## Section 2: Momentum Plan 2025-26

**Activity I**

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| **Activity/Project Name: L (*Learn*) I(*Investigate*) G (*Grow*) H (*Hustle*) T (*Thrive*) Your Path** |  |
| **Momentum Area** (replace box with “X” for all that apply): | |
| x Purpose      x Pathways      x▢ Mindset      ▢ Change Management      ▢ Data & Communications | |
| **Activity/Project Overview or Description** (what this is?) | |
| The *LIGHT Your Path* initiative aims to integrate student support services at MGA to provide a guided structured pathway for incoming freshmen towards successful academic and career outcomes.  This initiative is built around MGA’s existing student support resources to include advising, student success coaching, career and leadership opportunities, and freshman year experience. This initiative addresses Strategy I under MGA’s 2023-28 Strategic Plan to ‘*Champion Student Success.”*  Incoming freshmen will be welcomed into the ‘LIGHT Your Path’ at orientation, New Student Convocation, and through the Freshmen D2L portal, and the Student Success Hub. Students in the pathway will be provided with the timeline of activities and expectations with regular updates and follow-ups. Success plans will be developed for all incoming freshmen prior to the start of the semester and shared through focused outreach campaigns.  **LIGHT Your Path Initiative (see visual in the Appendix):**  **Learn**   * Meet with an academic success coach to develop success plans to include academic goals and strategies for success (Month 1) * Meet with an academic advisor to discuss program of study and purposeful choice (Month 2) * Participate in Identity & Purpose Quest within Knights Academy (Month 1) * Participate in the Study Skills Quest within Knights Academy (Month 1) * Attend Student Expo to learn about campus organizations, university resources, and mentoring programs (Month 1) * Attend New Student Convocation (Month 1 – Fall Only)   **Investigate**   * Complete Stepping Blocks within the Career Quest in Knights Academy (Month 1) * Continue exploring careers and majors with Focus 2 (Month 2) * Attend a career fair to explore options and opportunities (Month 3) * Meet with an academic advisor to explore major requirements in MyDegree (Month 2) * Meet with your academic coach to assess strengths and areas of growth (Month 2)   **Grow**   * Build connections with professors—attend office hours and engage in class (Months 1 – 4) * Utilize tutoring, study groups, and workshops to enhance your learning (Month 1 – 4) * Meet with a career advisor to review career assessment results and What Can I Do with this Major? (Month 2) * Participate in the Successful Habits Quest of Knights Academy (Month 2) * Request a Roundtable Peer Mentor (month 2)   **Hustle**   * Develop a study routine to maximize your productivity (Month 1 and beyond) * Complete academic success plan, implementing personalized strategies, to achieve set goals (Month 4) * Discuss purposeful choice with your academic advisor, academic success coach, career advisor (by end of Month 4) * Participate in Motivation Quest within the Knights Academy (Month 4) * Join a campus organization and/or volunteer in the community (Month 2)   **Thrive**   * Participate in Resilience Quest within the Knights Academy (Month 3) * Sign up for the Student Leadership Conference (event is held in Month 2 of Spring) or Student Leadership Programs (deadline to participate mid-August for Fall) * Get involved on campus and in the community (Month 3) * Meet with Academic Success Coach to check-in on progress (Month 3) * Register for next semester’s classes (Month 3) * Actively participate in Roundtable Peer Mentoring program and activities (Month 3) | |
| **Is this also an ASPIRE Priority** | |
| X Yes      ▢ No  LIGHT your Path initiative addresses the following ASPIRE priorities: 1) Improve retention rates of FTFT residential students by implementing comprehensive support systems and initiatives that facilitate their academic and personal success throughout their college journey; 2) Optimize the outcomes of FYE and the Knights Academy programs by implementing targeted strategies to enhance academic progress, facilitate general registration, and promote registration for residential students, thereby fostering their transition to college and ensuring holistic success. | |
| **Activity/Project Activity Status** (where is this in process?) (replace box with “X” for all that apply) | |
| ▢ Studying      x Initiating      ▢ Piloting      x Scaling      x Refining/Maintaining      ▢ Retiring  Though some of the support resources mentioned above are already available to the students, the integration of these services to develop the ‘LIGHT Your Path’ initiative and addition of success plans for all freshmen with regular follow-ups will be a new activity. | |
| **Evaluation/Assessment plan** | |
| Please describe your evaluation plan, specifically which Key Performance Indicators you are monitoring/measuring, the baseline (year 0) and goal or target for each. If there are milestones along the way or process indicators, note them as well. Indicate the length of time you anticipate before you reach your goal or target.  **KPIs:**   * % of freshmen persisting for next semester * % of residential freshmen persisting for next semester * % of freshman ending the semester in good academic standing * % of residential freshmen ending the semester in good academic standing * % of freshmen engaged in/completing Knights Academy quests * Total number of engagements in Knights Academy Quests by Freshmen * % of freshmen completing Focus-2 career assessment * % of freshmen with academic success plans * % of freshmen engaging in activities promoted on Knight Life/Involve * % of freshmen engaging in career fairs promoted on Knight Life/Involve   **Baseline from Fall 2024:**   * 76.6 % freshmen persisted from fall’24-spring’25 * 84.5% residential freshmen persisted from fall-24 to spring’25 * 69.5% freshmen ended fall’24 in good academic standing * 70.8% residential freshmen ended fall’24 in good academic standing * 4.5% (66) of freshmen engaged in/completed Knights Academy quests in Fall ‘24. * 96 total number of engagements in Knights Academy quests by Freshmen in Fall ‘24. * 2% (29) freshmen completed Focus-2 career assessment in fall’24 * 36% freshmen had academic success plans developed for fall’24 * 70% (895) of freshmen engaged in activities promoted on Knight Life/Involve * 14% (182) freshmen engaged in career fairs promoted on Knight Life   **Goal**: 2% increase in all metrics by the end of Fall’25 | |
| **Progress, Insights & Adjustments** (what has been accomplished, what have you learned, and what changes do you feel you need to make) | |
| MGA provides several academic and non-academic support services for its students. This has led to a considerable enhancement in MGA’s student success outcomes including an 11% increase in retention of FTFT bachelor-degree seeking freshmen from the 2020 cohort to the 2023 cohort. While advising, student success, FYE and career and leadership services have all been focused on improving student success outcomes, all these services have faced challenges with student engagement.  In Fall 2024 the Knights Academy was updated and migrated out of D2L into Knight Life, which provided an enhanced experience for students, but brought challenges in tracking their progress. Some of the Knights Academy quests were migrated to Marketing Cloud, so that freshman could receive email campaigns to complete Knights Academy Quests. This allowed for better tracking and assessment of freshman engagement in Knights Academy Quests. In fall’24, only 4.5% of freshmen engaged or completed the Knights Academy Quests. The LIGHT Your Path initiative aims to increase student engagement with and completion of the Knights Academy quests.  In fall’24, the Student Success Center and the Math department piloted an initiative focused on increasing the success rate of learning support students in Quantitative Reasoning (Math 1001). Academic Success Coaches were embedded into 29 sections of the course, assisting 479 students. Results indicated a positive shift from 58.8% in Fall’23 to 73% in Fall’24. While these results were encouraging, the success outcomes from the online sections did not match up to those seen in face-to-face classes. The success team is working to develop strategies to improve engagement of students in online sections.  In fall’24, only 36% of freshmen engaged with the success coaches to build success plans. The LIGHT Your Path initiative aims to increase engagement with freshmen to guide them on a path to succeed at the University.  The Center for Career & Leadership Development (CCLD) has focused on initiatives that expand student awareness and understanding of the importance of early and frequent use of career development resources as well as elevate their professional preparedness for the workforce. In Fall 2024, CCLD launched the Career Ready Toolkit and the Knights@Work Non-Academic Internship Program. By also aligning all career development advisors with 1 – 2 academic schools at MGA, student engagement in career advising appointments, workshops, and career fairs is consistent with AY2024 numbers but the ability to engage with incoming students on purposeful choice and career exploration continues to be limited with only 29 freshmen completing at least one Focus 2 career assessment in Fall 2024. Although information is included in academic advising sessions at orientation, freshmen engagement in career planning is low. Engagement in the Student Leadership Programs has increased, with the Student Leadership Conference attendance increasing by 32% in Spring 2025. Using the LIGHT Initiative to scale how we communicate early career and professional development, we hope to see an increase in student engagement in these areas. We could also leverage student interest in leadership development as a way to promote career resources they are not using.  The Academic Advising team worked to increase their visibility with students on campus through increased number of classroom visits, participation in various department events, and hosting multiple Advising Days targeting specific populations (Student Athletes, International students, and veterans). The Advising Team was the first department to test and use Salesforce, a Constituent Relationship Mangement system (CRM) recently adopted by MGA. This system is used to track and facilitate interactions between offices and the students they serve. In addition to the case management feature, Salesforce allows the Advising team to provide mass and automated communication tools to support our early alert program and registration outreach campaigns. One notable observation is the lack of student engagement which creates a challenge to provide services, build relationships, and foster a growth mindset with our students.  The LIGHT Your Path initiative is designed to enhance student engagement with all these services. | |
| **Plan for the year ahead** (What steps will you be taking in 2025) | |
| Marketing in Summer and Fall 2025: The LIGHT Your Path initiative will be marketed throughpresentations at orientation and new student convocation**,** outreach campaigns, Salesforce communications, flyers,posters, emails,yard signs,on campus pop-up events, visits to residential halls, website, digital boards, and D2L announcements.  Summer 2025: Success plans will be developed for each student by the Academic Success Coaches. These plans will be available in the Student Success Hub for both the student and the LIGHT success team (academic advisors, career advisors, success coaches and the FYE office) for follow-ups on progress.  Fall 2025: Communications with the students will begin; progress will be monitored weekly; follow-ups will be done using marketing cloud journey; assistance will be provided to individual students as needed from different offices; outcomes will be assessed on a monthly basis and at the end of the semester during regular meetings of the members of the LIGHT success team. | |
| **What challenges will affect your ability to do this activity?** | |
| * Staff turnover * Student Motivation and Engagement * Communication gaps | |
| **What support do you need from outside your institution** (e.g., the System Office or other institutions) to be successful? | |
| Information or ideas on how to engage students in various support initiatives. | |
| Project Lead/point of contact: | |
| Kimberly Leinberger, Brock Giddens, Mary Roberts, Sandy Little-Herring, Deepa Arora | |
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**Activity 2**

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| **Activity/Project Name: Improving student success in learning support** |  |
| **Momentum Area** (replace box with “X” for all that apply): | |
| ▢ Purpose      X Pathways      X Mindset      ▢ Change Management      ▢ Data & Communications | |
| **Activity/Project Overview or Description** (what this is?) | |
| MGA admits a significant number of students who need remediation and are enrolled in learning support (LS) coursework.  MGA saw a 1.9% increase in the number of LS students from fall’22 to fall’23 and another 1.5% increase from fall’23 to fall’24.  In fall’24, 733 students placed into learning support, accounting for 8.7% of fall’24 enrollment.  To improve LS student success outcomes, several initiatives have been implemented that include course redesign, adding growth mindset activities, introducing early alert reporting and outreach, and peer mentoring, supplemental/embedded tutoring.  The LS Coordinator, faculty who teach LS courses, the departmental Chairs, student success coaches, peer mentors, and the academic advisors collaborate to work towards this goal.  Data-driven decision-making drives the planning and execution of these initiatives.  MGA observed successful outcomes with a pilot initiative in which success coaches were embedded into all the 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. Academic Success Coaches built individualized success plans for students through regularly scheduled meetings with the students.  Discussions focused on student engagement, resilience, student performance in classes, motivation and mindset, resource availability for academic and non-academic support, and any other financial or personal concerns the student shared. Coaches also helped connect students with tutors and peer mentors as needed with regular check-ins. Tutors provided coaching in the subject.  In some sections, tutors were embedded and attended classes with the students; they worked with them to review concepts, practice, and answer questions. They were also available after class for scheduled appointments to assist the students in-person or online.  Tutors assisted students who were identified by faculty as having low or failing grades on assessments. Mentors provided guidance to the students, helped students to develop a sense of belonging to the institution by hosting a number of events, helped students develop an academic growth mindset by offering workshops, provided information on support resources available at the institution, and helped students to connect with their peers. Students who missed class or were not engaged in class were connected with mentors to encourage them to attend and also to understand the value of progression through the curriculum and how it impacts their career goals.  The plan for 2025-26 is to expand to other courses, improve our processes for reporting and follow-up. In spring’25, MGA is conducting another pilot with Co-requisite-English Composition I pairing. | |
| **Is this also an ASPIRE Priority** | |
| X Yes      ▢ No  This activity is aligned with the following MGA’s ASPIRE goals: 1) To improve the success rates of students in ENGL 1101 by implementing targeted strategies that enhance their comprehension, engagement, and performance in the course; 2) To enhance the success rates of students in LS ENGL and LS MATH courses by implementing targeted interventions and support systems that promote academic achievement and mastery of course content. | |
| **Activity/Project Activity Status** (where is this in process?) (replace box with “X” for all that apply) | |
| ▢ Studying      ▢ Initiating      ▢ Piloting      ▢ Scaling      X Refining/Maintaining      ▢ Retiring | |
| **Evaluation/Assessment plan** | |
| Please describe your evaluation plan, specifically which Key Performance Indicators you are monitoring/measuring, the baseline (year 0) and goal or target for each. If there are milestones along the way or process indicators, note them as well. Indicate the length of time you anticipate before you reach your goal or target.  **KPIs:**   * Number of LS students passing gateway English and math courses * Number of LS students remaining in good standing at the completion of the semester * % of LS students who were on probation at the beginning of the semester and finished the semester in good standing     **Baseline measure (for each KPI):**   * 51.5% of LS students successfully completed ENGL 1101 in fall’23 and 51.9% in spring’24. * 58.8% of LS students successfully completed MATH 1001 in fall’23 and 58.9% in spring’24. * 30.9% of LS students who were on probation at the beginning of fall’23 finished the semester in good standing; 17.8% of LS students who were on probation at the beginning of spring’24 finished the semester in good standing.   **Goal:**   * 2% increase in the number of LS students passing the gateway English course at the end of fall’25 * 2% increase in the number of LS students passing gateway math courses at the end of fall’25 * 2% increase in the number of students who are on probation at the beginning of the semester and finish the semester in good standing at the end of fall’25 | |
| **Progress, Insights & Adjustments** (what has been accomplished, what have you learned, and what changes do you feel you need to make) | |
| **LS math:** The results of the pilot program in LS math highlighted a significant increase in the overall success rates of students taking Math 1001/0997 for fall 2024. The overall success rate of those students was a 73% pass rate, an increase of over 14% from the previous year. The previous fall (2023) success rate was 58.8% and the previous spring 24 pass rate was 58.9%. If withdrawals from the course were excluded, the overall pass rate for Fall ’24 would increase to 77%. Also noteworthy was the decrease in the withdrawal rate during fall 2024, which was 6% versus the previous fall 2023 which was 10%. Results also indicated that much of the fail rate was observed in students taking the online sections of the course. 15 sections out of the 29 sections that had the embedded success team had passing rates between 80-100%. Going forward, the success team will be thinking of additional strategies to engage the online students.  **LS English:** The English department assigns the same cohort of students to a professor who teaches both the core class and the corequisite. The department has integrated a revised, department-wide final exam structure that focuses the student on revision of a previously written essay, reinforcing the recursive process of writing. This and other POISED initiative actions show promising results. Academic success coaches have also been embedded in all Learning Support classes in spring’25 and results are awaited. This year, one challenge has been educating students about the unethical use of AI technology (both in the final exam and other issues). | |
| **Plan for the year ahead** (What steps will you be taking in 2025) | |
| * To simplify communication between the faculty and the success coaches on a weekly basis, MGA will explore web-based reporting for both English and math courses. * Success rates between face-to-face and in-person classes vary. English and math will study the distribution of online vs in-person classes across the campuses to enable more effective offerings that align well with success outcomes. * Math and English departments will discuss policies to improve success rates in online course offerings * English department will plan to refine the final exam and confirm that part-time instructors fully understand the guidelines. * English department will refine the student success coaching model in Learning Support classes based on the success outcomes from spring’25. * English department will continue its exploration of strategies to address unethical AI use. | |
| **What challenges will affect your ability to do this activity?** | |
| * Student engagement remains the biggest challenge * As is the case with many academic disciplines, the evolving nature of AI creates lack of clarity about institutional practices. This challenge is widespread in academia and we all strive to understand this technology and how best to approach it with students. | |
| **What support do you need from outside your institution** (e.g., the System Office or other institutions) to be successful? | |
| Sharing of resources that were successful in engaging students. | |
| Project Lead/point of contact: | |
| Richard Kilburn, Benita Muth, Deepa Arora | |
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**Activity 3**

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| **Activity/Project Name** | **Providing academic success content in Institutional Priority domain courses** |
| **Momentum Area** (replace box with “X” for all that apply) | |
| X Purpose      ▢ Pathways      ▢ Mindset      ▢ Change Management      ▢ Data & Communications | |
| **Activity/Project Overview or Description** (What is this?) | |
| Measuring the impact of academic success content in all sections of the Institutional Priority domain (formerly, Area B) courses. The asynchronous academic success content contains three main modules with a total of 15 sections, focusing on topics like time management, student success resources, and career preparation. | |
| **Is this also an ASPIRE Priority** | |
| ▢ Yes      X No | |
| **Activity/Project Activity Status** (Where is this in process?) (replace box with “X” for all that apply) | |
| ▢ Studying      ▢ Initiating      ▢ Piloting      ▢ Scaling      X Refining/Maintaining      ▢ Retiring | |
| **Evaluation/Assessment plan** | |
| We are concluding the previous evaluation plan and associated KPIs (below) because they did not provide sufficient depth of understanding about the impact of the academic success content in Institutional Priority domain courses.  **Previous Evaluation Plan and Measures:**   * Student academic success indicators in Area I courses (semester-over-semester) * Completion of academic success content   **Project KPIs:**   * ABC rates in Area I courses * Completion rates of academic success content   **Project Baseline Measure (for each KPI):** Based on data obtained from Institutional Priority domain course sections with embedded academic success content during academic year 2023-2024:   * Average combined ABC grades: 73.01% * Completion rate of the academic success content quizzes was 94%   **Project Goal or Targets (for each KPI):**   * Combined ABC rates in Area I >75% * Completion rate for the academic success content >95%   Going forward from fall 2025, the evaluation plan and measures will be based on the change of students’ perceptions of confidence in their ability to engage in behaviors that contribute to their academic success. The delta of self-perceptions of confidence will be captured by surveying Institutional Priority domain course students in the first week of the semester and again in the third-to-last week of the semester (so as to avoid interfering with the end-of-course survey process). The survey items will use a Likert-type scale (1=not confident at all to 5=highly confident) and will align with the topics of the academic success content in Institutional Priority domain course sections.  Additionally, we will compare the mean of the delta in the students’ self-perceptions of their confidence in academic success behaviors against 1) the Institutional Priority domain course grade average (per section), 2) the average grade of concurrent courses in the same semester, and 3) persistence rates and retention rates. This grouping of comparisons could help to indicate the impact of the academic success content on students’ positive outcomes in their first year of studies at MGA.  Upon assessing the usefulness of the survey and the usefulness of the comparisons, we will set new baselines, KPIs, and goals. | |
| **Progress, Insights & Adjustments** (What has been accomplished, what have you learned, and what changes do you feel you need to make?) | |
| We learned that our measurements were not telling us much about the value and impact of the academic success content in Institutional Priority domain courses. The KPIs did not function even as viable proxies in this regard. Hence, we consulted with MGA’s Office on Institutional Research to identify new opportunities for measurement.  During AY2024–2025, we launched an initial version of the cohesive guidance on instructional practices shared across all faculty teaching Institutional Priority domain courses. This guidance conveys evidence-based practices for creating welcoming, encouraging, and navigable courses. Department chairs will be assessing faculty alignment with this guidance as part of the annual evaluation cycle. | |
| **Plan for the year ahead** (What steps will you be taking in 2025?) | |
| Over the summer of 2025, we will pilot the self-perception of confidence survey, assessing it for usefulness.  In AY2025-2026, we will finalize the guidance on teaching Institutional Priority domain courses and providing additional faculty development opportunities through the Center for Excellence in Teaching and Learning to support faculty awareness of and adherence to the guidance. | |
| **What challenges will affect your ability to do this activity?** | |
| Survey completion rates are a perennial challenge, and we expect the same, especially when allowing for survey fatigue. | |
| **What support do you need from outside your institution** (e.g., the System Office or other institutions) **to be successful?** | |
| We have not identified specific areas of support needed from outside of the institution as yet. | |
| Project Lead/point of contact: | |
| Rod McRae  rod.mcrae@mga.edu | |
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