SOUTH GEORGIA STATE COLLEGE

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

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 2019-2020 SGSC offered three associate degree programs (A. A., A. S., and A. S. in Nursing) with a total of nineteen academic pathways, as well as six 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. A. in Business & Technical Writing, B. S. in Elementary/Special Education). Associate's degree-level students comprised 92% of SGSC's fall 2019 enrollment.

SGSC's mission, completion priorities, and student body demographics clearly align. SGSC consistently enrolls primarily "traditional" students (84% fall 2019). However, a variety of student-support services for all students is extremely important at SGSC, where over one-half of all students have been Pell grant recipients (54% fall 2019), well over one-third of entering freshmen were enrolled in a LS math corequisite course (41% fall 2019), and close to one-fourth (23.5% fall 2019) 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 2019 SGSC enrolled students from 107 of the 159 Georgia counties, from 16 states and 5 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*).

In identifying benchmark, aspirational, and competitor institutions SGSC has stayed within the state college sector of the USG, since it makes sense to choose institutions with similar mission, student demographic, and enrollment characteristics, as well as with similar University System student success initiative expectations (such as Momentum Year and Complete College Georgia). The primary **competitor institution** for enrollment in our region is ABAC; however, in terms of graduation rates that institution is not significantly different from SGSC. Our state college sector **aspirational institution** is Georgia Highlands College**,** which is the only USG state college ranking in the sector's top three every year since fall 2015 in one-year retention rate, three-year graduation rate, and degrees conferred. We are using our own, primarily post-consolidation (2013), data as **baseline/benchmark** data, rather than using external, competitive benchmarking.

IMPROVEMENT PRACTICES

The first three existing improvement practices below are all related to an ongoing effort to increase student academic success by **providing student support mechanisms** for academic achievement in the areas of (a) residential at-risk student support, (b) early academic progress alert for all students, and (c) a variety of tutoring opportunities available to all students. These three practices are in place to lessen student motivational barriers to learning and to stimulate positive academic mindset. They are all overseen by the Director of Academic Success with input from the

entire Academic and Student Affairs Leadership Team and IE, all of whom report to the Vice President for Academic and Student Affairs.

Strategy or Activity	"Strategies to Emerge, Progress, and Succeed" (STEPS) is an effort to increase the persistence and retention of residential students. The profile of those students is as follows: First-year residential students enrolled in at least one Learning Support course at SGSC and/or who had a high school GPA of < 2.5. These "at risk" students who reside on campus are targeted because of underperformance among SGSC's residential student population, proximity to support services while living on campus, ease of staff contact, and high percentage of Pell-grant recipients and learning support requirements. Of the first-time freshman residential students enrolled fall 2017, over one-third (37%) were STEPS-eligible. Significantly, for fall 2019 the percentage STEPS-eligible had increased to almost two-thirds (62.72%).
Summary of Activities	Strategies to Emerge, Progress, and Succeed (STEPS): (1) STEPS involves student success workshops, Academic Support Center tutoring, STEM and Writing Center tutoring, academic coaching provided by faculty and staff members, course grade monitoring throughout the academic year, a STEPS-student-specific SGSC 1000 orientation/first-year experience course, and other intervention practices. (2) For fall 2019 there were two STEPS student sections of the SGSC 1000 first-year experience course. The STEPS FYE/orientation class differs from other sections of the course in that it is a skills-driven class for at-risk students focused on student resources, goal setting, studying, note taking, testing, time management, financial literacy, student policies and procedures, academic planning, career planning, and "soft skills." It also focuses on academic advising, academic standards, grade point average calculation, and other topics related to student success. (3) The Academic Success Director, responsible for this strategy, researched Open Educational Resource texts to utilize for the fall 2017, fall 2018, and fall 2019 cohorts. (4) STEPS cohort student achievement for each fall semester is compared to the non-STEPS but STEPS-eligible fall 2013 baseline cohort achievement for data reporting purposes. STEPS students are not "visible" as such to faculty other than their orientation class instructor.
Outcomes/Measures of Progress	Outcomes: (1) a fall to spring persistence rate of 85% for the fall 2020 STEPS cohort; (2) a fall to fall retention rate of 65% for the fall 2020 STEPS cohort; (3) a fall term grade point average of 2.00 for the fall 2020 STEPS cohort; (4) 65% of the fall 2020 STEPS cohort in good standing at the end of the fall 2020 term; (5) a fall 2020 course success rate of 60% for the fall 2020 STEPS cohort; (6) a spring term 2020 grade point average of 2.00 for the fall 2019 STEPS cohort. (7) 65% of the fall 2019 STEPS cohort in good standing at the end of spring term 2020; (8) a spring term 2019 course success rate of 65% for the fall 2020 STEPS cohort. Four of the eight targets are currently being met. At the time of last year's report none of the targets were being met.

Measures of Progress: All STEPS progress data is in appendix table C.

The most recent fall to spring persistence rates for the STEPS cohorts are (1) 84.04% (fall 2018) and 86.36% (fall 2019), the latter indicating a slight increase over the previous fall, close to the fall 2013 cohort baseline of 87.5%. Outcome met. (2) The fall 2018 to fall 2019 retention rate for the STEPS cohort is 47.73%, 1.23% percent lower than that of the non-STEPS baseline cohort (48.96%). Outcome not yet met. (3) The most recent fall grade point average for the STEPS cohort is 1.78 (fall 2019), lower than the 1.85 average for the non-STEPS baseline group but a significant improvement over the fall 2018 average of 1.49. Outcome not yet met. (4) STEPS students remained in good standing at a rate of 59.09% (fall 2019), below the rate for the non-STEPS baseline cohort (78.13%). Outcome not yet met. (5) The most recent fall course success rate for the STEPS cohort is 62.85% (fall 2019), a slightly lower rate than that for the non-STEPS baseline cohort (67%). Outcome met. (6) The most recent spring term grade point average of STEPS students is 2.16 (spring 2019), well above that of the non-STEPS baseline cohort (1.51) for spring 2013. Outcome met. |

	(7) The percent of STEPS students in good standing at the end of a full academic year is 56.82 for the fall 2019 cohort, a 10.39% increase over that of the fall 2013 baseline cohort (46.43%). Outcome not yet met. (8) The most recent course success rate for STEPS students at the end of a full academic year is 69.27% for the fall 2019 cohort, a significant 19.14% increase over that of the 2013 fall cohort (50.13%). Outcome met.
Lessons Learned and Plans for the Future	The STEPS strategy will be enhanced through redesign of the SGSC 1000 FYE course in AY 2020-2021, particularly with the addition of a mindset component.
Changes because of COVID-19	Because of fully-online courses spring 2020, residential students could access institutional tutoring remotely or through tutor.com 24/7.
Strategy or Activity	Early Alert is a system implemented fall 2017 for faculty to input electronically course-at-risk student grade concerns between the third and sixth weeks of classes each semester so that the Office of Academic Success, as well as academic advisors, can contact students about their grades and plan strategies for students to obtain help.
Summary of Activities	Between the third and sixth weeks of classes for each semester faculty record grade information on students about whom they are concerned. Academic Success staff and academic advisors contact students to plan intervention strategies.
Outcomes/Measures of Progress	<u>**Outcomes**</u>: **(1)** for fall 2020 a student improvement rate of 35%. **(2)** for fall 2020 a student identification and communication number of 800. **(3)** for fall 2020 a faculty participation rate of 70%. <u>**Measures of Progress**</u>: **(1)** The fall 2019 percentage of students showing improvement is 36.90%, an increase of 14.1% above the baseline of 22.83% **(appendix graph D)**. **Outcome met. (2)** The fall 2019 number of at-risk students identified and communicated to is 757, **an increase of 327% over the baseline of 177 (appendix table E).** Outcome not yet met. **(3) An important contributor to the huge increase in numbers of students identified and communicated with is that participating faculty increased from 12 (fall 17) to 31 (fall 18) to 57 (fall 19— 51.35% of the entire faculty, full and part-time—57/111).** Outcome not yet met. A**ppendix table F** reveals that of students failing at mid-term in academic year 2019-2020 an average of 30.92% achieved a passing final grade, an increase of 1.74% over the 2017-2018 baseline.
Lessons Learned and Plans for the Future	**(1)** Academic advisor participation is the key to the success of this strategy. **(2)** Student follow-through with prescribed intervention strategies is imperative.
Changes because of COVID-19	There are no changes to this activity due to COVID-19. In spring 2020 there was some communication difficulty with students due to classes going completely online because of the pandemic.
Strategy or Activity	Learning Centers tutoring is available on both the Douglas and Waycross campuses. Each campus has an Academic Support Center, a STEM Center, and a Writing Center, as well as the availability of 24/7 online tutoring.
Summary of Activities	**(1)** Tutoring takes place in the six SGSC Learning Centers—a STEM Center, an Academic Support Center (ASC), and a Writing Center on each campus—as well as through the 24/7 online tutoring services of tutor.com. <u>Writing Centers</u> became operational on both campuses in 2018, have served over 100 students per year since then, are open 10-12 hours per week, provide support primarily for English, humanities, and social science courses, and are manned by fulltime faculty. Ongoing tutoring activities include the day-to-day operations of the tutoring centers and online tutoring. In addition, SGSC has extended tutoring from our Academic Support and STEM Centers into the residence halls as of spring 2018. Day-to-day operations include the following: (a) Providing peer tutors for tutoring, (b) inventorying and tracking resource utilization, (c) managing Center facilities, (d) tracking Center utilization, (e) facilitating group study, (f) marketing support services, (g) and generally supporting students and faculty. At the beginning of every semester

Academic Success provides classroom presentations for faculty and participates in any presentations requested. **(2)** Academic Success is part of the collaborative programming team hosted by Campus Life. **(3)** Academic Success is on the STEM Grant committee housed within the School of Sciences and the Housing Task Force. **(4)** Throughout the academic year, Academic Success proctors exams in the testing centers located within the Academic Support Centers. **(5)** During convocation week of fall semesters, Academic Success trains residential assistant (RA) staff on tutoring services available to the SGSC student body. **(6)** Programming activities of the SGSC tutoring centers include not only academic assistance to individual students, but also group study for specific STEM courses, sessions on academic majors, instruction in resume and cover letter writing, tips for responding to job offers and negotiating salary, mock interviews, and peer tutor training.

Outcomes/Measures of Progress	**Outcomes**: **(1)** Maintain at least 15% of student population receiving tutoring each fall through fall 2020. **(2)** Mid-term course success rates for tutees will exceed non-tutees each fall through fall 2020. **(3)** Final course success rates for tutees will exceed non-tutees each fall through fall 2020. **(4)** Fall to spring persistence rate for tutees will exceed non-tutees each fall through fall 2020. **(5)** Fall to fall retention rate for tutees will exceed non-tutees each fall through fall 2020. **(6)** Average institutional cumulative GPA for tutees will exceed non-tutees each fall through fall 2020. **(7)** The percentage of tutees in good standing will exceed that of non-tutees each fall term through fall 2020. **Measures of Progress**: **(All measures of progress data can be found in appendix graphs G - M): (1)** fall 2019 residential status: 70.1% non-tutee commuter, 6.35% non-tutee residential, 18.02% tutee commuter, and 5.54% tutee residential; **(2)** fall 2019 mid-term grade course success rates: 74.61% for non-tutees vs. 75.76% for tutees; **(3)** fall 2019 final grade course success rates: 73.52% non-tutees vs. 76.87% for tutees; **(4)** fall 2019 to spring 2020 persistence rate: 75.21% for non-tutees vs. 79.75% for tutees; **(5)** fall 2019 to fall 2020 retention rate: 41.17% for non-tutees vs. 47.56% for tutees; **(6)** fall 2019 average institutional cumulative GPA: 2.71 for non-tutees vs. 2.79 for tutees; **(7)** good standing at the end of fall semester 2019: 79.72% for non-tutees vs. 81.92% for tutees. **Currently, with the exception of measure #1 (student participation in tutoring), all measures of success are being met. For all measures, those students engaging in tutoring clearly achieved greater success than those not receiving tutoring.**
Lessons Learned and Plans for the Future	**(1)** The Douglas Campus Academic Support Center specialist is full-time; however, that position on the Waycross Campus is part-time. A fulltime specialist in Waycross would have an even greater impact. **(2)** Because data shows that student participation in tutoring clearly improves success, we need to find ways to involve more students in tutoring, particularly at-risk students—but also the better students, such as those dually-enrolled.
Changes because of COVID-19	Because of fully-online courses spring 2020, all students could access institutional tutoring remotely or through tutor.com 24/7.

The improvement practice below, participation in the Gardner Institute/USG collaborative "Gateways to Completion" (G2C), is an ongoing initiative with decision-making by a team of participating faculty, School Deans, and the Vice President for Academic and Student Affairs supported by the IE Office.

Strategy or Activity	Ongoing implementation of the Gardner Institute/USG Gateways to Completion (G2C) Collaborative 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. The USG is invested in G2C through commitment to and application of the G2C process at ten USG institutions, among them SGSC.

Summary of Activities	**(1)** After the "analyze and plan" and course redesign components of years 1 and 2, the redesigned BIOL 2107K course (Cohort I) was launched spring semester 2018 as a pilot **to be replicated. (2) Consequently, there are four new redesigned Gateways courses** in Cohort II as of fall 2019 (ENGL 1101, MATH 1111, HIST 2112, POLS 1101) in the "act and refine" academic year 2019-2020. **(3)** Analysis of fall 2019 Cohort II course assessment data facilitated making course changes for spring semester 2020. Cohort II concludes its G2C work at the end of spring semester 2021. **The "official" conclusion of G2C work with the BIOL 2107K course (cohort I) was at the end of spring semester 2019. That G2C course is the only one producing progress data thus far; thus, all G2C measures of progress and success reported here apply only to that course. Cohort II progress data will not be available until November or December 2020. Baseline disaggregated DFWI rates for cohort II courses (ENGL 1101, MATH 1111, HIST 2112, POLS 1101) are in appendix tables O – R).**
Outcomes/Measures of Progress	<u>**Outcomes:**</u> **(1)** Reduce overall DFWI rate by 10 percent by FY19 compared to the FY15 baseline. Improvement, but outcome not met. **(2)** Reduce DFWI rates for males and females by 10 percent FY19 compared to the FY15 baseline. Improvement, but outcome not met (close for males). **(3)** Reduce DFWI rates for full-time and part-time students by 10 percent FY19 compared to the FY15 baseline. Improvement, but outcome met for part-time only. **(4)** Reduce DFWI rates for Hispanic or Latino and Black or African American students by 10 percent FY19 compared to the FY15 baseline **(This outcome has been met for the past two years)**. **(5)** Reduce DFWI rates for Pell-eligible students by 10 percent FY19 compared to the FY15 baseline. Outcome almost met. **(6)** Reduce DFWI rates for first generation students by 10 percent by FY19 compared to the FY15 baseline. Outcome not met. **(7)** Reduce DFWI rates for non-first-generation students by 10% by FY19 compared to the FY15 baseline. Outcome almost met. <u>**Measures of Progress (all measures refer to BIOL 2107K; all data is in appendix table N):**</u> **(1)** The FY19 DFWI rate is 38.9%, an improvement of 5.3% from the baseline percentage of 44.2%. **(2)** The FY19 DFWI rates by gender are 45.8% (male) and 34.5% (female), an 8.5% and 3.7% improvement respectively compared to the baseline rates of 54.3% (male) and 38.2% (female). **(3)** The FY19 DFWI rates by full-time and part-time status are 44.3% and 22.2%, respectively—2.5% and 13.9% improvements over the baseline rates of 46.8% (FT) and 36.1% (PT). **(4)** The FY19 DFWI rates for at-risk ethnic groups are 36.8% (Hispanic or Latino) and 44.4% (Black or African-American), improvements of 13.2% and 20%, respectively over the baseline rates of 50% and 64.4%. **(5)** The FY19 DFWI rate for Pell-eligible students is 40.7%, an 8.7% improvement from the baseline rate of 49.4%. **(6)** The FY19 DFWI rate for first-generation students is 53.1%, an increase of 11.4%. over the baseline of 41.7%. **(7)** The FY19 DFWI rate for non-first-generation students is 35.9%, an improvement of 9% over the baseline of 44.8%. **The only measure not showing improvement over the baseline is the DFWI rate for first-generation students. See item #3 on disaggregated data in "Lessons Learned" below. NOTE: All G2C measures are selected by the Gardner Institute.**
Lessons Learned and Plans for the Future	**(1)** Course teaching release time or a stipend for course team leaders is essential to the success of the G2C strategy because of the faculty teaching load at SGSC, a state college. **(2)** With the first G2C course (BIOL 2107) the strategy has produced good results in student success progress, as the data indicates. Consequently, SGSC looks forward to similar results from cohort II G2C course designs (ENGL1101, MATH 1111, HIST 2112, POLS 1101). FY 2017 baseline data for G2C cohort II courses is in **appendix tables O - R. (3) NOTE: Because 26% (224/873) of BIOL 2107 students for FY 2016 – FY 2019 were enrolled in sections not participating in G2C, disaggregated student progress data provides a comparison between G2C and non-G2C sections of that course. The FY 2016 – FY 2019 data shows for those four years an average DFWI rate of 31.5% for G2C students and an average DFWI rate of 64.5%, more than twice as high, for non-G2C students (appendix table S). Clearly, non-G2C sections adversely affect the aggregate DFWI rate.**

Changes because of COVID-19	G2C strategies had to be adapted to fully-online classes for spring 2020, which was difficult in some instances, and faculty G2C team communication was hindered somewhat that semester.

MOMENTUM UPDATE: OBSERVATIONS, AND NEXT STEPS

SECTION 3.1: EXISTING MOMENTUM WORK

South Georgia State College has implemented the following aspects of the Momentum Year:

PURPOSEFUL CHOICE

Strategy or Activity	Establish Focus Areas.
Summary of Activities	Seven Focus Areas have been established, and information on each focus area has been made available to students in the catalog and on the website under academic pathways. The Focus Areas on the website are split between STEM and non-STEM options. General Studies was removed as a pathway option in order to move undecided students into appropriate focus area options. The Banner solution for recording Focus Areas was implemented by IT in summer 2019. SGSC has been monitoring student enrollments in courses and course availability to ensure that students are able to register for courses that align with their academic focus areas. SGSC has been able to provide courses as needed, but this situation remains an ongoing concern due to limitations with staffing and COVID-19-related budget cuts.
Outcomes/Measures of Progress	**Outcome**: Identify seven academic focus areas. **Measure of Progress**: **This outcome has been met**.
Lessons Learned and Plans for the Future	Distinct focus areas and the elimination of "General Studies" as an option help students make purposeful choices and recognize clear academic goals. Future plans are to train faculty advisors in discussing purposeful choices with students.
Changes because of COVID-19	There are no changes; however, spring semester 2020 online-only course format made advisor/student communication difficult, and pandemic-related budget cuts will limit future course staffing

Strategy or Activity	Move students from focus area to pathways by 30 hours earned.
Summary of Activities	Advisors continue training in helping students move to academic pathways. Enrollment Management and Institutional Effectiveness monitor progress.
Outcomes/Measures of Progress	There is insufficient data at this time to establish a desired outcome or to report on moving students to a pathway by 30 hours earned. Progress monitoring will begin at the end of fall 2020.
Lessons Learned and Plans for the Future	The main challenge is to train faculty advisors to work with advisees to help them move from focus areas to pathways after earning 30 credit hours. Future plans include such training.
Changes because of COVID-19	The COVID-19 pandemic has resulted in budget cuts that have necessitated moving from a cluster model of advising, provided by professional advisors, to a primarily faculty advisor model. SGSC still has two professional advisors, however.

Strategy or Activity	Engage students in the inform-discern-affirm process prior to course registration.
Summary of Activities	The transition plan for students to engage in the inform-discern-affirm process prior to course registration was initially implemented in summer 2018. Sessions have been added in the orientation process to introduce students to programs of study available at SGSC and to answer student questions about the programs prior to registration.

Outcomes/Measures of Progress	**Outcome:** 70% of matriculating FTFT freshmen will participate in an orientation that includes discussion modeled on the inform-discern-affirm process. **Measure of Progress**: There is insufficient data to report on progress; however, SGSC is collecting data and developing an assessment instrument during AY 2020-2021.
Lessons Learned and Plans for the Future	Students show interest and participate in the process. We are considering use of this process in our FYE course being redesigned AY 2020-2021.
Changes because of COVID-19	The COVID-19 pandemic had no effect on fall 2019 FTFT student orientation; however, it did result in fully online new student orientation for spring and summer 2020.

TRANSPARENT PATHWAYS

Strategy or Activity	**Create detailed academic pathway maps.**
Summary of Activities	All Focus Areas (Arts, Business, Education, Health Professions, Humanities, Social Sciences, and STEM) have easily accessible pathway maps and clear statements that the student should move from a focus area into a pathway by their first 30 hours. SGSC created detailed pathway maps, replacing the old maps, designed to be user-friendly and incorporating graphic elements that point out important information to the students, such as focus courses and the requirement to finish Area A courses in the first 30 hours. Each pathway map includes a link to mynextmove.org, which takes the student directly to career opportunities related to a pathway. This resource provides the student with information related to needed knowledge, skills, abilities, personality, technology (software) typically used in careers, education required, and job outlook. It also allows students to explore related career paths. All SGSC program maps include 30 credits in the first year. The advising corps have been instructed to work with students in Focus Areas to move them into an appropriate pathway.
Outcomes/Measures of Progress	**Outcome**: SGSC will make academic program maps available to all students for each of SGSC's academic pathways. **Measure of Progress**: **This outcome has been met.**
Lessons Learned and Plans for the Future	Accurate pathway maps are essential to advising and progress. Pathway maps will be reviewed and updated as necessary at least every two years.
Changes because of COVID-19	There have been no changes to this activity due to COVID-19.

Strategy or Activity	**Use academic advising as a means of increasing student progression, retention, and graduation rates and to eliminate barriers to progress.**
Summary of Activities	**(1)** An academic advisement session is a feature of the college's first-year experience course, SGSC 1000, a course in which <u>all</u> first-time, full-time students enroll each semester. The session uses academic program maps from senior institutions to match with SGSC academic pathway maps to help students complete an assignment to plan their entire course of study at SGSC while also emphasizing "15 to Finish" as the best means to achieve academic goals. Another focus of the advisement session is to help students understand their own roles and responsibilities in degree completion. **(2)** Advising "tip sheets" for advisors have been created for academic programs in specialized areas, such as pre-nursing, STEM pathways, and education, as well as on learning support policies and rules. Tip sheets include points to remember, comments on program maps, potential impediments to graduation, and FAQ. **(3)** Training and mentoring opportunities in advising for faculty members have been established, including opportunities prior to orientation and registration sessions, as well as throughout the academic year. **(4)** During academic year 2019-2020, SGSC used a cluster advising model on both campuses with a professional advisor for each academic school and an advisor for residential students (see COVID-19 effect

	below). **(6)** During academic year 2019-2020 professional advisors engaged in SGSC's Early Alert program, conducted hands-on advising training for new faculty, participated in Student Orientation and Registration (SOAR) sessions on both campuses and at the entry programs in Valdosta (Valdosta State University) and Americus (Georgia Southwestern State University), participated in SOAR sessions for student athletes, assisted in HAWK Express recruitment events, provided training for both faculty and students in DegreeWorks and Banner9, and conducted student workshops on preparing for advising appointments.
Outcomes/Measures of Progress	<u>Outcomes</u>: **(1)** a one-year retention rate for FTFT freshmen of 55% for fall 2020. Outcome not yet met. **(2)** 30% of students enrolling in 15 or more credit hours for fall 2020. Outcome not yet met. **(3)** 60% of students successfully completing 15 or more credit hours for fall 2020. Outcome not yet met. **(4)** a three-year graduation rate for the fall 2018 cohort of 18%. Outcome not yet met, but only 2% away. **(5)** a number of degrees conferred by degrees offered of 360 for FY 2020. **Outcome met for the past two years.** <u>Measures of Progress</u>: **(1)** The one-year retention rate for FTFT freshmen for fall 2018 is 44.09%, **a 4.54% decrease from the fall 2013 baseline rate of 48.63% (appendix table T). (2)** The percentage of students enrolling in 15 or more credit hours for fall 2019 is 20.12, a 1.21% decrease over the fall 2013 baseline rate of 21.33% **(appendix table U). (3)** The percentage of students successfully completing 15 or more credit hours for fall 2019 is 43.95, **a 3.49% decrease from the fall 2013 baseline rate of 46.99% (appendix table V). (4)** The three-year graduation rate for the fall 2016 cohort is 16.01%, **a 6.02% increase over the fall 2011 cohort baseline rate of 9.99% (appendix table W). (5)** The number of degrees conferred by degrees offered is 413 for FY 2020, **a 55% increase over the FY 2014 baseline number of 266 and a 10.43% increase over the FY 2019 number of 374 (appendix table X). Additional data points added this year**: **(a)** FTFT freshmen placed in correct math courses—94.3% fall 2019 correctly placed (**appendix table Y); (b)** percentage degree-seeking undergrads earning 30 or more credits—SGSC has rated well above the state college sector average for the past six academic years **(appendix graph Z); (c)** percentage fall FTF earning 30 or more credits and enrolled in both fall and spring terms—SGSC has rated well above the state college sector average for the past six academic years **(appendix graph AA)**; (d) a core Area A audit shows that SGSC's Area A completion rate has doubled since the fall 2013 baseline **(appendix table BB)**.
Lessons Learned and Plans for the Future	(1) Average excess credit hours per fiscal year for each SGSC degree program can be determined using data in **appendix table CC** to assist us in addressing that issue. **Appendix graphs DD and EE** reveal that SGSC compares very favorably to the USG state college sector in credit hours earned at graduation for both the associate's degree and the bachelor's degree. In fact, SGSC shows better performance than the state college sector (for every year reported) at limiting excess credit hours at associate's degree graduation. (2) To further enhance student advising, progression, retention, and graduation, SGSC purchased EAB Navigate in spring 2020. Work toward a fall 2020 implementation also began then.
Changes because of COVID-19	COVID-19 affected advising processes in spring 2020, particularly the ability of students and advisors to meet face-to-face, as well as in the area of Early Alert communications with students in the spring semester. Beyond the scope of this report, but significant, is that budget cuts due to the pandemic have forced SGSC to eliminate all but two professional advisor positions—thus necessitating moving from the cluster advising model back to a faculty advisor model beginning fall 2020.

ACADEMIC MINDSET

Strategy or Activity	**Administer USG "Getting to Know Our Students" Mindset Survey.**
Summary of Activities	The survey was administered to first-time freshmen in the first three weeks and last three weeks of the fall 2017, 2018, and 2019 terms with voluntary student

participation. The survey is aimed at measuring first-time freshman academic mindset entering college.

Outcomes/Measures of Progress	**Outcomes**: Outcomes based on survey results are being established fall semester 2020. See "Plans for the Future" below. **Measures of Progress**: Student participation rates are low; therefore, results must be interpreted cautiously. Due to the first year's small sample size and changes in the survey instrument administration, SGSC is not using fall 2017 for comparison data; fall 2018 is the baseline. Takeaways from the data include improving a student's mindset related to sense of belonging on campus, campus involvement, and perception of faculty mindset. Student participation data is in **appendix table FF.**
Lessons Learned and Plans for the Future	Due to low student response rates, a number of ways to advertise the survey have been employed including an email directly to the student, text blast, general GAView announcement, and SGSC 1000 (freshmen orientation) instructor announcement. We are researching the possibility of SGSC 1000 or ENGL faculty providing a short amount of time in the class for first-time freshmen to complete the survey. This has been impacted by COVID-19. We are disseminating results comparisons to faculty FLC for discussion **(Summary comparison data is in appendix table GG)**. In an effort to leverage these data as responsibly as possible, we have decided to focus on two key areas: (**1**) Sense of belonging on campus through campus involvement. The survey prompts, "*I am very involved in groups and/or activities at this college/university*." Our students indicated that they **disagreed to slightly disagreed** with this statement both in 2018 and 2019 (range 2.29 – 3.57, with 2 being disagree, 3 being slightly disagree, and 4 being slightly agree). Additionally, the instrument prompts: "*I am not very involved on campus; I'm just here to take classes.*" Our students indicated that they **agreed to slightly agreed** with this statement both in 2018 and 2019. Taken together these responses provide an avenue for improvement of students' Social Belonging Mindset. This will be brought to the attention of Campus Life, with the goal of improving our students' sense of belonging by engaging them in more campus-based activities. Challenges we can expect include our multi-campus context and the large number of commuter students. (**2**) Perception of Faculty Mindset. Students completing the survey indicated that they **disagreed** to **slightly disagreed** with the following statements [(1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree)]: "*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.*" (range 2.19-2.5) "*The instructors at my college/university seem to believe that students can learn new things, but they can't really change their basic intelligence.*" (range 2.75-2.93) "*The instructors at my college/university seem to believe that students either 'have it' or they don't.*" (range 2.6-3.5) "*The instructors at my college/university seem to believe that some students are smart, while others are not.*" (range 2.52-3.57) "*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.*" (range 2.3-3.36) Additionally, they indicated that they A**greed** with the following statement: "*The instructors at my college/university seem to believe that every student can learn new things and significantly grow their intelligence.*" (range 4.95-5.25) In utilizing the data, SGSC's aim is to improve responses from slightly disagree to disagree and from disagree to strongly disagree. We have a Mindset FLC that is

currently working to improve these outcomes. We plan to investigate if the efforts of the FLC faculty lead to different outcomes compared to the general faculty population. The survey does not provide us with the information necessary to carry out this sort of analysis; however, we are discussing how we can go about such analysis. Other future plans include expanding the participant pool for the FLC. The first year included five faculty, the second year eight, and now in our third year we have ten faculty participating in our group.

Changes because of COVID-19	Student participation for early fall semester 2020 has been impacted somewhat adversely by COVID-19; however, previous fall semester survey administration was not affected by COVID-19.
Strategy or Activity	Establish Mindset Faculty Learning Community (FLC).
Summary of Activities	**Mindset Faculty Learning Community Professional Development** is focused on faculty awareness of what mindset is, how it can impact student performance, how it can impact faculty beliefs about student abilities, and how it can be used to improve student performance and sense of belonging. We have also found that this training has improved the <u>faculty</u> sense of belonging. **Development/Implementation of Mindset In-class Interventions** is another focus of the FLC. Faculty participating in the FLC develop their own interventions (or utilize known interventions) with the goal of developing growth mindsets/combating fixed mindsets in our students. **(1)** We have developed workshops that focus on mindset (learning how the brain learns) and metacognition (in-class and online, we are studying the efficacy of both currently in General Chemistry & Principles of Biology). **(2)** A group of our faculty are using a modeling exercise to help students develop their belief that they can improve how they learn (intelligence is not fixed; learning takes effort). **(3)** Math faculty in the FLC are utilizing a "purpose & relevance" intervention to help their students connect to the course topic in a more meaningful way. **(4)** In an online-only class, a faculty member has developed a series of reflection exercises that target development of growth mindset and planning. **(5)** Another faculty member is developing an exercise that uses peer instruction and feedback to help develop both a growth mindset as well as a sense of belonging through an essay assignment. During AY 19-20, the original FLC cohort of 10 faculty had two talks accepted for the USG Teaching and Learning conference. Due to COVID-19 the conference was canceled, but we intend to submit these again in the future.
Outcomes/Measures of Progress	<u>**Outcomes**</u>: Outcomes for this strategy are to be developed during AY 2020-2021. Of the activities listed above, the faculty professional development aspect is in its third year. #1, #2, and #4 are on their second year of implementation (scaling up/including more courses). <u>**Measures of Progress**</u>: Data has been collected and is being analyzed from these interventions. #3 in Spring of 2020 did a pilot of their intervention and are implementing this intervention currently. #5 began development during AY 19-20 and is still in the development phase, with plans for implementation spring 2021.
Lessons Learned and Plans for the Future	The FLC will be expanded to include increasingly more faculty, as well as increased faculty development opportunities related to Momentum Year/Approach activities. In addition to the above continuations of past work, we will be adding a faculty development strategy. Before scaling up and further course specific/direct interventions can be developed, we need a team of faculty knowledgeable about mindset and prepared to take on the task of implementing it in their courses. Our first task is to develop faculty buy-in of growth mindset and related strategies. Our mindset team leader will give a mindset workshop to a small pilot group of STEM faculty and recruit interested faculty to participate in a faculty learning community (established through the Chancellor's Learning Scholar FLC program). Through the FLC, faculty will develop mindset (and metacognition) focused interventions, which

	they will test for efficacy. Our faculty will then share their work in hopes of gaining more faculty interest and participation in mindset work.
Changes because of COVID-19	COVID-19 necessitated moving to online classes for spring 2020 and adversely affected FLC ability to communicate in-person.

GENERAL OVERVIEW AND OBSERVATIONS

All activities have had a positive impact, although not to the same degree. Most successful have been student support strategies, especially tutoring, G2C, advising, and, from early indications, mindset activities such as BOOST workshops and FLCs. The least effective activity has been achieving participation in the "Getting to Know You" survey. We have put much more emphasis the past year on Momentum/Approach activities. COVID-19 has had a considerable effect on not only our budget, but also on the use of personnel time, particularly that of administrators and managers at all levels. We suggest that institutions create online versions of student support mechanisms whenever possible.

SGSC purchased licenses for Tableau Online in AY 2019-2020. IT and Institutional Effectiveness/Research have spent the past several months developing tables to create a data warehouse. IE/IR is in the preliminary phases of building dashboards for senior administration to have the ability to track metrics in real time.

An important observation, and something that SGSC has been aware of for years, is that our retention, progression, and graduation rates are negatively affected by the students enrolled in our entry programs on the campuses of Valdosta State University and Georgia Southwestern State University (the latter of which has been discontinued recently). In effect, the more that entry program students succeed, the more their success negatively impacts our retention, progression, and graduation rates—since the desired outcome for those students is that they will earn 30 hours of credit in one year to be eligible for transfer to the host institution prior to becoming sophomores. **Appendix tables HH and II show considerably lower one-year retention and 3-year graduation rates for the entry program locations than for either our Douglas or Waycross campuses, and the entry program student graduation rates should be (by definition) zero.**

SECTION 3.2: FOLLOW UP FROM MOMENTUM SUMMIT III – "CAMPUS-WIDE" MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

The SGSC Academic and Student Affairs Leadership Team has identified twenty-nine (29) activities to sustain the Momentum Year and to deepen and refine purpose, mindset, and pathways work in and beyond the classroom. The work described below is representative of the full range of the SGSC plan.

PURPOSE

Priority Work	Re-Envision First Year Experience Course.
Description of Activities	(1) Establish an SGSC 1000 (FYE course) redesign working group. (2) Provide academic focus-area-themed elements of the course. (3) Develop experiential opportunities. (4) Integrate mindset development elements. (5) Make the FYE course mandatory for all students.
Activity Status and Plans for 2020	The course redesign working group will be formed and will complete course redesign in AY 2020-2021. The first offering of the redesigned course is planned for fall 2021.
Lessons Learned	This activity has just been launched as a result of Momentum Summit III and what we have learned about the importance of student purpose and mindset. The FYE course can have a significant influence on both purpose and mindset. Since this activity has just begun, we have no early results other than that the Academic and Student Affairs Leadership Team and faculty members involved in the FYE course all recognize the need for course redesign with Momentum Year/Approach focus in mind.

MINDSET

Priority Work	Develop and Deliver "BOOST" Mindset Workshops for Students.

Description of Activities	In AY 2019-2020 there were three different types of workshops, all with mindset at their foundation, and one that specifically focused on how the brain learns, to encourage a growth mindset. Students with early alerts were targeted and encouraged to attend by their academic advisors. Anyone was welcome and the workshops were broadly advertised across all locations. Each workshop averaged 20-30 minutes and was held **in-person** at all three instructional sites (Douglas and Waycross campuses, Valdosta Entry Program). All workshops were led by Dr. Kathryn Dye (Asst. Prof. of Biology, Chancellor's Learning Scholar for studies mindset and metacognition in STEM). All workshops were interactive and encouraged students to consider their beliefs about learning, how to plan for success, and specific strategies for learning. We also hosted these workshops in a handful of our STEM courses. Dr. Kathryn Dye came in-person during regular class time.
Activity Status and Plans for 2020	We are developing virtual versions of the workshops to be hosted by our Center for Academic Success. Additionally, our tutors are being trained in these topics, with the long-term goal being to have them host future workshops.
Lessons Learned	Example quotes from students who attended: *"The most impactful part was about biologically how we learn and the methods that go along with that like the 1 hr long study division."* *"I will use what I have taken by making a steady routine for completing my assignments through the week and also writing down my schedule on the worksheet so it can help me stay more organized."* Most students indicated that they found it worth their time and that they would recommend it to a friend (77% of attendees). **Workshop titles and student participation by semester are in appendix table JJ. Workshops for STEM classes are in table KK.**

Priority Work	**Establish a Momentum Year/Approach Page on the SGSC Website.**
Description of Activities	Creation of a Momentum Year/Approach webpage easily accessible to students, parents, faculty, and staff is underway during the current semester (fall 2020). 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).
Activity Status and Plans for 2020	Three people, including two faculty members, have been identified to set up the webpage, and the Academic and Student Affairs Leadership Team are providing content suggestions and creating a timeline for the work.
Lessons Learned	Work on this activity has just begun; consequently, there are no early results.

P A T H W A Y S

Priority Work	**Conduct "Pressure Tests" for All Programs of Study.**
Description of Activities	All three SGSC academic Schools (Nursing, Sciences, Arts & Professional Studies) conducted pressure tests on all their academic programs, pathways, and class schedules in the summer 2020.
Activity Status and Plans for 2020	The School of Nursing has no issues. The School of Arts & Professional Studies experiences an impediment in the offering of courses due to a shortage of faculty (exacerbated due to COVID-19-necessitated budget cuts). The School of Sciences updated one program map to facilitate student progress. That School is also experiencing a shortage of faculty (math, in general, and biology on the Waycross Campus) exacerbated by COVID-19-necessitated budget cuts.
Lessons Learned	Pressure Tests will be conducted at least every two years. There is no data to report with regard to this activity at this time.

Priority Work	Conduct Institutional Policy Review.
Description of Activities	The review will be completed in phases, beginning in the fall 2020 with dual enrollment, academic probation, and suspension (to be completed in November). This is an ongoing activity focused on ultimately reviewing all policies that may hinder student progress. Oversight is charged to the Vice President for Academic and Student Affairs and the Vice President for Enrollment Management and Instructional Technology.
Activity Status and Plans for 2020	Work on this activity began fall 2020 and will continue through spring 2021.
Lessons Learned	Because this work was implemented in the current semester, there is no data to report.

STUDENT SUCCESS AND COMPLETION TEAM

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