

Momentum Approach Development Plan

Proposal Overview: Middle Georgia State University (MGSU) has successfully implemented the Momentum Year, including establishing a school-based (discipline-based) strategy, eliminating the undecided major, creating 4 year program maps in MyDegree (DegreeWorks), decentralizing advising, and ensuring students complete 30 hours in their freshman year (inclusive of English, Math, and 9 hours in their major). MGSU proposes to scale the Momentum Year through a Momentum Approach that will impact students across their undergraduate education, both over time and across academic and co-curricular experiences.

Specific Proposal: In alignment with MGSU’s strategic imperatives to “own student success” and “expand student engagement and experiential learning,” the University will integrate the Momentum Approach via academic engagement, co-curricular activities, and student support services. Specifically, MGSU will continue and expand its development of Academic Mindset, Purposeful Choice, and Clear Pathways.

Element 1: Building an Academic Mindset

Description of Need: MGSU services a diverse population of students on multiple campuses as well as online. Therefore, the institution needs to promote the development of a stronger academic mindset to generate student success and to enhance retention and progression towards degree completion.

Current Situation: MGSU has implemented the development of the academic mindset using the combined efforts of orientation staff, faculty mentors, academic advisors, and student affairs staff to provide intrusive mindset building experiences for students.

Plan for Change: The institution will continue to strengthen and expand the development of the academic mindset across the four years of undergraduate study by engaging in well-defined and purposeful activities:

Initiative A: Develop faculty mentoring program across the four years to promote a growth mindset and strengthen social belonging.		
Partnerships/Responsibilities	Steps	Timeline
<p>Leadership: Academic Affairs.</p> <p>Partnerships: The Office of the Provost and School Deans, Chairs, and faculty</p> <p>Responsibilities: The Office of the Provost will provide Mindset training to mentors across the University Deans and chairs will be responsible for building out and managing mentoring programming in their units; Faculty are</p>	<ol style="list-style-type: none"> 1. All students will be assigned a mentor by their Dean or Chair 2. Office of the Provost will develop and deliver training 3. Each academic unit will develop discipline-specific four-year plans for building mentor/mentee relations 4. Discipline-specific mentoring plans will be implemented 	<ol style="list-style-type: none"> 1. Fall 2019 2. Fall 2019 3. Fall 2019 4. Spring 2020

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responsible for promoting a growth mindset and social belonging in their mentees		
Measurement of Success: (1) Number of Mentor/Mentee interaction (goals to be set by Deans) (2) Pre- and post- qualitative Mentee Survey		
Initiative B: Develop and expand a progressive student leadership program to promote leadership development, engagement and social belonging across four years.		
Partnerships/Responsibilities	Steps	Timeline
<p>Leadership: Center for Career & Leadership Development Student Affairs</p> <p>Partnerships: Student Affairs; Residence Life, Student Life, Admissions, Academic Affairs, external community leaders</p> <p>Responsibilities: Student Affairs in collaboration with Academic Affairs is responsible to prepare students for life after college; build students' preferred leadership styles; develop critical thinking and communication skills; provide inclusive leadership opportunities through volunteer experiences, discussions, and reflections; and retain, progress, and develop students</p>	<ol style="list-style-type: none"> 1. Pilot Knights LEAD co-curricular program 2. Expand Knights LEAD and implement Emerging Leaders Program 3. Expand Emerging Leaders Program and Implement LEAD Mentors program within the student leadership program 	<ol style="list-style-type: none"> 1. Fall 2019 2. Fall 2020 3. Fall 2021
Measurement of Success: (1) Number of Knights LEAD students participants (2) Number of Knights LEAD participants retained from Fall to Fall (goal set by student leadership program coordinator) (3)Pre- and post- qualitative Knights LEAD Survey.		

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Element 2: Purposeful Choice/Focused Pathways

Description of Need: An integrated approach to degree completion that operates across multiple modalities of student interaction (interact with them as students, future employees, social beings) is essential to promote student success. To accomplish this, MGSU needs to integrate the Momentum Approach across co-curricular programming as well as student support services.

Current Situation: MGSU has successfully implemented focused pathways in the first (Momentum) year, including establishing a school-based (discipline-based) strategy, eliminating the undecided major, creating 4 year program maps in MyDegree, implementing discipline-based advising, ensuring students complete 30 hours in their freshman year (inclusive of English, Math, and 9 hours in their major), and streamlining curriculum for ease of navigation.

Plan for Change: MGSU needs to expand beyond the Momentum Year and scale focused pathway activities to include co-curricular programming and student support services across the four years of study.

Initiative A: Develop, implement, and disseminate a “Beyond the Classroom Thrive Guide” - a four-year co-curricular pathway to include career and educational development, student life activities and programs, experiential learning, and student support.		
Partnerships/Responsibilities	Steps	Timeline
<p>Leadership: Student Affairs (Student Life, Career & Leadership Development, Counselling and Disability Services)</p> <p>Partnerships: Student Affairs, Enrollment Management, and Academic Affairs</p> <p>Responsibilities: Student Affairs will provide student onboarding into recognized student organizations, counselling programming, leadership opportunities, etc.; Academic Affairs will provide onboarding for experiential learning, study abroad, etc.; Financial Aid will provide financial literacy training</p>	<ol style="list-style-type: none"> 1. Develop the Beyond the Classroom Thrive Guide 2. Embed the Thrive Guide in the Academic Navigator 3. Implement Thrive Guide programming across the student body 4. Implement Presence software to track and assess student engagement 	<ol style="list-style-type: none"> 1. Fall 2019 2. Fall 2019 3. Spring 2020 4. Spring 2020
<p>Measurements of Success: Number of students engaged in co-curricular activities in years one, two, three, and four; academic success of students participating in Thrive Guide programming at years one, two, three, and four; number of students with successful employment at graduation and subsequent years.</p>		

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<p>Initiative B: Develop and implement skill-based student support services that move beyond remediation and deepen scholarly and professional abilities:</p> <ul style="list-style-type: none"> i. Expand student support functionality in English and Math to move beyond remediation and into scholarly and professional development. ii. Embed student support in curriculum, requiring use of support services at key milestones. 		
Partnerships/Responsibilities	Steps	Timeline
<p>Leadership: Academic Affairs</p> <p>Partnerships: Academic Affairs (Writing Center and Mathematics Academic Resource Center (MARC), Deans, Chairs, and other stakeholders)</p> <p>Responsibilities: Academic Affairs is responsible for all the steps required for strengthening the services provided as well as the student interactions with the Writing Center and MARC</p>	<ol style="list-style-type: none"> 1. Expand scope of Writing Center and MARC* 2. Revise Area A curriculum to require engagement with student support services 3. Implement revised Area A curriculum 4. Revise milestone classes across programs of study (1 course each year/program) to require student support engagement 5. Implement milestone based class curriculum across programs *Increased financial resources required 	<ol style="list-style-type: none"> 1. Spring 2020 2. Spring 2020 3. Fall 2020 4. Spring 2021 5. Fall 2021
<p>Measurements of Success: Number of students using Writing Center and MARC; qualitative pre- and post-growth mindset surveys in years one, two, three, and four; measure increase in students utilizing Writing Center and MARC for mastery and disciplinary application rather than remediation.</p>		
<p>Initiative C: Implement the Academic Navigator to guide students through career and leadership development, co-curricular programming, and expanded student support services. The Academic Navigator will include academic mindset tools, connections to mentoring resources across campus, and links to MyDegree and other student academic tools.</p>		
Partnerships/Responsibilities	Steps	Timeline
<p>Leadership: Enrollment Management</p> <p>Partnerships: Enrollment Management, Academic Affairs, Student Affairs, Fiscal Affairs</p> <p>Responsibilities: Each division will develop Academic Navigator modules covering their assigned areas for student success</p>	<ol style="list-style-type: none"> 1. Create online orientation in Academic Navigator 2. Implement online orientation in Academic Navigator 3. Create all Academic Navigator modules (Advising, Financial Aid, Counselling and Disability Services, Career & Leadership Development, etc.) 	<ol style="list-style-type: none"> 1. Fall 2019 2. Spring 2020 3. Fall 2019-Spring 2020

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	4. Implement all modules in Academic Navigator	4. Fall 2020
Measurements of Success: Number of students completing modules; qualitative survey of students completing Academic Navigator modules.		
Initiative D: Implement the College Scheduler to support students following their pathway to graduation		
Partnerships/Responsibilities	Steps	Timeline
<p>Leadership: Enrollment Management</p> <p>Partnerships: Enrollment Management, Academic Affairs</p> <p>Responsibilities: Enrollment Management will be responsible for the implementation; Academic Advisors will train the students on the use of the College Scheduler</p>	<ol style="list-style-type: none"> 1. Implement College Scheduler 2. Train academic advisors 3. Train students to use College Scheduler 	<ol style="list-style-type: none"> 1. Fall 2019 2. Fall 2019 3. Fall 2019