



**2023-24 Momentum Plan**

Student Success Inventory

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

**Initiative I**

<b>Activity/Project Name</b>	
Momentum Area	<ul style="list-style-type: none"> <li>X Purpose</li> <li>X Pathways</li> <li>X Mindset</li> <li>X Change Management</li> <li>X Data &amp; Communications</li> </ul>
	<ul style="list-style-type: none"> <li>• Targeted outreach campaigns</li> <li>• Centralized management of advising to include advisor training</li> <li>• Increased collaboration with Student Success Centers (SSCs), Center for Career and Leadership Development (CCLD), Financial Aid (FA), and Residential Life (RL)</li> <li>• Revising program maps for accuracy and inclusion of co-curricular opportunities</li> <li>• Additional focus on high-risk students</li> </ul>
Activity/Project Activity Status	<ul style="list-style-type: none"> <li>• Expanding and diversifying outreach campaigns</li> <li>• Executing and assessing centralized management of advising</li> <li>• Maintaining proactive advising</li> <li>• Scaling and maintaining additional focus on high-risk students</li> <li>• Initiating the use of Salesforce</li> <li>• Initiating review and revision of program maps</li> </ul>
Evaluation/Assessment plan	<p>Evaluation Plan and measures:</p> <ul style="list-style-type: none"> <li>• Percentage of students receiving individualized advising communication from their academic advisors</li> <li>• Number of trainings planned and facilitated for academic advisors.</li> <li>• Number of projects planned in collaboration with the CCLD, the SSCs, FA, and RL</li> <li>• Percentage of athletes completing the semester in good standing</li> </ul>



Non-traditional students will also be provided with the same opportunity.

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**Focus on high-risk students:**

Learning Support-

- During the fall of 2022 a Peer Mentoring pilot was implemented for students in learning support for both English and math. This initiative will be scaled in 2023-24. Data is referenced in the next section.

Academic Probation:

- Advisors and the Student Success Centers staff provided targeted

need from outside your institution (e.g., the System Office or other institutions) to be successful? •

	<ul style="list-style-type: none"> <li>• 2% increase in the number of LS students passing gateway math courses</li> <li>• 2% increase in the number of students who were on probation at the beginning of fall'22 and finished the semester in good standing</li> <li>• 2% decrease in the number of students who began fall'22 in good standing and finished the semester on probation</li> </ul>
Progress and Adjustments	<p>Time period/duration: 2023-24 academic year</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"> <li>• English department made the following changes in 2021-22 to improve success rates and is continuing the same for 2023-24: <ul style="list-style-type: none"> <li>○ Implemented early check-in in week 3 followed by the institutional early alert in week 4 and another alert at week 6 for improved intervention</li> <li>○ Assigned the same instructor for the co-requisite and the gateway course</li> <li>○ Merged the ENGL 0999 and 1101 courses in D2L.</li> <li>○ Recommended students to utilize the Writing Center</li> <li>○ Added a mindset activity to the course design</li> </ul> </li> <li>• Math department will continue to implement the following: <ul style="list-style-type: none"> <li>○ Include a mindset module in the Math 1001 course structure as part of the Mindset Learning Project</li> <li>○ Assigned the same instructor to teach the co-requisite and the gateway course</li> <li>○ Will discuss merging the co-requisite and the gateway Quantitative Reasoning course in D2L</li> </ul> </li> <li>• 59.5% of LS students successfully completed ENGL 1101 in fall'22 as compared to 58.1% in fall'21.</li> <li>• 56.3% of LS students successfully completed MATH 1001 in fall'22 as compared to 56.9% in fall'21.</li> <li>• Success rates for MATH 1111 declined from 54.8 % in fall'21 to 34.1% in fall'22.</li> <li>• 33.3% of LS students who were on probation at the beginning of fall'22 finished the semester in good standing as compared to 17% in fall'21.</li> <li>• 47.2 % of LS students who were in good standing at the beginning of fall'22 finished the semester on probation as compared to 46% in fall'21.</li> </ul> <p>MGA will implement revised GPA threshold levels for LS exemption in 2023-24.</p>

Plan for the year ahead  
(What steps will you be taking in 2023)

- Require LS students to attend a tutoring session in the first three weeks
- Offer “Emerging Knights Pathway to Success” virtual orientation for incoming LS students
- Review the course design for Algebra to discuss best practices for delivering content

#### LS MATH

- Include Intelligent Agents in MATH 0997/1001 as a pilot project
- Scale the use of peer mentors in several sections of MATH 0997/1001 for fall 2023

Evaluation/Assessment  
plan (Key Performance  
Indicators, assessment  
plan, anticipated time  
period, reporting and





Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	<ul style="list-style-type: none"> <li>• Number of students completing Focus 2 Career Assessment and a quiz.</li> <li>• Number of students actively participating in <i>Knights LEAD</i> and in <i>Emerging Leaders</i>.</li> </ul>
	<p>Baseline measure from 2021-22</p> <ul style="list-style-type: none"> <li>• Number of students successfully completing Area B course</li> <li>• Number of students participating in <i>Knights Lead</i> in 2021-22 was 24</li> <li>• Number of students participating in <i>Emerging Leaders</i> in 2021-22 was 23</li> </ul>
	<p>Goal or targets</p> <ul style="list-style-type: none"> <li>• Increase the number of students participating in <i>Knights Lead</i> by 10%</li> <li>• Increase the number of students participating in <i>Emerging Leaders</i> by 10%</li> </ul>
	Time period/duration: 2023-24 academic year

Progress and Adjustments

- A form for reporting internships through Experiences in Handshake was piloted in fall 2022.
- Two groups of Leadership Program Students participated in projects for MGA Day of Service in September, 2022.
- Stepping Blocks was rolled out in January 2023 through university announcements and social media. The resource was added as another option in the Area B academic success content, in addition to the Focus 2 assignment that already existed.
- The Student Leadership Conference was held in March'23 to provide students with an opportunity to learn about leadership competencies needed for civic, professional, and campus life. The event provided students with another place to gain a sense of belonging at

	<p>determine focus areas for the other career advisors; however, all staff would still have to be able to meet with any student.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
Project Lead/point of contact	Mary Roberts and Heather McIntosh

### Initiative V

<b>Activity/Project Name</b>	
Momentum Area (select all that apply)	<ul style="list-style-type: none"> <li>Purpose</li> <li>Pathways</li> <li>X Mindset</li> <li>Change Management</li> <li>X Data &amp; Communications</li> </ul>
Activity/Project Overview or Description (what this is?)	Promoting and Creating Awareness of Growth Mindset in students, faculty, and staff

Activity/Project: Initiating and scaling to involve all academic and non-academic units

Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)

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## Initiative VI

<b>Activity/Project Name</b>	
Momentum Area (select all that apply)	<input checked="" type="checkbox"/> Purpose <input checked="" type="checkbox"/> Pathways <input checked="" type="checkbox"/> Mindset <input type="checkbox"/> Change Management <input checked="" type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	Establishing Learning Communities
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	Piloting freshman learning communities (FLCs) in Fall 2023 at our Warner Robins and Cochran campuses to study the impact FLCs have on academic performance. The IT, Health, and Business meta-majors will be used for this pilot. IT and Health FLC will be piloted at our Warner Robins campus. The Business FLC will be piloted at our Cochran campus.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	<p>Evaluation plan:</p> <p>Students participating in the FLCs will be evaluated using the successful – unsuccessful metric. Students who receive a letter grade of A, B, or C will be deemed successful. All other grades will be considered unsuccessful. Withdrawals will be included in the unsuccessful category. Two courses will be used in the evaluation. The two courses are English Composition I (ENG), and Quantitative Reasoning (QR).</p>

Warner Robins –