

GEORGIA SOUTHERN UNIVERSITY

Appendix

Table 1: Undergraduate Student Populations and One-Year Retention Rates

Undergraduate Student Demographics	Fall 2020 Percent of Student Body	Retention Rates Fall 2021 (for Fall 2020 cohort)
Unknown	1% (+.3%)	*
Asian	2% (-1%)	*
Two or More Races	4% (+/-0%)	*
Hispanic/Latino	8% (+.4%)	68.8%
Black/African-American	26% (+.7%)	67.2%
White	58% (-1.4%)	*
Military & Military-Affiliated	15%	70%
Adult Learners	10.9%	*
Pell Eligible	31.5%	*
First Generation	25.4%	*
Overall GS Retention Rate FTFTF		72.0%

Source: Georgia Southern University Office of Institutional Research; Qlik Fall Enrollment by Academic Program (407a)

*Note: Figures are based on the preliminary Fall 2021 census data – refined demographic data is unavailable at this time, but will be included in the following report.

Table 2: Average High School GPA for FTFT Freshmen for Past SEVEN Fall Terms

2013	2014	2015	2016	2017	2018	2019	2020
3.24	3.27	3.29	3.33	3.34	3.36	3.43	3.29

Source: Georgia Southern University Pyramid

Table 3: Reasons for Not Registering for Spring 2020 and Spring 2021

Reason	Spring 2020 Number of Students Listing as Reason	Spring 2021 Number of Students Listing as Reason
Academic	15	7
Applying for Secondary/Grad Program		24
Courses Unavailable	3	38
Family/Health	16	46
Financial	59	178
Gap Semester or Year		42
Graduating	23	24
Had Not Been Advised		323
Holds		103
Internship/International Study	20	89
Military	25	12
Needed Help Registering		161
Not Returning (undisclosed)		635
Other	15	33
Personal	51	24
Transferring	135	22
Work Conflicts		21
Total	362	1780

Source: Institutional Late Registration Survey Reports

Table 4: Momentum Resilience Area Updates

STRATEGY/AREA:	Transitions to College		
Activity	Process/Steps	Person responsible	Completion date
Implement new on-boarding and transition programming for students from entrance through the first year.	Steering Committee, 3 subcommittees, and 7 working groups	Dustin Anderson Amy Smith Ken Gassiot	Implemented June 2021
STRATEGY/AREA:	Course scheduling – fuller student schedule (SOAR in 4)		
Activity	Process/Steps	Person responsible	Completion date

Provide more data and direction to department chairs and deans regarding student course needs.	Implementing Ad Astra Scheduler and Monitor, Align, and Predict (MAP) Create a regular training schedule (and refresher courses) for Deans, Associate Deans, and Department Chairs on EAB APS, EAB Institutional Reports, and Business Objects.	Dustin Anderson (EAB) Wallace Brown (Astra) Amy Ballagh (Pyramid)	MAP implemented Astra Scheduler implemented Pyramid implemented EAB APS implemented Training opportunities began in April.
Provide students will tools to meet expectations of (a) 15+ hours per semester; (b) register for course sequence on program maps	Implementing EAB Navigate Academic Planning	AP for Student Success, Advising, and cross-divisional team	Implemented August 2021
Stress test program maps	Engage with academic programs (provide information and data sources) for the programs to engage in conversations about whether students can reasonably complete degree program(s) in 4 years.	Dustin Anderson Delena Bell Gatch, and cross-divisional team	May 2022
STRATEGY/AREA:	Stronger alignment of curricular, co-curricular, and extracurricular programming		
Activity	Process/Steps	Person responsible	Completion date
Create more effective partnerships between Academic Affairs and Student Affairs to facilitate student engagement with programming and major/career exploration.	1) train personnel on identifying collaborative opportunities with cross-divisional campus partners. 2) partner on synchronizing programming. 3) align co-curricular activities.	Dustin Anderson Ken Gassiot (for Melanie Miller) Department Chairs and Program Directors	May 2022
STRATEGY/AREA:	Increase student access to High Impact Practices (HIPs)		
Activity	Process/Steps	Person responsible	Completion date

Expand student opportunities to engage in high impact practices.	Build more opportunities for engagement aligning with AAC&U best practices.	HIP Faculty Fellows Provost, Deans, & Academic Departments Career Services Student Affairs Global Engagement Undergraduate Research Office	May 2022
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STRATEGY/AREA:	Stronger alignment of curricular, co-curricular, and extracurricular programming, focusing on integration of career services and development throughout the curriculum		
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Activity	Process/Steps	Person responsible	Completion date
Create more effective partnerships between Academic Affairs and Student Affairs to facilitate student engagement with major specific career exploration.	Start integrating career pathways with our curriculum and program pathways	Dustin Anderson Glenn Gibney Department Chairs and Program Directors	May 2022

STRATEGY/AREA:	Identify “derailers” to student engagement and degree completion and also identify and implement program, unit, or institutional solutions.		
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Activity	Process/Steps	Person responsible	Completion date
Create more effective partnerships between Academic Affairs and Student Affairs to facilitate academic program engagement with co-curricular education and programming.	<ol style="list-style-type: none"> 1. Redefine involvement. Tying work and other experiences back to academic pursuits. 2. Co-curricular milestones. 3. Commitment to the end goal (degree attainment and employment or graduate school) 4. Engage with existing committee structures (Enrollment Squad, Academic Standing Committee, Student Success Committee, academic department or college) 	Dustin Anderson Dantrell Maewether Ken Gassiot Col. George Fredrick Cassie Morgan Meg Heins Jodi Caldwell Enrollment Squad Financial Aid Bursar’s Office Academic Departments Deans	May 2022

	committees, etc.) to define, identify, and implement program and/or institutional solutions.		
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Image 1: AIP Fall 2020-2021

ACADEMIC INTERVENTION FALL 2021 UPDATES

APPOINTMENTS

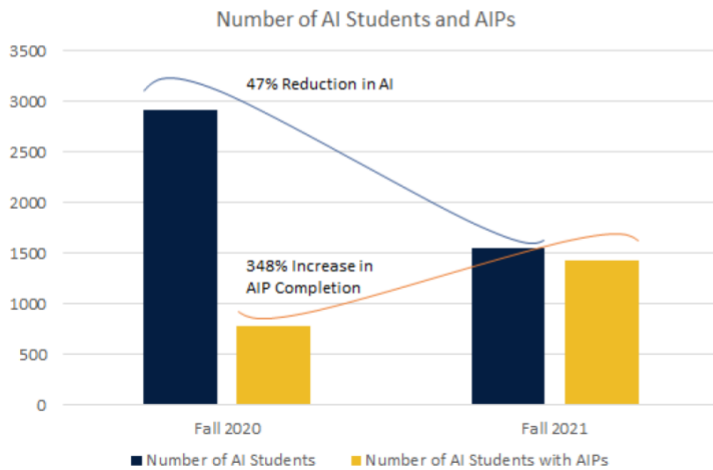
As of 09/20/2021, Academic Success Coaches held 1,116 one-on-one appointments for the Fall 2021 Semester. This number does not include the 1,426 asynchronous appointments conducted through the AIP intake process.

ACADEMIC IMPROVEMENT PLANS

To date, 92.3% of Fall 2021 Academic Intervention students have completed an Academic Improvement Plan, compared to 26.5% in Fall 2020. This increase in engagement is the result of improved access via a mobile-compatible intake form.

ENGAGEMENT

Delivery of GSU 1000 has been centralized, combining 60 course sections into one to ensure consistency in communication, curriculum delivery, and engagement. The AIP intake process has improved AIP Quality control, as well as student access and engagement.



Fall 2020
2917 AI Students
774 AIPs
26.5% Engagement

Fall 2021
1545 AI Students
1426 AIPs
92.3% Engagement

Image 2: the Eagle Experience



Georgia Southern provides an orientation and transition experience to new students like no other, by connecting the first moments of your commitment to GS all the way through your first year with us. It's called **The Eagle Experience**.

We want you to be ready for success in the classroom and in dining halls, on game days and during job interviews, and at every point in between. This intentional approach is like no other, grounding you through tight-knit communities, hands-on activity, and academic support. You're on an amazing journey and we are with you all the way.



New Student Convocation

Convocation is the formal beginning of your academic journey. You'll hear from current and former students and a professor about how to grow and thrive in college. After Convocation, you will join your fellow new students at the President's Picnic for food and time to explore your campus and see what makes it unique.

[View Event Information >](#)



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Enrollment Checklists
- 
SOAR
- 
Eagle Engage
- 
Accepted Student Experience
- 
Operation Move-In
- 
Parents & Supporters
- 
Campus Maps
- 
New Graduate Students
- 
Build-A-GUS

Fall 2021 Semester Hours of Operation

View the opening of Fall 2021 semester hours of operation for key departments and student service units below.

[Statesboro Campus Hours >](#)
[Armstrong Campus Hours >](#)

Image 3: Eagle Engage

EAGLE Skills ENGAGE

Earn Skills and Competencies by getting involved. Search and learn how below.

Search Skills

Competencies

Competencies are groups of skills you can earn.

Knowledge acquisition, construction, integration and application

Knowledge Acquisition activities provide opportunities for students to acquire, integrate, and apply information from a broad range of disciplines with the goal of advancing their academic and personal growth.

4 Skills

Cognitive Complexity

Cognitive Complexity activities provide opportunities for students to acquire and demonstrate critical thinking and reasoning skills with the goal of enhancing their ability to effectively address and solve problems.

4 Skills

Intrapersonal Development

Intrapersonal Development activities provide opportunities for students to develop their personal identity and a positive sense of self with

Interpersonal Competence

Interpersonal Competence activities provide opportunities for students to work effectively with others in a positive way with the goal of increasing

Levels

Levels help track to what degree you have earned a skill. Each skill can be earned to the levels below.

- 1. Explore**

In the Explore level, students develop working knowledge of basic concepts as they become aware of new facts, concepts, and skills. They gain a basic knowledge of most elements within the skill and may need extra time, resources, or guidance to apply it in practice. They require conscious effort, study, and coaching to ensure accuracy and continue learning.
- 2. Experience**

In Experience level, students deepen their knowledge of these areas and gain experience applying skills to various situations and contexts. They have a working knowledge of most elements within the skills and may need extra time and effort to incorporate them into practice. They require practical experience with multiple scenarios and some conscious effort to continue learning.
- 3. Excel**

Students excel at the skill by accumulating extensive direct experience, articulating deep knowledge of details, intricacies, and interconnections, and demonstrating the skill with little effort. They have extensive and nuanced knowledge of all elements within the skill.

Image 4: MyMajors Motivation for Attending College

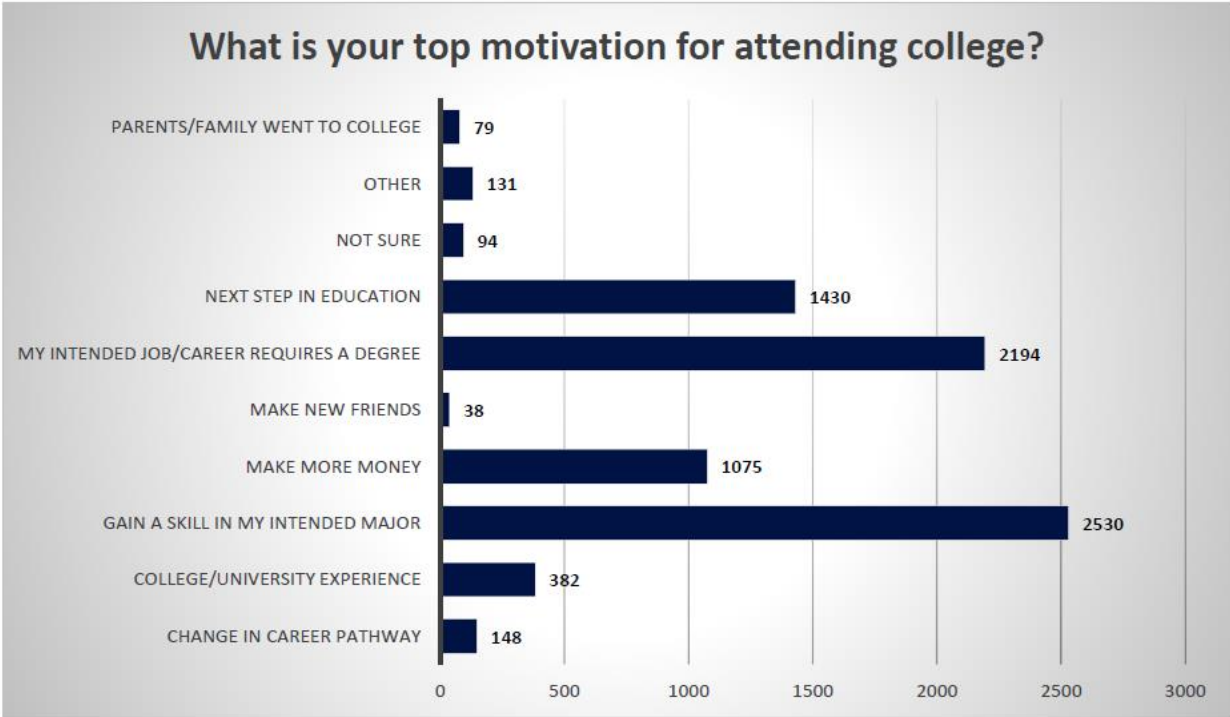


Image 5: Early Transition Events

