

Complete College Georgia

2021 Strategy Survey Preview

In order to gain a more comprehensive understanding of the work that institutions do toward college completion, a campus strategy survey accompanies the narrative update on Momentum/CCG activities. The strategy survey is an opportunity for institutions to indicate each strategy that they are pursuing or have pursued in the past year, allowing them to focus more in depth on those that are of the greatest impact and priority on their campus in their narrative comments.

The survey for 2021 asks a wide range of questions to better understand the work that is underway across the state. Campuses are asked to indicate which of the strategies they are engaged in. There is no expectation that any campus will undertake activities across all areas.

You can save this survey and return to it later. To save, just click the "Save and Continue Later" link at the top of the page (starting on page 2). You will need to enter your email (and verify it) and then receive a link to come back to the survey. You are welcome to forward this link to anyone you like. This should ease the process of logging in and completing the survey.

Unless otherwise noted, questions are "Yes/No." Only the institution is required. Each section includes an optional free response text box for additional notes and details.

Transition to College

1. Does your institution have targeted transition activities for any of the following communities:
 - Part-time students
 - Adult learners (undergraduate students 25 years of age or older)
 - Military and former military students
 - First generation college students
 - African American Students
 - Hispanic/Latino students
 - Low income students (Pell eligible)
 - Students with disabilities
2. Does your campus offer ANY after school or summer programs preparing middle school and high school students for college success (tutoring, mentoring, campus visits, college exposure workshops, etc.)?

Transition to College

1. Do you have a director for student transition to college?
2. Do you offer a new student orientation?
 - If Yes,
 - a. Do faculty or staff from Academic Affairs participate in New Student Orientation?
 - b. When do you offer new student orientation? (select all that apply: Spring Preview Days; Summer; Fall (before term begins))

- c. How long is your new student orientation? (Select all that apply: Less than one day/half day; One day; Two days; Three days; More than three days; Varies)
- d. Do you charge a fee for orientation?
 - 1. If yes, please indicate how much.
- e. For 2020, were any of your new student orientations for on campus students conducted virtually?

If yes:

- 1. What platform did you use?
 - 2. Please indicate the mode: [all asynchronous; hybrid asynchronous/synchronous; all synchronous; varied]
 - 3. How many students did you orient in a session?
- 3. Do you communicate with parents/families throughout the year?
 - a. If Yes, what platform/mode do you use?
 - 4. Does your institution offer a summer bridge program for select students?
 - 5. Do you require all freshmen to participate in a first-year seminar/experience?
 - a. If yes, How many credits is your FYE/FYS course? (0, 1, 2, 3, varies, other)
 - 6. Do you have ongoing transition programming outside of FYS/FYE for students?
 - 7. Do you have "week of welcome" or similar activity on your campus?
 - a. If yes, how many days does this activity last? (1-30)
 - b. Do faculty or staff from Academic Affairs participate in this activity?

Academic Mindset

- 1. How will you administer the 2021 Mindset Survey? (select all that apply: New Student Orientation; First Year Experience/Seminar course; Other First Year Course; Email to students; Other...)
- 2. Has your institution engaged in any additional work on Academic Mindset (e.g., professional development, faculty or student interventions, etc.)
 - a. If yes, please briefly indicate what these were and the primary contact person.

Transparent Pathways

Credit Intensity/15 to Finish

- 1. Does your institution have a credit intensity/15 to Finish strategy?
 - If yes,
 - a. Does your institution provide marketing materials at registration/orientation about taking 15 or more credits per semester?
 - b. Are advisors trained to encourage students to take 15 or more credits per semester ?
 - c. Do first-time full-time freshmen build 15-credit schedules by default?
 - d. Is student success tracked by credit hours attempted/earned?
 - e. Are students are encouraged to use summer to "make up" credits?

Focus Areas

- 1. At what point do students identify their focus area? (select one: On the application; pre-orientation advising; orientation; students do not identify a focus area (direct placement into major); other)
- 2. At what point in their academic career are students required to select majors or programs of study? (Select one: at enrollment; within 15 credits/1 semester; within 30 credits/2 semesters; within 45 credits/3 semesters; within 60 credits/4 semesters)

3. Does your institution use focus areas to cohort/group students for communications/resources/outreach/etc.

Program Maps

1. Are program maps available to prospective and current students on your institutional website?
2. Are program maps used by advisors and students for planning and registration?
3. Are program maps consistently formatted across all programs?
4. Do program maps constrain choice by outlining a limited number of recommended electives?
5. Do program maps provide students clear “off-ramps” to related areas of study without high credit loss?
6. Is the math on program maps specific to the degree requirements?
7. Are course milestones and checkpoints a part of program maps to indicate when students are 'off track'?
8. Do program maps include co-curricular and extracurricular milestones?
9. Are program maps used to predict course demand and identify program bottlenecks?

Pressure Testing Programs of Study

1. Are all undergraduate programs “pressure tested” to ensure students are able to navigate them successfully on time?
If yes:
 - a. How frequently are programs expected to be reviewed
 - b. Who is responsible for leading pressure tests?

Supporting Students

1. Does your institution have a financial literacy program for all students that includes information about student loans and other forms of financial aid?
2. For 2021, did you offer any special programming, services or supports for students returning to in-person learning?
If yes,
 - a. Please indicate who the primary contact for this is on your campus and briefly identify what was provided.
3. How has the demand for mental health services on your campus changed over the past year?
4. Does your institution have a single point of contact for students needing academic assistance?

Academic advising to keep students on track to graduate.

Predictive Analytics & Early Alerts

1. Does your institution track student progress toward a degree (e.g., via Degree Works or other software)?
If Yes,
 Are audits conducted on students with 45-60/105-120 credits but have not applied to graduate to determine gaps?
2. Please indicate what tools your institution uses (if any) to track student progress toward a degree, conduct early alerts, evaluate and monitor course/section demand, student

engagement, and student success dashboards (select all that apply and add other not on the list). (DegreeWorks, DegreeWorks Student Educational Planner, EAB Navigate, Civitas, Handshake, Purple Briefcase, Simplicity, Suitable, AdmitHub, Virtual Advisor, Tableau, Qlik, PowerBI, Metabase, None, Other)

3. Does your institution identify students who may need special interventions in the semester (e.g., early alerts)?

If yes,

- Does early alert system include both affirmative (in response to positive action or behavior) and corrective alerts for students?
- Do early alerts place “holds” on student accounts?
- Do staff conducting interventions have access to the student's full academic record?
- Are early alert interventions triggered automatically (e.g., from gradebook) or manually? (Automatically; Manually)
- Do you use special software to manage alerts/interventions?
- Please indicate what software your institution uses to manage early alerts.

Dual Enrollment

1. Does your institution participate in dual enrollment programs for high school students? (Select all that apply: Yes, on our campus with our faculty; Yes, at a high school or third location with our faculty; Yes, at a high school with high school faculty; No)
 - If “Yes, on our campus with our faculty,” What strategies does your institution use to provide required textbooks to dual enrolled students while minimizing the expense to the institution?
2. Do you have a Dual Enrollment Coordinator to support High School students taking college courses while in high school?
 - If yes, what department and staff member (name/email) serves as the lead contact with this initiative?

Restructure instructional delivery to support educational excellence and student success

1. Does your institution formally recognize excellence in instruction?
If Yes,
 - Please describe how excellence is recognized and promoted?

High Impact Practices

1. Has your institution implemented any of the following LEAP High-impact practices?
[Click here for descriptions of LEAP High Impact Practices.](#)
[Yes/No; Primary Contact (if yes)]
First-Year Experiences
Common Intellectual Experiences
Writing-Intensive Courses
Collaborative Assignments and Projects
Undergraduate Research
Diversity/Global Learning
Service Learning, Community-Based Learning
Internships
Capstone Courses and Projects
2. Does your institution provide courses with peer supplemental instruction or mentoring?

3. Has your institution undertaken course redesigns beyond the G2C project to improve student outcomes?
 4. Has your institution continued to provide training on teaching in online/hybrid modalities?
 5. If yes,
 - Is participation in this training tracked?
 - Does this training include resources and information on authentic and alternative assessments
 - Is this training available to faculty outside of your institution?
 -
-

Momentum Approach

Student Success Process

1. Does your institution have a formal student success team or cabinet? If yes:
 - a. How frequently does it meet [responses: weekly, biweekly, monthly, quarterly, biannually, other – specify]
 - b. What offices/institutional functions are represented on this team?
2. Does your institution have a student success dashboard? If yes:
 - a. How is this dashboard generated?
 - b. Who on your campus has access to this dashboard?

Housing and Residential Life

1. Does your institution offer programming (academic/non-academic) in housing?
2. Does your institution provide tutoring, peer instruction, or other academic support activities in housing?

Student Life

1. Does your institution participate in the National Survey of Student Engagement (NSSE) or the Community College Survey of Student Engagement (CCSE)?
2. Does your office of student life measure engagement of students in co-curricular and extra-curricular activities? (if Yes, What measures do you use? What technology, if any, do you use to track this? Is student engagement data shared with others on campus?)

Career Services

1. Does your institution have an Office of Career Services?
2. Do all students at your institution take a career interest or skills inventory?
If yes:
 - a. What inventory do you use
 - b. At what point do most students take the inventory
 - c. Is a review/discussion of the results a structured part of the student's academic or co-curricular program?
3. Does the Career Services Office participate in New Student Orientation, FYE/FYS courses?
4. At what point in their academic career do students generally first engage with Career Services?
5. Are your institution's academic internship programs associated/affiliated with the Office of Career Services?