

2022-23 Complete C

undergraduate and graduate education throughout the middle Georgia
MGA serves a diverse student body through traditional, online, and hybrid
of curriculum. It is the mission of MGA to educate and graduate inspired
learners whose scholarship and careers enhance the region through
national leadership, innovative partnerships, and community engagement. The
's vision is to transform individuals and their communities thro ugh
arily high learning. Four core values underscore this vision: stewardship,
ent, level, six at the master's level, and one at the doctoral level in the 2021-22 academic

MGA has a blended mission in that it serves both the academically gifted students in dual enrollment, bachelor's, master's and doctoral degree programs , while also serving as a point of access to higher education for underrepresented populations. Owning student success is the 2018-2023 strategic imperative for MGA which is dependent on data -driven decision making, better service to students, more efficient use of faculty and staff resources, and utilization of tools to measure and communicate performance. Keeping students on track to program completion is the CCG goal most closely aligned with MGA's strategic priorities. (b) (5) - (f) 11 (c) 3

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| | <ul style="list-style-type: none">• 55% of students on probation at the end of fall'21 were retained for spring'22 |
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Goal or targets

- Develop and implement Proactive Advising training
- Develop comprehensive Advising resource handbook in D2L
- Provide two training sessions per semester for academic advisors
- Offer advising sessions at all orientations
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...grades on the
... the course in
... tutored
... students
... report
... compared to 30.1%
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Central

- A Director of Student Support Coordinator were hired.
- A Communication calendar was developed for Advising and SSCs for outreach campaigns .
- Work is ongoing to developuniJ ET q 227.28 84.54 311.22 6pTw 0.28cc

- 88.3% of athletes finished spring'22 in good standing

<p>Plan for the year ahead (What steps will you be taking in 2022)</p>	<ul style="list-style-type: none"> • Expand peer mentoring initiative • Hire Transfer Advisor Specialist • Hire Part-Time Advisor for targeted populations • Enhance communication plan to include all campaigns (re-enrollment, new admits, academic probation, early alert, and orientation) • Implement Academic Advising live chat feature (LibraryH3lp) • Implement Advising Tiers to support staff retention • Provide professional development opportunities
<p>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? Project Lead /point of contact</p>	<ul style="list-style-type: none"> • Staff turnover • Student Engagement • Global Support • Communication gaps • 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 <p>Sandy Little -</p>

<p>period, reporting and review)</p>	<ul style="list-style-type: none"> • Number of LS students remaining in good standing at the completion of the semester
	<p>Baseline measure:</p> <ul style="list-style-type: none"> • 94% LS students were registered for the required LS and gateway English course in fall'21 • 88% LS students were registered for the required LS and gateway math course in fall'21 • 49% of LS students successfully passed Quantitative Reasoning in fall'21; 30% successfully passed Algebra in fall'21 • 58% of LS students successfully passed Gateway English in fall'21 • 17% of LS students who were on probation at the beginning of fall'21 and finished the semester in good standing • 46% of LS students who began fall'21 in good standing and finished the semester on probation
	<p>Goal or targets:</p> <ul style="list-style-type: none"> • 1 % increase above the baseline in the number of LS students registered for the appropriate LS and Gateway English • 2 % increase above the baseline in the number of LS students registered for the appropriate LS and Gateway math • 3% increase in the number of LS students passing gateway English course • 3% increase in the number of LS students passing gateway math courses • 3% increase in the number of students who were on probation at the beginning of fall'21 and finished the semester in good standing • 3% decrease in the number of students who began fall'21 in good standing and finished the semester on probation
	<p>Time period/duration: 2022 -23 academic year</p>
<p>Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)</p>	<p>An Institutional LS Coordinator provides oversight of the LS program and maintains regular communication with the English and math departments.</p> <ul style="list-style-type: none"> • English department made the following changes in 2021- 22 to improve success rates and is continuing the same for 2022- 23: <ul style="list-style-type: none"> ◦ Implemented early check -in/alert for improved intervention

	<ul style="list-style-type: none"> o Merged the ENGL 0999 and 1101 courses in D2L to reduce confusion. o Added a mindset activity to the course design o Required students to utilize the Writing Center • Math department will continue to implement the following changes: <ul style="list-style-type: none"> o Math 1001 was redesigned and included a mindset module in the course structure as part of a USG pilot o Assigned the same instructor to teach the co-requisite and the gateway course • 52.8% of LS students successfully completed ENGL 1101 in spring'22 as compared to 49.7 % in spring'21. Success rates were the highest for the face-to-face course sections (65.3%) as compared to hybrid (63.1%) and online (54.9%). • 53.4% of LS students successfully completed MATH 1001 in spring'22 as compared to 47.5% in spring'21 . Success rates were the highest for the face-to-face course sections (66.1%) as compared to online (57.3%) in spring'22. • Success rates for MATH 1111 declined from 43.6% in spring'21 to 23.1% in spring'22. Success rates remained the same for the face-to-face (57.8%) and online sections (57.0%) in spring'22. • 15.2 % of LS students who were on probation at the beginning of spring'22 finished the semester in good standing • 23.4% of LS students who began spring'22 in good standing finished the semester on probation .
<p>Plan for the year ahead (What steps will you be taking in 2022)</p>	<ul style="list-style-type: none"> • Increased communication with the LS students to ensure compliance with LS guidelines • Math committee will review Math 1111 to discuss best practices for delivering course content • LS MATH <ul style="list-style-type: none"> • piloting use of Intelligent Agents in MATH 0997/1001 • implementing use of peer mentors in two sections of MATH 0997/1001 for fall 2022. • LS ENGL

<p>What challenges will affect your ability to do this activity?</p> <p>What support do you need from outside your institution to be successful?</p>	<ul style="list-style-type: none">• implementing use of peer mentors in two sections of ENGL 0999/1101 for fall 2022.• Lack of engagement of LS students• Collaboration between LS course instructors• Lack of utilization of academic support resources
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<p>Plan for the year ahead (What steps will you be taking in 2022)</p> <p>What challenges will affect your ability to do this activity?</p> <p>What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?</p>	<ul style="list-style-type: none">• Develop academic success content for short session Area B classes•
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	<p>To increase the number of courses offered by the University from about 400 to 500. Grow the variety of HIPs courses from Service Learning, Undergraduate Research, Work-based Learning, and Capstone to include areas in Global Learning and ePortfolio.</p>
	<p>Time period/duration: The first short course will take a semester to complete and make plans. Upcoming semesters will be used to implement a plan for a course and additional training and support for faculty.</p>
<p>Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)</p>	<p>MGA has completed the process of reviewing and revising all courses listed as HIPs. All HIPs designated courses have been correctly labeled and information in BANNER updated. In addition, processes and procedures for identifying new courses with the HIPs designation were updated and reviewed.</p>
<p>Plan for the year ahead (What steps will you be taking in 2022)</p>	<p>The plan is to continue to use the courses devised by USG to train faculty/administrators. The USG has created and released a new course on Service Learning that will be available for faculty. The Assistant Provost for Faculty Development has assisted the University with these efforts via workshops and support. The plan is to continue to grow the types of HIPs courses, especially in the areas of Global Learning and ePortfolio. These areas will be new for MGA. We will continue to focus on growing the number of HIPs courses, which has increased since this work has begun. This will involve getting more faculty interested in HIPs.</p>

What challenges will affect your ability to do

Momentum Area (select all that apply)	<input checked="" type="checkbox"/> Purpose <input type="checkbox"/> Pathways <input checked="" type="checkbox"/> Mindset <input type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	Promoting Career Readiness and Student Leadership: <ul style="list-style-type: none"> • Engaging first -year students in the Foc(e)-1 ()-1 (c(e

	<p>intend s to use the data to reach out to employers so that a more comprehensive database for students seeking internships can be developed and also it will 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. A virtual series will also be offered in November to connect internship employers with students. The fall and spring All Industry Career Fair will also feature internship opportunities.</p>
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Evaluation/Assessment

Progress and
Adjustments
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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.
- 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.
- Some institutions are aligning career development staff with “career communities” or industry clusters in order to give them expertise areas to focus on with students and employers. Creating a plan that would align with academic areas for consistent communication would be key. Currently, we have a campus specific model that limits the ability for staff to become experts in a particular area and provide concentrated support to employer relations efforts.

Activity/Project Name	
Momentum Area (select all that apply)	<ul style="list-style-type: none">• Purpose• PathwaysX Mindset•

	Time period/duration 2022-23 academic year
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	<ul style="list-style-type: none"> • Finalized scenarios for faculty and staff academic mindset training • Established Academic Mindset training timeline. • Part II Mindset training development for staff is in progress. • Part II mindset training development for faculty will be done in spring'23 .
Plan for the year ahead (What steps will you be taking in 2022)	<ul style="list-style-type: none"> • Faculty development sessions on syllabi inclusion of mindset elements will be offered through the Center of Excellence in Teaching and

work closely with Financial Aid and Residence Life to provide a unified and one-stop-shop approach to serving the students.

A major initiative has focused on including academic success content in an Area B redesign to help freshmen build awareness of resources available to them while also acquiring the skills needed to be successful in college. Topics are related to course management, academic and career planning, and student support and resources. Focus-2 career assessment has also been included in the career planning module that aligns well with a pre-enrollment survey that has been administered to incoming students for fall'22 following their admission to the institution. The survey helps students to change their major before registration based on the confidence level of the major selected and provides advisors with important information to create the most appropriate schedule for students as well as engage in major and career-related conversations early in the student's academic journey.

A Director of Advising has been hired and with the assistance of funds received from the USG, the Academic Advisors have been moved into a tiered structure to help with retention and provide opportunities for professional development that will provide them with the tools to lead our students towards success. These funds have also enabled the hiring of additional advisors that will reduce the advisor: advisee ratio and enable proactive advising. Training in proactive advising is being offered for both professional and faculty advisors to engage our students in conversations early on in their academic program. Work is ongoing to streamline the advising process followed in the six academic schools and to establish a standardized assessment to identify opportunities for improvement.

USG funding has also made it possible to hire an Academic Success Coach (ASC) who will assist the Student Success Centers staff and the Institutional LS Coordinator to provide additional focus on improving success outcomes of specific targeted populations like athletes and students in learning support.

A Center for Excellence in Teaching and Learning (CETL) has been established to provide professional development opportunities for faculty to promote effective teaching practices that support student success as well as the Scholarship of Teaching and Learning. The CETL also helps strengthen MGA's controlled roll-out of undergraduate research, learning communities, collaborative assignments and projects, global learning, and ePortfolios.

There is continued focus on promoting the success of high-risk students through frequent communication and collaboration between the professional advisors and the Student Success Center personnel, institution of an early alert system, promotion of online and embedded tutoring, and intense outreach campaigns focused on students on probation as well as those in learning support. Additionally, in fall'22 a peer mentoring program is being piloted for selected students in learning support English and math course sections to assist students with their academic as

well as personal acclimatization to Middle Georgia State University. Assistance includes, but is not limited to, orienting assigned students to campus, connecting students with academic support centers, modeling good study skills, and helping students stay abreast of faculty expectations to place them on a successful higher education pathway.

Pathways:

MGA has been engaged in a review of Area A Math requirements for different majors to allow for STEM and non-STEM majors to be registered appropriately. Non-STEM majors take Quantitative Reasoning while Algebra is the suggested Math course for STEM majors. There is a need, however, to build awareness about the Elementary Statistics course as an additional Area A option. Majors that recommend Elementary Statistics in Area A have been identified but additional conversations with the department chairs are required to promote the course for their majors.

Program maps listing 15 credits of coursework semester-by-semester for each degree and major offered on each of our campuses are already in place. The focus in 2022-23 is to build interactive maps that also include milestones and co-curricular activities associated with each semester and allow advisors to input the grades received. It will also be important to ensure the maps are accurate and reflect all the curriculum changes. Workshops will be necessary for both faculty and staff professional advisors to ensure the maps are being used consistently across the board.

Mindset:

Version 2 of the mindset training for staff and faculty has been developed. Training for staff will be executed during the fall'22 semester while the training for faculty will be implemented in spring'23. Current efforts to strengthen the training include the addition of common scenarios faculty and staff encounter in their interactions with students along with questions that provide an opportunity to reflect and respond using a growth mindset following each scenario.

Faculty across several departments have worked to incorporate elements of mindset into their courses. Some examples of such coursework include the following: In RHAB 3000 -Introduction to Rehab Professions - students participate in the Rehab Science Club that involves community projects, opportunities to mentor, and participate in study groups. In the first semester of the OTA Program, students complete a learning style inventory, genogram assignment, and self-awareness collage all designed to help them identify things in their personal experiences that will foster or hinder learning and professional development. The School of Education and Behavioral Sciences had rolled out a peer mentoring program to the

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	2019		2018		2017		2016		2015	
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Full-Time	4,561	62.1%	4,893	62.7%	5,018	62.2%	4,985	59.3%	4,544	57.6%
Part-Time										

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