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

Undergraduate Enrollment Profile							
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Undergraduates	**28,138**	**29,332**	**30,281**	**31,976**	**32,741**	**32,069**	**34,283**
Full-time	75%	75%	76%	77%	76%	76%	75%
Female	50%	49%	49%	48%	47%	48%	48%
Race/Ethnic Minority	39%	40%	42%	43%	44%	45%	46%
Asian	5%	5%	5%	5%	5%	5%	6%
Black or African American	19%	20%	20%	22%	21%	22%	22%
Hispanic or Latino	8%	8%	9%	10%	10%	10%	12%
Pell Recipients	41%	41%	39%	37%	37%	35%	N/A
First Generation	N/A	N/A	22%	29%	33%	35%	35%
Adult Learners	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**
Total First-time Freshmen	**4,034**	**4,665**	**5,032**	**5,347**	**5,237**	**4,783**	**6,533**
Full-time	97%	97%	97%	97%	97%	97%	94%
Female	50%	47%	49%	49%	48%	48%	49%
Race/Ethnic Minority	33%	35%	37%	40%	42%	41%	49%
Asian	5%	5%	5%	5%	5%	5%	6%
Black or African American	15%	17%	19%	19%	19%	19%	22%
Hispanic or Latino	8%	8%	9%	10%	10%	11%	14%
First Generation	N/A	N/A	33%	34%	34%	32%	36%
Adult Learners	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/
University System of Georgia Pell Recipients: 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 an 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.

Changes because of COVID-19	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.

ACADEMIC MINDSET

Strategy or activity	New Approach to administering Mindset Survey
Summary of Activities	This activity is addressed in the Momentum Summit III section of this report in greater detail
Outcomes/Measures of progress	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.
Lessons Learned and Plans for the Future	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.
Changes because of COVID-19	No changes were needed due to COVID-19.

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)

Priority Work	Develop Student Success Website
Description of Activities	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.
Activity status and plans for 2020	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.
Lessons Learned	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.

Priority Work	Interactive Career/Progression Map
Description of Activities	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.
Activity status and plans for 2020	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.
Lessons Learned	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.

Priority Work	Fall, Spring, and Summer Enrollment Events
Description of Activities	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.
Activity status and plans for 2020	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.
Lessons Learned	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.

Priority Work	Microcredentials
Description of Activities	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.
Activity status and plans for 2020	Given the recent reorganizations on campus due to budget stress caused by COVID-19, progress is stalled on this initiative.
Lessons Learned	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.

MINDSET

Priority Work	Analyze Mindset Data
Description of Activities	Review and structure raw survey result data provided by Motivate Lab
Activity status and plans for 2020	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
Lessons Learned	No results at this time.

Priority Work	Strengths-based Language in Communication to Students
Description of Activities	Review communication to students to eliminate punitive or directive language and replace with strengths-based language.
Activity status and plans for 2020	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.
Lessons Learned	Results have not been tracked, but the volume of communication which needs to be examined is slowly being reviewed.

Priority Work	Mindset Survey Delivery
Description of Activities	Finding a successful delivery path for strong completion of the Mindset Survey
Activity status and plans for 2020	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: https://bit.ly/31IozYh . We anticipate impressive growth of completion numbers.
Lessons Learned	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.
Priority Work	Student Communication Board and Guidelines
Description of Activities	A board who meets monthly to monitor campus-wide communications sent to students
Activity status and plans for 2020	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.
Lessons Learned	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.

PATHWAYS

Priority Work	Interactive Career Progression Map
Description of Activities	This initiative has become a Progression map that includes Career information as a part of the Student Success Website.
Activity status and plans for 2020	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 annoucements 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.
Lessons Learned	Engagement with this portion of the site will be tracked upon implementation.

Priority Work	Quality Enhancement Plan: It's About Engagement
Description of Activities	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.
Activity status and plans for 2020	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.
Lessons Learned	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.

Priority Work	Dynamic Program Maps (created in Banner)
Description of Activities	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.
Activity status and plans for 2020	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.
Lessons Learned	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.

Priority Work	Integrated Health major
Description of Activities	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.
Activity status and plans for 2020	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.
Lessons Learned	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.

Priority Work	Increasing funding for student scholarships
Description of Activities	Developing new opportunities for donors to establish scholarships that benefit students.
Activity status and plans for 2020	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.
Lessons Learned	See Appendix C for scholarship growth.

Priority Work	Owl Exploratory Advising Center
Description of Activities	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.
Activity status and plans for 2020	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.
Lessons Learned	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.

Priority Work	Enrollment Analysis
Description of Activities	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.
Activity status and plans for 2020	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.
Lessons Learned	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.

Name	Title	email
Kathy Schwaig	Provost and VPAA	Kschwaig@kennesaw.edu
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