Middle Georgia State University

2023-24 Momentum Plan

Student Success Inventory

Middle Georgia State University (MGA) will be focusing on the following Momentum initiatives in 2023-24.

Initiative I

Activity/Project Name	
Momentum Area	X Purpose X Pathways X Mindset X Change Management X Data & Communications
Activity/Project Overview or Description	Promoting efficiency in the advising process through- • Implementation of Salesforce to improve efficiency and effectiveness of advising • Targeted outreach campaigns • Centralized management of advising to include advisor training • Increased collaboration with Student Success Centers (SSCs), Center for Career and Leadership Development (CCLD), Financial Aid (FA), and Residential Life (RL) • Revising program maps for accuracy and inclusion of co-curricular opportunities • Additional focus on high-risk students
Activity/Project Activity Status	• Expanding and diversifying outreach campaigns • Executing and assessing centralized management of advising • Maintaining proactive advising • Scaling and maintaining additional focus on high-risk students • Initiating the use of Salesforce • Initiating review and revision of program maps
Evaluation/Assessment plan	Evaluation Plan and measures: • Percentage of students receiving individualized advising communication from their academic advisors • Number of trainings planned and facilitated for academic advisors. • Number of projects planned in collaboration with the CCLD, the SSCs, FA, and RL • Percentage of athletes completing the semester in good standing

	• Percentage of students beginning the semester on probation and completing the semester in good standing • Percentage of students on probation retained for next semester • Percentage of students on the early alert list retained for next semester • Percentage of students on the early alert for low grades successful in all coursework • Percentage of students on the early alert for low grades retained for next semester
	Baseline measure from 2021-22 • 100% of advisees received individualized advising communication every semester. • 41% of tutored students flagged for low grades on the Early Alert successfully completed the course in Fall'21. • Training was offered for advisors once a year in 2021-22 • Collaborated with the CCLD and the SSC on one event/project per semester • 18% of students who started fall'21 on probation completed the semester in good standing • 87% of athletes finished fall'21 in good standing • 55% of students on probation at the end of fall'21 were retained for spring'22
	Goal or targets • Develop comprehensive Advising resources and training courses in D2L • Provide two training sessions per year for academic advisors • Collaborate with the CCLD and the SSC on two events/projects per semester • Provide training to all current and new academic advisors • Increase success rates of students flagged for low grades on the EA report by 2% • Increase success rates for students on probation by 2%
	Time period/duration 2023-24 academic year
Progress and Adjustments	**Outreach to students:** • Targeted outreach efforts to all students to promote student success, retention, and timely registration were executed in AY 22-23. • 100% of advisees received individualized advising communication every semester. • Projects to increase advisor visibility across all the campuses will be planned and implemented in AY 23-24. • "Emerging Knights Pathway to Success" will be implemented for new incoming students with a high school GPA of less than 3.0.

	Non-traditional students will also be provided with the same opportunity.
	• Focused communications were sent out to students on academic probation to provide support and referrals as needed for academic success (referrals to SSC, Mathematics Academic Resource Center (MARC), The Writing Center (TWC) for tutoring) and will continue through emails, phone calls, and texting. • Implemented a Pre-enrollment Survey to support students in making a purposeful choice. This initiative will be continued in 2023-24. **Early Alert (EA):** • A communication plan was implemented to include specific touch points with students on the EA list. This will continue in 2023-24. • 43.3% of tutored students flagged for low grades on the Early Alert report successfully completed the course in fall'22 as compared to 29.9% of non-tutored students. In fall'21, 41% of tutored students flagged for low grades on the Early Alert report successfully completed the course. Year-to-year, we have seen a 2.3% increase in the number of students with low grades completing the semester successfully. **Centralized management:** • A Communication calendar was developed for Advising and SSCs for outreach campaigns. This will continue as part of the centralized management of advising. • Work is ongoing to develop a comprehensive Advising resource and training course in D2L. • Increased collaborative relationships have been established to include Financial Aid, SSCs, CCLD, Residence Life, and Admissions. • Advisor training was provided twice a year and will continue. **Collaboration with SSCs, CCLD, FA, and RL:** • Advisors participated in SSCs and CCLD events to answer general advising questions. These efforts will be expanded and strengthened. • SSCs staff went to residence halls to meet with students and share information about services available. These efforts will continue and include academic advisors and Financial Aid personnel in 2023-24. • SSC collaborated with financial aid to offer workshops on financial literacy.

	Focus on high-risk students: Learning Support- • During the fall of 2022 a Peer Mentoring pilot was implemented for students in learning support for both English and math. This initiative will be scaled in 2023-24. Data is referenced in the next section. Academic Probation: • Advisors and the Student Success Centers staff provided targeted outreach to students on academic probation. This outreach included strongly encouraging students to utilize tutoring services. • 9.1% of the students ended fall'22 on probation as compared to 8.4% in fall'21 and 11.0% in fall'20. MGA was implementing lower GPA thresholds per USG policy in 2022-23 to exempt students out of learning support. This could be one of the factors influencing the success of students who did not receive co-requisite support as was provided prior to the lowering of the GPA. • 40.6 % of all students on probation at the end of fall'22 were retained for spring'23. • 36.5% of students who started fall'22 on probation ended the semester in good standing as compared to 18% of students who started fall'21 on probation and completed the semester in good standing. • 31.5 % of all students beginning on probation in fall'22 were successful in all their coursework. Athletes: 89.7% of athletes finished fall'22 in good standing.
Plan for the year ahead, 2023-24	• Expand the peer mentoring initiative • Provide professional development opportunities for academic advisors • Develop student success action plans for those on probation and on the early alert list • Offer a student success course for residential students on probation • Plan events with the SSCs, CCLD, FA, and RL to provide opportunities for student engagement in student-friendly locations around the campuses
What challenges will affect your ability to do this activity? What support do you	• Staff turnover • Student Engagement • Global Support • Communication gaps

need from outside your institution (e.g., the System Office or other institutions) to be successful?	• Process gaps-Progression from Admissions to Financial Aid to Housing to Advising/Registration up until graduation • Centralized database listing best practices followed by other USG institutions
Project Lead/point of contact	Sandy Little-Herring, Deneice Bausley, and Deepa Arora

Initiative II

Activity/Project Name	
Momentum Area (select all that apply)	X Purpose X Pathways X Mindset X Change Management X Data & Communications
Activity/Project Overview or Description	Improve Learning Support (LS) student success outcomes
Activity/Project Activity Status	Maintaining and assessing an efficient management structure for the Learning Support program.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: • Number of LS students passing gateway English and math courses • Number of LS students remaining in good standing at the completion of the semester • Student performance in non-LS coursework (Area B, Area C courses and others as defined by policy) • Success outcomes in specific majors • Number of LS students utilizing tutoring services Baseline measure from 2021-22: • 56.9% of LS students successfully passed Quantitative Reasoning in fall'21; • Success rates for Algebra were 54.8 % in fall'21. • 58.1% of LS students successfully passed English Composition I in fall'21. • 17% of LS students who were on probation at the beginning of fall'21 finished the semester in good standing. • 46 % of LS students who were in good standing at the beginning of fall'21 finished the semester on probation. Goal or targets: • 2% increase in the number of LS students passing the gateway English course

	• 2% increase in the number of LS students passing gateway math courses • 2% increase in the number of students who were on probation at the beginning of fall'22 and finished the semester in good standing • 2% decrease in the number of students who began fall'22 in good standing and finished the semester on probation
	Time period/duration: 2023-24 academic year

Progress and Adjustments	An Institutional LS Coordinator provides oversight of the LS program and maintains regular communication with the English and math departments.
	• English department made the following changes in 2021-22 to improve success rates and is continuing the same for 2023-24:
	    o Implemented early check-in in week 3 followed by the institutional early alert in week 4 and another alert at week 6 for improved intervention
	    o Assigned the same instructor for the co-requisite and the gateway course
	    o Merged the ENGL 0999 and 1101 courses in D2L.
	    o Recommended students to utilize the Writing Center
	    o Added a mindset activity to the course design
	
	• Math department will continue to implement the following:
	    o Include a mindset module in the Math 1001 course structure as part of the Mindset Learning Project
	    o Assigned the same instructor to teach the co-requisite and the gateway course
	    o Will discuss merging the co-requisite and the gateway Quantitative Reasoning course in D2L
	• 59.5% of LS students successfully completed ENGL 1101 in fall'22 as compared to 58.1% in fall'21.
	• 56.3% of LS students successfully completed MATH 1001 in fall'22 as compared to 56.9% in fall'21.
	• Success rates for MATH 1111 declined from 54.8 % in fall'21 to 34.1% in fall'22.
	• 33.3% of LS students who were on probation at the beginning of fall'22 finished the semester in good standing as compared to 17% in fall'21.
	• 47.2 % of LS students who were in good standing at the beginning of fall'22 finished the semester on probation as compared to 46% in fall'21.
	
	MGA will implement revised GPA threshold levels for LS exemption in 2023-24.

Plan for the year ahead (What steps will you be taking in 2023)	• Require LS students to attend a tutoring session in the first three weeks • Offer "Emerging Knights Pathway to Success" virtual orientation for incoming LS students • Review the course design for Algebra to discuss best practices for delivering content LS MATH • Include Intelligent Agents in MATH 0997/1001 as a pilot project • Scale the use of peer mentors in several sections of MATH 0997/1001 for fall 2023. LS ENGL • Scale use of peer mentors in several sections of ENGL 0999/1101 for fall 2023.
What challenges will affect your ability to do this activity? What support do you need from outside your institution to be successful?	• Lack of engagement of LS students • Collaboration between LS course instructors and the ILSC • Lack of utilization of academic support resources • Varying levels of under-preparedness in students
Project Lead/point of contact	Deneice Bausley, Sandy Little-Herring, Deepa Arora

Initiative III

Activity/Project Name	
Momentum Area (select all that apply)	X Purpose X Pathways X Mindset X Change Management X Data & Communications
Activity/Project Overview or Description (what this is?)	Designing and integrating academic success content into all sections of Area B courses, regardless of session length or modality
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	Area B task force has embedded the new academic success content in all full-session (16-week) sections for piloting in the fall 2022 semester and subsequent revisions in spring 2023 semester, while designing academic success content for short-session (8-week) sections.
	Evaluation plan and measures:

Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	• Student academic success indicators in Area B courses (semester over semester)
	   o ABC rates
	   o Completion rates of newly embedded content
	• Completion of redesigned Area B with academic success content course evaluation

	Baseline measure: established by pilot in the 2022-23 academic year
	Goal or targets: • 70% of the students will complete the assessment for the academic success content. • Of those who complete the assessments, 70% will achieve a passing grade of C or better.
	Time period/duration: 2023-24 academic year
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	• Embedded academic success content in all Area B full-semester (16-week) sections, piloting for the fall 2022 semester and iterating in the spring 2023 semester. • Delayed embedded academic success content in the short-session (8-week) sections to the fall 2023 semester • Added a faculty member as Area B Coordinator
Plan for the year ahead (What steps will you be taking in 2023-24)	• Continue to improve academic success content in full-session sections of Area B classes • Embed and launch academic success content in short-session sections starting fall of 2024. • Coach faculty on the redesign of the remainder of Area B ("Perspectives on") content.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	• Area B faculty training for academic success content awareness • Collaboration among academic and student affairs offices for First-Year Experience events across campuses • Participation and cooperation of Area B faculty in course redesign • Effective redesign of Area B course with student success content
Project Lead/point of contact	Eric Sun and Rod McRae

Initiative IV

Activity/Project Name	
Momentum Area (select all that apply)	X Purpose • Pathways X Mindset • Change Management • Data & Communications
Activity/Project Overview or Description	Promoting Career Readiness and Student Leadership: • Engaging first-year students in the Focus 2 Career Assessment and career option discussions with career advisors. • Introducing first-year students to the NACE Career Competencies so that they are aware of the skills employers want to see them build before entering the professional workforce. • Planning and implementing a centralized process for promoting and preparing students for internships (both credit and non-credit) to increase the number of students participating in internships.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	• For Area B student success content, career, and academic planning is a major focus. Assignments include completing the Focus 2 Career Assessment, claiming their Handshake account, attending a career event or meeting with a career advisor, and completing readings and quizzes about career exploration and planning. • In the Area B student success module, students are exposed to content, assignments, and quizzes for the following career competencies: communication, critical thinking, self-awareness and career management, and professionalism. • *Knights LEAD* has students who participate in sessions led by community, faculty, and staff leaders who discuss how career competencies have impacted their professional and leadership journey. Students will put these skills into practice through service projects and case studies. • An Assistant Director for Internships & Career Readiness was hired in Fall 2021 who is currently implementing a way for students to report non-academic credit internships. This position has also worked on researching how for-credit internships are being tracked and will be reaching out to these departments to request that they also have students report their internships to use through our new process in Handshake. MGA intends to use the data to reach out to employers so that a more comprehensive database for students seeking internships can be developed. This will also allow MGA to recognize students completing internships. To increase the number of students completing an internship in fall 2022, a new virtual "How to Get an Internship" Series has been added. The fall and spring *All Industry Career Fair* will also feature internship opportunities.

Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	• Number of students completing Focus 2 Career Assessment and a quiz. • Number of students actively participating in *Knights LEAD* and in *Emerging Leaders*.
	Baseline measure from 2021-22 • Number of students successfully completing Area B course • Number of students participating in *Knights Lead* in 2021-22 was 24 • Number of students participating in *Emerging Leaders* in 2021-22 was 23
	Goal or targets • Increase the number of students participating in *Knights Lead* by 10% • Increase the number of students participating in *Emerging Leaders* by 10%
	Time period/duration: 2023-24 academic year
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	• Knights LEAD program started in fall'22 to allow new students to engage with each other and the institution early on in the semester. All students were assigned a faculty/staff mentor. 27 students participated in the program. • *Emerging Leaders* launched in fall'22. Emerging Leaders is a co-curricular leadership development program for upper-level students that helps them expand their campus, civic, and professional involvement within the context of the Social Change Model of Leadership Development. 17 students participated in this program. • Students in *Knights LEAD* and *Emerging Leaders* participated in sessions with community and university speakers in fall'22. For Spring 2023, students have participated in a resume writing workshop focused on career competencies and have worked in groups to complete case studies in leadership. • During fall'22, Focus 2 career assessment was included into the academic success module associated with Area B courses. 446 additional students have completed at least one assessment in Focus 2 from July 1, 2022 – February 20, 2023. This is the result of intentionally including Focus 2 in summer orientation and the Area B academic success content. With a history of 771 students completing at least one career assessment in focus 2, 57% of those happened with these intentional interventions. • The number of career advising appointments in the Center for Career and Leadership Development (CCLD) for AY2023 are set to surpass those in AY2022. From July 1, 2022 to February 20, 2023, 441 students met virtually and in-person with the career advisors. In AY 2022, 465 students were addressed.

	• A form for reporting internships through Experiences in Handshake was piloted in fall 2022. • Two groups of Leadership Program Students participated in projects for MGA Day of Service in September, 2022. • Stepping Blocks was rolled out in January 2023 through university announcements and social media. The resource was added as another option in the Area B academic success content, in addition to the Focus 2 assignment that already existed. • The Student Leadership Conference was held in March'23 to provide students with an opportunity to learn about leadership competencies needed for civic, professional, and campus life. The event provided students with another place to gain a sense of belonging at MGA. 58 students attended the conference.
Plan for the year ahead (What steps will you be taking in 2023)	• *Knights LEAD* will plan their own service project and will track individual service hours through Presence for recognition at the annual student leadership programs ceremony. • A centralized reporting process was set up in Handshake and launched in November'22. 18 students reported credit and non-credit internships and met with a career advisor to reflect on their internship experience and complete an assessment. Students received an honor cord to wear at their fall graduation. The opportunity is being promoted again during spring 2023 semester. Going forward, efforts are on to include the academic departments in the reporting process for their students who complete internships. • Information is being created to help students better understand the internship search process as well as the process for receiving academic credit, if applicable. • Discussions were held on how to expand the Exploring Careers Workshop as an ongoing opportunity and as a way to educate Academic Advisors on the resources available in the CCLD. The CCLD and Academic Advising have had 6 career exploration workshops with 48 student attendees during Fall 2022 and Spring 2023.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	• The Executive Director is working on a draft of what would be needed to help the CCLD move away from "campus-specific" career advising staff yet still manage the challenge of providing career development support across multiple campuses. The "campus-specific" model is limiting as we think about giving staff the opportunity to focus on a particular area and provide expertise to students. Many universities are also looking at aligning career advising staff to industries, which would require some staff to understand and work with multiple academic areas across Schools but focus on a specific industry. Staff continue to work as generalists who have to know how to direct students toward resources related to all MGA majors. CCLD has requested a career advisor to focus on aviation. Going forward with more staffing, CCLD will be able to

	determine focus areas for the other career advisors; however, all staff would still have to be able to meet with any student. • The academic success content built into the Area B course redesign has been a great opportunity to expose all students to career planning and the Focus 2 career assessment. In addition, the module is also scaling how students are introduced to the importance of critical thinking, professionalism, communication, and self-awareness/career management. These concepts are currently put in context of their education so the only other change would be finding a way to connect these back to their future careers. Since Area B academic success content is offered as an online module, a short video that discusses the career competencies followed by a quick assessment could be a possible addition in the future.
Project Lead/point of contact	Mary Roberts and Heather McIntosh

Initiative V

Activity/Project Name	
Momentum Area (select all that apply)	• Purpose • Pathways X Mindset • Change Management X Data & Communications
Activity/Project Overview or Description (what this is?)	Promoting and Creating Awareness of Growth Mindset in students, faculty, and staff
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	Initiating and scaling to involve all academic and non-academic units
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: • Development of Part II Mindset training for faculty • Development of Part II Mindset training for staff • Identification of mindset elements to include in the redesigned Area B with academic success content • Faculty Development sessions addressing mindset inclusion in syllabi and course design Baseline measure:

	• 63.5% faculty completed Part A Growth Mindset training • 50 staff members completed Part A Growth Mindset training • Incorporation of three mindset elements (Growth, Purpose, Social Belonging; GPS) into Area B with academic success content: to be developed • Incorporation of mindset statement into course syllabi: to be established
	Goal or targets: • 75 % faculty complete mindset training • 10 % increase in staff participation in mindset training • Three elements of mindset (Growth, Purpose, Social Belonging) are included in the redesigned Area B course with academic success content • 10% increase above baseline measure for inclusion of mindset statement in course syllabi
	Time period/duration 2022-24 academic year
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	• Finalized scenarios for faculty and staff academic mindset training • Part II Mindset training has been fully developed for staff. Pilot to be executed in spring'23. • Part II mindset training is under development for faculty in spring'23.
Plan for the year ahead (What steps will you be taking in 2023)	• Faculty development sessions on syllabi inclusion of mindset elements will be offered through the Center of Excellence in Teaching and Learning (CETL). • Student training for mindset will be incorporated into redesigned Area B course with academic success content
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	• Faculty and staff participation in mindset training will be necessary. • Participation in faculty development sessions will help with course redesign to include mindset elements. • Building and coordinating student engagement in mindset promoting activities would be required. • Effective collaboration between Academic Affairs and Student Affairs to promote a culture of growth mindset would be required.
Project Lead/point of contact	Deepa Arora, Eric Sun, Rod McRae, Sandy Little-Herring

Initiative VI

Activity/Project Name	
Momentum Area (select all that apply)	X Purpose X Pathways X Mindset • Change Management X Data & Communications
Activity/Project Overview or Description (what this is?)	Establishing Learning Communities
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	Piloting freshman learning communities (FLCs) in Fall 2023 at our Warner Robins and Cochran campuses to study the impact FLCs have on academic performance. The IT, Health, and Business meta-majors will be used for this pilot. IT and Health FLC will be piloted at our Warner Robins campus. The Business FLC will be piloted at our Cochran campus.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation plan: Students participating in the FLCs will be evaluated using the successful – unsuccessful metric. Students who receive a letter grade of A, B, or C will be deemed successful. All other grades will be considered unsuccessful. Withdrawals will be included in the unsuccessful category. Two courses will be used in the evaluation. The two courses are English Composition I (ENG), and Quantitative Reasoning (QR).
	Baseline measure: Institution-wide DFW measurements for the Fall 2022 term are as follows: English Composition 1 (All programs – 40%, IT -34%, Health – 44%, Business – 49%) Quantitative Reasoning (All programs – 37%, IT – 55%, Health – 41%, Business – 42%) Cochran - Business majors (ENG – 54%, QR – 51%) Warner Robins – IT majors (insufficient enrollment for baseline measurement)

	Warner Robins – Health Science focused majors (ENG – 32%, QR – 20%) Note: IT students may take College Algebra (ALG) instead of QR. The overall DFW metrics for IT in ALG is 64% for the Fall 2022 term.
	Goal or targets: The goal of this pilot is to develop the infrastructure and course scheduling procedures to expand the pilot for the Fall 2024 term. Modest improvement in academic performance of 2 – 3 percentage points are expected.
	Time period/duration 2023-24 academic year
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	This initiative will be piloted in fall'23.
Plan for the year ahead (What steps will you be taking in 2023)	Pilot the initiative
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	• Course availability on all campuses • Student scheduling conflicts • Faculty-student persona alignment • Student Affairs programming to build a sense of belonging
Project Lead/point of contact	James Blackburn, Sandy Little-Herring, Deepa Arora