



# ALBANY STATE UNIVERSITY

## SECTION 1: YOUR INSTITUTIONAL MISSION & STUDENT BODY PROFILE

Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, and associate degrees, as well as certificate programs at its main campuses in Albany and at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University’s faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of Southwest Georgia and beyond.

Data related to the University's Student Profile and Enrollment Trends.

As of October 11, 2022, our total university enrollment is 6,361 with undergraduates with less than or equal to 60 hours accounting for 3794 of them; 2,043 possess more than 60 hours. The total of graduate students is 524. FAFSA was applied for 5,694.

ASU enrollment trend data are depicted in the table below.

	Fall 2020	Fall 2021	Fall 2022
Dual Enrolled	245	349	145
Total Undergraduates	6,102	5,778	5,837
Graduate	407	344	524
<b>Grand Total</b>	<b>6,509</b>	<b>6,122</b>	<b>6,361</b>

The student profile for our current period, fall 2022 reveals that the vast majority of our students are from the state of Georgia. Additional student profile data can be located in our online factbook found at [https://www.asurams.edu/institutional-effectiveness/ASU\\_Factbook2021-2022%2008.15.2022-FINAL.pdf](https://www.asurams.edu/institutional-effectiveness/ASU_Factbook2021-2022%2008.15.2022-FINAL.pdf).

ASU’s mission and strategic plan strongly influence our momentum work’s priorities with consideration given to our student profile. We are committed to teaching and learning and to assisting our students in becoming “effective contributors to a globally diverse society.” Further, we believe in creative scholarship (as evidenced by our learning communities and University College) and in alliances across and beyond campus (as can be observed in our supplemental support services included alliances between academic affairs and residential life. We systematically review data related to our student profile in alignment with our desires to increase student access and success (ASU Strategic Plan, 2025). More information about our guiding principles and strategic plan can be found at <https://www.asurams.edu/institutional-effectiveness/strategic-planning/2025.php>.

In alignment with best-practices in student retention in general, and HBCUs specifically, we follow a model for continuous program improvement that emphasizes a data cycle of collection, analysis, planning, implementing, and re-assessment. Baseline data are determined considering our specific contexts and student body. That student body currently consists of a large population of students admitted under the institution’s access mission. As such, our University College, First-Year-Experience, and other Student Success efforts revolve around enhancing students’ engagement while providing supplemental instruction and support in deliberate, strategic ways. Some of our strategies are outlined in this plan.

Our current benchmark institutions among our peer institutions are Fort Valley State University, and Savannah State University. Fort Valley and Savannah State Universities are also our primary competitor institutions along with Georgia Southwestern State

University, but it should be noted that we are committed to a spirit of collaboration across our schools. Finally, we list among our aspirational institutions, Georgia College and State University and Clayton State University.

## SECTION 2: YOUR STUDENT SUCCESS INVENTORY

<p><b>Activity/Project Name</b> Momentum Area</p>	<p><b>University College</b></p> <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>
<p><b>Activity/Project Overview or Description</b></p>	<p><b>University College</b> “a place where you will learn, grow and build community”</p> <p>Purpose: To provide a transformative first-year experience that sufficiently supports an effective transition into college life and subsequently prepares students for the academic rigor of their major classes.</p> <p>The University College (UC) serves as a portal of entry for first-year students, functioning centrally to an integrative system of support between student affairs, student services, and academic affairs. The UC will collaborate with campus partners to provide mentoring, training, and development opportunities designed to empower students to: be regulated learners, make a commitment to their own learning and invest in their academic success, select appropriate academic, networking, and career opportunities, and recognize the importance of self-care as a critical component of student success.</p> <p>The UC engages ASU’s change management process and as an activity, serves to invest in the mission work of Momentum planning. The foundation of change management at ASU follows 7 precursors, with the University College being one such activity that was developed with this process while ensuring alignment to our strategic plan, The Standard. Through this change management and planning process, the UC addresses the question How can colleges and universities provide the best support and a sense of belonging for students as they transition into college? To do so, UC will provide a one-stop centralized system of both academic and non-academic support for first-year students, ensuring consistency and relevancy in structure and policy, academic learning, faculty training and mentoring. The activity will heavily invest in evaluation and assessment as we respond to the dynamic needs of students while promoting their persistence towards timely graduation.</p>
<p><b>Activity/Project Activity Status</b> <b>Evaluation/Assessment plan</b></p>	<p>We are currently piloting University College (prototype).</p> <p><b>Evaluation Plan and measures:</b></p> <ul style="list-style-type: none"> <li>• DFW Rates</li> <li>• Course Pass Rates</li> <li>• Term GPA</li> <li>• Cumulative GPA</li> <li>• Average number of terms enrolled</li> <li>• Average Credit Intensity</li> <li>• Incoming Freshman Area A course rates</li> <li>• based on hours attempted</li> <li>• based on hours earned</li> <li>• Semester Final Grades</li> <li>• Freshman</li> <li>• Sophomore</li> <li>• Retention rate of Freshman enrolling in consecutive fall terms</li> </ul>

<ul style="list-style-type: none"> <li>• Sophomores completing AA program with matriculation into a BS program</li> <li>• # Learning Communities available to first-year and second-year students</li> <li>• Interaction of advising, academic support, block scheduling, faculty participation, NSP engagement</li> <li>• % of students participating/using supplemental instruction</li> </ul>
<p><b>Baseline measure</b></p> <ul style="list-style-type: none"> <li>• Baseline measure: Will be collected Fall '22</li> <li>• Estimated 250 student cohort Fall '22</li> </ul>
<p><b>Goal or targets</b></p> <ul style="list-style-type: none"> <li>• Increase % of first-year students attempting/earning ENGL and MATH credit (Area A) by 5% annually</li> <li>• Increase % of first-year and second-year students who earn end of course grades A, B, or C by 5% annually</li> <li>• Increase the retention rate of Freshman by 25% annually</li> <li>• Increase the internal transfer rates of students completing the AA program to the BS program by 25%</li> <li>• Increase the number of Learning Communities by 2 each reporting period</li> </ul>
<p><b>Time period/duration</b></p> <ul style="list-style-type: none"> <li>• 5-year plan</li> </ul>

<p>Updates for 2022</p>	<p><b>Progress and Adjustments</b></p> <p>University College was launched in fall 2022 with the planned nine learning communities and a revised evaluation plan. Since its launch, we have witnessed an increase in visits to the University’s student support services. For example, visits to the Math Center have increased six times over those of fall 2021. The implementation of monthly Town Hall meetings and Laid-Back Wednesdays as formal and informal student check-in points have enabled us to collect data directly from students. Based on the data collected, we have implemented assignment submission sessions, worked towards greater communication regarding the shuttle system, adopted a Restorative Justice Framework to address student dispositions, and created a program to support students’ academic self-efficacy. UC Faculty and Instructors received training in high-impact teaching practices and student resilience during summer and fall of 2022.</p>
	<p><b>Plan for the year ahead</b></p> <p>University College began the 2022-2023 Academic Year with 217 students enrolled in nine learning communities and offered 42 sections of ASU 1101. In this way, we touched each incoming student possessing less than twelve credit hours. Due to fall melt, the number of students enrolled in the nine learning communities has decreased to 155.</p> <p>We have developed the following plan to accomplish several goals: (1) to increase the number of incoming students that can participate in a learning community; (2) to impact ASU student retention and graduation through enhanced student engagement; (3) place greater emphasis on student literacy; and (4) to encourage student exploration of research, service, and career options.</p> <p>Through these stated aspirations, we endeavor to enroll 625 students in 25 ASU Learning Communities (LCs) by fall 2023.</p> <ul style="list-style-type: none"> <li>• We will add the use of “Exploratory Seminars” in each of the ASU 1101 sections. These seminars will be proposed by faculty, have common elements with other sections of ASU 1101; and allow for greater student exploration in a service or research area.</li> <li>• We will include an ENGL course in all Learning Communities to support student literacy.</li> </ul>

	<ul style="list-style-type: none"> <li>• We are refining an instructor handbook and notebook of SOPs to increase consistency of practice and serve as a repository of resources need for continuous program improvement.</li> <li>• The revised data plan launched during fall 2022 will be used to collect baseline data.</li> </ul>
<p>What challenges will affect your ability to do this activity? What support do you need from outside your institution</p>	<p>Challenges that may affect the ability to do this activity relate to timely processes, as processes are new and there may be programmatic changes required to proceed more efficiently; student engagement, as expectations require various points of engagement directly with students outside of the classroom; and resource availability, as there may be resources not yet known to be needed in the prototype phase of UC. Timely collection of data may also present a challenge, as various moving parts may be needed to collect and report out, and reliance on various systems could potentially impede the timeliness of the process. Support from outside of the institution connects back to System Office needs, mainly in access to guidance and support in the partnered development of UC as well as in access to various data elements and visualizations. There is also the support and need to pair and share with other USG campuses on initiatives, practices, and outcomes, which will further promote success of the activity. Continued support from administration, with the inclusion of continued funding opportunities, is also needed.</p>
<p>Project Lead/point of contact</p>	<p>Dr. Tiffany D. Pogue (Assistant VP of Academic Affairs) Dr. Steve Transou (Director of First Year Experiences)</p>

Activity/Project Name	Learning Communities
<p>Momentum Area</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Purpose</li> <li><input checked="" type="checkbox"/> Pathways</li> <li><input checked="" type="checkbox"/> Mindset</li> <li><input checked="" type="checkbox"/> Change Management</li> <li><input type="checkbox"/> Data &amp; Communications</li> </ul>
<p>Activity/Project Overview or Description</p>	<p>The Learning Communities (LCs) activity provides first-year learning communities where two or more courses are linked thematically with collaborative instruction. The primary approach of the Learning Communities is to organize and leverage student success activities and campus resources while supporting and aligning to the mission of University College and our strategic plan, The Standard. Courses within a first-year learning community will use OER and focus on core areas as well as areas of academic performance, retention, and degree progression. LCs at ASU will provide an easier platform of transition to ASU students while providing a supportive network of peers, mentors, professors, success services, and more.</p> <p><b>Reasons to consider joining a learning community at ASU include:</b></p> <ol style="list-style-type: none"> <li>1. Courses attached to the learning community often work towards the completion of one’s major</li> <li>2. Students within the same community often take the same course(s) and can work together</li> <li>3. Students often build academic and personal connections with peers, faculty, and staff at ASU</li> <li>4. Students often better explore and define personal values and identity within a community</li> <li>5. Students within the same community often make new friends while having fun and learning at the same time</li> </ol> <p><b>Fall '22 Learning Communities include:</b></p> <ul style="list-style-type: none"> <li>• ASN Pre-nursing Learning Community             <ul style="list-style-type: none"> <li>• First-year Pre-nursing Associate of Science majors</li> </ul> </li> <li>• BSN Pre-nursing Learning Community             <ul style="list-style-type: none"> <li>• First-year Pre-nursing Bachelor of Science majors</li> </ul> </li> <li>• Being an Avatar in a Metaverse</li> </ul>

	<ul style="list-style-type: none"> <li>• First-year male students, open to any major</li> <li>• Conversations about STEM             <ul style="list-style-type: none"> <li>• First-year STEM majors</li> </ul> </li> <li>• Embracing Global Commerce             <ul style="list-style-type: none"> <li>• First-year business majors</li> </ul> </li> <li>• Future Teachers Program Admission             <ul style="list-style-type: none"> <li>• First-year Pre-education majors</li> </ul> </li> <li>• Speaking the Language of Criminal Justice             <ul style="list-style-type: none"> <li>• First-year CRJ majors</li> </ul> </li> <li>• The American Dream             <ul style="list-style-type: none"> <li>• First-year Social Science majors</li> </ul> </li> <li>• The Impact of Music through History             <ul style="list-style-type: none"> <li>• Summer Success Academy participants, open to any major</li> </ul> </li> </ul>
<p><b>Activity/Project Activity Status</b></p>	<p>We are currently piloting University College (prototype).</p>
<p><b>Evaluation/Assessment plan</b></p>	<p><b>Evaluation Plan and measures:</b></p> <ul style="list-style-type: none"> <li>• Interaction of Learning Communities             <ul style="list-style-type: none"> <li>• # Enrollment</li> <li>• # Events</li> <li>• # Support Service Sessions</li> <li>• % Students Participating</li> <li>• # Learning Communities available to first-year and second-year students</li> </ul> </li> <li>• DFW Rates</li> <li>• Course Pass Rates</li> <li>• Early Alert Rate</li> <li>• Academic Standing</li> <li>• Total Fall Enrollment (Headcount)</li> <li>• Fall-to-Fall Retention</li> <li>• Graduation Rate</li> </ul> <hr/> <p><b>Baseline measure</b></p> <ul style="list-style-type: none"> <li>• Baseline measure: Will be collected Fall '22</li> <li>• Estimated 250 student cohort Fall '22</li> </ul> <hr/> <p><b>Goal or targets</b></p> <p>Increase % of first-year and second-year students who earn end of course grades A, B, or C by 5% annually</p> <p>Increase the retention rate of Freshman by 25% annually</p> <p>Increase the number of Learning Communities by 2 each reporting period</p> <hr/> <p><b>Time period/duration</b></p> <ul style="list-style-type: none"> <li>• 5-year plan</li> </ul>

Updates for 2022	Progress and Adjustments	University College was launched in fall 2022 with the planned nine learning communities. Since its launch, we have witnessed an increase in visits to the University’s student support services. For example, visits to the Math Center have increased six times that of visits during fall 2021. UC Faculty and Instructors received training in high-impact teaching practices and student resilience during summer and fall of 2022. We have implemented weekly progress reports for all UC instructors. These reports enable us to make nimble adjustments to programming as needed (e.g. implementing Assignment Submission sessions to support students that are hesitant to submit work due to a lack of confidence).
	Plan for the year ahead	<p>We plan to enroll 625 students in 25 ASU Learning Communities (LCs) by fall 2023.</p> <ul style="list-style-type: none"> <li>We will include an ENGL course in all Learning Communities to support student literacy. For example, the Men of Distinction LC will include ENGL 1101, ASU 1101 (Pathways to College Success), and Intro to Computer Science organized around the thematic content of a faculty proposed seminar for ASU 1101.</li> <li>The Call for LC proposals will be published during fall 2022 and accepted instructors notified by spring 2023. Co-curricular planning between the three LC course instructors will begin spring 2023.</li> <li>The revised evaluation plan launched during fall 2022 will be used to collect baseline data.</li> </ul>
	What challenges will affect your ability to do this activity? What support do you need from outside your institution	Challenges that may affect the ability to do this activity relate to timely processes, as processes are new and there may be programmatic changes required to proceed more efficiently; student engagement, as expectations require various points of engagement directly with students outside of the classroom; and resource availability, as there may be resources not yet known to be needed in the prototype phase of UC. Timely collection of data may also present a challenge, as various moving parts may be needed to collect and report out, and reliance on various systems could potentially impede the timeliness of the process. Support from outside of the institution connects back to System Office needs, mainly in access to guidance and support in the partnered development of UC as well as in access to various data elements and visualizations. There is also the support and need to pair and share with other USG campuses on initiatives, practices, and outcomes, which will further promote success of the activity. Continued support from administration, with the inclusion of continued funding opportunities, is also needed.
Project Lead/point of contact	<p>Dr. Tiffany D. Pogue (Assistant VP of Academic Affairs)</p> <p>Dr. Steve Transou (Director of First Year Experiences)</p>	

Activity/Project Name	Quality Enhancement Plan (QEP): Guiding Persistence to Success
Momentum Area	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Purpose</li> <li><input checked="" type="checkbox"/> Pathways</li> <li><input checked="" type="checkbox"/> Mindset</li> <li><input type="checkbox"/> Change Management</li> <li><input type="checkbox"/> Data &amp; Communications</li> </ul>
Activity/Project Overview or Description	<p>The Quality Enhancement Plan (QEP): Guiding Persistence to Success activity is designed to strengthen progression to completion rates. The QEP is a five-year, university-wide quality improvement plan focusing on student success. Strategies of the QEP incorporate and align progress reports, advising models, Study Table and academic support services, peer mentoring, and course redesign.</p> <p><b>QEP Goals:</b></p> <ul style="list-style-type: none"> <li>Goal 1: Encourage student progression through courses and degree programs.</li> <li>Goal 2: Strengthen graduation rates.</li> </ul> <p><b>QEP Outcomes:</b></p> <ul style="list-style-type: none"> <li>Outcome 1: Decrease D/F/W rates in 11 high enrollment courses.</li> <li>Outcome 2: Decrease number of students on probation, suspension and dismissal.</li> <li>Outcome 3: Increase fall-to-fall first-year retention rates.</li> </ul>

	Outcome 4: Increase student awareness of academic policies and resources that are relevant to student progression and degree completion.
Activity/Project Activity Status	Maintaining
Evaluation/Assessment plan	<p><b>Evaluation Plan and measures:</b></p> <ul style="list-style-type: none"> <li>• # Course Redesign Projects</li> <li>• # QEP Trainings</li> <li>• DFW Rates</li> <li>• Course Pass Rates</li> <li>• Early Alert Rate</li> <li>• Academic Standing</li> <li>• Total Fall Enrollment (Headcount)</li> <li>• Fall-to-Fall Retention</li> <li>• Graduation Rate</li> </ul> <hr/> <p><b>Baseline measure</b></p> <ul style="list-style-type: none"> <li>• DFW Rates: 32.7%</li> <li>• Retention: Associate—58.1%; Bachelor—60.4%</li> <li>• Percent:</li> <li>• Probation: 12.6%</li> <li>• Suspension: 2.9%</li> <li>• Total: 15.5%</li> <li>• Policy Awareness: Will be collected Fall '22</li> </ul> <hr/> <p><b>Goal or targets:</b></p> <ul style="list-style-type: none"> <li>• DFW Rates: 20.0%</li> <li>• Retention: Associate—62.5%; Bachelor—71.1%</li> <li>• Percent on Probation and Suspension Total: 10%</li> <li>• Policy Awareness: 75% meet or exceed expectations on rubric</li> </ul> <hr/> <p><b>Time period/duration</b></p> <ul style="list-style-type: none"> <li>• 5-year plan</li> </ul>
Updates for 2022	<p><b>Progress and Adjustments</b></p> <p>Continued to promote awareness of #GPS QEP • Fully launched EAB (early alert system) • Added more courses to Study Table • Full implementation of redesigned course for ENGL 1101 and ENGL 1102 • Piloted course redesign of BUSA 1105 and MUSC 1100 • Initiated course redesign for ENGL 2111, MATH 2411 and COMM 11101 • Initiated course optimization to support scheduling of 11 high enrollment courses • Initiated common course master shells for online sections of 11 high enrollment courses. We have instituted a new advising model outlined later in this report.</p>
	<p><b>Plan for the year ahead</b></p> <p>Course redesigns continue into Fall '22, with course reviews and evaluation of currency continuing for all 11 courses identified for the QEP activity. The remaining courses to complete redesign include: BIOL 1111K – Introduction to Biological Sciences, BIOL 2411K – Human A/P I, COMM 1110 – Public Speaking, and ASU 1101 – First Year Experience.</p>
	<p><b>What challenges will affect your ability to do this activity?</b>  <b>What support do you need from outside your institution</b></p> <p>Challenges that may affect the ability to do this activity relate to student engagement, as expectations require various points of engagement directly with academic support services; faculty engagement, as expectations require early alert submissions and promotion of student success initiatives; and timely collection of data, as various moving parts may be needed to collect and report out and reliance on various systems could potentially impede the timeliness of the process. Continued support from administration, with the inclusion of continued funding opportunities, is needed.</p>
Project Lead/point of contact	Dr. Raven Payne (Director of QEP)

<p><b>Activity/Project Name</b></p> <p>Momentum Area</p>	<p><b>Comprehensive Academic Advising: Campus-Wide Advising Model</b></p> <p><input checked="" type="checkbox"/> Purpose</p> <p><input checked="" type="checkbox"/> Pathways</p> <p><input type="checkbox"/> Mindset</p> <p><input checked="" type="checkbox"/> Change Management</p> <p><input type="checkbox"/> Data &amp; Communications</p>
<p><b>Activity/Project Overview or Description</b></p>	<p>The Campus-Wide Advising Model activity is designed to effectively communicate to students the requirements to earn a degree. Implementing this campus-wide model will position Professional Advisors (PA) as the first point of contact for admitted students who are interested in any program at ASU. PA understanding of the programs allows them to clearly, succinctly, and thoroughly inform students of course overviews, petitioning deadlines, prerequisite courses, GPA minimums, and if applicable clinicals, internships, and program specific standardized exams. PAs will provide support to Department Chairs for each unit they are assigned to and will attend department and college meetings and meet with chairs regularly to stay informed and up-to-date on advising specific majors in the college they represent. For departments whose degrees lead to a licensure, they will keep the current model that includes a faculty advisor at the greater than 60 credit hour mark. To prepare faculty and support implementation of the campus-wide advising model, training will be provided to faculty with PAs.</p>
<p><b>Activity/Project Activity Status</b></p>	<p>Piloting</p>
<p><b>Evaluation/Assessment plan</b></p>	<p><b>Evaluation Plan and measures:</b></p> <ul style="list-style-type: none"> <li>• # of Scheduled Appointments Each Semester</li> <li>• # of Attendance to Scheduled Appointments</li> <li>• # of Student Participating in Scheduled Appointments</li> <li>• Average number of Terms Enrolled to Completion</li> <li>• Average Credit Intensity by Semester</li> <li>• Average Caseload Response Rate to Campaigns</li> <li>• Early Alert Rate</li> <li>• Academic Standing - % of students transitioning from Probation to Good Standing</li> <li>• Total Fall Enrollment</li> <li>• Fall-to-Fall Retention</li> <li>• Graduation Rate</li> </ul> <hr/> <p><b>Baseline measure</b></p> <ul style="list-style-type: none"> <li>• We are collecting baseline data during fall 2022 including</li> <li>• # of Scheduled Events</li> <li>• # of Attendance</li> <li>• # of Student Participating</li> <li>• Average number of Terms Enrolled for Completion</li> <li>• Average Credit Enrollment</li> <li>• Caseload Response Rate</li> <li>• Early Alert Rate</li> <li>• Academic Standing</li> <li>• Total Fall Enrollment</li> <li>• Fall-to-Fall Retention</li> <li>• Graduation Rate</li> </ul> <hr/> <p><b>Goal or targets:</b></p> <ul style="list-style-type: none"> <li>• Fall-to-Fall Retention</li> <li>• Completion/Graduation Rate</li> </ul> <hr/> <p><b>Time period/duration</b></p>



	<ul style="list-style-type: none"> <li>• 5-year plan</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Updates for 2022</p>	<p><b>Progress and Adjustments</b></p> <p>The Campus-Wide Advising Model activity is designed to effectively communicate to students the requirements to earn a degree. Implementing this campus-wide model will position Professional Advisors (PA) as the first point of contact for admitted students who are interested in any program at ASU. PA understanding of the programs allows them to clearly, succinctly, and thoroughly inform students of course overviews, petitioning deadlines, prerequisite courses, GPA minimums, and if applicable clinicals, internships, and program specific standardized exams. PAs will provide support to Department Chairs for each unit they are assigned to and will attend department and college meetings and meet with chairs regularly to stay informed and up-to-date on advising specific majors in the college they represent. For departments whose degrees lead to a licensure, they will keep the current model that includes a faculty advisor at the greater than 30 credit hour mark. To prepare faculty and support implementation of the campus-wide advising model, training will be provided.</p> <p>Students with 30 earned credit hours or less will begin with a Professional Advisor specializing in Freshman advising. The Freshman PA is responsible for promoting a positive and successful learning experience for students up until the 30-hour mark to increase student retention, success, and completion. The Freshman PA will work with the student to ensure they are in an appropriate major for their career goals, assist with necessary major changes, and career assessments. The Freshman PA will aim to prepare the student for transition to their sophomore year and ensure they are ready for changeover to their Major PA. The Freshman PA will facilitate advising and registration for their assigned student populations, ensure students are connected with student support services and activities, disseminate program information, and track student performance.</p> <p>Students majoring in any Visual and Performing Arts concentration or Certificate program will be assigned a faculty advisor located in their respective department.</p> <p>Once a student reaches the 30 earned credit hour mark, they will transition to a Professional Advisor or Faculty advisor specializing in their program. The Major Professional Advisor is responsible for promoting a positive and successful learning experience for students above the 30-hour mark to increase student retention, success, and completion. The Major PA will facilitate advising and registration for their assigned student populations, ensure students are connected with student support services and activities, disseminate program information, track student performance and assist with initiating graduation audits. The Major PA will provide continuous communication and follow up to maximize goal attainment, degree completion, and student success. Students majoring in any Education field, Social Work, or a DCHP program, will move to a faculty advisor located in their respective department.</p>
	<p><b>Plan for the year ahead</b></p> <p>Integration of the Campus-Wide Advising Model will continue into Fall '22, to further include integration and alignment to the University College (UC). Banner cleanups will continue, as needed, and updating to the Advisor Plus role will continue to address permission needs and role usage. To support the Campus-Wide Advising Model and advise as well as schedule cohort blocks and LC pairings for students participating, UC will partner with Academic Advising and Retention, while finalizing the development of the EAB early alert system mentoring and support roles.</p>
	<p><b>What challenges will affect your ability to do this activity? What support do you need from outside your institution</b></p> <p>Challenges that may affect the ability to do this activity relate to student engagement, as expectations require various points of scheduling and engagement directly with Professional Advisors and faculty, as assigned; faculty engagement, as expectations require promotion of professional advising services and proactive faculty preparedness in the midst of process changes and training needs; and resources, as there may be resources not yet known to be needed in the full campus integration of the model and associated services. Continued support from administration, with the inclusion of continued funding opportunities, is needed.</p>
<p><b>Project Lead/point of contact</b></p>	<p>Sarah Rogers (Director of Academic Advising)</p>

Activity/Project Name	<b>Supplemental Instruction and Teaching Assistantship</b>
Momentum Area	<input type="checkbox"/> Purpose <input checked="" type="checkbox"/> Pathways <input checked="" type="checkbox"/> Mindset <input checked="" type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications
Activity/Project Overview or Description	<p>The Supplemental Instruction and Teaching Assistantship activity will provide mandatory, voluntary, and integrated academic support services, internal and external to the classroom. Supplemental Instruction (SI) will offer a form of tutoring that focuses on group study and collaboration. The framework of collaborative study will focus on students learning how to learn while learning what to learn. SI sessions at ASU will be driven by students' needs and be facilitated by trained peer SI Leaders. SI Leaders will have previously excelled in the assigned course and will have received training on guiding SI sessions. SI Leaders will attend lectures, take thorough notes, and participate in the course to plan a variety of teaching and learning methods for SI sessions. SI will be available through course scheduling and will align to the mission of the University College for Fall '22 rollout. University College will operate Learning Community cohorts in Fall '22, with an SI Leader assigned in each cohort. For each SI course assignment, both the SI Leader and the faculty member will be required to complete an MOU and faculty will be required to provide syllabus inclusion for SI services. Teaching Assistantship (TA) will provide teaching assistance support for faculty and course-specific academic support for students, while being responsible for attending assigned LC classes and co-curricular activities as designated by LC instructors, supporting instructional activities as determined by LC instructor, working with the LC instructors to complete UC Weekly Reports, providing student academic support, conducting one-on-one and group student meetings and focus group sessions, assisting in collecting data for University College, and conducting announcements while serving as a liaison to promote academic and student support services. TAs will be available through course scheduling and will align to the mission of the University College for Fall '22 rollout. University College will operate Learning Community cohorts in Fall '22, with a TA embedded. For each TA course assignment, both the TA and the faculty member will be required to complete an MOU and faculty will be required to provide syllabus inclusion for TA purpose.</p>
Activity/Project Activity Status	Piloting
Evaluation/Assessment plan	<p><b>Evaluation Plan and measures:</b></p> <ul style="list-style-type: none"> <li>• Interaction of Academic Support and Tutoring</li> <li>• # Tutoring Sessions</li> <li>• # Events</li> <li>• # Support Service Appointments</li> <li>• % Students Participating</li> <li>• DFW Rates</li> <li>• Course Pass Rates</li> <li>• Early Alert Rate</li> <li>• Academic Standing</li> <li>• Total Fall Enrollment (Headcount)</li> <li>• Fall-to-Fall Retention</li> <li>• Graduation Rate</li> </ul> <hr/> <p><b>Baseline measure:</b></p> <ul style="list-style-type: none"> <li>• DFW Rates: 32.7%</li> <li>• Retention: Associate—58.1%; Bachelor—60.4%</li> <li>• Percent:</li> <li>• Probation: 12.6%</li> <li>• Suspension: 2.9%</li> <li>• Total: 15.5%</li> </ul>

	<p><b>Goal or targets:</b></p> <ul style="list-style-type: none"> <li>• DFW Rates: 20.0%)</li> <li>• Retention: Associate—62.5%; Bachelor—71.1%</li> <li>• Percent on Probation and Suspension Total: 10%</li> </ul> <hr/> <p><b>Time period/duration:</b></p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Updates for 2022</p> <p><b>Progress and Adjustments</b></p>	<p>Fall '21 began preparation and planning for Supplemental Instruction (SI) and Teaching Assistantship (TA), with one staff member certified in Fall '21 with UMKC's SI Supervisor certification program. The SI Leader and Teaching Assistant (TA) job descriptions were developed in Spring '22, along with the development of training modules for SI Leaders and SI Supervisors, which included the incorporation of mentorship. Spring '22 began alignment planning for the Learning Community (LC) cohorts under the University College, with integration in full effect for Fall '22. The Pre-Nursing Learning Community was launched Spring '22, and academic support services have been aligned with the Pre-Nursing Learning Community in preparation for SI Leader integration of all Fall '22 planned LCs. Campus spaces have been identified to house SI and TA staff and services. Summer '22 opened the updated Tutoring Conference Room and the new Academic Support workroom, each supporting the activity and its responsibilities. Fall '22 rolled out the offering of 9 LCs, each having the support of supplemental instruction and other tutoring services. However, explicitly identified SI Leaders were not established for the semester, with Spring '23 planning for tutor roles separating to specifically serve SI leadership outside of a tutor position. Fall '22 coupled tutor positions with SI leadership, and in piloting, it has been determined that these recommendations as proceeding in Spring '23 would better serve the purpose of SI. Adjustments will also relate to the hiring and onboarding process at the institution to ensure timely processing and recovery of positions. For Teaching Assistantship, Summer '22 positioned 9 TAs. Teaching Assistant applicants were able to apply from the ASU Employment site. The first round of selection was solely for the purpose of positioning TAs for the support role of University College courses and their paired LCs. TAs were confirmed as meeting required qualifications prior to being offered an interview. Following, to partner the TAs with the appropriate UC Learning Community, their academic preparation and work experience was reviewed and mapped to the subject matter, as closely as was able. For adjustments and future positioning, TAs will be required to adhere to the full hiring process of positions at Albany State, to include having to meet qualifications from a hiring questionnaire, interviewing with a search committee that consists of faculty, chairs, and deans (as deemed necessary), surveying following interviews with the committee, and questions to hire processing and other HR action form requirements assigned with HR. Additionally, Fall '22 brought on the title change from TA to LCA, Learning Community Assistant, for those TAs assigned to support University College. Too, although the semester began with 9 LCAs, midterm of Fall '22 had only 5 assigned. Out of the 9 positioned, 4 were also FT ASU staff. Although a great fit to serve in the role, HR requirements called for an adjustment that led to those hires being unassigned from the position. With Fall '22 being in the piloting stage, adjustments have either already been implemented or are prepared for Spring '23 to ensure fuller completion and success of the project.</p>
<p><b>Plan for the year ahead</b></p>	<p>Spring '23 positioning of SI Leaders to support supplemental instruction will breakaway from the combined service role of tutoring, which will allow for greater response of SI needs. Additionally, processes have been put into place to better ensure timely processing and recovery of positions. For Teaching Assistantship, TAs/LCAs will scale up to support 10 LCs, at minimum. Spring '23 positioning of TAs will adhere to the full hiring process of positions at Albany State, to include having to meet qualifications from a hiring questionnaire, interviewing with a search committee that consists of faculty, chairs, and deans (as deemed necessary), surveying following interviews with the committee, and questions to hire processing and other HR action form requirements assigned with HR. Additionally, with the TA position now seasoned in onboarding and requirements reflective of all HR needs, the number of positions filled to support the role will not decrease,</p>

	<p>allowing full coverage of position support. TAs/LCAs will also be assigned an online eCore course that they will conduct for virtual course offering utilization.</p>
<p>What challenges will affect your ability to do this activity? What support do you need from outside your institution</p>	<p>Challenges that may affect the ability to do this activity relate to timely processes, as processes are still new and in development. Programmatic changes may still be required to proceed more efficiently. There are also the potential challenges of student engagement, as expectations require various points of engagement directly with students in and outside of the classroom; faculty engagement, as expectations require early alert submissions and promotion of student success initiatives; and resource availability, as there may be resources not yet known to be needed to support the activity. Timely collection of data may also present a challenge, as various moving parts may be needed to collect and report out and reliance on various systems could potentially impede the timeliness of the process. Continued support from administration, with the inclusion of continued funding opportunities, is needed.</p>
<p>Project Lead/point of contact</p>	<p>Director of Academic Support Services, Marcia Poulos</p>
<p>Activity/Project Name</p>	<p>Freshman Residence Hall Tutoring</p>
<p>Momentum Area</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose</li> <li><input type="checkbox"/> Pathways</li> <li><input checked="" type="checkbox"/> Mindset</li> <li><input checked="" type="checkbox"/> Change Management</li> <li><input type="checkbox"/> Data &amp; Communications</li> </ul>
<p>Activity/Project Overview or Description</p>	<p>The Freshman Residence Hall Tutoring activity aims to expand and strengthen academic and student services and resources while improving Freshman student persistence and success by way of implementing embedded in-hall residence learning and engagement opportunities. The purpose of in-hall tutoring is to more efficiently respond to the needs of ASU’s Freshman student body by housing, in Freshman residence halls, crucial academic and student support services. ASU currently provides academic support services for students that includes Math and Writing Centers, tutoring services, and student success workshops, but expansion to strengthen these services pays direct focus to the Freshman in-hall experience. The premise is that if Freshman students have in-hall learning and support opportunities, more students will engage with the services and be more likely to be retained to persist. Specifically, the focus will provide services aligned to the Freshman student population, to include one-on-one and group tutoring, study skill and success workshops, group study spaces, placement in Living and Learning Communities (LLC), and computer labs in the Freshman residence halls.</p>
<p>Activity/Project Activity Status</p>	<p>Piloting</p>
<p>Evaluation/Assessment plan</p>	<p><b>Evaluation Plan and measures:</b></p> <ul style="list-style-type: none"> <li>• Interaction of Residence Hall Tutoring</li> <li>• # Tutoring Sessions</li> <li>• # Events</li> <li>• # Support Service Appointments</li> <li>• % Students Participating</li> <li>• DFW Rates</li> <li>• Course Pass Rates</li> <li>• Early Alert Rate</li> <li>• Academic Standing</li> <li>• Total Fall Enrollment (Headcount)</li> <li>• Fall-to-Fall Retention</li> <li>• Graduation Rate</li> <li>•</li> </ul>
	<p><b>Baseline measure:</b></p> <ul style="list-style-type: none"> <li>• DFW Rates: 32.7%</li> <li>• Retention: Associate—58.1%; Bachelor—60.4%</li> </ul>

	<ul style="list-style-type: none"> <li>Percent:             <ul style="list-style-type: none"> <li>Probation: 12.6%</li> <li>Suspension: 2.9%</li> <li>Total: 15.5%</li> </ul> </li> </ul>	
	<b>Goal or targets:</b> <ul style="list-style-type: none"> <li>DFW Rates: 20.0%)</li> <li>Retention: Associate—62.5%; Bachelor—71.1%</li> <li>Percent on Probation and Suspension Total: 10%</li> <li>Increase the use of Freshman tutoring services by 5% annually</li> <li>Increase the passage rates of core college courses within the first 30 hours of matriculation by 5% annually</li> </ul>	
	Time period/duration: 5-Yr Plan	
Updates for 2022	<b>Progress and Adjustments</b>	Integration of Living and Learning Communities (outlined earlier in this report) began Spring '22 with the Pre-Nursing Learning Communities, First-year Pre-nursing Associate of Science majors, serving as the first LC piloting Freshman in-hall structured academic support offerings. Space upgrades have been made all Freshman residence halls on both East and West Campuses. This semester we are piloting three living and learning communities: ASN, BSN, and Men of Distinction. In addition to residence tutors, these learning communities receive academic support through campus-wide supplemental support services. Beginning in Fall 2023, we will increase the number of living and learning communities available to incoming students.
	<b>Plan for the year ahead</b>	Continuation of in-hall Freshman tutoring and integration of Living and Learning Communities (LLC) is ongoing during Fall '22. Planning is currently underway to increase the number of LLCs for the forthcoming academic year.
	<b>What challenges will affect your ability to do this activity? What support do you need from outside your institution</b>	Challenges that may affect the ability to do this activity relate to timely processes, as processes are still new and in development. Limited availability to on-campus housing opportunities increases difficulty in forecasting the adequate number of rooms to set-aside for LLCs.
<b>Project Lead/point of contact</b>	Director of Housing and Residence Life, Antonio Leroy Director of Academic Support Services, Marcia Poulos	

<b>Activity/Project Name</b>	<b>Summer Success Academy</b>
<b>Momentum Area</b>	<input checked="" type="checkbox"/> Purpose <input type="checkbox"/> Pathways <input checked="" type="checkbox"/> Mindset <input checked="" type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications
<b>Activity/Project Overview or Description</b>	The Summer Success Academy activity is a 6-week residential learning opportunity that provides incoming freshmen with the ability to get a jump start on their ASU experience. Student participants are enrolled in 7-9 credit hours depending on their cohort. Working closely with expert faculty and supported by a network of peer advisors, learning specialists, and tutors, Academy Scholars learn together as a community within and beyond the classroom. Focus of the program is to enable students to develop into owners of their educational experiences and leave strong and ready for the challenges of a first year in college.
<b>Activity/Project Activity Status</b>	Maintaining: We have concluded Year Four of the program and year two of the revamped curriculum. Year Five is scheduled for Summer 2023.
<b>Evaluation/Assessment plan</b>	<b>Evaluation Plan and measures:</b> <ul style="list-style-type: none"> <li>% SSA Scholars satisfied or very satisfied with choice of major</li> <li>% of SSA Scholars with GPA of 2.5+ at the end of the Summer semester</li> </ul>

	<ul style="list-style-type: none"> <li>• Fall-to-Fall Retention</li> <li>• % of SSA Scholars who successfully complete Area A by end of Spring '23</li> </ul>
	<p><b>Baseline measure:</b></p> <ul style="list-style-type: none"> <li>• Satisfaction Rate</li> <li>• Fall 2021: 3/4 (75%) of SSA scholars agreed/strongly agreed that <i>SSA sufficiently prepared me to begin my journey as a Golden Ram.</i></li> <li>• GPA:</li> <li>• Fall 2021: 25/31 (81%) SSA Scholars ended Summer semester with a GPA of 2.5 or better (81%)</li> <li>• Retention:</li> <li>• Sum 2021 to Fall 2021: 90%</li> <li>• Fall 2021 to Fall 2022: 71%</li> <li>• Area A Completion:</li> <li>• 13/26 (50%) students completed Area A by Spring 2022 (2 students completed Area A prior to SUM 21 enrollment)</li> </ul>
	<p><b>Goal or targets:</b></p> <ul style="list-style-type: none"> <li>• Satisfaction Rate: 80% of students agree/strongly agree</li> <li>• GPA: 85% of students ending summer semester with GPA of 2.5% or better</li> <li>• Fall to Fall Retention: 80%</li> </ul>
	<p><b>Time period/duration:</b></p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Updates for 2022</p>	<p><b>Progress and Adjustments</b></p>	<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• Participation:             <ul style="list-style-type: none"> <li>○ 29% increase in participation (from 31-40) from SSA 2021.</li> </ul> </li> <li>• Program Content:             <ul style="list-style-type: none"> <li>○ 100% of SSA students who were required to take a co-requisite math or English course were scheduled for those courses.</li> </ul> </li> <li>• Satisfaction: 100% of the respondents to the 2022 end of the SSA survey indicated they agreed or strongly agreed with the following statements:             <ul style="list-style-type: none"> <li>○ <i>Overall, SSA sufficiently prepared me to begin my journey as a Golden Ram.</i></li> <li>○ <i>I would recommend SSA for freshmen next year.</i></li> </ul> </li> <li>• Personnel:             <ul style="list-style-type: none"> <li>○ In September 2021 we hired a full-time Summer Success Academy/Freshman Leadership Academy Coordinator who is responsible for onboarding, programming, and academic advising for this group.</li> <li>○ Increase in number of student leaders (from 5-15) assigned to work with students. This proved critical in developing significant peer connections.</li> </ul> </li> <li>• Outcomes:             <ul style="list-style-type: none"> <li>○ 4% increase in SSA scholars (from 81% to 85%) ending the program with a GPA of 2.5 or better</li> <li>○ 10% increase in Summer to Fall Retention Rate (from 90% to 100%)</li> </ul> </li> </ul> <p><b>Adjustments:</b></p> <ul style="list-style-type: none"> <li>• Program Content:             <ul style="list-style-type: none"> <li>○ More intentional focus on career exploration as opposed to career exposure.</li> </ul> </li> <li>• Survey             <ul style="list-style-type: none"> <li>○ Program Survey: For the second year in a row, we have had a very low response rate on our end of program survey. To increase the response rate, this activity will be coordinated by student leaders the last week of the semester.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ First Semester Survey: To assess whether students feel that SSA sufficiently prepared them, we will send a brief 5 question survey to participants in Week 12 of the first semester.</li> </ul> <p>As part of a University-wide change to grading protocol, the FYE course now counts toward a student’s GPA. At least eight (8) 2022 SSA scholars would have benefitted from the grade they earned in the FYE course.</p>
<p>Plan for the year ahead</p>	<ul style="list-style-type: none"> <li>● Improved scheduling protocols and advising auditing to increase the percentage of SSA scholars who have completed Area A by the end of the Fall semester. It is critical that students be registered for the proper courses in Fall 2023.</li> <li>● Active campaign to alumni to solicit sponsorship of at least 5 students for the Summer 2023 cohort.</li> </ul>
<p>What challenges will affect your ability to do this activity? What support do you need from outside your institution</p>	<p><b>Personnel:</b> Without full-time administrative assistance for logistical preparation in the Spring and Summer semesters, a considerable percentage of the Coordinator’s time will continue to be pulled away from academic advising.</p> <p><b>Funding:</b> Funding continues to be a primary area of concern, particularly since there are currently no scholarships, book vouchers, or completion incentives as part of the program. This makes it difficult to increase the number of participants annually, as it competes with summer income opportunities prior to the start of the Fall. We are developing campaigns to solicit support from alumni sources.</p>
<p>Project Lead/point of contact</p>	<p>Executive Director of Student Success, Dr. Kimberly Burgess</p>

<p>Activity/Project Name</p> <p>Momentum Area</p>	<p><b>Gold Carpet Orientation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Purpose</li> <li><input checked="" type="checkbox"/> Pathways</li> <li><input checked="" type="checkbox"/> Mindset</li> <li><input checked="" type="checkbox"/> Change Management</li> <li><input type="checkbox"/> Data &amp; Communications</li> </ul>
<p>Activity/Project Overview or Description</p>	<p>The Gold Carpet Orientation activity is a modified orientation concept delivered during the weekday. Through Gold Carpet Orientation, new Freshmen and their families experience orientation in small groups of 5 going through 5 stations directly related to onboarding and first year retention, to include:</p> <ul style="list-style-type: none"> <li>● Academic Expectations: Faculty and Academic Support Services collaborate to provide students with an opportunity to understand the differences in learning, studying, and test-taking at the college-level.</li> <li>● First Year Experience: Student leaders lead a Q&amp;A session on the realities of the first year.</li> <li>● RAM Central: Students understand how to access Banner, check remaining requirements, and submit outstanding documents. Students with significant financial aid issues will be able to receive targeted counseling.</li> <li>● Academic Advising: Students will receive their Fall schedules, get an overview of their degree program and requirements, and make their first advising appointment of the semester.</li> <li>● Career Services/Student Employment: Students will learn how to utilize Focus2Career in making major decisions, and how to prepare resume/documents for student employment opportunities on campus.</li> </ul>
<p>Activity/Project Activity Status</p>	<p>Maintaining: We will be in Year Two of the project in Summer 2023.</p>



Evaluation/Assessment plan	<p><b>Evaluation Plan and measures:</b></p> <ul style="list-style-type: none"> <li>• % of Gold Carpet Students considered “fully paid” or “clear” prior to first day of semester</li> <li>• % of students who feel “ready to start college”</li> </ul> <hr/> <p><b>Baseline measure:</b></p> <ul style="list-style-type: none"> <li>• % Fully Paid: Will have data at end of Fall 2022.</li> <li>• % “Ready to Start”: Will have data at end of Fall 2022.</li> </ul> <hr/> <p><b>Goal or targets:</b></p> <ul style="list-style-type: none"> <li>• Will be determined, fall 2022</li> </ul> <hr/> <p><b>Time period/duration:</b></p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Updates for 2022</p> <p>Progress and Adjustments</p>	<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• 314 students (46% of all total participants) attended a Fall 2022 Gold Carpet orientation</li> <li>• 99.5% of respondents were overall satisfied with the orientation experience.</li> </ul> <p><b>Adjustments (for Fall 2023)</b></p> <ul style="list-style-type: none"> <li>• Scheduling:             <ul style="list-style-type: none"> <li>○ Adjustments have been made to the NSO calendar to decrease strain on human resources and prepare for higher enrollment numbers. There will no longer be consecutive orientation days or afternoon sessions. This will decrease the number of Gold Carpet NSO sessions from 18 to 6.</li> <li>○ Student groups will be increased from 5 to 20 to accommodate more students while simultaneously decreasing the overall number of sessions.</li> <li>○ Student Conduct will be added to the rotation based on issues realized in the first four weeks of the semester.</li> </ul> </li> </ul> <p><b>Feedback:</b> Students who attended New Student Orientation will be surveyed at the end of the Fall about how their NSO contributed to their readiness for the Fall.</p>
	<p><b>Plan for the year ahead</b></p> <p>Analyzing data of Gold Carpet participants in terms of Early Alert, mid-term grades, registration, and Fall-Spring retention.</p>
	<p><b>What challenges will affect your ability to do this activity? What support do you need from outside your institution</b></p> <p>Challenges include the balancing the need for more focused attention on a freshman class who are primarily on financial aid and often have balances, an increase in first-year enrollment, with the stress on individual departments to provide personnel for New Student Orientation sessions.</p>
Project Lead/point of contact	Executive Director of Student Success, Dr. Kimberly Burgess

Activity/Project Name	Midterm Conversations
Momentum Area	<ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose</li> <li><input checked="" type="checkbox"/> Pathways</li> <li><input checked="" type="checkbox"/> Mindset</li> <li><input type="checkbox"/> Change Management</li> <li><input type="checkbox"/> Data &amp; Communications</li> </ul>



<p><b>Activity/Project Overview or Description</b></p>	<p>Mid-Term Conversations provide students with mid-term DFUs with face-to-face opportunities in a small group format (10 or less) to discuss challenges from the first half of the semester and expose them to campus resources to get them back on track.</p> <p>The facilitator asks students direct questions to get them engaged, introduces alternative assumptions, asks for examples, and asks for personal reflections and insights as to why they are having academic challenges in the first year.</p>
<p><b>Activity/Project Activity Status</b></p>	<p>Piloting</p>
<p><b>Evaluation/Assessment plan</b></p>	<p><b>Evaluation Plan and measures:</b> % of freshmen who engage in a student success or academic support function by Week 14</p>
	<p><b>Baseline measure:</b></p> <ul style="list-style-type: none"> <li>• Not yet determined</li> </ul>
	<p><b>Goal or targets:</b> Not yet determined</p>
	<p><b>Time period/duration:</b> Ongoing</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Updates for 2022</p>	<p><b>Progress and Adjustments</b></p> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• Personnel: We hired a Student Retention Coordinator in April 2022 to assist with having these meetings.</li> <li>• Participation (over 1200 invites of first-year students):             <ul style="list-style-type: none"> <li>○ Fall 2021: 30 participants</li> <li>○ Spring 2022: 36 participants</li> </ul> </li> </ul> <p><b>Adjustments (under consideration)</b></p> <ul style="list-style-type: none"> <li>• Streamline the focus of mid-term conversations to target populations or specific courses based on retention and DFU data (men of color, first generation, health science majors, e.g.).</li> <li>• Recruiting and training first-year faculty/student affairs staff members or peer student leaders to host mid-term meetings with students.</li> <li>• Add several types of invitations, including phone and postcards.</li> <li>• Strive to have all academic support activity recorded in same place as academic advising and early alert for improved intervention analysis.</li> <li>• Proactively schedule students for mid-term conversation sessions rather than ask.</li> <li>• Scheduling evening/weekend sessions with refreshments to make sure students are available</li> </ul>
	<p><b>Plan for the year ahead</b></p> <p>Seek IRB approval to utilize mid-term conversations as focus groups to gather qualitative data on students with academic challenges in the first year, rather than strictly for mindset/behavior change.</p>
	<p><b>What challenges will affect your ability to do this activity? What support do you need from outside your institution</b></p> <p><b>High need</b></p> <ul style="list-style-type: none"> <li>• Over 1200 freshmen received at least one mid-term deficiency in Fall 2021 and Fall 2022.</li> </ul> <p><b>Low capacity to provide sufficient accountability</b></p> <ul style="list-style-type: none"> <li>• Academic advisors are currently registering students and do not have capacity on their calendars for the additional need.</li> <li>• We currently two full-time staff in Student Success with limited calendar availability to host meetings.</li> </ul>
<p><b>Project Lead/point of contact</b></p>	<p>Executive Director of Student Success, Dr. Kimberly Burgess</p>

Activity/Project Name	ASU-Turn Academy	
Momentum Area	<input type="checkbox"/> Purpose <input checked="" type="checkbox"/> Pathways <input checked="" type="checkbox"/> Mindset <input type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications	
Activity/Project Overview or Description	An extension of Mid-Term Conversations, ASU-Turn Academy focuses on students who are academic probation or who have been re-admitted. Students are asked to engage for the semester in bi-weekly meetings to learn specific success strategies and reflect on challenges from the previous semester.	
Activity/Project Activity Status	Piloting	
Evaluation/Assessment plan	<p><b>Evaluation Plan and measures:</b></p> <ul style="list-style-type: none"> <li>• % of attendees who return to good academic status</li> </ul> <p><b>Baseline measure:</b></p> <ul style="list-style-type: none"> <li>• Currently being collected, fall 2022</li> </ul> <p><b>Goal or targets:</b></p> <ul style="list-style-type: none"> <li>• Engagement: 50% of attendees</li> </ul> <p><b>Time period/duration:</b></p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
Updates for 2022	Progress and Adjustments	<p><b>Accomplishments:</b></p> <ul style="list-style-type: none"> <li>• Spring 2022: 90 students registered for either face-to-face or virtual sessions, 4 participants completed the program.</li> </ul> <p><b>Adjustments (under consideration for Spring 2023)</b></p> <ul style="list-style-type: none"> <li>• Moving to weekly meetings to maintain interest</li> <li>• Providing students space to own the discussions, operating more like a student organization than a required meeting.</li> <li>• Encouraging academic advisors to require completion prior to registering for the Summer/Fall semester.</li> </ul>
	Plan for the year ahead	<p><b>Under consideration for Spring 2023:</b></p> <ul style="list-style-type: none"> <li>• Moving to weekly meetings to maintain interest</li> <li>• Providing students space to own the discussions, operating more like a student organization than a required meeting.</li> <li>• Encouraging academic advisors to require completion prior to registering for the Summer/Fall semester.</li> </ul>
	What challenges will affect your ability to do this activity? What support do you need from outside your institution	Lack of a mandate for attendance for a population that already has challenges with attendance and staying on task will continue to serve as a primary challenge.
Project Lead/point of contact	Executive Director of Student Success, Dr. Kimberly Burgess	

Activity/Project Name	Career Success Programs: Handshake
Momentum Area	<input checked="" type="checkbox"/> Purpose

	<ul style="list-style-type: none"> <li>X Pathways</li> <li>X Mindset</li> <li>X Change Management</li> <li>X Data &amp; Communications</li> </ul>
Activity/Project Overview or Description	The Career Success Programs: Handshake activity will provide a career platform to students. In Handshake, students may create a profile for personalized job recommendations, meet with employers across the globe, and apply for positions available. Information will be received in real-time with a decrease in the amount of time it takes to receive information and act so as not to miss critical deadlines that impact career preparedness and placement.
Activity/Project Activity Status	Piloting
Evaluation/Assessment plan	<p><b>Evaluation Plan and measures:</b></p> <ul style="list-style-type: none"> <li>• Interaction of Handshake             <ul style="list-style-type: none"> <li>• # Logins</li> <li>• % Students Participating</li> </ul> </li> <li>• Placement Rate</li> </ul> <p><b>Baseline measure:</b></p> <ul style="list-style-type: none"> <li>• Currently being collected, fall 2022</li> </ul> <p><b>Goal or targets:</b></p> <ul style="list-style-type: none"> <li>• To be determined, fall 2022</li> </ul> <p><b>Time period/duration:</b></p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
Updates for 2022	<p><b>Progress and Adjustments</b></p> <p>Career Services began utilizing Handshake, our new career resource platform, in April 2022. Since transitioning into the new platform, <b>2,861</b> Employers have been approved. There have been <b>876</b> undergraduate students to activate their accounts, <b>42</b> graduate students, and <b>15</b> alumni totaling <b>933</b>. The breakdowns include:</p> <p style="text-align: center;"> <i>Freshmen: 300 = 34%</i>  <i>Sophomore: 181 = 20.6%</i>  <i>Juniors: 177 = 20.02%</i>  <i>Seniors: 218 = 24.8%</i>  <i>Graduate Students: 42 = .04%</i> </p> <p>There are more than <b>2,861</b> employer contacts with access to our student body and have virtually provided opportunities in the form of workshops/training for all students.</p> <p>Placement Rate – Will be collected FY2022</p>
	<p><b>Plan for the year ahead</b></p> <p>Full implementation of Handshake is planned for Fall '22, with training and user role development continuing in full release. Promotional materials and user guides will be developed and disseminated to ensure currency and understanding of the platform and its application to support career preparedness and student success.</p> <p>The Office of Career Exploration and Professional Development’s expected outcomes include:</p> <ul style="list-style-type: none"> <li>• significant amount of increase in traffic to the Office of Career Services through referrals from the faculty and the campus community (both internal and external);</li> <li>• extensive utilization of resource sites by students at every classification based on the specific colleges within the University;</li> </ul>

	<ul style="list-style-type: none"> <li>• significant participation in career related events by student classification to prepare students for career paths that align with career interests while engaging the employer community</li> <li>• internship and apprenticeship exposure of at least 50% of students to participate in professional work environments to increase the likelihood of obtaining in field employment opportunities and work exposure;</li> <li>• establishing professional relationships with employers, local and national/global, increasing annually by 25%;</li> <li>• impact student career success and in-field placement in retention/persistence and graduation.</li> </ul>
<p>What challenges will affect your ability to do this activity? What support do you need from outside your institution</p>	<p>Challenges that may affect the ability to do this activity relate to student engagement, as expectations require various points of engagement directly with career services and the Handshake platform; faculty engagement, as expectations require promotion of career preparedness and student success initiatives; and timely collection of data, as various moving parts may be needed to collect and report out and reliance on various systems could potentially impede the timeliness of the process. Continued support from Faculty working towards implementation of a co-curricular strategy.</p>
<p>Project Lead/point of contact</p>	<p>Director of Career Services, Dr. Julie Pettway Vice President of Enrollment Management, Kenyatta Johnson</p>

<p>Activity/Project Name Momentum Area</p>	<p><b>Tutoring on Demand and Study Table</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose</li> <li><input checked="" type="checkbox"/> Pathways</li> <li><input type="checkbox"/> Mindset</li> <li><input type="checkbox"/> Change Management</li> <li><input type="checkbox"/> Data &amp; Communications</li> </ul>
<p>Activity/Project Overview or Description</p>	<p>The Tutoring On-Demand and Study Table activity is scaling to provide enhanced delivery and additional offerings of Tutoring On-Demand (TOD) and Study Table services to students to increase access points to online and virtual tutoring and academic support instruction. TOD services integrate into the GaView online learning management system and provide students with access to a host site that on-boards and assess student needs for triage into a virtual tutoring, one-on-one or group, session. Services available in TOD include: the Math Center, Writing Center, peer tutoring, and lead tutoring, collectively supporting a variety in subject offerings. Faculty-led Study Table also integrates into the GaView online learning management system and provides to students a more personalized tutoring approach from a faculty perspective, while focusing support efforts on core and historically typified high failure rate courses.</p>
<p>Activity/Project Activity Status</p>	<p>Scaling</p>
<p>Evaluation/Assessment plan</p>	<p><b>Evaluation Plan and measures:</b></p> <ul style="list-style-type: none"> <li>• Interaction of Tutoring On-Demand             <ul style="list-style-type: none"> <li>• # Tutoring Sessions</li> <li>• # Support Service Appointments</li> <li>• % Students Participating</li> </ul> </li> <li>• Interaction of Study Table             <ul style="list-style-type: none"> <li>• # Tutoring Sessions</li> <li>• # Support Service Appointments</li> <li>• % Students Participating</li> </ul> </li> <li>• DFW Rates</li> <li>• Course Pass Rates</li> <li>• Early Alert Rate</li> <li>• Academic Standing</li> </ul>

	<ul style="list-style-type: none"> <li>• Total Fall Enrollment (Headcount)</li> <li>• Fall-to-Fall Retention</li> <li>• Graduation Rate</li> </ul>
	<p><b>Baseline measure:</b></p> <ul style="list-style-type: none"> <li>• DFW Rates: 32.7%</li> <li>• Retention: Associate—58.1%; Bachelor—60.4%</li> <li>• Percent:             <ul style="list-style-type: none"> <li>• Probation: 12.6%</li> <li>• Suspension: 2.9%</li> <li>• Total: 15.5%</li> </ul> </li> </ul>
	<p><b>Goal or targets:</b></p> <ul style="list-style-type: none"> <li>• DFW Rates: 20.0%</li> <li>• Retention: Associate—62.5%; Bachelor—71.1%</li> <li>• Percent on Probation and Suspension Total: 10%</li> </ul>
	<p><b>Time period/duration:</b></p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
Updates for 2022	<p><b>Progress and Adjustments</b></p> <p>Spring '21 began release of the Tutoring On-Demand (TOD) platform, with integration into the GaView online learning management system becoming the access point to services. Study Table has been a continual project of success with virtual opportunities being provided as an enhanced service in Spring '21. Fall '21 planned for increased stipends to faculty tutors and Study Table staff, with Spring '22 providing the additional compensation to participators. Fall '21 planning and student listening sessions resulted in an extension of TOD and Study Table services, which provided additional location offerings for services as well as increased outreach in subjects supported and extended hours of operation and tutor availability. This extension began Spring '22 semester with Study Table being available on Tuesdays, Wednesdays, and Thursdays, rather than the Tuesday and Wednesday alone offering, with faculty tutors receiving increased stipends for scheduling either 2-day or 3-day assignments. The opportunity for additional GACE and TEAS support as well as course supports for additional subjects was also achieved Spring '22-Fall '22, with an increase in faculty tutors taking place to support the increased needs. Fall '22 also extended services to be provided on both campuses, East and West, as well as virtually, and included staff tutors who had subject-matter expertise and academic preparations to support Study Table tutoring.</p>
	<p><b>Plan for the year ahead</b></p> <p>Spring '23 will continue to seek ways to expand both TOD and Study Table tutoring services, to include the continuation of course offering support and late-night offerings, with coverage extending into weekend opportunities. Locations will also expand and serve Learning Communities and Living and Learning Communities, with intentional programming aligning to specific calls for the Freshman student body. Rates of support for faculty and staff tutor contributions will remain under review to ensure compensation is adequate for services being provided.</p>
	<p><b>What challenges will affect your ability to do this activity? What support do you need from outside your institution</b></p> <p>Challenges that may affect the ability to do this activity relate to human resources, as faculty and tutor hires are the driving force behind the ability to expand programming; resource availability, as there may be resources needed that contribute to the success of the virtual or remote environments; and timely collection of data, as various moving parts may be needed to collect and report out and reliance on various systems could potentially impede the timeliness of the process. Continued support from administration, with the inclusion of continued funding opportunities, is needed.</p>
<p><b>Project Lead/point of contact</b></p>	<p>Director of Academic Support Services, Marcia Poulos</p>