Complete College Georgia 2022 Status Report
Georgia Institute of Technology[1]

Institutional Mission and Student Body Profile

The Georgia Institute of Technology (Georgia Tech) is a top 10 public research university with an emphasis on science and technology. Georgia Tech's mission is to develop leaders who advance technology and improve the human condition. Our motto of "Progress and Service" is achieved through effectiveness and innovation in teaching and learning, research advances, and entrepreneurship in all sectors of society.

A member of the Association of American Universities (AAU), Georgia Tech seeks to influence major technological and policy decisions. For more than 20 years, Georgia Tech has been ranked among the top 15 public universities in the United States by *U.S. News and World Report*. Our engineering and computing Colleges are the largest and among the highest-ranked in the nation. The Institute also offers outstanding programs in business, design, liberal arts, and sciences. The Institute is consistently rated among the top universities in the nation for the graduation of underrepresented minorities in engineering, computer science, and mathematics. Georgia Tech also awards more engineering degrees to women than any other U.S. institution. The typical Georgia Tech undergraduate is of traditional age (≤ 24), enters as a first-year student, lives on campus, attends full-time, and is seeking a first undergraduate degree.

In fall 2021, Georgia Tech attained a record high enrollment of 17,454 undergraduates, 79% of whom were enrolled in STEM majors[2]. In addition to its undergraduate population, the Institute had a fall 2021 enrollment of 26,391 graduate students for a total enrollment of 43,845. Between fall 2013 and fall 2021, the Institute experienced a 20% increase in undergraduate enrollment. Data indicate that enrollment growth continued in fall 2022 with a total enrollment of almost 45,300 students, including 18,413 undergraduates. In 2021-22, 4,016 undergraduate degrees were awarded, a 3% increase in undergraduate degrees awarded in 2020-21. Between 2012-13 and 2021-22, undergraduate degree production increased by 29%. Appendix A illustrates undergraduate enrollment and degree trends.

Georgia Tech values the diversity of its student population and is committed to expanding access to underrepresented students. In 2021-22, Tech achieved an historic high in its undergraduate female enrollment of 6,942 students, representing a 44% increase from fall 2013 when undergraduate female enrollment was 4,873. In the overall undergraduate class, women represented 40% of undergraduates in 2021-22, an increase from 33% of undergraduates in 2013-14. Undergraduate enrollment of underrepresented minorities reached a historic high of 3,202 students in fall 2021 and has risen by 41% since fall 2013. Underrepresented minorities comprised 20% of the undergraduate student body in fall 2021.

---

[1] The 2022 status report focuses on the 2021-22 academic year and progress toward Momentum Year/Approach work in 2022. Except where noted, retention, progression, and graduation metrics from 2021 were used for this report.
[2] STEM majors include students in the Colleges of Computing, Engineering, and Sciences.

Georgia Tech is involved in an array of outreach activities specifically designed to attract K-12 students. The Center for Education Integrating Science, Mathematics, and Computing (CEISMC) conducts a comprehensive summer program to expose K-12 students to STEM topics and careers. Additional K-12 outreach programs are conducted by the Center for Engineering Education and Diversity (CEED), and Women in Engineering (WIE), both units within the College of Engineering. Through the School of Mathematics, the College of Computing, and Professional Education, Georgia Tech offers distance mathematics and computer science courses to dual enrolled high school students. In 2021-22, Distance Math served 627 students from 92 Georgia high schools in 28 counties. In its second year, Distance Computer Science enrolled 129 students from 48 Georgia high schools in 16 counties.

Summer bridge programs ease the transition from high school to Georgia Tech. Challenge is a five-week summer residential program for underrepresented minority students coordinated by the Office of Minority Education and Development (OMED) Educational Services. While many bridge programs offer remedial pathways as a transitional model, Challenge at Georgia Tech provides advanced pathways through academic, professional, and culturally intense courses and workshops designed to enhance transitional success based on constructivist learning.

As of fall 2022, Georgia Tech achieved a first-to-second-year retention rate of 98% for the first-time, full-time freshman 2021 cohort and a six-year graduation rate of 92% for the 2015 first-time, full-time cohort. The 98% retention rate is a record high for first-to-second year retention at the Institute. The 92% graduation rate also represents a record high for the Institute. Further, the four-year graduation rate for 2017 first-time, full-time cohort was 57%, also a record high. See Appendix B for a historical illustration of institutional retention and graduation rates.

As a science and technology-focused institution, the enrollment and degree progression of STEM majors is central to our mission. The sustained economic impact made possible through a better-prepared STEM workforce is significant, and graduating a larger number of STEM students to meet workforce needs is a high priority for Georgia Tech. One measure of progress is the number of students enrolled in STEM majors. Tech has achieved an increase in STEM enrollment from 11,699 undergraduate students in 2013-14 to 13,845 undergraduate students in 2021-22. As of fall 2021, 79% of Georgia Tech undergraduate students were seeking a STEM degree.

Efforts to engage and retain more women students represent one of our best opportunities for increasing the number of STEM majors and degrees awarded. Since fall 2013, the number of women enrolled in STEM majors at Georgia Tech increased from 3,478 (30% of undergraduate STEM enrollment) to 5,207 (38% of undergraduate STEM enrollment) in fall 2021. Data from fall 2022 suggest that the number of women seeking an undergraduate STEM degree will exceed 5,300 for the first time. Appendix C illustrates the enrollment of women in STEM majors from 2014 through 2022.

Once enrolled, women at Georgia Tech consistently graduate at a higher and faster rate than men. For the 2015 cohort, the six-year graduation rate for women was 93% compared to 91% for men. Similarly, women in STEM majors achieved a 93% six-year graduation rate compared to a 91% rate for men. Appendix D illustrates undergraduate graduation trends by gender. Appendix E illustrates overall STEM graduation rates and STEM graduation rates by gender.

Georgia Tech continues to be a national leader in the number of STEM students enrolled and the number of degrees conferred each year. In 2021-22, 3,329 undergraduate STEM degrees were awarded. Appendix F illustrates the historical trend for STEM degrees awarded.

Given Georgia Tech's commitment to expanding access and diversity within its student population, disaggregating success metrics by race/ethnicity is crucial. In fall 2021, the first-to-second-year retention rate for underrepresented minority (URM) students in the fall 2020 cohort was 97%, which matched the overall first-to-second year retention rate for the cohort. The six-year URM graduation rate for the 2015 cohort was 86% (compared with a 92% overall rate). URM six-year graduation rates have improved from 72% for the 2006 cohort to 86% for the 2015 cohort. Considering the Institute's two largest URM groups, six-year graduation rates for the fall 2015 cohort were 81% for Black or African American students and 90% for Hispanic or Latino students. Appendix G illustrates historical trends for URM graduation rates.

Despite the continuing challenges posed by Covid-19, Georgia Tech's enrollment and degree progression metrics remain very strong. Over the last two years, our students, faculty, and staff demonstrated grit, resilience and flexibility while navigating a dynamic, rapidly evolving environment. The improvement practices instituted through the Complete College Georgia (CCG) initiative and the Momentum framework proved robust and effective in promoting degree persistence and progress. Georgia Tech's positive enrollment trends, retention and graduation rates, and number of degrees conferred highlight the Institute's continuing ability to meet the workforce needs of the twenty-first century.

Student Success Inventory
Georgia Tech provides undergraduates with an extensive array of engagement opportunities and support scaffolding across multiple campus units. These high impact practices (HIPs) are designed to foster academic success, engagement, well-being, and a sense of community. Our strategies and their effectiveness are detailed in our annual Complete College Georgia update reports.

In prior years Georgia Tech's Momentum Year plans focused on enhancements to undergraduate advising as a component of purposeful choice. Our Momentum Approach plans considered longer-term, systemic issues aligned with purpose, mindset, pathways, and data/communication. Issues we explored include:
- Reviewing our many high impact experiential opportunities through an engagement lens to ensure equitable student participation
- Exploring the threading of degrees with threads being defined along external perspectives and engineered for career exploration
- Analyzing academic standing policies to ensure that standards allow for timely identification of students off course academically
- Addressing students' overemphasis on GPA as fueled by employers who may prioritize GPA requirements in recruitment processes

Many of these systemic issues clearly align with our overall emphasis on enhancements to academic advising. While academic advising remains an area of focus for 2022, we are targeting our Momentum efforts to a set of initiatives that intersect with Strategic Enrollment Management planning underway in association with the Institute Strategic Plan (ISP). Further, we see great power in our Amplify Momentum Project (GT-AMP) mini-grant project, our Big Idea from Momentum Summit IV (MSIV). We will be assessing the GT-AMP projects currently underway throughout 2022-23. For 2022, our priority student success initiatives include:

- Assessing funded mini-grant projects and examining their impact, GT-AMP Phase I
- Funding a second round of mini-grant projects in alignment with Strategic Enrollment Management planning and the ISP, GT-AMP Phase II
- Analyzing degree complexity and its impact on degree completion

- Updating, expanding, and communicating a comprehensive catalog of student success initiatives
- Exploring equity in success metrics and expanding access through enhanced support for underserved populations (e.g., first-generation students, transfer students)
- Evaluating major selection and change of major protocols

Each initiative, progress to date, challenges, and next steps are highlighted below.

Activity/Project Name	GT-AMP Phase I
Momentum Area (select all that apply)	✔ **Purpose** ✔ **Pathways** ✔ **Mindset** ☐ Change Management ☐ Data & Communications
Activity/Project Overview or Description (what this is?)	Georgia Tech's Big Idea from Momentum Summit IV in 2021 was to link our Momentum work with our ISP by establishing an internal mini-grant program—the Amplify Momentum Project or GT-AMP. Assessing funded mini-grant projects and examining their impact is a key component of our 2022 Momentum plan.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	Seven GT-AMP projects are underway. Representatives from funded initiatives participated in Momentum Summit V (MSV) online. The first set of assessment materials are due in summer 2022.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Evaluation plans for individual projects are dependent on project objectives and are contained within the project proposals. From a programmatic perspective, assessments will analyze how well individual projects connect the Amplify Impact focus area of the ISP to the Momentum framework.
	Baseline measure: None
	Goal or targets: • Ensure engagement of project representatives in MSV, spring 2022 • Review project assessment data, summer 2022
	Time period/duration: 6-18 months, depending on the scope of the funded projects
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	The projects are underway as of January 2022. An assessment of project activities and accomplishments in summer 2022 will guide recommended changes for the remainder of the year. Of the seven GT-AMP grants awarded, one was a six-month grant, while the other six grants were 18-month projects. The six-month project concluded in June 2022, and all seven projects submitted summaries of project outcomes together with three-page summaries of activities and results as of July 31, 2022.

<table>
<tr><td></td><td>The results of all seven projects demonstrate energetic follow-through on the innovative activities proposed, significant impact from these activities, and strong syntheses of USG Momentum goals and the goals of the Amplify Impact focus area of the 2020 ISP. See Appendix L, which includes

Executive Summary for each project (January 2022) indicating how the project's planned activities and anticipated outcomes will advance both Momentum and Amplify Impact goals.
Year 1 Outcomes (July 2022) as set forth in the brief summary of outcomes submitted for each project, indicating the outcomes achieved in advancing both Momentum and Amplify Impact goals.

Projects have also been updated on Georgia Tech's CCG website at https://completecollege.gatech.edu/2021-22-gt-amp-projects/.</td></tr>
<tr><td>Plan for the year ahead (What steps will you be taking in 2022)</td><td>We determined that funding for a second round of grants was not feasible in summer 2022, but we will pursue the opportunity again in spring/summer 2023.

We also determined that the results reported as of July 2022 warranted additional dissemination beyond presentation to the CCG-GT Steering Committee, which was one of the required GT-AMP deliverables. We plan to ask grantees to prepare brief videos for broader dissemination to committees charged with advancing the IPS and to the committee charged with determining Georgia Tech's next Quality Enhancement Plan (QEP).</td></tr>
<tr><td>What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?</td><td>Budget challenges may once again affect our ability to proceed with a future round of GT-AMP mini-grants.</td></tr>
<tr><td>Project Lead/point of contact</td><td>Office of Undergraduate Education</td></tr>
</table>

Activity/Project Name	GT-AMP Phase II
Momentum Area (select all that apply)	✔ **Purpose** ✔ **Pathways** ✔ **Mindset** ☐ Change Management ☐ Data & Communications ***Areas of emphasis depend on project focus***.
Activity/Project Overview or Description (what this is?)	Based on the positive response to the GT-AMP mini-grant program in summer 2021, we hope to circulate a second round of mini-grant proposal requests (RFP) in summer 2022.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	GT-AMP Phase II is in the planning stage. For round two, we will ask applicants to demonstrate how their proposed projects connect the Momentum framework to the Amplify Impact focus area of the ISP in alignment with Strategic Enrollment Management planning currently in progress.

Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Evaluation plans for individual projects are dependent on project objectives and will be embedded within project proposals. From a programmatic perspective, assessments will analyze how well individual projects align their work with Strategic Enrollment Management planning and the Momentum framework.
	Baseline measure: None
	Goal or targets: • Ensure that funded projects demonstrate alignment with Strategic Enrollment Management planning, the ISP, and the Momentum framework, fall 2022 • Review individual project assessments, summer 2023, fall 2023, spring 2024 • Ensure that project representatives participate in Momentum Summit VI, spring 2023
	Time period/duration: Two years beginning in summer 2022
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	We determined that funding was not feasible for AY22-23, but we plan to pursue funding for a second round for AY 23-24.
Plan for the year ahead (What steps will you be taking in 2022)	While we were not able to fund a second round of mini-grants in AY22-23, we plan to focus our attention on evaluating the results and progress of the first round of grants. We also plan to use the results and impact from these grants to create a robust funding proposal for a second round of grants for AY 23-24.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	Unanticipated budget and staffing constraints that impact the ability to fund a second round of GT-AMP mini-grants.
Project Lead/point of contact	Office of Undergraduate Education

Activity/Project Name	Analyzing degree complexity and its impact on degree completion
Momentum Area (select all that apply)	☐ Purpose ☑ **Pathways** ☐ Mindset ☑ **Change Management** ☐ Data & Communications
Activity/Project Overview or Description (what this is?)	Apply curricular analytics to study degree programs, identify majors with high program complexity, and develop adjustments designed to lower complexity and accelerate time to degree completion.

Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	Georgia Tech is in the process of finalizing a search for a Director of Curricular Analytics. The new hire will initiate and formalize a process for curricular studies, building on conversations about curricular analytics within the Complete College Georgia (CCG) Steering Committee and pilots performed by the School of Mechanical Engineering.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: The new Director of Curricular Analytics will establish an assessment plan in accordance with goals and objectives outlined for the program. Ensuring that a director is on staff and that analysis of degree complexity for targeted majors is initiated are key priorities for 2022.
	Baseline measure: None
	Goal or targets: • Prioritize majors for degree complexity review, summer 2022 • Establish a timeline for reviewing degree complexity by major, summer 2022 • Conduct analysis of highest priority majors and report findings as appropriate, fall 2022 • Develop potential interventions to lower complexity and shorten time to degree for highest priority majors, spring 2023
	Time period/duration: Ongoing project with preliminary results or recommendations for high priority majors available in late fall 2022.
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	In summer 2022, Georgia Tech hired its inaugural Director of Undergraduate Analytics and Planning in the Office of Undergraduate Education. One area of focus for this position is curricular analytics and analyzing how curricular pathways impact student success metrics, with a particular focus on four-year graduation rates. In summer 2022, a team of six faculty and staff from the Office of Undergraduate Engineering, College of Sciences, College of Engineering, Enrollment Management, and Student Engagement and Well-Being participated in the John Gardner Curricular Analytics Community (CAC). Goals for this initiative including analyzing curricular complexity for high priority majors, developing strategies for removing institutional barriers for 4-year graduation rates, examining disaggregated student success data, and creating an action plan for our campus. After participating in the CAC, the team mapped all majors in the College of Engineering, Scheller College of Business, and the College of Computing. Additional majors were mapped in the College of Sciences, College of Design, and Ivan Allen College. Preliminary findings show that Engineering majors at Georgia Tech have very high complexity rates that are aligned with low four-year graduation rates. A major area of focus for this analysis was not only four-year graduation rates, but eight-semester graduation rates. Analysis shows that eight-semester graduation rates are also low compared to peers, which may be impacted by overly complex curricular

	chains. Other areas of action determined by the CAC group include: 1) reviewing of tuition structure to allow students to continue making academic progress while not on campus due to a co-op/internship experience; 2) ensuring adequate student support services (both academic and student life); and 3) working with the schools and colleges to review curricular pathways. Findings from the CAC have been presented to campus leadership and we are working with Enterprise Data Management (EDM) to update data visualization dashboards based on curricular and student success data.
Plan for the year ahead (What steps will you be taking in 2022)	A key goal for the year ahead is to evaluate potential interventions designed to lessen complexity and accelerate time to degree. We will analyze disaggregated student data in order to identify possible barriers for student academic progression, including course DFW rates, course registration and enrollment patterns, graduation and retention rates for various student subpopulations and demographic factors (including race/ethnicity, gender, pre-college preparation, first-generation status, etc.). Our focus throughout this first stage of the project will be on high-priority STEM majors and developing consensus for specific interventions by major and across majors. As we move into 2023, we plan to begin implementing interventions to study their impact on degree progression.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	• Building stakeholder consensus regarding the need for interventions • Building stakeholder consensus regarding the interventions themselves • Slow pace of institutional change • Data collection is not centralized and access to disaggregated data needs to be improved
Project Lead/point of contact	Director of Undergraduate Analytics & Planning, Office of Undergraduate Education, Colleges and Schools, CCG Steering Committee

Activity/Project Name	**Updating, expanding, and communicating a comprehensive catalog of student success initiatives**
Momentum Area (select all that apply)	☐ Purpose ☐ Pathways ☐ Mindset ☐ Change Management ☑ **Data & Communications**
Activity/Project Overview or Description (what this is?)	Build out and maintain an online repository of student success initiatives embedded in decentralized units across Georgia Tech. An up-to-date, central repository of resources will make it easier for students to access assistance and for advisors/faculty/staff to connect students with success resources.
Activity/Project Activity Status (where is this in process? E.g.,	In spring 2020 during the early phases of the pandemic, the Office of Undergraduate Education compiled a list of many ongoing student support

studying, initiating, piloting, scaling, maintaining, retiring, etc.)	initiatives across Georgia Tech units. As services shifted to remote delivery, a catalog of resources was posted to the web (https://www.success.gatech.edu/) and served as a tool to communicate resource availability to students. Given the increasing normalcy of operations, updating, and scaling this catalog to make it comprehensive and relevant is a key activity. Additionally, we plan to create a mechanism for ongoing maintenance of this web-based catalog of resources.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Ensure that a mechanism is in place to review and update the online resource periodically and to encourage and track usage of the resource.
	Baseline measure: None
	Goal or targets: • Review the existing web resources and publish a revised website before the beginning of fall 2022, summer 2022 • Ensure that a team is in place to review and update the resources periodically, fall 2022 • Track usage of the web-based resource (e.g., clicks, number of times accessed) and establish a baseline for growth, fall 2022
	Time period/duration: Ongoing, but initial revisions in place by fall 2022.
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	In spring 2022, Institutional Research and Planning began populating a spreadsheet of student support services from across campus. The spreadsheet will inform the work of the team reviewing and expanding the catalog of support services for online posting. In order to increase usage of the http://success.gatech.edu site and awareness of student support services, the site was included as part of the Vice Provost for Undergraduate Education's presentation to incoming students throughout summer 2022 during FASET new student orientation. This increased communications strategy was designed to develop student awareness of the resource and to ensure incoming students are aware of the numerous resources available to them to support personal and academic success and well-being.
Plan for the year ahead (What steps will you be taking in 2022)	A key goal for the upcoming year is to establish a team, unit, or committee to take ownership of reviewing and updating the web-based catalog of student support services on an ongoing basis. We also plan to collect usage data and update the resource appropriately. OUE is in the process of hiring an Executive Director for Academic Success and Advising, who will be integral in the maintenance, marketing, and monitoring of this catalog of resources.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	• Identifying and publicizing successful initiatives that are hidden with our decentralized environment • Maintaining a current, relevant catalog of resources given the dynamic nature of Georgia Tech and its student support structure

Project Lead/point of contact	Director of Retention and Graduation Initiatives, Institutional Research and Planning, Office of Undergraduate Education

Activity/Project Name	**Exploring equity in success metrics** and **expanding access through enhanced support for underserved populations (e.g., first-generation students, transfer students)**
Momentum Area (select all that apply)	✔ **Purpose** ✔ **Pathways** ✔ **Mindset** ✔ **Change Management** ✔ **Data & Communications** ***This activity crosscuts all Momentum themes, since the analysis will lead to interventions that could connect with purpose, pathways, or mindset.***
Activity/Project Overview or Description (what this is?)	Georgia Tech's standard success metrics (e.g., six-year graduation rates for first-year cohorts, one-year retention rates for first-year cohorts) are very strong. However, certain demographics (e.g., underrepresented minorities, first-generation students, Pell students) within the cohorts underperform the baselines. For some metrics, like our four-year graduation rates, the disparity across demographics is more pronounced. Further, transfer students are a growing population of undergraduates with increased diversity. Appraising their success is increasingly important. This project aligns with the Expand Access focus area of the ISP and the ongoing Enrollment Management Strategy sessions. It also aligns with the planned curricular analytics work, since lowering degree complexity would impact degree progression across demographics.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	In alignment with ISP goals, a review of four-year graduation rate data is currently underway. We are considering participation in the Gardner Institute Equity in Retention Academy where we will consider our success metrics and student participation in HIPs through an equity lens.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: • Increase support to transfer students • Increase support for first-generation students • Develop a plan to close equity gaps in success metrics and participation in HIPs • Plan will include recommendations for institutional change in future years designed to support growing diversity within our student population
	Baseline measure: • Current success metrics for varied student demographics (e.g., graduation rates, retention rates) • Current HIPs participation rates for varied student demographics
	Goal or targets: • Onboard a transfer student advisor within Undergraduate Advising and Transition, summer 2022

	• Expand the First-Gen Jackets Peer Mentoring Program, increasing the number of mentor-mentee matches by 50% in Year 2, summer 2022 • Produce a plan with actionable steps designed to impact equity gaps in alignment with Strategic Enrollment Management planning, fall 2022
	Time period/duration: Ongoing beginning spring 2022
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	In summer 2022, Undergraduate Advising and Transition hired Georgia Tech's first transfer student advisor. In fall 2022, the Office of Undergraduate Education onboarded a Director of DEI Initiatives and a search is underway for an Associate Director of First-Generation Student Initiatives. First-Generation Student Initiatives began year 2 of the First-Gen Jackets Peer Mentoring Program in summer 22. In the second year of the program, mentee-mentor matches increased 78%, from 118 matches in 21-22 to 210 matches in 22-23. Also in Summer 2022, a team of stakeholders from across campus participated in the Gardner Institute for Equity and Inclusion Academy. This team has begun developing a plan for analyzing and expanding equity and access for undergraduate students in under-served populations. An ad hoc team of leaders from diverse units is studying the transfer student experience. In alignment with the ISP, our 4-year graduation rates are under consideration by a variety of constituents, and equity considerations are embedded within those discussions. The results of our participation are included in Appendix M. This work is also aligned with our curricular analytics work, which includes disaggregating student data to understand equity gaps related to 4-year graduation rates, participation in STEM majors, and engagement in high-impact practices.
Plan for the year ahead (What steps will you be taking in 2022)	In fall 2022, we plan to finalize the hiring of the inaugural Associate Director for First-Generation Student Initiatives. Throughout fall 2022, we will begin implementation of equity-related, actionable items included in the Strategic Enrollment Management plan and Equity in Retention plan. We will also continue our Equity in Retention work to complete, publish, and communicate the plan in AY 2022-23.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	• Ability to form consensus on actionable steps across the many constituencies responsible for expanding access and fostering student success through the lens of diversity, equity, and inclusion

Project Lead/point of contact	Director of Retention and Graduation Initiatives, Director of DEI Initiatives in Undergraduate Education, Georgia Tech's Gardner Institute Equity in Retention Team, HIPs Review Team, CCG Steering Committee

Activity/Project Name	Evaluating major selection and change of major protocols
Momentum Area (select all that apply)	✔ **Purpose** ☐ Pathways ☐ Mindset ✔ **Change Management** ☐ Data & Communications
Activity/Project Overview or Description (what this is?)	Georgia Tech continues its efforts to enhance academic advising through a renewed focus on major selection protocols and how students select and change majors. Georgia Tech students declare a major before admission, and academic advising is primarily major specific. Since undecided/general studies students do not exist on campus, major selection and major change protocols significantly impact the student experience. We are exploring practices that would allow students to shift from one major to another through a more comprehensive set of exploratory activities that focus on their academic and career aspirations.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	• Engage the Student Regulations Committee in discussions about major selection protocols, exploratory majors, exploratory advising, and processes related to changing majors • Expand the conversation to include a variety of campus stakeholders, including students, in alignment with Strategic Enrollment Management planning
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Assessment activities will focus on establishing and evaluating the impact of a new transitional major category that supports students as they identify a best-fit major and shift from one major to another.
	Baseline measure: Current success metrics of students changing majors disaggregated by time in pre-major change degree pathway (e.g., semester enrolled in prior major).
	Goal or targets: • Establish a major category for continuing students that allows them to shift from one major to another through a longer-term exploratory experience (1-2 semesters) beginning spring 23 • Develop programming for students within the category and processes for migrating students from one major to another through the category, ongoing beginning spring 23 • Compare success metrics for students changing majors through the exploratory experience with metrics for students changing majors without these supports or not changing majors at all, ongoing beginning spring 23
	Time period/duration: Ongoing beginning in fall 22
Progress and Adjustments (what has been accomplished	The Office of Undergraduate Education has collected a comprehensive list of all college and program-specific "change of major" policies for undergraduate students in order to begin review of current policies. This document includes

and what changes do you feel you need to make)	both Institute-wide policies, as well as specific policies for each undergraduate program (if they include any additional steps beyond the basic requirements). Specific requirements are also listed based on student status (first-year students, transfer students, continuing students). All policies currently in place for the change of major process for individual programs have been designed and implemented to support student success and ensure students are set up for success when changing majors. The processes are also designed to ensure there are adequate resources in place in each undergraduate program to meet the needs of all students who have declared a particular major. Initial discussions with the Enrollment Management, Undergraduate Advising and Transition, and the Student Regulations Committee are currently underway.
Plan for the year ahead (What steps will you be taking in 2022)	The Vice Provost for Enrollment Management has met with the Student Regulations Committee (SRC) during the year to share some ideas and to engage in preliminary conversations. The SRC will review and make recommendations to the faculty once presented with a proposal for changes to the current policies. In alignment with Strategic Enrollment Management planning, the Academic Advising Council, academic advisors within Colleges and Schools, and the Student Regulations Committee, study the creation of an exploratory major, fall 2022/spring 2023. The Office of Undergraduate Education is also in the process of hiring a new Executive Director of Academic Success and Advising. This new position will provide strategic leadership for undergraduate academic success and advising initiatives.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	• Change management related to Georgia Tech's major-centric academic advising model • Student resistance to changing majors due to perceptions of career options, family pressures/expectations, scholarship requirements, or the belief that it's "too late" to change • Student desire to change majors without demonstrating ability to be successful in the new major • Adequate personnel to manage the exploratory advising load outside of the major-specific, Colleges and Schools based structure; additional advising staff within the Colleges and Schools to ensure that all students engage in regular, development advising that includes reflections on "fit," values, career exploration/planning, and academic progress
Project Lead/point of contact	Director of Undergraduate Advising and Transition, Undergraduate Admission, Enrollment Management, Registrar's Office, Academic Advising Council, Executive Director for Academic Success & Advising

Update on our Big Idea

Georgia Tech's Big Idea from MSIV in 2021 was to link our Momentum work with our ISP by establishing an internal mini-grant program—the Amplify Momentum Project or GT-AMP. Based on historical precedent of internal mini-grant projects generating interest and innovation from a broad cross section of the Georgia Tech community, the MSIV team coalesced around this mini-grant idea. The goals established for GT-AMP include explicitly connecting the Momentum framework to the Amplify Impact focus area of the 2020 ISP, informing the campus community about the Momentum framework through the application process, and promoting innovative initiatives aligned with Momentum themes and the ISP.

A small working group of MSIV participants crafted a request for proposals (RFP) related to GT-AMP. The RFP stressed that the proposed initiatives must empower students to make and deepen purposeful choices, create and cultivate productive academic mindsets, attempt and maintain full momentum along a clear pathway, heighten academic engagement, or complete critical milestones. The working group forwarded the RFP to the Office of the Provost seeking support for launching GT-AMP. The Office of the Provost generously committed to funding the mini-grants in FY 22 and FY 23.

In late summer 2021, the RFP was circulated broadly to the campus community, and a website was created to communicate the goals of the project and to capture proposal submissions. By the October 2021 proposal deadline, 19 GT-AMP initiatives had been submitted for consideration. The proposals represented funding requests from a wide cross section of the Georgia Tech community, including Serve-Learn-Sustain, the Library, Academic Effectiveness, Athletics, and several academic Colleges and Schools (e.g., Biology, Chemistry, Industrial and Systems Engineering, Psychology, Materials Science and Engineering, College of Design). Thus, one of the goals of GT-AMP—communicating the Momentum framework and its connection to the ISP to a broader campus community—was clearly accomplished.

A five-person team of faculty and staff completed a review of the GT-AMP submissions in November 2021[3]. Seven projects were recommended for support, and funding was allocated in January 2022. Six of the projects are eighteen months in length, while the seventh project has a six-month duration. All the projects are now underway. They address a variety of Momentum themes embedded in high impact practices that cultivate academic mindset, heighten engagement, and promote experiential or interdisciplinary learning. Specific information about the funded projects can be found online: https://completecollege.gatech.edu/2021-22-gt-amp-projects/.

The RFP included a requirement for project assessment and data reporting. Each proposal included a set of project outcomes and measures of success. These outcomes and measures will be used to assess GT-AMP's impact in advancing both ISP themes and Momentum goals. All the funded teams submitted a project abstract for the GT-AMP website referenced above, along with photos designed to highlight their project activities. Team representatives participated in Momentum Summit V (MSV) activities. Their first assessment report was due in July 2022. At present, the projects are progressing successfully and addressing the goals outlined in the proposals.

Due to the strong interest in GT-AMP across campus, the Office of Undergraduate Education plans to promote a second round of RFPs in summer 2023, pending available funding. Since Georgia Tech is its second year of a 10-

---

[3] The review team consisted of: Dr. Al Ferri, Associate Chari for Undergraduate Studies and Professor, School of Mechanical Engineering; Dr. Linda Green, Director, Tutoring and Academic Support; Mr. Brent Griffin, Director of Retention and Graduation Initiatives;Sr. Assistant Registrar; Dr. Joyce Weinsheimer, Director, Center for Teaching and Learning; and Dr. Brenda Wood, Director of Research and Assessment, Student Engagement and Well-Being

year Strategic Plan that emphasizes student well-being, equity, and inclusive engagement, GT-AMP projects fit perfectly within the ISP and the Momentum framework. The first and most prominent ISP core value is "Students are our top priority." ISP focus areas include Amplify Impact, Champion Innovation, Connect Globally, Expand Access, Cultivate Well-being, and Lead by Example. As part of ISP implementation, Georgia Tech is engaged in a sequence of strategic enrollment management discussions about moving our ISP focus areas into action. A second phase of GT-AMP mini-grants will align this planning and the Amplify Impact and Expand Access focus areas of the ISP with the Momentum framework and allow us to communicate and sustain our Momentum work within the Institute community.

Supplemental Updates on CCG Initiatives

Aligning our Momentum framework with the focus areas embedded in the ISP is an area of emphasis throughout 2022-23. Intentionally crafting and communicating that alignment will amplify the resilience of our Momentum work and enhance institution-wide support for the Momentum framework generally. Georgia Tech emphasizes best practices that are proven to increase student engagement and degree progression, adopting CCG and Momentum strategies appropriate for supporting the success of our students. Since the beginning of CCG in 2011, Georgia Tech has institutionalized multiple initiatives designed to remove or lessen the structural or motivational obstacles faced by undergraduates. Georgia Tech's success initiatives and student support structures are decentralized, embedded within diverse units of Colleges and Schools, Student Engagement and Well-Being, the Office of Undergraduate Education, and Enrollment Management. All are responsible for fostering student success, engagement, and well-being. This decentralized approach is rooted in Georgia Tech's culture, reflects our values, and allows for innovation and flexibility in program design. Throughout the pandemic this approach has proven to be robust. Units pivoted quickly under unprecedented circumstances to safeguard the continuation of their programs and services. Given the tremendous impact of the pandemic on students, the structure of decentralized services guaranteed that students could access assistance in multiple ways. Furthermore, our decentralized support structure ensured that a variety of units reached out to students offering their support and guidance. Several well-established initiatives designed to support our CCG initiatives are highlighted below.

High Impact Learning Initiatives. Georgia Tech offers high-impact curricular and co-curricular opportunities to promote active learning practices and enhance academic development. According to the Association of American Colleges and Universities, these teaching and learning practices have been widely tested and found to have a positive impact on student retention and student engagement[4]. Among the options for Georgia Tech students are a first-year seminar (GT 1000), numerous learning communities, an undergraduate research program, a study abroad program, and career-engaged experiential learning opportunities (e.g., internships, co-op, and service learning). Participation levels in these optional programs are significant.

Further, in 2021-22, 62% of incoming first-year students (n = 2,129) participated in the first-year seminar, GT 1000, and 98% of these students were retained to fall 2022. Through the Career Center, 541 undergraduates registered for 632 semester-long, major-related co-op positions in 2021-22. Of this total, 91% of the positions were STEM related. In addition, 1,523 undergraduates registered for 1,738 semester-long internships, 89% of which were STEM related. The co-op/internship program provides in-depth access to STEM opportunities, helps students form connections between theory and application, strengthens students' motivation to stay on course to graduation, and increases the number of employment offers students receive prior to and upon graduation.

---

[4] George D. Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (Association of American Colleges and Universities, 2008).

Graduation rates for students participating in academic engagement programs are among the highest at Georgia Tech. For example, the six-year graduation rate for students in the 2015 cohort who participated in the co-op program was 96%. The six-year graduation rate for students in the 2015 cohort who participated in the internship program was 99%. Students in the 2015 cohort who participated in the undergraduate research opportunities program (UROP) achieved a 98% six-year graduation rate.

During 2021-22 Georgia Tech continued its commitment to learning communities, hosting six communities for first-year students (five year-long communities and one summer launch community, iGniTe) and two for upperclassmen. More than 500 first-year students participated in the summer iGniTe program and almost 800 students took advantage of the five year-long communities (Explore, Grand Challenges, Global Leadership, Impact, and Honors Program. See Appendix H for graduation rates of participants in select high-impact learning initiatives.

Programming for Underrepresented Minorities. OMED, a unit within the Center for Student Diversity and Inclusion, provides programming specifically targeted to promote the success of underserved minorities.

Edge is a year-long peer mentoring program designed to support first-year students, both academically and socially, through their first academic school year at Georgia Tech. *Edge* is peer mentoring program that pairs highly engaged continuing students with first- and transfer-year underrepresented minority students. The *Edge* program recently expanded its scope to address the needs of students beyond their first year. *Edge Plus* offers 2nd and 3rd year students an opportunity to receive targeted support cognizant of their specific needs which may differ from the needs of incoming students.

Challenge is a five-week, academic intensive summer residential program for incoming first-year students. During *Challenge*, students are immersed into the Georgia Tech environment; they live in on-campus housing, take classes taught by Georgia Tech professors, and participate in cultural, professional, and academic workshops and activities. *Challenge* is designed to help prepare incoming first-year students for a successful college career by equipping them to navigate the 7 C's (computer science, chemistry, calculus, communication, career development, cultural competency, and community service).

AAMI (African American Male Initiative) is an eleven-time award-winning grant program aimed to cultivate innovative talent through targeted cultural and gender-based initiatives for Black males. *AAMI* is the first-ever statewide initiative specifically focused on increasing post-secondary education attainment among African American males.

ILARC (Interactive Learning and Resource Center) hosts drop-in and appointment tutoring services, guided study groups, topic-specific review sessions (concept classes by graduate students), and GPA planning.

- For the 195 URM students participating in *Edge*, the average cumulative GPA achieved at the end of the first year was 3.37 compared to 3.29 for URM non-participants.

- For *Challenge* (105) fall enrolled URM participants), average GPAs were higher for African American/Black students and Hispanic students compared to GPA's of non-participating matched peers earning an average GPA of 3.19 (compared to 3.16 for non-*Challenge* URM participants) with 69% earning a 3.0 or better in their first Fall semester. Additionally, 99% of the 2021 *Challenge* participants were retained into fall 2022.

- For AAMI (165 undergraduate participants) the 2021-22 cohort averaged a cumulative GPA of 3.19 and garnered a 100% first-year retention rate. AAMI participants graduate at a rate of 82.5% compared to

73.7% for non-participating peers. AAMI continues to demonstrate the importance of peer leadership in raising expectations and cultivating a climate of excellence.

- For the 2021-2022 academic year, there were a total of 474 documented tutoring engagements, and 3990 ILARC in-person visits. The average GPA of URM students who participated in tutoring for the 2021-22 year was 3.10. The average GPA for all URM students was 3.39. See Appendix I for Challenge and AAMI participation and outcomes.

Midterm Progress Reports. Georgia Tech's early alert system provides useful feedback for students adjusting to an academically rigorous environment. We identify students who are off track with Midterm Progress Reports (MPR's) for 1000- and 2000-level courses. Submitted 40 percent into the term, MPR's allow faculty teaching freshman- and sophomore -level courses to assess student performance with an "S" (Satisfactory) or "U" (Unsatisfactory). All students with U's are contacted by Tutoring and Academic Support (TAS) and Undergraduate Advising and Transition (UAT), offered tutoring, academic coaching, and success resources, and encouraged to meet with relevant faculty and their academic advisor. Additionally, we *require* all first-year students with two or more midterm U's to meet with their academic advisor or a UAT staff member. Academic advisors access the MPR data through their Academic Advising CANVAS site, and we are working to embed MPR alerts into Advisor Link, our recently implemented Salesforce advising platform. Registration holds are typically used to enforce the mandatory advisement. During advisement, students receive guidance, encouragement, and referrals to relevant campus resources.

Our MPR strategy impacts many students. During fall 2021, 42,157 midterm grades of "S" or "U" were entered for 1000- and 2000-level courses to 28,439 unique students. A total of 3,142 U's were assigned. During spring 2022, 35,818 midterm grades of "S" or "U" were entered for 1000- and 2000-level courses to 12,775 unique students. A total of 2,669 U's were assigned. Further, 226 first-year students received 2 or more midterm U's in fall 2021, and 244 first-year students received 2 or midterm U's in spring 2022. These students were targeted with required interventions by academic advisors.

Following outreach or intervention from UAT, TAS and their academic advisors, students converted 52% of their midterm U's to A/B/C/S grades by the end of fall 2021. In spring 2022, students converted 48% of their midterm U's to A/B/C/S grades by the end of the semester.

Outreach to Students Not Registered for Fall Semester by the End of Phase I Registration. An annual Non-Registered Student Survey, distributed to students who did not register for fall semester during Phase I registration, was institutionalized in 2014. Historically, not registering for classes during Phase I is a red flag for students who may not be returning or who may be experiencing a barrier to returning. Students who need assistance to register are referred as needed by the Director of Retention and Graduation Initiatives to academic advisors, UAT, TAS, the Career Center, the Dean of Students, the Office of Scholarships and Financial Aid, the Center for Assessment, Referral and Education, and the Registrar's Office. In summer 2022, 760 students were surveyed and encouraged to enroll during the Phase II registration period. One hundred eighty-six students responded to the survey, and 47 students requested individualized assistance with a variety of registration issues, including account holds, approval of registration permits for co-op or internship work terms, major changes, and closed class sections. A summary report was prepared to capture demographics, trends, and issues related to non-registration. See Appendix J for a description of the population, number of students surveyed, and survey response rates.

Peer-Led Undergraduate Study (PLUS). Through Tutoring and Academic Support (TAS), Georgia Tech provides supplemental instruction that supports student success in more than twenty traditionally challenging courses,

including calculus, linear algebra, physics, and chemistry. Further, departmental support expands PLUS services offered in chemistry, mathematics, and biomedical engineering.

The number of visits for PLUS sessions represents markers of program success. During 2021-22, 3,788 students participated in PLUS for a total of 14,210 visits. Additionally, TAS compares students' final grades in courses for PLUS regular vs. non-regular participants. Throughout 2021-22 regular PLUS participants (5 or more visits) consistently outperformed their peers who did not participate.

A few highlights from 2021-22:
- 38.4% (3,788) of students enrolled in a PLUS supported course attended at least one PLUS session in 2021-22 for a total of 14,210 visits
- Enrolled students who visited 5 or more times were 3.1 times more likely to pass than those who didn't visit PLUS for the course
- Overall, 96% of PLUS regular participants (5 or more visits) earned a grade of A/B/C/S compared to 88% of their peers who did not participate in PLUS for that class

See Appendix K for outcomes by course.

Complete College Georgia-Georgia Tech Steering Committee. The best practices outlined above are guided by the CCG-GT Steering Committee, a diverse team of faculty and staff providing leadership for our RPG initiatives and promoting awareness of our Momentum work across campus. Chaired by Dr. Steven P. Girardot, Vice Provost for Undergraduate Education, the CCG-GT Steering Committee connects faculty, staff, and leadership stakeholders to review, refine, and assess RPG efforts. See Appendix N for the membership list of the Institute's 2021-22 CCG-GT Steering Committee.

Summary and Next Steps

Since the inception of CCG in 2011, Georgia Tech has increased its six-year graduation rate from 79% for the fall 2006 first-year cohort to a record high of 92% for the fall 2015 first-year cohort. For the first time ever, Georgia Tech's first-time, full-time freshmen have achieved a first-to-second year retention rate of 98%. The proportion of women in the undergraduate population continues to grow, and women outperform men in degree progression metrics. While a success gap persists, the six-year graduation rate for underrepresented minority students has risen from 76% for the fall 2007 first-year cohort to 86% for the 2015 first-year cohort. Given the disruptive events in higher education over the past two years, these success metrics are particularly impressive. They underscore the resilience of Georgia Tech students, the dedication and commitment of our faculty and staff, and the robustness of our student support initiatives and high-impact practices as advanced through our CCG and Momentum work.

This report illustrates many of the embedded initiatives and targeted strategies positively impacting student success and degree progression at Georgia Tech. It also outlines progress on our Momentum plans, highlighting accomplishments and areas for improvement. Even though our four-year graduation rate for the 2017 first-year cohort reached a record rate of 57%, an increase from 40% for the fall 2007 first-year cohort, this metric demands further study. At Georgia Tech many factors influence this rate, including student involvement in high experiential education (e.g., co-op and internships, study abroad), the length of degree programs in science and engineering, and the rigor of Georgia Tech coursework. We continue to explore strategies to improve this metric over time.

Throughout 2022-23, we will build on our many successful CCG strategies and focus on implementing our Momentum plan. While data demonstrate that our current strategies are successful, we seek innovative solutions to systemic challenges and opportunities to institutionalize best practices that strengthen student engagement, sense of belonging, and degree progression. Georgia Tech is enthusiastic about our CCG and Momentum initiatives, and we look forward to aligning our Momentum framework with our Strategic Plan while promoting student success throughout the Institute and the USG.