

# GEORGIA SOUTHERN UNIVERSITY

## APPENDIX I

### Georgia Southern Momentum Year Progress Update

- Corequisite Courses
  - The corequisite model for learning support in English (ENGL 1101) and in Mathematics (MATH 1001, 1101, 1111) was fully implemented in Fall 2018 on all three campuses. Georgia Southern University created a development and implementation committee that established the new policies and procedures for our learning support model. All policies and procedures reflect the USG guidance in this area. The Academic Success Center provides information on student placements for corequisite courses to the academic departments and communicates learning support policy and procedures to academic advisors, admissions, and the Registrar's Office.
  - In 2019-2020, Georgia Southern served as a pilot program for the inclusion of STAT/MATH 1401 in Area A2 of the CORE curriculum. We developed a corequisite model for learning support for STAT/MATH 1401, as well. As more students take STAT/MATH 1401, we will deploy the learning support sections more widely.
- Meta-Majors
  - Georgia Southern created nine (9) academic focus areas for exploratory students. Colleges and departments worked to design these focus areas as part of the institution's Momentum Year implementation. Academic Affairs, the Registrar's Office, and ITS collaborated on building the meta-majors in BANNER. All programs of study have been mapped to one of the nine focus areas (meta-majors) and Admissions built them into the application (i.e. Exploratory in Business, Exploratory in Health Professions).
  - Focus areas are used at First-Year Orientation (SOAR) and all incoming first-year students complete a pre-orientation assessment (MyMajors) to assist them in confirming a focus area or major at orientation. Students who are exploratory in one of the nine focus areas are assigned a College/Focus Area academic advisor, rather than an exploratory academic advisor.
- Academic Mindset
  - Georgia Southern has distributed the USG Academic Mindset Survey, via email request to new students, each Fall since 2017. In 2017 and 2018, both the initial survey and the follow-up survey had poor response rates, although the numbers improved in 2018.
  - In Fall 2019, the USG Academic Mindset Survey was administered as an assignment in our required First-Year Seminar course. Students completed the first survey during the first week of classes, with the follow-up survey administered in mid-November. Our response rate was much higher in 2019 (1971 students took the early survey and 975 took the late survey). We will administer the 2020 USG Academic Mindset Survey as an assignment in FYE 1220 again this year.
- Transition to College
  - As part of both our Momentum Year and our Transitions Improvement Plan, we continue to re-evaluate and update the Orientation process to better help our students navigate their transition to College. In Summer 2019, we completely restructured the

academic aspects of our orientation programming, including our pre-Orientation modules, and added a pre-orientation major/career assessment element.

- In Summer 2020, all new student Orientation sessions were virtual – please see: <https://www.georgiasouthern.edu/virtualsoar/> Enrollment Management, Academic Affairs, the Office of Admissions, and the Office of Advising partnered to develop the virtual SOAR experience for students. There are three live SOAR sessions offered each week. In SOAR Live, students, parents, and supporters hear from the Dean of Students, Financial Aid, the Bursar’s Office, and the Academic Success Center, as well as participate in break-out sessions tailored to fit various needs. In the Academic Q&A session, college leadership teams and academic advisement teams join together to help students and their supporters navigate transitions to college, major programs of study, and more. Finally, students are invited to join the future classmates and a SOAR Leader for a Small Group session.
- The academic advising team pre-registers our first-year students for fifteen-hour schedules, arranged in day/time blocks that students identify as best fit. Georgia Southern continues to work on a more holistic approach that integrates students’ academic and co-curricular activities. This also allows us the opportunity to build a transition process through the first full year of a student’s enrollment at the institution.

## **Appendix II**

### **Georgia Southern Momentum Approach Progress Update**

- All academic programs will engage in a comprehensive curricular review and redesign (CCRR) process.
  - Goal: Increase retention, persistence, and graduation rates by updating curriculum to align programs and student learning outcomes to principles of best practices, trends in field and discipline, and industry and workforce needs.
  - Progress: The first set of programs began the CCRR process in Spring 2019 and moved into the fall with review and planning. The process stalled out in Spring 2020 and we're working on a re-set starting Spring 2021.
- Communicate information clearly and transparently to students about what they need to know and do throughout their educational journey.
  - Goal: Provide clearly articulated transition tasks for all levels and populations of students.
  - Progress: The Office of First- and Second-Year Programming has developed and published transition tasks, student competencies, and goals for first-year and second year students in the areas of: academic success, personal growth, health & wellness, financial wellness, career development, and inclusive excellence. The first-year tasks were also integrated into the institutional Weeks of Welcome. While milestones and benchmarks are published on the program maps for each degree program, we continue to work with programs and departments to develop major-focused tasks, competencies, and goals for sophomore, junior, and senior students.
- Restructure and realign academic support services areas in Academic Affairs to better meet student needs.
  - Goal: Systematically remove institutional barriers to student persistence and graduation and ensure that we deliver wrap-around support services to all students.
  - Progress:
- Build and maintain an inclusive community that facilitates student engagement and fosters a positive educational journey for all students.
  - Goal: Academic Affairs and Student Affairs will collaborate on programming that helps students integrate their co-curricular activities with their academic program of study.
  - Progress:
- Create Enrollment Services Centers to serve as a front-line, go-to resource for students on both the Armstrong Campus and the Statesboro Campus.
  - Goal: Create an Enrollment Services Center on the Armstrong Campus Center in AY 2019-2020.
  - Progress:

**APPENDIX III**

**MOMENTUM YEAR PLAN STATUS UPDATE (OCTOBER 1, 2020)**

<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Advise students into an academic focus area. Remove the undeclared designation and introduce an exploratory designation with an academic focus area.	Completed May 2019.	Pre-Orientation modules developed around the academic focus areas. Students can choose a major or choose to be exploratory in an academic focus area. All orientation language focuses on academic focus area, rather than college.	.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Identify academic focus areas and the programs with which they are aligned.	Completed March 2019.		
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Create program maps for each program of study and each focus area.	Completed March 2019. All programs of study in the new institution have an established default program map.	Focus area maps (exploratory in a focus area) completed May 2019.	
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Establish program map standard requirements, including: term-by-term course requirements; ENGL 1101 in term 1 of first year; ENGL 1102 in term 2 of first year; CORE Area A Math in first 30 hours; clearly indicated critical courses and prerequisites; semester specific benchmarks and milestones; at least three program/focus area related courses in the first year; at least 30 hours indicated per year [15 hours per semester].	Completed December 2018. All program maps include the stated requirements.		ONGOING: Review institutional data to determine if there are barriers to students completing any of the elements required per the program maps. Engage with colleges, departments, and programs to identify whether course and/or curriculum redesign is warranted.

<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Students have ongoing advisement, with a professional academic advisor, in their academic program.	Completed August 2018. Students are required to meet with their academic advisor at least once per semester.	All campuses have a fully professional advising model.	ONGOING: Create a strong, faculty-driven mentoring program to support students in their program of study and to help identify appropriate co-curricular and leadership activities for each program and major.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Students are directed to co-curricular activities and practices that are supportive of their major and overall integration into the college environment.	Completed May 2019. Suggested co-curricular and leadership activities are listed on program maps for each degree program.	Developing better and more complete partnerships between Academic Affairs and Students Affairs, particularly in the area of programming and student resources, is an element of the GS Momentum Approach.	ONGOING: Work with faculty to identify opportunities to integrate co-curricular activities with academic coursework in each discipline/major.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
All incoming freshmen participate in the University System of Georgia Getting to Know Our Students Mindset Survey.	Provided to students in fall 2017, fall 2018, and fall 2019.	Distribution of University System of Georgia Getting to Know Our Students Mindset Survey in August 2019 in all First-Year Seminar sections, as an assignment, rather than as an opt-in message from the Provost.	Ongoing on an annual basis.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Create an inventory of high-impact practices that are already in place at one or more of our campuses.	Formal inventory process begun in April 2019. Work is on-going.		Create an inventory template and start gathering data on high impact practices. Determine which practices it makes sense to build upon and scale across campuses.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Create a Major and Career Exploration (MACE) space on the Armstrong campus.	Completed August 2018.	MACE on both Statesboro and Armstrong Campuses highly engaged with both orientation and First-Year seminar courses. MACE services provided on the Liberty campus one a week and by appointment.	

<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
All faculty and staff engage in lifelong learning and share those tools and strategies with each other and with their students, focusing on supporting student engagement and success.	Faculty who teach the first-year experience course integrate student engagement, academic readiness, and perseverance, and co-curricular learning experiences into the course.	Redesign of Center for Teaching and Learning to a Faculty Center underway in Fall 2019. This project is still ongoing.	Integrate student engagement and co-curricular learning experiences into discipline-specific and major courses. Engage with faculty and staff about professional development needs and student support needs.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Remove roadblocks/barriers to student completion within degree programs.	In progress as part of the GS Momentum Approach. The Office of the Provost has developed a Comprehensive Curricular Review and Resign (CCRR) process that each academic degree program will engage with.	Thirty programs are in the initial group engaged in the CCRR process. All programs will complete the review and design within three years.	ONGOING: Engage with faculty on where they see the barriers to student success. Use institutional data to assess where the roadblocks to degree completion likely are. Build a program to incentivize college, department, program, and faculty work with curriculum review and redesign.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Create a faculty/staff mentoring program.	Mentoring occurs, both formally and informally, on all campuses.	The Office of the Provost has tasked faculty fellows with a redesign of faculty and staff support services and mentoring programs.  The President has established leadership programs for faculty, staff, and administrators.	ONGOING: Create on-going and strategic faculty and staff engagement and professional development opportunities.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Continue course redesign of high-impact courses with G2C (Gateways to Completion).	We are in the fourth year of the cohort for redesigning MATH 1441 Calculus. We are undertaking redesign of three additional courses: ENGL 1101 Composition I; FYE 1220 First Year Seminar; MATH 1111 College Algebra.	Scaled our work with MATH 1441 Calculus across all three campuses.  In year 2 of the redesigns for ENGL 1101, MATH 1111, and FYE 1220.	

<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Implement our new Student Advisement and Success plan across all three campuses.	Completed Fall 2018.	<p>Provide support for departments and programs to hire the undergraduate student peer leaders, tutors, supplemental instructors, course assistants, etc.</p> <p>Created faculty committee to support Undergraduate Research initiatives. Continue work with the Student Success Committee of the Faculty Senate.</p> <p>Created steering committees, made up of faculty, staff, and students, for several initiatives</p>	
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Implement EAB SSC and Guide for the Statesboro campus.	Completed August 2018.	Continue to integrate additional institutional units into the CARE UNIT framework for students.	

**APPENDIX IV**

**GEORGIA SOUTHERN ACADEMIC FOCUS AREAS**

<b>Art</b>	<b>Behavioral &amp; Social Sciences</b>	<b>Business</b>	<b>Computing</b>	<b>Education</b>
Art Art Education Art History Graphic Design Music Music Education Theatre Visual Arts	Anthropology Child & Family Development Criminal Justice & Criminology Fashion Merchandise & Apparel Design Interior Design International Studies International Trade Law & Society Political Science Psychology Recreation Sociology Sport Management	Accounting Economics Finance Information Systems Logistics Management Marketing	Computer Science Information Technology	Elementary Education Health & Physical Education Middle Grades Education Secondary Education Special Education

<b>Engineering</b>	<b>Health Professions</b>	<b>Humanities</b>	<b>Science &amp; Mathematics</b>
Construction Management Civil Engineering Electrical Engineering Manufacturing Engineering Mechanical Engineering	Athletic Training Comm. Sciences & Disorders Exercise Science Health Sciences Medical Laboratory Sciences Nursing Nutrition and Food Science Public Health Radiologic Sciences Rehabilitation Sciences Respiratory Therapy	Communication Studies English History Interdisciplinary Studies Modern Languages Multimedia Film & Production Multimedia Journalism Philosophy Religious Studies Women's, Gender, Sexuality Studies Writing	Biochemistry Biology Chemistry Geography Geology Mathematics Physics Physics & Astronomy