## Section 1: Reflecting on your Momentum Work

Looking at your student success inventory, campus context and institutional data…

* 1. What was your overall experience with respect to student success over the past year? What work did you accomplish? Who were the key players in this work?

In the past couple of years, Middle Georgia State University (MGA) has made great strides in helping our students succeed by planning initiatives to build the persistence, retention, and graduation rates. This is evident in improved one-year retention rates for first-time full-time bachelor-degree seeking students by 11% from the 2020 cohort to the 2023 cohort.

We hired academic success coaches that led to the expansion of our academic support initiatives. The Student Success Centers offered success coaching for at-risk students including those in learning support, those on probation and students identified through the faculty feedback early alert system. In fall 2024, we piloted embedding success coaches into all the 29 sections offered for Co-requisite-Quantitative Reasoning pairing for students placed into non-STEM LS math. These coaches also served as a bridge to math tutors and peer mentors for these students. With support from the math faculty, success coaches received weekly communication on students who were at-risk due to absenteeism, low grades or lack of engagement in class. This was in addition to tutoring support provided through our Student Success Centers, and the Mathematics Academic Resource Center. In addition to peer tutoring offered face-to-face and online, supplemental instruction and embedded tutoring were also available.

In 2024-25, there was an intentional effort made to strengthen the success team. Our academic advisors, success coaches, and peer mentors worked collaboratively to enhance the visibility of our academic support resources, planned several events for outreach and engagement to help all students across all 5 physical campuses as well as online.

The development of a Knights Academy to provide an online academic community for students to develop skills to succeed in college, including developing a growth mindset, has offered an opportunity for students to engage with each other, with the Academic Advisors, as well as get involved in clubs and organizations. In the past year, the Knights Academy content was updated and migrated from D2L to Campus Involve and Marketing Cloud. Through Marketing Cloud, targeted email campaigns that coincided with live co-curricular events were sent to freshman. The email campaigns encouraged students to complete the Knights Academy quest and attend the related co-curricular event.

Students enrolled in the Domain I Perspectives courses continued to have access to the student success content module to learn and develop skills for succeeding as a college student. The completion rates of the success module content was over 94% and average score on the module quizzes was 91%.

To promote faculty success, the Center for Excellence in Teaching and Learning offered several opportunities for faculty development and training on course redesign, new pedagogies for enhancing student success, and strategies for promoting a growth mindset in students through the course offerings.

The key players who contributed to this work were the Student Success Centers staff, the Academic Advisors, the Academic Success Coaches, faculty, CETL staff, and members of the Provost’s Office.

* 1. How do you feel about the status and progress of your student success work this year? How did you feel about your work at the beginning of this period?

The student success team feels very encouraged by the outcomes from the past two years. The new initiatives piloted with success coaching in co-requisite-Quantitative Reasoning pairing in fall’24 have shown promising results. We have expanded success coaching to all sections of Co-requisite-English Composition pairing in spring’25 and results are awaited. We have also piloted embedding success coaches into all sections of Anatomy and Physiology I and II in spring’25.

* 1. What went well and did not go well in your work this year?

The embedding of academic success coaches into the LS-gateway math course pairing showed very encouraging results especially with the sections offered in-person. The sections offered online did not perform as well as we hoped due to lack of student engagement.

MGA’s experience using the Knights Academy was varied. While sharing the content was easier through the Marketing Cloud journeys, but converting open emails to clicks on the Cloud Pages has been challenging. Sharing the quests using Campus Involve is also easier through direct links, but there’s no way to track if a student has accessed the quest unless they complete the reflection form. In other words, students may be viewing the content, but not taking the last step. While this activity cannot be tracked through Campus Involve, we can track if students open emails and/or click on the Cloud Page links in Marketing Cloud.

1.4 Why did things go well? Why did they not go so well?

Projects went well due to teamwork, collaboration across the Divisions, and frequent communication. In addition, MGA provided more resources to hire success coaches and academic advisors to support these efforts.

Even though MGA is observing encouraging outcomes, additional strategies are being planned to continue to address barriers and help our students. Student engagement with all the resources offered to provide academic and non-academic support still remains a challenge, especially with the online population. Students in our Learning Support English and math classes need additional help to improve the course success outcomes through course redesign and academic support. To improve success rates in the LS courses, the English department has implemented a course redesign in English 1101 through participation in the POISED initiative. Success coaching has been introduced in the LS English and math co-requisite-gateway pairings.

MGA will continue to focus on our high-risk populations to help them succeed and improve their academic standing, persistence, and retention rates. Following a holistic approach and forming collaborations with all the Divisions including Student Affairs and Enrollment Management, MGA can continue to achieve our goals of championing student success by improving our retention and graduation rates.

1.5 What lessons are you taking away from the past year? What do you need to have in place to be successful? Are the Momentum strategies you are working on aligned with your priorities and goals?

MGA will continue to focus on our student success efforts addressing Strategy I in the 2023-28 strategic plan of ‘Championing Student Success’. In 2025-26, there will be more integration of support services to include FYE and Career and Leadership services with advising and success coaching. Faculty professional development opportunities to include student success strategies in the course design with an emphasis on promoting an academic mindset will the enhanced.

1.6 In addition to the next steps on your Success Inventory items, what changes (if any) do you want to make in the year ahead? What are your priority areas for continued improvement and why?

Our biggest challenge is to increase our student engagement. Integration of various support services to provide a more structured and guided pathway for students to follow is under planning. The objective is to build student engagement and utilization of support resources and to monitor more closely and frequently to allow for timely intervention.

1.7 Reflecting on your top-level goals from your 2023 Momentum Plan, what of these do you think you want to adjust and why?

MGA will continue to strengthen and expand the current initiatives in 2025-26. We will brainstorm ways to integrate the First Year Experience activities as well as career and leadership resources with the initiatives carried out by the success team.