



FORT VALLEY STATE UNIVERSITY

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The mission of Fort Valley State University (FVSU) is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 120 years of experience and tradition. As Georgia's only 1890 Land Grant institution, FVSU offers academic programs in a variety of disciplines which include agriculture, family and consumer sciences, technology, and a new program in supply chain management just to name a few. FVSU has a commitment to continue to further its traditions of excellence in programs in the liberal arts and humanities, social, natural and physical sciences.

FVSU enrolled 2,627 students in fall 2019. The student retention rate for fall 2019 is 73.4%. FVSU administrators believe this increase is due to many initiatives that have been implemented. The majority of FVSU students are African-American (91.5%) and as of 2019, 87% of FVSU students received Pell Grant Funds. FVSU has 630 or 24% of the student body that identifies as first generation freshman. Approximately only 1% of the incoming freshmen class were considered adult learners (25 years or older), therefore the majority of the student body is comprised of high school graduates who are products of lower-performing high schools in the inner cities or rural areas. However, a shift has occurred in the enrollment practices and the reward for this is a higher retention rate and, hopefully, a future increase in graduation rates. Our slightly higher female population is consistent with national trends. These indicators were used as the committee devised the Complete College Georgia Plan for FVSU as benchmarks and as points of reference for strategies that should be developed to increase student success outcomes for the institution.

IMPROVEMENT PRACTICES

We have made significant strides to improve practices at the institution to lessen the structural obstacles facing students. The migration to self-registration and the electronic process for academic advising has streamlined both processes for students and advisors. The decisions were made by a cross section of leaders from across the institution in academic affairs, the university college, the academic colleges, the registrar's office, student affairs and the institutional research unit. We also updated degree maps to assist in advising and course scheduling to promote on time completion. These improvements were recently implemented and therefore we do not yet have data to support the success of the changes.

MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

SECTION 3.1 EXISTING MOMENTUM WORK

PURPOSEFUL CHOICE

Strategy or activity	Successfully connecting the academic advising process and career planning and preparation.
Summary of Activities	University College Dean, academic advisors, Career Services Staff and academic departments, faculty advisors for the junior and senior levels advise students at a minimum of twice a semester
Outcomes/Measures of progress	Work in this area is already underway with students and a plan for its continuation in the FYE course is planned. FYE instructors and academic advisors must successfully conduct career profiles and interest assessments as a part of their FYE courses. Review the above-mentioned assessments with students during academic advising sessions. Assists students in making the proper career choices in the first year, per the results of the assessments mentioned above.

Lessons Learned and Plans for the Future	The program is newly implemented and therefore we do not have any data to support the impact.
Changes because of COVID-19	Successfully connecting the academic advising process and career planning and preparation. Covid-19 has had minimal impact on this work except that it's managed in the virtual space or with limited face to face interaction.

TRANSPARENT PATHWAYS

Strategy or activity	Identify nine credit hours from each major to complete the academic focus area concept.
Summary of Activities	Updating degree maps in all academic areas to ensure compliance.
Outcomes/Measures of progress	Degree maps have been generated that include 9-hours in the focus area to support purposeful choice and to keep students on track. We are currently updating the catalog and the website to reflect the changes in the degree maps.
Lessons Learned and Plans for the Future	We have seen early signs of the increase in retention and persistence that correlates with the implementation on the new degree maps.
Changes because of COVID-19	Covid-19 has had minimal impact on this work.

ACADEMIC MINDSET

Strategy or activity	Academic Mindset Survey
Summary of Activities	The deployment, to the greatest extent practical, the USG Mindset Survey each fall term
Outcomes/Measures of progress	FVSU had a 62% participation rate for the 2018 USG Mindset Survey.
Lessons Learned and Plans for the Future	We are still collecting data to analyze for future planning.
Changes because of COVID-19	Covid-19 has no minimal impact on this work.

GENERAL OVERVIEW AND OBSERVATIONS

The most successful strategies and activities have been the following:

- the updating of degree maps in all academic areas to ensure compliance
- identifying nine credit hours from each major to complete the academic focus area concept
- connecting academic advising with career planning

We have been able to connect these three activities for students, which is lending to their retention and persistence.

- While these activities were not necessarily the least effective, their effectiveness cannot be measured yet, as they are newly implemented and do not have data to fully support their effectiveness. Those activities would be:
 - Academic Mindset Survey
 - Integration of FYE course and career assessments

Both activities have been connected to students, with an expected increase in participation in the Academic Mindset survey as it will be introduced in the FYE course. Additionally, the potential to adjust FYE workshops to accommodate and complement career assessment. We will analyze the Mindset survey results to determine what programs we need to put into action to address the concerns brought to the surface by the students.

All completion activities transitioned to an online environment. Collaboration with Student Affairs to monitor attendance at signature events were monitored through the use of Presence. An increase in virtual advertising was another. The most important lessons we could share are the importance of engaging students throughout virtual instruction, and finding a variety of ways to do so. Additionally, utilizing technology to communicate – videos are

appreciated – will help to provide the human connection that a lot of students are missing. Encouraging them to connect with student activity events is beneficial as well.

SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

PURPOSE

Priority Work	Sharing/ communication
Description of Activities	University College Dean, academic advisors, Career Services Staff and academic departments, faculty advisors for the junior and senior levels advise students at a minimum of twice a semester
Activity status and plans for 2020	The use of data and developing reports to distribute to the university body.
Lessons Learned	In progress, the timeline for development if February 2021.

MINDSET

Priority Work	Career Assessment
Description of Activities	Schedule the administration of career assessment during the first two weeks of first-year student orientation
Activity status and plans for 2020	Career assessment are being completed for freshman and sophomores by the office of career services
Lessons Learned	This program was recently implemented and therefore we don't yet have data to support any findings.

PATHWAYS

Priority Work	Second-year Experience
Description of Activities	Continuation of the FYE student support by assisting in developing academic and personal skills while encouraging social responsibility
Activity status and plans for 2020	The director of first and second year program is working with the dean of the University College to establish and implement the second year experience and it rolled out if fall 2020.
Lessons Learned	This is a new program and so we have not assessed the program to date.

STUDENT SUCCESS AND COMPLETION TEAM

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