2	7	3	4	8	9	6	4
Music	2	2	1	5	1	2	0	3	3	2	2	1
Geology	0	1	2	2	3	2	1	4	3	1	2	1
History	19	18	13	15	12	10	13	15	13	7	8	10
Political Science	4	7	2	2	7	9	4	6	6	3	3	4
Mathematics	3	2	9	8	7	9	8	4	4	2	2	3
Psychology	41	33	39	32	33	34	41	49	32	43	42	40
Sociology (including Criminal Justice starting in FY18)	18	19	10	15	8	10	11	15	16	6	13	10
General Studies												
Business	107	125	148	141	197	208	201	208	197	171	167	160
Computer and Information Science	17	8	10	9	13	10	11	20	22	13	15	14
Education	76	76	66	72	108	96	72	76	80	57	57	55
Health and Human Performance	31	15	28	22	29	34	36	30	39	26	33	30
Health Sciences												



Nursing	31	30	30	53	59	67	90	91	80	73	52	8
Total	370	362	385	406	523	528	513	546	527	432	422	4

Note: Exercise Science moved from Health and Human Performance to Health Sciences in FY19.

**Table 6: One Term and One Year Retention Rates of First-time Full-time Freshmen Cohort**

<u>Fall Cohort</u>	<u>First-time Full-time Freshmen</u>	<u>Institution-specific Retention Rates</u>	
		<u>1-Term</u> <u>(1st Fall to 1st Spring)</u>	<u>1-Year</u> <u>(1st Fall to 2nd Fall)</u>
2001	266	92.11	71.80
2002	331	91.24	65.56
2003	326	90.18	65.64
2004	360	87.50	70.28
2005	357	88.80	64.71
2006	399	88.47	63.91
2007	388	93.30	76.03
2008	418	91.39	68.90
2009	435	92.18	66.44
2010	474	90.51	64.77
2011	404	89.11	62.62
2012	374	91.18	64.97
2013	351	92.02	69.80
2014	386	91.71	73.80
2015	374	91.44	69.52
2016	475	91.79	65.05
2017	445	89.44	61.57
2018	406	91.63	68.47
2019	382	88.22	65.97 (preliminary as of 9/11/20)

**Table 7: Freshmen Cohort\* Term Grade Point Average (GPA) at end of First Fall Term**

Fall Term GPA	Cohort Year													
	2011		2012		2013		2014		2015		2016		2017	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
3.50 to 4.00	59	14.3	77	19.3	74	19.7	77	19.6	78	20.5	91	18.8	77	
3.00 to 3.49	63	15.3	74	18.5	78	20.7	86	21.9	95	24.9	121	25.0	92	
2.50 to 2.99	70	16.9	81	20.3	70	18.6	68	17.3	81	21.3	104	21.4	81	
2.00 to 2.49	70	16.9	65	16.3	62	16.5	65	16.5	48	12.6	68	14.0	79	
1.50 to 1.99	59	14.3	38	9.5	33	8.8	36	9.2	30	7.9	41	8.5	53	
0.00 to 1.49	87	21.1	60	15.0	56	14.9	56	14.2	41	10.8	54	11.1	58	
No GPA**	5	1.2	5	1.3	3	0.8	5	1.3	8	2.1	6	1.2	11	

\*Includes both full-time and part-time students. \*\*Didn't Complete Term or was Enrolled only in Learning Support Courses

**Table 8: First-time Freshmen Cohort First Fall Term Grades (% of As, Bs, Cs)**

	Percent of As, Bs, Cs															
	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
of Biology I	30.8	25	43.3	30	50.0	20	37.9	29	42.9	21	62.5	16	33.3	15	39.1	23
of Biology I	56.7	67	74.4	90	60.2	88	56.3	80	33.8	80	61.7	128	42.0	138	42.3	123
of Chemistry I	83.3	6	70.6	17	50.0	4	91.7	12	88.9	9	92.9	14	77.8	18	66.7	12
., Processes, & Env.	65.5	29	38.9	18	53.8	26	--	--	55.6	18	67.5	40	43.2	44	53.8	13
gebra	59.5	121	75.0	160	52.6	114	67.8	146	71.8	181	62.3	215	67.3	101	78.2	119
eling	66.7	33	92.3	13	57.1	14	64.7	34	58.3	12	64.7	17	-	-	-	-
ve Analysis	-	-	-	-	-	-	-	-	-	-	-	-	75.6	123	73.3	75
Government	48.0	73	44.8	58	58.1	43	50.0	64	52.1	71	57.6	106	53.4	131	56.9	65
ilization I	66.7	84	76.5	17	44.4	9	80.8	78	91.6	71	58.6	29	75.4	65	83.3	24
ilization II	45.6	57	60.3	78	73.5	79	70.0	10	63.1	65	68.7	83	70.0	50	61.8	34
/ I	-	-	--	--	--	--	--	--	65.8	38	69.6	23	91.9	37	75.6	45
/ II	75.8	66	56.4	39	73.3	45	77.6	49	--	--	68.1	91	62.7	51	77.4	53
on to Psychology	68.7	185	72.5	193	72.7	161	80.8	177	85.5	166	87.1	171	79.1	220	81.5	130
rowth & Development	69.6	46	91.8	49	78.5	51	85.9	61	93.8	32	97.3	37	84.6	26	89.0	82
on to Sociology	64.0	75	46.3	54	78.0	86	61.4	88	78.4	139	81.8	154	86.6	119	82.5	103
omposition I	62.2	164	73.3	202	72.6	226	80.2	243	70.7	225	77.0	239	69.8	162	80.9	230

<b>Table 9: Credit Hours Attempted and Earned by the First-time Full-time Freshmen Cohort</b>								
	Cohort Year							
	2012	2013	2014	2015	2016	2017	2018	2019
Number First-time Full-time Freshmen Cohort	374	351	386	374	475	445	406	382
Number Attempted 15 or more Hours in Fall Term	62	174	238	279	309	249	260	220
Percent Attempted 15 or more Hours in Fall Term	16.6	49.6	61.7	74.6	65.1	56.0	64.0	57.6
Number Earned 15 or more Hours at end of Fall term	31	80	140	154	183	118	163	100
Percent Earned 15 or more Hours at end of Fall Term	8.3	22.8	36.3	41.2	38.5	26.5	40.1	26.2
Number Earned 30 or more Hours in Fall/Spring Terms	39	49	98	105	126	83	116	69
Percent Earned 30 or more Hours in Fall/ Spring Term	10.4	14.0	25.4	28.1	26.5	18.7	28.6	18.1

Note: Hours = institutional hours only. Hours earned for Fall 2012 were not extracted until 2013. As a result of repeated classes, these numbers under-represent the actual hours earned at the end of the term because credit hours from repeated courses are excluded from the total hours earned in previous terms.

**Table 10: Retention Rates for GSW First-time Full-time Freshmen Cohort**

Rate	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Institution-Specific</b>	62.6 (n=404)	65.0 (n=374)	69.8 (n=351)	73.8 (n=386)	69.5 (n=374)	65.1 (n=475)
Disaggregated Institution-Specific						
Traditional-aged	64.5 (n=386)	65.1 (n=372)	69.7 (n=347)	73.8 (n=382)	69.6 (n=372)	65.0 (n=469)
White, Non-Hispanic	67.9 (n=221)	61.3 (n=230)	71.5 (n=221)	75.0 (n=252)	68.9 (n=238)	63.6 (n=310)
African American or Black, Non- Hispanic	58.9 (n=112)	70.2 (n=124)	60.0 (n=95)	71.6 (n=102)	69.1 (n=97)	65.8 (n=114)
Other	62.3 (n=53)	77.8 (n=18)	87.1 (n=31)	71.4 (n=28)	75.7 (n=37)	73.3 (n=45)
Male	65.4 (n=159)	62.6 (n=155)	65.2 (n=138)	70.9 (n=151)	67.5 (n=151)	59.8 (n=179)
Female	63.9 (n=227)	66.8 (n=217)	72.7 (n=209)	75.8 (n=231)	71.0 (n=221)	68.3 (n=290)
White, Female	67.5 (n=123)	61.5 (n=130)	77.0 (n=135)	76.5 (n=149)	70.5 (n=129)	68.9 (n=193)
Black, Female	57.5 (n=73)	73.7 (n=76)	58.3 (n=60)	76.1 (n=67)	69.1 (n=68)	67.6 (n=74)
White, Male	68.4 (n=98)	61.0 (n=100)	62.8 (n=86)	72.8 (n=103)	67.0 (n=109)	54.7 (n=117)
Black, Male	61.5 (n=39)	64.6 (n=48)	62.9 (n=35)	62.9 (n=35)	69.0 (n=29)	62.5 (n=40)
Initially enrolled as Commuting Students	66.1 (n=118)	65.0 (n=100)	68.0 (n=97)	68.1 (n=94)	69.8 (n=116)	65.0 (n=117)
Initially enrolled as On-campus Residents	63.8 (n=268)	65.1 (n=272)	70.4 (n=250)	75.7 (n=288)	69.5 (n=256)	65.1 (n=352)
Initially enrolled in Learning-support classes <sup>1</sup>	55.3 (n=47)	54.6 (n=22)	58.3 (n=24)	52.6 (n=19)	64.7 (n=17)	52.4 (n=21)
Non-traditional <sup>2</sup>	22.2 (n=18)	50.0 (n=2)	75.0 (n=4)	75.0 (n=4)	50.0 (n=2)	66.7 (n=6)
Pell Recipients	56.4 (n=195)	62.1 (n=182)	68.8 (n=160)	70.5 (n=183)	64.2 (n=173)	64.3 (n=241)

**Table 11: Six Year Bachelor’s Graduation Rates for GSW First-time Full-time Freshmen Cohort**

Rate	2007	2008	2009	2010	2011	2012
<b>Institution-Specific</b>	35.8 (n=388)	32.1 (n=418)	33.3 (n=435)	32.1 (n=473)	25.1 (n=387)	28.9 (n=388)
Disaggregated Institution-Specific						
Traditional-aged	37.6 (n=370)	32.8 (n=408)	35.1 (n=413)	33.3 (n=453)	26.2 (n=370)	28.8 (n=370)
White, Non-Hispanic	37.5 (n=240)	34.0 (n=241)	37.0 (n=254)	35.7 (n=297)	29.4 (n=221)	33.9 (n=240)
African American or Black, Non-Hispanic	37.1 (n=105)	32.9 (n=140)	31.5 (n=130)	28.6 (n=126)	22.3 (n=112)	21.0 (n=105)
Other	40.0 (n=25)	22.2 (n=27)	34.5 (n=29)	30.0 (n=30)	18.9 (n=37)	16.7 (n=25)

Male	34.3 (n=134)	26.9 (n=175)	28.9 (n=173)	22.6 (n=177)	21.2 (n=151)	28.4 (n=134)
Female	39.4 (n=236)	37.3 (n=233)	39.6 (n=240)	40.2 (n=276)	29.7 (n=219)	29.0 (n=236)
White, Female	40.4 (n=141)	43.0 (n=128)	46.2 (n=130)	42.4 (n=184)	33.3 (n=123)	36.9 (n=141)
Black, Female	38.5 (n=78)	32.6 (n=89)	31.6 (n=95)	33.3 (n=78)	26.0 (n=73)	18.4 (n=78)
White, Male	33.3 (n=99)	23.9 (n=113)	27.4 (n=124)	24.8 (n=113)	24.5 (n=98)	30.0 (n=99)
Black, Male	33.3 (n=27)	33.3 (n=51)	31.4 (n=35)	20.8 (n=48)	15.4 (n=39)	25.0 (n=27)
Initially enrolled as Commuting Students	30.9 (n=97)	28.6 (n=112)	42.3 (n=123)	35.3 (n=133)	28.8 (n=118)	31.0 (n=97)
Initially enrolled as On-Campus Residents	39.9 (n=273)	34.5 (n=296)	32.1 (n=290)	32.5 (n=320)	25.0 (n=252)	27.9 (n=273)
Initially enrolled in Learning-support classes <sup>1</sup>	27.3 (n=55)	20.8 (n=48)	23.9 (n=46)	21.1 (n=38)	25.5 (n=47)	9.1 (n=55)
Non-traditional <sup>2</sup>	0.0 (n=18)	0.0 (n=10)	0.0 (n=22)	5.0 (n=20)	0.0 (n=17)	50.0 (n=18)
Pell Recipients	28.8 (n=160)	24.1 (n=162)	30.5 (n=203)	31.7 (n=230)	21.0 (n=195)	23.7 (n=160)

## **STORM TRACK REVIEW CHECKLIST**

### **ORDER OF COURSES**

- Does the order of courses align with your two-year rotation of Area F and Major courses?
- Does the order of courses insure that students have a reasonable mix of difficulty each semester?
- Does the order of courses insure that a student who follows the pathway will graduate in four years?

### **NINE HOURS OF MAJOR COURSES IN THE FIRST YEAR**

- Are the courses initially identified the right three courses?
- Do you have the capacity to offer the three courses at least annually or each semester depending on the number of incoming first-year students?
- Does one of the three courses include an introduction to career readiness?

### **FLEXIBILITY**

- Are your Storm Tracks adaptable to new first-year students who bring a significant amount of Dual Enrollment credit when they enter GSW?
- Are your Storm Tracks adaptable to students who begin at GSW in spring or summer term?
- Are your Storm Tracks adaptable to students who transfer to GSW?
- At what points on your Storm Tracks could a student change major without significant loss of credit?

### **CATAPULT COURSES**

- Have you identified 3-5 catapult courses in your program that are important bellwethers of progress towards the degree and noted them on your Storm Track?
- Do you have the capacity to offer these crucial courses at the right time in all students' degree pathways?

### **MILESTONES**

- Do you have a Milestone for completing Area A of the general education core?
- Do you have Milestones that identify when students need to apply for acceptance to the program, if applicable?
- Do you have Milestones that identify when students should apply for graduation?
- Do you have Windows to the World Milestones?
- Do you have Milestones for when to consider an internship?
- Do you have Milestones for when to consider studying abroad?
- Do you have service learning Milestones?

## **Georgia Southwestern State University Advising Syllabus**

### **Mission**



The Georgia Southwestern advising process empowers all students to take ownership of their education by providing professional, personalized academic advising and the necessary resources to guide and support students on their educational journey.

#### **Student Learning Outcomes**

- Be an active learner by participating fully in the advising process.
- Recognize the components of the general Core Curriculum and describe how these components fit into your degree program.
- Examine the role of your advisor, your responsibility in the advising process, and the difference between academic advising and registration.
- Identify and utilize campus resources to support your academic needs and career readiness.
- Demonstrate knowledge of university, college, and department requirements, policies, and procedures.

#### **Expectations of Student**

- Regularly check your GSW Radar email address account for official announcements.
- Identify and explore your interests, values, and abilities to assist in the selection of a major.
- Be willing to share your ideas, interests, and questions with your advisor.
- Develop an educational plan with your advisor to ensure timely academic progress towards your degree.
- Communicate regularly and consult with your advisor at least once per semester.
- Take primary and increasing responsibility for your academic decisions.

#### **Expectations of Advisor**

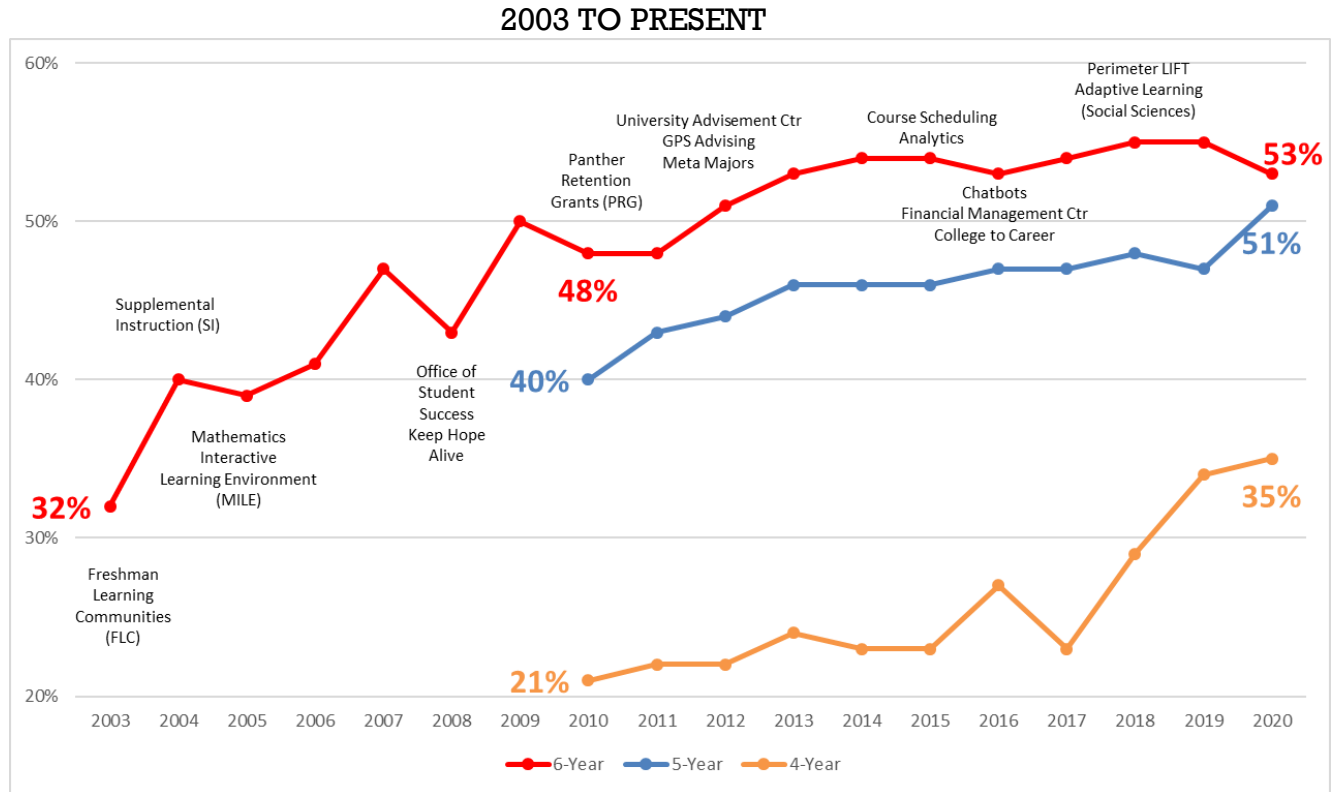
- Be reasonably accessible to students via multiple channels of communication and interaction.
- Create a reflective, supportive, and safe environment for students to communicate and explore academic and career goals.
- Support student growth as individuals while respecting diverse backgrounds.

- Provide professional advice and guidance and recognize that students have the final decision regarding their higher education.
- Stay current with university degree requirements, academic programs and policies, and campus resources, and make referrals to other departments and offices as necessary.
- Advocate for the best interests of all students within the structure of the University.

# GEORGIA STATE UNIVERSITY

## APPENDIX

### CHART 1: GRADUATION RATES BY YEAR AND PROGRAMS LAUNCHED: BACHELOR'S DEGREES



### CHART 2

**Bachelors-Seeking Graduation Rates by Population**

2010 to Present

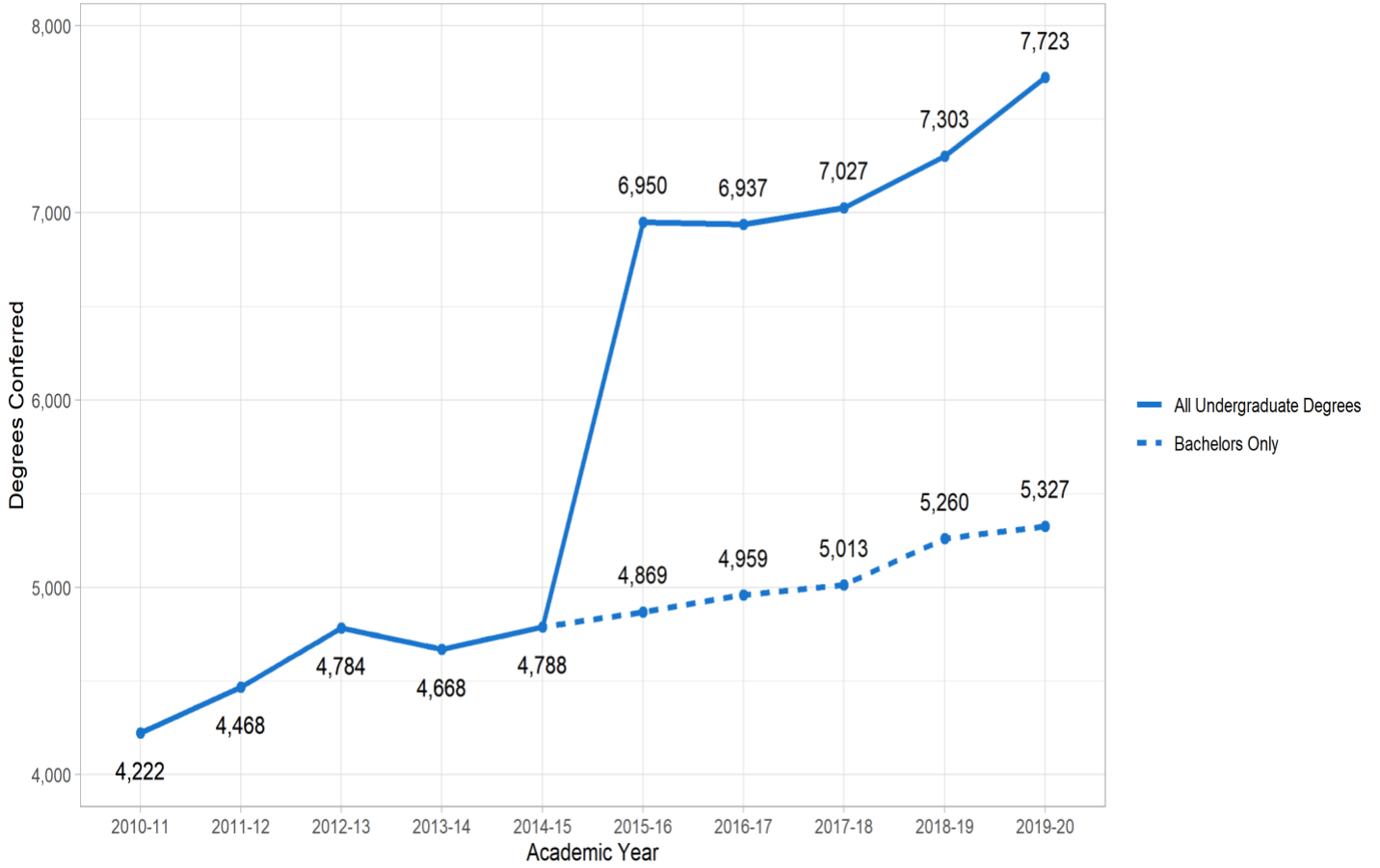
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
6-Year Graduation Rate	48%	48%	51%	53%	54%	54%	53%	54%	55%	55%	53%
6-Year: African American	51%	52%	54%	57%	55%	58%	56%	58%	58%	59%	54%
6-Year: White	46%	45%	49%	52%	53%	50%	52%	50%	49%	50%	51%
6-Year: Hispanic	58%	48%	53%	54%	56%	58%	52%	55%	57%	59%	59%
6-Year: Pell	51%	49%	51%	53%	51%	55%	52%	54%	55%	55%	53%
5-Year Graduation Rate	40%	43%	44%	46%	46%	46%	47%	47%	48%	47%	51%
4-Year Graduation Rate	21%	22%	22%	24%	23%	23%	27%	23%	29%	34%	35%

### CHART 3

# Georgia State University All Undergraduate Degrees Awarded

2010 – Present

Georgia State University Undergraduate Degree Conferrals by Year Since Launch of Strategic Plan



**Chart 4**

**DEGREES CONFERRED BY STUDENT DEMOGRAPHIC GROUP:  
BACHELOR'S DEGREES**

2010 TO PRESENT

		GSU Bachelor's Degrees Conferred By Academic Year									
		2010 to Present									
		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
		-11	-12	-13	-14	-15	-16	-17	-18	-19	-20
Status	Adult Learners	1,566	1,627	1,810	1,769	1,700	1,699	1,543	1,568	1,589	1,613
	Pell-eligible Students	2,403	2,765	3,140	3,132	3,280	3,379	3,428	3,510	3,711	3,554
	First Generation Students	1,117	1,280	1,328	1,364	1,360	1,398	1,390	1,375	1,444	1,415
Race	White	1,890	2,007	2,013	1,924	1,856	1,779	1,662	1,587	1,645	1,671
	Black or African American	1,388	1,552	1,666	1,727	1,829	1,977	2,017	2,035	2,241	2,199
	Asian	548	507	633	541	536	568	699	735	813	820
	More Than One Race	170	153	167	176	184	276	320	355	358	412
	American Indian or Alaska Native	13	9	18	12	19	11	13	17	11	14
	Native Hawaiian or Pacific Islander	19	14	9	10	8	0	2	5	1	11
	Not Reported	194	226	278	278	356	258	246	256	191	200
Ethnicity	Non-Hispanic	3,690	3,926	4,132	4,017	4,107	4,235	4,263	4,244	4,538	4,483
	Hispanic	294	339	394	409	435	443	501	557	567	632
	Not Reported	238	203	258	242	246	191	195	189	155	212
<b>Total Bachelors Degrees Conferred</b>		<b>4,222</b>	<b>4,468</b>	<b>4,784</b>	<b>4,668</b>	<b>4,788</b>	<b>4,869</b>	<b>4,959</b>	<b>4,990</b>	<b>5,260</b>	<b>5,327</b>

## CHART 5

### STEM Degrees Awarded: Bachelor’s Level

STEM DEGREES CONFERRED	2010-11	2019-20	Increase Of
All Students	345	823	139%
African American Students	112	284	154%
African American Male Students	38	117	208%
Hispanic Students	17	72	324%

## Chart 6

### Perimeter College Retention Rates: Associate Students

2014	2015	2016	2017	2018	2019	2020
58%	61%	64%	68%	66%	69%	69%

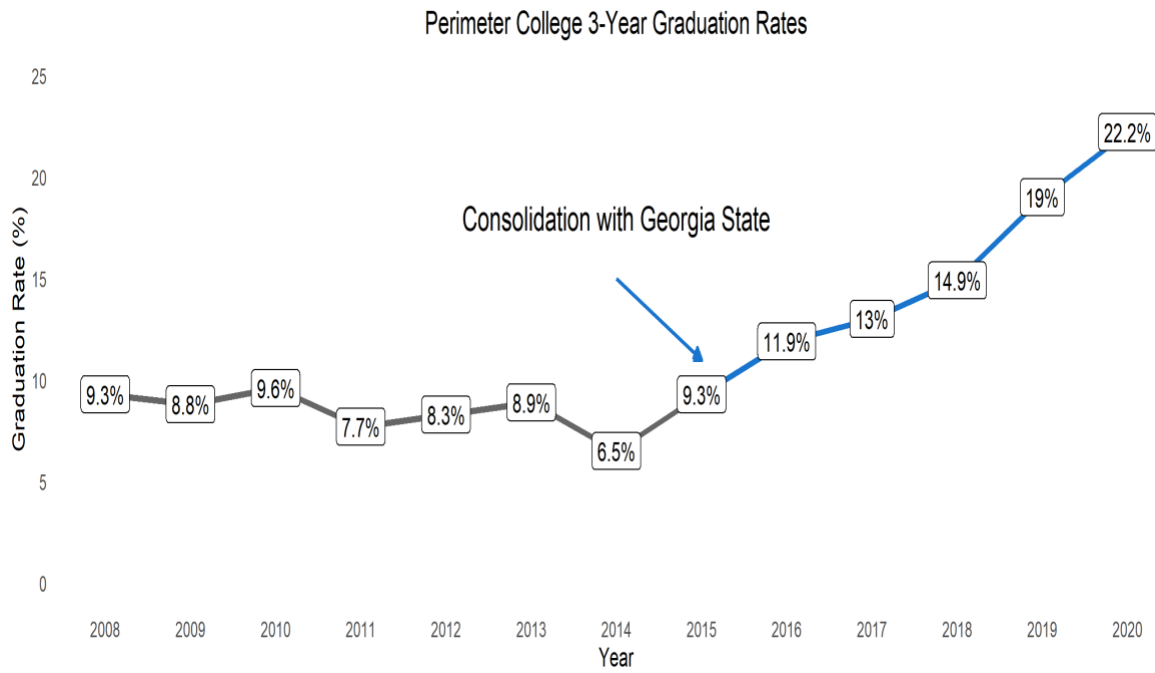
## CHART 7

### Perimeter: Associate Degree Grad Rates by Population

	2014 to Present							Change
	2014	2015	2016	2017	2018	2019	2020	
3-Year Graduation Rate	7%	9%	12%	13%	15%	19%	22%	+15
3-Year: African American	4%	7%	10%	10%	12%	16%	22%	+18
3-Year: White	10%	11%	13%	16%	15%	20%	22%	+12
3-Year: Hispanic	6%	11%	13%	13%	15%	23%	25%	+19
3-Year: Pell	5%	8%	10%	11%	14%	19%	22%	+17

**CHART 8**

**Perimeter College 3-Year Graduation Rates**



**Chart 9**

**Perimeter College Degrees conferred by Academic Year: Associate Degrees**

Pre- and Post-Consolidation

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Associates Degrees Conferred	1,895	2,081	1,978	2,014	2,043	2,396

CHART 10

PERIMETER COLLEGE DEGREES CONFERRED BY STUDENT  
DEMOGRAPHIC GROUP: ASSOCIATE DEGREES

2014-15 TO PRESENT (PRE- AND POST-CONSOLIDATION)

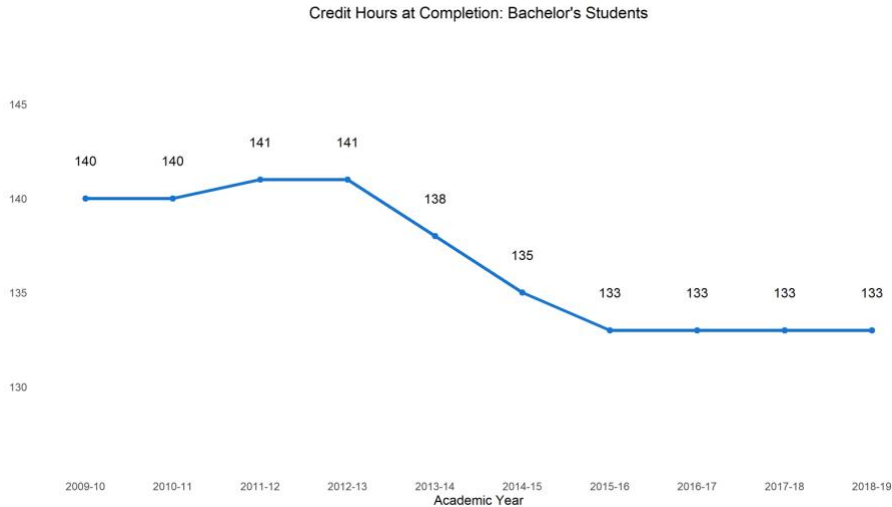
		2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20
Status	Adult Learners*	1,058	1,169	1,069	1,023	1,076	1,030
	Pell-eligible Students	1,314	1,477	1,397	1,422	1,438	1,655
	First Generation Students	681	729	699	663	689	748
Race	White	659	706	677	607	547	671
	Black or African American	825	935	895	970	999	1,190
	Asian	173	220	224	239	252	271
	More Than One Race	77	90	106	111	181	189
	American Indian or Alaska Native	9	9	4	6	8	14
	Native Hawaiian or Pacific Islander	5	1	3	3	3	3
	Not Reported	147	120	69	78	53	58
Ethnicity	Non-Hispanic	1,606	1,776	1,693	1,726	1,716	2,005
	Hispanic	156	187	218	256	268	351
	Not Reported	133	118	67	32	59	40
<b>Total Associates Degrees Conferred</b>		<b>1,895</b>	<b>2,081</b>	<b>1,978</b>	<b>2,014</b>	<b>2,043</b>	<b>2,396</b>

\*Used graduation date to calculate age. Age at graduation is used to calculate Adult Learner status

\*AY evaluated as Fall-Spring-Summer



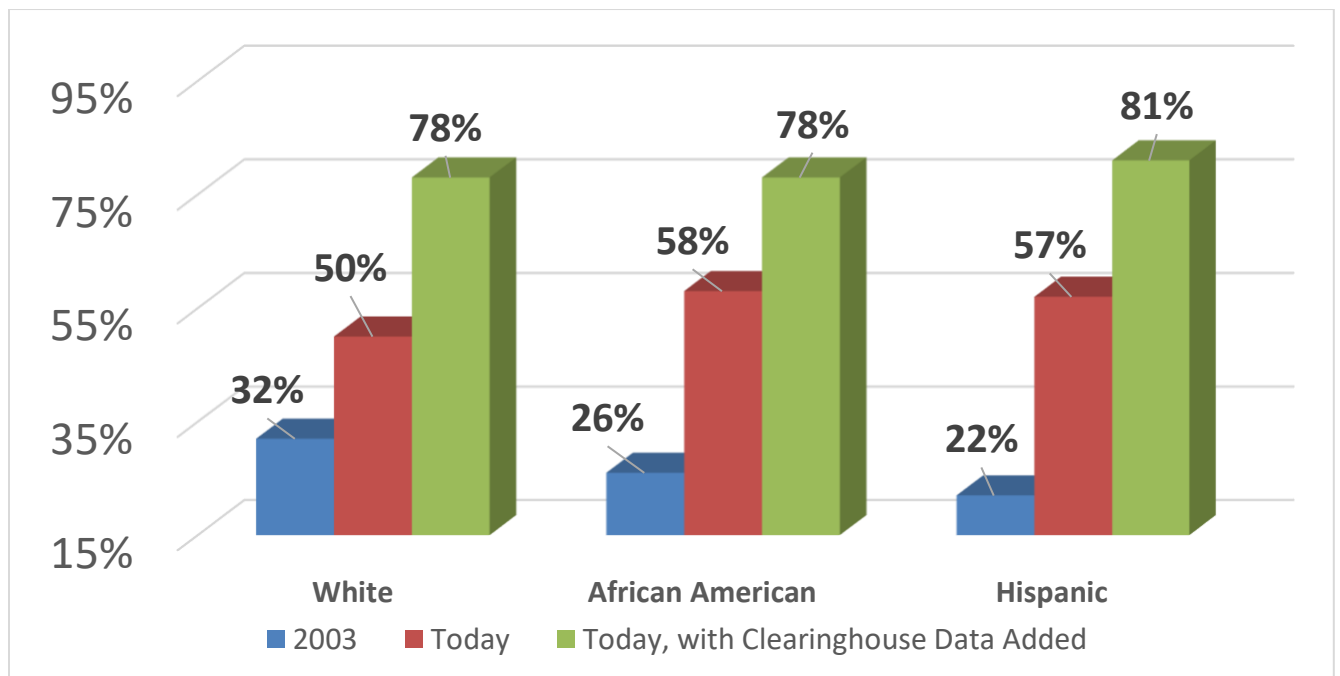
## CHART 11



### Chart 12:

## CHANGES IN 6-YEAR GRADUATION RATES WITH CLEARINGHOUSE DATA ADDED:

### BACHELOR'S DEGREES



Note: The red and blue bars in the above chart represent Georgia State 2019 institutional graduation rates and are based on institutional data. The green bars include students starting at Georgia State who have graduated or are still retained at Georgia State or another institution and are based on 2019 National Student Clearinghouse data. Data are for 2020 are not yet available.

### Chart 13

## Impact of Academic Advising on Credit-Hour Accumulation: Bachelor’s Students

### **Impact on Average Credits Attempted Based on Number of Fall/Spring Appointments**

*Analysis removes students who did not register for Spring term to create an equal comparison*

# Appts	Average of Term Registered in Fall 2017	Average of Term Registered in Spring 2018
<b>0</b>	<b>10.60</b>	<b>10.19</b>
<b>1+</b>	<b>12.16</b>	<b>12.00</b>
1	11.57	11.19
2	12.22	12.03
3	12.43	12.44
4	12.51	12.52
5	12.63	12.65
6	12.74	12.76
7	12.96	13.28
8	12.58	12.67
9	12.57	12.87
10+	13.05	13.09

Source: EAB

### Chart 14

## Perimeter College In-Person Advising Visits: Associate Students (by AY)

	2015	2016	2017	2018	2019
<b>Student Visits</b>	<b>3,000*</b>	<b>36,131</b>	<b>40,548</b>	<b>50,373</b>	<b>53,379</b>

\* Pre consolidation (estimated)

## Chart 15

### Success Academy Student Outcomes: Bachelor's Students by Year of Entry

Cohort	SA Group	Students	One Year Retention	Three-Year Graduation	Four-Year Graduation	Five-Year Graduation	Six-Year Graduation
2012	Success Academy	100	86.0%	0.0%	24.0%	50.0%	61.6%
	non-Success Academy	3,023	83.4%	1.5%	26.8%	47.8%	54.3%
2013	Success Academy	173	87.3%	0.6%	19.1%	38.2%	N/A
	non-Success Academy	3,206	82.0%	1.2%	28.3%	49.0%	N/A
2014	Success Academy	291	83.2%	0.0%	21.3%	N/A	N/A
	non-Success Academy	3,350	81.2%	1.7%	29.3%	N/A	N/A

## Chart 16

### Perimeter Success Academy Outcomes: Associate Students

*Summer, Fall and Spring 2017 – 2018*

Academic Data for PC Students				
		Summer 2017	Fall 2017	Spring 2018
<b>PC Decatur Students</b>	Average Hours Earned	4.52	6.54	6.72
	Average Hours Attempted	5.60	9.43	9.44
	Earned Hour Ratio	0.81	0.69	0.71
	GPA	2.73	2.27	2.31
<b>Perimeter Academy Students</b>	Average Hours Earned	5.93	10.13	9.62
	Average Hours Attempted	7.36	11.92	11.88
	Earned Hour Ratio	0.80	0.85	0.81
	GPA	2.80	2.68	2.59

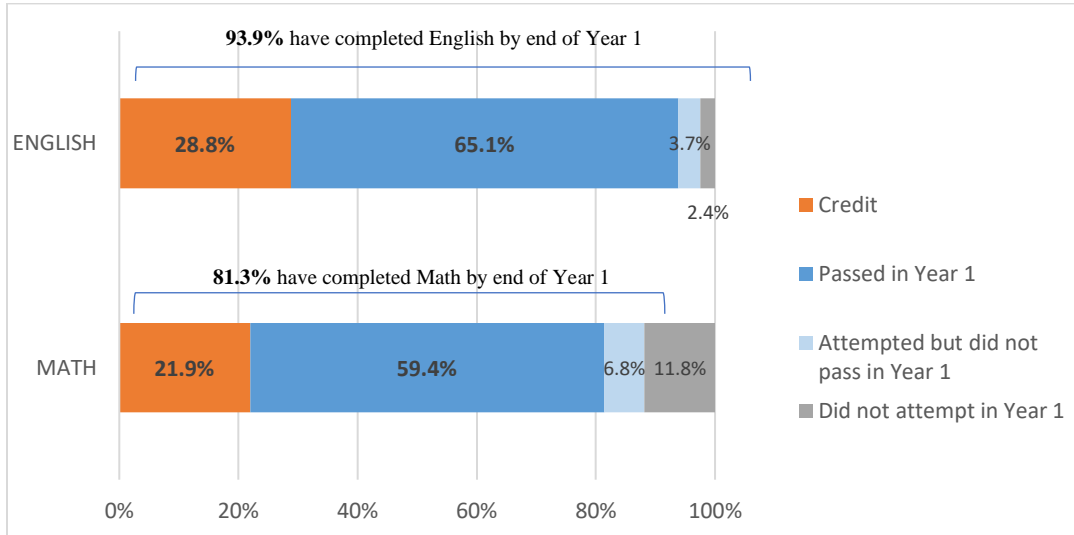
**Chart 17****Impact of Supplemental Instruction on Student Outcomes: Bachelor's Students**

	<i>Fall '17</i>	<i>Spring '18</i>
Total Enrollment (at least 1 SI session)	7,939	7,889
Total Students attended at least 5 SI sessions	495	543
<b>GPA:</b>		
Avg. Mean Grade SI	3.12	3.22
Avg. Mean Grade Non-SI	2.72	2.59
Avg. SI vs. Non-SI Diff.	0.39	0.64
<b>DFW Rate:</b>		
Avg. #DFW SI	0.55	0.30
Avg. SI DFW Rate	5.00%	4.33%
Avg. #DFW Non-SI	19.75	21.36
Avg. Non-SI DFW Rate	18.26%	23.54%
<b>W Rate:</b>		
Avg. #W SI	0.10	0.05
Avg. SI W Rate	0.98%	0.37%
Avg. #W Non-SI	6.39	7.53
Avg. Non-SI W Rate	6.38%	9.35%

\*A student is considered an SI attendee if they have attended 5 or more SI sessions throughout the entire semester.

## Charts 18

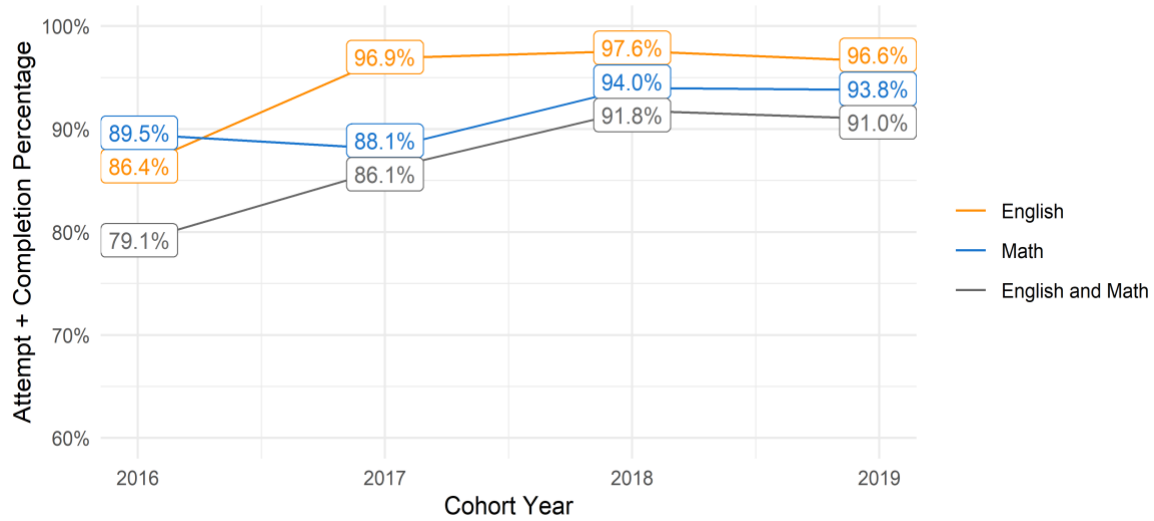
### Full-Time Freshmen from Cohorts 2014 Through 2018 Completing English or Math in Year 1, Atlanta Campus Bachelor's Students



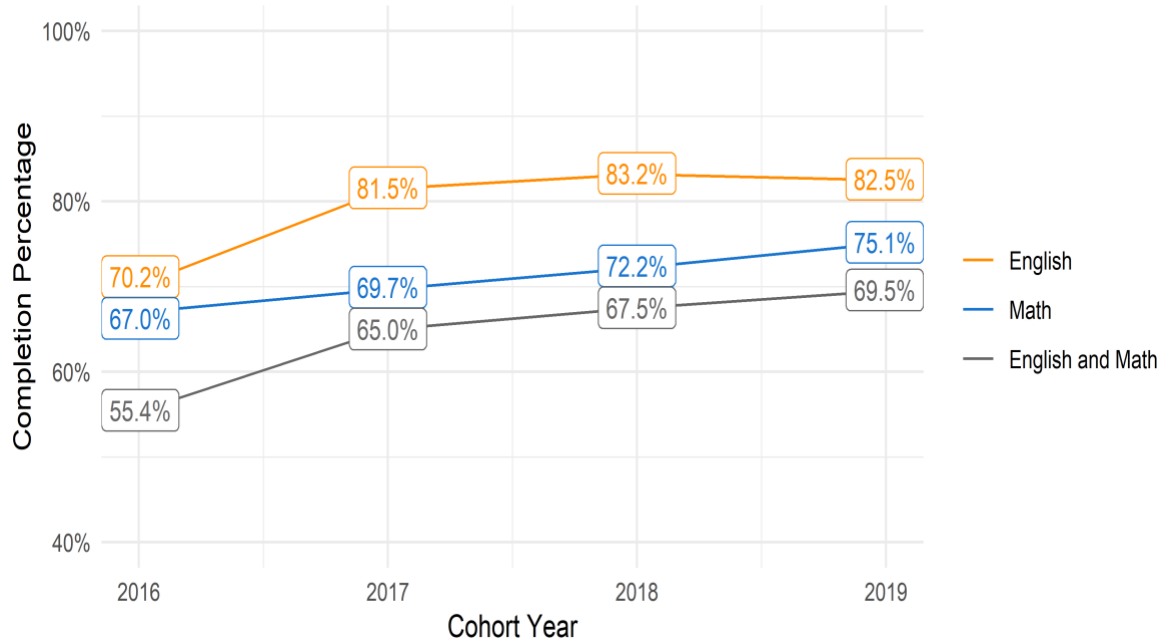
Note 1: For English, a student is counted as passed if he/she passed either ENGL 1101, 1102, or 1103 in the first year. For Math, a student is counted as passed if he/she passed a 1000 level or 2000 level MATH course in the first year.

Note 2: The Credit category identifies students who completed the course with external credit, such as AP

### Attempt Rates of English, Math, and Both English and Math in Year One, Freshman Cohort, Perimeter College



### Completion Rates of English, Math, and Both English and Math in Year 1, Freshman Cohort, Perimeter College



Note: For English, a student is counted as passed if he/she passed either ENGL 1101, 1102, or 1103 in the first year. For Math, a student is counted as passed if he/she passed a 1000 level or 2000 level MATH course in the first year. A student is counted as passing both English and Math if he/she passed both an ENGL course (either ENGL 1101, 1102, or 1103) and a MATH course (a 1000 level or 2000 level MATH course) in the first year. External credit, such as IB, AP, dual enrollment, transfer credit or CLEP, is included in the completion rates.

## Chart 19

### Timeline of Student Success Initiatives at Georgia State University

INITIATIVE	YEAR STARTED	SUMMARY	SCALE
<b>Freshman Learning Communities</b>	1999	First-year students sorted into cohorts of 25 based on meta-major; take all courses together in block schedule.	70% of first-year students in 2016-17
<b>Supplemental Instruction</b>	2005	Students who are most successful in courses hired as peer tutors for other students in the course; many tutors eligible for work-study.	10,000+ students in 2016-17
<b>Mathematics Interactive Learning Environment</b>	2006	Redesign of introductory math courses (algebra, statistics, and pre-calculus) using a hybrid, emporium model of face-to-face and machine-guided instruction.	8,500 students in 2016-17
<b>Keep HOPE Alive Scholarship</b>	2008	Small grants to students who lose eligibility for Georgia's HOPE merit scholarship, combined with academic and financial counseling.	1,100 students since 2009
<b>Panther Retention Grants</b>	2011	Small grants (combined with academic and financial counseling) to juniors and seniors who are on-track academically but are required by a state of Georgia rule to be dropped from classes because they have small outstanding balances on tuition or fees.	9,000+ students since 2011
<b>Graduation and Progression System</b>	2012	Sophisticated dashboard for advisers that displays real-time analyses of student academic progress and raises alerts calling for intervention; coupled with consolidating undergraduate advising and more than doubling the number of advisers.	Prompted 52,000 student-adviser meetings in 2016-17
<b>Summer Success Academy</b>	2012	Opportunity for the most academically at-risk 10 percent of incoming freshmen to take 7 credit hours and receive intensive academic advisement and financial literacy training during the summer before their first year.	300+ students in Summer 2016; 1,400 students since launch
<b>Meta Majors</b>	2013	Onboarding program that enrolls new students according to broad areas of academic interests and then delivers programming to help students understand the differences between majors within each area; has significantly reduced the number of students changing majors after their freshman years	Approximately 3,700 freshmen during the 2016-17 academic year
<b>Course Scheduling Analytics</b>	2015	Predictive Analytics deployed to determine the number of course sections and seats needed each semester; establishment of a university Strategic Course Scheduling Committee	Capacity added in 800 courses in 2016-17
<b>Chat Bots</b>	2016	Artificial-intelligence-enhanced automatic texting platform that has been developed to answer thousands of common freshman questions immediately via texts. Has reduced summer melt by 22%.	4,000 incoming freshmen during Summer 2017
<b>SunTrust Student Financial Management Center</b>	2016	Office using predictive analytics to proactively identify students who are at financial risk and reach out to them with help. Delivers financial competencies programming.	31,000 in-person student visits during the Spring 2017 term

<b>INITIATIVE</b>	<b>YEAR STARTED</b>	<b>SUMMARY</b>	<b>SCALE</b>
<b>College to Career</b>	2016	Undergraduate curriculum that promotes career readiness each year a student is enrolled leveraging new technologies, e.g. career-based e-portfolios for each student, career component of academic advising, live regional job data	700,000 student postings to e-portfolios in 2016-17
<b>Perimeter LIFT</b>	2017	Integrated suite of 16 different student support programs to take students from high school to graduation in cooperation with DeKalb Public Schools and supported by State Farm	300 Perimeter College students in 2017
<b>Adaptive Learning in the Social Sciences</b>	2017	A collaborative, funded project in which faculty members in Psychology, Economics, and Political Science are converting 20,000 seats of introductory courses to hybrid, flipped classes assisted by adaptive-learning technology.	20,000 students a year by 2018
<b>Career Analytics</b>	2018	Through a partnership with Steppingblocks, Georgia State shares with  current students live data about career outcomes for Georgia State alumni  by academic field using “web scarping” technologies.	40,000 students by 2020
<b>Retention Bot</b>	2019	Chatbot expanded from a summer melt tool for incoming freshmen to a support for all enrolled undergraduates throughout their academic careers.	35,000 students by Fall 2020
<b>National Institute for Student Success</b>	2020	Through an “Incubator” to pilot, refine and scale the next-generation of Georgia State student-success innovations and an “Accelerator” to help disseminate proven student-success strategies, the Institute will catalyze improved and more equitable student outcomes in Georgia and nationally.	750,000 students nationally by 2024

Source: Building A Pathway to Student Success at Georgia State University



# KENNESAW STATE UNIVERSITY

## APPENDICES

### APPENDIX A

Progress related to Focus Areas

	Number of Undeclared Students	Number of Focus Area Students	Total Number of Undeclared & Focus Area Students	Percentage of Undeclared Students in Focus Areas
Fall 2018	1021	0	1021	0%
Fall 2019	508	157	665	23.6%
Fall 2020	558	384	942	40.7%

## APPENDIX B

# B.S. in Integrated Health Science

### Overview

The Department of Health Promotion and Physical Education (HPE) is excited to launch the B.S. in Integrated Health Science (IHS) major starting in fall of 2020. This new undergraduate degree meets the strong student demand for additional degree options with a healthcare focus at KSU, a robust job market, and lack of similar educational opportunities in the region. The IHS major provides an interdisciplinary curriculum that establishes a strong core knowledge of health and disease prevention, along with quality delivery and oversight of health services. The IHS major represents an inventive strategy to increase student access to courses in their area of interest, while allowing the student to tailor the program to meet their healthcare career goals. The IHS degree at Kennesaw State University is distinctive in the state as it specifically integrates interprofessional education and healthcare innovation at the undergraduate level.

The Integrated Health Science major prepares students to:

- Become informed and engaged health professionals
- Think critically about health-related issues and
- Work as part of a healthcare team to develop innovative solutions to current and future healthcare issues.

### What kind of courses are in the IHS Curriculum?

The IHS curriculum prepares students for a complex, modern and an interdisciplinary future in healthcare. The required coursework focuses on the essential health knowledge necessary for careers in healthcare services and related health occupations. The curriculum also emphasizes an interprofessional approach that develops skills sought by healthcare employers, such as critical thinking, problem solving, leadership, health literacy, cultural competency, teamwork, communication, and ethics. In addition to this foundational knowledge, the IHS program of study allows students the flexibility to pursue minors, certificate programs or other coursework to support their professional goals. To broaden students' understanding of

factors that both positively and negatively affect the health care system, patients, and practitioners, IHS majors will take relevant coursework in variety of colleges and departments across KSU.

Specifically, the IHS program focuses on the following student learning outcomes:

1. Synthesize interdisciplinary knowledge from natural, health, and social science disciplines within the context of health needs, interests, and concerns of individuals and/or groups.
2. Apply theoretical frameworks to address health needs, interests, and concerns of individuals and/or groups within US health care system.
3. Examine health-related data to identify health needs, interests, and concerns of individuals and/or groups.
4. Develop advocacy skills to address the health needs, interests, and concerns of individuals and/or groups.

5. Demonstrate sensitivity and inclusivity regarding diverse health needs, interests, and concerns of individuals and/or groups.
6. Assess and develop innovative solutions to respond to health interests and concerns of individual and/or groups.
7. Apply ethical and professional principles that govern health professionals and institutions in their work with individuals and/or groups.
8. Develop collaborative skills that honor interprofessional contributions to improve health interests and concerns of individual and/or group outcomes through research, inquiry and problem solving.

### **Admission**

The Integrated Health Science major is an “open-degree” which means that students can declare the degree once admitted to the university. There are no program admission requirements above those established by KSU for admission to the University. IHS majors will need to maintain a “C” or better in all upper-division core courses and those courses that serve as prerequisites to other classes. Upon declaration of the Integrated Health Science Major through Owl Express, please schedule a formal advising appointment with the Wellstar College Advising Center.

**What can students do with an IHS degree?** IHS graduates can pursue nonclinical careers that require an in-depth understanding of the healthcare industry such as:

- medical and health services management
- patient/client navigation
- infection control manager
- insurance reviewer
- medical equipment & pharmaceutical sales
- health care lobbying.

In addition, students earning the IHS degree are strong candidates for graduate level training in numerous areas of health care (e.g., health care administration, bioinformatics, occupational therapy, physician assistant, prosthetics-orthotics, social work, athletic training, nutrition, communication disorders).

### **What is the Job Market for IHS Graduates?**

Healthcare is one of Georgia’s major growth engines. Many experts predict that Georgia will have the second highest rate of new jobs in healthcare in the U.S. By 2026, one-fifth of all new jobs created in Georgia will be in the healthcare field. The IHS degree positions graduates well to take advantage of these expanding opportunities.

## **Integrated Health Science Coursework**

### **General Education Requirements (42 Credit Hours)**

(See KSU Undergraduate Catalog)

**Lower Division Major Requirements (Area F) (18 Credit Hours)**

- HS 2300: Intersectional Approaches to Cultural Competence (3)
- IHS 2100: Introduction to Health Science and Professions (3)
- WELL 2000: Foundations of Health and Wellness (3)
- Area F Options (9 hours) - Any 1000 or 2000 level courses with BIOL, COM, ES, FL, HS, PHE, PSYC, SOCI prefixes

**Upper Division Major Requirements (30 Credit Hours)**

- COM 3320: Health Communication (3)
- ECON 3478: Economics of Healthcare (3)
- HPE 3300: Contemporary Health Issues (3)
- IHS 3240: Fundamentals of Behavioral Healthcare (3)
- IHS 4545: Healthcare Innovation (3)
- IPE 4413: Interprofessional Care and Collaboration (3)
- IT 3503: Foundations of Health Information Technology (3)
- PHE/NURS 3330: Health Systems and Health Policy (3)
- SOCI 3380: Society, Community and Health (3)
- IHS 4760: Integrated Health Science Capstone (3)

**Upper division major electives (18 hrs.)**

- Any 3000 or 4000 level courses with the following prefixes: COM, ES, HPE, HS, LDRS, NURS, PHE, PSYC, SM, SOCI

**Free electives (12 hrs.)**

**Note:** IHS majors are encouraged to consider a minor or certificate program to fulfill elective requirements.

For more information on the Integrated Health Science major at KSU, please email: [ihs@kennesaw.edu](mailto:ihs@kennesaw.edu)

**APPENDIX C**

KSU Giving to Scholarships (by fiscal year)

**FY18**

Sum of Fund Split  
Amount

Column Labels

Row Labels	Scholarship - Annual	Scholarship - Endowed	Grand Total
Foundation Endowed		\$ 1,325,297	\$ 1,325,297
FoundationTemporarily Restricted	\$ 2,569,390		\$ 2,569,390
<b>Grand Total</b>	<b>\$ 2,569,390</b>	<b>\$ 1,325,297</b>	<b>\$ 3,894,687</b>

**FY19**

Sum of Fund Split Amount	Column Labels		
Row Labels	Scholarship - Annual	Scholarship - Endowed	Grand Total
Foundation Endowed		\$ 2,085,998	\$ 2,085,998
FoundationTemporarily Restricted	\$ 1,179,376		\$ 1,179,376
<b>Grand Total</b>	<b>\$ 1,179,376</b>	<b>\$ 2,085,998</b>	<b>\$ 3,265,374</b>

**FY20**

Sum of Fund Split Amount	Column Labels		
Row Labels	Scholarship - Annual	Scholarship - Endowed	Grand Total
Foundation Endowed		\$ 16,986,718	\$ 16,986,718
FoundationTemporarily Restricted	\$ 1,950,944		\$ 1,950,944
<b>Grand Total</b>	<b>\$ 1,950,944</b>	<b>\$ 16,986,718</b>	<b>\$ 18,937,663</b>

# MIDDLE GEORGIA STATE UNIVERSITY

## APPENDICES

**Table 1 Student Body Characteristics Fall 2015 – 2019**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	#	%	#	%	#	%	#	%	#	%
Full-Time	4,867	63.41%	4,804	62.28%	4,561	62.13%	4,893	62.71%	5,018	62.21%
Part-Time	2,809	36.59%	2,910	37.72%	2,780	37.87%	2,909	37.29%	3,048	37.79%
FTE	6,426		6,444		6,150		6,551		6,761	
<b>Enrollment by Student Level</b>										
Freshman	2785	36.28%	2636	34.17%	2270	30.92%	2396	30.71%	2426	30.08%
Sophomore	1474	19.20%	1437	18.63%	1447	19.71%	1480	18.97%	1493	18.51%
Junior	1390	18.11%	1326	17.19%	1223	16.66%	1401	17.96%	1419	17.59%
Senior	1578	20.56%	1681	21.79%	1676	22.83%	1662	21.30%	1788	22.17%
Graduate	0	0.00%	72	0.93%	120	1.63%	218	2.79%	279	3.46%
Dual Enrolled	383	4.99%	500	6.48%	526	7.17%	550	7.05%	562	6.97%
Other*	66	0.86%	62	0.80%	79	1.08%	95	1.22%	99	1.23%
<b>Enrollment by Gender</b>										
Female	4447	57.93%	4480	58.08%	4248	57.87%	4481	57.43%	4563	56.57%
Male	3229	42.07%	3234	41.92%	3093	42.13%	3321	42.57%	3503	43.43%
<b>Enrollment by Age</b>										
Under 25	5452	71.03%	5553	71.99%	5320	72.47%	5663	72.58%	5842	72.43%
25 or Older	2224	28.97%	2161	28.01%	2021	27.53%	2139	27.42%	2224	27.57%
Average Age (US)	24.2		24		23.8		23.6		23.6	
Average Age (GS)	-		34.9		34.1		34.3		35	
Average Age (Both)	24		23.9		23.8		23.8		23.9	
<b>Enrollment by Ethnicity/Race</b>										
Hispanic	297	3.87%	330	4.28%	361	4.92%	430	5.51%	453	5.62%
American Indian	11	0.14%	13	0.17%	9	0.12%	12	0.15%	10	0.12%
Asian	184	2.40%	184	2.39%	214	2.92%	261	3.35%	259	3.21%
Black Non-Hispanic	2653	34.56%	2631	34.11%	2414	32.88%	2714	34.79%	2738	33.94%
Native Hawaiian	14	0.18%	13	0.17%	10	0.14%	9	0.12%	9	0.11%
White Non-Hispanic	4255	55.43%	4253	55.13%	4049	55.16%	4058	52.01%	4228	52.42%
2 or More Races	230	3.00%	254	3.29%	255	3.47%	283	3.63%	325	4.03%

Unknown	32	0.42%	36	0.47%	29	0.40%	32	0.41%	44	0.55%
<b>Residency</b>										
Georgia	7381	96.16%	7396	95.88%	7000	95.35%	7372	94.49%	7607	94.31%
Out of State	221	2.88%	237	3.07%	244	3.32%	296	3.79%	311	3.86%
International	74	0.96%	81	1.05%	97	1.32%	134	1.72%	148	1.83%
<b>New Student Enrollment</b>										
First Time Freshman	1469	19.14%	1268	16.44%	1126	15.34%	1410	18.07%	1385	17.17%
Transfer	554	7.22%	536	6.95%	551	7.51%	647	8.29%	705	8.74%
Dual Enrl	298	3.88%	364	4.72%	362	4.93%	367	4.70%	318	3.94%
New Other	23	0.30%	61	0.79%	99	1.35%	123	1.58%	140	1.74%
<b>Other Demographics</b>										
Pell Recipients	3692	48.10%	3529	46.18%	3272	45.31%	3439	45.35%	3448	45.83%
Learning Support	470	6.12%	396	5.13%	300	4.09%	406	5.20%	468	5.80%
<b>Total Enrollment</b>	<b>7676</b>		<b>7714</b>		<b>7341</b>		<b>7802</b>		<b>8066</b>	

**Table 2. 5-Year history of one-year retention rates for First Time Freshman**

	Fall 2014- Fall 2015	Fall 2015- Fall 2016	Fall 2016- Fall 2017	Fall 2017- Fall 2018	Fall 2018- Fall 2019
One-year retention (First Time Freshman via USG*)	61.6%	60.3%	59.8%	60.0%	54.3%
One-year retention students who began FT*	63.6%	62.0%	61.2%	61.2%	55.1%
One-year retention students who began PT*	40.5.0%	35.0%	41.2%	41.1%	43.9%
One-year retention student who began w/ LS requirements*	54.5%	47.6%	46.2%	56.2%	32.6%

Source: MGA Office of Institutional Research /BANNER

Retention rates from USG by the Numbers for all except Learning Support requirements.

**Table 3. Associate Degree-Seeking FTFT One-Year Retention Rat**

Cohort	Total Beginning Cohort	# Retained at MGA	% Retained at MGA	% Retained at Other USG Institutions	Total % Retained System Wide
Fall 2014 Cohort	756	459	60.70%	4.80%	65.50%
Fall 2015 Cohort	744	419	56.30%	5.10%	61.40%
Fall 2016 Cohort	520	292	56.20%	6.10%	62.30%
Fall 2017 Cohort	330	181	54.80%	10.70%	65.50%
Fall 2018 Cohort	294	176	59.90%	5.40%	65.30%

Source: USG by the Numbers Retention Reports

**Table 4. Bachelor Degree-Seeking FTFT One-Year Retention Rates**



Cohort	Total Beginning Cohort	# Retained at MGA	% Retained at MGA	% Retained at Other USG Institutions	Total % Retained System Wide
Fall 2014 Cohort	447	306	68.50%	7.10%	75.60%
Fall 2015 Cohort	679	465	68.50%	6.30%	74.80%
Fall 2016 Cohort	701	456	65.00%	9.80%	74.80%
Fall 2017 Cohort	740	473	63.90%	6.10%	70.00%
Fall 2018 Cohort	1039	552	53.10%	6.90%	60.00%

Source: USG by the Numbers Retention Reports

**Table 5. Five-year Undergraduate history credit hour enrollment**

Academic Year	Students enrolled in 15 or more credit hours		Students enrolled in 12-14 credit hours		Students enrolled in less than 12 credit hours	
	Fall	Spring	Fall	Spring	Fall	Spring
2015-2016	18.2%	20.1%	45.2%	41.0%	36.6%	38.9%
2016 - 2017	19.6%	19.9%	42.9%	40.1%	37.5%	40.0%
2017 - 2018	20.9%	23.3%	41.5%	37.0%	37.6%	39.7%
2018 - 2019	24.4%	24.8%	38.7%	37.1%	36.9%	38.1%
2019 - 2020	23.8%	25.3%	39.2%	34.8%	37.0%	39.9%

Note: The number of credit hours enrolled are taken from the credit hours attempted element in the Academic Data Collection (midterm collection); credit hours are **not** based on course data. Undergraduate students are defined as Student Level = 10, 20, 30, or 40.

Source: USG BOR Data Base; IR MGA

**Table 6. Undergraduate Credit Hours Completed Versus Attempted**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Completed	68,363	67,322	66,201	68,031	72,066
Attempted	84,497	83,892	79,955	84,784	85,805
Percent	81%	80%	83%	80%	84%

Note: This table excludes Auditor, Post Baccalaureate, and Transient students.

Source: MGA Office of Institutional Research /BANNER

# SOUTH GEORGIA STATE COLLEGE

## APPENDICES

### Appendix: Data Tables and Graphs

#### SGSC Enrollment Demographics

Table A										
Enrollment and Demographic Trends										
	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%	N	%	N	%
<b>Total Enrollment</b>	2,648	100.00	2,542	100.00	2,540	100.00	2,482	100.00	2,346	100.00
Enrollment Status										
	N	%	N	%	N	%	N	%	N	%
Full-Time	1,828	69.03%	1,638	64.44%	1,651	65.00%	1,580	63.66%	1,476	62.92%
Part-Time	820	30.97%	904	35.56%	889	35.00%	902	36.34%	870	37.08%
Gender										
	N	%	N	%	N	%	N	%	N	%
Female	1,678	63.37%	1,616	63.57%	1,636	64.41%	1,612	64.95%	1,566	66.75%
Male	970	36.63%	926	36.43%	904	35.59%	870	35.05%	780	33.25%
Race/Ethnicity										
	N	%	N	%	N	%	N	%	N	%
Hispanic	170	6.42%	161	6.33%	162	6.38%	171	6.89%	196	8.35%
American Indian, Alaskan Native, Pacific Islander, or Asian	36	1.36%	42	1.65%	37	1.46%	30	1.21%	31	1.32%
Black or African American	832	31.42%	769	30.25%	772	30.39%	747	30.10%	674	28.73%
White	1,556	58.76%	1,514	59.56%	1,523	59.96%	1,478	59.55%	1,394	59.42%
Two or More Races	31	1.17%	36	1.42%	34	1.34%	40	1.61%	31	1.32%
Race Unknown	23	0.87%	20	0.79%	12	0.47%	16	0.64%	20	0.85%

Source: USG Semester Enrollment Reports/USG ADM Census; SGSC Banner

<b>Table B</b>											
<b>Underserved Enrollment Trends</b>											
	<b>Fall 2015</b>			<b>Fall 2016</b>			<b>Fall 2017</b>			<b>Fall 2018</b>	
	<b>N</b>	<b>% of total body</b>	<b>% excluding MOWR</b>	<b>N</b>	<b>% of total body</b>	<b>% excluding MOWR</b>	<b>N</b>	<b>% of total body</b>	<b>% excluding MOWR</b>	<b>N</b>	<b>% of total body</b>
% Pell Recipient	1,457	55.02%	61.53%	1,365	53.74%	62.27%	1,353	53.27%	62.78%	1,292	52.05%
% First Generation	706	26.66%	29.81%	589	23.19%	26.87%	601	23.66%	27.89%	583	23.49%
% Adult Learner	394	14.88%	16.64%	365	14.37%	16.65%	333	13.11%	15.45%	381	15.35%

Source: USG ADM Census; SGSC Banner

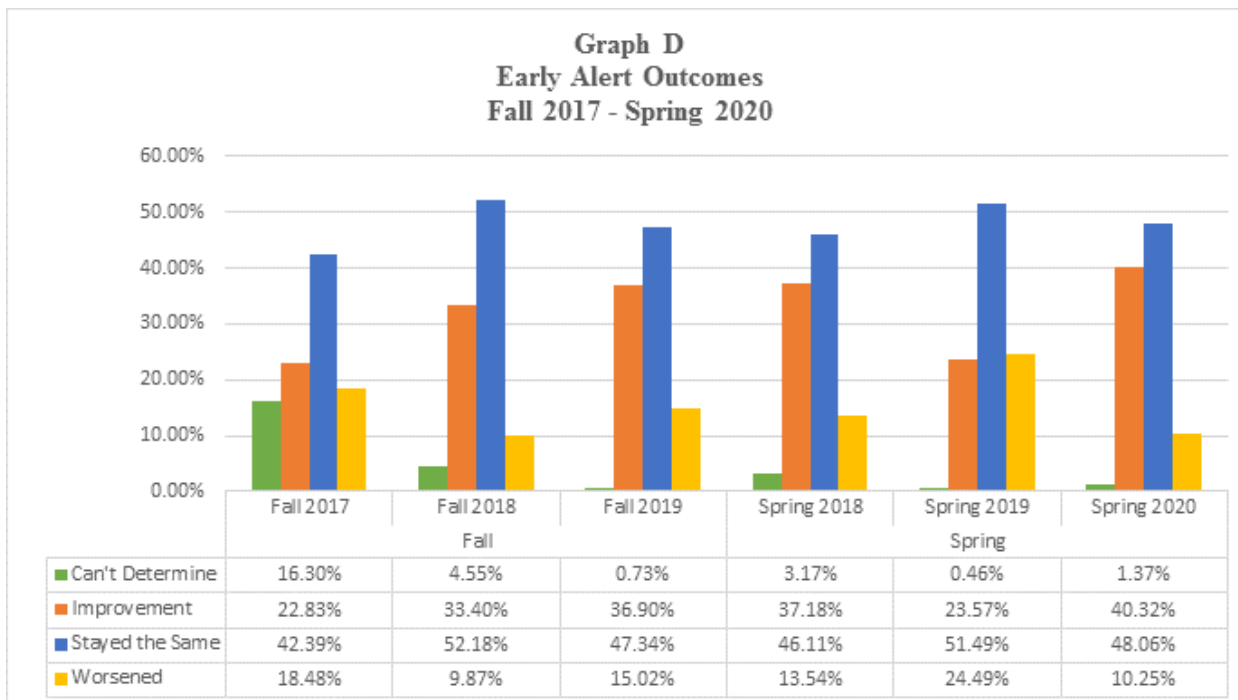
**Strategy/Activity: STEPS**

<b>Table C</b>					
<b>First Academic Year Metrics for the Comparative Group in Comparison to STEPS Cohorts</b>					
	<b>Fall 2013 Comparative First- Time Freshmen Residential Student Group</b>	<b>Fall 2014 STEPS Cohort (n = 45)</b>	<b>Fall 2015 STEPS Cohort (n = 32)</b>	<b>Fall 2016 STEPS Cohort (n = 55)</b>	<b>Fall STEPS (n</b>
Fall to Spring Persistence Rate (Institutional)	87.50%	88.89%	87.50%	92.72%	89
Fall to Fall Retention Rate (Institutional)	48.96%	63.04%	43.75%	60.00%	34
Three-Year Graduation Rate (Institutional)	7.29%	11.11%	12.50%	7.27%	21
Fall to Fall Transfer Rate	19.79%	11.11%	21.88%	7.89%	31
<b>First Term Academic Comparison</b>					
Average Fall Term GPA	1.85	2.12	1.99	1.96	1
Percent of Residential Students in Good Standing at End of Fall Term	78.13%	73.33%	71.88%	63.64%	65
Course Success Rate for Fall Term	67.00%	67.74%	68.42%	68.20%	55
<b>Second Term Academic Comparison</b>					
Average Spring Term GPA	1.51	2.30	1.89	1.89	1
Percent of Residential Students in Good Standing at End of Spring Term	46.43%	75.00%	60.71%	62.75%	55
Course Success Rate for Spring Term	50.13%	72.14%	60.93%	64.68%	62
<b>Demographics</b>					
<i>Gender</i>					
<i>Female</i>	56.25%	62.22%	56.25%	34.55%	31
<i>Male</i>	43.75%	37.78%	43.75%	65.45%	68
<i>Race/Ethnicity</i>					
<i>White</i>	21.88%	20.00%	37.50%	27.27%	34
<i>Black or African American</i>	75.00%	77.78%	50.00%	70.91%	60
<i>Other</i>	3.13%	2.22%	12.50%	1.82%	5
<i>State of Residence</i>					
<i>GA Resident</i>	91.67%	77.78%	71.88%	83.64%	65
<i>Non-GA Resident</i>	8.33%	22.22%	28.13%	16.36%	34
<i>Other Characteristics</i>					
Percentage Receiving PELL in fall	86.46%	71.77%	68.75%	69.09%	63
Avg High School GPA	2.39	2.38	2.22	2.39	2
Avg Age for Fall	19	19	19	18	

Source: SGSC Banner

Note: (1) Fall 2013 comparative group is comprised of first-time freshmen residential students who had either a high school GPA of less than or equal to 2.5 or enrolled in at least one learning support class. The total comparison group included 96 students for the fall semester. (2) Course success rates are defined as the sum of A, B, C, and S divided by the total of A, B, C, D, F, S, U, W, and WF. (3) The asterisk (\*) represents the first spring cohort of STEPS. Note that the performance of this group was impacted by COVID-19 in the spring 2020 semester.

**Strategy/Activity: Early Alert Program**



Source: SGSC Banner

Note: (1) The asterisk (\*) above indicates the pilot year for the early alert program. (2) The above categories can be defined as the following: (a) “Can’t Determine” represents students alerted and neither an estimated grade or mid-term grade. Only a final grade was reported for the student and a conclusion about improvement could not be determined, (b) “Improvement” represents students alerted and the final grade was an increase of at least one letter grade compared to the estimated grade or mid-term grade, (c) “Stayed the Same” represents students alerted in the program and the final grade was unchanged compared to the estimated grade or mid-term grade, and (d) “Worsened” represents students alerted in the program and the final grade was a decrease of at least one letter grade compared to the estimated grade or mid-term grade.

**Table E  
Number of Students Flagged for Early Alert by Term**

Term	N Flagged for Early Alert	Total Student Population	% of Student Population
Fall 2017	177	2,540	6.97
Fall 2018	431	2,482	17.37
Fall 2019	757	2,346	32.27

Source: SGSC Banner

**Table F  
Students Passing or Failing at Mid-Term and Final Outcome**

	N Passing at MT	N Passing at Final	% Passing at Final	N Failing at MT	N Passing at Final	% Passing at Final	N Can't Determine	Total Alerts
Fall 2017	42	27	64.29%	84	18	21.43%	58	184

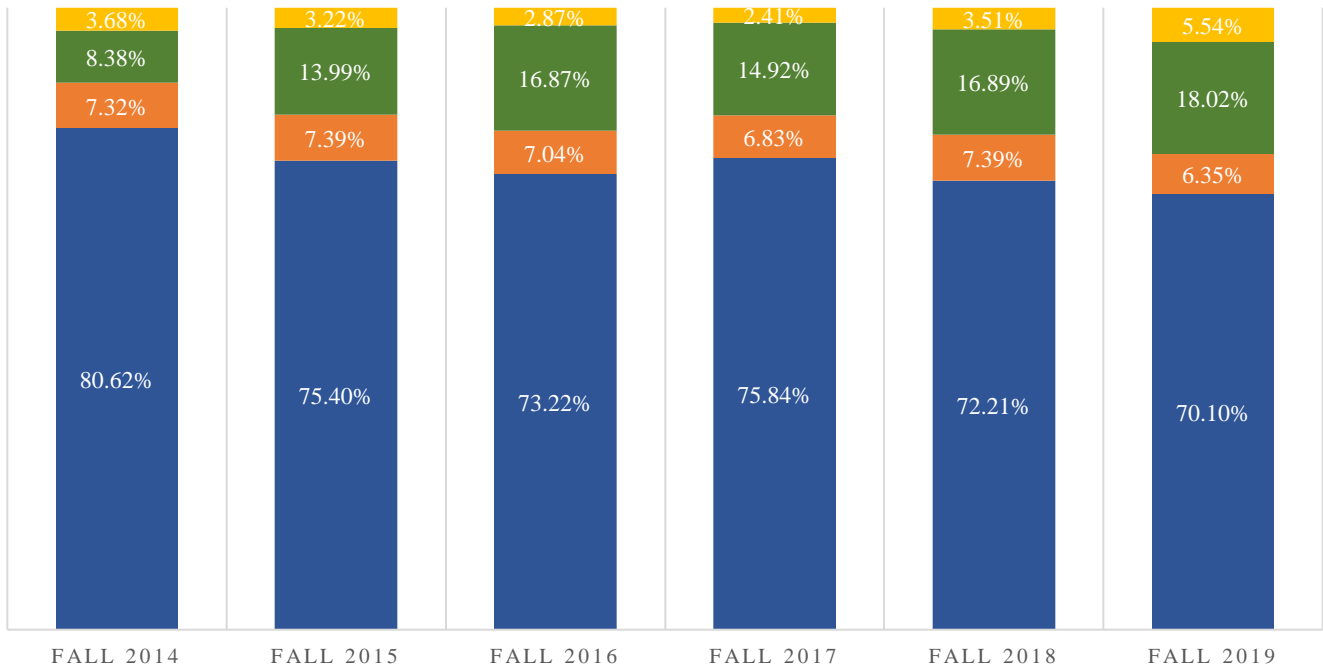
Spring 2018	142	128	90.14%	176	65	36.93%	29	347
Fall 2018	191	174	91.10%	271	66	24.35%	65	527
Spring 2019	230	198	86.09%	199	46	23.12%	8	437
Fall 2019	283	240	84.81%	648	160	24.69%	161	1092
Spring 2020	340	319	93.82%	514	191	37.16%	22	876

Source: SGSC Banner

**Strategy/Activity: Tutoring**

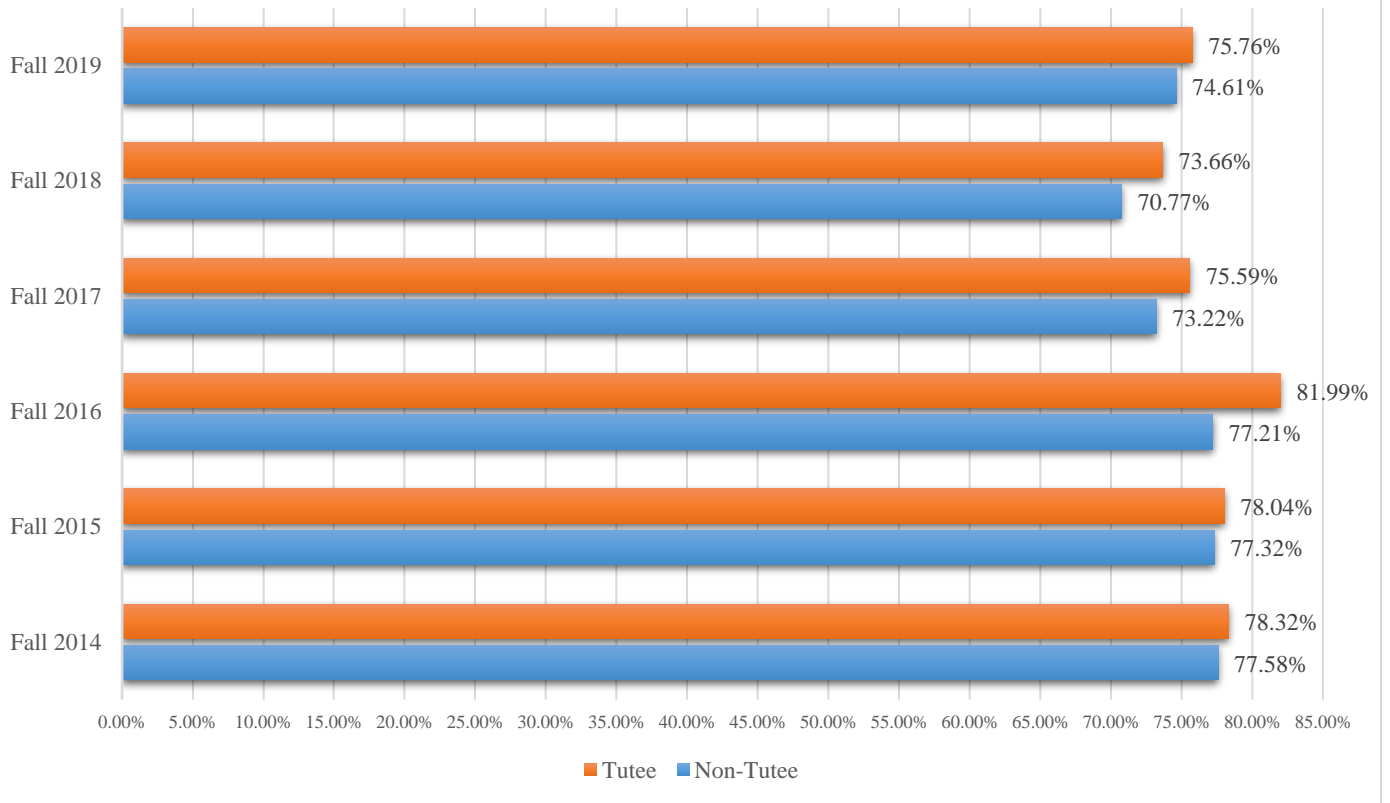
**GRAPH G  
RESIDENTIAL STATUS FOR NON-TUTEE VS. TUTEE**

■ Non-Tutee Commuter ■ Non-Tutee Residential ■ Tutee Commuter ■ Tutee Residential



Source: SGSC Banner; TutorTrac; Tutor.com

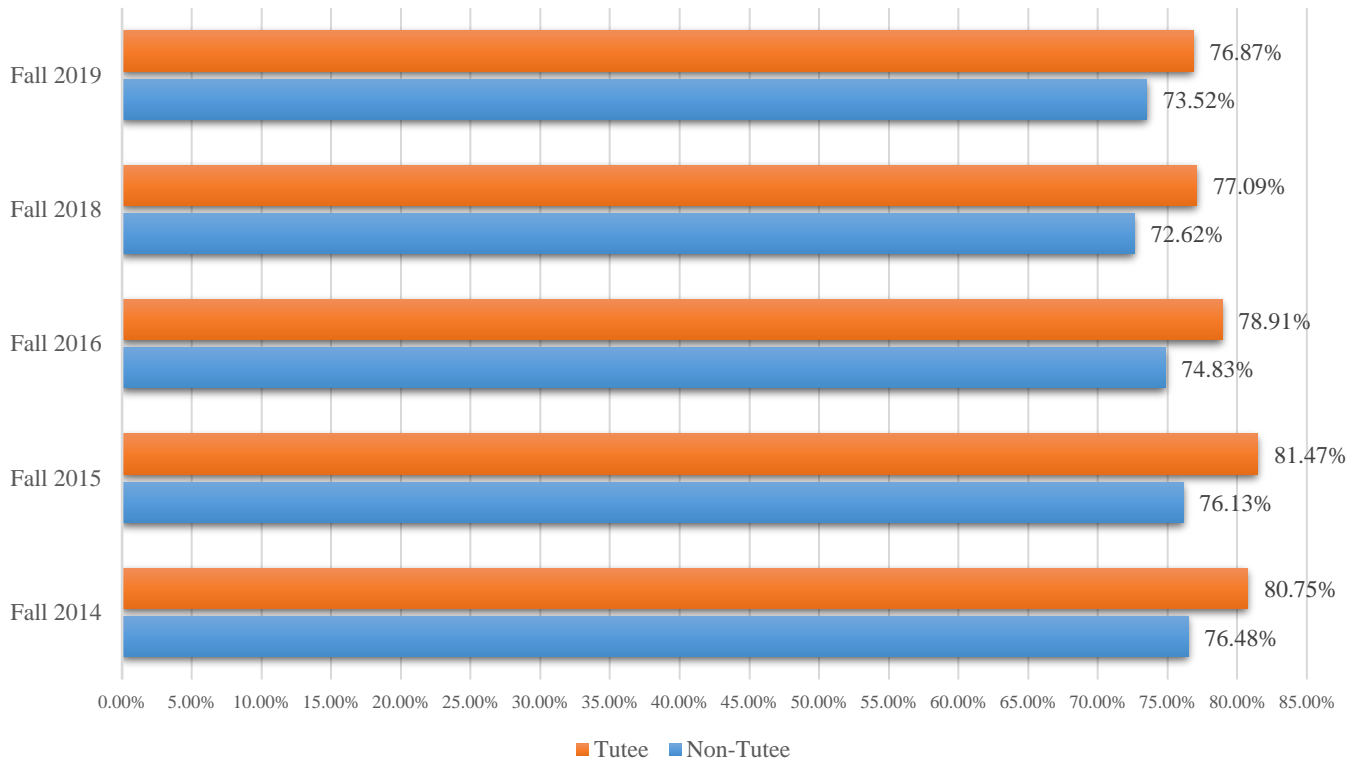
**Graph H**  
**Mid-Term Grade Course Success Rates Comparison for Non-Tutee vs. Tutee**



Source: SGSC Banner; TutorTrac; Tutor.com

Note: (1) Course success rates is defined as the sum of A, B, C, or S divided by the total sum of A, B, C, D, F, S, U, W, and WF. (2) Mid-term grades are not required to be reported; the data above represents only grades submitted at mid-term.

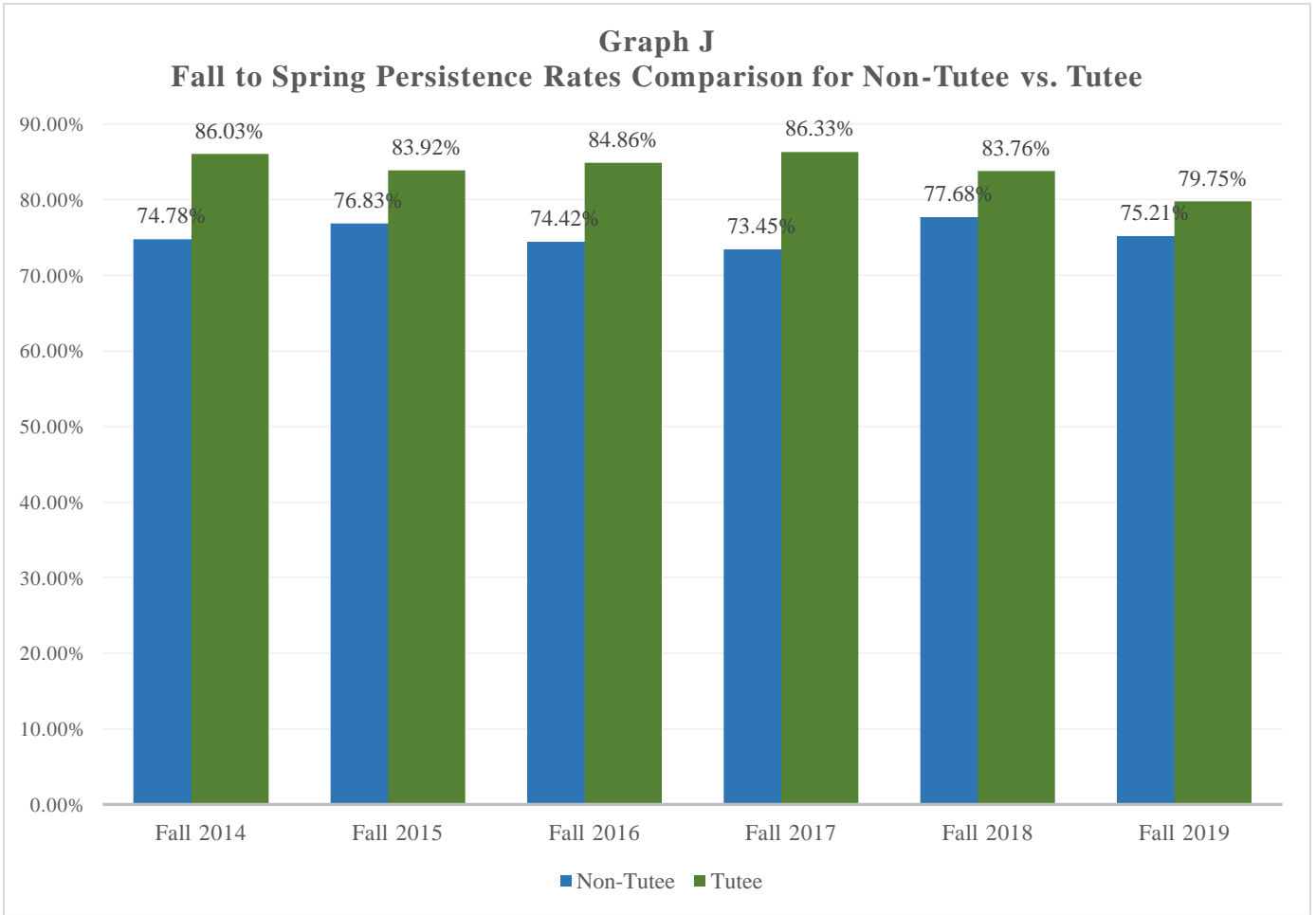
**Graph I**  
**Final Grade Course Success Rates Comparison for Non-Tutee vs. Tutee**



Source: SGSC Banner; TutorTrac; Tutor.com

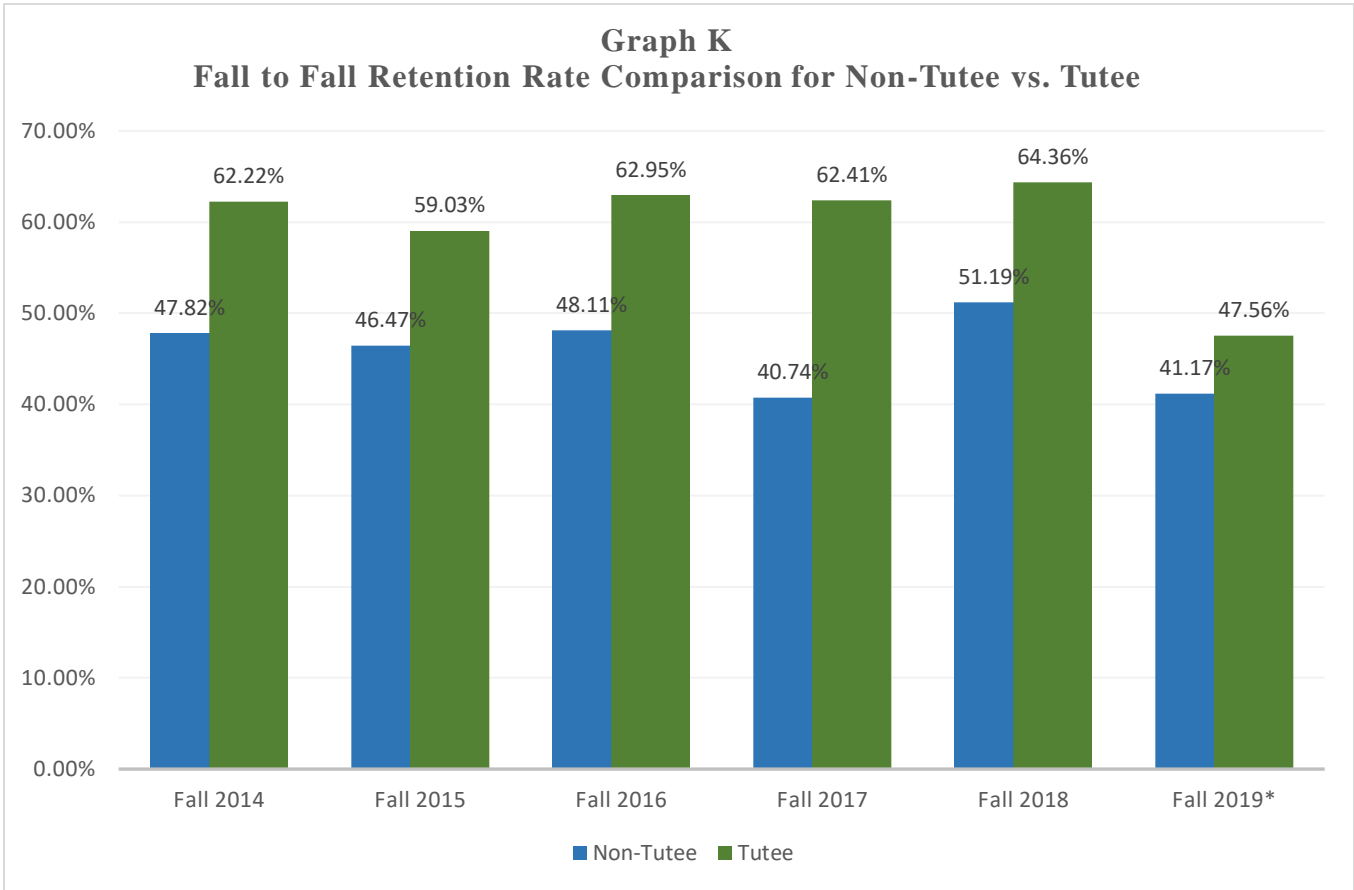
Note: (1) Course success rates is defined as the sum of A, B, C, or S divided by the total sum of A, B, C, D, F, S, U, W, and WF.





Source: SGSC Banner; TutorTrac; Tutor.com

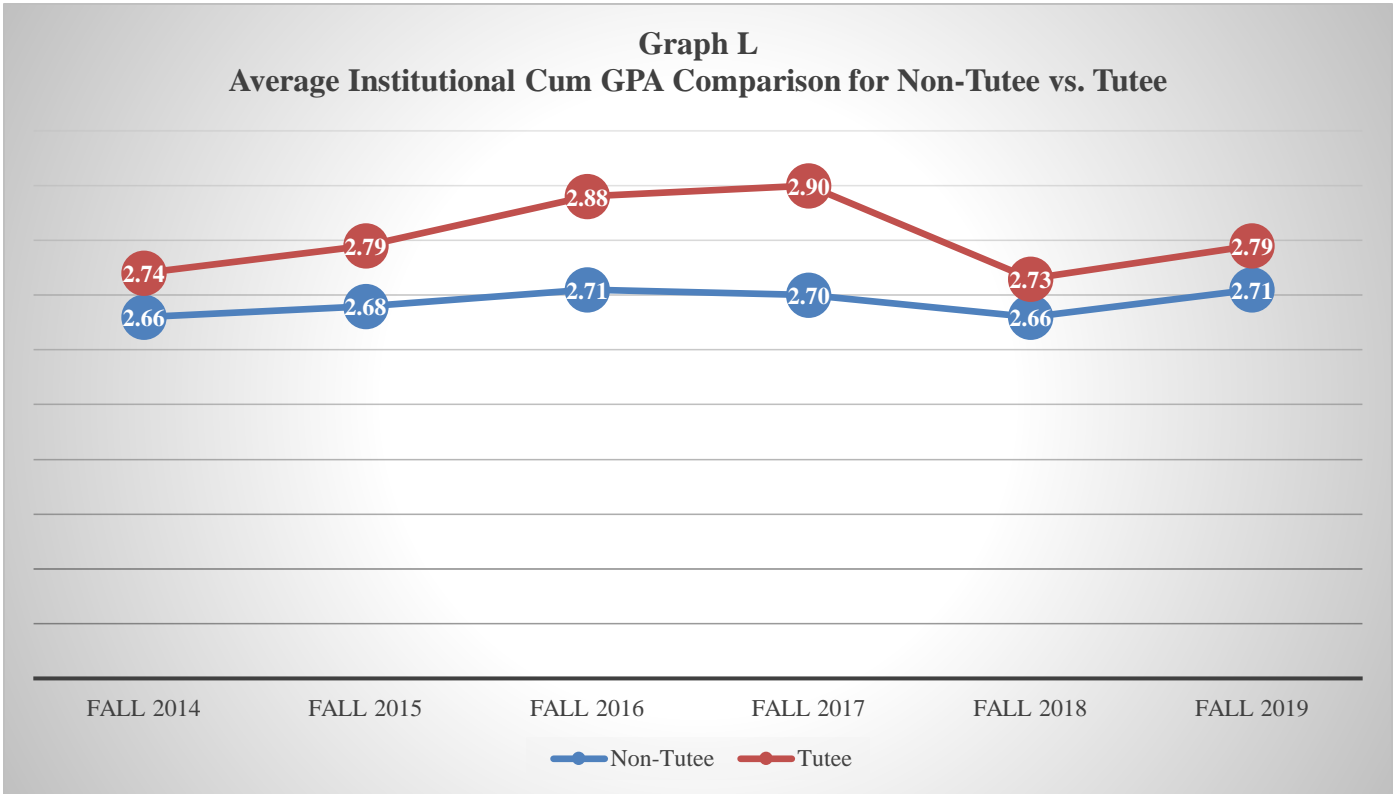
Note: Persistence rates can be defined as students enrolled in the fall term and enrolled in the subsequent term or graduated in the fall term prior to the subsequent term.



Source: SGSC Banner; TutorTrac; Tutor.com

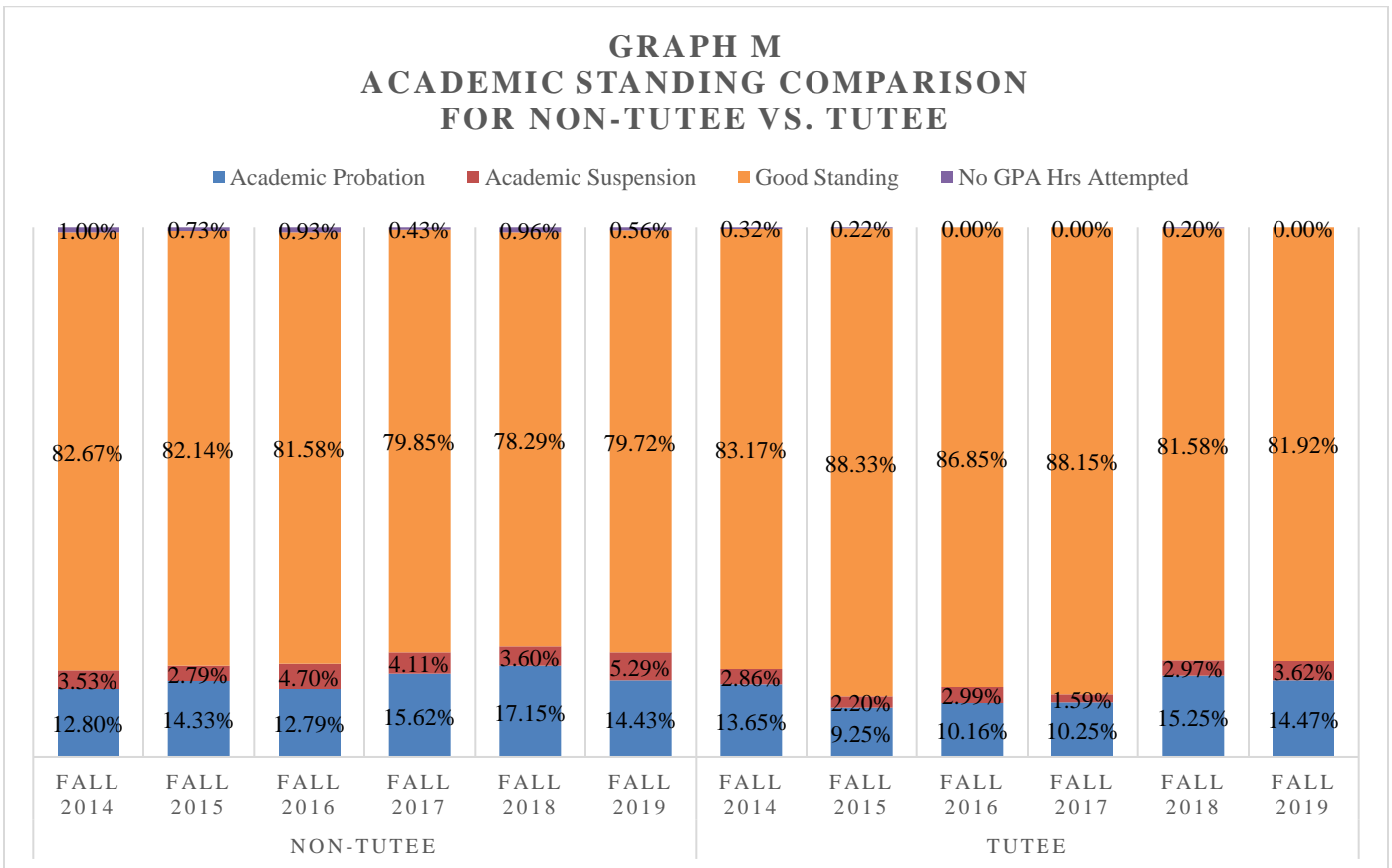
Note: (1) Retention rates can be defined as students enrolled in the fall term and enrolled in the subsequent fall term or graduated in the summer prior to the subsequent fall term. (2) COVID-19 had an impact on retention rates comparisons of tutee vs. non-tutee data.

**Graph L**  
Average Institutional Cum GPA Comparison for Non-Tutee vs. Tutee



Source: SGSC Banner; TutorTrac; Tutor.com

**GRAPH M**  
ACADEMIC STANDING COMPARISON FOR NON-TUTEE VS. TUTEE



Source: SGSC Banner; TutorTrac; Tutor.com

**Strategy/Activity: Gateways to Completion**

<b>Table N</b>					
<b>Gateways to Completion Disaggregated DFWI Rates for BIOL 2107K</b>					
	<b>FY15*</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>
Overall DFWI Rate	44.2%	49.8%	34.7%	36.2%	38.9%
<b>DFWI Rate by Cohort</b>					
<i>Development Ed.</i>	54.8%	59.2%	31.4%	32.9%	30.8%
<i>First Year</i>	51.3%	54.1%	41.3%	45.5%	51.9%
<i>Second Year</i>	33.8%	40.0%	25.0%	21.6%	26.2%
<i>Other Undergrad</i>	29.4%	50.0%	21.1%	30.8%	6.3%
<b>DFWI Rates by Method of Instruction Delivery</b>					
<i>Face-to-Face</i>	44.2%	49.8%	34.7%	36.2%	38.9%
<i>Blended</i>	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Online</i>	0.0%	0.0%	0.0%	0.0%	0.0%
<b>DFWI Rates by Gender</b>					
<i>Male</i>	54.3%	58.4%	44.4%	44.8%	45.8%
<i>Female</i>	38.2%	42.9%	28.1%	30.1%	34.5%
<b>DFWI Rates by Full-time or Part-Time Status</b>					
<i>Full-Time</i>	46.8%	50.5%	36.3%	37.9%	44.3%
<i>Part-Time</i>	36.1%	47.7%	28.3%	29.3%	22.2%
<b>DFWI Rates by Age</b>					
<i>Age 22 and under</i>	44.4%	51.0%	36.3%	33.7%	39.5%
<i>Age 23-30</i>	48.0%	33.3%	30.4%	50.0%	35.7%
<i>Age 31-40</i>	35.7%	56.3%	12.5%	50.0%	25.0%
<i>Age 41 and older</i>	40.0%	75.0%	0.0%	66.7%	40.0%
<b>DFWI Rates by Race/Ethnicity</b>					
<i>Nonresident alien</i>	0.0%	0.0%	50.0%	100.0%	0.0%
<i>Hispanic or Latino</i>	50.0%	56.3%	35.3%	46.7%	36.8%
<i>American Indian or Alaska Native</i>	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Asian</i>	33.3%	0.0%	0.0%	0.0%	0.0%
<i>Black or African American</i>	64.4%	63.8%	36.7%	47.1%	44.4%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%	0.0%	0.0%	0.0%
<i>White</i>	35.6%	48.0%	33.8%	31.6%	37.5%
<i>Two or More Races</i>	0.0%	40.0%	0.0%	33.3%	75.0%
<i>Race/ethnicity Unknown</i>	0.0%	0.0%	66.7%	0.0%	0.0%

<b>Table N</b>					
<b>Gateways to Completion Disaggregated DWFI Rates for BIOL 2107K</b>					
	<b>FY15*</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>
DFWI Rates by Pell Eligibility and First-Generation Status					
<i>Pell Eligible Students</i>	49.4%	50.6%	34.6%	41.6%	40.7%
<i>Not Pell Eligible Students</i>	36.1%	45.6%	34.8%	29.9%	35.5%
<i>First Generation College Students</i>	41.7%	45.2%	27.3%	46.2%	53.1%
<i>Not First Generation College Students</i>	44.8%	54.3%	35.9%	34.8%	35.9%

Source: USG ADC Census; SGSC Banner

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (\*) represents the baseline year for the cohort; however, course redesign began in FY17.

<b>Table O</b>				
<b>Gateways to Completion Disaggregated DWFI Rates for ENGL 1101</b>				
	<b>FY17*</b>	<b>FY18</b>	<b>FY19</b>	
Overall DWFI Rate	25.2%	30.4%	35.9%	
DFWI Rate by Cohort				
<i>Development Ed.</i>	33.1%	25.0%	43.5%	
<i>First Year</i>	25.3%	30.3%	35.8%	
<i>Second Year</i>	25.0%	36.4%	55.6%	
<i>Other Undergrad</i>	0.0%	0.0%	0.0%	
DFWI Rates by Method of Instruction Delivery				
<i>Face-to-Face</i>	23.8%	28.1%	32.5%	
<i>Blended</i>	30.0%	50.0%	25.0%	
<i>Online</i>	43.1%	44.4%	45.7%	
DFWI Rates by Gender				
<i>Male</i>	27.4%	33.2%	40.0%	
<i>Female</i>	23.7%	28.3%	33.1%	
DFWI Rates by Full-time or Part-Time Status				
<i>Full-Time</i>	23.1%	30.3%	34.5%	
<i>Part-Time</i>	39.3%	31.1%	43.1%	
DFWI Rates by Age				
<i>Age 22 and under</i>	25.1%	30.6%	35.4%	
<i>Age 23-30</i>	30.6%	27.6%	47.9%	
<i>Age 31-40</i>	17.2%	28.6%	31.0%	
<i>Age 41 and older</i>	16.7%	33.3%	21.1%	
DFWI Rates by Race/Ethnicity				

<b>Table O</b>			
<b>Gateways to Completion Disaggregated DFWI Rates for ENGL 1101</b>			
	<b>FY17*</b>	<b>FY18</b>	<b>FY19</b>
<i>Nonresident alien</i>	12.5%	0.0%	0.0%
<i>Hispanic or Latino</i>	19.3%	28.6%	37.1%
<i>American Indian or Alaska Native</i>	33.3%	33.3%	40.0%
<i>Asian</i>	33.3%	28.6%	16.7%
<i>Black or African American</i>	23.7%	31.3%	41.4%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%	0.0%
<i>White</i>	27.8%	28.9%	26.6%
<i>Two or More Races</i>	30.0%	46.7%	51.9%
<i>Race/ethnicity Unknown</i>	25.0%	33.3%	33.3%
<b>DFWI Rates by Pell Eligibility and First-Generation Status</b>			
<i>Pell Eligible Students</i>	26.5%	32.1%	39.4%
<i>Not Pell Eligible Students</i>	22.2%	25.8%	25.8%
<i>First Generation College Students</i>	26.8%	43.2%	45.1%
<i>Not First Generation College Students</i>	24.9%	28.3%	34.5%

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (\*) represents the baseline year for the cohort; however, course redesign began in FY20 and data is not currently available.

<b>Table P</b>			
<b>Gateways to Completion Disaggregated DFWI Rates for MATH 1111</b>			
	<b>FY17*</b>	<b>FY18</b>	<b>FY19</b>
Overall DFWI Rate	33.7%	38.8%	44.0%
<b>DFWI Rate by Cohort</b>			
<i>Development Ed.</i>	41.4%	35.3%	51.0%
<i>First Year</i>	34.5%	40.5%	45.0%
<i>Second Year</i>	23.9%	24.6%	30.9%
<i>Other Undergrad</i>	40.0%	21.1%	75.0%
<b>DFWI Rates by Method of Instruction Delivery</b>			
<i>Face-to-Face</i>	32.6%	38.7%	40.8%
<i>Blended</i>	0.0%	0.0%	0.0%
<i>Online</i>	46.0%	37.5%	48.6%
<b>DFWI Rates by Gender</b>			
<i>Male</i>	36.7%	41.8%	49.6%
<i>Female</i>	31.3%	36.5%	40.1%
<b>DFWI Rates by Full-time or Part-Time Status</b>			

<b>Table P</b>			
<b>Gateways to Completion Disaggregated DFWI Rates for MATH 1111</b>			
	<b>FY17*</b>	<b>FY18</b>	<b>FY19</b>
<i>Full-Time</i>	33.4%	36.8%	43.7%
<i>Part-Time</i>	35.4%	50.0%	45.2%
<b>DFWI Rates by Age</b>			
<i>Age 22 and under</i>	33.5%	39.1%	43.5%
<i>Age 23-30</i>	32.8%	35.5%	51.2%
<i>Age 31-40</i>	45.0%	34.6%	41.7%
<i>Age 41 and older</i>	33.3%	50.0%	37.5%
<b>DFWI Rates by Race/Ethnicity</b>			
<i>Nonresident alien</i>	0.0%	25.0%	0.0%
<i>Hispanic or Latino</i>	28.3%	27.3%	44.2%
<i>American Indian or Alaska Native</i>	33.3%	0.0%	0.0%
<i>Asian</i>	0.0%	100.0%	33.3%
<i>Black or African American</i>	34.8%	47.9%	45.6%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%	0.0%
<i>White</i>	33.1%	26.9%	42.5%
<i>Two or More Races</i>	42.1%	62.5%	50.0%
<i>Race/ethnicity Unknown</i>	60.0%	20.0%	50.0%
<b>DFWI Rates by Pell Eligibility and First-Generation Status</b>			
<i>Pell Eligible Students</i>	35.5%	42.3%	47.3%
<i>Not Pell Eligible Students</i>	29.7%	30.5%	37.8%
<i>First Generation College Students</i>	33.3%	46.4%	46.9%
<i>Not First Generation College Students</i>	33.8%	37.7%	43.6%

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (\*) represents the baseline year for the cohort; however, course redesign began in FY20 and data is not currently available.

<b>Table Q</b>			
<b>Gateways to Completion Disaggregated DFWI Rates for HIST 2112</b>			
	<b>FY17*</b>	<b>FY18</b>	<b>FY19</b>
Overall DFWI Rate	36.3%	41.9%	49.4%
<b>DFWI Rate by Cohort</b>			
<i>Development Ed.</i>	35.9%	42.0%	45.6%
<i>First Year</i>	39.4%	44.6%	52.7%
<i>Second Year</i>	18.8%	29.7%	35.4%
<i>Other Undergrad</i>	25.0%	0.0%	0.0%
<b>DFWI Rates by Method of Instruction Delivery</b>			
<i>Face-to-Face</i>	36.6%	40.9%	50.1%
<i>Blended</i>	24.3%	0.0%	0.0%
<i>Online</i>	43.8%	70.0%	45.7%
<b>DFWI Rates by Gender</b>			
<i>Male</i>	39.0%	49.8%	55.1%
<i>Female</i>	34.4%	35.5%	45.8%
<b>DFWI Rates by Full-time or Part-Time Status</b>			
<i>Full-Time</i>	36.8%	43.3%	49.5%
<i>Part-Time</i>	33.0%	33.7%	48.8%
<b>DFWI Rates by Age</b>			
<i>Age 22 and under</i>	37.9%	43.3%	50.8%
<i>Age 23-30</i>	31.4%	41.7%	46.3%
<i>Age 31-40</i>	19.4%	26.1%	44.4%
<i>Age 41 and older</i>	20.0%	0.0%	15.4%
<b>DFWI Rates by Race/Ethnicity</b>			
<i>Nonresident alien</i>	20.0%	50.0%	0.0%
<i>Hispanic or Latino</i>	28.9%	41.5%	45.1%
<i>American Indian or Alaska Native</i>	0.0%	0.0%	0.0%
<i>Asian</i>	25.0%	0.0%	0.0%
<i>Black or African American</i>	51.1%	53.8%	60.3%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%	0.0%
<i>White</i>	25.8%	30.4%	38.2%
<i>Two or More Races</i>	33.3%	33.3%	69.2%
<i>Race/ethnicity Unknown</i>	20.0%	50.0%	62.5%
<b>DFWI Rates by Pell Eligibility and First-Generation Status</b>			



<b>Table Q</b>			
<b>Gateways to Completion Disaggregated DFWI Rates for HIST 2112</b>			
	<b>FY17*</b>	<b>FY18</b>	<b>FY19</b>
<i>Pell Eligible Students</i>	38.8%	45.0%	53.6%
<i>Not Pell Eligible Students</i>	30.6%	35.9%	39.8%
<i>First Generation College Students</i>	34.8%	49.4%	63.4%
<i>Not First Generation College Students</i>	36.6%	40.8%	47.3%

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (\*) represents the baseline year for the cohort; however, course redesign began in FY20 and data is not currently available.

<b>Table R</b>			
<b>Gateways to Completion Disaggregated DFWI Rates for POLS 1101</b>			
	<b>FY17*</b>	<b>FY18</b>	<b>FY19</b>
Overall DFWI Rate	24.5%	27.8%	26.4%
<b>DFWI Rate by Cohort</b>			
<i>Development Ed.</i>	28.8%	31.3%	26.1%
<i>First Year</i>	25.3%	29.8%	28.6%
<i>Second Year</i>	18.6%	14.3%	12.9%
<i>Other Undergrad</i>	20.0%	14.3%	0.0%
<b>DFWI Rates by Method of Instruction Delivery</b>			
<i>Face-to-Face</i>	21.9%	26.3%	24.9%
<i>Blended</i>	0.0%	0.0%	0.0%
<i>Online</i>	45.5%	34.6%	25.6%
<b>DFWI Rates by Gender</b>			
<i>Male</i>	24.8%	30.4%	29.2%
<i>Female</i>	24.3%	26.3%	24.7%
<b>DFWI Rates by Full-time or Part-Time Status</b>			
<i>Full-Time</i>	22.7%	26.3%	26.0%
<i>Part-Time</i>	34.1%	34.8%	28.4%
<b>DFWI Rates by Age</b>			
<i>Age 22 and under</i>	24.8%	28.1%	27.6%
<i>Age 23-30</i>	21.1%	28.8%	28.3%
<i>Age 31-40</i>	29.4%	23.3%	7.1%
<i>Age 41 and older</i>	16.7%	14.3%	6.3%
<b>DFWI Rates by Race/Ethnicity</b>			
<i>Nonresident alien</i>	14.3%	25.0%	0.0%
<i>Hispanic or Latino</i>	24.5%	11.6%	27.1%
<i>American Indian or Alaska Native</i>	50.0%	0.0%	0.0%

<b>Table R</b>			
<b>Gateways to Completion Disaggregated DFWI Rates for POLS 1101</b>			
	<b>FY17*</b>	<b>FY18</b>	<b>FY19</b>
<i>Asian</i>	0.0%	14.3%	0.0%
<i>Black or African American</i>	27.6%	38.9%	38.3%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%	0.0%
<i>White</i>	21.3%	21.0%	18.2%
<i>Two or More Races</i>	50.0%	38.9%	35.7%
<i>Race/ethnicity Unknown</i>	37.5%	50.0%	0.0%
<b>DFWI Rates by Pell Eligibility and First-Generation Status</b>			
<i>Pell Eligible Students</i>	28.1%	31.0%	30.3%
<i>Not Pell Eligible Students</i>	18.5%	2130.0%	19.1%
<i>First Generation College Students</i>	31.3%	34.0%	43.9%
<i>Not First Generation College Students</i>	23.0%	26.9%	24.3%

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (\*) represents the baseline year for the cohort; however, course redesign began in FY20 and data is not currently available.

**Table S**

**Disaggregated DFWI Rates, BIOL 2107, for G2C and Non-G2C Students**

## Overall DFWI Rates

G2C Faculty		Fiscal Year				
		FY15	FY16	FY17	FY18	FY19
G2C Faculty	Number of Records	201.0	185.0	168.0	160.0	136.0
	Distinct count of SECTION	9.0	10.0	9.0	9.0	9.0
	Count - A, B, C, S, K	120.0	111.0	122.0	117.0	93.0
	Count - D, F, U, W, WF, I, IP	81.0	74.0	46.0	43.0	43.0
	DFWI Rates	40.30	40.00	27.38	26.88	31.62
Non-G2C Faculty	Number of Records	50.0	68.0	57.0	50.0	49.0
	Distinct count of SECTION	3.0	4.0	3.0	3.0	3.0
	Count - A, B, C, S, K	20.0	16.0	25.0	17.0	20.0
	Count - D, F, U, W, WF, I, IP	30.0	52.0	32.0	33.0	29.0
	DFWI Rates	60.00	76.47	56.14	66.00	59.18
Grand Total	Number of Records	251.0	253.0	225.0	210.0	185.0
	Distinct count of SECTION	12.0	14.0	12.0	12.0	12.0
	Count - A, B, C, S, K	140.0	127.0	147.0	134.0	113.0
	Count - D, F, U, W, WF, I, IP	111.0	126.0	78.0	76.0	72.0
	DFWI Rates	44.22	49.80	34.67	36.19	38.92

Source: USG ADC Census, SGSC Banner

Note: The above table represents DFWI rates for BIOL 2107K; however, this data excludes dual enrolled students.

**Strategy/Activity: Academic Advising**

Table T First-Time Full-Time Degree-Seeking Freshmen One Year Retention Rates					
	Institutional Rate for SGSC			System-Wide Rate for SGSC	
	N Cohort	N Retained	% Retained	N Retained	% Retained
Fall 2014	819	423	<b>51.65%</b>	538	<b>65.69%</b>
Fall 2015	910	409	<b>44.95%</b>	591	<b>64.95%</b>
Fall 2016	812	403	<b>49.63%</b>	572	<b>70.44%</b>
Fall 2017	768	315	<b>41.02%</b>	482	<b>62.76%</b>
Fall 2018	778	343	<b>44.09%</b>	472	<b>60.67%</b>

Source: USG ADC Census; USG Retention Rate Reports

Table U Number and Percentage of Students Enrolling in 15 or More Credit Hours		
	N Enrolled	% of Enrollment
Fall 2015	737	<b>27.83%</b>
Fall 2016	613	<b>24.11%</b>
Fall 2017	666	<b>26.22%</b>
Fall 2018	610	<b>24.58%</b>
Fall 2019	472	<b>20.12%</b>

Source: USG ADC Census

<b>Table V</b> <b>Number and Percentage of Students Successfully Earning 15 or More Credit Hours</b>			
	N Enrolled in 15 or More CH	N Successfully Earning 15 or More CH	% Successfully Earning 15 or More CH
Fall 2015	734	369	<b>50.27%</b>
Fall 2016	614	288	<b>46.91%</b>
Fall 2017	662	337	<b>50.91%</b>
Fall 2018	613	217	<b>35.40%</b>
Fall 2019	471	207	<b>43.95%</b>

Source: SGSC Banner

Note: (1) "Earning 15 or More CH" represents students who were enrolled in 15 or more credit hours that successfully completed 15 or more hours which includes CLEP credit; however, this does not include learning support credits.

<b>Table W</b> <b>First-Time Full-Time Associates Degree-Seeking Freshmen</b> <b>Three-Year Graduation Rates</b>					
	Institution-Specific Rate for SGSC			System-Wide Rate for SGSC	
	N Cohort	N Graduated	% Graduated	N Graduated	% Graduated
Fall 2012 Cohort	965	113	<b>11.71%</b>	117	<b>12.12%</b>
Fall 2013 Cohort	878	105	<b>11.96%</b>	108	<b>12.30%</b>
Fall 2014 Cohort	818	118	<b>14.43%</b>	123	<b>15.04%</b>
Fall 2015 Cohort	910	120	<b>13.19%</b>	125	<b>13.74%</b>
Fall 2016 Cohort	812	130	<b>16.01%</b>	132	<b>16.26%</b>

Source: USG Graduation Rate Reports

<b>Table X</b> <b>Degrees Conferred by Degree Offered</b>					
	FY2016	FY2017	FY2018	FY2019	FY2020
Associate Degree	237	236	265	261	302
Career Associate	65	60	41	48	42
Bachelors	25	33	58	65	69
<b>Total</b>	<b>327</b>	<b>329</b>	<b>364</b>	<b>374</b>	<b>413</b>

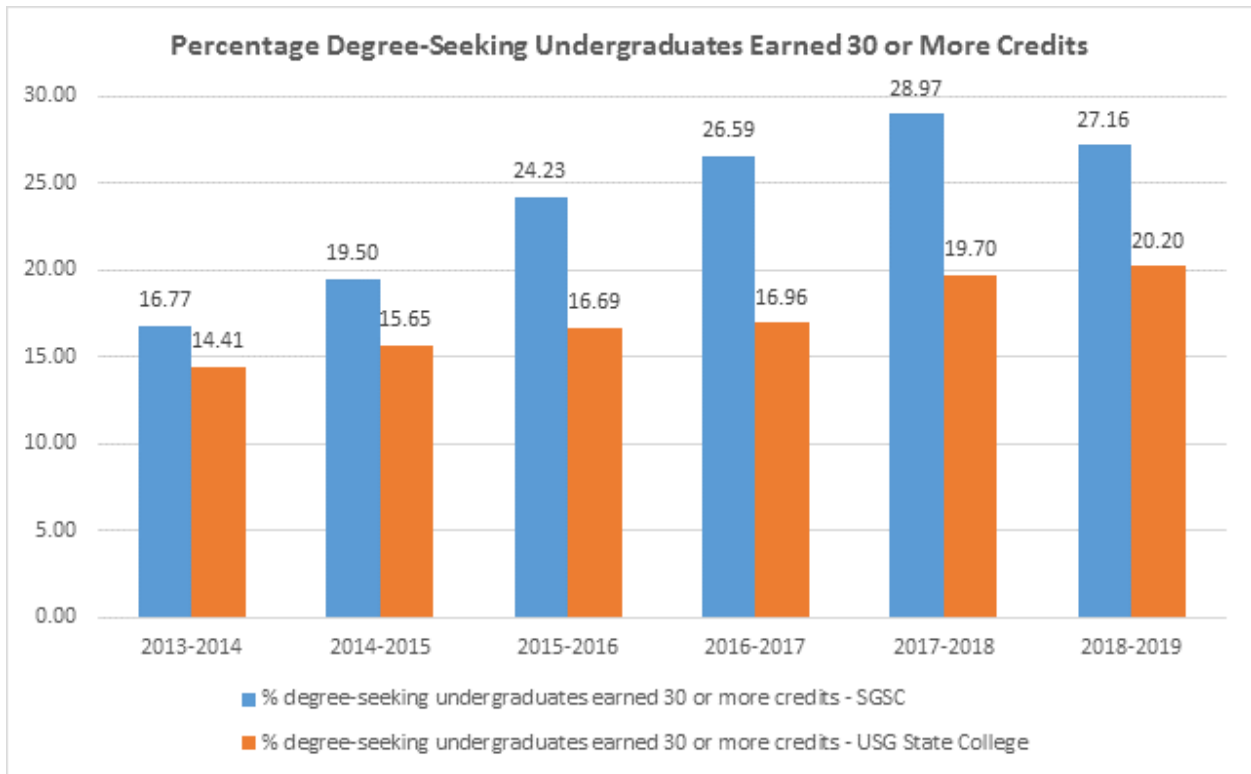
Source: USG ADC Census; USG Degrees Conferred Reports

<b>Table Y</b> <b>First-Time Full-Time Student Math Placement</b>				
Correct Math?	Fall 2018		Fall 2019	
	N	%	N	%
No Math Required (ASN majors)	4	0.51%	0	0.00%

Placed in Correct Math w/no associated requirements	313	40.23%	280	42.04%
Placed in Correct Math w/ Learning Support Requirements	350	44.99%	313	47.00%
Placed in Correct Math w/ Pre-requisite Requirements	29	3.73%	35	5.26%
Not Placed in Correct Math	82	10.54%	38	5.71%
Total	778	100.00%	666	100.00%

Source: SGSC Banner as of 10-20-20

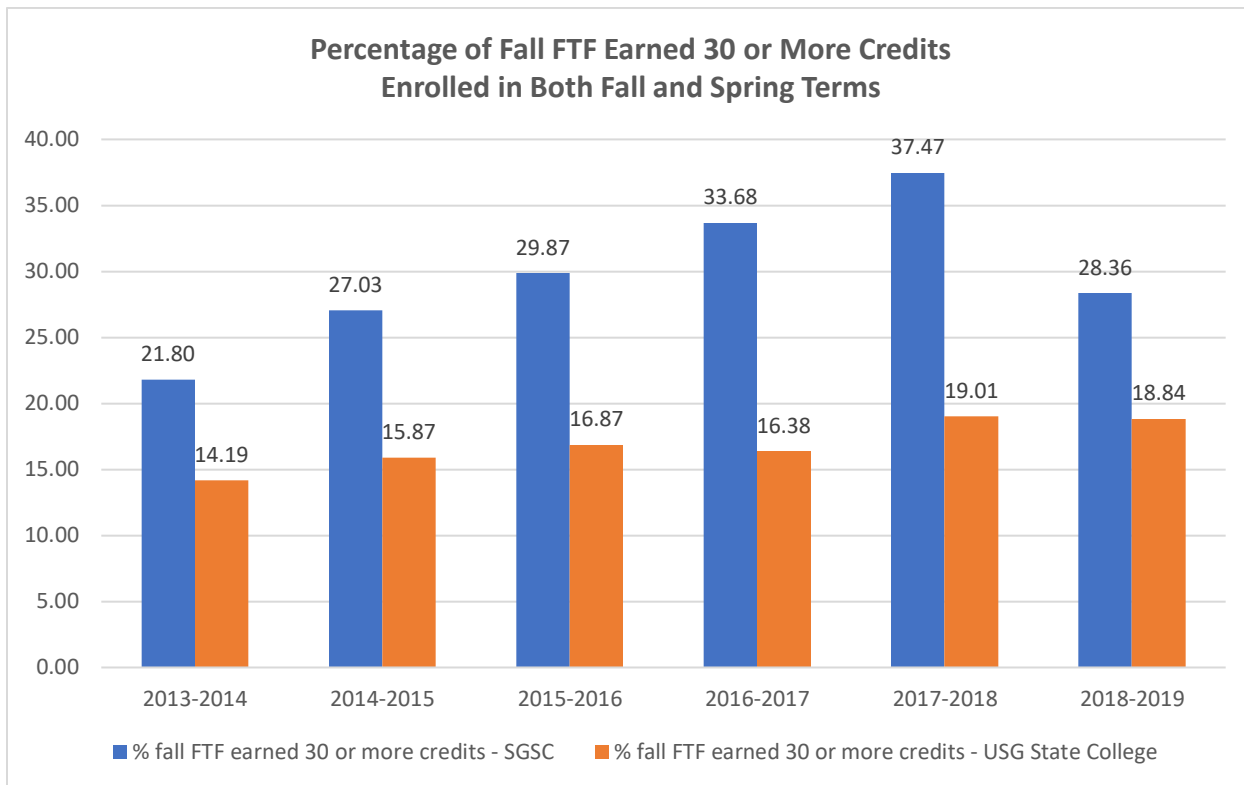
**Graph Z**



Source: USG ADC Census

Note: (1) The above table includes degree-seeking, undergraduate students with a student level of 10, 20, 30, or 40 and degree level code is A, B, C, E, V, or Z. (2) Credit hours earned in an academic year includes the hours earned in summer terms (e.g., AY 2012-13 includes Fall 2012, Spring 2013, and Summer 2013).

**Graph AA**



Source: USG ADC Census

Note: (1) The data above includes students who were first-time freshmen (FTF) in the fall term who were enrolled both fall and spring terms of the given academic year. (2) FTF are restricted to student level 10, 20, 30, or 40 and degree level code of A, B, C, E, V, or Z. (3) Credit hours earned in an academic year includes the hours earned in summer terms (e.g., AY 2012-13 includes Fall 2012, Spring 2013, and Summer 2013).

**Table BB**

Area A Audit for First-Time Full-Time Freshmen						
Term	N Cohort	% Area A1 Attempted	% Area A1 Completed	% Area A2 Attempted	% Area A2 Completed	% Area A Completed
Fall 2013	878	54.78	41.57	53.64	36.67	25.74
Fall 2014	819	55.68	47.74	62.64	47.62	35.65
Fall 2015*	907	61.41	52.26	80.15	61.19	44.43
Fall 2016	812	64.90	56.90	85.84	66.87	48.89
Fall 2017	768	65.10	56.38	89.19	68.49	50.39
Fall 2018	778	60.93	50.00	89.85	61.18	41.77
Fall 2019	666	70.57	59.31	93.24	69.07	53.15

Source: USG ADC Census; SGSC Banner

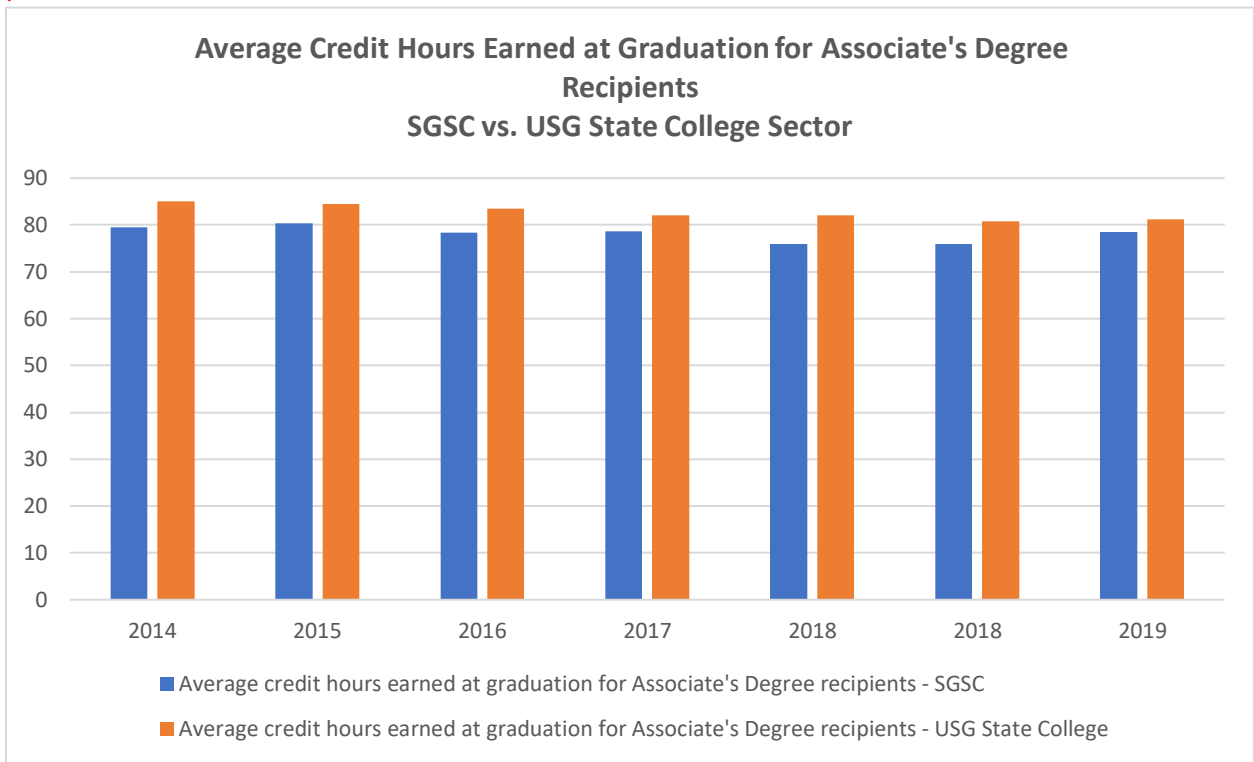
Note: (1) The asterisk (\*) represents where the cohort did represent the official count. (2) The above table accounts for transfer credit, CLEP credit, and institutional credit earned for Area A through the summer of their first academic year.

<b>Table CC</b>					
<b>Average Credit Hours Earned at Graduation by Degree Conferred</b>					
	FY2016	FY2017	FY2018	FY2019	FY2020
<b>AACC</b>					
Overall Credit Hours Earned	71.52	70.72	70.69	74.11	68.84
Institutional Hours Earned	65.25	64.39	63.78	67.84	61.96
Transfer Hours Earned	13.91	17.93	19.68	14.29	13.75
<b>ASCC</b>					
Overall Credit Hours Earned	73.13	72.73	72.64	73.65	75.70
Institutional Hours Earned	67.05	66.99	67.10	66.74	66.88
Transfer Hours Earned	13.74	12.97	13.28	14.05	18.73
<b>AS Nursing</b>					
Overall Credit Hours Earned	100.33	95.25	94.40	97.16	96.52
Institutional Hours Earned	85.08	85.18	85.28	86.79	80.86
Transfer Hours Earned	26.8	23.23	18.25	17.41	31.32
<b>BS Nursing</b>					
Overall Credit Hours Earned	143.01	137.60	140.67	141.13	141.14
Institutional Hours Earned	124.40	113.49	132.08	123.69	116.77
Transfer Hours Earned	28.64	34.83	18.25	30.04	35.21
<b>BS Biological Sciences</b>					
Overall Credit Hours Earned	135.00	143.67	136.40	135.10	143.15
Institutional Hours Earned	134.20	129.00	124.00	121.80	122.62
Transfer Hours Earned	2.00	14.67	31.00	16.63	22.25
<b>BS Management</b>					
Overall Credit Hours Earned	-	-	136.17	131.83	132.97
Institutional Hours Earned	-	-	121.37	125.07	123.93
Transfer Hours Earned	-	-	24.67	11.28	17.33

Source: SGSC Banner

Note: All duplicate data has been deleted from averages in the above table.

### Graph DD

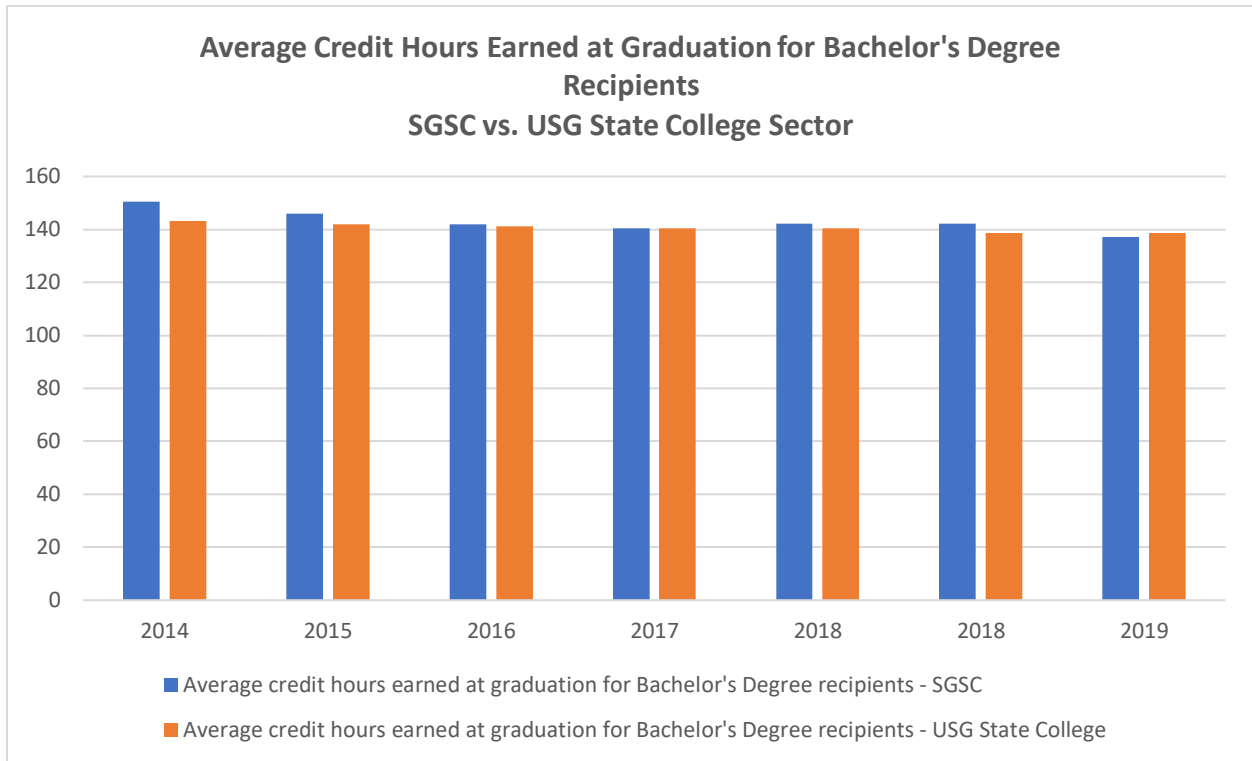


Source: USG ADC Census

Note: (1) The above table includes average credit hours earned for associate’s degree recipients. (2) Only the highest degree earned in the fiscal year is counted (i.e., if a student earned both an associate’s degree and a bachelor’s degree in the same fiscal year, only the bachelor’s degree is counted). (3) The data is limited to the students’ first ever associate’s or bachelor’s degree earned, according to System data.



**Graph EE**



Source: USG ADC Census

Note: (1) The above table includes average credit hours earned for bachelor’s degree recipients. (2) Only the highest degree earned in the fiscal year is counted (i.e., if a student earned both an associate’s degree and a bachelor’s degree in the same fiscal year, only the bachelor’s degree is counted). (3) The data is limited to the students’ first ever associate’s or bachelor’s degree earned, according to System data.

**Strategy/Activity: “Getting to Know Our Students” Survey**

**Table FF**

SGSC “Getting to Know Our Students” Survey Participation Rates			
Term	Total Population (as of 1 <sup>st</sup> Week of Class)	Total Participants	% Participated
Fall 2017	844	45	5.33
Fall 2018	801	121	15.11
Fall 2019	700	97	13.86

Table GG

GETTING TO KNOW OUR STUDENTS SURVEY CAMPARISON TABLES

Getting to Know You Survey Results  
Mindset Summary Comparison

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
<b>Growth Mindset ("You can learn new things.")</b>						
<b>Math Growth Mindset Composite*</b> (measured as Fixed Mindset - reverse coded)	3.59	3.32	-0.28	3.59	3.45	-0.14
You can learn new things, but you can't really change your basic math intelligence.	3.79	3.85	0.06	3.88	4.06	0.18
Your math intelligence is something about you that you can't change very much.	3.55	3.84	0.29	3.31	3.47	0.16
You have a certain amount of math intelligence and you really can't do much to change it.	2.89	3.32	0.42	2.99	3.12	0.13
<b>English Growth Mindset Composite *</b> (measured as Fixed Mindset - reverse coded)	3.97	3.71	-0.27	3.91	4.33	0.42
You can learn new things, but you can't really change your basic English intelligence.	3.30	3.67	0.37	3.38	3.00	-0.38
Your English intelligence is something about you that you can't change very much.	3.13	3.39	0.26	3.00	2.64	-0.36
You have a certain amount of English intelligence and you really can't do much to change it.	2.67	2.83	0.16	2.80	2.36	-0.44
<b>Expectancy ("I can do this.")</b>						
<b>Math Expectancy Composite</b>	4.68	4.80	0.12	4.43	4.65	0.22
I believe that I can be successful in math.	4.64	4.70	0.06	4.40	4.76	0.36

*Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.*

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

\*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

**Getting to Know You Survey Results  
Mindset Summary Comparison**

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
I am confident that I can understand the material in math.	4.71	4.90	0.19	4.48	4.53	0.04
<b>English Expectancy Composite</b>	<b>5.03</b>	<b>5.03</b>	<b>0.00</b>	<b>5.04</b>	<b>4.71</b>	<b>-0.32</b>
I believe that I can be successful in English.	5.01	5.00	-0.01	5.04	4.64	-0.40
I am confident that I can understand the material in English.	5.04	5.06	0.02	4.97	4.79	-0.18
<b>Math Preparedness Composite</b>	<b>3.10</b>	<b>2.95</b>	<b>-0.16</b>	<b>2.99</b>	<b>2.76</b>	<b>-0.22</b>
I sometimes feel like other students on campus have math skills that I don't.	3.95	4.42	0.47	4.13	4.41	0.28
I feel more academically prepared in math than other students at this college/university.	3.17	3.32	0.15	3.10	2.94	-0.16
<b>English Preparedness Composite</b>	<b>3.49</b>	<b>3.58</b>	<b>0.10</b>	<b>3.67</b>	<b>3.04</b>	<b>-0.63</b>
I sometimes feel like other students on campus have English skills that I don't.	3.64	4.06	0.42	3.40	3.93	0.53
I feel more academically prepared in English than other students at this college/university.	3.61	4.22	0.61	3.74	3.00	-0.74
<b>Value &amp; Purpose ("What I am doing is important and useful.")</b>						
<b>Math Value Composite</b>	<b>4.42</b>	<b>4.47</b>	<b>0.05</b>	<b>4.56</b>	<b>4.88</b>	<b>0.32</b>
Math is important to me.	4.31	4.60	0.29	4.81	4.94	0.13
I think math is useful.	4.76	4.53	-0.23	4.88	5.18	0.30

*Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.*

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

\*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

**Getting to Know You Survey Results  
Mindset Summary Comparison**

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
What I learn in my math classes will be useful in the future.	4.44	4.16	-0.28	4.38	4.71	0.32
What I learn in my math classes will help me in my future career.	4.18	4.63	0.45	4.43	4.94	0.51
I value math.	-	-	-	4.31	4.65	0.34
<b>English Value Composite</b>	<b>4.76</b>	<b>4.97</b>	<b>0.21</b>	<b>4.99</b>	<b>4.65</b>	<b>-0.34</b>
English is important to me.	4.84	4.61	-0.23	5.17	4.93	-0.24
I think English is useful.	4.94	5.11	0.17	5.22	5.00	-0.22
What I learn in my English classes will be useful in the future.	4.65	5.06	0.41	4.81	4.64	-0.17
What I learn in my English classes will help me in my future career.	4.64	4.83	0.19	4.85	4.46	-0.38
I value English.	-	-	-	4.86	4.14	-0.71
<b>Cost ("It requires too much to do this.")</b>						
<b>Math Cost Composite</b>	<b>2.81</b>	<b>3.02</b>	<b>0.21</b>	<b>2.59</b>	<b>2.53</b>	<b>-0.06</b>
I'm unable to put in the time needed to do well in math.	2.60	2.68	0.09	2.63	2.71	0.07
I have to give up too much to do well in math.	2.54	2.84	0.31	2.54	2.35	-0.18
My math class is too stressful for me.	3.23	3.53	0.29	3.19	3.31	0.12
<b>English Cost Composite</b>	<b>2.37</b>	<b>3.26</b>	<b>0.89</b>	<b>2.50</b>	<b>2.79</b>	<b>0.29</b>
I'm unable to put in the time needed to do well in English.	2.35	3.11	0.76	2.60	2.54	-0.06

*Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.*

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

\*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

**Getting to Know You Survey Results  
Mindset Summary Comparison**

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
I have to give up too much to do well in English.	2.18	2.83	0.65	2.37	3.08	0.71
My English class is too stressful for me.	2.58	3.83	1.25	2.72	2.71	-0.01
<b>Belonging ("I am a part of this community.")</b>						
<b>College Belonging Composite</b>	<b>4.74</b>	<b>4.83</b>	<b>0.08</b>	<b>4.77</b>	<b>2.79</b>	<b>-1.98</b>
I belong at this college/university.	4.59	4.62	0.03	4.63	4.12	-0.52
I feel like this college/university is a good fit for me.	4.86	5.05	0.19	4.90	4.53	-0.37
<b>Belonging Uncertainty Composite</b>	<b>3.42</b>	<b>3.52</b>	<b>0.10</b>	<b>3.08</b>	<b>4.32</b>	<b>1.24</b>
When something bad happens, I feel that maybe I don't belong at college.	2.97	3.10	0.13	2.76	2.53	-0.23
Sometimes I feel that I belong at college, and sometimes I feel that I don't belong at college.	3.87	3.95	0.08	3.40	3.06	-0.34
<b>College Identity Composite</b>	<b>4.73</b>	<b>4.88</b>	<b>0.16</b>	<b>4.76</b>	<b>4.41</b>	<b>-0.35</b>
Being a student at this college/university is an important part of my identity.	4.49	4.57	0.08	4.46	4.00	-0.46
I am very proud to be a student at this college/university.	4.96	5.19	0.23	5.06	4.82	-0.23
<b>Relative Academic Preparedness Composite</b>	<b>3.24</b>	<b>3.45</b>	<b>0.21</b>	<b>3.35</b>	<b>3.65</b>	<b>0.29</b>
(REVERSE CODED) I sometimes feel like other students on campus have stronger academic skills than me.*	2.85	3.00	0.15	3.22	3.41	0.19

*Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.*

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

\*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

**Getting to Know You Survey Results  
Mindset Summary Comparison**

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
I feel more academically prepared than other students at this college/university.	3.62	3.95	0.33	3.50	3.88	0.38
<b>Campus Involvement Composite</b>	<b>3.03</b>	<b>3.45</b>	<b>0.42</b>	<b>2.97</b>	<b>2.50</b>	<b>-0.47</b>
I am very involved in groups and/or activities at this college/university.	3.02	3.57	0.55	2.86	2.29	-0.56
(REVERSE CODED) I am not very involved on campus; I'm just here to take classes.*	3.03	3.33	0.30	3.10	2.71	-0.40
<b>Grit ("I can overcome obstacles.")</b>						
<b>Perseverance of Effort Composite</b>	<b>4.36</b>	<b>4.55</b>	<b>0.18</b>	<b>4.34</b>	<b>4.53</b>	<b>0.19</b>
I am a hard worker.	4.39	4.55	0.16	4.39	4.63	0.24
I finish whatever I begin.	4.35	4.55	0.20	4.30	4.44	0.14
<b>Reason for Attending College</b>						
<b>Independent Composite</b>	<b>5.82</b>	<b>3.88</b>	<b>-1.95</b>	<b>4.86</b>	<b>4.42</b>	<b>-0.45</b>
Explore new interests.	5.30	5.76	0.46	4.56	4.29	-0.27
Expand my understanding of the world.	5.63	6.05	0.41	4.83	4.15	-0.68
Become an independent thinker.	6.15	6.29	0.13	5.28	5.40	0.12
Learn more about my interests.	6.21	6.29	0.08	5.24	5.38	0.13
<b>Interdependent Composite</b>	<b>5.92</b>	<b>6.12</b>	<b>0.20</b>	<b>4.33</b>	<b>3.63</b>	<b>-0.71</b>

*Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.*

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

\*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

**Getting to Know You Survey Results  
Mindset Summary Comparison**

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
Be a role model for people in my community.	5.90	6.14	0.24	5.03	4.33	-0.70
Help my family out after I'm done with college.	6.07	6.19	0.12	4.59	4.57	-0.01
Give back to my community.	5.46	6.05	0.59	4.60	4.64	0.05
Provide a better life for my own children.	6.27	6.10	-0.18	4.60	3.60	-1.00
<b>Helping Motives Composite</b>	<b>5.93</b>	<b>6.11</b>	<b>0.18</b>	<b>4.33</b>	<b>4.17</b>	<b>-0.17</b>
Help my family out after I'm done with college.	6.07	6.19	0.12	4.59	4.57	-0.01
Give back to my community.	5.46	6.05	0.59	4.60	4.64	0.05
Provide a better life for my own children.	6.27	6.10	-0.18	4.60	3.60	-1.00
<b>Family Support</b>						
<b>Family Support Composite (reverse coded)*</b>	<b>4.95</b>	<b>5.40</b>	<b>0.45</b>	<b>5.39</b>	<b>5.50</b>	<b>0.11</b>
My family doesn't understand why I want to go to college.	1.68	1.62	-0.06	1.59	1.47	-0.12
My family questions whether a college education is valuable.	1.61	1.57	-0.04	1.63	1.53	-0.10
<b>Perception of Faculty Mindset</b>						
<b>Perception of Faculty Mindset Composite* (reverse coded)</b>	<b>4.62</b>	<b>4.44</b>	<b>-0.18</b>	<b>4.49</b>	<b>4.06</b>	<b>-0.44</b>
The instructors at my college/university seem to believe that students have a certain amount of intelligence, and they really can't do much to change it.	2.19	2.44	0.25	2.40	2.50	0.10

*Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.*

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

\*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

**Getting to Know You Survey Results  
Mindset Summary Comparison**

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
The instructors at my college/university seem to believe that students can learn new things, but they can't really change their basic intelligence.	2.75	2.78	0.02	2.86	2.93	0.07
The instructors at my college/university seem to believe that students either "have it" or they don't.	2.60	3.00	0.40	2.97	3.50	0.53
The instructors at my college/university seem to believe that every student can learn new things and significantly grow their intelligence.	5.25	4.94	-0.31	5.02	5.21	0.20
The instructors at my college/university seem to believe that some students are smart, while others are not.	2.55	2.61	0.06	2.52	3.57	1.05
The instructors at my college/university seem to believe that students who are less smart will always be less smart than the other students in the class.	2.31	2.44	0.14	2.30	3.36	1.06

*Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.*

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

\*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree



**Table HH****One-Year Retention Rates for FTFT Freshmen by Instructional Location**

	<b>FA13</b>	<b>FA14</b>	<b>FA15</b>	<b>FA16</b>	<b>FA17</b>	<b>FA18</b>	<b>FA19*</b>
Total Cohort	878	819	910	812	768	778	666
Overall Retention Rate	48.6	51.6	44.9	49.6	41.0	44.1	46.1
<b>Retention by Location</b>							
Douglas Campus	52.8	57.7	53.4	63.8	47.8	52	55.6
	424	407	371	351	312	331	322
SGSCEP in Americus	48.4	31.8	42.9	30	35	29.3	0
	62	63	49	50	40	41	24
SGSCEP in Valdosta	33.2	37	25.7	28	16.5	24.7	18.8
	226	189	335	232	218	219	154
Waycross Campus	59	61.3	67.1	56.3	59.9	57.6	60.1
	166	160	155	176	192	177	153
Off Campus/eCore	-	-	-	0	16.7	30	53.8
	0	0	0	3	6	10	13

Source: USG ADC Census; SGSC Banner

Note: The asterisk (\*) represents preliminary data as of 10/12/20.

**Table II**

**Three-Year Associate’s Degree Graduation Rates for FTFT Freshmen by Location**

	<b>FA13</b>	<b>FA14</b>	<b>FA15</b>	<b>FA16</b>	<b>FA17*</b>
Total Cohort	878	819	910	812	768
Overall Graduation Rate	12.0	14.4	13.2	16.0	19.3
<b>Graduation Rates by Location</b>					
Douglas Campus	14.9	20.4	21.3	22.2	25.6
SGSCEP in Americus	0	0	0	0	0
SGSCEP in Valdosta	0	0	0	0.4	0.9
Waycross Campus	25.3	21.9	27.1	29	34.4
Off Campus/eCore	-	-	-	0	0

Source: USG ADC Census; SGSC Banner

Note: The asterisk (\*) represents preliminary data as of 10/12/20.

**Strategy/Activity: BOOST Mindset Workshops**

**Table JJ**

**BOOST Mindset Workshops and Student Participation, AY 2019-2020**

Fall 2019	Student Participants	Spring 2020	Student Participants
<b>BOOST Session</b>		<b>BOOST Session</b>	
*Get the Most Out of Studying	26	Strategies for Success	26
		Thinking about how you think	17
Grade First-Aid	13	Mindset & how the brain learns	20
<b>Total</b>	<b>39</b>	<b>Total</b>	<b>63</b>

\* - "Get the most out of studying" was modified into two more in depth sessions: "Strategies for Success" & "Thinking about how you think"

**Table KK****BOOST Mindset Workshops Held in STEM Classes and Student Participation, Spring 2020**

<b>Douglas Campus Only: Course, Section</b>	<b>Total Number of Students Attending</b>	<b>Course Enrollment</b>	<b>% Utilization of BOOST</b>	<b>DFW Rate, Overall *</b>	<b>DFW Rate, BOOST Attendees *</b>	<b>DFW Rate, Non- Attendees *</b>
Biol 2107	18	22	82%	82%	0%	100%
Chem 1211	23	23	100%	52%	52%	0
Chem 1212	10	10	100%	20%	20%	0

# UNIVERSITY OF GEORGIA

## APPENDICES

### Appendix A

Table 1: UGA Freshmen Retention and Completion Rates (2008-2019)

#### UGA Freshmen Retention Rates

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	4,675	94.5	91.0	88.7	86.7	86.2	86.7
2010	4,667	94.5	90.0	87.4	85.9	85.8	85.7
2011	5,470	94.1	89.7	88.2	86.7	86.4	86.5
2012	4,922	94.2	90.7	89.0	87.5	86.9	87.0
2013	5,218	94.2	91.3	89.3	87.7	87.9	88.1
2014	5,240	95.2	92.0	89.8	88.6	87.9	88.3
2015	5,248	95.2	91.6	90.3	88.2	88.4	
2016	5,401	95.5	91.9	90.4	89.2		
2017	5,809	95.3	92.2	90.4			
2018	5,703	95.5	92.3				
2019	5,487	94.4					

#### UGA Freshmen Completion Rates

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	4,675		0.6	2.5	62.5	82.9	85.3
2010	4,667		0.6	3.1	63.1	82.4	84.8
2011	5,470		0.6	3.0	62.7	82.6	85.3
2012	4,922		0.7	3.6	66.2	83.5	85.7
2013	5,218		0.2	3.8	66.2	84.8	87.1
2014	5,240		0.3	4.0	68.0	84.4	87.2
2015	5,248		0.2	3.2	68.7	85.7	
2016	5,401		0.3	3.7	71.4		
2017	5,809		0.3	4.6			
2018	5,703		0.4				
2019	5,487						

Note: Completion is defined as graduating with a bachelor's degree or matriculating into a professional program at UGA (federal IPEDS definition). Source: UGA OIR/FACTS

Table 2: UGA Freshmen Retention and Completion Rates (2008-2019) by Subpopulations

UGA Freshmen Retention Rates for Black/African-American Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	353	97.5	95.5	92.4	89.5	88.1	89.2
2010	343	92.7	89.2	85.4	81.9	81.6	80.8
2011	455	92.5	90.1	88.8	85.5	84.6	84.6
2012	340	93.2	89.7	87.4	85.0	82.6	82.9
2013	381	95.0	92.4	90.8	87.4	87.4	88.2
2014	385	95.1	92.5	89.9	87.3	84.2	84.9
2015	395	95.9	92.9	91.4	84.3	83.8	
2016	440	95.5	91.4	89.3	86.6		
2017	469	96.2	92.3	89.3			
2018	393	96.9	94.4				
2019	402	95.8					

## UGA Freshmen Completion Rates for Black/African-American Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	353		-	1.1	59.2	83.6	87.0
2010	343		-	1.7	53.9	74.6	79.9
2011	455		-	2.0	57.4	79.6	83.3
2012	340		1.2	2.6	59.1	77.9	80.9
2013	381		0.3	3.7	55.1	82.2	86.4
2014	385		0.5	3.1	58.2	79.2	82.9
2015	395			3.8	56.7	79.2	
2016	440			2.7	65.7		
2017	469		0.6	5.1			
2018	393		0.3				
2019	402						

## UGA Freshmen Retention Rates for Hispanic Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	162	96.3	93.2	88.3	85.2	85.2	84.0
2010	199	97.0	94.0	91.5	87.4	87.9	87.9
2011	295	95.6	91.9	88.1	86.4	86.1	86.8
2012	247	91.5	87.0	85.0	83.8	81.8	83.4
2013	288	93.1	91.0	88.5	87.2	86.5	87.8
2014	247	94.3	89.1	89.2	87.4	85.5	85.5
2015	298	93.3	91.9	89.9	87.9	86.9	
2016	318	96.9	91.8	91.2	88.4		
2017	392	94.4	90.8	90.1			
2018	355	95.2	93.0				
2019	332	94.3					

## UGA Freshmen Completion Rates for Hispanic Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	162			3.1	57.4	79.0	80.9
2010	199		0.5	3.5	62.3	81.9	86.9
2011	295			3.1	60.7	80.3	84.1
2012	247			4.0	59.1	75.3	80.2
2013	288			2.8	62.5	83.3	86.1
2014	269		0.4	2.6	62.8	81.8	85.1
2015	298			2.0	62.1	82.6	
2016	318			4.1	68.2		
2017	392			5.4			

2018	355		0.3				
2019	332						

UGA Freshmen Retention Rates for all Non-white Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	1,060	96.3	93.2	89.9	86.9	85.5	86.3
2010	1,319	94.5	90.3	86.5	83.2	83.8	83.5
2011	1,446	93.6	89.6	86.9	85.3	85.1	84.9
2012	1,325	93.8	89.4	87.0	85.0	83.5	83.9
2013	1,490	93.8	90.3	88.1	86.0	86.4	86.8
2014	1,535	95.1	91.1	88.8	86.9	85.1	86.0
2015	1,624	94.3	90.1	88.5	84.9	85.0	
2016	1,722	94.7	89.3	87.4	86.2		
2017	1,859	94.1	90.5	87.8			
2018	1,752	94.1	90.3				
2019	1,733	93.0					

## UGA Freshmen Completion Rates for all Non-white Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	1,060		0.6	2.2	58.7	80.8	84.2
2010	1,319		0.5	3.4	58.4	78.5	82.4
2011	1,446		0.6	3.0	57.1	79.4	82.8
2012	1,325		1.0	4.4	60.1	78.7	82.2
2013	1,490		0.4	4.0	60.1	82.3	85.5
2014	1,535		0.3	3.7	60.9	79.7	84.1
2015	1,624		0.2	3.1	60.8	80.8	
2016	1,722		0.2	3.3	67.6		
2017	1,859		0.5	5.2			
2018	1,752		0.4				
2019	1,733						

Source: UGA OIR/FACTS



Table 3: Freshmen Retention Rates for UGA Aspirational and Comparator Peers

Retention	Cohort Year						
	2011	2012	2013	2014	2015	2016	2017
Aspirational Peers	94.5%	94.5%	95.1%	95.3%	95.3%	95.1%	95.2%
Comparator Peers	88.9%	89.5%	90.0%	90.1%	90.1%	90.4%	90.4%
University of Georgia	94.0%	94.2%	94.2%	95.2%	95.2%	95.5%	95.3%

6-year Completion	Cohort Year						
	2006	2007	2008	2009	2010	2011	2012
Aspirational Peers	84.6%	84.8%	86.0%	85.8%	86.3%	87.0%	86.8%
Comparator Peers	74.7%	74.9%	75.6%	75.9%	76.4%	77.3%	78.1%
University of Georgia	82.5%	83.1%	84.6%	85.3%	84.8%	85.3%	85.7%

Table 4: Time to Degree

**Undergraduate Time-to-Degree by Application Type, 2011-2020**

Application Type	Graduating Cohort	Number of First Degrees Awarded*	Average Time-to-Degree in Years	
Freshman	2011	4210	4.10	
	2012	4267	4.07	
	2013	4225	4.02	
	2014	4257	4.00	
	2015	4521	3.97	
	2016	4635	3.97	
	2017	4607	3.94	
	2018	4815	3.99	
	2019	4788	3.99	
	2020	5138	3.95	
Transfer	2011	2027	2.66	
	2012	1950	2.65	
	2013	2022	2.71	
	2014	1773	2.68	
	2015	1807	2.62	
	2016	1777	2.63	
	2017	1986	2.61	
	2018	2049	2.64	
	2019	2120	2.65	
	2020	2298	2.65	

1. Time-to-Degree is calculated by subtracting the degree recipient's matriculation date from their graduation date.
2. Graduates who first matriculated ten years or more ago were limited from the TTD calculation as outliers.
3. Only the first degree earned per student is included in this report.
4. Graduating cohort is based on the fiscal year.

Data Source: OIR/FACTS

(c) Office of Institutional Research, 10/27/2020

# University of Georgia Appendices

## Appendix B

Table 1: Courses/sections that have been redesigned to use active learning strategies

ACCT 5200	Audit Risk and Control	ENVE 3510	Modeling, Statistical Analysis, and Uncertainty
ADPR 3515	Foundations of Graphic Communication	FHCE 2100	Family Economic Issues Through The Life Course
AGCM 1200	Communicating in Agricultural and Environmental Sciences	FHCE 3200	Intro to Personal Finance
ALDR 3900S	Leadership and Service	FHCE 4210	Retirement Planning & Employee Benefits
ANTH 2120H	Introduction to Anthropology - Honors	FHCE 4/6230	Family Tax Planning
ARST 2210	Introduction to Photographic Culture		
BCHE 3520	Mass Transport and Rate Phenomena		
CBIO 2200	Anatomy & Physiology I		
CBIO2210L	Human Anatomy and Physiology II Lab		
CHEM 1211	General Chemistry I		
CHEM 1212	General Chemistry II		
CMSD 3120	Language Development		
CSCI 4800	Human Computer Interactions	FINA 4/6810	International Finance
ECOL 3500	Ecology	FREN 2001	Intermediate French I
ENGL 4890	Criticism and Culture	GENE 3200	Genetics
ENGR 1120	Engineering Graphics and Design	GEOG 1125	Resources, Society, and the Environment
ENGR 1140	Engineering Computational Methods	HDFS 2200	Introduction to Life Span Development
ENGR 2170	Electric Circuits	HIST 2112	U.S. History since 1865
ENGR 2170	Electric Circuits	INTL 1100	Introduction to Global Issues
ENGR 3150	Heat Transfer	KINS 4200	Biomechanics
ENGR 3160	Fluid Mechanics	MARK 4000	Marketing Research for Business Decisions
ENGR2120	Engineering Statics	MARK 4900	Marketing Strategy and Decision Making
ENTR 5500	Introduction to Entrepreneurship		

MATH 1101	Mathematical Modeling
MATH 1113	Precalculus
MATH 1113	Precalculus
MATH 2250 Engineering	Calculus I for Science and Engineering
MATH 2250 Engineers	Calculus I for Scientists and Engineers
MATH 2260 Engineering	Calculus II for Science and Engineering
MGMT 3000	Principles of Management
MIST 2090	Introduction to Information Systems in Business
MSIT 3000	Statistical Analysis for Business I
NMIX 2020	Introduction to New Media
PADP 6930	Public Financial Administration
PBHL 3100	Introduction to Public Health
POLS 1101	American Government
POUL 2020	Introduction to Poultry Science
SPAN 3030 Spanish	Introduction to Literature in Spanish
TXMI 4/6290	History of Fashion 18th Century to Present
VBDI 5240	Veterinary Animal Behavior

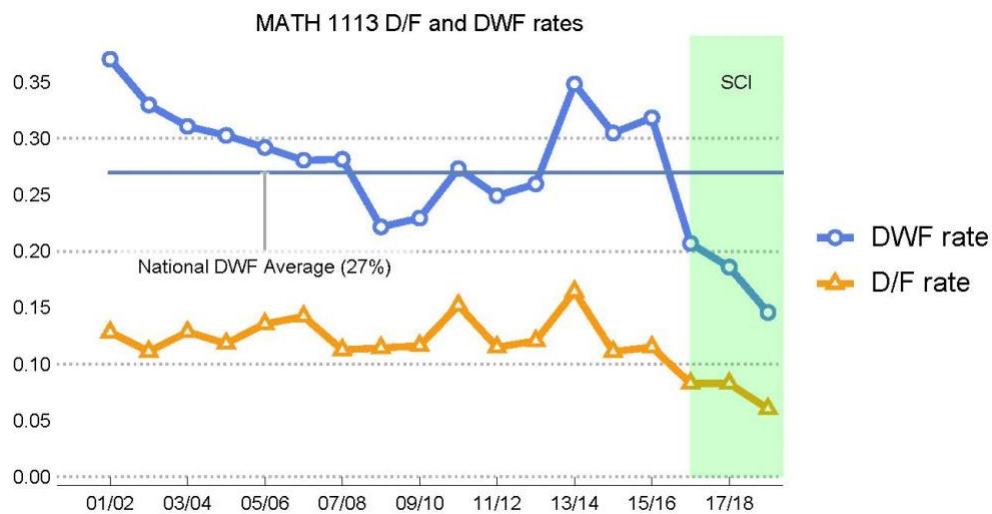
Table 2: Grades in CHEM 1211 and CHEM 1212

<i>CHEM 1211: Grades by Percentages</i>									
Grades	F 2016	F 2017	F 2018	F 2019	S 2017	S 2018	S 2019	S 2020	
ABC	65.5	69.7	73.9	86.5	66.4	71.9	83.1	86.8	
DFW	34.5	30.3	26.1	13.5	35.6	28.1	16.9	13.1	

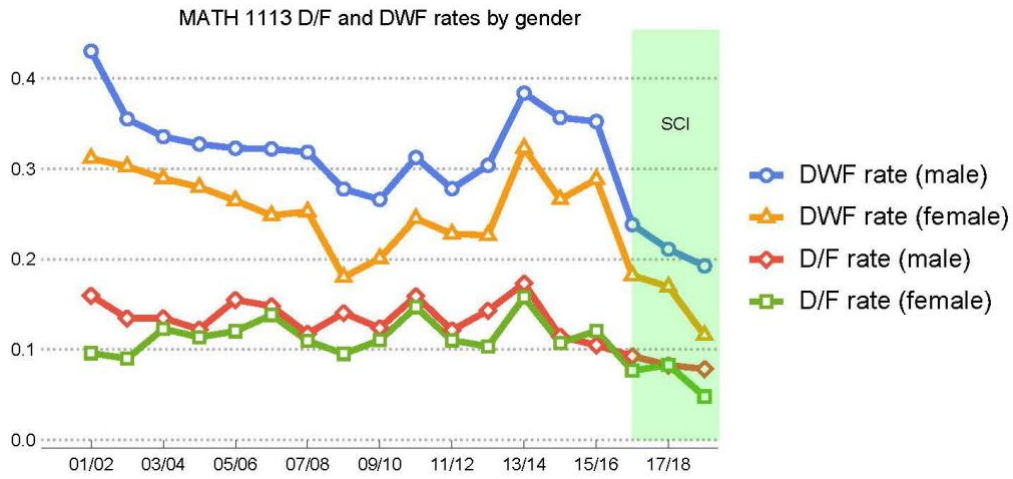
<i>CHEM 1212: Grades by Percentages</i>									
Grades	F 2016	F 2017	F 2018	F 2019	S 2017	S 2018	S 2019	S 2020	
ABC	55.1	71.7	76.6	85.8	73.4	80.1	84.4	92.1	
DFW	44.8	28.3	23.4	14.2	26.6	19.9	15.6	7.9	

Source: UGA Chemistry Department

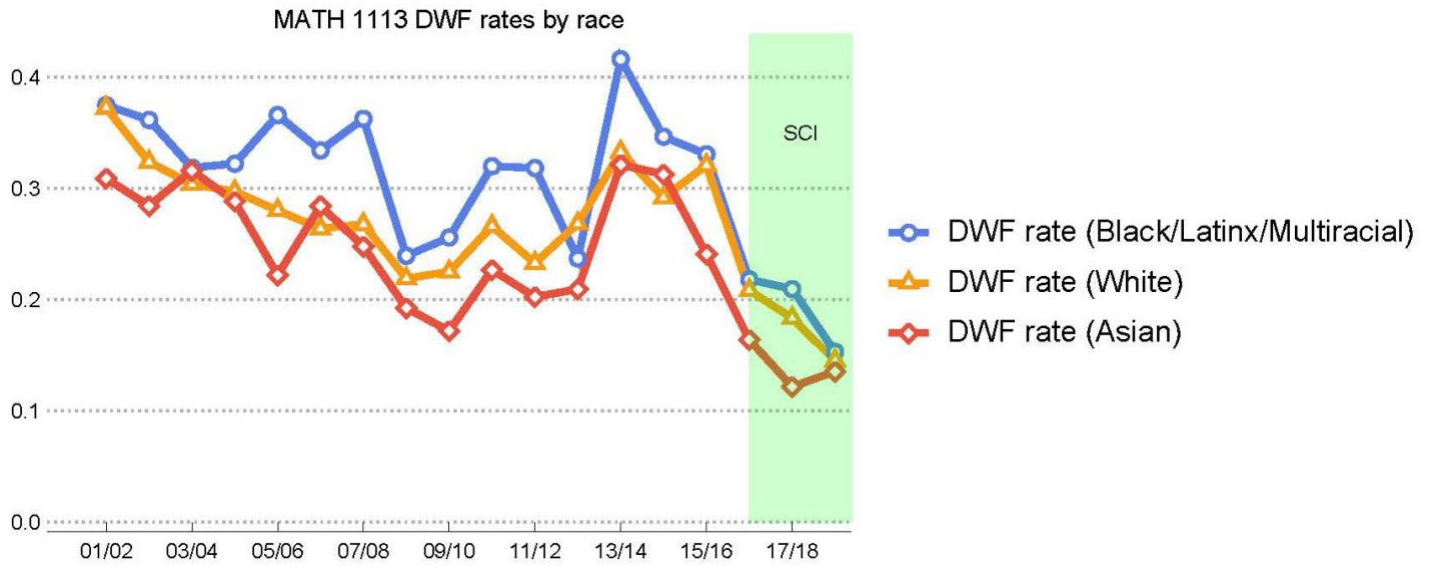
Table 3: Impact of Small Class Initiative (SCI) on Grades in MATH 1113 and 2250



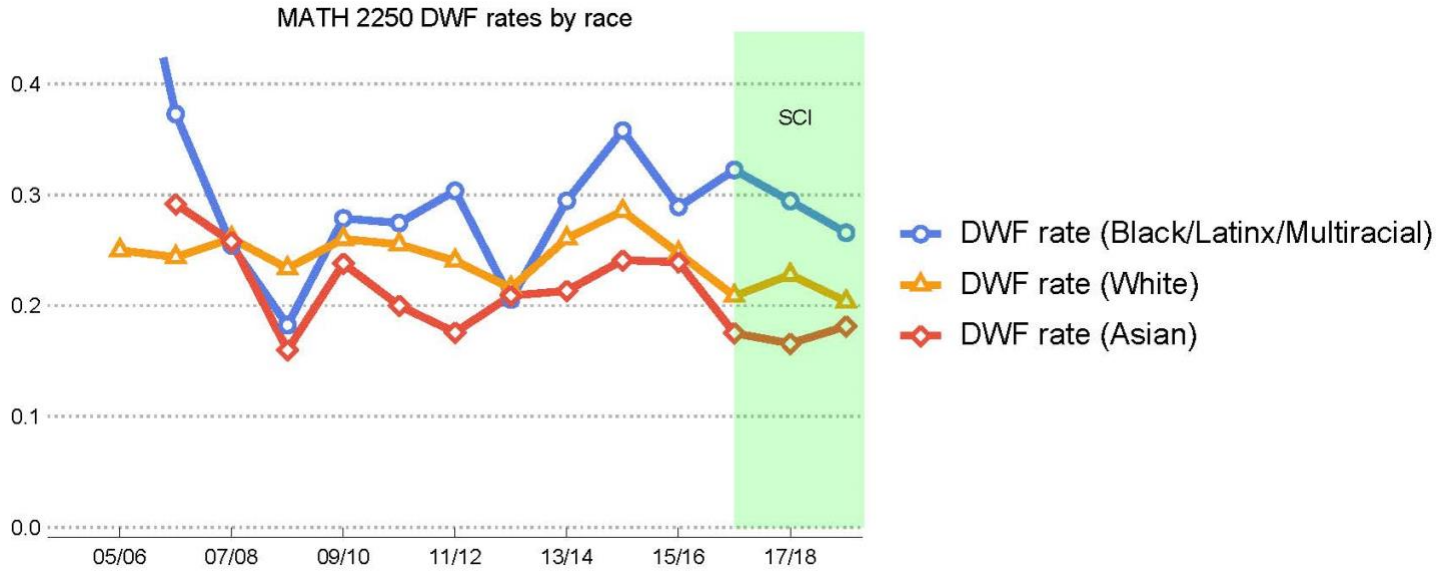
Source: UGA Mathematics Department



Source: UGA Mathematics Department



Source: UGA Mathematics Department

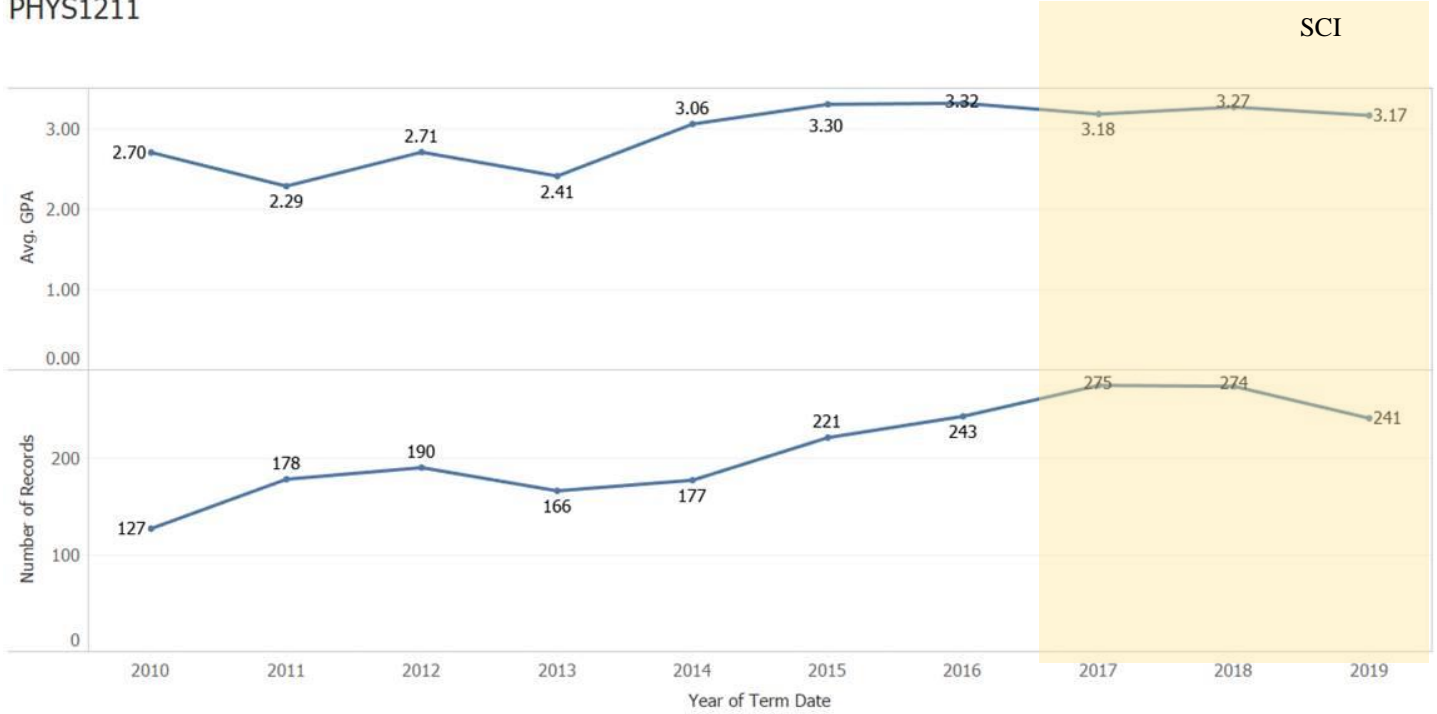


Source: UGA Mathematics Department

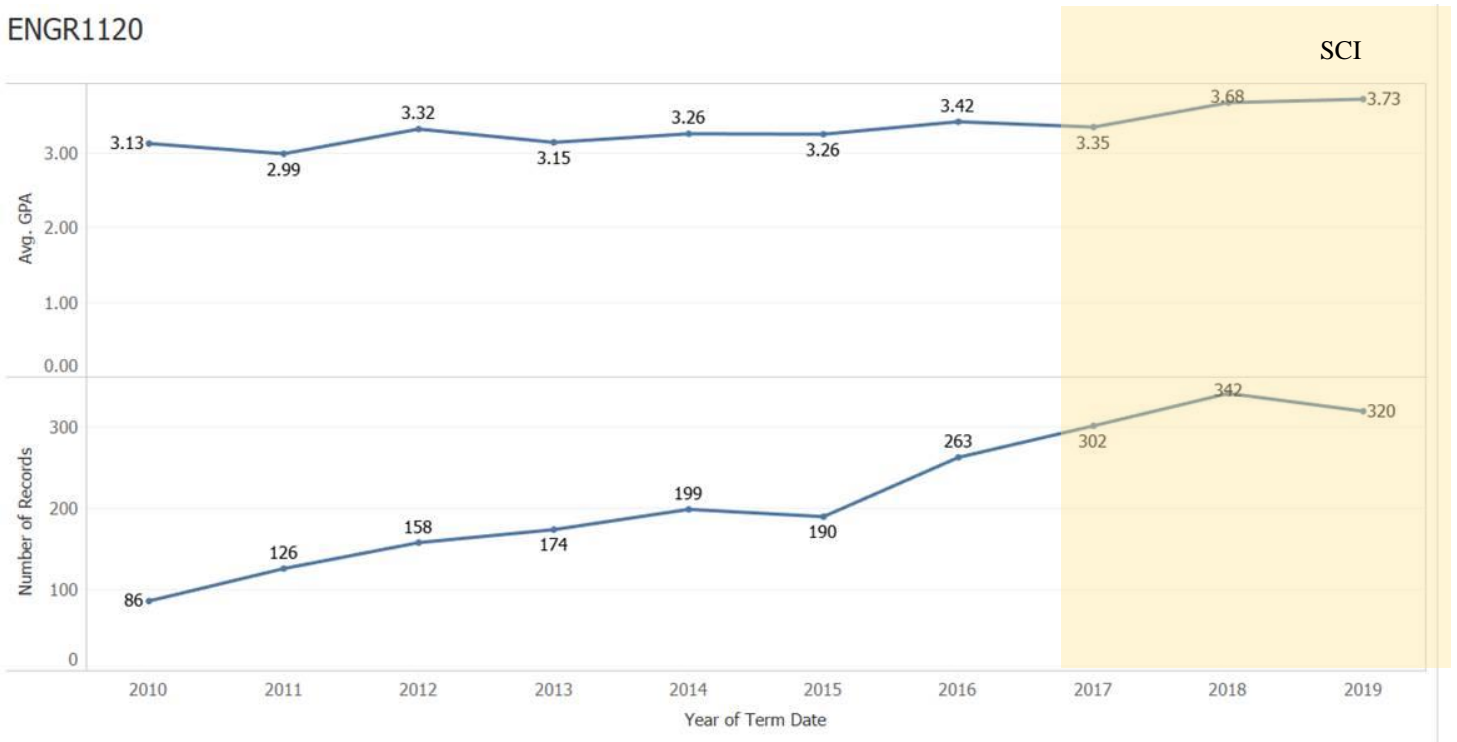


Table 4: Impact of Small Class Initiative (SCI) on Class GPA in PHYS 1211 and ENGR 1120

PHYS1211



ENGR1120



Source: UGA OIR, 27 Oct 2020

# UNIVERSITY OF WEST GEORGIA

## APPENDICES

**Table 1. Credits Successfully Completed in the First Year\***

	Entering Cohort - FT & PT combined						
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
All Entering Freshmen	2,237	2,205	2,410	2,375	2,240	2289	1852
Between 15 and 29 credit hours successfully completed	1,316 58.80%	1,233 55.90%	1,412 58.60%	1,406 59.20%	1,328 59.29%	1286 56.18%	843 45.52%
30 or more credit hours successfully completed	339 15.20%	430 19.50%	439 18.20%	437 18.40%	329 14.69%	364 15.90%	597 32.24%

Note: The F19 completion rate for 15-29 credit hours declined, but this is the result of an increase in the 30+ completion rate over previous years. We believe that many of our Momentum initiatives (new advising and scheduling procedures to assure students enroll in 15 hours) and additional student success efforts (advising, tutoring, coaching) are contributing to this improvement.

\*The “First Year” in Table 1 is defined as only Fall and Spring each year, 2013-2014 through 2018-2019. Many students enroll in the summer in order to earn 30+ hours their first year.

\*\*The numbers of All Entering Freshman are determined using IPEDS methodology, with the exception that both full-time and part-time entering students are included in Table 1, whereas IPEDS only includes “First-time, Full-time Entering Freshmen.”

\*\*\* Credit hours successfully completed includes grades of A, B, C, and S for the Fall and Spring terms of the student’s entering cohort (example: Fall 2013 entering cohort includes courses taken in Fall 2013 and Spring 2014). NOTE: UWG does not use the grade of P (passing).

**Table 2. First Year Retention (Freshman to Sophomore)**

Entering Fall/First Year	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
# in IPEDS FT/FT Fall Cohort	2198	2167	2343	2375	2176	2182
Returning Fall (second year)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
# Retained	1629	1572	1695	1719	1498	1507
Retention Rate	74.11%	72.54%	72.34%	72.38%	68.84%	69.07%

\*Note: The Fall 2019 to Fall 2020 retention rate of 72.82% shows a significant increase over the last two years and reflects the campus-wide work that has been done to improve retention. However, since, this CCG report covers the previous year, it is not included in the data above.

**Table 3. Progression (Sophomore to Junior)**

Entering Fall/First Year	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
First Year	2012	2198	2167	2198	2375	2176
Second Year	1444	1629	1572	1629	1719	1498
Third Year	1147	1300	1255	1300	1359	1204
Progression Rate	57.01%	59.14%	57.91%	59.14%	57.22%	55.33%

\*\* NOTE: These retention rates simply indicate that the student was enrolled in a subsequent fall term following their entering term. These counts do not factor in credit hours earned nor individual student classifications.

**Table 4. Retention, Progression, and Graduation Rates (with Mean SAT Scores and HSGPA)**

Retention & Graduation Rates of Fall First-Time Full-Time Entering IPEDS Cohort											
Entering cohorts prior to Fall 2009 are available in hidden columns.											
		Entered Fall 2009	Entered Fall 2010	Entered Fall 2011	Entered Fall 2012	Entered Fall 2013	Entered Fall 2014	Entered Fall 2015	Entered Fall 2016	Entered Fall 2017	Entered Fall 2018
MEAN	SATCR	503	496	500	487	486	485	486	482	498	502
	SATM	496	490	494	479	477	473	470	472	476	480
	SATW	482	479	476	469	471	464	467	459	464	465
	HSGPA	3.04	3.07	3.07	3.09	3.12	3.14	3.16	3.15	3.18	3.16
First Year	N=	1909	1844	1924	2012	2198	2167	2343	2375	2176	2182
Second Year	Fall	1397	1359	1367	1444	1629	1572	1695	1719	1498	1507
		73.18%	73.70%	71.05%	71.77%	74.11%	72.54%	72.34%	72.38%	68.84%	69.07%
Third Year	Fall	1100	1062	1078	1147	1300	1255	1268	1359	1204	1231
		57.62%	57.59%	56.03%	57.01%	59.14%	57.91%	54.12%	57.22%	55.33%	<b>56.42%</b>
Fourth Year	Fall	924	893	955	1004	1138	1089	1162	1184	1093	
		48.40%	48.43%	49.64%	49.90%	51.77%	50.25%	49.59%	49.85%	<b>50.23%</b>	
Fifth Year	Fall	572	560	599	570	627	600	662	541		
		29.96%	30.37%	31.13%	28.33%	28.53%	27.69%	28.25%	<b>22.78%</b>		
Sixth Year	Fall	219	227	222	192	198	259	277			
		11.47%	12.31%	11.54%	9.54%	9.01%	<b>11.95%</b>	<b>11.82%</b>			
Graduation	N=	298	309	293	392	470	479	508	604		
Rate	4 yr	15.61%	16.76%	15.23%	19.48%	21.38%	22.10%	21.68%	<b>25.43%</b>		
	N=	628	624	649	749	880	857	885			
	5 yr	32.90%	33.84%	33.73%	37.23%	40.04%	39.55%	<b>37.77%</b>			
	N=	744	760	779	850	994	961				
	6 yr	38.97%	41.21%	40.49%	42.25%	45.22%	<b>44.35%</b>				

\*Each entering class includes all entering first time in college undergraduate students enrolled full time whose first term is the fall indicated or the previous summer per IPEDS methodology.

\*GRADUATION RATES ARE THROUGH SUMMER 2020 END OF TERM ADC DATE. RETENTION RATES ARE AS OF 10/7/19 - FALL 19 ADC CENSUS DATE.

**Table 5. Retention of IPEDS entering cohort (first-time, full-time, entering students), From F18 to F19**

RETURNING FROM F18 TO F19 - AS OF CENSUS DATE									
	ALL			FEMALE			MALE		
IPEDS_RACE	Entering F18	Retained F19	% Retained	Entering F18	Retained F19	% Female Retained	Entering F18	Retained F19	% Male Retained
American Indian or Alaskan	2	2	100.00%	1	1	100.00%	1	1	100.00%
Asian	27	19	70.37%	18	14	77.78%	9	5	55.56%
Black/African American	853	593	69.52%	535	396	74.02%	318	197	61.95%
Hispanic/Latino	245	166	67.76%	164	112	68.29%	81	54	66.67%
Non-Resident Alien	18	14	77.78%	10	7	70.00%	8	7	87.50%
Pacific Islander or Hawaiian	3	2	66.67%	2	1	50.00%	1	1	100.00%
Two or More Races	85	54	63.53%	54	35	64.81%	31	19	61.29%
Unknown/Undeclared	21	17	80.95%	8	7	87.50%	13	10	76.92%
White/Caucasian	928	640	68.97%	563	412	73.18%	365	228	62.47%
All	2182	1507	69.07%	1355	985	72.69%	827	522	63.12%