

## Momentum Plan for 2024

### Georgia Southwestern State University

#### Section 1: Reflecting on Momentum Work & Minding the Gaps

##### Areas of Strength

Georgia Southwestern State University (GSW) has experienced significant enrollment growth in fall 2023 over fall 2022 from 3076 to 3415 or 11% growth. This positive trend continued for spring 2024 increasing to 3159 over the spring 2023 headcount of 2781 or approximately 13% growth. The growth figures for fall term included not only a large first year class but increases in almost all areas including dual enrollment students, continuing undergraduate students, and graduate students. The growth in continuing undergraduate students is particularly gratifying because it suggests that the combination of success strategies that GSW has pursued is bearing fruit.

GSW has seen continuing improvement in its retention rate with the fall to fall retention rate for the 2022 cohort reaching 63.9% and increase of 4% over the fall 2021 cohort (59.7%) and a 10% increase over the fall 2020 cohort (53.9%). The fall to spring retention continues to increase with retention of the fall 2023 cohort of 86.7% comparable to fall to spring for the 2022 cohort (86.9%), but with a larger cohort (525 compared to 486). GSW continues to use UNIV 1000, our first-year experience course to develop growth mindset and metacognition in first-year students and the Department of First Year Experience and Student Success (FYE) continues check in meetings conducted with all regular first-year students between week three and week six or seven of their first term to help students adjust to college and develop a connection to the advising staff. GSW's recently approved SACSCOC Quality Enhancement plan, High Impact Approach to Integrative Learning (HAIL), is aimed to increased belonging through curricular and co-curricular integration.

As discussed in our Complete College Georgia/Momentum Update submission last fall, GSW is initiating the STEPZ program. This program aims for every FTFT student entering GSW to establish an educational plan that outlines a term-by-term and course-by-course pathway to a degree within four years. To this end, both UNIV 1000 instructor and their student co-instructors were trained in the use of the Student Educational Planner (SEP). During Fall 2023, students created approximately 400 education plans.

## Areas for Improvement

There are several areas where GSW needs to improve, including English and Mathematics pass rates through the first 30 credit hours at GSW, retention of first year and second year students, and graduation rates.

GSW has reoriented the way we approach English and Math completion. In the past, we consider the entire incoming cohort of first-time fulltime students, including those who came in with dual enrollment or advanced placement credit, or to put it another way who have T and K grades recorded on their transcripts. Since GSW did not contribute to the passing grades for any of the students who brought in dual enrollment credit as transfer credit or advance placement, we no longer include those students in our tracking of success in ENGL 1101 and the Math course required for a student's major. When figured this way, GSW averaged a pass rate 64.6% in ENGL 1101 and 48.7% in major required Core Math classes over the last three cohorts. As a result, GSW will target improving the completion of ENGL and MATH courses within the first thirty hours as an area for special attention intended to improve performance (see Student Success Inventory below).

While GSW performance on first year retention improved for the 2022 cohort and the gap between female and male retention decreased to a half a percent, the reduction of the gap came more from the slower recovery of female retention than male retention since the 2020 cohort. To illustrate, between the 2019 to 2020 cohorts GSW's overall retention rate declined by 12.3% from 66.2% to 53.9%. While the retention of both female and male students declined, the female rate fell a greater amount than the male, from 70.1% to 55.9% for females (-14.2%) and from 60.3% to 49.4% for males (-10.9%). Between 2020 and 2022, the female retention rate has increased to 64.1% (+8.2%), while the male has increased to 63.6% (+14.2%). GSW will target the improvement of retention rates for both women and men, partially by improving English and Math completion, but also by making sure each student has plan to complete a degree within four years and by implementing our High-Impact Approach to Integrative Learning (HAIL) Quality Enhancement Plan, concentrating especially on the co-curricular piece of HAIL to improve social belonging.

GSW's six-year graduation rate fell by almost 5% between the 2016 and the 2017 cohorts from 36.5% to 31.9%. The gap between female and male performance on this metric persisted; for the 2016 cohort women outperformed men by 6.6% (39% to 32.4%) and for the 2017 cohort by 8.8% (35.5% to 26.7%). Historically speaking, this decline six-year graduation rate was predictable in the sense that the retention rate for the 2017 cohort (61.6%) was significantly lower than the rate for the 2016 cohort (65.1%). It should also be acknowledged that these two cohorts were the last before the inception of the Momentum Approach and the brownie slide. Nonetheless, GSW needs to perform better on six-year graduation rates for all the students in all its cohorts. GSW is confident that the success strategies that will be our focus in the 2024-25 academic year have the potential to make gains in graduation rates, by retaining more students who have passed the required English and Math course during their first thirty credit hours, and who have a clear individualized plan to complete a degree program in four years.

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**Progress on Goals**

The table below shows GSW’s progress on the goals that were shared in the 2023 Momentum Plan. One adjustment has been made to the goals regarding completion of ENGL 1101 and Mathematics requirements within the first 30 credit hours for FTFT students. Previously, GSW’s completion rates included students entered with Dual Enrollment or Advanced Placement credit, essentially students with T or K grades. Since GSW instructors and instruction was not responsible for the success of these students we have removed them from consideration and have therefore had to recalibrate our goal in this area.

Area	Goal	Current Progress
Enrollment & Diversity	3300 with distribution of race mirroring the state population as a whole	Fall Enrollment 2023 = 3415 GSW’s Institutional Effectiveness Committee will propose a new goal for approval by the Administrative Council in fall 2024
Retention & Retention gaps	70% overall retention Close the gap of approximately 7-10% between retention of female and male students	Fall 2023 Retention = 63.9% Women = 64.1% Men = 63.6%
Graduation & Graduation gaps	38% overall Close the gap of approximately 7-10% between female and male graduation rates	2017 Graduation Rate = 31.9% Women = 35.5% Men = 26.7%
Completion of mathematics and Quantitative Reasoning courses and ENGL 1101 in the first year	Increase ENGL 1101 completion rate in first 30 hours to 70% Increase Mathematics requirement completion rate in first 30 hours to 58%	Average results from 2020-2022 cohorts English = 64.6% Mathematics = 48.7%
Credit Intensity for full time students and closing disparities	Increase credit accumulation rate (CAR) to 38 % (PDP)	The CAR for GSW in 2021-22 was 34.95. Post-Secondary Data Partnership (PDP) has not been updated for 2022-23  METRICS Credit Hours Attempted Fall 2022 Freshmen = 14.69 Sophomore = 14.03

## Section 2: Student Success Inventory

GSW will focus on three aspects of our Momentum work that are compassable and have some potential for success.

We will concentrate on improving the rates at which first-time fulltime students complete ENGLISH 1101 and the Core Math course required in their majors within their first thirty credit hours at GSW. GSW will pursue a variety of strategies to make this improvement, but it will also be part of the STEPZ student educational plan program. In the sense that all student will be encouraged to plan on meeting this goal. In addition, each student will potentially have an individualized pathway to graduating within four years. GSW's HAIL program will help students see connections between the classes that they take, the other experiences they have on campus, and the experiences they bring with them to campus.

<b>Activity/Project Name:</b>		<b>Improving Completion of English and Math</b>	
<b>Momentum Area</b> (replace box with "X" for all that apply):			
<input type="checkbox"/> Purpose <input checked="" type="checkbox"/> Pathways <input checked="" type="checkbox"/> Mindset <input type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications			
<b>Category</b> (tag)(replace box with "X" for all that apply)			
<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Adult Learners <input type="checkbox"/> Advising <input type="checkbox"/> Block Schedules <input type="checkbox"/> Campus Organization <input type="checkbox"/> Career Connections/Major Exploration <input type="checkbox"/> Change Management <input type="checkbox"/> Cocurricular Pathways <input type="checkbox"/> Corequisite Remediation <input type="checkbox"/> Course Redesign	<input type="checkbox"/> Credit Acceleration (AP/IB,PLA,CBE, <input checked="" type="checkbox"/> Credit Intensity <input type="checkbox"/> Curriculum Design <input type="checkbox"/> Data and Communications <input checked="" type="checkbox"/> Decrease Credits at Graduation <input type="checkbox"/> Early Alerts <input type="checkbox"/> Faculty Engagement <input type="checkbox"/> Financial Aid Interventions <input type="checkbox"/> Financial Risk Alerts <input type="checkbox"/> First Year Experience	<input type="checkbox"/> High Impact Practices <input type="checkbox"/> Leadership <input type="checkbox"/> Learning Communities <input checked="" type="checkbox"/> Math Pathways <input checked="" type="checkbox"/> Milestones/indicators in programs <input type="checkbox"/> Mindset <input type="checkbox"/> Open Educational Resources <input type="checkbox"/> Orientation and Transition Programs <input type="checkbox"/> Other/Undefined <input type="checkbox"/> Peer/Supplemental Instruction <input type="checkbox"/> Performance Metrics	<input type="checkbox"/> Predictive Analytics <input type="checkbox"/> Program Maps/Pressure Tests <input type="checkbox"/> Program Pathways <input type="checkbox"/> Reverse Transfer/Credit When It's Due <input type="checkbox"/> Student Engagement <input checked="" type="checkbox"/> Tracking Student Success <input type="checkbox"/> Transforming Remediation <input checked="" type="checkbox"/> Tutoring/Student Supports <input type="checkbox"/> Other (enter below):
<b>Activity/Project Overview or Description</b> (what this is?)			
<p><b>We intend to use a variety of approaches to improve the percentage of FTFT students completing ENGL 1101 and the Core Mathematics requirement for their major. The strategies include looking back at strategies developed for ENGL 1101 and MATH 1111 during Gateways to Completion to gauge success of those interventions. We will also pilot using the Mindset Intervention designed by the USG in selected sections of ENGL 1101, MATH 1001, and MATH 1111.</b></p>			

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<b>Activity/Project Activity Status</b> (where is this in process?) (replace box with "X" for all that apply)
<input type="checkbox"/> Studying <input type="checkbox"/> Initiating <input checked="" type="checkbox"/> Piloting <input type="checkbox"/> Scaling <input type="checkbox"/> Refining/Maintaining <input type="checkbox"/> Retiring
<b>Evaluation/Assessment plan</b>
Evaluation Plan and measures: Tracking of completion rates for English and Math courses (we already do this) and grade distribution comparisons between pilot courses and controls
KPIs: English and Math Pass Rates within 30 credit hours (discounting students with K or T grades)
Baseline measure (for each KPI): Average ENGL pass rates for 2020-2022 cohorts Average MATH pass rates for 2020-2022 cohorts
<b>Current/most recent data</b> (for each KPI): ENGL = 64.6%; MATH = 48.7%
Goal or targets (for each KPI): ENGL = 70% MATH = 58%
Time period/duration Three years, i.e. results for 2025 cohort
<b>Progress and Adjustments</b> (what has been accomplished and what changes do you feel you need to make)
<b>G2C revisions and adoption of TILT principles in all aspects of Core English and Math courses. We need to reinforce and ensure scaling of these accomplishments.</b>
<b>Plan for the year ahead</b> (What steps will you be taking in 2023)
<b>Plan for making MATH sections part of our HAIL QEP on integrative learning (one section grouping currently in pilot and more planned for full implementation in fall 2024). Piloting of Mindset Intervention in both English and Math courses.</b>
<b>What challenges will affect your ability to do this activity?</b>
<b>Faculty buy in; staffing, especially of Math sections.</b>
<b>What support do you need from outside your institution</b> (e.g., the System Office or other institutions) to be successful?
Mindset Intervention
<b>Project Lead/point of contact:</b>
Paul Dahlgren, Associate Dean for the College of Arts and Sciences

<b>Activity/Project Name:</b>	<b>STEPZ – Student Educational Planner in UNIV 1000</b>		
<b>Momentum Area</b> (replace box with "X" for all that apply):			
<input type="checkbox"/> Purpose <input checked="" type="checkbox"/> Pathways <input type="checkbox"/> Mindset <input type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications			
<b>Category</b> (tag)(replace box with "X" for all that apply)			
<input type="checkbox"/> Access <input type="checkbox"/> Adult Learners <input checked="" type="checkbox"/> Advising <input type="checkbox"/> Block Schedules <input type="checkbox"/> Campus Organization <input checked="" type="checkbox"/> Career Connections/Major Exploration <input type="checkbox"/> Change Management <input type="checkbox"/> Cocurricular Pathways	<input type="checkbox"/> Credit Acceleration (AP/IB,PLA,CB E, <input type="checkbox"/> Credit Intensity <input type="checkbox"/> Curriculum Design	<input type="checkbox"/> High Impact Practices <input type="checkbox"/> Leadership <input type="checkbox"/> Learning Communities <input type="checkbox"/> Math Pathways <input type="checkbox"/> Milestones/indicators in programs <input type="checkbox"/> Mindset	<input type="checkbox"/> Predictive Analytics <input type="checkbox"/> Program Maps/Pressure Tests <input checked="" type="checkbox"/> Program Pathways <input type="checkbox"/> Reverse Transfer/Credit When It's Due <input type="checkbox"/> Student Engagement

<input type="checkbox"/> Corequisite Remediation <input type="checkbox"/> Course Redesign	<input type="checkbox"/> Data and Communications <input checked="" type="checkbox"/> Decrease Credits at Graduation <input type="checkbox"/> Early Alerts <input type="checkbox"/> Faculty Engagement <input type="checkbox"/> Financial Aid Interventions <input type="checkbox"/> Financial Risk Alerts <input checked="" type="checkbox"/> First Year Experience	<input type="checkbox"/> Open Educational Resources <input checked="" type="checkbox"/> Orientation and Transition Programs <input type="checkbox"/> Other/Undefined <input checked="" type="checkbox"/> Peer/Supplemental Instruction <input type="checkbox"/> Performance Metrics	<input type="checkbox"/> Tracking Student Success <input type="checkbox"/> Transforming Remediation <input type="checkbox"/> Tutoring/Student Supports <input type="checkbox"/> Other (enter below):
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**Activity/Project Overview or Description** (what this is?)

**Incorporate the DegreeWorks – SEP, Student Educational Planner, module in the UNIV 1000 class for new freshmen. Use this tool to help students develop a roadmap for the classes they will take for their entire path to a degree.**

**Activity/Project Activity Status** (where is this in process?)  
 (replace box with "X" for all that apply)

Studying  
  Initiating  
  Piloting  
  Scaling  
  Refining/Maintaining  
  Retiring

**Evaluation/Assessment plan**

Evaluation Plan and measures:  
 Compare outcome measures (retention; graduation; Math and English completion) between students with a plan and students without a plan.

KPIs: Percent of New Freshmen Students with a plan in SEP  
 Percent of All Students with a Plan in SEP

Retention rates (fall to spring and fall to fall); Graduation rate (4yr); Math and English completion; Time to Degree

Baseline measure (for each KPI): In September 2023 there were 0% with a plan in SEP

**Current/most recent data** (for each KPI): Percent of 2023 cohort with plan in SEP: Not Yet Available

Fall to Spring Retention Rate 2023 Cohort = 86.7%  
 Fall to Fall Retention Rate 2022 cohort = 63%  
 Four Year Graduation Rate 2019 cohort = 18.3%  
 English Completion Rate 2022 cohort = 64.6%  
 Math Completion rate 2022 cohort = 48.7%  
 Time to Bachelor's degree 2022-23 = 4.9 years

Goal or targets (for each KPI):  
 Percent of New Freshmen Students with a plan in SEP ... Target > 80%  
 Percent of All Students with a Plan in SEP (after 4 years of project) ... Target > 80%

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>1% improvement in retention and graduation rate; >5% improvement in year 1 Math/English completion
Time period/duration ... beginning/pilot in Fall 2023; continue in subsequent Fall Terms so that eventually, after ~4 years, all students would have been exposed to the tool. Continue after that based on results.
<b>Progress and Adjustments</b> (what has been accomplished and what changes do you feel you need to make)
<b>Training was given to instructors and advisors in Fall 2023, and the tool was used in the UNIV 1000 class with all new freshmen. There is a need to consider how to incorporate for students that start in the Spring or Summer terms, who may miss the UNIV 1000 course.</b>
<b>Plan for the year ahead</b> (What steps will you be taking in 2023)
<b>Repeat the cycle of training for advisors/storm spotters, and deliver in UNIV 1000 in the Fall 2024</b>
<b>What challenges will affect your ability to do this activity?</b>
<b>The person who manages Degree Works in the registrar's office has resigned, and a new hire for this position is pending. This person will need to manage any changes in the Storm Tracks for each program and amend in the SEP configurations.</b>
<b>What support do you need from outside your institution</b> (e.g., the System Office or other institutions) to be successful?
Access to Elucian tables for extracting aggregate data from the SEP module (system office). In addition to the number of students with a plan, we may also be able to mine this database for the number and type of courses that are planned, and use as another input to forecasting.
<b>Project Lead/point of contact:</b>
Brian Mallett, Director of Institutional Research

<b>Activity/Project Name:</b>	Integrative curricular and co-curricular experiences to foster a sense of belonging		
<b>Momentum Area</b> (replace box with "X" for all that apply):			
X Purpose <input type="checkbox"/> Pathways   X Mindset <input type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications			
<b>Category</b> (tag)(replace box with "X" for all that apply)			
<input type="checkbox"/> Access <input type="checkbox"/> Adult Learners <input type="checkbox"/> Advising <input type="checkbox"/> Block Schedules <input type="checkbox"/> Campus Organization <input checked="" type="checkbox"/> Career Connections/Major Exploration <input type="checkbox"/> Change Management <input checked="" type="checkbox"/> Cocurricular Pathways <input type="checkbox"/> Corequisite Remediation <input type="checkbox"/> Course Redesign	<input type="checkbox"/> Credit Acceleration (AP/IB,PLA,CB E, <input type="checkbox"/> Credit Intensity <input checked="" type="checkbox"/> Curriculum Design <input type="checkbox"/> Decrease Credits at Graduation <input type="checkbox"/> Early Alerts <input type="checkbox"/> Faculty Engagement <input checked="" type="checkbox"/> First Year Experience	<input checked="" type="checkbox"/> High Impact Practices <input type="checkbox"/> Leadership <input type="checkbox"/> Learning Communities <input type="checkbox"/> Math Pathways <input type="checkbox"/> Milestones/indicators in programs <input checked="" type="checkbox"/> Mindset <input type="checkbox"/> Open Educational Resources <input checked="" type="checkbox"/> Orientation and Transition Programs <input type="checkbox"/> Other/Undefined <input type="checkbox"/> Peer/Supplemental Instruction <input type="checkbox"/> Performance Metrics	<input type="checkbox"/> Predictive Analytics <input type="checkbox"/> Program Maps/Pressure Tests <input type="checkbox"/> Program Pathways <input type="checkbox"/> Reverse Transfer/Credit When It's Due <input checked="" type="checkbox"/> Student Engagement <input checked="" type="checkbox"/> Tracking Student Success <input type="checkbox"/> Transforming Remediation

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			<input type="checkbox"/> Tutoring/Student Support
<b>Activity/Project Overview or Description</b> (what this is?)			
As part of our new QEP, HAIL (High-Impact Approach to Integrative Learning), both the Division of Academic Affairs and the Division of Student Engagement and Success will provide students with increased opportunity to engage in integrative learning activities. In Academic Affairs, student will have the opportunity to enroll in HAIL courses, clusters and stations. Each of these academic course options will engage students in reflective assignments that facilitate their realization of connections between academic, professional and personal experiences. The Division of Student Engagement and Success will provide faculty with a co-curricular toolkit which will include an inventory of scheduled co-curricular experiences that include descriptions and student learning/success outcomes for each experience, a co-curricular calendar, and a guide to using CanesConnect, GSW's online platform for campus organizations and events. This resource will enable instructors to build co-curricular participation into their course design for integrative learning experiences that go beyond the classroom. These experiences will help students recognize the relationship between their curricular and co-curricular learning and foster a sense of belonging in college and the GSW community.			
<b>Activity/Project Activity Status</b> (where is this in process?) (replace box with "X" for all that apply)			
<input type="checkbox"/> Studying <input type="checkbox"/> Initiating <input checked="" type="checkbox"/> Piloting <input type="checkbox"/> Scaling <input type="checkbox"/> Refining/Maintaining <input type="checkbox"/> Retiring			
<b>Evaluation/Assessment plan</b>			
Evaluation Plan and measures: A HAIL Evaluation Reflective Survey will be conducted after each HAIL event. Integrative Learning Rubric scores on HAIL course assignments completed each semester.			
KPIs: Increase student participation and first-year retention rates			
Baseline measure (for each KPI): Fall to Fall first-year student retention, and Fall to Spring first-year student retention.			
Current/most recent data (for each KPI): Fall 2022 to Fall 2023 retention – 63%, Fall 2023 to Spring 2024 retention – 87%			
Goal or targets (for each KPI): Fall to Fall first-year retention – 70%, Fall to Spring first-year retention – 90%			
Time period/duration Track data over a 3 year period.			
<b>Progress and Adjustments</b> (what has been accomplished and what changes do you feel you need to make)			
From Academic Affairs: For Fall 2023, there are three HAIL Course Clusters and the standalone HAIL courses. This Spring (2024), there are eight standalone HAIL courses and eight HAIL Course Clusters with 23 class sections participating. This level of engagement is above initial targets,  From Student Success and Engagement: There are currently A standing committee has been established to develop the co-curricular toolkit, create and review an inventory of university-sponsored events to determine which ones could be partnered as HAIL events, gather and review data from the 2023-2024 events to set benchmarks, and to further build out co-curricular components.			
<b>Plan for the year ahead</b> (What steps will you be taking in 2023)			
The HAIL Implementation Committee will meet bi-weekly to review curricular and co-curricular programming and to further develop integrative learning opportunities. The committee will also further develop an assessment plan and align a Integrative Learning rubric to our general education student learning outcomes.			
<b>What challenges will affect your ability to do this activity?</b>			
Student participation and buy-in from faculty to support integrative curricular and co-curricular experiences.			



**What support do you need from outside your institution** (e.g., the System Office or other institutions) to be successful?

None

Project Lead/point of contact:

Dr. Laura Boren, Executive Vice President for Student Engagement and Success  
Dr. Paul Dahlgren, HAIL (QEP) Director for Academic Affairs