COMPLETE COLLEGE **GEORGIA**

2020-2021 Momentum Campus Completion Plan Updates

University System of Georgia

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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 submitted and updated action plans on their activities that have the greatest impact on college completion within their institutional 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 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 2021undergraduate enrollment of 254,708 students. Academic year 2021 marked the first year that enrollment in the University System has declined following a six-year period of regular increase. Fall 2021 undergraduate enrollment declined by 6,176 students, or roughly 2.1 percent, over fall 2020. The decrease in enrollment at USG institutions is comparable to national trends, with four-year public institutions nationally experiencing a slight (2.3 percent) drop in enrollment in the past year.

The University System's undergraduate enrollment in fall 2021 ranged from 1,554 at Atlanta Metropolitan State College to 43,790 at Georgia State University. Georgia Tech witnessed the greatest percentage increase in enrollment since 2021 at 5.1 percent, followed by the Kennesaw State University at 4.3 percent and the University of Georgia at 1.1 percent. East Georgia State College saw the greatest decline in enrollment since 2020, dropping 16.5 percent, followed by South Georgia State College, which shrank by roughly 12.3 percent and Valdosta State University, which saw a decline of 8.5 percent in undergraduate enrollment (although 2020 enrollment at VSU was up 11.8 percent from 2019, so the institution remains above its 2019 enrollment).

The USG serves a diverse undergraduate population: White students comprise 45 percent of the total undergraduate enrollment, with Black or African American students representing nearly 29 percent, Hispanic students nearly 12 percent, and Asian students nearly 9 percent. Over the past five years, the number of Hispanic students has increased by 36 percent and the percentage of Asian students has increased by 18 percent. White enrollment has declined by 9 percent and 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.

USG Undergraduate Enrollment by Race/Ethnicity 2012-2021

Values above bars: 264,023 · 258,597 · 259,115 · 260,988 · 260,501 · 259,652 · 258,879 · 259,003 · 260,884 · 254,708 (years 2012–2021)

Legend: ■ Asian ■ Black ■ Hispanic ■ White ■ Others ○ Total Enroll
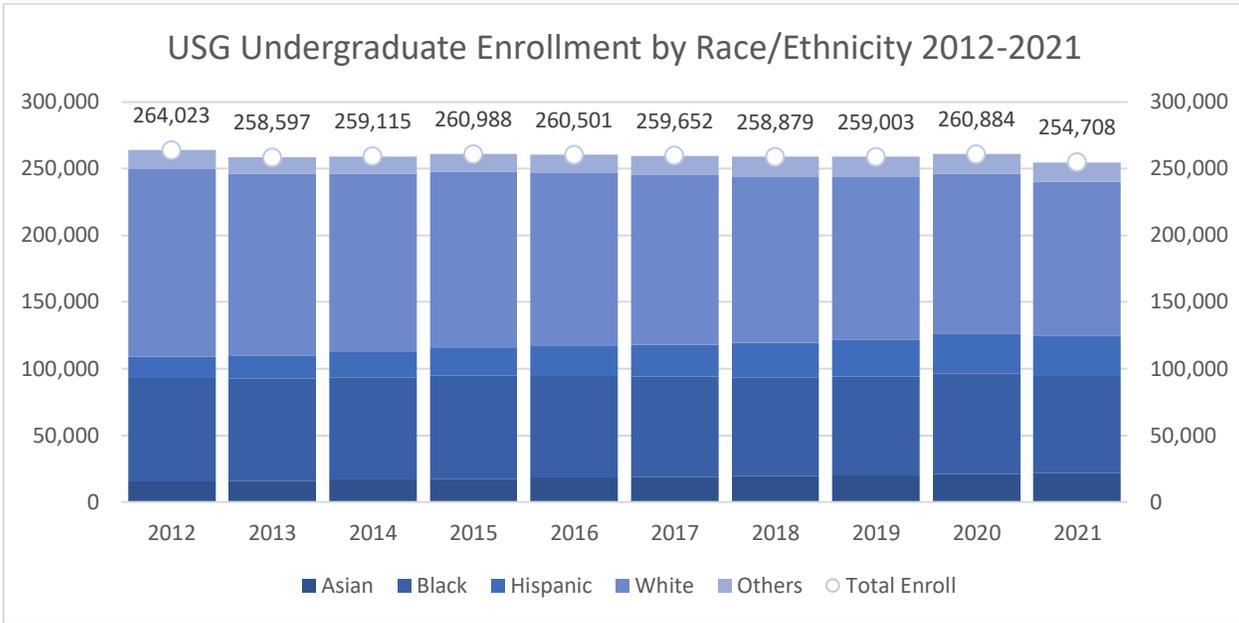
Complete College Georgia launched in 2011 with a commitment to increase the educational attainment of Georgians and a specific goal of increasing the percentage of young adults aged 25-34 with a credential of economic value from 40 percent to 60 percent by 2025. Undergraduate degree conferrals in the University System have risen nearly 30 percent since 2011 (from 40,867 to 53,065), remaining above the goals established for CCG by nearly 10 percent over this period. The figure below illustrates this trend.

USG degree production maintains robust growth

Values above bars: 40,867 (2011) · 42,541 (2012) · 42,541 (2013) · 44,795 (2014) · 46,210 (2015) · 47,681 (2016) · 49,190 (2017) · 49,747 (2018) · 50,616 (2019) · 52,250 (2020) · 53,065 (2021)

Legend: ■ Undergraduate Degrees —— Undergradute Baseline (2009) —— CCG Undergraduate Goal ○ Series2
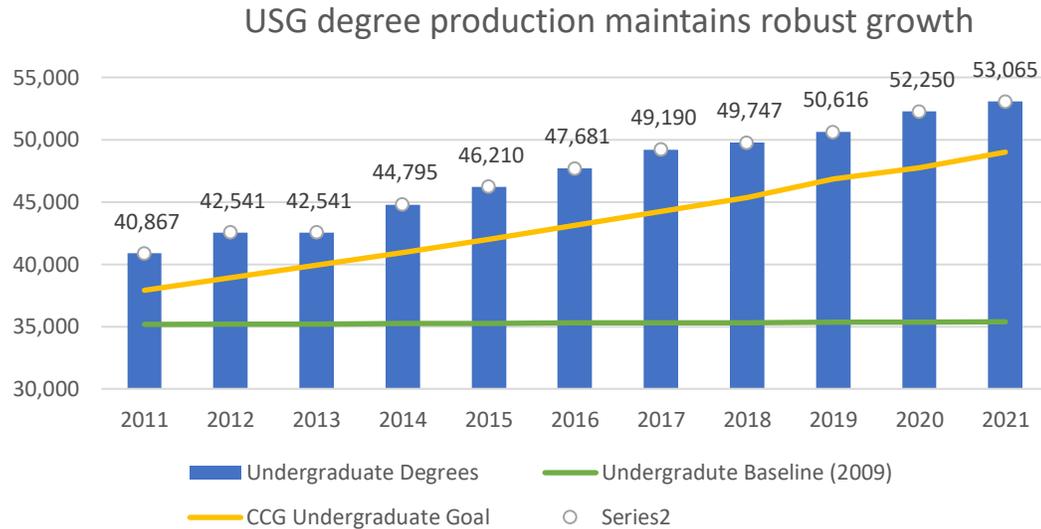
Over the past year, the 26 institutions from across the University System have broadened and extended the kinds of supports to students to ensure their success. Among the lessons from the Pandemic have been an understanding of how to deliver high quality support to students in all modalities and the essential value of providing as much authentic connection to our campuses as possible. We have also learned valuable lessons about delivering quality professional development at scale for faculty and staff that will have significant benefits for students in the years to come. Possibly the most significant lesson has been the ways in which campuses have been able to adapt existing structures and staff to meet new challenges, and the strains that these adaptations have placed on both individuals and the projects that they are engaged in.

To support this, the System Office has provided opportunities to extend engagement to a broader group of stakeholders on campuses and provided more intentional ongoing engagement with institutional leadership to understand their contexts, challenges, and innovative work. The broader adoption of virtual platforms has greatly extended the opportunities for collaboration and engagement

between faculty and institutional staff, which has provided an ability to reach a much broader audience for Momentum activities and ensure that the core features of the approach are understood by an ever-expanding audience.

Impact of the Pandemic

It is unsurprising that the Covid-19 Pandemic led to significant changes at and for USG institutions and their students. Unsurprisingly, among the largest changes was the rapid adoption of new technology to support the delivery of classes, support services, and business processes. The sudden shift to virtual instruction in spring 2020 exposed a number of gaps in the ability of students to access materials online and the readiness of faculty and staff to support students who were entirely remote. In short order, however, institutions implemented technology loan programs, trained faculty and staff, and created resources to support and engage students in online settings.

As the System returned to more face-to-face instruction, the lessons, opportunities and expectations around digital delivery provided a profound shift in the way institutions operate. A few key examples include an increased reliance on the Learning Management System (LMS) as the space where course materials, assessment, and communication reside (and a concomitant commitment to improving the quality and completeness of the material and tools deployed in the LMS); an explosion of access to services for students online, including tutoring, advising, counseling, and telehealth, allowing students to receive the supports they needed when and where they needed it; and a marked increase in the interest among faculty for professional development, both aligned with digital delivery but also to more generalized pedagogical innovations.

For all of this, there was also substantial negative consequences from the Pandemic. Most notably are declines in retention and credit intensity, along with a very recent drop in enrollment. Freshmen in the 2019 cohort, who the pandemic interrupted their spring semester of their first year, actually retained at slightly higher rates than previous cohorts, a testament to the tremendous outreach campus teams did at the start of emergency virtual instruction. The 2020 cohort, whose first year was often marked by blended and hybrid course delivery and less face-to-face experience on camps, witnessed a significant (~5.5 percentage point) drop in retention from 2020, to a level not experienced since the beginning of the Complete College Georgia project. The decline in retention was most pronounced among Black or African American students (-8.8 percentage points) and Hispanic students (-6.2 pp). Female students also declined at a slightly higher rate than male students, although their overall retention rate still was higher. The drop was largest at the Comprehensive University sector (-8.9 pp), although both State Universities and State Colleges saw decreases above the System average (-7.6 pp and -6.5 pp respectively). The figures below provide details over time.

Retention declined across all race and ethnic groups, if unevenly...

...and by gender...

...and mostly distributed across sectors.
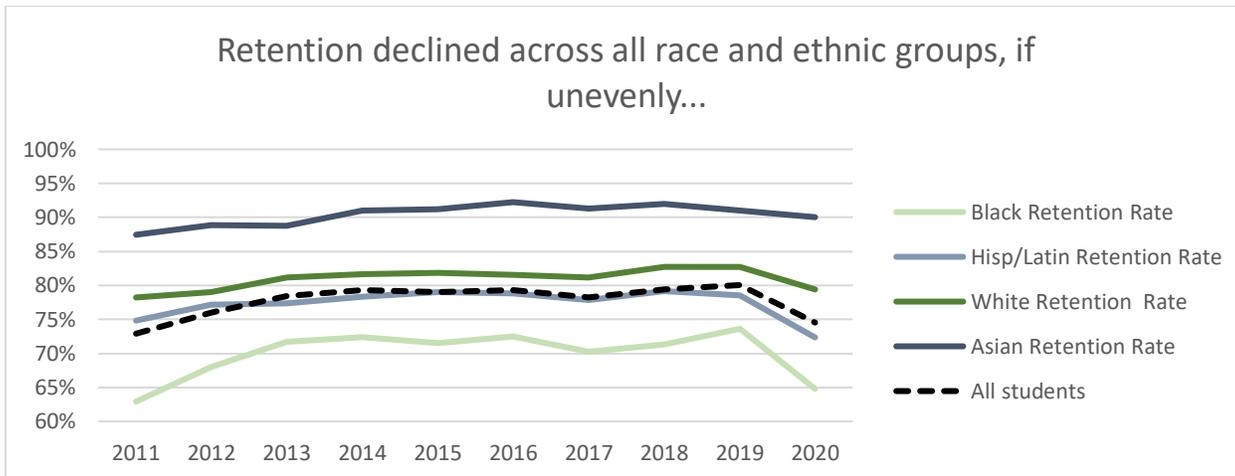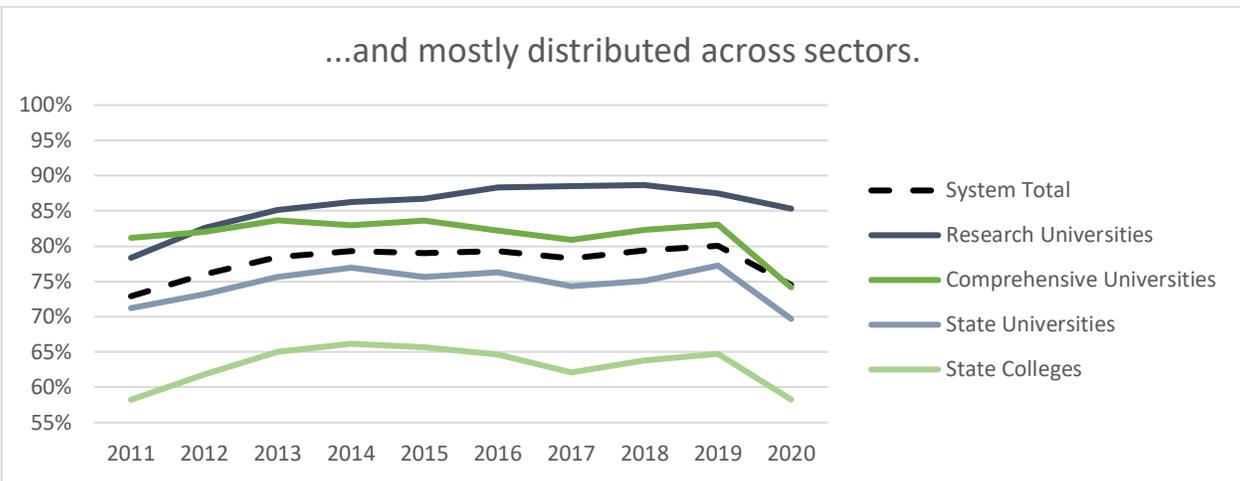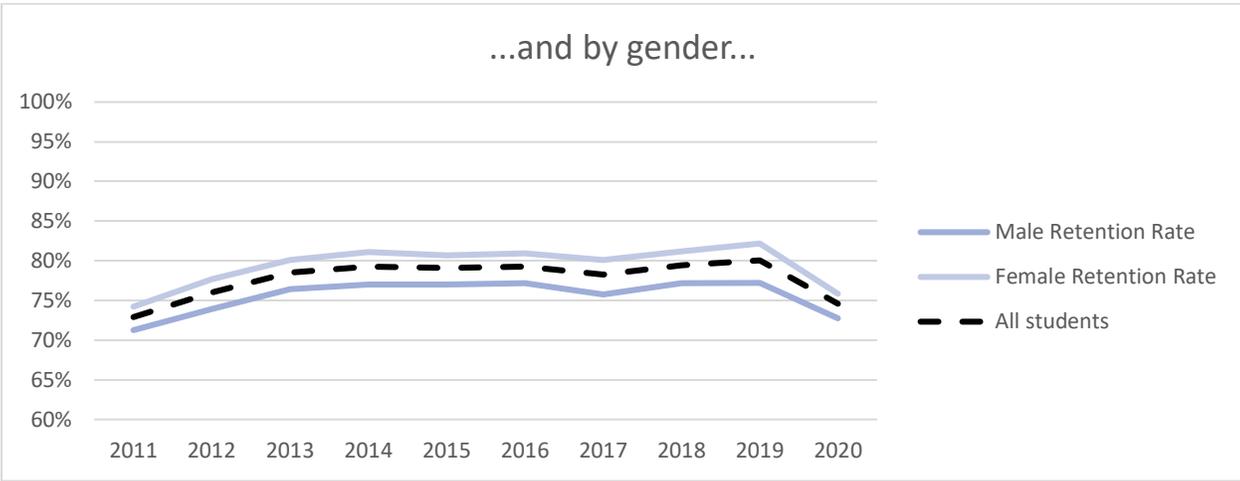
Equally concerning, credit intensity, a metric that had been on the increase since the beginning of the CCG project, declined slightly in fall 2020, and then more precipitously in fall 2021 for both first time freshmen and all undergraduates. While small declines were inevitable in 2020 due to reduced classroom capacity as well as student modal preferences, the acceleration of this trend in 2021 indicates a more troubling challenge for institutions. Reductions in credit-taking by students is observed in several campus updates, with reasons as varied as student exhaustion, financial concerns or constraints, frustration with virtual instruction (and, paradoxically, frustration with a lack of online course options), increased wages and economic opportunities available, and increased family and caretaking demands.

The consequences of a reduction in credits are multiple, including longer paths to completion for students, with more opportunities for exit, increased possibilities for students to get off track in their program because course sequences and pathways are generally designed based on 15 credit hour terms, which will complicate course offering plans for institutions, and decreased revenues at institutions. Moreover, analysis from within the University System and beyond indicates increased outcomes overall for students taking fuller schedules, so the drops in credit intensity may also signal future academic challenges as students advance in their programs

Credit intensity in the fall declined across all sectors for FTF...

Legend:
- % Fall FTF enrolled in less than 12 hours
- % Fall FTF enrolled in 12-14 hours
- % Fall FTF enrolled in 15 or more hours

...although less so for undergraduates generally.

Legend:
- % Fall UG enrolled in less than 12 hours
- % Fall UG enrolled in 12-14 hours
- % Fall UG enrolled in 15 or more hours
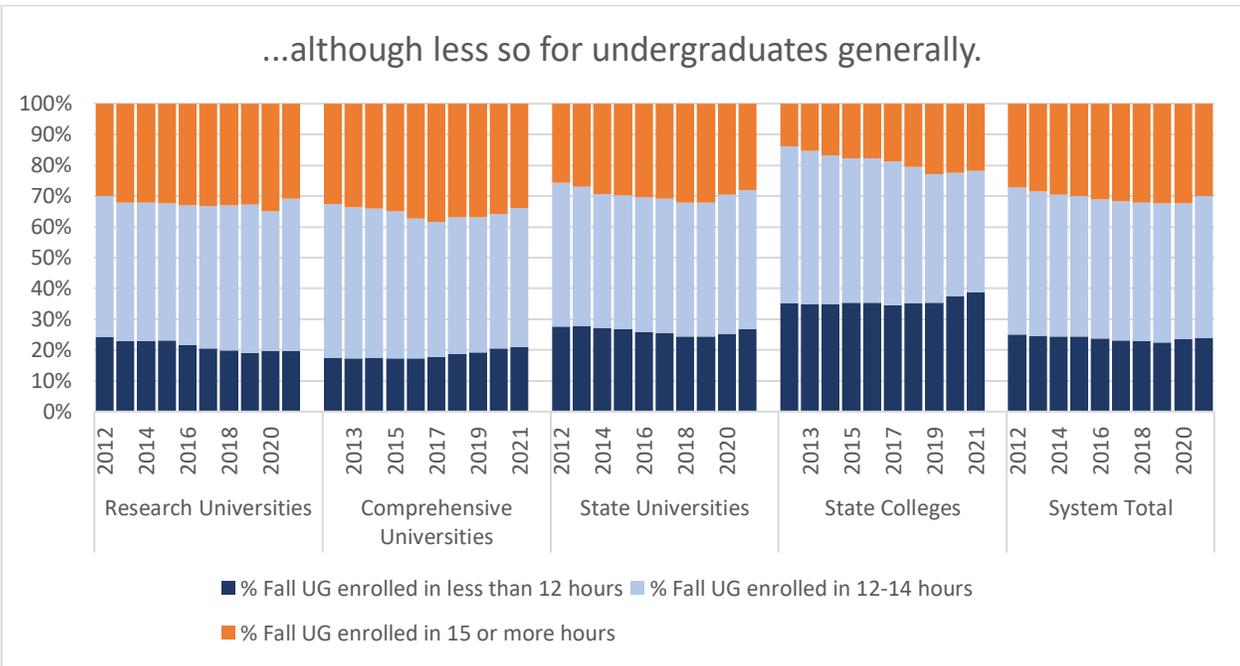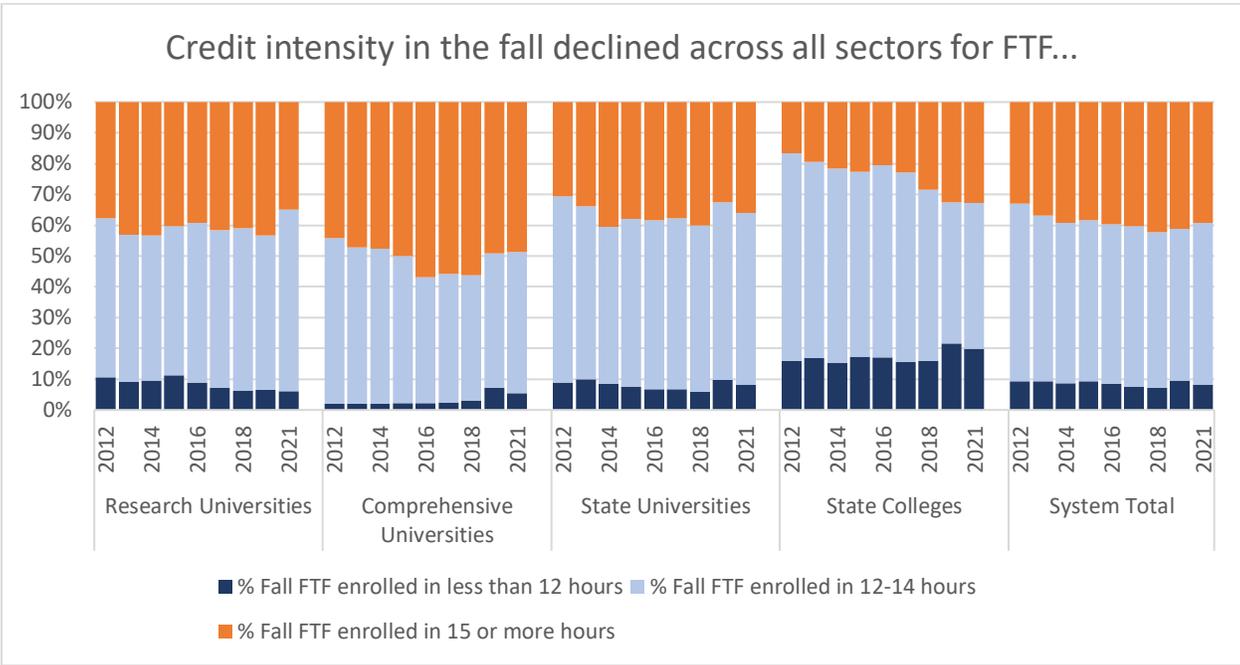
Finally, the University System was among the few states where undergraduate enrollment increased in 2020, but dipped in fall 2021 to a level not seen since prior to the beginning of Complete College Georgia. Overall, undergraduate enrollment declined by 2 percentage points (6,176 students). Black and White undergraduate enrollment declined by 4 percentage points each, while Asian and Hispanic enrollment increased by 5 and 2 percentage points respectively. The drop in enrollment has not been evenly distributed across sectors. Changes in admissions requirements because of the Pandemic, most notably the elimination of college entrance examinations as a consideration due to the inability of students to take them, shifted enrollment from state colleges to other institutions, so while overall system undergraduate fall enrollment increased by just under 1 percentage point in 2020 from 2019, state college fall enrollment shrank by nearly 7 percent in 2020 (most of the gains in 2020 were in the comprehensive sector, which grew by 5.7 percent). In 2021 enrollment declined overall (by 2.4 percent), with state colleges again absorbing the bulk of the drop (an additional 7.4 percent), followed by state universities, which shrank by nearly 5 percent.

The figures below illustrate these changes.

Fall undergraduate enrollment has trended up since 2013 until this fall
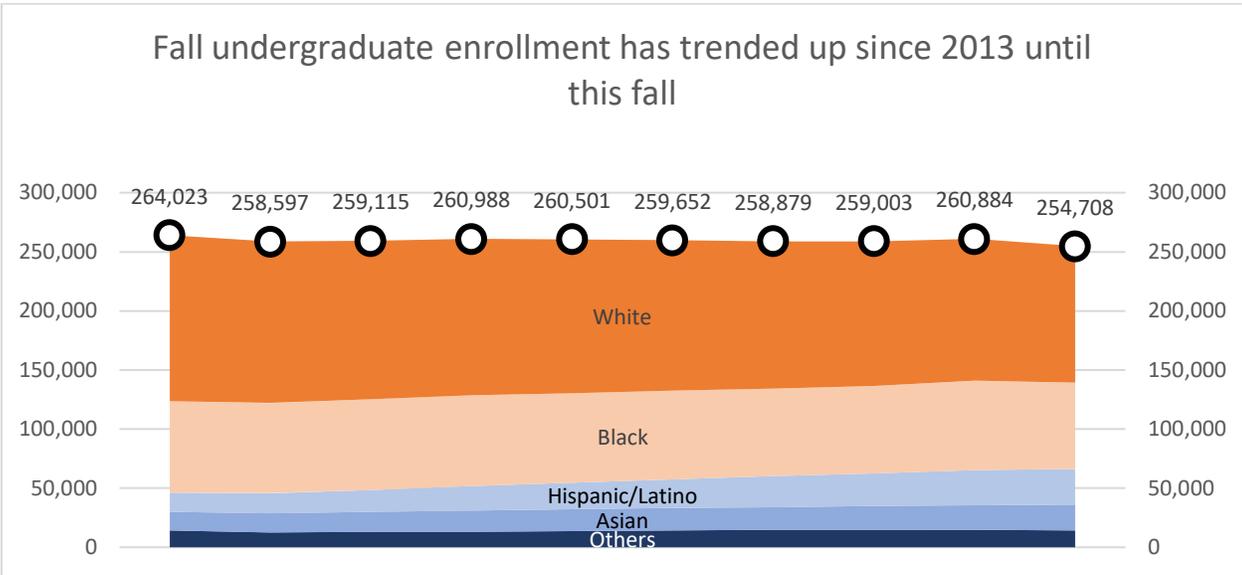
Enrollment Trends by Sector

Research Universities

Year	Enrollment
2012	91,494
2013	88,522
2014	89,358
2015	89,643
2016	88,493
2017	89,962
2018	92,489
2019	94,009
2020	93,710
2021	92,990

Comprehensive Universities

Year	Enrollment
2012	70,701
2013	69,821
2014	70,890
2015	71,497
2016	73,614
2017	73,681
2018	71,996
2019	72,658
2020	76,801
2021	76,610

State Universities

Year	Enrollment
2012	61,157
2013	60,052
2014	58,484
2015	58,634
2016	57,335
2017	55,900
2018	55,843
2019	54,732
2020	55,362
2021	52,688

State Colleges

Year	Enrollment
2012	40,671
2013	40,202
2014	40,383
2015	41,214
2016	41,059
2017	40,109
2018	38,551
2019	37,604
2020	35,011
2021	32,420

IMPROVEMENT PRACTICES

The University System has supported implementation of the Momentum framework on institutions through a process of structured planning, ongoing engagement, and regular updates. Key among this is the CCG/Momentum Plans, which are crafted by institutions through a process of internal structured planning around the Momentum Summit, submitted to the System Office, and form the basis for review, feedback, and connections across institutions. The formal planning process asks institutions to engage a broad cross-section of their community to identify priority opportunities and advance the direction of work at the local level.

The Momentum Summit IV, held virtually over two weeks in February 2021, provided an opportunity for 900 faculty, staff, and administrators to engage with state and national experts in more than 20 substantive sessions as well as formal time for team planning on campus. The broader reach of the Summit helped to broaden the reach of campus Momentum work to more faculty and staff who regularly engage with students. This shift in the conversation has helped to propel a deeper understanding of Momentum across the System, while highlighting areas where more work is necessary to contextualize or implement strategies that support student success.

The Momentum Summit IV focused on two key questions: Resilience of the work in the face of the Pandemic – both how to remediate any negative impacts from the Pandemic and how to make the most of the powerful lessons learned – and establishing a "global" approach to student success that integrates all aspects of the campus. The Summit was also a key point for sharing effective strategies from across the system, a key element of our change management approach.

The System Office also piloted the use of a "flipped" event with the Advising Academy in fall 2021, which featured materials and pre-recorded presentations in a course shell inside the collaborative USGTrain Brightspace D2L learning management system, with a live event set aside for discussions of the topics featured and for an exploration of a human centered design process to help emerge critical challenges. The event provided a further opportunity to expand the number of voices and perspectives on the program and in the conversation. By design, the discussions were integrative in nature, including admissions and enrollment management, registrars, advising, faculty, and student success support staff.

A final key element in our improvement practices has been the continuation of regular and formal check ins with academic affairs leadership on their work. Initially begun in response to the Pandemic as a check in on available resources, campus course offerings and modality, these team conversations have provided a semi-regular opportunity to gather and share solutions between institutions and to gain better insight into emerging challenges. This approach was employed for the feedback on 2021 Momentum Plans, providing a richer understanding of campus work, an opportunity to help connect institutions with resources available from the System or other institutions, and discover areas where support is still needed.

BIG IDEA: SCALABLE ENGAGEMENT

A challenge that many institutions met head on during the Pandemic was the need to provide essential skills training to faculty to teach online and to staff to move their work to a virtual environment. For just over a year, the System Office has been exploring scalable professional development for faculty and staff, beginning with "Starting Strong," an online course to help faculty apply academic Mindset principles to the start of the semester delivered in the collaborative USGTrain environment. More than 500 faculty and staff signed up for either the asynchronous mini course or short course. This work supported the development of specific training materials to support the deployment of a Growth Mindset intervention in math courses (the Mindset Learning Project, originally deployed exclusively through eCore but extended to faculty at select institutions for deployment in in person settings in the past year), establishing an action-oriented training approach that supports faculty in making specific changes to their course or practice, provides the evaluation tool to assess the effectiveness of the training and the practice change, and a venue for sharing experiences with similarly engaged colleagues

Building upon this work and the existing structure for the Chancellor's Learning Scholars, who lead two-year long Faculty Learning Communities, the University System has developed a professional training platform for faculty and staff, MomentumU@USG, that provides access to high-quality essential professional development on key student success pedagogies. Currently being tested by faculty and staff from across the system, the MomentumU platform will include badging and certificates for faculty completing courses and activities, opportunities for community building and engagement across institutions, and eventually a repository of resources for sharing. As this platform matures, the content and community components will provide opportunities to engage in robust exploration and discovery of improved teaching practice regardless of their institutional setting.

MOMENTUM WORK RESILIENCE UPDATE

Statistics Pathway & DATA 1501

Institutions were invited to begin offering Elementary Statistics as a recommended first math course to students whose academic programs were statistically based in 2019. Among the expectations of institutions opting into the Statistics Pathway was engagement with departments to update Gateway math recommendations, development of corequisite learning support for statistics for students requiring it, and consideration of changes adjustments to the Natural Sciences, Mathematics, and Technology area (Area D) of the general education curriculum to ensure that students taking statistics as a first math course had appropriate options to pursue.

This final element – the need for more options for students in Area D – led to the development of a collaboratively developed Introduction to Data Science (DATA 1501) that is designed to satisfy area learning outcomes at most institutions and be suitable for students across a range of disciplines without any prerequisite. The process of developing the course and the subsequent creation of a new, streamlined process of approval for similarly developed (or structured) courses provide a new avenue for leveraging the strengths of the System to innovate curricula and student learning. While both the statistics pathway and DATA 1501 are in their early stages, anecdotal reports point to high degrees of student engagement and a growing appreciation for the opportunities that exist for programs and students.

High Impact Practices

Plans for USG High Impact Practices (HIPs) Implementation at Scale continue in Fall 2021, building upon efforts begun with the 2018 Equity HIPs project and expanding to all 26 institutions with the HIPs Implementation Faculty initiative. This Implementation group of faculty leaders, 111 total, 4+ for each institution, was chosen by provosts to lead their institutions in scaling efforts. In Spring 2021, these faculty completed a series of USG training workshops on definition, development, certification, and implementation of HIPs, and provided early plans to supplement their institution's Momentum Updates.

In Fall 2021, the second cadre of HIPs Implementation Faculty (totaling 110) moved these plans further along, preparing for the implementation of HIPs Certification via the MomentumU@USG and future use of the USG Course Attribute Dashboard. All 110 faculty have received Bronze certification in HIPs via MomentumU@USG, and a growing number are working toward Silver certification. Each team has also made plans for Spring 2022 implementation for consistent and efficient reporting of HIPs attributes in the BANNER Student Information System, with proposed steps to move toward use of the upcoming Course Attribute Dashboard.

Overall, USG transformation at scale to ensure HIPs/Experiential Learning includes a spectrum of efforts:
QUALITY ASSURANCE → COURSE DESIGN → COURSE DELIVERY → STUDENT EXPIERIENCE → DATA REPORT → ASSESSMENT

Academic Mindset

The shift to remote instruction in Spring 2020 and the continued uncertainty of the 2020-2021 academic year underscored the urgency of creating contexts on campus to support academic mindset. In summer 2020 as a component of the Keep Teaching and Keep Learning USG websites supporting faculty and students respectively, the System Office in partnership with Motivate Lab at the University of Virginia developed a suite of resources to support student expectancy ("Can I do this?"). These resources were designed to provide faculty with concrete tools to engage and support their students regardless of their modality, but especially in online settings.

Additionally, beginning in Fall 2020, faculty from across the System were invited to participate in a professional development course offered in the USGTrain D2L environment on motivating learners in their course by making a strong start. The mostly asynchronous course was offered in three sessions over the year, with more than 300 faculty and staff participating. Also in the past year a discrete growth mindset intervention that had been implemented in eCore across gateway math courses was piloted by faculty for use in face-to-face settings and additional supportive training was established to accompany deployment to ensure that the educational context reflected the messaging in the activities students engaged with.

At the institution level a remarkable degree of exploration of mindset is underway as well, with student and faculty resources around growth mindset, intentional practices to support a sense of belonging among students. As can be found in a number of the campus plan updates included here, institutions are embedding information about mindset in their first year courses to help students get off to a strong start, and working with faculty through ongoing faculty development, orientations and workshops to share resources and practices that support student mindset.

Credit Intensity and Program Maps

A significant concern emerging from the Pandemic is a decline in students taking on-time course loads. As noted in figure X, the overall share of students in Fall 2020 attempting 15 or more credits declined slightly from previous years, a trend that is anticipated to grow for Fall 2021 (Fall 2021 Full Time Equivalent students declined more markedly than did Headcount enrollment, pointing to a more rapid drop in student credit taking than in enrollment). It remains unclear the causes of this decline, although course availability, modality, increased uncertainty, improved economic options leading to students working more, and student hesitancy over fuller schedules may all play a factor.

Because of the established link between credit intensity and completion, this trend is especially worrying. Institutions have had limited success with marketing and information campaigns to increase student credit taking, indicating an upper limit on the effectiveness of communications strategies to impact student course-taking behavior. At institutions where communications strategies are complemented with default option is for a fuller schedules, the overall credit intensity is higher. For this reason, the System's focus on credit intensity has been on creating smart defaults and architected choices for students.

Emerging from discussions of credit intensity and the previously described statistics pathways activity has been a renewed focus on the importance of Academic Program Maps to guide student choices. To better understand current practices, the System Office conducted outreach and focus groups with advisors and faculty. The outcome of these conversations Fundamental Features of Program Maps, a guidance document on the development, structure, maintenance and use of program maps to support student program selection and course-taking.

Academic Mindset

Over the past year and a half, activity across the System on Academic Mindset have shifted from a focus on understanding student mindsets to applying what has been learned to scalable activities to support constructive mindsets among students, and supportive contexts for mindset on campus. Evidence can be seen in many of the campus updates in this report, with a clear focus on developing mindset through targeted programming early in the transition to college and through the first year, as well as ongoing campaigns to build mindset through improved communication and engagement with students.

Additionally, recognizing that there is a vast amount of activity underway at institutions in the area, the System's most recent convening on Academic Mindset focused on institutional activities and experiences. This is a significant departure from the previous model of training that was oriented around outlining and framing the concepts around mindset, specifically growth, purpose and sense of belonging (the GPS Mindsets) and reflects the degree of maturity this work has achieved in Georgia.

Finally, after demonstrating the effectiveness of a discreet Growth Mindset intervention delivered through eCore, the University System supported the deployment of a version of these student facing activities for delivery in face-to-face settings. These discrete interventions, modeled on the seminal "brain is a muscle" research, were surrounded with newly developed training for faculty to help them understand the concepts at play and how to create a context in their classes that support and amplifies the messages in the activities students encounter.

Adult Learners

The Discover Your GOAL Adult Learner Open House events are designed to provide real-time information to USG stop-out and drop-out adult learners who are interested in returning to college. In 2021, USG's Adult Learning Consortium in partnership with the USG eCampus division hosted four Open House sessions (alternating between lunch time and early evening) to discuss and answer questions on pertinent re-entry basics on admissions, financial aid, completing the FAFSA, along with various online and face-to-face options. Each Open House highlighted one or more campuses and included adult learner testimonials. Nearly every participating institution also waived their application fees for those adult learners who submitted an application within a week of the event.

Over 200 potential adult learners signed up to participate in these virtual events. Each Open House was also featured as a Facebook Live event on the USG eCampus Facebook page. The Facebook Live event helped us to reach more adult learners who could not join us in our live Zoom session, by being available to be viewed at a later date and time.

The Adult Learning Consortium is a group of 21 USG campuses that have all signed an agreement to work together to identify and present best practices to the participating institutions regarding policies, programs, practices, and services to increase college completion by adult learners, including the subgroup of military-connected students. Some of the ALC strategies include supporting the use of Prior Learning Assessment (PLA), collaborating on transfer and articulation policies, conducting public awareness campaigns and outreach efforts to the military, seeking collaborative online degrees and sharing lessons learned, expertise and information among consortium members.

In 2022, Open House events will be held quarterly being set to coincide six weeks prior to campus application deadlines. For additional details or to receive the registration information for 2022, please contact the USG Adult Learner liaison, Roz Barnes Fowler.

GLOBAL MOMENTUM SUPPORT

During the Momentum Summit V, institutions were asked to provide their sense of the status of their Momentum Year and Approach work in light of the disruption of the Pandemic and again as a component of the 2021 Updates. In many ways the work of the past year has been focused on restoring and realigning work that was disrupted, but it also provided an opportunity to take stock and reassess some of the priority work on Momentum. The results from the two surveys provides a strong indicator that most activities on campus are in the process of recovery and offer an indication of where work remains to be done. Perhaps most interestingly, the area where the greatest movement has occurred is around student pathways, critically important in the face of declining credit intensity. What is also interesting is the lack of progress campuses report on Academic Mindset, which saw very limited growth in the Momentum Year category, and a slight (but not significant) drop in status in Momentum Approach, indicating significant disruption to addressing institutional context issues because of the Pandemic. The figures below provide the aggregate results from these two panels.

Aggregate Change in Momentum Year Status

Making a Purposeful Program Choice , 3.7 — 3.9
Attempting a Fuller Schedule as Part of a Clear Pathway , 3.0 — 3.8
Attempting 9 Hours of Coursework Aligned with an Academic Focus Area , 3.8 — 4.4
Completing English and Math , 3.9 — 4.2
Creating a Productive Academic Mindset , 3.0 — 3.2
Successful Transition to College , 3.1 — 3.4

- Response on Plans (Spring 2021)
- Response on Updates (Fall 2021)

Aggregate Change in Momentum Approach Status

Pathways , 2.6 — 3.2
Purpose , 3.3 — 3.5
Mindset, 3.1 — 3.0
Beyond , 3.1 — 3.4

- Response on Plans (Spring 2021)
- Response on Updates (Fall 2021)

GALILEO

GALILEO, Georgia's virtual library, is an initiative of the Board of Regents of the University System of Georgia. GALILEO is an online library portal to authoritative, subscription-only information that isn't available through free search engines or internet directories.

Like many institutions, GALILEO's work was impacted by COVID-19, but our staff pivoted quickly and successfully to work remotely. Most projects moved forward as planned or with a slight delay. We are happy that we were able to fully support Georgia libraries as they innovated to provide services to patrons during this difficult time. Highlights below.

- GALILEO developers and support services pushed ahead with our most ambitious redesign of the GALILEO research portal. Using an agile and user-centered approach, we have improved the functionality, usability, and accessibility of GALILEO. The department website also was redesigned to better showcase our initiatives and align with the new look and feel of GALILEO Search.
- We've continued to implement a new single sign-on feature in partnership with OpenAthens. In 2020, we completed most higher education institutions, and we have now transitioned work to the more than 400 public libraries across the state. We expect to complete this by spring 2022. Ground work also began this year on our most complex implementation yet— K-12 schools.
- We've continued to save USG and other libraries around the state money and time. We worked with e-content vendors to hold inflationary increases flat for the second year in a row, and are investigating approaches to Open Access that we hope will increase accessibility to scholarly resources in the long term. We've also begun work on a procurement process to lower costs for the library management system used by the USG, including investigating open source alternatives.
- We updated our websites to reflect constant changes, and we worked with the state Department of Education, Georgia Public Library Service, and the University System of Georgia: to communicate extended access to resources from our vendors, to create online resources for using GALILEO at home, and to provide helpful advice on pivoting academic instruction led by GALILEO's Affordable Learning Georgia as part of the Learning Everywhere initiative.

- [Affordable Learning Georgia's](#) impact continued to grow, saving students more than $100 million to date, with almost 23 percent of courses flagged as having no-cost or low-cost materials in fall 2020. Additionally, ALG proceeded with its popular grant program, awarding more than $1.1 million in funds to faculty and instructors from May 2020 to March 2021. ALG also surpassed 1 million downloads of full-text open educational resources — more than half of which occurred in 2019-2020. You can find ALG's open educational resources within [GALILEO Open Learning Materials](#) and their new home for web-readable and accessible OER, [OpenALG](#).

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

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. ABAC provides students with ample opportunities to learn and grow as individuals with its array of quality programs, an abundance of student organizations, a renowned music program, and various intercollegiate and intramural athletic teams. In addition to delivering relevant experiences that prepare the graduate for life, ABAC is a strategic partner within the University System of Georgia to help 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.

2020 ABAC Demographics	
Total Fall Enrollment	3,985
Full-Time	62%
Part-Time	38%
Bachelor's Degree-Seeking	59%
Underserved Minority Population	21%
Pell Eligible	37%
First Generation	28%
Adult Learner (age 25+)	10%
Learning Support	5%

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. The fall of 2020 presented some unique challenges due to the COVID-19 pandemic. On-campus orientation events and visitations were restricted, which required increased virtual communication. Despite the challenges presented by the pandemic, 51% of full-time first-year students were enrolled in 15 or more hours. Similarly, the percentage of full-time first-year students who earned 30 or more credits in their first academic year increased from 16.75% in 2012 to 28% in 2020. The percentage of students who completed 30 or more hours for the 2019 academic year was 25%.

Retention and graduation continue to be areas worth noting due to our involvement with CCG. The impact of the COVID-19 pandemic on first-year retention rates can be seen in the system-wide CCG data for the University System of Georgia—dropping from 74% to 69%. Similarly, ABAC's first-year retention rate fell from 68% in 2019 to 60% in 2020. Despite the decrease in retention, overall, first-year retention is up, from 49% for the 2011 academic year, due to our continued CCG initiatives. The USG State College average retention rate for 2020 was 53%. In 2012, the USG State College's four-year graduation rate was 4%, while ABAC's was

10%. The four-year graduation rate for the 2016 cohort was 7% and 17%, respectively–in part due to ABAC's and the University Systems' development and implementation of CCG initiatives.

Data for these findings are pulled from several sources. For the 15-to-Finish initiative, data are retrieved from ABAC's Argos reporting system and reports created by the Registrar's Office. Each of these reporting methods relies on the Banner Student Information System. The analysis is performed in a statistical program (Excel, SPSS, etc.). Data on retention and graduation are pulled from the USG's Qlik program, containing institution-specific and system-wide CCG data.

The above data shows ABAC's commitment to helping students attain a college degree on a global level. Further dissection of the information also reveals areas that require further attention. With the Momentum Approach implementation, ABAC continues to move toward a more holistic approach to serving students. Efforts include focusing on established CCG practices and integrating additional support services from Student Affairs and the Center for Teaching and Learning to review policies and practices that may put an undue burden on underrepresented populations.

ABAC'S BIG IDEA

ABAC's big idea during the Momentum Summit was to "close the loop." The phrase "close the loop" pertains to effective use of institutional data to inform academic and career planning decisions. ABAC has implemented its Momentum Year and Approach plans; however, the institution has not fully analyzed its results for revising the plan and projecting growth opportunities. In addition, the COVID-19 pandemic led to a temporary hold on progressing with ideas from the previous Momentum Summit. To achieve this big idea of closing the loop, the committee focused on three priorities—Data Collection, Analysis, and Management; Communication; and Career Exploration via Expanded Program Maps. In the absence of a centralized institutional research unit, committee members agreed that the data collection, analysis, and management work is the top priority 2021-2022 Momentum plan. Thus, all other priorities and activities will be informed based on priority one.

ABAC's CCG committee has accomplished the following activities toward our big idea of closing the loop:

Diverse data sources, to include student and community inputs, related to ABAC's Momentum efforts were identified— Analyze Student Engagement Programs (Quality Enhancement Programs) data, Mindset Survey data, Complete College GA data (Qlik), Internship participation numbers, 2021 Virtual Career Connections Fair analytics, and School/Dept Graduation Surveys.

The next steps include the best platform or method to consolidate and analyze these data sources to allow for easier consumption

The framework for a responsive institutional-wide online graduation application, including a graduation survey, has been created. School-specific and institutional questions have been developed for the graduation survey, based on a student's degree program. The goal is to test and fully implement by the Fall 2022 semester.

The School of Business created a new template for program maps that include career and student-life-focused milestones (see Appendix A & B). Next steps involve updating all program maps to the new format, holding student focus groups on the usefulness and utilization of program maps, and working with the Center for Teaching and Learning to incorporate faculty/advisor training on the use of program maps.

ABAC's CCG will begin working on the Momentum Communication Plan in January 2022. The committee will develop and implement a plan to share analyzed data with the campus community to facilitate making effective programmatic decisions in academic and student affairs.

MOMENTUM WORK RESILIENCE UPDATE

The COVID-19 pandemic presented the ABAC community with some unprecedented challenges. Additional considerations and plans had to be implemented to not only keep students, faculty, and staff safe, but to allow us to continue to help our students succeed. The resilience strategies listed were implemented to ensure that the Momentum efforts would continue:

Strategy/Activity	Update/Progress
Redesigning Fall 2020 & Spring 2021 schedule	Department Chairs & Deans for each school worked with the Director of Facilities to implement a COVID plan that reduced class sizes and allowed for social distancing. The Registrar's Office developed a *Master COVID Schedule* that showed live course enrollment, COVID CAPS, and Regular Room CAPS. In addition, notifications were sent to the appropriate administrator. Given the

	reduced course size, online and hybrid courses were offered to ensure new students could follow the Momentum Approach (English/Math, Learning Support, 15 hours, etc.).
Study Abroad	Study Abroad programs were halted by the USG; however, interest meetings and planning for future travel continued and looked ahead toward the Summer 2021 semester and beyond.
Internships & Research	The number of in-person internships was reduced due to the pandemic. To offset this decline and keep our upper-level students on track, deans & chairs encourage faculty to ramp up faculty-mentored research. In addition, faculty advisors worked with students to offset internships, as applicable, for a future semester. Moving into Spring 2021, deans, chairs, and faculty worked with business partners and the surrounding community to ensure students had a sufficient number of internship opportunities/choices.
Preregistration of new students	Campus visits and in-person Orientation sessions were halted going into fall 2020. To help keep first-year students on track, Academic Support worked with Admissions to develop a communication and advising plan to register students in 15 hours that focused on Area A and nine credit hours toward the student's program.

GLOBAL MOMENTUM SUPPORT

Developing a clear and focused communication plan that incorporates more units across the campus (e.g., Enrollment, Student Affairs, Academic Affairs, Business & Finance Operations, Technology) is a high priority for ABAC. The need for such communication was identified at the Momentum Summit; however, staffing shortages and conditions related to other initiatives (e.g., Mental Health) have delayed progress on fully implementing our global strategy. The following strategies have been identified as part of the CCG Global Communication Plan:

Activity	Process/Steps
Expand the CCG committee	Currently, the CCG committee members are primarily from Academic Affairs. Working with the Provost and the Assistant Vice Presidents, additional members from Student Affairs, Enrollment, Business, and Technology will be added.
Monthly meetings with institutional representatives on Momentum	Use Data CAM (see Big Idea) to organize topics for discussion. Organize around topics informed by the data in "small bites." Committee members would then disseminate information to corresponding units.
Career Exploration	Evaluate the need for centralized career counseling/service

The following challenges have also been identified that will need to be addressed for the global communication plan to be successful:

- Regular communication from VPs to direct reports regarding the priorities of the College
- More up and down communication on the alignment of college priorities and Momentum priorities
- Facilitated communication and cooperation among all units (e.g., Enrollment, Student Affairs, Academic Affairs, Business & Finance Operations, Technology) to improve student retention and success

Work on the global communication plan is expected to begin after classes begin for Spring 2022.

MOMENTUM YEAR UPDATES

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%. Since implementing the Momentum Year Approach, ABAC's overall retention rate has climbed to 60% and shows promise of continued growth. Similarly, second-year retention rates rose from 33% in 2011 to 47% in 2020—an increase over 2019. Below is an update for each element of the initiative.

PURPOSEFUL CHOICE

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. Implemented during the Fall 2018 semester, the following Academic Focus Areas are based on our degree offerings:

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

The Academic Focus Areas went into effect for new students starting Spring 2019. Students who have decided on a major are automatically placed into the corresponding focus area. Enrollment Management and Academic Support call those students who indicate they are undeclared. Probing questions are used to determine a student's subject interest, career outlook, and hobbies. Based on this information, students are assigned to an appropriate focus area. Incoming students are provided relevant information about their pathway, expectations, and career outlook based on their focus area.

TRANSPARENT PATHWAYS

Program Maps give incoming students a clear picture of what is required to graduate with a bachelor's degree in four years. 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 are housed on the online catalog, which can be found at https://catalog.abac.edu/. Each program map contains the following:
English and math requirements 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

For the current Momentum Plan, the School of Business created a new program map template that includes career and student-life-focused milestones (see Appendix A & B). The updated program map will be implemented for all programs by fall 2022. Additionally, each program map provides the course requirement and the milestones to indicate when the student needs to see their respective faculty advisor to plan for their internship or research requirement.

HIGH-IMPACT STRATEGY UPDATES

15 TO FINISH

ABAC continues to preregister first-year students before their scheduled orientation session. Currently, Academic Support preregisters all full-time first-year students for 15 hours; however, several of these students choose 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 and advising review sessions each fall and spring. Financial aid counselors also encourage students to take 15 hours a semester to graduate on time. Plus, the 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%
2019 – 2020	614	320	52%	25%	31%
2020 – 2021	562	286	51%	28%	30%

Note. FYS = First-year students

Measures of Success
- The number of first-year students taking 15 or more hours their first semester remained above the 50% mark – which was the original stretch goal for the 15-to-Finish initiative
- Slight increase in the number of students completing 30 hours within their first academic year

Lessons Learned

ABAC has been consistent in delivering the message 15 hours a semester to graduate on time. Due to a restriction to on-campus orientation for new students this message was incorporated into our online orientation videos. We have incorporated this initiative into advisor training and the online first-year seminar series. This initiative is also a part of our published materials (e.g., Program Maps, Financial Aid Materials). The 15-to-Finish initiative began in 2012 and has become part of the ABAC culture and a norm for full-time first-year students.

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 showing ABAC's progress for new students starting ABAC for the 2020-21 academic year:

Co-Req. Course	Number	Students Required	Number registered for Co-req	Percentage
English	ENGL 1101	37	25	68%
Quant. Reasoning or College Algebra	MATH 1001 or MATH 1111	91	80	88%

Lessons Learned

ABAC strives to have 100% of students placed into their required learning support requirements; however, some challenges prevent us from obtaining this goal. The pandemic limited the number of in-person fall courses, and many students opted to take their support course(s) face-to-face. Given the seat availability challenges, several students were allowed to take their co-requisite requirement in spring 2021. Additionally, 38% of our population is considered part-time. Several working students focus on one or two classes per term, which meets their work-life balance. At least five of the students who did not take their required co-requisite English course opted to focus on their co-requisite Math course. The same concern also applies to the co-requisite math course. Also, a few students managed to drop their co-requisite requirements or were verified out for non-attendance.

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 checks 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 1 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	230	197	86%
Spring 2020	*	*	*
Fall 2020	116		
Spring 2021	101		

The table above shows the number of students identified as being off-track for the term given, the number that graduated within one year of being off-track, followed by the percentage. Due to the COVID-19 pandemic, 90-hour checks were not completed for spring 2020 due to the campus closure and other high-priority needs upon reopening. For fall 2020 and spring 2021, the data will be reported after one year – end of fall 2021 and spring 2022, respectively. This high-impact strategy continues to be a success for the students and the institution by keeping students on track to graduate

Measures of Success
- Increase in third- and fourth-year retention rates
- Growth in the number of students graduating within one year after being identified as being off-track
- An overall increase in the conferment of 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 checks 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)

In addition to the 90-hour checks described above, ABAC targets students placed on academic probation after their first semester of enrollment. ABAC requires these students to participate in AIM to help get first-time students on probation back on track to graduate (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	98	57%	29%
2020-21	110	91	57%	30%

The result of the AIM program for the 2020-21 academic year reveals continued positive trends. 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 attributed to increased faculty

use of ABAC's Early Alert System to help us identify students in need of assistance before being placed on probation. The number of students not suspended has remained consistent and well above the average (25%) before implementing the AIM program.

Measures of Success
- Decreased number of first-year students placed on academic probation after their first term
- Number of students continuing on probation or returning to 'Good' academic standing after completing the program with ABAC

Lessons Learned
Losing students due to poor academic performance affects the college both academically and financially. While the AIM program has been successful in helping students rebound from poor academic performance, the approach is still reactive. To better aid students who are not performing to their full potential, ABAC has increased its efforts in utilizing an early alert system. The early alert system, combined with the AIM program, further aids the college in improving retention and helping students progress toward graduation.

OBSERVATIONS AND NEXT STEPS
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." Our success comes from faculty and staff collaboration and administrative support to increase student persistence and retention. Moving forward, ABAC is looking to further deepen the Momentum Approach using shared data and further expanding campus and community partners. Below are the next steps ABAC will take in addition to some of the practices defined above:

- Update all programs maps to the new format to include career and Student Affairs milestones
- Move forward on the campus Global Communication Plan
  - Utilizing the described Data-CAM to have conversations with campus partners
- Continuation with the Momentum Approach & High Impact Practices
  - Deepen purposeful choices
  - Cultivate productive Academic Mindsets
  - Maintain full momentum along a Clear Pathway
  - Heighten academic engagement
  - Complete critical milestones

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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.

The mission of Albany State University, 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 49% (3,168) of students enrolled in an associate, bachelor or certificate program. Approximately 72% of the total headcount are female, 77% self-identify as African American, and the average student age is 23. On-campus student housing reached capacity at 1,897 residents. The majority of ASU students, 91%, are in-state residents.

FALL 2020 STUDENT PROFILE SUMMARY

Student Classification	Fall 2020	Fall 2019	Fall 2018	Fall 2017	% Change from 2019 to 2020
Dual Enrolled	245	349	419	425	-29.8%
Freshman	2,439	2,341	2,515	2,434	4.2%
Sophomore	1,489	1,277	1,182	1,395	16.4%
Junior	1,017	891	974	1,046	14.1%
Senior	856	885	864	884	-3.3%
Other Undergraduates*	58	35	47	78	65.7%
Graduate	407	344	370	353	18.3%
Total	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
Male	27.6%	27.1%	27.6%	28.9%
Female	72.4%	71.9%	72.4%	71.1%
African American/Black	77.3%	74.5%	72.5%	69.9%
White	11.5%	13.8%	16.1%	22.0%
Other	11.2%	11.7%	11.4%	8.1%
Full Time	68.2%	69.8%	68.5%	61.9%
Part Time	31.8%	30.2%	31.5%	38.1%
Average Age	23	23	24	24
Certificate	0.2%	0.2%	0.2%	0.3%
Associates	48.4%	53.6%	53.6%	53.4%
Bachelors	45.1%	40.6%	40.4%	41.0%
Graduate	6.3%	5.6%	5.8%	5.3%
Total	100%	100.0%	100%	100%

Enrolled Undergraduate Student Average Credit Hours (Fall)	2020	2019	2018	2017
15 credits or more	24.6%	32.6%	29.3%	25.2%
Less than 15 credits	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
Total	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
First-Time Full-Time Student	1,193	791	1,378	1,517	1,322
Number Retained	656	499	768	929	938
One-Year Retention Rate	55.0%	63.1%	55.4%	61.2%	71.0%
Number Retained	447	351	518	730	
Two-Year Retention Rate	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 continues to provide opportunities that impact students from matriculation through graduation. The continuation and enhancement of Momentum Year initiatives, alongside the implementation of additional activities, deepen ASU's commitment to promote purposeful choice, cultivate a productive academic mindset, and support persistence along a clear pathway. ASU uses data to gain useful insights and to inform our work to create and improve activities, while also paying focus to identified KPIs that bridge the institution's mission, strategic plan, and Momentum Approach.

Following the updating of program maps to align the appropriate math course required and to ensure students complete English and math in the first 30 hours to timely navigate programs, academic colleges partner with an Academic Programming Committee to review and pressure test program maps for relevancy and sustainability. The purpose to cross-check the accuracy of maps to real-time course offerings is to support the elimination of scheduling conflicts, where possible. To remain proactive, pressure testing incorporates assessment checkpoints to ensure a planned-for process. Additionally, ASU initiated block scheduling in the fall 2019 semester to ensure course availability for incoming freshmen according to the program maps. ASU is also continuing the adopted move to the co-requisite model for Learning Support classes in both English and mathematics.

Academic Affairs and Enrollment Management & Student Success employ a student success management system to analyze and review data as it relates to appointment and visit reporting, campaigning for academic and student support services, intervention and at-risk reporting, progress reporting, and student data reporting. Analytics also benefit effectiveness reporting of interventions on academic progress and the review and analysis of population and sub-population data, intervention effectiveness, historical trend analysis, and overall activity visualization and reporting, supporting the efforts of the institution while aiding in developing applicable outcome improvement and a better understanding of the work being done at the University. Additionally, planning and reporting tools benefit the improvement of activities and further inform the University, as relevant historical data feeds to the planning and execution of deployed and improved processes and activities. Benchmarking and early intervention efforts also highlight Momentum data and activity planning, advance the breakdown of barriers in access and achievement opportunities for students, scale student support campaigning and progress reporting, and support momentum and persistence efforts at the institution.

Improvement practices at the institution engage a broad audience to support Momentum activities and positive student success outcomes. The Momentum Approach is adopted campus-wide and strategies are a shared responsibility. Engagement with various campus departments, to include IRE for data collection, analysis, and forecasting, helps the institution to further identify possible institutional and programmatic adjustments. University faculty attend the Professional Development Seminar Series to focus on instructional strategies, culturally responsible and inclusive pedagogy, relevant high impact practices (HIPS), course redesign, online education and continuity of instruction, academic mindset, and student and academic support strategies. Academic Affairs and Students Affairs partner to provide freshman residence hall tutoring and is implementing living and learning communities to engage co-curricular activities that support our six focus areas and correspond to academic pathways. First Year Experience and Career Services, to advance outreach of matching interests for major identification and linking assessment results to student advising sessions, the Focus2Career assessment was embedded into the ASU 1101 FYE Pathways to Success course. The pathway from FYE to Career Services supports improvement practices to better anchor students' understanding of results through course assignment activities to career and clear pathway opportunities provided by the institution. Academic Affairs, along with Enrollment Management and Student Success, provide a host of workshops and feedback sessions to engage student voices and focus conversation on student success as well as current and relative success strategies that feed improved retention and graduation rates. Offerings are built to breakdown obstacles and student barriers, support academic skill building while promoting momentum strategies, and promote gains in student achievement. Examples of workshops and sessions include freshman in-hall learning and study strategy workshops, milestone conversation sessions, Stay Ready student success workshops, Late Nite Library roundtable conversations, SGA and student listening sessions, and 1-1 personalized student support meetings.

OUR BIG IDEA
Summer Success Academy and Ram Success Week
ASU's Big Idea focused to restructure the ASU Summer Success Academy and Ram Success Week, programs apart of ASU's Welcome Week for entering freshman. Restructuring aims to increase the amount of time with faculty and peer leaders to enhance student academic mindset and to collaborate with Career Services to provide efficient career development and purposeful choice activities. Summer Success Academy is a 6-week program that provides students with a head start on their college experience while being involved in co-curricular activities.

Summer Success Academy was structured to provide two program tracks for students, the Quantitative Cohort (QC): STEM, Business, and Health Sciences track and the Communication Cohort (CC): Arts, Education, Humanities, and Social Science track. Students are assigned to tracks based on focus areas. Students assigned to the STEM, Business, and Health Sciences track schedule for ASU 1101 (FYE), MATH 1001/1111 and either COMM 1100 (Human Communication) or HEDP 1164 (Stress Management). Students assigned to the Arts, Education, Humanities, and Social Science track schedule for ASU 1101, ENGL 1101 and either COMM 1100 (Human Communication) or HEDP 1164 (Stress Management). During the Academy, a week is dedicated to career exploration, deciding how to choose, and talking to professionals in different fields to have activities support connection from program to career. Campus, community service, peer speakers, peer learning, self-care, mindfulness, and group building activities serve to promote purposeful choice and develop the academic mindsets of first-year students and University initiatives.

Summer 2021 semester's Summer Success Academy (SSA), 1 31-student learning community, participated in activities to enhance academic mindset and purposeful choice. In support of purposeful choice, Week 2 of the SSA devoted sessions and activities to

"Charting a Golden Future," to include: Guest Speaker Kenneth Boler on *Entrepreneurship, G*uest Speaker Dr. Julie Pettway-Francis, Interim Director of Career Services, on *Are You Pursuing the Best Major and Career for You?*, Speaker Dr. Kimberly Burgess, Executive Director of Student Success on *Meaningful Work,* where students developed value statements for their careers*, .*Table Talks of eight representatives from various careers spoke with students at roundtables for 10 minutes each in a "speed dating" format, and a student engagement activity for *See the Vision and Make it Plain (Developing a Vision Board)*.

SSA provided a Lunch 'N Learn Speakers series throughout the program that discussed how students may use practical skills in their everyday careers, to include: Guest Speaker Ms. Jawahn Ware, Dougherty County Clerk for the Dougherty County Board of Commissioners, on *It's the Receipts for Me! The Importance of Documentation*, Guest Speaker Dr. Sonya Johnson, Albany Police Department, on *What Should I Do? Solving Ethical Dilemmas*, and Guest Speaker Ms. Ada Davis, Executive Assistant to the VP of Enrollment Management and Student Success on *Leveraging Your ASU Network to Get Things Done.*

In support of academic mindset, Weeks 1, 3, and 6, were devoted to activities relating to the theme of developing a productive academic mindset. Week 1 of the SSA aligned themed content to Great Start with invited Guest Speaker Ms. Marcia Poulos, Director of Academic Support Services on *Let's Normalize Tutoring and Study Tables*. Week 3 aligned to Speaking the Language of a Golden Ram with invited Guest Speaker Dr. Elizabeth Delancey on *Say What? Speaking the Language of Access* and Guest Speakers Dr. Chinenye Ofodile and Dr. Rani George on *Working with International Faculty*. Week 6 aligned to Moving Forward with invited Guest Speaker Mr. Frank Malinowski on *Taking Care of Your Academic Business* and The ASU Cabinet on *Student Success Roundtable with Campus Administrators*.

The Summer Success Academy assess success of the program and potential need for adjustment and improvement by way of surveying and data collection. In preparation for next year's Summer Success Academy, plans will incorporate enhancement of deliberate sessions on enhancing academic mindset along with mandatory academic coaching. The program will continue to build on ASU's purposeful choice activities by incorporating experiential field trips related to careers, mandatory career advising, and reflective activities relating to career in our freshman year experience course.

MOMENTUM WORK RESILIENCE UPDATE

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 and academic mindset are significant to the Momentum Approach/Year initiative. The ability for students to link their learning back to their career choices while also learning how students may shape their beliefs toward a growth mindset that promotes learning, purpose, and social belonging is an aspect on which ASU has focused our efforts.

Strategy or Activity	First Year Success Programs: Summer Success Academy and Ram Success Week
Summary/Updates of Activities	Summer Success Academy (SSA) is a 6-week program that provides students with a head start in their college experience while being involved in co-curricular activities. Campus, community service, peer speakers, peer learning, self-care, mindfulness, and group building activities serve to promote purposeful choice and develop the academic mindsets of first-year students and University initiatives. Through the restructuring of SSA, purpose increased in the amount of time faculty and peer leaders connected to enhance student academic mindset and to collaborate with Career Services to provide efficient career development and purposeful choice activities. Accomplishments for the Summer Success Academy include assignment of a 31-student learning community built to provide two program tracks for students, the Quantitative Cohort (QC): STEM, Business, and Health Sciences track and the Communication Cohort (CC): Arts, Education, Humanities, and Social Science track. Students are assigned to tracks based on focus areas. In support of purposeful choice, SSA devoted sessions and activities to "Charting a Golden Future." In support of developing a productive academic mindset, SSA devoted sessions and activities to modules supporting themes for Great Start, Speaking the Language of a Golden Ram, and Moving Forward. SSA also provided a Lunch 'N Learn Speakers series throughout the program that discussed how students may use practical skills in their everyday careers. Challenges resulted in students needing more deliberate support in academic coaching to further engage purposeful choice. In this, future iterations of SSA will incorporate academic coaching and additional experiential learning opportunities. To engage all students and foster peer-to-peer, peer-to-faculty, peer-to-ASU, and peer-to-community relationships and growth opportunities, weekly schedules were built to promote campus and community services, group building activities, self-care and mindfulness activities, group dining, Lunch 'N Learn professional series, speaker forums, study, tutoring, and workshop opportunities, and peer circles.

Outcomes/Measures of Progress	Measures of progress will include course pass rates, overall GPA after the semester, percentage of students who return for Fall, and survey responses on individual sessions and the overall SSA experience. SSA Summer 21 created 2, 6-week cohorts totaling to a 31-student learning community.
Lessons Learned and Plans for the Future	We learned that students need additional deliberate sessions on enhancing academic mindset along with mandatory academic coaching. Therefore, the program will continue to build on ASU's purposeful choice activities by incorporating experiential field trips related to careers, mandatory career advising, and reflective activities relating to career in our freshman year experience course.
Strategy or Activity	First Year Success Programs: First Year Experience – ASU 1101 Course
Summary/Updates of Activities	The restructuring of the ASU 1101 course for the FYE Program and Fall 2021 semester deployment, provided enhancement of academic mindset for students through the continuation of seminar, workshop, lecture, and other course materials, resources, and interactive activities. Courses are taught by ASU faculty, advisors, and qualified staff who have been trained to instruct the restructured course, with inclusion on strategies to connect students with academic support services, student success support, and career services, each aimed to help students follow-through, successfully, with their purposeful program choice and career pathway. Course restructuring promotes an extension of engagement with career readiness and academic support services, while also promoting a student's academic programming for their present and future pathway, with a goal of strengthening the engagement and success of FYE. Delivery of the course has increased faculty assignment and provides additional opportunities for active learning through assignments geared toward promotion of accountability in education and engagement with student and academic support services.

Accomplishments related to ASU 1101 restructuring include the course providing FYE supporting curriculum to students in both an in-class and online format, promoting equitable access to the course and its benefits, while also providing a platform to integrate career-readiness, purposeful choice, and academic mindset activities. The course also provided embedded FYE joint seminars. Integration of the pre-career assessment, Focus2Career, provided students with a course access point to complete the assessment along with instructional support from a course module activity build. Within the course, students are informed of the purpose and benefit, in partnership with Career Services, while also receiving guidance on completion and results interpretation. Activities supporting the development of a productive academic mindset and active engagement with the University, purposeful choice, and Career Services include the P3 Mentoring, Focus2Career pre-career assessment, Effective Notes Taking, ASU's Quality Enhancement Plan, Study Table and Academic Support Services, Career Center and Advising, Cultural Diversity, Study Skills and Planning, Campus Map and Landmark Engagement, Etiquette, Netiquette, and Professional Communication, Time Management, Program of Study Reflection, Fine Arts and Community Engagement, The Golden Rule and Communication, Conflict Resolution, Mindset, Major Fair, Health and Wellness, Financial Success, and SMART Goals. Joint seminars required mandatory attendance and were provided on-campus with an accompanying link for online attendance. To engage and promote all student audiences, provided joint seminar sessions were geared toward supporting students in their transition into the University as well as in their understanding of service offerings and student, peer, and academic expectations, to include sessions for Welcome to ASU 1101 (Welcome from ASU with overview items for Focus2Career, campus resources, International Education, Honors Program, Center for Undergraduate Research, Study Table, and Academic Support Success), ASU History and Tradition, Diversity and Inclusion, and Making Sound Decisions and Title IX. |
| Outcomes/Measures of Progress | Assessment on the restructuring of ASU 1101 progress is underway, awaiting successful completion of the Fall 2021 semester. Measures of progress will have a strong focus on attendance as well as grading and surveying, with each data measure providing perspective for evaluation and continuous improvement. Measures of progress will also include student performance on identified career assignments and reflection assignments that discuss major choice. Additionally, KPIs of focus align to persistence, retention, reduction in transfer-out rate, completion (within 4 years) and reduction in debt-load and student-loan default rate. |
| Lessons Learned and Plans for the Future | We learned that ASU 1101 requires additional restructuring as it relates to FYE and serving as a bridge to a planned SYE Program as well as strengthening the connection between academic mindset and focus areas, and fostering the incoming and sophomore experience with activities and intrusive guiding supporting the promotion of students, and increase content in support of educating the development of growth mindset, purpose and relevance, and social belonging. ASU 1101 course |

	credit impact is also currently in review to determine if issues related to course success are as a result of additional content adjustments or greater impact on credit hour production.
Strategy or Activity	Academic Support Services Initiatives: Tutoring On-Demand and Study Table
Summary/Updates of Activities	Enhancement of academic support services led to the creation of TOD, ASU's Tutoring On-Demand platform, and online and increased hours for faculty-led tutoring through Study Table services. Increased access points as well as times were made available to students to further increase the use of tutoring and academic support services. TOD connects students to online academic support services offered by the Math Center, Writing Center, Peer Tutoring, and more. TOD is available to all students in the GaVIEW learning management system, within a Study Aids tab linked to every course, also providing access to ASU's Online Writing Center, external tutoring service, and more, ensuring promoted support of TOD and other academic support offerings. TOD provides students with access to a welcome host site upon entering into the environment. Students are then triaged by the host to an appropriate breakout room to receive virtual tutoring services, which may be provided in a 1-1 or group setting. Faculty-led tutoring with Study Table provides tutoring opportunities staffed by ASU faculty members who are subject-matter experts in their field. Study Table was enhanced to increase hours of access, which resulted in schedule day hours for requested courses. Study Table was also linked to GaVIEW to provide online access to services while also providing students with a deeper variety of tutoring and academic support for core and historically typified high failure rate courses. Phased promotion of services targeted audiences of students, with a strong focus on the distance learning audience, with promotional events and activities scheduled to encourage all students to engage with services, especially those seeking proactive support and support as an at-risk student seeking out course-specific tutoring needs as identified by early-intervention progress report campaigning. Accomplishments related to Tutoring On-Demand and Study Table enhancements resulted in increase from both Fall 2020 when compared to the following Spring 2021 semester and increase from Fall 2020 when compared to Fall 2021. TOD increased student engagement opportunities with academic support services while also providing our staff and peer tutors opportunities to serve from various locations, increasing coverage of tutoring availability as well. Study Table expansion efforts also increased access to services while also increasing opportunities for ASU faculty to serve in academic support outside of the classroom. Greater service outreach was promoted to a greater sphere of audiences as well, to include dual enrolled and fully online students, further ensuring the mission to serve all students in gains of academic achievement.
Outcomes/Measures of Progress	Measure of progress include a semester-to-semester comparison of tutoring attendance data, which showed an 8% increase from Fall 2020 to Spring 2021 as a result of TOD as an added academic support service, and Fall 2020 to Fall 2021, although still in progress – calculated through 11012021, showed an increase of 21%. Comparison of Study Table attendance data and course pass rate data will be assessed following closure of the Fall 2021 semester. Additionally, KPIs of focus align to GPA rates, decrease in DFWI rates for midterm and final grades, persistence, reduction in changing majors, retention, and completion (within 4 years).
Lessons Learned and Plans for the Future	We learned that following the release of TOD that students required a more responsive host room when entering into the space. As a result, the host room was branded and provides welcome signage informing students of service offerings, campus and academic resources, and next steps to engage. Additionally, with ASU offering internal and external tutoring services, software applications are currently under review to consolidate systems and offer a more robust data collection and tracking portal. The positive impact on the success of students in College Algebra and Quantitative Reasoning also increased outreach of Study Table for courses at mid-term whose DFWI rates were above 30 % (i.e. economics, accounting, chemistry, computer science, biology, English, mathematics, history).
Strategy or Activity	Pre-Career Assessment: Focus2Career
Summary/Updates of Activities	Expansion of the pre-career assessment, Focus2Career, which provides career exploration to students through several assessments to include: work interest, personality, values, skills, and career planning readiness to support student career design, led to students more clearly matching interests for major identification and purposeful academic advising on choice, guided by Academic Advisors and Success Coaches. Within the First Year Experience (FYE) course, assignments are required that anchor students' understanding of the assessment results. Core courses such as ENG 1101/1102 and career focused courses within the respective majors also include cascading assignments to enhance the use of the information students receive to more aptly embed career exploration and exposure to occupations in high-demand and emerging fields, supporting a purposeful career choice. Having the

assessment implemented across a range of courses and settings has led to providing a more engaged and structured approach, while also increasing opportunities for students to think critically about their path forward for career choices and readiness, investigate internships that strengthen career awareness, form networks and mentors as career resources, and identify and act on career options prior to graduation.

Accomplishments related to embedding the pre-career assessment and linking the assessment to exploration activities has promoted connection between the student, the assessment and results, faculty, and Academic Advisors and Success Coaches as students are required to complete the assessment, engage in a course activity submission, and follow-up with conversations from faculty and Academic Advisor/Success Coaches to further connect students to program fit understanding and a direct feed to conversations with Career Services.

Outcomes/Measures of Progress	Measures of progress will include student performance on identified career assignments and attended follow-up sessions with faculty, Academic Advisors/Success Coaches, and Career Services, that discuss major choice. Additionally, KPIs of focus align to increase in pre-registration, persistence, reduction in changing majors, retention, completion (within 4 years), and reduction in debt-load and student-loan default rate.
Lessons Learned and Plans for the Future	We learned that by providing a more structured approach to delivery and review, students are more engaged with assessment completion and follow-up with campus representatives that will further engage purposeful choice and career readiness conversations.
Strategy or Activity	Pre-Orientation Programs: Meet My Advisor
Summary/Updates of Activities	Meet My Advisor sessions provide a series of onboarding opportunities for incoming freshman, via a collaboration between Academic Affairs, Enrollment Management and Student Success, and Student Affairs, to improve the freshman student experience. Focus of the sessions is to recognize that orientation sessions held throughout the summer should not be the only point of contact for newly admitted freshman and their families. Structured opportunities for advisors, faculty, and peer mentors to connect with students between orientation and RAM Success Week further prepares them for onboarding and academic expectations of the upcoming semester. Accomplishments related to Meet My Advisor sessions provided opportunities for students to connect in a 1-1 setting with their assigned advisor, further strengthening knowledge of how an advisor supports students in their academic journey and what students should expect during a meeting with their advisor. Additionally, norming of conversations relating to purposeful choice, academic needs, and a clear pathway, with focus aimed to personalize ASU for students and respond to individual needs at the University. A communication and academic plan is established during the initial meeting with follow-up meetings supporting a dynamic response to the advising process.
Outcomes/Measures of Progress	Measures of progress will include Meet My Advisor attendance data and survey responses on individual sessions and the overall Meet My Advisor experience. Additionally, KPIs of focus align to increase in pre-registration, persistence, reduction in changing majors, retention, completion (within 4 years), and reduction in debt-load and student-loan default rate.
Lessons Learned and Plans for the Future	We learned that attendance should be mandatory for students as part of preparation for Ram Success Week so that the time and effort of advising staff does not become strained in an effort to reach out to students for session scheduling.
Strategy or Activity	Orientation Programs: Online New Student Orientation
Summary/Updates of Activities	An Online New Student Orientation for incoming students, to improve access and delivery of the student onboarding process. Content mirrors that offered in face-to-face orientations and provides an orientation opportunity for students to connect and review ASU, academic and career excellence support, academic programs and pathways, student and academic success opportunities and programs, and more, serving as a first point of contact and continuous resource throughout. Accomplishments related to the Online New Student Orientation include greater outreach to audiences through an additional access point and a move to the online environment, which also provides access to the contents as a continuous resource for students beyond orientation requirement.
Outcomes/Measures of Progress	Measures of progress will include online orientation attendance data and survey responses from the student experience. Additionally, KPIs of focus align to increase in pre-registration, persistence, reduction in changing majors, retention, completion (within 4 years).

Lessons Learned and Plans for the Future	We learned that to sustain the orientation, especially as it relates to currency and relevancy of content, an assessment and response plan must be developed in partnership with campus departments represented in the orientation.

GLOBAL MOMENTUM SUPPORT

Communications, Data, and Faculty and Staff Outreach and Support

Albany State University, as a means to promote and inform, partners with University Marketing and Communications to publish targeted emails, press releases, social media, marketing materials, roadmaps, and touchpoint graphics as a means to interact with the campus community through a communication strategy that provides both a physical and digital approach, customized for each Momentum Year and Approach activity and customized for respective audiences. These plans and associated processes run on an ongoing, as-needed, scheduled basis, as determined by each activity. University Marketing and Communications also publishes content, by request, to the University MarComm digital display system, which rotates communications as assigned by audience and location. Additionally, disseminates and promotes information for the Summer Success Academy and RAM Success Week through marketing materials and session delivery, to include sessions for Academic Advising, Degree Programs, Academic Planning, Goal Communication, Fuller Schedule, and Time Management. To support First Year Experience, information is distributed through marketing materials, academic advising, success coaching, interaction with the First Year Experience Coordinator and Academic Support Services, focus groups, and through course delivery, to include promotional materials, video and multimedia engagement, 1-1 and group messaging sessions, seminars, course enrollment, and end-of-course feedback. Tutoring On-Demand and Study Table promote and inform by way of marketing materials, academic advising, success coaching, interaction with Academic Support Services, focus groups, and through online learning management system integration, to include promotional materials, 1-1 and group messaging sessions, seminars, course enrollment, and surveying. ASU disseminates pre-career assessment information and Focus2Career results in embedded course offerings. A touchpoint graphic of the career assignment plan is provided to assigned faculty and hosts of embedded course offerings to promote implementation and student engagement. Information is also promoted through marketing and promotional materials, interaction with Career Services and Academic Support Services, seminars, and surveying. EAB Navigate is used to communicate with and inform students, faculty, and support staff, where outreach focuses on referral and campaigning opportunities for appointment scheduling, course-based tutoring, academic tutoring, advising, success coaching, at-risk reporting, and student success reporting. Challenges that have been experienced include ensuring timely posting and removal of communication postings and accessibility of content in various platforms. As a response to these challenges, lessons learned aided the University in its strengthened partnership with University Marketing and Communications so that communication strategies are planned for to better ensure timely dissemination of information relating to Momentum activities.

ASU uses data to gain useful insights and to inform our work to create and improve activities, while also paying focus to identified KPIs that bridge the institution's mission, strategic plan, and Momentum approach. Qlik is used to review and analyze data and data visualization opportunities, and through query and the exploration of data, ASU is provided better insight into the impact and success of activities and initiatives while also identifying thresholds, trends, and improvement opportunities. EAB Navigate is used to analyze and review data as it relates to appointment and visit reporting, campaigning for academic and student support services, intervention and at-risk reporting, progress reporting, and student data reporting. Analytics also benefits effectiveness reporting of interventions on academic progress, benchmarking and planning activities as well as the review and analysis of population and sub-population review, intervention effectiveness, historical trend analysis, and overall activity visualization and reporting. Student specifics on progress data and institutional data is used to tailor communications to faculty, staff, and students. Argos also serves as a reporting tool for course and program management and analysis, grade reporting for midterm and final DWF analysis, and for student progress reporting, as a means to influence planning and improvement and campaigning for academic and student support services. Engagement with various campus departments, to include IRE for data collection, analysis, and forecasting, helps the institution to further identify possible institutional and programmatic adjustments. Challenges that have been experienced relate to collecting and reporting on meaningful and real-time data. To overcome this concern, the University is training data stewards in efforts of requesting, collecting, and analyzing data. Focus aims to ensure access users are aware of the appropriate source to collect data, while also being trained on filtering and reporting tools. To promote the collection and use of impactful data, instruction on presenting data visually, whether through a graph, chart, or other visual representation model, is also provided, and scaling of data analysis is working to support a system that grows within the institution as current and historical data elements are examined.

Faculty and staff use EAB Navigate for progress reporting, early alert referrals, and academic support referrals, where cases are routed to Student Success or Academic Support Services for resolution. Training for faculty and staff on referrals and progress reporting is provided at the start of each semester, helping to ensure proper submission, accuracy in routing, and timely resolution. Additionally, 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 Center's programs and services are available to all faculty involved in teaching students at the University, with development opportunities reflecting the program objectives

highlighted in the annual plan for The Center for Faculty Excellence. There are several major tenets that form the foundation for the faculty professional development, to include (1) Provide training through the New Faculty Academy, (2) Develop and implement an Aspiring Leadership Seminar Series, (3) Schedule and deliver a minimum of five faculty professional development workshops, (4) Provide Dean and Chair training, (5) Provide support to faculty through promotion and tenure, and (6) Support faculty scholarship and research opportunities in teaching and learning. In addition, six Faculty Excellence Associates have been identified to help support the Center's activities, and a cohort of Faculty Workshop Developers have been identified to help deliver faculty development that is content specific. The Center for Faculty Excellence continues to be stocked with faculty resources that are available for faculty use and development. The USG has also offered additional support through the Chancellor Learning Scholars and the USG HIPS Implementation Team. All these initiatives are brought together to support student learning through improved teaching and learning. Challenges that have been experienced relate to evaluating the quality and impact of professional development and training programs. To overcome this concern, programs will develop a data collection strategy and surveying approach. In efforts of implementing a data collection strategy, activities produce measurable and consistent outcomes, which promote learner awareness of how to achieve each outcome, with assessment of those outcomes producing data points for further review and continuous improvement practices. Surveying also functions to allow participants an opportunity to express what they learned, how they will put what they learned into practice, and to have an opportunity to recommend suggestions for improvement and report their overall level of satisfaction.

Through a continued collaborative mindset, Albany State University remains encouraged throughout its Momentum work. The Momentum Approach and ASU's selected suite of strategies aim to help students in their first year of college while also supporting all students in the achievement of their educational goals, to include successful degree completion and on-time graduation. Planning, evaluating, and improving ensures a meaningful response to the mission of Albany State University and its continuation and enhancement of Momentum Year initiatives and deepened commitment to promote purposeful choice, cultivate a productive academic mindset, and support persistence along a clear pathway.

ATLANTA METROPOLITAN STATE COLLEGE

SECTION 1: INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

A core tenet of the Atlanta Metropolitan State College (also referred to as AMSC or "The Institution") mission is to "offer student-centered instruction, civic/community engagement, and quality services that lead to the success of inter-generational 21 Century graduates." AMSC serves a highly diverse student population, with 40% adult learners, 55% first-generation, and 100% commuter. Therefore, the strategy and plan AMSC develops and implements to support its first-year students ("called Momentum Year or Momentum Approach") is multi-faceted, taking into account the various types of students who attend the college. Because AMSC, as other University System of Georgia (USG) State Colleges, is an open-access institution, a significant number of academic support and monitoring strategies are built into the institution's Momentum Year plan for first-year success to ensure students have real-time and individualized teaching and learning opportunities to provide them the best opportunity for completion and success.

A variety of modalities are important to provide AMSC's first year adult learners and working traditional students the flexibility they need to work while completing a degree. These include on-campus, online, and hybrid classes. Associate and bachelor's program options allow 100% completion online. A new mentoring program, described later in this report, is important for first-generation students who do not have the high-level family support afforded to many traditional students who are not first-generation. A description of the revised New Student Orientation (NSO) Program is provided in this report to better address the needs of the College's commuter population, particularly an NSO that is accessible, efficient, and provides students a comprehensive introduction to College's programs and services.

AMSC, similar to other State Colleges, has a high part-time student population, typically 55-60%. Nonetheless, AMSC fully supports and promotes the 15-to-finish strategy to its students, and realizes that students who are full-time, on average, perform at a higher level than part-time students. Full-time students outperform part-time students in mostly all categories, including retention and graduation rates. To facilitate a transition from part-time to full-time status, part-time students are advised, when possible, to not take less 10 credits per semester, including summer terms. In doing so, part-time student will graduate within three years, or 150% of time expected, a national standard upon which national graduation and retention rates are based. Once students achieve the goal of registering for 10-credits per semester, the goal is to motivate them to continue to 12 and 15 credits per semester, both considered full-time status. However, this is an iterative process for most students, particularly adult learners, that takes planning and preparation.

Creating relevant, high-impact practices that engage students and provide them opportunities to experience real-world career exploration and opportunities are at the core of the strategies to enhance the experience of first-year students. Internships, apprenticeships, and summer programs provide students the opportunity to make meaningful relationships with potential future employers, which motivates and empowers students to make purposeful choices that raise the stakes and value of their education and give them deeper purpose to complete college.

The goal of this report is to provide the strategies that expand the AMSC Complete Georgia Plan to target additional support and assistance to first-year students. Data clearly show that the first-year for most students is the most challenging time in their college career. Any gains obtained in the retention and success of first-year students will provide momentum for those students to stay the course and complete their post-secondary education pursuits. While the College has for years provided intervention strategies for first-time full-time students, this effort, for the first time, expands that support to all first-year students. The benefit of enhancing the performance of first-year students will not only increase their academic success in courses, but also it is expected to enhance their retention and graduation rates, as well.

SECTION 2: IMPROVEMENT PRACTICES

AMSC has initiated several strategies to remove or lessen the structural and motivational obstacles that students face and improve their outcomes. Many of these strategies were in the planning and developmental phases in the 2020-2021 academic year and will be implemented in the 2021-22 academic year and beyond. Capitalizing on past successes and improving on challenges are the fundamental processes AMSC uses for its improvement practices. The institution measures its progress based on student outcomes, provided in Section 3 of this report. AMSC aims to equip students with the right tools to guide their program choices, as well as afford them with opportunities to explore careers. This will provide students critical starting and endpoints to make informed academic decisions

necessary to create a solid path to academic success. For decades, AMSC has provided program maps for its students, more recently with separate maps to address both part-time and full-time students. Program maps have been utilized to not only ensure student awareness of course requirements, but also to provide students with a roadmap to the proper order and sequence of courses. This helps to ensure they meet pre-requisite requirements and to inform the institution how to better predict and align course demand with course offerings.

Despite these efforts, the institution recognizes that opportunity always exists for improvement of its program maps. To do so, AMSC created various criteria to pressure test its program maps to identify areas of improvement and to determine how its program maps can be used more prominently for making academic decisions by students and the institution. The questions that AMSC will address in its Program Map Pressure Test include, but are not limited to the following:

- Are students on track to graduate at specific checkpoints: 45 credit hours for associate degree-seeking students and 90 credit hours for bachelor's degree-seeking students?
- At a mid-term checkpoint for First-time in College Students, are these students on a path for success in their Math and English gateway courses?
- Is career exploration in the institution's First-Year Experience Courses effective in exposing new students to careers early in their college experience and impactful in students making purposeful choices of the program or pathway they select?
- Should program electives, particularly for general education, be more limited to assist students in making better, more purposeful choices, resulting in shorter time to graduation, and increasing the efficiency, better allocating and utilizing load requirements of faculty?
- Do program maps have clear off-ramps? And, how can "off-ramps" in program maps be better utilized to provide students with the tools to make alternative choices that would provide them a higher education credential when their initial plans fail?
- In what ways can the institution better utilize data accumulated from program maps?

Prospective student onboarding is essential to ensure that first time students get off to a good start and have the proper support for success to launch their first year in college. Ensuring relevant communication methods, such as texting, emails, and telephone calls, is critically important. Establishing direct contact with students and ensuring that the New Student Orientation is a smooth process to address the initial needs of students are critically important onboarding strategies that AMSC regularly reviews for improvement and better means of implementation.

Realizing the importance of data in decision-making, in the 2020-21 academic year, AMSC invested in the Tableau data infrastructure to provide faculty and staff a real-time data dashboard, which provide the tools needed to make current data-based decisions. The new data dashboard includes such metrics as: (1) Gateway Course Pass/DFW Rates, (2) Retention Rates for students who participate in Gateway to Completion courses, (3) New Freshman Student enrollment in major program courses for their first two semesters, (4) Course Loads for First Year students, disaggregated by full-time ($\geq$ 12 credit hours) and part-time students (<12 credit hours). These dashboard metrics include student advisors and course registration numbers (CRNs) so that intervention strategies can be quickly communicated with the faculty member or support staff where a need for improvement is identified.

The institution's Momentum Approach initiatives build from the previous year's experiences focusing on strategies that provide continued support to students for decisions that benefit them far beyond their first year of college. Providing the following resources and monitoring first-year student needs involve input by various stakeholders to maximize chances of graduation: (1) ensuring courses are available for students to graduate on time, (2) providing real-time academic support so that students do not repeat critical courses that will prolong graduation, and (3) assisting students, particular part-time students, to utilize the summer terms to make-up for low credit hour enrollment during the fall and spring terms. An important lesson learned from past experiences is that resources and monitoring must occur earlier in the student's college life, at matriculation, to maximize the benefits and results.

SECTION 3: THE BIG IDEA

Overall Student Outcomes

The overall student outcomes for the AMSC Momentum Year/Approach program are in three areas:

(1) increase purposeful choice in a focused program area (or Pathway) in the freshman year;

(2) follow clearly sequenced program maps that include: (a) core gateway courses, including Math and English in the first year (b) nine (9) credits in major courses during the first year, and (c) 30 credits earned the freshman year, ideally, or no less than a plan for part-time students to complete the degree within 150% of time (at least 10 credits per term, including summer); and

(3) develop a productive academic mindset.

To achieve these student outcomes, the institution will implement comprehensive strategies that utilize stakeholders in all divisions of the institution. Figure 1 outlines the major strategies/projects, aligned with overall goals.

Figure 1.

Trailblazer Paradigm Shift
Realized * Re-imagined * Reawaking
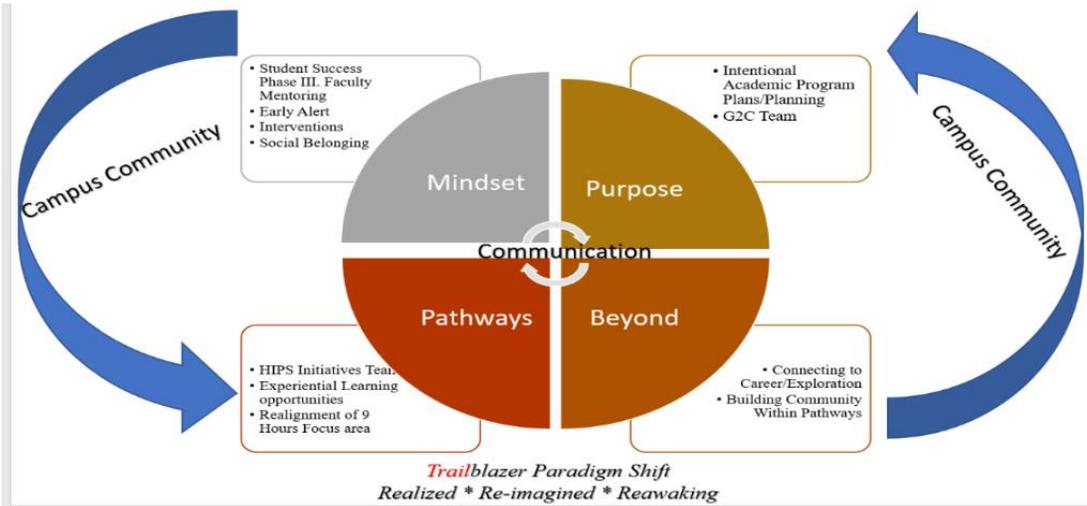
Purposeful choice and productive mindset are specific outcomes that AMSC believes will have the maximum impact on first-year student success. As these characteristics are developed in students, they engender many intangible qualities commonly missing in first-year students. These intangible qualities include: tenacity, strong will, endurance, and confidence. The following sections further define how AMSC measures purposeful choice and productive active mindset.

Purposeful Choice in Focused Area or Program

Students who select a specific major or academic pathway, typically, have given their choice some degree of thought, most have some basis for their choice, and their major or pathway has some connection to a career path. On the other hand, students who are undeclared are placed into the "General Studies Pathway." These students have not made a final decision regarding a major or career path, and the "General Studies Pathway" option allows them the maximum flexibility of courses that would transfer into a major at the point their choice is made. While this strategy is a rational option for students who have not selected a major, nonetheless, it is not the best option when compared to those students who have made a purposeful choice of a major and pathway.

AMSC monitors the changes in the "General Studies" pathway enrollment as one indicator of purposeful choice. Students who have declared a major or pathway, other than "General Studies," and those who make fewer changes to their choice of major throughout the course of the first two years are considered to have made a purposeful choice. Students who have not declared a major or pathway, excluding "General Studies", and those who make frequent changes to their choice of major for the first two years, are considered to have not made a purposeful choice. AMSC will continue to develop ways to encourage students to make program choices earlier in the process.

Monitoring Program Maps

Program maps alone are insufficient. The institution has put in place assessment tools to monitor the extent to which students follow their program maps, as well as progress and support systems to assist students along their path to graduation. Assessments are implemented to identify students who are off-track and to provide intervention strategies that put those students back on the road to graduation. Three gateway courses: (1) Math 1011, (2) Math 1111, and (3) ENGL 1101 are monitored for passing grades and successful learning outcomes, as all students are required to take these courses. The corresponding co-requisite classes are also monitored to determine their impact. Success in English and Math courses are important because they build momentum for future courses and serve as pre-requisites for many future course students will need for graduation.

Student Success in Gateway Courses

Student success in gateway courses is a primary metric to determine if they are moving forward toward graduation. Grades of A, B, and C are considered successful completions, whereas other grades are considered unsuccessful. Course success and completion rates are monitored on a regular basis. The institution constantly pushes the utilization of its Early Alert referral program. In addition, course grade patterns are used to make changes in pedagogy, ensure consistent grading systems of common courses, and improve teaching/learning strategies in the classroom.

Productive Academic Mindset

Atlanta Metropolitan State College utilizes an indirect assessment survey instrument provided by the University System of Georgia to collect student feedback and determine their academic mindset. The institution utilizes the survey results to build strategies that will

improve academic mindset. Students are surveyed at the beginning of the semester and surveyed again late in the semester to determine if a change in mindset occurred. The student mindset areas include following dimensions:

- Growth Mindset ("I can Learn New Things.")
- Expectancy ("I can do this.")
- Value & Purpose ("What I am doing is important and useful.")
- Cost ("It requires too much to do this.")
- Belonging ("I am a part of this community.")
- "Grit" ("I can overcome obstacles.")
- Reason for Attending College
- Family Support
- Perception of Faculty Mindset
- Expectation for Graduation

SECTION 4. MOMENTUM PLAN MID-YEAR UPDATE

AMSC utilized the 2020-21 academic year to create a 2021 Momentum Year/Approach Plan that developed strategies to enhance the success of first-year students, particularly in light of the Pandemic impact and moving forward. Momentum Year (Table 1) and Momentum Approach (Table 2) matrices are provided in this section to assess the Pandemic and related impact. The plan to provide additional support for first-year students is presented in this section and contains two major components: Resilience Update (the capacity to recover quickly and sustain progress and success) and Global Momentum Support (support from across the institution). The following sections provide the key components of the AMSC 2021 Momentum Year/Approach Plan to address priorities, strategies, timelines, and assignments to ensure the institution meets its goals of resilience and global momentum support.

Resilience Update

The institution developed a plan to maximize its capacity to recover quickly from the Pandemic effect and sustain progress as the institution recalibrates to a new normal. The key components of the institution's Resilience Plan and Update are provided in the following Table 3, which includes priorities, strategies, and other relevant components of the plan.

Table 3. Key Components of the AMSC Resilience Plan

Priority	Strategy/Activity	Completion	Person(s) Responsible
Priority #1 Alignment of Program Maps reflecting 9 Hours of the Focus area in first-year	1. Review by lead Faculty 2. Review the Dean and Submission to the Provost 3. Verification by Office of the Provost	Spring 2022	V. Mangum
Priority #2 & #3 English Redesign	Redesign English 1101 to include the following activities and topics: 1. Appreciate an Academic Mindset 2. Work to have students understand and appreciate the difference between a fixed mindset and an academic mindset 3. Divide complex tasks into small parts 4. Incorporate low stakes/small teaching 5. Provide opportunities for students to be successful 6. Introduce wrappers/reflections 7. Integrate reading and writing	Ongoing	L. Mallory
Priority #2 & #3 Math Redesign	1. Infuse a pilot academic mindset survey from Motivate Lab into Math 1111 and Math 1101 courses to examine the mindsets of our students.	Spring 2022	S. Desai
	2. Implement Adaptive Learning pedagogy in all Math 1111 and Math 1101 courses and making all course assessments uniform to measure proper DFW outcomes.	Ongoing	
	1. Revamp the Admissions Webpage	Ongoing	J. Wyatt, H. Akoh
	2. Define International & Dual Enrollment Recruitment Cycle	Complete	

Priority #4	3. Provide students with personal contact with Recruiters		
	4. Notify students of financial aid clearance		
Prospective Student Recruitment & Onboarding	5. Insert academic program/campus Life into messaging		
	6. Revise NSO & Registration	Ongoing	
	7. Post Academic Expectations in D2L and eCore		

Table 3 Continued. Key Components of the AMSC Resilience Plan

Priority	Strategy/Activity	Completion Status	Person(s) Responsible
Priority #4: Re-Launching First-Year Convocation	1. Establish a First-Year Convocation Committee 2. Review previous programs and best practices 3. Establish event date. time, and location 4. Develop program components 5.Develop proposed budget and obtain approval 6. Confirm speaker 7. Finalize program 8. Send Save-the-Date to invitees and program to printer 9. Send invitations	Complete	H. Akoh
Priority #4: Revamp NSO to an Interactive Platform	Establish a subcommittee of the AMSC Strategic Enrollment Committee (NSO Online Task Force) Examine best practices in online orientation programs Research vendors that specialize in online orientation programs Review proposals and submit budget request Submit a proposal to the Strategic Enrollment Management Committee for a recommended vendor to work with campus units to develop an interactive online NSO program	Complete	J. Wyatt
	Develop implementation plan with vendor to roll out cloud-based NSO to the AMSC college community	Ongoing	

Considering the impact of the past year, Atlanta Metropolitan State College has addressed the priorities listed below in Table 4 as it relates to its Momentum Approach for the Academic Year 2020-21, except where indicated.

Priority #1: Deepened Purposeful Choice (Connecting to Careers) & Going Beyond Academic Mindset
Strategic mentoring with faculty advisors for students near graduation
Priority #2: Going Beyond Academic Mindset
Connecting students to civic engagement opportunities
Providing career exploration opportunities in alignment with our College Mission
Connecting students with experiential learning experiences through internships and partnership

Table 4. Key Momentum Approach Activities Completed in 2020-21 Academic Year

Priority	Strategy/Activity	Completion Status	Person(s) Responsible
Priority #1 New Student Success Model (Phase III)	1. Create Sub-Committee for a Faculty Mentoring Program 2. Define & design program and format 3. Develop the process / operational practices	Fall 2021	S. Duhart
	4. Mentor Training 5. Implement Beta Test Mentoring Phase	Spring 2022	

	6. Develop Peripherals (Brochure//Marketing Material/Web Page) 7. Collect Data, Evaluate and Re-evaluate Design		
	8. Implement Program – Full Scale	Fall 2022	
	9. Collect Data, Evaluate	Ongoing	
Priority #1 FTFT Leading from the Front: Increasing Graduation Rates for First Time – Full Time (FTFT) Cohort Students	1. FTFT cohort list distributed to academic advisors 2. Outreach and Engagement Process Guide disseminated to advisors	Fall Terms, Annually (Provided by the System Office)	C. Todd
Priority #2 Trailblazer Alumni /Showcase	1. Identify and create an alumni database 2. Highlight Alumni, External Partnerships and/or Community events that collaborate with current students	Ongoing	M. Montgomery, C. Chatman
Priority #2 Career Services/Internship	1. Plan for career events	Fall 2021	D. Williams
	2. Prepare students for three major areas such as: 3. Interviewing, Resume Writing, and Dress for Success. 4. Contact Business Professors and others to get idea of student majors and interest. 5. Identify Potential Employers from previous contacts, and new ones. Email/telephone them regarding their participation in the event. 6. Inform students of upcoming career services events via email. 7. Send out Flyers via email regarding Occupational Preparation for upcoming events: (a) Resume Building (b) Interviewing Techniques; (c)Dress for Success 8. Re-Contact Potential Employer Vendors for Virtual Career Fair to get commitment 9. Set up a virtual Career Fair, lock in potential employers 10. Evaluate outcome 11. Host a Spring Career/Internship Fair	Ongoing	

GLOBAL MOMENTUM SUPPORT

Atlanta Metropolitan State College is committed to ensuring that the footsteps of its Momentum Year/Approach Plan do not go unnoticed. The plan is to embed Momentum Year/Approach initiatives into strategic priorities and communications to ensure that the work is not isolated to committees, but rather that it spreads broadly throughout the campus. Global support is paramount for successful results. The planning components outlined in Tables 5-8 provide a sample of the campus-wide collaborations and contributions made to the Momentum Year/Approach Plan.

Global Momentum support includes external partners such as Trellis, a third-party vendor of the Department of Education. Trellis has been a strategic partner for several years and plays a major role in enhancing more effective communication strategies with students. Trellis services include texting and calling campaigns, offering workshops of various types (e.g., financial aid, student support, customer service), administering student surveys, providing emergency student funding, and sending visual momentum mailers that inform students of the AMSC Momentum Year/Approach Plan and priorities. As the institution unfolds our upcoming plans, it will offer the opportunity for faculty and staff sub-groups to participate in the momentum work. Written quarterly updates will be made to

the campus community with progress reports of the work. Table 5 provides strategies that will be implemented to facilitate campus-wide Momentum Year/Approach communication and awareness.

Table 5. Campus-wide Momentum Year/Approach Communication & Awareness Strategies

Activity	Strategy/Activity	Completion Status	Person(s) Responsible
New Student Orientation (NSO)	1. Post Information (registration links, dates, delivery options, etc.) on AMSC Website	Spring 2022	NSO Taskforce
	2. Roll out cloud-based NSO to the AMSC College community		
	3. Email participants instructions to access online course	Ongoing	
Faculty & Staff Institute (fall/spring)	Include agenda item to discuss momentum year/approach each semester.		J. McGee
General Faculty Meetings	Include agenda items to discuss momentum year/approach each month		B. Onabanjo
Student Convocation	Add momentum year and its importance to the program each year		H. Akoh
Correspondences: Staff Emails, Faculty Listserv, Student Listserv	Consistent communication to students, faculty & staff via email; Utilized social media when appropriate.		M. Montgomery

Faculty and Staff Outreach and Support

Atlanta Metropolitan State College in the past has implemented various strategies and practices to support its faculty and staff in implementing the Momentum Year/Approach activities. This year, plans are more robust and include a comprehensive campus collaboration. The plans to engage faculty and staff in understanding, supporting, and implementing the Momentum Approach are listed below:

Table 6. Faculty/Staff Engagement in Momentum Year/Approach Activities

Strategy	Activity	Completion Status	Person(s) Responsible
Webinars/Workshops	Faculty Development Seminars	Ongoing	K. Ravi
Professional Development	Monthly Divisional School Meetings and Professional Development		H. Akoh C. Chatman V. Mangum
Teaching/Learning Training	Bimonthly Faculty Learning Scholars Meetings; Presentations at Fall Faculty Orientation Sessions		Office of the Provost
High Impact Practices (HIPs)	Implementation of HIPS Activities and Strategies		M. Hepburn, HIPs Scholars

English/Math Redesign Team	1. Share webinar regarding Redesign Experiences with English and Math Faculty 2. Share Case Studies from different courses of Gateways to Completion Project 3. Share New Pedagogical Webinar with all the faculty and staff. 4. Share Discipline Calls (with English and Math faculty) on Best Practices from Gateways to Completion Project.		S. Desai L. Mallory
D2L Training Modules	Implement Training modules included in Brightspace learning environment.	Complete	K. Ravi

Data Plan

Atlanta Metropolitan State College has developed plans to enhance its data plan for Momentum Year/Approach. The institution's plan includes the creation of a "Student Success" data dashboard that will be available to the campus community, including faculty, staff, and students. The dashboard will allow key stakeholders to analyze, communicate, and use real-time, readily accessible data to support planning activities and decisions. This will allow access to comprehensive datasets to evaluate results and make improvements based on assessment results.

The data elements of the data dashboard allow analysis of special populations of students and guide future strategies designed to build and sustain program success. Because accurate and accessible data are a major priority within the strategic and momentum plan framework, quantitative and qualitative data markers will allow time for questions, answers, and discussions around trends and analyses. Further, the data will provide the basis for the institution to provide rich stories of student success and outcomes. Table 7 provides dashboard metrics and components.

Table 7. Data Elements of the AMSC Momentum Year/Approach Dashboard

Strategy	Metrics	Completion Status	Person(s) Responsible
Indirect Assessments	1. Student Surveys: Student Success, Stop-Out, and Academic Jeopardy; 2. CCSSE Survey 3. Course Evaluations	Ongoing	H. Akoh
Student Success Dashboard	Outlined in Section 3 of this Report		M. Cunningham and L. Mills

Pressure Tests of Program Maps

Atlanta Metropolitan State College will regularly review and implement pressure testing of our program maps to ensure academic programs are efficiently providing a predictable, on-time path to graduation. Listed below are activities that provide benchmarks for the program map pressure tests. Results from each pressure test will be communicated verbally and written, reporting both successes and challenges to the appropriate stakeholders. Table 8 displays a sample of the key pressure test benchmarks that will be applied in evaluating program maps. Specific questions, provided in Section 2 of this Report, will be answered to probe for critical answers that will lead to continuous improvement of program maps.

Table 8. Benchmarks/Metrics Utilized in the Program Map Pressure Tests

Strategy/Activity	Metric	Completion Date	Person(s) Responsible
Senior Records Check	1. Checkpoints for progress toward graduation and potentials for off-ramping students into better options; 45-hours for associate and 90-hours for bachelor's degrees, respectively	Fall Terms (Ongoing)	K. Clark

2. On-track Assessment; The Registrar's Office will confer with academic advisors to ensure that students are on track to graduate. This creates a two-person audit review to ensure that all course work is being applied to the students' program of study.

Table 8 Continued. Benchmarks/Metrics Utilized in the Program Map Pressure Tests

Strategy/Activity	Metric	Completion Date	Person Responsible
Audit of English/Math Courses	Success in Gateway Math and English by First-time Students	Ongoing	C. Bailey
Review of First Year Experience Class	1. Exposure to career options in various modules in the course 2. Advising information in courses 3. Course Review Outcomes by faculty, industry and students	Midpoint/End of Term Ongoing	H. Akoh
Complete 9 Hours of Focus Area in First Year	Assessment of 9 hours completed in major courses by first-year students		S. Duhart

AMSC Complete College Georgia Leadership Team (FY 2021)

Name	Title
Dr. James McGee	Provost and Vice President, Division of Academic and Student Success
Dr. Mark A. Cunningham	Associate Provost, Division of Academic and Student Success, Institutional Effectiveness and Research; CCG Committee Chair
Dr. Brian Crawford	Faculty Representative, School of Science and Health Profession, Associate Professor of Biology
Ms. Sharon Duhart	Director, Academic Advising
Ms. Sharday Lee	SGA President
Dr. Curtis L. Todd	Professor of Social Work, School of Social Sciences and Humanities; and Special Assistant for Student Retention, Progression and Graduation Initiatives, Office of the President

AUGUSTA UNIVERSITY

SECTION 1. INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Augusta University (AU) is Georgia's designated health-sciences University and a dynamic, comprehensive research university offering more than 150 areas of study, across ten colleges through undergraduate, graduate, and professional programs. AU provides a rich intellectual environment for students to become leaders, scholars, researchers, educators and clinicians as they seek to advance their field and impact their community. Among 5 strategic and 3 interwoven priorities, the new AU Strategic Plan is anchored by strategic priorities for Learning and Student Success. This commitment reflects AU's efforts to be a student's destination of choice for education, health care, discovery and innovation. Of course, the strategic goals developed through the new strategic plan will directly influence key priorities in our Momentum planning.

In 2020, more than 6,775 faculty and staff members served a student body of 5,675 undergraduate, 1,921 graduate, and 1,969 professional/post professional students enrolled in 10 schools or colleges. AU delivers 46 undergraduate majors, 49 undergraduate and graduate certificates, and 57 graduate and professional programs and is home to the state's only public medical school and only dental school. In fall 2021, AU's enrollment average increased 3% with a total student enrollment across all colleges at 9,610.

The five most popular undergraduate majors in fall 2020 (in order) were Business Administration, Biology, Nursing, Psychology, and Kinesiology. Over the past several semesters we have seen enrollment growth in several programs. From fall 2019 to fall 2020 the number of students enrolled in Cybersecurity has almost tripled as majors moved from 83 to 218. Our newly created Health, Society, and Policy degree has continued to grow its enrollment each fall term and our Psychological Sciences program has increased enrollment by 22% from fall 2018 to fall 2020.

(Sources: Qilk and AU Data Portal)

Our undergraduate first-year fall to fall retention rate has held steady for the past several years. However, our retention data confirm there is room to improve. After developing a pattern of annual improvements, this past year's retention rate (full time fall 2020 to fall 2021) rate dropped several percentages point from 73.5% to 70.2%. This drop is likely associated with external factors from the pandemic such as financial strain on students and shifts in employment opportunities. In addition, our six-year graduation rate continues to increase.

Table 1 – Percent of First Time, Full Time Freshman Cohort Retained from Fall 1 to Fall 2

Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
74.9%	75.1%	72.6%	72.7%	71.9%	73.5%

Table 2 – First Year, Full Time Freshman Six Year Undergraduate Degree Graduation Rates

	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort
6 Year	32.0%	30.2%	26.4%	27.4%	31.4%	39.8%	49.9%

Source: **University System of Georgia By The Numbers**

Importantly, the fall 2020 undergraduate student population at Augusta University continues to be a highly diverse group of students, both demographically and academically. Most students were from the state of Georgia (89%) and were attending AU full time (84.5%). The number of White students has held steady over the past five years, but since 2015 the number of Black students has increased (from 1,117 to 1,373). Additionally, the number of Hispanic/Latino students has dramatically increased from 275 in 2014 to 451 in 2020. *(Source: USG Qlik Portal).*

For peer institution comparative data, please visit https://www.augusta.edu/ie/facts/peers/php.

SECTION 2: IMPROVEMENT PRACTICES - UNDERSTANDING CHANGE MANAGEMENT

Strategic Enrollment Management Planning

Augusta University embraces the process of continuous improvement aligned with our institutional strategic plan and unit goals. In 2018, President Keel set a goal to grow student enrollment to 16,000 students by 2030. This aspirational goal will strive to "recruit and support a diverse student body to progress and develop in an environment that prepares them for their future education, personal, societal, and professional endeavors". In support of AU's enrollment growth and the continued priority for student success, Dr. Neil MacKinnon, AU's new Executive Vice President of Academic Affairs and Provost, sponsored creation of a formal Strategic Enrollment Management (SEM) Planning project. SEM activities and strategies are necessary to attain AU's enrollment goal. The SEM planning project will develop a comprehensive and sustainable SEM Plan that will position the University to meet enrollment goals, while in alignment with the University's mission, values, and new strategic plan.

In June 2021, Augusta University engaged American Association of Collegiate Registrars and Admissions Officers (AACRAO) consultants to assist in the development of a comprehensive SEM Plan that includes data-informed strategies and tactics to meet student enrollment goals. SEM planning will ensure there is alignment between current practices, as well as provide a cohesive guide forward.

The SEM project engages a Core Team of academic leaders to consider recommendations and serve as Change Champions to educate faculty, staff and students and promote strategies and activities that retain and promote students. In addition to the Core Team, three teams for Recruitment, Retention, and Data will conduct environmental scans, evaluate current data, and develop data-driven strategic goals for student retention. Final steps of the SEM Plan will create a robust, internal change management and communication plan, inclusive of education and training. The journey to building the SEM Plan offers AU an opportunity to have critical open discussions between academic leadership, college faculty, academic, and student affairs units. The SEM Plan is on track to be completed by early spring 2022.

Structured Change Management Process

Beginning with the SEM Plan, and being incorporated into all new student success projects, is the intentional use of a consistent change management process. Led by trained institutional personnel, structured plans are developed to provide a framework to guide faculty, staff and students through transitions of change when implementing new strategies for student success.

Academic Student Success Leadership Changes

In addition to a new EVP of Academic Affairs and Provost, AU had several leadership changes that directly impact student success units. May 2021 brought a new Director of Academic Advising and a new Director of Study Abroad in September 2021. AU is currently conducting a search for a new Associate Vice President of Student Success expected to begin in early 2022. These leadership changes will allow AU the opportunity to increase collaboration across key areas and enhance assessment efforts. A primary focus, an organizing principle, for the AVP for Student Success is the full implementation of initiatives that are aligned to support the 4toFinish, Momentum Approach, work.

Customer Service and Momentum Training

As a division, Enrollment and Student Affairs is committed to focusing on student recruiting and retention.   In July, all staff participated in a customer service training based on Dennis Snow's *Unleashing Excellence* (2003). Departments created common purpose statements and learned about the critical elements of service delivery. During fall 2021, departments are reviewing customer service standards, practices, and processes through service mapping to remove barriers students may encounter with admissions, enrollment, and support services. In addition, all staff participated in 4-to-Finish training. This training provided institutional data on student retention and asking staff how they might manage their activities and processes within the 4-to-Finish framework. All new employees in the division participate in this training as part of their onboarding process.

SECTION 3. YOUR BIG IDEA

AU has connected the USG Momentum Approach concepts to both our recruiting and retention strategies (e.g., student affairs and academic affairs) as a way to help build bridges at critical junctures and transitions of the educational journey for our students. AU continues to focus our energies on four key transition points on the student journey:

- HS to college
- General education to major
- Undergraduate to graduate and professional schools

College to career

For maximum results, and to nudge the Retention/Progression/Graduation (RPG) needle, AU has built these conceptual bridges across units across our University community to help students from the time of recruitment to graduation and employment.

A significant part of the bridge building is growing in our students' a capacity for college-level academic thinking. We have adopted approach that we will emphasize a growth mindset while also inviting an academic mindset. The AU Big Idea during the USG Momentum Summit IV was to create a concierge service in a single location that provides information and intentional connections to students at key transition points along their academic journey. AU found it difficult to identify a single location to accommodate all student support services. However, a reflection of our commitment to building substantial bridges for key transition moments, is our increased commitment to the First and Second Year Experience Office in which many concierge services are now being provided.

The AU FYE/SYE program was elevated as a stand-alone program to help isolate the work, consolidate FYE/SYE resources, and offer additional opportunities to engage students to grow emotionally and intellectually as they also explore their purpose in college. Now, the FYE/SYE office (known as **The Treehouse** because of its top floor, all glass office space) is centrally located on the Summerville campus (e.g., where many undergraduates take classes) and provides an ideal location where students can receive "just in time" answers to questions about the first two bridge transition points in college: high school to college and general education to major. As part of the overall 4-to-Finish initiative, the office also provides information about campus-wide programming for both academic and student affairs, such as events, presentations and workshops to strengthen students' purpose. As we have had visions for a single location, concierge type service, the Treehouse has in many ways taken that idea to an exciting level.

SECTION 4.1: MOMENTUM WORK RESILIENCE UPDATE

Incorporate 4-to-Finish more broadly into the university culture

The institutional collaborations around the Momentum Approach are both effective and wide-ranging. The Division of Enrollment and Student Affairs introduces the 4-to-Finish concepts to students at orientation then engages them with co-curricular learning opportunities across their academic journey. Academic colleges have stress-tested curricula and honed degree programs to support a timely and smooth degree progression and completion. The Division of Instruction and Innovation has expanded the First Year Experience for beginning colleges students, enhanced program maps linked to academic advising, hosted mindset and purpose workshops, cultivated high-impact practices that enrich academic experience, and expanded technology resources to provide holistic student retention and progression support. The notion of 4-to-Finish is not just a helpful moniker, it is has become a transformative and instructive cultural norm for the entire institution.

4-to-Finish Task Force

The creation of a 4-to-Finish Task Force was temporarily suspended so as not to distract from efforts to support the Strategic Enrollment Management Plan and institutional Strategic Planning efforts for Learning and Student Success. What has transpired, however, is the work we had intended for the Task Force has in many ways been assumed, or subsumed, by the work in the Strategic Enrollment Management Plan, and often by the same people. Ultimately, our intention is to re-establish this priority once institutional planning efforts are complete and a new Associate Vice President for Student Success joins AU in spring 2022.

Extend Orientation/Transition Programming

Summer orientation is key in the student transition from high school to college. It is an important time to share overall expectations and institutional support services with new students. The Office of New Student and Family Transitions re-imagined the transition experience for new undergraduate students by creating a three-step onboarding process to enhance retention and streamline the matriculation process. An online Welcome began student onboarding with a self-directed Welcome program built around the 4-to-Finish framework. Students were then offered the option to attend a one-day, in-person or virtual, Jaguar Nation Orientation experience. College Welcomes, Academic Advising, and Engagement sessions all incorporated 4-to-Finish in their presentations. Students and families strongly agreed/agreed (97.6%) that after attending Orientation they possessed knowledge of the academic expectations for their chosen pathway, strategies and resources to be successful, and key university resources who provide leadership for curricular and co-curricular experiences.

The Division of Instruction and Innovation developed two new opportunities to promote Momentum goals: an orientation session focused on growth mindset and a conference day focused on academic induction. The Academic Success Center and Pamplin College Writing Center hosted the orientation sessions to engage students and their parents in exploring the idea of what it means to have a growth mindset. The discussion focused on the benefits of trying new things, adopting new strategies to reach goals, and described the strong support network AU has created to assist students in reaching their academic goals.

Units in the Division of Instruction and Innovation hosted a "Momentum Day" conference with pop-up concierge-based sessions to connect students to the academic components of 4-to-Finish. Academic Advisement, Academic Success, Career Services, Writing Center, First Year Experience, Study Abroad, and the Center for Undergraduate Research and Scholarship lead sessions over the day to highlight purpose, pathways and mindset and to make strong student connections at this key transition point.

During the summer 2021, we recognized that students may not have had the opportunities to make the robust personal connections that normally occur during our two-day Orientation sessions. This theory was validated when students answered this question on the Orientation survey. Only 62.7% agreed or strongly agreed with the statement, "During orientation I was able to begin developing relationships with other new students, student leaders, and university faculty/staff members."

In response, we implemented the NearPeer technology application for our new students. We discovered that 415 new students, Orientation and Leap Week Leaders utilized the application. Peer connections made via NeerPeer include:
- 16 per user
- 7,306 total
- 85% of users have made peer connections in NearPeer
- Logins (uses) in NearPeer 21 per user
- 9,807 total
- Time spent in NearPeer 3.4 hours per user
  1,586 total hours

INQUIRY 1000: Design Your Life
All entering students continue to complete the INQR1000 course to support the integration of purpose, pathways and mindset into the curriculum. The course is managed by the Office of First Year and Second Year Experience (FYE/SYE) and is designed for first and second year students with approximately 15 sections per year. As a way to support faculty who teach these courses and to emphasize the role of the 4-to-Finish commitment, we have embedded within the course content six modules of learning:
- **Explore purpose of a college education.** Individual/public good; innovation and invention; salary and satisfaction; working conditions
- **Uncovering your purpose rather than finding a passion**. Mission not job title – Ted talk with guided questions.
- **Academic mindset, motivation and goals.** Persistence; SMART goals in college; short term and long term goals.
- **Connecting college to careers – widening options**. Develop three career options – primary, alternate and wild card.
- **Knowledge, competencies and skills.** Illustrate how college coursework develops skills needed for post-graduation.
  Major mapping and planning an academic journey. Students complete their major map - plan for changes.

As part of this course, students are asked to choose one of two assessments offered by Career Services to complete, resulting in over 200 new assessments in August. Brief videos were shared with instructors to help them debrief the assessments with their students. It is notable that conversations among instructors and students further engaged the two groups in the welfare of each, elevating the power of Engagement as a retention effort. Student evaluations have been very positive, especially in the areas of faculty-student and peer-to-peer interactions. We plan to continue increasing the number of INQR Design Your Life (DYL) sections offered over time to support the integration of purpose, pathways and mindset into the freshman curriculum.

Enhance High Impact Practices
The AU High Impact Practices Implementation Team participates in the USG process to support the statewide HIP goals as a critical element of our 4-to-Finish Momentum Approach. At AU, our undergraduate enrollment in HIPs has remained fairly steady between 27% and 30% over the last five years (excluding AY21). These numbers, based upon 2020-21 enrollment, indicate that AU has a strong and consistent presence of HIP engagement, but also that our institution has significant room for improvement in order to be on par with similar institutions. AU will continue to broaden awareness of HIPs among faculty, increase the number of course section with HIP attributes in our SIS system, and expand equitable access and participation in HIP programs. It is our intention that a commitment to HIPs will reveal itself in both attribute designation in Banner and in practice by our faculty who subscribe to this work with special care. We envision that all students will have significant HIPs experience when coming to AU.

The primary HIPs currently underway at AU are Internships, Study Abroad/ Study Away, Capstones and Undergraduate Research. Research shows students engaged in campus related work tend to persist in College. Career Services partnered with Financial Aid and Human Resources to offer best practices training to over 80 campus supervisors who recruit and manage student employees. In August, Career Services hosted a Campus Student Employment Fair, linking hiring departments with students interested in campus work offerings. Twelve campus departments and over 80 students attended. Career Services plays a key role in helping students engage in experiential learning opportunities that lead to exciting, meaning-making, career or graduate studies destinations. An ideal contained in the notion of purposeful choices and academic pathways.

First Year/Second Year Experience Programming

In addressing the need for resiliency, the Office of First and Second Year Experiences offered two types of programing for freshmen and sophomore students struggling with connection to the university, to their major and/or their future pathways: Book Club and Grit Campaign.

Student Life and Engagement (SLE) awarded First and Second Year Experiences (FYE/SYE) a Grant in the amount of $2500 to support book clubs that challenged freshmen and sophomores to plan and prepare for future steps. The selected books reflect the 4-to-Finish initiative to enhance Purposeful Choices and Pathways.

In fall 2021, FYE/SYE hosted 5 book clubs (both in person and virtually) using 4 different sources:
•The Latte Factor: Why You Don't Have to Be Rich to Live Rich
•Win or Learn: The Naked Truth about Turning Every Rejection into Your Ultimate Success
•How to Win at College: Surprising Secrets for Success from the Country's Top Students
•The Defining Decade: Why Your Twenties Matter - and How to Make the Most of Them Now

Over 60 students participated in these small group discussions and many more are anticipated to join the Spring 2022 Book Club groups. Students engaged with the content, the facilitators and their peer group, creating a high-impact practice. Students reflected on how this opportunity helped to support their efforts in navigating college and life beyond.

To align with our 4-to-Finish approach and counteract the "academic rut" students may feel from the pandemic, FYE/SYE created an engaging month-long series of workshops/conversations about resiliency titled GRIT WEEK. We defined GRIT using Angela Duckworth's research on resiliency. She states, *"GRIT is passion and perseverance for very long-term goals. GRIT is living life like it's a marathon, not a sprint".* FYE/SYE collaborated with the Division of Communications and Marketing, faculty from undergraduate colleges, Alumni and Donor Engagement, Academic Success Center, Academic Advising Center, and Study Abroad in developing and implementing the GRIT Campaign. GRIT WEEK workshops offered students a space to share their fears, concerns and practical strategies to help students realize they are not alone and normalize the transition experience.

In addition to the workshops, students were also asked to write a letter to themselves (Growing their own Grit) which will be mailed to their home addresses during the holiday break – right before spring semester. We are expecting nearly 200 students to participate in writing encouraging letters to themselves which we are hoping will also connect with their parents, too.

Finally, we asked AU faculty, staff, alumni and students to share their personal stories of "Grit" in terms of academic success. These stories were posted using a hyper-doc on the FYE Website and shared campus-wide. Sharing stories of resiliency helps students realize they are not alone, and normalizes the transition experience.

Multicultural Mentorship Program

The Multicultural Mentorship Program (MMP) program is a new, as of fall 2021, peer mentoring program designed and designated for Augusta University's students from minority identities. The MMP assists with the first-year transition into the Augusta University community. First year students are paired with trained upper-class student mentors to aid in their adjustment to college life and Augusta University. All participants engage in social, personal, and professional development opportunities that are exclusive to the program.
- Hosted two retreats to train our Mentors and to acclimate and welcome our first-year mentees to the campus.
  - Retreats occurred in July and August of 2021
- Hosting one MMP General Meeting each month for all students in the program
- Hosting one social event each month for all the students in the program
  - September: Arts in the Heart Trip
  - October: Bike Tour of Augusta

African American Male Initiative Program

The African American Male Initiative (AAMI) recently transitioned from the Academic Success Center to Multicultural Student Engagement (MSE), to benefit from alignment and integration with the Multicultural Mentorship Program, as well as other MSE initiatives and networks. AAMI is a leadership development program designed to cultivate the talents and abilities of African American male students to support their academic and future career goals. Our goal is to promote student success and improve graduation rates through social and academic networks. Through collaborating with university and community partners we intend to connect students with others to envision their future, to explore their passions, and to actively engage in their college experience.
- Hosting one "Man Cave Monday" program each month that focuses on an aspect of holistic wellness.
  Hosting one "Follow-up Friday" each month that serves as a social and bonding event.

SECTION 4.2: GLOBAL MOMENTUM SUPPORT

Communication Planning

Previous to the Momentum Summit IV, AU had adopted language that embraces four strategies, four habits of mind, that when embraced/adopted by faculty and students, support student success. AU branded this umbrella campaign **4-to-Finish** to: 1) encourage students to actively **engage**; 2) develop an academic growth **mindset**, 3) craft an academic **pathway**, and 4) uncover their **purpose**. We have gathered a diverse group of people, representing multiple areas of our organization, to collaborate and extend our 4-to-Finish initiative. Led by our Vice Provost for Instruction & Innovation and Vice President for Enrollment & Student Affairs, the team is focused on building opportunities for our students and moving the RPG needle at Augusta University.

Augusta University (AU) has connected the USG Momentum Approach concepts to both our recruiting and retention strategy communications (e.g., student affairs and academic affairs) as a way to help build bridges at critical junctures and transitions of the educational journey for our students: 1) high school to college; 2) general education to the major; 3) college to professional or graduate school, and; 4) college to career. For maximum results, and to nudge the RPG needle, AU uses these conceptual bridges to help students understand these critical transition points.

The Division of Enrollment and Student Affairs developed 4-to-Finish branding logos (see Appendix A) to foster awareness across the institution. Consistent use of the logos for student program materials, social media, and website pages is important to communicating the principles of engagement, mindset, purposeful choices, and pathways into the fabric of undergraduate education.

Faculty and Staff Outreach and Support

The Center for Instructional Innovation continues to support faculty across the University to develop interactive content and leverage technology to engage students and promote academic success.

The Academic Success Center collaborated with the Associate Provost for Faculty Affairs to host two faculty seminars in the spring of 2021. The topics addressed student success and highlighted the mindset, introducing and explaining the relevance of the theory in the college classroom. Content included strategies to utilize to support a growth mindset in students as well as in faculty approaches to teaching and learning. The key concept was trying new strategies to encourage engagement and support learning. The seminar content was shared with other institutions at the USG Academic Advising Academy in September 2021.

SECTION 5: OPTIONAL SUPPLEMENTAL UPDATES

Student Success Management System Enhancement

Many recommendations from our Strategic Enrollment Management Plan assessment address the need for a more robust technology to track student progress and alert staff and faculty when a student may need support. Our SEM planning exercises confirmed the underutilization of our current Student Success Management System platform (EAB Navigate) outside of our Academic Advising Center. A project has been initiated to expand the use of our EAB Navigate Student Success platform to utilize key functionality for early alerts and predictive analytics to support a holistic approach to student success.

Below is one brief analysis reflecting the increase in student enrollment after engaging in at least one faculty/staff appointment in the Navigate system.

Spring 2021-to-Fall 2021 Reenrollment + Navigate Appointment Engagement
The below analysis focuses exclusively on our "First Term Fall 2020" student population
- *1,059 students enrolled in Spring 2021 - 75.6% reenrolled in Fall 2021*
  - *952 had 1+ Navigate Appointment in Spring 2021 - 77.6% reenrolled to Fall 2021*
  - *107 had 0 Navigate Appointments in Spring 2021 - 57.9% reenrolled to Fall 2021*

For the past several fall semesters we have improved student outcomes in our Gateway to Completion courses. The withdrawal rate decreased by 5% from Fall 2019 to Fall 2020 and the number of A and B grades in these courses increased. In fall 2021 we redesigned our Early Alert/Progress Report program to focus on and further support our Gateway to Completion Courses and other first year courses that can barriers to student success. The Writing Center Director is now involved in the Early Alert/Progress Report program by receiving timely information about student performance so they can conduct outreach to these students.

CLAYTON STATE UNIVERSITY

SECTION 1: INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Clayton State University is a predominately black institution committed to "cultivating an environment of engaged, experience-based learning, enriched by active community service, that prepares students of diverse ages and backgrounds to succeed in their lives and careers" (Clayton State University Mission Statement, 2016). Located in the south Atlanta metro area, Clayton State's diverse student body represents every region of the United States and some 50 foreign countries and reflects a mixture of ethnic backgrounds and socio-economic strata. Table 1 below illustrates the diversity of the students and the 5-year enrollment demographics by ethnic group.

Table 1: Enrollment by Ethnic Group

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian	13	14	9	7	12	16
Asian	450	439	545	469	523	448
Black	4283	3272	4340	4308	4482	4451
Hispanic or Latino	358	431	507	555	608	606
Native Hawaiian or Other Pacific Islander	8	9	7	6	6	7
Two or More Races	195	230	234	220	192	196
Unknown	207	182	168	139	142	146
Total Enrollment	6996	6003	7129	6879	7052	6820
% Minority	75.8%	73.2%	79.1%	80.9%	82.6%	83.9%

The Retention Challenge

As illustrated in tables 2 & 3 below, from 2014-2020 first-year retention rates for all students at Clayton State has averaged 69%. The first-year retention rate for Black or African American also reflects this same trend students reflects a similar trend – 69%.

Table 2: Retention Rate for All Students

Cohort	Initial Cohort	First Year Retention	First Year Retention Rate
Fall 2010	457	301	66%
Fall 2011	454	308	68%
Fall 2012	535	387	72%
Fall 2013	476	324	68%
Fall 2014	458	321	70%
Fall 2015	502	358	71%
Fall 2016	490	332	68%
Fall 2017	551	390	71%
Fall 2018	552	392	71%
Fall 2019	506	349	69%
Fall 2020	690	444	64%

Table 3: Retention Rate for Black or African American Students

Cohort	Initial Cohort	First Year Retention	First Year Retention Rate
Fall 2010	298	200	67%
Fall 2011	290	202	70%
Fall 2012	353	260	74%
Fall 2013	290	197	68%
Fall 2014	298	208	70%
Fall 2015	326	221	68%
Fall 2016	297	200	67%
Fall 2017	347	244	70%
Fall 2018	352	239	68%
Fall 2019	329	229	70%
Fall 2020	470	301	64%

While a small increase in rates can be seen within the overall student body and the Black or African American student cohort, the percentages for first-year retention rates in both groups still fall below the 2018 cohort national average of 80% and Georgia average of 77% for 4-year public institutions as reported by the National Center for Higher Education Management Systems (NCHEMS, 2021).

Graduation Rates

Tables 4 & 5 below indicate the 6-year graduation rates for all student and the Black or African American student cohorts at Clayton State who matriculated from Fall 2005 to Fall 2015. The average 6-year graduation rate for all students and the Black or African American student cohort were both 31%. However, the 6-year graduation rate in the Fall 2015 cohort for both groups did show an increase.

Table 4: 6-Year Graduation Rate for Bachelor's Degree Seeking Students by Cohort

Cohort	Initial Bachelors' Degree Seeking Cohort	Completers within 6 years	6 Year Graduation Rate
Fall 2005	561	154	27%
Fall 2006	514	144	28%
Fall 2007	420	120	29%
Fall 2008	336	113	34%
Fall 2009	342	111	32%
Fall 2010	424	143	34%
Fall 2011	428	131	31%
Fall 2012	495	155	31%
Fall 2013	446	138	31%
Fall 2014	415	128	31%
Fall 2015	456	164	36%

Table 5: 6-Year Graduation Rate for Black or African American Bachelor's Degree Seeking Students

Cohort	Initial Bachelors' Degree Seeking Cohort	Completers within 6 years	6 Year Graduation Rate
Fall 2005	272	76	28%
Fall 2006	237	63	27%
Fall 2007	192	54	28%
Fall 2008	179	59	33%
Fall 2009	200	62	31%
Fall 2010	283	95	34%
Fall 2011	272	85	31%
Fall 2012	332	103	31%
Fall 2013	277	92	33%
Fall 2014	271	83	31%
Fall 2015	299	102	34%

Graduation Rates in Underrepresented Degrees

Clayton State offers the following degrees where Black or African American students are considered underrepresented: Information Technology (AAS), Bachelor's Degree Level, Biology (BS), Biology with Teacher Certification (BS), Chemistry (BS), Computer Science, Information Technology (BIT), Information Technology (BSIT), Mathematics (BS), and Mathematics with Teacher Certification (BS).

Table 6 below shows the 6-year graduation rates at Clayton State for all bachelor's degree seeking students in disciplines listed above. The data indicates that the graduation rates of students within the above disciplines is equal to the overall student body and greater than that of Black or African American students.

Table 6: 6-Year Graduation Rates for Bachelor's Degree Student in Underrepresented Degrees

Cohort	Initial Bachelors' Degree Seeking Cohort	Completers within 6 years	6 Year Graduation Rate
Fall 2005	81	17	21%
Fall 2006	71	22	31%
Fall 2007	71	24	34%
Fall 2008	69	20	29%
Fall 2009	67	19	28%
Fall 2010	91	27	30%
Fall 2011	98	33	34%
Fall 2012	101	24	24%
Fall 2013	98	29	30%
Fall 2014	88	30	34%
Fall 2015	116	42	36%

Financial Need

In terms of socio-economic status, during the 2020-2021 academic year, 2603 students were considered needy, 1756 students were considered low-income, 2,477 students were first-generation, and 3,801 students were Pell Grant recipients. These numbers/percentages related to socio-economic status impact our students by creating additional stressors to finding funds or relying on Pell Grants to pay for school. In many cases, our students are forced to "stop-out" and research has shown that "completion rates decrease with the length of stop-out" with 63% of students who stop-out not completing their degree if the stop-out period was within 3 years. (National Student Clearinghouse, 2019)

SECTION 2: IMPROVEMENT PRACTICES

Over past six months leadership at Clayton State University 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;
- Grade distributions and the impact of changes to learning modalities;
- Impact of first-year student success based on when students interact with student support offices

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;
- Implemented a student belonging survey approach that goes to all new students once a month that addresses topics related to transition, social engagement, and academic success; 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. The most recent 6-year graduation cohort graduation rate increased 5.3% to our highest rate ever of 35.9%. During the same four-year period we realized a 6.4% gain in our 5-year graduation rate with our highest 5-year graduation rate ever at 31.4%. Overall trends for the IPEDS cohort remained consistent with pre-pandemic retention rate gains.   The 2-year (+3.6%) and 3-year (+4.1%) retention rates project to be among the highest rates achieved by Clayton State. We realized a decline in our first-year retention rate to 64.3%% from 69.2%. In analyzing our first-year retention rate, we identified three populations of students that contributed to the decline: Pell eligible students, African American men, and students living in our first-year residence hall. An analysis of course related success rates identified that the move to fully online courses disproportionately impacted first-time freshmen. Clayton State redoubled our efforts this fall to proactively engage with these populations through our AAMI grant funded living-learning community, targeted outreach and engagement efforts from our student success located in Laker Hall, as well as prioritizing in-person courses to incoming freshmen and returning sophomores.

SECTION 3: BIG IDEA

After reflecting on the activities that had taken place on the Momentum Approach and the progress that had been made, the administration at Clayton State became aware that while the commitment to the momentum areas remained, the largely top-down approach to implementing the plans was impeding further progress. At the beginning of the 2021-2022 academic year, those key members of the Momentum Approach team decided to hit the reset button and involve more stakeholders across the university in the implementation of the associated activities. Additionally, instead of standing alone as a single initiative, the idea was to embed the activities in a larger plan that looked to increase retention and graduation rates in not only the first year, but in subsequent years. The overarching initiative branded as "Bridging Pathways from College to Career" involves not only strategies from the Momentum Year but also student academic support, co-curricular engagement, and faculty professional development designed to meet the needs of a diverse student body. Work in this area will be focused on: 1) Refining and revising course plans of studies so that students schedule Core Math, English, 9 credits of focus area courses, and credits during their first year; 2) Continue pressure testing program maps to further identify roadblocks to student success and implement strategies to mitigate the blocks; 3) Establish a website and a communication plan that illustrates the impact of a degree on a chosen career and helps students make purposeful choices when selecting a degree; 4) Provide support for faculty professional development in the areas of high impact practices and different teaching modalities; and 5) Provide support, workshops, and events for students and faculty that help promote a growth mindset and showcase best practices involving student success.

SECTION 4: MOMENTUM PLAN PROGRESS UPDATE
4.1: Resilience Plan
Clayton State's commitment to the Momentum Year has positively contributed to gains in IPEDS cohort retention and graduation rates which are discussed further in section two. The pandemic caused us to modify several of our approaches to our momentum work for AY 22. Our commitment to the principles of the Momentum year and Approach remains unwavering. Based on lessons learned over the past year, Clayton State changed our internal structure to further embedded momentum work into our campus culture. This

resulted in a new working group structure that created sub-groups that are chaired by department chairs. The official home of the momentum work was also moved from the Division of Enrollment Management and Student Success to the Division of Academic Affairs.

Initiative: Math, English, and 15 credits for incoming students

Results: Fall 2021 realized an 8.7% increase in freshmen currently being on track to complete Math, English, and earn 30 credits by the end of their first year (71.2%). Much of this continued gain is attributed to the focus on pre-registering students to a default schedule of 15 credits and the expansion of the utilization of eCore. Overall, 88.3% of our incoming freshmen were registered as full-time (1% Increase from fall 2020) with 44.8% registered for 15 or more credits. We continue to experience challenges getting students to attempt 15 credits. These challenges include students unable to afford the full cost of a 15-credit semester with housing and meal plan charges, concerns about work and family commitments outside of school, co-requisite placement that results in a student stopping at 13 or 14 credits rather than enrolling in 16 or 17 credits. Improving the percent of enrolled first-year students in English and Math remains a priority. Due to staffing limitations, Clayton State will explore how to further strategically leverage instructional capacity provided through our eCore partnership.

Table 7: Fall Freshmen Enrolled or Earned Credit in English and Math

Fall	% English	% Math
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%
2021	88.4%	89.8%

Initiative: Embedding faculty with student academic mindset

Results: For fall 2021 Clayton State changed our administration of the mindset survey. Due to challenges with completion rates during virtual orientation sessions Clayton State moved the administration of the survey into our ENGL 1101 courses. The pre and post surveys were distributed via D2L and faculty also encouraged their students to participate in the survey. We anticipate this will help address our historically low participation rate on the post survey. In addition to the Student Mindset Survey shared with students in these courses, the Faculty Mindset Survey was piloted with all faculty teaching core classes in which freshman were enrolled. These results will be combined with the student results to inform our work on next steps for addressing student mindset and faculty mindset.

Initiative: Centralization of student engagement and alert data

Results: For fall 2021 we centralized the collection of student engagement and faculty alert data. Clayton State continue to track in real -time the number of academic and non-academic engagements of our first-year cohort in coordination with advising, student affairs, and academic support offices across campus. Moreover, we targeted our early alert program on 16 key gateway courses that had significant gains in their DFW rates during Fall 2021 and for which there is a larger enrollment of first-year students.

We also implemented an anytime student success faculty referral and embedded that tool within our D2L course structure so that any faculty member could submit a referral if a student was not engaging with the course or was not achieving academic success. These efforts resulted in a 29.8% increase in the utilization of our Center for Academic Success for fall 2021. Moving forward, we plan to analyze the academic and non-academic engagement data to identify key metrics to automate interventions based on student engagement patterns.

Initiative: Updating Pathways and Pressure Testing

Results: The Academic Engagement and Student Success Committee spent several weeks during July and August 2021 reviewing the recommended course plans of study for every academic degree program at Clayton State to determine adherence to Momentum Year guidance and pressure test the curriculum to determine if roadblocks to degree completion existed. Based on this analysis, we determined that all the program plans are aligned with Momentum Year guidance and include one major-related course in the first semester and 9 hours of major-related coursework in the first year. In reviewing the scheduling that took place from spring 2017 through spring 2021, it was determined that the scheduling of classes was aligned with the established course plans of study so course offerings were available to help students progress toward degree completion. In the year ahead, we plan to work with USG Academic Affairs to pilot a pressure testing tool that further analyzes the curriculum.

Initiative: Analysis of Success Rates in Key Gateway Courses

Results: A subcommittee of the Academic Engagement and Student Success Committee with assistance from Institution Research conducted an analysis of success rates in key gateway and core classes to ascertain a list of historically high DFW rate courses. In conducting this analysis, any course that was identified as required for completion in one or more-degree programs was tagged as such. Using a threshold of 33.3% DFW rates for required courses as a potential barrier to degree completion, the committee identified 21 courses (Table 8 below) that fell within the threshold. Based on the finding, funds were requested from the Higher Education Emergency Relief Act (HEERF) and the Federal Department of Education Predominantly Black Institution Grant to provide support for student learning assistants who work in concert with the faculty member teaching the course to provide peer academic tutoring and in-class support.

Table 8: Courses within the 33.3% DFW Rate Threshold

ACCT 3110	Managerial Cost Accounting		ENGL1101	English Composition I
ACCT 3250	Taxation of the Individual		ENGL1102	English Composition II
ACCT 3351	Intermediate Financial Acct. I		FILM 2100	Introduction to Film
ACCT 3361	Intermediate Financial Acct. I		FILM 2700	History of Cinema
BIOL 1108	Principles of Biology II		HIST 1111	Survey-PreModern World History
BIOL 1108L	Principles of Biology Lab II		HIST 2750	Critical Trends and Issues
BIOL 3380	Evolution & Population Biology		HIST1111	Survey-PreModern World History
BLAW2106	Legal Environment of Business		HIST2112	US HIST Since Reconstruction
CHEM 1152	Survey of Chemistry II		MATH 1101	Intro to Mathematical Modeling
CHEM 1212	Principles of Chemistry II		MATH 2502	Calculus II
CHEM 2411	Organic Chemistry I		MATH0998A	Support for Math Modeling
CHEM 4202	Biochemistry I		MATH0998B	Support for Math Modeling
CSCI 1301	Computer Science I		MATH1101	Math Modeling
CSCI 1302	Computer Science II		POLS1101	American Government
CSCI 2302	Data Structures and Algorithms		PSYC2103	Intro to Human Development
ENGL0999	Support for Engl. Composition		SOCI 3010	Sociology Theory

Initiative: Math Pathways (MATH1401)

In response to the Math Pathways Initiative, MATH 1401 (along with co-requisite MATH 096) was added to Core Curriculum Area A over this past summer to offer another option for non-STEM students who are not required to take a calculus course and whose major requires a standard elementary statistics course. The course also remains as an Area D option (previously approved) for all majors. Course plans have been adjusted to include this new option.

4.2: GLOBAL SUPPORT

Over the past year, several groups were set up to look at goals surrounding the infusion of the momentum approach beyond the first year and to track progress in developing the plans. The plan for more global support involved five major themes: 1) Communication Planning, 2) Faculty and Staff Professional Development and Support, 3) Data Visualization Plan, 4) Faculty and Student Mindset, and 4) Program Maps and Pressure Tests. Work continued throughout the year and progress was made in some of the activities associated with the themes listed above; however, progress toward completion of the some of the activities was impeded by pandemic related contingency plan implementations and the acknowledgement that a change in strategy was needed to diffuse the activities into the broader culture of the university. Beginning with the 2021-2022 academic year, Clayton State implemented a new committee structure described in section 4.2. This restructuring was implemented to enable global momentum support and increase the ownership of momentum work beyond campus senior leadership. A sub-group was appointed to identify and address opportunities for further improvement in the communication of our momentum work to all campus constituencies. This group identified the need to rebrand the momentum work as part of "Bridging Pathways from College to Career" and embed the work within the larger context of existing

campus student success initiatives and USG initiatives (see Section 3: Big Idea). The launch of a new university strategic plan and brand campaign starting in January 2022 will further cement our efforts to integrate the components of the momentum initiative through the lifespan of a student as well as ensure a consistent and transparent update structure on Clayton State's work. The sections that follow address both the work that had been started and continues to progress.

1. Communication Planning

Activity 1.1: Develop a message campaign that incorporates the momentum approach.

- Websites containing information on Graduate Sooner CSU, career explorations associated with majors, program plans for majors have been implemented but a centralized "concierge" site that helps students better navigate and access information is still in development.

2. Faculty and Staff Professional Development and Support

Activity 2.1: Highlight momentum approach work during council meetings and campus wide events for faculty and staff

- Campus-wide events included a faculty and staff day that focused on challenges that students face and ways to overcome those challenges; presentations were given at administrative council meetings to update units across the institution.

Activity 2.2: Place momentum approach evaluation methods into the annual evaluation process

- This strategy was not implemented in 2020-2021 but will be included in future changes to the evaluation process for staff and faculty.

3. Data Plan

Activity 3.1: Implement a dashboard the tracks activities and measures related to student success

- TargetX was purchased during this past year and dashboards are currently in development to visually represent the work done within student success and career connections.

4. Program Maps and Pressure Testing

Activity 4.1: Identify courses that push students off track as they progress towards completion

- An initial review of suggested plans of student was implemented. Additional pressure testing will take place during the coming year.

Activity 4.2: Identify courses with high numbers of course substitutions

- Work on this is still in progress

Activity 4.3: Develop and refine program maps for every major/modality

- Program maps are completed for every major/modality and are currently being refined based on an analysis of courses by semester that suggested potential scheduling challenges for departments due to personnel demands.

5. Faculty and Student Mindset

Activity 5.1: Student Mindset Surveys

- Surveys were transitioned to introductory English courses to promote a high completion rate.

Activity 5.2: Faculty Mindset Surveys

Surveys were administered to faculty teaching introductory English courses and Core courses that contained freshmen students

COLLEGE OF COASTAL GEORGIA

SECTION 1. INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Mission Statement

Revised and approved in November 2015 and reaffirmed by the Board of Regents in January 2021, 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 2021 Student Profile[1]

The College of Coastal Georgia's fall 2021 enrollment stands at 3,249 students and an FTE of 2,565. In terms of self-declared race/ethnicity, 8.6% identified as Hispanic/Latino, 0.2% American Indian or Alaska Native, 2.4% Asian, 19.3% Black or African American, 0.3% Native Hawaiian or Other Pacific Islander, 62.4% White, 2.6% two or more races, and 4.2% undeclared. With an average age of 23.4, the College's student body is composed of 69.1% female and 51.2% full-time students with 90.9% indicating Georgia residency, 6.9% out-of-state, and 2.2% out-of-country.

First-generation students (whose parent(s)/legal guardian(s) have not completed a baccalaureate degree) account for 54.9% of the 3,198 students for whom we know parent/guardian educational attainment. Adult learners (25 years of age or older) and military/veterans account for 23.7% and 11.2% of the total student body, respectively. Pell recipients account for 35.4% of students, while dual-enrolled students total 453, which is a 2.3% increase compared to fall 2020. Academically, the class of new freshman (for fall 2020) came to the institution with a 2.99 average high school GPA attempted an average of 22.68 credits during the first academic year, and earned an average of 15.96 credits. This cohort persisted through fall 2021 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.

Influence on Completion Work

CCGA's institutional mission is a beacon that guides its completion priorities. First, by providing access and affordability, CCGA addresses the needs of the region and is particularly impactful for communities that are traditionally underserved by postsecondary education (data from the First Destination Survey shows 81% of graduates remain in the state and 78% in the region). Secondly, the

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[1] Total enrollment, FTE, and all demographic information are based on USG Semester Enrollment Report and persisted report data for fall 2021; the academic achievement metrics are based on Bfootfoanner SIS data for the fall 2020 cohort

College promotes student progression and timely graduation by proactively engaging and supporting students at every stage of their collegiate journey (as evidenced by the process improvement, strategies, and activities, implemented as part of the 2021 Momentum Plan). Finally, by increasing student campus and community engagement, the institution prepares students to engage in meaningful careers and to satisfy the economic and cultural needs of the community and the region (data from the First Destination Survey shows that 59% of respondents were employed full-time at or immediately after graduation, nearly equal to the national rate of 59.7%, which includes graduates of highly selective institutions).

The next few sections are organized around the College of Coastal Georgia Momentum Framework and will provide an update of the progress in the institutional Momentum Plan for 2021. This progress report will conclude with some supplemental updates on activities and strategies that are not part of the Momentum Plan but that are contributing to our commitment to *student success for every student, every time*.

SECTION 2: IMPROVEMENT PRACTICES – UNDERSTANDING CHANGE MANAGEMENT

The College of Coastal Georgia is recognized from its dynamic nature and agility to react to emerging challenges and student needs. As documented in previous CCG reports, well before the challenges presented by the COVID Pandemic, the College has maintained a relentless and continuous improvement culture that has propelled the institution to be an active and leading participant in many of the state efforts around Learning Support Redesign, Gateways to Completion (G2C), implementation of innovative methods of communication (chat bots), and many other trailblazing strategies like the integration of Career Counseling and Academic Advising.

From this continuous improvement culture, 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 impacted by structural or motivational obstacles. As seen in the next few sections the College is committed to improving the way in which we guide students through integrated career and academic planning, through intrusive and proactive success monitoring, and through intentional and explicit communication of the impact of their engagement in their personal development.

Planning, decision-making, and change management continues to be a collaborative effort between Academic Affairs and Student Affairs & Enrollment Management, always supported by Business Affairs, technologically agile and data rich thanks to a strong Technology Services team, and always focused on student voices and needs through the President's motto of "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 as well as budget requests and reviews. The data and metrics of success, some of which originated from the Gateway2Completion process but are now sustained metrics that the College actively monitors, are disaggregated to monitor the effectiveness in serving the diverse student population and the institution is actively addressing areas where equity gaps persist.

SECTION 3: YOUR BIG IDEA

The College is excited to share that the Endeavor project is starting its implementation phase. As a mechanism to focus our efforts and resources to promote student development and success, the Endeavor framework will help students personalize, internalize, and later articulate their transformation beyond a credential. For faculty and staff members, the Endeavor Framework will help recognize, highlight, and celebrate how their work contributes to student development.

Through Endeavor, the College has established a set of core competencies that all students are expected to develop at the College of Coastal Georgia, and now aims to align curricular, co-curricular, and extracurricular programs, activities, and learning outcomes with these competencies. These Endeavor Competencies include:

I. Critical Thinking and Problem Solving
II. Written, Oral, and Digital Communication
III. Professionalism and Personal Responsibility
IV. Social Awareness and Contribution
V. Collaboration and Teamwork

With a newly formed Endeavor Implementation Council, the College plans to identify and execute the next steps to operationalize this framework and to develop the structure to document the student exposure and development associated to these competencies.

Some of the tasks to be considered by the Council for implementation include:

- Designing a visual model and logo
- Working with academic units and student support offices to align current programs, activities, and outcomes with the core competencies
- Integrating Endeavor into Brightspace and the student activity platform Presence
- Developing marketing campaigns targeting current students, prospective students, and the community
- Formalizing levels of growth and development
- Formalizing assessment processes and practices
- Creating a tool and process to evaluate potential initiatives under this framework

Academic Affairs is working closely with the Director of Service-Learning and Undergraduate Research in a communication campaign to ensure the broad campus community remains informed and engaged as the implementation phase unfolds, and the Council is providing direct representation and guidance from units across campus.

For additional information regarding this project, please refer to Appendix A: *Endeavor Document Summaries*, which contains a brief summary of the Endeavor Prospectus document (2018), and the Endeavor Recommendation document submitted by the Endeavor Steering Committee (2020).

SECTION 4.1: MOMENTUM WORK RESILIENCE UPDATE

Update on Priority Areas for Work: Momentum Year

Activity / Strategy	Strengthening of mindset integration during student orientation
Process / Steps	Building more virtual activities on mindset as part of new student orientation and in advising.
Person responsible	Laura Lynch, AVP for Faculty Affairs
Update / Activity Status	In April - May 2020, the College's Orientation Committee created Navigate, an online orientation program for new students during the pandemic. The program was revamped for summer 2021 to complement rather than replace the traditional on campus orientation programming. We took this opportunity to create and add two mindset-related videos into the Navigate online orientation platform: One video encouraged students to have a growth mindset: https://navigate.ccga.edu/uploaded/Videos/4-ItsAllInYourHead.mp4 The second video explained the definition of a credit hour to help students understand how much they are expected to spend outside of class on studying and assignments: https://navigate.ccga.edu/uploaded/Videos/5-WhatsACreditHour.mp4
Lessons Learned / Next Steps	The Office of Academic Affairs and COMPASS Career and Academic Advising are working on a D2L course for students on an Academic Improvement Plan due to academic standing. This resource is based on some existing resources but is being revamped for a broader audience. We are embedding mindset components into this resource as well.

Activity / Strategy	Faculty engagement in mindset activities
Process / Steps	Broadened faculty participation in research and development activities surrounding Mindset.
Person responsible	Laura Lynch, AVP for Faculty Affairs
Update / Activity Status	In 2020, the Center for Teaching and Learning organized a student success booklet, with ideas crowdsourced by CCGA faculty, which was organized around improving student mindsets (specifically, purpose and value, growth mindset, and social belonging). That booklet was shared with all faculty (full- and part-time) in 2020 and shared with all new faculty as part of the new faculty orientation in fall 2021. There is an ongoing research group focused on student mindset consisting of faculty from several departments. This group presented their work to campus as part of the Coastal Scholars Showcase in spring 2021 and has also begun collaborations with South Georgia State College.

	A subgroup of the larger research group has also begun researching growth mindset specifically in mathematics courses and ways to improve growth mindset among CCGA students. Their efforts are being shared with the entire mathematics department, especially those instructors teaching learning support.
Lessons Learned / Next Steps	The spring presentation of the research group is available here: https://libguides.ccga.edu/coastalscholars2021/growthmindset. The group found links between students perceived math growth mindset and academic preparedness with student GPA at the end of their first semester at CCGA. This is what led to the smaller subgroup focusing on ways to improve student growth mindset in mathematics courses. The larger research group is now looking at findings related to first versus continuing generation students and how it relates to cultural mismatch theory. The Office of Academic Affairs and COMPASS Career and Academic Advising are currently developing a learning community for the 2021-2022 cohort of new faculty that focuses on advising best practices. The learning community will take place in the spring semester and will include discussions on improving academic mindset through advising.

Activity / Strategy	Momentum Dashboard
Process / Steps	Build a Momentum Year Dashboard that displays momentum metrics like the percentage of students who are attempting and completing fuller schedules, and the percentage of students completing English and Math. This dashboard will not only provide high-level summary data for year-to-year comparisons, but also individual flags to help us intervene and assist students that are not on track.
Person responsible	Diana Leal, Director of Enterprise Services / German Vargas, AVP for Academic Student Engagement
Update / Activity Status	This dashboard has been fully developed and was shared with school deans on 10/07/2021. This dashboard will provide immediate support for data-informed decisions; it was used to support the discussion and analysis of the disruption and impact of the pandemic in the delivery of a momentum year.
Lessons Learned / Next Steps	This dashboard was developed to provide both high-level summary data, as well as granular data for individual academic units. Training will be required to integrate the evaluation of these metrics at the department level.

Activity / Strategy	Focus 2 APPLY/Career
Process / Steps	Full implementation of Focus® 2 APPLY, and Focus® 2 Career. This includes the integration with the student admission process, orientation, and the freshman experience.
Person responsible	Brian Weese, Director of Career and Academic Advising
Update / Activity Status	Focus2 Apply has been integrated into the Admissions application. Additionally, Focus2 Career is now included as part of the communication protocol to accepted students. Focus2Career is introduced during orientation, it is reintroduced in Freshmen advising meetings, and it is discussed during in-class presentations for core classes.
Lessons Learned / Next Steps	As we continue to strengthen the integration of these two tools, we will use this year as baseline for participation. So far 89 students have used Focus2Apply, and 267 students have used Focus2Career for 2021.

Update on Priority Areas for Work: Momentum Approach

Activity / Strategy	ENDEAVOR
Process / Steps	Continue the development and implementation of ENDEAVOR. A new committee will be created to begin implementation in conjunction with our 2021 QEP.
Person responsible	Johnny Evans, Provost and VP for Academic Affairs
Update / Activity Status	(See Section 3: Your Big Idea)
Lessons Learned / Next Steps	(See Section 3: Your Big Idea)

Activity / Strategy	DegreeWorks Student Planner

Process / Steps	Starting with the static four-year plans that have been developed for each major and updated over the last few years, we will be implementing dynamic and interactive four-year plans directly within DegreeWorks through their Student Planner feature.
Person responsible	Laura Lynch, AVP for Faculty Affairs / Lisa Lesseig, Registrar
Update / Activity Status	The College is in communication with Gordon State College (GSC), who has recently begun implementation of the Student Educational Plans within DegreeWorks. The GSC Registrar's Office is sharing implementation resources they found as well as the training resources they created for the broader campus community. The Registrar's Office has dates set aside in November to adjust all necessary back end coding to bring the SEP feature online for spring 2022.
Lessons Learned / Next Steps	To ensure this feature remains sustainable, COMPASS career and academic advisors will be trained on how to create and modify student plan templates so that plans for all majors remain updated and consistent with curricular change. The training materials created and shared by Gordon State College will be modified and adapted to fit institutional needs and to serve as a resource to all faculty advisors. These plans will have a significant impact on advising since this will reduce the time spent on mapping out student course schedules, releasing time to focus on career planning and other advising activities. The student plan features will also allow the institution to project with significantly more accuracy student demand for individual courses. This will lead to greater efficiency in our course scheduling, which will also likely improve student progression.

SECTION 4.3: GLOBAL MOMENTUM SUPPORT

Update on Communication and Planning

Activity / Strategy	Full integration of the Momentum Approach in Orientation Activities
Process / Steps	The orientation program and objectives will be fully revised under the lens of the Momentum Approach. This revision and alignment will ensure that: 1. faculty and staff participating in the activities associated with orientation are fully informed and engaged in the Momentum Approach Strategies; and 2. the students are introduced to, and start actively participating in, important practices like making a purposeful choice and creating a productive academic mindset.
Person responsible	Jason Umfress, VP for Student Affairs & Enrollment Management German Vargas, AVP for Academic Student Engagement
Update / Activity Status	From February 2021 to April 2021 an orientation committee with broad institutional representation, carefully reevaluated the New Student Orientation Program for alignment with the Momentum Year and Momentum approach strategies.
Lessons Learned / Next Steps	The result of this detailed revision of the program was a summer and fall orientation program that was focused and deliberate in the way it transmitted the momentum tenets to students.

Activity / Strategy	Momentum Approach Presentation during Launch
Process / Steps	A Momentum Approach presentation will be delivered at the beginning of the fall semester as part of the Launch Week activities. This presentation will reacquaint all faculty and staff to the tenets of the Momentum Year and the Momentum Approach, will explore the variety of institutional strategies and activities that align with these tenets, and will invite participants to brainstorm additional ideas for weaving Momentum Approach Principles into their roles and activities.
Person responsible	German Vargas, AVP for Academic Student Engagement
Update / Activity Status	A Momentum Approach presentation was delivered as part of the fall 2021 launch activities. This presentation reacquainted faculty and staff to the Momentum Approach principles and served as the platform to reflect on the individual ways in which participants were already contributing to the momentum approach, or to identify new opportunities.
Lessons Learned / Next Steps	The next step in this process is to connect with individual units in a more focused and intimate setting, where the connection with the Momentum Approach strategies and

principles takes a more individual and detailed perspective. (This is step will take place in spring 2022).

Activity / Strategy	Student Life and Housing communication of the Momentum Approach
Process / Steps	Student Life and housing maintains active communication campaigns and social media outreach and engagement protocols. The institution will use these avenues to highlight and promote the Momentum Approach elements directly to students.
Person responsible	Michael Butcher, AVP for Student Affairs, Dean of Students, and Title IX Coordinator
Update / Activity Status	The institution continues to do individual outreach through programming and intentional conversations with students in both Student Life and Residence Life and Housing. However, the outreach has not been branded through the Momentum Approach.
Lessons Learned / Next Steps	During the reminder of the academic year, the institution will develop an intentional marketing campaign through various online social media and engagement platforms, educating students on the connection of these outreach efforts to the Momentum Approach.

Activity / Strategy	Momentum Approach Peer Video
Process / Steps	Peer tutors/SI will be engaged in the creation of a student-to-student explanation of the Momentum Year and the Momentum Approach. This video will be archived and will be available for use in various activities, like orientation (Navigate), Coastal Discovery Workshops, etc.
Person responsible	German Vargas, AVP for Academic Student Engagement Niki Schmauch, Director of Academic Support
Update / Activity Status	Peer tutors/SI are currently applying the Momentum Year framework when working with students both one-on-one and in groups. This practice enforces the elements of the framework in student terms and through student experiences. They have been engaged in the creation of the videos shared under Section 4.1, Growth Mindset (https://navigate.ccga.edu/uploaded/Videos/4-ItsAllInYourHead.mp4) and, Credit Hour (https://navigate.ccga.edu/uploaded/Videos/5-WhatsACreditHour.mp4), which exhibit student-to-student explanations of the Momentum Year and the Momentum Approach.
Lessons Learned / Next Steps	Focus groups are being held to determine the material to be used in additional videos; peer tutors/SI will continue to be engaged in this discussion to make sure they fully internalize the Momentum principles and can assist the institution in the delivery of these principles in a way that connects with the student population.

Activity / Strategy	Quality Enhancement Plan (QEP) Development
Process / Steps	Our next QEP will focus on integrating more career-focused initiatives into advising as well as other curricular and co-curricular activities. This concept involves improvements to pathways, better communication of purpose and a strong development of several forms of productive academic mindset (social belonging, purpose, value).
Person responsible	Jennifer Hatchel, Associate Professor of Biology and QEP Committee Chair / Brian Weese, Director of COMPASS Career and Academic Advising
Update / Activity Status	The QEP has been fully developed and the institution is ready for its SACSCOC On-site reaffirmation visit. This QEP has always maintained a strong alignment with the Momentum Year and Momentum Approach, and the work from COMPASS Career and Academic Advising will continue to be a great contributor to the institutional Momentum Approach efforts.
Lessons Learned / Next Steps	The institution is looking forward to the SACSCOC visit from November 8th through 10th and is excited to engage in the year-by-year implementation of the plan.

Update on Faculty and Staff Outreach and Support

Activity / Strategy	USG Faculty Groups

Process / Steps	Engage institutional faculty involved in the USG's Chancellor's Learning Scholars and the HIPS Implementation Team in training and professional development activities that promote and support the implementation of the Momentum Approach activities across the faculty.
Person responsible	Laura Lynch, AVP for Faculty Affairs
Update / Activity Status	The HIPs implementation team led two faculty workshops as part of the fall 2021 launch week activities and one of the HIPs team members is providing a third follow-up workshop in November 2021 specifically on ePortfolios as part of the Center for Teaching and Learning's planned Ed Tech Week. The College's Director for Service-Learning and Undergraduate Research, who is leading the implementation efforts for the Endeavor Program was also selected as a Chancellor's Learning Scholar for the 2021-2022 academic year specifically to bring HIPs into the work of the Endeavor program. Each of the Chancellor's Learning Scholars lead a team of faculty through a learning community that is focusing on implementing High Impact Practices.
Lessons Learned / Next Steps	ePortfolios has become a central component of the College's new Quality Enhancement Plan (submitted to SACSCOC in September 2021). As the QEP is implemented, the College will continue to use these USG Faculty Groups to engage and train more faculty specifically with the high impact practice of ePortfolios. The QEP, along with the Endeavor program, will institutionalize HIPs.

Activity / Strategy	Momentum Approach module in the New Faculty Orientation
Process / Steps	The New Faculty Orientation Program will be enhanced by the addition of a module dedicated to training and preparing faculty to support the implementation of the Momentum Approach.
Person responsible	Laura Lynch, AVP for Faculty Affairs
Update / Activity Status	The Office of Academic Affairs updates a New Faculty Survival Guide each semester, which is distributed to new faculty and also biennially distributed to all faculty as a reminder. The Fall 2021 edition of the guide included several pages that explain the Momentum Approach, including ideas to incorporate mindset into the classroom, as well as a couple of pages on "Seven Principles for Good Practice in Teaching" based on Chickering & Gamson's book that also focus on productive academic mindset. (See Appendix B: 2021 Fall - New Faculty Survival Guide).
Lessons Learned / Next Steps	As previously mentioned, the College is expanding the New Faculty Orientation to include a spring faculty learning community focusing on advising, and mindset components will be included in those discussions.

Activity / Strategy	Momentum Approach Discussions at Department Meetings
Process / Steps	Academic Affairs will coordinate with each department to host a series of conversations to evaluate, from a discipline specific perspective, how each department can support the implementation of the Momentum Approach.
Person responsible	German Vargas, AVP for Academic Student Engagement / Deans and Department Chairs
Update / Activity Status	As indicated in the activity update for the Momentum Approach Presentation during Launch, the next step of engagement of Faculty are the departmental discussions across campus. These discussions are planned for spring 2022.
Lessons Learned / Next Steps	N/A

Activity / Strategy	Momentum Approach Discussions with units across Campus
Process / Steps	Academic Affairs will engage staff across campus to discuss how each unit can support the implementation of the Momentum Approach.
Person responsible	German Vargas, AVP for Academic Student Engagement / VPs of each area
Update / Activity Status	As indicated in the activity update for the Momentum Approach Presentation during Launch, the next step of engagement of staff across campus are the individual unit discussion. These discussions are planned for spring 2022.
Lessons Learned / Next Steps	N/A

Update on Data Plan

Activity / Strategy	Momentum Dashboard
Process / Steps	As described in the Resilience Plans section above, the institution will develop a Momentum Dashboard with key metrics that will allow us to be more agile to intervene and assist students that are not on track. This Dashboard will be developed in such a way that individual departments and program can track and analyze their data, which in turn will enhance their ability to support the students in their disciplines.
Person responsible	Diana Leal, Director of Enterprise Services / German Vargas, AVP for Academic Student Engagement
Update / Activity Status	(See Section 4.1: Momentum Work Resilience Update - Momentum Dashboard)
Lessons Learned / Next Steps	(See Section 4.1: Momentum Work Resilience Update - Momentum Dashboard)

Activity / Strategy	Course Success Dashboard
Process / Steps	The John Gardner Institute provided a robust data dashboard for analyzing and disaggregating student DFWI rates in gateway courses. As we complete our three-year G2C project, we are developing our own datablock to parse through data in a similar way and with numerous additional features requested by faculty in the G2C process.
Person responsible	Diana Leal, Director of Enterprise Services / Laura Lynch, AVP for Faculty Affairs
Update / Activity Status	The datablock within the Argos reporting platform has been created to expand on the G2C platform DFWI tables by including the following parameters to parse out data: Additional Student Parameters: • Graduation Status (how many students graduated in a subsequent term after taking the course) • Student Major • Student Type (specifically, dual enrollment or not) Additional Instructor/Course Parameters • Instructor

	• Instructor Type (Full or Part time) • Class Type (face-to-face, hybrid, online) • Course Capacity • Credit Hours taught by Instructor • Contact Hours taught by Instructor
Lessons Learned / Next Steps	The computational time for this query is expensive. Thus, we are restructuring the datablock into separate queries for student-focused parameters and instructor/course parameters. Once the restructure is complete, the datablock will be accessible to all school deans and department chairs to help in our ongoing analysis of course success rates and potential course improvements.

Update on Program Maps and Pressure Tests

Activity / Strategy	Momentum Enhancement to the Grade Distribution OLAP
Process / Steps	The institution has robust dashboards to evaluate various progression and academic achievement metrics. One of the dashboards that will be enhanced to assist in pressure testing program maps will be the Grade Distribution OLAP (online analytical processing cube, a table with dynamic columns and rows similar to Excel's pivot table function). The enhancement will allow individual programs and departments to shift the focus of evaluation from being course centric (overall course grade distribution), to being student centric (likelihood of progressing through their program map).
Person responsible	Diana Leal, Director of Enterprise Services / German Vargas, AVP for Academic Student Engagement
Update / Activity Status	This dashboard has been fully developed and was shared with school deans on 10/07/2021. This dashboard has extended the functionality of an already detailed and robust dashboard. With this extended functionality, department chairs will be able to analyze the progression through courses in the curriculum for their individual programs, and will allow them to pressure test and identify courses that may be creating progression bottlenecks, or courses that students are taking and that are off-track from their prescribed 4-year program maps.
Lessons Learned / Next Steps	This level of detail in reporting will need to be paired with extensive training and testing to make sure it provides the needed information and utility for academic units.

Activity / Strategy	DegreeWorks Student Planner
Process / Steps	Once the DegreeWorks student planner is implemented, we will be able to create reports based on the data that help us determine how many students need a particular course in a certain semester.
Person responsible	Diana Leal, Director of Enterprise Services / Laura Lynch, AVP for Faculty Affairs
Update / Activity Status	This is on hold until the implementation of the DegreeWorks Student Planner feature is completed.
Lessons Learned / Next Steps	Once this feature is implemented, this will allow us to begin creating data reports potentially in spring 2022. The College is also looking at the feasibility of implementing CourseDog's course scheduling suite of products which includes demand analytics using the DegreeWorks Student Planner feature.

SECTION 5: OPTIONAL SUPPLEMENTAL UPDATES

If there are elements of your critical CCG/student success work that is not detailed above that you wish to provide an update on, please use this section to indicate this.

The updates above are a detailed account of the institutional progress in the Momentum Approach plan, but for the College of Coastal Georgia, the impact on student success in not centralized on any particular set of strategies, it is a cultural commitment that permeates all processes and activities across the institution. Below you can find a small subset of those activities that are critical to our CCG/student success work:

- First, one of the big lessons learned from the pandemic, is that lack of access to technology should not be a barrier for student progression, and that the College needed to take an active approach to provide a leveled playing field for students that lacked the resources to progress in an environment where online education was so prevalent. From the initiatives launched during the pandemic, the College has continued to support students with a Laptop Loan program, and continues to proactively track students' access to their online course materials to make sure they have all the necessary resources and do not fall behind at the beginning of each term.

- Beyond the technology access and support, the institution has now implemented an intrusive and proactive success monitoring campaign that includes course engagement monitoring during the first week of classes, attendance monitoring during the second week, early alert reports during week 4, midterm course attendance and engagement evaluation during week 8, academic risk assessment during week 10, advising and registration support throughout the term, and weekly always alert referrals.

- Through various communities of practice and engagements led by the Center for Teaching and Learning, faculty often engage in discussion and activities, like book clubs, to promote best practices, and to identify opportunities to promote student success.

- Administrative processes and procedures are regularly evaluated to make sure that they are not presenting roadblocks to students, and that are helping the institution deliver a seamless and supportive student experience.

COLUMBUS STATE UNIVERSITY

SECTION I: INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Columbus State University (CSU) is a four-year public institution that offers 133 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 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-19.

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 2021, 46.2% of the new student population was drawn from these counties. A breakdown of demographics for FYFT freshmen (such as 57.8% Pell recipient, 23.9% first-generation, 49.8% African American, etc.) is shown in **Appendix I: CSU Demographics of Students (2021).**

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 had increased overall in the last eight years, until COVID-19 hit in 2020. The overall CSU retention rates, 2012-2020, for first-time full-time (FTFT) freshmen had increased from 66.2% to 74.9%, yielding an increase of 8.7% over eight years. Unfortunately, the FTFT retention rate for the 2020 cohort dipped to 59.4%, probably a result of a combination of factors, such as lower COVID admission standards, student fatigue with the continued impact of the global pandemic, student difficulty with online learning, and an increase in students who stayed home but who have now transferred out to their intended college.

However, even as the retention rate has decreased. the graduation rate has risen from 30.5% to 43.2%, an increase of 12.7%. See p. 7 for details concerning our graduation rate and our dedication to 15-to-Finish.

For its 2021 CCG Campus Plan Update, CSU focused on topics developed from Momentum Summit IV:

Section 2: Improvement Priorities
> Becoming a transfer-friendly institution (Clear Pathways)
> Reducing equity gaps in courses that have large gaps (Clear Pathways)
> Identifying and implementing high impact practices (Academic Engagement)
> Enhancing the co-curricular experience (Critical Milestones)
> Making students career-ready through internships and experiential learning (Purposeful choice, Academic Engagement)
> Emphasizing 15-to-Finish (Clear Pathways)
> Cultivating productive academic mindsets (Productive Academic Mindset)

Section 3: CSU's Big Idea: Smart Guidance
Section 4: Momentum Work Resilience
Section 5: Existing Momentum Work

SECTION 2: IMPROVEMENT PRIORITIES

The CSU Momentum team has chosen seven priority areas, aiming to be broadly inclusive of faculty and staff across the institution. Of the seven Improvement Priorities listed above, three involve Clear Pathways, one addresses Critical Milestones, one aligns with Purposeful Choice, two foster Academic Engagement, and another develops Productive Academic Mindsets. CSU has focused on these particular improvement practices to remove or lessen structural and motivational obstacles that students face and to improve the success outcomes for our campus.

Becoming a transfer-friendly institution (Clear Pathways)

CSU's first Improvement Priority is becoming a more transfer friendly institution by doing the following:

- Creating a Transfer Task Force to identify barriers to transfer student progression and recommend solutions to make CSU a transfer-friendly institution
- Determining how to not transfer unusable credits
- Initiating a centralized web location of all PLA options and required scores
- Promoting PLA options and process as early as possible
- Improving the timing of transfer credit evaluations
- Increasing the number of free electives in majors
- Developing a concierge approach to transfer and PLA-related services

Reducing equity gaps in courses that have large gaps (Clear Pathways)

The second Improvement Priority focuses on reducing equity gaps (gaps in course completion rates between different groupings of students) by doing the following:

- Developing a Diversity, Equity, Inclusion, and Belonging (DEIB) Plan in each College
- Identifying a course or sequence of courses in which to address equity gaps in each department or program
- Providing information and workshops on equitable teaching strategies through the Faculty Center for the Enhancement of Teaching and Learning
- Adding a question in the course evaluation process that enables students to reflect on their experience with equity

G2C Course Redesign was CSU's first venture into examining equity gaps. From 2018-2021, CSU was actively engaged in the Gateways to Completion (G2C) initiative to redesign four critical gateway courses: ENGL 1101: English Composition 1; MATH 1111: College Algebra; COMM 1110: Public Speaking; and ECON 2015: Macroeconomics. 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.

AY 2019-2020 marked our second year of the redesign process. Efforts continued in spring 2020, but many strategies were disrupted by the COVID-19 pandemic; due to the disruptions, our Act & Refine period was extended through Fall 2021. In Fall 2021, CSU submitted its 3rd year reports and completed its reporting for G2C. Course completion rates haven't shown the desired improvements, possibly because of disruptions caused by the pandemic. We plan to maintain a continuous improvement approach with these courses,

even though the redesign period will have formally ended. We're also planning to extend the work to benefit other courses and programs. G2C-style course completion data (disaggregated using the same categories used for the G2C process) has been generated for all undergraduate courses at CSU that enrolled at least 40 students in a 5-year period. This report has been shared with academic departments so they can prioritize a course or sequence of courses for improvement. The lessons learned in the G2C process -- including instructional and assessment strategies, academic support systems, and potential institutional barriers -- will be leveraged to support departments and programs as they plan improvements.

Identifying and implementing high impact practices (Academic Engagement)

The HIPS team at CSU has developed both short-term and long-term goals for identifying and implementing HIPs. CSU is committed to designing its bachelor's degree programs in such a way that all students have a chance to experience at least three courses that incorporate HIPs. The following are the HIPs being emphasized at this time because they are the most widely practiced; separate efforts are underway to provide high-quality first-year experiences and to promote internships and experiential learning, as well.

- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning

Activity	Process/Steps	Person responsible	Completion date
Collecting a snapshot of our current efforts in the 4 designated practice areas	HIPs Implementation Team studying NSSE data as well as creating a new faculty survey. The new survey will ask faculty to identify extent of 8 key elements they incorporate into any of the 4 HIPs and which should become the focus for faculty workshops in 2021-22	Alfredo Perez, Toni Franklin, Nehal Shukla, Andrew Donofrio, Susan Hrach	June 2021
Faculty who lead efforts in Undergraduate Research to gain external development	Participate in the Council for Undergraduate Research Summer Institute, "Centering Diversity, Equity, and Inclusion in Undergraduate Research and Creative Activity"	Lauren King, Diana Riser, Nehal Shukla	June 23-25, 2021
Development of workshop programming for 2021-22	Use Spring 2021 survey to identify top priorities among 8 key elements of HIPs to focus faculty development for AY 22	Susan Hrach	August 2021
Recommendations for earning designator in Banner for at least 4 HIPs*, possibly to extend to Internships and Capstones as quality control	HIPs Implementation Team in consultation with Faculty Center and Provost's office to recommend criteria and process for designating HIPs at the course level in Banner	Alfredo Perez, Toni Franklin, Nehal Shukla, Andrew Donofrio, Susan Hrach, Tim Howard	9/ 2021 for spring 2022 courses, 1/2022 for summer/fall 2022 courses.

Enhancing the co-curricular experience (Critical Milestones)

At CSU, the fourth Improvement Priority of enhancing the co-curricular experience involves two subtopics, 1) milestones in every program and 2) Smart Guidance and ROAR orientations (see **Section 3: CSU's Big Idea– Smart Guidance**).

Activity	Process/Steps	Person responsible	Completion date
Identify how to get students to download Smart Guidance **(See Section 3: CSU's Big Idea -Smart Guidance)**	Specific moment in ROAR orientations where students all download the app together. - Success in First Year - Cougar Chats - Guidebook - Pre-Orientation Modules	ROAR/Advising	August 2021

Identify additional academic related milestones (department Convocation events)	Identify general/overarching academic milestones Create submission process for departments and colleges	Melissa Young Melissa Dempsey Kelly Koch	August 2021
Incorporate Majors & Careers Milestones	Work with Mariko and set deadline to identify	Center for Experiential Learning and Career Design	April 15, 2021

As part of the enhancement of the co-curricular experience, CSU ADVISE has developed milestones by program and has built select items onto program maps through EAB.

Strategy or activity	Developing Milestones by Program and Building Select Items onto Program Maps Through EAB (Clear Pathways)
Summary of Activities	• Ask department chairs and others to identify key activities/courses that correlate to progression in academic programs. • Build milestone information onto program maps. • Communicate planned events to advisors so that AFA students can be connected to appropriate events to help them settle on a major. • Align soft skills with NACE.
People Responsible Those Involved with Decision Making	Melissa Dempsey, Melissa Young, Mariko Izumi, Eli Argueta Academic Affairs, Student Affairs, Department Chairs, CSU ADVISE
Outcomes/Measures of progress Challenges	This goal will be accomplished department by department so it may take a while to achieve; clear communication to chairs, to advisors, and to students is key to success. Obstacle: EAB (advising platform) and Courseleaf (catalog) are not integrated. Information added to EAB will have to be manually updated in Courseleaf.

CSU ADVISE has developed EAB Success Markers for every major/track/degree on campus. The extensive EXCEL spreadsheet identifies up to five success markers (usually a particular course), minimum grade, and desired time to complete the marker (e.g. 30-45 hours). Much has been achieved in 2020-2021 but there is more to do.

Making students career-ready through internships and experiential learning (Purposeful Choice, Academic Engagement)

A fifth Improvement Priority for CSU is integrating career awareness and career services into students' college experiences. Studies have shown that students are better motivated to complete college when the career outcome is concrete and attainable and they recognize the importance of their studies to achieving their career aspirations. If there's a job awaiting them, they have a greater likelihood of finishing. CSU has provided more internships, experiential learning, and career guidance in the senior year than ever.

Activity	Process/Steps	Person responsible	Completion date
Start developing career milestones for inclusion in program maps with each department	Select two departments (e.g., computer science and theater) to pilot program mapping • visit department to identify career-related skills in the related industries • map the skills/location on the program map • integrate micro-internships with courses	Mariko Izumi/ Jovan Johnson	April 2022
Faculty Development	Project-Based Learning Institute (summer) Soft Skills Course	Izumi/ Johnson Mariko Izumi	Dec. 2022

Emphasizing 15-to-Finish (Clear Pathways)

The sixth Improvement Priority that CSU has focused on in the past year is 15-to-Finish. 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, until COVID hit, CSU had decreased the number of full-time freshmen (FTF) enrolled in fewer than 24 credits (blue bar) and increased the number of students enrolled in 24-30+ hours (orange and grey bars).
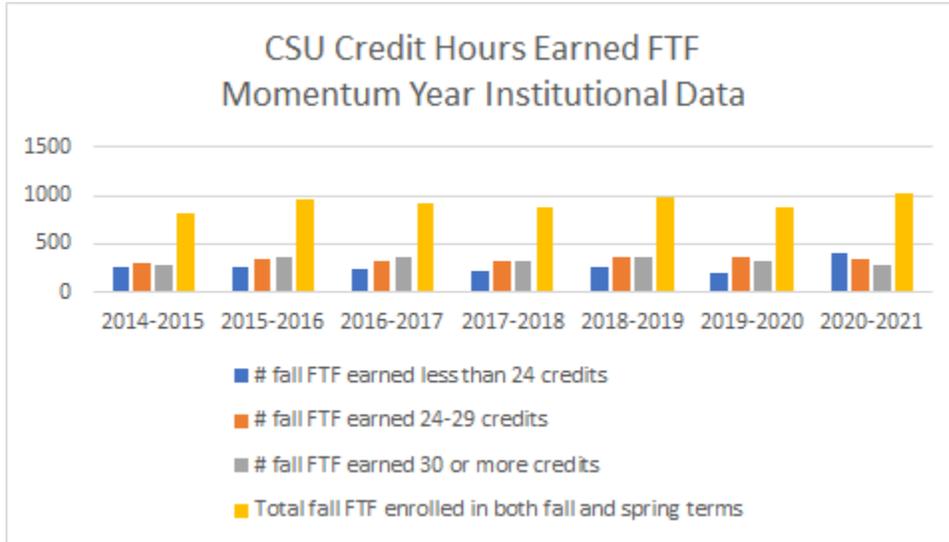
Since Fall 2014, we have provided information on the 15-to-Finish campaign to incoming students through our orientation presentations and to professional/faculty advisors through our advising training sessions throughout fall and spring semesters. Here is a chart showing some of our activities:

Activity	Process/Steps	Person responsible	Completion date
Develop college strategies to offer courses in formats that enable more students to take 15 hours (online asynchronous courses, half-term courses, Jan-term courses. block scheduling, cohort models)	Each dean develops a strategy to add each of these course types	Deans	Dec. 15, 2021
Work with advisers to develop persuasive tools	1. Discuss 15-to-Finish with advisers, gauge their level of buy-in 2. Educate/persuade advisers, as needed 3. Collaborate with advisers to identify resources needed to discuss with students	Tim Howard and advisers in CSU Advise	Dec. 15, 2021
Survey students, asking reasons they don't take 15 hours	1. Develop Qualtrics survey 2. Distribute survey around fall registration 3. Analyze results	Institutional Research	Nov. 15, 2021
Increase on campus work opportunities for students	Explore ways to employ more students on campus through work study and student employment	Deans, HR, and academic and nonacademic department heads	Ongoing

Due to our 15-to-Finish efforts, we have improved our 6-year graduation rate by 13% in just 5 years.

6-Year Graduation Rate
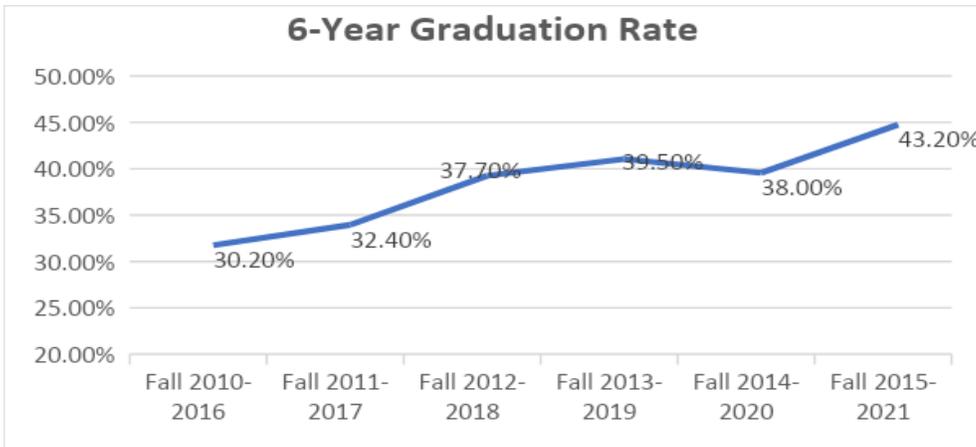
Key to putting 15-to-Finish in practice is understanding why students chose to take less than 15 hours in a semester. Data was collected from the Fall 2021 In-person ROAR Orientation Student Survey that shed some light on this problem. This is how students responded to "For the Fall semester, my advisor scheduled me for…":
 →18 or more credit hours 5.22% (55 students)
 →Between 15 and 17 credit hours 71.42% (752 students)
 →Less than 15 credit hours 23.36% (246 students)

When we drilled down into the reasons why students did not take 15 hours, we discovered some responses that warrant further discussion. In a few cases, it might be possible to persuade students to take a few credits more in order to propel them to graduate sooner and to encourage them to take greater responsibility for their future.

We learned that some students end up with 14 hours in their first semester while fully expecting to take 16 hours in their second semester. Discussions about this and the feedback from our students have led our team to also look at a yearlong perspective, tracking the proportion of students completing 30 hours in their first year. This will allow us to take CSU's unique January-term into account, along with summer terms, while looking at the overall pace. We're currently building baseline data for this model.

Feedback for < 15 Credit Hours
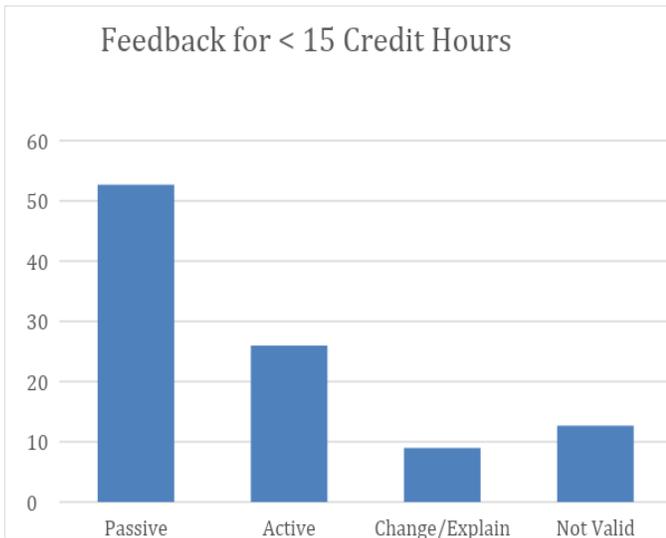
Passive = I don't know, it was what I was assigned, that's what I was given, etc.
Active = work full time, can only take classes in the morning, play baseball, dual enrollment, need to audition yet, wanted easier schedule, can't drive, needed remedial classes, etc.

Change/Explain = students addressed their class schedule, explaining that they will be adding classes, that a particular class they wanted was full, that they changed majors and will be dropping/adding a class, that a class didn't fit their time schedule, etc.

Not Valid = responses did not answer the question (Nursing major, not currently registered for classes, "I have a meeting," "my GPA in high school," "ggg," etc.

Cultivating productive academic mindsets

Students begin their college experience at CSU by taking the Mindset Survey, a first step in getting them to think about how their mindset affects their chances of success. Since Fall 2017, CSU has distributed the Academic Mindset survey every semester to all incoming first-year students. Since then CSU has turned its focus not just to measuring Mindset of freshmen, but to assessing it among faculty and staff and to cultivating a productive academic mindset in students, CSU's seventh Improvement Priority.

CSU ADVISE provides advising and academic coaching as well as peer mentoring SIP (Strengthening Institutional Programs) 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 coaching on 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. In Fall 2021, NCDE training was extended to Peer Instruction Leaders (PILs), who implement a modified version of Supplemental Instruction in courses strategically targeted for improvement of course completion rates. As a result, the academic coaches, peer mentors, and PILs learned to implement techniques and strategies to help the students they serve to better understand and adjust their academic mindsets.

Summary of Activities	Mindset surveys administered at the beginning and the end of each 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.

EAB Software at Columbus State University

There are two pillars of EAB software at CSU: Navigate and Smart Guidance.

Navigate is a comprehensive student success management system that links administrators, faculty, staff, and advisors across campus in a coordinated care network to support students from enrollment to graduation and beyond. It incorporates:
- Predictive Analytics
- Appointment Centers/Scheduling Software
- Advising Notes/Tutoring Notes
- Early Alerts/Referrals
- Progress Reports
- Attendance
- Communication Tool: Text and Email
- Reporting

Smart Guidance, our newest pillar of EAB software, is the student-facing part of the platform, which can be accessed via mobile application. It includes features such as:
- Intake Survey
- To-do Lists
- Reminders
- Academic Planning
- Registration
- Polls/Surveys
- Study Buddies
- Student Resources

Smart Guidance Implementation

The EAB Smart Guidance student facing app soft-launched to students in Fall 2020. We sent out marketing via CSU email, put it in CSU email newsletters, put it on our social media channels, mentioned it during advising appointments, and discussed the app with students during virtual orientations. However, we quickly noticed that we needed a better way to reach out to students about the app because it was not being downloaded at the rate we expected and we began discussions to market it heavily during freshmen orientation.

Starting in May 2021, a full roll-out geared towards incoming students attending orientation began. While we are focusing our marketing to incoming freshmen, the Smart Guidance app is available for all undergraduate students. Our marketing campaign targeted incoming freshmen coming through Summer 2021 orientation. Students were given Smart Guidance handouts in their orientation bag and Smart Guidance was promoted during several sessions by both advisors and ROAR leaders. The current number of students who have downloaded the app is 1,147 (as of 10/11/2021). In comparison, during the Fall 2020 semester, only 141 students downloaded the app.

Features of Smart Guidance include, academic planning, appointment scheduling (tutoring, advising, study abroad, etc.), study buddies, the ability to view holds, the ability to view meeting notes, a to-do list, a calendar of events, push notifications, an intake survey, and the ability to view all resources and support offices on campus. With the plethora of features available within Smart Guidance, we foresee this app becoming a game changer in the way we communicate with CSU students.

Intake Survey

Upon downloading the Smart Guidance app, students are required to complete an intake survey. This survey is reset each academic year and students are prompted to retake it. See **Appendix II** for a list of **Smart Guidance Intake Survey Questions** that we ask students.

Student answers to the intake survey questions are used to connect them with support centers and services applicable to them. For example, students who indicate they are interested in Tutoring Services are contacted directly by the Academic Center for Tutoring. We also use the intake survey answers to target students as marketing for our CSU ADVISE College Knowledge Workshops. These workshops are meant as an extension of the orientation process and meant to deliver important information to students.

Smart Guidance Features

Holds - Holds have been loaded into the app that alert students when they have a hold on their BANNER account. Holds range from advising holds, audition holds, Bursar holds, transcripts holds, immunization holds, Dean of Student holds, orientation holds, etc. Furthermore, the app provides students with information on how to release these holds as well as contact information for that department.

Push Notifications - This feature can be used several ways. If students give the app permission to send push notifications, students can set up their own reminders, get notifications on their holds, when a faculty/staff/advisor reaches out to them, new survey notifications, etc.

Study Buddies - Using study buddies, students will be able to identify other students in their classes who are looking to form a study group. This digital 'matching' service will allow students to connect to each other.

Academic Planning

The Academic Planning feature inside Smart Guidance will allow a student to see their entire four-year plan laid out from their very first semester. Essentially, academic planning brings CSU's program maps to life. In alignment with the Momentum Approach, having a clear pathway to graduation aids in retention and also aligns with the 15 to Finish initiative. Furthermore, students can instantly visualize the impact of their decisions related to credit hour production. For example, if a student drops a course or decides to take less than 15 credit hours, they can instantly see how it will impact their graduation date. Advisors and students will also be able to interact via the app to adjust and collaborate on their academic plans. Deans and chairs will be able to use student plans to predict course needs/seats and help pressure test program maps (see **Appendix IV: Pressure Testing Program Maps**). The one drawback to Academic Planning is that each degree/program must be built by hand. CSU ADVISE currently has four team members trained to build programs in academic planning. Since this task is manual and time consuming, plans have only been built back to the 19/20 catalog year.

Success Markers

As part of the Momentum Approach, Dean and Department Chairs have been solicited to identify Success Markers for all CSU degrees/programs. Advisors have also been included in this process. These Success Markers will identify courses that are essential to each degree and act as pivotal courses needed for students to be successful in their major. Success Markers are able to be noted by a required grade and a timeline to completion (i.e. students must pass class with a C or better before they reach 30 hours). If a Success Marker is missed, advisors will be able to reach out to a student immediately to intervene. Smart Guidance will allow us to push a notification to students about these missed success markers.

Co-Curricular

Smart Guidance and Academic Planning also aligns with the Momentum Approach goal to engage students with co-curricular activities. These milestones are being identified by department chairs, Student Life, the Center for Experiential Learning and Career Design, advising, etc. For example, students will be prompted when to apply for graduation or when to take required entrance exams for their majors, such as the HESI for Nursing or the GACE for Education. Student Life and academic advising co-curricular activities have been loaded into the Smart Guidance app. Work is underway to identify departmental activities in collaboration with the Center for Experiential Learning and Career Design.

Using Academic Planning for Registration

We are currently in the implementation process to use Academic Planning as a registration tool. Implementation has taken longer than expected as we coordinate with EAB, ITS Athens, and CSU's UITS department. Originally projected to go live in Fall 2021, the expected date of completion has been pushed to Spring 2022.

Reaching "at-risk" students (See also Appendix III: Summary of Activities and Measure of Success)

In order to help "at-risk" students persist toward graduation, advisors at CSU utilize predictive analytics through the use of EAB Navigate which takes into consideration ten years of CSU student data and develops a predicted risk level for all CSU students. This risk level indicates whether students are at a low, medium, or high risk of not graduating from CSU. This risk level is taken into consideration during annual advising appointments, major selection, and is used for targeted campaign interventions/outreach via EAB Navigate and Smart Guidance. Some examples of targeted interventions are, students with low midterm grades, non-productive grades, courses that do not apply to their degree plan, etc.

University Support Program (USP)

As part of the Strengthening Institutions Programs (SIP) Grant, we have eliminated Probation/Exclusion. Students are now placed on University Support Standing (USS), which is managed via EAB Navigate. SIP Advisors utilize EAB Navigate and Smart Guidance to schedule two mandatory meetings each semester with USS students. Notes are taken in EAB for students to refer back to. Furthermore, peer coaching sessions, peer tutoring, group workshops, retention workshops, etc. are scheduled, managed, and tracked through EAB Navigate and Smart Guidance. The use of Smart Guidance will extend our reach to these students.

Faculty Engagement*

The number of faculty engaging with EAB products has increased over the past year. We hope that the implementation of Smart Guidance will continue to increase faculty utilization.

Fall 2019	54.75%
Spring 2020	23.10%
Fall 2020	72.76%
Spring 2021	66.02%

Engagement is determined by completing at least one of the following: scheduling appointments, adding availability, making notes on student accounts, texting/emailing through the platform, taking attendance, issuing alerts, and responding to progress reports.

EAB Navigate is utilized 100% percent as the daily student scheduling, engagement, and tracking tool for CSU ADVISE. In addition, the use of Smart Guidance will increase our chances of connecting with our students since we are meeting them where they are.

SECTION 4: UPDATING MOMENTUM WORK RESILIENCE

Section 4.1: COVID-19's Impact

The pandemic certainly hindered our plans for the Momentum Year and the overall Momentum Approach. In this section, we outline our progress on implementing our resilience strategies. We will look at what we have accomplished since Momentum Summit IV, how we are currently challenged, what successes we have had, whether we have amended our original plan, how we are supporting the success of all students (including Black, Latinx, and First-Generation), and what we can do to ensure our work is sustainable and resilient.

SECTION 4.3: GLOBAL MOMENTUM SUPPORT

Communication Planning

Activity	Process/Steps	Person responsible	Completion date

HIPs Implementation	Public-facing Google site already created for repository of resources	HIPsters	June 2021
The co-curricular experience	-Market Smart Guidance to students/campus -Communicate submission process	Advising/SLD	Ongoing
Career	Collect information from faculty what skills/competencies are important for their programs	Experiential Learning Center	April 2022
15-to-Finish	1. Deans communicate with their colleges about course formats and needs 2. Share data + tools with advisers	1. Deans 2. Tim Howard	1. 9/1/2021 2. 12/15/2021

Data Plan

Activity	Process/Steps	Person responsible	Completion date
HIP Implementation	Define HIP, get institutional background, names of people working in each HIP	HIPsters	June 2021
The co-curricular experience	1. App usage data 2. Event attendance scanning/tracking data	Advising UITS/IR	Ongoing
Career	1. Qualitative information from faculty; 2. Handshake usage data for each department 3. Information gathering about internship coordination, plus other steps	Jovan Johnson	December 2021
15-to-Finish	1. Use 15-to-Finish BI to help colleges identify areas of need in selecting course formats to enable more students to complete 30 hrs/year 2. Use USG report in discussions w. ADVISE 3. Use Qualtrics survey to learn more about students' reasons for not taking 30 hrs/year	1. Deans 2. Tim Howard 3. Inst. Research	1. 9/1/2021 2. 5/31/2021 3. 11/15/2021

Faculty and Staff Outreach and Support

Activity	Process/Steps	Person responsible	Completion date
HIPs workshops	Implementation team will recommend topics for fall 2021	HIPsters and Susan Hrach	June 2021
The co-curricular experience	1. Info session during Welcome Week 2. Collaborate with Susan Hrach, Director of the Faculty Center	Advising/SLD	August 2021
Career	1. Offer workshops for faculty/staff for helpings students with resume and career conversations 2. Survey faculty about their knowledge/comfort level about career development conversations	Experiential Learning Center	April 2022
15-to-Finish	1. Meet with advisers to discuss 15-to-Finish goals and data 2. Share tools developed with advisers	Tim Howard	1. 5/31/2021 2. 1/4/2022

All communication avenues proposed are on track, the actions relating to data are proceeding as planned, and faculty and staff outreach is on target. We have not encountered obstacles or resistance. So far, the idiom "Plan your work, and work your plan" rings true for our efforts in Global Momentum Support.

CSU has chosen to continue critical CCG/student success work that is not detailed above: Academic Focus Areas, Program Maps, Pressure Testing, 2-Year Course Rotation, Off-Ramps, and Free Elective Credits. See **Appendix IV** for information on **Pressure Testing** and **Appendix V** for information on **Continuing and Expanding Existing Momentum Work.**

DALTON STATE COLLEGE

SECTION 1. 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 College's vision is to deliver a transformational education by engaging the unique perspectives of a diverse student population to create sustainable solutions that improve our community and world.

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, and Health Professions) forges important partnerships to inspire students to be active members within their professions and communities.

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 increasing to 33.3% in Fall 2020. The student population remains one with a large proportion of first-generation attendees (49.7%, Fall 2020), with approximately 61% attending full-time and 47.5% of the students receiving Pell grants (Fall 2020). The student population is largely female (63.1%). The average age of the student body is 21.9, and the adult learner population remains relatively small at 6.1%.

Enrollment declined for the 2021 AY, demonstrating a 3.4% decrease for a total student population of 4,794 in Fall 2020. Between Fall 2019 and Fall 2020, the College's dual enrollment population experienced a minimal -0.5% decline, dropping from 391 students in Fall 2019 to 389 students in Fall 2020. This decrease was likely pandemic related. The College also experienced a decline in the number of degrees conferred during the COVID-19 pandemic, dropping from a high of 840 graduates in the 2019-2020 academic year to 780 graduates during the 2020-2021 academic year (a 7.1% decrease). The largest decline was among associate-degree graduates, with an 18.8% decline over the previous year, while the number of bachelor's degrees conferred declined by 4.1%. Some demographic groups fared better than others. The number of Hispanic/Latino graduates increased by 10.9%, and the number of Asian graduates increased by 15.4%, while the number of white graduates decreased by 11.9%, and the number of blacks decreased by 14.3%.

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, and the College is focusing its Quality Enhancement Plan for its SACSCOC reaffirmation of accreditation on the first-year experience.

SECTION 2: IMPROVEMENT PRACTICES: UNDERSTANDING CHANGE MANAGEMENT

Academic Advising

All departments and schools on campus reviewed the 9-credits selected for their focus areas, updated the program sheets, shared the updated sheets with the departmental faculty, and shared completed program sheets with the Advising and Student Success Center. These guided pathways support all students in that they include a plan that clearly presents the steps to program completion. The new program sheets have been designed to link purpose and pathway together. The Center continues to work with the Department of Marketing and Communication to publish the academic pathways and career information for each program in a visible place on the website. The new program web pages are well designed and will provide good information to prospective and current students, and

once they are on the web, they will provide access to all. However, the project is behind schedule as Marketing has had competing priorities brought about by the COVID-19 pandemic.

Ad Astra

Advising continues to work with Ad Astra to use the data provided to understand how successfully students are moving through the Momentum Year. Program maps have been updated within the Ad Astra program, and Ad Astra continues to improve its reporting to align with the Momentum Year. More training will need to be conducted to incorporate the tool in daily advising work.

Department chairs have participated in bi-weekly training in the use of Ad Astra, which can monitor course enrollment, compare trends with previous semesters, and predict seats needed based on student demand from pathway progress.

Financial Literacy Lab

Through a collaboration with the Believe Greater Dalton Education Partnership, the College was awarded funds from the College Access Grant which allowed for the purchase of 500 lifetime financial education student licenses through the National Financial Educators Council. Financial literacy is a significant issue for our student population, which includes a large portion of first generation, low income, underrepresented students. From Spring 2018 to Fall 2020, 31% of Dalton State students indicated financial concerns as the reason for their full withdrawal from college in exit interview data. The lab provides financial education in three areas that can benefit students on their journey to graduation: budgeting, planning for financial emergencies, and assessing ways to pay for education. Students who participate in the workshop series have access to an online personal finance education program to further their understanding. Peer financial fitness coaches provide one-on-one sessions and classroom presentations pertaining to topics on financial literacy for college students. The lab offers one-on-one individualized appointments, presentations and workshops, an online, module-based curriculum, and campus-wide financial literacy events. Student input was solicited through a survey in April 2021, which provided insight into the specific financial issues that students face. Currently, there have been 795 student touch points out of the 4,794 students who were enrolled last year, and the grant is expected to reach an additional 500 students in Fall Semester 2021. The College received an additional grant that will allow the lab to provide community assistance with FAFSA in Spanish and English, develop a bilingual finance education library, and provide additional financial education workshops. Evaluation will consist of documenting the number of students and community members served, surveying workshop and FAFSA night attendees to assess impact, and evaluating exit interview data to determine if there is a decrease in the number of students who withdraw due to financial concerns. In addition, our U.S. Department of Education Title V grant paid for the renovations of the physical space for the Financial Literacy lab as well as the salaries for all the peer coaches.

Science Education Grant (Noyce Scholarships)

To remove or reduce the financial barriers many students face in completing a bachelor's degree, the College applied for a National Science Foundation's Robert Noyce Teacher Scholarship Program grant, which it was awarded in May 2021. This five-year $1.2 million grant supports STEM majors who change to the Secondary Certification options in mathematics, biology, or chemistry and provides

1. Scholarships up to $15,500 for their junior and senior years.
2. Mentors for their junior and senior years as well as their first year as a public school teacher.
3. Specially trained host teachers and site supervisors during their junior and senior years.
4. Two-week paid externship in industry.
5. Tuition to earn an ESOL endorsement.

The grant will help fulfill the statewide need for STEM teachers while providing monetary and academic support to improve student access and success.

Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) Technology Grant (WebEx)

The College recently received a two-year $2.1 million-dollar Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) grant designed to help institutions of higher education emerge from the Coronavirus pandemic more resilient and expand educational opportunities for students. To improve delivery of online courses and to expand outreach of academic support services, career development opportunities, and developmental activities, Cisco WebEx Meetings will be purchased. Unlike the current platform, WebEx provides remote participants with the same experience as the students physically sitting in the classroom. It provides complete access to anyone who has a phone, thus helping to address equity issues. This expansion will serve all students and expand remote learning opportunities when necessary. Beyond the pandemic, the College envisions expanded real-time access to students from more remote areas of the College's service area (some students drive an hour one way to get to campus) and/or students who because of temporary or permanent health issues are unable to be physically present in the classroom. The WebEx platform also provides transcription and captioning services to further increase accessibility for hearing and visually impaired students.

U.S. Department of Education, Title III, Part F, Hispanic-Serving Institutions – Science, Technology, Engineering, or Mathematics (HSI STEM) and Articulation Program

On October 1, 2021, the College was awarded a $4.2 million dollar HSI STEM grant over five years, which has the potential to support all students regardless of major. A stated purpose of this program is to increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or mathematics. Funds from the grant will be used to increase the number of students participating in undergraduate research by removing a barrier that prevents some students from participating. One barrier that hinders participation in undergraduate research is finances. Many of our students must work. Funds for student stipends will give them that extra assistance they need so that they do not have to work or so they can reduce the number of hours that they work.

As a part of the plan, the College will create a centralized STEM internship program, a peer mentorship program, and expanded research opportunities for our students in addition to increasing services for students facing hardships. The grant will fund a position for a STEM mentor and experiential learning coordinator, who will organize internship opportunities, as well as provide professional development and career coaching. A peer-to-peer mentorship program will also be created to provide students with additional support. The grant will fund a new position responsible for working directly with students in need to make sure they have access to the resources needed to succeed. That person will be responsible for connecting students with healthcare providers, state or federal benefits, food pantries, alternative housing, tutoring, counseling, or disability access. The grant also will fund two faculty positions, one in biology and one in chemistry; faculty and student stipends, facilities and equipment, and supplies for student research projects; and a dual enrollment coordinator.

Laptop Loan Program for Students

The temporary closure of the Roberts Library and the transitioning of many classes to a remote or virtual environment during of the COVID-19 pandemic created a hardship for our student population because of lack of access to technology. Though the library continued to provide a wide array of online services and support, students did not have physical access to the library's computer labs or learning commons. When the library reopened with reduced hours in Fall 2020, access to laptops remained a challenge, a problem that was exacerbated when the library had to close completely because of extensive flooding. Faculty members contacted the library director to inquire if the library could loan laptops to students. At that time, the library had only 16 laptops, which were available for in-library use and 20 that were used during library instruction sessions. Working with the Vice President for Student Affairs and Enrollment Management (whose office had also received numerous inquiries), the library was able to obtain 10 more laptops, which were quickly checked out to students who had expressed a need.

Through funds from the emergency Coronavirus Aid, Relief, and Economic Security Act and the Higher Education Emergency Relief Fund, the College purchased 200 laptops to be loaned to students. The library developed laptop loan processes and policies and has coordinated the assignment and check-out of laptops each semester. These policies allowed students to borrow a laptop for the whole semester beginning the week prior to the start of classes. During Fall 2020 Semester, there were 150 requests for laptops, and in Spring Semester 2021, there were 195 requests. This lending program removed structural barriers for our student population and has continued on into Fall Semester 2021, where 167 students so far have been able to borrow laptops.

Gateway to Completion (G2C) Course Redesign

The College's G2C Steering Committee, liaisons, and MATH 1111 and ENGL 1101 Redesign Committees completed the final year of the course redesign process which is overseen by the John Gardner Institute. During the 2020-2021 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.

In MATH 1111, DFWI rates for Fall semesters have fluctuated between Fall 2018 and Fall 2020, ending with a decreased DFWI rate: 44.2% (Fall 2018), 35.3% (Fall 2019), 40.7% (Fall 2020). MATH 1111 DFWI rates between Spring 2019 and Spring 2021 also fluctuated as well but ended with a substantially decreased DFWI rate when compared with Spring 2019: 53.1% (Spring 2019), 27.4% (Spring 2020), 38.4% (Spring 2021). While success of the interventions was impacted by the COVID-19 pandemic, changes in the way MATH 1111 co-curricular classes were staffed (the same instructor teaching both the co-curricular support class and MATH 1111) and changes to the homework platform appear to have contributed to increased success in College Algebra.

The COVID-19 pandemic had a greater impact on success rates in ENGL 1101. In Fall 2018, 76.39% of the students enrolled in ENGL 1101 passed with a C or better. Our G2C redesigns showed promise in Fall 2019 with success rates improving to 78.68% (pre-pandemic); however, success rates decreased to 74% in Fall 2020. Since the pandemic began, success rates in ENGL 1101 in the spring have decreased considerably, dropping from 63% earning a C or better in Spring 2019 to 51% in Spring 2020 and to 48% in Spring 2021. Though all students were affected by the pandemic, our at-risk first-generation student population has struggled not only with the virus, but with the online, hybrid, and HyFlex modes of instruction necessitated by the pandemic. Students in our smaller

face-to-face classes tended to be more successful. Now that we are primarily back to face-to-face instruction, we expect to see a positive change in this trend. The faculty involved in the Gateway to Completion redesign are continuing their action plans, and English faculty members with lower success rates have been asked to set teaching goals this year to improve student success.

Title V Grant

Tutoring and Supplemental Instruction received funds as a Hispanic-Serving Institution in 2019 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. This grant has removed structural and motivational barriers that hinder student success by supporting the Tutor Ocean Platform, a virtual tutoring and appointment scheduling program that also permits students to set a language preference when selecting a tutor. Since the grant began, the top tutoring courses have included study skills, MATH 1111, MATH 2181, and BIOL 2212K. Since its adoption, the platform has had 6,074 student touch points, and 93.5% of the students felt more confident after using the platform to meet with a tutor. The grant has also given free access to all students to Grammarly Premium, a program that checks for 400+ common grammar and usage errors and provides detailed explanations for mistakes; usage data show that almost half the student population are Grammarly users. In addition, it has paid for a website translator that allows for instant translation into five languages. The grant also 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 Title V Advisory Committee includes a grant director, the executive director of advising and student success, the vice president for student affairs and enrollment management, an academic coach, academic advisors, the Financial Literacy Lab specialist, the assistant director of peer education, and the supplemental instruction and programs specialist.

Affordable Learning Georgia/No Cost and Low Cost

Since this program began, faculty at the College have been awarded 18 grants, and the Affordable Learning Georgia website ranks Dalton State as number 7 in the University System for student savings and number 7 for the number of students impacted by these resources. During 2020, 16.9% of all course sections offered no-cost materials, 8.2% offered low-cost materials, for a total of 25.10% low cost/no cost sections, amounting to an annual savings of $774,821 for all projects implemented.

SECTION 3. YOUR BIG IDEA

Dalton State's big idea for its 2021-2022 Momentum efforts is that we are "All in It Together: Supporting Students on Their Journey to Success." Student success efforts must be seen as everyone's responsibility. No matter what one's role is on campus, we all contribute—consciously or not—to our students' sense of belonging, and we can all work together to help students strengthen their sense of purpose, understand the relevance of all of their course work, develop a growth mindset, and see setbacks as opportunities to grow and thrive.

Our campus Momentum Team recognized that among the challenges was ensuring that the whole campus community understood what the Momentum Year and the Momentum approach involve. Though the campus has completed multiple Momentum plans, perhaps only 30% of the staff and faculty fully understand or connect with the Momentum approach in their work. To address this, our 2021-2022 plan has involved multiple participants throughout the college in the development and implementation of the College's work. In late spring 2021, Academic Affairs met with each academic department to discuss the Momentum approach and the College's plan in order to enlist their support. Also in the spring, the College's Quality Enhancement Plan team began meeting to create a plan to address a complete first-year experience for our students. In August, the Office of Academic Affairs organized a Staff and Professional Development Day that featured a number of interactive workshops focused on various aspects of the Momentum approach, and chairs and unit heads suggested faculty and staff set some personal goals to support our efforts.

Our progress toward implementing our big idea is detailed in the sections that follow.

SECTION 4.1 MOMENTUM WORK RESILIENCE UPDATE

Resilience Plans: Momentum Year

Activity	Progress Update (Accomplishments, challenges, successes, changes in planning, support of all students, lessons learned so far, and next steps)
Re-examination of Perspectives (first-year experience) courses	The QEP Planning Committee has examined research and data regarding various first-year student issues and is in the process of finalizing basic student learning outcomes/measures related to the first-year experience course's (PRSP 1010) revision in light of the QEP. The QEP Planning Committee includes broad representation from both Academic and Student Affairs. There is widespread belief that the PRSP course should be the vehicle for addressing a

Exploration of first-year experiences beyond a single course	number of student success gaps. Fortunately, the course is already in the catalog, approved for credit, and has a number of faculty committed to it. Challenges include staffing a sufficient number of PRSP courses so that all first-year students can take the course, which is one of the required Area B electives; training so that each section of PRSP, despite the theme or faculty member, addresses key outcomes related to student acclimation to college (mindset, advising, sense of belonging/community connection, etc.); working against a history of various iterations and approaches to the first-year experience course that has led to confusion; and funding during a time of budget reductions. As part of the QEP Planning Committee's work, the committee, in conjunction with the Student Transitions Committee, is submitting a proposal to the College's Academic Programs Committee to make the Perspectives course required for all full-time/first-time associate (with the exception of AAS and ASN students) and bachelor's degree-seeking students starting Fall 2022. This will require sufficient staffing and funding and proactive scheduling. This project will take a lot of coordination of moving pieces and a strong leader committed to mentoring faculty in the course. Next steps will include training and scheduling for the pilot year of the QEP, which will focus on the PRSP course. The co-chairs of the Student Transitions Committee have made updates to the first-year Perspectives courses in support of the Momentum Year and academic mindset. In bringing back StudentLingo, a series of online workshops that focus on student success, and requiring it for our students, the course is reinforcing the growth mindset for students. Each student completes the "10 Habits of Mind" Workshop, which specifically leads into the concept of mindset.
Increased use of supplemental instruction in first-year English and math courses to promote student success	The assistant director of peer education and the supplemental instruction program specialist have successfully begun utilizing supplemental instruction for MATH 1111 in fall 2021. Supplemental instruction could not be implemented for ENGL 1101 this fall because on an inability to find qualified students. While historically the assistant director, with the help of the English Department, has found a sufficient number of English SI leaders, this semester we lacked qualified applicants even after working with English faculty for recommendations. There was a significant decrease in overall supplemental instructor leader applicants for each discipline this year, probably related to concerns about the COVID-19 pandemic. To address the decreased number of applicants, the assistant director will begin working with faculty to obtain recommendations much earlier in the semester in preparation for the next term. While the department potentially supports all students in a wide range of disciplines, the department is conducting assessment efforts to gauge reasons for nonparticipation so that it can adjust accordingly and support more students in the future. The department has learned that it needs to adapt SI Leader recruitment strategies for these changing times. Next steps include creating an action plan for greater intentionality in hiring peer educators and gathering data on participation and student success at the end of fall semester.
Expansion of one-on-one study skills program to include growth mindsets	Peer educator training was expanded to include a focus on mindset. The mindset expansion in the study skills program was implemented with interactive activities. The assistant director and SI specialist implemented a pre-test and post-test to better understand the mindsets of students before and after the 8-week series. Pre- and post-tests include Likert-scale and open-ended questions. So far, there have not been challenges, and no changes in planning have been necessary. Preliminary data from pre- and post-tests are suggesting potential changes in student mindsets. A question example includes the following statement: "When I work hard, it makes me feel as though I'm not very smart." a. Pre-Survey: 62.5% Disagree; 25% Strongly Agree; 12.5% Agree b. Post-Survey: 80% Disagree; 10% Strongly Disagree; 10% Agree This intervention has the potential to support all students since any student who attends the workshop study skills series in exposed to this content. There have been 82 sessions conducted since August 2021. Preliminary results show that students are more invested in mindset

material than anticipated, including concepts that are not included in pre and post-tests. For example, in the open-ended questions we received responses such as "I did not know the brain's neutrons actually change and adapt when learning a new skill" and "I never thought I was smart, and I didn't think spending extra time could help that."

Next steps include assessing the mindset activities and delivery in this series after more mindset data have been collected from pre- and post-tests.

Choosing a Major Workshop	In Fall Semester 2021, the student success coach offered five workshops that cover strategies for choosing a major. However, because of lack of student participation, these will be offered again in the spring with broader advertising for the event.
Honors Program Co-curricular Experiences Coordinator of the Honors Program and Dean of Students Office	Student Life facilitated Honors Program seminars that focused on personal and professional development and included a focus on student success, navigating campus resources, mental health awareness, and resume building. In Fall 2020, these seminars were conducted virtually due to COVID-19, and they were hosted in-person in Spring 2021. The Honors Program had a noticeable presence at the 9/11 Day of Service and the Big Event in Fall 2020 and Spring 2021, respectively, and 42 Honors students participated in the 9/11 Day of Service during Fall 2021. The Honors Program hosted its inaugural Last Lecture on February 9, 2021. This event was conducted virtually and was attended by honors students, the Honors Program Council, and the administration. A recording of the event was disseminated to all faculty and staff. COVID-19 was a considerable challenge for the co-curricular component of the Honors Program. However, Student Life's willingness to offer programming virtually enabled honors students to experience the Honors Program seminars. Student engagement, even for a required event, is a challenge. Many students believe that their sole responsibility is to perform well in their classes. Although the Honors Program is an academic program, the Honors Council has made the decision to prioritize student engagement outside the classroom, and communication of this expectation to students takes persistence and time. Executing the co-curricular components of the Honors Program is an extremely important step in honing the culture of the Honors Program at Dalton State. These co-curricular events help the Dalton State community to consider the Honors Program as more of a holistic experience rather than a program centered solely on academic courses. Since its inception in 2018, the program has been expanded to allow participation from dual enrollment students, and the program has grown steadily from its initial group of 20 students to include 153 students in Fall 2021, with 93 freshmen, 33 sophomores, 11 juniors, and 2 seniors. Next steps include assessing the effectiveness of co-curricular components of the Honors Program.
Honors Program Perspectives (first-year experience) Courses Coordinator of the Honors Program	Students in the Honors Program were enrolled in one of three honors-only Perspectives courses in Fall 2020. These courses were team-taught by faculty members, which achieved a certain degree of interdisciplinarity in their course content. Although an innovative idea in principle, having the Perspectives courses team-taught required some challenges for faculty members who are accustomed to teaching their own subject matter and delivering their course content in a way in which they are comfortable. Consequently, in Fall 2021, Honors sections of Perspectives are not being team-taught. Having honors-only sections has been advantageous for the faculty and the students in the program. These sections have strengthened the students' sense of community and belonging and have elevated the perception of academic rigor for Perspectives courses.
Examination of the content of introductory science courses with a focus on inclusive learning and focus on removing barriers to inclusion and equity	The Howard Hughes Medical Institute (HHMI) grant leadership team designed an Inclusive Teaching Fellows program for STEM faculty during the 2021-2022 academic year. This fellowship requires faculty to participate in the following: 1. A six-week Inclusive STEM Teaching comprehensive online course. 2. A six-week faculty learning community run alongside the course, and 3. A two-day symposium analyzing STEM success data in the College's introductory STEM courses, identifying solutions, and creating an action plan going forward to modify the content and delivery of introductory STEM courses to improve student success.

Principal investigator of the Howard Hughes Medical Institute (HHMI) grant	Three faculty applied for and were successfully accepted into a national NSF program to be trained as facilitators in the online Inclusive STEM Teaching Project course in Summer 2021. In addition, five more faculty from different disciplines have been accepted to be trained as facilitators in this course in January 2022, further expanding the reach this project. Although the course appears to be focused on STEM, the inclusive teaching practices are generic and broadly applicable. Fourteen faculty across the STEM disciplines who teach introductory courses were successfully accepted as HHMI Inclusive Teaching Fellows for the 2021-2022 academic year.
	Though there are plans to expand the program in 2022, faculty time remains a challenge in preventing higher participation, as many faculty are teaching extra classes or are participating in pre-tenure, tenure, promotion, and post-tenure review or our SACSCOC reaccreditation efforts.
	Successes so far include having 14 faculty apply to participate in the fellowships after a challenging 2020-2021 academic year; having three faculty trained as Inclusive Teaching facilitators, to be followed by five more; the interest in this material and project both inside and outside of STEM; and the expansion of this project through the Center for Excellence in Teaching and Learning across campus. Because introductory STEM courses are an important and required part of our general education curriculum, this work will provide support for all our students.
	Lessons Learned so Far: A review of student success data in the College's introductory STEM courses shows that this work is very much needed, but it is matched by faculty interest in supporting this work. Further, providing stipends encourages faculty to participate more completely in faculty development opportunities.
	The first six-week faculty learning community is underway in STEM, which will be followed by a second cohort of STEM faculty and also a cohort of faculty from outside of STEM in Spring 2022.

Resilience Plans: Momentum Approach

Activity	Progress Update (Accomplishments, challenges, successes, changes in planning, support of all students, lessons learned so far, and next steps)
Departmental review of all program maps & focus areas and the sharing of program maps with professional advisors and all faculty advisors	All departments and schools on campus reviewed the 9-credits selected for their focus areas, updated the program sheets, shared the updated sheets with the departmental faculty, and shared completed program sheets with the Advising and Student Success Center. These guided pathways support all students in that they include a plan that clearly presents the steps to program completion. Because of the diversity of our programs, it has been a challenge to ensure that everyone shares a uniform vision and understanding of the purpose of the pathways. Next steps will include an annual review of the pathways to ensure that they include any updates and are accurate.
Focus on student, faculty, and staff well-being and resilience Asst. Director of Fitness Executive Director of Health and Wellness	Campus Recreation has been promoting well-being and providing on-going health-related engagement activities for students, faculty, and staff. These include "Fit in 30," "Power Yoga Lite," and "Core Yoga" fitness classes at Bandy Gym; "Pop-Up Workouts" via Teams; "Yoga Lite" via Zoom; Weekly Wellness Series via Teams; Instagram IGTV series "Being Active with Your Wellness," "Fit Mind. Fit Body," & "The 14-day Fitness Streak"; Stretch It Out via Teams; "Wellness Walks" on DSC campus; "No Machines Needed" workshop at Bandy Gym; "Core Strong" workshop at Bandy Gym; "Women's Wellness Group" at Bandy Gym & via Teams; Wellness Coaching; and Personal Training. The greatest challenge for programming has been the COVID-19 pandemic. When DSC reopened in August 2020, it reopened with most classes still online or in a hybrid format and with most staff alternating days in the office and at home, which kept the population at DSC at any given day to a minimum. Therefore, campus recreation saw a low number of students coming to the Bandy Gym to participate in the in-person programs. Those that would have liked to come were faced with restrictions such as mask mandates, locker room/shower closures, water fountains being shut down, distancing, mats not allowed to be borrowed, and the basketball court closure. All these barriers made programming not only a challenge for

staff but a challenge for attendees. For the virtual programs, it was still challenging due to availability. Neither the Fitness Center director's office nor home space was ideal space for virtual programming. Equipment needs, space, noise, reliable Wi-Fi, and available times were barriers. Wellness coaching did the best virtually compared to other programs. Even though now, we are all back full-time, normal is not normal. While some programming can be successful virtually, the challenges are helping students, faculty, and staff to feel safe; helping people get back into a routine after being out for almost two years; and remotivating the campus on the importance of getting back to taking care of themselves.

Among the successes was the ability of the assistant director of fitness to implement such a variety of virtual programs in conjunction with the in-person programs and being flexible with offering a program virtually or moving it virtually, when possible. This program supports all students (and the whole campus community) through the variety of programs offered, and there are no additional costs to students for any of the programs offered.

From March 2020 through summer 2021, no intramurals or outdoor trips were offered because of USG COVID-19 protocols. In Fall 2021 DSC is offering basketball, volleyball, soccer, tennis, and badminton. Campus Recreation has a number of challenges that go beyond the huge challenge represented by COVID-19 over the past year and a half. One of these is sharing space with intercollegiate athletics and fitness classes. With having only one large group space, the gym floor is used by PE classes, intramurals, fitness classes, and intercollegiate athletics.

In fall 2021, Campus Recreation had one of the highest participation rates for intramural basketball. Through intramurals we are able to field club teams in basketball as well and those teams' travel throughout the southeast to compete in a variety of tournaments. We currently plan to participate in tournaments again in fall 2021 and spring 2022, and we have learned that intramurals offered in the evening can be successful. Campus Recreation supports the well-being of all Dalton State students, faculty, and staff through a remarkable array of activities and variety of sports.

The next steps are uncertain as the Bandy Gym is scheduled for a major renovation. Once the renovation begins, Campus Recreation will offer in-person programs and intermural sports to the extent possible and virtually when feasible. The renovation had been scheduled for fall 2021, but that has been pushed to either spring or summer 2022. With the renovation, Campus Recreation should be able to meet more of the needs of our students.

Focus on student mental health and well-being	The Counseling Center has been supporting our students through the following activities: • Faculty and staff interested in QRP training have received materials and are shadowing or facilitating QPR trainings with Counseling Center staff. Once trained, these staff will be able to provide training independently in the future. • Three speakers from Active Minds (https://www.activeminds.org/programs/am-speakers/) have been scheduled. Marketing of these events will begin soon, and the events have been put on the DSC master calendar. • The Center has purchased 100 self-help books from New Harbinger Publishing, and these are currently available for checkout at the Robert's library. • Key stakeholders on campus have been trained, and Kognito is available to both students and staff for mental health training. • Fresh Check Day materials (https://freshcheckday.com/) have been purchased for three events and are available for use. A Fresh Check Day committee is currently working on completing the details of the program and training student groups to participate in the facilitation of the program in October. • Permanent door signs with crisis and emergency numbers for each room in the residence hall and public bathrooms across campus are being installed in public restrooms as they are delivered, and permanent signs for the residence hall are currently in production.

Graduate School Fairs and Workshops Library staff, Office of Career and Professional Development	The Roberts Library in conjunction with the Office of Career and Professional Development and faculty hosted Grad School 101 panels to help prepare students for the College's Graduate School Fairs. The workshops were designed to 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. These workshops were held for October 6 and 7th, and all Dalton State students were invited to participate. The Office of Career and Professional Development (OCPD) hosted a Graduate School Fair on October 13th. As of September 20, 17 schools registered to participate. This event was marketed to all students with a focused marketing campaign directed at Dalton State juniors and seniors. Challenges include the increase in Covid-19 numbers in our area, which is keeping some students and recruiters from attending. However, the event was an in-person event. Next steps include surveying participants for suggestions on improving future Graduate School fairs.
Campus-wide student leader mindset training	The assistant director of peer education included mindset training/development in the annual student leader retreat curriculum in August. While the student leader retreat would normally reach more students, attendance was limited to 60 students to avoid overcrowding for the safety of participants. After the retreat, students completed an assessment regarding their experiences, and one question asked: "As a result of attending the retreat, I have a better understanding of how mindset can impact my role as a student leader and when working with other students." • 61% said that it strongly impacted their understanding • 32.3% said that it did impact their understanding • 6.5% felt neutral • No student indicated that it wasn't helpful The assistant director had planned an interactive mindset activity that required students to get in groups and move around. However, due to physical distancing requirements, she made changes to the activity to allow for participation from smart phones, with results being projected on a large screen viewable by the audience. The format was well-received. Since student leaders interact with a significant number of students during the course of a semester, these leaders provide support for all students as the intent of the workshop was for them to interact with peers in ways that promote a growth mindset. Students enjoyed learning about mindset. Of the 12 sessions that they engaged in, mindset was ranked as the second most impactful topic that they learned about (Diversity ranked #1).
Career Week and Career Fairs Office of Career and Professional Development	The Office of Career and Professional Development (OCPD) offered free headshot days, with 118 students participating in Fall 2021. The office continued to coordinate the Nest-Career Closet that provides students with free interview-appropriate clothing and hosted a contest where students could put together a male and female professional wear outfit using clothing from The Nest and win a $100 gift card to the DSC bookstore. This contest helped generate awareness and visits into the Career Closet. The office also hosted a Fall 2021Internship Fair, and 105 students attended and spoke with local employers seeking to hire our students. Challenges include faculty buy-in on encouraging students to attend career events, lack of student awareness of events, reduced participation because of COVID-19, lack of interest in learning about careers until graduation, and lack of an event space large enough for career fairs. To improve faculty support for the importance of student participation in these events, the office will work with Academic Affairs. These events provide support for all Dalton State students, including alumni. They are marketed via email, the Roadrunner App, flyers, posters/A-frames, E-beep, social media platforms, DSC's Marketing & Communications department, and in classroom presentations hosted by OCPD.

Success includes the ability to host in-person events for the first time since Fall 2019, increased faculty support for the event by offering class credit for attending, and positive feedback from all participants. Among the lessons learned so far are student preference for in-person over virtual events and understanding that word of mouth seems to be the best way for students to learn about campus events, programming, and resources. Next steps include preparation for Spring Semester 2022 events including Career Fairs and Career Week.

SECTION 4.3: GLOBAL MOMENTUM SUPPORT

Our progress toward implementing our communication and data plans is detailed in the sections below.

Communication planning

Activity	Progress toward implementing your plans to tie together your Momentum efforts across the campus; what challenges, if any, you are currently facing (and what might help to overcome them); what lessons you have learned; and what measures you are using to understand your progress and success.
Improved awareness of the Momentum approach and its components	To improve campus awareness of the Momentum approach and its components, a member of the Momentum Team wrote and published an article on this year's Momentum theme (All in It Together) in the *Dalton Digest*, a semester publication that includes reflections on classroom teaching, updates on programs and initiatives, and professional accomplishments. In addition, the Office of Academic Affairs organized a Faculty and Staff Development Day in August. A number of interactive workshops focused on various aspects of the Momentum approach, including "Supporting Students: From Surviving to Thriving," "QEP: Next Steps on the Journey to Student Success," "Avoid the Weeds, Cultivate the Relationship: Supporting Students through Faculty Advising," "Mental Health Matters," and "Helping Students Take Ownership of Their Education through Project-Based Learning." These workshops were well attended. To understand progress, we will survey faculty and staff in Spring Semester 2022 to assess awareness of and involvement with Momentum activities.
Increased faculty buy-in and application of the Momentum approach and its components	In late spring 2021, Academic Affairs held virtual meetings with all of the academic departments on campus to discuss the Momentum approach and the College's goals and action plans. In these meetings and at department meetings, faculty were encouraged to complete the newly created Mindset modules in the CETL GeorgiaView platform. In August, department chairs and deans also placed an emphasis on faculty goal-setting to encompass Momentum approaches, including a focus on purpose, relevance, sense of belonging, advising, and mindset.
Increased staff buy-in and application of the Momentum approach and its components	Staff in the Office of the Dean of Students were asked to set some goals that support the College's Strategic Plan. One of the main goals of the 2020-2024 Strategic Plan focuses on student success efforts and includes as a subgoal "Expand Momentum Approach practices." These goals will be assessed in the later part of spring semester.
Increased student awareness and buy-in of the Momentum approach and its components	The Dean of Students Office has continued to sponsor activities that promote students' sense of belonging. These include Campus Activity Board events such as "Put Put with CAB," "Day for Dalton," "Get the Scoop on Involvement," "Paint U Party," "Farewell to Summer Luau," and the CAB "Kickback Bonfire." These events promote students' sense of belonging and encourage campus engagement and are being offered face-to-face with social distancing to the extent possible.
Promotion of academic mindset awareness of parents	The Mindset Committee developed an informational sheet on academic mindset that was distributed to parents at New Student Orientation during summer 2021. Because we are a Hispanic-Serving Institution, the informational sheet included Spanish and English Versions.

Data Plan

Most of the assessment efforts that we will be using to determine progress toward implementing our work to tie together our Momentum efforts across campus are set to be analyzed at the end of fall semester and the end of spring semester. These include the following:

- The examination of student success rates in our first-year Perspectives courses.

- Supplemental instruction success and participation rates at the end of fall semester.
- Student perceptions pertaining to mindset and individual tutoring session data at the end of fall semester.
- Student, faculty, and staff well-being participation in fall semester programming.
- Student success in moving through the Momentum year.
- Campus awareness of and participation in Momentum activities.
- DFWI and retention rates.
- Number of faculty implementing high-impact practices.
- Faculty completion of the Mindset modules in GeorgiaView.
- Participation in Career Week and Career Fairs.
- Student participation in and satisfaction with Graduate School fairs and workshops.
- Student, faculty, and staff well-being participation data.
- Participation in and follow-up with attendees of the Choosing a Major Workshop.

A part of our data plan involved sharing DFWI rates with deans, department chairs, and program coordinators to identify courses where interventions could improve student success. The Office of Institutional Research and Planning and the Office of Academic Affairs distributed DFWI rates for all classes offered in Fall Semester 2020 and Spring Semester 2021 to deans and department chairs in May 2021. Chairs and deans were asked to review the rates to see if there were any courses or other issues that could be addressed (or that could be used to show improvement based on previous assessment).

In August, the Office of Academic Affairs sent the deans a listing of courses taught in their schools during Fall 2020 and/or Spring 2021 that had DFWI rates greater than 25%. As a part of a new Annual Program Data Review Report (submitted to the Office of Academic Affairs beginning October 2021), program coordinators were asked to review program and general education courses with high DFWI rates, noting differences between face-to-face, hybrid, and online courses, if applicable. For each course with a DFWI rate greater than 25%, program coordinators, in discussions with all program faculty, created action plans for improvement, which are described in the program review reports.

Faculty and Staff Outreach and Support

Activity	Progress toward implementing your plans to tie together your Momentum efforts across the campus; what challenges, if any, you are currently facing (and what might help to overcome them); what lessons you have learned; and what measures you are using to understand your progress and success.
Mindset modules for faculty housed in the CETL GeorgiaView Platform	The Mindset Committee developed an asynchronous course related to the three parts of academic mindset for faculty. The course includes informational items, activities, and discussions for reflection and planning and is available for all faculty in the CETL platform in GeorgiaView. Faculty have been encouraged to complete the modules as a means of professional development, and the Mindset Committee was expanded to include staff. At the end of Spring Semester 2022, to understand success and progress, the Mindset Committee will review the modules in GeorgiaView to assess faculty participation.
Development of Mindset modules for staff Mindset Committee	The Mindset Committee is seeking input from the Staff Council's Committee on Professional Development to determine topics on academic mindset that are interesting and useful to staff members across campus. Initial topics will be presented to the Mindset Committee at its October meeting. Staff members across campus have a wide variety of job responsibilities and levels of student interaction. The challenge of this activity is the creation and development of module materials that will be useful to all staff members.
Development of Quick Mindset Messaging Guide for faculty and staff	A member of the Academic Mindset Committee will develop an initial draft of a Quick Mindset Messaging Guide for faculty and staff and present it to the committee by October 1. The committee will provide feedback on the statement and share it with the executive director of the Advising and Student Success Center for review and input. An anticipated challenge is development of a guide that fits the variety of majors in the different schools. Once the guide is finalized, the executive director of the Advising and Student Success Center will assist with messaging outreach to faculty and professional advisors.

EAST GEORGIA STATE COLLEGE

SECTION 1. 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.

Because admissions testing requirements at USG universities were suspended in response to the COVID-19 pandemic, enrollment at colleges in the USG State College Sector declined in Fall Semester 2020 compared to the previous fall semester. EGSC's enrollment declined by almost 12 percent between Fall Semesters 2019 and 2020. As a result, EGSC enrollment in Spring Semester 2021 declined from the previous spring semester and the enrollment decline continued in Fall Semester 2021. With the reactivation of admissions testing requirements at USG universities in Spring Semester 2022, fall semester enrollments at state college are expected to rebound. As shown in Tables 1a and 1b below, another effect of the COVID-19 pandemic is the significant increase in the number and percentage of students taking classes solely online.

Table 1a: Enrollment by Location/Delivery Mode: Fall Semesters 2012-2021

Fall Semester	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
High School			12	23	115	101	96	33	76	100
Online Only	131	164	171	232	260	383	443	493	797	680
Augusta		92	307	468	462	429	386	357	246	236
Statesboro	1,635	1,523	1,343	1,327	1,249	1,078	1,075	973	634	425
Swainsboro	1,178	1,078	1,077	951	1,066	1,012	942	885	662	582
Total Enrolled	**2,944**	**2,857**	**2,910**	**3,001**	**3,152**	**3,003**	**2,942**	**2,741**	**2,415**	**2,023**

Table 1b: Percentage of Enrollment by Location/Delivery Mode: Fall Semesters 2012-2021

Fall Semester	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
High School			0.4%	0.8%	3.6%	3.4%	3.3%	1.2%	3.1%	4.9%
Online Only	4.4%	5.7%	5.9%	7.7%	8.2%	12.8%	15.1%	18.0%	33.0%	33.6%
Augusta		3.2%	10.5%	15.6%	14.7%	14.3%	13.1%	13.0%	10.2%	11.7%
Statesboro	55.5%	53.3%	46.2%	44.2%	39.6%	35.9%	36.5%	35.5%	26.3%	21.0%
Swainsboro	40.0%	37.7%	37.0%	31.7%	33.8%	33.7%	32.0%	32.3%	27.4%	28.8%

EGSC Academic Program Review

Because of the decline in enrollment caused by the COVID-19 pandemic and the related suspension of admissions testing requirements at USG universities, a study group was formed consisting of EGSC and USG academic staff during Spring Semester 2021 to review the viability of the College's academic programs. Given the decline in EGSC's enrollment, one certificate program, thirteen associate degree programs, and three baccalaureate degree programs were determined to be unsustainable. Consistent with the USG's Board of Regents Policy 3.6 Creation and Elimination of Academic Programs, these programs were closed to new admissions on August 11, 2021, and plans were developed to assist students currently majoring in these programs to complete their degrees over the 2021-2022 and 2022-2023 academic years.

In addition, meta-majors at the associate degree level were created for the social sciences and the natural sciences to provide efficient pathways for students completing an associate degree at EGSC to go on to complete a baccalaureate degree at another USG institution with seamless transferability of credit hours earned. As a result of these changes, EGSC will be offering the following degrees to current and prospective students:

- Associate of Arts in Elementary Education
- Associate of Arts in Liberal Arts (formally Associate of Arts, Core Curriculum)
- Associate of Arts in Social Sciences (New in Fall Semester 2021)
- Associate of Science in Business Administration
- Associate of Science in Natural Sciences (New in Fall Semester 2021)

Fall Semester 2020 Comparisons of EGSC with the USG State College Sector

Throughout the Complete College Georgia initiative (2012 to 2021), 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 Appendix, for Fall Semester 2020 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 2020 Student Ethnic Composition

Student Ethnic Composition	EGSC	USG
White	42.8%	46.2%
Black	45.0%	27.4%
Hispanic	1.7%	17.9%
Asian	0.7%	4.3%
Other	9.8%	4.2%

For Fall Semester 2020, EGSC's student population was like the USG State College Sector in several ways, including gender representation and credit hour load. For both EGSC and the State College Sector, women made up 62 percent of the student population. In addition, 60 percent of EGSC students were full-time compared to 62 percent of students across the State College Sector and in both cases served military students who were 1 percent of the overall student population. 26 percent of EGSC students were first generation compared to 22 percent for the sector. One important difference was EGSC's higher percentage of students requiring learning support, 65 percent, compared to 34 percent for the sector. For the 2019-20 academic year, EGSC student completed associate degrees with an average of 71.4 credit hours earned compared to 80 credit hours earned for the sector. Graphs illustrating these comparisons between EGSC and the USG State College Sector are presented in the Appendix to this report in Figures A1 through A9.

Fall Semester 2021 Student Profile

A numeric breakdown of EGSC's Fall 2021 Enrollment demographic cohorts by location and mode of delivery is presented below in Table 3a. A percentage breakdown of EGSC's demographic cohorts is presented below in Table 3b. Since the multiracial category represents 5.2 percent of female enrollment and 4.2 percent of male enrollment, students in this category are listed separately from other students.

Table 3a: Fall 2021 Enrollment Count by Gender and Ethnicity by Location/Delivery Mode

Fall 2021 Enrollment	Augusta	Statesboro	Swainsboro	High Schools	Online Only	Overall
Female	118	220	313	66	444	1,161
Black or African American	57	82	136	18	198	491
White (Non-Hispanic Origin)	37	100	146	36	193	512
Multiracial	13	25	20	11	36	105
Other	11	13	11	1	17	53
Male	118	205	269	34	236	862
Black or African American	68	73	107	3	101	352
White (Non-Hispanic Origin)	23	104	118	26	103	374
Multiracial	15	15	28	4	23	85
Other	12	13	16	1	9	51

Table 3b: Fall 2021 Enrollment Percentages by Gender and Ethnicity by Location/Delivery Mode

Fall 2021 Enrollment	Augusta	Statesboro	Swainsboro	High Schools	Online Only	Overall
Female	5.8%	10.9%	15.5%	3.3%	21.9%	57.4%
Black or African American	2.8%	4.1%	6.7%	0.9%	9.8%	24.3%
White (Non-Hispanic Origin)	1.8%	4.9%	7.2%	1.8%	9.5%	25.3%
Multiracial	0.6%	1.2%	1.0%	0.5%	1.8%	5.2%
Other	0.5%	0.6%	0.5%	0.0%	0.8%	2.6%
Male	5.8%	10.1%	13.3%	1.7%	11.7%	42.6%
Black or African American	3.4%	3.6%	5.3%	0.1%	5.0%	17.4%
White (Non-Hispanic Origin)	1.1%	5.1%	5.8%	1.3%	5.1%	18.5%
Multiracial	0.7%	0.7%	1.4%	0.2%	1.1%	4.2%
Other	0.6%	0.6%	0.8%	0.0%	0.4%	2.5%

Fall Semester 2021 First-Time Freshmen (FTF) Profile

Presented in Table 4 below is a breakdown by number and percentage of first-time freshmen (FTF) based on course load for Fall Semester 2021. Most first-time freshmen who attend one or more classes at an EGSC location are full-time. In contrast, a smaller majority of FTF taking classes online only are full-time students.

Table 4: Fall 2021 First-Time Freshmen by Course Load

FTF Fall 2021 Course Load	Augusta	Statesboro	Swainsboro	Online Only	Overall
Full-Time Number	94	155	241	53	543
Part-Time Number	32	20	17	42	111
Total First-Time Freshmen	**126**	**175**	**258**	**95**	**654**
Full-Time Percentage	74.6%	88.6%	93.4%	55.8%	83.0%
Part-Time Percentage	25.4%	11.4%	6.6%	44.2%	17.0%

Presented in Table 5 below is a breakdown by number and percentage of Fall 2021 first-time freshmen are first generation college students and who receive a Pell Grant.

Table 5: Fall 2021 First-Time Freshmen First Generation and Pell Grant Recipients

FTF Fall 2021 First Generation /Pell Recipient	Augusta	Statesboro	Swainsboro	Online Only	Overall
First Generation Number	36	50	60	32	178
First Generation Percentage	28.6%	28.6%	23.3%	33.7%	27.2%
Pell Grant Recipient Number	87	111	163	57	418
Pell Grant Recipient Percentage	69.0%	63.4%	63.2%	60.0%	63.9%

EGSC Comparisons with Peer Colleges

In 2017, EGSC selected fifteen colleges, including three within the USG, as its comparison group for the National Center for Education Statistics (NCES). Each EGSC data feedback report generated from the Integrated Postsecondary Education Data System (IPEDS) compares the College to this group. According to the IPEDS Data Feedback Report 2020 for the College, 46 percent of EGSC enrolled students in Fall Semester 2019 were Black, in contrast with 6 percent for its comparison group. In addition, the majority of EGSC were full-time students, while most students in its comparison group were part-time. EGSC also had higher percentages of its students taking at least one course online and taking online courses exclusively. As in previous years, tuition and fees charged by EGSC to full-time, first-time (FTFT) students were lower than its comparison group. The 2020 feedback report included three-year associate degree graduation and transfer-out rates for the Fall Semester 2013 FTFT cohort. While EGSC's graduation rate of 12 percent was lower than the 29 percent average for its comparison group, EGSC's transfer-out rate of 66 percent was substantially higher than the 13 percent average for its comparison group. Given its function as an access institution within the USG, the combination of these two rates indicates a success rate of 78 percent for EGSC in accomplishing its mission.

SECTION 2. IMPROVEMENT PRACTICES – UNDERSTANDING CHANGE MANAGEMENT

The improvement practices listed below are drawn from EGSC's strategic plan and have been implemented to remove or lessen the structural and motivational obstacles that students face and improve student outcomes.

Strategy	Improve access and completion for traditionally underserved students.
Summary of Activities	- Gateways to Completion (G2C) Course Redesign Project for ENGL 1101, ENGL 1102, and MATH 1001. - Faculty participation in Chancellor's Learning Scholars. - Utilization of Academic Center for Excellence (ACE) tutoring services. - Utilization of Tutor.com to provide students with 24/7 support. - Utilization of GradesFirst platform to issue Early Alerts for students at-risk of being academically unsuccessful in courses. - Continue to offer low and no-cost textbook options to students. - Continue to provide students with greater course modality options during orientation and advisement processes.
Measures of Progress	All activities are fully implemented and are being monitored for progress and continuous improvement.
Parties Responsible	Faculty, Academic Affairs, Director of Retention, ACE Staff, Academic Advisors
Strategy	Restructure Instructional Delivery.
Summary of Activities	Provide Fall Break, 8-week, and 12-week course options to students for greater schedule flexibility.
Measures of Progress	Course options are currently available to students and are being consistently updated to meet student demand.
Parties Responsible	Academic Affairs, Advisors, Enrollment Management
Strategy	Strengthen Collaboration with Partner Institutions.
Summary of Activities	Continued partnership with Augusta University and Georgia Southern University to provide EGSC students with clear transfer pathways to baccalaureate degree programs.
Measures of Progress	Meetings between the EGSC and its partner institutions occur regularly and aim at improving each partnership.
Parties Responsible	Academic Affairs, Associate Vice President for External Campuses, Director of EGSC-Statesboro

SECTION 3: MOMENTUM SUMMIT BIG IDEA

At East Georgia State College, we will engage students differently through student learning communities (SLCs), the focus of the College's quality enhancement plan (QEP). As we planned our QEP, we were eager to develop SLC opportunities for students to make solid connections among different academic courses, to improve perceived relevancy of the course work, and foster connections with the course material, other students, and their professors. Since the SLCs involve linking courses in different academic areas, we anticipate student academic success/improvement in their knowledge of the course material.

Section 3.1 Progress Achieved

Despite the disruptions caused by the COVID-19 pandemic, the results of the three linked courses during Spring Semester 2021 proved that SLCs are effective, but professors involved with momentum year (MY) initiatives, Gateway to Completion (G2C) revisions, or USG's teaching fellowships had a greater impact on the success rates than those not involved in USG's initiatives or professional development. For example, a G2C English Composition II (ENGL 1102) class was paired with a U.S. History II (HIST 2112) class. The history professor has held an USG teaching fellowship and the English professor has been involved with promoting the G2C and MY initiatives. Their two courses were linked so that when students registered for one of the courses, they had to register for the other course because linked courses must share the same cohort of students. Both professors draw from pedagogies pertaining to diversity and inclusion, social justice, and mindset, and they used the backward design method in that they first identified what they wanted students to gain from the interdisciplinary experience. Both professors wanted students to recognize how interconnected literature and history are so that students could use literature to bring history to life or use history to find deeper meaning in the

literature. Ideally, the recognition promotes a love for life-longing learning while giving students different access points to history or literature. The Composition II course is a literature-based writing course that is organized by themes that focus students on the certain arguments about society or humanity that may be found in the stories. The English professor shifted focus on certain themes like "Arguments about War" and reorganized the course so that the assigned stories were illustrating the historical events or era covered in history class. Students learned the history and then used the history to understand and analyze the literature.

There were three shared writing assignments that encouraged students to make interdisciplinary connections between the two courses as well as to their own society or lives. These assignments were designed to meet the learning objectives "to explore the "big questions" and critically examine the details that make up history and society's "big picture." The shared assignment that encouraged students to use a fictional text to make a point in an historical argument especially helped students connect the two disciplines, even as they explored the bigger picture. When students read William Faulkner's short story, "A Rose for Emily," they were to write an essay that examined the character of Miss Emily as a symbol for the Old South and the Lost Cause and how these ideas kept the South anchored in a mythical past and prevented the region from moving into a more enlightened future, even as they made an argument about keeping or removing Southern Confederate Monuments in public spaces. In the history class, students read several primary and secondary documents concerning the use of the Confederate flag and the building of monuments in the Jim Crow era. They wrote a discussion where they addressed the motivation behind these symbols that, as many argue, glorify a mythical past to justify Jim Crow racism and promote white supremacy. The students were expected to use the history explored in the discussion assignment to better help them to understand Faulkner's symbolism. By combining these assignments through an interdisciplinary approach, the students came to a better understanding how this perpetuation of Confederate imagery in public spaces in the twenty-first century helps promote racial division and distorts the true history of the latter part of the nineteenth century.

Students reported an increased sense of empathy, belonging, and deeper interdisciplinary learning. In comments left on student evaluation of the course, students stated that "historical thinking was a big new skill" but they enjoyed learning how to read literature through history, or they developed a greater understanding of history through literature's dramatization of it. Students claimed they were taught to critically think through issues that impact their lives, even as they have a better understanding of how the past influences the present and shapes the human condition. Students said their experience was "pretty rigorous," but they enjoyed the experience.

Section 3.2 Implementation and Barriers

COVID-19 disrupted the widespread implementation plan. At first, we listed seven (7) linked communities on the Spring 2021 schedule, but due to COVID-19's impact on enrollment, we only had three (3) linked courses fill: English Composition II and U.S. History II, Quantitative Math and U.S. History II, and English Composition I online and Fitness Walking online.

Problems included getting students to submit the online assignments and completing the course. There were also scheduling difficulties that we did not anticipate.

Section 3.3 Changes Made

Both instructors believed the added stress of Covid created an unusual online experience and have committed to making small changes for Fall 2021. Those changes are still in progress.

Section 3.4 Lessons Learned

Academic Affairs has been working with the EGSC Registrar's office to correct scheduling difficulties. We have decided to only offer the SLCs during the full-term to avoid 8-week and 12-week scheduling issues.

Section 3.5 Assessment

At the basic level of analysis, the success rate for both English courses taught as part of a SLC were higher than student success rates than those courses not part of a learning community. The goal was to increase successful completion rate in SLC courses by fifteen (15) percent. The quantitative success outcomes for English Composition II met the goal for linked courses. Seventy-five (75) percent of students successfully completed English Composition II with a "C" or higher, exceeding the 59.6 percent of students in non-SLCs who successfully completed English Composition II. The 15-percentage point increase in success rates also increased the average course GPA by .44 points, to 2.33 compared to the 1.89 course GPA average for students not in the SLC. Though History is not part of the G2C efforts at EGSC, the linked History course also saw similar rates, with a 73.3 percent successful completion rate and a course GPA average of 2.53 compared to a 2.07 GPA course average because the professor adheres to the G2C principles in his course design.

SECTION 4 MOMENTUM WORK UPDATE

Section 4.1 Momentum Work Resilience Update

Summarized in the table below are the activities planned to make the College's Momentum Year work more resilient during the 2021-2022 academic year.

STRATEGY/AREA

Activity	Process/Steps	Person responsible	Completion date
I. Strengthen communication with faculty concerning Momentum Year initiatives	1) Create a session for the Annual Faculty Workshop emphasizing Momentum Year initiatives	VPASA	August 1, 2021, for Faculty Workshop **IN PROGRESS – FACULTY WORKSHOP DATES 8/4-5** **UPDATED STATUS - COMPLETED**
	2) CETL will host Faculty Academy on Momentum Year Initiatives	CETL Director Director of eLearning	Fall semester 2021 for CETL Faculty Academy **IN PROGRESS – SCHEDULE UNDER CONSTRUCTION** **UPDATED STATUS - COMPLETED**
II. Mindset	Create a D2L course for Mindset to include resources for both students and faculty	Humanities faculty member	Initial set up complete by May 1, 2021 **COMPLETED**
III. Purposeful choice focus on orientation program element	Administer Focus 2 Career prior to start of fall 2021 semester	Director of Learning Commons ACE staff Admissions staff selected faculty	June 1, 2021 **IN PROGRESS**

IV. Advising for 15 credit hours per semester	1) Emphasize 15 credit-hour goal to professional and faculty advisors during fall unit meetings (August)	VPASA	August 2021 **IN PROGRESS**
	2) Distribute two and four-year plans to advisors and review them	Deans Director of Learning Commons	**STATUS REPORT – COMPLETED AND ONGOING**
V. Focus on High Impact Practices (HIPs)	1) Create a session emphasizing HIPs for the Annual Faculty Workshop	Director of CETL	August 2021 **IN PROGRESS**
	2) Create a section in the Mindset D2L course on HIPs 3) CETL program on HIPs during Annual Faculty Workshop	Humanities faculty member (other duties assigned due to reduction in teaching load)	**UPDATED STATUS – PROFESSIONAL DEVELOPMENT WORKSHOP AT FACULTY INSTITUTE - COMPLETED**
VI. Student Learning Communities	QEP with primary focus on SLCs already operational; will assess and tweak based on findings	QEP Director VPASA Deans Statistician	August 2021 **IN PROGRESS**
VII. Student Retention	1) Participate in action research to isolate areas for improvement	Doctoral candidate conducting action research	Action research introduced at Annual Faculty Workshop; ongoing project
	2) Collect, compile, and present retention data to faculty and staff; HIPs implemented and assessed	VPASA Deans Statistician	**IN PROGRESS – EXPECTED START DURING FA21**

SECTION 4.3 GLOBAL MOMENTUM SUPPORT

Presented in this section are three initiatives EGSC is implementing to support Momentum Year student success.

4.3.1. Service Excellence training was given to staff in Admissions, Residence Life, Financial Aid, Registrar's office, Library, Academic Center for Excellence, Testing, Retention, and Academics in Residence Halls. Each unit then met independently and completed a Service Excellence survey. Unit heads and associate vice presidents (AVPs) are responsible for reporting, monthly, on Service Excellence initiatives in the unit. Additionally, goals were set by each unit that will be assessed at the conclusion of the academic year. The Service Excellence survey is presented below.

1. Define what "Service Excellence" means in your unit.

2. Ask each participant to rate the service excellence of your unit on a scale of 1-10 with 1 representing very poor service excellence and 10 representing perfect service excellence. Compile all responses below.

<div align="center">

1   2   3   4   5   6   7   8   9   10

</div>

3. Who are your customers/clients? (Hint: Those expecting service excellence at EGSC may be a larger and more diverse pool than you think.) After your unit has identified your customers, ask how the unit is equipped to efficiently/effectively serve your clients. If responses are no, then brainstorm ways to meet the needs of customers that are not efficiently served. Write responses below.

4. Write an anecdotal summary of a time in your unit when the customer was not right, but an employee made the *situation* right (kudos are in order!).

5. Review what the "Golden Rule" represents. What would a "Platinum Rule" look like in your unit? (Hint: the platinum rule = treat others the way they want to be treated.)

6. List the frustrations of frontline staff. How can these frustrations be alleviated in your unit (write responses to the side of each listed frustration)?

7. How would your unit rate, overall, in a secret shopper exercise? What can be improved?

8. Students and their parents ask questions because they don't know how to navigate college. Always remember that you may have heard a question for the 147th time already, but the person asking has just asked once. Approach each question with that in mind.

9. It is inevitable that you will have to work with a customer who is not happy. Let's all learn to take the HEAT: Hear them out, Empathize, Apologize and Ask, then Take action. Within your unit, develop a plan for taking the HEAT and write it below.

10. Develop three goals for your unit that are specifically geared to improve the customer experience at EGSC. Write and explain them below.

4.3.2. Bobcats Excel Program (Academic Action Plan) developed and implemented by student academic support staff with the foci on retention, self-regulation, and graduation. The description is below.

Bobcats Excel Program Overview
Purpose
The purpose of the Bobcats Excel program is to strengthen students' academic and metacognitive skills and consequently their retention at EGSC. The initiative aligns with EGSC Strategic Goal #1:

> *"Student Success: East Georgia State College provides access to innovative academic programs and engages in college completion initiatives, transforming students and equipping them with tools for success."*

Target Population
Students assigned to learning support for Fall 2021 and students whose current academic standing is "Academic Warning".

Objectives

Ten-point increase in course success and fall-to-spring retention rates of students who actively participate in *Bobcats Excel* versus students who do not. Active participation is defined as meeting with an academic coach at least four (8-week courses) or at least eight times (15-week courses).

Intervention

Students will meet weekly with an academic coach to report their current progress in courses. The academic coach will work with the student to determine specific actions that need to be taken to increase likelihood of academic success.

Resources

Resource	Status	Responsible Parties
Teach Yourself How to Learn by Dr. Saundra McGuire for staff serving as academic coaches	Physical Books need to be ordered Online access available.	Area Leads/AVP Data Analytics & Academic Attainment
Bobcats Excel D2L Course to deliver common material/track participation	Created	Area Leads/AVP Data Analytics & Academic Attainment /Director of eLearning
Microsoft Form to track participant interactions https://forms.office.com/r/Twr4Jr3Tdt	Created	Area Leads/AVP Data Analytics & Academic Attainment

Assessments
- Course success rates
- Microsoft Forms interaction log
- ACE Check-in data
- Tutoring Reports
- Spring 2022/Summer 2022 Pre-registration data

Bobcats Excel Program Implementation

Student Notification

Students will be notified by e-mail, instructors who teach learning support, and the course will be listed on their D2L homepage.

Staff Utilization

Students can complete weekly check-ins with staff in the Data Analytics and Academic Attainment Unit (we can use the GradesFirst Campaigns). Students enrolled completely online will be able to check-in via Zoom. Each staff member in the Data Analytics and Academic Attainment unit will serve as the point of contact for at least one learning support course.

D2L Course

- Contains at least one resources related to each academic/metacognitive skill and add a 1 or 2 question quiz.
- Provides a pdf file of the weekly check-in document for students.

4.3.3. Convocation Program will by organized for Fall Semester 2022 and is designed to provide students information on campus resources, including, Counseling, Academic Center for Success, Library, Student Life, and Student Conduct. The program will begin with a Ted Talk video on the importance of resilience and will feature a panel discussion and Q & A from faculty, staff, and students. The students would benefit from an inspirational story about resilience, a meaningful topic that has the potential to motivate and propel students forward through college and any challenging situation. This type of dialog will be more engaging, relevant, and meaningful for EGSC students as they pursue a college degree during these unprecedented times.

SECTION 5: ADDITIONAL HIGH IMPACT PRACTICE EXAMPLES

Presented in this section are examples of high impact practices used by EGSC faculty members in various academic disciplines.

Critical & Academic Thinking for Success Course

Funding from the Chancellor's Learning Scholars Program was used to buy and use cardboard VR headsets (powered by the students' own phones) to take students to Jerusalem using 360-degree VR video tours of the most significant Holy Sites in the city over the course of several classes.

History Courses

Use "Reacting to the Past" series of role-playing games to encourage students to explore key moments in great depth as historical figures, engaging with texts their alter-ego would have read and debating others in written and oral arguments. This pedagogy creates an understanding and empathy for the past, and for both sides of an argument, and builds critical thinking, problem-solving, collaboration, public speaking, and persuasive writing skills.

American Government Course

Students attend and/or participate in local municipal, county commissioner, or school board meetings. This civic engagement strengthens democracy and the role that students, and future generations, play in it. Likewise, civic engagement is about citizens talking to citizens. The role of staff or elected officials is to pose the right questions, listen, and learn from the public; and the students see this civic engagement first-hand. The benefits of students seeing and being a part of this civic engagement allows them to see that their elected officials, for example, want to develop better and more creative ideas and solutions.

English Courses

High impact practices used in English courses include 1) High Expectations (challenging assignments that help students "level up") helping students through Growth Mindset pedagogy that promotes capability, purpose, and social belonging. 2) Transparency in Learning and Teaching (TILT) lectures and assignments helping students understand what is expected and why. One student was overheard saying, "I have to get this right because she is professional." 3) Promoting Substantive Interaction between learner to learner, learner to materials, and learner to instructor. 4) Integrate Learning Assignments providing structured opportunities for students to reflect on how and what they are learning so that they can integrate the new knowledge with what they already know. 5) Exposing students to voices and circumstances different from their own Experiences with Diversity assignments.

Spanish Courses

Global or Cultural Learning is emphasized in the Spanish courses. Students do small research about a specific group or country and are asked to talk about its society and culture. Students get to explore and learn cultures different from their own. The small research is usually discussed in the discussion board or turned in as an assignment. Students are always amazed at how different Hispanics/Spanish are from Americans in so many ways. They are expanding their knowledge and gaining a better understanding of the Hispanic culture.

Psychology Courses

Collaborative Assignments and Projects Collaborative learning combines two key goals: learning to work and solve problems in the company of others and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research. Students engage in a collaborative exercise where they will pretend to play the role of Institution Review Board (IRB) members who will be charged with arguing for or against the ethics of proposed research questions. Students are randomly assigned to a side and are asked to evaluate the feasibility of the research question and delve into the ethical considerations that must be addressed before embarking on a research project that involves humans or animals.

Biology Courses

Growth Mindset is being incorporated in biology courses to encourage students amid the COVID pandemic. Our students are responding in an even a more positive manner than before. Students that have been totally online are appreciating the extra encouragement. Collaborative assignments are used in the intro biology class as well as microbiology. In microbiology students work together to understand specific diseases that are common among different groups of people as well as the effect on body systems. Two or three students work together to present to the class on a selected topic.

Mathematics Courses

Students are provided clear instruction on how to create "Notes that Stick" and how to improve study skills. Checklists for each lesson or module help students know how far they've come and how far they still must go to provide a sense of progress. Real world examples are used in class. Example problems are worked on the board to show entire thought process. Students are asked to work problems on the board or in small groups while explaining their thought processes. Students are taught how to map concepts and then do it regularly as homework.

FORT VALLEY STATE UNIVERSITY

SECTION 1: 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 2,827 students in fall 2020. The student retention rate for fall 2020 is 64.9%. The majority of FVSU students are African American (91.8%. See Figure 1),

Figure 1. Fall Enrollment by Race/Ethnicity at Fort Valley State University

Fall Program Enrollment by Race/Ethnicity

Race/Ethnicity Composition of Fort Valley State University Overall
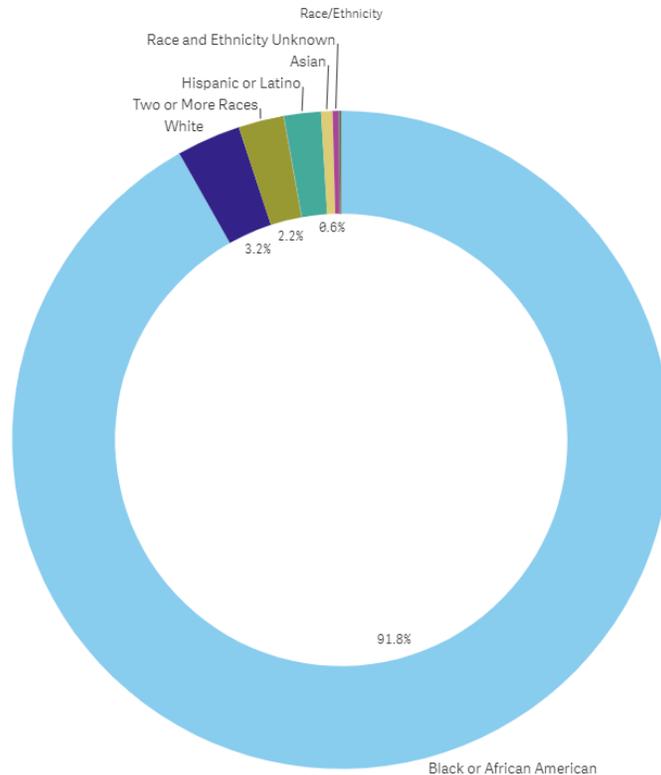
As of 2020, 92% of FVSU students received Pell Grant Funds. FVSU has 740 or 26% of the student body that identifies as a first-time full-time freshman (Table 2).

Figure 2. 2020 First Time Freshmen at Fort Valley State University.
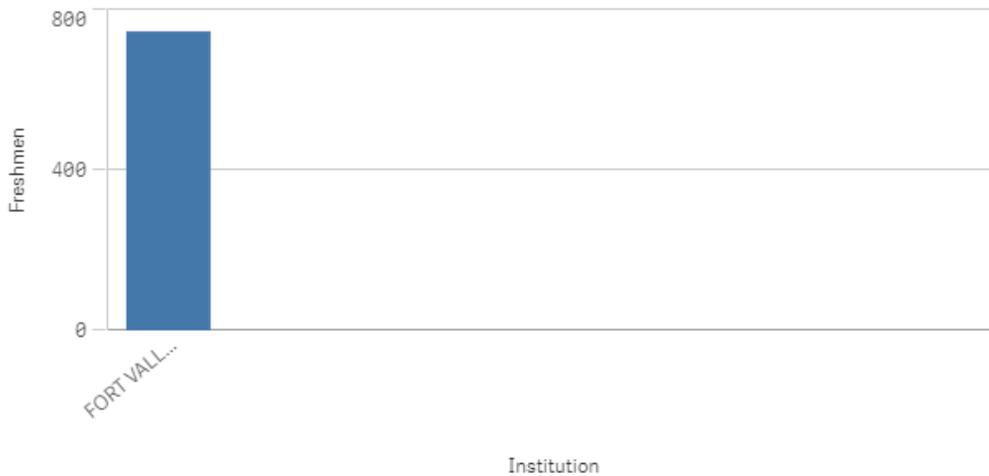
Approximately 1% of the incoming freshmen class were considered adult learners (25 years or older), therefore the majority of the student body is comprised of high school graduates who are products of lower-performing high schools in the inner cities or rural areas. 1,797 or 63.5% of our population is female. 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.

The decision to focus our work on career assessment and career development stemmed from the desire to continue to increase retention, persistence, and graduation rates. There was a decline in retention this past year (from 72.7% with the 2019 cohort to 64.9%, with the 2020 cohort, Table 3). Graduation rates have increased approximately 8% over the last two years, however more connection to successful graduation and job placement is needed. Capitalization on corporate and community partnerships that can transition to job placement is tantamount to increasing student success.

Figure 3. Comparison of Retention Rates Between FVSU and the USG.
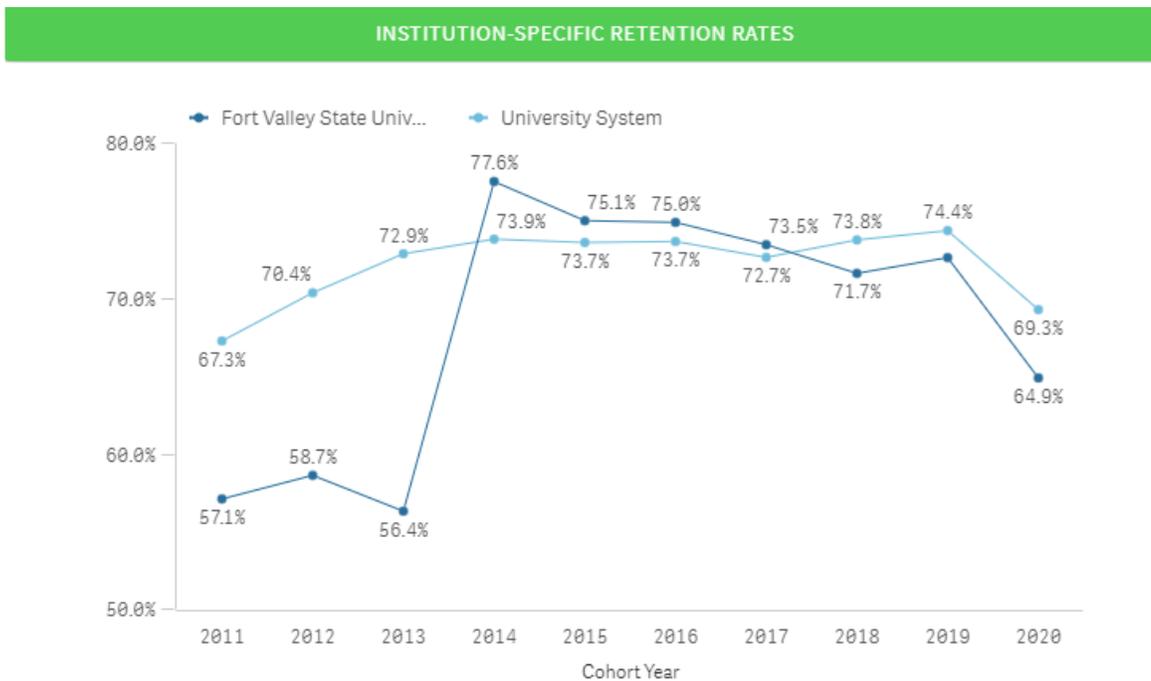
SECTION 2: IMPROVEMENT PRACTICES

Better Use of Dynamic Forms

Previously, strides were made to improve at the institution to lessen the structural obstacles facing students. The migration to self-registration and the electronic process for academic advising assisted in streamlining the process for students and advisors. Initially, all forms were advisor initiated. Modifications were made to forms to make them student-initiated, creating a shared responsibility between the student and advisor. Updates were also made to the change of major form, and the mid-term drop form for better efficiency.

Earlier Advising and Registration Options for Incoming Freshmen

Most notably, the registration process for incoming freshmen improved tremendously. Incoming freshmen were engaged virtually for the first time in March of 2021. They were allowed to meet with their advisor and register for classes. Almost 400 incoming freshmen were registered prior to the end of May 2021. Almost 500 students were registered prior to the end of July 2021. In collaboration with Enrollment Management and Student Affairs, the same virtual opportunity will be presented to incoming freshmen for Spring 2021.

SECTION 3: BIG IDEA UPDATE

FVSU's Big Idea integrated career assessment and career development. Specifically, advancing soft skills as it related to job and careers, in tandem with utilizing career assessments for incoming freshmen to make the connection to Momentum Year. Multiple workshops were created for students related to professional dress, career inventories, and internships. Additionally, Career Week was held virtually allowing students to attend multiple sessions for career exposure and experience. Career assessments were introduced in the FVSU 0100 course with connections to the Office of Career and Professional Development. Overall, more than twenty workshops were provided during the academic year. While these activities were seen as effective, their overall effectiveness cannot be fully measured as this was the first year of implementation and enough data has not been collected to fully assess and support their effectiveness. Some of the measurements that will be considered for assessments are:

- Percentage of completions relating to career assessments
- Percentage of attendees at career events
- Measurement of which career events were most attended to assess popularity of fields and organizations

In the future, career assessments will be provided before and/or during New Student Orientation. This will provide additional information for academic advisors as they discuss course options for students. Returning to the face-to-face environment will increase involvement in activities. Using Presence, data will be collected to determine which sessions are most beneficial. Additionally, demographic information provided (classification, major, etc.) will also be used to determine specific areas to address for future workshops.

SECTION 4: MOMENTUM PLAN MID-YEAR UPDATE

Section 4.1 Resilience update

The following areas were determined to be the top areas of focus and key activities that were to be undertaken for 2021:

- Academic advising leading to self-registration
- Data Day
- Leap Initiative

Academic advising leading to self-registration

Completion date: Sept. 1, 2021

Strategy or activity	Successfully connecting the academic advising process and self-registration using various modalities for student ease and access.
Summary of Activities	University College Dean, academic advisors, career services staff and academic departments, and faculty advisors for the junior and senior levels advise students at a minimum of twice a semester. Training video will be utilized and will be mandatory to view prior to first advising appointment with incoming freshmen. Students will complete advising worksheet and meet with advisor in-person, virtually, and/or via phone. Advising hours will be moderately adjusted to accommodate student needs.
Outcomes/Measures of progress	Work in this area is already underway with students. A plan for its continuation in professional development with NACADA related to academic advising has been planned and is in progress for all faculty and professional advisors.
Lessons Learned and Plans for the Future	• While the program is newly implemented, there is minimal data to assess and support the impact. However, we were able to determine that almost 400 incoming freshmen were registered prior to the end of May 2021.

Additionally, almost 500 students were registered prior to the end of July 2021.

- Redefining academic advising is especially important so that the delineation between registration and academic advising can be properly understood and executed.
- The transition from high school counselors making schedules to students having the freedom to make their own has been especially challenging, as students struggle with following advisor suggestions vs. parental advice. Students will sometimes change courses (times they planned on taking courses) based on parental advice in spite of what they have been told by their advisor, which sometimes leads to hindrances in progression. A full understanding of the registration and advising process will be added to the parent orientation, so that they may also understand the importance of degree map progression.
- The University College Dean has been working with the other academic deans in relation to course scheduling to ensure proper course sequencing can be followed. The collaborative effort with Enrollment Management is also underway to assist with enrollment predictions by major which will assist with course scheduling for each semester. Furthermore, the University College Dean has requested that course scheduling is built at least an academic year in advance, rather than a semester in advance, so that students are able to properly plan and make modification according to grade reporting.

DATA DAY

COMPLETION DATE: October 1, 2022

Strategy or activity	**Developing baseline data from each cohort which will include various demographic and other information.**
Summary of Activities	University College Dean and Institutional Research Staff will monitor and assess various metrics to develop baseline data so that various trends can be identified, and modifications can be made in course scheduling, advising practices, and other areas that have been determined to be measured. Enrollment data will be shared throughout the campus community, as well as other data points.
Outcomes/Measures of progress	Work in this area is underway. The appropriate data points are being determined by stakeholders involved. Due to admission requirements adjusting because of the pandemic, it has been determined that a true baseline will not be able to be ascertained, as an accurate representation of the cohort will not be depicted until fall 2022.
Lessons Learned and Plans for the Future	- Data determines direction, and it is tantamount to the success of the institution. - The ability to determine and analyze trends will aid in future planning. - Open communication throughout campus with regards to data will be important to the university community. - Data Day should be incorporated as multiple annual days throughout the semester where Institutional Research and other stakeholders can meet to discuss data, trends, and direction. Those other stakeholders should include: - Enrollment Management - Student Affairs - Academic Deans - Faculty Advisors - Student Representation - Data should also be shared at all major meetings (President's Cabinet, Faculty Senate, etc.) so that all stakeholders are aware and can work to adjust for the good of the institution and its students.

LEAP Initiative

COMPLETION DATE: DEC. 1, 2021 (CHANGE TO FEBRUARY 1, 2022)

Strategy or activity	**Incorporate professionalism in the classroom, including email etiquette, service learning, and leadership skills and training.**

Summary of Activities	The Center for Student Engagement staff and FYE instructors will work collaboratively to develop workshops and trainings for students. During NSO Week, faculty presented a workshop on proper email etiquette, to instruct students on proper email composition. "Wildcat Wednesdays," a student-led initiative, has also been incorporated as a day of professional dress throughout campus. This day has been a collaborative effort spearheaded by Student Affairs (student leadership). Classroom presentation days have also been designated as professional dress days.
Outcomes/Measures of progress	Work in this area is underway with segmented populations. A living learning community has been piloted and is receiving targeted leadership instruction and workshops. More work needs to be done in this area to incorporate more of the campus population. Leadership skills classes are included as part of the College of Business curriculum as well. Service-learning projects are open to the entire campus community. Mandatory training is provided for students. Once training is completed, student names are entered into the registry of trained students to be matched with partner sites.
Lessons Learned and Plans for the Future	We are still collecting data to analyze for future planning.

SECTION 4.2 GLOBAL MOMENTUM SUPPORT

e-newsletter

COMPLETION DATE: sept. 1, 2021 (CHANGE TO FEBRUARY 1, 2022)

Strategy or activity	**Developing a newsletter for disseminating information to parents, faculty, and staff.**
Summary of Activities	The University College Dean, Director of Marketing and Communication and academic departments will determine how Momentum Year information should be shared in an e-newsletter. An invitation will be sent to contributors to discuss impact of Momentum Year activities and other information relevant to Momentum approach and progress. The e-newsletter will be distributed to FVSU family, via website, and/or email.
Outcomes/Measures of progress	Work in this area is being piloted through the Department of Education. The Dean of the College is distributing information related to Momentum Year and various topics to the department via email. Guest contributors have shared information related to academic advising, important dates, policy changes, and various celebratory announcements. Newsletter information is used as a reinforcement of information shared in department meetings.
Lessons Learned and Plans for the Future	• The development of a more formalized process is underway to create a uniform newsletter for the campus • Due to large amount of new faculty and staff in key areas, a re-introduction of Momentum Year, Momentum Approach, and the Momentum strategies will need to be implemented.

podcast/video series

COMPLETION DATE: may 14, 2022

Strategy or activity	**Develop a podcast/video series for disseminating student information.**
Summary of Activities	Identify relevant topics for students to disseminate information to students in a "student friendly" format. The University College Dean, Director of Marketing and Communication and academic departments will invite contributors for "success stories." Information will be distributed through email, website, and social media.
Outcomes/Measures of progress	Work in this area is underway. First rollout of success stories began during Homecoming on social media with alumni, entitled, "Why I Love FVSU." A sampling of students was surveyed in an informal setting to determine topics that they would like to see covered in videos and/or podcasts, with plans to begin recording in the spring to begin rolling out over the summer with the incoming freshman class. Some of the recommended videos include: • Embracing Transition from High School to College • Time Management Tips • Study U – lessons on study groups and study tips

	• Understanding Your Degree Map • Campus Involvement These items subjects will also be covered in the FVSU 0100, with the utilization of videos being used as teaching aids/reinforcement.
Lessons Learned and Plans for the Future	• The development of a more formalized process is underway to create a communication plan. • Scripts for each topic, identify participants, and eventually set a filming schedule and timeline for release. • Formulation of a podcast series is still underway

SECTION 5: OTHER EXISTING/ONGOING WORK

Fort Valley State University continues to advance the agenda of our ability to "Empower the Possible" within our students. This involves producing well-rounded scholars and citizens who will be productive contributors in society. Our global work depends on collaborative efforts and approaches that address changing conditions both academically and societally. Most recently, Fort Valley has increased its investment in high impact practices, concentrating on social justice and community-based learning. During New Student Orientation, various students were invited to the Tubman Museum for an excursion and introduction to social justice. The fall began with a webinar entitled, "Meeting This Moment: Answering the Call for Equity in the 21st Century." We are extremely proud of the work that we are beginning to undertake in the social justice arena, and work is underway to connect these HIPs and others to our criminal justice department.

STUDENT SUCCESS AND COMPLETION TEAM

Name	Title	email
Dr. T. Ramon Stuart*	Provost, Vice President for Academic Affairs	stuartt@fvsu.edu
Dr. Gregory Ford*1	Dean, College of Arts & Science	gregory.ford@fvsu.edu
Dr. Kimberly Andrews^	Dean, University College	kimberly.andrews@fvsu.edu
Dr. Ralph Noble	Dean, College of Agriculture, Family Science & technology	ralph.noble@fvsu.edu
Dr. Rebecca McMullen*2	Dean, College of Education & Professional Studies	mcmullenr@fvsu.edu
Jessie Kane*3	Vice President for Student Affairs and Enrollment Management	kanej@fvsu.edu
Kimberly Morris*	Director, Financial Aid	morrisk@fvsu.edu
Mrs. Sharee' Lawrence	Registrar	lawrences@fvsu.edu
Dr. Jocelyn Powell	Director, Academic Support Services	jocylyn.powell@fvsu.edu
Dr. Ala'Torya Cranford	Asst. Director, First & Second Year Programs	cranforda@fvsu.edu
Mrs. LuWanna Williams	Director, Center for Student Engagement	williamsl@fvsu.edu

NOTE: Please note the following changes that have been made to the Student Success and Completion Team since the creation of the Momentum Plan (new members in bold):

Name	Title	email
Dr. Olufunke Fontenot	**Provost, Vice President for Academic Affairs**	**olufunke.fontenot@fvsu.edu**
Dr. Berlethia Pitts	**Interim Dean, College of Arts & Science**	**pittsb@fvsu.edu**
˙Dr. Kimberly Andrews	Dean, University College	kimberly.andrews@fvsu.edu
Dr. Ralph Noble	Dean, College of Agriculture, Family Science & technology	ralph.noble@fvsu.edu
Dr. Beth Day-Hairston	**Dean, College of Education & Professional Studies**	**beth.day-hairston@fvsu.edu**
Dr. Timothy Hatchett	**Vice President for Student Affairs and Enrollment Management**	**timothy.hatchett@fvsu.edu**
	Director, Financial Aid	
Mrs. Sharee' Lawrence	Registrar	lawrences@fvsu.edu
Dr. Jocelyn Powell	Director, Academic Support Services	jocylyn.powell@fvsu.edu
Dr. Ala'Torya Cranford	Asst. Director, First & Second Year Programs	cranforda@fvsu.edu
Mrs. LuWanna Williams	Director, Center for Student Engagement	williamsl@fvsu.edu

Dr. Kimberly Andrews will no longer be with FVSU at the time of the next update.

GEORGIA COLLEGE AND STATE UNIVERSITY

SECTION 1. 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 2021 undergraduate enrollment is 5,591 students, 52 of whom are from out-of-state and 45 of whom are international students.

First Time Freshmen Admitted.

For Fall 2021, Georgia College enrolled a first-time, full-time freshmen cohort of 1507, a 10.6% increase from Fall 2020 and a "return to normal" following the COVID pandemic. The Fall incoming freshman 2021 class obtained an average high school gpa of 3.59, a 1.7% increase from last year. We also enrolled 167 new transfer students.

Retention.

For ten years prior to the pandemic, our first-year retention remained between 83.11 and 85.9%. In Fall 2020, Georgia College's first year retention rate decreased to 82.33%. In Fall 2021, it further decreased to 77.98%. Although Georgia College remains third in the University System in first year retention rates, this was a disappointing shift for our institution. In addition, in Fall 2021, our second year and fourth year retention rates also declined. Repeated feedback indicates that these declines were in direct response to the pandemic. In Fall 2020, students who did not return consistently reported concerns about face-to-face instruction, lack of online and commuter learning options, and potential exposure to the virus in both housing and academic settings. In Fall 2021, students who did not return reported that a lack of connection and campus engagement during the 2020-2021 academic year and that complications from the pandemic – whether social, emotional, economic, academic, or personal – affected their decision to return.

To help us achieve national preeminence and reach our retention goals, Georgia College continues to strive for a long-term first-year retention goal of at least 90%. To accomplish this, we will need to immediately recover from the effects of the pandemic and return to a mid-80% retention rate for the class of Fall 2021.

Graduation.

Despite the pandemic, Georgia College celebrated a 50.31% four-year graduation rate for its Fall 2017 first-time freshmen class, marking the second year in a row that our four-year graduation rate surpassed the 50% mark. These two classes were both advised throughout their entire college career by professional advisors in our Academic Advising Center, which was reorganized in 2016 as part of a shift to a campus-wide professional advisor model.

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 82.7% of undergraduates identifying as white, non-Hispanic and 63.9% of undergraduates identifying as female. Increasing and retaining diverse students remains one of our annual admission and retention goals.

Georgia College undergraduates are predominately between the ages of 18 and 24 years old. We have 25 undergraduates over the age of 30, 16 of whom are degree-seeking students.

Georgia College students benefit greatly from the state's HOPE and Zell Miller Scholarship Programs. Unfortunately, mostly likely also as a result of the pandemic, the percentage of students who currently receive the HOPE scholarship fell from 65.6% in Fall 2020 to 59.5% in Fall 2021, However, we the percentage of students receiving the Zell Miller Scholarship increased from 14.5% to 15.6% in that same time period.

While Georgia College students rank second in parental affluence among USG institutions, the number of students receiving the Pell Grant fell from 20.5% at this point in the 2020-2021 aid year to 16% at this point in the 2021-2022 aid year. The number of students receiving federal loans in 2021-2022 also decreased by 6%, from 60.5% to 54%. Considering the current economic environment in the United States, this suggests that our economically disadvantaged students are having a hard time maintaining access to higher education. Thankfully, funding through federal HEERF funding has allowed us to assist many students with demonstrated academic need, including 3,563 students in Fall 2021 (64% of undergraduates) who collectively received $5,244,500 in additional funds.

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, which indicates a variety of academic and non-academic concerns that could affect student persistence.

Impact of COVID-19 on the Student Body Profile.
As mentioned above, Georgia College has experienced significant variance in its enrollment over the past two years for reasons 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 accommodating 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, transitioning to online instruction only to accommodate approved faculty health issues. Georgia College returned to fully face-to-face undergraduate instruction in Fall 2021. However, the changes in overall enrollment numbers, retention, and financial aid eligibility and distribution all point to the same conclusion that the pandemic had serious effects on our students and the institution that will linger for several years.

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 2021 data, Georgia College ranks third in first-year retention, behind only Ramapo College of New Jersey and the State University of New York (SUNY) at Geneseo. With a 61.7% six-year graduation rate and a 17 to 1 student/faculty ratio, Georgia College ranks near the middle, demonstrating both an opportunity for aspirational growth and competitive advantage.

SECTION 2: 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. The majority of our student-specific initiatives are included in our Momentum Plan, which is described in depth in Section 3 of this report. In addition, GC has implemented or continued the following initiatives.

The Registrar's Office, the Academic Advising Center, and the academic departments continue to collaborate closely to ensure that registration is a smooth and easy process for students, that there are no barriers to completion in our major programs, and that adequate numbers of course seats are available each semester. By working closely with offices whose holds block registration, we have significantly decreased the number of students who are unable to register at their assigned time; for example, during registration for Spring 2022, only 37 students were stopped from registering as a result of significant, older parking fines.

Our Financial Aid Office directed millions of dollars in HEERF funding to economically challenged students. For students facing financial barriers, Georgia College has been proactive in encouraging the use of no-cost or low-cost textbooks and freezing additional fees.

The Academic Advising Center continues to implement 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.

To reconnect with students who stopped out during the pandemic, we have developed and implemented new processes to reenroll students and help them get back on track for degree completion. This process is initiated by the Registrar and is supported by the academic advising staff.

Recognizing the need for additional mental health services on our campus, we were also grateful to be a part of the University System's initiative to implement Christie Campus for our students.

Finally, in Summer 2021, GC began implementation of the Civitas Advising and Retention platform. Currently in the testing and validation phase, this product will have a soft launch on our campus in January 2022. Civitas will allow us to better implement early alert systems, incorporate feedback from GeorgiaView and faculty to assist students at risk, improve student communication, and help us prioritize student needs. We have a large stakeholder group that includes numerous offices across campus as well as faculty representatives from each college to provide feedback on implementation decisions, generate enthusiasm and support for the product across campus, and identify ways their departments might be able to contribute to and benefit from this product.

We look forward to the many improvement opportunities already identified for the coming academic year, recognizing that many of these need to be tailored to and designed to compensate for the challenges COVID-19 has had on our campus. We are anxious to return to our prior success rates and move forward on our path to preeminence.

SECTION 3. BIG IDEA

During Fall 2020, partially in response to Momentum Committee's work, the President, Dr. Dorman, tasked the University Retention committee as a standing committee to focus specifically on issues of retention and graduation that were raised by the Momentum Committee. The synergy of the Momentum Committee and the Retention Committee might be GC's biggest accomplishment, and this partnership led to, among other things, a redesign of the First Year Academic Seminar. The Retention Committee membership consists of:

Chairs
- Suzanne Pittman – Associate Vice President of Enrollment Management
- Chris Ferland - Associate Vice President of Institutional Research and Effectiveness
- Ken McGill - Professor of Chemistry and Physics

Committee Members
- Jordan Cofer - Associate Provost of Transformative Learning and Experiences
- Kay Anderson – University Registrar and Assistant Vice President for Enrollment Management
- Shannon Simmons – Director of Financial Aid
- Shawn Brooks – Vice President for Student Life
- Lee Gillis – Chair / Professor of Psychology
- Lisa Griffin – Director of School of Health and Human Performance
- Michelle Johnson - Director of Academic Advising
- Nadirah Mayweather – Director of Cultural Center
- Nicole Declouette – Associate Professor of Special Education/Interim Associate Dean
- Brent Evans – Assistant Professor of Economics

Traditionally, Georgia College boasts a year one retention rate between 84-86%, which is a commendable rate, but strives to increase overall retention as well as student satisfaction.

Understanding the restrictions and vast complications due to the Covid-19 pandemic is a priority for this committee, while also balancing the needs and expectations of our students and families. One of the outcomes the retention committee discovered was that our internal data suggests student feelings of isolation and stress. Thus, intentional connection to the university is more essential than

ever, especially outside the classroom. GC students expect active engagement and to be involved in the campus community. The following themes were identified as priorities for Georgia College students:

- Early and meaningful engagement with faculty
- Social engagement and involvement with student life
- Meaningful attachment to campus and community
- Enhanced communication and engagement externally with our parents and families and internally with the campus community.
- Improved processes for attracting native students back to Georgia College when stopping out and additional data collection to gain insight into transfer decisions.

As a result, the Retention committee submitted the following recommendations to the president:
- Revising the First Year Experience/First Year Seminar
- Enhanced Parent Programming and Communication
- Recruit Back Program for Non-Returning Students
- More Data Required for the Withdrawal Process
- Improved Methods of Campus Wide Communication of Momentum Approach
- Coordinate with Nudge Unit to Develop Data-Driven Retention Strategies

As part of the student success strategy, Dr. Dorman tasked the appropriate areas of the college with making these changes. For the Momentum Committee, it meant redesigning the First Year Academic Seminar. This redesign, which was a direct result of our conversations at Momentum Summit IV became GC's Big Idea.

First Year Seminar Redesign
After the Momentum Committee pitched "our big idea" of redesigning our First Year Seminar, Dr. Dorman tasked a small subgroup to complete work on a curricular redesign of the Freshman Seminar courses at Georgia College, as part of the First Year Experience. This committee considered of:
- Jordan Cofer - Associate Provost of Transformative Learning and Experiences (co-chair)
- Lisa Griffin – Director of School of Health and Human Performance (co-chair)
- Lee Gillis – Chair / Professor of Psychology
- Michelle Johnson - Director of Academic Advising
- Nicole Declouette – Associate Professor of Special Education/Interim Associate Dean
- Brent Evans – Assistant Professor of Economics
- Erin Weston- Director of First Year Experience (Ex Officio)

In the current iteration of GC's first year experience, GC students not only take a First Year Academic Seminar, where they are onboarded for GC Journeys, but also take GC1Y, interdisciplinary courses led by faculty teaching on a topic of interest. The students form relationships with their academic advisors who teach their First Year Academic Seminar (GCSU 0001). While all of our assessment has shown that our GC1Y courses were successful, it is the academic seminar (GCSU001) that was targeted for improvement. Subsequently, this seminar is also where students take the Mindset Assessment. One of the first tasks of the subcommittee was to examine all the data available. As evidenced in recent surveys (NSSE 2020, 2017, 2014 and SSI 2016, 2018) and focus group discussions (Noel Levitz, 2019), the committee noticed a trend that Georgia College students desire more engagement, academic challenge, and connections with faculty in their intended majors earlier in their GC experience. Next, the committee worked with experts from the National Resource Center for The First-Year Experience at the University of South Carolina to discuss what an ideal seminar experience would look like, including multiple meetings with Dr. Nirmal Trivedi at Kennesaw State University, an expert in First Year Seminars. As a result, the committee created four learning outcomes for the course:
- Make connections with faculty, staff, and students.
- Explain what the liberal arts means to you [as a student].
- Create a 4-year plan, which includes the completion of a GC Journeys plan.
- Create 3 different career paths.

The committee also worked with University Communication to help re-brand the course, and ended up with TREK, with the idea that a trek is the beginning of a journey. From there, the committee recommended a pilot study for Fall 2021 to test out the new First Year Experience course. Initially, the committee expected only a few departments to join in the first pilot session, however, 17 different departments volunteered to cover 31 sections, which represented over half (55.38%) of the total sections of First Year Seminar for Fall 2021. It is too early to share any results of the pilot, which is currently under way.

Additionally, our first-year seminar includes a robust program that is now in full swing—the First Year Guides. The First Year Guides are peer leaders, often in their junior or senior year, who serve as an embedded resource for the first-year students. First Year Guides are embedded in the First Year Seminar, work in concert with the faculty, and have individual meetings and consultations with the students. They also sent out a weekly group text to students to reinforce the curricular issues in the class and to alert first year students to events and opportunities occurring across campus. As such, this has been an excellent communication mechanism.

Assessment of the Big Idea

Currently, our assessment for the pilot sections of our redesigned First Year Academic Seminar (TREK) is assess being assessed in several ways. First, to assess the achievement of our learning outcomes, students in the TREK sections will take both a pre and post-test. Second, the Office of First Year Experience created a First Year Seminar advisory group. This group will be a part of 3 different focus group sections, which will provide feedback on the success of these courses. Currently, the Advisory group consists of one student from each of the pilot sections. The group's first meeting was in October. Finally, the Office of First Year Experience will bring together the First Year Academic Seminar redesign committee with the faculty who taught the first year curriculum. These groups will go over the highs and lows of the course and make recommendations for the committee. Using this data, the committee will provide a recommendation to the Provost.

SECTION 4.1: MOMENTUM WORK RESILIENCE UPDATE

The Momentum Year Committee met and worked in conjunction with our Office of Transformative Learning Experiences and the newly formed Retention Committee. The following strategies were identified by the Momentum Year Committee as priorities for 2021.

- Revising the First Year Experience/First Year Seminar
- Enhanced Parent Programming and Communication
- Recruit Back Program for Non-Returning Students
- More Data Required for the Withdrawal Process
- Improved Methods of Campus Wide Communication of Momentum Approach
- Coordinate with Nudge Unit to Develop Data-Driven Retention Strategies

What has been accomplished since the Momentum Summit?

Revising the First Year Experience ("Big Idea") took priority for our Momentum Year Committee, and we are happy to say that a lot has been accomplished. The Committee completed a redesign of First Year Experience and is running a pilot of 31 sections, as we speak. This was a huge undertaking, and is one that has taken many resources, and will require continued assessment and tweaking.

Additionally, we worked with the Office of Student Engagement to make recommendations on enhanced parent programming and communication. Ultimately, we examined some of the best practices in the USG (such as Georgia Tech) and made recommendations. This summer, the university purchased a new software package, which will help with parent communication.

Next, the Office of the Registrar worked to redesign the Student Withdraw forms to collect more student data on students who withdraw. It is our hope that as we learn more about the reasons that are students do withdraw, we can do more to retain those students.

We coordinated with the GC Nudge Unit, who made several suggestions about retention and recruitment strategies (as well as how to connect with students), we have already enacted one of their recommendations (working to get students to apply earlier).

Furthermore, we also were able to recommend that the University purchase Civitas as a student success software that will help centralize our Momentum Year efforts. We are optimistic that this will help move the needle on data-driven solutions for student success. Finally, we have been working with the Office of First Year Experience, and the Cultural Center (among others) on launching a new GC Journeys Diverse Scholars initiative. With funding from the Office of the Provost, this will serve as an academic learning community that will be cohorted together. It is our hope to, ultimately, work with our office of advancement to fundraise for support of these students' experience in high-impact practices.

How has your approach changed from your original plan?

While our approach hasn't changed significantly since the inception of our original plan (GC Journeys), our plan has evolved. Based on our assessments, our plan has tried to address opportunities to expand innovative pedagogies and experiential learning, while keeping our focus strictly on student success. The formation of our retention committee has helped to create a broader network of stakeholders for feedback, and to make our approach more granular and less broad. It has also helped to engage other areas of our university, beyond academic affairs, while helps us offer a more holistic approach.

Where are you currently challenged?

Most of our challenges are not unique to Georgia College. Obviously, the biggest challenge was COVID 19, which has impacted more than retention, progression, and graduation—it has created a fatigue, as both faculty and staff are understandably exhausted. The challenge is to motivate faculty and staff to help continue to sustain our good work, while also taking care of themselves. But Institutionally, we know that we have difficulty in campus communication since there are so many things on campus happening, that it can be hard to communicate these approaches. To remedy this, and centralize our approach, a small task force identified Civitas as a potential solution. Finally, as UGA's increased capacity for their incoming first year class and transfer classes have increased, this has drastically impacted our recruiting and retention. Yet, despite our challenges, we had the third highest retention in the USG, and our 4-year graduation numbers stayed steady and over 50% (50.31).

What successes have you had?

We've had several successes this year, great and small, beginning with winning the Momentum Year award for Excellence in Teaching and Curricular Innovation to last week's GC Journeys Symposium, which had 80 people (faculty and staff) in attendance and featured nationally-renown speakers. While these successes have varied, they include:

- Winner of the USG Momentum Year award for Excellence in Teaching and Curricular Innovation.
- Mentored Undergraduate Research and Creative Endeavors won the CUR AURA award (Award for Undergraduate Research Achievement).
- Hosted an AAC&U Webinar with over 800 people registered, focusing on our GC Journeys Initiative.
- Selected for Mellon Grant (College & Beyond Initiative) with University of Michigan
- GC Journeys presentations at SACSCOC, AAC&U, Assessment Institute, and Momentum Summit.
- Maintained 3rd highest retention rate in the USG (78%), even during COVID19, kept 4 year graduation rates at <50% (50.31%), and our six-year graduation rate slightly increased to 62.05 percent.
- Created and piloted a redesigned First Year Academic Seminar (TREK) with 31 sections.
- In process of implementing Civitas as a Student Success portal.
- Implemented a new parent communication system based on Retention Committee recommendations.
- Hosted GC Journeys Symposium (October 2021) with 80 people in attendance. The symposium focused on GC's Momentum Year plans and included Cole Woodcox (Executive Director of the Council for Public Liberal Arts Colleges) and Debra Humphreys (Lumina Foundation).

What lessons have you learned?

This year has definitely been a learning year, but COVID really accentuated the need to work together systematically across campus. The biggest lesson that our committee learned was how much work on student success was happening, but was happening in silos. We have made some steps to tear down these silos (such as purchasing Civitas, hosting regular meetings, etc.), but we know that we still have more work to do.

In what way does your work support the success of all students on your campus, including Black, Latinx, and First Generation College students?

Perhaps the biggest advantage that we have is that we know, based on McNair and Finney's work, that high-impact practices benefit all students, particularly underserved students, which is why recruiting and supporting underserved students is a university priority which shows up in our Momentum Year plans, our university strategic plan, and in our forthcoming diversity action plan. Finally, while we are in the midst of starting our GC Journeys Diverse Scholars initiative, we also applied to be a part of the Gates Foundation/AASCU Transformation Accelerator, which is a competitive two-year program that will chose 15 institutions and work with those institutions to support underserved students. If selected, we hope to become national models for underserved student success.

What are your next steps to ensure your work is sustainable and resilient?

We have built in Momentum Year into the fabric and structures of the institution. It is part of our GC Journeys initiative, it is embedded into our Office of Transformative Experiences, and in our strategic plan. Furthermore, our university retention committee is a standing committee that continues to meet regularly.

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 2020 was 11,627; and in Fall 2021 headcount stands at 10,949, a decline of 5.8% owing to the challenges introduced by the coronavirus pandemic. 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 2.71 and 2.95, with 41.6% of first-year students regularly requiring corequisite learning support in at least one core subject (Math or English) in Fall 2021. Preliminary data for Fall 2021 indicate 20.6% of the 2,195 first-year students are enrolled in a corequisite Math or English support course, with enrollment in corequisite Math over 16%, corequisite English over 13% 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 2020, 32.6% of GGC's students were Black/African-American, 24.8% were Hispanic/Latino, and 11.2% Asian. Likewise, in Fall 2021, preliminary data indicate 31.8% of our students are Black/African-American, with 26% Hispanic/Latino, and 11.6% Asian.

GGC has consistently enrolled a high proportion of **Pell grant-eligible college students**, defined as students who are awarded financial aid from the federal government Pell grants any time during academic year, of students who complete and file a FAFSA. The data from the past five fall terms shows that GGC's student population is more than half of them are awarded by Pell. The percentage of Pell recipients among freshman has remained at 62% of the past three years. 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%; in recognition of this meaningful population size, we are investing in new data visualizations to help us understand their obstacles and successes.

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

In keeping with best practices across industries, GGC continues to dig into the impact of the COVID-19 pandemic for insights on highest value improvement practices/ In evaluating the impacts on our students, GGC looked at multiple areas affecting students, including academic success rates. A number of indicators suggested that the exigencies of the pandemic negatively impacted student success in key 1000-level Momentum-critical courses. In English 1101, for example: the average pass rate in the Fall 2019 semester was 76%; in the Fall 2020 semester, the average pass rate was 65%. This insight spurred an early 2021 institutional effort toward building a credit recovery infrastructure. Academic Affairs partners with Student Engagement and Success to identify students who attempted but did not complete critical entry-level core classes (ENGL 1101 and 1102; MATH 1001, 1111, and 1113; ITEC 1001] during the preceding 3 terms. Academic Affairs, Enrollment Management, Student Engagement and Success, Advancement Services and Strategic Communications worked together to quickly:

- Establish course sections intended for enrollment solely by eligible students;
- Identify faculty well-suite to teach a population of disproportionately academically at-risk students;
- Establish pedagogical training sessions to support faculty;

- Associate peer supplemental instructors and dedicated tutors and tutoring times with the classes; and
- Identify financial aid sources through which we could offer partial scholarships to a limited number of participants;
- Communicate with eligible students about the opportunity

We funded this program internally, and were able to operate it at a very small scale, given those constraints. Additionally, we established this initiative on a very tight timeline – less than a month from approval to the start of classes. Despite these limitations, the program was successful. Across our Summer 2021 Second Chance classes, students succeeded at an average 73% rate. The same Summer 2021 classes, populated with a "normal" distribution of students, had a success rate of 68%. Students enrolled in Summer 2021 Second Chance students were retained at a 72% rate, compared to a retention rate of 42.6% for students eligible for, but not enrolled in the program. The success of this pilot program has encouraged us to work towards establishing a sustainable infrastructure for continued credit recovery offerings; we know that the exigencies of the pandemic exacerbated challenges to passing 1000-level courses, as we also know that the ebbing of the pandemic will not sweep away preexisting or lingering barriers. The lesson, then, is that targeted messaging which acknowledges the value and grace of second chances, combined with a rigorous and supportive pedagogical environment, create a recovery path for our most vulnerable students, at a critical momentum-building juncture. We intend to pair this lesson with a suite of ongoing transition and remediation efforts taking place within Student Engagement and Success, many of which are detailed below and also include SPARC, our new [debut Summer 2021] Summer Preparatory Academic Resource Camp [SPARC].

MOMENTUM UPDATE

"BIG IDEA"

We are always grateful for the opportunity presented by the Momentum Summit, where cabinet-level institutional leadership collaborates with operational-level leadership to identify new opportunities and priorities. Our work at the Summit has always been productive, and the pandemic year+ has helped to surface some of the implementation challenges that emerge, even in optimal circumstances, once the Summit has ended and plans move toward reality. In particular, we were mindful this year of the ways in which new ideas can sometimes shift our focus away from scrutinizing the gaps and opportunities in "old" ideas, and may, in that way, allow us to under-leverage our institutional resilience.

With this in mind, and with the reflective mindset the pandemic has occasioned, we decided to redouble our efforts on Learning Communities for our AY21-22 "Big Idea." We have been writing about Learning Communities for many years in these reports and continue to rely on them as a component of our student success strategy, They have been incredibly valuable to us as a tool to drive fuller schedules and higher credit intensity for incoming students, as the 3 linked classes are easily paired with 2 additional "a la carte" options to create a 15 credit-hour load. Further, our decision (at Momentum Summit 1) to link the Learning Communities with Focus Areas allowed us to speak to purpose and pathways with this enrollment tool, and to coordinate with co-curricular leaders in associating various support and engagement activities specific to Focus Areas with the relevant LCs. Our analyst partners at the system office have, over the years, helped us to build robust infrastructure within to our Mindset survey results so we can assess how students in Learning Communities may report their sense of belonging and purpose differently than those students not in linked classes. These infrastructure components have allowed us to offer Learning Communities at significant scale, with 150+ units in AY19-20.

This scaling and productive focus on credit intensity and social belonging advantages of LCs have kept us from leaning into their potential impact as a High Impact Practice. We know that Learning Communities offer significant student learning value, as well as retention and progression benefits, when the curriculum within the classes is highly integrated and the faculty work in close collaboration on shared content and outcomes. For this planning and execution to be effective, the student cohort within an LC needs to be stable and fully shared. Our at-scale version of LCs generally began with shared student cohorts as waves of students selected the LCs as blocks. As enrollment season tightens, however, we allow students to select courses in LCs as individual sections to fill out schedules, as well as allow students who enrolled in blocks initially to "break" them, dropping one or two sections but not all. This flexibility within a scaled first-year product is crucial for our students to have access to full schedules. It is, at the same time, prohibitive of full curricular integration.

With this background knowledge and practice, we decided at Momentum Summit 3 to identify a small subset [10] of FA21 Learning Communities – Career Focus Momentum Learning Communities - and deploy them with full curricular integration and co-curricular support. Because the curriculum in each class relied on the curriculum in the other LC classes, they were designed so that students could NOT drop one without dropping all – these are fully "locked" Learning Communities. We maintained the structure of 3 linked classes, and maintained the approach of associating them with Momentum Focus Areas; students were able to see them as registration options at Grizzly Orientation in much the same manner as they could see the alternative Learning Communities. These products had key differences though, and we took care to message them:

- Participating faculty, recruited by their Chairs, worked in groups during Summer 21 to integrate their class content and assessments, designing at least one fully integrative assignment. These workshops, offered in collaboration with our Center for Teaching Excellence, offered content on student mindset interventions and integrative assignment design and assessment;
- Each Learning Community incorporates, as a requirement, the completion of at least 2 Focus Area modules in the Mastering Career Readiness course developed by our Career Development and Advising Center [CDAC] [see below for more details on this intervention].Students are required to complete the Focus Area module for the area they declared, as well as one additional Focus Area module. CDAC partners collaborate with instructional faculty on completion and assessment;
- Faculty coordinate with each other throughout the semester to check on progress and obstacles for their shared students;
- Faculty engage in multiple check-ins as a Momentum group during the semester, sharing strategies and challenges.

While less important for messaging to students, these Momentum Learning Communities also required:
- Collaboration with Enrollment Management partners on the creation of new Banner "rules" that would keep the classes locked;
- Resource investment to stipend faculty for summer professional development;
- Resource investment from Deans who agreed to limit course caps in participating sections to match the lowest cap within an LC;
- Assessment strategy, developed by Momentum team of faculty leaders and the Director of Academic Assessment;
- Communication strategy for Grizzly Orientation, developed collaboratively with Enrollment Management and the Student Success Advising Center.

We built, staffed, enrolled and executed 10 of these highly integrated Career Focus Momentum Learning Communities for Fall 21. At the conclusion of the semester, and in the more distant future, we will assess 1) student academic performance; 2) student progression; 3) student performance on benchmark levels for integrative learning; 4) student retention and credit load intensity We will also survey faculty about their experience as instructors. This full data set will allow us to consider the resource investment in the context of the student gains.

Although not part of our initial "Big Idea," the Momentum team has designed a SP22 supplement, to support current students who want a full year of highly integrated experiences, and to expand instructional faculty access. We have designed 4 Momentum Course Pairs for Spring – each pairing contains an ENGL 1102. The course is integrated with an Economics class, for our BUSI students, or a History class, for our SOSC, HUAR, and STEM students. Instructors will fully integrated content and assessments, and students must remain enrolled in both classes. These paired courses are available only to students current enrolled in the FA21 Momentum LCs. This extension of the "Big Idea" will allow us to evaluate the impact of having one semester of fully integrated LC curriculum, versus a full year of integrated curriculum.

4.1 MOMENTUM WORK RESILIENCE UPDATE

Purposeful Choice

Strategy or activity	Preview Days
Summary of Activities	Preview days are designed to connect prospective students and their families to the GGC community and the programs and resources the college provides. 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 also met with staff and current students to learn about the support services offered on campus and best ways to stay engaged and involved, both in and out the classroom.
Outcomes/ Measures of progress	There were 426 attendees during the AY 20-21 Preview Day events. This does not include additional family members and guests, that accompanied the students during the Grizzly Drive-Thru or watched a virtual session.
Lessons Learned and Plans for the Future	While we have moved back to an in-person Preview Day format, we will continue to offer virtual programing as a part of our visit options moving forward. This provides an alternative for students unable to visit campus in-person or during a Preview Day event. For the Fall 2021 semester, 8 Virtual Academic Info Sessions, 3 Admission Sessions and a monthly Dual Enrollment session are being offered.
Changes because of COVID-19	Prior to the COVID-19 pandemic, the Office of Admissions Services hosted 4 Preview Day events each academic year. These events were re-imagined for the Fall 2020 and Spring 2021 semesters, where we implemented a hybrid format consisting of an in-person Grizzly Drive-Thru and a virtual option using Zoom Meetings and Webinar. The

Drive-Thru events hosted on October 17th (109 attended) and March 27th (108 attended) transformed our regular indoor Resource Fair, into a Drive-Thru event in the Building B Parking Lot. This was an opportunity for prospective students to visit and view campus, which is one of our biggest selling points. Fall 2020 virtual offering was hosted on October 31st (82 attended) and consisted of a Zoom Webinar followed by breakout sessions. Spring 2021 virtual option was offered as a weeklong event, March 22nd-26th (121 attended) capped by the Grizzly Drive-Thru at the end of the week. Sessions were divided into four categories: Admissions and Financial Aid, Academics, Student Life and Social Media.

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. Prior to attending orientation, all first-year students for Spring and Fall 2021 were contacted by an SES advisor who helped to guide them to register for a LC based on focus area. For Spring 2021, due to the volume of students, this process was tested with just business and HEPR student. This process was then continued into the Fall 2021 term for all incoming freshman with 0 credit hours. Students are grouped based on focus areas and meet with faculty in their respective areas to discuss related careers and curricula. These are the same groups students will participate in course registration. Due to the virtual format of GO sessions this past year, students remained in their original group, but were informed on how to change focus area if they chose to do so. 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	Through virtual Grizzly Orientation sessions, confirmed registrations for 7 Spring 2021 GO virtual sessions via BB Collaborate, which ran from Nov. 14, 2020-Janaury 21, 2021, totaled just over 1,000 students. Summer and Fall 2021 was a mix of virtual and in-person Grizzly Orientation sessions, confirmed registrations for 21 GO virtual/in person sessions (4 sessions for Summer term and 17 sessions for Fall term) via Bb Collaborate and face to face, which ran from May 7th, 2021-August 10, 2021 and totaled just around 3,500 students.
Lessons Learned and Plans for the Future	Key lessons learned and plans for the future for Grizzly Orientation include expanding/improving the students' prior knowledge of their choice in focus areas & major through more interactive questions and pre-orientation modules Increasing 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	Due to the pandemic, Spring and Summer 2021 term GO sessions were conducted virtually through the orientation management system, VisualZen and D2L, encompassing both asynchronous orientation content modules and synchronous registration through Bb Collaborate. Two different formats were offered for Fall 2021 term students. Students could choose between attending a virtual or in person orientation session, during which students would complete their course registration. Both formats were comprised of the same information and schedule. 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. GGC's Focus Area modules aims to assist students with making a purposeful choice by tying majors to careers. The focus area modules offer the students the opportunity to learn about a variety of career fields that are tied to the 7 academic focus areas. Each focus area module provides students with access to career areas to research, career titles to investigate, and examples of careers. Students are able to learn about job responsibilities and skills needed to obtain the positions. Additional links are provided to the Occupational Outlook Handbook and an additional resource Candid Career, informational videos that provide students information about careers and majors.
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. In addition to first year classes, faculty teaching senior capstone courses have utilized the modules to assist students with career choices and exploration. Since implementation, 502 students have accessed the focus area modules.
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. Keeping the career information updated will be challenging as industries and demand constantly changes.
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. As will become apparent in the 'Big Idea' section below, plans are currently for all learning communities to shift to a highly integrative 'Momentum' learning communities model to the extent that this can be scaled for our first-year (and some continuing) students.
Outcomes/ Measures of progress	The number of LC enrolled students in FA21 is down to 2261 (a decrease of 16% from FA19), with the number of LCs overall decreasing from a high of 124 to the current 83. A key goal of the LC effort remains increasing the integrity of each individual learning community by working to keep students enrolled in all three of the linked sections in their triad. We have made significant progress in FA21 with the introduction of 10 highly integrated "Momentum" Learning Communities. Fall 2021 also saw the expansion of the HACER learning community course-based component to two pairings (Intermediate Spanish with World History and Intermediate Spanish with First Year Seminar: GGC 1000).
Lessons Learned and Plans for the Future	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, scaling 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. 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 2022.

Transparent Pathways

Strategy or activity	Curriculum Maps and Pressure Tests
Summary of Activities	Our pilot pressure testing work during AY 19-20, limited to a handful of programs produced useful insights for those programs about substantive adjustments to make to sequencing in the maps. In response to this success, the Dean of the School of Liberal Arts and the Provost's Office tasked a lead faculty member with developing a plan for scaling the pressure test process. He worked with Student Engagement and Success to build an analytic tool that can be applied to all programs at GGC, allowing for quick analysis of bottlenecks and obstacles.
Outcomes/ Measures of progress	We consider the establishment of this analysis tool to be a significant success. With the remaining time in AY 20-21, the Provost's office will work to train other chairs on use of the tool, and to establish consistent deliverables. Ideally, deliverables will include both adjustments to advising tools, like program maps, and larger-scale analysis of the potential for pedagogical and curricular interventions.
Lessons Learned and Plans for the Future	As was our experience with the pilot effort on this initiative, we found that pressure testing work significantly increased literacy among chairs about a number of variables and outcomes within their programs, and spurred productive conversations. As a general rule, we want our academic leaders toward as much access to legibly presented data about their programs as we can muster.
Changes because of COVID-19	With a stable tool for analyzing progression through program pathways, we will be able to better assess obstacles as being either specific to a pandemic environment, or more endemic to non-optimized advising tools.

Strategy or activity	Advising and Mentoring
Summary of Activities	During FY 21, the Student Success and Advising Center (SSAC) added 7 full-time advisors to support a new advising structure in spring 2021 in which the SSAC provides advising support to all students with less than 30 credit hours. This new structure increased the advising load for the Center by 1269 from fall 2020 to fall 2021. However, the increase in staff allowed the average individual caseload to remain just under 200 students. While all advisors are trained across all majors, each advisor specializes in one focus area and is assigned students based on that focus area. The SSAC now has a satellite office in the Kaufman Library and Advising Center. and provides students additional access to advisors. We also promoted four current advisors from student success advisor 1 to senior student success advisors. This action provides an opportunity for career growth within the center and allows for additional targeted support programming for students. In addition to having an advising caseload and acting as team lead for advisor 1 teams, each of the senior advisors provide outreach to targeted populations including the HACER Living Learning Community, first generation students, veterans, adult learners, and students on academic warning, probation, and suspension.
Outcomes/ Measures of progress	Although the center's caseload included a broader group of students, the average number of students assigned each semester declined. Advisors tracked over 6100 advising appointments during FY 21, which was similar to pre-COVID-19 visits.
Lessons Learned and Plans for the Future	Advisors noted a decrease in the number of no-show appointments. Although in-person advising is preferred, advisors will continue to offer students the flexibility of virtual or in-person appointments. Although the number of appointments slightly increased during this period, engagement was still challenging. Because of ongoing pandemic-related challenges, it is difficult to measure the impact of these changes. We will need to determine trends over time.

Changes because of COVID-19	COVID -19 prompted an abrupt shift to virtual advising, which resulted in the advisors rapidly increasing their technology skills and developing protocols to support students in an online environment.

Academic Mindset

Strategy or activity	Mindset Survey and Interventions
Summary of Activities	Student Engagement and Success and Academic Affairs partnered to distribute the USG's mindset survey broadly and encourage participation. We hope to rely on the data analysis infrastructure we have built with our system office partners, as in the past, to analyze results on a disaggregated level and consider best interventions. In addition to the Mindset Survey itself, Institutional Research and Analytics (IRA) in the division of Student Engagement and Success (SES) has conducted a number of "Grizzly Check-In" Surveys with GGC students to understand our students' experience during the pandemic and support their well-being. In this concluding year of GGC's Gateways to Completion intervention cycle, we have been pleased with the results of our teams work in MATH 1113, which has focused on mindset matters. Course committee leads designed a series of embedded check-ins and mindset-boosting interventions, intended to both provide ongoing information to instructors about the state of students' growth mindsets about math ability, and to provide holistic encouragement to students.
Outcomes/ Measures of progress	Institutional Research and Analytics organized Grizzly Check-In (GCI). The GCI results have been widely distributed to campus leadership teams and have shaped many conversations about students' experiences. The results of the G2C MATH 113 mindset interventions have been impressive. By Spring 21, intervention sections saw a pass rate of 76.8%, in comparison to 53.7% for non-treatment sections.
Lessons Learned and Plans for the Future	Our G2C based gains in MATH 1113 certainly evidence the benefit of holistic mindset-based interventions for students, maybe especially in Math courses. These are high labor affective interventions that require full instructional buy-in, and we will continue the work of looking to ease the burden on faculty wanting to implement them. The IRA "Grizzly Check-in" surveys noted above have found that while about 73% of students responding most recently feel a sense of belonging at GGC, there are suggestions that students feel could enhance their connection with other students and the college, such as more involvement opportunities with registered student organizations (RSOs), more activities focusing on non-traditional or commuter students, events featuring friendly competition, and broader promotion of activities on social media and elsewhere. Exploring these possibilities with specific student groups will be beneficial in better understanding how we support our students' Growth Mindset in the upcoming semesters.
Changes because of COVID-19	These mindset interventions were largely occasioned by the pandemic and our attempts to understand and mitigate its impacts.

Strategy or activity	GGC 1000 First-Year Seminar
Summary of Activities	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, self-efficacy 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. Most instructors have students complete the Focus 2 Career Assessment as part of the Mastering Career Readiness D2L site 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 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.

To help inculcate these elements across sections of GGC 1000, in Summer 2020, a D2L template course was developed. This course embeds key course topics (such as those mentioned above), signature assignments via TiLTed assignment sheets, and support resources for instructional use. Having the standard template course also greatly assisted/assists both returning and new instructors teaching in multiple modalities over the duration of the pandemic. In Spring 2021, a team of instructors received an Affordable Learning Georgia textbook transformation grant; the OER textbook for GGC 1000 is being piloted this FA21 semester and will scale to be used in all sections going forward, providing additional access and equity benefits to students enrolled in the critical first year.

Outcomes/ Measures of progress	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. These activities reinforce and measure both course outcomes and key skills we want to encourage in our students, such as information literacy, critical thinking, and responsible research. In FA20, students scored an average of 3.63/4 or 91% on the rubric for the 20-question resource quiz; the quiz asks them to use their information literacy skills to find responses to questions via the GGC website. Students scored an average of 2.85/4 or 71% on the campus scenarios activity rubric; this activity 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 7.72/9 or 86% on the career research assignment rubric the assignment 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. While participation on the survey was limited, students rated their familiarity with these items at an average of 66%, with 7/12 statements rated as "agree" or "strongly agree." Notably, the two statements receiving the lowest scores were about relationship building and feeling like part of the GGC community. This suggests that, despite instructors' best efforts, these first-year students struggled to feel the same sense of community in online classes as in previous, in-person terms. We will continue to track responses this AY21-22, wherein the majority of sections are back to in-person modality. The FA20 pass rate was 63% for this course. When evaluating FA19 to FA20 data, it was noted that enrollment size was similar for the two GGC 1000 cohorts; however FA20 had a 13% higher DFWI rate, mostly in F's. These results track with instructors' anecdotal observations that attendance and engagement were down from previous semesters, most likely from external demands of the pandemic on our students.
Lessons Learned and Plans for the Future	As noted above, 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. With the addition of the OER textbook in AY20-21, we anticipate one barrier to success—lack of early textbook acquisition—to be removed and look forward to measuring the equity impact of that intervention, particularly as it scales to all sections of GGC 1000 in Spring 2022 and beyond. As noted elsewhere in relation to learning communities, GGC 1000 has become a regular part of course pairings for the HACER living-learning community focused on

	Hispanic/Latinx student success. For example, in Spring 2021, the First Year Seminar section taught by our senior bilingual student success advisor will be paired with SPAN 3010, Spanish Conversation and Composition, in a learning community pairing geared toward supporting students who are Spanish as a Heritage language (SHL) speakers.
Changes because of COVID-19	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. As noted above, 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 Pawsport 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.

Strategy or activity	Mindset Training for PSI leaders
Summary of Activities	GGC's ongoing, successful Peer Supplemental Instruction program for STEM class support is wrapping up 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 has 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 have continued since then.
Outcomes/ Measures of progress	Mindset training is now a regular part of the PSI leaders' onboarding and ongoing training, raising awareness of the concept. Leaders are asked to develop discipline-appropriate intervention activities that encourage the development of session participants' academic growth mindset. PSI Leaders are trained in three tenets of academic mindset: growth mindset, purpose/value of coursework, and sense of belonging. The PSI Leaders administer interventions related to these topics in PSI sessions during the semester. Students enrolled in the PSI-supported course are surveyed at the start and end of the semester related to these three aspects of academic mindset. Analysis will compare changes in mindset for students who did vs. did not attend PSI.
Lessons Learned and Plans for the Future	The effort to promote growth mindset within PSI sessions is ongoing, both in terms of leader development and training and implementation in participant sessions. PSI sessions were conducted online during AY20-21. This Fall 2021, a blend of in person and Zoom PSI sessions have been offered, accommodating students' preferences and availability (dual modality also being an access intervention). Participation in AY20-21 PSI sessions was, similar to in-class participation, mixed. The team continues to work with faculty and PSI leaders to leverage support for sessions and encourage student engagement in them.
Changes because of COVID-19	In response to the COVID pandemic, all PSI sessions AY20-21 went online and were offered primarily through Zoom. As noted above, in Fall 2021, in person and online modalities for sessions have been offered to accommodate student needs and desires.The faculty/staff leadership team conducted online peer-mentoring leader training in lieu of full-day training workshops during AY20-21, but has returned to in person trainings Fall 2021. Online training modules remain helpful guides to those unable to attend all training sessions and/or who would like a refresher. PSI is one tool in the Academic Support Toolbox advertised by the Academic Enhancement Center and is considered an element of the First-Year Ecosystem. Coupled with faculty support, in person and/or online tutoring, and student study groups, PSI provides an effective way for students to build academic self-efficacy, forge positive relationships, and cultivate growth mindset.

Strategy or activity	First-Generation Student Programming

Summary of Activities	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; peer mentoring supported through Grizzly Mentor Collective); and National First-Gen Celebration week activities (Nov. 8). In AY20-21, efforts focused on providing regular virtual workshops for community- and skill-building, as well as mentoring (by student success advisors, faculty mentors, and peer mentors).
Outcomes/ Measures of progress	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.
Lessons Learned and Plans for the Future	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 (in both in person and virtual modalities). 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).

Strategy or activity	Grizzly Mentor Collective
Summary of Activities	In fall 2020, GGC expanded the First-Gen BEAM peer mentoring program to include new freshmen and transfer students. As most first-year students began class virtually or in a hybrid model, the Grizzly Mentoring Collective provided a way for students to engage with other students outside the classroom and learn about GGC from their peers. While it is difficult to mirror in-person engagement, this program supported GGC commitment to providing a community where students feel a sense of belonging and feel a connection to others in the community. The program partner, Mentor Collective, assists in the recruitment of mentees and mentors and provides mentor training. Mentors are able to send flags to the GGC program administrators about students who need additional assistance or support. A professional advisor follows up with students who have been referred for additional support. The online platform tracks matching assignments, mentor/mentee interactions, and alert flags.
Outcomes/ Measures of progress	During the 2020-2021 academic year, 1559 new students were matched with 356 upper-level peer mentors. On a scale of 1-7, the average satisfaction score from mentees was 5.91 and from mentors was 6.45.
Lessons Learned and Plans for the Future	In addition to providing support to new GGC students, the Grizzly Mentor Collective has provided an opportunity for the per mentors to develop leadership skills and give back to the GGC community. GGC is currently exploring an alumni mentoring program in which GGC alumni mentor the Grizzly Mentor Collective peer mentors as they prepare to transition into life after graduation. In addition to supporting current students, this will also provide another opportunity for GGC to engage alumni and keep them connected to the GGC community.

Priority Work	Living-Learning Communities
Description of Activities	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. The initial LLC effort is known as HACER: Hispanic Achievers Committed to Excellence in Results. This living-learning community focuses on student success factors among GGC's growing Hispanic/Latinx student population through the provision of success workshops, language learning opportunities (including courses), and other activities that have a cultural support lens.

Activity status and plans for 2021-2022	The Fall 2021 LLC course pairing for HACER: "Spanish Language and Culture" includes SPAN 2001 + GGC 1000 (Intermediate Spanish + First Year Seminar) and focuses on Spanish as Heritage language students. . For Spring 2022, the course pairing for HACER is: SPAN 3010 + GGC 1000 (Spanish Conversation and Composition + First-Year Seminar). In addition, Student Engagement and Success continues in partnership with Academic and Student Affairs to provide a number of campus activities as part of the HACER LLC effort. The events completed in Fall 2021 have been: • The senior bilingual student success advisor conducted workshops throughout the semester to help students develop student success skills, understand academic and other campus policies, and become aware of and utilize campus resources. • Spanish Conversation Groups occurred every other Wednesday throughout the semester, providing opportunities for students to learn more about the culture and speak Spanish in an informal setting. • "Reflecting on My Identify and Heritage" was an art-based event that guided students through their quest for self-worth, identity, sense of purpose and voice. This event was held during spring, summer, and fall 2021. • A virtual museum tour provided students the opportunity to view the "Oaxacalifornia: Through the Experience of the Duo Tlacolulokos" at the Museum of Latin American Art in Long Beach California. • Guest speaker, Samantha Ramirez-Herrera presented "Sueños Sin Límites" (Borderless Dreams) and shared her story with GGC students. • Noche de Liderazgo (Night of Leadership) provided students the opportunity to network with Latino and Hispanic professionals in the Atlanta Metro Area.
Lessons Learned	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.

Priority Work	Mainstay SMS Texting Campaigns
Summary of Activities	In summer 2020, the Division of Enrollment Management contracted with Admit Hub (now Mainstay) to provide SMS text messaging campaigns that prompt students to take action on their academic plan. The initial student outreach was targeted at new and returning students under the age of 21. The Division of Student Engagement and Success began sending campaigns in fall 2020 regarding registration, financial aid, campus events, and academic resources. Campaigns during the semester break included well-being campaigns to keep students engaged and reminders about final grades, registration, campus hours, and payment reminders.
Outcomes/ Measures of progress	SES sent 20 campaigns during FY 21 and reached approximately 4900 students. The registration campaigns in particular allowed advisors to provide support to students who indicated they needed additional assistance. Advisors were able to provide additional support to over 300 students who indicated they needed additional help.
Lessons Learned and Plans for the Future	The initial contract included messaging for 5000 students, and while the effort appears to have good results, it was limited in scope. The contract for FY 22 provides the ability to send messages to 10,000 unique phone numbers, which allows us to reach more students and provide more targeted campaigns. Moving forward we will need to develop an assessment plan to determine the impact of all campaigns.

SECTION 4.3 GLOBAL MOMENTUM SUPPORT:

Communication:

In a meaningful way, the shift to a digital Momentum Summit has provided the simplest and most pervasive communication "win." The virtual platform allowed us to expand our team to roughly 100 attendees, which increased literacy and enfranchisement about Momentum work by an order of magnitude. [Having notched that win, though, we are perfectly happy to return to a more condensed in-person experience of the Summit in a convenient metro-Atlanta location.]

To maintain that awareness, we have utilized our daily campus-wide communication platform – The Pulse – to provide information about our "Big Idea" Momentum Learning Community Effort. We are providing content for GGC's official magazine – *Engage* – as well as to the student newspaper – *The Globe* – about the effort as well. These connections represent a significant change in our conception about the audience for information regarding this work.

Data:

Leadership in Student Engagement and Support, and in particular our Institutional Research and Analysis [IRA] team, has leaned fully into the work of providing specialized data to teams working on Momentum efforts, and to increasing literacy of and access to data campus-wide. For more than a year now, SES has been hosting "Campus Data Tour" sessions, spotlighting through virtual presentations various locusts of data collection throughout the campus, and inviting feedback on initiatives that stem from them.

Additionally, over the course of the Fall 21 semester, IRA has made available a robust collection of analysis dashboards, which can be used to inform new initiatives and assess ongoing work. Those dashboards include visualizations related to:

Retention patterns as related to:
- Students on Hope, Zell, and Pell
- Students withdrawing from multiple courses
- Students in Learning Communities
- Students in Learning Support courses

IRA is also working on visualizations related to:
- Regression analysis: what factors indicate retention?
- Specialized programs – retention for those who participate versus retention for non-participants

Faculty and Staff Support:

As is the case with the impact of a virtual Summit platform on communication efforts, the accessibility of this year's Summit allowed us to significantly increase enfranchisement in these efforts [although, again, we don't want to be understood as lobbying for that format to persist]. In particular, our addition of more instructional faculty to the team has been important for securing broad faculty buy-in to a renewed Learning Communities effort, and our addition of more data analysts has resulted in more shared understanding of what kind of reporting drives the most effective work.

As ever, we are resource lean, especially by way of staff. We are fortunate, then, that a strong sense of institutional mission drives a good deal of cross-functional collaboration, such that individuals in our SES, EM and AA divisions work together on goals that are themselves housed in dedicated divisions at some of our bigger and more robustly resourced institutions. That sense of shared mission is, as always, impacted by the priorities and actions of leadership at the system office and the Board of Regents. We are always grateful when those priorities and actions are informed by the kind of collaborative decision-making and familiarity with unique campus environments that are infused within the ethos of the Momentum Approach.

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GEORGIA HIGHLANDS COLLEGE

SECTION 1: INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The mission of Georgia Highlands College, a state college of the University System of Georgia, 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. The college mission influences our work by allowing us to focus on specific programs offered to our students across Northwest Georgia.

Below is an overview of our student body profile for Fall 2021.

Figure 1: Enrollment Demographics.
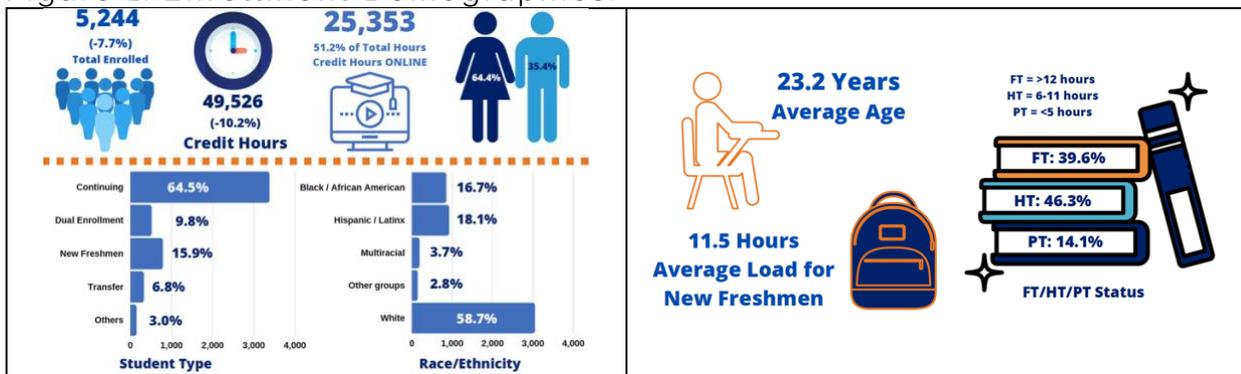
Data come from internal enrollment reports and may not perfectly match USG enrollment reports, but variance is within an acceptable range.

Our enrollment trends over the past several years were very strong until the COVID-19 pandemic. The graphs below highlight some of those trends. Growth was marginal but steady between 2015 and 2019. In 2020 and 2021, we saw drops in our enrollments due to COVID-19.

Figure 2: Enrollment Bar Graphs, 2015-2021
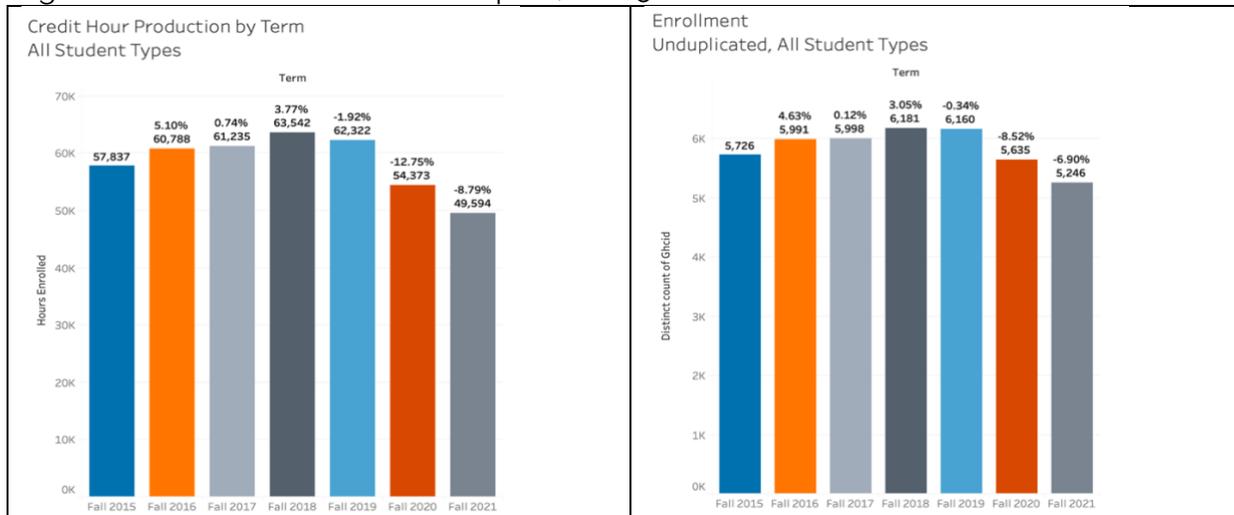
Data used here are internal GHC data and may not match USG Census Report data. Variance in reporting comes primarily from students who were counted at ADC Census 1 but who received no grade (including W) for the term.

Of note, GHC has seen an increasingly diversified student body. Hispanic/Latinx student populations increased from Fall 2015 to Fall 2018 by nearly 40%. Even accounting for the pandemic, Hispanic/Latinx students increased by nearly 5% from Fall 2018 to Fall 2021. However, Black/African American student enrollment fell by 10% from Fall 2018 to Fall 2021. White student enrollment fell by nearly 20% from Fall 2019 to Fall 2020. We are closely monitoring all groups and thinking about ways that we might better support these students and reduce barriers to their enrollment and completion at GHC.

Pell Eligibility has steadily but meagerly declined in recent years. In Fall 2015, 46% of students were awarded PELL. By Fall 2021, that number was 35%. National data[2] show a similar, but less steep decline with the national average being 34% of all undergraduates being eligible.

In terms of self-reported First-Generation status (FGS), there has been a sharp decline in recent years. In Fall 2018, 2,176 (35.2%) reported FGS. However, by Fall 2021, that number has dropped to 309 (5.9%).

The one-year retention rate for Fall 2020 GHC students was 54.2% at GHC and 59.4% within the USG. Across our sector, state college retention was 52.6% at the institution reporting and 58.3% within the USG. We continue to see our full-time students retained at higher rates (57.4%), supporting the Momentum Approach of fuller schedules. We continue to outperform our sector, as we have for several years. Regarding our QEP, which addresses many aspects of the Momentum Approach, we see our one-term persistence down slightly but still strong at 73.9%, compared to 71.4% for those students not in the QEP. For our one-year QEP retention, we see 53.6% retained versus 47.1% of those not in the QEP.

IMPROVEMENT PRACTICES

GHC undertook several improvement practices related to Momentum. Our improvement practices focused on several key areas: data-informed decision-making, barrier reduction, student support, time to completion, and faculty development.

Our first improvement practice was to do a Momentum activity audit. This audit is being conducted in late Fall term to allow us to better centralize and communicate on our Momentum activities. Using data and results from the Momentum audit, the Office of Institutional Effectiveness and Strategic Initiatives is building a set of Momentum dashboards. These will include data on the strategic foci of Momentum: purposeful choice, productive academic mindset, English and Math in the first term, nine credit hours in the focus area, and 30 hours per academic year.

Next, we identified specific barriers to address with access, enrollment, and completion. As a result, we have had teams working on policy reviews across the institution to identify potential barriers to student access and success. We have a group working on a

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[2] Percent of Undergraduates Receiving Pell Grants. https://nces.ed.gov/ipeds/TrendGenerator/app/answer/8/35

"Financial SWAT Team" to help reduce financial barriers for students, which includes an in-house payment plan for students, a financial literacy program, an outreach program to provide education to students and families about financing college, and a triage team to assist students who find themselves in challenging financial situations. Finally, we examined barriers to access and success throughout our website. The IT department is completing a project to shop all our webpages for accessibility, currency, and accuracy. We are focused on student-centered language that works to demystify the college experience rather highly codified language that might represent a barrier to underserved populations, such as first-generation students.

Next, we focused on improvement practices related to student support. We revamped our Early Alert system to better identify those at-risk and to provide interventions in a timely fashion. Preliminary results on the Early Alert program showed great results in Fall 2020 and Spring 2021. Feedback from the pilot project was used to modify and strength the Fall 2021 Early Alert program. We will continue to monitor this project. To support purposeful choice for our students, we began creating more up-to-date and robust co-curricular maps to accompany our program maps. Related to supporting students' purposeful choice and providing access to High-Impact Practices, we undertook efforts to revitalize our Career Services and Internship programs.

To address time to completion efforts, including nine hours in the focus area and thirty hours in the first year, GHC explored ways to promote "15 to Finish," to serve and support undecided students, and to continue pressure testing schedules. These efforts are aimed at improving practices that might impede a student's successful, timely completion.

Finally, to help ensure that Momentum practices are engaging all campus constituents, several aspects of faculty development received additional attention this year. While continuing our annual USG mindset survey of students, we incorporated a survey for faculty this year. Our Center for Excellence in Teaching and Learning once again oversaw several Faculty Learning Communities, and our CETL served as the logistical hub for our work in High-Impact Practices.

These groups of projects are all aimed at improving internal processes to support successful student outcomes. They require the broad support of administrators, faculty, and staff. The teams responsible for identifying, developing, implementing, and evaluating these projects include individuals from every level at GHC, from the President's Office to part-time faculty and staff. These projects were identified through available data, conversations stimulated through the USG Mindset Summit, and through on-campus conversations about specific challenges faced by our students.

BIG IDEA

Our big idea at GHC was to bring our initiatives into one cohesive project to reduce initiative fatigue among our faculty and staff, to improve services across the institution, and to reduce barriers to our students. As noted in our improvement practices, we challenged our campus to pull together various aspects of this essential work. We restructured departments, reallocated resources, and developed specific plans to address specific problems. While this work was distributed across various organizational levels, the work has still been somewhat siloed. In an effort to address this problem, our one big idea to develop a cohesive communication plan grows out a specific need and will improve the overall success of our institution and our students. By clustering the individual activities and communicating about them in an intentional way, we are breaking siloes, increasing transparency, and reducing initiative fatigue by helping individuals realize these projects are all part of catapulting students toward success at GHC.

MOMENTUM WORK RESILIENCE UPDATE

Making our Momentum work resilient has been a challenge and an incredible opportunity. The pandemic highlighted specific weaknesses for our institution, which created opportunities for us to think about serving and supporting students in new ways. We chose the following areas for Momentum Year work: Mindset and Fuller Schedules.

With Mindset, we were able to use the USG mindset survey to extract a subset of questions that were revised to apply to faculty. We created and administered the survey a few weeks into Fall 2021. We had 70 respondents, with 51 of those being full-time faculty, representing just over 36% of our full-time faculty. Over one-half of respondents indicated that they had participated in a faculty learning community (FLC), with 19 respondents indicating that they were currently in an FLC and another 18 indicating they had previously participated in an FLC. We will use these data to compare against previous administrations of the student-facing survey to determine where gaps might exist, allowing us to plan for ways to close those gaps and enhance student success. One such example is that our faculty noted that they were not wholly confident in our students' abilities to "take quality class notes" or to "talk to college staff." These areas provide opportunities to help lead workshops for students on note-taking strategies and to provide opportunities for faculty, staff, and students to interact to diminish perceived barriers in communication.

For our work on fuller schedules, we continue to promote "15 to Finish" and robust graduation messaging. Beginning in Spring 2022, students registered for Charger Orientation will be pre-registered for 15 credit hours by default, unless a condition exists that would

render this action harmful to the student. Faculty workshops promoting graduation messaging and transfer advising were conducted in Fall 2021. Finally, Quest training now include specific graduations messaging for all faculty participants.

For our work across Momentum Approach, we prioritized the following areas: Heightening Academic Engagement, Deepening Purposeful Choice, and Completing Critical Milestones.

To achieve these aims, GHC looked at several areas for support. One way GHC is heightening academic engagement is through co-curricular programming. By reviewing and refreshing our co-curricular maps, students will have a greater opportunity to connect their in-class learning to out-of-class academically connected experiences. Similarly, the Early Alert program allows for students to get real-time feedback and support to help them engage with their courses, resources, and instructors. Finally, the HIPs implementation team has taken USG recommendation and it continues to develop a plan for implementation and support of a variety of High Impact Practices, which are being supported through CETL. Additionally, since the 2021 Momentum Summit IV and follow-up planning, GHC has hired a new Assistant Vice President of Academic Resources and Retention (AVPARR). With student support services, career services, tutoring, internships, and mentoring reporting to this position, we are seeing higher levels of coordination and collaborative action across the institution. We see this work as important to heightening academic engagement, as well as deepening purposeful choice.

Additionally, new efforts in Career Services and Internship programming support purposeful choice by giving students opportunities to have academic experiences that help them clarify their professional and academic goals. The team leading this effort has assessed the current state of the areas listed below and outlined specific actions for implementation in Spring 2022.
Career Services: a part-time position in career services has been created and was filled in October 2021. Metrics for measuring effectiveness are being developed. For Internships, the AVPARR and chair of Social Sciences are developing college policies and procedures, as well as a database to better support the logistical management of our internship program. Major Mingles are another way that GHC is heightening academic engagement and deepening purposeful choice. Students are given the opportunity to connect with other students and with faculty in the disciplines to ask questions and share concerns about their intended (or possible) majors/pathways. To determine the effectiveness of this program, data are being collected in new ways and shared with the Office of Institutional Effectiveness and Strategic Initiatives to track student performance and progress.

The GHC Entrepreneurship Speaker Series has been highly successful in terms of participation. Another existing program is the mentoring program for entrepreneurship students and a peer-to-peer mentoring program in STEM. Data are being collected now to track student engagement and outcomes.

The Human Library and Alumni Engagement initiatives will begin more formally in Spring 2022. While we had one on campus alumni event in July 2021, we plan to host more of these types of events to better engage our students and maintain networking opportunities. The Human Library project is scheduled to begin in Spring 2022, though some preliminary planning has occurred.

To aid in deepening purposeful choice (and timely completion), GHC began identifying undecided students to intervene and encourage them to choose a major/pathway that is meaningful and will support their educational and professional aims. To achieve this, a team was created to develop training for advisors (professional and faculty) to engage undecided students. In Spring 2022, undecided students who attend Charger Orientation will be given the opportunity to attend a special breakout session to engage and assist them with making a purposeful choice. Undecided students are now being tracked in ways they were not tracked previously. This will allow for monitoring of their success and encouraging them to choose majors/pathways as appropriate to their goals and needs.

With regard to completing critical milestones, Co-Curricular Maps and the "Financial SWAT Team" support students reaching and celebrating critical milestones in their educational journeys. First, realizing that students cannot complete college if they can pay for college, GHC organized a "Financial SWAT Team" to begin developing innovative ways to help students pay for college without going into debt. In-house payment plans, a financial literacy program, outreach initiatives, and a triage unit to help students in challenging situations are the ways in which GHC is working to be resilient for our students. The Alumni Engagement initiative will also support critical milestone achievement by celebrating graduates and alumni in a more visible way on campus.

GLOBAL MOMENTUM SUPPORT
Communication
As noted previously, our communication plan is our one big idea. We are on track to audit our Momentum efforts and to create an infographic to support our efforts. We will schedule several townhalls meetings in the spring to better communicate these efforts. We have given Momentum work several spaces for inclusion in our strategic plan, without explicitly naming Momentum. This allows us to lump efforts together and reduce information and initiative fatigue among faculty and staff who are already stretched thin.

Data

As part of our communication planning efforts, the Momentum dashboards will give us data to guide decisions, but also allow us to tell the GHC Momentum story in a more concise way. Work has already begun to build the dashboards in Tableau and a new Momentum website is being built to house these interactive dashboards.

Faculty and Staff Support

Faculty and Staff are given regular updates about various aspects of Momentum, but as noted, communicating a cohesive story about the efforts has been challenging. As we build the new website and dashboards, we are making sure that our townhalls will allow for wide participation, serving as an invitation to join the many folks already engaged in this work. As noted with our faculty mindset survey, many of the individuals who responded were current or previous participants of FLCs. We take this as evidence that participation in this work is valued by faculty and can impact faculty/staff perceptions and attitudes.

GEORGIA INSTITUTE OF TECHNOLOGY

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE[3]

The Georgia Institute of Technology (Georgia Tech) is a top 10 public research university with an emphasis on science and technology. Georgia Tech's mission is to develop leaders who advance technology and improve the human condition. Our 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 more than 20 years, Georgia Tech has been ranked among the top ten public universities in the United States by *U.S. News and World Report*. Our engineering and computing Colleges are the largest and among the highest-ranked in the nation. The Institute also offers outstanding programs in business, design, liberal arts, and sciences. 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 (≤ 24), enters as a first-year student, lives on campus, attends full-time, and is seeking a first undergraduate degree.

In fall 2020, Georgia Tech attained a record high enrollment of 16,562 undergraduates, 79% of whom were enrolled in STEM majors[4]. In addition to its undergraduate population, the Institute had a fall 2020 enrollment of 23,210 graduate students for a total enrollment of 39,772. Between fall 2011 and fall 2020, the Institute experienced a 19% increase in undergraduate enrollment. Data indicate that enrollment growth continued in fall 2021 with a total enrollment of almost 44,000 students, including 17,448 undergraduates. In 2020-21, 3,881 undergraduate degrees were awarded, a slight 1% decrease from the 3,934 undergraduate degrees awarded in 2019-20. Between 2011-12 and 2020-21, undergraduate degree production increased by 35%. Appendix A illustrates undergraduate enrollment and degree trends.

Georgia Tech values the diversity of its student population and is committed to expanding access to underrepresented students. In 2020-21, Tech achieved a historic high in its undergraduate female enrollment of 6,511 students, representing a 45% increase from fall 2011 when undergraduate female enrollment was 4,489. In the overall undergraduate class, women represented 39% of undergraduates in 2020-21, an increase from 32% of undergraduates in 2011-12. Data from fall 2021 indicate that women will represent 40% of undergraduates for the first time. Undergraduate enrollment of underrepresented minorities reached a historic high of 2,920 students in fall 2020 and has risen by 43% since fall 2011. Underrepresented minorities comprised 18% of the undergraduate student body in fall 2020.

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 2020-21, even with the ongoing impact of Covid-19, CEISMC, CEED and WIE combined to host more than 50 K-12 STEM-related programs. CEISMC alone conducted 41 events including virtual STEAM Whistle Workshops, Summer P.E.A.K.S. (Programs for Enrichment and Accelerated Knowledge in STEAM), and the K12 InVenture Prize.

Through the School of Mathematics, the College of Computing, and Professional Education, Georgia Tech offers distance mathematics and computer science courses to dual enrolled high school students. In 2020-21, Distance Math served 1,241 students (630 in fall 2020 and 611 in spring 2021) from 73 Georgia high schools in 22 counties. Distance Computer Science was offered for the

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[3] The 2021 status report focuses on the 2020-21 academic year and progress toward Momentum Year/Approach work in 2021. Except where noted, retention, progression, and graduation metrics from 2020 were used for this report.

[4] STEM majors include students in the Colleges of Computing, Engineering, and Sciences.

first time in fall 2020. Eighty-four students (70 in fall 2020 and 14 in spring 2021) from 38 Georgia high schools in 18 counties enrolled in the initial computer science offerings.

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 OMED: Educational Services (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.

As of fall 2020, Georgia Tech achieved a first-to-second-year retention rate of 97% for the first-time, full-time freshman 2019 cohort and a six-year graduation rate of 91% for the 2014 first-time, full-time cohort. The 97% retention rate has been maintained for six consecutive years. The 91% graduation rate represents a record high for the Institute. Further, the four-year graduation rate for 2016 first-time, full-time cohort was 55%, also a record high. Data from fall 2021 indicate that the first-to-second year retention rate for first-time, full-time freshmen in the 2020 cohort is 97%. The 2020 cohort is the seventh consecutive freshman cohort to achieve the 97% rate. Similarly, the six-year graduation rate for students in the 2015 first-time, full-time cohort reached another record high of 92%. See Appendix B for a historical illustration of institutional retention and graduation rates.

As a science and technology-focused institution, the enrollment and degree progression of STEM majors is central to our 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. One measure of progress is the number of students enrolled in STEM majors. Tech has achieved an increase in STEM enrollment from 10,389 students in 2010-11 to 13,094 students in 2020-21. As of fall 2020, 79% 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 and degrees awarded. Since fall 2010, the number of women enrolled in STEM majors at Georgia Tech increased from 2,794 (27% of undergraduate STEM enrollment) to 4,886 (37% of undergraduate STEM enrollment) in fall 2020. Data from fall 2021 suggest that the number of women seeking an undergraduate STEM degree will exceed 5,000 for the first time. Appendix C illustrates the enrollment of women in STEM majors from 2010 through 2020.

Once enrolled, women at Georgia Tech consistently graduate at a higher and faster rate than men. For the 2014 cohort, the six-year graduation rate for women was 92% compared to 90% for men. Similarly, women in STEM majors achieved a 92% six-year graduation rate compared to a 90% rate for men. Data from fall 2021 indicate that six-year graduation rate for women in the fall 2015 cohort increased to 93%. Appendix D illustrates undergraduate graduation trends by gender. Appendix E illustrates overall STEM graduation rates and STEM graduation rates by gender.

Georgia Tech continues to be a national leader in the number of STEM students enrolled and the number of degrees conferred each year. In 2020-21, 3,158 undergraduate STEM degrees were awarded. Appendix F illustrates the historical trend for STEM degrees awarded.

Given Georgia Tech's commitment to expanding access and diversity within its student population, disaggregating success metrics by race/ethnicity is crucial. In fall 2020, the first-to-second-year retention rate for underrepresented minority (URM) students in the fall 2019 cohort was 97%, which matched the overall one-year retention rate for the cohort. The six-year URM graduation rate for the 2014 cohort was 87% (compared with a 91% overall rate). URM six-year graduation rates have improved from 72% for the 2006 cohort to 87% for the 2014 cohort. Considering the Institute's two largest URM groups, six-year graduation rates for the fall 2014 cohort were 84% for Black or African American students and 90% for Hispanic or Latino students. Data from fall 2021 indicate that the six-year URM graduation rate for the fall 2015 cohort decreased slightly to 86%, while the one-year retention rate for URM students in the fall 2020 cohort remained steady at 97%. Appendix G illustrates historical trends for URM graduation rates.

Despite the intense challenges posed by Covid-19, Georgia Tech's enrollment and degree progression metrics remain very strong. Over the last eighteen months, our students, faculty, and staff demonstrated grit, resilience and flexibility while navigating a dynamic, rapidly evolving environment. The improvement practices instituted through the Complete College Georgia (CCG) initiative and the Momentum framework proved robust and effective in promoting degree persistence and progress. Georgia Tech's positive enrollment trends, retention and graduation rates, and number of degrees conferred highlight the Institute's continuing ability to meet the workforce needs of the twenty-first century.

IMPROVEMENT PRACTICES

Georgia Tech emphasizes best practices that are proven to increase student engagement and degree progression, adopting CCG and Momentum strategies appropriate for supporting the success of our students. Since the beginning of CCG in 2011, Georgia Tech has

institutionalized multiple initiatives designed to remove or lessen the structural or motivational obstacles faced by undergraduates. Georgia Tech's success initiatives and student support structures are decentralized, embedded within diverse units of Colleges and Schools, Student Engagement and Well-Being, the Office of Undergraduate Education, and Enrollment Management. All are responsible for fostering student success, engagement, and well-being. This decentralized approach is rooted in Georgia Tech's culture, reflects our values, and allows for innovation and flexibility in program design. Throughout the pandemic this approach has proven to be robust. Units pivoted quickly under unprecedented circumstances to safeguard the continuation of their programs and services. Given the tremendous impact of the pandemic on students, the structure of decentralized services guaranteed that students could access assistance in multiple ways. Furthermore, our decentralized support structure ensured that a variety of units reached out to students offering their support and guidance. Several well-established initiatives that have endured throughout the pandemic are highlighted below.

Academic Engagement Programs. Georgia Tech offers high-impact curricular and co-curricular opportunities to promote active learning practices and enhance 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 student engagement[5]. Among the options for Georgia Tech students are a first-year seminar (GT 1000), numerous learning communities, an undergraduate research program, a study abroad program, and experiential learning opportunities (e.g., internships, co-op, and service learning). Participation levels in these optional programs are significant. For example, in summer 2020, iGniTe, our First-Year Summer Launch Program, enrolled 740 first-year participants, an increase of 48% in comparison with summer 2019. By establishing virtual communities and offering remote coursework in response to Covid-19, iGniTe served 730 first-year students in summer 2021, a decrease of less than 1% compared with summer 2020.

Further, in 2020-21, 60% of incoming first-year students (n = 1,967) participated in the first-year seminar, GT 1000, and 97% of these students were retained to fall 2021. Through the Career Center, 506 undergraduates registered for 587 semester-long, major-related co-op positions in 2020-21. Of this total, 95% of the positions were STEM related. In addition, 1,212 undergraduates registered for 1,357 semester-long internships, 89% 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.

Graduation rates for students participating in academic engagement programs are among the highest at Georgia Tech. For example, the six-year graduation rate for students in the 2014 cohort who participated in the co-op program was 98%. The six-year graduation rate for students in the 2014 cohort who participated in the internship program was also 98%. Students in the 2014 cohort who participated in undergraduate research achieved a 97% six-year graduation rate. See Appendix H for graduation rates of participants in select high-impact academic engagement programs.

During 2020-21 Georgia Tech continued its commitment to learning communities, hosting six communities for first-year students (five year-long communities and one summer launch community, iGniTe) and two for upperclassmen. More than 700 first-year students took advantage of the five year-long communities, and 374 students participated in learning communities as upperclassmen. *Table 1* displays the one-year retention rate for 2020 first-year learning community participants.

Table 1: Retention rates for 2020 participants in first-year learning communities

Learning Community	Number of Participants	% Retained to Fall 2021*
Explore	206	95%
Grand Challenges	147	98%
Global Leadership	112	95%
Honors Program	199	98%
iGniTe**	725	96%
Impact	37	97%

*As of October 19, 2021

**Fall 2020 enrollment of summer 2020 iGniTe participants

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[5] 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).

Programming for Underrepresented Minorities. OMED, a unit within the Center for Student Diversity and Inclusion, provides programming specifically targeted to promote the success of underserved minorities.

Edge is a year-long peer mentoring program designed to support first-year students, both academically and socially, through their first academic school year at Georgia Tech. *Edge* is peer mentoring program that pairs highly engaged continuing students with first- and transfer-year underrepresented minority students. The *Edge* program recently expanded its scope to address the needs of students beyond their first year. *Edge Plus* offers 2nd and 3rd year students an opportunity to receive targeted support cognizant of their specific needs which may differ from the needs of incoming students.

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).

AAMI (African American Male Initiative) is an eleven-time award-winning grant program aimed to cultivate innovative talent through targeted cultural and gender-based initiatives for Black males. *AAMI* is the first-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.

Progression metrics for 2020-21 demonstrate positive program-level outcomes:
- For the 185 URM students participating in *Edge*, the average cumulative GPA achieved at the end of the first year was 3.36 compared to 3.29 for URM non-participants.
- For *Challenge* (102 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 earning an average GPA of 3.25 (compared to 2.8 for non-Challenge URM participants) with 73% earning a 3.0 or better in their first Fall semester. Additionally, 96% of the 2020 Challenge participants were retained into fall 2021.
- For *AAMI* (105 undergraduate participants) the 2020-21 cohort averaged a cumulative GPA of 3.18 and garnered a 100% first-year retention rate. *AAMI* participants graduate at a rate of 84.8% compared to 75.9% for non-participating peers. *AAMI* continues to demonstrate the importance of peer leadership in raising expectations and cultivating a climate of excellence.
- For ILARC/Tutoring, a total of 180 unique students were engaged multiple sessions either through virtual tutoring (59 students) or ILARC in-person visits (121 students). The average GPA of URM students who participated in tutoring for the 2020-21 year was 3.36. The average GPA for all URM students was 3.32.

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 with Midterm Progress Reports (MPR's) for 1000- and 2000-level courses. Submitted 40 percent into the term, MPR's allow faculty teaching freshman- and sophomore -level 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* all first-year students with two or more midterm U's to meet with their academic advisor or a UAT staff member. Academic advisors access the MPR data through their Academic Advising CANVAS site, and we are working to embed MPR alerts into Advisor Link, our recently implemented Salesforce advising platform. Registration holds are typically used to enforce the mandatory advisement. During advisement, students receive guidance, encouragement, and referrals to relevant campus resources.

Our MPR strategy impacts many students. During fall 2020, 40,880 midterm grades of "S" or "U" were entered for 1000- and 2000-level courses. A total of 2,671 U's were assigned to 2,047 unique students. During spring 2021, 34,139 midterm grades of "S" or "U" were entered for 1000- and 2000-level courses. A total of 2,275 U's were assigned to 1,750 unique students. Further, 200 first-year students received 2 or more midterm U's in fall 2020, and 238 first-year students received 2 or midterm U's in spring 2021. These students were targeted with required interventions by academic advisors. With vigorous support from the Office of the Registrar, we achieved a faculty midterm grade response rate of 99% for both fall 2020 and spring 2021.

Following outreach or intervention from UAT, TAS and their academic advisors, students converted 57% of their midterm U's to A/B/C/S grades by the end of fall 2020. In spring 2021, students converted 53% of their midterm U's to A/B/C/S grades by the end of the semester.

Students on Academic Probation, Academic Warning, or Academic Dismissal.

Although most 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. In fall 2020, 2% of enrolled undergraduates were on academic probation or warning at the beginning of the term, with 156 students on probation and 174 on warning.[6] For spring 2021, 3% of enrolled undergraduates were on academic probation or warning at the beginning of the term, with 175 students on probation and 283 on warning. Outreach to these students, like outreach to all "at-risk" students at Georgia Tech, comes from multiple points on campus. The Director of Retention and Graduation Initiatives/Senior Assistant Registrar assists in operationalizing Georgia Tech's retention-progression-graduation (RPG) strategies, including interventions for students not in good academic standing. Each term the Registrar's Office generates lists of students on academic warning or probation which are distributed securely to academic advisors in Colleges and Schools and to key allies in success units across campus. These key allies include TAS, UAT, and OMED. Colleges and Schools contact their own constituents, while success units intervene to offer a range of support services to students in any major. Tutoring, mentoring, coaching, supplemental instruction, and exploratory advising comprise a short list of example services offered by TAS, UAT, and OMED. See http://tutoring.gatech.edu/, https://advising.gatech.edu/, and https://omed.gatech.edu/ for service details.

GT 2100, *Seminar on Academic Success*, was launched in spring 2014 specifically to address Georgia Tech's CCG goal of providing increased support for students who are permitted to return on contract after academic dismissal. Taught by UAT staff, the required seminar provides students returning from academic dismissal with opportunities for reflection, skill development, and one-on-one academic coaching. From spring 2014 through spring 2021, 378 of 668 GT 2100 students (57%) have either graduated or remained enrolled. Intervention outcomes represent a significant improvement over our pre-initiative baseline graduation rate of 14% for students readmitted following academic dismissal.

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. Two sections of the course were offered in 2020-21, enrolling 31 total students. Twenty of the 31 students (65%) achieved good academic standing following participation in the course. Overall, since the course was introduced, 62 of 89 enrollees (70%) achieved good academic standing following their participation.

Students Ending Their First Year in Academic Distress.

In 2020-21, 31 first-year students ended spring semester 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). In summer 2020, following a review of their academic records, 29 of the students received an electronic letter from the Vice Provost for Undergraduate Education encouraging them to take proactive steps to improve their academic progress. Suggested interventions included meeting with their academic advisor and utilizing campus success 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. By summer 2021, 13 of the 29 students (45%) had achieved good academic standing during their second year. Additionally, 62% were enrolled in fall 2021. Due to the lower-than-expected progression metrics for these students, a redesigned intervention was utilized in summer 2021. First-year students ending 2020-21 in academic distress were assigned to specific academic coaches in UAT. The coaches are conducting individual outreach to the students in fall 2021, offering coaching support and encouraging usage of all UAT and TAS services.

Outreach to Students Not Registered for Fall Semester by the End of Phase I Registration.

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/Sr. 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 2021, 541 students were surveyed and encouraged to enroll during the Phase II registration period. Two hundred forty-five students responded to the survey, and 76 students requested individualized assistance with a variety of registration issues, including

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[6] See http://www.catalog.gatech.edu/rules/6 for academic standing rules at Georgia Tech.

account holds, approval of registration permits for co-op or internship work terms, major changes, and closed class sections. A summary report was prepared to capture demographics, trends, and issues related to non-registration. See Appendix I for a description of the population, number of students surveyed, and survey response rates.

Gateways to Completion. Physics I and Physics II are two gateway courses that traditionally pose challenges in STEM degree programs. Given Georgia Tech's emphasis on STEM, physics coursework became the focus of Georgia Tech's participation in Gateways to Completion (G2C). During year three of our collaboration with the Gardner Institute (JNGI), the School of Physics engaged with JNGI regarding deliberative innovation in education. Representatives of JGNI visited campus for a workshop on the topic, and Georgia Tech engaged with G2C through participation in national and USG conferences as well as monthly conference calls. The Physics of Living Systems curriculum, based on deliberative innovation, showed promise in improving physics education. Additional science disciplines embraced deliberative innovation in their curriculum redesign, and outcomes for students studying biology/life sciences and those planning to embark on health-related careers (e.g., nursing, physical therapy, etc.) may be enhanced. Further, as part of G2C, the College of Sciences has developed plans for more robust evaluation of instruction and inclusive teaching, another area of interest to JNGI.

The Center for Assessment, Referral & Education (CARE).
Opened in fall 2019, CARE provides a single point of entry for student 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. CARE demonstrated its impact immediately 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. Before CARE opened, there was a minimum 2-week wait for Stamps Psychiatry appointments. With CARE in place, the wait time decreased to a maximum of 1.5 weeks with a 50% reduction in appointments overall. During 2020-21, demand for CARE services increased. Client themes reflected that the Covid-19 pandemic, along with other national and local incidents, brought greater feelings of isolation and loneliness. These feelings exacerbated existing developmental and clinical concerns for CARE clients and resulted in increased service usage.

Peer-Led Undergraduate Study (PLUS).
Through TAS, Georgia Tech provides supplemental instruction that supports student success in more than twenty traditionally challenging courses, including calculus, linear algebra, physics, and chemistry. Further, departmental support expands PLUS services offered in chemistry, mathematics, and biomedical engineering.

The number of visits for PLUS sessions represents markers of program success. During 2020-21, 3,669 students participated in PLUS for a total of 18,733 visits. Additionally, TAS compares students' final grades in courses for PLUS regular vs. non-regular participants. Throughout 2020-21 regular PLUS participants (5 or more visits) consistently outperformed their peers who did not participate.
- In summer 2020, 98% of PLUS regular participants (5 or more visits) 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 fall 2020, 96% 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 2021, 93% of PLUS regular participants earned a grade of A/B/C/S compared to 89% of their peers who did not participate in PLUS.

See Appendix J for outcomes by course.

Academic Advising.
Academic advising, while decentralized across Colleges and Schools, benefits from the leadership of the Director of Undergraduate Advising and Transition, reporting to the Associate Vice Provost for Undergraduate Education. A primary focus of our Momentum plan, enhancements to academic advising have been a high priority since the release of the Advising Task Force *Report and Recommendations* in April 2018. Implementing and expanding the Task Force recommendations, Georgia Tech seeks to deliver a coherent distributed advising model 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.

Complete College Georgia-Georgia Tech Steering Committee.

The best practices outlined above are guided by the CCG-GT Steering Committee, a diverse team of faculty and staff providing leadership for our RPG initiatives and promoting awareness of our Momentum work across campus. Chaired by Dr. Steven P. Girardot, Interim Vice Provost for Undergraduate Education, the CCG-GT Steering Committee connects faculty, staff, and leadership stakeholders to review, refine, and assess RPG efforts. See Appendix K for the membership list of the Institute's 2020-21 CCG-GT Steering Committee. Committee membership for 2021-22 is as follows:

- Dr. Steven P. Girardot, Interim Vice Provost for Undergraduate Education (chair)
- Dr. Sybrina Atwaters, Director, OMED
- Mr. Elijah Cameron, Director, Office of Assessment and Quantitative Services, College of Computing
- Dr. Al Ferri, Professor and Associate Chair for Undergraduate Studies, School of Mechanical Engineering
- Mr. Brent Griffin, Director, Retention and Graduation Initiatives/Sr. 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, Interim Dean, College of Design
- Dr. Beth Spencer, Director, Undergraduate Advising and Transition
- Dr. Charmaine Troy, Program and Operations Manager, First-Generation and Limited-Income Student Support
- 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 Engagement & Well-Being

In 2020 Georgia Tech launched a new ten-year Institute Strategic Plan (ISP). The ISP outlines a set of core values and six major focus areas. The plan is student-focused, emphasizing the importance of access, diversity, and well-being within the campus community. The first core value is "Students are our top priority.", and the focus areas of Amplify Impact, Expand Access, and Cultivate Well-Being demonstrate Georgia Tech's long-term commitment to enrolling and graduating a diverse set of students. Partially in response to the priorities set by the ISP, Georgia Tech established a new unit, Student Engagement and Well-Being, to integrate the divisions of Student Life and Campus Services and bring together key nonacademic aspects of the Institute that impact the student experience. In early June 2021, Dr. Luoluo Hong was selected to lead the new unit as the inaugural Vice President for Student Engagement and Well Being. Under Dr. Hong's direction, the newly structured unit will help foster a shared vision of creating a holistic and progressive approach to student success. Further, the Office of the Provost recently announced the creation of a new cabinet-level position, Senior Vice Provost for Education and Learning (SVP-EL). Reporting to the Provost, The SVP-EL will provide dedicated operational leadership and strategic oversight of the student educational and learning experience for both undergraduate and graduate education. The SVP-EL's portfolio will include the Office of Undergraduate Education, the Office of Graduate and Postdoctoral Education, and the Center for Teaching and Learning.

Aligning our Momentum framework with the focus areas embedded in the ISP is an area of emphasis throughout 2021-22. Intentionally crafting and communicating that alignment will amplify the resilience of our Momentum work and enhance institution-wide support for the Momentum framework generally. Our Big Idea from Momentum Summit IV, the GT-AMP Mini-Grant Project, specifically promotes transformative projects that impact student success and demonstrate the alignment of the ISP with our Momentum framework

OUR BIG IDEA

A diverse team of faculty and staff engaged in student success initiatives across campus participated in Momentum Summit IV. Due to the virtual nature of the event, Georgia Tech was able to expand its team to include not only leadership from Undergraduate Education, Student Life, and Enrollment Management but also representatives from the Career Center, Undergraduate Advising and Transition, the Honors Program, OMED: Educational Services, the Center for Teaching and Learning, the Office of International Education, the Counseling Center, Academic Effectiveness, and Institute Research and Planning. The team gathered online periodically throughout the Summit to talk about our Momentum Year and Approach work from prior years and to map out a plan for 2021. Discussions centered on the intersection between the new ISP, with its focus on amplifying impact and expanding access, and our Momentum activities. Connecting the goals of the Momentum framework with the ISP and communicating that connection to the campus community appeared the logical next step to the team. Based on historical precedent of internal mini-grant projects generating interest and innovation from a broad cross section of the campus community, the team proposed the development of a mini-grant project expressly designed to align the ISP with Momentum goals. These conversations led to the creation of the Amplify Impact Mini-Grant Project or GT-AMP.

Following the Summit, a working group of Summit participants crafted a GT-AMP request for proposals (RFP) to inspire the creation of innovative success initiatives that advance one or more USG Momentum Approach goals aligned with the Amplify Impact focus area of the ISP. The RFP stressed that the proposed initiatives must empower students to make and deepen purposeful choices, create and cultivate productive academic mindsets, attempt and maintain full momentum along a clear pathway, heighten academic engagement, or complete critical milestones. The working group forwarded the RFP to the Office of the Provost seeking support for launching GT-AMP. The Office of the Provost generously provided funding for the project. The RFP was circulated broadly to the campus community in late summer 2021, and a website with an embedded Qualtrics survey was created to provide detailed information about the project and to capture proposal submissions. See Appendix L for the GT-AMP RFP.

By the October 2021 submission deadline, 19 GT-AMP initiatives were submitted for consideration. The proposals represent funding requests from a broad cross section of the Georgia Tech community, including Serve Learn Sustain, the Library, Academic Effectiveness, Athletics, and several academic Colleges and Schools (e.g., Biology, Chemistry, Industrial and Systems Engineering, Psychology, Materials Science and Engineering, College of Design). Thus, one of the goals of GT-AMP—communicating the Momentum framework and its connection to the ISP to a broader campus community—has been accomplished. A five-person team of faculty and staff are reviewing the GT-AMP submissions. Reviews are scheduled for completion in early November with the goal of funding 4-6 proposals. Each proposal includes a set of project outcomes and measures of success. These outcomes and measures will be used to assess GT-AMP's impact in advancing both ISP themes and Momentum goals.

MOMENTUM PLAN MID-YEAR UPDATE, RESILIENCE

With the pivot to remote operations in spring 2020, Georgia Tech reengineered its teaching and learning strategies, course scheduling, and support services. Pre-pandemic remote undergraduate course offerings were minimal, as was online assistance to students. The Georgia Tech community reacted quickly to convert courses, academic support, and health and wellness interventions into virtual and then hybrid formats. This required enhanced use of technologies, including our learning management system, CANVAS, and our online meeting platforms, Blue Jeans and MS-Teams. As fall 2020 approached, a testing and tracing strategy was implemented that proved extremely successful in controlling the spread of Covid-19 among the campus community. Coursework and student services shifted to hybrid formats for both fall and spring semesters. When Covid-19 vaccines became available in spring 2021, vaccine distribution quickly became a priority.

As planning commenced for fall 2021, Georgia Tech designed a return to campus experience for students that mirrored the fall 2019 student experience, but incorporated lessons learned from more than a year of remote and hybrid operations. In early summer, prior to the rise of the Covid-19 Delta variant, a survey was distributed to assess students' comfort with returning to campus in a traditional fashion given coronavirus circulation. Over 4,000 students (~88% undergraduates) responded to the survey. Only 29% of respondents expressed that they were extremely uncomfortable or uncomfortable returning to on-campus instruction in fall 2021. Further, 32% of respondents indicated that, given the opportunity to continue to learn remotely, they preferred to opt out of on-campus instruction. Thus, in fall 2021 the overwhelming majority of undergraduates are in a residential environment and taking in-person classes. Throughout this monumental shift in operations, from remote to hybrid and then back to in-person, Georgia Tech maintained its commitment to student success and well-being. Our established support scaffolding proved flexible and resilient by withstanding these extraordinary changes in service delivery while integrating best practices developed under Covid-19 challenges.

Our Momentum plans endured as well, but implementation timelines have been impacted by the pandemic. Shifting modes of instruction and service delivery while providing timely, direct assistance to students has taken precedence over some long-term goals. We are working to institutionalize many new initiatives in alignment with the ISP. Progress is being made, but challenges exist. The time demands of responding quickly to student needs in the Covid-19 environment continue to slow aspects of our Momentum work.

Georgia Tech's Momentum Year plan is focused on ***Making a Purposeful Program Choice***, aligning with our emphasis on enhancements to academic advising and change of major processes. *Table 2* illustrates our commitment to delivering a Momentum Year for all our students.

Progress toward our Momentum Year activities is mixed due to the time devoted to supporting students during their full return to campus in fall 2021 and the ongoing dynamics of Covid-19. Each initiative, progress to date, challenges, and next steps are highlighted below.

STRATEGY/AREA:	Making a Purposeful Program Choice	
Activity	Process/Steps	Progress/Challenges/Next Steps
Establish a mission, goals, and SLO's for academic advising across the Institute.	Review NACADA standards; Task the Academic Advising Council with developing a draft; Circulate and approve the draft among critical stakeholders; Communicate the established mission, goals and SLO's to the campus community.	Due to the intense demands on academic advisors as they prepared to serve students both in-person and virtually as part of the return to campus plan for fall 2021, progress toward establishing a missions, goals, and outcomes stalled. Welcoming almost 17,500 undergraduates to campus during the Covid-19 Delta variant surge took its toll in time and resources. The challenge moving forward is to reconvene the Academic Advising Council, focusing the Council's energy on long-term strategy based NACADA standards rather than day-to-day operations. The Director of Retention and Graduation Initiatives/Sr. Assistant Registrar will collaborate with the Director of Undergraduate Advising and Transition to move this process forward over the course of the academic year.
Address the challenge of requiring all first-year students and targeted populations (transfer students, first-generation students, students with midterm U's, etc.) to meet with an academic advisor.	Market the three branches of academic advising contained in the Task Force on Advising report to the campus community, emphasizing the critical role that advising can play in student success. The three branches include: Developmental Advising (Mentoring), Prescriptive Advising (course enrollment planning), Intrusive Advising (difficult conversations about major or academic progress); continue integration and promotion of Advisor Link as the essential academic advising platform across the Institute.	Advisor Link, our Salesforce-based academic advising platform, is taking root on campus. Undergraduate academic advisors are scheduling appointments within the system and documenting touchpoints with students. Academic coaches also record their outreach and student appointments within Advisor Link. Alerts to advisors about student progression are being embedded in the platform. Low final grades, course withdrawals, and less than good academic standing all generate flags that alert advisors about students in academic jeopardy. An ongoing challenge is generating summary reports from Advisor Link that detail the quantity and type of advisor interactions with students. The Georgia Tech Academic Advisors Network (GTAAN) is meeting in-person again this fall, promoting the three branches of advising to the campus community and offering multiple professional development opportunities related to advising.
Review academic standing policies to ensure that standards allow for timely identification of students off course academically.	Study data compiled by Institutional Research and Planning (IRP) related to academic standing; Use data to recommend changes, if any, to academic standing calculations; Enhance the use of academic standing to identify students off course academically and intervene with major-specific and exploratory advising.	A review of academic standing policies is on the agenda of the Student Regulations Committee in 2021-22. A challenge is that the list of items under consideration by the committee is long. The pandemic revealed multiple regulations that need attention and clarification. The change of major process (discussed below) and choice of major for entering students is among high priority items under consideration by the committee. Flags targeting students on academic warning or probation are now automatically generated within Advisor Link. Advisors have access to the flags along with a semester-by-semester list of students not in good standing sorted by major published securely to the academic advising CANVAS site.

STRATEGY/AREA:	Making a Purposeful Program Choice	
Utilize campus communication channels to convey goals and actions related to academic advising.	Publish information related to academic advising, particularly exploratory advising and change of major practices, in departmental and campus newsletters, social media platforms, and parent newsletters/listservs; Work with GTAAN to promote Momentum Year/Approach activities.	Circulating information on these topics is ongoing. The Director of Undergraduate Advising and Transition publishes information to the advising community on an advising-specific CANVAS site and through email. GTAAN exists to disseminate information to academic advisors on campus and to promote and provide professional development to advisors. Given the decentralized advising model employed at Georgia Tech, communication between units is critical. The Director of Undergraduate Advising and Transition serves as a bridge for communication between advisors housed in our multiple Colleges and Schools. Organizing effective communications within a complex, decentralized environment is a continuing challenge. Next steps include publication of information to a wider audience using communications channels beyond GTAAN and email listservs.

Georgia Tech's Momentum Approach plan focuses on longer-term, systemic changes within our complex, decentralized organization. They are designed to extend successful first-year strategies and high impact practices into future years and to diverse cohorts, while addressing campus cultural barriers to the Momentum framework. Our 2021 priorities are **Deepen Purposeful Choices**, **Cultivate Productive Academic Mindsets**, and **Heighten Academic Engagement**. *Table 3* illustrates our commitment to delivering Momentum Approach strategies for all our students.

As with our Momentum Year activities, progress toward our Momentum Approach activities is mixed due to the time devoted to supporting students during their full return to campus in fall 2021 and the ongoing dynamics of Covid-19. Each initiative, progress to date, challenges, and next steps are highlighted below.

STRATEGY/AREA	Deepen purposeful choices	
Activity	Process/Steps	Progress/Challenges/Next Steps
Alleviate student resistance to major change.	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; Identify students off course within their major referring students, as appropriate, for exploratory advising or academic coaching; 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.	Processes are in place to refer students interested in change of major to exploratory advising or academic coaching. Proactively extending these resources to students off course within their major and intervening to limit loss of credit is more of a challenge. Next steps include determining how to use Advisor Link to flag students off course within their major. The Office of Undergraduate Education is currently searching for a Director of Undergraduate Curricular Analytics and Planning who could help with data analysis in this area. Changing student perceptions of majors is a long-term project intersecting with Cultivate Productive Academic Mindsets as discussed in greater detail below.
Promote career exploration as a component of purposeful choice.	Consideration and potential adoption of moderated peer academic and career advising. We know that most career "advising" comes from students' friends, and so we want to improve the advice and assure its quality.	The Career Center shifted its model to emphasize career education as a fundamental component of its services. Adding a Director of Career Education to its staff in 2020-21, the Center is now partnering with Colleges and Schools to embed career educators within units. The career educators will foster career exploration as a component of purposeful choice. One career educator, embedded within Ivan Allen College, is in place now. Funding is allocated to embed career educators within the College of Sciences and the College of Design, as well as add a second Ivan Allen College career educator. Further, the Career Center is

piloting the Career Coaching Network, an initiative designed to equip faculty and staff with tools to address common student career questions through a series of trainings based on the "train the trainer" model.

STRATEGY/AREA:	Cultivate productive academic mindsets	
Activity	**Process/Steps**	**Progress/Challenges/Next Steps**
Integrate academic coaching into teaching and advising; Develop, assess, and disseminate interventions designed to decrease fear of failure and increase students' resilience in STEM subjects.	Integrate academic coaching into teaching and advising; Develop, assess, and disseminate interventions designed to decrease fear of failure and increase students' resilience in STEM subjects.	Beginning summer 2021 UAT academic coaches adopted a more proactive role in student interventions with the purpose of increasing student resilience. Instead of waiting for students to seek coaching support, they began reaching out to subgroups of students in academic jeopardy. For example, students entering their second year on academic warning, academic probation, or with a cumulative GPA of less than 2.0 were assigned to academic coaches for outreach and intervention. A similar approach is underway in fall 2021 for high priority Achieve Atlanta Scholars, under-resourced Atlanta Public School graduates supported jointly by Achieve Atlanta and Georgia Tech. Embedding coaching within teaching is a longer-term challenge and involves developing and disseminating "fear of failure" interventions to Colleges and Schools. Next steps include exploring collaborations between UAT and the Center for Teaching and Learning, with participation of the newly restructured position of Assistant Director for Advising and Coaching.
Address students' overemphasis on GPA, as fueled by employers who may prioritize GPA requirements in recruitment processes.	Encourage our partner employers to acknowledge Georgia Tech's rigor when evaluating candidates and to avoid over-emphasis on candidates' GPA's.	This long-term goal poses a particular challenge since it involves engaging the Career Center with our partner employers for a discussion about academic rigor and GPA. It also involves discussions among career educators, academic advisors, and students about how GPA connects with employment opportunities. There has been little progress on this goal. Next steps include conversations between the Director of Retention and Graduation Initiatives/Sr. Assistant Registrar and the Director of Career Education regarding the feasibility and implementation of this initiative as well as a re-evaluation of the idea as we approach Momentum Summit V.
Address student perceptions about majors.	Training sessions for advisors in Colleges and Schools designed to help them recognize and counteract this student mindset; Required first year advising and transfer year advising; Encourage exploratory advising within GT 1000/2000 courses.	One of the reasons that Georgia Tech students are resistant to changing majors (see discussion under ***Deepen Purposeful Choice*** above) is that they perceive certain majors as more valuable. This mindset impacts students' willingness to consider alternate majors that may be a better fit. Addressing these student perceptions is a longer-term project. Potential solutions include developing professional development for advisors that provide resources for counteracting negative mindsets surrounding majors and integrating aspects of exploratory advising into our first- and transfer-year seminar courses. The intense demands on academic advisors as they served students returning to campus in fall 2021 delayed action on these solutions. Next steps include expansion of exploratory advising resources and inclusive conversations with advisors about this mindset issue and gathering data about perceptions of majors from students. Advisor conversations and student data will inform the construction of the professional development materials.

STRATEGY/AREA:	*Heighten academic engagement*

Activity	Process/Steps	Progress/Challenges/Next Steps
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.	Apply analytics to determine characteristics and majors of students participating in experiential opportunities; Explore participating student characteristics by type of experiential activity; Ensure high-impact experiential opportunities are trackable.	As part of a USG initiative in 2020-21, a four-person faculty team conducted a review of our many high impact educational practices (HIPs). Filed as an addendum to our Momentum plan, their findings concluded that Georgia Tech has a wide and deep emphasis on HIPs. Further, they found that the ISP and the Momentum/CCG plans support the Institute's focus on HIPs and that we are actively growing our HIP programming while recruiting students to participate. The team recognized the need to outline a process for developing and designating HIP courses and to communicate the existence of HIPs, especially HIPs embedded in courses. The team engaged the Registrar's Office in discussions about consistently tracking HIPs. The Office of Undergraduate Education is currently searching for a Director of Undergraduate Curricular Analytics and Planning who will be able to analyze characteristics of students participating in HIPs and provide better data about equitable engagement.
Explore the launch of a First-Year and Transfer-Year Council to include key stakeholders from areas involved with student transition; Once functional, extend the scope of the Council to consider support for second-year students.	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; Foster collaboration and communication across units that support students during their transition year to Georgia Tech.	Exploring and implementing this initiative requires extensive collaboration across diverse units. Therefore, it has been tabled until spring 2022 when the inaugural Senior Vice Provost for Education and Learning and the inaugural Vice President for Student Engagement and Well Being are both in place. Dr. Luoluo Hong's tenure as Georgia Tech's inaugural Vice President for Student Engagement and Well Being began in August 2021, and the search for the inaugural Senior Vice Provost for Education and Learning will commence in late fall 2021. During Momentum Summit V we plan to consider the feasibility of organizing this Council. Given Georgia Tech's growing number of transfer-year students, further consideration of the transfer student component of this project is important.
Enhance engagement opportunities for first-generation students, an underrepresented student population at Georgia Tech.	Establish a mission, goals, and outcomes for first-generation student support; Onboard a program manager charged with first-generation student support; Host first-generation welcome events for students and parents; participate in first-generation celebration day activities; establish peer-to-peer mentoring; apply for the National Association of Student Personnel Administrators (NASPA) First-Gen Forward designation.	A mission, goals, and outcomes for First-Generation Student Programs (FGSP) are established, and the inaugural program manager for FGSP is in place. Several welcome events, both virtual and in-person, were hosted in summer and early fall 2021 for first-generation students and parents. In summer 2021, FGSP collaborated with Mentor Collective (https://www.mentorcollective.org/) to launch the First-Gen Jackets peer mentoring project. As of October 2021, 114 first- or transfer-year first-generation students are matched with a peer mentor and more than 2,000 text conversations have been logged. Mentors also provide actionable insight flags that allow FGSP to intervene early if a First-Gen Jackets mentee appears off course. Expanded First-Generation College Student Celebration Day activities are planned for November 2021, and FGSP is partnering with first-generation faculty and students to develop the Growing Up in Science seminar series (https://firstgen.gatech.edu/). We are on track to apply for First-Gen Forward status with NASPA in spring 2022.

MOMENTUM PLAN MID-YEAR UPDATE, GLOBAL MOMENTUM SUPPORT

Operating in a complex, decentralized environment creates communication challenges under the best circumstances. Given the fluid situation surrounding Covid-19 and the importance of communicating just-in-time information about the pandemic and return to

campus plans, 2021 has proven to be a difficult year to engage the campus community regarding Momentum themes. Yet, leveraging our big idea, the GT-AMP Mini-Grant Project, to increase awareness of the Momentum themes and our ongoing Momentum work to a broad-based, diverse coalition of partners has proven effective. Demonstrating the alignment between the ISP and our Momentum work and communicating that alignment to a wider campus constituency is a key component of our communications strategy.

Activity	Process/Steps	Progress/Challenges/Next Steps
Provide faculty and staff access to our Momentum Year/Momentum Approach plans.	As part of the communication strategies outlined above, educate faculty and staff about Momentum resources available online.	GT-AMP has proven successful in promoting the Momentum framework to a larger campus audience. Our CCG Plan Updates which include Momentum plans, are published on the CCG-GT website (https://completecollege.gatech.edu/). Capturing the attention of faculty and staff engaged in intense work across multiple units remains an ongoing challenge.
Leverage our Big Idea, GT-AMP grants, to increase awareness of the Momentum Approach and its connection to our Strategic Plan among faculty and staff.	Work to establish the GT-AMP grant process (see the Big Idea discussion below); Define the grant parameters, timeframe, and assessment measures; Seek approval of the grant concept from upper administration; Circulate the RFP; Identify, fund, and assess projects.	In summer 2021, after receiving support for GT-AMP from the Office of the Provost, a team from the Office of Undergraduate Education drafted a request for proposals. A website and Qualtrics survey were developed to advertise the mini-grant project and to a capture proposal submissions (https://completecollege.gatech.edu/gt-amp/). When the submission window closed in October 2021, 19 applications for funding had been received. The proposed projects are diverse, representing units from across Georgia Tech. As anticipated, the request for proposals resulted in wider campus reflection on our Momentum goals and activities. Next steps include screening the proposals to determine funding priorities. The screening criteria are based on demonstrated alignment between the individual project goals, Momentum themes, and the ISP.
Invite Momentum Summit participation from a wide range of faculty and staff.	Establish a large, diverse Momentum Team to participate in the online Summit in 2021. Team members will focus on their areas of interest and expertise within the overall Summit sessions; Leverage the diversity and expertise of the team to strengthen our Momentum plans and to increase awareness of Momentum themes across campus units; Invite continued expanded participation in Momentum Summit V, whether in-person or virtual.	The virtual nature of Momentum Summit IV allowed Georgia Tech to organize a large, diverse group of faculty and staff to attend specific Summit sessions. This diverse group then met online during the team planning times to discuss ideas and activities contained within the sessions they attended. This led to robust dialogue about how Momentum themes might impact their spheres of influence. A broad, team-based approach for participation in Momentum Summit V will also be employed, especially if it the Summit continues in a virtual format.

Through our Leading Insight Through Empowerment (LITE) portal, maintained by Enterprise Data Management (EDM), the Georgia Tech community has access to a wealth of student success information. We continue to expand the student data available in LITE and the ability of users to disaggregate that data based on student demographics (e.g., first-generation students). We recently held focus groups with users of our Advisor Link platform to learn more about their experiences with the system, gather data requirements, and create a roadmap for improvements in functionality and reporting. Feedback from the focus groups will help us prioritize next steps in our Advisor Link implementation. The Office of the Registrar, in collaboration with EDM, IRP and other campus partners, ensures that student data is as secure as possible and that students' FERPA rights are protected.

Activity	Process/Steps	Progress/ Challenges/ Next Steps
Enhance the reporting capabilities of Advisor Link.	Communicate with users regarding reporting needs; Establish reports based on groups of students, either by GT ID or by student characteristics (academic standing, number of unsatisfactory midterm progress reports, etc.); Automate reports.	Ongoing.
Enhance the ability to access timely data about diverse or underrepresented student populations (first-generation students, Pell Grant recipients, transfer students, etc.).	Add additional attributes to LITE, Georgia Tech's data dashboard, to disaggregate success metrics by student characteristics; Promote and ensure consistent definitions of student attributes among reporting entities; Monitor data for equity gaps; Expand CCG reporting to include data about a wider range of diverse student subpopulations.	Ongoing.

SUMMARY AND NEXT STEPS

Since the inception of CCG in 2011, Georgia Tech has increased its six-year graduation rate from 79% for the fall 2006 first-year cohort to a record high of 92% for the fall 2015 first-year cohort. For seven consecutive years, Georgia Tech's first-time, full-time freshmen have achieved a first-to-second year retention rate of 97%. The proportion of women in the undergraduate population continues to grow, and women outperform men in degree progression metrics. 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 in higher education over the past eighteen months, these success metrics are particularly impressive. They underscore the resilience of Georgia Tech students, the dedication and commitment of our faculty and staff, and the robustness of our student support initiatives and high-impact practices as advanced through our CCG and Momentum work.

This report illustrates many of the embedded initiatives and targeted strategies positively impacting student success and degree progression at Georgia Tech. It also outlines progress on our Momentum plans, highlighting accomplishments and areas for improvement. Enhancements to academic advising remain a key component of our Momentum work as we continue to focus on purposeful program choice. Even though our four-year graduation rate for the 2017 first-year cohort reached a record rate of 57%, an increase from 40% for the fall 2007 first-year cohort, this metric demands further study. At Georgia Tech many factors influence this rate, including student involvement in experiential education (e.g., co-op and internships, study abroad), the length of degree programs in science and engineering, and the rigor of Georgia Tech coursework. We continue to explore strategies to improve this metric over time.

Throughout 2021-22, we will build on our many successful CCG strategies and focus on implementing our Momentum plan, including our big idea, the GT-AMP Mini-Grant Project. While data demonstrate that our current strategies are successful, we seek innovative solutions to systemic challenges and opportunities to institutionalize best practices that strengthen student engagement, sense of belonging, and degree progression. Georgia Tech is enthusiastic about our CCG and Momentum initiatives, and we look forward to aligning our Momentum framework with our Strategic Plan while promoting student success throughout the Institute and the USG.

GEORGIA SOUTHERN UNIVERSITY

SECTION 1: 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.

Fall 2020 Undergraduate Student Profile

As evidenced by fall 2020 student demographic data, Georgia Southern University enrolls a primarily full-time, residential, undergraduate population. Of 26,949 students enrolled in fall 2020, 23,469 (87.0%) were undergraduates and 82.8% 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 57% (n=13,483) undergraduate female students and 43% (n=9,986) undergraduate male students. Minorities accounted for 42% of the total University enrollment. Only 5.7% (n=1,348) 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 2020 (and returned in fall 2021) was 72%, which was a decrease from last year. There are two primary mitigating factors to this decrease: (1) the transitions to- and away from- online learning formats—a manifestation of pandemic fatigue—created a wider range of expectations and variance in student experience with our incoming class of students, and (2) the lack of testing requirements without a summer bridge program brought in more students who would have benefitted from developmental learning support prior to enrolling full-time at a four-year university. The drop from our regularly admitted students was nowhere nearly as steep (our incoming students meeting all regular admission requirements was within a single percentage point (76.9%). The six-year graduation rate for first-time, full-time, degree-seeking freshmen who entered in fall 2015 and completed a bachelor's degree is 54.7%, completing at a higher rate than the previous cohort (53.7%). 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 2017 cohort is 34.0% (compared to 31%). Table 1 provides additional demographic breakdowns regarding retention rates.

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.

Evidence of Undergraduate Student Academic Preparedness

Regular freshman admission (for fall 2020) at Georgia Southern University for 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 2020 was a 3.29 high school GPA, a score of 1073 on the SAT, and a score of 21.5 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.

SECTION 2: 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 (72% for Fall 2020 cohort).
- Increase sophomore to junior persistence and progression rate to 70% by fall 2025 (currently 63.6%).

Demonstration of Priority and/or Impact
Student attrition is greatest between the first and second years. However, an additional eight (8.4%) 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). 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 2020-2021
- Georgia Southern University: Fall 2020 cohort first-year retention = 72%
- Georgia Southern University: Fall 2019 cohort second-year retention = 63.6%

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 2019 cohort first-year retention = 79%
- Georgia Southern University: Fall 2018 cohort second-year retention = 65%
- Georgia Southern University: Fall 2017 and Fall 2018 first-year retention = 78%
- Georgia Southern University: Fall 2017 and Fall 2018 second-year retention = 65%
- 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. In spring 2019, we added "lack of engagement in online environment" as an academic alert category

Georgia Southern University implemented a refined course set for EAB SSC Navigate Early/Academic Alerts in fall 2021. We will continue to use the campaign model to capture grades, which also allows us to nudge instructors to submit academic alerts multiple times. While each alert issued for a student still creates a case that allows for structured follow-up from an academic advisor, academic success coach, or other student success and support professional, we have also built a more direct communication campaign with faculty teaching these gateway course to allow for direct intervention as well for course-specific guidance. This more targeted focus aligns with best practices from peer institutions and will optimize faculty and academic professional time for meaningful engagements with "at-risk" students. We will spend the current year assessing the implantation and identifying further or more appropriate courses for direct campaigns. We will also work with EAB for a more fluid indirect campaign model for academic departmental to adopt for additional voluntary courses.

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. In summer of 2020, we continued this interactive and joint sessions in virtual modes due to the pandemic.

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 will be redesigning the Provost's website to highlight student success initiatives like this one.

Measures of Progress

Fall 2020:

- Fall 2020 average undergraduate credit hour load: 13.0 (full-time 14.3 | part-time 6.9)

Historical measure:

- Fall 2019 average undergraduate credit hour load: 13.3
- Fall 2018 average undergraduate credit hour load: 12.38 (baseline)

Lessons Learned

Initial data from fall 2020 indicates a small decrease in undergraduate credit hour load. Incoming students continued to begin with a fifteen-hour schedule. The very slight decrease in light of the national average during the pandemic continues to show that our active 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.

Having adjusted and refined our registration strategy and timing for our first-year students based on student feedback gathered through academic advising during, we continue 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. We continue to see positive returns from the 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 and are building new counterpart intervention surveys for students through EAB immediately following registration windows to supplement direct contact from advisors 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. During AY 2020-2021, we have further refined this with the addition of cleaner search parameters, in-line information in search results, and more granular descriptions of delivery and expectations at the course level.

Finding that our approach to course scheduling has also a barrier to students registering for fifteen or more credit hours, we have identified scheduling solutions, as well as better training for course schedulers, program directors, and department chairs. During AY 2020-2021, we have implemented Ad Astra as both a scheduling and monitoring platform and have begun working with chairs to re-evaluate the offering to more evenly spread high-demand and gateway courses to allow for students to optimize their schedules. Last year, we identified the need to make registration an easier process for students and identified a solution for this through EAB. We are currently working with the implementation team on getting this in place during AY 2021-2022.

STRATEGY 3: ACADEMIC INTERVENTION and ACADEMIC STANDING

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

The Provost's Office (Associate Provost for Student Success and Advising) continues to work with two Faculty Senate committees (Academic Standing and Student Success) to effect the work begun with the institutional Academic Standing Policy and wrote a Limited Grade Forgiveness Policy.

The revised Academic Standing Policy has demonstrated a positive effect in holding students accountable without imposing excessively punitive requirements for continued enrollment at the institution. Our philosophy remains that 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). Beyond the direct connection of classroom faculty to the academic standing review process, the Associate Provost for Student Success and Advising has engaged the Academic Success Center's intervention specialists in both coordinating for greater context during the review process and creating a proactive and digitally seamless pathway for students who self-identify as "at-risk" for individualized success coaching.

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 2020-2021
- AY 2020-2021 undergraduate students moved into good standing = 600
- AY 2020-2021 undergraduate students earned 2.25+ GPA and held status = 1947
- FA2020 (enrolled) undergraduate students on academic intervention (GPA below 2.0) = 2917
- SP2021 (enrolled) undergraduate students on academic intervention (GPA below 2.0) = 2105
- SU2021 (enrolled) undergraduate students on academic intervention (GPA below 2.0) = 845

Historical measures:
- 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
- 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. We have seen a marked improved from fall 2020 to 2021 (see **Image 1**).

During AY 2020-2021, Academic Affairs partnered with Information Technology Services partners to modernize our intake process for students proactively ("opting-in") to success coaching in addition to students identified for Academic Intervention. We have moved the delivery of our Success Coaching course (GSU 1000) to a centralized model, which combines 60 individual sections into a single, multi-section Folio course to ensure consistency in communication, curriculum delivery, and engagement. The new mobile-compatible Academic Improvement Plan (AIP) intake process has improved AIP quality control, as well as access and engagement. In Fall of 2020, we had 2917 students identified for Academic Intervention. Of those we had 774 Academic Improvement Plans (or 26.5% engagement). In fall of 2021, we have already seen a vast improvement in two capacities: (1) we saw a drop in students identified for Academic Intervention (1545 students, a 48% reduction) and (2) an uptick in Academic Improvement Plans engaged (1426 AIPs built) which resulted in a 65.8% rise in student engagement with improvement plans or a 92.3% engagement with the success process.

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. Previously, we have created a role in EAB SSC Navigate for the Academic Standards Committee—to guide them through the advisement and success coaching notes and a review of the students' Academic Improvement Plans—and this year we have lengthened the review windows and extended the committee's service term to better train incoming members. In the coming year, we will continue to 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. 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.

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 *MyGeorgiaSouthern* 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.

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. To convert 'not registered' students in areas within our control, the following activities are employed by academic advisors: emails, phone calls, text messaging, and campaigns through EAB SSC Campus.

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 2020, we saw the impact of changing how we calculate eligible to register students for the subsequent term. We will continue to engage students in registration and in creating a culture of enrollment, the reporting for this strategy may change in AY2021-2022.

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.

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. We saw the total number of students who had not yet registered responses increase significantly this year. The mechanism succeeded in engaging students and provided us both a greater insight into why they had not registered and allowed us to more quickly align students with the appropriate campus resources for issues beyond course offerings, advising appointments while maximizing the time to offer students additional support. We have also widened the support network through EAB for registration and intervention by onboarding Academic Success Center, Student Athlete Services, ROTC, Military & Veteran Student Services, TRiO, Dean of Students, Panhellenic, and the Office of Multicultural Affairs.

STRATEGY 5: Sophomore-Year Experience course (CORE 2000) Revision

Clarify the value and application of the core curriculum for students, supporters, and community members.

Demonstration of Priority and/or Impact

A key aspect of Momentum at Georgia Southern is the transition through the entirety of the first year and a successful start to the second year. We see this revision a chance to help students extend the support and campus engagement in more intentional ways bridge both their first two years and the curriculum within and surrounding their major.

Summary of Activities

Georgia Southern University engages in First & Second-Year Experience course redesign processes every five years or so. Following our participation in the USG FYE Academy, we brought our FYE course much more closely aligned with our Momentum Year and Transition Improvement Plans. Over the course of this year, we will undertake the same type of redesign with our CORE 2000 course. This redesign will move the course to a co-requisite model for Core courses to better focus on elements of Inform, Discern, & Affirm, reflections on academic mindset, challenges to perseverance, and highlight the importance of transitions *through* college (rather than just *into* college—i.e., meaningful choices in majors, minors, co-curricular engagements, and the like).

Measures of Progress

This revision will be carried out and implemented in AY 2021-2022.

Lessons Learned

The current model of CORE 2000 proved to be an unsustainable design. The distance between a student's starting point with core and the timing that most students were able to take the course (generally not until year three rather than two), and lack of direct connection to the core did not yield the expected results for the course. The broad nature of the model did not resonant with faculty or students, and we will be aligning this more closely with the kinds of Major *clusters* demonstrated with the core curriculum's Areas.

Strategy 6: Course Scheduling, Curriculum, and Programming
Facilitate timely progression to graduation.

Demonstration of Priority and/or Impact

In order to facilitate students taking a 15-hour schedule, we need to provide a broader range of delivery types, times, and terms. Traditionally, academic schedules have been rolled from one term to the next without serious review of density or conflict, especially at the lower division and core course levels. The schedule speaks to one road-block students encounter, while the other resides in program curricula that see bottlenecks in gateway and high-demand required courses.

Summary of Activities

Georgia Southern University will transition to two new scheduling platforms focused on student success: Ad Astra and EAB Scheduler. From the *academic department* standpoint, we will spend the coming year refining our scheduling practice led by a collaborative steering group drawn from stakeholders across campus. The purpose of this development is to provide more flexible options for student enrollment types, schedule types, and delivery across a broader time-of-day and day-of-the-week. Building on the data we draw out of Astra, we will be able to provide better options (through heat-map testing) beyond the traditional work-day and provide guidance to develop additional "minimester" or "executive" term options. From the *student* standpoint, EAB Scheduler will allow students to register for courses in a more intuitive and direct manner than they had through the previous WINGS platform. This registration access point is linked with their Program Maps to help them make informed, meaningful course choices that align with a direct pathway to timely graduation.

Measures of Progress

This project is still in early stages from the scheduling standpoint, but our target is to remove the tedious, transactional task of room assignments from chairs to allow them to engage directly with programmatic and curricular development issues. In our first optimization, we reduced the manual placement of course sections to 13% on average for departments. We are still working through the density issues but will target a more even distribution of core courses across a 10 hour range rather than the traditional 6.5 hour range between 9:00am and 3:00pm to provide additional options for traditional students to stay on-track with 15-hours and non-traditional students to find times away from "working" hours. A 10% shift would provide rough 200 sections at non-peak hours on a 3-day pattern or 250 on a 2-day pattern.

Lessons Learned

We are in the first iteration of the optimized schedule. The Comprehensive Curricular Review will start later in 2022.

Strategy 7: High Impact Practice Extension
Increase the demonstrable and easily communicable value of our curriculum.

Demonstration of Priority and/or Impact
Producing not only successful, but competitive students is a key goal for the university. 21st century hiring models demand that applicants have something beyond the theoretical knowledge that they garner from a traditional classroom setting, and we have prioritized providing expanded opportunities for High Impact Practices as part of our Student Success mission. Both courses and co-curricular experiences will be designed with more intentional communication about cross-disciplinary applications for those heightened learning experiences made accessible to a wider, more inclusive range of students.

Summary of Activities
Our Student Success Committee, a standing Faculty Senate committee, is currently reviewing the inventories from colleges departments, and other academic affairs units on academic mindset and high-impact practices in use. We have also been working with partners in Student Leadership, First- and Second-Year Experience, the Office of Global Engagement, and our USG High Impact Practice fellows to identify a more consistent language to use with students both ahead of registering for HIP course sections, but also to help better craft the narratives for those experiences to better position them for the career pathways they desire.

Over the past year, we've identified specific Global Learning opportunities to develop through the Collaborative Online International Learning (COIL) to increase student access and build a gateway for students to more effectively move into international learning environments. We have built our First-Year Seminar as an entry-point for Common Intellectual Experiences by building out direct curricular interaction with the Community Read in their first, and co-curricular engagements for the cohort's text during their second year. We are also developing new pathway to best-fit and non-traditional Internships and Service-Learning opportunities through tiered Peer-Mentoring; this progressive model of mentoring moves students from classroom-based mentoring in their first year to service-based mentoring in their second year before moving to a focus on faculty-and alumni- direct mentoring during their third and fourth years.

Other than the *tiered* Peer-Mentoring initiative, no components of the Georgia Southern Momentum Year plan are still in a developmental phase.

Measures of Progress
HIP fellows will work with the Associate Provost for Student Success, the Registrar, Admissions, the Office of Student Engagement, Career Services, the Office of Global Engagement, and First- and Second- Year Experience to craft standard SIS categories; facilitate consistent HIP course application submission, review, and oversight; and train faculty and staff on inclusive practices for HIP opportunities. Currently, we track only two

Lessons Learned
Over the past year, as an institution we have identified a number of areas with the SIS that could be made more consistent. To help with this, we have already established more frequent training and workshops for chairs and schedulers.

SECTION 3: THE BIG IDEA
Scaffolding and Shared Language
Developing a common set of goals and language focused on the common good of our student body.

Demonstration of Priority and/or Impact
The impact of our *One Big Idea* stemmed from the realization that everyone at a university works well in a silo—except our students. At Georgia Southern, we had previously operated with a centralized, top-down approach to Momentum and student success initiative planning, development, and implementation. Our *One Big Idea* was to move to a more diffused and multi-tiered approach. This would facilitate a more integrated approach with initiatives and practices emerging or flowing *upward* from the "local" level.

Barriers Encountered and Lessons Learned
As with all simple ideas, this one was complicated too. The university had long functioned in the top-down model and shifting the culture to grass-roots responsibility—while welcomed—still required executive guidance. This happened primarily in terms of structure and direction. Local offices and departments were tasked with developing unit level committees and working groups. In the absence of a strong model, many floundered with the new-found freedom. Seeing this, we used the New Student Orientation and Transition planning group to a dual purpose: 1) demonstrate cross-divisional, cohesive collaboration, and 2) model attainable, sustainable Momentum co-curricular practices. This ideology coalesced into the Eagle Experience Steering Committee, and the group shifted to provided a scaffolded structure that department and offices could align their own efforts with by adopting a new, shared lexicon across partner offices.

Summary of Activities

Over the past year, we have strengthened our Momentum initiatives by unifying efforts across our Academic Affairs, Student Affairs, and Enrollment Management teams. That team ultimately became a planning Group of 55 faculty, staff, students, and administrators with a core steering committee of nine members (from Academic Affairs, Enrollment Management, Student Affairs, and University Marketing and Communications) and three regular subcommittees from across the university each who worked with numerous partner offices and focus groups.

Georgia Southern University developed a new orientation and transition program called The Eagle Experiencee (see Image 2) for new students to get acquainted with campus communities, and for faculty, staff, students and the community to come together as a new academic year begins. Centered around holistic learning outcomes in three areas—*Enrollment & Persistence, Community & Engagement*, and *Scholarship & Success*—we wanted to hoe-in on programming and events dedicated to helping students seamlessly acclimate to the college environment by helping to begin building a clear understanding of the importance of a strong academic mindset.

This university-wide effort is a showcase that gives new students a snapshot of the ongoing support and dedication to the university's first strategic pillar: student success. Our ultimate goal is to help shape the ways in which students will consistently engage with the university's values and mission, learn about Georgia Southern's traditions, create connections with peers, faculty and staff, and stay well-informed of enrollment milestones and resources to attain successful support as a new student. This new approach to orientation and transition capitalizes on the tremendous work done previously by individual offices to offer students a more cohesive vision of student success in a shared, accessible language. While certainly not exhaustive, below is a representative cross-section of those opportunities and initiatives in those key interwoven outcomes:

- New Student Orientation Leader peer-led sessions on personal challenges and growth mindset practices
- "Parent and Supporter" sessions led cooperatively by academic associate deans and admissions counselors on encouraging a growth mindset, available support, and resources
- Faculty-led sessions on "Meet Your Major Halfway" focused degree exploration, adjusting to path changes, and planning for a career
- New Student Convocation hosted by Provost, featuring student, faculty, and alumni TED-style talks on growth and academic persistence
- USG Mindset survey delivered to all first-year students during the first week of classes, ongoing Learning Support sessions, advisement appointments and 1:1 consultations for students, growth-mindset intake for students on academic probation (intervention); on-going conversations throughout the semester
- FYE courses—taught by faculty and staff—focused on academic inquiry, degree engagement, academic planning, and campus and community engagement (most with embedded Peer Leader support)
- recurring workshop series for faculty, staff, and students, highlighting topics such as "Developing Goals and a Mindset for Success" and "Building Momentum for Student Success"

Measures of Progress

For the first year of implementation, we will use the post frequency within *Eagle Engage* (**Image 3: *Eagle Engage***) to measure progress. The shared language of competencies, and skills, as well as a consistent pattern of metadata markers (i.e., hashtags) has already helped create a more consistent conversation for our students regarding student success. We will move during the spring 2022 term to more intentional language around Momentum. The intention is to create a peer-level familiarity with the language of Momentum and student success so they can engage with our incoming students during the summer and fall of 2022.

SECTION 4.1: MOMENTUM WORK RESILIENCE UPDATE

Below are our primary elements, but please see a full update for resilience planning in Table 4: Resilience Updates.

Purposeful Choice

Strategy or activity	Students choosing an academic focus area or major prior to Orientation; affirming (or changing) that choice based on major/career aptitude assessment (MyMajors).
Summary of Activities	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. • In fall 2018, 705 (18% of first-year class) students started their first year in an undeclared major. • In fall 2019, 337 students (9% of first-year class) started their first year as exploratory without a focus area.

- In fall 2020, 132 students (2% of first-year class) started their first year as exploratory without a focus area.
- In fall 2021, 555 students (6% of first-year class) started their first year as exploratory without a focus area.

Outcomes/Measures of progress	In Summer 2019, 96% of incoming first-year students completed their MyMajors assessment prior to Orientation. 3,465 students completed the full assessment. 2,330 students reported that they had decided on a major or focus area by the start of the academic year. In Summer 2020, 98% of incoming first-year students completed their MyMajors assessment prior to Orientation. 6,059 students completed the full assessment. 4,006 students reported that they had decided on a major or focus area by the start of the academic year. In Summer 2021, 97.3% of incoming first-year students completed their MyMajors assessment prior to Orientation. 8,042 students completed the full assessment. 5,463 students reported that they had decided on a major or focus area by the start of the academic year.
Lessons Learned and Plans for the Future	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.
Changes because of COVID-19	No changes required because of COVID-19, but the lack of testing requirements reflects both the higher intake number and the higher exploratory focus area.

Transparent Pathways

Strategy or activity	Verify/update program maps; use in course scheduling; better course scheduling practices and procedures.
Summary of Activities	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.
Outcomes/Measures of progress	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.
Lessons Learned and Plans for the Future	Moving forward on a course scheduling/prediction solution. Success Markers will be in place and able to be tracked/reported for Fall 2022.
Changes because of COVID-19	We continue to move forward on all activities related to this strategy. Our progress was set back approximately 10 months but no changes to implementation. The schedule and instructional changes made necessary by COVID-19 clarified the urgency of these activities, but departments will not return to the process until fall of 2022. This pause has allowed us to reevaluate the measures of success and has given us more time to consider additional modalities and schedule types beyond curricular changes.

Academic Mindset

Strategy or activity	USG Academic Mindset Survey
Summary of Activities	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. We continued that process for 2020 and 2021.

- Our response rate was much higher in 2019 (1971 students took the initial survey).
- Our response rate dipped slightly in 2020 (1819 students took the initial survey).
- Our response rate was lower than expected in 2021 (1380 students took the initial survey).

We administered the 2021 USG Academic Mindset Survey as an assignment in FYE 1220 again this year, and will continue in 2022.

Outcomes/Measures of progress	Strong participation by first-year students in both the first and second distribution of the survey.
Lessons Learned and Plans for the Future	Our primary challenge was getting students to participate. By embedding it in our First-Year seminar course and instructors encouraging participation, we had been making progress on student participation in the survey. While the total number dropped, the response rate was over 25% with a sample size more than double needed for a 95% confidence level and 5% margin of error for the surveyed population. The drop in percentage participation is reflective of the delivery method. A higher number of FYE sections had been scheduled as Online prior to the statewide online transition. Coming out of an Online-heavy spring and summer, many students demonstrated survey fatigue at this point. We have rectified this with a more even distribution of FYE delivery modes for the fall of 2022.
Changes because of COVID-19	No changes made due to COVID-19.

Strategy or activity	**Growth Mindset module in FYE 1220 First-Year Seminar**
Summary of Activities	The First- and Second-Year 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, and - Apply a growth mindset to their academic work.
Outcomes/Measures of progress	Fall 2020 was the first semester that the new module was offered. The primary direct assessment measure was the course Final Exam (short essay). The exam asked students to reflect on Growth Mindset at both an Application and Analysis level; the first asked them to a complex situation they had previously thought simple and explain their development in understanding, and second to identify a specific fixed mentality they had at the beginning of the term and map how they had moved away from that stance and why. Our targets were seeing students demonstrate the following levels: - 75% demonstrating Developing (82.6% at or higher) - 50% demonstrating Competency (60.7% at or higher) - 20% demonstrating above Competency (39% above)
Lessons Learned and Plans for the Future	The First- and Second-Year Steering Committee's assessment team identified a number of areas for enhancement with the measure. The committee also identified additional ways in which to more fully integrate Growth Mindset into other modules. The assessment measure was constructed pre-pandemic and was not adapted to the new environment as well as it could have been. That measure has since been revised.
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.

SECTION 4.2: MOMENTUM MATRICES UPDATE

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. The 2-year appointment for the HIP Implementation team has been a positive for us. The team has been able to help move some of the elements forward in a more effective way having to not *learn-the-ropes* as a new group. The broadened discussion of Student Success as a necessary and measurable aspect of faculty life will help move these efforts forward more quickly as well.

SECTION 4.3 "CAMPUS-WIDE" GLOBAL MOMENTUM SUPPORT

Purpose

Priority Work	Building upon the use of *MyMajors* guidance for incoming first-year students, develop complementary and targeted programming for support for 2nd and 3rd year students.
Activity status and plans for 2021-2022	Our Assistant Director for First- and Second-Year Experience and our Academic Engagement Specialist had begun developing and implementing programming aimed at first- to second-year transition, second-year students, and the third-year students. Over the coming year, they will partner with the Academic Success Center, the Office of Career & Professional Development, and Alumni Affairs to build a concierge mentoring program that will deepen a student's academic, social, and professional network by working with a progressive combination of Peer, Faculty, and Alumni mentors.
	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 based on information garnered from intake platforms like *MyMajors* (see [Image 4: Motivation for Attending College](#)) to meet students *where-they-are*.
	The Division of Student Affairs has implemented an innovative digital engagement portal (*Eagle Engage*) that allows students to intentionally plan and create meaningful co-curricular experiences by building on nine core Competencies, each with a sub-set of Skills: Knowledge acquisition, construction, integration and application; Cognitive Complexity; Intrapersonal Development; Interpersonal Competence; Inclusive Excellence; Community Engagement; Personal Growth & Well-being; and Career Development. Each Competency has three levels (Explore, Experience, and Excel) that help them both map and demonstrate the competency in each area in order to build a holistic narrative of their co-curricular experiences.
Lessons Learned	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.

Mindset

Priority Work	Inclusive Excellence
Description of Activities	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.
Activity status and plans for 2021-2022	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 2021-2022 will focus on inclusive excellence and on Momentum.
Lessons Learned	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.

Pathways

Priority Work	**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.).
Activity status and plans for 2021-2022	We will build the freshmen-forward model in order to develop a sustainable culture of transition on continual engagement. Over the past year, we have strengthened our Momentum initiatives by unifying efforts across our Academic Affairs, Student Affairs, and Enrollment Management teams. Georgia Southern University developed a new orientation and transition program called The Eagle Experience for new students to get acquainted with campus communities, and for faculty, staff, students and the community to come together as a new academic year begins. Our goal is to help shape the ways in which students will consistently engage with the university's values and mission, learn about Georgia Southern's traditions, create connections with peers, faculty and staff, and stay well-informed of enrollment milestones and resources to attain successful support as a new student. In addition, we are in our third year of registering all first-year students at orientation for fifteen-hour fall term schedules, arranged in day/time blocks students had identified as best fit. We continued this for the 2021 orientation sessions, although those sessions were all virtual. Building off the success of the 2019 Momentum Year and our Transition Improvement plans, Georgia Southern further refined the interactive conversations with students and parents into multiple, focused joint-information sessions led by academic advising teams, enrollment management specialists, and faculty throughout our orientation. These presentations and discussions had three objectives: (1) promote graduation in four years; (2) inform students that completing 15 or more hours per semester often corresponds with higher term and overall GPAs and mitigates costs associated with additional semesters, and (3) demonstrate Day One strategies for students to self-advocate by immediately engaging them with support resources and faculty-direct context of academic mindset. From a direct implementation standpoint, we have now provided students with tools to meet expectations of 15+ hours per semester, by helping them register for a course sequence reflective of their program maps through EAB *Navigate*'s mobile app. We are still in process of testing EAB's *Academic Planning*, which will allow students to virtually build their schedules and register directly through the EAB. This should remove some of the transactional elements of student meetings with Advisors and allow them to engage in more meaningful conversations about program completion, job readiness, and post-graduation planning.
Lessons Learned	This launched in early summer 2021, and has continued throughout the fall 2021 term. The biggest lesson learned was in breaking habits for early student engagement that fell into well-worn patterns (majors fairs, interest group meetings, etc…). The initial roll-out for this had some truly innovative approaches to thinking about cross-divisional and cross-disciplinary opportunities for student engagement; we have elevated those partners as models while we continue to build out co-curricular events, projects, and initiatives throughout the year. During the first three weeks of the semester we hosted 213 unique programs or events. The most attended live events were the Growth Mindset focused Convocation (5664 attendees at the two events) and then the Sex Signals (sexual assault awareness) events (2783 at the live events). Image 5 lists some additional high attendance events and programs, but we intentionally advertised for small scale programming as well to provide a more direct and personal connection point for new students especially those in our lower-retention populations.

GEORGIA SOUTHWESTERN STATE UNIVERSITY

SECTION 1: 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.

Georgia Southwestern State University's (GSW) total enrollment in fall 2020 was 3162. At that time, the gender distribution of the student population was 66.4% women and 33.6% men. The ethnicity of the fall 2020 student population was 59.0% White, 25.2% African American, 7.1% Asian and Pacific Islander, 5.5% Hispanic, 2.8% Multiracial and less than 1.0% were Native American or Unknown. Approximately 38% of GSW undergraduates receive Pell Grants; 47% are First-Generation college students (no parent/guardian with bachelor degree or higher); 15% began college for the first-time as adults (25 years old or older); and 20% are age 25 or older. The majority of our undergraduates (64%) are classified as full-time (taking 12 or more hours); 27% live on campus; 69% are enrolled in one or more online classes; and 32% 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 FY21, 54% had received the Pell grant while enrolled at GSW, 51% were first-generation students, and 21% were 29 or older at the time of graduation.

SECTION 2: IMPROVEMENT PRACTICES – UNDERSTANDING CHANGE MANAGEMENT

GSW has identified several structural and motivational obstacles facing students and has begun working on improving practices that will lead to student success. Many of these stem from the ongoing COVID- 19 pandemic. The changing of admissions standards and not requiring SAT or ACT scores for admission and the lack of having a "normal" high school classroom experience have brought many students who are not prepared for the academic rigors of college-level coursework. In addition to academic preparedness, students' mental health and overall well-being are of great concern.

The Office of First-Year Experience (FYE) continues to meet with all first-year students during their first three weeks of the fall semester. These meetings are meant to establish personal connections with students, identify academic and social transition issues, and assess the student's overall well-being. All first-year students were assigned an FYE Advisor in Banner. Each FYE Advisor is responsible for following up with their assigned students on early alert notifications in Beacon and conducting a check-in meeting with the students shortly after the third week of classes. The goal of these meetings is to connect students early to the resources they need to be successful academically such as tutoring and the Writing Center as well as being engaged on campus through co-curricular activities.

Our first-year experience course, UNIV 1000: The GSW Experience, has been revised using the lens of the Transparency in Learning and Teaching (TILT) process. We outlined on the course syllabus what will be covered each week by listing the topic and content, the assignments due for that week, and which course objective aligns with each topic. Following the tasks, we provided a section explaining how assignments would be graded and how individual assignment grades would be factored into the course grade. Part of the required assignments included three mandatory tutoring sessions on the subject/course of the student's choice, a mandatory session with the Writing Center, meetings with their FYE and Academic Advisors, and completion of the Focus 2 Career Assessment. The Focus 2 assessment results will assist with connecting students to their desired major quickly and with advising students through the major selection process and selecting correct courses needed to complete their degree. Through the TILT process, we created a Criteria/Self-Assessment section on the syllabus so students would have a clear understanding that by completing the checklist of activities outlined, they would be successful in the course.

All first-year students are required to complete the Clifton Strengths assessment prior to the start of the fall semester. During our 4-day New Student Orientation program in August, the students were presented with their top 5 strengths and attended a session on Clifton Strengths where they were taught how to capitalize on those strengths and use them to be successful in the classroom and in co-

curricular activities. The students were put into small groups where they were able to meet other students who shared their same strengths and were able to have open dialogue. Understanding how to apply their top strengths in their academic success supports the growth mindset concept. The Clifton Strengths assessment was also used as a guiding tool for the first-year students in the President Jimmy Carter Leadership Program during their cohort retreat prior to the fall semester beginning.

The Advising Task Force was formed and the committee reviewed all aspects of advising at GSW. The committee created an Advising Handbook and an Advising Syllabus outlining the outcomes of advising and expectations of the advisor and student. The Advising Task Force also recommended that all students, regardless of status, be required to meet with their academic advisor each semester prior to registration and enrollment for the following term. Currently, GSW only requires students to meet with their academic advisor during their first year and after they complete 90 credit hours. GSW will begin requiring all students to consult with their academic advisors each time they register for classes with early registration for fall 2022 that begins in March 2022. In addition, the committee recommended increasing the number of Friday classes to encourage more 50-minute courses running three days a week (Monday/Wednesday/Friday). The addition of Friday courses allows for flexibility in scheduling for commuter students, working students, and student athletes. Having students on campus five days a week would support retention efforts by encouraging more student engagement and connection to campus as well as promote on-campus housing. For some students and disciplines, having class three days a week could improve retention content and overall student achievement and learning.

Degree Pathways called Storm Tracks were created for all academic programs to provide students with a clearer roadmap to program completion. The Storm Tracks are introduced to students in UNIV 1000 and are used by the Academic and FYE advisors when assisting students with course section for the following semester. The Storm Tracks have been embedded in Degree Works through the Student Educational Planner as students and advisors create academic plans.

Care@GSW was created to make sure students have the resources they need in regards to their overall well-being. These resources include student health and counseling, recreating and wellness, academic resources, and safety. The Office of Disability Services was changed to the Office of Accommodations and Access. The Office of Experiential Learning was created to assist students with internship and study abroad opportunities. We have expanded our counseling services to include Talkspace, an online therapy service that allows students to send text, voice, or video message to a therapist and Protocol, an after-hours emergency service for access to crisis assessment, intervention, and stabilization.

For planning and decision-making on improving the practices outlined, many different faculty and staff on campus have been involved, including the Office of First-Year Experience, the Advising Task Force, the Dean's Council, the Institutional Effectiveness Committee, the Enrollment Management Council, The Momentum Approach Steering Committee, the Retention Task Force, the Student Engagement and Success Leadership Team, and the Storm Spotter (peer mentor) Team. These groups routinely review data relating to enrollment and retention, midterm and final grades, and course withdrawals. Due to GSW's size, many individuals serve on more than one of these bodies.

SECTION 3: OUR BIG IDEA – TILT

GSW's big idea for 2021-22 to inform our overall approach during the academic year is Transparency in Learning and Teaching (TILT), not just in the narrow academic sense but rather in the larger sense of infusing transparency and equity into all campus interactions between students, faculty, and staff. TILT was chosen as our Big Idea because of its strong and productive connection with the purpose and value aspects of a productive academic mindset. Using TILT principles in a wider context is complementary to our ongoing commitment to using a wise feedback approach to building a productive academic mindset in our students.

TILT in the academic sense has been an important part of redesigning ENGL 1101 Composition I, POLS 1101 American Government, and SOCI 1101 Introduction to Sociology during cohort two of Gateways to Completion (G2C), so we extended the use of TILT principles to more Core general education courses and selected upper-level major courses that were crucial to student success in the major and in graduating. Prior to implementing our Big Idea, participants in G2C shared the results of TILT principles with a small group of interested faculty.

In spring 2021 we began our efforts to provide more faculty and staff development opportunities that infused TILT principles into course and into co-curricular activities. In April 2021 we held a campus-wide workshop on TILT conducted by Mary-Ann Winklemes, Founder and Lead Investigator for TILT Higher Ed. This workshop was used to foster campus-wide awareness and knowledge of TILT and to recruit a number of faculty to work over the summer to apply TILT to their syllabi and assignments. This event served as a kick-off event for our TILT Faculty Learning Community (FLC) Summer Series. In May 2021 we held a second campus-wide workshop led by Denise Domizi, USG Director of Faculty Development, and Jesse Bishop, Director of Faculty Academy at Georgia Highlands College, aimed at providing an overview of TILT practices to faculty interested in participating in the TILT Summer Series. We successfully recruited six faculty facilitators to lead 28 faculty, who taught both lower- and upper-level classes, through a summer-long faculty learning community (FLC) series. Through the FLC series, we challenged faculty participants to apply TILT

principles to at least one aspect of one course they teach and write a brief reflection about the process at the end of the series. Each of the six TILT FLCs met three times over summer 2021. At the end of the series, a panel of faculty participants hosted a faculty development session during our faculty planning period, Southwestern Week, to share their work and insights regarding TILT. Since we began implementing TILT practices on a wider scale across the institution, we have developed a TILT webpage dedicated to housing TILT resources, including past workshop recordings and helpful links to TILT materials. To continue the TILT momentum, we have created a TILT Brown Bag Series, which began in September 2021, where faculty gather together in informal, yet structured, settings to discuss topics surrounding TILT. Our first session, titled "How to Study," focused on promoting positive study habits among students. The second session, titled "TILT and SOTL," covered the process of researching TILT implementation and effectiveness in the classroom. For our third Brown Bag session, we have planned a session geared toward our Division of Student Engagement and Success staff to help encourage the use of productive academic mindset and TILT in the planning of co-curricular activities.

To assist our assessment of progress on this goal, we added questions related to transparency and purpose to our regular course evaluations that are based on questions used in the Student Learning Gains survey for G2C and in the National Survey of Student Engagement (NSSE). These questions were used for the first time during spring 2021 and will provide a baseline against which to measure future progress on this goal. We also invited all faculty who participated in the TILT Summer Series to participate in the TILT Higher Ed student survey. The purpose of the survey is to capture the effectiveness of the TILT intervention within specific courses. Faculty participating in this survey and other forms of class-based assessments regarding TILT have been invited to contribute their findings to a special topics issue of the scholarship of teaching and learning journal Perspectives of Learning, which two TILT leaders at GSW will be co-editing in 2022. The special topics issue was a direct result of the ongoing TILT work across campus.

In addition to faculty and staff development in TILT principles, we have also promoted a productive academic mindset in faculty and staff through further faculty development opportunities. These have included a mindset session hosted by Mark Grimes and Judy Orton Grissett during our faculty planning week at the start of fall 2021. Kenn Barron from Motivate Lab also provided an hour-long workshop during our faculty planning week about integrating mindset principles in the classroom. Materials from both sessions are available on the GSW TILT webpage.

Through the implementation of TILT across campus, we have learned that there is a real interest among faculty to integrate TILT into their curriculum and pedagogical practices. The transparent nature and focus on purpose resonate with many faculty who wish to engage their students with course material. One area of improvement is the adoption of TILT with co-curricular activities. The faculty development sessions have historically focused on faculty; however, we aim to bring members of our Division of Student Engagement and Success to learn more about integrating TILT principles into student activities.

The main challenge to implementing our Big Idea is GSW's size and resources. Most faculty, staff, and administrators have multiple responsibilities making it difficult to implement multiple strategies for student success at one time. We have tried to be judicious in our choice of strategies and our use of resources to implement them, but that does not necessarily make it seem less onerous to answer all the challenges that the Pandemic and resource uncertainty have presented.

SECTION 4.1: MOMENTUM WORK RESILIENCE UPDATE

Providing faculty and professional academic advisors with tools to improve the success of their advisees, sharing data among decision makers, and providing experiential learning and high impact education practice opportunities to all students are the three key components of GSW's strategies for extending and maintaining our Momentum work. While the Pandemic has been a challenge, GSW's decision to return to campus fall 2020 and conduct as many in-person experiences with students as possible using physical distancing and hybrid delivery strategies paid off in minimizing disruptions and reacquainting our students with face-to-face classroom interactions. Therefore, many of our Momentum plans have been able to move forward even as the Pandemic continues.

An important part of our 2020-21 Momentum Plan was to create an Advising Handbook to provide faculty and professional advisors with a one-stop resource to consolidate the more important aspects of the far flung policies and procedures affecting effective advising for student success. Recently, the Deans' Council reviewed this resource to insure its continuing relevance and accuracy. During that review process the idea was advanced to provide advisors with a short checklist to be used during every advising appointment as we move back to requiring students to see their advisors at least once every term. We have also developed a short checklist for advisors who are having their initial contact with transfer students. Both checklists include cross references to the Advising Handbook and the Undergraduate bulletin. These checklists will be made available to all faculty and professional advisors as a handy resource for all advising contacts. In addition, we have piloted the Student Educational Planner (SEP) with advisors from the College of Education and the Office of First Year Experience during the early registration period for spring and summer 2022 that took place the week of October 25, 2021. Lessons learned from training these advisors, such as discussing when to use a template versus when to use an individualized plan will be applied subsequent training the rest of our faculty and professional advisors for full implementation of SEP

during preregistration for fall 2022 classes in March 2022. The templates for major programs in SEP were created using our most recent revised iterations of Storm Track degree pathways. While these tools will help advisors and their crucial student success work immensely, there is no denying that implementing the Advising Task Force recommendation that students be required to meet with their advisors more often will come at the price of this taking time away from the other work of faculty and staff advisors.

Using our Storm Tracks as templates for degree progression in SEP will over time act as a pressure test for the viability of these advising tools. Nonetheless, the Director of Institutional Effectiveness is also piloting pressure testing of Storm Tracks as part of the Comprehensive Program Review (CPR) Process with our Chemistry and History programs that are undergoing CPR this academic year. The test covers two aspects that are necessary to make Storm Tracks successful. For the 2019 and 2020 cohorts of students currently majoring in Chemistry and History, reports have been prepared on individual students to determine how closely they are following the pathways. Another report is in preparation to show what courses for each pathway were available during the semester specified on the pathway, how many seats were available in each course, and how many seats were used in each course. These two reports will be provided to the programs as part of their CPR data for review and analysis. If these results and analyses yield action plans for improvement of the Storm Tracks or the patterns of course offerings in the pilot, the reports will become a regular part of the data provided to programs undergoing CPR. Preliminary analysis of pressure testing results suggests that more coordination of scheduling with the requirements of Storm Tracks, especially for Core classes, may need to occur to make the most of available faculty for success of all students.

The Director of Institutional Effectiveness has also been working to increase awareness and use of the QLIK dashboards created by The Carl Vinson Institute for the USG and Post-Secondary Data Partnership (PDP) dashboards at Georgia Southwestern. During spring 2021, the QLIK dashboards were demoed for the Retention Task Force and the chair of the task force was granted a license to access the dashboards. During fall 2021, the programs undergoing CPR have been provided with program specific completion and fall enrollment data derived from the QILK Dashboards, and disaggregated by selected demographic categories, such as gender, race/ethnicity, and Pell eligibility. Also during fall 2021, the Quality Enhancement Plan (QEP) Subcommittee of GSW's Institutional Effectiveness Committee has been reviewing both QLIK and PDP dashboard derived data in the initial stages of identifying a QEP topic for our SASCOC Reaffirmation as part of the class of 2024. The data are currently being used to identify potential groups of students who might need targeted interventions to improve their success. This work might also be applicable to directing future Momentum efforts targeted at specific groups needing targeted interventions. Our SACSCOC Accreditation Liaison plans to share the data considered by the QEP subcommittee with our SACSCOC Reaffirmation Leadership team after the orientation for the reaffirmation class of 2024 at the SACSCOC Annual meeting in December 2021. Completion data on Core Area A courses for the 2019 and 2020 cohorts will be shared with the Enrollment Management Council and the Dean's Council later in fall 2021.

The Director of Institutional Effectiveness is also in discussion with Motivate Lab to have them disaggregate our Mindset Survey results from 2017-2020. The current discussion calls for Motivate Lab to provide spreadsheets with individual sheets for demographic categories such as gender, race/ethnicity, age, major, income, and first language. A series of pivot tables will allow the combining of categories for more granular analysis. The Director of Institutional Effectiveness has also requested from the System Office a list of GSW IDs for student who completed one or both of the surveys for each year. These lists and the spreadsheets from Motivate Lab will allow us to make comparisons between the survey data and our own data. We could make effective comparisons between the data on English expectation from the Mindset Survey with our own data on ENGL 1101 completion during the first year, because we can filter our completion data to show only the students who took the survey both times, for instance. We are excited about the possibilities for this approach to our data sharing plans.

Since the Director of Experiential Learning at GSW became a full-time position during summer, 2021, the pace of providing Experiential Learning/High Impact Educational Practice (HIP) experiences for more GSW students has increased. For instance, the Director of Experiential Learning has developed a one- stop webpage for Experiential Learning that connects students with opportunities in Service Learning, Study Abroad, Undergraduate Research, and Internships. The Director of Experiential Learning is also reaching out to regional businesses and organizations that have internship needs. In the HIP area, cross- disciplinary project opportunities remain an unfulfilled need. Our NSSE data from 2017, 2019, and 2020 suggests that our seniors have been doing slightly less writing over time and thus, may not be doing enough writing to develop their essential written communication skills. Therefore, expanding opportunities for taking writing intensive courses may also be an area for future HIP development.

Progress in this area has certainly been slowed by the Pandemic and faculty buy in will certainly be slowed by the Pandemic induced perception that faculty have been overburdened by increasing and varied demands.

Since the Mindset Mini-Course was not available to us during summer 2021, we were not able to complete our plan to have all instructors teaching UNIV 1000, GSW's First Year Experience Course, take the course, and share their experiences and plans after taking the course. We look forward to the possibility of carrying this plan forward in 2022. Our plans for developing a structured process for facilitating Focus Area students in making a choice of major within their first year at GSW has been slowed somewhat by

turnover in the Office of First Year Experience where the advisor for these students works. A plan should be in place by the end of the current academic year.

Our approach to GSW's current Momentum Plan has not changed significantly although some parts of the plan are moving forward more quickly than others. Now that some aspects of our Momentum planning are ongoing and on the way to becoming institutionalized, we can begin to examine how these plans affect specific groups of students. For instance, we have instituted a student living and learning community called the Brotherhood that aims to increase the success and empowerment of African American men at GSW. As noted above, our QEP process for SACSCOC Reaffirmation in 2024 is considering how to use this process to meet the academic needs and environment for specific groups of students within the GSW Community.

GSW is making progress in the work of student success, but we have been will be challenged by the interruption of their secondary education that was experienced by our 2020 and 2021 cohorts of first- time full-time students brought about by the Pandemic. We will also be challenged by the cohorts to come for years to come. We are prepared to keep working to find the right mix of student success practices to increase the success of GSW's current and future students.

SECTION 4.3: GLOBAL MOMENTUM SUPPORT

Meeting the needs of our students as related to our Momentum Plan was a focus of attention this year despite the challenges presented by the pandemic. Our primary means of communication with students is via email and social media such as Instagram and Facebook. While we use texts as well, that is reserved for communications such as registration, payment deadlines, and other important date-driven pieces of information. Another way that we communicate with students is through our advisors, and this has been a special focus on campus for the last year, and continues to be this year. We had an Advising Task Force which provided recommendations we have been working to implement the last two semesters. This included the development of an Advising Handbook which is being used as a primary source of information for faculty and staff advisors, and we are in the process of implementing the Student Educational Planner software in Banner that will allow people that meet with a student to have a shared reference of materials discussed with a student, and everyone involved to better advise and track student progress. Even though we enroll our freshmen in 30 credit hours their first year, including Math and English, we have not been able to easily track progress after the end of the first semester. SEP will help with that process as well. Implementing the SEP has also required a review of all Storm Tracks which has helped us ensure they are up to date. We are now working on a system to pressure test them to further ensure their accuracy.

We have also developed the Office of Experiential Learning which has helped with streamlining the process for internships across campus, as well as broadening the opportunities we have available to students. A new partnership with the Georgia Small Business Development Center, with an emphasis on Multi-Media design needs, is an example of new opportunities we have developed through that office. A focus on study away, study abroad, and cultural experiences has also been a focus of this office. It has also allowed Academic Affairs and Student Engagement and Success to work more closely together on granting Windows to the World credit, providing Study Away opportunities, and building a better network of co-curricular activities. The primary challenge is staffing shortages which means fewer people are doing more with less, creating a situation where we are not able to maximize our partnership.

We also had an opportunity for the chair of one of our course-level committees in Gateways to Completion projects to adapt the process to GSW's context, and then work with another department on campus to redesign instruction in their area. This faculty member will next work with faculty in an area that has high DFW rates to help them explore their current practices to see if perhaps we can make some changes that will lead to more positive student outcomes. This semester long process is less daunting for programs, still requires them to explore and think critically about their course objectives and outcomes, and I am excited to see the data at the end of this semester regarding the potential impact of changes that were made as a result of this work.

Finally, our campus has focused its work on TILT, including a summer long workshop for faculty led by peer mentors. TILT is a perfect complement to our Momentum work as it helps students understand the reasoning behind assignments and activities, and helps them see how the work relates to their lives. We are collecting pre and post data via student evaluations to determine possible impacts.

GORDON STATE COLLEGE

SECTION 1: 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 2020 enrollment was 3,229. We saw some dramatic changes in the make-up of our Fall 2020 first-time, full-time freshman cohort:

- 55.9% had learning support requirements, **up** from 49.5% in Fall 2019.
  - 19.1% of entering FTFT freshmen had only a Math requirement, **up** dramatically from 11% in Fall 2019, but down from 34% in Fall 2018.
  - 35.9% had both Math and English requirements (N=195), **up** significantly from Fall 2019's 11.9%.
  - 1 % had only an English requirement (N=5), **down significantly** from 26.67% in FALL 2019, and about the same as 2% in Fall 2018
- 38.6% were African-American, **down** from 51.2% in Fall 2019
- 5.1% self-identified as first-generation college students, **down significantly** from Fall 2019's 19.2%; however, **another 76.9%** 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 (294 new dual-enrollment students in Fall 2020).

SECTION 2: 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 almost13 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.

For the fall 2020 cohort, Gordon State College saw its highest IPEDS-reported first time, full time retention rate at 58.9%, up 3 points from 55.9% for the Fall 2019 cohort (and the highest since the 2014 cohort). Impressively, we found that those freshmen who "attempted" more than 30 hours during the academic year had a retention rate of 81.1%, compared to a rate of 59.1% for those students attempting 20-24 credit hours during the academic year, and less than a 20% rate for those attempting fewer than 20 hours during the year. This high retention rate holds regardless of race, gender and learning support status. Another very positive outcome we found is that for those students who made an A, B, or C in the FIRE course, the retention rate was 73.8%, compared to 28.7% for those students who mad a D, F, or W.

However, we also saw some disturbing data. For example, overall, African American students in the Fall 2020 had a retention rate of 43.8%, down from 49.2% for the Fall 2021 cohort. This compares to a rate of 70.4% for white students. We also saw a decline in our retention rate for students living in the residence halls compared to commuters. For the Fall 2020 cohort, Residents had a rate of 53.5%, compared to 58.9% for the Fall 2019 cohort. [This is especially disappointing, given that we had made tremendous progress over the past few years in raising the retention of our residents.] On the positive side, for commuters in the Fall 2020 cohort, the retention rate was 62.6%, 10 points higher than for the 2019 cohort.

Moving forward, the Academic Affairs leadership team—Dr. Knighton, the Provost; Dr. Ric Calhoun, the AVP-Innovative Education and Strategic Initiatives; Mr. Jerry Oliver, the Director of Student Success, Advising and Testing; 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 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 (HIPS) like undergraduate research, for example. The work of the EDGE Task Force led to the implementation of the EDGE-ucation Manual which lays our 5 HIPs that all students at Gordon State receive, regardless of major. In their first year, students take a special FIRE course. In the second year, students take a Colloquium course (common intellectual experience). In the third year, students receive a service learning experience. In the fourth year, students receive either a work-based learning experience, or complete an undergraduate research project. Overlapping all four years is a portfolio documenting their experiences.

An important element of helping students have the EDGE is advising. Therefore, we are currently in the process of revising our Advising model. [This will be described in detail in the Big Idea section.

SECTION 3: BIG IDEA

Gordon State College has 2 Big Ideas for Academic Year 2021-2022: Fully-implement the *Highlander EDGE*, and complete an Advising Reimaging/Redesign.

The Highlander EDGE

In 2018, GSC implemented the *Highlander EDGE* initiative as the umbrella initiative for all of our Momentum work. The EDGE concept recognizes that a college education is about so much more than just career preparation. It's about helping our students enjoy productive, meaningful lives.

The *Highlander EDGE* is the motivational philosophy of the faculty and staff at Gordon State College, directing their focus every day. It's also the collection of activities, events, and learning experiences that students experience at GSC. But perhaps most importantly, it's the advantage that graduates of Gordon State College will have over graduates from all other schools when they start applying for jobs. It's the EDGE that they will have over your competition. It's what will make them stand out to future employers. But more than that, **the Highlander Edge is the advantage that students will have for life-long career success, enlightened living, and community leadership.**

The EDGE…E – D – G – E…stands for
- Engaged Innovators
- Dedicated Scholars
- Gifted Communicators
- Ethical Leaders

During the Academic Year 2020-2021, we developed a Task Force to fully-operationalize and scale the Highlander EDGE initiative. Now, every student pursuing a baccalaureate degree will be exposed to a minimum a five High Impact Practices (HIPs):

- Freshman Year – **FIRE Course** (freshman experience); Momentum Year
- Sophomore Year – **Colloquium Course** (common intellectual experience)
- Junior Year – **Service Learning** through curricular and co-curricular experiences (service learning)
- Senior Year – **Internship or Undergraduate Research** (work-based learning or research)
- All Years – **"Highlander Life"** to document all experiences (e-portfolio)

In addition, literally dozens of experiences that might be classified as "mini-HIPS" are available for those students who desire a sharper edge. All aspects of the Highlander EDGE are made available to students through orientations, convocation, Welcome Week, and the newly-developed "EDGE-ucation Manual." This printed and electronic publication was given to all new freshmen in August 2021 during "EDGE-ucation Day" of Welcome Week. The foci of the Task Force this year is to structure and translate the EDGE to each individual major (through the degree maps) and to restructure all program assessments to reflect the Highlander EDGE.

Advising Re-imagining

Gordon State College's (GSC) Strategic Plan developed in 2019 identified a strategic imperative to promote student excellence throughout the academic journey which includes enrollment, retention and graduation. GSC Division of Academic Affairs has outlined and defined goals related to retention for FY23 and workload equity that will be partially addressed by development and implementation of a new Shared Academic Advising Model. The background and context are included here along with the key elements of the advising model.

Development of the Shared Academic Advising Model began in the spring of 2021, in collaboration with the USG Study Group. A campus-wide task force was established in the summer of 2021 to create the new model, and that model will be presented to the Faculty Senate sub-committee of Admissions, Advisement, Registration, Retention, and Financial Aid (AARRFA) in November of 2021. This model will remove the instructor element from the Student Success Center (SSC) Advisor/Lecturer position and reclassify the SSC position as a staff position. Implementation of the Shared Advising Model is planned to begin with fall 2022 enrollments. Training for this new model is slated for February 2022.

Background:
GSC's student retention and graduation rates have room for improvement, and will require multiple strategies for progress to occur. The retention rates for GSC are as followed:
- Fall 2017: 44.6%
- Fall 2018: 53.5%
- Fall 2019: 55.9%
- Fall 2020: 58.9%
- Fall 2023 GOAL: 70%

Increasing retention rates for new freshman and transfer students will be a critical factor to ensure we can meet our overall enrollment goals over the next few years, and will help GSC to manage our fiscal reality of declining state resources. Faculty and staff commitment to improving student retention and graduation rates will be necessary, and this academic advising model is one strategy that is expected to improve results by having more deliberate and planned points of contact and strategies for follow-up between advisors and students throughout the year.

GSC leadership and leadership from the USG identified academic advising as an area for improvement in their 2021 Study Group Report. Gordon State College's Strategic Plan Theme II: PROMOTE STUDENT EXCELLENCE THROUGHOUT THEIR ACADEMIC JOURNEY WITH A FOCUS ON ENROLLMENT, ENGAGEMENT, DEVELOPMENT AND SUCCESS, includes the following objectives related to advising and retention:
- Objective 2.3: Design an educational experience that supports the USG's Momentum Approach and national success measures.
- Objective 2.4: Identify, define and align the elements of the Highlander EDGE
- Objective 2.5: Design and connect Co-curricular experiences to increase student engagement and development

Key Elements of the Shared Academic Advising Model:
This model has been developed as a strategy to improve student retention and four-year graduation rates by improving consistent, high quality academic advising services across the institution. The plan fosters an essential collaboration between faculty advisors (mentors) and professional advisors that will meet the needs of students and free up time of faculty. It addresses workload equity in

relation to advising by establishing more of a mentoring relationship between faculty and their advisees. It reduces faculty advising demands during summer and between terms as this advising will be handled primarily by professional advising staff, and will result in fewer advising appointments for faculty during the semester early advising period.

- All new freshmen students with a declared major will be assigned two advisors: one professional advisor and one faculty advisor. The model also includes the potential to add peer educators, financial aid advisors and student affairs professionals to the student's success team to support co-curricular options. Peer educators will be able to assist.
- Advising Touchpoints based on risk model (3 to 12 touchpoints per semester)

Adapting Population Health Management to Higher Education

Student Risk Stratification

High-Risk Students

Moderate-Risk Students

Low-Risk Students

Differentiated Care Strategy

Coordinate Efficient High-Touch Care
Work closely with students and manage their interaction with support offices

Proactively Monitor and Intervene
Create an analytics "safety net" to catch common problems before they escalate

Enable Effective Self-Direction
Use nudges and scalable e-advising to allow staff to direct attention elsewhere

WEEK	High Level of Support Needed *5% of cohort*	Moderate Level of Support Needed *25% of cohort*	Low Level of Support Needed *70% of cohort*
2	Check-in/initial coaching session	Check-in/initial coaching session	Check-in/initial coaching session
3	Complete success plan with student		
4	Assess/adjust plan	Create semester plan	
5	Assign resources or tutoring		
6	Check-in prior to midterms	Check-in before midterms/adjust plan	Check-in before midterms
7	Reflect on first half of term		
9	Plan from midterms	Check-in about registration	
10	Reality check/adjust plan		
11	Check-in about registration		
12	Register for classes		
13	Follow-up after registration	Follow-up after registration	Follow-up after registration
14	Reflect/set goals for next term		
TOTAL CONTACTS	12	5	3

- Faculty engage with their students as freshman in a mentoring role, rather than focusing significantly on class registration
- Training professional advisors on the department and program practices and requirements is a critical element to the plan.
- The advising model will become effective with the Fall 2022 enrollments and will affect only incoming freshman, readmitted, and new transfer students.
- Current students will not be impacted as the model begins with new students.
- Communication between faculty and professional advisors, as well as communication between academic departments and the Student Success Center, are also crucial to the success of this new shared model.
- Quarterly meetings with SSC and Academic Departments
- Academic departments pressure test programs and update program maps regularly.
- The model addresses how orientation will change.
- Advisors assigned prior to orientation
- Session in NSO to go over Navigate, program maps, Degreeworks, etc.
- Faculty advisors and new advisors (professional and faculty) will receive professional development and ongoing trainings through a collaboration with CETL.

SECTION 4: MOMENTUM PLAN PROGRESS UPDATE

Resilience Plan

STRATEGY/AREA

Activity	Process/Steps	Person responsible	Completion date
Advising Re-imaging	Establish Task Force; Work with USG Study Group; Student Focus Groups; Faculty Senate	Jerry Oliver	2 stages: 1st stage completed by December 2021
Highlander EDGE	Fully implement EDGE roadmap (FIRE, Colloquia, Service Learning, Internship/Research, Presence Portfolio); Establish Leadership Team; plan presentations	Dave Janssen	June 2021
65% of Freshmen taking 15+ hours/semester	NSO; Courseleaf; Advising model; Create schedules in advance of NSO (best practice); create new scheduling survey and work flow plan; identify all schedule makers.	Jerry Oliver; Coordination among Deans	Fall 2022
Retention Rate (ftftf) of 70% Retention Rate (2nd year) of 50%	Navigate; Advising; Clubs; Presence; PERTS; Establish Retention Fellows;	Jerry Oliver; Coordination among Deans	2023

GLOBAL MOMENTUM SUPPORT

Success in implementing a Momentum Approach to student achievement depends on coordination and integration across campus and throughout the student lifecycle. By creating a shared, collaborative approach to supporting students, institutions can better ensure consistent and coherent responses to student needs, changing conditions, and unforeseen challenges.

Communication planning

Activity	Process/Steps	Person responsible	Completion date
NSO	Momentum Approach; Highlander EDGE – in meetings, emails, newsletters, public speeches.	Jerry Oliver, Director of Student Success; Matthew Robison, Dean of Students	Throughout the year
Academic Day (during Welcome Week)	Same	Matthew Robison, Dean of Students and volunteers	Fall 2021
Public Speeches	Same	President, Provost, Deans	Throughout the year
FIRE	same	Steve Raynie; FIRE instructors	Fall 2021
Student Success Summit	Same	Provost; Jerry Oliver, Director of Student Success	August 2021

Activity	Process/Steps	Person responsible	Completion date
Momentum Report and EDGE Report	Same	Provost; Jerry Oliver, Director of Student Success	Fall 2021 and Spring 2022

Faculty and Staff Outreach and Support

Activity	Process/Steps	Person responsible	Completion date
Student Success Summit	Regular meetings and outreach	Jerry Oliver, Director of Student Success	ongoing
Highlander EDGE Task Force	Regular meetings and outreach	Dave Janssen	ongoing
Momentum Leadership Team	Regular meetings and outreach	Jeff Knighton	ongoing
Data Day	Held in November each year	Britt Lifsey	November 2021
Chancellor's Learning Scholars	Regular meetings and outreach	Anna Higgins-Harrell, CETL Director	ongoing
Gold Series (staff development)	Plan special sessions	Creche Navarro	ongoing
New Faculty Orientation	Include in schedule	Anna Higgins-Harrell	August 2021
Advisor Training	Train all faculty	Jerry Oliver, Director of Student Success	Fall 2021

Small number of faculty and staff members who are already overworked; most wear multiple hats, with the same people being involved in all projects. Budget reductions. Turn-over of key employees

Data Plan

Briefly describe your plan for how you will use data to inform your Momentum work. How will you analyze, communication, and use data to improve your activities? What data elements and qualitative markers align with your priorities? How will you help others on campus to understand the story behind the data? How will you develop and/or establish systems and practices around data collection and integrity to support your work?

Activity	Process/Steps	Person responsible	Completion date
Data Day	Campus-wide - Momentum Year; PERTS	Britt Lifsey	November 2021
Academic Council	Discuss data at meeting each month	Britt Lifsey	ongoing
Enrollment Report	Comes out daily to campus	Britt Lifsey	ongoing
President's Administrative Council	Monthly meeting, include data	Britt Lifsey	ongoing
Departmental Profiles	Full report of each degree program	Britt Lifsey; Deans and Department Heads	April 2022

EXISTING MOMENTUM WORK – MOMENTUM PLAN PROGRESS UPDATE

Purposeful Choice

Strategy or activity	Continued to improve our New Student Orientation experience for incoming students.
Summary of Activities	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.

2. Worked to standardize the 75-minute presentation given on NSO day at each of the academic focus areas.
3. Reinstated face-to-face NSOs in Summer 2021
4. Included a career services module in FORGE, our pre-orientation experience for new students.
5. Included a question in the scheduling survey asking students if they would like some early career counseling before they arrive on campus.

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). For the fall 2020 cohort, the IPEDS-reported retention rate was an all-time high of 58.9%, 3% higher than the previous year, and 14.3% higher than when we rebuilt the NSO experience (Fall 2017 cohort). .
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 have made tremendous progress in that area. 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.
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. For Summer and Fall of 2021, we resumed face-to-face NSOs, but our online FORGE unit has continued to play an important role.

Strategy or activity	**For Fall 2020, we continued to refine and improve our still-new freshman seminar, FIRE 1000.**
Summary of Activities	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.). 2. Advising and other activities in the "themed" class are then focused on majors/programs within that specific focus area. 3. 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.
Outcomes/Measures of progress	ABC rates for FIRE fell about 13 points, to 62%, compared to Fall 2019's 75%. However, as noted above, our retention rate for the Fall 2020 cohort rose 3 points to 58.9%, even in the midst of the pandemic and the abrupt move to remote instruction in March 2019.
Lessons Learned and Plans for the Future	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. More courses offered virtually also created challenges.
Changes because of COVID-19	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 we saw is that the online NSO, a one-hour Zoom event with an abbreviated advising session, resulted in students being less sure of their majors; thus, we seem to have more students in the "wrong" themed FIRE class.

Strategy or activity	**Helping students make or confirm a purposeful choice about an academic focus area and program of study, by meeting them where they are.**

Summary of Activities	Assign faculty advisors to hold regular advising hours in the residence halls.
Outcomes/Measures of progress	We had a faculty advisor/Academic Coach keep 3-5 "office hours" per week in our residence halls in 2019-2020 and are continued that practice here in Fall 2020/Spring 2021. 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.
Lessons Learned and Plans for the Future	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 complicated things over the past year. Traffic was definitely down, but Fall 2021 looks much better.

Transparent Pathways

Strategy or activity	Continued work on accuracy and availability of program maps.
Summary of Activities	1. Reviewed all program maps for accuracy. 2. To make them more accessible to students in the first year, posted program maps in a central online location (the Student Success Center website). 3. Also posted all program maps in the GSC Academic Catalog. 4. 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. 5. Current efforts are directed toward combining program maps with "co-curricular" maps, specifically focused on the Highlander EDGE.
Outcomes/Measures of progress	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 and Fall 2020 cohorts.
Lessons Learned and Plans for the Future	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.
Changes because of COVID-19	With more students off campus and most advising taking place remotely, it has been more important than ever to have clear program maps. We will continue to work on our program maps.

Academic Mindset

Strategy or activity	Continue to make growth mindset the focus of our mandatory freshman seminar, FIRE 1000.
Summary of Activities	1. 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.
Outcomes/Measures of progress	According to the results of the 2020 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: • Math Growth Mindset Composite: GSC responses showed an improvement of .37 (+9.5%) between the early and late Fall administrations, compared to .08 (+2.1%) improvement for the state college sector as a whole. • English Growth Mindset Composite: GSC responses showed an improvement of .31 (+7.5%) between early and late Fall administrations, compared to a .01 (+.02%) improvement for state colleges as a whole. While it appears likely that the FIRE course countered a negative impact of the pandemic on pass rates, we need to examine what factors may have contributed to the drop such as the change in learning

support placement guidelines or the dramatic shift to online learning. We are eager to drill down in the data to see where we might be able to intervene.

- For the 2020 freshman cohort, ABC rates in MATH 1111 dropped 3 points, to 65%, compared to Fall 2019 cohort at 69%. [The Fall 2017 cohort ABC rate was at a grisly 37% for the before we implemented FIRE 1000.]
- For the 2020 freshman cohort, ABC rates in ENGL 1101 fell 12 points, to 61%, compared to the Fall 2019 cohort at 73%. [The ABC rate was at 65% for the Fall 2017 cohort, before we implemented FIRE 1000.]

2020 USG Mindset Survey Data	Gordon Early Fall	Gordon Late Fall	State College Early Fall	State College Late Fall	USG Early Fall	USG Late Fall
Math Growth Mindset Composite	3.89	4.26	3.81	3.89	3.89	3.92
English Growth Mindset Composite	4.12	4.43	4.15	4.16	4.23	4.25

Lessons Learned and Plans for the Future	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. [We are currently working on revising our Advising model, which will convert our Lecturer/Advisors to Professional Advisors, so we are determining how to effectively staff our FIRE courses.]
Changes because of COVID-19	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 concerned 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. For fall of 2021, most of our FIRE sections are face-to-face.

Strategy or activity	Continue to promote a sense of belonging for all of our students.
Summary of Activities	1. Continue to encourage all students to complete Stanford University's PERTS social belonging intervention as part of FORGE (our online pre-orientation modules). 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. 3. Organized and implemented 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. Continue. 4. 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. In Fall of 2020, this week was greatly truncated. However, we re-established Welcome Week in Fall of 2021, and we relabeled the academic day the "EDGE-ucation Day."
Outcomes/Measures of progress	We have already mentioned the overall rise in retention, from 44.6% for the Fall 2017 cohort, before we implemented PERTS and FIRE 1000, to 53.5% for the Fall 2018 cohort, 55.9% for the Fall 2019 cohort, to 58.9% for the Fall 2020 cohort, which is a clear sign of overall progress [all IPDES-reported rates.]. 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: • 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). • 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). • 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%). [these numbers exclude students in our FVSU-GAP program) However, for the Fall 2020 cohort, we took a step back, as we saw drops in retention rates for those groups, perhaps as a result of the pandemic, the move to online classes, etc. • African-American retention dropped to 43.8%, 5,4 points lower than the Fall 2019 cohort rate of 49.2%. • Hispanic retention fell about 2.5 points, to 63.3% compared to 65.8% in Fall 2019. • Retention rates for self-identified first-generation students fell to 50%, a drop of 16.4 points compared to Fall 2019's retention rate of 66.4%. [However, we should note that the sample size is very small, as only 5.1% of the Fall 2020 cohort (only 28 students) identified as first-generation, compared to 19.2% (141 students) in the Fall 2019 cohort.]
Lessons Learned and Plans for the Future	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 set up a Presidential Commission on Diversity, Inclusion, and Equity, which sponsored a series of campus-wide dialogues on those topics, and presented a final report to the President. In Fall 2021, Justice, Equity, Diversity, Inclusion (JEDI) Council was established to continue the important work of the Presidential Commission and to dig deeper into equity gaps.
Changes because of COVID-19	With fewer face-to-face classes and fewer students on campus, fostering a sense of belonging and inclusion was especially challenging in Academic Year 2020-2021, for reasons mentioned in previous sections above. We will continue to encourage students to complete the PERTS social belonging intervention, and we will continue to seize every opportunity to engage the entire campus in discussions regarding inclusion and belonging, even if they are virtual and not face-to-face.

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 2020-2021 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 2021 cohort is that, because of COVID, they had a very different high school experience than any previous generation. We have already seen evidence of significant lack of engagement. In addition,

many more of these students are coming into college with increased emotional health concerns. We will need to work even harder to keep our retention momentum going.

SECTION 5: STUDENT SUCCESS AND COMPLETION TEAM

Name	Title	email
Jerry Oliver	Director of Student Success, Advising and Testing	joliver@gordonstate.edu
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Ric Calhoun	AVP—Innovative Education and Strategic Initiatives	ricc@gordonstate.edu
Barry Kicklighter	Dean, School of Business, Liberal Arts, and Social Sciences	bkicklighter@gordonstate.edu
Victor Vilchiz	Dean, School of Nursing, Health and Natural Sciences	vvilchiz@gordonstate.edu
Joseph Jones	Dean, School of Education, Math, and Applied Sciences	jjones1@gordonstate.edu
Matthew Robison	Dean of Students	matthewr@gordonstate.edu
Britt Lifsey	Director of Institutional Research	brittl@gordonstate.edu
Dave Janssen	Coordinator of Highlander EDGE and Professor of English	djanssen@gordonstate.edu
Steve Raynie	FIRE Coordinator and Professor of English	sraynie@gordonstate.edu

KENNESAW STATE UNIVERSITY

SECTION 1: INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Kennesaw State University is one of four comprehensive universities in the University System of Georgia (USG) and the third-largest university in the USG. 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 specific to Momentum Year and Approach. As illustrated in Table 1, KSU enrolled 38,973 undergraduate students in Fall Semester 2021, a 4% increase from Fall Semester 2020. As is demonstrated later in this report, 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 females remained consistent at a little more than 51% since consolidation. In addition, there has been a steady increase in the percentage of racial/ ethnic minority identified students. The percentage of racial/ethnic minority identified students increased to 49% in Fall Semester 2021.

Table 1

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Enrollment	31,018	35,846	35,420	37,807	41,181	42,983
Number of Undergraduates	28,166	32,945	32,274	34,499	37,390	38,973
Full-time	72%	76%	76%	75%	70%	70%
Female	48%	47%	48%	48%	50%	51%
Self-Declared Race/Ethnicity						
Asian	5%	5%	5%	6%	6%	6%
Black or African American	22%	21%	22%	22%	24%	25%
Hispanic or Latino	10%	10%	10%	12%	12%	13%
Two or More Races	4%	4%	4%	5%	5%	5%
White	57%	56%	55%	54%	51%	48%

Data Source: Board of Regents of the University System of Georgia, Office of Research and Policy Analysis, Semester Enrollment Reports

SECTION 2: IMPROVEMENT PRACTICES – UNDERSTANDING CHANGE MANAGEMENT

During the 2021 Momentum Summit IV, KSU leaders identified the following four primary strategies for the University's 2021 Momentum Plan: 1) Learning Analytics, 2) Program Maps, 3) High-Impact Practices (HIPs), 4) Course Transformation Academy (CTA). Moreover, to these stratagems, KSU's leadership developed in Spring Semester 2021 and implemented in Fall Semester 2021 one more practice, titled "Presidential Focused Learner," as an additional effort for improving student success by removing barriers and enhancing the student experience at KSU.

Below is a description of how KSU removed or lessened structural and motivational obstacles that students face and to improve the outcomes for the University in accordance with Momentum year and Approach:

Learning Analytics:
KSU's "Big Idea" is Learning Analytics. See Section 3 for details.

Program Maps:
The Office of Curriculum, Instruction, and Assessment and the Associate Vice Provost for Student Success guide and assist all programs with program maps. All programs (with a few exceptions) have program maps available online. A curriculum process is in place requiring any programs making curricular changes to consider the effects on their program maps and update where necessary. Advisors apply interactive program maps to students' DegreeWorks. These plans show the student's progress and proposed courses and especially concentrate on important milestone courses. One-year program maps were created for students in KSU's eight focus areas. These plans make sure every focus area student will be guided to take 30 credit hours, complete Math and English, and explore their proposed area of study (at least three courses) within their first year.

Additionally, KSU is making strides in getting students into Focus Areas as demonstrated in the table below.

Table 2

	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	842	40.7
Fall 2021	256	879	1135	77.4%

Further work with programs maps included the implementation of a new statistics pathway in General Education. Beginning in Fall Semester 2021, program maps for 14 KSU degree programs were modified to recommend this pathway with many others allowing it as an option. The statistics pathway will provide a route through General Education by enrolling in STAT 1401 in Area A and DATA 1501 in Area D. This pathway places many more first semester students in the hands of a college that has not previously played a role in General Education, the College of Computing and Software Engineering, the home of the new School of Data Science and Analytics. Faculty in this school and college are eager to deliver these courses, which should connect more clearly to the students' degree programs. The STAT 1401 course has traditionally had DFWI rates below 20%. These rates jumped to over 25% in FY2021. This rate is still better than the other Area A and D offerings, but there is certainly room for improvement.

High-Impact Practices:
Under the guidance of the Director of the Quality Enhancement Plan (QEP), KSU is strengthening its three QEP High Impact Practices - undergraduate research, work-based learning, service learning - by expanding access to and participation in the three HIPs that are the focus of KSU's efforts to date, communicating about HIP experiences to all members of the KSU community, and by improving the quality of its three HIP experiences with expanded reflections and closer adherence to HIP characteristics. For the latter item, KSU recently created and filled the position titled, "Fellow for Reflective Practice in Learning." During Spring Semester 2021, this person began implementing a year-long Reflective Learning Scholars program for faculty to adopt reflective learning practices and assignments for students in their HIP classes. Additionally, this Fellow is offering workshops, consultations, and a Reflections Course Redesign Institute to complement the current course redesign institutes for each of the three HIPs in the QEP as well as assist individual faculty in creating the final Critical Reflection assignments for their HIP classes.

Since implementation Fall Semester 2019, KSU has seen a 30% increase in HIP courses over the last 2 years and a 13% increase in students taking HIP classes. KSU currently has over 12,000 student touch points with HIP-designated courses, almost 30% of the University's total student undergraduate population.

Course Transformation Academy:

The Course Transformation Academy seeks to improve student success in courses across KSU by bringing together departments and resources to support the faculty in making student-focused change. General principles for the CTA include that all faculty teaching the course must participate in the efforts and that the department and college administration must be fully supportive and participate as well. This year the calculus-based physics sequence (PHYS 2211 and PHYS 2212) entered the CTA. This sequence is required for many STEM majors, including all engineering majors in the Southern Polytechnic College of Engineering and Engineering Technology. Below is a table of DFWI rates for this course over the past 3 years. There appears to have been some steady improvement in the first course over this time period while the second course exhibits more variability. Currently, the group is working through the self-study phase of the process with great emphasis on incorporating student voice into their analysis.

Table 3

	AW 18-19 DFWU % (n)	AY 19-20% (n)	AY20-21% (n)
PHYS 2211	31.5 (1,503)	30.4 (1,150)	27.9 (1,331)
PHYS 2212	25.9 (1,008)	24.4 (987)	27.2 (985)

Presidential Focused Learner:

As a means to address the Mindset component of the Momentum efforts, a cohort of students were identified in Spring Semester 2021 to be in a new program called the President's Focused Learner (PFL) program. This first cohort of PFL students were students who had come in as first-year students in Fall 2020 and had ended their first semester with between a 2.5 and a 2.99 GPA. These students are not a group that would traditionally receive special attention, but they are (given KSU's current RPG numbers) quite likely to eventually reach a point where they leave the institution with no degree. Research literature indicates that work put into helping students like this reaps benefits. Statistical analysis was performed to identify pre-matriculation selection criteria to select a new cohort of PFLs from the Fall Semester 2021 first-year class.

Programming ideas for PFL students are still being developed and designed. Some of the early components to the program include schedule checks for continuing students, pre-scheduling for new students, special PFL sections in courses like English composition and mathematics, fun events to create a sense of support and belonging, and workshops delivered by the PFL director and peer mentors on subjects like time management and test anxiety. The PFL program has a dynamic director who is connecting with these students personally to offer her services to help them navigate any aspect of the institution they find confusing or problematic.

Another key component to the program is collaborative work across university units. Chairs, directors, and faculty work to deliver course sections aimed at helping these students. Advisors know about the PFL students and work to check their schedules for potential pitfalls. Tutoring services and supplemental instruction offer special services set aside for PFL students. Data and feedback will be collected on all activities to determine what is working and what improvements can be made. Currently, there are 1600 PFL students.

SECTION 3: YOUR BIG IDEA

As noted in Section 2, KSU's "Big Idea" is Learning Analytics. The Office of Curriculum, Instruction, and Assessment oversees and leads this effort. Learning analytics is the measurement, collection, analysis and reporting of data about learners, their learning activity, and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs. KSU has developed micro-learning professional development to grow faculty awareness of and capacity to access, interpret, and act on learning analytics currently available within individual course sections housed in D2L. KSU is in an exploratory phase to determine the best solution to provide faculty with real-time learning analytics that will allow faculty to optimize content and instructional methods of each course and identify individual students in need of instructional intervention.

To further support using data for improving student success, KSU Academic Affairs leadership is hiring four Student Success Specialists. These data analysts will coordinate student success related activities in the assigned degree-granting colleges. They will assist in collecting and tracking data and providing this information to leaders in the respective colleges and the Academic Affairs division.

SECTION 4.1: MOMENTUM WORK RESILIENCE UPDATE

For this section, KSU describes challenges, successes, support of all students, lessons learned, and next steps to ensure sustainability and resiliency for the new two efforts. The other four efforts were listed in the Momentum Plan 2021 and are well-established at KSU.

Learning Analytics:

- The D2L data hub structure is limited and lacks a data storage solution. Realtime, quick, repeated, and direct access to custom D2L reporting mechanisms is a challenge as KSU leaders map and test data pulls in order to plan the data architecture of the learning analytics project.
- KSU leadership has managed to map which data fields needed from D2L and draft sample reports. KSU is refining and defining in more detail the output goal for its complex D2L analytics. The University has also designed and launched a microlearning tool that teaches faculty how to use the analytics readily available in D2L. This tool is available at https://dli.kennesaw.edu/services/microlearning/learning_analytics.php.
- This project has not yet had a measurable impact on student success measures for any subgroup. However, learning analytics may help instructors see student behaviors and outcomes differently as new data sets can challenge biases and assumptions.
- KSU leaders have learned this project will require investment in external expertise. Therefore, they have applied for external funding to accommodate this need.
- KSU staff have included automation as a design feature in our learning analytics system plan. Currently, the University is planning to use Microsoft Software tools and services to ensure sustainable component integration and minimize the need for additional human resources.

Presidential Focused Learner:

- As a new program starting in May 2021, the President's Focused Learner Program is currently compiling and evaluating data on the "Murky Middle" population to determine the areas of most impact based on historical student population data and the creation of new PFL Program support mechanisms. The PFL Program currently includes students that started at KSU in Fall 2020 and completed their first semester with a GPA of 2.5-2.99. After gathering that student population, analytics were used to determine the cohort of Fall 2021 incoming students at risk for falling within that "Murky Middle" college GPA range. The program will continue to grow and include additional students in future academic years. As this is a new and adaptive initiative, the challenges we currently face is determining which areas of their academic experience require the highest levels of support and what mechanisms created have the largest impact on this student population to ensure that the program is running as efficiently as possible to positively improve the overall PFL student experience.
- KSU has piloted many initiatives on this student population that seem to positively impact their ability to navigate the institution. They seem to have limited understanding of how to navigate the various resources and processes available to them as KSU students and creating opportunities that are welcoming and easy to access and understand seem to be encouraging additional future touch points within the program. Supporting the students at the time in which they hit obstacles seems to increase their participation and having a positive experience at that point increases their participation later. This includes completing/assisting their registration process by major, supporting their proactive use of advising, and understanding various policies and deadlines that occur within a semester. While the approach always assumed that adaptability would be a key feature, feedback from PFL students has assisted in creating immediate and future priorities.
- Students at risk of falling in the "Murky Middle" often fall within the first generation, underrepresented, and non-traditional student populations. This program works to support students that fall within those demographics within the Murky Middle GPA range. While it is not specifically targeting specific underrepresented student groups, it is capturing them and any student that needs additional support to improve their academic success.
- Creating mechanisms and programming that supports them when they hit "a wall" is a great opportunity to capture an audience that might not be easily reached through common, informative messaging. By capturing them when they recognize that they need support, KSU is able to welcome and encourage an audience for more proactive participation in things beyond that intervention point.
- By continuing to internally evaluate and adapt offerings and processes to the needs of the student population by utilizing quantitative and qualitative measures, KSU can ensure that the program continues to grow and develop with the student population. As KSU leaders build and organize the foundation of the program, baseline data will then assist in future evaluations and awareness of areas of improvement that can be addressed. RPG of the PFL Program students will be at the forefront of processes for the program.

SECTION 4.3: GLOBAL MOMENTUM SUPPORT

KSU's Office of Strategic Communications and Marketing and the University's Enrollment Management division have employed strategic factors, such as digital marketing efforts, across the institution. These efforts include work like advertising and communication campaigns. Additionally, all work related to Momentum Year and Approach shifted to online and hybrid delivery models during the pandemic. The Center for Excellence in Teaching and Learning and the Office of Curriculum, Instruction, and Assessment as well as other units around the campuses made this pivot possible. Much of this work will continue as the University adapts to the post-pandemic reality.

SECTION 5: OPTIONAL SUPPLEMENTAL UPDATES

Optional supplemental updates are as follows:

Mindset Survey:

KSU had 927 respondents to the Mindset Survey. Per the USG email, KSU has the 3rd highest response total in the USG. The administration of the survey was a collaboration between faculty teaching First-Year Composition courses and staff leading the new PFL program. As a result of this partnership, KSU is growing in the number of students completing this survey. Lastly, KSU leaders plan to disaggregate the data of Presidential Focused Learner students from non-PFL students. Hopefully, this data analysis will help identify support services for the new PFL students.

Student Success in Freshman Math and English and other Gateway Courses:

The table below shows the DFWI rates for all students taking the six largest introductory Math classes.

Table 6

	AY 18-19 % (n)	AY 19-20 % (n)	AY 20-21 % (n)
MATH 1101	21.1 (1,287)	26.1 (1,376)	29.4 (1,586)
MATH 1160	29.4 (2,417)	28.3 (2,556)	33.8 (1,128)
MATH 1111	29.7 (6,567)	27.7 (4,646)	36.3 (5,875)
MATH 1113	23.5 (683)	24.9 (525)	34.9 (3,591)
MATH 1190	42.3 (2,834)	36.9 (2,784)	38.5 (3,042)
STAT 1401	20.0 (3,497)	16.7 (3,834)	25.6 (4,993)

Notably, all courses experienced an increase in DFWI rates during the past year where each term involved complexities brought on by the COVID-19 pandemic. Fall Semester 2020 was uniquely challenging as this schedule was planned prior to the pandemic. With two campuses having very few large capacity classrooms, the challenge to provide courses to a record high number of students while socially distanced meant many classes were either taken online or restricted student face-to-face access to once a week. Non-traditional classroom spaces were created in the Convocation Center and gyms. Some active-learning pedagogies were made more difficult or impossible. Some of these roadblocks could have played a role in decreased mathematics success as past data has shown KSU students generally have less success in online math courses than in face-to-face.

Additionally, results of curricular changes made in FY19-20 can be clearly seen in the above chart. Coles College of Business modified most of their programs to no longer require calculus. This resulted in a large decrease in the number of students needing to take MATH 1160. Many Coles students will now take STAT 1401 or a new DATA 1501 course in Area D. The DATA 1501 course is being offered for the first time in Fall 2021. There was also a tremendous increase in students taking MATH 1113 in AY20-21. This can be attributed to a curriculum change which allowed students to access this course from MATH 1111. Prior to

AY20-21, the only students who could access MATH 1113 were those who placed into it from high school. STEM students who needed to begin their math studies in MATH 1111, were subsequently sent to a College Trigonometry course (MATH 1112) before they could access MATH 1190. It is disappointing but not surprising that this new, larger cohort of MATH 1113 students has not performed as strongly as those in the past.

Other important improvement measures underway in entry-level math courses include course coordination for MATH 1101, MATH 1111, MATH 1113 and MATH 1190. This coordination has already led to common final exams in MATH 1111 with plans to expand this practice to MATH 1113 and MATH 1190. It also led to adoption of a common topics list and a common syllabus and implementation of a peer observation program with almost 100% of faculty volunteering to participate.

The table below shows the DFWI rates for First-Year students taking the two largest introductory English classes.

Table 7

	AY 18-19 % (n)	AY 19-20 % (n)	AY 20-21 % (n)
ENGL 1101	14.5 (4,506)	16.8 (5,764)	25.3 (7,330)
ENGL 1102	16.3 (5,909)	18.0 (6,805)	20.1 (7,279)

DFWI rates in the first English composition course increased a great deal in AY 20-21. Much of this increase was due to outcomes in Fall Semester 2020 where the withdrawal rate from this course jumped by more than 8% over the Fall Semester 2019 number. This outcome is likely due to the large number of sections of the course that were online or hybrid due to COVID-19 and social distancing

concerns. As was the case with the math sections, the sections were scheduled and enrolled at full capacity, so modifications made with campus room-size limitations involved more online work for students. DFWI rates in online sections of ENGL 1101 have traditionally hovered in the low 30% range. The Radow College of Humanities and Social Sciences (RCHSS) is focusing on success in these composition courses as one of their student success initiatives. Enhancements include expanded peer-to-peer academic support in the form of supplemental instruction for all modalities, standard assignment sequences and types across all sections, model syllabi across all sections and D2L modules developed collaboratively by composition faculty and the RCHSS Office of Digital Education to be embedded in online sections.

The table below shows the DFWI rates for First-Year students taking the CHEM 1211-   1212 sequence required by many STEM majors.

Table 8

	AY 18-19 % (n)	AY 19-20 % (n)	AY 20-21 % (n)
CHEM 1211	40.9 (3,050)	32.9 (3,252)	40.7 (2,801)
CHEM 1212	38.1 (1,398))	37.6 (1,675)	40.2 (1,337)

In last year's budget narrative, the G2C and HHMI grant-funded work resulting in promising course-wide changes in CHEM 1211 and 1212 was highlighted. Updating the data for AY 20-21, it appears that the pandemic may have caused the progress gained to be erased. However, it is heartening to note that the CHEM 1211 DFWI rates only went back to where they were before the changes were made. CHEM 1212 has not yet had a normal semester since its transformation was scheduled to begin in Spring Semester 2020, the first semester impacted by the pandemic. Therefore, there is still reason for optimism about this work.

MOMENTUM PLAN 2021 TEAM

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MIDDLE GEORGIA STATE UNIVERSITY

SECTION 1. INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Middle Georgia State University (MGA) is a five-campus institution providing selective undergraduate and graduate education throughout the middle Georgia region. MGA serves a diverse student body through traditional, online, and hybrid delivery of curriculum. It is the mission of MGA 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 twenty-three programs at the baccalaureate level and five at the master's level in the 2020-21 academic year. The University awarded 1,390 degrees in the 2020-21 academic year. The number of baccalaureate degrees awarded increased from 910 in Fiscal Year (FY) 2020 to 930 in FY 2021, an increase of 2.2%.

Census data define the Fall 2020 student body to be Georgia residents (93.2%), White Non-Hispanic (51.2%) and Black/African American Non-Hispanic (34.6%), and under 25 years of age (70.8%). 59.3% of the student body were enrolled full-time. Females comprised 57% of the student body and males 43% of the student body.

In Fall 2020, 93.2% of enrolled students were Georgia residents representing 141 counties with most of the in-state students coming from Houston, Bibb, Laurens, Peach, Dodge, Fulton, Bleckley, Henry, DeKalb, Gwinnett, Monroe, and Jones. 165 out-of-state counties were also represented in the fall 2020 enrolled student body. There were 427 students that came from out-of-state primarily from Florida, South Carolina, North Carolina, and Alabama. International students represented 1.76% of the total fall 2020 enrollment.

The number of Pell recipients in fall 2020 was 3,446 (43% of Undergraduates) of total enrollment as compared to 3,448 (44.3% of Undergraduates) in fall 2019. The fall 2020 enrollment was also comprised of 1,275 (15.2%) first-generation college students and 2,457 (29.2%) adult learners. In fall 2020, there were 292 military students that comprised 3.5% of the total enrollment as compared to 331 students (4.1%) of the total enrollment in fall 2019. The ethnic minority student population in fall 2020 was 3,804 (45.3%) as compared to 3,535 (43.8%) in fall 2019.

MGA has a blended mission 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 MGA 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 MGA's strategic priorities. Outcomes for this goal include improved persistence and retention rates and an 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," MGA has identified several high impact strategies to enhance retention and graduation.

> Benchmark: Columbus State University
> Competitor institution: Valdosta State University
> Aspirational: Kennesaw State University

SECTION 2: IMPROVEMENT PRACTICES – UNDERSTANDING CHANGE MANAGEMENT

MGA has set up an Enrollment Task Force that meets on a weekly basis to discuss strategies to build enrollment and retention, discuss student success initiatives, and brainstorm solutions to perceived barriers that impede student success. This task force has representation from offices across several Divisions institution wide. These include representatives from Academic Affairs such as the Academic Deans, the Provost and Associate Provosts, and Institutional Research staff; representatives from Enrollment Management like the VP for Enrollment Management, Director of Admissions, the Registrar, and Director of Financial Aid; representatives from Student Affairs that include the VP for Student Affairs and Director of Housing; and representatives from Office of Finance like the Bursar and the Executive Director of Finance. Data Dashboards have been developed by the Office of Institutional Research that are available to all offices. These include separate dashboards for grades, retention, 15 to finish, campus enrollment, etc. A separate webpage on student achievement has been developed that highlights First-year undergraduate retention rate, degrees conferred, graduation rates, course success rates, and pass rates in professional examinations for Nursing, Education, Respiratory Therapy, and Occupational Therapy Assistant.

SECTION 3: YOUR BIG IDEA

MGA's Big Idea was to develop strategies and practices that help to build the academic mindset as an institutional culture. Using the lens of the academic mindset, strategies were planned to address the momentum goals. A team of nine individuals, representing advising, student success centers, registrar's office, academic Deans, Provost's office, residential life, career and leadership development, and online academic programming, was put together to serve as Momentum Champions. These individuals were split into committees to brainstorm and develop action items that incorporate the academic mindset while addressing the momentum goals as shown in the table below.

Momentum Goals and Building the Academic Mindset as an Institutional Culture

Momentum Goals	Action Plan
Build awareness of Momentum goals	- Construct a webpage - Offer workshops - Create a primer video - Introduce Momentum goals and objectives at new faculty orientation and reinforce in faculty development sessions - Introduce Mindset elements in Freshman Convocation - Develop and/or purchase banners, books, and flyers to create awareness of academic mindset
Promote purposeful choice and deepen learning	- Build training on proactive advising for faculty and staff advisors (include 15-to-finish) - Integrate academic and career advising - Build Academic Commitment plans for high-risk students - Strengthen and expand High Impact Practices (HIPs) - Plan and execute Student Success and Majors festival - Offer Financial Literacy workshops - Offer Living and Learning Communities
Build a productive academic mindset	- Ensure our communications build a growth mindset. - Develop Mindset training for students, staff, and faculty - Execute mindset surveys for freshmen, sophomores, juniors, and seniors - Include Mindset elements in course structure - Review and strengthen mindset plans developed by all the Academic Schools
Establish a sense of belonging	- Build the 'Knight Start Ready' module in D2L to include academic support and non-academic support resources (advising, career, student success, Be Well Mental Health initiative, etc.) - Apply mindset principles to orientation - Expand the mentoring program
Revamp program maps	- Include milestones and co-curricular activities in program maps - Review for accuracy, math pathways, and flexibility to establish clear off-ramps

Progress

Awareness

An introduction to Momentum objectives was provided at the Fall Convocation for Academic Affairs faculty and staff, at the Student Affairs staff meeting, Enrollment Management staff meeting, and at New Faculty orientation. Additionally, a Start of Fall 2021 video focusing on the academic mindset was produced and shown to Academic Affairs Faculty and Staff, to students at the Freshman Convocation, and uploaded into Brightspace to make it easily accessible to all students, staff, and faculty. A webpage highlighting the objectives of Momentum has been launched in October 2021.

Purposeful Choice

Focus 2 Career Assessment was implemented to provide students with a more comprehensive career assessment platform. Since July 1, 2020, 228 students have completed at least one assessment in the Focus 2 Career Assessment platform. To increase student access to a career advisor and to connect them with employers, appointment scheduling was provided via Handshake. Individual student career advising appointments in AY2021 increased by 18% in comparison to AY2020. Program maps have been developed to include three courses in the major of study in the freshman year, 15 credit hours per semester, and core English and math courses. A Momentum sub-committee is working to develop training for professional and faculty advisors on proactive advising to address the needs of high-risk students and prepare academic commitment plans to help them succeed. Conversations are ongoing between career and academic advisors to further integrate the two resources to support purposeful choice. Financial Literacy workshops have been provided to educate students, so they make intentional efforts to select a major of their choice early on in their college career to complete their degree requirements within the amount covered by Financial Aid. Student Success festivals were offered in fall'21 to create awareness of both academic and non-academic support resources as well as the majors offered on each campus. One Living and Learning Community (LLC) is being offered in fall'21 and the plan is to expand and strengthen the LLCs going forward. MGA has been actively including high impact practices in its course offerings and the courses have been designated as HIPs courses on the course schedule to enable students to make an appropriate choice. HIPS progress is tracked in Banner as attributes.

Productive Mindset

A Start of Fall 2021 video that introduced the concept of mindset has been developed and shared with students, faculty and staff. Mindset training is being developed individually for students, faculty, and staff that will be executed during the 2021-22 academic year. In addition to the USG (University System of Georgia) Mindset survey that is shared with all freshmen, MGA will be surveying sophomores, juniors, as well as seniors, on mindset elements during the spring semester. Each academic school developed a mindset plan for their students across the four years of undergraduate experience. These plans will be reviewed and revised if needed during 2021-22. As faculty get training on mindset, inclusion of mindset elements in the course structure will be discussed. Banners with motivational quotes have been produced and set up in the Cochran Library to provide encouragement to students.

Sense of Belonging

A Momentum sub-committee is exchanging ideas to build a 'Knight Start Ready' module in D2L that will provide access to academic and nonacademic resources to support student success. To enable first-year students to make a smooth transition to college and connect with their peers as well as the academic departments, orientation events have been reviewed using the lens of the academic mindset. Changes in structure and format are being discussed both for the online and the face-to-face orientation events for summer 2022.

Program Maps

MGA has developed program maps that list courses a student must take every semester to stay on track to graduation in four years. The maps follow the Momentum Year guidelines whereby core English and math, three courses in the major, and 30 credits are included in the first year. The maps also list learning outcomes for the program as well as the employers that have hired current graduates.

Barriers

- The program maps are based on 15 credit hour schedules per semester, however, some students like those in learning support (LS) prefer to limit their schedule to 12-14 hours and complete their LS requirements before taking on additional courses especially those placed in LS English. Adult learners who are working also request a reduced load.
- Though the Center for Career and Leadership Development offers several resources and career assessments, the utilization of these resources is minimal. Increased staffing with additional career advisors, cross-training of academic advisors, and integration of academic and career advising will be necessary to ensure that all students make a purposeful choice of an academic pathway.
- To deepen purposeful choice, students in the Interdisciplinary Studies program need more direction to get on a focused pathway.
- Program maps are specific for each campus on which the degree is housed; however, this information is not provided on the admissions application. This may not allow students to make a purposeful choice as they select a campus.

- The School of Arts and Letters offered a Living and Learning Community (LLC) in fall'21 but it did not garner much interest and had limited enrollment. More needs to be done to build student motivation to participate in LLCs.
- MGA does not offer a First Year Experience (FYE) course that could be used as a platform for several initiatives related to mindset, purposeful choice, and sense of belonging. Execution of the mindset surveys is a challenge at the end of the fall semester as participation is limited even though multiple forms of communication are employed to encourage students to complete the survey. Another challenge is having students to undergo Mindset training outside of a common platform like the FYE course.
- All freshmen are registered for core English and math courses in their first year but do not complete them successfully.
- MGA has five physical campuses and a growing online presence. Providing equal access to resources on all physical campuses and online is a challenge given the limited personnel available.

Lessons learned

MGA needs to strengthen mindset activities for students, so they understand the value of their education and are more engaged with the academic and non-academic resources that can help them be successful. While there are abundant resources available to students like tutoring provided by the Student Success Centers (SSCs), the Mathematics Academic Resource Center, the Writing Center, and several departmental tutoring centers; workshops provided by the SSCs; academic advising provided by the professional advisors and faculty advisors; and career advising provided by the career advisors, there is a need to build awareness of these resources and to help the students recognize their role in owning their success.

Assessment

Assessment of the Big Idea will be done using the following metrics:

- A Mindset training video was developed and presented fall' 21.
  - D2L video will be tracked by view rate with of goal of 100% of enrolled students viewing the mindset training by spring 2023. Campus-wide presentations were provided on three occasions - Goal to increase by 33%.
- The Momentum webpage highlighting goals and objectives was developed fall' 21.
  - Click through numbers will be collected and tracked – baseline in fall' 21.
- Student Success and Majors Festivals were held in Cochran & Macon fall'21.
  - Number of students attending – establish baseline in fall' 21.
- One LLC offered fall'21.
  - Number of students served in LLCs- establish baseline in fall'21.
- Financial Literacy workshop(s) will be offered fall'21.
  - Number of students attending workshops-establish baseline fall'21.
- Orientation for fall'22 revamped to include mindset principles of growth, purposeful choice, and sense of belonging.
  - Orientation inclusion of three metrics:
    - Growth Mindset activities-percent of students engaged
    - Purposeful Choice activities-percent of students engaged
    - Sense of Belonging activities-percent of students engaged
- Mindset Quiz Participation
  - Number of students completing quiz-establish baseline in fall'21
- Mindset training in D2L
  - Number of faculty trained-establish baseline in 2021-22
  - Number of staff trained-establish baseline in 2021-22
  - Number of students trained-establish baseline in 2021-22

SECTION 4.1: MOMENTUM WORK RESILIENCE UPDATE

Resilience strategies

Progress and successes:
- Availability of online tutoring steadily increased from 12% in fall'19 to 59.5% in fall'20.
- Embedded tutors are available inside D2L course modules which are accessible by both face-to-face and online students. The number of courses with an embedded tutor increased from 21 in fall'20 to 45 in spring'21.
- A Momentum sub-committee has engaged in extensive conversations and produced a set of recommendations for including mindset principles into orientation planning for summer'22.
- One Living and Learning Community titled 'Diverse and Included' has been offered in fall'21 for incoming freshmen.
- Teams is being used as a platform for meetings to reduce campus segregation.

- Mental Health initiative 'Be Well' launched in January 2021, is being promoted on all campuses and online throughout orientations and convocations to increase awareness and usage.
- A Momentum sub-committee on High Impact Practices (HIPs) has engaged with the USG sponsored faculty HIPs team to discuss progress and plan next steps. MGA QEP (Quality Enhancement Plan) that was completed in 2020, was focused on Experiential Learning which enabled the inclusion of HIPs across the curriculum. A total of 431 courses included HIPs in their course design in 2020-21.
- Presence software was utilized to inform the students about all events on campus.
- Shared reading of text to promote diversity and civility was organized by the School of Arts and Letters.

Challenges, lessons, and next steps:
- Mentoring opportunities for students are not consistent across all academic schools. A review of current practices followed by recommendations for moving forward is required.
- MGA does not offer the First Year Experience course for its students. The course has to be developed in 2021-22 and offered in fall'22.
- MGA employed a decentralized model of advising in 2020-21. Advising assessment results will highlight the changes required moving forward. MGA plans to hire a Director of Advising with a centralized role in overseeing the decentralized model spread over six academic schools across five physical campuses and online.
- Student interest in LLCs has been limited; more needs to be done to plan and provide LLCs that will be exciting and inviting to students.
- Currently, MGA does not have a Center of Excellence for Teaching and Learning. Plans to create one to offer faculty development opportunities are underway.
- While the Center for Career and Leadership Development offers several resources for the students, the utilization is not satisfactory. Planning is underway to build presence for this Center so students can take advantage of these opportunities to define their passion and career and build leadership skills.
- The number of courses with an embedded tutor increased to 45 from 21 during spring'21, however, the challenge to increase student utilization of this resource remains. In addition to encouraging students to avail themselves of this opportunity, greater instructor support of this strategy will be necessary.

SECTION 4.3: GLOBAL MOMENTUM SUPPORT

Communication
MGA identified nine Momentum Champions representing different offices across the institution. This team included a Professional Advisor, Student Success Coordinator, Director for the Center for Career and Leadership, an Associate Provost, a Dean, Online Academic Program Coordinator, Academic and Administrative projects Coordinator, Director of Residence Life, and the Registrar. This group met to discuss the Momentum plan and work out the action items for building awareness, revamping orientation, building mindset assessment and mindset training, promoting sense of belonging and purposeful choice, and developing proactive advising and mentoring.

Several strategies were planned to have an institution-wide awareness of Momentum work. An introduction to Momentum goals was provided at the Fall Convocation for faculty and staff in Academic Affairs, at the Student Affairs staff meeting, and at New Faculty orientation. Additionally, a Start of Fall 2021 video focusing on the academic mindset was produced and shown to Academic Affairs Faculty and Staff, to students at the Freshman Convocation, and uploaded into Brightspace to make it easily accessible to all students, staff, and faculty. A Momentum webpage is under construction that will highlight the goals and objectives of Momentum. Conversations are ongoing with the Student Newspaper, The Statement, to publish articles on Momentum work. To facilitate buy-in from the faculty and staff on mindset-related strategies, MGA is developing mindset training that will be specific for each group. The goal of this training is to enable faculty and staff to appreciate the value of a growth mindset and how it is integrally connected with student success.

Data plan
The Office of Institutional Research and Data Strategy has developed data dashboards that include a grades dashboard and a retention dashboard. These are available on the MGA website for all stakeholders to view. In addition, the office responds to data requests from Deans and Chairs and others across the institution for specific initiatives like Early Alert, co-requisite support, course redesign, HIPs, among others.

As noted above in the assessment plan, specific data will be established as baseline in fall' 21 and tracked continuously for Momentum progress and planning. These will include:

- Tracking view rate of Mindset video in D2L with a goal of 100% of enrolled students viewing the training by spring 2023. Campus-wide presentations were provided on three occasions - Goal to increase by 33%.
- Tracking click through numbers for the mindset webpage – baseline fall' 21.
- Recording number of students attending Student Success Festivals – baseline fall' 21.
- Recording number of students served in Living and Learning Communities.
- Tracking number of students attending workshops on Mindset.
- Monitoring three metrics in revamped Orientation:
    - Growth Mindset activities- percentage of students engaged.
    - Purposeful Choice activities- percentage of students engaged.
    - Sense of Belonging activities- percentage of students engaged.
- Recording number of students completing Mindset quiz.
- Tracking Early Alert participation and success outcomes.
- Tracking number of courses with embedded tutoring and success outcomes.

Faculty and Staff support

Academic Affairs will re-establish a Center for Excellence in Teaching and Learning (CETL). The CETL will offer professional development opportunities for faculty and staff and promote Scholarship of Teaching and Learning. CETL will also serve as a platform to update personnel on Momentum goals and objectives, and other significant projects related to course redesign, inclusion of HIPs, and use of embedded Librarian and embedded tutoring. MGA will expand Faculty and Staff Development workshops offered across campuses every semester. Information on professional development opportunities provided by the USG, including those linked to momentum year objectives, student success, and course redesign, is also shared broadly with faculty.

SECTION 5: OPTIONAL SUPPLEMENTAL UPDATES

Early Alert

An Early Alert system was developed and implemented in 2020-21. During fall'20, courses included in the early alert were limited to 1000 and 2000 levels only. They were expanded to 3000 and 4000 level during spring'21. Preliminary results from spring'21 show that 12.5% of the students on the early alert report took advantage of tutoring offered by the Student Success Centers, the Mathematics Academic Resource Center, and the Writing Center. Of those tutored, the highest percentage (17%) were reported for low grades only. Those on the early alert report for lack of engagement had the lowest tutoring rate (7.6%). For those reported for low grades, success outcomes (grades of A, B, or C) were greater if they were tutored as compared to the same group that did not seek tutoring. Success rates were the lowest for courses offered at the 1000 and 2000 level, with tutored students showing higher success outcomes as compared to non-tutored students.

Embedded Tutoring

To expand tutoring opportunities for students, tutors were embedded within courses both in fall'20 and spring'21. A total of 21 course offerings that included multiple sections of 15 distinct courses had an embedded tutor (ET) in fall'20. In spring'21, 45 sections of 31 distinct courses had an embedded tutor. The overall success rates (grades of A, B, or C) for individual sections of all courses with an embedded tutor was 71.92%. Data comparing success rates for sections of the same course showed that sections with an embedded tutor had success rates of 71.92% while those without an embedded tutor had a success rate of 67.95%. Of the 31 distinct courses, 7 courses had no other section without embedded tutoring for comparison and success rates varied from 66.67-100%. 11 courses had success rates higher than the non- ET section. Overall, a total of 18/31 courses (58%) showed high success rates (64.47%-100%). Based on instructor feedback, the biggest challenge reported was that some students did not use the ET. To encourage students to take advantage of this resource, instructor support for this strategy will be necessary.

MGA Direct

The number of online programs offered through MGA Direct grew by 18.8% from a total of 16 in 2019-20 to 19 in 2020-21.

Be Well Mental Health Initiative

BeWell@MGA consists of three initiatives:

- In partnership with Christie Campus Health, a 24/7 hotline, a prescribing clinic, and a Wellness Hub have been established. By the end of June, MGA had 33 calls to the hotline, 18 referrals to the prescribing clinic, and 161 connections of the Wellness Hub.
- Work with the JED Foundation has produced recommendations and strategic planning initiative for MGA to expand services. Two recommendations accomplished by the end of June were an approval to hire an additional mental health counselor and

add the National Suicide Hotline number on to the back of the student ID cards. Additional JED recommendations will be implemented this upcoming year.

- MGA was awarded 5 Mental Health Mini-Grants.
  - o **Fresh Check Day** – Two Fresh Check Days (Mental Health Promotion and Suicide Prevention events) were hosted in spring semester and five are scheduled for fall 2021 semester – one on each campus. The April 21 event in Macon and April 22 event in Cochran events had:
    - ▪ 113 students participated in these events with 76 visiting all stations and completing the evaluation. 34% freshmen; 26% sophomores; 28% juniors; 12% seniors
    - ▪ 82% residential students and 18% commuter students.
    - ▪ 83.5% were satisfied or very satisfied with this event.
    - ▪ 89% were much more or somewhat more aware of the warning signs for suicide.
    - ▪ 84% were much more or somewhat more prepared to help a friend in distress.
    - ▪ 92% were much more or somewhat more aware of mental health resources available to them.
    - ▪ 91% were much more or somewhat more likely to ask for help if experiencing emotional distress.
  - o **Kognito Mental Health** training software was purchased and implemented. Faculty, staff, and student training will be launched during the Suicide Prevention month of September.
  - o **QPR training** was made available to all staff in the Division of Student Affairs, Resident Assistants, campus police, cabinet members, and academic advisors. MGA received QPR training booklets for our students, faculty and staff who received QPR training. The training will be opened to the broad campus community in September.
  - o A **certified Peer Educator program** was created through the Center for Career & Leadership Development's student leadership program, iLEAD. The program was established in spring and summer and launched in the fall. The iLEAD peer educators are going through their 10-hour certified peer educator training now through September and will provide at least 2 peer-led programs for the MGA student body on multiple campuses each semester.
  - o The **Knights Care Kit** was created in the summer semester and is being sent to faculty and staff for distribution as needed. The Knights Care Kit provides resources and guidance to assist students struggling with mental health issues as they navigate the uncertainty created by the COVID-19 pandemic and the pressures of college. Knights Care Kits will reinforce the message that there are things students can do, people they can talk to, and resources available to help.

Career and Leadership Development

I. Activities:

Career Development

- Implemented the Focus 2 Career Assessment to provide students with a more comprehensive career assessment platform.
- Implemented appointment scheduling via Handshake to increase student access to career advisor.
- Expanded access to career development services through more virtual options.

Job & Internship Opportunities

- ▪ Promoted Handshake as a virtual way to connect students with employers in 2020/2021.
- ▪ Increased opportunities for employers to connect with students through targeted networking activities.

Student Leadership Programs

- Recruited and facilitated the second cohort of the Knights LEAD Student Leadership Program for first-year students.
- Launched Emerging Leaders Student Leadership Program to support students at the sophomore level in the development of soft skills and connections with MGA and the community.
- Hosted the Student Leadership Conference in-person.

II. Outcomes

- Since July 1, 2020, 228 students have completed at least one assessment in the Focus 2 Career Assessment platform.
- Student and alumni activated Handshake accounts increased by 67%, from 2,181 to 3,643.
- With the ability to schedule appointments online and to choose a virtual option when needed, individual student career advising appointments in AY2021 increased by 18% in comparison to AY2020.
- In AY2021, the CCLD added additional networking events to expand its' reach to students for a total of 49 activities (compared to 17 in the previous year). These events included mock interviews, panel discussions, small in-person career fairs, and virtual career fairs.

- A new position to hire an Assistant Director for Internships and Career Readiness was approved.
- 13 students participated in Emerging Leaders and 12 students participated in Knights LEAD for the 2021 AY. As of July 15, 21 of the 25 program participants were registered and returning for the fall 2021 semester. An in-person Student Leadership Conference was hosted for 69 students with a nationally recognized speaker. In late spring, the iLEAD Peer Educator Program was launched to provide returning MGA students with an opportunity to help their peers connect with campus resources.

III. Lessons Learned and Next Steps

Increasing virtual access to career development services was an important step toward increasing the number of MGA students engaging with career development. More virtual access increased student appointments and helped staff maximize their time when serving multiple campuses. Virtual appointment, workshops, career fair, and scheduling practices will continue indefinitely to complement in-person services and requests. However, we need increased support from faculty to encourage students to use Handshake. Faculty buy-in is critical as we move to make Handshake the centralized place to post internships received by the university.

The new position, Assistant Director of Internships and Career Readiness, will focus on developing and implementing a strategy for getting students connected to internships and prepared for employment after graduation. Faculty members do want more assistance with how employers connect with the university in order to expand opportunities for students. In addition, a centralized way to track internship experiences is needed so that the university has information on which employers are offering the experiences. This position will work closely with Student Leadership Programs to ensure that students are not just prepared for campus leadership opportunities but also leadership within their own careers.

To help students make more informed career decisions, all incoming undergraduate students (including Transfer students) should take Focus 2 and talk with a career advisor in a group or individual setting so that they are using appropriate occupational resources.

Student Leadership Programs need to be adjusted to fit our student populations. Emerging Leaders should be redefined to include any undergraduate student who has finished their first official year of college. This change will help expand the opportunity to more students and eliminate confusion over how many credit hours are needed to participate. This change will also help more transfers be able to get involved. Virtual programming did not work as well for student leadership programs, so in-person sessions will be the focus moving forward so that students can use and develop their communication, networking, and teamwork skills in these programs.

New cohorts of Knights LEAD and Emerging Leaders will be launched for the 2022 year with the intent of hosting in-person sessions on the Macon and Cochran campus. In addition, 28 – 30 students will serve as iLEAD Peer Educators across all five campuses where they will plan and implement programs each semester to connect their peers to resources at MGA.

In partnership with the Momentum initiative, additional ways to market career and major exploration resources such as Focus 2 to students will be identified. Work is ongoing to establish Career Readiness Quest in Presence that will launch in October and provide students with a way to track their career development progress.

Diversity, Inclusion, & Equity

For the past academic year 2020-2021, the Office of Diversity made progress in increasing diversity and inclusion initiatives and in communicating the responsibility for diversity and inclusion as an institutional and as a campus-wide effort. There was an increase in facilitating more conversations regarding issues of diversity and inclusion in higher education as well as an increase in training, social, and educational programming focused on diversity and inclusion. The main challenge was the pandemic and the way the pandemic reshaped the ability to engage with others in person including an increase in virtual options. The change in approach regarding diversity and inclusion included more focus on asking the campus community about the sense of belonging and what that means to the faculty/staff/students who engaged in the conversations. The Office of Diversity learned that the sense of belonging on campus has a different meaning depending on who is asked. Moving forward, the Office of Diversity will continue to explore what "belonging" means among the campus community and how to capture the various meanings in a way that offers tangible experiences of belonging for all.

Student Life initiatives

MGA Knight Life

Using the Presence software, student engagement was tracked at all events. Academic programming was adjusted to intentionally include growth mindset as a learning outcome as well as to help students develop a sense of belonging.

SOUTH GEORGIA STATE COLLEGE

SECTION 1: INSTITUTIONAL MISSION AND STUDENT BODY PROFILE
Academic Year 2020-2021

> *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 2020-2021 SGSC offered three associate degree programs (A. A., A. S., and A. S. in Nursing) with a total of nineteen academic transfer pathways, as well as seven 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. S. in Public Service Leadership, B. A. in Business & Technical Writing, B. S. in Elementary/Special Education). Associate's degree-level students comprised over 90% of SGSC's fall 2020 enrollment.

SGSC's mission, completion priorities, and student body demographics clearly align. SGSC consistently enrolls primarily "traditional" students (80% fall 2020, excluding dually-enrolled students). However, a variety of student-support services for <u>all</u> students is extremely important at SGSC, where approximately one-half of all students have been Pell grant recipients (51% fall 2020), well over one-third of entering freshmen were enrolled in a LS math corequisite course, and one-fourth (25% fall 2020) 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 2020 SGSC enrolled students from 111 of the 159 Georgia counties, from 18 states and 4 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*).

SECTION 2: IMPROVEMENT PRACTICES—UNDERSTANDING CHANGE MANAGEMENT

SGSC continues to use a multi-faceted approach to improve student success. With budget reductions the previous year, we lost most of our professional advisors, pushing the college into a primarily faculty based advising model. We engaged with EAB Navigate in order to provide tools to the faculty to make the process more efficient and effective. We have engaged in a number of faculty training sessions both last year and this year to familiarize the faculty with the platform and its use. Our Director of Academic Success holds monthly training meetings with faculty on using the tool, as well as providing guidance on effective advising methods. As we become more adept with mining data in Navigate, we are looking at elements such as participation rates of faculty in the Early Alert Process, which has been increasing each semester, as well as monitoring overall retention and progression data.

We continue to communicate with students through FTFT freshman orientation sessions and with all students in-person as much as possible and via student email and social media.

Each semester we engage in the Early Alert process to attempt to identify and support students who are struggling in their classes in the 3rd-6th weeks of the semester. With EAB Navigate, we are able to track the response to students through advisor notes. Professors identify these students, and advisors, as well as the students, are notified of the alert so that help can be provided. We will continue to utilize the Early Alert program to provide positive interventions for struggling students.

In addition to faculty advising and faculty participation in the Early Alert system, we have piloted a "concierge coaching" advising model to help students engage in a more meaningful in-person, as well as electronic, relationship with faculty advisors. This strategy is our "One Big Idea" discussed below.

We have also engaged assistance from the USG in conducting a course schedule analysis to improve schedule offerings and further remove any barriers to student progression due to course availability.

The table below contains names, positions, and contact information for SGSC's primary planning and decision-makers involved in all aspects of student success.

SGSC Student Success/Completion Team and Primary Planning and Decision-Makers

Name	Title	email
Dr. Katy Dye	Asst. Prof. of Biology, Mindset	Katy.dye@sgsc.edu
Ms. Brandi Elliott	Director of Academic Success	Brandi.elliott@sgsc.edu
Dr. Jodi Fissel	Dean, School of Arts & Prof. Studies	Jodi.fissel@sgsc.edu
Dr. Charles Johnson	Dean, School of Sciences	Charles.johnson@sgsc.edu
Dr. Jaime Carter	Dean, School of Nursing	Jamie.carter@sgsc.edu
Dr. Carl McDonald	Academic Affairs Specialist (writer)	Carl.mcdonald@sgsc.edu
Dr. Robert Page	Vice President for Academic & Student Affairs	Robert.page@sgsc.edu
Mr. Jimmy Harper	VP for Enrollment Management and Instructional Technology	Jimmy.harper@sgsc.edu
Ms. Sandra Adams	Dean of Students & Housing	Sandra.adams@sgsc.edu
Ms. Lynn Kelley	Director of Libraries	Lynn.kelley@sgsc.edu
Ms. Arlena Stanley	Director of Admissions, Douglas	Arlena.stanley@sgsc.edu
Ms. Dani Sutliff	Director, Institutional Effectiveness	Dani.sutliff@sgsc.edu

SGSC makes data-based decisions when engaging in planning, developing, implementing, and assessing initiatives affecting student achievement. We encourage disaggregation of data in order to dig deeper to find ways to improve student learning. For instance, faculty have been trained by SGSC's Office of Institutional Effectiveness to disaggregate assessment data even when outcome targets are met in order to discover areas for improvement.

In addition to assisting students academically, SGSC also assists in removing financial barriers through offering need-based scholarships, and SGSC also continues to be an active participant in Affordable Learning Georgia and consistently performs well above the State College averages in this regard.

An analysis was provided by Jeff Gallant regarding SGSC's performance in ALG efforts; the institutional report is in **Appendix table C**. Non-eCore sections marked with no-cost materials are consistent with previous semesters with 28.78% of all sections marked as ZNCM, above the State Colleges average of 15.43%. Low-cost materials were marked at 7.19%, above the State Colleges average of 5.3%. All eCore sections were correctly marked as ZNCM, and including those eCore sections, SGSC offered about 44% of all sections as using no-cost or low-cost materials.

SECTION 3: OUR BIG IDEA

The SGSC "Big Idea" from the Momentum Summit is to develop a "Concierge Coaching" model to help students in their journey while at SGSC, thereby providing an additional layer of support and connection for students. The College launched a pilot of the Concierge Coach program during summer semester 2021, targeting primarily first-time students matriculating with a high school GPA of 2.5 or below. Twenty-one students were assigned one each to twenty-one coaches. The initial coaching program outcomes are the following:

Students in the CC program will--

- Indicate that they feel that SGSC cares about them and their success.
- Express satisfaction with the ability to access needed services at the College.
- Have a highly favorable view of the coaching program.
- Have a higher retention rate than that of comparable peers in past summer semesters.
- Have a higher GPA than that of comparable peers in past summer semesters.

SGSC is currently determining benchmarks and metrics to measure the degree to which students meet the above outcomes, as well as to measure the program's impact on student GPA and persistence each semester. Data gathered at the conclusion of the summer term 2021 provides a starting point for SGSC's development of metrics and data results.

A survey of students engaged in the summer term 2021 concierge coaching program pilot addresses the first three bulleted outcomes above. **Appendix table D** contains survey questions and average student rating responses for each question. Overall, the survey response data shows that participating students were "satisfied" with the Concierge Coaching Model pilot and are developing a positive mindset toward SGSC's services and attitude toward student success.

Appendix table E shows coaching contact, GPA, and persistence data from the summer pilot. The data shows that 76% of students in the pilot had contact with their academic coach and that the average summer GPA of students with an established relationship with their coach was 2.86. Participating students enrolled at SGSC the following semester at a rate of 69%. The Concierge Coaching Model is still in its developmental stages; however, it shows promise for student success and positive mindset.

SECTION 4.1: MOMENTUM WORK RESILIENCE UPDATE

The "Big Idea" discussed above is the first element of the SGSC Momentum Plan for academic year 2021-2022; therefore, it is not included in this section since it has already been addressed. The strategies below are the additional elements of the plan.

Pilot and release Mindset BOOST workshops

The SGSC STEM grant team is designing virtual and in-person Mindset/BOOST workshops during the current fall semester 2021. We have a prototype of the asynchronous BOOST workshop that we had planned to release in conjunction with our already-established Early Alert process, but it is not quite ready to implement. It is to function post-midterm as a "Grade First Aid." In academic year 2019-2020 we held five BOOST workshops attended by 102 STEM students and had put in place four virtual workshops for academic year 2020-2021. However, no one attended any of those workshops, preferring instead to attend in-person workshops. In spring 2020 we had an attendance of 51 STEM students participate in BOOST in-class sessions. So, while we are developing both virtual and in-person workshops, our primary focus continues to be on meeting in person. Session titles and attendance numbers for the AY 2019-2020 year are in **Appendix tables F and G**.

Use Navigate to encourage Area A completion

Academic advisor training in Area A completion was conducted prior to and in conjunction with spring 2021 registration. In training we cover how to advise students who were not successful in Area A classes or classes to be completed the previous semester or within 30 hours of enrollment. In addition, advisor training includes recognition of classes appropriate for a particular student's academic pathway.

We had been working toward building success markers into the Navigate platform to indicate when a student had missed a Momentum Year milestone to allow advisors to track Momentum progress and allow them to work with students on planning ahead for optimal scheduling. However, the intricacies and complex nature of building the logic into Navigate prevented us from implementation by fall 2021. Currently, we are working with the Navigate team to implement the same success markers on a smaller scale to track student progress for Area A completion by 30 hours.

SGSC intends to explore the ability to mine data related to the reports listed from Navigate, to establish report cycles for data collection and analysis, to publish and disseminate findings to faculty and staff, and to create ongoing action plans based on the data and at appropriate levels.

The Area A completion audit in **Appendix table H** shows Areas A1, A2, and A (total) completion data. It is noteworthy that the total Area A completion rate has more than doubled from the fall 2013 rate of 25.74% to the fall 2020 rate of 53.29%.

Train advisors to help students create fuller schedules

Advisor training to help students create fuller schedules is on the training calendar. During spring semester 2021, this topic was covered in Momentum Year training along with Focus Areas. The training is to be recorded and placed on with other advisor training videos on GeorgiaView.

SGSC is exploring how best to use data related to student academic scheduling in reports from Navigate. We are currently establishing report cycles for data collection and analysis, as well as developing a process for publishing and disseminating data findings for faculty and staff. Data analysis will result in creation of ongoing action plans at appropriate institutional levels.

Data on student enrollment in 15 or more credit hours is in **Appendix table I**. The rate of enrollments in 15 or more credit hours declined for fall 2020, undoubtedly due to the COVID-19 pandemic and SGSC's move to online-only classes. At the same time, however, the fall 2020 rate at which students successfully completed 15 or more hours (54.78%) was at its highest since fall 2015 and well above the 2018 lowest point of 35.40% **(Appendix table J)** .

Provide programs/services that create connections for students with potential careers

The SGSC Career Services Coordinator has been collaborating with other staff members to develop collaborative career programming through alumni involvement in dissemination of career information. Such involvement focuses on alumni guest speakers, guest panels, and guest interaction with students. Office of Student Success personnel, as well as current and former STEM Center Coordinators, are engaged in STEM career services programming. Career Services activities also include workshops on resume writing and development of soft skills.

Upcoming career-related events include the following:
- Resume workshop in Tiger Village residence hall, fall 2021
- "Adulting 101" three-week workshop developed to help students with soft skills and other fundamental knowledge that they need but were never formally taught
- Showcasing of the SGSC Biology Department and biology-related careers
- Requiring B. S. in Public Service Leadership students to meet with Career Services to create career portfolios
- Requiring B. S. in Management students to engage in discussions of career path options, including graduate school
- Establishing Career Services presence and activities at the Student Center and in residence halls
- Using the SGSC 1000 first-year experience course to provide instruction on career planning
- Assisting in developing, monitoring, and assessing faculty training on career connections to academic subject matter

Provide Mindset training focused on promoting growth mindset college-wide for faculty

Ten faculty (total) from the School of Sciences and the School of Arts and Professional Studies are currently collecting data on a series of mindset-promoting interventions/activities. An example of one of their plans is as follows:
- Activity summary for Principles of Chemistry I—
  - Growth: Virtual Mindset Module (google survey), study logs
  - Purpose and Relevance: letter to self (also metacognition)
  - Social Belonging: ice-breaker activity
- Day 1:
  - After course structure is introduced, students will participate in an ice-breaker with the following format:
    - Students will write their names and academic pathway and what they want to do after college on a sticky note. The instructor will collect the notes and redistribute them. Then students will introduce each other to the whole class.
    - After the ice-breaker students will complete a guided "letter to self" that includes space to describe their goals for the class, why they are taking the class, what they hope to accomplish, and how they plan to reach tier goals.
- Before exam 1:
  - Complete the Virtual Mindset Module
- Midterm:
  - Students will review their letter and reflect on if they are reaching their goals and what change(s) they might need to make in order to achieve them now.
- End of term:
  - Students will reflect on both letters they wrote and then write a letter to a future student on how to be most successful in the course.
  - Students will create presentations for faculty on how to promote mindset to students.

Using the work done by faculty on the above, we hope to create some guides for the variety of interventions/activities that are being utilized. Faculty engaged in this work will then act as a resource for other faculty wanting to try adding mindset promotion to their courses. One of the first presentations will be during the "Mindset Lunches" described in the next activity.
- Conduct faculty panels/presentations on Mindset
  - Faculty were surveyed, and 34 (approximately half) indicated they would be interested in learning more about Mindset. During academic year 2021-2022 we will be offering several informal sit-downs about academic mindset. At the end of

these sessions we ho0pe to recruit new Mindset FLC members to participate in the broader SoTL work on mindset across our campus.

- o "Mindset Lunches" for academic year 2021-2022
    - October – What Is Mindset GPS?
    - November – Mindset Intervention Examples
    - January – Faculty Mindset and Sense of Community
    - February – Share Out: Results of Fall Activities
    - March – Developing an Outline: How to Address Mindset in Your Classroom and Yourself
    - June-July – Summer of Mindset: Support to Create or Adapt Interventions for Your Course(s)

Scale undergraduate research efforts and other High Impact Practices at the Institution

Undergraduate Student Research

"Undergraduate Student Research" was the topic of SGSC's Quality Enhancement Plan (QEP), the Impact Report of which was submitted to SACS COC in September 2021. The SGSC QEP is included here as a High Impact Practice because it has had a significant effect on the culture and mindset of the institution, so much so that it has become an integral aspect of SGSC campus life. The following Executive Summary of the plan explains the purpose, outcomes, and assessment of the QEP.

Purpose and Outcomes of the QEP:

The South Georgia State College (SGSC) Quality Enhancement Plan focuses on infusing the development of undergraduate student research skills into the curriculum. Particularly in its bachelor's degree programs, but also within the scope of general education courses at the A.A. and A.S. levels, the college recognizes an obligation to help students achieve a solid foundation of research skills to prepare them for the future. In addition, the growing body of literature on undergraduate research demonstrates that student participation in this activity yields active student engagement and positive results for student achievement. Hence, teaching research skills in undergraduate courses can be an effective pedagogical tool.

The purpose of the QEP is reflected in the nine student learning outcomes: (1) to identify ethical research practices, (2) to generate answerable research questions, (3) to analyze prior research, (4) to develop a hypothesis from a research question, (5) to construct a research plan, (6) to collect relevant data, (7) to analyze relevant data, (8) to draw appropriate conclusions based on analysis, (9) to present research. While there are some differences in bachelor's and associate's level general education research expectations and outcomes assessment, all affected students are engaged with all or some of the nine QEP outcomes, depending upon the level of degree pursued. Consequently, all participating students of whatever classification, from freshman to senior, are demonstrating their level of research skill acquisition, which is the unifying focus of the initiative.

Definition of "Undergraduate Research":

As a member institution of the Council for Undergraduate Research (CUR), SGSC subscribes to the CUR definition of "undergraduate research," but with the addition of one phrase (in boldface) to arrive at a definition that best suits the institution's students and QEP purposes: Undergraduate Research is "'*an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline*' **or that demonstrates clear and well-supported understanding of a fundamental aspect of the discipline.**" SGSC's definition encourages originality and creativity but insists on clear and well-supported understanding derived from student application of specific research skills.

Assessment of the QEP:

There are rubrics for each of the nine QEP outcomes. There is also a rubric for the bachelor's degree capstone courses—the only rubric designed to measure all nine outcomes at once. The capstone rubric will not be employed in A.A. and A.S. general education courses. Rather, the general education courses will assess particular individual QEP outcomes, as appropriate to specific courses, using the nine individual QEP outcome rubrics. Surveys of both student and faculty opinions and attitudes about the effect of the QEP will also be administered throughout the entire five years of the plan's implementation.

The most important effects of the SGSC QEP are evident in two areas: (1) student learning outcome achievement and (2) the two annual undergraduate research symposia (fall and spring semesters). Each of these areas is discussed below.

Student Learning Outcome Achievement in Undergraduate Research QEP

The table below shows the degree to which students achieved the target outcome of 70% of students achieving a rubric rating of "good" or "excellent" for each of the nine QEP outcomes. Year 1 was comprised of 8 Nursing courses; Year 2 of 7 nursing courses; Year 3 of 8 nursing and 6 biology courses; Year 4 of 8 nursing courses, 5 biology courses, 2 history courses, 2 psychology courses, 2

economics courses, and 2 political science courses; Year 5 of 8 nursing courses, 6 biology courses, 2 history courses, 2 psychology courses, 2 economics courses, and 2 political science courses.

QEP SLOs and Percentages of Students Achieving Outcome Targets, Years One through Five

(All Outcome Targets = 70% of students in QEP courses will demonstrate "good" or "excellent" proficiency)

QEP SLOs	Year 1	Year 2	Year 3	Year 4	Year 5
Identify ethical practices in research	Not assessed	Not assessed	72.0	72.0	85.0
Generate answerable research questions	65.3	66.0	63.5	74.0	78.5
Analyze prior research	61.0	80.0	82.3	84.2	79.6
Develop a hypothesis from research question	62.5	54.0	69.6	75.3	78.3
Construct a research plan	43.0	61.0	69.5	80.0	82.5
Collect relevant data	46.5	62.5	82.3	86.8	81.0
Analyze relevant data	59.6	66.5	64.3	74.9	76.6
Draw appropriate conclusions based on analysis	27.0	53.0	57.5	78.5	77.8
Present research	41.0	59.0	83.0	80.3	93.8

The data in the table above shows clearly that by the last two years of the QEP the level of student achievement for each of the nine outcomes was met. In fact, it is also clear that percentages for all nine outcomes increased consistently over the five-year period. SGSC believes this increase can be attributed to (1) increased faculty engagement as a result of training, experience, and interest—and (2) student awareness of the undergraduate research focus on campus, as evidenced in classes and in significant student attendance numbers at the annual undergraduate research symposium.

Undergraduate Research Symposia and Campus Culture (Environment)

An SGSC student research symposium took place each semester for each of the five years of the QEP. The purpose of the symposium has been, and will continue to be, to provide a forum for students to present their research to the SGSC community and interested residents of surrounding communities. Any student may engage in research to be presented, and each presenter has a faculty mentor. From modest beginnings involving 9 presenters and a very small fall 2015 audience, to a fall 2016 audience of 135, attendance and student research presentation have grown significantly over the years. The spring 2019 symposium was attended by a record 402 faculty, staff, students and community members, while the fall 2020 event had 396 attendees—even though the COVID-19 pandemic was affecting student enrollment, course delivery, and student participation in campus events. The most recent symposium, spring 2021, also during a COVID-19 semester, had an attendance of 314, including 272 students. When the number of attendees who came to more than one day of the symposium is counted for multiple visits, the total attendance number for spring 2021 is 2,423.

The number of student presenters at symposia during the five years of the QEP also increased significantly as the event grew in number of days, courses, faculty mentors, attendees, and importance as a campus event. The fall 2015 symposium, the first during the QEP era, featured 9 presenters in a one-day event. The next semester, spring 2016, the event expanded to two days and featured 19 presenters (doubling the number from the previous semester). In fall 2017 the event blossomed into a full week featuring 50 presenters. The number of presenters and length of symposia has since remained fairly constant since the spring of 2018 at roughly 50 presenters during research symposium week. Fall semester 2020 and spring 2021 symposia stand out among all the symposia as two that took place virtually because of an international pandemic—and with approximately 40 presenters and a virtual audience.

Appendix tables K, L, and M show data results for three different surveys collected from symposia faculty mentors, student presenters, and symposia attendees, respectively. Each survey is from the most recent symposium (spring 2021).

The faculty mentor results indicate that mentors were more engaged with students as a result of preparing for the symposium. Further, the mentors perceived the students as more engaged with the materials than they otherwise would have been. Mentors perceived additional benefits for the student-presenters, such as improving communication skills. Importantly, mentors felt the experience increased their ability to write a supportive letter of recommendation for the students. Last, while most mentors did view presentations of students other than the ones they mentored, that behavior was not as common as would have been hoped.

The results of the student-presenter survey indicate that the researchers had a positive experience. Presenters were diverse in terms of previous symposium experience, with some first-time presenters and some who had presented at multiple prior symposia. Presenters received mostly positive feedback on their presentations and indicated an intent to continue with their research efforts. Last, the respondents indicated the research process provided an enhanced learning experience without taking them away from other academic responsibilities in any significant way.

The student attendee results indicate that students had a very positive experience. Attendees indicated that at least some topics were new to them, were of interest, encouraged them to consider conducting research of their own, and were related to a higher opinion about research than they had when beginning their SGSC experience. Item 6 was framed negatively to try to determine the degree to which agreeability or inattentiveness contributed to response patterns; the high percentage of 'strongly disagree' responses indicates the answers were due to neither high agreeableness nor to inattentiveness. Respondents also all attended multiple presentations. While the survey results do not necessarily indicate the attitudes of the entire population of attendees, the results for number of presentations viewed does (as indicated by the attendance log).

High Impact Practices (HIPs)

HIPs Implementation Team Momentum Plan Appendix

South Georgia State College's (SGSC) high impact practices (HIPs) implementation team consists of four faculty members engaged in the following activities:

SGSC has implemented four HIPs. These include
1. Service Learning - Courses that (A) require student participation in service projects or community engagement (either on campus or through institutional partnerships with off campus organizations) and (B) integrate the service experience into the course content.
2. Undergraduate Research or Creative Project - Courses that are primarily focused on an undergraduate research experience where the students conduct an original research or creative project.
3. Work-based Learning - Courses that (A) require for-credit internships, practicums, clinicals, co-ops, or similar work-based experiences and (B) integrate the work experience into the course content.
4. Capstone courses - Courses offered to undergraduate students to create a culminating project or exhibition (e.g., a thesis, performance, project) that serves as a final academic experience.

The college registrar has coded different courses on Banner containing these HIPs. These codlings are reviewed every year for revision.

All new proposed Bachelor of Science or Art programs have HIPs, such as work-based learning, and capstone courses are built into them.

Courses that contain HIPs are identified by teaching faculty in coordination with department chairs and deans. Faculty and chairs help identify the banner codes that can be used to tag the courses (depending on the number of hours involved). For example, only psychology 1101 and 2103 courses taught by one instructor are coded as undergraduate research because only he uses that HIP in his classes.

We hope that in the near future all faculty will be trained on HIPs, their implementation, and quantifications.

The HIPS Team recommends that during fall semester convocations faculty be trained on HIPs, their implementation, and quantifications.

SGSC 's Momentum/CCG strategies currently include plans to increase access and participation in HIPs, and several activities are in the planning process. The long-term activity undergraduate research has been going on since 2013 and has included faculty members that encourage their students to do presentations. The URS (undergraduate research symposium) is now an official event on the College calendar and there are no classes on Douglas and Waycross Campuses during these days during both Fall and Spring semesters. These events have had the highest student participations in last few years. The Symposium will be back to face-to-face November 16, 2021.

Another HIP activity that has occurred in the last few years and will occur next year is that SGSC School of Science faculty and students will do science demonstrations at the Boys & Girls Club of Douglas (service learning).

Several Courses in the Biology Program have Hips-embedded activities, such as field trips (USDA, Sunbelt Greenhouses, Coffee County State Park, Douglas Water Treatment Facilities and Okefenokee Park.

The data plan for HIPS includes monitoring and acting on data related to scaling HIPs, establishing benchmarks for faculty training and participation in HIPs, and monitoring and reporting on student performance in courses with HIPs versus non-HIPs content (data to be analyzed annually in summer).

Program Maps and Pressure Tests

The table below is a summary of activities, process/steps, responsibility, and timeline with regard to program maps and pressure tests, both of which have been developed and applied for the past two years.

Activity	Process/Steps	Person(s) responsible	Timeline
Continue to conduct already -established pressure tests on pathways & majors.	-Adhere to annual cycle of review. -Adjust pathways & majors as necessary. -Adjust course needs identified by pressure tests.	Deans Faculty Advisors Enrollment Management	Annual - Summer
Explore ability to mine data from Navigate, which might reflect on success in navigating pathways and programs.	Work with EAB Navigate team to identify data collecting capabilities within the Navigate platform related to student success.	Director of Academic Success	By August, 2021.
Conduct annual review and update of all pathways.	Implement reviews of pathways for accuracy and consistency.	Academic Deans and Chairs	Annual - summer

SECTION 4.3: GLOBAL MOMENTUM SUPPORT

An integral part of SGSC's Momentum plan addresses communicating Momentum strategies and progress to our diverse audiences, including all College constituencies. Support for faculty and staff to aid in understanding and participating in facilitation of student success is an important aspect of our global Momentum Support efforts. **SGSC considers it significant that since the initiation of Momentum Year activities 61% of the total full-time SGSC faculty have been involved with Momentum strategies, and 26% have been involved in more than one of the strategies. In addition, SGSC's Momentum strategies are integrated, so that initiatives work together, rather than as silos.**

The following tables identify communication, outreach, and support activities, as well as steps, and timelines related to activities.

Activity	Process/Steps	Person(s) responsible	Timeline
Launch Momentum Web Page.	-Work with Institutional Advancement to create the web page. -Determine topics and develop training components. -Update regularly with info, video clips, blogs, etc. -Use for dissemination of Momentum data. -Set regular schedule for training delivery.	Momentum Scholar SGSC Office of Institutional Advancement	Initial implementation planned for summer 2021; however, an entirely new SGSC webpage, including the Momentum page, is being constructed fall 2021. Preliminary content for Momentum page was sent to Institutional Advancement early fall 2021. 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).
Scheduled communications via email / newsletter.	-Develop communication calendar, topics.	Momentum Scholar Institutional Advancement	Implement Fall 2021.

Activity	Process/Steps	Person(s) responsible	Timeline
	-Determine publishing frequency. -Solicit contributions. -Compile and publish.		
Social Media Communications regarding Momentum.	-Provide social media outreach in conjunction with the email campaign, working with SGSC Office of External Affairs.	Momentum Scholar Institutional Advancement	Implement Fall 2021.
Faculty and staff training/ meetings on Momentum.	-Identify meeting times and training opportunities related to Momentum Year and approach. -Incorporate momentum presentations/updates during monthly Academic School meetings. -Determine topics and develop training. -Set regular schedule and deliver training. -Identify "Momentum Champion" for each School.	School Deans Momentum Scholar	Implement Fall 2021.

Faculty and Staff Outreach and Support Strategies

Activity	Process/Steps	Person(s) responsible	Timeline
Scale work of the Chancellor's Learning Scholars' FLCs, HIPs Implementation Team.	-Develop shareable resources from FLCs. Incorporate those resources into the Virtual CTL. -Make materials available to faculty and staff on Momentum web page. -Schedule presentations to faculty for sharing information, including panel discussions.	Chancellor's Learning Scholars (4 faculty) AA Project Specialist HIPs Implementation Team (4 faculty)	Implement beginning in Summer 2021. The HIPS Team reported out to entire faculty during fall 2021 opening Convocation.
Take back to fellow faculty and staff lessons learned, ideas from MSIV.	-Compile lessons learned and ideas. -Make materials available to faculty and staff on Momentum web page. -Schedule presentations to faculty for sharing information, including panel discussions.	Momentum Summit IV participants	Complete in May 2022.

Data Plan Strategies

Activity	Process/Steps	Person(s) responsible	Timeline
Monitor and Act on Demographic Performance Data.	-Review reports on student performance by demographic breakdown, key subjects. -Discuss findings with faculty in key subjects,	Director of IE/IR Deans, Faculty	Each semester

| explore implications for modality and/or pedagogy | | |

SECTION 5: OPTIONAL SUPPLEMENTAL UPDATES

The Gardner Institute "Gateways to Completion" (G2C) Collaborative

Ongoing implementation of G2C 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.

Since the 2018 launch of SGSC's cohort I course, BIOL 2107K, the overall DWFI rate has declined sharply in that course from an FY 2016 high of 49.8% to an FY 2020 significantly lower rate of 27.3%. DWFI rates for BIOL 2107K by gender, age, ethnicity, and full-time status also declined in FY 2020 to their lowest rates since the inception of the initiative.

DWFI rates for the current (FY 2020; the initial data) cohort II courses (ENGL 1101, MATH 1111, HIST 2112, POLS 1101), on the other hand, have remained level or have gone up overall and in most demographic categories. We are not sure of the effects of the COVID-19 but believe it likely that there has been an adverse effect created by the pandemic, especially due to the inability to conduct in-person meetings. We are engaging in conversations among faculty involved in all the G2C courses to discuss barriers, problems, and conditions that could explain the success rate differences between the cohort I course and the cohort II courses, while keeping in mind that we are in the early data-capturing stages for cohort II. Differences can in part be attributed to G2C course and cohort leadership changes that took place in FY 20 and the absence of our Director of Institutional Effectiveness for personal reasons. G2C data for both cohort I and cohort II courses is in **Appendix tables N through S**.

Academic Advising as a Means to Increase Student Retention and Graduation Rates and to Eliminate Barriers to Progress

Although budget cuts due to the COVID-19 pandemic have eliminated all but two of SGSC's professional advisors, necessitating a return to a faculty advising model, we continue to employ efficient academic advising as a means to help in eliminating barriers to student progress and to bolster student retention and graduation rates. The data in **Appendix table T** shows that the **one-year institution-specific retention rate for SGSC's FTFT associate degree-seeking students** has remained consistent at a five-year average of 45%, while the institution-specific average all eight USG state college is 55%--this differential contributing to the rationale for an SGSC metric goal of a 55% one-year FTFT associate's degree-seeking student retention rate by fall 2022.

While the SGSC-specific one-year retention rate for FTFT degree-seeking students has been consistently lower than the average for all eight USG state colleges (but not the lowest among those institutions), the one-year rate of retention of former SGSC students within the USG over the five-year period averages 65%, while for the same period the average for all USG state colleges is 64%. Given the A. A. and A. S. transfer mission of USG state colleges and the ease of transfer among USG institutions facilitated by a common core curriculum, it is clear that SGSC prepares students for continuation of their academic pursuits as well as do other USG state colleges.

The three-year graduation rate data in **Appendix table U** compares the five-year SGSC rates to the average rates for the same period for all eight USG state colleges. "Institution-specific" refers to students graduating from SGSC, "System-wide for SGSC" refers to former SGSC students who graduate from any USG institution, and "System-wide for all state colleges" refers to students who began at a USG institution, transferred to another USG institution, and graduated from the USG institution to which they transferred.

The data in the table shows that the three-year institution-specific graduation rate for SGSC's FTFT associate degree-seeking students has increased for every cohort year but one (fall 2015) and is at a five-year average of 15%, while the institution-specific average for all eight USG state colleges is 14.5%. The rationale for an SGSC metric goal of a 20% three-year FTFT associate's degree-seeking student graduation rate for the fall 2022 cohort is based on significant rate increases for the fall 2016 and 2017 cohorts. **It is noteworthy that SGSC's institution-specific graduation rate for the two most recent cohorts significantly exceeds the average graduation rate for all USG state colleges.**

Not only does the SGSC three-year institution-specific graduation rate exceed the average for all USG state colleges, but the rate for the two most recent student cohorts of former SGSC students transferring to other USG state colleges (18%) far exceeds the average rate for all USG state college associate's degree-seeking students transferring within the System (15%).

Appendix table V demonstrates that declining enrollment does not necessarily result in fewer degrees conferred. In fact, the **Degrees Conferred by Degree** Offered table shows that the reverse is true at SGSC for the five-year period. During the five-year period, there has been a significant increase in the number and type of student success strategies created to foster student achievement. The two

SGSC campuses both have academic success tutoring centers, STEM centers, writing centers, and 24/7 tutoring availability through tutor.com. In addition, there is a student success program for residential students on the Douglas Campus (there are no residence halls on the Waycross Campus).

Related to Area A completion is **correct FTFT freshman math placement. Appendix table W** shows that for fall 2020 9.39% of FTFT students were not placed in the correct math course. While this is a decline from the 10.54% of fall 2018, it is up from the 5.71% incorrectly placed in fall 2019. These data points have been brought to the attention of faculty advisors.

The USG "Getting to Know Our Students" Survey

Student participation responses to the survey have been very low, although they have increased considerably since fall 2017 (5.33% of all students). Fall 2018 through fall 2020 participation rates were 15.11%, 13.86%, 12.33%, respectively, for each of the three years. Participation rates are in **Appendix table X**. The COVID-19 pandemic undoubtedly had an adverse effect on participation in the survey, as it generally did in overall communication with students.

The mindset survey data in **Appendix table Y** shows an overall favorable mindset development among responding students and also demonstrates growth in mindset over the three-year period shown (fall semesters 2018 through 2020. This data is used to engage both faculty and staff in digital as well as in-person communications and training to help foster an overall positive and student-supportive campus mindset environment.

THE UNIVERSITY OF GEORGIA

SECTION 1. INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University 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—an institution that values its role as a land- and sea-grant institution and honors its commitments and responsibilities to the entire state of Georgia. With more than 10,000 faculty and staff members and over 39,000 students (undergraduate, graduate, and professional, enrolled in 18 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 (≤ 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 2020, the total undergraduate population numbered 29,765 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; 58% were female; 30% (self-reported) were of racial/ethnic minority status; 24% were Pell-eligible; 6% were first-generation; and 2% were over the age of 24.

UGA is committed to recruiting, retaining, and supporting the academic success of underrepresented, first-generation, rural, and other traditionally underserved students and to increasing the affordability of a UGA degree. UGA launched the Georgia Commitment Scholarship campaign to put a UGA education within the financial reach of more residents of the state. The GCS program is a need-based scholarship program that is open to first-year undergraduate students. The scholarship which is renewable for up to four years (8 semesters) comes with a variety of programs and resources to support student success. The total number of GCS recipients has steadily increased from 94 in AY 2017-18 to 569 in 2020-21. For the 2020-2021 academic year, the Office of Student Financial Aid disbursed a total of $382,918,038 of federal, state, institutional, and other/external programs to 29,243 unique undergraduate students (19% 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). To increase affordability, UGA once again eliminated all lab and course material fees and continues to consider new ways to remove financial barriers for our students.

UGA is among institutions with the highest retention and graduation rates nationwide (see Appendix A, Tables 1-3); they surpass those of our comparator peers and exceed or are on par with our aspirational peers. The University has an exceptional first-year retention rate of 94.97% for the 2020 cohort which is up from the 94.4% for the 2019 cohort but still below the 95.5% rate for the 2018 cohort—a dip that we attribute to the continuing disruptions caused by COVID-19. The six-year completion rate for the 2015 entering cohort increased significantly to 87.84% (from 87.2% for the 2014 cohort), and the four-year completion rate for the 2017 entering cohort increased to 72.1% (up from 71.4% last year). The average time to degree has steadily declined from 4.07 years (students who graduated in 2012) to 3.93 (students who graduated in 2021, see Appendix A, Table 3).

These retention and completion rates are stellar, but UGA seeks to do better. We recently pulled data on students who did not complete their degree and discovered that most were not students in academic distress. Rather, there were two distinct sets of high-achieving students who were transferring out of UGA: one set transferred to Georgia Tech after their first year, and the other transferred after two years to schools in the system that offered a nursing degree (which UGA does not offer). This led us to look more closely at students who did not complete their degree and did not fall into these two groups. There we found students who were having academic difficulties, going on probation and dismissal, and not completing. To serve these students, we created the "Connect and Complete Persistence Framework," a holistic, research-based, and proactive set of interventions to impact academic performance, mindset, and well-being and to equip students with the resources that we anticipate will enable them to complete their degree. The hallmarks of the framework are the Early Academic Alert which is designed to catch students before their situation becomes grave, the creation of a Degree Completion Team for each of these students, and an intense online module that students will engage while they

are on academic dismissal so that they might return to campus better equipped to succeed. Connect and Complete will officially launch in Fall 2022.

Among public universities, the University of Georgia is one of the nation's top three producers of Rhodes Scholars (25 over the past two decades). UGA is also home to hundreds of major scholarship winners, including: 2 Churchill Scholars, 2 Beinecke Scholars, 8 Gates Cambridge Scholars, 7 Marshall Scholars, 60 Goldwater Scholars, 21 Truman Scholars, 20 Udall Scholars, 56 Boren Scholars, 6 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. UGA boasts one of the top 10 Honors programs in the U.S., an achievement which culminated this year in elevating the Honors Program into the Jere W. Morehead Honors College. In addition, U.S. News & World Report's "Best Colleges" edition for this year ranked UGA 16th among public universities; Open Doors ranked it #6 in Study Abroad; Niche ranked it as the #11 Top Public Universities in America. The INSIGHT Into Diversity Higher Education Excellence in Diversity Award recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. UGA has earned this national honor every year since 2014.

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.

SECTION 2: IMPROVEMENT PRACTICES

UGA recruits and enrolls undergraduate students with outstanding academic qualifications and high expectations for academic performance and post-graduate success. To meet the needs and expectations of these students, UGA has maintained a longstanding focus on excellence in undergraduate education. Evidence of this focus includes a long history of initiatives designed to enhance undergraduate education and increase our already high retention and completion rates. Examples include (1) the small class-size initiative (2015-2016); (2) enhanced student support via peer tutoring, peer learning assistants, and Academic Coaching (2017); (3) the experiential learning requirement for all undergraduates (2015); (4) the Double Dawgs pathways program (2016-2017); (5) the creation of the Teaching Enhancement and Innovation Fund (2020); and (6) our new QEP on Active Learning (2021). We report briefly here on these six initiatives.

1. Small Class Initiative:

Despite the size of its student population, UGA maintains small class sizes, having on average 33 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 Department of Mathematics received SCI funds to add sections of pre-Calculus and Calculus classes with enrollments capped at 19. The results, prior to the pandemic, were excellent: UGA students in MATH 1113 were failing or withdrawing from these courses at rates below the national average; equity gaps for race and gender were narrowing (for example, the DFW rates for Black/Latinx/Multiracial students were on par with those for White and Asian students); and more students were 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 to increase the class GPA while also increasing their overall enrollment (see Appendix B, Table 1). In addition, with the smaller class sizes the percentage of incompletes steadily declined in PHYS1211 and the withdrawal rate declined in ENGR1120. At present, the Office of Instruction is analyzing data to determine if the initiative can be expanded into other courses with equal or better results.

2. Enhanced student support:

UGA has increased support for students, particularly for those in large enrollment classes. 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 and supplemented by support from UGA's Teaching Enhancement and Innovation Fund). 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 period: from 44.8% to 7.9% (See Appendix B, Table 2). The AY 2020-21 saw an increase in the percentage of DFW rates in both CHEM 1211 and 1212 in Spring 2021; we attribute this to disruptions caused by the pandemic and expect to see the percentages begin to fall again.

Table 1: Impact of PLAs. Data from Division of Academic Enhancement

Courses	% of D or F Grades	% of Withdrawals
With PLAs	10%	7%
Without PLAs	13%	11%

The PLAdawgs program has put peer learning assistants in several other STEM classes (e.g., Biochemistry, Biology, Organic Chemistry) with positive results. Based on Propensity Score Matching, students in sections of STEM courses with PLAs were determined to have outperformed (between 0.02 and 0.13 better, on a 4.0 scale) their counterparts in sections taught by the same instructor but without the peer learning assistants.

Our assessment data also shows that PLAs have a positive effect on students' confidence in their major, with 20% of students in the Fall and 13% of students in the Spring reporting that PLAs had an impact. Based on these results, we hope to be able to continue the STEM program and expand this program to put PLAs in non-STEM courses as well.

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. During the Fall 2020 semester, over 140 peer tutors conducted 191% more tutoring appointments than during the Fall 2019 semester. Tutoring was offered in over 200 courses, an increase of 143% from Fall 2019. Assessment data for that program shows that peer tutoring is having a 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. Peer tutoring and peer learning assistants reside within the PLaTO (Peer Learning and Teaching Others) program within the Division of Academic Enhancement. A primary goal of PLaTO is to engage students in developing competencies such as collaboration, critical thinking and problem-solving, self-regulation, professionalism, leadership, digital technology, and intercultural fluencies that shape them while they are students and beyond; a key part of the program is the training peer educators receive in research-based techniques to facilitate learning, motivation, and a growth mindset. DAE's data analyst conducts rigorous assessment of the program to help identify impacts and areas for improvement.

3. Experiential Learning Requirement:

A distinctive feature of every UGA undergraduate degree is the Experiential Learning (EL) Requirement. UGA students meet the requirement by engaging in creative endeavors, study abroad and field schools, internships, leadership opportunities, faculty-mentored research, service-learning courses, and co-curricular opportunities. In addition, several of the Georgia Commitment Scholarships include funding for one of more EL opportunities for low-income scholars, and the EL office is actively raising funds to ensure that no student has to compromise on EL for lack of financial resources.

Between Summer 2016 and Summer 2020, UGA students have completed 90,787 approved EL activities, despite tremendous disruptions in Summer 2020 and 2021 caused by COVID-19. The Office of Experiential Learning tracks data across campus and created a process to identify students whose on-time graduation was in jeopardy because of the cancellation of so many opportunities due to COVID-19; they are continuing to track students as we anticipate that capacity will continue to be an issue for at least another year.

This year UGA launched the Student Industry Fellows Program (SIFP) with support from Delta Airlines. The SIFP cultivates innovation competencies among UGA students via two new specialized courses: IDEA 4000 and IDEA 4020. The SIFP brings students from a range of disciplines together to solve emergent and pressing challenges through cross-disciplinary courses and experiences within a framework of partnerships with industry. Through this program, UGA plays a vital role in building the talent of today and empowering them to solve tomorrow's challenges. UGA's EL graduation requirement recognizes that today's students need flexibility around what, how, where, and when learning happens.

4. Double Dawgs Pathways:

UGA students matriculate with, on average, 10 AP/IB and/or dual enrollment courses. To leverage those credits and provide a mechanism for students to optimize their time at UGA, we launched the Double Dawgs pathways in fall 2017. These pathways enable students to earn both a bachelor's degree and a master's degree in five years or less. To date, UGA has approved over 200 Double Dawgs pathways created by academic departments or degree programs.

We are beginning to see significant growth in the number of students completing a Double Dawgs pathway (see Table 2). We attribute the dramatic rise in the four-year completion rate (see Appendix A, Table 1) 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 on completion rates. The Office of the Registrar tracks all data related to the Double Dawgs pathways.

Table 2: Students completing a Double Dawg pathway.

Terms	# of graduates
Su 2018, F 2018, Sp 2019	92
Su 2019, F 2019, Sp 2020	200
Su 2020, F 2020, Sp 2021, Su 2021	287

Date from Office of the Registrar

5. Teaching Enhancement and Innovation Fund:

In late Spring 2020, UGA launched the Teaching Continuity Fund to address challenges and disruptions to student learning and success that were prompted by the COVID-19 pandemic. Between Spring 2020 and Summer 2021, UGA allocated over $890,000 to support instruction across campus when so many courses had to pivot to remote instruction and virtually all study away opportunities were cancelled. Support ranged from equipping classrooms with Zoom kits to purchasing hot spots for low-income students without access to wifi at home. Large investments were also made to hire and train peer tutors in over 200 courses and over 100 PLAs in all sections of Chemistry 1210, 1211, and 1212. This funding also enabled many instructors to assemble at-home lab kits; others hired undergraduate teaching aides and graduate student workers to facilitate with labs and assist student learning in hybrid teaching environments.

Thanks, in part, to this investment, the overall undergraduate GPA for the AY 2020-21 was not significantly different from previous years (see Table 3), and in fact it was up slightly in Fall 2020 over Fall 2018 and 2019; nor did course withdrawals rise significantly despite the challenges that students faced in transitioning from a primarily face-to-face in-person instructional modality to a heavily remote modality.

Table 3: Summary of Undergraduate GPA

Term	Overall GPA
F 2018	3.5115
F 2019	3.5273
F 2020	3.5934
Sp 2019	3.5191
Sp 2020	3.6680
Sp 2021	3.5897
Su 2019	3.5464
Su 2020	3.5717
Su 2021	3.5055
Data from OIR.	

Circumstances helped faculty discover new ways of delivering course content and improving student learning. UGA has decided to capture that creativity and innovation; this fall the Provost and the Vice President for Instruction created the Task Force on the Future of Teaching and Learning and charged it to make recommendations on leveraging the creativity and problem-solving that the pandemic unleashed in our faculty, staff, and students. Similarly, the Teaching Continuity Fund was renamed the Teaching Enhancement and Innovation Fund and was continued for AY 2021-22 to take advantage of new methods embraced by faculty. This funding resides within the Office of Instruction which has asked departments that received funding this fall to report on results.

6. Active Learning QEP:

Both the 2017 President's Task Force on Student Learning and Success and the University's 2025 Strategic Plan called for 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 since 2018 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 3). Active learning is the focus of our next Quality Enhancement Plan (QEP) which goes into effect next year and which will infuse active learning in the teaching and learning culture at UGA. The overarching goal of this QEP is to transform the undergraduate classroom experience by cultivating a learning environment that supports and amplifies the impacts of active learning along three strands: programming for instructors to embrace and develop active learning within their curriculum and to redesign specific courses to incorporate it; courses and other resources for students to introduce them to the value of active learning and help them become successful in active learning environments; and renovation of classrooms to be more flexible and supportive of active

learning practices. UGA's new QEP on active learning will be the next significant and visible step in UGA's trajectory of excellence in undergraduate education.

In addition to these initiatives, UGA's teaching and learning environment features a large number of the high-impact practices identified by AAC&U; those with the greatest reach across campus are the focus of UGA's HIPs work for the USG. They are a first-year experience course (our First Year Odyssey Seminar that is required of all first-year students), writing intensive courses (with W suffix), service learning courses (with S suffix), and undergraduate research courses (with R suffix).

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.

SECTION 3. (RE)GAINING MOMENTUM

It is clear that the COVID-19 pandemic disrupted the mission of UGA. It is equally clear that UGA was not unique. Students across the country—and indeed the world—struggled with the pivot to remote learning; struggled with making connections to peers, to faculty, to their coursework, and to the wider community; struggled to accept that they were missing out on all those experiences that make each of them a "Bulldog;" and struggled with a mountain of anxiety. For some, the struggle was all the more painful because they lost loved ones to the disease.

Despite many efforts, students who entered UGA in Fall 2020 did miss out on many traditional first-year experiences while also having to navigate the unfamiliar waters of remote learning. Those who matriculated in Fall 2021 had spent 18 months in those waters, but they were anxious about adjusting to the rigors of UGA's learning environment. Both cohorts needed some help in adjusting back to being in-person learners after such a long hiatus. UGA created "(re)Gaining Momentum" to address those needs.

The (re)Gaining Momentum Plan, as designed in February 2021, comprised three steps:
(1) gathering information, (2) alerting faculty (not implemented), and (3) supporting students.

The information gathering began this summer. We added a question to the Orientation Intake survey asking students to report what percentage of the previous 18 months they spent in remote

Table 4: Survey response on instructional format in high school

% of time as remote learner	Count	% of responses
0%	1266	23%
25%	663	12%
50%	822	15%
75%	1760	32%
100%	554	10%
Other	434	8%

Data from Office of University Advising Services.

instruction (see Table 4). All students are asked to take this survey before they arrive for orientation, and their answers are available to their Academic Advisors who could then directly refer students to the resources to help them transition to UGA. This question provided valuable data on what level of transitional support these incoming students were likely to need.

We also collected information as part of "Thrive at UGA," a four-week academic residential program for a diverse community of first-year undergraduates that introduces them to the rigors and unique learning opportunities at UGA and helps them form meaningful academic and social networks. The feedback from faculty and staff included:

- Faculty noted that students showed up ready to engage in class and were generally happy to be back in person in the classroom although there were some distractions caused by COVID cases among the students
- Program staff noted in some students stunted social/communication development due to a year or longer of being in school remotely
- Program staff also noted overall mental health challenges exacerbated by the pandemic and anxiety about COVID
- Students noted having trouble with time management and getting to in-person classes and some concerns about low motivation

These concerns have influenced the goals of some student success workshops delivered by DAE this fall and planned for this spring. In addition, UGA's Center for Teaching and Learning continued to support trauma-informed teaching efforts among faculty.

The Office of Student Transitions and the Division of Academic Enhancement (DAE) created special programming for second-year students (see Appendix C): Sophomore September from Student Affairs and SophoMORE Stride from DAE. Sophomore September focused on building community and a sense of belong, fostering wellbeing, and highlighting resources inside Student Affairs. SophoMORE Stride engaged second-year students during the first six weeks of the semester to adjust to campus, build connections with campus partners, and hone their academic success skills after a non-traditional first year. This collaborative work between student success researchers and practitioners in the Office of Instruction and Division of Student Affairs supported students in the pivot away from remote learning back to in-person learning, efforts that were complemented by mentoring opportunities and peer education programming.

SECTION 4.1: MOMENTUM WORK RESILIENCE UPDATE

For Momentum Year work in 2021, UGA selected the following two priorities: Meta-majors and Mindset. The ambitious goals set in February have been delayed because of COVID-related issues and staff turnover. The charts below are updated.

Meta-majors:

Our seven meta-majors are UGA's version of focus areas. Each of our 140+ majors have been placed in one of the meta-majors which are based primarily on overlapping required courses and are color coded to reflect Holland Interest categories. We have been using the meta-majors in the Exploratory Center (EC, our advising unit that works with students who arrive at UGA uncertain of their major and continuing students who are thinking of changing their major). This year's priority is to promote the use of the meta-majors beyond the EC by increasing awareness across campus and by providing more training among advisors on how to use the meta-majors. To date, we are working with a few Academic Advisors to create a lunch-and-learn or discussion program to introduce the framework and overarching concept behind the meta-majors as well as a curriculum to train advisors in how best to use the meta-majors with students who express concern about their major. We expect to present this information at the Spring 2022 Advisors Workshop. The next step will be to collaborate with the Office of Undergraduate Admissions to feature them on their webpage about UGA majors.

STRATEGY/AREA:	Focus Areas		
Activity	Process/Steps	Person responsible (* = new staff member)	New Completion date
Increase use of meta-majors beyond the Exploratory Center	Provide training for academic advisors about meta-majors and how they can help students who change majors optimize the credit hours already earned	Julia Butler-Mayes Director of University Advising Services	Spring 2022
	Implement a strategic and intense campaign to students about the meta-majors and how to use them optimally	Sara Freeman* Public Relations Coordinator	Fall 2022

Mindset:

Our mindset work has focused on Academic Coaching and on the UNIV curriculum. This year we added some questions from the USG Mindset survey to the pre-course surveys and the end-of-course evaluations of UNIV courses; we will have data to report next year. Academic Coaching is effective, but our biggest challenge with Coaching is scale as our corps of Coaches is quite small. One of our Coaches is now a Certified Trainer, and she has begun training Advisors and others across campus to extend the reach of the program. This fall, she and the Associate Vice President for Instruction met with the Director of the Disability Resource Center and the Director of Recruitment and Diversity Initiatives in the Graduate School about training staff in those units to provide Coaching to their students. The UGA Center for Teaching and Learning also includes some information about mindset in many of its faculty development programs and workshops which will affect more students.

STRATEGY/AREA:	Mindset		
Activity	Process/Steps	Person responsible (* = new staff member)	New Completion date
Improve understanding of a productive mindset for students and faculty	Expand Academic Coaching and create online modules for students about mindset	Maggie Blanton* Assistant Director of the Division of Academic Enhancement	Fall 2022
	Increase the amount of information about mindset that is part of some faculty development programming	Megan Mittelstadt, Director of the Center of Teaching and Learning	Fall 2022

SECTION 4.3: GLOBAL MOMENTUM SUPPORT

The Communication Plan for our 2021 Momentum Work has been significantly delayed due, in large part, to (1) campus-wide exhaustion and (2) turnover in key staff positions. Here is our updated plan.

STRATEGY/AREA:	Communications		
Activity	Process/Steps	Person responsible (* = new staff member)	New Completion date
Improve communication with the entire campus about what we are doing	Feature some aspects of the work in the monthly e-newsletter from the Office of Instruction (OI)	Sara Freeland* Public Relations Coordinator	December 2021
	Regular communication with academic advisors	Julia Butler-Mayes, Director of Advising Services	December 2021
	Regular communication with Assoc. Deans	Naomi Norman, Associate Vice President for Instruction	December 2021
	Regular communication with UGA's senior leadership team	Rahul Shrivastav, Vice President for Instruction	December 2021

UGA is a data-informed campus, and one of our goals for this year was to study data on students changing their major/s. This project will involve updating and revising the major change dashboard; studying the impact of the Exploratory Center (EC) in reducing the number of major changes made by undergraduate students; and assessing the efficacy of the Orientation Intake survey to identify and then support students who indicate some concern about their declared major.

Once we delved into the data, it was clear that none of these goals were easy. The data structure and decision tree of the original major-change dashboard was found to be inadequate, and the Office of Institutional Research has not had the bandwidth to reset the project. Assessing the impact of the EC was equally problematic although we did pursue a couple of lines of inquiry which proved to be unproductive. It soon became clear that assessing this unit was complicated by the fact that UGA students may change their major/s as often as they like and for any reason without having to obtain any advice or approval from an Academic Advisor. We may need to change our process in order to assess the EC in a meaningful way. The Orientation Intake survey has not existed long enough for any students who took it to have completed their degree, but we are tracking those students and will be able to report data soon. And, of course, all of this work was delayed by COVID issues. Below is our updated data plan.

STRATEGY/AREA:	Data		
Activity	Process/Steps	Person responsible	New completion date
Assess the major change data dashboard	Update and revise the dashboard, using real-time data on major changes	Paul G. Klute, Director of the Office of Institutional Research	December 2022
Assess impact of the Exploratory Center	Track students who change major/s with help from EC advisors and compare to students who change major/s without that help	Naomi Norman, Associate Vice President for Instruction	December 2021
Assess impact of the orientation in-take survey in identifying students likely to change majors	Track respondents who report lack of confidence in their previously declared major from orientation through graduation.	Julia Butler-Mayes, Director of Advising Services	August 2024

SECTION 5: SUPPLEMENTAL UPDATES

Purposeful Choice

Strategy or activity	Orientation Intake Survey This online survey launched in Summer 2019 and continued in summers 2020 and 2021. As a part of their required Pre-Orientation Checklist, each student must submit the survey before their New Student Orientation advising appointment. The survey asks students about their choice of major and how confident they are that it is the right major for them; it also uses the Holland Interest Inventory questions to provide a baseline self-assessment for major- and career-related guidance. If students indicate anything lower than "satisfied" with their current declared major, the survey displays and emails information about our major exploration resources and services. 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 is fully implemented and at scale. We will continue to tweak the questions in future years as needed.
Outcomes/Measures of progress	In Summer 2021, approximately 89% (up from 80% in 2019) of incoming students completed the survey. This high rate of response means both that most 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 18% (down from 19% in 2020 and 22% in 2019) of students matriculating in Fall 2021 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 and purposeful 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 advising experience during summers 2020 and 2021; 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. For

summer 2021, we also added a question that asked students to report what percentage of the previous 18 months they spent in remote instruction, which provided valuable data on what level of transitional support these incoming students were likely to need.

Transparent Pathways

Strategy or activity	**Holistic Program Maps (HPMs):** HPMs are clear, concise snapshots of how a student can take advantage of holistic opportunities for student success as they maintain momentum along their chosen major pathway. This project relies on strong partnerships with our Division of Student Affairs, Career Center, Office of Undergraduate Admissions, and academic units. Each map includes relevant suggestions and information across five aspects of students' college experience: academics, experiential learning and involvement, global perspectives, career readiness, and personal wellbeing. The content of each builds from Year 1 through Year 4 by moving from introductory or preparatory recommendations to more advanced or involved opportunities. Displaying this content visually across the five areas and four years allows students, as well as UGA faculty and staff, to understand the interconnected nature of their curricular, co-curricular and extracurricular experiences throughout their college career.
Summary of Activities	As of fall 2021, we have collected content from all academic units on campus except our College of Arts and Sciences and are working to translate the existing submissions into the HPM templates. We anticipate having all content collected and maps completed by the end of AY 2021-22.
Outcomes/Measures of progress	In AY 2020-21, we moved from initial content collection for our pilot stage (1 academic unit/4 majors) into our template stage, using a collaboration with our Office of Admissions to design the HPM template. In AY 2021-22, we are focused on completing content collection for our remaining academic units/majors with a target of May to have all HPMs completed. After that, we will focus on translating the HPM format into one that is interactive, as well as creating a build-your-own option for students.
Lessons Learned and Plans for the Future	Given the wide range of information required for each HPM and the unprecedented challenges of the pandemic, collecting content has proven to be a larger and more time-consuming project than we initially anticipated. Once we have our initial batch of HPMs created and approved, the annual review/updating process should be much less intensive, allowing us to focus on expanding to more interactive versions.
Changes because of COVID-19	COVID-19 challenges were limited to an extension of content collection deadlines due to additional challenges faced by those from whom we were soliciting content.

The Orientation Intake survey is the most successful of our Momentum strategies; it was the easiest component of our plan to create, launch, bring to scale, and maintain. The Holistic Program Maps have been extremely well-received by Academic Advisors across campus, our partners in Student Affairs (especially the Office of Student Transitions), and Associate Deans. They have the potential to transform how many students view their program of study as part of their holistic "student career" and not simply as check-boxes to get them to their job.

The members of UGA's student success and completion team are

Maggie Kerins Blanton	Assistant Director	Division of Academic Enhancement
Julia Butler-Mayes	Director	University Advising Service
Litashia Carter	Coordinator of Transfer Academic Advising Services	
Nancy D. Ferguson	Director	Office of Student Financial Aid
Paul Klute	Director	Office of Institutional Research
Naomi J. Norman	Assoc. Vice President for Instruction	
Rahul Shrivastav	Vice President for Instruction	
Kelly Aline Slaton	Research Analyst	Office of Institutional Research

UNIVERSITY OF NORTH GEORGIA

SECTION 1. 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.

Table 1: University of North Georgia Fall 2021 Demographics

All Students	Enrolled	Percent of UNG
Enrollment	19,427	100.0%
Full-Time	12,418	63.9%
Part-Time	7,009	36.1%
Male	8,201	42.2%
Female	11,221	57.8%
Adult Learner (age 25+)	2,362	12.2%
First Generation	4,009	20.6%
Low-Income (Pell)	5,582	28.7%
Black	818	4.2%
Hispanic	2,939	15.1%
Asian or Pacific Islander	728	3.8%
Native Hawaiian or Pac. Isla.	22	.11%
Amer. Indian/Alaska. Native	29	.15%
Underserved Minorities +	4,495	23.1%
FT Vet	264	1.4%
PT Vet	79	.41%

Source: Fall 2021 Add/Drop data; +Asian-American students not included.

Enrollment trends:

UNG enrolled approximately 19,000 undergraduate and graduate students in fall 2021. Enrollment continues to fluctuate, especially at the associate degree level. Fall 2019 to fall 2020 undergraduate enrollment was flat (-17 student decline, -.09%), with a steep decline in associate degree seeking students. Graduate enrollment grew 8.7% in fall 2020. Spring 2021 enrollment fell 3.4% driven mainly by academic performance and experiences as student's adapted to hybrid learning model. For fall 2021 (add/drop), enrollment was down by 4.2% in comparison to fall 2020, equaling -809 students overall. When broken down by degree level, UNG saw a -869 decline in undergraduate, and a 60 student increase in graduate enrollment. The breakdown of undergraduate students is a decline in associate degree-seeking students (-1,595, -27%), and an increase in baccalaureate degree-seeking students (726, 5%). The GPA Only Admission model shifted enrollment towards 4-year programs, while reflecting the continuation of a multi-year downward trend students interested in 2-year pathway options.

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.

UNG performs well in comparison to its peers, institutional, aspirational, and competitive. There were noteworthy gains in several areas for bachelors-degree seeking students. The 4-year graduation rate increased approximately 2% over 2020. A larger number and percentage of underserved students graduated in comparison to previous years as well (Table 2).

Table 2: First-Time Freshman Cohort Graduation Rates (3-Year Associate (150%), 4-Year Baccalaureate (100%), and 6-Year Baccalaureate (150%)

Student Characteristics	Cohort n	Associate 3-Year (Fall 2018)	Cohort n	Baccalaureate 4-Year (Fall 2017)	Cohort n	Baccalaureate 6-Year (Fall 2015)
Overall Degree	2,318 (185)	8.0 %	1,495 (509)	34.1%	1,709 (777)	45.5%
Race (Underserved Minority)+	714 (63)	8.8%	197 (64)	32.5%	200 (85)	42.5%
Male	1,077 (62)	5.8%	663 (169)	25.5%	730 (288)	39.5%
Female	1,241 (123)	9.9%	832 (340)	40.9%	979 (489)	50.0%
Full-Time	2,073 (177)	8.5%	1,454 (504)	34.7%	1,667 (772)	46.3%
Part-Time	245 (8)	3.3%	41 (5)	12.2%	42 (5)	11.9%
Veteran Full-Time	10 (0)	0%	34 (13)	38.2%	26 (15)	57.7%
Veteran Part-Time	1 (0)	0%	0 (0)	0%	1 (0)	0%
Pell	1,001 (87)	8.7%	415 (135)	32.5%	543 (225)	41.4%
Adult Learner	32 (2)	6.3%	14 (2)	14.3%	17 (4)	23.5%
First-Generation	557 (53)	9.5%	231 (72)	31.2%	328 (144)	43.9%

+Asian-American students not included.

Table 3 provides data on UNG's performance compared to institutional (State Universities), aspirational (Comprehensive Universities), and competitor institutions. UNG consistently outperforms its institutional sector in retention and graduation rates for both Associate and Bachelors-degree seeking students. In comparison to its aspirational and competitive peers, UNG remains competitive in its 1-year retention, while outpacing both sectors in its 4-year graduation rate.

Table 3: Institutional Peers (Benchmark, Aspirational, Competitor)

Institutional Peers	USG State Universities	UNG
Benchmark—One Year Retention (2019)	69.9%	70.7%
Benchmark—Associate 3-Year Graduation Rate (2017)	8.3%	9.2%
Benchmark—Bachelors 4-Year Graduation Rate (2016)	26.3%	32.4%
Aspirational Peers	USG Comprehensive Universities	UNG
Benchmark—One Year Retention (Bachelors only)	77.0%	76.5%
Benchmark—Bachelors 4-Year Graduation Rate (2016)	23.8%	32.4%

Competitors	Kennesaw State University	Georgia Gwinnett College	Georgia Southern	UNG
Benchmark—One Year Retention (Bachelors only)	78.8%	60.9%	78.2%	76.5%
Benchmark—Bachelors 4-Year Graduation Rate (2015)	18.3%	3.7%	30.3%	32.4%

Source: USG Qlik, CCG Retention Comparison dashboard & CCG Graduation Comparison.

As an institution with an access mission and selective bachelor's programs, UNG continues to serve diverse student populations. The number of credit hours students earned through exams in 2021 increased in 2021 (Table 4). The number of Co-requisite students also grew in Academic Year 2020-2021 to levels near those of fall 2019. Success rates declined from previous years, with the pandemic

likely being a significant contributor to the change. Changes to the admissions model also likely influenced the shift in success rates, as did the high number of withdrawals among co-requisite students in fall 2020.

Table 4: Credit by exam (CLEP, DSST, AP, IB)

	2019	2020	2021
Number of distinct students	1259	1017	1075
Number of exams	2383	2005	2102
Credit hours from exams	3412	2669	4680

Source: Banner database script

Table 5: Co-requisite Success

	AY 2021 (Fall 2020 - Summer 2021)			AY 2020 (Fall 2019 - Summer 2020)			AY 2019 (Fall 2018 - Summer 2019)		
	Attempts	Grade A-C	Success	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)	1,144	721	49.6%	1,097	772	64.9%	1,263	745	59.0%

Source: Banner database script

There was a noticeable increase, approximately 52%, in the number of students enrolled in at least one online course in fall 2021 (Table 6). While students taking online courses as part of their academic programs has long-been a strategy encouraged by the university, it appears that the advances made in response to pandemic circumstances accelerated a historical trend in online course enrollment. Likewise, as shown in Table 7, there was a significant increase in both the count and percentage of adult learners meeting program requirements and earning degrees through online courses in AY2020-2021. While the pandemic inflated the count of students taking and graduating through online courses, UNG has made steady progress in serving adult learners by offering more flexible course modalities.

Table 6: Online course

	Headcount	Course Registration
Fall 2017	4,472	7,233
Spring 2018	4,790	7,644
Fall 2018 (as of Census)	5,191	8,806
Fall 2019 (as of Add/Drop)	6,045	9,859
Fall 2020 (as of Add/Drop)	14,107	28,405
Fall 2021 (as of Add/Drop)	9,193	17,545

Table 7: Number of degrees conferred to adult-learner students in which at least one course has been fully online

Academic Year	#	%
2015 – 2016	550	57.3%
2016 – 2017	559	65.2%
2017 – 2018	660	67.3%
2018 – 2019	681	73.5%
2019 – 2020	712	80.7%
2020 – 2021	835	95.1%

Source: Banner database script

The overall number of Dual Enrolled students declined slightly in fall 2021, though the university still provided access to higher education for more than 1,500 students (Tables 8 & 9). The number matriculating to UNG dipped as well; this may be a result of altered admissions policies for fall 2021 starters.

Table 8: Dual Enrolled Students

Term	Headcount of Dual Enrolled Students	Credits Attempted	Credits Earned	% of All UNG Students
Fall 2016	865	*	6,341	4.70%
Fall 2017	964	7,692	7,389	5.10%
Fall 2018	1,241	9,542	9,472	6.30%
Fall 2019	1,418	10,392	10,389	7.50%
Fall 2020	1,560	10,362	10,315	7.90%
Fall 2021	1,532	9,447	*	7.89%

Files Used: Fall 2020 EOT Enrollment; Fall 2021 Add/Drop Enrollment

Table 9: Dual Enrolled Students Matriculating to UNG

	2016	2017	2018	2019	2020	2021
# students participating in Dual Enrollment	865	964	1,241	1,418	1,560	1,532
% of participating Seniors who matriculate to UNG after high school	37%	30%	33%	32%	30%	25%

SECTION 2: IMPROVEMENT PRACTICES – UNDERSTANDING CHANGE MANAGEMENT

UNG Student Success Team includes:

Name	Title	email
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Dr. Chris Barnes	Associate Dean Academic Administration	chris.barnes@ung.edu
Dr. Gary Adcox	Director of Campus Success and Strategic Initiatives, Oconee	gary.adcox@ung.edu
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Mr. Jason Pruitt	Executive Director, Cumming Campus	jason.pruitt@ung.edu
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Ex-Officio Leadership		
Dr. James F. Conneely	Vice President of Student Affairs and Enrollment Management	james.conneely@ung.edu
Dr. Chaudron Gille	Provost & Senior Vice President for Academic Affairs	chaudron.gille@ung.edu

In addition to this task force, key senior leaders have integrated elements of UNG's Momentum Approach plan into the work of key groups and bodies, such as Provost Council, Deans Council, and the Strategic Enrollment Management Council. Elements of the Momentum plan were foundational components for annual planning at the Academic Affairs retreat and UNG's professional development event, LEADS day; both were held in August prior to the beginning of classes.

UNG engaged student voices effectively in the past year in many ways. Among the most insightful efforts were surveys asking students about their academic experiences during the pandemic as well as the Mental Health study conducted by faculty and staff. The data generated from both were critical components in planning for this academic year. The pandemic compromised students' resiliency and ability to adapt; one recommendation to mitigate this effect on students coping skills was deliberate planning to provide more structure in the academic experience, while promoting wellbeing and growth mindset.

Other efforts, such as the withdrawal project designed to mitigate the number of full withdrawals in a term, also became a vehicle for identifying barriers affecting students' educational journeys. Because of this program the institution identified a number of opportunities to improve business processes in serving students and identifying those "off track" earlier. Responding to the volume of needs has been a challenge, however, given shortages in personnel.

Data collected directly from students as well as other internal institutional sources highlighted some systemic issues requiring changes to institutional policies, an overhaul of how the institution monitors academic progress, and the identification of intentional methods to redirect students. Particular attention to withdrawal data, course success rates (DFW grades), overall GPA of students in programs with specific requirements, program alignment scores, and retention rates is being used to adjust institutional practices and processes. Many of these metrics were also disaggregated for analysis including race/ethnicity, gender, financial aid, admit type, degree level, full-time/part-time, by academic college, first generation status, campus, and academic status. Institutional Research continues to expand data availability through dashboards that can be accessed by faculty, staff, and administrators. Using common data sets improves data literacy, informs decision-making and planning.

SECTION 3: YOUR BIG IDEA

At the Momentum Summit, your institution came up with a Big Idea (or 5!). *In this section*, provide an update on your progress toward implementing your Big Idea. Indicate your progress toward full implementation and any barriers to completion, identify any changes you have made in your plans, what you have learned along the way, and what measures you are using to assess your progress and eventual success.

During the summit, UNG identified full-scale integration of student success elements from the 2020 plan as the most pressing Momentum needs. Specifically, the institution needs to improve how it communicates Momentum goals, followed by coordinated implementation of plan elements. Since the Momentum Summit, UNG made substantial progress in implementing NEST's communication plan, which provides information to new and transfer students (and parents/families). Implementation began with a full communications rollout for transfer students, focusing on the transition experience from application to the first day of classes. Communications to these students then shifted, with transfer coaches regularly messaging transfer students throughout the year. In addition, parents/family communications began in August. Parents/families will receive monthly updates throughout the academic year. Phase two of the plan focuses on Adult Learners and Veteran students. Finally, the Enrollment Optimization Task Force created under the Strategic Enrollment Management plan is collaborating with NEST, providing feedback on communication drafts for each student group to improve effectiveness.

The university also launched its redesigned website, which highlights the student journey for each program, allowing prospective students to consider their academic journey by learning about the journey of a current student. Since launching the new website, engagement and traffic are up significantly as are requests for information. The most recent data shows that new user traffic increased 15.6% over the previous year.

As part of its overall approach in communicating the goals of the Momentum Approach plan, UNG integrated specific elements into professional development for faculty and staff as part of LEADS day. Thirteen of the twenty sessions focused on academic excellence, student success, and diversity and inclusion.

SECTION 4.1: MOMENTUM WORK RESILIENCE UPDATE

University College Pathway+

Since the Momentum Summit, the Pathway+ model was approved by the USG. The associate pathways included in the model have been identified. One new pathway is in the review and academic approval process, and will be in place for students matriculating fall 2022. At present, units supporting the Pathway+ model are mapping out the student experience, including the orientation process, academic advising, and mandatory activities supporting academic success.

Continue HiPs integration in the curriculum

UNG is continuing to refine its system for capturing HiPs at the course level. While still a work in progress, the number of students enrolled in courses with a High Impact Practice based on spring 2021 Census data was 7,189 (duplicated).

Pilot Early Alert system through University College

University College developed an Early Alert pilot for students enrolled in College Algebra. The pilot is part of ongoing and proactive interventions to support students in courses that are critical for retention and degree progression.

SECTION 4.3: GLOBAL MOMENTUM SUPPORT

Improving communications was an essential element of the big idea identified in the Momentum Approach Plan. Specifically, the implementation of the NEST Communication Plan and rollout of the new website has already been addressed in Section 3. Professional Development offered through events such as LEADS day has been well received and may be a springboard for ongoing conversation or workshops throughout the year that focus on best practices or process improvements. The LEADS committee is reviewing feedback on these proposals and will make a recommendation to senior leadership for ongoing professional development. In the area of data, a specific goal of the plan was improving data fluency and access to data. Institutional Research has expanded access to data and developed additional tools that address many components of the Momentum Approach. Toward that end, IR has rolled out a Student Success dashboard that provides access to information such as persistence rates, GPA, and the like that can be disaggregated along many variables; for instance, student type, race/ethnicity, enrolled campus, and major.

One of the many lessons learned over the course of the last year is the need to revisit policies, especially related to Satisfactory Academic Progress and academic standing. The pandemic experience exposed several systemic gaps where there are opportunities to intervene and redirect students before they get off track. Academic Affairs is reviewing all of its policies this year and collaborating with Student Affairs to systematically intervene earlier in the student journey to support students as part of an institutional retention strategy.

UNIVERSITY OF WEST GEORGIA

SECTION 1: INSTITUTIONAL MISSION & 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 in 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 91 active programs of study, including 45 at the bachelor's level, 29 at the master's and specialist levels, 5 at the doctoral level, and 12 at the advanced certificate level. The university conferred 2,978 degrees and awards in fiscal year 2020. This is a 10.4% increase over the number awarded in fiscal year 2019 (2,697) and a 39.4% increase over the number awarded in fiscal year 2012 (2,136), which is the baseline year for the Complete College Georgia initiative.[‡‡]

There were 13,419 students enrolled in Fall 2020: 10,331 at the undergraduate level and 3,088 at the graduate level. Overall enrollment at UWG has grown 16% since the Fall 2009 semester. UWG has a diverse student population: 50.8% Caucasian, 34.3% African-American/Black American, 7.2% Hispanic, 3.7% two or more races, 1.2% Asian, 2% did not declare any race, 0.1% American Indian/Alaskan Native, and 0.1% Native Hawaiian/Pacific Islander. The student body is 68.2% female and 31.8% male.

Ninety-four (94.5) percent of the student body was from Georgia and represented 150 different counties. Carroll, Coweta, Douglas, Cobb and Gwinnett were the five counties with the largest numbers of students at UWG. There were 618 out-of-state students representing 35 of the 49 remaining states. Alabama, Florida, and Tennessee (SC, NC, CA all came next with 10 each) were the top states sending students to UWG. Additionally, there were 120 students from 41 countries. Nigeria, 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. Student success is at the center of UWG's 2021 [Strategic Plan](#). This new strategic plan advances UWG's Momentum work by prioritizing essential elements in developing student success: growth mindset focused on a stronger sense of purpose and belonging through engaged mentoring and extra-curricular involvement; experiential / applied learning through High Impact Practices (HIPs) and co-curricular experiences that are connected to students' future personal aspiration and professional goals; stronger alignment and coordination of student support--inside and outside of the classroom--to strengthen recruitment, retention, and graduation Through the strategic planning process, the university has identified and is now implementing 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.

Current USG Sector, Peer & Aspirant Institutions

The University System of Georgia (USG) Research and Policy Analysis (RPA), in cooperation with the National Center for Higher Education Management Systems (NCHEMS), devised the methodology and established parameters for clustering IPEDS data for the selection of comparator Peer Institutions for all USG institutions. As a result of this process, UWG identified fifteen (15) peer institutions, as required, and five (5) aspirant institutions. The initial list of institutions was further refined by the UWG Key Performance Indicators (KPIs) Team. The selections were reviewed and approved by the UWG President, Research and Policy Analysis at the University System of Georgia (USG) Office, and subsequently approved by the USG Board of Regents in May 2017.

[‡‡] Counts of programs are per the USG DMA Sept. 2020 for Fall 2020 (may have changed for Fall 2021

[§§] Geographic counts are by STATE of Origin and Country of Origin (if not USA) in each student's banner record. This 'origin' information may differ from their current residence, mailing address or any other location information.

An updated list of UWG peer and aspirant institutions appears in alphabetical order below. The institutions are used to benchmark select Key Performance Indicators (KPIs) as UWG works to achieve the goals set forth in its strategic plan.

USG Sector Institutions	IPEDS ID	City & State
Georgia Southern University	139931	Statesboro, GA
Kennesaw State University	486840	Kennesaw, GA
Valdosta State University	141264	Valdosta, GA
Peer Institutions		
Central Connecticut State University	128771	New Britain, CT
Florida Gulf Coast University	433660	Fort Myers, FL
Indiana State University	151324	Terre Haute, IN
Kean University	185262	Union, NJ
Sam Houston State University	227881	Huntsville, TX
Southern Connecticut State University	130493	New Haven, CT
Stephen F Austin State University	228431	Nacogdoches, TX
University of Central Arkansas	106704	Conway, AR
University of Colorado - Colorado Springs	126580	Colorado Springs, CO
University of Nebraska at Omaha	181394	Omaha, NE
University of North Florida	136172	Jacksonville, FL
Western Illinois University	149772	Macomb, IL
Aspirant Institutions		
Montclair State University	185590	Montclair, NJ
Indiana University of Pennsylvania - Main Campus	213020	Indiana, PA
San Francisco State University	122597	San Francisco, CA
California State University - Fresno	110556	Fresno, CA
Ball State University	150136	Muncie, IN

SECTION 2: IMPROVEMENT PRACTICES

Comprehensive Analysis of Programs (CAP)

The Comprehensive Analysis of Programs was initiated by the Provost in summer 2021. One of the goals in the CAP was to fulfill UWG's *Big Idea* in its Momentum Plan, which focused on coordinating and embedding student success and student support efforts within all academic units. Every academic program and unit across campus is engaged in fall 2021in this strategic process to more fully align and integrate Momentum planning across campus. Details on the CAP are included in UWG's *Big Idea* update in Section 3 below.

Momentum Center

UWG opened its signature Momentum Center (MC) in the heart of campus in September 2020 to ensure that students have one central location to visit in order to get the help they need to be successful. The center's development and operation are directly related to UWG's work on Momentum planning and implementation and is designed around UWG's commitment to eliminating barriers that impact student success by providing centralized access to student support services. Campus-wide assessments revealed that students were often 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 academic support were located. The Momentum Center emerged in response to these barriers. At the MC, the service expectation is that UWG staff take ownership of the student's problem and create a hardwired service culture on campus. In the Momentum Center, students can access support services 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. Representatives from Career Services, Experiential Learning, and other units will be added in the future. The center also has flex spaces so that offices can be added to the Momentum Center during peak times for their services. There are many ways that students, faculty, staff, and community partners can connect with the MC: phone, in-person, and live chat from the website. There have been over 3400 visitors to the MC since it opened last fall.

University College

Now in its second year, University College (UC) emerged as another organizational innovation (along with the Momentum Center) to advance UWG's Momentum planning over successive years. University College houses many of the academic and student support units that are central to UWG's Momentum infrastructure, including First-Year (core) English and Mathematics (where corequisite learning support and the new statistics pathway are housed), Interdisciplinary Studies (which works extensively with transfer students and students who have not declared a major), Academic Transition Programs (which includes First-Year Cornerstone courses and

Living / Learning Communities), Academic Advising, the Center for Academic Success, and Academic Testing Services. The integration of these academic and student support units has facilitated both development and improvement of UWG's core Momentum strategies, especially those connected to student success in the first and second year.

Academic Advising

As part of Momentum Planning in 2019-2020, UWG consolidated all advising units across campus into one unit under an executive director. This unit is now housed in University College and also includes the Center for Academic Success as part of the new Department for Student Success. Since these organizational changes occurred last year during the COVID pandemic, many of the organizational transitions were not completed until this past year (2020-2021). Reorganization of Advising--which was guided by NCADA recommendations--resulted in several student-oriented improvements: hiring additional academic advisors to reduce advising workloads and to provide advising staff with more time and opportunity to work with and mentor students; improving consistency among advising processes across campus; and developing more effective and consistent hiring, training, and mentoring processes for advisors.

UWG Online

Quality online offerings and support remain critical factors in student success and in degree completion. Despite returning to on-campus post-pandemic learning, the credit hours offered online in Fall 2021 remained high at nearly 50% (versus pre-pandemic rates averaging 30% Fall and Spring semesters). Further, online credit hours earned went up from 52% during Fall 2020 to 59% Fall 2021. As a result, UWG Online continued expanded support services, including the high-touch UWG Online REACH Intervention Initiative (Reach out Encourage Advise Collaborate Help), a mentor program, texting outreach, the online searchable Knowledgebase, and expanded hours of operation (until 8pm) via phone, web, live chat, Google Voice, and screen share sessions. Smarthinking virtual tutoring and writing center service hours continued to be offered to all students (not just those in online classes); the campus-wide Grammarly Premium license was promoted; a Bot was purchased that will be added to existing GeckoLiveChat channels across the university so that students can get answers quickly after-hours with implementation scheduled in December 2021); UWG Online is collaborating with UWG Information Technology Services to extract data analytics pertinent to providing data key to informing student success, in addition to the successful DayOne collaboration with the UWG Bookstore (saving students nearly $500K since start-up last year) and other data analytics projects underway with the College of Education (TK-20) and Institutional Effectiveness and Assessment (XITRACS integration). These Success Tools are summarized in KnowledgeBase. Despite the sustained jump in online enrollment and demand on help desk, survey responders still rate UWG Online's service with an average of 9.9 (out of a possible 10). Further, UWG Online staff averaged among the best response time across all campus live chat teams, averaging 1.09 minutes to respond to more than 2600 inquiries and over 3100 hours of support delivered, over the last 12 months.

CircleIn - A Collaborative Student Success Initiative (NEW)

Academic Affairs, UWG Online, and ITS are collaborating in fall 2021 to test, promote, support and integrate the CircleIn student collaboration application within CourseDen, UWG's learning management system. CircleIn is free to UWG students and helps them study remotely, collaborate with peers, access tutors, ask questions, and stay productive. CircleIn transforms the class into a community and creates the space for students to brainstorm together, just like they would in a coffee shop or a library. CircleIn offers a mobile app that can be used on any mobile device and a web version that can be used on our laptop or computer. Students earn points by sharing helpful resources, collaborating with classmates, and studying within the app. Those points can be redeemed for gift cards and other rewards. Though this project is still in the pilot stage, the results and feedback have been promising. Since this trial began in early September, 24 instructors have included CircleIn within 43 courses. Four hundred and fourteen students have opted to use the tool to create and share study materials with no direct course-related incentives provided by the instructors: 596 flashcard sets have been created; 519 tasks created, with 236 of those tasks completed and 141 tasks progressed; 214 notes uploaded; 80 links shared. As far as social interaction related to the use of CircleIn: 52 flashcard sets have been studied by other classmates; 93 posts viewed; and 38 appreciations posted. After the pilot evaluation concludes in fall 2021, UWG plans to expand CircleIn to all courses within CourseDen in spring 2022, thereby providing the tool to all UWG courses and students.

UWG Online REACH Intervention Initiative (Reach out Encourage Advise Collaborate Help)

In 2021, UWG Online continued the Early Alerts REACH Intervention Initiative but concentrated efforts to proactively reach out specifically to only learners enrolled in online classes (versus all students). Staff 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 the UWG Online Learner/ Mentor Program. Students identified as at-risk or struggling through this process are referred to the Center for Academic Success and/or other departments for follow-up. In this way, UWG Online facilitates campus-wide collaboration aimed at student success. Since January 2021 UWG Online staff have sent 70556 emails to registered students, welcoming the student to online learning and providing tips for success. 5056 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 (2739 phone calls). Additionally, 13 staff and faculty volunteers provided ongoing mentorship and guidance to 121 students (up from 30 in 2020) who have self-selected to participate in UWG Online Learner/ Mentor Program. Additionally, all 70 available check-out laptops are in use by in-need online students, via the related EQUIP collaboration with the UWG Library and ITS.

Reorganization of Student Orientation

To give incoming UWG students a personalized experience and create a feeling of belonging, New Student Orientation transitioned this past year from a two-day program where students met in groups to a two-hour program customized for each individual student. This allowed the Orientation Leaders (OLs) to personalize the experience to each student's needs. At these sessions, each student meets one-on-one with their academic advisor, a financial aid representative, and any other needed enrollment related service or office. First, students fill out an academic advising survey while registering for Orientation. This survey assists academic advisors with pre-making each schedule with 15 credit hours and meeting the student's preferences. Academic advisors create folders with the students' schedules and program maps to ensure students have the necessary information to progress each term. Next, Financial Aid targets messaging around three different categories. The red category means students have not filled out a FAFSA. The yellow category means students have filled out a FAFSA but still have outstanding documents. The green category means students have taken all necessary steps to complete the financial aid process. A colored-coded sheet with Financial Aid information is placed in each student's personalized Orientation folder that is received at Orientation check-in. Finally, students visit offices (i.e., Parking and Transportation, Student ID, Housing and Residence Life, and Auxiliary Services) to complete the enrollment steps for the upcoming term. These steps were all done in two hours while the incoming student and their guests were escorted by their very own OL. Each family received their own OL to assist with various questions along the route and took the student to any other necessary offices. After assessing New Student Orientation attendees, the program received a 98% overall satisfaction rate and showed that this is a sustainable model to continue.

Post-Graduation Outcomes Taskforce

President Kelly charged the Provost and the Vice President for Student Affairs with forming a task force to create a work readiness framework for UWG. The group had 45 days to develop this framework and report back to senior leadership. This 14-member team represented SAEM, Academic Affairs, Athletics, Business and Financial Services, Advancement, Alumni, and Students. Five meetings were held in the 45-day window. The final framework saw professional development as the umbrella motivation that supported internships, volunteering, employment, and coursework. The main collaborative tasks in the framework were documenting student experiences in resumes, co-curricular program maps, and earning badges/certificates. The career readiness outcomes identified documents (i.e., resume, cover letter, and ePortfolio if applicable) and access to activities (i.e., job fairs, networking opportunities, and interviews).

Mental Health Focus at USG/UWG

In 2021, the University System of Georgia (USG) focused many efforts on awareness of and resources for mental health challenges for students. In Spring 2021 through grant funding, UWG partnered with Christie Campus Health to provide online resources to students free of charge. Through grant funding, UWG also began training the trainer in Question, Persuade, Refer (QPR) and Mental Health First Aid (MHFA). The goal was to have at least one trainer in each division and everyone (faculty, staff, and students) ultimately trained at UWG. The QPR and MHFA trainings to campus began in Fall 2021.

SECTION 3: BIG IDEA

The Comprehensive Analysis of Programs (CAP) was initiated by the Provost in summer 2021. One of the goals in the CAP process was to fulfill UWG's *Big Idea* in the Momentum Plan, which focused on coordinating and embedding student success and student support efforts within every academic unit. In order to enhance momentum in academic affairs, the provost's office initiated a comprehensive analysis of all degree programs from both an organizational and student perspective.

Across all academic units, faculty and administrators are engaging in a process to first establish the history and current status of their respective program/s by reviewing credit-hour production, faculty workload (SCH/faculty member), department faculty composition (i.e., part-time vs. full-time faculty), DFWI rates by course, and degrees conferred. Following this initial review, the data collected will be used to compare these metrics to other peer institutions for purposes of benchmarking. These comparisons will allow each program to understand its performance in the context of expectations (peer institutions) and aspirations (aspirational institutions). Moreover, to provide narrative context to these data, each academic unit has begun collecting stories from a diverse pool of students that will holistically speak to their academic experiences and personal journeys in and out of the classroom. The first round of data collection and reporting will conclude in November 2021.

These data will then be used to inform a more in-depth analysis of each program, which will potentially include co-curricular and curricular redesigns. To guide this process, the Provost developed prompts, focused specifically on students' paths through the

program and what barriers might slow students' momentum within the curriculum, including bottleneck areas, gateway courses, and extensive and restrictive course sequencing/prerequisite chains. Moreover, they require programs to analyze their expectations, curriculum, and materials through a student-centered lens.

This analysis is ostensibly multilevel and processual, requiring faculty and administrators to consider the inputs and outputs of each academic program regarding faculty's professional development (research, presentations, consulting, etc.) and its relationship and integration within the curriculum and each respective faculty members' course assignments. Moreover, these prompts require reflection on the experiential learning and high-impact practices incorporated within the program, including service learning, internships, research, guest speakers, and other co-curricular activities. Upon a systematic review of these inputs, faculty and administrators must also assess the programs' outputs, including retention and graduation rates, as well as long-term success of its alumni. Examples of analysis points related to student success in the CAP are provided below:

1) Provide a program map showing which courses to take each semester to complete the program in a timeline manner. This map should include evidence of pre-requisites. What changes / clarifications are needed to make this program map easier to follow and drive students towards timely graduation?
2) Provide a multi-year projected schedule showing which courses are offered each semester into the future, indicating the expected day/time when the courses will be offered, and the modalities offered. What changes need to be made, offering courses more or less frequently based upon demand and to enable timely degree progression?
3) Pressure Testing: Are #1 and #2 above aligned such that the program maps can be followed given the schedule of course offerings? What changes need to be made to ensure they're aligned?
4) What is the total number of credit hours required for the program, and if this exceeds 120 (for undergraduate), 30 (for masters), or 60 (for doctorate), is there justification for going over the standard? Can this be reduced to accelerate students' time to graduation?
5) What is the critical pathway of prerequisites for the program? Which courses must be completed and how many, showing the longest prerequisite chain? Can this be shortened to allow for more flexibility?
6) What are the critical milestone courses, and do they create a bottleneck for the program? I.e., is there one or two courses that all students must take that inhibit their progression to later courses? Are there alternative courses that could be added as another option and taken to allow for more options/flexibility?
7) What experiential learning opportunities do students have in the program? This could include internships, project-based courses tied to external industry/partners, etc. Are these required or elective? Are the prerequisites for participation accessible such that as many students as possible can engage in these opportunities?
8) What co-curricular activities are provided outside of the class to enhance the student experience, specifically activities unique to UWG that might not be offered elsewhere? When do students engage in these activities, and is there a progression of engagement from first-year to graduating students? Do these activities position a student to distinguish themselves from others outside of UWG who are competing for jobs/career so that they may launch their careers before graduation?
9) Do you have a co-curricular map aligned to semesters/terms, akin to the program map in #1, such that students are aware of expectations of co-curricular engagement as they progress towards their degree completion? For example, attending extracurricular academic events (invited speakers, performances, etc.); joining disciplinary student organizations; securing outside internships, job shadowing, or laboratory work; submitting scholarly or creative work for presentation or publication; and participating in job skills workshops (resume writing, job and academic application mentoring, etc.).
10) Do the DWF rates in courses indicate the need to modify courses to improve student success?   Which courses have the highest DFW rates, and are there particular reasons for these that can be addressed? What learning support or other assistance/modifications can help more students be more successful in these high DFW course(s)?

The collaborative work on the CAP embeds and aligns key elements of UWG's Momentum Planning (program maps--pressure tested with co-curricular option--purposeful pathways, academic mindset, experiential learning, etc.) throughout academic units across campus and provides a common framework to measure and analyze success on implementation. See the Comprehensive Analysis of Programs for additional details.

SECTION 4: MOMENTUM PLAN UPDATE
UWG 2021-2022 Momentum Plan

Section 4.1.1. Academic Focus Areas
UWG created seven academic focus areas for students who enroll without declaring a major. Focus areas include Sciences / STEM, Business, Health Professions, Education, Social Sciences, Arts, and Humanities. Each focus area is aligned with three core courses that help students progress in the first year toward making a purposeful choice. Processes in Academic Advising have also been revised to help guide and mentor students in focus areas, and communication has been developed to help students more clearly understand what focus areas are and how to utilize the support they offer. Since focus areas have been in place for three years, UWG

is engaged this year in an analysis of data collected on focus areas (See Appendix B & C). Data includes the pathway progression of students who initially declared a focus area--did the student choose a major within the focus area or in another area--as well as retention rates by each focus area. The data in Appendix B shows that a large number of first-time full-time freshmen in each focus area were not enrolled by their third year, most notably within STEM, Social Sciences, and Humanities. Moreover, Business, Humanities, and Health Professions had the largest proportions of students who were in a related major by their third year. Appendix C shows the specific distribution of majors for still-enrolled students by their third year within the three largest focus areas (STEM, Health Professions, and Business). Over half of the students remained in their original focus area or a related discipline; however, other patterns emerged, which will require further analysis. For instance, psychology was the major of choice for 6.25% of health professions majors, which may demonstrate that students within the health professions focus area have interests in both physical and mental wellbeing. This work is connected to the broader program and unit analysis involved in CAP. The goal is to have recommendations in place for any necessary revisions to focus areas for implementation in next year's Momentum Plan.

Section 4.1.2. Career Inventory & Purposeful Mindset

UWG's Cornerstone course (First-Year Seminar) was one of the first initiatives UWG developed as part of Momentum in 2017 to support student success and to help students in their transition to college in the first year. It is also the first High Impact Practice that UWG developed and built to scale, drawing on broad, collaborative partnerships from across campus. From its inception, the Cornerstone course 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 the Cornerstone Course. In fall 2021 there were 58 sections (approximately 1,200 or 80% or FTFT first-year students enrolled). In addition to the focus on an engaging academic topic, each seminar incorporates academic success experiences—in the form of online exploration modules and course presentations—that include career exploration, growth mindset, academic advising, writing, and peer mentoring/tutoring. Faculty and credential staff from across campus have been actively involved in developing and teaching the course, and they participate in a summer course design workshop 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.

As part of UWG's First-Year Seminar (Cornerstone) course, first-year students now complete a career inventory assessment through YouScience. Students also have an opportunity to complete the Focus2 Career Inventory as part of the admissions process. The inventory in the Cornerstone course includes a follow-up assignment administered by the Academic Transitions staff where students reflect on potential majors and careers / jobs connected to different majors. Staff from Career Services also meet with students to process the career inventory. So far this fall, 475 students have completed the career inventory process. While this career inventory is valuable for all students, it is particularly targeted toward students in academic focus areas (who have not declared a major) and students who have declared a major but might transition to another major during the first year. The career inventory data is shared with support staff (including career services and academic advising) so that students are supported in developing a purposeful pathway. In the Cornerstone course, first-year students also complete a Growth Mindset Assessment, in addition to the Mindset Survey administered through the USG. So far this fall, 458 students have completed the assessment. As with the Career Inventory, the results of the assessment are shared with each student and with student support staff so they can help.

Section 4.1.3. Program Maps

UWG also included revisions to program maps as part of its Momentum planning that has focused on consistency of design, pressure-testing, inclusion of co-curricular options, and high impact practices, and accessibility. Revisions to program maps to meet these benchmarks have been included in the CAP criteria described in Section 3.

Linked below are examples of revised co-curricular program maps that will be used as a template for other programs. These revised maps focus on providing students with an aesthetic branded map to guide them through the courses they should take each semester on a four-year plan. For co-curricular options, these were designed with less rigidity: instead of by semester on a four-year plan, we have provided suggestions for first year, middle years, and last year. This design allows for all students—from first-time freshmen to adult-learners who transferred midway in their college career to follow the guide for co-curriculars suggestions for six action-focused areas: Crush your Coursework (narrative recommendations for course order and foci), Find your Place (extracurriculars on campus including student groups and research), Broaden your Perspective (diversity, inclusion, cultural competency, and belonging), Connect Off-Campus (work, internships, volunteering, connecting with professionals in the field), Take Care of Yourself (recommendations for physical and mental wellbeing), and Pave your Path (career-centered recommendations).

Drafted Examples of UWG's Revised Programs Maps:
>   Program Map Template
>   BS Political Science Program Map
>   Political Science Program Map with Co-Curricular Options

Section 4.1.4. Development of Statistics Pathway

UWG was an institutional partner in the USG Statistics Pathway Initiative. As a result of that work, UWG now has in place a Statistics Pathway that includes a statistics course in Area A that is aligned to a corequisite learning support course. The Statistics Pathway consists of MATH 1401 (Elementary Statistics) in Core Area A and DATA 1501 (Introduction to Data Science) in Core Area D. MATH 1401 is currently offered as a course in both Area A and D. DATA 1501 is currently in the curriculum approval process with the goal of offering the course for the first time in fall 2022. In addition, since MATH 1401 is now in Area A, a corequisite learning support course, MATH 0996 (Support for Elementary Statistics), was developed and offered for the first time in fall 2021. Currently, there are 6 students registered for MATH 0996.

Based on a campus survey in spring 2021, the following majors have indicated they will recommend the Statistics Pathway on program maps for students: Anthropology, Criminology, History, Mass Communications, Psychology, and Sociology. Philosophy includes the statistics pathway on its program map along with the other optional math pathways. All of these correspond with the disciplines' RAC recommendations. This fall, 51 students have been identified who have taken MATH 1401 and who are in the identified majors, but have not taken another math (in Area A or D) and potentially may be interested in pursuing the statistics pathway. University College is developing a system to identify students who enter the statistics pathway.

To increase student success in MATH 1401 through targeted mindset interventions, math faculty are incorporating assignments and projects into the course that demonstrate the relevance of statistics for diverse majors and professions. Examples of such mindset activities include the following: Social Science majors explore data visualization tools and examples found on Gapminder. For the purpose of illustrating current uses of data visualization in social science and relate it to the basic visualizations, the course aligns this with descriptive statistics. Computer Science majors learn how to use conditional probability and Bayes Theorem to see how those items could be leveraged in machine learning algorithms and AI. Nursing majors investigate examples of how these probabilities and algorithms can play a role in medical diagnosis. In addition, most faculty teaching MATH 1401 are posting supplemental materials and videos online for students.

Section 4.1.5. High Impact Practices (HIPs)

West Georgia remains actively involved in work to develop and expand opportunities for students to engage in High Impact Practices (HIPs) and continues to serve as an engaged institutional partner in HIPs initiatives with the University System of Georgia. UWG campus leaders (faculty and administrators) have served in leadership roles in USG planning and implementation around HIPs, including active leadership in LEAP State Georgia, a consortium of USG and private institutions that have worked with the USG to facilitate the expansion of HIPs. UWG has had a campus-wide HIPs Steering Committee in place since 2016, and work on HIPs / experiential learning has been integrated into UWG's new strategic plan. Among the results of this work has been UWG's signature First-Year Seminar (Cornerstone) courses that are aligned to HIPs First-Year Experience criteria. The Faculty Senate also approved criteria for Service-Learning in 2016.

In spring 2021, six UWG faculty served as faculty liaisons to the USG in work on assigning HIPs attributes for courses in Banner. Four of those faculty are continuing to serve as liaisons to the USG in 2021-2022 and have assumed leadership roles related to HIPs implementation work on campus. These faculty--in collaboration with UWG's Campus HIPs Committee--drafted recommendations that were approved by the Provost and submitted to the USG.

Campus planning around HIPs was prominently included in UWG's Momentum Plan in spring 2021 and focused on developing a campus process and criteria for Banner course attributes. The HIPs Campus Steering Committee drafted a HIPs Attributes Guide that was widely shared with faculty and staff in the early stages of this work during the summer and early fall. A process for developing and approving criteria for HIPs was approved by the Faculty Senate in September 2021 (HIPs Process Proposal). Criteria documents for attributes are now being drafted, beginning with the four HIPs prioritized by the USG: First-Year Experience, Service-Learning, Undergraduate Research, and Work-Based Learning. Criteria for First-Year Seminar have already been approved. Service-Learning criteria is being revised to meet the new USG guidelines. An Undergraduate Research Criteria Proposal has been sent to the Faculty Senate for approval. A link has been provided to the UR document, since all criteria templates follow a common framework. This will allow UWG to begin assigning HIPs attributes to courses in the spring. Faculty and academic programs will be responsible for submitting course proposals and syllabi aligned with the approved HIPs criteria to receive course attributes. Work in the next stage of implementation will focus on Capstones, Global & Diversity Learning (including Study Abroad / Away), Writing Intensive courses and ePortfolio.

The Provost has allocated funding to support faculty in this work (see Section 4.3.4.) The Center for Teaching and Learning also worked with faculty fellows over the summer to design a course for faculty that focuses on aligning courses with HIPs criteria (see Section 4.3.3.). Campus efforts to expand student access to HIPs has also involved staff and student support units across campus, most notably with the work that has been done in a number of units (Auxiliary Services, Ingram Library, etc.) to align student employment with HIPs criteria, so that work-based learning on campus includes active mentoring, alignment with professional goals, and reflective learning (see Section 4.1.6). All of these were included in our spring Momentum Plan, and each has either been achieved or is making significant progress toward its identified outcomes.

Section 4.1.6. Alignment of Campus Student Employment with HIPs Criteria

Learn, Live, Work West: Over the past year, West Georgia has worked to create more meaningful employment experiences for students working on campus through aligning student employment with HIPs criteria (opportunities to reflect on learning, authentic mentoring experiences, public demonstrations of competence, connections to future professional careers and goals). While this work is occurring across campus, UWG Auxiliary Services has been an exemplary leader in developing and implementing strategic models for supporting students through meaningful employment. Auxiliary Services was featured in the spring as part of the USG presentation on work-based learning.

Data consistently show that students who live and work on campus at UWG are much more successful in GPA and retention. Auxiliary Services employs hundreds of students on campus across 38 different Auxiliary Operations. This provides many opportunities to positively impact student performance, retention, and career success. To improve student support, Auxiliary Services designed a 40-hour basic training school (LeadWest Academy) to teach frontline managers and supervisors how to best onboard, train, and develop student assistants. From the 2020 LeadWest Academy, a 30-60-90-day training packet was developed to be used across all units in Auxiliary Services for all new student assistants. In addition to basic training (safety, equipment, etc.) and cross training in other units, the mentoring program focuses on helping students with professional goals and identifying student employment within the organization that aligns with their future careers. The 2021 LeadWest Academy's project has been to develop a guide to supplement the 30-60-90 training program and is designed to help new supervisors become familiar and successful with the mentoring program.

LeadWest is proving to be highly successful for students. Historically, the retention rate for student assistants as employees has been between 60-67%. In fall 2020, as the focus on retention increased through attendance in the LeadWest Academy, retention increased to 80%. And in spring 2021, after full deployment of the program, student-assistant retention across all Auxiliary units increased to 92%.

Moving forward, in addition to developing the new guide this fall, Auxiliary ITS, working with Human Resources, Payroll, and the USG, has developed a mobile timecard so that student assistants can move from one Auxiliary operation to another, throughout the day/week/month, so that students can depend upon consistent work/pay, and the peaks and valleys in service and product demand across Auxiliary units are reduced, thus allowing students who use these services to be better served. Finally, Auxiliary Services has established an Employee Enrichment Center. A full-time employee oversees the center and monitors the 30-60-90 program, identifies positive trends that are leading to student assistant success, and reports on negative trends that the leadership team needs to explore and correct.

SECTION 4.3. GLOBAL MOMENTUM SUPPORT

Section 4.3.1. UWG Strategic Plan Implementation

Last fall, under the leadership of President Brendan Kelly, the UWG community—campus leaders, faculty, staff, students, and community partners—began work on UWG's new Strategic Plan. The plan was completed in February 2021. In the first stage of the process—Stakeholder Engagement—UWG hosted nearly 100 Discovery Sessions and fielded a survey that garnered more than 900 responses. The institution gathered input from cohesive, far-reaching, and collective voices to guide what the university will become. In the second stage—Strategic Planning Prioritization—the process engaged members of the university's executive team, President's Cabinet, Provost's Council, Faculty Senate, Staff Council leadership, and Strategic Planning Steering Team to validate and prioritize the themes that emerged during Stakeholder Engagement. The three institutional priorities in the strategic plan align with UWG's Momentum initiatives and center student success at the heart of UWG's institutional mission in the following cornerstone areas:

Relevance: UWG will continue to evolve to be more relevant to students' needs (both inside and outside the classroom), as well as adapt to a changing world and economy. This commitment includes updating existing programs and developing new programs to engage students in 21st-century learning experiences based upon continuous market analysis; launching or advancing each students' career before graduation by ensuring they work on at least one meaningful project (experiential learning) that takes a semester or more

to complete; elevating ALL students' professional, cultural, and global competencies via co-curricular experiences; and defining pathways to post-graduation through an institutional commitment to elevating and advancing internships, experiential learning, intentional mentorship, and professional and community-based networking for all students.

Competitiveness: UWG curates its operations around higher end-user expectations in order to emerge as the first choice for students, employees, employers, and supporters. This will be achieved, in part, through embedding excellence in service—creating remarkable experiences through proactive service excellence--so that everyone feels *expected*.

Placemaking: A public university is a unique institution in the United States that has the capacity to provide a holistic *sense of place*. UWG will live up to that expectation all the time through strengthening the sense of belonging and connectedness at UWG by intentionally nurturing relationships and bonds among students, faculty, staff, alumni, and communities.

The new strategic plan will help to advance UWG's Momentum work by prioritizing essential elements in developing student success: growth mindset through a stronger sense of purpose and belonging through engaged mentoring and extra-curricular involvement; experiential / applied learning through High Impact Practices (HIPs) and co-curricular experiences that are connected to students' future personal aspiration and professional goals; stronger alignment and coordination of student support--inside and outside of the classroom--to strengthen recruitment, retention, and graduation. UWG's 2021 Strategic Plan.

Section 4.3.2. HIPs Communication

The Provost has actively supported communication around HIPs Implementation. One entire day of the two-day UWG Summer Institute on General Education Redesign focused on the relationship between HIPs and General Education. A presentation on the USG HIPs Attributes Project and UWG's plans for implementation was featured at the opening General Faculty Meeting in August. Updates on the campus implementation work has been included as part of the monthly Provost's Council and the Provost's Weekly Announcements to the campus. Members of the campus steering committee on HIPs--which includes representatives from every academic college / school--also update their units on HIPs implementation progress. A HIPs website is also in development and will go active before the end of the fall semester. In the spring, the communication processes described above will continue. In addition, in the spring, the Provost is providing funding to support Provost Faculty Fellows throughout each academic college / school to assist individual academic units with the next stages of implementation work, facilitate communication, and coordinate faculty development around HIPs (see Section 4.3.4).

Section 4.3.3. HIPs Faculty Development Course & Faculty Course Design Institute

In spring semester 2021, the Center for Teaching and Learning (CTL) consulted with UWG's HIPs Implementation Committee to develop a course design institute for June 2021. The purpose of the institute was to develop the framework and content for an asynchronous, self-paced course for faculty that focuses on instructional strategies and practices for incorporating AAC&U's Eight Key Elements (EKEs) of HIPs into face-to-face and online teaching. An application process resulted in identifying six faculty members from a variety of disciplines and ranks to participate in the institute.

At the end of the three-week institute, the group had collected a variety of disciplinary examples of EKEs in action. In July, the CTL team built out much of the structure for the online course, which is housed in UWG's instance of Brightspace D2L. Participants also sought additional disciplinary examples from their departmental colleagues to add to the range of content in the course.

Originally, the faculty course was scheduled to open in fall 2021. However, when UWG learned that the USG was designing a HIPs short course in MomentumU@USG that would open in the spring, the opening of UWG's course was postponed. The faculty course on HIPs' EKEs aims to be a companion to the upcoming HIPs short course in MomentumU@USG, focusing on examples, contributions, and feedback from UWG faculty. The six-week course is asynchronous in design with deadlines to encourage collaboration.

This course outline provides a current draft overview of the faculty course. With each iteration of the course, the CTL will gather feedback from participants as part of a continuous improvement cycle. Additionally, each round of participants will be asked to contribute their own EKEs examples, along with video reflections and narrated PowerPoints as appropriate.

Section 4.3.4. HIPs Provost's Fellows

The Provost has designated funding to support a new UWG HIPs Provost's Fellows Program. In its initial year, HIPs fellows will be used to help coordinate, communicate, and support UWG's work on designating courses with HIPs attributes. In the fall, faculty will be nominated by their departments to serve as HIPs Fellows. Faculty fellows will receive training to support their work (introduction to the USG HIPs attributes criteria and process, completion of the HIPs Faculty Development course, and participation on the campus HIPs Steering Committee). In the spring, faculty fellows will serve as department and program liaisons, facilitate communication

about HIPs implementation, and assist faculty with submitting their courses to receive HIPs attributes. Responsibilities will parallel the work currently assigned to USG HIPs faculty at the system level. Once the institutional apparatus for assigning HIPs attributes to courses in Banweb is in place by the end of the spring semester, the focus of the HIPs Fellows Program will shift in subsequent years to specific proposals from faculty to develop new courses or redesign existing courses that embed HIPs or to work on other HIPs related projects such as developing co-curricular options for students in programs and embedding them in program maps.

Section 4.3.5. Data Plan--Institutional Scorecards Aligned to UWG Strategic Plan

As part of UWG's [Strategic Plan](#), President Kelly implemented [institutional scorecards](#) as part of UWG's Summer Institutional Improvement Institute. The scorecards--updated and assessed every quarter--are aligned to the student success metrics in UWG's Strategic Plan and UWG's Momentum work. Metrics include enrollment, retention, and graduation goals, student experience goals, and service excellence goals, among others.

SECTION 5: SUPPLEMENTAL UPDATES

Acknowledgements

COVID emerged just as work on implementing UWG's Momentum Plan began in 2020. Despite those interruptions, UWG achieved virtually all of its Momentum goals for 2020-2021 and continues to make strong, evidence-based progress toward its 2021-2022 goals as well, supported by a new executive leadership team and a new strategic plan. While the challenges created by COVID often have felt overwhelming, dedicated faculty and staff have approached it as an opportunity to learn and adopt new skills and discover new ways to support students. As a result, more faculty than ever are knowledgeable and better equipped to teach in dynamic ways that support students. Support services offered by staff have done similar work in the formation of the Momentum Center and in organizational changes in Advising, Academic Success, Orientation, and New Student Programs to better support student success. Finally, but certainly not least, UWG celebrates our students who have shown remarkable resiliency and dedication to learning during these unprecedented challenges. They have helped us learn how to continue to be an institution that values learning and embraces community during challenging times.

Many academic and student support units, administrative leaders, faculty, and staff at UWG contributed to this report, either in writing specific sections or providing data as supporting evidence. Members of the committee who drafted the final report were Jill Drake, Jennifer Jordan, Carrie Ziglar, Vanessa Woodward Griffin, and David Newton.

VALDOSTA STATE UNIVERSITY

SECTION 1: 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 2020, VSU served 12,304 students (headcount) with FTE of 10,632 of which:
- 77.8% undergraduate students; 22.2% graduate students
- 68.1% female
- 66.2% enrolled full-time
- 26.6% of undergraduates lived on campus
- 47.3% white, 38.1% black, 1.6% Asian
- 2,617 enrolled as beginning first-year students (2,324 FT and 293 PT)

SECTION 2: MPROVEMENT PRACTICES

As you can see from the sections that follow, the Divisions of Academic Affairs, Student Affairs, and Student Success have worked cooperatively to lessen the structural and motivational obstacles to student success. We continue to improve the pathway from acceptance to new student orientation to enrollment. As our next first-year seminar class evolves, we hope to even further launch students successfully into their first year and beyond. The system office has assisted by the virtual gatherings from those involved in this work around the system, so faculty and staff can share resources and strategies.

Additionally, our Division of Information Technology has worked extensively with the other divisions to onboard Slate, a new customer relationship management tool (CRM), and Civitas, a new data analytics platform. Slate will provide enhanced communication pathways from admissions through graduation. Civitas will provide "signals" to inform our advising, help us understand the persistence lift of our retention activities, and provide real-time insights on students who are most at risk of leaving the institution. Our IT division has partnered with these vendors, and we have worked with USG-ITS to implement both products on our campus.

SECTION 3: VSU'S BIG IDEA

Our overarching Big Idea is the alignment of a number of critical initiatives (QEP – experiential learning, Gateways to Completion, First Year Seminar pilot, Concierge Coaching) under the umbrella of Momentum Approach. Students have benefitted from the aspects of this that we have already implemented and are already excited about our expansion of experiential learning.

With the launch of the QEP, there has been a definite and purposeful connection of the QEP to the First Year Seminar pilot. The QEP Advisory Committee endorsed the First-Year Seminar as an approved experiential learning activity. By the end of the Fall 2021 semester, we will have one semester of data to analyze and ascertain the impact on first-year students.

- The FYSE 1101 courses, through students' engagement in a high-impact practice, lay the foundations for students' participation in experiential learning activities beyond the course. In the course, students are introduced to the process of inquiry and are required to complete a signature assignment which is also showcased in the VSU Undergraduate Research Symposium in the spring. In addition, the General Education Coordinator submitted an experiential learning endorsement for the FYSE 1101 signature assignment so that students are able to earn credit toward the experiential learning student recognition program which is part of VSU's QEP.
- The VSU G2C initiative as contracted with the John N. Gardner Institute (JNGI) is coming to a formal end. However, many of the strategies developed during the initiative are continuing in a number of courses within the core curriculum. As a result of the success of these strategies, the course redesign efforts will continue at VSU under a new name that accurately reflects the direction in which the institution will apply the lessons learned from the G2C initiative. These redesign efforts will be applied to a wide range of courses at VSU, not just courses that were part of the G2C initiative. The design of the FYSE 1101 course is a current example of how some of the strategies learned from the G2C initiative (e.g.: SALG) are being incorporated into non-G2C courses. In addition, some of the courses that incorporate redesign strategies may also include activities that meet the criteria to apply for endorsement as an experiential learning activity through the QEP.
- The Concierge Coaching (CC) program is also interconnected with the aforementioned initiatives as it provides "another touchpoint" for engaging students to ensure they have the resources necessary to achieve positive momentum toward fulfillment of their academic and career-related goals. The CC program impacts students who take FYSE 1101, students who engage in experiential learning activities, and students who take courses in which G2C-related course redesign strategies are being incorporated. The CC program provides an opportunity to make sure that students are aware of the institutional resources available, to notify the correct units when students need to be engaged with the resources they provide, and to collect and provide critical feedback regarding the ways in the provision of resources can be improved.

Thus, directly and indirectly, these major initiatives at VSU work together to create an interconnected system in which students are able to experience the "Momentum Approach" at VSU.

SECTION 4.1: MOMENTUM WORK RESILIENCE UPDATE

Further Progress on Creating a Productive Academic Mindset

Starting in 2020 with new faculty and continuing campus-wide in 2021, VSU has devoted efforts to further help faculty understand the importance of a productive academic mindset and increase practices to encourage this mindset in our students. During the past two academic years, our Center for Excellence in Learning and Teaching (CELT) New Faculty Learning Community has covered the concept of growth mindset and teaching strategies for growth during a session of this new faculty learning community that meets every three weeks each semester. In addition, for VSU's opening weeks this fall, CELT developed and delivered a new one-hour workshop/webinar entitled, "Teaching for Growth and Adopting an Academic Growth Mindset as Faculty." Any faculty member could register for this training that was offered both in person and online, with an abbreviated version offered during this year's general education meeting. The recording of the webinar is stored in our Learning Management System (BlazeVIEW), making it accessible asynchronously to all VSU faculty at any time. Finally, CELT is rolling out another growth mindset-related training for faculty and administrators that focuses on writing reflections about teaching and approaching the annual faculty evaluation as formative career growth. Entitled "Writing Your Reflection about Teaching for the Formative Faculty Annual evaluation and Tenure & Promotion," it runs 1.5 hours long and is currently being offered this fall to deans, department heads, and faculty leaders on campus such as the executive committee of the Faculty Senate, with the plan to deliver it both in person and online as a workshop/webinar this winter for which any faculty can register. Thus, VSU has been encouraging productive academic mindsets for faculty both in their teaching and in their own self-evaluations.

Enhance experiential learning/ HIPs, expanding this to a much wider portion of the student population

In support of VSU's Strategic Plan Goal #2 and the Quality Enhancement Plan submitted to SACSCOC, in Summer 2021, VSU rolled out "Trailblazing: Shaping the Undergraduate Experience through Experiential Learning" to the VSU Community.

During summer and fall, the following accomplishments occurred:
- In May 2021, the Provost and Vice President for Academic Affairs appointed an interim QEP Coordinator (a tenured faculty member from Communication Arts) who was charged with the implementation and first-year pilot.
- Established an Experiential Learning Advisory Committee, which included the Interim QEP Coordinator, the Director of Institutional Effectiveness, the Director for the Center of Excellence in Learning and Teaching, the Dean of the Honors College, the General Education Coordinator, the Associate Director for Student Life, and the President of the Student Government Association.
- The Advisory Committee refined the process for faculty to apply for an Experiential Learning (EL) endorsement for course activities or programs. The application asks course instructors and program coordinators to describe how a proposed course activity or program fits in each stage of the Experiential Learning Cycle model developed by David Kolb (1984). The

Advisory Committee endorsed 19 course activities for Fall 2021, which represented 26 different course sections. As of October 8, 2021, 230 students have completed the pre-test as part of their participation in an EL-endorsed course activity.

- A website was developed that includes resources for faculty to learn about the EL cycle, including how High Impact Practices can be incorporated in each stage, along with other information related to the QEP efforts (QEP.valdosta.edu).
- In order to promote experiential learning throughout campus, the QEP Coordinator and Advisory Committee, with the support of the Provost and Vice President for Academic Affairs, issued an invitation for Experiential Learning Faculty Ambassadors. We received 14 applications and selected 5 Ambassadors from various academic areas across the university through the competitive application-based process.
- One of the principal responsibilities of Faculty Ambassadors is to facilitate workshops with faculty and staff. Ambassadors participated in a 1.5-hour in-person train-the-trainer session facilitated by CELT's Director and then followed up by completing 1.5-hours of asynchronous training modules to help prepare them to host at least 10 workshops focused on Experiential Learning areas during 2021-2022.
- Experiential learning work of VSU faculty is publicly distributed on the QEP website and social media outlets (@VSUTrailBlazers on Facebook, Twitter, and Instagram).
- A call for Experiential Learning Seed Grants was issued on October 1, 2021 to the VSU community for use in Spring 2022. These seed grants are intended to offset project costs associated with Experiential Learning activities for Valdosta State University students.
- The Advisory Committee is currently working to create the 'TrailBlazer designation' for students who complete a specified number of EL activities at designated levels. This designation will be recognized through graduation medallions, letters from the VSU Leadership team, and an Experiential Learning transcript based on the level of participation in EL activities.

Strengthening the transition to college by meeting student needs - through more effective targeting of available resources, using student surveys

In academic year 2021, we were able to combine our Pre-Enrollment Survey inside the MyMajors platform. In doing so, we were able to provide one location for advisors to review the MyMajors assessment results and the necessary information from the Pre-Enrollment Survey. As a result of this enhancement, we were able to get our new students enrolled more efficiently.

During 2021, we identified three new ways to deepen our use of the results of the MyMajors Assessment. One of the largest concerns noted by our students was the concern of paying for college. We connected students with the "Know More. Borrow Less." campaign on campus provided by Financial Aid. During orientation this summer, we developed a new workshop provided by our Career Opportunities Office. In this workshop, our Career Opportunities staff discussed how to seek employment on, and off campus, in the first year. This workshop was consistently our most attended workshop over the summer.

Another opportunity presented as we looked at the large numbers of students who marked concerns around lack of motivation, goal setting, and poor study habits. In partnership with the Academic Support Center, three new academic coaching modules were developed to address the concerns noted above. These coaching modules are delivered by our peer tutors and available throughout the semester.

Finally, we have numerous students on our campus who experience food insecurity. As a result of the data, we connected these students to our VSU Food Pantry and shared local resources with them as well. In addition, we highlighted that students who work for VSU Campus Dining Service are eligible for a meal during their shift.

Stress the importance of campus engagement to student success

In Student Affairs, the framework for the following 3 competencies are in place: Leadership Development, Career Preparation, and Volunteer Services. We are finalizing the marketing component in late fall and plan to do a soft launch at the end of the fall 2021 semester. A full-scale marketing effort begins in Spring 2022.

Plan for a new general education curriculum

During the summer of 2020 the following general education activities were conducted:

- Continued piloting of the FYSE (First Year Seminar Experience) 1001 instructor-designed courses.
- Development of the predesigned FYSE 1101 course in collaboration with First-Year Programs.
- Piloting of the FYSE 1101 predesigned course as part of the First-Year Programs, Summer Ignite Program.
- Preliminary assessment of pretest and posttest data from fall 2020 and summer 2021 FYSE 1001 courses.
- Design and development of a campus engagement reflection activity in collaboration with the QEP coordinator, First-Year Writing Coordinator, and the Associate Director of Student Life.
- Drafting of plans for the continuation of campus engagement reflection activities that incorporate collaborations between various academic units, integrated reflection, and experiential learning opportunities.

During the fall of 2021, the following general education activities were conducted:
- Implementation and coordination of a campus engagement reflection activity in collaboration with the QEP coordinator, First-Year Writing Coordinator, and the Associate Director of Student Life.
- Submission of (QEP) experiential learning endorsement for the campus engagement reflection activity in collaboration with the coordinator of the First-Year Writing Program.
- The transition of the Core Curriculum meeting to the VSU General Education meeting. In addition to the main session, three breakout sessions allowed for further discussion of general education-related topics. The meeting was presented in person and virtually. Records of the session will be posted to the General Education Council website.
- Continued participation in the USG High Impact Practices Faculty Implementation initiative.
- Provided instructor training and supervised 7 instructors who taught 8 sections of the FYSE 1101 predesigned course this fall.
- Exploration of the design of a FYSE 1102 course to replace the VSU 1101 course so that at-risk students also have the opportunity to acquire additional skills to promote student success and to further expand on the skills they develop in FYSE 1101. This initiative course design is being conducted in collaboration with the division of Student Success and First-Year Programs.
- Designing a faculty learning community to provide professional development related to the instruction of FYSE 1101 predesigned courses. The FLC is scheduled to be offered in Spring 2022.
- Implementation of feedback via email for all Core Curriculum Course Assessment Reports submitted to the General Education Council. The feedback will be provided directly to the department head and/or assessment coordinator.
- Coordination with the Adult and Military Programs and Continued Learning Director and the Associate Provost for Graduate Studies & Research to develop a vetting structure for the adherence to Credit for Prior Learning portfolios policies after the portfolio has been reviewed by the respective department.

Forthcoming – November 2021:
- The General Education Coordinator will meet with the General Education Council to discuss the redesign of the General Education Council, general education learning outcomes, general education assessment, the incorporation of various related initiatives under the broader umbrella of General Education (e.g.: FYSE, CPL, campus engagement reflection activities, etc.), and the planning and hosting general education-related training, information sessions, and listening sessions for spring 2022.

SECTION 4.3: GLOBAL MOMENTUM SUPPORT

This year, VSU adopted a more deliberate approach in sharing the defining areas of the momentum year/momentum approach with faculty, students, and staff. In orientation for both new students and new faculty, concepts from the momentum year/momentum approach were introduced, and they were also discussed during the annual retreats for Deans, Directors, and Department Heads and the Academic Advisors.

New Student Orientation - Momentum Approach
During Summer 2021 Orientation, we focused on sharing the momentum approach with students and parents. Parents received an overview of the importance of a fuller schedule during a parents only session in the afternoon. A discussion about the belief that the minimal level of full-time credits is best for students was debunked and we utilized both USG and VSU data to reinforce the critical importance of a fuller schedule.

New students had student-only sessions with advisors in the afternoons. While the majority of our students already had a schedule prior to coming to orientation, the discussion centered around how fuller schedules help students to achieve a better semester GPA, as well as a more on-time pathway to graduation.

Develop New Momentum - Student Success Web Page, and Social Media Pushes
Communication efforts this past year centered around pandemic updates including vaccine information, campus safety, mental health resources, and commencement updates. Development of the momentum student success website will move to the current academic year with a completion date of summer 2022.

Academic Advisors - Highlight Momentum Approach
In spring of 2021, one professional development session focused entirely on the momentum approach. Advisors were reminded of the importance of the momentum approach through the discussion of the key pillars. Additionally, advising center directors now have access to a dashboard to track how their centers are doing in relation to total credits by semester and academic year. This dashboard also provides statistics on the students, by College, showing their enrollment into, and completion of, math and English in the first year. We revisited the importance of the momentum approach leading into Fall registration and prior to summer orientations.

Finally, Jonathan Watts Hull, Director of Student Success in the Office of Academic Affairs and Policy at the Board of Regents University System of Georgia (USG), provided a virtual meeting to highlight the importance of fuller schedules to the advising teams in Spring 2021. In this meeting, data from all USG institutions, along with VSU-specific data was shared.

Faculty and Staff Outreach and Support

As mentioned in earlier sections of this update, momentum approach information and emphases have been shared extensively with our academic affairs leadership team, with our faculty, and with staff, particularly our professional academic advisors.

Data Plan

All academic administrators and staff have access to data provided by Institutional Research and labeled as "Blazer Insights." Dashboards are available on student enrollment; student admissions; grade distribution, student credit hour generation; retention, progress, and graduation; course availability, and degrees conferred. This data can be explored for the entire institution or by college or department.

Program Maps and Pressure Tests

The Associate Deans in each college have taken on the responsibility of pressure testing schedules within their respective colleges, considering also the courses they share in common across colleges.

Programs maps will be updated annually when the chair of the Academic Committee sends approved updated curriculum items to department heads.

COMPLETE COLLEGE **GEORGIA**

2020-2021 Momentum Campus Completion Plan Updates

A P P E N D I C E S

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

APPENDIX A: PROGRAM MAP EXAMPLE – FRONT

Stafford School of Business — ABAC

Program Map
Bachelor of Science in Business

Student _____
Advisor _____

Freshman

Fall

		Sem	Grade	Hrs	Milestones
*	ENGL 1101 Composition I			3	Complete ENGL 1101
*	MATH 1111 College Algebra			3	Complete MATH 1111
*	CISM 2100 Spreadsheet Applications			3	
	PHED 1100 Health & Wellness			2	
	HIST 2111 United State History or HIST 2112			3	Explore campus activities and organizations
	Total			14	

Tips: Learn to use a personal calendar for time management. Attend ASK series. Work with your advisor on study skills, email etiquette, business professionalism.

Spring

		Sem	Grade	Hrs	Milestones
	ENGL 1102 Composition II			3	Complete Core Area A
*	ECON 2016 Principles of Microeconomics			3	
	COMM 1100 Human Communication			3	Complete ECON 2106
*	BUSA 2106 The Environment of Business			3	
	MATH 1401 Elementary Statistics			3	Utilize the Academic Achievement Center
*	BUSA 1101 Business Seminar			1	
	Total			16	

Tips: Complete 9 hrs of Area F (CISM 2100, ECON 2106, and BUSA 2106), LS and RHSC requirements. Join a student organization or club. Learn to use DegreeWorks

Total credit hours earned 30

Sophomore

Fall

		Sem	Grade	Hrs	Milestones
	POLS 1101 American Government			3	Complete MGMT 3130
	Area D Science + Lab			4	
*	ECON 2105 Principles of Macroeconomics			3	
	ACCT 2101 Principles of Accounting I			3	Student Organizations
*	MGMT 3130 Principles of Management			3	Attend BSS workshops
	Total			16	

Tips: Discuss internship interests and potential options with your advisor. Plan for non-Business Minor/ Grad school(if interested).

Spring

		Sem	Grade	Hrs	Milestones
	Area C Social Science			3	Complete MKTG 3131
	Area D Science + Lab			4	
*	ACCT 2102 Principles of Accounting II			3	SSB Industry Showcase
*	BUSA 3050 Business Statistics			3	
*	MKTG 3131 Principles of Marketing			3	GPA = 2.8+
	PHED Physical Activity			1	
	Total			17	

Tips: Discuss areas of professional development and career interests with your advisor. Develop a business resume and a network of professionals.

Total credit hours earned 63

Junior

Fall

		Sem	Grade	Hrs	Milestones
	Area C Humanities, Fine Arts, & Ethics			3	Attend career events
	Area D Science			3	
*	FINA 3150 Principles of Finance			3	Identify Internship Site
*	MGMT 3650 Business Logistics			3	
*	MGMT 3670 Human Resource Management			3	Active in Student Clubs
	Total			15	

Tips: Finalize plan for a Summer internship and attend the orientation session. Look into study abroad options, mentored research, and other experiential learning opportunities.

Spring

		Sem	Grade	Hrs	Milestones
*	Area C Humanities, Fine Arts, & Ethics			3	GPA = 3.0+
*	Area E Social Science			3	
*	CISM 3100 Data Analytics			3	Apply for Graduation
*	MGMT 3610 Operations Management			3	
*	Business Major Elective			3	Professional Network

Summer

				Hrs	
*	BUSA 4790A Business Internship			3	
	Total			18	

Tips: Check DegreeWorks and confer with your advisor to verify you are on track to Graduate. Determine career interests and discuss potential Capstone project with your advisor.

Total credit hours earned 96

Senior

Fall

		Sem	Grade	Hrs	Milestones
*	MKTG 4100 Social Media Marketing			3	Job-Ready Resume
*	MGMT 4190 Strategic Management			3	
*	BUSA 3071 Business Law			3	
*	Business Major Elective			3	
*	Business Major Elective			3	Initiate Job search
	Total			15	

Tips: Begin the job search process early and utilize your professional network.

Spring

		Sem	Grade	Hrs	Milestones
*	BUSA 4980 Capstone: Senior Seminar			3	Join Alumni Association
*	MKTG 4800 Marketing Management			3	
*	Business Major Elective			3	
*	Business Major Elective			3	Graduate
	Total			12	

Tips: Celebrate! Congratulations on your Graduation.

Total credit hours earned 123

* A grade of 'C' or better is required.
A student's program is his or her responsibility.

Students must consult with their advisor, not all courses are available every semester. Some core classes not completed in Fall or Spring can be taken over Summer to stay on track.

2020-2021 Catalog

APPENDIX B: Program Map Example – Back

All Academic Policies and Procedures can be found in the ABAC Catalog. Refer to the ABAC Academic Calendar for all term schedules and deadlines.

Important Policies

Roster Verification / Class Attendance
- Any student who has never attended class will be removed from the roster during Roster Verification.
- Absence from class does not excuse students from full responsibility for class work or missed assignments.

Withdrawal Policy
- Drop/Add: Drop/Add is the only time during which students may drop a course without either academic or financial penalties.
- Withdraw (W): If students withdraw prior to the withdrawal deadline, they receive a grade of W on their transcript. A grade of W has no effect on a student's GPA.
- Withdraw-fail (WF): If the students withdraw after the withdrawal deadline, they will receive a grade of WF.
- W-After-Midterm: Students who experience a medical, psychological, or other personal hardship that prevented them from completing their course requirements may petition for a W-After-Midterm, through the Director of Academic Support. The assignment of a grade of W after midterm will be awarded if the student was passing the course(s) at the last date of attendance.

Academic Advising
- You are required to meet with your advisor at least once each semester before you can register for classes.
- Check your BANNER account to find your advisor and their contact information. Email your advisor to request an appointment.
- Your ABAC email is an official means of communication from the college. It is your responsibility to check your Stallions email regularly and respond in a professional and respectful manner.
- Any coursework that does not fit within the chose program of study may impact a student's financial aid and graduation date.

Graduation Requirements
- Students must meet the graduation requirements as listed in a single ABAC Catalog which is not more than five years old at the time of their graduation and which is in effect for a term during which they earned academic credit at ABAC.
- Students must submit a graduation application for each degree one semester prior to completion.

ABAC Honor Code
ABAC Stallions conduct themselves with honor and integrity at all times and expect their fellow Stallions to do so as well. A Stallion does not lie, steal, or cheat.

Campus Resources

Stafford School of Business	School of Ag. & Natural Resources	School of Arts & Sciences	School of Nursing and Health Sci.
Lewis Hall	Agricultural Sciences Building	King Hall	Health Science Building
229.391.4830	229.391.4790	229.391.5260	229.391.5020

Student Accounts	Financial Aid	Residence Life & Housing	Police Department	Technology Services
229.391.4924	229.391.4910	229.391.5140	229.391.5060	229.391.5400
StudentAccounts@abac.edu	FinAid@abac.edu	Housing@abac.edu	Police@abac.edu	TechSupport@abac.edu
Health Center	**Dean of Students**	**Baldwin Library**	**Stallion Shop**	**Athletics / Intramurals**
229.391.5030	229.391.5130	229.391.4990	229.391.4825	229.391.4930
HealthCenter@abac.edu	DeanOfStudents@abac.edu	BaldwinLibrary@abac.edu	TheStallionShop@abac.edu	Athletics@abac.edu
Academic Support	**Tutoring Center**	**Counseling Center**	**Accommodation & Disability**	**Testing Center**
229.391.4995	229.391.4785	229.391.5135	229.391.5132	229.391.4817
ASC@abac.edu	Tutoring@abac.edu	counseling@abac.edu	ads@abac.edu	Ttesting@abac.edu

AUGUSTA UNIVERSITY

APPENDIX
4-to-Finish Brand Guidelines

We encourage you to use these logos in presentations, on flyers, handouts, t-shirts, and other marketing. We ask that you follow the guidelines for a unison and consistent use of the 4-to-Finish branding across the university. The main logo features the iconic archway with four lanes in four different colors representing the 4 steps moving through the Summerville campus symbolizing progression to graduation. To the right of the archway are the words "4 to Finish" along with "Engage, Pathways, Purposeful Choices, & Mindset." The color of each word corresponds to a lane that is moving through the archway.

COLLEGE OF COASTAL GEORGIA

APPENDIX A ENDEAVOR DOCUMENT SUMMARIES

Endeavor: Where it all Started

The following information was presented in the Endeavor Prospectus:

◦ **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**: Critical Inquiry, Collaboration, Leadership & Entrepreneurship (also, self-direction, initiative), Global/Intercultural Fluency, Creativity, Citizenship, Communication, and Lifelong Learning.

◦ 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.

◦ 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 highlight these through activities and experiences.

◦ 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.

◦ 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.

◦ Proposed Implementation Plan:
  ◦ Preliminaries: Identify / establish the need; Formalize the concept
  ◦ Development: Communicate the vision; Creation of steering committee
  ◦ Deployment: Identification and approval of tenets (competencies); create logo / visuals; alignment of activities / programs to tenets
  ◦ Marketing: To new and current students; integration into D2L and Presence
  ◦ Expansion: Levels of growth and development (optional); formalize assessment processes and practices
  ◦ Conclusion: Institutionalization of Endeavor as integral part of the culture and identity of the College

CODENAME: ENDEAVOR

A PROSPECTUS FOR FRAMING COLLEGE INITIATIVES AND THE STUDENT EXPERIENCE

Submitted 02 November 2018

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.

Endeavor: Where it's Headed

The following information was presented in the Endeavor Recommendation:

- 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 identity** that embodies our focus upon student success.

    II. Guide **students** to better appreciate and articulate the **value of their academic experiences**.

    III. Direct **institutional resources** toward activities that best support the College's mission and key values.

- The Committee crafted and distributed a **Qualtrics survey** to all faculty and staff in **September 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 and Co-Chairs Holbrook and Clark held hour-long listening sessions on both the Brunswick and Camden Center campuses in November of 2019.

- The following questions were used as **prompts**:

    - What makes the College of Coastal Georgia unique?
    - What should be the long-term impact of a Coastal Georgia education?

- 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** (see back side).

- Subsequent implementation of Endeavor will require administrative direction and support across multiple College divisions. Next steps may include:

    - Designing a visual model,
    - 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 Committee views implementation, assessment, and potential expansion of *Endeavor* as primarily **administrative functions** that should be led by administrative faculty and staff. However, we recommend that the **Steering Committee should continue to be consulted as an advisory body**.

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

Robert Clark (Co-Chair)

Tate Holbrook (Co-Chair)

Ashley Barnes

Jamaal Brown

Cody Cocchi

Lee McKinley

Courtenay Miller

Jack Parish

Roscoe Scarborough

Niki Schmauch

Jennifer Wadman

Brian Weese

Framework of Core Competencies

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:

Critical Thinking and Problem Solving

Written, Oral, and Digital Communication

Professionalism and Personal Responsibility

Social Awareness and Contribution

Collaboration and Teamwork

These competencies are recognized in some form by AAC&U (LEAP) and NACE (Career Readiness), though modified to better fit the College of Coastal Georgia and the aims of *Endeavor*.

APPENDIX B

2021 Fall - New Faculty Survival Guide

NEW FACULTY SURVIVAL GUIDE

COLLEGE *of*
COASTAL
GEORGIA
UNIVERSITY SYSTEM OF GEORGIA

Table of Contents

About CCGA

MISSION STATEMENT

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.

VALUES

The College of Coastal Georgia's core values frame the mission and vision, and guide the institution through changing times and priority setting.

QUALITY EDUCATION   GLOBAL AWARENESS   ENTREPRENEURSHIP
EXPERIENTIAL LEARNING   LEADERSHIP

UNIVERSITY SYSTEM OF GEORIGA

The College of Coastal Georgia is part of the University System of Georgia (USG):

Brief History of the College

Founded as Brunswick College in 1961, the College began operations in 1964 with four buildings: the administration-library building, student center, academic building, and a maintenance shop building. The College's first registration included 269 students, eleven full-time teaching faculty members, and twenty-five full-time staff. In 1965, the institution changed its name to Brunswick Junior College and in 1966, the College held its first formal graduation to include 28 students who were awarded associate degrees. Brunswick Junior College was granted accreditation in December, 1967, by the SACSCOC. That same year, the College established a nursing program, the Division of Continuing Education and Community Service and the Physical Education Division. In 1969, the Howard E. Coffin Physical Education Center was completed.

The Vocational Technical Division was established in 1971 and in the next decade, the plant facilities were expanded to include a library, renovation of the old library space into administrative offices, a vocational-technical classroom-laboratory building, a science classroom building, and a classroom building/laboratory for allied health and computer classes.

In 1988, the University System of Georgia mandated that the term "junior" be deleted from the names of its two-year institutions, reverting the institution back to its original name, Brunswick College. The name was changed again in 1996 to Coastal Georgia Community College in 1996 to better reflect the broader mission of serving the educational needs of not only Brunswick and Glynn County, but also the surrounding coastal communities and in 2004, the Camden Center was opened in Kingsland, GA.

In 2007, a report to the Chancellor recommended "senior college" status for the College, noting that the campus is in one of the state's most desirable locations and has one of the largest acreages within the System. By June 2008, the Board of Regents granted the College it's state college designation, a mission change, and a name change to College of Coastal Georgia. In December 2008, SACSCOC granted the College initial approval as a Level II institution to offer baccalaureate degrees in business administration, early childhood/special education, middle grades education, and nursing. From 2011 to 2013, the College built the Nunally Health and Science Building, the Correll Teacher Education and Learning Center, the Campus Center, and a new signature entrance to campus, the Founders Gate and the Regent James A. Bishop Arch. Additionally, the College opened the inaugural on-campus student housing complex, Lakeside Village in 2012, an off-campus housing option, Coastal Place Apartments, in 2013 and a second on-campus housing complex, Mariner Village in 2016. **Today, the College has an enrollment of over 3000 students, offers 18 baccalaureate degrees as well as associate degrees. The College graduates over 550 students each year, with roughly half earning a baccalaureate degree.**

Today, CCGA has one campus in Brunswick & an off-campus instructional site in Kingsland.

COLLEGE *of*
COASTAL
GEORGIA
UNIVERSITY SYSTEM OF GEORGIA

The College of Coastal Georgia
is a tobacco-free campus

Important Phone Numbers
General Information 912-279-5700
Campus Police 912-258-3133
Office of Admissions 912-279-5701
Campus Bookstore.............................912-279-5975
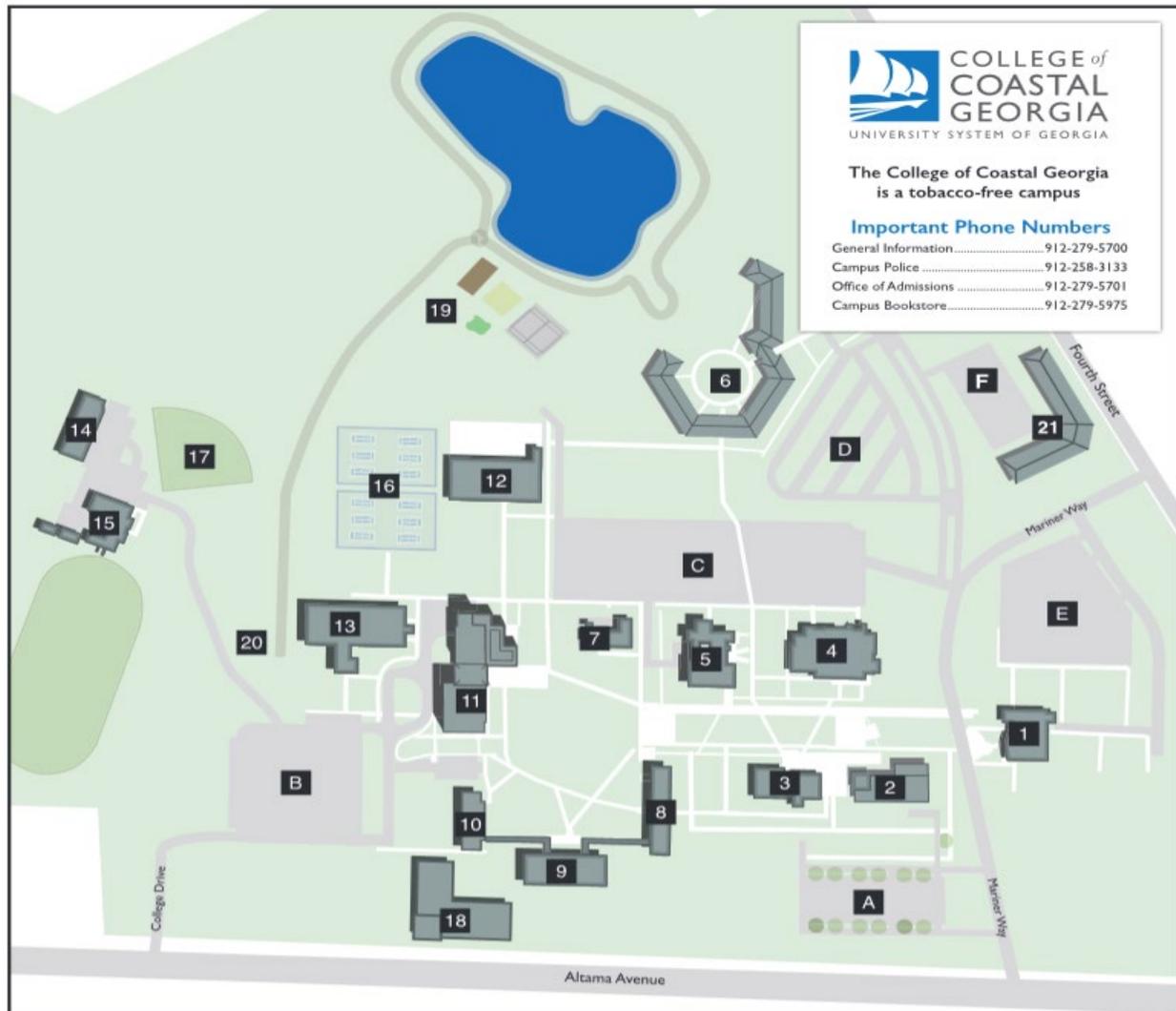
Classroom Buildings:

13 - Coffin
18 - Correll
9 - Jones
10 - Academic Commons North (ACN)
8 - Academic Commons South (ACS)
2 - Health Sciences (HS)
1 - Conference Center (CC)
11 - Campus Center - Stembler (CCTR)
Camden Center (CAM)

We have two on-campus residence
halls and off-campus apartments
(Coastal Place Apartments).

Today's College Student

National Trends

Demographics

A report from the National Center for Education Statistics found that 74% of U.S. college students in 2011-12 were nontraditional, i.e., they had one of the following characteristics: being independent for financial aid purposes, having one or more dependents, being a single caregiver, not having a traditional high school diploma, delaying postsecondary enrollment, attending school part time, and being employed full time. The Lumina foundation also studies these trends:

37% of college students are 25 or older & 46% are first-generation college goers

64%	**49%**	**24%**	**57%**
of college students work, and 40% of them work full time.	of college students are financially independent from their parents.	of college students have children or other dependents.	of students live independently – away from their parents or campus housing.
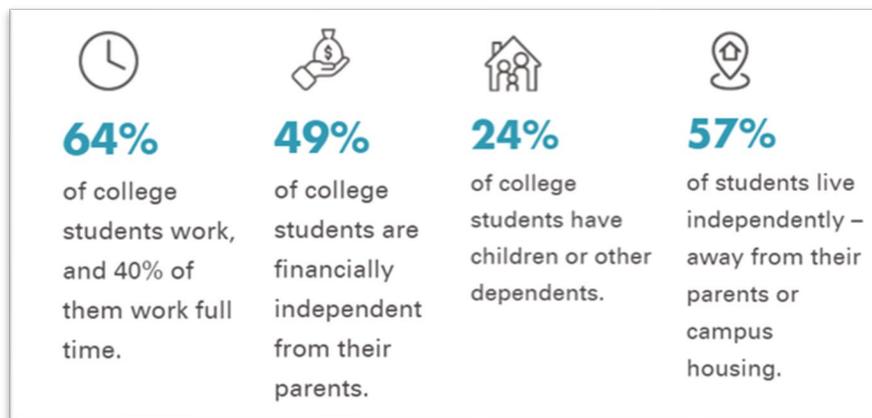
Mindsets

In 2017, The Chronicle of Higher Ed published an interactive dataset on the Backgrounds and Beliefs of College Freshmen, which culminated from five decades of research at UCLA. The dataset allows you to explore trends, like the perception of academic workload, over the last several decades. Here is some of the 2016 data:

Did you occasionally or frequently feel overwhelmed by all you had to do?

■ YES

40%

20%

1984 1987 1990 1993 1996 1999 2002 2005 2008 2011 2014
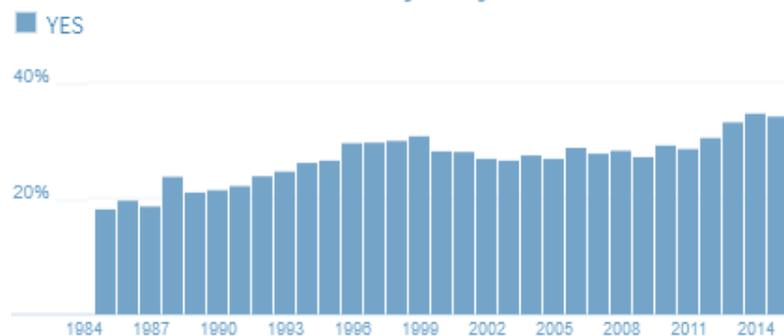
Compared to the average person their age, the following percentage rate themselves above average:

- 77% in empathy
- 73% in academic ability
- 71% in discussing controversial issues
- 65% in openness
- 47% in emotional health
- 48% in writing ability
- 33% in computer skill

In September of each year, Marist College releases "The Mindset List" to give colleges perspective on freshmen. Here is a look at the Class of 2024 (the fall 2020 incoming freshmen class):

- Emerging artists and designers in the class of 2024 will explore race relations beyond Black Lives Matter into a deeper understanding of how Whiteness has shaped bias and influence in contemporary American culture.
- Incoming students will rely on smart devices for shopping, interactive wellness-centered consumer experiences, and engaging in the social good.
- [They] may view the idea of "banned books" as an artifact from the past, but the Harry Potter series has been banned somewhere in America for their entire lifetimes, and To Kill a Mockingbird has appeared on the American Library Association (ALA) list of frequently challenged books eight times since 2004, due to perceived concerns over offensive language as well as racial and sexual themes.
- Incoming students are willing to pay for their privacy. Privacy is now a commodity, and they value privacy for their real relationships.
- The necessity of personal protection equipment (PPE) will drive fashion trends for the next couple of seasons as young designers in the class of 2024 adapt face masks and other PPE into functional objects of personal expression.
- For incoming students, the world political stage has always been post-9/11; Vladimir Putin has always been the leader of Russia, Tayyip Erdogan has always been leader of Turkey, and the United States military has always been involved in Afghanistan.
- The class of 2024 (and, often, their teachers) expect and embrace a richer diversity of voices in the books they read, and their enthusiasm for young adult (YA) literature has led to the emergence of vibrant new voices such as Angie Thomas (The Hate U Give), Marie Lu (Legend), and Tomi Adeyemi (Children of Blood and Bone). In addition, these students are shaping American literary culture like never before, by contributing commentary and adaptations in online forums such as GoodReads, Reddit, Twitter, and fanfic sites.
- Incoming students are keenly aware of the major threats to the health of our society created by both an international pandemic and the global climate crisis, while at the same time, the value of science in our national dialogue is increasingly questioned.
- Social distancing provided a captive audience for the ESPN documentary "The Last Dance." This phenomenon allowed the Class of 2024 to see for themselves the evolution of the NBA game in the last twenty years, sparking new debate over how past heroes such as Michael Jordan compare to their favorite players of today like LeBron and Giannis as G.O.A.T.
- Incoming students have never been more ready to embrace social distance by using technology to fill the distance gap. They are always looking for the newest upgrade.

A 2018 survey of US undergraduate college students by Civitas Learning asked "What do you think are the most significant challenges to completing your degree? Please rank your top three."

Skill Development	Social/Behavioral	Academics	Outside Barriers
• Time management – 36% • Being overwhelmed managing the responsibilities – 31% • Study skills – 25% • Technology skills – 11%	• Anxiety (fear of failure) – 35% • Inability to focus – 24% • Making friends – 10% • Social distractions – 15%	• Difficulty of specific course(s) – 21% • Lack of academic support – 11% • Difficult or unfair professors – 11% • Difficulty communicating with your professor – 9%	• Working too many hours – 24% • Not knowing how to handle life problems that get in the way of college coursework – 18% • Housing security – 12% • Food insecurity – 8%

Georgia Trends

GENDER
Male 41
Female 59

AGE
56 Under 21
27 22-29
9 30-39
7 40+

LEARNING ENVIRONMENT
Classroom only 72
Blend of classroom and online 18
Online only 10

TYPE OF SCHOOL
72 4-year
28 2-year

HOUSING
Live on campus 68
Live in other housing 22
Live with parent/guardian 9

RACE
50 White
35 Black
7 Hispanic
5 Asian/Pacific Islander
9 Two or more races
50 Non-White

FINANCIAL AID
Receive Pell Grants 49
Do not receive Pell Grants 51

ENROLLMENT
65 Full-time
35 Part-time

COLLEGE STUDENTS IN GEORGIA

Source: Bill & Melinda Gates Foundation, which used Fall 2015 IPEDS data.

The University System of Georgia publishes semester enrollment reports for the state. For Fall 2020, student demographics were as follows:

| 57% Female | average age 21.8 | 67.6% enrolled full-time | 47.1% white, 26.3% black or african american, 10.2% hispanic/latinx |

College of Coastal Georgia Students

Fall 2020 Statistics

Headcount Enrollment
Total	3457
FTE Total Students	2766
Average Credit Hours	10.7
Average Age	23
Georgia Residents	90.0%
Military (includes dependents)	17.0%
First Generation (new freshmen)	21.5%
Pell Recipients	33.1%
Full-Time	53.3%
Part-Time	46.7%
Female	69.5%
Male	30.5%
Residential Students	15.3%

New Students
Total	28.2%
Dual Enrolled High School	4.9%
Beginning Freshmen	17.3%
Transfers	5.3%
Transient	0.2%
Others	0.5%

Schools
Arts & Sciences	36.6%
Business & Public Management	25.1%
Nursing & Health Sciences	25.0%
General Studies	12.7%

Ethnic/Racial Representation
American Indian or Alaska Native	0.2%
Asian	2.0%
Black or African American	19.6%
Hispanic or Latino	8.3%
Native Hawaiian or Other Pacific Islander	0.2%
Two or More Races	4.4%
Unknown	2.2%

Classification
Dual Enrollment	12.8%
Freshman	29.6%
Sophomore	24.1%
Junior	14.9%
Senior	15.5%
Transient	0.4%
Other	2.6%

Degree Level
Associate	29.9%
Baccalaureate	69.1%
Non-Degree	1.0%

Baccalaureate Majors – Top 10
BBA General Business	15.2%
BS Health Sciences	11.4%
BS Biological Sciences	9.1%
BS Psychology	6.9%
BS Criminal Justice	4.3%
BS Nursing (pre-licensure)	3.3%
BS Interdisciplinary Studies	3.1%
BS Early Childhood/Special Education	3.1%
BS American Studies	1.4%
BS Hotel & Tourism Management	1.3%

Georgia County of Origin – Top 10
Glynn	37.7%
Camden	14.1%
Wayne	4.6%
Chatham	2.9%
McIntosh	2.7%
Brantley	2.6%
Liberty	2.6%
Cobb	1.6%
Gwinnett	1.6%
Fulton	1.3%

Average Freshman HS GPA **3.07**

Average Freshman SAT **1005**

In-State Freshmen Receiving HOPE or Zell Scholarship **44%**

Freshmen Receiving Pell **50%**

Source: https://www.usg.edu/institutions/student_outcomes/college_of_coastal_georgia

CCGA Academics

Academic Affairs

Located in the Hargett Administration Building - Academic Affairs Office Suite / 279-5711

Dr. Johnny Evans, Provost and Vice President for Academic Affairs

Dr. Laura Lynch, Assistant Vice President for Faculty Affairs & Associate Professor of Mathematics

Dr. German Vargas, Assistant Vice President for Academic Student Engagement & Associate Professor of Mathematics

Ms. Dalila Vazquez Herrera, Interim Administrative Assistant to the Provost and VPAA

Schools and Departments

We have 3 schools and 10 departments.

Departments	Chair	Department Coordinator (Main Contact)
School of Arts and Sciences (Dean: Dr. Andrea Wallace)		
Arts & Humanities	Dr. Robert Bleil	Andrea Spivey - 279-5877 / alternates daily between Jones 116 & ACN 102
Social Sciences	VACANT	
Mathematics & Data Science	Dr. Syvillia Averett	Deb Browning - 279-5876 / Jones 228
Natural Science	Dr. Colleen Knight	
Education & Teacher Preparation	Dr. Amy Sneed	Quanda King, 279-5849 / Correll 212
School of Nursing and Health Sciences (Dean: Dr. Lydia Watkins)		
Nursing	Dr. Nicole Masano	Nichol James - 279-5861 / HS 216
Health Sciences		
School of Business and Public Management (Dean: Dr. Skip Mounts)		
Business Administration & Health Informatics	Ms. Lee McKinley	Stephen Shehan-Nichols - 279-5852 / ACN 209
Hospitality, Tourism & Culinary Arts	Dr. Tyra Warner	
Criminal Justice, Public Policy & Public Management	Dr. Heather Farley	

At CCGA, we offer three types of degrees: Baccalaureate degrees, Career Associate Degrees (which are career-ready degrees), and Associate for Transfer degrees (which prepare students in the core curriculum for further baccalaureate study). On the following pages, we list our degrees in two ways:

1. Baccalaureate and Career Associate Degrees by School
2. All Degrees and Minors by Academic Focus Area

Degrees by School

Arts & Sciences

B.A. American Studies with concentrations:
- ◦ Cultural Studies & Communication, Environmental & Regional Studies, History & Political Science

B.S. Biological Sciences with concentrations:
- ◦ Biochemistry, Biomedical Science, Coastal Ecology, General Biology, Secondary Teacher Certification

B.S. Data Science with concentrations:
- ◦ Computational Data Analytics, Entrepreneurship, Financial Analytics, Healthcare Analytics, Marketing Analytics

B.S.Ed. Early Childhood/Special Education

B.S. Environmental Sciences with concentrations:
- ◦ Natural Science, Environmental Studies, Chemistry, Geology, Marine Science, Sustainability Policy & Mgmt

B.S. Interdisciplinary Studies

B.S. Mathematics with concentrations:
- ◦ Pure/Applied Mathematics, Scientific Computing, Secondary Teacher Certification

B.S. Middle Grades Education

B.S. Psychology with concentrations:
- ◦ Psychological Science, Community and Organizational Leadership, Human Services

Business & Public Management

B.A.S. Workforce Management and Leadership (online only) with concentrations:
- ◦ Technical & Industrial, Logistics & Transportation, Healthcare Information Management

B.B.A. General Business with concentrations:
- ◦ Accounting, Cyber Defense, Economics, Finance, Financial Technology, General Business, Health Care Admin, Leadership, Marketing, Management, Small Business, Sports Management

B.S. Criminal Justice with concentrations:
- ◦ Public Management, Homeland Security, Cyber Defense

B.S. Health Informatics

B.S. Hospitality & Tourism Management

B.S. Public Management with concentrations:
- ◦ Public Non-Profit Management and Leadership, Public Management, Public Policy

Associate of Applied Science in Culinary Arts

Nursing & Health Sciences

B.S. Health Sciences with concentrations:
- ◦ Health Promotion, Exercise Science

B.S. Nursing (pre-licensure)

B.S. Nursing / RN to BSN (for students who have completed an ASN) **(online only)**

Associate of Science Nursing

Associate of Science Radiologic Science

We also offer Associate of Arts and Associate of Science degrees in Core Curriculum for students looking to earn a two-year degree before further study at the baccalaureate level.

Degrees and Minors by Academic Focus Area

As of fall 2019, no student in the University System of Georgia is completely undecided. Instead, students select an "academic focus area," a type of meta-major that states their broad academic interest. The table below shows our 7 academic focus areas, along with the associated degrees and minors.

Focus Areas	Baccalaureate Degrees	Minors
HEALTH PROFESSIONS	BSN	
	RN to BSN	
	BS Health Sciences	
BUSINESS	BBA	Business
	BAS Workforce Management	Economics
		Leadership
	BS Hospitality	
	BS Public Management	Public Management
APPLIED TECHNOLOGY	BS Health Informatics	Health Informatics
SOCIAL SCIENCES	BS Criminal Justice	Criminal Justice
		Cyber Defense
	BS Psychology	Psychology
	BA American Studies	History
HUMANITIES	BA American Studies	American Studies
	BS Interdisciplinary Studies	Communication Arts
		Literature
		Writing
		Visual Arts
	BA French	
	BA Spanish	
STEM	BS Biological Sciences	Biology
		Chemistry
	BS Environmental Science	Environmental Sci
		Geological Sciences
		Marine Science
		Environmental Mgmt, Policy & Sustainability
	BS Mathematics	Mathematics
	BS Data Science	Data Analytics
EDUCATION	BSEd Early Childhood/Special Ed	
	BS Middle Grades Education	

CCGA Core Curriculum

Baccalaureate and AA/AS in Core Curriculum Degrees

These degrees have a USG common "general education" curriculum (often called the core).

Area A: Essential Skills (9 credits)
- ENGL 1101 & ENGL 1102
- Introductory Math Course (different list for Math/Science majors)

Area B: Institutional Option (4 – 5 credits)
- GLOB 1001 (1cr) [Student who elect not to take 2 lab sciences will take two GLOB 1001]
- One 3cr elective from a varied list

Area C: Humanities/Fine Arts, Ethics (6 credits)
- ENGL 21XX Literature (we offer World, British, or American)
- One 3cr elective in ARHI, ARTS, COMM, ENGL, FREN, GRMN, ITAL, LATN, MUSI, PHIL, SPAN, THEA

Area D: Natural Sciences, Mathematics, and Technology (10 – 11 credits)
- 7 – 8 Credits Science (different lists for Math/Science majors, for Nursing/Health Science majors, and everyone else. Math/Science and Nursing/Health Science have to do two lab sciences. Everyone else can elect to do one lab and one non-lab science if they prefer.) Science options include ASTR, BIOL, CHEM, GEOL, PHYS
- 3 credits Mathematics (different lists for Math/Science majors)

Area E: Social Sciences (12 credits)
- POLS 1101
- HIST 2111 or 2112 (US History 1 or 2)
- Two 3cr electives in ANTH, ECON, GEOG, HIST, POLS, PSYC, SOCI

Area F: Prerequisite Courses (18 credits)
- 18 credits of lower level coursework that prepares students for upper level coursework in the major.

Career Associate Degrees

The USG does not require the same general education curriculum for career associates; our programs require:

Culinary Arts (AASCA)
- Humanities/Fine Arts (6cr)
- Natural Science/ Mathematics (10cr)
- Social/Behavioral Sciences (6cr)

Nursing (ASN)
- Humanities/Fine Arts (6cr)
- Natural Science/ Mathematics (15cr)
- Social/Behavioral Sciences (9cr)

Radiologic Science (ASRS)
- Humanities/Fine Arts (6cr)
- Natural Science/ Mathematics (11cr)
- Social/Behavioral Sciences (6cr)

Additional Graduation Requirements

- Earn a GPA of 2.0 and, except for career associates, have a C or better in Area A and F courses.
- Meet the state requirement for proficiency in U.S. and Georgia History and constitutions.
- Except for career associates, all students must complete a "Wellness Requirement:" a 3 credit WELL course (which counts in open electives), 2 credit of PHED activity classes, or military service abroad for 6 months (as documented by a DD214).
- Complete residency requirements: 20 of the last 30 credit hours must be taken at CCGA and
  - Bachelors – 30 upper division credits must be at CCGA
  - Career Associates – 24 credits must be at CCGA

The Momentum Approach

The Momentum Approach is a suite of strategies designed to help University System of Georgia students succeed in College. It begins with the Momentum Year, where evidence-based research confirms that college students are most successful when they:

START	ENTER	FOLLOW
their college careers by making a **purposeful choice** in a focus area or program	with a **productive academic mindset**	a clearly sequenced program maps that include:

① core **English** and **math**	② 9 credits in the student's academic focus area	③ 30 credits in the first year
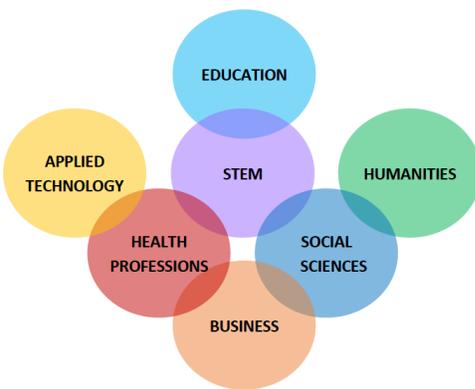
Purposeful Choice. We've already seen how each of our degree programs fit into an Academic Focus Area. These focus areas are based on typical first year courses; a student who starts in a major within a specific academic focus area will be able to transfer most/all of their first-year credit toward another major in the same area if they decide to switch, and students who are unsure which major may be right for them can at least declare a focus area so that they can begin taking the necessary preparatory courses for their eventual major. For students who are undecided, the COMPASS Career and Academic Advising center works with students through Focus2Apply and the Focus2Career assessments to help them leverage their strengths in choosing a major so that every student is at least declared in a focus area as they begin their College career.

Productive academic mindsets include self-efficacy and growth mindset (students believe that they are capable of learning and that with enough effort they can become better at anything), purpose/value (student see the purpose or value in what they are learning), and social belonging (students feel they belong in the classroom and in college, in general). The USG conducts a survey of first-time Freshmen each fall on mindset, and we've seen firsthand that CCGA students with a growth mindset have higher GPAs after their first semester of College.
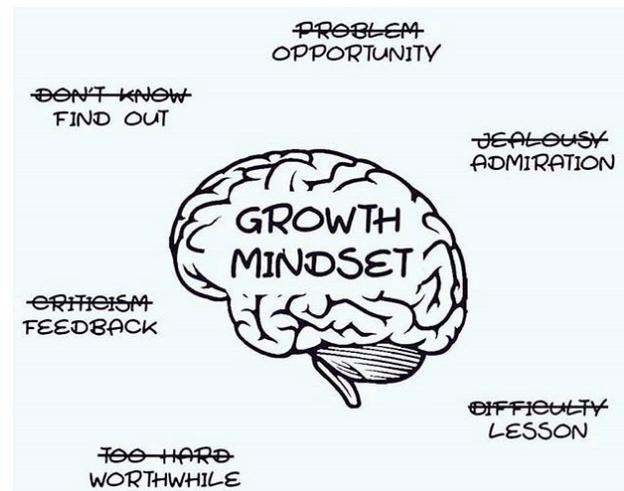
How can you support productive academic mindsets with your students?

- Provide students with time and support to work through questions on their own (try "Think-Pair-Share")
- Use formative assessments instead of or in addition to summative assessments: mid-term exams are still a learning opportunity!
- Watch student's language. Make it a habit to use the word "yet!" Don't let students say "this is too hard" or "I can't do this." Remind them that they just haven't learned it YET.
- Normalize the struggle of learning. Turn mistakes into opportunities to ask "What can we learn from this?" and remind students that it took you a long time to learn the material too!
- Give students opportunities to find their own purpose and value in the content and to share it with others. How will each assignment help them in their future? Also, try Transparency in Learning and Teaching (TILT) as a framework that puts the "purpose" of an assignment first.
- Foster a sense of belonging in your classroom by addressing students by names, providing encouragement, reducing stereotype threat, communicating the benefits of diversity in the classroom, allowing all voices to be heard (whether in class or through discussion boards), and building a positive and inclusive classroom environment.

Clearly Sequences Program Maps help students progress toward graduation. Each baccalaureate and career associate degree program has a program map that shows students what classes they should take each year in order to graduate. In their first year, these program maps include a core English and Math course, at least 9 credits of coursework related to their academic focus area and a total of 30 credits in order to set the students up for success. Going beyond that first year, the program maps all have students completing roughly 15 credits per semester in order to graduate on time. This is part of the "15 to finish" initiative, which encourages students who may otherwise enroll in only 12 – 14 semester hours to sign up for 15 or more semester hours so that they can graduate sooner. Students who are on pace to graduate on time are more likely to complete their degrees, and therefore to have more career opportunities, more competitive salaries, and better benefits and security. Earning a degree pays, and earning it sooner means making more money over a lifetime.

Finish Your Degree...On Time!

15 to FINISH™ GEORGIA

www.completega.org/15-to-Finish

Advisors may be reluctant to advise students to take 15 credits a semester because they are concerned that grade point average will suffer. Although counter-intuitive, research shows that students taking 15 credits per semester typically have higher grade point averages than comparably-prepared students (at the same institutions) taking 12 credits per semester. This is probably because the increase in credit intensity leaves students with less time for major distractions from college.

Selected Outcomes by First and Second Term Course Load for the USG

		12-14 hrs (1st spring)	15+ hrs (1st spring)
Av. Hours attempted in term 1	12-14 hrs (1st fall)	12.8	13.2
Av. Hours earned in term 1		11.6	12.6
% grad in 6 yrs		48.2%	63.7%
Av. Hours earned in term 18 (6 yrs)		75.9	91.9
N		40,895	23,584
Av. Hours attempted in term 1	15+ hrs (1st fall)	17.1	16.5
Av. Hours earned in term 1		15.1	15.6
% grad in 6 yrs		55.4%	68.0%
Av. Hours earned in term 18 (6 yrs)		84.4	97.3
N		22,973	30,175

Note: Students who took less than 12 in spring (n = 12,354) are excluded; only students enrolled for a full first academic year are included (fall and spring, or fall, spring, and summer)

Offices and Services

(Partial) Organizational Chart

President's Office

Academic Affairs

- **Academic Schools:**
  Arts and Sciences
  Business and Public Management
  Nursing and Health Sciences

- Institutional Effectiveness

- Center for Teaching and Learning

- Library and Information Commons

Advancement

Business Affairs

- **Student Services:**
  Academic & Career Advising
  ATTIC Tutoring Center
  Writing Center
  Registrar
  eLearning
  Office of Service-Learning and Undergraduate Research
  Honors Program
  Testing Center

Student Affairs and Enrollment Management

- **Student Services:**
  Financial Aid
  Counseling and Disability Services
  Diversity and Inclusion
  Behavioral Intervention Team
  Student Conduct Board
  Student Life

Academic Affairs Student Services

Career Academic Advising

Advising Structure

- Students with < 30 credit hours: Professional Advisors
- Students with ≥ 30 credit hours: Faculty Advisors (*only full-time faculty*)

COMPASS Career & Academic Advising

- Location: Academic Commons South
- 6 professional advisors in Brunswick and 1 in Camden

New Faculty generally are not assigned new advisees, so that they shadow advisors in their first year.

- Suggestion: Shadow a professional advisor in fall, then a faculty advisor in spring.
- Contact Brian Weese to shadow a professional advisor.
- Contact your Department Chair to shadow a faculty member in your area.

Contact Information: Brian Weese, Director, Career & Academic Advising, 912-279-4564 or bweese@ccga.edu.

Tutoring

The **Academic TuToring and Instruction Center (ATTIC)** and **Writing Center** are open to all CCGA students. They are located in the Library (Brunswick and Camden) and provide sercices in person and also online. Students can also get 24/7 online tutoring through Tutor.com, a subscription service paid for by student fees and accessible to students through D2L. The ATTIC provides tutoring for the following subjects/courses:

ACCT	2102, 2102	**ITEC**	2100
ANTH	1102	**MATH**	1001, 1101, 1111, 1112,1113,1121, 1122, 1401, 2008, 2123, 2124, 2403
BIOL	1107, 1108, 1120, 2110, 2111, 2215, 2440, 3300	**PHIL**	2010, 2020
CHEM	1000, 1100, 1151, 1152, 1211, 1212, 2211	**PHYS**	1111, 2211
ECON	2105, 2106	**POLS**	1101
ENGL	1101, 1102, 2111, 2112, 2130	**PSYC**	1101, 2103, 2104, 3000, 3200
GEOL	1121, 1122	**SOCI**	1101
HIST	2111, 2112	**SPAN**	1001, 1002, 2001, 2002

Contact Information: Niki Schmauch, Coordinator of Academic Services, 912-279-5790 or nschmauch@ccga.edu.

Testing Center

The Testing Center mainly administers placement exams (e.g., Accuplacer, ACT) and certification exams (e.g., GACE, HESI). Students can use the testing center to receive CLEP credit or to satisfy the Georgia History and constitution graduation exams. The testing center can proctor course exams, however it is $20 for eCore/eMajor and $30 for all other exams.

Contact Information: Zerelda Jackson, Coordinator of Testing, 912-279-5807 or zjackson@ccga.edu.

Student Affairs Student Services

Student Conduct

Academic Integrity (full policy located in the College Catalog under "Academic Regulations")

- You determine appropriate sanction, or request it be heard by the Student Conduct Board.
- You are required to submit a (short) report via an electronic form; we track integrity violations for repeat violations.

Behavioral

- You can dismiss students from class for disruptive behavior, or refer the violation to the Dean of Students.
- You are encouraged to inform the Dean of Students in either way. As relevant, he will involve Behavioral Intervention Team or Student Conduct Board.
- Faculty who are concerned about the behavior of a student, feel threatened by the student, or who are made aware of criminal or dangerous activity, should immediately report the information to Campus Police or the Behavioral Intervention Team.
- For emergency situations, call 911.

The Office of Student Conduct webpage includes more in-depth procedures, forms, and contact information.

Disability Services

Instructors are expected to make all lecture information, tests, quizzes, course assignments, etc. accessible to all students, including those with visual impairments.

- **Disability Services can assist by providing test proctors, space for testing, assistive technology, etc. to help aid in ensuring access,** but ultimately it is each individual instructor's responsibility to make all course materials accessible to all students.

Instructors are expected to provide *reasonable accommodations* listed on the student's accommodation letter from Disability Services.

- Unreasonable accommodations include:
    - Changing course guidelines or standards (that fundamentally alters a course objective)
    - Unlimited time on tests.
- A student must provide you with their current accommodation letter to receive any accommodations.
    - This letter can be presented *at any time* during the semester.
    - If a student provides the letter after the start of the semester, accommodations need not be given for past assignments.

Three typical accommodations:

- **Peer Note Taker**. If listed in the accommodation letter, the instructor should locate a fellow student to share their notes. If one cannot be located, the instructor can provide *detailed* PowerPoints and/or copies of lecture materials. Disability Services may be able to assist with locating a peer note taker.
- **Record Lectures**. If listed in the accommodation letter, the instructor should make a statement at the start of the course that the contents of the lecture are being recorded without identifying the student being served by Disability Services.
- **Reduced Distraction Test Environment/Extended Time on Tests**. If listed in the accommodation letter, then the student can provide you with an additional form to set up test proctoring through Disability Services (given at least 48 hours' notice). This can be done for individual exams or for all exams during the semester.

Instructors are expected to **maintain the confidentiality of the student being served** by Disability Services. For example, distributing notes from a note taker or giving PowerPoints/lecture materials to the student being served by Disability Services should be done in a discreet manner.

Instructors are encouraged to contact Disability Services if they have questions or concerns regarding how to meet a student's accommodations.

Contact information: Dominique Driessen-Espana, Personal Counselor, 912-279-5803 or ddriessenespana@ccga.edu.

Samples of Disability Paperwork that students may present to you:

COLLEGE of COASTAL GEORGIA
UNIVERSITY SYSTEM OF GEORGIA
Dreams in Action

August 4, 2011

CONFIDENTIAL MEMO

To: Instructors of (Student's name)
        9200-----

From: Jennifer Zak
        Coordinator of Student Disability Services

Re: Class Accommodations

(Student's name) has presented documentation of a disability which meets criteria set by the Board of Regents of the University System of Georgia. Accommodations are being granted for fall semester. The accommodations listed below are considered appropriate for his disability:

- Extended time (up to time and a half) to complete tests and in-class assignments
- Reduced distraction test environment
- Permission to use an audio recorder to record lectures
- Use of a peer note taker and/or copies of power points/lecture materials
- Preferential seating in the classroom
- Use of a word processor with spell check for essays when it does not conflict with an essential course function

Should the student desire testing accommodations that cannot be provided by the professor, he must request them at least 48 hours in advance of the exam, using the form provided by the Office of Disability Services. If you have questions regarding the accommodations listed or need assistance in determining how to meet them, please feel free to email jzak@ccga.edu or call 912-279-5806. Your help in this matter is appreciated.

The instructor is not expected to change the course guidelines or standards. We only ask that you accommodate the student in order for him/her to meet them. If providing one of the accommodations above fundamentally alters the nature of an objective of your course, please contact Disability Services. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) mandates that accommodations be available to students who are entitled to them.

COLLEGE of COASTAL GEORGIA — FACULTY ACADEMIC ACCOMMODATION FORM
Dreams in Action

Office of Disability Services
3 College Drive
Brunswick, GA 31520
Phone: 912.279.5806

Student Name:_____

In accordance with the Americans with Disabilities Act, this student has presented documentation of a specific disability. This information noted on the attached letter, is CONFIDENTIAL and should be discussed privately between you and the student. To ensure ADA mandated confidentiality, do not discuss/refer to a student's disability in front of others. If you have any questions regarding the accommodations, please contact Jennifer Zak, Coordinator of Student Disability Services at 279-5806 or by email at jzak@ccga.edu. Thank you for your assistance in this matter.

_____Semester Schedule

Course	Instructor's Signature	Date

The instructor's signature is needed so we can make sure that the student has made you aware of the accommodations that they will need throughout the semester.

Student Signature:_____   Date:_____

**I hereby give permission for the Office of Disability Services to discuss my accommodations with appropriate college officials. The information I given to faculty and staff will be used only to substantiate need for accommodations and the nature of the accommodations required.

ODS staff:_____   Date:_____

Revised 07/2011

EXAM ACCOMMODATION FORM
College of Coastal Georgia
Office of Disability Services – Brunswick Campus

COLLEGE of COASTAL GEORGIA
UNIVERSITY SYSTEM OF GEORGIA
Dreams in Action

To be completed by the student:

Student Name:_____

Course Name:_____   Instructor:_____

Policies:
1. *The student must return this completed form* to the Office of Disability Services at least **48 hours** before the testing date.
2. The Office of Disability Services is available to proctor tests from 8:00 am – 5:00 pm Monday-Friday.
3. Submitting an Exam Accommodation Form does not guarantee testing accommodations with our office. Testing accommodations are on a first-come, first-serve basis.

To be completed by the Instructor:
1. The student needs to take this test on this date: _____ starting at this time:_____
2. How much time is the class being given to take this test? _____
3. Does this test include an essay (circle one)?   YES   NO
4. Please list any additional instructions for this test, including any class related materials which the student may use: _____
_____
_____
5. How will the test be received?
   _____ Instructor will hand deliver test to Office of Disability Services (*please do not send in campus mail*)
   _____ Instructor will e-mail the test to Jzak@ccga.edu (and copy lrogers@ccga.edu)
6. How will the test be returned?
   _____ Instructor will pick up the test from the Office of Disability Services
   _____ Test proctor will return the test to the instructor's division mailbox

Instructor's Signature:_____   Date:_____

Date Received:_____ Test Started: _____	Please contact Jennifer Zak, 279-5806 with further questions.
ODS Staff Initials:_____ Test Completed: _____	

Revised 08/2011

SEMESTER EXAM ACCOMMODATION FORM
Office of Disability Services

COLLEGE of COASTAL GEORGIA
UNIVERSITY SYSTEM OF GEORGIA
Dreams in Action

Part I: To Be Completed by Student:

Student Name:_____

Course Name/Number:_____   Instructor _____

_____Semester 2011 Class Meeting Time/Days:_____

Part II: To Be Completed by the Instructor:

SCHEDULE OF TESTS TO BE TAKEN AT OFFICE OF DISABILITY SERVICES
Dates and times must be approved by instructor
Any changes must also be approved by instructor

Test #	Date	Time Class is allotted for Test	Start Time
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____
9	_____	_____	_____
Final	_____	_____	_____

Instructor must choose the time for the tests. The test must be received by Office of Disability Services at least forty-eight hours (48) hours prior to the scheduled test time. Tests may be sent via e-mail or by hand delivery by instructor or his/her representative. Unannounced quizzes are the only exception.

Faculty Expectations and Evaluation

Essential Duties (Full and Part-Time Faculty)

Tenure-Track Full-Time Faculty
- Teaching (12 credit workload*)
- Service, including advising
- Professional Development
- Scholarship (as defined by Boyer, this includes scholarship related to Discovery, Integration, Application, and Teaching & Learning)

Non-Tenure Track Full-Time Faculty
- Teaching (15 credit workload*)
- Service, including advising
- Professional Development

Non-tenure track faculty are welcome to do scholarship, but it is not expected.

In situations where credit hours do not equal contact time (e.g., science labs, practicum courses), workload is calculated differently. For more information, ask your department chair or school dean.

Each new full-time faculty member is assigned a fellow faculty member in the same or a similar discipline to serve as their mentor. A great "first topic" to discuss with your mentor is how much time they typically spend on each of these areas of the job.

Full-time Faculty are required to create a daily schedule that is posted on their office door and submitted to the School Dean and/or Department Chair by the end of the first week of class each semester. The schedule should include all courses taught (with times/places), office hours/student conference hours, and contact information (email and office phone number). Full-time faculty are required to hold at least 8 office hours per fall and spring semester (see handbook for rules on summer office hours).

Part-time Faculty are only responsible for teaching courses. There are no expectations of service, professional development, or scholarship. They are required to hold some office hours (no specific minimum), but can be immediately before or after class.

Promotion & Tenure (for Full-time Faculty)

Full-time faculty additionally undergo promotion and, if in a tenure-track position, tenure. The Faculty Handbook has full details on what is required for promotion and tenure.

Apply for:	Pre-Tenure	Tenure	Promotion to Associate Professor	Promotion to Full Professor	1st Post-Tenure Review
Standard Timeline	3rd year	6th year	6th year	11th year	16th year
1 year credit	2nd year	5th year	5th year	10th year	15th year
2 years credit	1st year	4th year	4th year	9th year	14th year
3 years credit	1st year	3rd year	3rd year	8th year	13th year

Lecturers apply for promotion to Senior Lecturer in their 7th year.

Faculty Evaluations

All Faculty are evaluated by their Supervisor (Department Chairs or Deans) through Classroom Observations as well as by students through the End-of-Course Student Opinion of Instruction survey.

Full-time Faculty additionally go through an annual evaluation process:

- Faculty write separate narratives on teaching, service, professional development, and (if tenure-track) scholarship.
- Deans/Chairs provide feedback for each area and provide rating.
- Dean/Chairs meet with faculty member.
- Faculty can write response to dean/chair comments.
- Rating is basis for merit raises (when available).

These forms are located on the portal, under the "Faculty/Staff" tab.

Faculty should keep copies of all evaluation instruments for inclusion in promotion and tenure portfolios.

For tenure-track faculty, the next page provides examples of scholarship that can count toward annual evaluations, promotion and tenure. The information is adapted from a presentation from Northeastern University.

Boyer's Model of Scholarship

The Scholarship of Discovery: "...the commitment to knowledge for its own sake..."

- Search for new knowledge
- Traditional definition of scholarship
- Discovery of new information and new models
- Sharing discoveries through scholarly publication

Examples:
- Internally or externally funded research projects
- Research projects
- Working papers
- Peer-reviewed journal articles
- Book chapters and /or books
- Creative activity: Compositions, presentations, performances, exhibits and projects.

The Scholarship of Integration: "Bringing insight to bear on original research" with "interpretive, integrative, interdisciplinary" approaches.

- Integration of knowledge from different sources
- Bringing findings together from different disciplines to discover convergence.
- Identify trends and see knowledge in new ways.

Examples:
- Professional development workshops
- Literature reviews
- Presentations of research at conferences
- Non-academic publications that address discipline-related concerns
- Meta-analysis (contrasting or combining results from different studies)

The Scholarship of Application: "Higher education must serve the interests of the larger community" with the application of knowledge to real world problems.

- Discovering of ways that new knowledge can be used to solve real world problems.
- "New intellectual problems can arise out of the very act of application."

Examples:
- Consulting activities in field or industry that directly relate to the intellectual work of the faculty member
- Support/development of community activities that link with academic discipline
- Formal development and/or oversight of practica/partnerships on behalf of the College that connect students with the field/industry
- The application of theory in the field to real world problems.
- Media contributions (newspaper, magazine, etc.)

The Scholarship of Teaching: "Teaching is the highest form of understanding."

- Involves the search for innovative approaches and best practices to develop skills and disseminate knowledge.
- Informal/formal. Teaching, advising, mentoring
- "Knowing and learning are communal tasks."

Examples:
- Development of new or substantially revised courses, curricula
- Innovative teaching materials/strategies
- Educational research projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications
- Projects funded by grants to support instructional activities
- Production of videos for instruction
- Technical, procedural or practical innovations made clinically or professionally
- Publication of textbooks or teaching materials.

Policies/Procedures

Academic Policies/Procedures

Course Syllabi

Faculty are required to create and submit course syllabi for each course they teach.

- Do not print copies for all of your students.
- Syllabi must be uploaded to D2L by day 1 of class as well as submitted to your departments.

The College has a uniform syllabus template (shown on right). This template, along with master syllabi (which show learning outcomes for individual courses) and sample syllabi from other instructors, can be obtained from your dean/chair.

Note: The bottom of the first page has "General Education Outcomes." This section should only be included if the course appears in Area A – E of the general education curriculum. Your Dean/Chair can tell you if your course does.

Additionally, note that if you are planning class field trip(s), the College requires signed Waiver Liability Forms from every student

Instructor Absences

Absences due to illness, etc. should be reported to the Dean, Department Chair, and Department Coordinator.

- Please report ASAP. Often, we can find someone to cover your course.
- Post notice of absence in D2L and email students
- Additionally, absences need to be reported in OneUSG connect. To access this system, click on the "OneUSG Connect" button in the Applications window of the CCGA Portal.

Grades

At CCGA, faculty are required to give both midterm and final grades. Midterm grades are due one week prior to the last day students can withdraw from the course without academic penalty so that students can make an informed decision before deciding whether to withdraw.

A, B, C, D, F, W, WF, I
- ◦ Learning Support: IP instead of D

Withdraw (W/WF):
- ◦ Students that withdraw after the add/drop period (first week of class) but before midterm, faculty can elect to give a "WF," which counts against a student's GPA. A "W" does not count against the GPA.
- ◦ If a student is attempting to withdraw from your class, please remind them this withdrawal may have implications on their financial aid so they need to stop by the Financial Aid office
- ◦ If a student does not officially withdraw, but stops attending class – this also has financial implications for them (they will owe back whatever financial aid they received for the portion of the class they didn't attend).
- ◦ Students can seek help from financial aid at any stage of the process. Please encourage them to visit Financial Aid as soon as possible to discuss any questions.

Incomplete (I):
- ◦ Can be given to students who successfully complete a majority of the course.
- ◦ Incomplete form must be filled out.

Final grades must be accurate!
- ◦ Inform the Registrar's office ASAP if you find an error. If it is before grades are processed at end of term, you can make a quick update in COAST through the final grades menu. If it is after grades are processed, you must submit a change of grade form.

Students can appeal grades, but must follow the process as listed in College Catalog under the "Academic Regulations" section. Grade appeals start with the instructor. If the appeal is not resolved with the instructor, then students can appeal their grade through various stages (please refer to the policy in the catalog) up to the President.

Attendance

Faculty must report:

- ◦ Attendance Verification at the start of the session (e.g., full session, second session) **for every student**.
- ◦ Last Day of Attendance on mid-term grades and final grades **for students getting a grade of F or I**.

It is imperative that attendance is submitted on time and is accurate – please double check it!

- ◦ Failure to verify attendance for an attending student: the student will be removed from the course and from D2L. Once a student reports the error, it takes at least a week to reinstate the student and correct their financial aid.
- ◦ Verifying attendance for a non-attending student: the College could provide financial aid to students that are not eligible and then CCGA must repay this money to the Feds.
- ◦ The last day of attendance must be documentable – financial auditors will ask how the date was determined and faculty will need to be able to provide details (proof).

What CAN be used for attendance:	What can NOT be used for attendance:
• Last day student physically attended class • Submitted an assignment • Took a quiz/exam • Posted in a discussion board • Participated in an active tutorial or computer assisted instruction (e.g., SI session) • Initiated contact with a faculty member to ask a question about the academic subject	• Living on campus • Attending an athletic or school event • Using the meal plan • Logging in to the online class but doing NOTHING • Participating in academic counseling or advising • Email to faculty member of an administrative nature (e.g., "I missed the last 3 weeks, can I still pass?")

If a student is missing from your official roster but is coming to class, call the Registrar: 912-279-5738. Your official class roster is on the Portal or COAST, not D2L – if a student is not listed on the Portal or COAST, they are not officially enrolled. The D2L roster will generally match, however:

- ◦ Students can be listed on D2L that are not on COAST (you can manually add students to your D2L course)
- ◦ Students may not be listed but are officially registered on COAST (this is rare, but happens)

FERPA: Keep student records confidential!

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records.

Grades: Students' grades should not be displayed publicly using student's names, SSN (all or partial), or student ID. Instead, grades should be posted online in D2L (or other online assessment systems).

Papers: Graded papers or tests should not be left unattended on a desk in a public area, nor should students sort through graded papers or tests in order to retrieve their own work.

Class rosters/grade sheets: These reports should be handled in a confidential manner, and the information contained on them should not be disclosed to third parties.

Parents: Parents and significant others do not have a right to information contained in a student's education record, unless a student has submitted a FERPA waiver to the Office of the Registrar giving consent to share specific records with designated individuals.

- Completed FERPA waivers can be found by visiting the portal and navigating to the Faculty/Staff tab>FERPA.

Employers: Employers do not have a right to educational information pertaining to a student.

Letters of recommendation: Statements based on your personal observation or knowledge do not require signed consent from the student. However, you must have signed written consent to include information about a student's grades, grade point average, or class rank.

- Please do not assume that it is OK with the student to include his or her grade or GPA even if you have received a verbal request from the student. It is vital that you have this permission in writing with the signature of the student.

Class schedules: Do not provide anyone with a student's schedule. As well, do not assist anyone other than an authorized college employee in finding a student on campus.

- If someone indicates it is necessary to contact a student due to a family emergency, refer them to the Office of Student Affairs at 279-4561.

Student disabilities are also considered a record that must not be disclosed to others.

Personnel Policies

Email/Mail

Email is the official communication method for the College. Faculty are expected to check their email several times per day and respond (if needed) in a timely manner.

Each School has faculty mailboxes, which should be checked regularly. There are also large zippered pouches for outgoing mail that are picked up around 2:00pm each day.

Outside Activities

Working somewhere else (including another USG institution)? Consulting for another company/organization? Interested in political office? **If yes, please read the "Outside Activity" section of the Faculty Handbook immediately.** There are forms and rules for these activities.

Conflicts of Interest

<u>Gifts and Gratuities Prohibited</u>: Employees shall not directly or indirectly solicit, receive, accept, or agree to receive a thing of value by inducing the reasonable belief that the giving of the thing will influence his or her performance or failure to perform any official action.

- The acceptance of a gift, benefit, reward or consideration where the purpose of the gift is to influence an employee in the performance of his or her official functions is a felony.

- For purposes of this policy a gift is defined as lodging, transportation, personal services, a gratuity, subscription, membership, trip, loan, extension of credit, forgiveness of debt, advance or deposit of money, or anything of value.

<u>Appearance of Conflicts of Interest</u>: An employee shall make every reasonable effort to avoid even the appearance of a conflict of interest. An appearance of conflict exists when a reasonable person will conclude from the circumstances that the employee's ability to protect the public interest or perform public duties is compromised by personal interest.

Other College Policies

The uniform syllabus template includes a link to relevant policies that may impact your students and courses: portside.ccga.edu/CoursePolicies. That link includes information on the following:

- Academic Integrity Policy
- Student Conduct Policy
- Electronic Devices Policy
- Withdrawal Policy
- Sexual Misconduct/Title IX
- Prohibition of Weapons on Campus Policy

The Faculty Handbook additionally provides information on the following policies:

- Open Records Policy
- Tobacco Free Campus and Drug Free Workplace Policies
- Policy against Harassment
- Children on Campus Policy
- Academic Freedom Policy

A full list of College policies is available on the Intranet.

Where to do What and When?

When?

Note: The dates below are college-wide dates. Many school/departments have additional dates for faculty, e.g., when syllabi are due.

Important Semester Dates	Full Session	1st Session	2nd Session
First Day of Class	Aug 16	Aug 16	Oct 11
Drop/Add	Aug 16 - 20	Aug 16 - 20	Oct 11 – 12
Attendance Verification – Initial Rosters - Due 5pm	Aug 20	Aug 20	Oct 13
Attendance Verification – Final Rosters - Due 12pm	Aug 25	Aug 25	Oct 15
Midterm Grades - Due 5pm	Oct 1	--	--
Midterm (last day for students to drop and receive a "W")	Oct 8	Sept 13	Nov 10
Last Day of Classes	Dec 6	Oct 5	Dec 6
Final Exams	Dec 7 – 10	Oct 6 – 8	Dec 7 – 10
Final Grades - Due 12pm	Dec 12	Oct 10	Dec 12
No Classes On: Sept 6, Nov 22 – 26 (however, Nov 22 – 23 are emergency make-up days)			

Where?

Most everything requires you to log into the CCGA portal at https://portal.ccga.edu.

Course Rosters, Attendance Verification, & Grades

In the portal, faculty can click on the "My Schedule" tab on the top ribbon. Doing so will show faculty their schedule for the semester they select. Selecting a term and a CRN will pull up the course roster, which is also where faculty verify student attendance at the start of the term. Choose the "Midterm Grade Entry" or "Final Grade Entry" along the top ribbon takes you directly to the screen to input student trades.

Good afternoon Laura

Home	My Schedule	Student Forms	News	Profile	Intranet	Faculty/Staff	Athletics	Comp Study

DegreeWorks	My Advisees	Always Alert	Midterm Grade Entry	Final Grade Entry	Classic COAST

Faculty/Staff Schedule

Laura Lynch   Term: 202108 ⌄

CRN	Class	Title	Session	Days	Time	RM	CT	CR	Max	Avail
80033	MATH 1111	College Algebra	Full Term	–	–	WEB*	3	3	30	30
80247	MATH 0999	Support for College Algebra	Full Term	–	–	WEB*	2	2	15	15
80248	MATH 1111	College Algebra	Full Term	–	–	WEB*	3	3	30	30

Note: Point to building codes to see more information

Course Roster

Course Roster for MATH 1111 – CRN: 80033, Section: 10W, Term: 202108   [Picture Grid]

Count	Student ID	Verification (Attended at least once)	Student Name (Preferred Name) [Show Pictures]
1	9201	☐	A
2	9201	☐	B
3	9201	☐	B
4	9201	☐	B
5	9201	☐	C
6	9201	☐	C
7	9201	☐	E
8	9200	☐	F
9	9201	☐	F
10	9201	☐	F

💡 *Quick Tip*: Choose the "Picture Grid" button on the right middle of the screen in the screen shot above to see photos of each student in your course (taken from the school identification card). This is a great way to put a face to the name as you are trying to remember your students' names at the start of the term. Some faculty print these picture grids out to keep with them!

Note: D2L has a gradebook that you can use with your students to keep them abreast of how they are progressing throughout the term. However, midterm and final grades must be submitted via the screen above!

Academic Forms (Electronic and Otherwise)

In the portal, the "Faculty/Staff" tab along the top horizontal bar has most of the forms faculty fill out:

Forms About Students

- Academic Integrity Incident Report Form
- Behavioral Intervention Team (BIT) Referral Form
- Change of Grade Form
- Course Substitution Petition
- Incomplete Grade Request
- Independent Study Approval Form
- Permission to Add a Course (Advisor Initiated)
- PLA Credit Approval
- Release for Recommendation (FERPA)
- Request to Switch Courses After Add/Drop

Other Academic Affairs Forms

- Academic Policy Proposal Form
- Annual Faculty Self-Evaluation Form
- Catalog Edit Submission
- Classroom Observation Form (In-Class or Online)
- Curriculum Proposal Template
- Grant Proposal Certification Forms
- IRB Proposal Forms
- SACSCOC Justification Form
- Summer Fellowship for Research and Innovative Projects
- Uniform Syllabus Template

All Service-Learning Forms

Various Technology Access Forms

Other Employee Forms

- CCGA Facility Use License Agreement
- Guest Wifi Account Request Form
- HR/Employment Forms
- Laptop Loan Request Form
- Room Reservation Request Form
- Travel Authorization and other Travel Forms

There is also a "student form" tab with additional forms students fill out.

Faculty Development and Resources

Faculty Development Units

Center for Teaching and Learning

The CTL is partially responsible for this guide, but also organizes year-round faculty workshops and faculty book groups related to teaching and learning. The CTL also maintains a lending library for faculty which includes the books pictured on the right.

Looking for more info? Contact Dr. Laura Lynch, Assistant Vice President for Faculty Affairs and Associate Professor of Mathematics, 912.279.4548, llynch@ccga.edu.

Quick Tip: Students tend to retain more information when they are actively engaged in the learning process (Brown, Roediger, & McDaniel, 2014). When possible, balance lectures with more active learning strategies. Technologies like Kahoot can help!
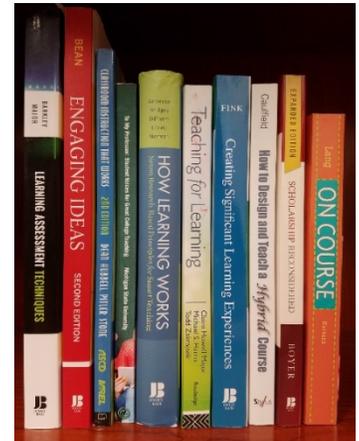
Library

The Gould Memorial Library in Brunswick and the Camden Center Library have a collection of more than 320 GALILEO databases that support our programs and faculty needs. Additionally, the libraries offer several faculty services.

- Librarians can come to your class to provide customized instruction on GALILEO and research
- Librarians can recommend library materials that support courses/programs.
- Librarians have created "LibGuides" on a variety of topics and can create custom guides for you.
- Copyright Guidance: Librarians can help you navigate copyright laws

Additionally, you can place items on reserve for your courses, they have equipment loans (including Chromebooks and calculators), and they have meeting spaces available.

Contact Information: Debbie Holmes, Dean of Library Services, 912-279-5787 or dholmes@ccga.edu.

Quick Tip: You can access Galileo from off campus through D2L. If you don't log on through D2L, you will need a password that Debbie Holmes emails every year.

Writing Center

The Writing Center provides feedback for faculty on creating assignments, conducting peer-review activities, and responding to student writing. Outside the classroom, the Writing Center can help faculty with manuscript editing as well as feedback on organization and planning for conference presentations or articles.

Contact information: Dr. Jennifer P. Gray, Professor of English and Writing Center Coordinator, Jones 112, (912) 279-5910, jgray@ccga.edu.

Quick Tip: When providing feedback on an early draft of a student's paper, avoid focusing too much on grammar errors within the sentences. Since the content of the draft will probably change drastically, those sentences will too, resulting in grammar comments that may not apply anymore.
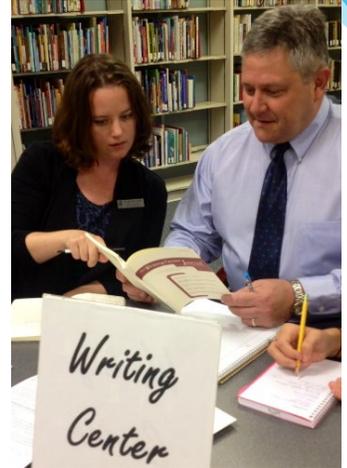
Office of eLearning

eLearning provides support, training, and instructional design services for faculty teaching online, hybrid, and technology-enhanced courses. In addition, eLearning staff provide online/hybrid course reviews based on Quality Matters national standards. Key Services:
- Online/hybrid course design and development (Check out the Online Resource Teaching Guide in D2L for loads of resources!)
- Consultation, workshops, and support for integrating technology and pedagogy
- Assistance with the advanced D2L features
- Best practices for using Respondus, Blackboard Collaborate, and TurnItIn

Contact Dr. Lisa McNeal, Director of eLearning, for more information or to schedule a consultation about (fully or partially) online course development or other instructional technologies; Jones 127, (912) 279 – 4505, lmcneal@ccga.edu.

Quick Tip: All faculty have access to an "Online Resource Teaching Guide" D2L course page with tons of resources for teaching online.

Center for Service-Learning

Staff in the Center for Service-Learning (CS-L) provide training, support, and resources for faculty members in pursuit of this community-engaged teaching method. CS-L can match faculty with area agencies that focus on community issues.

Contact Information: Dr. Cody M. Cocchi, Associate Director of Service-Learning, (912) 279-5976, CCocchi@ccga.edu

Quick Tip: Browse our online Community Partner Clearinghouse to locate community-identified needs within Glynn, Camden, and our surrounding counties for planning a Service-Learning course.

Seven Principles for Good Practice in Teaching

The information below is taken from the University of Florida's Center for Instructional Technology and Training and is based off the book *Applying the Seven Principles for Good Practice in Undergraduate Education* (Chickering and Gamson, 1991).

1. **Encourage contact between students and faculty**: "Frequent interaction with faculty members is more strongly related to satisfaction with college than any other type of involvement, or, indeed, any other student or institutional characteristic." (Astin, 1985, pp. 133-151)
   - Utilize virtual or regular classroom environments to hold synchronous class activities and provide opportunities for the students to interact with the instructor at a distance by using a web conferencing tool.
   - Provide personal feedback quickly on assignments and assessments. Utilize rubrics for projects and papers to standardize grading and provide built-in feedback.
   - Hold office hours (virtual and in person), make opportunities for review sessions and study groups using a virtual classroom, and/or utilize the chat feature of your Learning Management System (LMS).
   - Provide opportunities for discussions using discussion activities and comment on student posts to show a "presence" in the course. Give work and study groups discussion boards for their use and "check-in" to see how students are progressing.
2. **Develop reciprocity and cooperation among students**: "Students' academic performance and satisfaction at college are tied closely to involvement with faculty and other students around substantive work." (Light,1992, p. 18)
   - Provide opportunities for collaboration such as discussion, group projects and assignments, and peer evaluation. Utilize the tools in an LMS to provide students with a discussion and collaboration space.
3. **Encourage active learning**: Learning is not a spectator sport. To internalize learning students must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives.
   - Provide opportunities for students to interact with content during presentations or lectures utilizing tools such as video discussion platforms, social media, or live classroom response systems.
   - Allow students to relate the material to their own interests through reflections and presentations. Encourage self-evaluation and peer-review. Provide students with rubrics for evaluation and have multiple students evaluate the same project by using the collaboration tools, chats, or discussion boards.
   - Discover the various communication tools and applications of your LMS to provide opportunities to interact with the content and each other.
4. **Provide effective and prompt feedback**: Recognizing and understanding gaps of knowledge will help guide student learning.

- o Respond to student queries and problems quickly. Utilize discussions, polling, and/or social media during or after a lecture to provide opportunities for students to ask questions.
- o Utilize rubrics for grading projects and papers to standardize grading and provide prompt feedback to students.
- o Utilize low-stakes assessments to provide students with frequent assessments of their learning and provide frequent feedback on progress.
- o Provide frequently updated student grades by using the gradebook in your LMS.
- o Respond to distance students within a 24-hour time period if possible. If this is not realistic for the instructor, outline in the syllabus what students can expect for instructor response times.

5. **Emphasize time on task:** Time plus energy equals learning. Learning to use one's time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.
   - o Emphasize deadlines in the syllabus and provide students with reminders about upcoming deadlines. Utilize social network platforms or LMS announcements to send brief reminders or bits of information to students.
   - o Give consistent and frequent deadlines to distance students such as weekly discussion requirements by the same day/time each week, low-stakes quizzes on the same day/time each week, and weekly reminders to continue work on long-term projects.
   - o Break large projects into smaller, more manageable pieces and require students to hit benchmarks during the duration of the project. For example, require students to present a brainstorming list, an outline, resources, a rough draft, and a final draft to a paper or project.

6. **Communicate high expectations:** Expect more and you will get it. High expectations are important for everyone – for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy.
   - o Provide students with detailed explanations and expectations in the syllabus.
   - o Provide students with rubrics for projects and papers detailing what must be accomplished and the grade value for each item. This allows students to know exactly what is expected of them.
   - o Set realistic expectations for course activities and assessments that communicate high but attainable expectations.

7. **Respect diverse talents and ways of learning**: Many roads lead to learning. Different students bring different talents and styles to college. Students need opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.
   - o Develop and implement the course using proven learning theories.
   - o Incorporate a variety of activities into the course including collaboration, group and individual projects, papers, low stakes assessments, and discussions to reach a variety of learning preferences.
   - o Present course materials in a variety of methods to reach the most modalities possible.

Funds for Scholarship and Professional Development Travel

Faculty are encouraged to attend and present at conferences as part of the required "professional development" duties. Faculty can get $500 for professional development (e.g., not presenting) and up to $1300 for scholarship (e.g., presenting) at conferences.

Faculty must fill out a travel authorization *before all travel* (even if you will not be reimbursed).
- Before travel, check out the Travel Overview PowerPoint (in D2L New Fac Dev page).
- Detailed Policies, Procedures, and Forms are located on the Intranet.
- Travel expense forms are due within 45 calendar days of return.

Faculty teaching at both Brunswick and Camden or traveling to other instructional sites (e.g., education practicum) may be eligible for reimbursed mileage for travel between campuses. In this case, a travel authorization should be submitted at the beginning of the semester and expense forms are due one week after the last day of finals for the semester in which the travel occurred. Ask your department chair/school dean for more information.

Summer Fellowships

The College has a competitive fellowship program for faculty. Applications are due March 1 every year and the Faculty Development Committee makes recommendations for funding to the Provost.

Shared Governance

The College adheres to a shared governance model, where faculty, staff, and students are a part of much of the administrative decision making. For faculty, this is done through the Faculty Senate, which has monthly meetings that are open to all faculty, as well as several subcommittees (such as the Curriculum Committee and Faculty Development Committee, where much of the work of the Senate is accomplished).

Consider contacting one of your faculty senators for any questions, issues, or suggestion you may have. The 2021-2022 Faculty Senators are
- Melissa Trussell (Chair)
- David Stasek (Natural Science/Chair-Elect)
- Andrea Kwasny (Arts and Humanities)
- Karen Lucas (Education)
- Cailin Noble (Mathematics)
- VACANT (Social Sciences)
- Nelbert "Doc" St. Clair (Criminal Justice, Public Policy, & Management)
- Robby Roberson (Hospitality, Tourism, & Culinary Arts)
- Ray Stephens (Business Admin & Health Informatics)
- Laura Grantham (Nursing)
- VACANT (Health Sciences)
- Stephanie Connor (At-Large)
- Karen Hambright (At-Large)
- Jennifer Hatchel (At-Large)

We currently have a vacancy for the CCGA representative to the USG Faculty Council; that position also serves as a non-voting member of Senate. Brian Pope (Social Sciences) serves as the Past-Chair, also as a non-voting member of Senate.

Classroom & Technology Resources

Classroom Supplies: Faculty members should consult with their Department Chair or School Dean concerning their need for equipment and supplies.

- Small items such as paper, stationery, file folders, pencils, pads, ballpoint pens, etc., may be secured by faculty members through the respective school offices.
- Copiers and Scantron machines are also available in school offices.

All classrooms have: Networked Computer, LCD Projector, Dry Erase Board*.

- *There are two classrooms with chalkboards instead of dry erase boards.
- Most have Doc Cams, many have SMART boards, few have physical VCR/DVD player (though the computer can play DVDs). Request a TV cart/VHS player (via help ticket).
- Check your specific classrooms beforehand.

Need technology help? For immediate assistance, call the help desk: 912-279-5760.

- Program this into your phone!
- Available 8am-8pm Mon-Thurs and 8am-5pm Fri during the Fall and Spring semesters, and 8am-5pm in the summer.
- Common issue: Projector "extends" monitor instead of "duplicates." (instructions on D2L)
- Technology Services maintains a number of resources and "how-to" guides on the Intranet (from the portal, click Intranet on the top bar>Departments>Technology Services).
- Username/Password: Make sure to set up security questions in the portal under profile>Enroll/Update Password Management Tool. That will make it easier for you to change a password!

Otherwise,

- In the portal, faculty can access the **"help ticket" system** in the left "application" menu in order to submit requests to Technology Services.

- If you need assistance specifically with Desire2Learn, try the D2L Help Center which is accessible via the top ribbon on D2L or contact eLearning@ccga.edu.
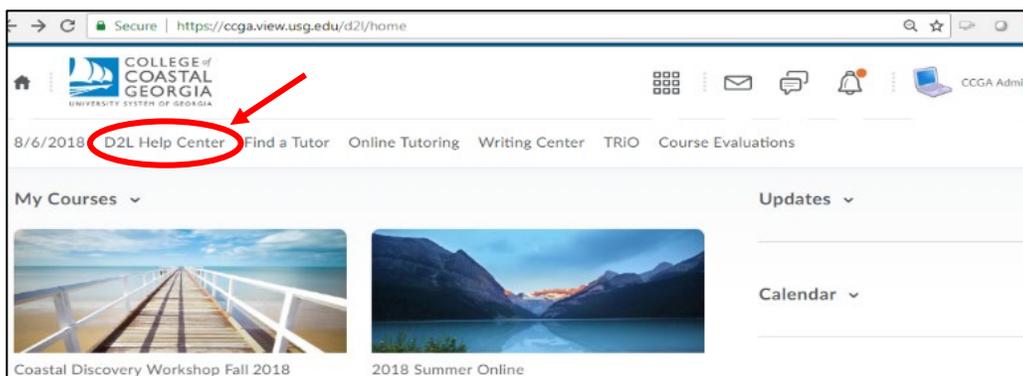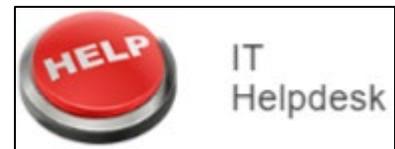
- Faculty can request training from Tech Services for various technologies.
- Faculty can also email support@ccga.edu with questions/requests.

The USG also provides discounts on various technology resources.

- http://srs.usg.edu
- You can get Adobe, Microsoft, etc. products for discounted rates.

Other Faculty Resources

Faculty Resources Webpage

This webpage is a repository of links to the various pages/resources faculty need, including: campus directory, final exam schedule, syllabus template, faculty handbook, academic integrity policy.

Emergencies

The College has an instant text message emergency notification system that you are encouraged to join. It is used only to inform employees and students of campus closures and campus emergencies, such as an active shooter.

HOW TO REGISTER:
Text CCGA to 888777

Step 1: Compose a new text message

Step 2: Enter 888777 in the "To" field

Step 3: Enter CCGA in the "Message" field

Step 4: Press "Send"

Standard text rates may apply

To report an emergency, call **911**. Otherwise, for non-emergency calls and assistance (for things like door locks, motorist assistance, safety escorts), call

912-258-3133 (Brunswick) or 912-552-5277 (Camden).

Note that office phones have a "Police" quick dial button on the display. See Faculty Handbook for guidance in the case of: fire, severe weather, bomb threats, accidents, illness, etc. Additionally, faculty can access the College's Emergency Management Plan.

Parking

Faculty/Staff Parking Permits
- Free
- Pick up in Bursar's Office (Andrews Center – 5)
- Bring: Make/Model, License Plate, Insurance Provider

Faculty/Staff Parking
- Can park anywhere
- Lot A (Code 4321*) is designated faculty/staff
- Lot B has faculty/staff rows

Around Town

All full-time faculty can get a free Jekyll Island annual pass. At the Jekyll Island Visitor's Center, simply say you are CCGA faculty to get your pass. (It may take a few weeks after the start of the semester in order for Jekyll Island to receive an updated list).

As a CCGA employee, you can get discounts all around town through the Mariner's Mates program.

COLLEGE OF COASTAL GEORGIA
FACULTY FAVORITES

AT THE 2017 NEW FACULTY ORIENTATION, CCGA FACULTY MENTORS PROVIDED HELPFUL HINTS ON LOCAL ATTRACTIONS TO INCOMING FACULTY. HERE ARE SOME OF THEIR FAVORITES:

RESTAURANTS

BRUNSWICK

DADDY CATE'S
DADDY CATE'S COFFEES LOCATED IN HISTORIC DOWNTOWN BRUNSWICK GA; GOURMET COFFEES, DESSERTS, LUNCH MENU, GOURMET GIFT BASKETS

EL PUERTO AZTECA TAQUERIA
LOCATED IN DOWNTOWN BRUNSWICK; SERVES AUTHENTIC MEXICAN FOOD

ISLAND JERK
A JAMAICAN RESTAURANT IN THE DOWNTOWN AREA OF BRUNSWICK, GA; VEGAN AND VEGETARIAN FRIENDLY, GLUTEN FREE

LA SALSA TAQUERIA Y TIENDA
SERVES AUTHENTIC MEXICAN FOOD

NAKORN THAI
CASUAL PLACE WITH OLD-WORLD FLAIR, OFFERING HEARTY PORTIONS OF CLASSIC THAI DISHES, PLUS WINE & BEER

NICK'S BUFFET
LOCATED ON HWY 17 SERVES COUNTRY BUFFET

THE FARMER & THE LARDER
A RESTAURANT OWNED AND OPERATED BY CHEFARMER MATTHEW RAIFORD AND FOOD ALCHEMIST JOVAN SAGE; YOU'LL FIND INTERNATIONAL AND COASTAL INSPIRED DISHES

WEE PUB
SIMPLE BUT DIVERSE MENU SERVING TRUE AMERICANA TO TRADITIONAL IRISH FARE

ST. SIMONS ISLAND

CHEF JOHNNY CARINO
CELEBRITY CHEF, PRIVATE CHEF, COOKING CLASSES, IRON CHEF CLASSES, IRON CHEF TEAM BUILDING, DINNER IN HOME, TRAVELING CHEF, MENU CONSULTING & RESTAURANT CONSULTING

ECHO AT THE KING & PRINCE
LOCATED AT THE KING AND PRINCE BEACH & GOLF RESORT; OFFERS SOUTHERN COASTAL CUISINE AND SIGNATURE COCKTAILS IN A CASUAL, OCEANFRONT SETTING

SOUTHERN SOUL BBQ
TOP-NOTCH SOUTHERN BARBECUE WITH A WHOLE LOT OF SOUL

WAKE UP COFFEE
COFFEEHOUSE PROVIDING THOUGHTFULLY SOURCED JAVA, TEA & RETAIL GOODS FROM DEVELOPING COUNTRIES

JEKYLL ISLAND

DRIFTWOOD BISTRO
LOW COUNTRY CUISINE & LOCAL SHRIMP DISHES IN A CASUAL SETTING, PLUS A SEASONAL OUTDOOR BAR

TORTUGA JACK'S
OFFERS OCEANFRONT BAJA MEXICAN DINING IN THE HEART OF JEKYLL ISLAND; ENJOY FRESH MEXICAN DISHES AND THE PERFECT MARGARITA UNDER THE ONLY OCEANFRONT TIKI ON THE GEORGIA COAST

THE WHARF
FEATURES OPEN AIR DINING, LIVE MUSIC, AND ALL-DAY MENUS FOCUSED ON SOUTHERN FAVORITES INCLUDING PEEL AND EAT SHRIMP, FISH 'N CHIPS, HUSHPUPPIES, CRABCAKES, AND FRIED CHICKEN; GOOD PLACE TO GATHER AND WITNESS THE LEGENDARY RIVERFRONT SUNSET FROM THE PIER.

DARIEN

B & J'S STEAK AND SEAFOOD
CASUAL JOINT KNOWN FOR PROVIDING FRIED SHRIMP DISHES, STEAK ENTREES & DAILY BUFFET SPECIALS.

SKIPPER'S FISH CAMP
RECLAIMED TIMBERS GIVE A COOL, RUSTIC FEEL TO THIS BUZZY RIVERSIDE SEAFOOD EATERY & OYSTER BAR

MUDCAT CHARLIE'S
THIS TABBY-AND-WOOD RESTAURANT ON THE ALTAMAHA RIVER SITS RIGHT IN THE MIDDLE OF THE FISH CAMP AND IS A FAVORITE HAUNT OF LOCALS; CRAB STEW, FRIED OYSTERS, AND SHRIMP ARE THE SPECIALTIES, AND THE PEACH AND APPLE PIES ARE MADE IN-HOUSE

EULONIA

ALTMAN'S RESTAURANT
SERVES SEAFOOD AND COUNTRY FOOD

FOOD MARKETS

POTEET SEAFOOD (BRUNSWICK, GA)

KNIGHT'S SEAFOOD (BRUNSWICK, GA)

SHELL CREEK (PUNTA GORDA, FL)

LOFTON CREEK SEAFOOD (YULEE, FL)

THINGS TO DO

CUMBERLAND ISLAND & FERRY
CUMBERLAND ISLAND IS HOME TO PRISTINE MARITIME FORESTS, UNDEVELOPED BEACHES AND WIDE MARSHES THAT WHISPER THE STORIES OF BOTH MAN AND NATURE; GEORGIA'S LARGEST AND SOUTHERNMOST BARRIER ISLAND OFFERS A RUSTIC GETAWAY WITH OVER 50 MILES OF TRAILS AND ROADS, AS WELL AS 18 MILES OF UNDEVELOPED BEACH

FIRST FRIDAY
VISIT THE SHOPS, GALLERIES, AND RESTAURANTS OF HISTORIC DOWNTOWN BRUNSWICK; ON FIRST FRIDAYS, ENJOY LIVE MUSIC FROM LOCAL MUSICIANS, ART OPENINGS, AND FOOD AND BEVERAGE SAMPLES FROM 5:00PM - 8:00PM

JEKYLL ISLAND
JEKYLL ISLAND, LOCATED OFF THE COAST OF THE U.S. STATE OF GEORGIA, IN GLYNN COUNTY, IS ONE OF THE SEA ISLANDS AND ONE OF THE GOLDEN ISLES OF GEORGIA BARRIER ISLANDS; DRIFTWOOD BEACH LOCATED ON THE NORTH END OF JEKYLL ISLAND, WILL AMAZE YOU WITH THE BEAUTIFUL DRIFTWOOD AND TREES THAT RESEMBLE A TREE GRAVEYARD

SIDNEY LANIER BRIDGE RUN (FEBURARY)
THE SOUTHEAST GEORGIA HEALTH SYSTEM FOUNDATION BRIDGE RUN ACROSS THE SCENIC SIDNEY LANIER BRIDGE IN BRUNSWICK, GEORGIA, HAS BECOME A SIGNATURE EVENT FOR THE HEALTH SYSTEM AND THE GOLDEN ISLES; UNIQUE AMONG BRIDGE RUNS, THE EVENT TAKES PLACE ENTIRELY ON THE 7,780-FOOT SIDNEY LANIER BRIDGE. AT ITS CENTER, THE BRIDGE MEASURES 480 FEET HIGH ABOVE THE BRUNSWICK RIVER, THE TALLEST SPAN IN THE STATE

SIMON-SAYZ.COM
EVENTS, FESTIVALS, CLASSES, CAMPS AND FAMILY FRIENDLY ACTIVITIES HAPPENING IN THE GOLDEN ISLES - ST. SIMONS ISLAND, SEA ISLAND AND BRUNSWICK

SHRIMP & GRITS FESTIVAL (ANNUALLY)
A COASTAL FAVORITE, THE JEKYLL ISLAND SHRIMP AND GRITS FESTIVAL, PRESENTED BY SOUTHERN LIVING, COMBINES THE CLASSIC SOUTHERN DISH WITH FAMILY-FRIENDLY ENTERTAINMENT, ARTISTS MARKET, LIVE MUSIC, KIDS' ZONE, FOOD, A CRAFT BREW FEST, WILDLIFE DEMONSTRATIONS, AND MORE; THIRD WEEKEND OF SEPTEMBER

COLLEGE OF COASTAL GEORGIA

FACULTY FAVORITES

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TRIVIA NIGHTS

BROOMELLI BOYS PIZZERIA

CASUAL, FAMILY-RUN OPERATION OFFERING HAND-TOSSED PIES, PASTAS, SUBS & SALADS, PLUS BEER & WINE. NERD TRIVIA NIGHTS ON TUESDAY 7PM

GNATS LANDING

SEAFOOD PLATTERS & SANDWICHES SERVED IN A LAID-BACK, ISLAND-THEMED LOCALE WITH LIVE MUSIC & A BAR. DRINK WHILE YA THINK TRIVIA 9PM

TIPSY MCSWAYS

BUSY GATHERING PLACE WITH HOMEMADE PRETZELS & OTHER GRUB, PLUS HAPPY HOURS, LIVE MUSIC & FREE WI-FI. EVERY WEDNESDAY IS TRIVIA 7PM

ARTS & CULTURE

BRUNSWICK STEWDIO

A COOPERATIVE EFFORT OF ARTISTS IN DOWNTOWN BRUNSWICK, GEORGIA

CASINO THEATER (SSI)

THE ST. SIMONS CASINO BUILDING IS HOME TO A BRANCH OF THE REGIONAL LIBRARY AND ALSO FEATURES A 100-SEAT THEATER, AN OUTDOOR BANDSTAND, AND RESTROOM FACILITIES

GLYNN VISUAL ARTS CENTER

A NON-PROFIT 501C3 ORGANIZATION SERVING AS THE COMMUNITY'S VISUAL ARTS CENTER. WE OFFER CLASSES FOR ALL AGES IN MANY ART MEDIUMS, AN EXPANSIVE EXHIBITOR'S ART GALLERY, THREE FESTIVALS ANNUALLY AND A BEAUTIFUL GIFT SHOP

GOLDEN ISLES ARTS AND HUMANITIES ASSOCIATION

GOLDEN ISLES ARTS & HUMANITIES MISSION IS TO PROVIDE DISTINCTIVE CULTURAL EVENTS AND EDUCATION THAT ENGAGES, INSPIRES AND CELEBRATES OUR COMMUNITY

HISTORIC RITZ THEATER IN DOWNTOWN BRUNSWICK

1899-ERA OPERA HOUSE-TURNED-MOVIE PALACE OFFERING A WIDE RANGE OF FILMS, PERFORMANCES & ART SHOWS

SHOPPING

A PANE IN THE GLASS
ST SIMONS SWEETS
ST. SIMONS LIGHTHOUSE GIFT SHOP

HEALTH & WELLNESS

CCGA FITNESS TRAIL
NORTH GLYNN RECREATION CENTER
ADVANCED CHIROPRACTIC AND WELLNESS CENTER: (REN HALVERSON)

DEALS & DISCOUNTS

MARINERS MATES DISCOUNT

MISCELLANEOUS

ISLAND HANDYMAN
ONE MILLION CUPS
THE WICK

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Articles from:

Career Development
for College Faculty:
A Faculty Focus Special Report

MAGNA

Climbing the Stairs: Observations on a Teaching Career

Patty H. Phelps, EdD

My office is on the first floor of the education building. I have spent 27 years in this building. Unless I have a meeting in another department, I rarely go upstairs. Recently, however, I started a daily routine of climbing the four sets of staircases in the building. Trying to slow the progression of osteoporosis in my right hip, I go up one set and down another three times as I make my way around the building. This physical activity has given me a chance to engage in some mental reflection. Here I will briefly share five observations on a career spent teaching in higher education with an eye toward encouraging newer faculty to achieve longevity in the profession.

1. Adaptability is key.

On the first day of stair climbing, I passed by the classroom where I taught my very first class as a newly "hooded" faculty member. As I looked in the room, a smile came across my face as I thought of those thirty graduate students—most of whom were older than I was. While I remained at the university, they went on to become school principals, district superintendents, and curriculum coordinators. Seeing this classroom now made me think about the changes in my teaching. The large chalkboard once mounted on the wall is long gone. Even though I always liked using chalk (and had a special stainless steel holder for it), other tools have definitely replaced the infamous dust producer. Technology has been the greatest change in my delivery of instruction. Yet no matter what the innovation or new requirement (e.g., reporting assessment data, using iPads in the classroom, etc.), maintaining flexibility and being open to alternative approaches will serve faculty well over time.

2. Become resourceful.

As I walked the hallways, I noticed the office directories at the main entrance to each department. So familiar, these are easily ignored. Actually looking at them each day reminded me that people are the most valuable resource available to us as faculty. Whose expertise complements ours? Whose interests are similar to ours?

With whom can we bounce off ideas for teaching a new class preparation?

Furthermore, a large part of being successful in any professional endeavor is knowledge of whom to call for which dilemma. Aging in the profession reinforces that knowing where to get help surpasses knowing all the answers. Sometimes teaching faculty must let pride subside and not hesitate to find out where to get assistance. As we seek out and use the multitudinous resources that surround us on a college campus, we can become more effective faculty members.

3. Connect across departments.

On my fifth day of stair climbing, I saw two colleagues from another department on the second floor. I had last seen them on campus the previous semester. From the brief hallway encounter, they asked me to help with a research project. Had I not been upstairs, this opportunity may have not been extended. My simple exercise strategy prompted me to realize (again) how isolation within one's own department may stifle growth and development. This incident also reminded me of the need for faculty to be visible and available. On several other recent self-guided building tours, I have seen past and present students in the halls or on the stairs. This too strengthens our connections and enhances efficacy.

4. Be observant.

On each stairwell there are bulletin boards. Opportunities abound for campus involvement. In the deluge of email messages, it is easy to overlook some of these options that are available to us on campus. Even if not personally interested, sharing posted information with students is a possibility. Additionally, the content of stairwell bulletin boards contains significant clues about what is currently relevant to students. Flyers with information on upcoming comedy acts and anxiety support groups serve to remind us of the lives outside the classroom that our students lead. We can then incorporate this information into lesson planning and perhaps better reach students.

5. Take regular breaks.

The whole stair-climbing experience has reminded me of the importance of building in short breaks during the workday. After each stair climbing endeavor, I have returned to my office and computer in a more refreshed state of mind. I gained a new perspective on my work. As faculty, we must try not to spend all our time in our office. Leave the building at lunch or mid-afternoon.

Breaks offer a chance to recharge.

I believe that longevity for teaching faculty boils down to risk-taking and resilience. Be willing to try new things, say "yes" to opportunities, and aim to bounce back after disappointments. Taking these factors to heart, perhaps I could step it up a notch by enrolling in a tap dance class as a way to combat my deteriorating hip!

Avoiding Burnout: Self-Care Strategies for Faculty

Camille Freeman and Bevin Clare

Now that you've finished assessing your students, it's time to turn the assessment process around by looking in the mirror. If you limped across the finish line last semester, it may be time to identify some new strategies for self-care. In our "Tending the Teacher" session at the recent Teaching Professor Conference in Washington, D.C., we presented a menu of ideas to help faculty design a balanced and productive work life. Here are our top tips:

1. **Examine how you spend your time and energy:** Which work-related tasks or activities leave you feeling energized or excited? Which feel like unnecessary chores rather than positive contributions? Next year, prioritize the aspects of your job that build you up or represent an important contribution to the field. Minimize tasks that drain or deplete your energy without commensurate benefit. Cultivate the art of saying "no" in order to focus on what's important to you.

2. **Check your rhythm:** Circadian rhythms allow us to anticipate and respond efficiently to environmental changes. Creating a degree of predictability in your schedule can help align your internal clock. While it's rare for an academic to have a "normal" day, you can control some aspects of your schedule. Waking up and going to bed at about the same time each day will help to synchronize your body clock. Similarly, eating and exercising at predictable times both support this process. Many people feel more energetic and productive when they follow these basic guidelines.

3. **Rethink course design:** While we all strive to have engaging and interactive courses, doing so can be quite time consuming. Use creative course design strategies and tools to provide engaging experiences for students without taking up a disproportionate amount of your time. For example, use a simple audio recording tool to provide feedback instead of typing your comments. If your school's LMS doesn't provide an audio feedback tool, *Vocaroo* and *VoiceThread* make great options. Students appreciate the personal approach, and providing verbal feedback takes far less time than generating written comments. Also, consider using peer-to-peer review with select activities to allow students to get supplemental feedback without adding to your workload.

4. **Refine your daily workflow:** Are you getting bogged down with e-mails? Watching deadlines zoom by? Putting your own health on the back burner? The start of a new semester is the perfect time to change your default pattern. Consider using a service that delivers e-mails a few times per day rather than trying to work through the persistent interruptions of new emails arriving in your inbox. Some apps will also turn off notifications on weekends or after hours. Use an electronic "to do" list like *Todoist* or *Wunderlist* to organize reminders and deadlines. Many of our nutrition clients find that using Google or Outlook calendar scheduling and reminders is a good way to prioritize a daily walk, meditation, or a quick stretch.

5. **Evaluate your food and fuel:** Food can drag you down or prop you up. Step away from your desk periodically for a snack, and be sure to choose one that is nourishing as well as invigorating. Good choices include a piece of dark chocolate; nuts and seeds (especially walnuts); berries; or foods with spicy, sour, or tangy flavors. Preliminary evidence even suggests that chocolate may be associated with cognitive enhancement (Scholey & Owen, 2013). (You can thank us later.) As nutritionists, one of the most common things we see is unhealthy or mindless snacking. Avoid snacking at your desk while you're doing other things. Use your snack break to get outdoors or connect with your colleagues while you nourish yourself.

Self-care isn't an all-or-nothing approach. Starting small is ideal. Pick one or two practices to implement tomorrow, and you'll be on the road to a more sustainable work-life balance.

References

Scholey, A., & Owen, L. (2013). Effects of chocolate on cognitive function and mood: a systematic review. Nutrition Reviews, 71(10), 665–681. *http://doi.org/10.1111/nure.12065*

COLUMBUS STATE UNIVERSITY

APPENDIX I: CSU DEMOGRAPHICS OF FYFT STUDENTS (2021)

Demographic	Percentage
First Generation	23.9%
Pell Recipient	57.8%
Adult Student	1.9%
Female	58.8%
Black or African American	49.8%
Hispanic or Latino	9.5%
White	31.1%

APPENDIX II: SMART GUIDANCE INTAKE SURVEY QUESTIONS

Tell us about your academic goals and resources (mark all that apply)

- I am confident in my choice of major.
- I am curious how my major connects with my career goals.
- I am interested in exploring other majors
- I do not have a computer to use for my coursework.
- I do not have a reliable internet connection.
- I do not understand how to apply for financial aid.
- I have concerns about taking online classes.
- None of these apply to me.

Tell us about your interests (mark all that apply)

- Access to additional assistance programs (food, homelessness resources, resources for students in foster care, clothing, etc.).
- Getting involved on campus
- Learning more about mental health counseling/services
- Learning more about services for students with disabilities
- Resources and involvement with equity, diversity, and inclusion
- Study abroad opportunities
- Tutoring services
- Figuring out careers that match my interests, finding jobs/ internships, volunteering, service, leadership opportunities

Tell us about yourself (mark all that apply)

- I am an active service member, a veteran, or a military dependent
- I am an adult learner (24+ years old and/or out of school for 5 years)
- I am a student bringing in previous college credit (AP, Dual Enrollment, CLEP, IB, Transfer)
- I am concerned about balancing my academic and social life
- I am confident in my abilities to succeed at CSU
- I am expecting to work 20+ hours per week during the academic year

- I am the first in my family to attend college

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 Residence 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 been increasing going from 166 (Fall 2018) to 189 (Fall 2019). However, we had fewer referrals for Fall 2020 (154), which may be related to Covid-19.When issued, the student receives a notification with information on the recommended service. 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 out how to motivate students to comply with the referral. The data at this point is too slim to correlate student compliance and improved outcomes.

Referral Service	Fall 18 Referred	Fall 18 Received Care	Fall 19 Referred	Fall 19 Received Care	Fall 2020 Referred	Fall 2020 Received Care	Fall 2021 Referred
Accommodations & Access	4	0	8	3	12	2	Ongoing
Career Center	1	0	2	0	4	0	Ongoing
Tutoring	52	23	76	30	80	8	Ongoing
Counseling	17	0	40	16	40	17	Ongoing

Boost	1	1	0	0	0	0	Ongoing
African-American Male Initiative (AAMI) *Began Fall 19	N/A	N/A	24	4	1	0	Ongoing
SIP GRANT – Referred to Counseling Center for Strong Inventory Test	23	2	31	4	13	7	Ongoing
SIP GRANT – Referred to Counseling for Psych Evaluation *Began Spring 19	N/A	N/A	8	4	4	2	Ongoing

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 of failing 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. For Fall 2021, we decided to target students on University Support, students who attended the last in-person orientation, and those who missed orientation.

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.

	Fall 19	Fall 20	Fall 21
Progress Report Request Sent	1,541	3,701	1,526
Faculty Response Rate	60%	75%	76%
Students marked at risk of failing classes	126 (18%)	356 (20%)	199 (25%)
Number of classes marked at risk	174	566	294
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)	305 (53.87%) Passed (D or better, Incomplete, SAT, WPASS, WP-C19) 166 (29.33%) Passed with a (C or better)	TBD (Data available at end of Fall 21 semester)

Alert/Referrals Ad Hoc	364	670	TBD
Alert/Referrals Progress Reports	178	941	TBD

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). See numbers below and 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.

    227 referrals 2020-2021 (154 referrals Fall 2020; 73 Spring 2021)

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	381	729
2020	371	95	510	976
2021	646	97	633*	1,376*

*Preliminary numbers for Fall 2021

BOOST student-parent participants vary, depending on # of slots provided by funding source:

Year	Spring	Summer	Fall	Annual Total
2016	N/A (started Fall 2016)	N/A	5	-
2017	10	N/A	35	45
2018	62	N/A	32	94
2019	24	N/A	9	33
2020	8	N/A	12	20
2021	12	4	14	30

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
2021	6	5	4	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
Here is a list of the eight programs tested 2020-2021:

BS Mathematics (COLS)
BS Criminal Justice (COLS)
BS Computer Science—Cyber Security Track (COB)
BBA Finance (COB)
BA Music (COA)
BSEd Theatre Education (COA)
BS Kinesiology—Health and Physical Education, Teacher Certification Concentration (COEHP)
BSEd Middle Grades—LA/SS Concentration (1 class not aligned) (COEHP)
99% compliance

New approach, Beginning Fall 2021

In Fall 2021, all programs at CSU were pressure tested and achieved a score of about 97% compliance; that is, about 97% of courses that were supposed to be offered in a given semester were actually offered in that semester.

APPENDIX V: CONTINUING AND EXPANDING

Existing Momentum Work

CSU has chosen to continue and expand existing Momentum work critical to student success that is not detailed above: Academic Focus Areas, Program Maps, Pressure Testing, and several other action items.

Academic Focus Areas: 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 (not shown in illustration), and Computer Science, Math or Science (STEM). For coding purposes, AFAs are an attribute for students who are assigned to the BS Interdisciplinary Studies major. Using this "shell" major enables students using AFAs to receive financial aid.
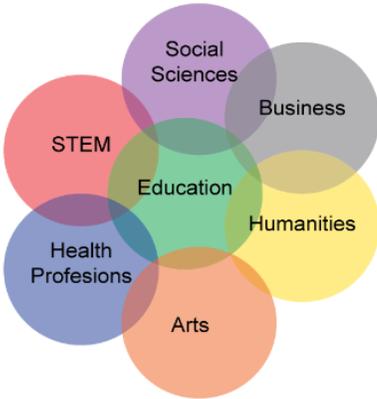
These AFAs are published on the CSU ADVISE website and in the catalog. Each map has been carefully constructed to include 9 credits in the Focus Area of interest and to specify the math course recommended for that AFA. Since students must select a major by 30 hours, Academic Focus Area Maps only apply to freshmen, whether native or transfer. Students selecting AFAs, including Exploratory, are advised by a dedicated student retention specialist in CSU ADVISE. AFA students are referred to the Counseling Center that administers the Strong Interest Inventory. Referrals are recorded in EAB Navigate (Educational Advisory Board) and monitored to ensure that students complete the required interventions and activities.

https://catalog.columbusstate.edu/academic-degrees-programs/academic-focus-areas/

Program Maps: CSU has maintained extensive program maps for all Nexus, associate and bachelor degrees since 2013. Compliance of completion of Area A courses and nine credit hours in the discipline or discipline-related courses are checked on the program maps of all majors/tracks and focus areas. The appropriate math pathway is also verified.

Strategy or activity	Program Maps
Summary of Activities	• Successfully developed all undergraduate maps (associate, bachelor, combination bachelor-master) since 2013. • Incorporated Momentum requirements of 9 semester hours in major or major-related areas in the first 30 hours. • Began using the Courseleaf template for 2020-2021 catalog. • Program maps are now ADA compatible.
Person Responsible	Barbara Hunt
Outcomes/Measures of progress	Increased number of students graduating on time (in 6 years) from 30.5% to 43.2% in the last eight years.
Lessons Learned and Plans for the Future	Even though this is one of our most successful strategies for increased retention and graduation, there is always room for improvement. Someday, 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.

Pressure Testing: 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. In Spring 2021, CSU achieved 99% compliance when it pressure tested 8 programs (2 from each college). For details see **Appendix IV: Pressure Testing Program Maps**.

In Fall 2021, all programs at CSU were pressure tested and achieved a score of about 97% compliance; that is, about 97% of courses that were supposed to be offered in a given semester were actually offered in that semester.

2-Year Course Rotation: Another significant ongoing accomplishment is the posting of the 2-year course rotation schedule. Although students cannot register for these posted courses, they can see what courses will be taught and in which semesters.

Strategy or activity	2-Year Course Rotation Schedule
Summary of Activities	Posting the class schedule (all departments) in Banner, two years in advance (without times and days noted)
People Responsible	Department Chairs, Deans, Academic Affairs, UITS
Outcomes/Measures of progress	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.
Lessons Learned and Plans for the Future	With such far-ranging course planning, department chairs will be more aware of when sabbaticals can be taken and chairs/deans will know whether new positions are justified.
Changes because of COVID-19	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.

Off-Ramps: CSU's ongoing work on existing Momentum activities also includes creating off-ramps for those programs that attract students unable to meet the standards to continue. A CSU committee has identified these as the ten majors with the greatest number of changes to and from the major.

Major	# changes/semester
Nursing	18.7
Biology	18.0
General Business	16.9
Psychology	13.9
Interdisciplinary Studies*	13.9
Health Science	13.3
Management	10.1
Early Childhood Education	9.4
Comp Sci - CyberSecurity	7.8
Communication	7.6

*Interdisciplinary Studies is ranked high because this is the major assigned to students (for financial aid reasons) who have identified themselves as interested in an Academic Focus Area (AFA) rather than a major the first year. When these students declare a major, they are moved out of this "shell" major.

Further analysis is needed to determine which are primarily adding and which are primarily losing majors. For those primarily losing majors, off-ramps need to be formalized for advisors and students alike. It's a difficult conversation to have with students--who may have set their eyes on a certain prize--but trained counselors and advisors can help students set their sights on a different major and future.

Free Elective Credits: CSU is continuing its work to add free elective space to the programs of study of various majors. Doing so would aid students if they change majors or if they want to add a minor/certificate. After all, there are still some majors (e.g., education or chemistry) with very few or no elective credits. In addition, USG's revision of the core could add as many as 9 elective credits to Area F. This revision was supposed to have been announced in 2020 but was delayed due to COVID-19.

EAST GEORGIA STATE COLLEGE

EGSC Comparisons to USG State College Sector

Figure A1: EGSC Student Ethnicity Profile Fall Semester 2020

Ethnicity	Percentage
White	42.8%
Black	45.0%
Hispanic	1.7%
Asian	0.7%
Multiracial	7.7%
Unknown Ethnicity	1.4%
Native American	0.5%
Pacific Islander	0.2%

Figure A2: USG State College Sector Student Ethnicity Profile Fall Semester 2020

Ethnicity	Percentage
White	46.2%
Black	27.4%
Hispanic	17.9%
Asian	4.3%
Multiracial	3.1%
Unknown Ethnicity	0.8%
Native American	0.3%
Pacific Islander	0.1%

EGSC Comparisons to USG State College Sector

Figure A3: Fall 2020 ESSC Comparison to USG State College Sector: Gender

Figure: A4: Fall 2020 Credit Hour Load F (Full-Time) and P (Part-Time)

Figure A5: Fall 2020 Military Students N (No) or Y (Yes)

EGSC Comparisons of USG State College Sector

Figure A6: Fall 2020 Learning Support Required N (No) or Y (Yes)

Figure A7: Fall 2020 First Generation N (No) or Y (Yes)

EGSC Comparisons of USG State College Sector

Figure A8: EGSC Comparison to USG State College Sector Hourrs Earned at Associate Degree Graduation

USG State Colleges: 83.1, 84.7, 85.1, 84.4, 83.4, 82.0, 80.8, 81.2, 80.0

EGSC: 70.9, 72.2, 73.1, 70.9, 71.2, 71.3, 69.9, 72.5, 71.4

FY 2011-12, FY 2012-13, FY 2013-14, FY 2014-15, FY 2015-16, FY 2016-17, FY 2017-18, FY 2018-19, FY 2019-20

Figure A9: EGSC Comparison to USG State College Sector Hours Earned at Bachelor Degree Graduation

EGSC: 150.5, 130.0, 139.3, 157.3, 128.6, 120.5, 139.1

USG State Colleges: 143.3, 141.9, 141.3, 140.5, 138.8, 138.8, 138.6

FY 2013-14, FY 2014-15, FY 2015-16, FY 2016-17, FY 2017-18, FY 2018-19, FY 2019-20

Figure A10: EGSC Fall 2012-2021 Percentages of First-Time Freshmen by Hours Attempted

Legend: Attempted <12 Hrs, Attempted 12-14 Hrs, Attempted 15 or >15 Hrs, Linear (Attempted 15 or >15 Hrs)
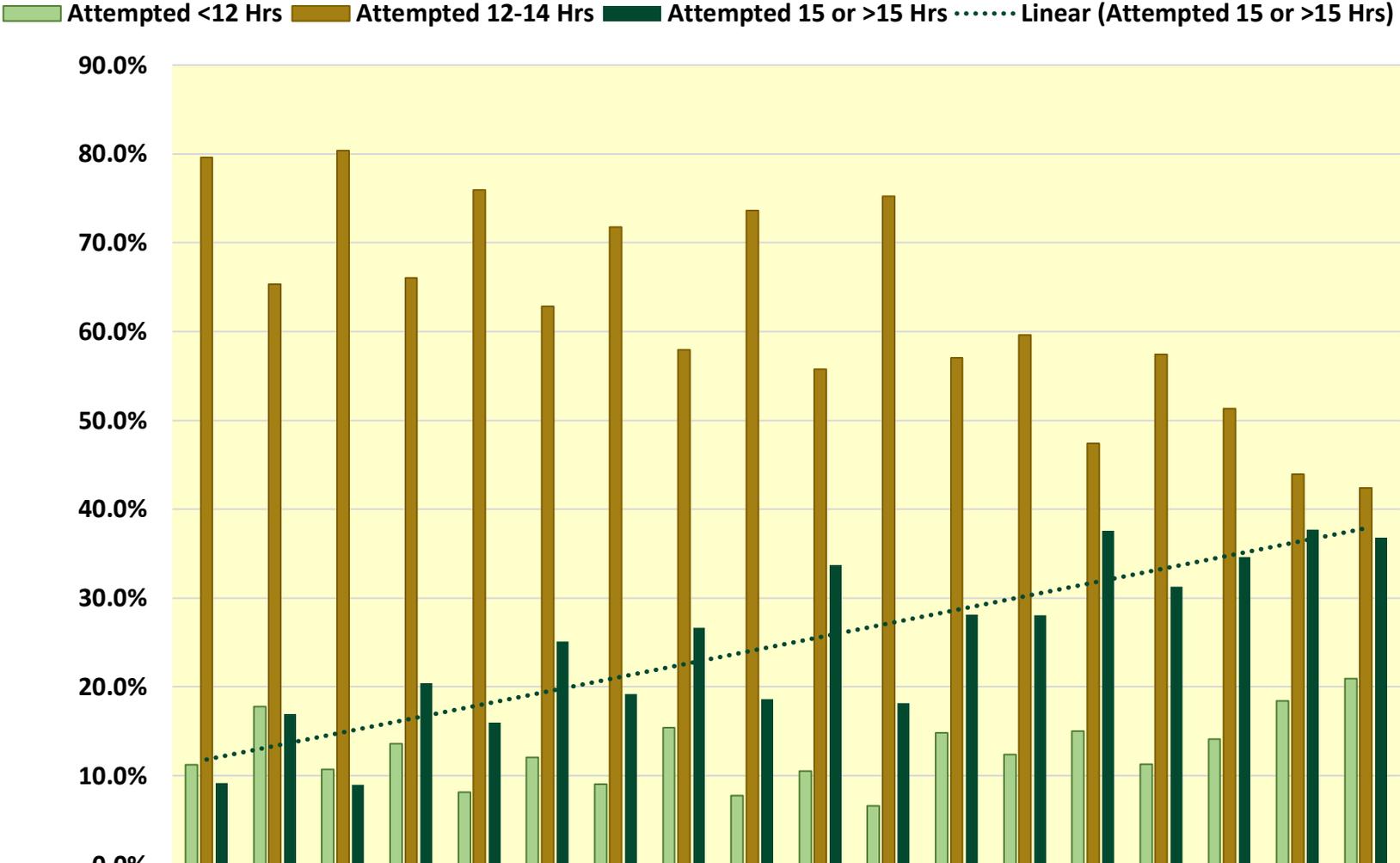
	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Attempted <12 Hrs	11.2%	17.7%	10.7%	13.6%	8.1%	12.1%	9.1%	15.4%	7.8%	10.5%	6.6%	14.8%	12.3%	15.0%	11.3%	14.1%	18.4%	20.9%
Attempted 12-14 Hrs	79.6%	65.3%	80.4%	66.0%	75.9%	62.8%	71.8%	58.0%	73.6%	55.8%	75.2%	57.1%	59.6%	47.4%	57.4%	51.3%	43.9%	42.4%
Attempted 15 or >15 Hrs	9.2%	16.9%	8.9%	20.4%	16.0%	25.1%	19.2%	26.7%	18.6%	33.7%	18.2%	28.1%	28.1%	37.6%	31.3%	34.6%	37.7%	36.8%

Figure A11: EGSC Percentages of First-Time Freshmen Credit Hours Earned
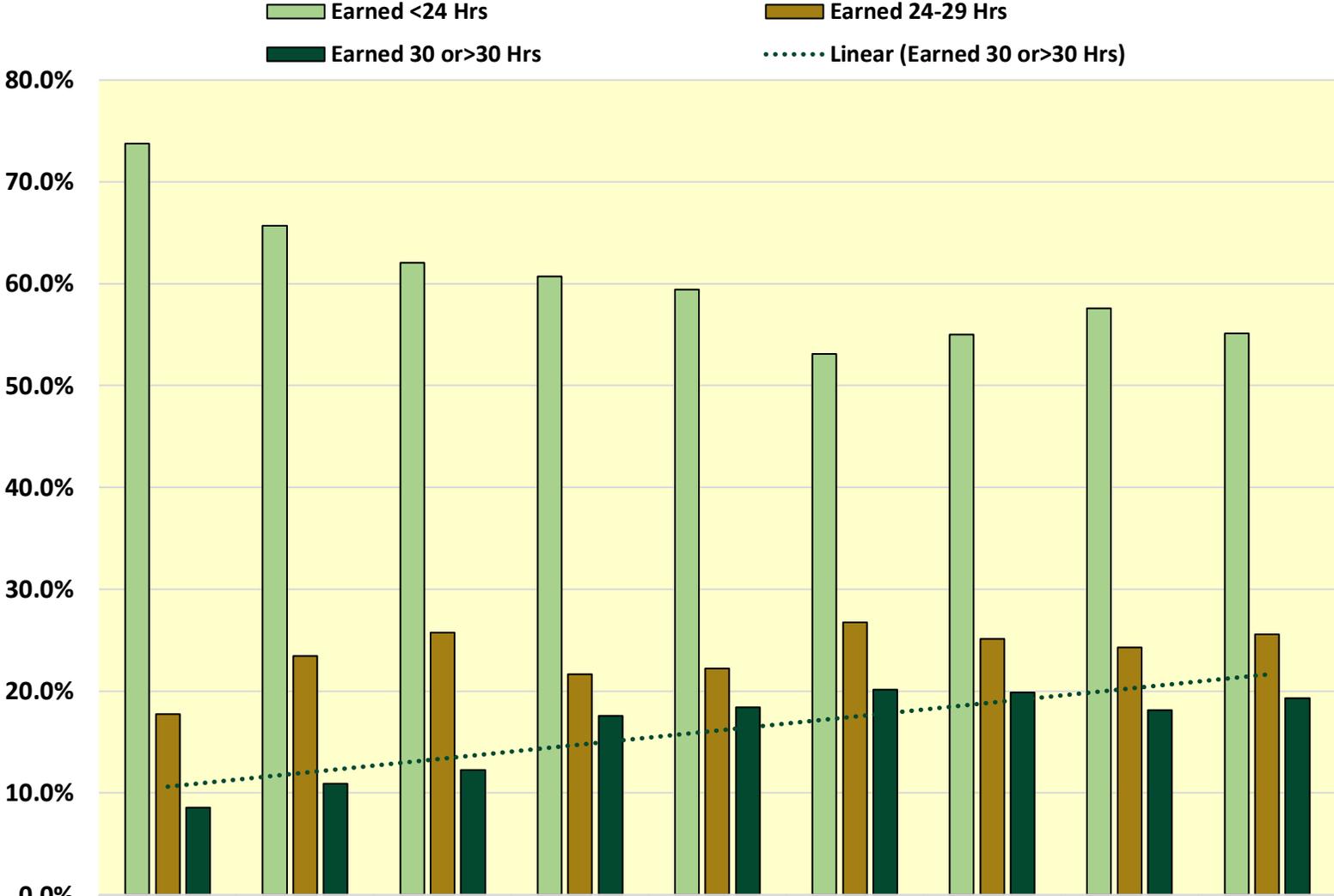
	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
Earned <24 Hrs	73.7%	65.7%	62.0%	60.7%	59.4%	53.1%	55.0%	57.6%	55.1%
Earned 24-29 Hrs	17.7%	23.4%	25.7%	21.7%	22.2%	26.7%	25.1%	24.3%	25.6%
Earned 30 or>30 Hrs	8.5%	10.9%	12.3%	17.6%	18.4%	20.2%	19.9%	18.1%	19.3%

Figure A12: EGSC First-Time Freshmen Taking Area A Math and English in First Year

■ % Math & English Enrolled ■ % Math & English Passed ■ % English Only Passed ☐ % Math Only Passed
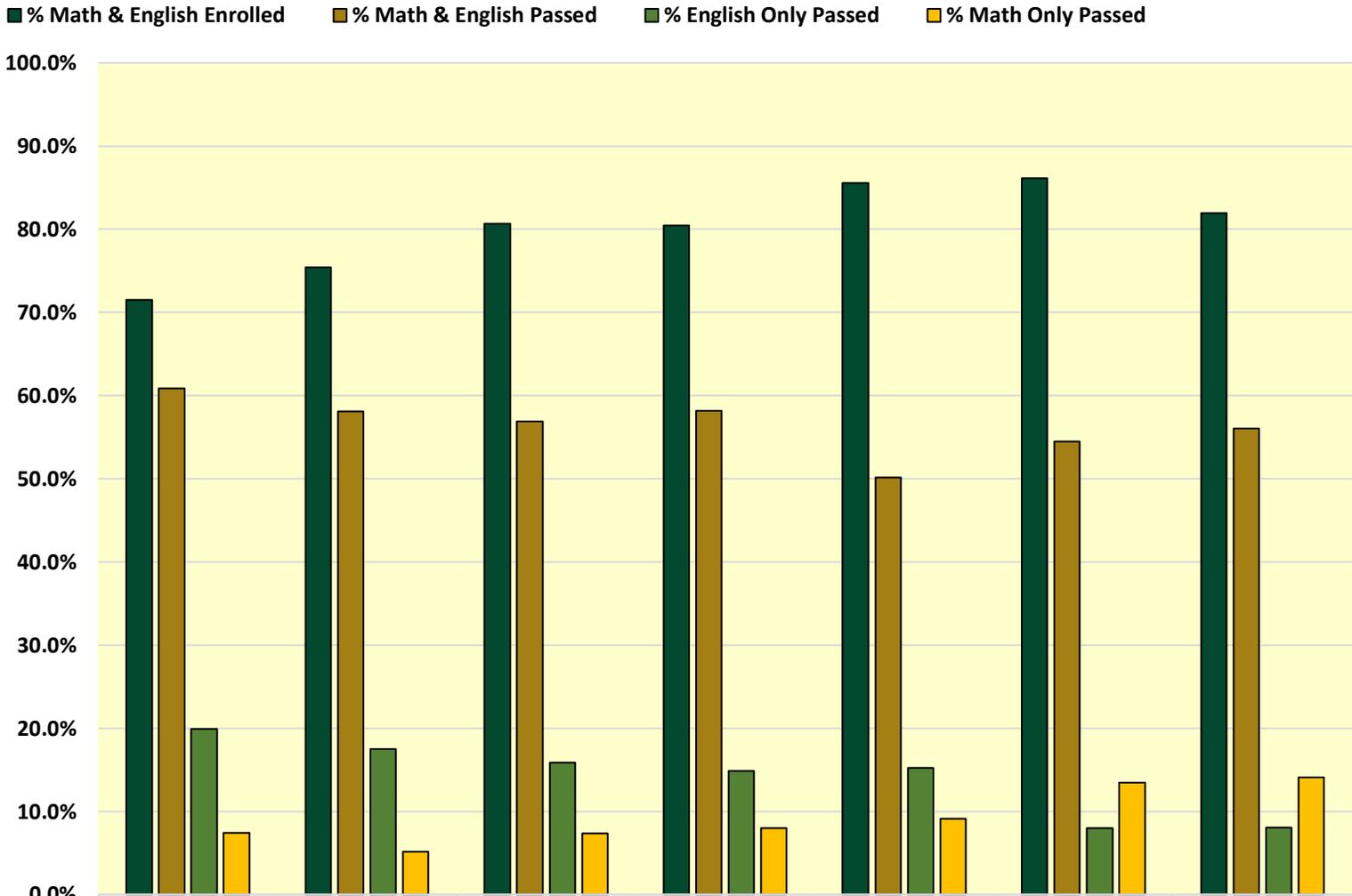
	2013	2014	2015	2016	2017	2018	2019
■ % Math & English Enrolled	71.5%	75.4%	80.7%	80.5%	85.6%	86.1%	81.9%
■ % Math & English Passed	60.9%	58.1%	56.9%	58.2%	50.2%	54.5%	56.0%
■ % English Only Passed	19.9%	17.5%	15.9%	14.9%	15.2%	8.0%	8.1%
☐ % Math Only Passed	7.4%	5.1%	7.3%	8.0%	9.1%	13.4%	14.1%

Table A1: EGSC Degrees Awarded by Academic Program FY 2017-18 through FY 2020-21

CIP Code and Degree	Academic Program	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
24.0101. Associate of Arts	Liberal Arts (Core Curriculum)	200	163	151	136
42.0101.Associate of Arts	Psychology**	29	31	38	37
52.0201.Associate of Science	Business Administration*	15	25	31	35
51.3801.Bachelor of Science	Nursing, RN to BSN**	-	22	11	10
13.0414.Associate of Arts	Elementary Education*†	13	14	17	37
45.1101.Associate of Arts	Sociology**	14	13	8	9
43.0104.Associate of Arts	Criminal Justice**	10	11	9	19
54.0101.Associate of Arts	History**	3	10	1	6
40.0501.Associate of Science	Chemistry**	2	6	5	5
45.1001.Associate of Arts	Political Science**	4	5	3	1
50.0701.Associate of Arts	Art**	3	4	6	7
26.0101.Associate of Science	Biology**	1	4	5	7
26.0101.Bachelor of Science	Biology	3	2	3	3
43.0202.Associate of Arts	FESA**‡	1	2	3	2
43.0202.Bachelor of Arts	FESA**‡	2	3	7	2
23.0101.Associate of Arts	English**	-	3	1	1
09.0100.Associate of Arts	Communication Arts**	2	2	3	4
27.0101.Associate of Science	Mathematics**	-	2	1	1
	Total	**302**	**322**	**303**	**322**
	Associate Degrees	297	295	282	307
	Bachelor Degrees	5	27	21	15

*Academic Programs begun Fall Semester 2017

** Academic Programs begun Fall Semester 2017 and closed to new admissions August 11, 2021

†Formally Early Childhood Education

‡Fire and Emergency Services Administration*

Table A2: EGSC Degrees Awarded AY 2012 through AY 2021 Based on Receipt of Pell Grants/First-Generation Status

Pell and First Generation	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Overall
No Pell	**101**	**103**	**109**	**123**	**207**	**190**	**155**	**185**	**139**	**177**	**1,173**
First Generation	38	33	34	40	57	43	38	35	18	33	318
Not First Generation	63	70	75	83	150	147	117	150	121	144	855
Pell	**67**	**73**	**104**	**121**	**152**	**156**	**147**	**137**	**164**	**145**	**957**
First Generation	34	35	49	56	64	58	39	47	57	44	382
Not First Generation	33	38	55	65	88	98	108	90	107	101	575
No Pell	**60.1%**	**58.5%**	**51.2%**	**50.4%**	**57.7%**	**54.9%**	**51.3%**	**57.5%**	**45.9%**	**55.0%**	**55.1%**
First Generation	37.6%	32.0%	31.2%	32.5%	27.5%	22.6%	24.5%	18.9%	12.9%	18.6%	27.1%
Not First Generation	62.4%	68.0%	68.8%	67.5%	72.5%	77.4%	75.5%	81.1%	87.1%	81.4%	72.9%
Pell	**39.9%**	**41.5%**	**48.8%**	**49.6%**	**42.3%**	**45.1%**	**48.7%**	**42.5%**	**54.1%**	**45.0%**	**44.9%**
First Generation	50.7%	47.9%	47.1%	46.3%	42.1%	37.2%	26.5%	34.3%	34.8%	30.3%	39.9%
Not First Generation	49.3%	52.1%	52.9%	53.7%	57.9%	62.8%	73.5%	65.7%	65.2%	69.7%	60.1%

Table A3: Associate Degrees Awarded by Gender and Ethnicity (Summer/Fall/Spring Semester Sequence)

Associate Degrees	FY 2012 Base Number	FY 2013 No.	FY 2013 % Change Base Year	FY 2014 No.	FY 2014 % Change Base Year	FY 2015 No.	FY 2015 % Change Base Year	FY 2016 No.	FY 2016 % Change Base Year	FY 2017 No.	FY 2017 % Change Base Year
Female	**112**	**106**	**-5.4%**	**145**	**29.5%**	**157**	**40.2%**	**221**	**97.3%**	**216**	**92.90%**
Black	28	39	39.3%	48	71.4%	65	132.1%	82	192.9%	93	232.10%
White	75	60	-20.0%	88	17.3%	80	6.7%	126	68.0%	99	32.00%
Other	9	7	-22.2%	9	0.0%	12	33.3%	13	44.4%	24	166.70%
Male	**56**	**70**	**25.0%**	**68**	**21.4%**	**84**	**50.0%**	**133**	**137.5%**	**123**	**119.60%**
Black	7	14	100.0%	23	228.6%	23	228.6%	43	514.3%	46	557.10%
White	46	49	6.5%	38	-17.4%	55	19.6%	78	69.6%	70	52.20%
Other	3	7	133.3%	7	133.3%	6	100.0%	12	300.0%	7	133.30%
Total Awards	**168**	**176**	**4.8%**	**213**	**26.8%**	**241**	**43.5%**	**354**	**110.7%**	**339**	**101.80%**

Associate Degrees	FY 2012	FY 2018		FY 2019		FY 2020		FY 2021	
Female	**112**	**187**	**67.00%**	**191**	**70.50%**	**184**	**64.3%**	**222**	**98.2%**
Black	28	87	210.70%	81	189.30%	65	132.1%	98	250.0%
White	75	80	6.70%	93	24.00%	96	28.0%	99	32.0%
Other	9	20	122.20%	17	88.90%	23	155.6%	25	177.8%
Male	**56**	**110**	**96.40%**	**104**	**85.70%**	**98**	**75.0%**	**85**	**51.8%**
Black	7	38	442.90%	40	471.40%	41	485.7%	36	414.3%
White	46	54	15.20%	54	17.40%	47	2.2%	41	-10.9%
Other	3	18	533.30%	10	233.30%	10	233.3%	8	166.7%
Total Awards	**168**	**297**	**76.80%**	**295**	**75.60%**	**282**	**67.9%**	**307**	**82.7%**

Table A4: EGSC Student Success Rates in Gateway Courses, Learning Support, and Online

Fall 2011 through Spring 2021

Semester	Overall Success Rates	MATH 1111 Success Rates	MATH 1001 Success Rates	ENGL 1101 Success Rates	HIST 2111/2112 Success Rates	Learning Support Success Rates	Online Success Rates
Fall 2011	57.1%	48.5%	-	56.0%	53.4%	34.6%	49.4%
Spring 2012	57.8%	46.9%	69.2%	48.6%	52.2%	34.8%	59.5%
Fall 2012	63.7%	53.9%	73.3%	56.6%	58.5%	47.6%	58.6%
Spring 2013	62.9%	44.9%	25.0%	48.5%	53.4%	43.2%	57.3%
Fall 2013	68.3%	54.8%	54.3%	67.2%	53.2%	49.8%	60.0%
Spring 2014	65.4%	45.7%	37.8%	55.9%	58.5%	53.3%	56.1%
Fall 2014	67.0%	50.1%	51.4%	66.1%	63.9%	56.4%	64.6%
Spring 2015	66.2%	42.7%	56.5%	49.0%	63.4%	55.1%	62.9%
Fall 2015	67.3%	53.8%	69.0%	63.5%	56.0%	57.4%	64.0%
Spring 2016	67.7%	45.5%	73.7%	56.0%	54.1%	55.9%	68.1%
Fall 2016	69.6%	59.1%	56.0%	66.7%	53.6%	61.5%	67.2%
Spring 2017	67.2%	46.2%	63.0%	51.3%	56.3%	51.4%	66.8%
Fall 2017	67.1%	51.1%	59.4%	63.8%	56.4%	52.0%	67.3%
Spring 2018	65.5%	41.0%	41.3%	40.9%	55.0%	36.3%	66.9%
Fall 2018	64.4%	60.1%	57.0%	56.1%	63.7%	54.1%	63.4%
Spring 2019	64.8%	59.2%	47.3%	46.7%	55.9%	42.8%	63.9%
Fall 2019	64.6%	65.4%	62.9%	56.6%	61.9%	55.9%	61.4%
Spring 2020	67.1%	68.8%	47.2%	43.8%	63.8%	47.1%	71.1%
Fall 2020	62.1%	65.4%	60.1%	51.3%	57.6%	46.7%	63.4%
Spring 2021	64.8%	63.7%	47.4%	44.3%	58.7%	47.4%	62.8%

Table A5: Numbers and Percentages of EGSC Students taking 12 or More Credit Hours

Fall 2011 through Spring 2021

Term	Population	Full-time	Attempting 12-14 Hours	Attempting 15+ Hours	% of Population (15+ Hours)	% of Full Time (15+ Hours)
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	2,393	1,601	1,052	549	22.9%	34.3%
Fall 2020	2,415	1,459	953	506	21.0%	34.7%
Spring 2021	1,876	1,084	688	396	21.1%	36.5%

Table A6: Credits Hours Earned to Attempted by Semester and Course Delivery

Summer 2011 through Spring 2021

Semester	Credits Earned	Credits Attempted	Percent Completion
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%
Summer 2020	4,850	5,951	81.5%
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%
Fall 2020	17,959	26,256	68.4%
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%
Spring 2021	14,091	19,884	70.9%
Total Credit Hours	**492,359**	**700,604**	**70.3%**
Taking Face to Face Only Total	247,985	366,508	67.7%
Taking Online Only Total	55,286	78,123	70.8%
Taking Face to Face and Online Total	189,088	255,973	73.9%

GEORGIA INSTITUTE OF TECHNOLOGY

Appendices – 2021 CCG Status Report, Georgia Tech

APPENDIX A – 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	Fall 2020	Fall 2021
13,948	14,527	14,558	14,682	15,142	15,489	15,573	16,047	16,159	16,562	17,447
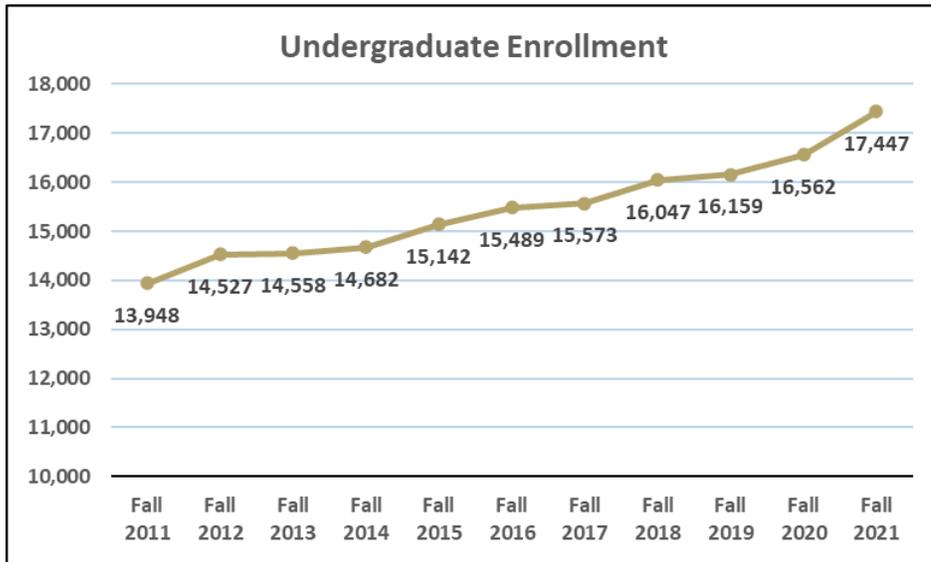
Undergraduate Degrees Conferred

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2,873	3,121	3,268	3,275	3,419	3,608	3,516	3,722	3,934	3,881

Undergraduate Degrees Conferred

Year	Degrees
2011-12	2,873
2012-13	3,121
2013-14	3,268
2014-15	3,275
2015-16	3,419
2016-17	3,608
2017-18	3,516
2018-19	3,722
2019-20	3,934
2020-21	3,881
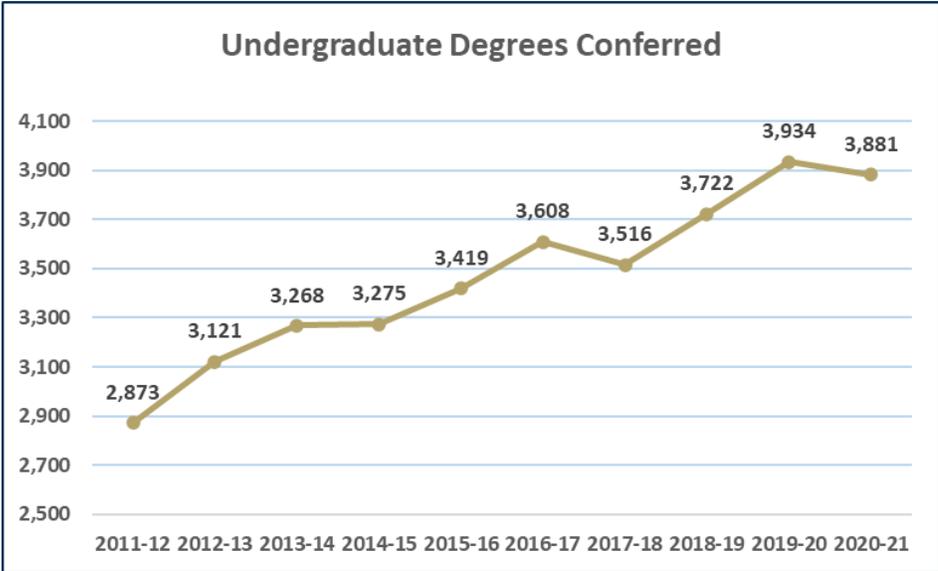
APPENDIX B – UNDERGRADUATE RETENTION AND GRADUATION RATES

First-Time, Full-Time Freshman Retention Rates

COHORT	1st to 2nd 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%
Fall 2020	97%

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%	92%
Fall 2014	46%	86%	91%	
Fall 2015	51%	89%	92%	
Fall 2016	55%	90%		
Fall 2017	57%			

APPENDIX C – STEM ENROLLMENT BY GENDER

Number of Women Pursuing STEM Degrees

Fall	Number of Women in STEM	Total STEM Enrollment
Fall 2020	4,886	13,094
Fall 2019	4,752	12,885
Fall 2018	4,521	12,763
Fall 2017	4,378	12,508
Fall 2016	4,225	12,611
Fall 2015	3,976	12,330
Fall 2014	3,637	11,822
Fall 2013	3,474	11,701
Fall 2012	3,300	11,459
Fall 2011	2,989	10,718
Fall 2010	2,794	10,389

■ Number of Women in STEM　■ Total STEM Enrollment
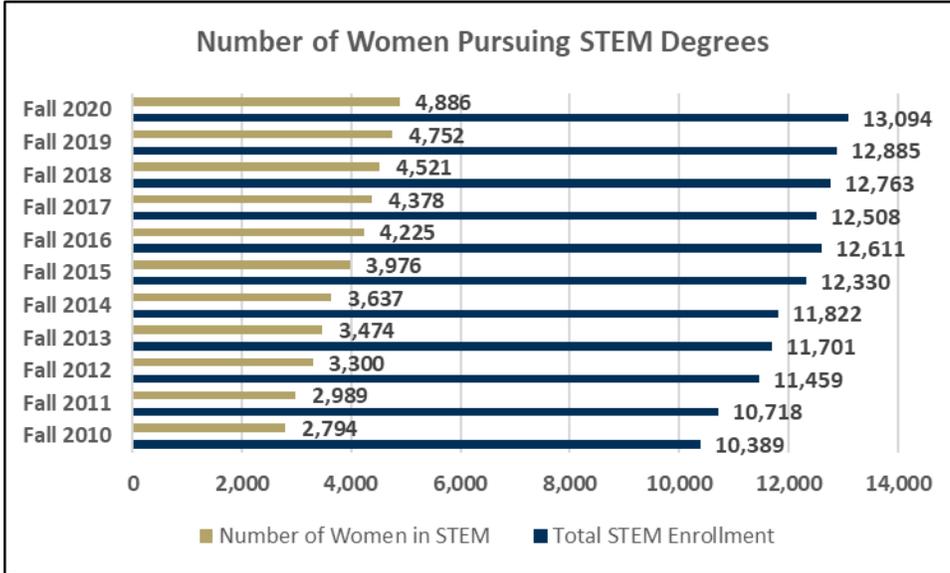
APPENDIX D – GRADUATION RATES BY GENDER

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
Female	86%	86%	89%	90%	88%	91%	91%	92%	93%
Male	80%	79%	82%	84%	83%	85%	89%	90%	91%

Six-Year Graduation Rates by Gender

Cohort	Female	Male
2007 Cohort	86%	80%
2008 Cohort	86%	79%
2009 Cohort	89%	82%
2010 Cohort	90%	84%
2011 Cohort	88%	83%
2012 Cohort	91%	85%
2013 Cohort	91%	89%
2014 Cohort	92%	90%
2015 Cohort	93%	91%

—— Female　—— Male
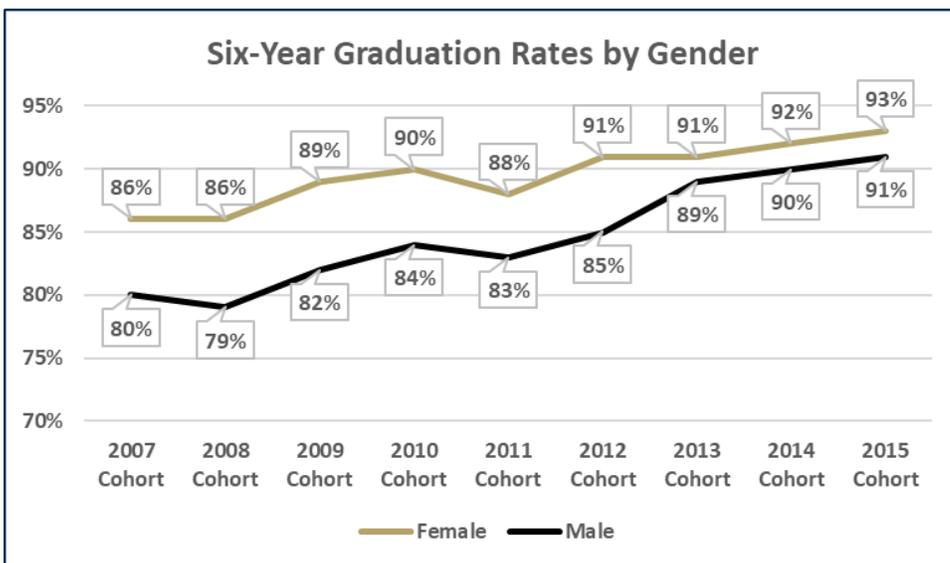
APPENDIX E – STEM GRADUATION RATES

Six-Year Graduation Rates STEM vs. Non-STEM

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
STEM	82%	81%	84%	86%	85%	87%	90%	90%	92%
Non-STEM	84%	83%	87%	87%	87%	88%	89%	91%	91%

Six-Year Graduation Rates STEM vs. Non-STEM
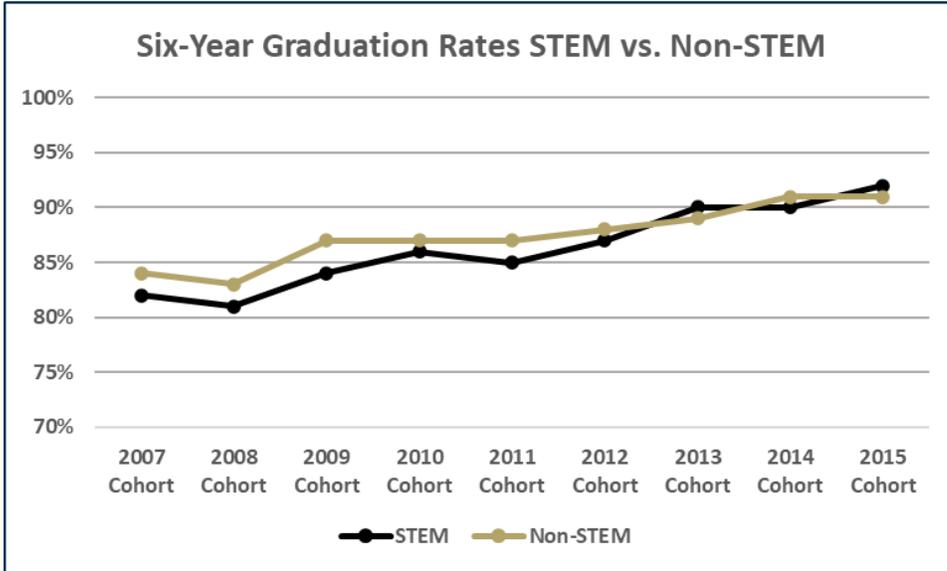
Six-Year Graduation Rates for STEM Majors by Gender

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Women	87%	86%	87%	89%	87%	91%	91%	92%	93%
Men	80%	79%	83%	84%	83%	85%	89%	90%	91%

Six-Year STEM Graduation Rates by Gender
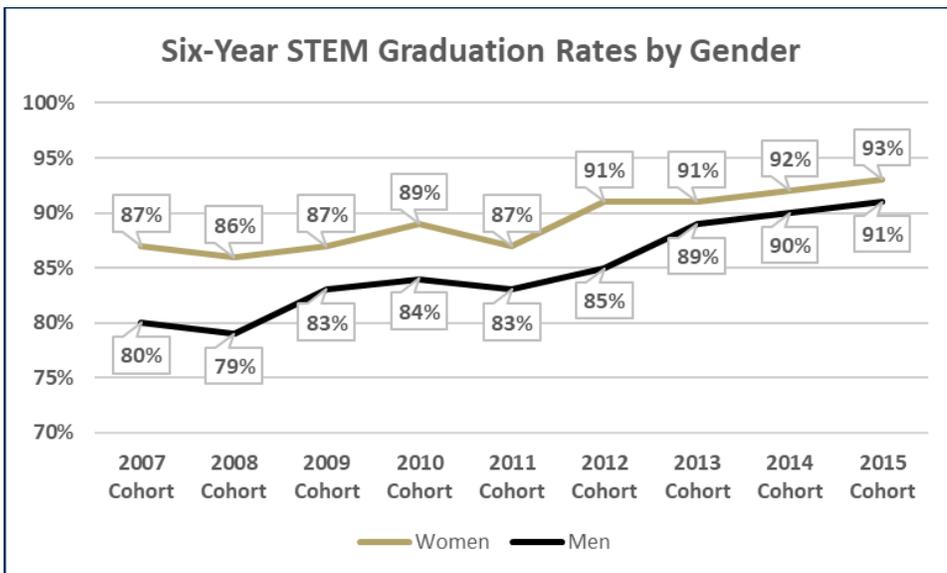
APPENDIX F – STEM DEGREES AWARDED

Number of STEM Degrees Awarded

Year	Degrees
2020-21	3,158
2019-20	3,335
2018-19	3,115
2017-18	2,968
2016-17	3,039
2015-16	2,779
2014-15	2,577
2013-14	2,578
2012-13	2,389
2011-12	2,157
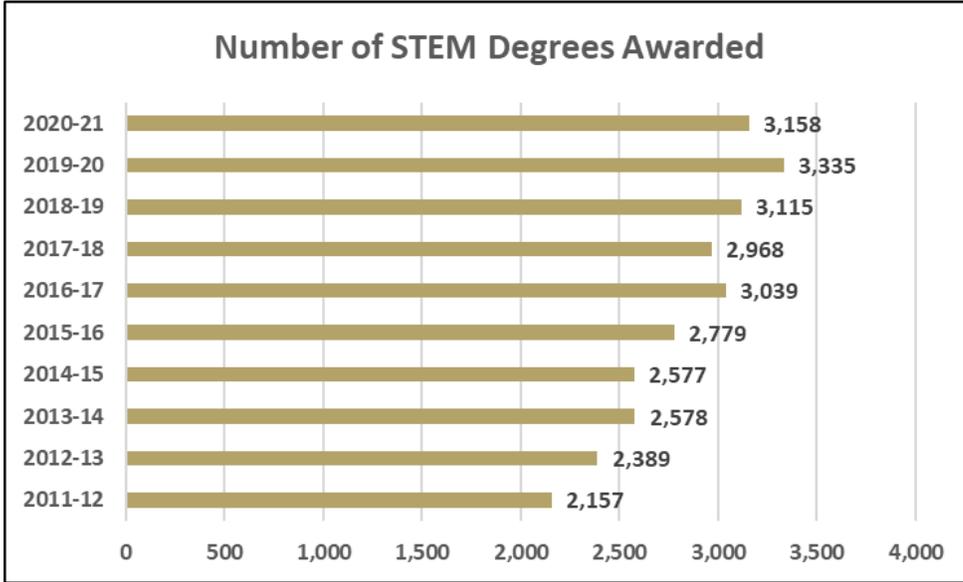
APPENDIX G – URM GRADUATION RATES

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
URM	76%	78%	80%	80%	79%	82%	85%	87%	86%
Non-URM	83%	82%	85%	87%	86%	88%	91%	91%	92%
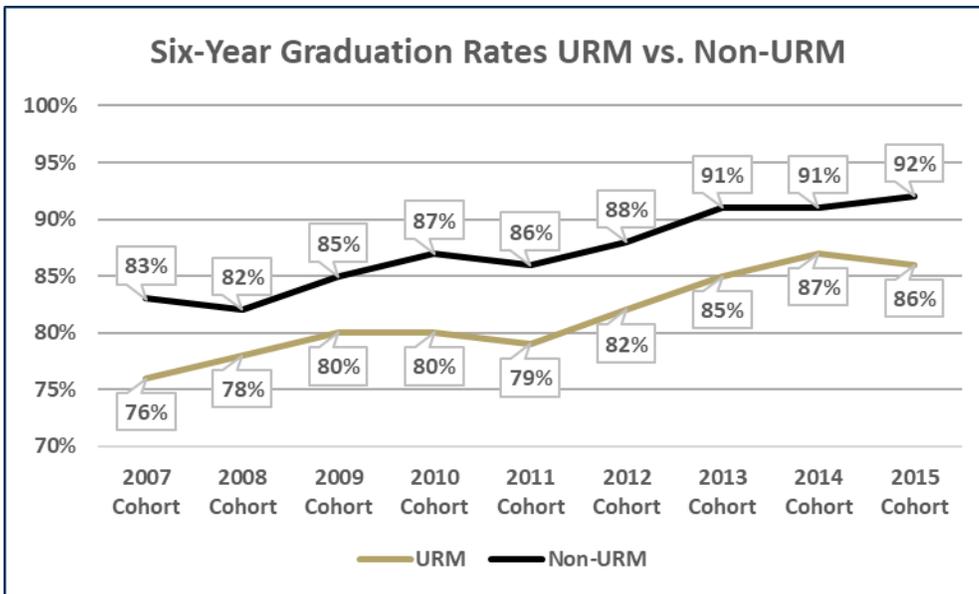
Six-Year Graduation Rates - Black or African American, Hispanic or Latino, Overall

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
Overall Campus	82%	81%	85%	86%	85%	87%	90%	91%	92%
Black or African American*	77%	77%	77%	76%	73%	77%	76%	84%	81%
Hispanic or Latino*	74%	80%	86%	87%	84%	85%	94%	89%	90%
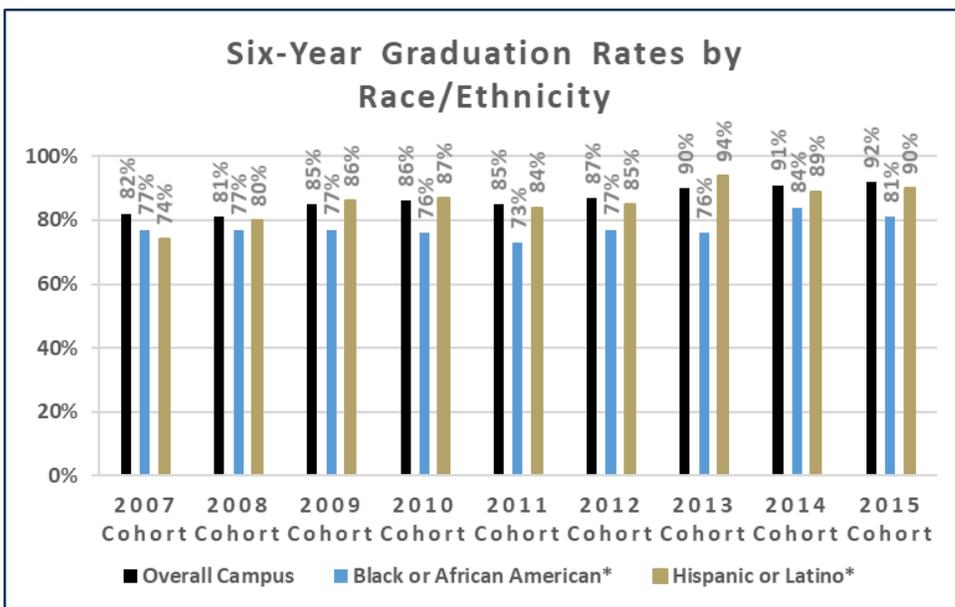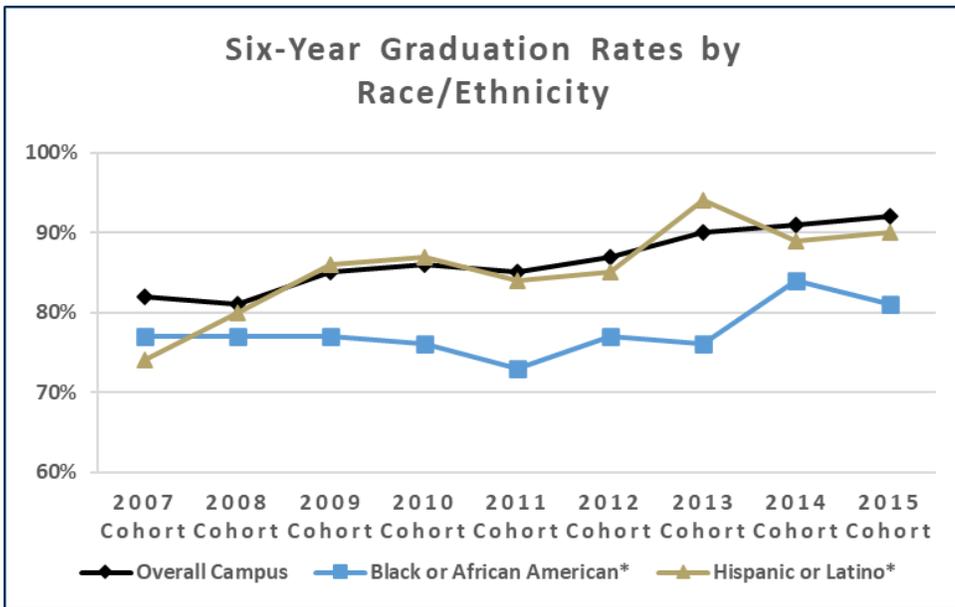
APPENDIX H – SIX-YEAR GRADUATION RATES FOR STUDENTS IN HIGH-IMPACT CURRICULAR AND CO-CURRICULAR PROGRAMS

High-Impact Practices, Six-Year Graduation Rates

Academic Enrichment Program	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 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 I – NOT-REGISTERED SURVEY POPULATION SIZES AND SURVEY RESPONSE RATES

Survey Administration Date	July 2021	July 2020	July 2019	July 2018	August 2017	July 2016	June 2015	June 2014
Survey Population Size*	541	590	866	579	642	643	538	632
Number of Respondents	245	238	393	317	316	308	268	268
Response Rate	45% (245/541)	40% (238/590)	45% (393/866)	55% (317/579)	49% (316/642)	48% (308/643)	50% (268/538)	42% (268/632)

Not registered for fall classes by the end of Phase I (early) registration

APPENDIX J– PLUS OUTCOMES BY COURSE

Summer 2020				
Class	Number PLUS Regulars* that earned A,B,C,S	% of PLUS Regulars* that earned A,B,C,S	Number Non-PLUS Students Earning A,B,C,S	% of Non-PLUS Students Earning A,B,C,S
ACCT 2101	17	100%	33	97%
CHEM 1310	11	100%	66	86%
CHEM 2311	25	96%	48	92%
CS 1331	31	97%	348	85%
ECON 2105	<10	100%	155	97%
ECON 2106	<10	100%	225	98%
MATH 1550	10	100%	23	91%
MATH 1551	<10	50%	25	96%
MATH 1552	10	100%	82	83%
MATH 1553	47	96%	95	84%
MATH 2550	<10	100%	59	93%
MATH 2551	15	93%	266	81%
MATH 2552	25	96%	236	94%
PHYS 2211	29	100%	166	92%
PHYS 2212	48	100%	255	94%
Total	**284**	**98%**	**2082**	**90%**

* PLUS Regulars = 5 or more visits per semester; Non-PLUS = 0 visits during the semester

Fall 2020				
Class	Number PLUS Regulars* that earned A,B,C,S	% of PLUS Regulars* that earned A,B,C,S	Number Non-PLUS Students Earning A,B,C,S	% of Non-PLUS Students Earning A,B,C,S
ACCT 2101	30	100%	226	94%
BMED 3310	22	95%	97	91%
BMED 3410	24	100%	93	94%
CHBE 2100	30	87%	55	64%
CHEM 1211K	115	99%	297	96%
CHEM 1212K	52	98%	113	92%
CHEM 1310	101	98%	252	89%

Fall 2020

Class	Number PLUS Regulars* that earned A,B,C,S	% of PLUS Regulars* that earned A,B,C,S	Number Non-PLUS Students Earning A,B,C,S	% of Non-PLUS Students Earning A,B,C,S
CHEM 1315	57	95%	138	92%
CHEM 2311	50	98%	303	90%
CHEM 2312	31	94%	60	87%
CS 1331	83	95%	643	91%
ECON 2105	31	100%	296	98%
ECON 2106	21	100%	335	97%
MATH 1113	<10	100%	72	93%
MATH 1551	144	94%	473	90%
MATH 1552	72	93%	420	82%
MATH 1553	229	97%	828	95%
MATH 1554	121	94%	1338	93%
MATH 2550	36	81%	170	71%
MATH 2551	107	100%	510	95%
MATH 2552	133	96%	561	92%
PHYS 2211	179	97%	575	84%
PHYS 2212	127	89%	512	78%
Total	1802	96%	8367	90%

* PLUS Regulars = 5 or more visits per semester; Non-PLUS = 0 visits during the semester

Spring 2021

Class	Number PLUS Regulars* that earned A,B,C,S	% of PLUS Regulars* that earned A,B,C,S	Number Non-PLUS Students Earning A,B,C,S	% of Non-PLUS Students Earning A,B,C,S
ACCT 2101	21	100%	181	86%
BMED 3310	44	95%	59	95%
BMED 3410	52	96%	60	95%
CHBE 2100	25	88%	30	73%
CHEM 1211K	14	100%	66	92%
CHEM 1212K	96	95%	291	93%

Spring 2021				
Class	Number PLUS Regulars* that earned A,B,C,S	% of PLUS Regulars* that earned A,B,C,S	Number Non-PLUS Students Earning A,B,C,S	% of Non-PLUS Students Earning A,B,C,S
CHEM 1310	15	100%	116	92%
CHEM 1315	25	92%	68	85%
CHEM 2311	27	96%	104	82%
CHEM 2312	115	97%	179	93%
CS 1331	47	100%	812	89%
ECON 2106	14	86%	240	93%
MATH 1551	19	79%	103	67%
MATH 1552	99	97%	589	87%
MATH 1553	89	96%	332	88%
MATH 1554	48	81%	308	68%
MATH 2551	70	93%	1330	93%
MATH 2552	115	92%	570	91%
PHYS 2211	126	94%	689	94%
PHYS 2212	201	89%	546	87%
Total	1262	93%	6673	89%

* PLUS Regulars = 5 or more visits per semester; Non-PLUS = 0 visits during the semester

APPENDIX K – CCG-GT STEERING COMMITTEE MEMBERS, 2020-21

- 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 Engagement & Well-Being

Co-chair, CCG-GT Steering Committee

APPENDIX L – AMPLIFY IMPACT (GT-AMP) REQUEST FOR PROPOSALS

Amplify Momentum Project (GT-AMP)

Fund for initiatives mapping USG Momentum Approach goals

to Institute Strategic Plan focus area: Amplify Impact

2021-23

The Office of the Provost invites your proposals for initiatives to advance one or more University System of Georgia (USG) Momentum Approach goals aligned with the AMPLIFY IMPACT focus area of the Institute Strategic Plan. Momentum Approach goals are centered on supporting student success; USG institutions are asked to engage in activities, which may span academic and other divisions, that empower students to:

- **Make and deepen purposeful choices**, for example, regarding choice or change of major, minor, or career path, or regarding choice of experiential learning opportunities.
- **Create and cultivate productive academic mindsets**, for example, regarding academic tenacity and resilience, or the value of learning beyond the major, or the value of active engagement in the classroom.
- **Attempt and maintain full momentum along a clear pathway**, for example, by planning and pursuing a pathway integrating classroom learning; research, service learning, study abroad, co-op or internship experiences; and student life activities.
- **Heighten academic engagement**, for example, by pursuing a minor, entrepreneurial learning, or High-Impact Educational Practices.
- **Complete critical milestones**, for example, by appropriate scheduling choices or effective approaches to successful teaching and learning in courses central for the major.

Initiatives should advance one or more of these Momentum Approach goals aligned with one or more "Moving into Action" strategies for the AMPLIFY IMPACT focus area. Initiatives may be proposed by one PI, co-PIs, or a team, and may consist of research, teaching (undergraduate and/or graduate), and/or other activities. Initiatives may span the academic and any other divisions of the Institute. Examples of initiatives set forth in this paragraph are not intended to be limiting.

Review Criteria

Funding decisions will be based on the following five criteria: (1) demonstrated alignment between a Momentum Approach goal or goals and one or more "Moving into Action" strategies for the AMPLIFY IMPACT focus area, (2) the transformative potential of the initiative, (3) inclusion of necessary and appropriate personnel to pursue the initiative and access to any necessary resources or partnerships, (4) specification of appropriate project outcome(s) and measure(s) of success, and (5) demonstrated prospect for sustainability or long-term impact following the conclusion of the funding period.

Funding Criteria

- Single investigators, co-PIs, or teams may apply for up to $25,000 for a six-month proposal (January 1, 2022-June 30, 2022) or up to $75,000 for an eighteen-month proposal (January 1, 2022-June 30, 2023).

- Funding for six-month projects must be expended in FY22. Carryforward of funds beyond FY22 will only be permitted in exceptional circumstances.
- Funding for eighteen-month projects must be expended in FY22 and FY23. Carryforward of funds beyond FY23 will only be permitted in exceptional circumstances. Carryforward of funds from FY22 to FY23 will be permitted only upon request and the submission of a FY22 report showing satisfactory performance in the judgment of the grant administrator.
- Funding for undergraduate, graduate, or post-doctoral effort is encouraged. Faculty salary support is not encouraged but will be considered if justified.
- No indirect costs may be included in budgets. Tuition waivers will be provided for any graduate students supported with state funds as part of a funded project. An estimate of the number of tuition waivers required should be included in the proposal.

Application Requirements and Procedures

- Deadline for submission of proposals: Monday, October 11, 2021.
- Limit on PIs: An investigator may serve as PI on only one proposal but may serve as co-PI or team member on a total of up to three proposals.
- Submission of proposal: All proposals must be submitted through the GT-AMP Qualtrics survey. A direct link is provided below. As part of the survey, you will be required to complete an on-line application and attach your proposal as a single pdf file.

<div align="center">

GT-AMP Survey Application

</div>

- Proposal review: By a committee of faculty and Office of Undergraduate Education staff.
- Date by which Awards announced: Monday, November 1, 2021.
- Contents of proposals and page limits:
  - A Proposal Narrative of not more than two pages addressing the five criteria under "**Review Criteria**," above.
  - A CV of not more than two pages each for the PI or co-PIs and any team member(s).
  - A budget consistent with the "**Funding Criteria**," above, including line-item detail, of not more than one page for a six-month proposal and not more than two pages for an eighteen-month proposal.

Additional Information

Please send any requests for additional information to Mr. Brent Griffin, Director of Retention and Graduation Initiatives/Sr. Assistant Registrar.

GEORGIA SOUTHERN UNIVERSITY

Appendix

Table 1: Undergraduate Student Populations and One-Year Retention Rates

Undergraduate Student Demographics	Fall 2020 Percent of Student Body	Retention Rates Fall 2021 (for Fall 2020 cohort)
Unknown	1% (+.3%)	*
Asian	2% (-1%)	*
Two or More Races	4% (+/-0%)	*
Hispanic/Latino	8% (+.4%)	68.8%
Black/African-American	26% (+.7%)	67.2%
White	58% (-1.4%)	*
Military & Military-Affiliated	15%	70%
Adult Learners	10.9%	*
Pell Eligible	31.5%	*
First Generation	25.4%	*
Overall GS Retention Rate FTFTF		72.0%

Source: Georgia Southern University Office of Institutional Research; Qlik Fall Enrollment by Academic Program (407a)

*Note: Figures are based on the preliminary Fall 2021 census data – refined demographic data is unavailable at this time, but will be included in the following report.

Table 2: Average High School GPA for FTFT Freshmen for Past SEVEN Fall Terms

2013	2014	2015	2016	2017	2018	2019	2020
3.24	3.27	3.29	3.33	3.34	3.36	3.43	3.29

Source: GeorgiaSouthern University Pyramid

Table 3: Reasons for Not Registering for Spring 2020 and Spring 2021

Reason	Spring 2020 Number of Students Listing as Reason	Spring 2021 Number of Students Listing as Reason
Academic	15	7
Applying for Secondary/Grad Program		24
Courses Unavailable	3	38
Family/Health	16	46
Financial	59	178
Gap Semester or Year		42
Graduating	23	24
Had Not Been Advised		323
Holds		103
Internship/International Study	20	89
Military	25	12
Needed Help Registering		161
Not Returning (undisclosed)		635
Other	15	33
Personal	51	24
Transferring	135	22
Work Conflicts		21
Total	362	1780

Source: Institutional Late Registration Survey Reports

Table 4: Momentum Resilience Area Updates

STRATEGY/AREA:	Transitions to College		
Activity	Process/Steps	Person responsible	Completion date
Implement new on-boarding and transition programming for students from entrance through the first year.	Steering Committee, 3 subcommittees, and 7 working groups	Dustin Anderson Amy Smith Ken Gassiot	Implemented June 2021

STRATEGY/AREA:	Course scheduling – fuller student schedule (SOAR in 4)		
Activity	Process/Steps	Person responsible	Completion date
Provide more data and direction to department chairs and deans regarding student course needs.	Implementing Ad Astra Scheduler and Monitor, Align, and Predict (MAP) Create a regular training schedule (and refresher courses) for Deans, Associate Deans, and Department Chairs on EAB APS, EAB Institutional Reports, and Business Objects.	Dustin Anderson (EAB) Wallace Brown (Astra) Amy Ballagh (Pyramid)	MAP implemented Astra Scheduler implemented Pyramid implemented EAB APS implemented Training opportunities began in April.
Provide students will tools to meet expectations of (a) 15+ hours per semester; (b) register for course sequence on program maps	Implementing EAB Navigate Academic Planning	AP for Student Success, Advising, and cross-divisional team	Implemented August 2021
Stress test program maps	Engage with academic programs (provide information and data sources) for the programs to engage in conversations about whether students can reasonably complete degree program(s) in 4 years.	Dustin Anderson Delena Bell Gatch, and cross-divisional team	May 2022

STRATEGY/AREA:	Stronger alignment of curricular, co-curricular, and extracurricular programming		
Activity	Process/Steps	Person responsible	Completion date
Create more effective partnerships between Academic Affairs and Student Affairs to facilitate student engagement with programming and major/career exploration.	1) train personnel on identifying collaborative opportunities with cross-divisional campus partners. 2) partner on synchronizing programming. 3) align co-curricular activities.	Dustin Anderson Ken Gassiot (for Melanie Miller) Department Chairs and Program Directors	May 2022
STRATEGY/AREA:	Increase student access to High Impact Practices (HIPs)		
Activity	Process/Steps	Person responsible	Completion date
Expand student opportunities to engage in high impact practices.	Build more opportunities for engagement aligning with AAC&U best practices.	HIP Faculty Fellows Provost, Deans, & Academic Departments Career Services Student Affairs Global Engagement Undergraduate Research Office	May 2022

STRATEGY/AREA:	Stronger alignment of curricular, co-curricular, and extracurricular programming, focusing on integration of career services and development throughout the curriculum		
Activity	Process/Steps	Person responsible	Completion date
Create more effective partnerships between Academic Affairs and Student Affairs to facilitate student engagement with major specific career exploration.	Start integrating career pathways with our curriculum and program pathways	Dustin Anderson Glenn Gibney Department Chairs and Program Directors	May 2022

STRATEGY/AREA:	Identify "derailers" to student engagement and degree completion and also identify and implement program, unit, or institutional solutions.		
Activity	Process/Steps	Person responsible	Completion date
Create more effective partnerships between Academic Affairs and Student Affairs to facilitate academic program engagement with co-curricular education and programming.	1. Redefine involvement. Tying work and other experiences back to academic pursuits. 2. Co-curricular milestones. 3. Commitment to the end goal (degree attainment and employment or graduate school) 4. Engage with existing committee structures (Enrollment Squad, Academic Standing Committee, Student Success Committee, academic department or college committees, etc.) to define, identify, and implement program and/or institutional solutions.	Dustin Anderson Dantrell Maewether Ken Gassiot Col. George Fredrick Cassie Morgan Meg Heins Jodi Caldwell Enrollment Squad Financial Aid Bursar's Office Academic Departments Deans	May 2022

Image 1: AIP Fall 2020-2021

ACADEMIC INTERVENTION
FALL 2021 UPDATES

APPOINTMENTS

As of 09/20/2021, Academic Success Coaches held 1,116 one-on-one appointments for the Fall 2021 Semester. This number does not include the 1,426 asynchronous appointments conducted through the AIP intake process.

ACADEMIC IMPROVEMENT PLANS

To date, 92.3% of Fall 2021 Academic Intervention students have completed an Academic Improvement Plan, compared to 26.5% in Fall 2020. This increase in engagement is the result of improved access via a mobile-compatible intake form.

ENGAGEMENT

Delivery of GSU 1000 has been centralized, combining 60 course sections into one to ensure consistency in communication, curriculum delivery, and engagement. The AIP intake process has improved AIP Quality control, as well as student access and engagement.

Number of AI Students and AIPs

47% Reduction in AI

348% Increase in AIP Completion
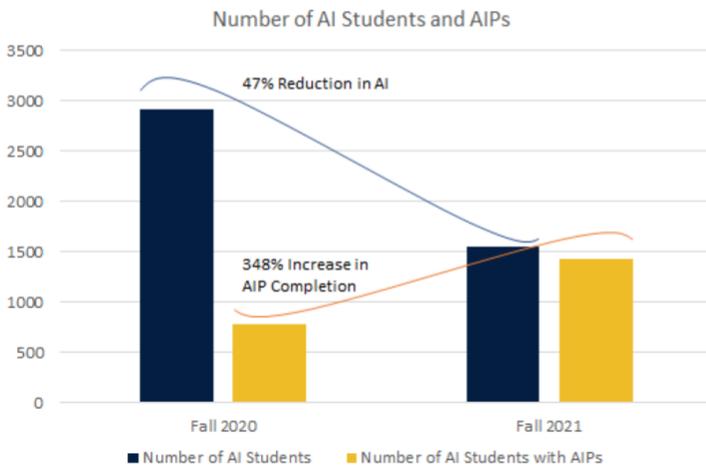
Fall 2020
2917 AI Students
774 AIPs
26.5% Engagement

Fall 2021
1545 AI Students
1426 AIPs
92.3% Engagement

■ Number of AI Students   ■ Number of AI Students with AIPs

Image 2: the Eagle Experience

Image 3: Eagle Engage

Competencies

Competencies are groups of skills you can earn.

Levels

Levels help track to what degree you have earned a skill. Each skill can be earned to the levels below.

Knowledge acquisition, construction, integration and application

Knowledge Acquisition activities provide opportunities for students to acquire, integrate, and apply information from a broad range of disciplines with the goal of advancing their academic and personal growth.

4 Skills

Cognitive Complexity

Cognitive Complexity activities provide opportunities for students to acquire and demonstrate critical thinking and reasoning skills with the goal of enhancing their ability to effectively address and solve problems.

4 Skills

Intrapersonal Development

Intrapersonal Development activities provide opportunities for students to develop their personal identity and a positive sense of self with

Interpersonal Competence

Interpersonal Competence activities provide opportunities for students to work effectively with others in a positive way with the goal of increasing

1. Explore

In the Explore level, students develop working knowledge of basic concepts as they become aware of new facts, concepts, and skills. They gain a basic knowledge of most elements within the skill and may need extra time, resources, or guidance to apply it in practice. They require conscious effort, study, and coaching to ensure accuracy and continue learning.

2. Experience

In Experience level, students deepen their knowledge of these areas and gain experience applying skills to various situations and contexts. They have a working knowledge of most elements within the skills and may need extra time and effort to incorporate them into practice. They require practical experience with multiple scenarios and some conscious effort to continue learning.

3. Excel

Students excel at the skill by accumulating extensive direct experience, articulating deep knowledge of details, intricacies, and interconnections, and demonstrating the skill with little effort. They have extensive and nuanced knowledge of all elements within the

Image 4: MyMajors Motivation for Attending College

What is your top motivation for attending college?

Motivation	Count
PARENTS/FAMILY WENT TO COLLEGE	79
OTHER	131
NOT SURE	94
NEXT STEP IN EDUCATION	1430
MY INTENDED JOB/CAREER REQUIRES A DEGREE	2194
MAKE NEW FRIENDS	38
MAKE MORE MONEY	1075
GAIN A SKILL IN MY INTENDED MAJOR	2530
COLLEGE/UNIVERSITY EXPERIENCE	382
CHANGE IN CAREER PATHWAY	148
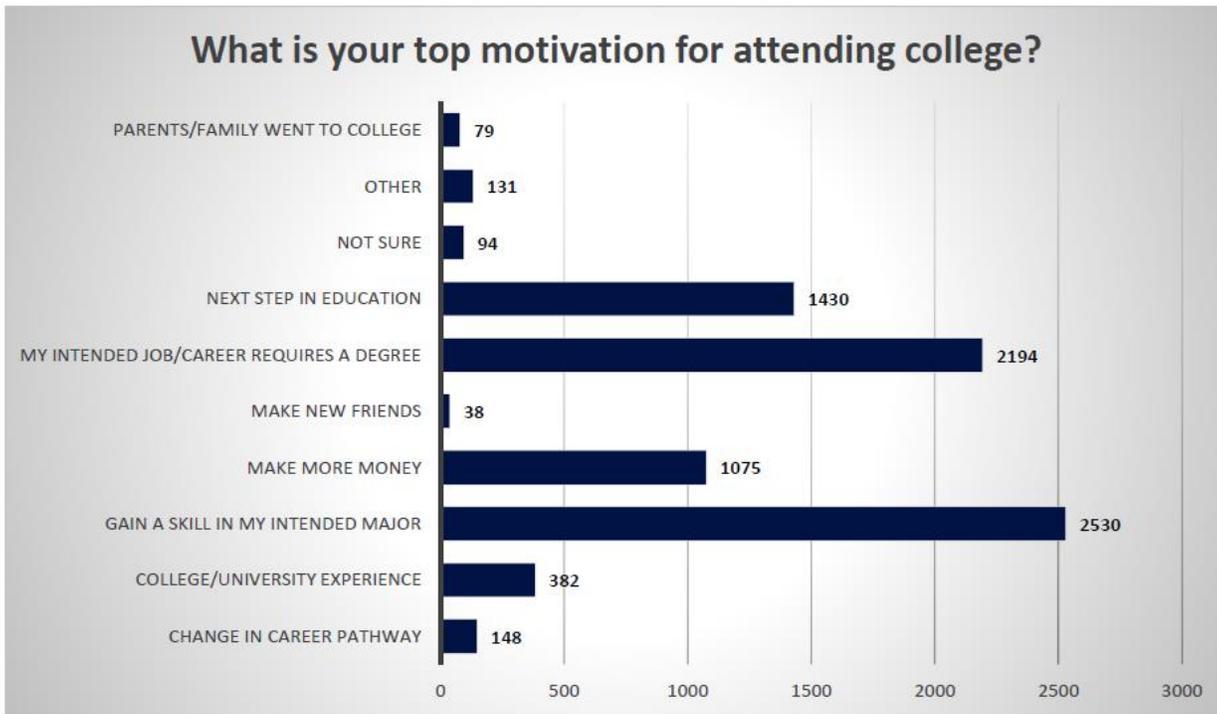
Image 5: Early Transition Events

Top Attended Events/Programs (50-200 students)

Event/Program	Number of Students
Club Sports Fair	200
Student Organization Fair	185
Growth Mindset Monday	125
True Blue Scavenger Hunt	125
Southern Leaders Opening Session	108
Culture Jam	100
History Open House	92
First-Year Experience & Academic	72
Trio Welcome Back/Kickoff	85
Sustain Southern Social Hour	80
Pop Into Mentorship	77
Planetarium: "Black Holes"	75
FREE golf, GS Golf Course	74
World Languages and Cultures	67
You are the News!	64
Movie Night: Without Remorse	58
Student Affairs Day at Liberty	52
Ask a Philosopher, Get a Balloon	52
Friday Night Movie: "Wonder"	50
Rainbow Reception	50

GEORGIA SOUTHWESTERN STATE UNIVERSITY

APPENDIX

Table 1: Fall Undergraduate Special Populations Enrollment

	Fall Term									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total Undergraduate Enrollment	2811	2749	2667	2527	2435	2558	2606	2467	2498	2634
Number of Undergraduates with Record of Parents' College Level	2469	2413	2376	2350	2208	2453	2469	2289	2183	2309
Number of First Generation Undergraduates (no parent/guardian with a bachelor degree or higher)	1439	1379	1345	1346	1243	1331	1285	1237	1179	1228
% of All Undergraduates who are First Generation	51.2	50.2	50.4	53.3	51.0	52.0	49.3	50.1	47.2	46.6
Received Pell Grant Fall term	1377	1292	1254	1152	1072	1072	1037	968	927	994
Percent Undergraduates with Pell	49.0	47.0	47.0	45.6	44.0	41.9	39.8	39.2	37.1	37.7
Number of Non-traditional Undergraduates (25 or older at first matriculation)	643	620	633	556	524	504	469	413	409	392
Percent Non-traditional Undergraduates	22.9	22.6	23.7	22.0	21.5	19.7	18.0	16.7	16.4	14.9
Number of Non-traditional Undergraduates (age 25 or older)	855	837	837	749	666	665	631	542	517	516
Percent of Undergraduates Age 25 or Older	30.4	30.4	31.4	29.6	27.4	26.0	24.2	22.0	20.7	19.6

Table 2: Fall First-time Full-time Freshmen Cohort Special Populations Enrollment

	Fall Term									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total First-time Full-time (FTFT) Cohort	404	374	351	386	374	475	445	406	382	462
Number of FTFT Cohort with Record of Parents' College Level	364	338	328	381	372	471	416	371	355	436
Number of First Generation FTFT Cohort (no parent/guardian with a bachelor degree or higher)	181	172	176	194	198	242	218	211	202	260
% of All FTFT Cohort who are First Generation	44.8	46.0	50.1	50.3	52.9	50.9	49.0	52.0	52.9	56.3
Received Pell Grant Fall Term	195	186	160	183	173	241	214	213	202	265
Percent FTFT Cohort with Pell	48.3	49.7	45.6	47.4	46.3	50.7	48.1	52.5	52.9	57.4
Number of Non-traditional FTFT Cohort	18	2	4	4	2	6	1	2	1	1
Percent of Non-traditional FTFT Cohort	4.5	0.5	1.1	1.0	0.5	1.3	0.2	0.5	0.3	0.2

Table 3: Demographic Information for Bachelor's Degrees Awarded in an Academic Year

		FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	1 Year Change	10 Year Change
Females	Asian	6	4	4	4	5	3	4	6	3	1	3	200.00	-25.00
	Black or African American	93	92	88	99	100	82	75	64	79	73	61	-16.44	-33.70
	Hispanic/Latino	6	5	4	6	17	8	7	13	12	11	17	54.55	240.00
	American Indian or Alaska Native	2	0	0	0	0	1	0	0	1	0	1		
	White	255	229	243	258	211	192	192	225	186	195	160	-17.95	-30.13
	Native Hawaiian or Other Pacific Islander	0	1	0	0	0	0	0	2	1	0	0		-100.00
	Multiracial	6	4	6	4	7	3	4	4	6	6	11	83.33	175.00
	Non-resident Alien	5	10	9	2	5	2	3	4	4	3	3	0.00	-70.00
	Race/Ethnicity Unknown	1	0	0	1	0	1	0	0	2	0	0		
	subtotal	374	345	354	374	345	292	285	318	294	289	256	-11.42	-25.80
Males	Asian	3	2	1	5	2	1	1	6	0	2	5	150.00	150.00
	Black or African American	25	24	33	26	32	26	31	32	29	25	28	12.00	16.67
	Hispanic/Latino	3	4	4	1	8	9	4	9	3	6	6	0.00	50.00
	American Indian or Alaska Native	0	1	0	1	0	0	1	0	0	0	0		-100.00
	White	111	137	102	123	122	98	93	103	93	74	78	5.41	-43.07
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0		
	Multiracial	2	4	0	4	1	3	0	1	3	2	8	300.00	100.00
	Non-resident Alien	5	8	17	6	7	1	5	4	4	5	2	-60.00	-75.00
	Race/Ethnicity Unknown	0	1	0	1	0	2	0	0	0	0	0		-100.00
	subtotal	149	181	157	167	172	140	135	155	132	114	127	11.40	-29.83
Total		523	526	511	541	517	432	420	473	426	403	383	-4.96	-27.19
Number Received Pell Grant (at any time at GSW)		284	295	301	311	324	260	241	256	221	206	208	0.97	-29.49
%		54.3	56.08	58.9	57.49	62.67	60.19	57.38	54.12	51.88	51.12	54.31		
Number of First Generation		280	297	253	256	268	246	227	248	221	213	196	-7.98	-34.01
%		53.54	56.46	49.51	47.32	51.84	56.94	54.05	52.43	51.88	52.85	51.17		
# Graduates with First Generation Data		436	443	423	475	465	399	394	452	414	388	383		

Table 4: Demographic Information for Bachelor's Degrees Awarded in an Academic Year Continued

	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	1 Year Change	10 Year Change
Age 17-19 at graduation	0	1	0	0	0	0	0	0	1	1	2	100.00	100.00
Age 20-22	155	114	124	132	118	94	115	139	130	171	143	-16.37	25.44
Age 23-24	133	160	142	162	149	136	125	112	117	86	100	16.28	-37.50
Age 25-26	46	55	61	59	61	38	42	46	45	39	40	2.56	-27.27
Age 27-28	38	38	33	32	34	33	28	39	22	21	18	-14.29	-52.63
Age 29-30	26	38	22	22	38	20	16	23	22	9	16	77.78	-57.89
Age 31-34	45	39	42	48	29	26	30	48	28	23	16	-30.43	-58.97
Age 35-39	32	29	40	35	43	30	25	20	23	19	13	-31.58	-55.17
Age 40 +	48	52	47	51	45	55	39	46	38	34	35	2.94	-32.69
Average	27.9	28.1	27.7	27.3	27.7	28.8	27.8	28.0	27.0	26.4	26.2		

Table 5: Number of Bachelor's Degrees Awarded in an Academic Year

School or Department	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	1 Year Change	10 Year Change
Biology	9	5	11	13	14	9	7	9	4	5	8	2	4	6	50.0	-57.1
Chemistry	6	2	6	8	2	0	3	0	2	1	3	1	1	2	100.0	0.0
English and Foreign Languages	4	9	6	16	5	7	7	12	9	8	8	8	4	4	0.0	-20.0
Art	3	8	5	7	9	6	4	3	4	6	4	3	7	4	-42.9	-55.6
Dramatic Arts	4	3	2	2	7	3	4	8	9	6	3	9	6	4	-33.3	-42.9
Music	2	1	5	1	2	0	3	3	2	2	2	4	1	4	300.0	100.0
Geology	1	2	2	3	2	1	4	3	1	2	3	2	2	3	50.0	50.0
History	18	13	15	12	10	13	15	13	7	8	10	8	6	6	0.0	-40.0
Political Science	7	2	2	7	9	4	6	6	3	3	4	6	4	6	50.0	-33.3
Mathematics	2	9	8	7	9	8	4	4	2	2	2	5	0	3		-66.7
Psychology	33	39	32	33	34	41	49	32	43	42	32	42	31	44	41.9	29.4
Sociology (including Criminal Justice starting in FY18)	19	10	15	8	10	11	15	16	6	13	19	13	17	24	41.2	140.0
General Studies											2	3	9	7	-22.2	
Business	125	148	141	197	208	201	208	197	171	167	176	171	148	140	-5.4	-32.7
Computer and Information Science	8	10	9	13	10	11	20	22	13	15	19	20	16	13	-18.8	30.0
Education	76	66	72	108	96	72	76	80	57	57	59	47	59	44	-25.4	-54.2
Health and Human Performance	15	28	22	29	34	36	30	39	26	33	34	9	2	2	0.0	-94.1
Health Sciences												25	33	31	-6.1	
Nursing	30	30	53	59	67	90	91	80	73	52	87	53	54	41	-24.1	-36.8
Total	362	385	406	523	528	513	546	527	432	422	475	431	404	388	-4.0	-26.5

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

| Fall Cohort | First-time Full-time Freshmen | Institution-specific Retention Rates | |
| | | 1-Term | 1-Year |
		(1st Fall to 1st Spring)	(1st Fall to 2nd Fall)
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	66.23
2020	462	82.90	53.68 (preliminary as of 9/16/21)

Table 7: Freshmen Cohort* Term Grade Point Average (GPA) at end of First Fall Term

Cohort Year																	
	2012		2013		2014		2015		2016		2017		2018		2019		2020	
Fall Term GPA	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
3.50 to 4.00	77	19.3	74	19.7	77	19.6	78	20.5	91	18.8	77	17.1	79	19.0	77	19.6	95	19.9
3.00 to 3.49	74	18.5	78	20.7	86	21.9	95	24.9	121	25.0	92	20.4	106	25.5	82	20.9	98	20.5
2.50 to 2.99	81	20.3	70	18.6	68	17.3	81	21.3	104	21.4	81	18.0	86	20.7	77	19.6	60	12.6
2.00 to 2.49	65	16.3	62	16.5	65	16.5	48	12.6	68	14.0	79	17.5	53	12.8	43	11.0	54	11.3
1.50 to 1.99	38	9.5	33	8.8	36	9.2	30	7.9	41	8.5	53	11.8	40	9.6	37	9.4	44	9.2
0.00 to 1.49	60	15.0	56	14.9	56	14.2	41	10.8	54	11.1	58	12.9	46	11.1	65	16.6	110	23.1
No GPA**	5	1.3	3	0.8	5	1.3	8	2.1	6	1.2	11	2.4	5	1.2	11	2.8	16	3.4

*Includes both full-time and part-time students. **Didn't Complete Term or was Enrolled only in Learning Support Courses

	Percent of As, Bs, Cs																	
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Course	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Principles of Biology I	43.3	30	50.0	20	37.9	29	42.9	21	62.5	16	33.3	15	39.1	23	50.0	14	66.7	12
Essentials of Biology I	74.4	90	60.2	88	56.3	80	33.8	80	61.7	128	42.0	138	42.3	123	35.9	106	34.4	131
Principles of Chemistry I	70.6	17	50.0	4	91.7	12	88.9	9	92.9	14	77.8	18	66.7	12	80.0	10	47.1	17
Earth, Mat., Processes, & Env.	38.9	18	53.8	26	--	--	55.6	18	67.5	40	43.2	44	53.8	13	50.0	12	70.0	10
College Algebra	75.0	160	52.6	114	67.8	146	71.8	181	62.3	215	67.3	101	78.2	119	58.4	101	43.5	115
Math Modeling	92.3	13	57.1	14	64.7	34	58.3	12	64.7	17	-	-	-	-	-	-	-	-
Quantitative Analysis	-	-	-	-	-	-	-	-	-	-	75.6	123	73.3	75	73.8	80	50.4	121
American Government	44.8	58	58.1	43	50.0	64	52.1	71	57.6	106	53.4	131	56.9	65	45.6	90	43.3	90
World Civilization I	76.5	17	44.4	9	80.8	78	91.6	71	58.6	29	75.4	65	83.3	24	-	-	90.9	11
World Civilization II	60.3	78	73.5	79	70.0	10	63.1	65	68.7	83	70.0	50	61.8	34	59.1	22	79.3	29
US History I	--	--	--	--	--	--	65.8	38	69.6	23	91.9	37	75.6	45	76.1	46	44.2	43
US History II	56.4	39	73.3	45	77.6	49	--	--	68.1	91	62.7	51	77.4	53	66.1	56	53.9	89
Introduction to Psychology	72.5	193	72.7	161	80.8	177	85.5	166	87.1	171	79.1	220	81.5	130	73.1	130	73.1	156
Human Growth & Development	91.8	49	78.5	51	85.9	61	93.8	32	97.3	37	84.6	26	89.0	82	78.5	65	91.1	79
Introduction to Sociology	46.3	54	78.0	86	61.4	88	78.4	139	81.8	154	86.6	119	82.5	103	81.7	71	53.8	93
English Composition I	73.3	202	72.6	226	80.2	243	70.7	225	77.0	239	69.8	162	80.9	230	70.5	210	61.0	241

Table 8: First-time Freshmen Cohort First Fall Term Grades (% of As, Bs, Cs)

Table 9: Credit Hours Attempted and Earned by the First-time Full-time Freshmen Cohort

	Cohort Year							
	2013	2014	2015	2016	2017	2018	2019	2020
Number First-time Full-time Freshmen Cohort	351	386	374	475	445	406	382	462
Number Attempted 15 or more Hours in Fall Term	174	238	279	309	249	260	220	199
Percent Attempted 15 or more Hours in Fall Term	49.6	61.7	74.6	65.1	56.0	64.0	57.6	43.1
Number Earned 15 or more Hours at end of Fall term	80	140	154	183	118	163	100	88
Percent Earned 15 or more Hours at end of Fall Term	22.8	36.3	41.2	38.5	26.5	40.1	26.2	19.1
Number Earned 30 or more Hours in Fall/Spring Terms	49	98	105	126	83	116	69	62
Percent Earned 30 or more Hours in Fall/ Spring Term	14.0	25.4	28.1	26.5	18.7	28.6	18.1	13.4

Note: Hours = institutional hours only for the fall and spring terms.

Table 10: Retention Rates for GSW First-time Full-time Freshmen Cohort

Rate	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Institution-Specific	65.0 (n=374)	69.8 (n=351)	73.8 (n=386)	69.5 (n=374)	65.1 (n=475)	61.6 (n=445)	68.5 (n=406)	66.2 (n=382)
Disaggregated Institution-Specific								
Traditional-aged	65.1 (n=372)	69.7 (n=347)	73.8 (n=382)	69.6 (n=372)	65.0 (n=469)	61.5 (n=444)	68.6 (n=404)	66.1 (n=381)
White, Non-Hispanic	61.3 (n=230)	71.5 (n=221)	75.0 (n=252)	68.9 (n=238)	63.6 (n=310)	62.8 (n=277)	68.6 (n=261)	71.4 (n=224)
African American or Black, Non- Hispanic	70.2 (n=124)	60.0 (n=95)	71.6 (n=102)	69.1 (n=97)	65.8 (n=114)	57.8 (n=109)	70.2 (n=94)	60.0 (n=110)
Other	77.8 (n=18)	87.1 (n=31)	71.4 (n=28)	75.7 (n=37)	73.3 (n=45)	62.1 (n=58)	65.3 (n=49)	55.3 (n=47)
Male	62.6 (n=155)	65.2 (n=138)	70.9 (n=151)	67.5 (n=151)	59.8 (n=179)	56.7 (n=180)	63.7 (n=146)	60.3 (n=151)
Female	66.8 (n=217)	72.7 (n=209)	75.8 (n=231)	71.0 (n=221)	68.3 (n=290)	64.8 (n=264)	71.3 (n=258)	70.0 (n=230)
White, Female	61.5 (n=130)	77.0 (n=135)	76.5 (n=149)	70.5 (n=129)	68.9 (n=193)	68.1 (n=160)	71.6 (n=169)	74.2 (n=132)
Black, Female	73.7 (n=76)	58.3 (n=60)	76.1 (n=67)	69.1 (n=68)	67.6 (n=74)	58.8 (n=68)	76.2 (n=63)	65.7 (n=70)
White, Male	61.0 (n=100)	62.8 (n=86)	72.8 (n=103)	67.0 (n=109)	54.7 (n=117)	55.6 (n=117)	63.0 (n=92)	67.4 (n=92)
Black, Male	64.6 (n=48)	62.9 (n=35)	62.9 (n=35)	69.0 (n=29)	62.5 (n=40)	56.1 (n=41)	58.1 (n=31)	50.0 (n=40)
Initially enrolled as Commuting Students	65.0 (n=100)	68.0 (n=97)	68.1 (n=94)	69.8 (n=116)	65.0 (n=117)	69.9 (n=136)	68.6 (n=153)	67.0 (n=118)
Initially enrolled as On-campus Residents	65.1 (n=272)	70.4 (n=250)	75.7 (n=288)	69.5 (n=256)	65.1 (n=352)	57.8 (n=308)	8.5 (n=251)	65.8 (n=263)
Initially enrolled in Learning-support classes[1]	54.6 (n=22)	58.3 (n=24)	52.6 (n=19)	64.7 (n=17)	52.4 (n=21)	34.8 (n=23)	53.8 (n=13)	54.7 (n=75)
Non-traditional[2]	50.0 (n=2)	75.0 (n=4)	75.0 (n=4)	50.0 (n=2)	66.7 (n=6)	100.0 (n=1)	50.0 (n=2)	100.0 (n=1)
Pell Recipients	62.1 (n=182)	68.8 (n=160)	70.5 (n=183)	64.2 (n=173)	64.3 (n=241)	58.4 (n=214)	68.1 (n=213)	63.8 (n=202)

Table 11: Six Year Bachelor's Graduation Rates for GSW First-time Full-time Freshmen Cohort

Rate	2008	2009	2010	2011	2012	2013	2014
Institution-Specific	32.1 (n=418)	33.3 (n=435)	32.1 (n=473)	25.1 (n=387)	28.9 (n=374)	38.1 (n=349)	36.3 (n=386)
Disaggregated Institution-Specific							
Traditional-aged	32.8 (n=408)	35.1 (n=413)	33.3 (n=453)	26.2 (n=370)	28.8 (n=372)	38.3 (n=345)	36.4 (n=382)
White, Non-Hispanic	34.0 (n=241)	37.0 (n=254)	35.7 (n=297)	29.4 (n=221)	33.9 (n=230)	43.4 (n=221)	40.1 (n=252)
African American or Black, Non-Hispanic	32.9 (n=140)	31.5 (n=130)	28.6 (n=126)	22.3 (n=112)	21.0 (n=124)	29.5 (n=95)	25.5 (n=102)
Other	22.2 (n=27)	34.5 (n=29)	30.0 (n=30)	18.9 (n=37)	16.7 (n=18)	27.6 (n=29)	42.9 (n=28)
Male	26.9 (n=175)	28.9 (n=173)	22.6 (n=177)	21.2 (n=151)	28.4 (n=155)	29.0 (n=138)	32.5 (n=151)
Female	37.3 (n=233)	39.6 (n=240)	40.2 (n=276)	29.7 (n=219)	29.0 (n=217)	44.4 (n=207)	39.0 (n=231)
White, Female	43.0 (n=128)	46.2 (n=130)	42.4 (n=184)	33.3 (n=123)	36.9 (n=130)	48.9 (n=135)	45.6 (n=149)
Black, Female	32.6 (n=89)	31.6 (n=95)	33.3 (n=78)	26.0 (n=73)	18.4 (n=76)	35.0 (n=60)	25.4 (n=67)
White, Male	23.9 (n=113)	27.4 (n=124)	24.8 (n=113)	24.5 (n=98)	30.0 (n=100)	34.9 (n=86)	32.0 (n=103)
Black, Male	33.3 (n=51)	31.4 (n=35)	20.8 (n=48)	15.4 (n=39)	25.0 (n=48)	20.0 (n=35)	25.7 (n=35)
Initially enrolled as Commuting Students	28.6 (n=112)	42.3 (n=123)	35.3 (n=133)	28.8 (n=118)	31.0 (n=100)	36.1 (n=97)	29.8 (n=94)
Initially enrolled as On-Campus Residents							

	34.5 (n=296)	32.1 (n=290)	32.5 (n=320)	25.0 (n=252)	27.9 (n=272)	39.1 (n=248)	38.5 (n=288)
Initially enrolled in Learning- support classes[1]	20.8 (n=48)	23.9 (n=46)	21.1 (n=38)	25.5 (n=47)	9.1 (n=22)	29.2 (n=24)	15.8 (n=19)
Non-traditional[2]	0.0 (n=10)	0.0 (n=22)	5.0 (n=20)	0.0 (n=17)	50.0 (n=2)	25.0 (n=4)	25.0 (n=4)
Pell Recipients	24.1 (n=162)	30.5 (n=203)	31.7 (n=230)	21.0 (n=195)	23.7 (n=186)	33.1 (n=160)	30.1 (n=186)

GEORGIA STATE UNIVERSITY

APPENDIX

Chart 1

Graduation Rates by Year and Programs Launched: Bachelor's Degrees

2003 to Present
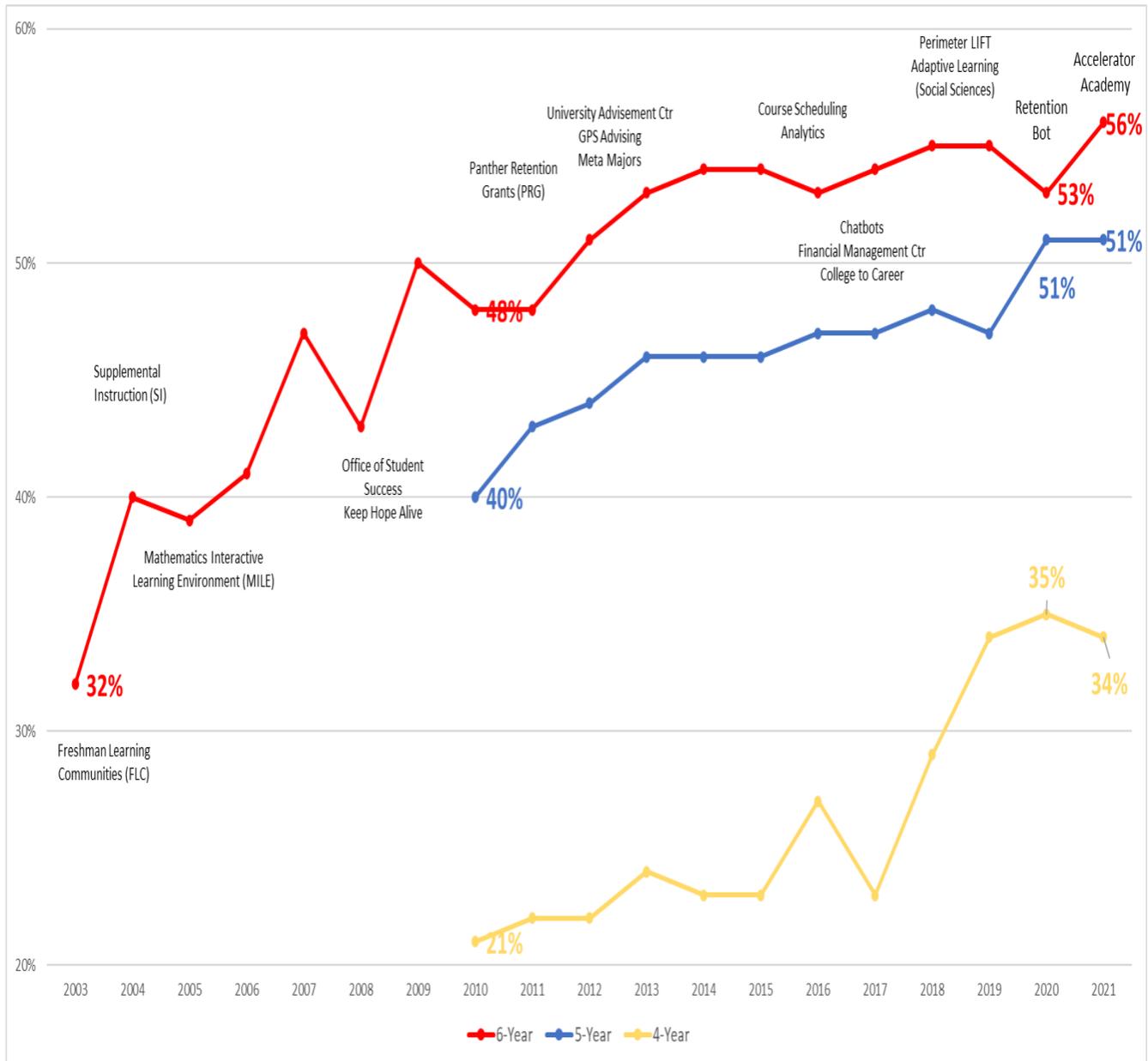
Chart 2

Bachelors-Seeking Graduation Rates by Population

2010 to Present

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
6-Year Graduation Rate	48%	48%	51%	53%	54%	54%	53%	54%	55%	55%	53%	56%
6-Year: African American	51%	52%	54%	57%	55%	58%	56%	58%	58%	59%	54%	57%
6-Year: White	46%	45%	49%	52%	53%	50%	52%	50%	49%	50%	51%	54%
6-Year: Hispanic	58%	48%	53%	54%	56%	58%	52%	55%	57%	59%	59%	57%
6-Year: Pell	51%	49%	51%	53%	51%	55%	52%	54%	55%	55%	53%	54%
5-Year Graduation Rate	40%	43%	44%	46%	46%	46%	47%	47%	48%	47%	51%	51%
4-Year Graduation Rate	21%	22%	22%	24%	23%	23%	27%	23%	29%	34%	35%	34%

Chart 3
Georgia State University All Undergraduate Degrees Awarded

2010 – Present

Georgia State University Undergraduate Degree Conferrals by Year Since Launch of Strategic Plan
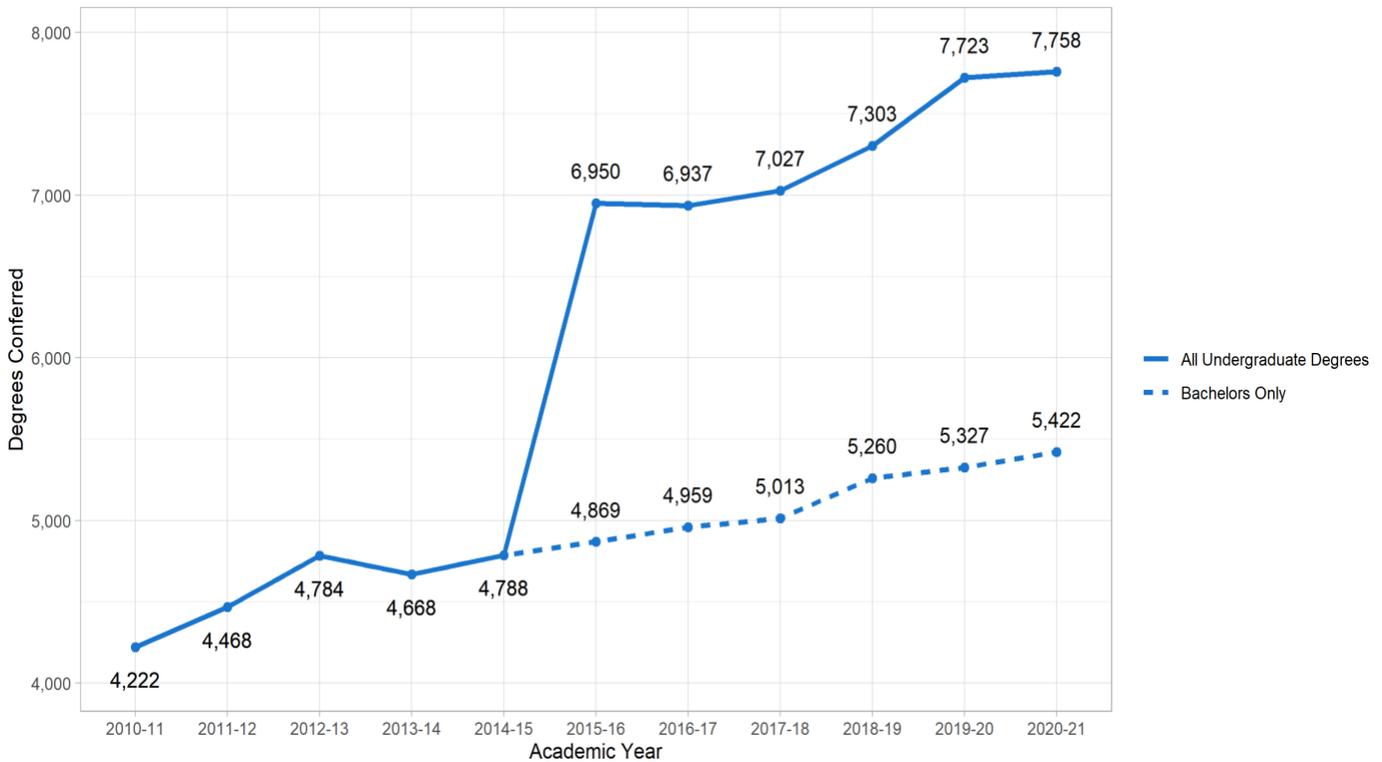
Chart 4

Degrees Conferred by Student Demographic Group: Bachelor's Degrees

2010 to Present

GSU Bachelors Degrees Conferred By Academic Year

2010 to Present

		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Status	Adult Learners	1,566	1,627	1,810	1,769	1,700	1,699	1,543	1,568	1,589	1,613	1,490
	Pell-eligible Students	2,403	2,765	3,140	3,132	3,280	3,379	3,428	3,510	3,711	3,554	3,626
	First Generation Students	1,117	1,280	1,328	1,364	1,360	1,398	1,390	1,375	1,444	1,415	1,339
Race	White	1,890	2,007	2,013	1,924	1,856	1,779	1,662	1,587	1,645	1,671	1,658
	Black or African American	1,388	1,552	1,666	1,727	1,829	1,977	2,017	2,035	2,241	2,199	2,213
	Asian	548	507	633	541	536	568	699	735	813	820	913
	More Than One Race	170	153	167	176	184	276	320	355	358	412	424
	American Indian or Alaska Native	13	9	18	12	19	11	13	17	11	14	24
	Native Hawaiian or Pacific Islander	19	14	9	10	8	0	2	5	1	11	8
	Not Reported	194	226	278	278	356	258	246	256	191	200	182
Ethnicity	Non-Hispanic	3,690	3,926	4,132	4,017	4,107	4,235	4,263	4,244	4,538	4,483	4,550
	Hispanic	294	339	394	409	435	443	501	557	567	632	654
	Not Reported	238	203	258	242	246	191	195	189	155	212	218
Total Bachelors Degrees Conferred		**4,222**	**4,468**	**4,784**	**4,668**	**4,788**	**4,869**	**4,959**	**4,990**	**5,260**	**5,327**	**5,422**

Chart 5

STEM Degrees Awarded: Bachelor's Level

STEM DEGREES CONFERRED	2010-11	2020-21	Increase Of
All Students	345	879	155%
African American Students	112	289	158%
African American Male Students	38	120	216%
Hispanic Students	17	86	406%

Chart 6

Top National Producers of African-American Bachelor's Degrees

			2018-2019		
Rank	**Institution**	**State**	**Total**	**% Grad**	**% Change Compared to AY 16-17**
1	Georgia State University	GA	2,079	40%	9%
2	University of Maryland Global Campus	MD	1,597	25%	5%
3	University of Central Florida	FL	1,565	11%	7%
4	Grand Canyon University	AZ	1,554	14%	6%
5	Florida International University	FL	1,365	12%	12%
6	Florida Agricultural and Mechanical University	FL	1,301	90%	11%
7	North Carolina A & T State University	NC	1,300	78%	-1%
8	Florida Atlantic University	FL	1,229	21%	1%
9	The University of Texas at Arlington	TX	1,202	13%	5%
10	Howard University	DC	1,177	87%	8%

Chart 7

Perimeter: Associate Degree Grad Rates by Population

	2014 to Present								
	2014	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**Change**
3-Year Graduation Rate	7%	9%	12%	13%	15%	19%	22%	24%	+17
3-Year: African American	4%	7%	10%	10%	12%	16%	22%	20%	+16
3-Year: White	10%	11%	13%	16%	15%	20%	22%	27%	+17
3-Year: Hispanic	6%	11%	13%	13%	15%	23%	25%	27%	+21
3-Year: Pell	5%	8%	10%	11%	14%	19%	22%	22%	+17

Chart 8
Perimeter College 3-Year Graduation Rates

Perimeter College 3-Year Graduation Rates
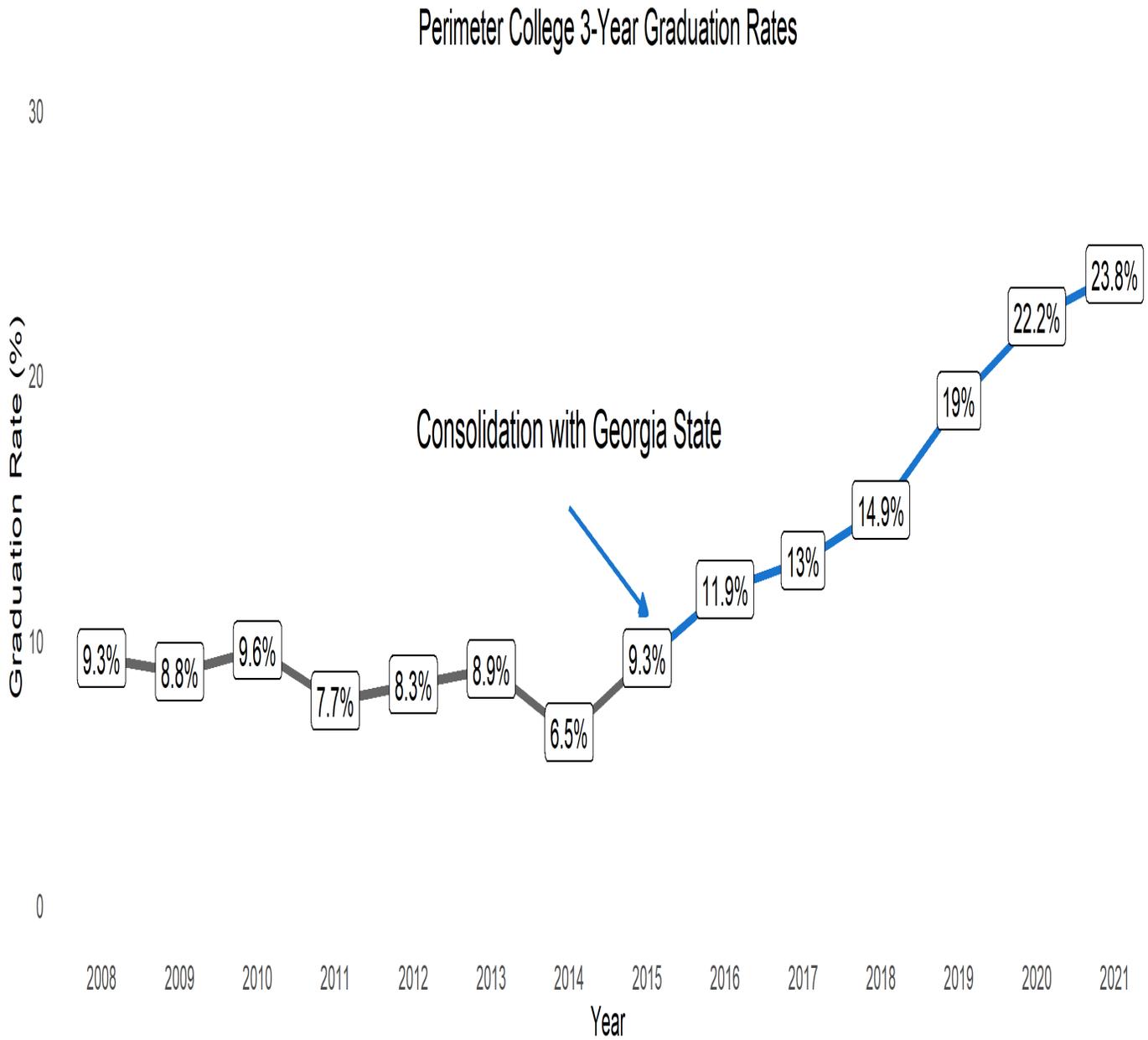
Chart 9

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	2020-21
Total Associate Degrees Conferred	1,895	2,081	1,978	2,014	2,043	2,396	2,336

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	2020-21
	Adult Learners*	1,058	1,169	1,069	1,023	1,076	1,030	993
	Pell-eligible Students	1,314	1,477	1,397	1,422	1,438	1,655	1,655
Status	First Generation Students	681	729	699	663	689	748	693
	White	659	706	677	607	547	671	622
	Black or African American	825	935	895	970	999	1,190	1,139
	Asian	173	220	224	239	252	271	287
	More Than One Race	77	90	106	111	181	189	198
	American Indian or Alaska Native	9	9	4	6	8	14	19
	Native Hawaiian or Pacific Islander	5	1	3	3	3	3	6
Race	Not Reported	147	120	69	78	53	58	65
	Non-Hispanic	1,606	1,776	1,693	1,726	1,716	2,005	1,918
	Hispanic	156	187	218	256	268	351	367
Ethnicity	Not Reported	133	118	67	32	59	40	51
Total Associates Degrees Conferred		**1,895**	**2,081**	**1,978**	**2,014**	**2,043**	**2,396**	**2,336**

Used graduation date to calculate age. Age at graduation is used to calculate Adult Learner status

AY evaluated as Fall-Spring-Summer

Chart 11

Credit Hours at Completion: Bachelor's Students
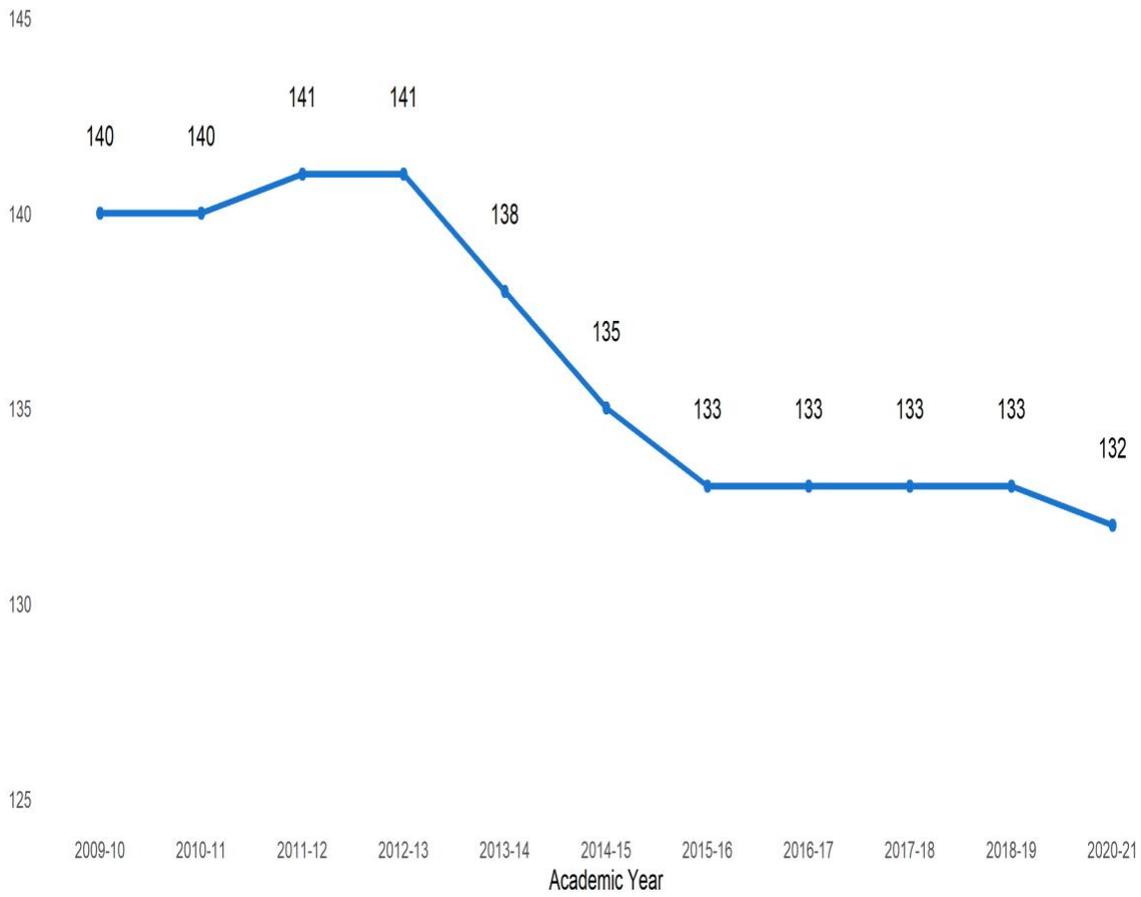
Chart 12

Changes in 6-Year Graduation Rates with Clearinghouse Data Added:

Bachelor's Degrees
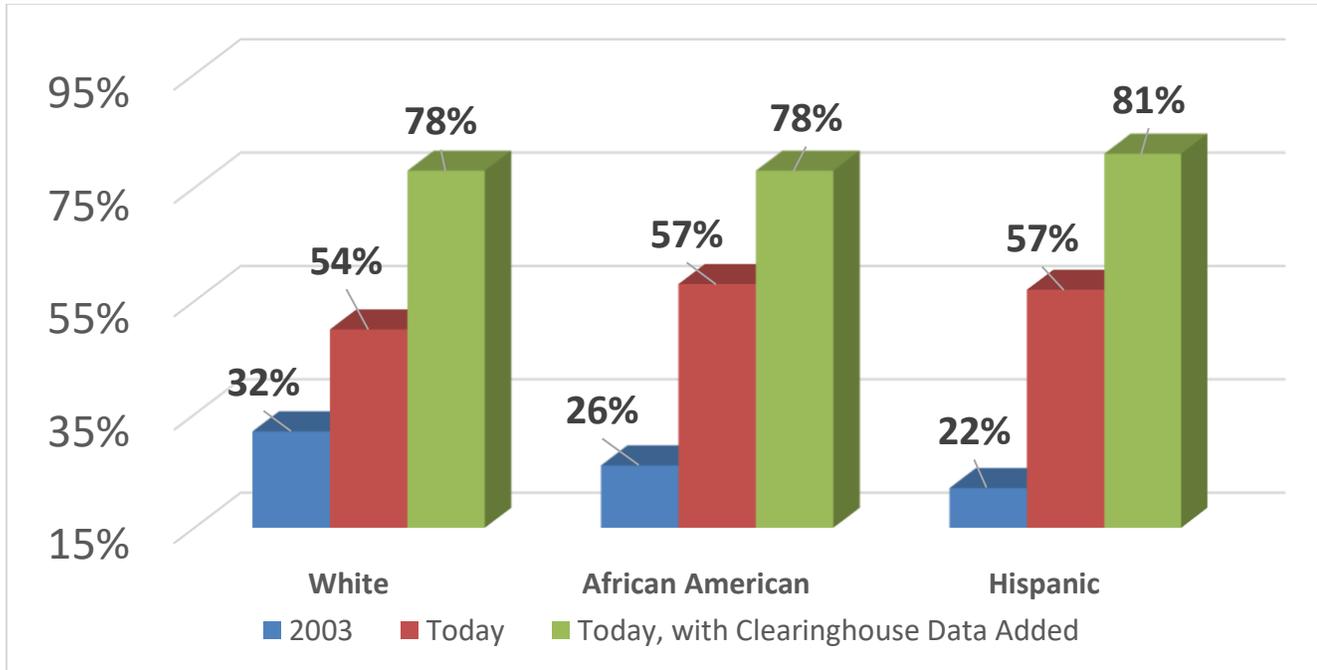
Note: The red and blue bars in the above chart represent Georgia State 2019 institutional graduation rates and are based on institutional data. The green bars include students starting at Georgia State who have graduated or are still retained at Georgia State or another institution and are based on 2019 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
0	10.60	10.19
1+	12.16	12.00
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
Student Visits	**3,000***	**36,131**	**40,548**	**50,373**	**53,379**

* 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

Perimieter Success Academy Outcomes: Associate Students

Summer, Fall and Spring 2017 – 2018

Academic Data for PC Students				
		Summer 2017	Fall 2017	Spring 2018
PC Decatur Students	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
Perimeter Academy Students	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

	Fall '17	*Spring '18*
Total Enrollment (at least 1 SI session)	7,939	7,889
Total Students attended at least 5 SI sessions	495	543
GPA:		
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
DFW Rate:		
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%
W Rate:		
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.

Chart 18

Timeline of Student Success Initiatives at Georgia State University

Initiative	Year Started	Summary	Scale
Freshman Learning Communities	1999	First-year students sorted into cohorts of 25 based on meta-major; take all courses together in block schedule. Expanded to Perimeter in 2018.	90% of non-honors first-year students
Supplemental Instruction	2005	Students who are most successful in courses hired as peer tutors for other students in the course; many tutors eligible for work-study.	1,000+ course sections; 10,000+ students annually
Mathematics Interactive Learning Environment	2006	Redesign of introductory math courses (algebra, statistics, and pre-calculus) using a hybrid, emporium model of face-to-face and machine-guided instruction. Expanded to Perimeter in 2020.	8,500 students annually
Keep HOPE Alive Scholarship	2008	Small grants to students who lose eligibility for Georgia's HOPE merit scholarship, combined with academic and financial counseling.	2,000+ students since 2009
Panther Retention Grants	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.	19,000 students since 2011
Graduation and Progression System	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.	100,000+ student-advisor meetings in per year
Summer Success Academy	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. Expanded to Perimeter in 2018 as the Perimeter Academy.	500 students annually today.
Meta Majors	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. Expanded to PC in 2018.	Approximately 8,000 freshmen per year
Course Scheduling Analytics	2015	Predictive Analytics deployed to determine the number of course sections and seats needed each semester; establishment of a university Strategic Courser Scheduling Committee	Capacity added in 800 courses per year
Admissions Chat Bots	2016	Artificial-intelligence-enhanced automatic texting platform that has been developed to answer thousands of common freshman questions immediately via texts.	8,000 freshmen annually
Truist Student Financial Management Center	2016	Office using predictive financial analytics to proactively identify students who are at financial risk and reach out to them with help. Delivers financial literacy programming and holistic evaluations of students' financial situation.	70,000 student visits annually
College to Career	2016	Undergraduate curriculum that promotes career readiness throughout the student experience from pre-enrollment to graduation often leveraging technology (e-portfolios, online modules) to scale.	700,000 student postings to e-portfolios in 2016-17
Perimeter LIFT	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 annually
Adaptive Learning in the Social Sciences	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

Initiative	Year Started	Summary	Scale
Career Analytics	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 annually
Retention Bot	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 annually
National Institute for Student Success	2020	Through an "Incubator" to pilot, refine and scale the next-generation of Georgia State student-success innovations and an "Accelerator" and coaching to help disseminate proven student-success strategies, the Institute catalyzes improved and more equitable student outcomes in Georgia and nationally.	750,000 students nationally by 2024
Accelerator Academy	2021	Summer program to allow First-Year Students to re-take critical freshman-year courses that they failed during the Fall and Spring Terms	700 students

MIDDLE GEORGIA STATE UNIVERSITY

APPENDIX

Table 1 Student Body Characteristics Fall 2016 – Fall 2020

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	#	%	#	%	#	%	#	%	#	%
Full-Time	4,804	62.3%	4,561	62.1%	4,893	62.7%	5,018	62.2%	4,985	59.3%
Part-Time	2,910	37.7%	2,780	37.9%	2,909	37.3%	3,048	37.8%	3,419	40.%
FTE	6,444		6,150		6,551		6,761		6,996	
Freshman	2,636	34.2%	2,270	30.9%	2,396	30.7%	2426	30.1%	2,401	28.6%
Sophomore	1,437	18.6%	1,447	19.7%	1,480	18.9%	1493	18.5%	1,529	18.2%
Junior	1,326	17.2%	1,223	16.7%	1,401	17.9%	1419	17.6%	1,522	18.1%
Senior	1,681	21.8%	1,676	22.8%	1,662	21.3%	1788	22.2%	1,928	22.9%
Graduate	72	0.9%	120	1.6%	218	2.8%	279	3.5%	389	4.6%
Dual Enrolled	500	6.5%	526	7.2%	550	7.1%	562	6.9%	521	6.7%
Other*	62	0.8%	79	1.1%	95	1.2%	99	1.2%	114	1.4%
Female	4,480	58.1%	4,248	57.9%	4,481	57.4%	4563	56.6%	4,788	57%
Male	3,234	41.9%	3,093	42.1%	3,321	42.8%	3503	43.4%	3,616	43%
Under 25	5,553	71.9%	5,320	72.5%	5,663	72.6%	5842	72.4%	5,947	70.8%
25 or Older	2,161	28.0%	2,021	27.5%	2,139	27.4%	2224	27.6%	2,457	29.2%
Average Age (US)	24		23.8		23.6		23.6		23.8	
Average Age (GS)	34.9		34.1		34.3		35.0		35.2	
Average Age (Both)	23.9		23.8		23.8		23.9		24.3	
Hispanic	330	4.3%	361	4.9%	430	5.5%	453	5.6%	518	6.2%
American Indian	13	0.2%	9	0.1%	12	0.2%	10	0.1%	13	0.2%
Asian	184	2.4%	214	2.9%	261	3.4%	259	3.2%	260	3.1%
Black Non-Hispanic	2,631	34.1%	2,414	32.9%	2,714	34.8%	2738	33.9%	2,905	34.6%
Native Hawaiian	13	0.2%	10	0.1%	9	0.1%	9	0.1%	9	0.1%
White Non-Hispanic	4,253	55.1%	4,049	55.2%	4,058	52.0%	4228	52.4%	4,307	51.2%
2 or More Races	254	3.3%	255	3.5%	283	3.6%	325	4.0%	359	4.3%
Unknown	36	0.5%	29	0.4%	32	0.4%	44	0.6%	33	0.4%
Georgia	7,396	95.9%	7,000	95.4%	7,372	94.5%	7607	94.3%	7,829	93.2%
Out of State	237	3.1%	244	3.3%	296	3.8%	311	3.9%	427	5.1%
International	81	1.1%	97	1.32%	134	1.7%	148	1.8%	148	1.8%

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	#	%	#	%	#	%	#	%	#	%
Beginning Freshman	1,268	16.4%	1,126	15.34%	1,410	18.1%	1,385	17.2%	1,363	16.2%
New Transfer	536	6.9%	551	7.51%	647	8.3%	705	8.7%	678	8.1%
New Dual Enrolled	364	4.7%	362	4.93%	367	4.7%	318	3.9%	268	3.2%
New Other	61	0.8%	99	1.35%	123	1.6%	140	1.7%	199	2.4%
Pell Recipients	3,529	46.2%	3,272	45.31%	3,439	45.4%	3,448	45.8%	3,446	43%
Learning Support	396	5.1%	300	4.09%	406	5.2%	468	5.8%	1,028	12.2%
Total Enrollment	**7,714**		**7,341**		**7,802**		**8,066**		**8,404**	

Table 2. 5-Year history of one-year retention rates for First Time Freshman

	Fall 15-16	Fall 16-17	Fall 17-18	Fall 18–19	Fall 19–20
One-year retention (First Time Freshman via USG*)	60.3%	59.8%	60.0%	54.3%	58.2%
One-year retention students who began FT	62.0%	61.2%	61.2%	55.1%	59.6%
One-year retention students who began PT	35.0%	41.2%	41.1%	43.9%	43.8%
One-year retention student who began w/ LS requirements	47.6%	46.2%	56.2%	32.6%	47.3%

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 Rates

Cohort	Total Beginning Cohort	# Retained at MGA	% Retained at MGA	% Retained at Other USG Institutions	Total % Retained System Wide
Fall 2014 Cohort	756	459	60.7%	4.8%	65.5%
Fall 2015 Cohort	744	419	56.3%	5.1%	61.4%
Fall 2016 Cohort	520	292	56.2%	6.1%	62.3%
Fall 2017 Cohort	330	181	54.8%	10.7%	65.5%
Fall 2018 Cohort	294	176	59.9%	5.4%	65.3%
Fall 2019 Cohort	219	125	57.1%	6.4%	63.5%

Source: USG by the Numbers Retention Reports

Table 4. Bachelor's 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	447	306	68.5%	7.1%	75.6%
Fall 2015	679	465	68.5%	6.3%	74.8%
Fall 2016	701	456	65.0%	9.8%	74.8%
Fall 2017	740	473	63.9%	6.1%	70.0%
Fall 2018	1,039	552	53.1%	6.9%	60.0%
Fall 2019	1,064	632	59.4%	8.2%	67.6%

Source: USG by the Numbers Retention Reports

Table 5. Five-Year Undergraduate History Credit Hour Enrollment

	Students enrolled in 15 or more credit hours		Students enrolled in 12-14 credit hours		Students enrolled in less than 12 credit hours	
Academic Year	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%
2020 - 2021	23.1%	20.4%	36.8%	34.2%	40.1%	45.4%

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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Completed	67,322	66,201	68,031	72,066	71,587
Attempted	83,892	79,955	84,784	85,805	87,826
Percent	80%	83%	80%	84%	82%

Note: This table excludes Auditor, Post Baccalaureate, and Transient students.

SOUTH GEORGIA STATE COLLEGE

APPENDIX: DATA TABLES

SGSC Enrollment Demographics

Table A									
Enrollment and Demographic Trends									
	Fall 2016		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**	
	N	%	N	%	N	%	N	%	N	%
Total Enrollment	2,542	100%	2,540	100%	2,482	100%	2,346	100%	2,028	100%
Enrollment Status										
	N	%	N	%	N	%	N	%	N	%
Full-Time	1,638	64.44%	1,651	65.00%	1,580	63.66%	1,476	62.92%	1,164	57.40%
Part-Time	904	35.56%	889	35.00%	902	36.34%	870	37.08%	864	42.60%
Gender										
	N	%	N	%	N	%	N	%	N	%
Female	1,616	63.57%	1,636	64.41%	1,612	64.95%	1,566	66.75%	1,350	66.57%
Male	926	36.43%	904	35.59%	870	35.05%	780	33.25%	678	33.43%
Race/Ethnicity										
	N	%	N	%	N	%	N	%	N	%
Hispanic	161	6.33%	162	6.38%	171	6.89%	196	8.35%	183	9.02%
American Indian, Alaskan Native, Pacific Islander, or Asian	42	1.65%	37	1.46%	30	1.21%	31	1.32%	27	1.33%
Black or African American	769	30.25%	772	30.39%	747	30.10%	674	28.73%	459	22.63%
White	1,514	59.56%	1,523	59.96%	1,478	59.55%	1,394	59.42%	1,301	64.15%
Two or More Races	36	1.42%	34	1.34%	40	1.61%	31	1.32%	36	1.78%
Race Unknown	20	0.79%	12	0.47%	16	0.64%	20	0.85%	22	1.08%

Source: USG Semester Enrollment Reports/USG ADM Census; SGSC Banner

Table B

Underserved Enrollment Trends

	Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020		
	N	% of total body	% excluding MOWR	N	% of total body	% excluding MOWR	N	% of total body	% excluding MOWR	N	% of total body	% excluding MOWR	N	% of total body	% excluding MOWR
% Pell Recipient	1,365	53.74%	62.27%	1,353	53.27%	62.78%	1,292	52.05%	61.15%	1,266	53.96%	63.30%	1,015	50.05%	58.87%
% 1st Generation	589	23.19%	26.87%	601	23.66%	27.89%	583	23.49%	27.59%	551	23.49%	27.55%	505	24.90%	29.29%
% Adult Learner	365	14.37%	16.65%	333	13.11%	15.45%	381	15.35%	18.03%	378	16.11%	18.90%	338	16.67%	19.61%

Source: USG ADM Census; SGSC Banner

Table C: ZNCM and ZLCM Attributes

The table below compares sections tagged with low-cost (ZLCM) and no-cost (ZNCM) indicators over four semesters. All eCore sections should be tagged as no-cost; if a semester's eCore no-cost percentage is below 100%, there is an eCore marking issue in the course schedule for that semester.

	Non-eCore Sections with Low-Cost Attribute				Non-eCore Sections with No-Cost Attribute			
	Fall 19	Spring 20	Summer 20	Fall 20	Fall 19	Spring 20	Summer 20	Fall 20
#	33	29	1	30	118	109	1	120
%	7.66%	7.38%	0.75%	7.19%	27.38%	27.74%	0.75%	28.78%

	All Sections with Low-Cost Attribute				All Sections with No-Cost Attribute			
	Fall 19	Spring 20	Summer 20	Fall 20	Fall 19	Spring 20	Summer 20	Fall 20
#	33	29	1	30	267	208	11	186
%	5.68%	5.89%	0.69%	6.21%	45.96%	42.28%	7.64%	38.51%

	eCore Sections with Low-Cost Attribute				eCore Sections with No-Cost Attribute			
	Fall 19	Spring 20	Summer 20	Fall 20	Fall 19	Spring 20	Summer 20	Fall 20
#	0	0	0	0	149	99	10	66
%	0%	0%	0%	0%	99%	100%	100%	100%

Strategy/Activity: Concierge Coaching

Table D: Concierge Coaching Model, Summer 2021, Pilot: Student Responses to Survey

Survey Questions	Average of Student Ratings (Scale: 1=Very Unsatisfied; 2=Unsatisfied; 3=Neutral; 4=Satisfied; 5=Very Satisfied)
How satisfied are you with the frequency of contact with your coach?	4.3
How satisfied are you with the quality of the coaching program at SGSC?	4.2
How satisfied are you with your ability to access needed services at SGSC?	4.2
How satisfied are you that SGSC cares about Your Success?	4.3
How satisfied are you with the quality of the contact with your coach?	4.3

Table E: Concierge Coaching Model, Summer 2021, Pilot: Coaching Contact, GPA, and Persistence

Student # (Names Redacted)	Contact with Assigned Coach: Limited (L); Established Relationship (ER); None (N)	Summer 2021 GPA	Fall 2021 Return? (Y/N)
1	L	0.00	Y
2	L	0.00	Y
3	L	3.50	Y

4	L	0.00	Y
5	ER	0.88	N
6	L	1.00	N
7	L	0.00	N
8	L	3.23	Y
9	ER	3.40	Y
10	L	4.00	Y
11	ER	4.00	Y
12	N	4.00	N
13	ER	3.36	N
14	ER	4.00	N
15	L	0.28	Y
16	N	0.00	Y
17	L	4.00	Y
18	N	4.00	Y
19	N	4.00	Y
20	ER	1.50	Y
21	N	Withdrew, all classes	N

% of Total Summer 2021 Students in Pilot in Contact with Coach: Total 76%; Limited 47.6%; Established 28.5%

Average Summer 2021 GPA of All Students in Pilot: 2.15

Average Summer 2021 GPA of Students in Pilot Having Any Contact with Coach: 2.07

Average Summer 2021 GPA of Students in Pilot with Established Relationship with Coach: 2.86

% of Total Students in Pilot Returning Fall 2021: 67%

% of Total Students in Pilot and in Any Contact with Coach Returning Fall 2021: 69%

% of Total Students in Pilot and in Established Relationship with Coach Returning Fall 2021: 50%

Strategy/Activity: BOOST Mindset Workshops

Table F

BOOST Mindset Workshops and Student Participation, AY 2019-2020 & 2020-2021

Fall 2019	Student Participants	Spring 2020	Student Participants	Fall 2020*	Student Participants	Spring 2021*	Student Participants
BOOST Session		**BOOST Session**		**BOOST Session**		**BOOST Session**	
**Get the Most out of Studying	26	Strategies for Success	26	Strategies for Success	0	Strategies for Success	0
		Mindset & How the Brain Learns	20	Mindset and How the Brain Learns	0	Mindset and How the Brain Learns	0
Grade First-Aid	13	Thinking about How You Think	17				
Total	**39**		**63**		**0**		**0**

*fall 2020 and spring 2021: Virtual sessions were offered; however, no students attended. There were plans for a spring in-person option, but that was not possible due to the COVID-19 pandemic.

**"Get the most out of studying" was modified into two more in-depth sessions: "Strategies for Success" & "Thinking about how you think"

Table G

BOOST Mindset Workshops Held in STEM Classes and Student Participation, Spring 2020

Douglas Campus Only: Course, Section	Total Number of Students Attending	Course Enrollment	% Utilization of BOOST	DFW Rate, Overall *	DFW Rate, BOOST Attendees *	DFW Rate, Non-Attendees *
Biol 2107	18	22	82%	82%	0%	100%
Chem 1211	23	23	100%	52%	52%	0%
Chem 1212	10	10	100%	20%	20%	0%

*Note on DFWI rate: There was only one grade of "F," but there were 11 withdrawals (W).

Strategy/Activity: Area A Completion

Table H

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
Fall 2020	426	63.15	55.87	91.31	66.67	53.29

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.

Strategy/Activity: Academic Advisors Create Fuller Schedules

Table I Number and Percentage of Students Enrolling in 15 or More Credit Hours		
	N Enrolled	% of Enrollment
Fall 2015	737	**27.83%**
Fall 2016	613	**24.11%**
Fall 2017	666	**26.22%**
Fall 2018	610	**24.58%**
Fall 2019	472	**20.12%**
Fall 2020	345	**17.01%**

Source: USG ADC Census

Table J
Number and Percentage of Students Successfully Earning 15 or More Credit Hours

	N Enrolled in 15 or More CH	N Successfully Earning 15 or More CH	% Successfully Earning 15 or More CH
Fall 2015	734	369	**50.27%**
Fall 2016	614	288	**46.91%**
Fall 2017	662	337	**50.91%**
Fall 2018	613	217	**35.40%**
Fall 2019	471	207	**43.95%**
Fall 2020	345	189	**54.78%**

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.

Strategy/Activity: Promote Undergraduate Research

Table K: Undergraduate Research Symposium Faculty Mentor Survey Results
(SD=Strongly Agree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree)

Response Items	SD	D	N	A	SA
I spent more time in one-on-ones, or small group sessions preparing students to present than I would have in preparing them for exams	0%	0%	43%	29%	29%
My student-researchers reviewed more course-relevant literature than they would have if not for the symposium	0%	0%	14%	43%	43%
I assisted my student-researchers with some aspect of the literature review	0%	0%	0%	14%	86%
My students were better able to demonstrate mastery of course materials by presenting at the symposium	0%	0%	0%	67%	33%
I viewed most or all of my students' presentations	0%	0%	0%	28%	72%
My student-researchers developed communication skills as a result of the symposium	0%	0%	0%	72%	28%
As a result of working on symposium presentations, my students and I got to better know each other	0%	0%	0%	72%	28%
I would be able to write a stronger letter of recommendation for a student based on their participation in the symposium	0%	0%	0%	43%	57%
I viewed presentations from student-researchers other than those in my classes	14%	14%	14%	14%	43%

Table L: Undergraduate Research Symposium Student Presenter Survey Results
(SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree)

Presenter Response to #s of Symposia Presentations					
How many SGSC UR symposia have you presented at prior to spring 2021?	0 30%	1 30%	2 20%	3 0%	4 or more 20%
How many presentations did you give at the spring 2021 UR symposium? (Include both solo and group presentations)	1 70%	2 30%	3 0%	4 0%	0%
Presenter Response to Survey Statements	**SD**	**D**	**N**	**A**	**SA**
I learned more about my topic(s) presenting on it than I would have by being tested on it.	0%	0%	10%	50%	40%
The time I spent preparing my presentation(s) negatively affected other aspects of my courses, such as studying or completing work	60%	30%	10%	0%	0%
I have received positive feedback about my presentation(s) from someone at SGSC other than the instructor for the course related to the presentation	0%	0%	10%	60%	30%
I have received negative feedback about my presentation(s) from someone at SGSC other than the instructor for the course related to the presentation	50%	40%	0%	10%	0%
I plan to present research again, whether at SGSC or at another institution.	10%	0%	10%	40%	40%

Table M: Undergraduate Research Symposium Student Attendee Survey Results
(SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree)

Attendee Response Items	SD	D	N	A	SA
I learned about topics not learned about in class	0%	0%	25%	12%	63%
I attended presentations from a subject area I have not yet taken a class in	0%	12%	0%	50%	38%
I feel interested in learning more about something I learned in one (or more) of the presentations	0%	0%	0%	75%	25%
Whether or not I ever will do research, seeing my peers' presentations makes me more confident that I could do research if I chose to	0%	12%	0%	50%	38%
I did not see any presentations that were interesting	63%	38%	0%	0%	0%
Questions Asked of Attendees					
How many presentations did you attend	0 0%	1 0%	2 12%	3 38%	4 or more 50%
How many of the classes you have taken at SGSC have had a research component?	0 0%	1 12%	2 38%	3 0%	4 or more 50%
My current opinion of research compared to when I first started at SGSC is	much lower 0%	lower 0%	the same 12%	higher 63%	much higher 25%

Strategy/Activity: Gateways to Completion

Table N Gateways to Completion Disaggregated DWFI Rates for BIOL 2107K						
	FY15*	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**
Overall DFWI Rate	44.2%	49.8%	34.7%	36.2%	38.9%	27.3%
DFWI Rate by Cohort						
Development Ed.	54.8%	59.2%	31.4%	32.9%	30.8%	40.4%
First Year	51.3%	54.1%	41.3%	45.5%	51.9%	26.3%
Second Year	33.8%	40.0%	25.0%	21.6%	26.2%	21.3%
Other Undergrad	29.4%	50.0%	21.1%	30.8%	6.3%	40.0%
DFWI Rates by Method of Instruction Delivery						
Face-to-Face	44.2%	49.8%	34.7%	36.2%	38.9%	27.3%
Blended	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Online	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
DFWI Rates by Gender						
Male	54.3%	58.4%	44.4%	44.8%	45.8%	19.7%
Female	38.2%	42.9%	28.1%	30.1%	34.5%	32.4%
DFWI Rates by Full-time or Part-Time Status						
Full-Time	46.8%	50.5%	36.3%	37.9%	44.3%	25.0%
Part-Time	36.1%	47.7%	28.3%	29.3%	22.2%	37.1%
DFWI Rates by Age						
Age 22 and under	44.4%	51.0%	36.3%	33.7%	39.5%	26.2%
Age 23-30	48.0%	33.3%	30.4%	50.0%	35.7%	34.8%
Age 31-40	35.7%	56.3%	12.5%	50.0%	25.0%	27.3%
Age 41 and older	40.0%	75.0%	0.0%	66.7%	40.0%	25.0%
DFWI Rates by Race/Ethnicity						
Nonresident alien	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Hispanic or Latino	50.0%	56.3%	35.3%	46.7%	36.8%	36.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	64.4%	63.8%	36.7%	47.1%	44.4%	39.5%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	35.6%	48.0%	33.8%	31.6%	37.5%	21.2%
Two or More Races	0.0%	40.0%	0.0%	33.3%	75.0%	75.0%
Race/ethnicity Unknown	0.0%	0.0%	66.7%	0.0%	0.0%	0.0%

Table N
Gateways to Completion Disaggregated DWFI Rates for BIOL 2107K

	FY15*	FY16	FY17	FY18	FY19	FY20
DFWI Rates by Pell Eligibility and First-Generation Status						
Pell Eligible Students	49.4%	50.6%	34.6%	41.6%	40.7%	30.6%
Not Pell Eligible Students	36.1%	45.6%	34.8%	29.9%	35.5%	22.4%
First Generation College Students	41.7%	45.2%	27.3%	46.2%	53.1%	42.3%
Not First-Generation College Students	44.8%	54.3%	35.9%	34.8%	35.9%	24.8%

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.

Table O
Gateways to Completion Disaggregated DWFI Rates for ENGL 1101

	FY17*	FY18	FY19	FY20
Overall DFWI Rate	25.2%	30.4%	35.9%	33.0%
DFWI Rate by Cohort				
Development Ed.	33.1%	25.0%	43.5%	36.4%
First Year	25.3%	30.3%	35.8%	32.4%
Second Year	25.0%	36.4%	55.6%	40.6%
Other Undergrad	0.0%	0.0%	0.0%	20.0%
DFWI Rates by Method of Instruction Delivery				
Face-to-Face	23.8%	28.1%	32.5%	32.2%
Blended	30.0%	50.0%	25.0%	22.2%
Online	43.1%	44.4%	45.7%	38.7%
DFWI Rates by Gender				
Male	27.4%	33.2%	40.0%	38.1%
Female	23.7%	28.3%	33.1%	29.2%
DFWI Rates by Full-time or Part-Time Status				
Full-Time	23.1%	30.3%	34.5%	32.4%
Part-Time	39.3%	31.1%	43.1%	37.0%
DFWI Rates by Age				
Age 22 and under	25.1%	30.6%	35.4%	33.2%
Age 23-30	30.6%	27.6%	47.9%	29.0%
Age 31-40	17.2%	28.6%	31.0%	46.7%
Age 41 and older	16.7%	33.3%	21.1%	22.2%

Table O Gateways to Completion Disaggregated DWFI Rates for ENGL 1101				
	FY17*	**FY18**	**FY19**	**FY20**
DFWI Rates by Race/Ethnicity				
Nonresident alien	12.5%	0.0%	0.0%	25.0%
Hispanic or Latino	19.3%	28.6%	37.1%	29.3%
American Indian or Alaska Native	33.3%	33.3%	40.0%	0.0%
Asian	33.3%	28.6%	16.7%	50.0%
Black or African American	23.7%	31.3%	41.4%	38.6%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	33.3%
White	27.8%	28.9%	26.6%	26.4%
Two or More Races	30.0%	46.7%	51.9%	45.0%
Race/ethnicity Unknown	25.0%	33.3%	33.3%	33.3%
DFWI Rates by Pell Eligibility and First-Generation Status				
Pell Eligible Students	26.5%	32.1%	39.4%	34.3%
Not Pell Eligible Students	22.2%	25.8%	25.8%	29.3%
First Generation College Students	26.8%	43.2%	45.1%	36.5%
Not First-Generation College Students	24.9%	28.3%	34.5%	32.4%

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 P Gateways to Completion Disaggregated DWFI Rates for MATH 1111				
	FY17*	**FY18**	**FY19**	**FY20**
Overall DFWI Rate	33.7%	38.8%	44.0%	35.1%
DFWI Rate by Cohort				
Development Ed.	41.4%	35.3%	51.0%	33.8%
First Year	34.5%	40.5%	45.0%	31.1%
Second Year	23.9%	24.6%	30.9%	42.5%
Other Undergrad	40.0%	21.1%	75.0%	40.5%
DFWI Rates by Method of Instruction Delivery				
Face-to-Face	32.6%	38.7%	40.8%	30.1%
Blended	0.0%	0.0%	0.0%	75.0%
Online	46.0%	37.5%	48.6%	45.3%
DFWI Rates by Gender				

Table P **Gateways to Completion Disaggregated DWFI Rates for MATH 1111**				
	FY17*	**FY18**	**FY19**	**FY20**
Male	36.7%	41.8%	49.6%	38.6%
Female	31.3%	36.5%	40.1%	32.3%
DFWI Rates by Full-time or Part-Time Status				
Full-Time	33.4%	36.8%	43.7%	32.9%
Part-Time	35.4%	50.0%	45.2%	44.6%
DFWI Rates by Age				
Age 22 and under	33.5%	39.1%	43.5%	33.4%
Age 23-30	32.8%	35.5%	51.2%	47.5%
Age 31-40	45.0%	34.6%	41.7%	46.2%
Age 41 and older	33.3%	50.0%	37.5%	25.0%
DFWI Rates by Race/Ethnicity				
Nonresident alien	0.0%	25.0%	0.0%	50.0%
Hispanic or Latino	28.3%	27.3%	44.2%	27.9%
American Indian or Alaska Native	33.3%	0.0%	0.0%	100.0%
Asian	0.0%	100.0%	33.3%	33.3%
Black or African American	34.8%	47.9%	45.6%	38.3%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
White	33.1%	26.9%	42.5%	33.2%
Two or More Races	42.1%	62.5%	50.0%	54.5%
Race/ethnicity Unknown	60.0%	20.0%	50.0%	28.6%
DFWI Rates by Pell Eligibility and First-Generation Status				
Pell Eligible Students	35.5%	42.3%	47.3%	36.8%
Not Pell Eligible Students	29.7%	30.5%	37.8%	31.9%
First Generation College Students	33.3%	46.4%	46.9%	35.3%
Not First-Generation College Students	33.8%	37.7%	43.6%	35.1%

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 Q Gateways to Completion Disaggregated DWFI Rates for HIST 2112				
	FY17*	**FY18**	**FY19**	**FY20**
Overall DFWI Rate	36.3%	41.9%	49.4%	44.1%
DFWI Rate by Cohort				
Development Ed.	35.9%	42.0%	45.6%	51.7%
First Year	39.4%	44.6%	52.7%	46.0%
Second Year	18.8%	29.7%	35.4%	43.9%
Other Undergrad	25.0%	0.0%	0.0%	32.4%
DFWI Rates by Method of Instruction Delivery				
Face-to-Face	36.6%	40.9%	50.1%	49.3%
Blended	24.3%	0.0%	0.0%	34.5%
Online	43.8%	70.0%	45.7%	36.4%
DFWI Rates by Gender				
Male	39.0%	49.8%	55.1%	49.7%
Female	34.4%	35.5%	45.8%	41.0%
DFWI Rates by Full-time or Part-Time Status				
Full-Time	36.8%	43.3%	49.5%	45.2%
Part-Time	33.0%	33.7%	48.8%	39.2%
DFWI Rates by Age				
Age 22 and under	37.9%	43.3%	50.8%	46.8%
Age 23-30	31.4%	41.7%	46.3%	31.9%
Age 31-40	19.4%	26.1%	44.4%	33.3%
Age 41 and older	20.0%	0.0%	15.4%	22.2%
DFWI Rates by Race/Ethnicity				
Nonresident alien	20.0%	50.0%	0.0%	0.0%
Hispanic or Latino	28.9%	41.5%	45.1%	50.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%
Asian	25.0%	0.0%	0.0%	33.3%
Black or African American	51.1%	53.8%	60.3%	54.5%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
White	25.8%	30.4%	38.2%	34.7%
Two or More Races	33.3%	33.3%	69.2%	33.3%
Race/ethnicity Unknown	20.0%	50.0%	62.5%	60.0%
DFWI Rates by Pell Eligibility and First-Generation Status				
Pell Eligible Students	38.8%	45.0%	53.6%	47.3%

Table Q Gateways to Completion Disaggregated DWFI Rates for HIST 2112				
	FY17*	**FY18**	**FY19**	**FY20**
Not Pell Eligible Students	30.6%	35.9%	39.8%	37.1%
First Generation College Students	34.8%	49.4%	63.4%	43.1%
Not First-Generation College Students	36.6%	40.8%	47.3%	44.3%

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 R Gateways to Completion Disaggregated DWFI Rates for POLS 1101				
	FY17*	**FY18**	**FY19**	**FY20**
Overall DFWI Rate	24.5%	27.8%	26.4%	26.2%
DFWI Rate by Cohort				
Development Ed.	28.8%	31.3%	26.1%	37.8%
First Year	25.3%	29.8%	28.6%	26.4%
Second Year	18.6%	14.3%	12.9%	25.4%
Other Undergrad	20.0%	14.3%	0.0%	24.3%
DFWI Rates by Method of Instruction Delivery				
Face-to-Face	21.9%	26.3%	24.9%	24.5%
Blended	0.0%	0.0%	0.0%	0.0%
Online	45.5%	34.6%	25.6%	24.1%
DFWI Rates by Gender				
Male	24.8%	30.4%	29.2%	31.4%
Female	24.3%	26.3%	24.7%	23.2%
DFWI Rates by Full-time or Part-Time Status				
Full-Time	22.7%	26.3%	26.0%	27.2%
Part-Time	34.1%	34.8%	28.4%	22.8%
DFWI Rates by Age				
Age 22 and under	24.8%	28.1%	27.6%	28.1%
Age 23-30	21.1%	28.8%	28.3%	17.7%
Age 31-40	29.4%	23.3%	7.1%	14.3%
Age 41 and older	16.7%	14.3%	6.3%	20.0%
DFWI Rates by Race/Ethnicity				
Nonresident alien	14.3%	25.0%	0.0%	0.0%
Hispanic or Latino	24.5%	11.6%	27.1%	26.1%
American Indian or Alaska Native	50.0%	0.0%	0.0%	0.0%

Table R
Gateways to Completion Disaggregated DWFI Rates for POLS 1101

	FY17*	FY18	FY19	FY20
Asian	0.0%	14.3%	0.0%	0.0%
Black or African American	27.6%	38.9%	38.3%	46.8%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
White	21.3%	21.0%	18.2%	17.0%
Two or More Races	50.0%	38.9%	35.7%	28.6%
Race/ethnicity Unknown	37.5%	50.0%	0.0%	33.3%
DFWI Rates by Pell Eligibility and First-Generation Status				
Pell Eligible Students	28.1%	31.0%	30.3%	30.8%
Not Pell Eligible Students	18.5%	2130.0%	19.1%	17.5%
First Generation College Students	31.3%	34.0%	43.9%	29.0%
Not First-Generation College Students	23.0%	26.9%	24.3%	25.7%

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

		Fiscal Year				
G2C Faculty		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 Associate Degree-Seeking Freshmen One Year Retention Rates						Institution-Specific for All State Colleges (the average institution-specific retention rate for all 8 USG state colleges)	System-Wide for All State Colleges (retention rate within the System for all 8 USG state colleges)
	Institutional Rate for SGSC			System-Wide Rate for SGSC			
Year	N Cohort	N Retained	% Retained	N Retained	% Retained	% Retained	% Retained
Fall 2015	910	409	44.95%	591	64.95%	58.00%	66.50%
Fall 2016	812	403	49.63%	572	70.44%	55.80%	65.60%
Fall 2017	849	345	40.60%	520	61.20%	51.50%	59.70%
Fall 2018	773	342	44.20%	468	60.50%	55.20%	64.10%
Fall 2019	664	307	46.25%	452	68.10%	56.60%	65.80%

Source: USG ADC Census; USG Retention Rate Reports. https://www.usg.edu/research/usgbythenumbers

Table U First-Time Full-Time Associates Degree-Seeking Freshmen Three-Year Graduation Rates						Institution-Specific for All State Colleges (the average institution-specific rate for all 8 USG state colleges)	System-Wide for All State Colleges (rate within the System for all 8 USG state colleges)
	Institution-Specific Rate for SGSC			System-Wide Rate for SGSC			
Cohort	N Cohort	N Graduated	% Graduated	N Graduated	% Graduated	% Graduated	% Graduated
Fall 2013	878	105	11.96%	108	12.30%	13.4%	13.8%
Fall 2014	818	118	14.43%	123	15.04%	13.8%	14.2%
Fall 2015	910	120	13.19%	125	13.74%	15.2%	15.5%
Fall 2016	812	130	16.01%	132	16.26%	14.5%	14.8%
Fall 2017	768	147	19.14%	149	19.40%	15.6%	15.9%

Source: USG Graduation Rate Reports. https://www.usg.edu/research/usgbythenumbers

Table V Degrees Conferred by Degree Offered					
	FY2017	FY2018	FY2019	FY2020	FY2021
Associate Degree	236	265	261	302	312
Career Associate	60	41	48	42	44
Bachelors	33	58	65	69	96
Total	**329**	**364**	**374**	**413**	**452**

Source: USG ADC Census; USG Degrees Conferred Reports

Table W

First-Time Full-Time Student Math Placement						
	Fall 2018		Fall 2019		Fall 2020	
Correct Math?	N	%	N	%	N	%
No Math Required (ASN majors)	4	0.51%	0	0.00%	1	0.23%
Placed in Correct Math w/no associated requirements	313	40.23%	280	42.04%	225	52.82%
Placed in Correct Math w/ Learning Support Requirements	350	44.99%	313	47.00%	140	32.86%
Placed in Correct Math w/ Pre-requisite Requirements	29	3.73%	35	5.26%	20	4.69%
Not Placed in Correct Math	82	10.54%	38	5.71%	40	9.39%
Total	778	100.00%	666	100.00%	426	100.00%

Source: SGSC Banner

Strategy/Activity: "Getting to Know Our Students" Survey

Table X

SGSC "Getting to Know Our Students" Survey Participation Rates			
Term	Total Population (as of 1st Week of Class)	Total Participants	% Participated
Fall 2017	844	45	5.33
Fall 2018	801	121	15.11
Fall 2019	700	97	13.86
Fall 2020	438	54	12.33

Table Y

GETTING TO KNOW OUR STUDENTS SURVEY CAMPARISON TABLES

Mindset/Question	Fall 2018			Fall 2019			Fall 2020		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Diff	Early Fall (mean) N=78	Late Fall (mean) N=19	Diff	Early Fall (mean) N=53	Late Fall (mean) N=1	Diff
Growth Mindset ("You can learn new things.")									
Math Growth Mindset Composite* (measured as Fixed Mindset - reverse coded)	**3.59**	**3.32**	**-0.28**	**3.59**	**3.45**	**-0.14**	**3.50**	**3.67**	**0.17**
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	4.17	5.00	0.83
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	3.54	3.00	-0.54
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	2.78	2.00	-0.78
English Growth Mindset Composite* (measured as Fixed Mindset - reverse coded)	**3.97**	**3.71**	**-0.27**	**3.91**	**4.33**	**0.42**	**4.44**	**3.67**	**-0.77**
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	2.98	5.00	2.02
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	2.62	2.00	-0.62
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	2.10	3.00	0.90
Expectancy ("I can do this.")									
Math Expectancy Composite	**4.68**	**4.80**	**0.12**	**4.43**	**4.65**	**0.22**	**4.21**	**5.00**	**0.79**
I believe that I can be successful in math.	4.64	4.70	0.06	4.40	4.76	0.36	4.09	5.00	0.91
I am confident that I can understand the material in math.	4.71	4.90	0.19	4.48	4.53	0.04	4.33	5.00	0.67
English Expectancy Composite	**5.03**	**5.03**	**0.00**	**5.04**	**4.71**	**-0.32**	**5.08**	**5.00**	**-0.08**
I believe that I can be successful in English.	5.01	5.00	-0.01	5.04	4.64	-0.40	5.12	5.00	-0.12
I am confident that I can understand the material in English.	5.04	5.06	0.02	4.97	4.79	-0.18	5.05	5.00	-0.05
Math Preparedness Composite	**3.10**	**2.95**	**-0.16**	**2.99**	**2.76**	**-0.22**	**2.76**	**3.50**	**0.74**
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	4.43	4.00	-0.43
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	2.96	4.00	1.04

Mindset/Question	Fall 2018			Fall 2019			Fall 2020		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Diff	Early Fall (mean) N=78	Late Fall (mean) N=19	Diff	Early Fall (mean) N=53	Late Fall (mean) N=1	Diff
English Preparedness Composite	**3.49**	**3.58**	**0.10**	**3.67**	**3.04**	**-0.63**	**3.46**	**4.00**	**0.54**
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	3.52	3.00	-0.52
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	3.45	4.00	0.55
Value & Purpose ("What I am doing is important and useful.")									
Math Value Composite	**4.42**	**4.47**	**0.05**	**4.56**	**4.88**	**0.32**	**4.24**	**5.00**	**0.76**
Math is important to me.	4.31	4.60	0.29	4.81	4.94	0.13	4.72	5.00	0.28
I think math is useful.	4.76	4.53	-0.23	4.88	5.18	0.30	4.76	5.00	0.24
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	3.80	5.00	1.20
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	3.98	5.00	1.02
I value math.	-	-	-	4.31	4.65	0.34	4.02	5.00	0.98
English Value Composite	**4.76**	**4.97**	**0.21**	**4.99**	**4.65**	**-0.34**	**4.97**	**5.00**	**0.03**
English is important to me.	4.84	4.61	-0.23	5.17	4.93	-0.24	5.31	5.00	-0.31
I think English is useful.	4.94	5.11	0.17	5.22	5.00	-0.22	5.14	5.00	-0.14
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	4.64	5.00	0.36
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	4.69	5.00	0.31
I value English.	-	-	-	4.86	4.14	-0.71	5.07	5.00	-0.07
Cost ("It requires too much to do this.")									
Math Cost Composite	**2.81**	**3.02**	**0.21**	**2.59**	**2.53**	**-0.06**	**2.77**	**2.00**	**-0.77**
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	2.41	2.00	-0.41
I have to give up too much to do well in math.	2.54	2.84	0.31	2.54	2.35	-0.18	2.50	2.00	-0.50
My math class is too stressful for me.	3.23	3.53	0.29	3.19	3.31	0.12	3.39	2.00	-1.39
English Cost Composite	**2.37**	**3.26**	**0.89**	**2.50**	**2.79**	**0.29**	**2.19**	**2.00**	**-0.19**
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	2.33	2.00	-0.33
I have to give up too much to do well in English.	2.18	2.83	0.65	2.37	3.08	0.71	2.05	2.00	-0.05
My English class is too stressful for me.	2.58	3.83	1.25	2.72	2.71	-0.01	2.54	2.00	-0.54
Belonging ("I am a part of this community.")									
College Belonging Composite	**4.74**	**4.83**	**0.08**	**4.77**	**2.79**	**-1.98**	**4.74**	**5.00**	**0.26**

Mindset/Question	Fall 2018			Fall 2019			Fall 2020		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Diff	Early Fall (mean) N=78	Late Fall (mean) N=19	Diff	Early Fall (mean) N=53	Late Fall (mean) N=1	Diff
I belong at this college/university.	4.59	4.62	0.03	4.63	4.12	-0.52	4.57	5.00	0.43
I feel like this college/university is a good fit for me.	4.86	5.05	0.19	4.90	4.53	-0.37	4.91	5.00	0.09
Belonging Uncertainty Composite	**3.42**	**3.52**	**0.10**	**3.08**	**4.32**	**1.24**	**-**	**-**	**-**
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	-	-	-
College Identity Composite	**4.73**	**4.88**	**0.16**	**4.76**	**4.41**	**-0.35**	**4.78**	**4.50**	**-0.28**
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	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	5.11	5.00	-0.11
Relative Academic Preparedness Composite	**3.24**	**3.45**	**0.21**	**3.35**	**3.65**	**0.29**	**-**	**-**	**-**
(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	-	-	-
I feel more academically prepared than other students at this college/university.	3.62	3.95	0.33	3.50	3.88	0.38	3.63	4.00	0.37
Campus Involvement Composite	**3.03**	**3.45**	**0.42**	**2.97**	**2.50**	**-0.47**	**3.96**	**5.00**	**1.04**
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	4.07	5.00	0.93
(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	3.84	5.00	1.16
Grit ("I can overcome obstacles.")									
Perseverance of Effort Composite	**4.36**	**4.55**	**0.18**	**4.34**	**4.53**	**0.19**	**4.42**	**4.50**	**0.08**
I am a hard worker.	4.39	4.55	0.16	4.39	4.63	0.24	4.43	4.00	-0.43
I finish whatever I begin.	4.35	4.55	0.20	4.30	4.44	0.14	4.40	5.00	0.60
Reason for Attending College									
Independent Composite	**5.82**	**3.88**	**-1.95**	**4.86**	**4.42**	**-0.45**	**6.22**	**6.75**	**0.53**
Explore new interests.	5.30	5.76	0.46	4.56	4.29	-0.27	5.73	7.00	1.27
Expand my understanding of the world.	5.63	6.05	0.41	4.83	4.15	-0.68	6.23	7.00	0.77
Become an independent thinker.	6.15	6.29	0.13	5.28	5.40	0.12	6.46	6.00	-0.46
Learn more about my interests.	6.21	6.29	0.08	5.24	5.38	0.13	6.44	7.00	0.56

Mindset/Question	Fall 2018			Fall 2019			Fall 2020		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Diff	Early Fall (mean) N=78	Late Fall (mean) N=19	Diff	Early Fall (mean) N=53	Late Fall (mean) N=1	Diff
Interdependent Composite	**5.92**	**6.12**	**0.20**	**4.33**	**3.63**	**-0.71**	**6.19**	**5.75**	**-0.44**
Be a role model for people in my community.	5.90	6.14	0.24	5.03	4.33	-0.70	6.23	6.00	-0.23
Help my family out after I'm done with college.	6.07	6.19	0.12	4.59	4.57	-0.01	6.17	5.00	-1.17
Give back to my community.	5.46	6.05	0.59	4.60	4.64	0.05	5.83	6.00	0.17
Provide a better life for my own children.	6.27	6.10	-0.18	4.60	3.60	-1.00	6.54	6.00	-0.54
Helping Motives Composite	**5.93**	**6.11**	**0.18**	**4.33**	**4.17**	**-0.17**	**6.18**	**5.67**	**-0.51**
Help my family out after I'm done with college.	6.07	6.19	0.12	4.59	4.57	-0.01	6.17	5.00	-1.17
Give back to my community.	5.46	6.05	0.59	4.60	4.64	0.05	5.83	6.00	0.17
Provide a better life for my own children.	6.27	6.10	-0.18	4.60	3.60	-1.00	6.54	6.00	-0.54
Family Support									
Family Support Composite (reverse coded)*	**4.95**	**5.40**	**0.45**	**5.39**	**5.50**	**0.11**	**5.49**	**5.00**	**-0.49**
My family doesn't understand why I want to go to college.	1.68	1.62	-0.06	1.59	1.47	-0.12	1.63	2.00	0.37
My family questions whether a college education is valuable.	1.61	1.57	-0.04	1.63	1.53	-0.10	1.39	2.00	0.61
Perception of Faculty Mindset									
Perception of Faculty Mindset Composite* (reverse coded)	**4.62**	**4.44**	**-0.18**	**4.49**	**4.06**	**-0.44**	**4.62**	**5.00**	**0.38**
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	2.10	2.00	-0.10
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	2.73	2.00	-0.73
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	2.65	2.00	-0.65
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	5.15	5.00	-0.15
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	2.60	2.00	-0.60
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	2.35	2.00	-0.35

UNIVERSITY OF GEORGIA

APPENDICES

<div align="center">Appendix A</div>

Table 1: UGA Freshmen Retention and Completion Rates (2009-2020)

<div align="center">

UGA Freshmen Retention Rates

</div>

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	88.9
2016	5,401	95.5	91.9	90.4	89.2	88.9	
2017	5,809	95.3	92.2	90.4	89.4		
2018	5,703	95.5	92.3	91.1			
2019	5,487	94.4	91.9				
2020	5,603	95.0					

<div align="center">

UGA Freshmen Completion Rates

</div>

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**	**87.8**
2016	5,401		0.3	3.7	**71.4**	**86.2**	
2017	5,809		0.3	4.6	**72.1**		
2018	5,703		0.4	5.5			
2019	5,487		0.5				
2020	5,603						

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

<div align="center">

Table 2: UGA Freshmen Retention and Completion Rates (2009-2020)

</div>

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	85.1
2016	440	95.5	91.4	89.3	86.6	85.5	
2017	469	96.2	92.3	89.3	84.6		
2018	393	96.9	94.4	91.1			
2019	402	95.8	91.3				
2020	337	94.4					

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	83.3
2016	440			2.7	65.7	83.4	
2017	469		0.6	5.1	65.7		
2018	393		0.3	6.1			
2019	402		1.0				
2020	337						

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	87.2
2016	318	96.9	91.8	91.2	88.4	87.1	
2017	392	94.4	90.8	90.1	88.3		
2018	355	95.2	93.0	90.7			
2019	332	94.3	92.5				
2020	395	94.2					

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	85.6
2016	318			4.1	68.2	82.4	
2017	392			5.4	71.4		
2018	355		0.3	5.1			
2019	332						
2020	395						

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	86.0
2016	1,722	94.7	89.3	87.4	86.2	85.8	
2017	1,859	94.1	90.5	87.8	86.4		
2018	1,752	94.1	90.3	88.5			
2019	1,733	93.0	89.4				
2020	1,815	91.9					

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	84.2
2016	1,722		0.2	3.3	67.6	82.8	
2017	1,859		0.5	5.2	68.0		
2018	1,752		0.4	5.5			
2019	1,733		0.5				
2020	1,815						

Table 3: Time to Degree

Undergraduate Time-to-Degree by Application Type, 2012-2021

Application Type	Graduating Cohort	Number of First Degrees Awarded*	Average Time-to-Degree in Years	
Freshman	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	
	2021	5385	3.93	
Transfer	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	
	2021	2372	2.66	

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, 10/25/2021

UNIVERSITY OF GEORGIA APPENDICES

Appendix B

Table 1: Impact of Small Class Initiative (SCI) on Class GPA in PHYS 1211 and ENGR 1120
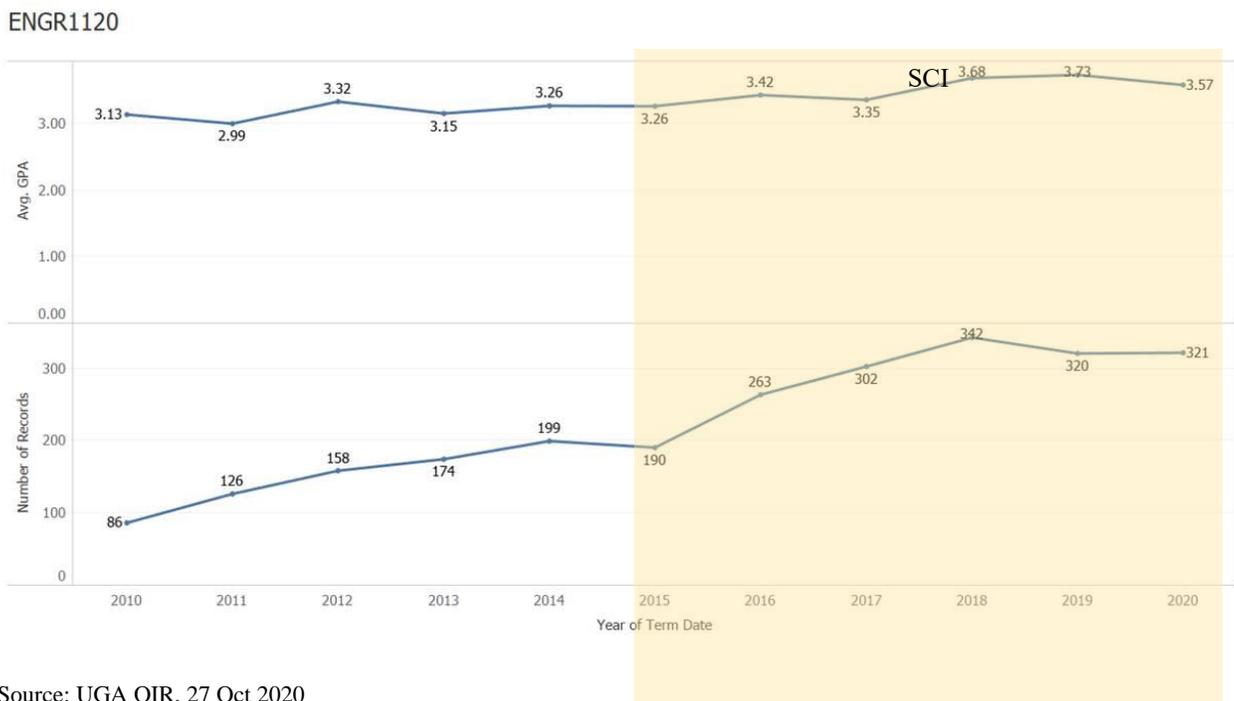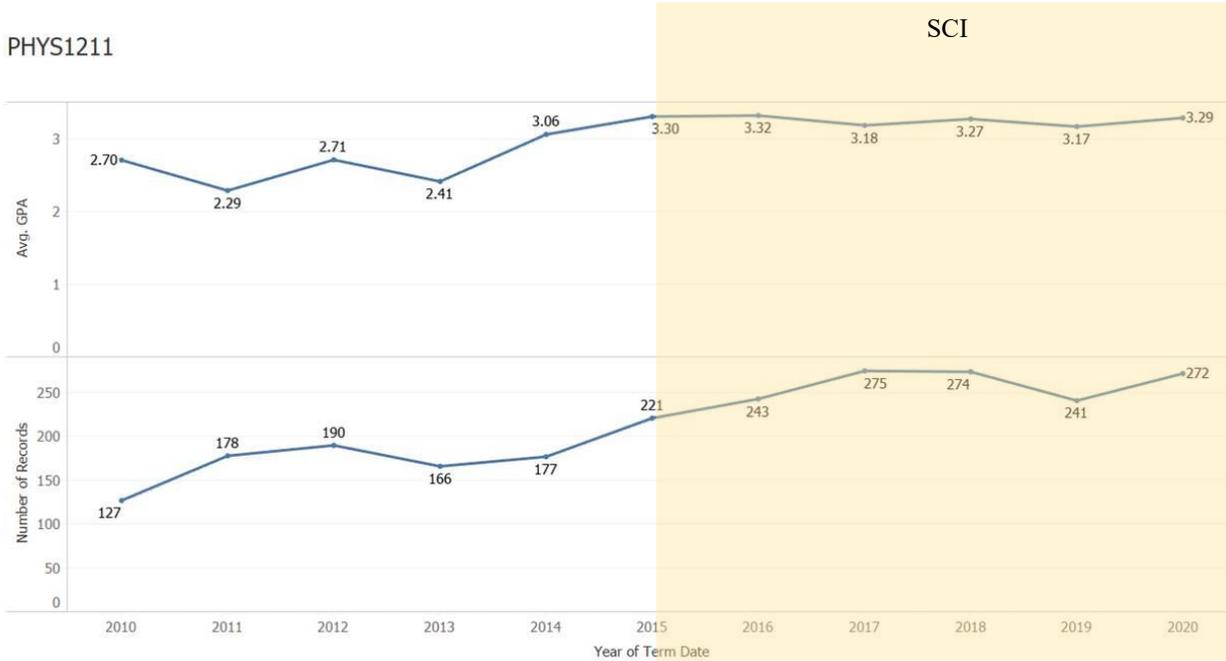
Source: UGA OIR, 27 Oct 2020

Table 2: Grades in CHEM 1211 and CHEM 1212

CHEM 1211 Withdrawal Rates by Percentages												
F 14	F 15	F 16	F 17	F 18	F 19	F 20	Sp 15	Sp 16	Sp 17	Sp 18	Sp 19	Sp 20	Sp 21
21.4	27.7	27.9	24.9	19.19	7.24	9.06	28.20	15.80	21.90	19.90	11.80	10.40	10.38

1212 Withdrawal Rates by Percentages												
F 14	F 15	F 16	F 17	F18	F 19	F 20	Sp 15	Sp 16	Sp 17	Sp 18	Sp 19	Sp 20	Sp 21
30.1	27.6	29.2	15.3	15.6	10.8	4.33	27.13	11.8	18.8	10.8	7.4	5.4	6.65

CHEM 1211: Grades by Percentages										
Grades	F 16	F 17	F 18	F 19	F 20		Sp 17	Sp 18	Sp 19	Sp 20	Sp 21
ABC	65.5	69.7	73.9	86.5	87.2		66.4	71.9	83.1	86.8	76.4
DFW	34.5	30.3	26.1	13.5	12.6		35.6	28.1	16.9	13.1	23.6

CHEM 1212: Grades by Percentages										
Grades	F 16	F 17	F 18	F 19	F 20		Sp 17	Sp 18	Sp 19	Sp 20	Sp 21
ABC	55.1	71.7	76.6	85.8	86.2		73.4	80.1	84.4	92.1	78.40
DFW	44.8	28.3	23.4	14.2	13.3		26.6	19.9	15.6	7.9	21.10

Source: UGA Chemistry Department

Table 3: Courses/sections that have been redesigned to use active learning strategies

ACCT 5200	Audit Risk and Control	HIST 2112	U.S. History since 1865
ADPR 3515	Foundations of Graphic Communication	INTL 1100	Introduction to Global Issues
AGCM 1200	Communicating in Agriculture and Environmental Sciences	KINS 4200	Biomechanics
		MARK 4000	Marketing Research for Business Decisions
ALDR 3900S	Leadership and Service	MARK 4900	Marketing Strategy and Decision Making
ANTH 2120H	Introduction to Anthropology - Honors	MATH 1101	Mathematical Modeling
ARST 2210	Introduction to Photographic Culture	MATH 1113	Precalculus
		MATH 1113	Precalculus
BCHE 3520	Mass Transport and Rate Phenomena	MATH 2250	Calculus I for Science and Engineering
CBIO 2200	Anatomy & Physiology I	MATH 2250	Calculus I for Scientists and Engineers
CBIO2210L	Human Anatomy and Physiology II Lab	MATH 2260	Calculus II for Science and Engineering
CHEM 1211	General Chemistry I	MGMT 3000	Principles of Management
CHEM 1212	General Chemistry II	MIST 2090	Introduction to Information Systems in Business
CMSD 3120	Language Development	MSIT 3000	Statistical Analysis for Business I
CSCI 4800	Human Computer Interactions	NMIX 2020	Introduction to New Media
ECOL 3500	Ecology	PADP 6930	Public Financial Administration
ENGL 4890	Criticism and Culture	PBHL 3100	Introduction to Public Health
ENGR 1120	Engineering Graphics and Design	POLS 1101	American Government
ENGR 1140	Engineering Computational Methods	POUL 2020	Introduction to Poultry Science
		SPAN 3030	Introduction to Literature in Spanish
ENGR 2170	Electric Circuits	TXMI 4/6290	History of Fashion 18th Century to Present
ENGR 2170	Electric Circuits		
ENGR 3150	Heat Transfer	VBDI 5240	Veterinary Animal Behavior
ENGR 3160	Fluid Mechanics		
ENGR2120	Engineering Statics		
ENTR 5500	Introduction to Entrepreneurship		
ENVE 3510	Modeling, Statistical Analysis, and Uncertainty		
FHCE 2100	Family Economic Issues Through The Life Course		
FHCE 3200	Intro to Personal Finance		
FHCE 4210	Retirement Planning & Employee Benefits		
FHCE 4/6230	Family Tax Planning		
FINA 4/6810	International Finance		
FREN 2001	Intermediate French I		
GENE 3200	Genetics		
GEOG 1125	Resources, Society, and the Environment		
HDFS 2200	Introduction to Life Span Development		

Source: UGA Center for Teaching and Learning

UNIVERSITY OF GEORGIA APPENDICES
Appendix C
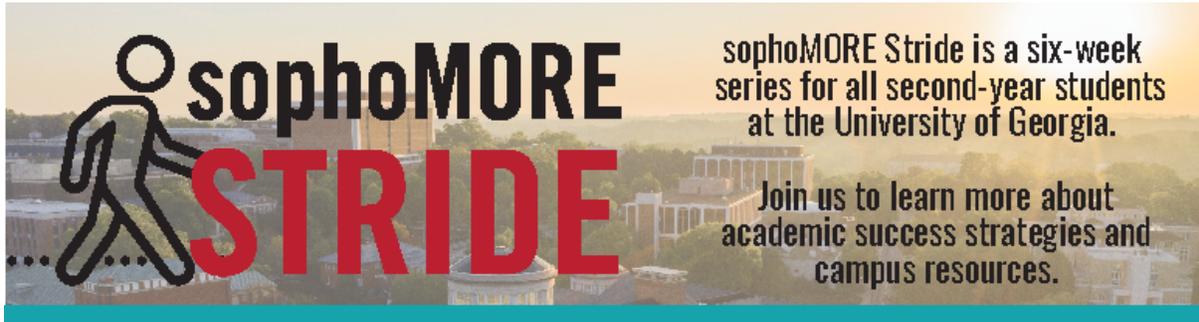
sophoMORE Stride is a six-week series for all second-year students at the University of Georgia.

Join us to learn more about academic success strategies and campus resources.

MEET AND GREET AT DAE - Aug. 25th from 3:30-5:00 PM
Join DAE's Academic Coaches to learn more about achieving academic success during your second year, tour Milledge Hall, and grab some treats.
LOCATION: Milledge Hall

COMMUNICATING WITH FACULTY - Aug. 26th at 4:00 PM
In this workshop, learn practical tips and strategies to effectively communicate with faculty.
LOCATION: MLC 350

BECOME A BETTER NOTE-TAKER - Sept. 1st at 4:15 PM
In this workshop, learn how to make a conscious effort to listen, pay attention, and actively organize information from lectures and readings to solidify your understanding and master the course content.
LOCATION: MLC 250

MINDFULNESS & ACADEMICS - Sept. 9th at 11:00 AM
Join this interactive workshop to see how mindfulness practices can optimize your academic and personal success.
LOCATION: TBA

EFFECTIVE WRITING SKILLS FOR COLLEGE - Sept. 14th at 5:15 PM
In this workshop, hone your skills for writing in a collegiate setting.
LOCATION: TBA

PUTTING IT ALTOGETHER: MAJOR + YEAR 2 - Sept.16th at 4:00 PM
Join Academic Advisors from the Exploratory Center to discuss how your major and career exploration in your second year can flourish.
LOCATION: TBA

EXPERIENTIAL LEARNING IN YOUR 2ND YEAR - Sept. 21st at 4:00 PM
Come hear from the Experiential Learning office about opportunities for this year and beyond.
LOCATION: TBA

USING YOUR STRENGTHS TO ENHANCE SUCCESS - Sept. 29th at 4:30 PM
Using CliftonStrengths assessment, learn about your top strengths to optimize your academic success at UGA.
Register by September 23rd in order to receive your materials to participate in the workshop.
LOCATION: TBA

Division of Academic Enhancement
UNIVERSITY OF GEORGIA

SCAN ME

SOPHOMORE 20
SEPTEMBER 21
EVENT CALENDAR

ATTEND AN EVENT FROM EVERY CATEGORY (3 EVENTS TOTAL) FOR THE OPPORTUNITY TO GET TOUR OF SANFORD STADIUM AND THE WEST END ZONE!

SOPHOMORE STRIDE

SophoMORE Stride is a six-week series for all second-year students at the University of Georgia. Join the Division of Academic Enhancement to learn more about academic success strategies and campus resources.

Students who register and attend at least three of the sessions will be considered eligible for a limited number of giveaways at the end of the fall semester.

Scan the QR code to learn more about the events and register!

EVERY THU — DAWGS DEALING WITH IT WORKSHOP

Starts September 16 - This workshop is designed to discuss coping skills and how students can use them in everyday life to handle stress.
1 pm - 2 pm | Virtual

LET'S TALK

Let's Talk is a drop-in service hosted by UHC Counseling and Psychiatric Services (CAPS) that offers informal, confidential consultation.
4 pm - 5 pm | Science Learning Center 116

EVERY FRI — INTERNATIONAL COFFEE HOUR

Coffee Hour at the University of Georgia is a weekly program that brings UGA students, faculty, staff, and community members together over coffee and international cuisine.
11:30 am - 1 pm | Memorial Hall Ballroom

THURS 2 — NAVIGATING THE JOB AND INTERNSHIP SEARCH, ARCH READY
5 pm - 6 pm | Miller Learning Center 101

ENGAGEMENT FAIR
7 pm - 10 pm | Tate Student Center

TUES 7 — UGA MENTOR PROGRAM ORIENTATION
12:30 pm - 1:30 pm | Virtual

FRI 10 — FOOTBALL KICKOFF FRIDAY
10 am | Tate Plaza

DAWG DAY OF SERVICE #2
2 pm - 5 pm | Tate Theatre & North West Lawn

MON 13 — NUGGETS OF KNOWLEDGE
11:30 am - 1 pm | Tate Reception Hall

NUTRITION BASICS
3:30 pm - 5 pm | Virtual

TUES 14 — STUDY AWAY FAIR
10 am - 3 pm | Tate Concourse & Atrium

WED 15 — STUDY AWAY FAIR
10 am - 3 pm | Tate Concourse & Atrium

THURS 16 — UGA MENTOR PROGRAM ORIENTATION
6 pm - 6:30 pm | Virtual

MON 20 — MUSIC MONDAY
11 am - 2 pm | Tate Plaza

TUES 21 — CARDIO SPORT LAUNCH
8 pm - 10 pm | Tate Grand Hall

WED 22 — UGA MENTOR PROGRAM ORIENTATION
12:15 pm - 12:45 pm | Virtual

THURS 23 — DRIVE-IN MOVIE: LALA LAND
8:30 pm, Intramural Fields Lot E01

SAT 25 — DAWG DAY OF SERVICE #3
10 am - 2 pm | Tate Student Center

TUES 28 — CAREER FAIR PREP, ARCH READY
4:30 pm - 6 pm | Miller Learning Center 101

KEY
SOCIAL   ACADEMIC   WELL-BEING

THE UNIVERSITY OF GEORGIA IS COMMITTED TO PROVIDING ACCESS AND REASONABLE ACCOMMODATIONS FOR PEOPLE WITH DISABILITIES UPON REQUEST. PLEASE CONTACT STUDENT TRANSITIONS VIA PHONE AT 706-583-0830 OR EMAIL AT TRANSITIONS@UGA.EDU

UNIVERSITY OF GEORGIA

Division of Student Affairs | UGA Career Center | Office of Engagement, Leadership, and Service | Division of Academic Enhancement
Recreational Sports | International Student Life | University Health Center | Student Transitions

UNIVERSITY OF WEST GEORGIA

APPENDICES

Appendix A
UWG Momentum Plan, 2021-22

Appendix B
2021 UWG Momentum Summit Campus Implementation Team

Academic Affairs
Dr. Jon Preston, Provost
Dr. David Jenks, Vice Provost
Dr. Jill Drake, Associate Vice President for Academic Affairs
Dr. Pauline Gagnon, Dean College of Arts, Culture, and Scientific Inquiry
Dr. Laura Smith, College of Education
Dr. Meg Pearson, Dean University College
Dr. Janet Donohoe, Dean of the Honors College
Andrea Stanfield, Dean of the Library
Monica Smith, Assistant Dean Richards College of Business
Janet Gubbins, UWG Online
Dr. Rod McRae, Director Center for Teaching and Learning
Dr. Ryan Bronkema, Academic Transitions Program
Dr. Scott Sykes, Director of Freshman Math
Carrie Ziglar, Executive Director of University Advising
Sam Horsley, Learning Support Coordinator
Jennifer McManus, Registrar Representative
Dr. Tim Schroer, Director of General Education
Ashley Lewis, Director, MAP and Student Diversity
Dr. Morris Council, Professor, College of Education
Dr. Andy Walter, Director, Interdisciplinary Studies
Kim Holder, Center for Economic Education and Financial Literacy
Carrie Carmack, Math Lecturer
Duane Theobold, Coordinator, University Writing Center
Dr. Vanessa Griffin, Associate Dean, University College
Dr. Maria Doyle, Director, Study Education Abroad
Dr. David Newton, Professor, Interdisciplinary Studies

Student Affairs and Enrollment Management
Dr. Andre Fortune, Vice President for Student Affairs
Kimberly Scranage, Vice President for Strategic Enrollment Management
Dr. Jennifer Jordan, Associate Vice President for Student Affairs
April Wood Stewart, Executive Director of the Center for Student Involvement and Inclusion
Leigh Ann Hussey, Director of Financial Aid
Ginny Rae Turner, Director, Career Services
LJ Davis, interim Director of Counseling and Accessibility Services
Clint Backstrom, Director of Enrollment Services & Momentum Center
Ashlee Pollard, Assistant Director of Enrollment Services & Momentum Center

Business and Financial Services
John Haven, Vice President for Business & Financial Services

Administrative Services and ITS
AnneMarie Eades, Vice President for Administrative Services

Advancement
Dr. Meredith Brunen, Vice President for University Advancement & CEO of UWG Foundations

Appendix C: Academic Focus Areas
Focus Area Progression (Years 1 & 2) Alluvial Chart for full-time first-time freshmen
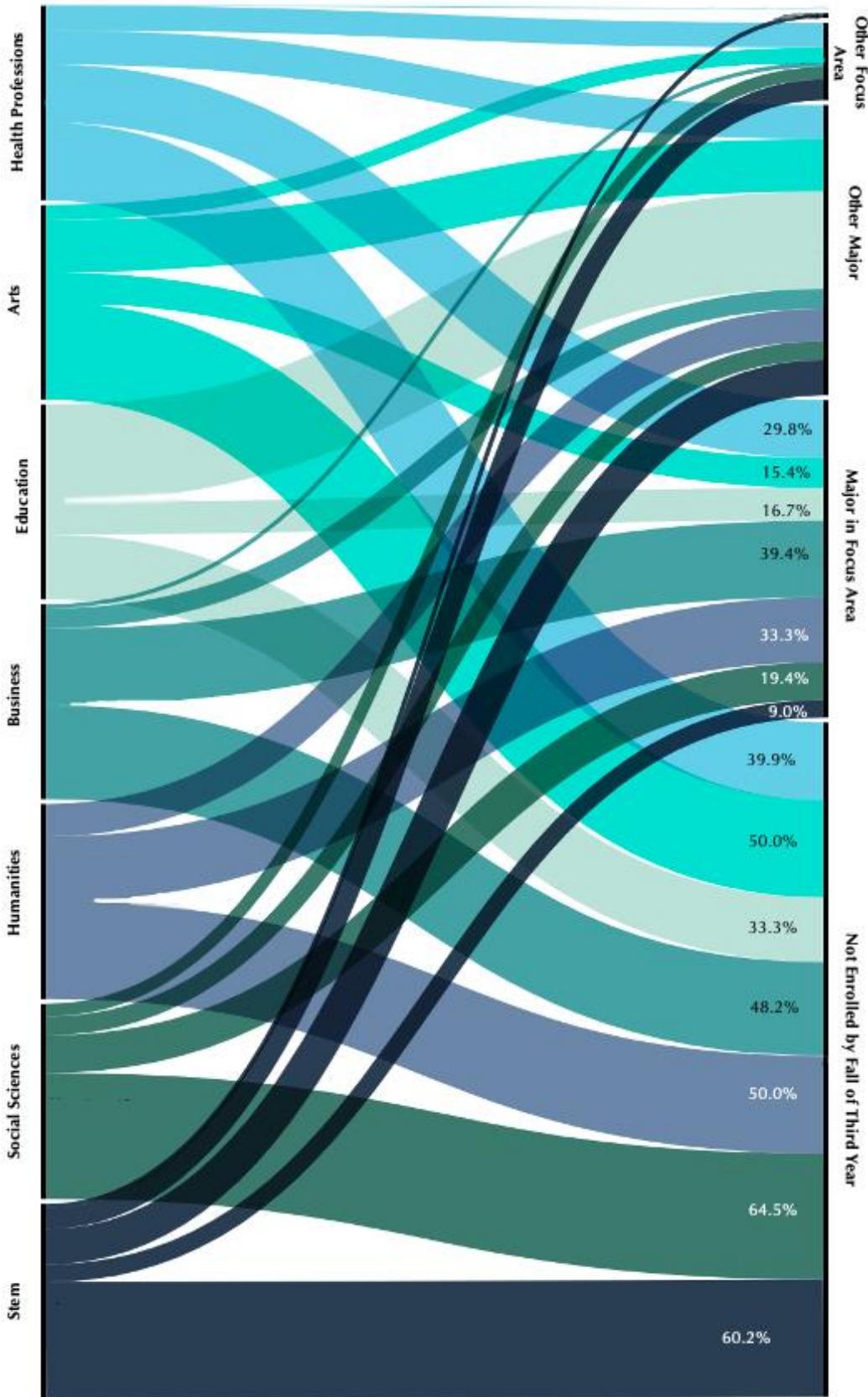
Data Set 2: Focus Area Progress in Third Year Bubble Charts forHealth Professions, STEM, and Business) for full-time first-time freshmen

Health Profession FA Majors in Third Year
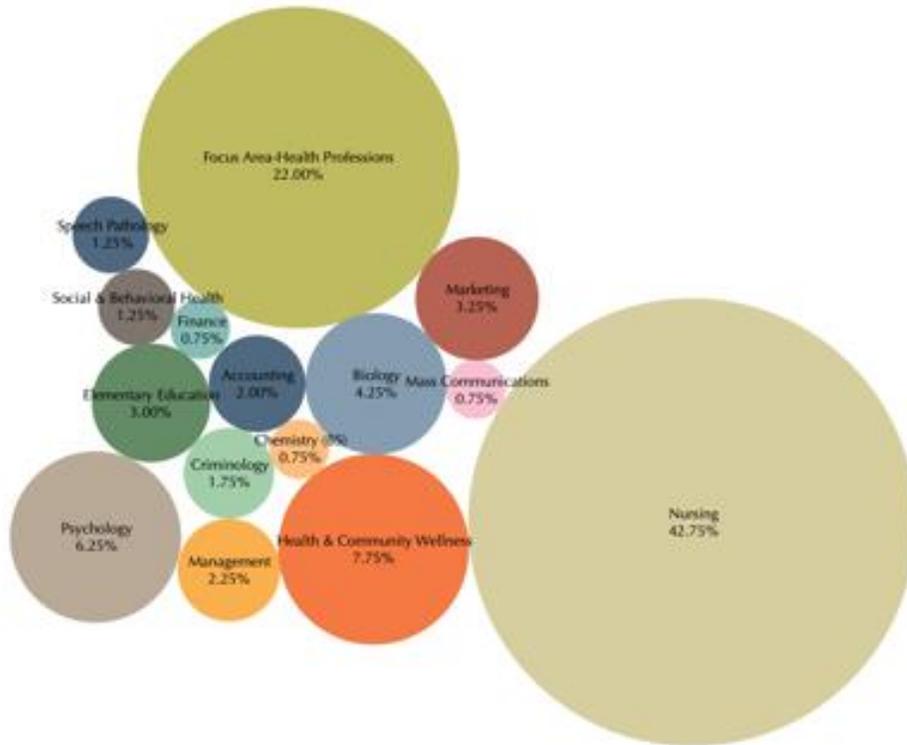
STEM FA Majors in Third Year
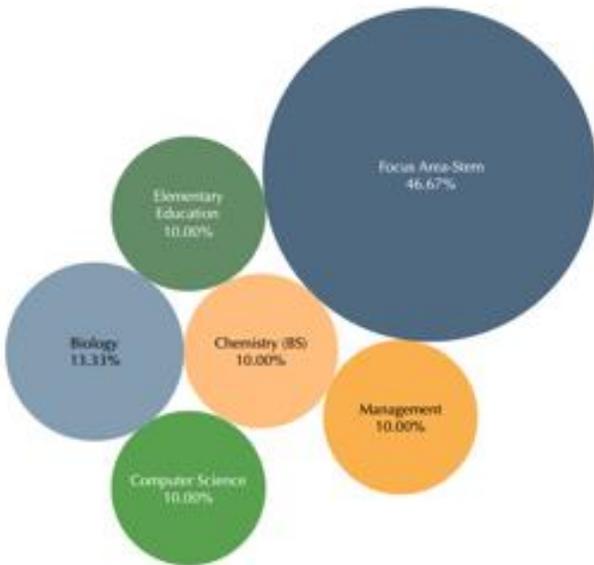
Business FA Majors in Third Year