



University of West Georgia Complete College Georgia & Momentum Report November 2023

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Section I– Institutional Mission & Student Body Profile

The University of West Georgia, a charter member of the University System of Georgia, is a comprehensive, residential institution providing selectively focused undergraduate and graduate education primarily in the West Georgia region. The University is also committed to regional outreach through a collaborative network of external degree centers, course offerings at off-campus sites, and an extensive program of continuing education for personal and professional development. Opportunities for intellectual and personal development are provided through quality teaching, scholarly inquiry, creative endeavor, and service for the public good.

The University of West Georgia has 106 active programs of study, including 6 certificates of less than 1 year, 2 Nexus, 46 at the bachelor's level, 30 at the master's and specialist levels, 5 at the doctoral level, and 17 at the advanced certificate level (Fall 2022). The university conferred 3,048 degrees and awards in fiscal year 2022. This is a 4.6% increase over the number awarded in fiscal year 2021 (2,915) and a 42.7 % increase over the number awarded in fiscal year 2012 (2,136), which is the baseline year for the Complete College Georgia initiative. The university conferred 3,048 degrees and awards in fiscal year 2022. This is a 4.6% increase over the number awarded in fiscal year 2021 (2,915) and a 42.7% increase over the number awarded in fiscal year 2012 (2,136).

There were 11,914 students enrolled in Fall 2022: 8,687 at the undergraduate level and 3,227 at the graduate level. Overall enrollment at UWG has grown 3.6 % since the Fall 2009 semester. UWG has a diverse student population: 53.5 % Caucasian, 30.4 % African-American/Black American, 7.5% Hispanic, 4.0 % two or more races, 1.2% Asian, 1.9 % did not declare any race, 0.2% American Indian/Alaskan Native, and 0.1% Native Hawaiian/Pacific Islander. The student body is 67.8 % female and 32.2 % male (Fall Semester 2022).

Ninety-four (93.9) percent of the student body was from Georgia and represented 154 different counties. Carroll, Coweta, Douglas, Cobb and Fulton were the five counties with the largest numbers of students at UWG. There were 584 out-of-state students representing 31 of the 49 remaining states. Alabama, Florida, South Carolina, Tennessee and California were the top states sending students to UWG. Additionally, there were 142 students from 62 countries. Nigeria, India, Ghana, and Mexico were the countries sending the largest number of students to UWG.*

The University of West Georgia has long been committed to providing access to college for students in the western region of the state, as well as students from across the state of Georgia and the nation. Student success is at the center of UWG's [Strategic Plan](#). The 2021 strategic plan advances UWG's Momentum work by prioritizing essential elements in developing student success: growth mindset focused on a stronger sense of purpose and belonging through engaged mentoring and extra-curricular involvement; experiential / applied learning through High Impact Practices (HIPs) and co-curricular experiences that are connected to students' future personal aspiration and professional goals; stronger alignment and coordination of student support—inside and outside of the classroom—to strengthen recruitment, retention, and graduation. Through the strategic planning process, the university has identified and is now implementing high impact strategies aligned to USG Momentum to help our students successfully obtain a degree. These student success strategies are described in the following report.

* Geographic counts are by STATE of Origin and Country of Origin (if not USA) in each student's banner record. This 'origin' information may differ from their current residence, mailing address or any other location information.

Current USG Sector & Peer Institutions

The University System of Georgia (USG) Research and Policy Analysis (RPA), in cooperation with the National Center for Higher Education Management Systems (NCHEMS), devised the methodology and established parameters for clustering IPEDS data for the selection of comparator Peer Institutions for all USG institutions. As a result of this process, UWG identified fifteen (14) peer institutions, as required. The initial list of institutions was further refined by the UWG Key Performance Indicators (KPIs) Team. The selections were reviewed and approved by the UWG President, Research and Policy Analysis at the University System of Georgia (USG) Office, and subsequently approved by the USG Board of Regents. An updated list of UWG peer and aspirant institutions appears in alphabetical order below. The institutions are used to benchmark select Key Performance Indicators (KPIs) as UWG works to achieve the goals set forth in its strategic plan.

USG Sector Institutions	IPEDS ID	City & State
Georgia Southern University	139931	Statesboro, GA
Kennesaw State University	486840	Kennesaw, GA
Valdosta State University	141264	Valdosta, GA
Peer Institutions		
Central Connecticut State University	128771	New Britain, CT
CUNY Lehman College	190637	Bronx, NY
Eastern Kentucky University	156620	Richmond, KY
Eastern Washington University	235097	Cheney, WA
Radford University	233277	Radford, VA
Southern Illinois University-Edwardsville	149231	Edwardsville, IL
Texas A & M University-Commerce	224554	Commerce, TX
Troy University	102368	Troy, AL
University of Central Missouri	176965	Warrensburg, MO
University of Northern Colorado	127741	Greeley, CO
University of West Florida	138354	Pensacola, FL

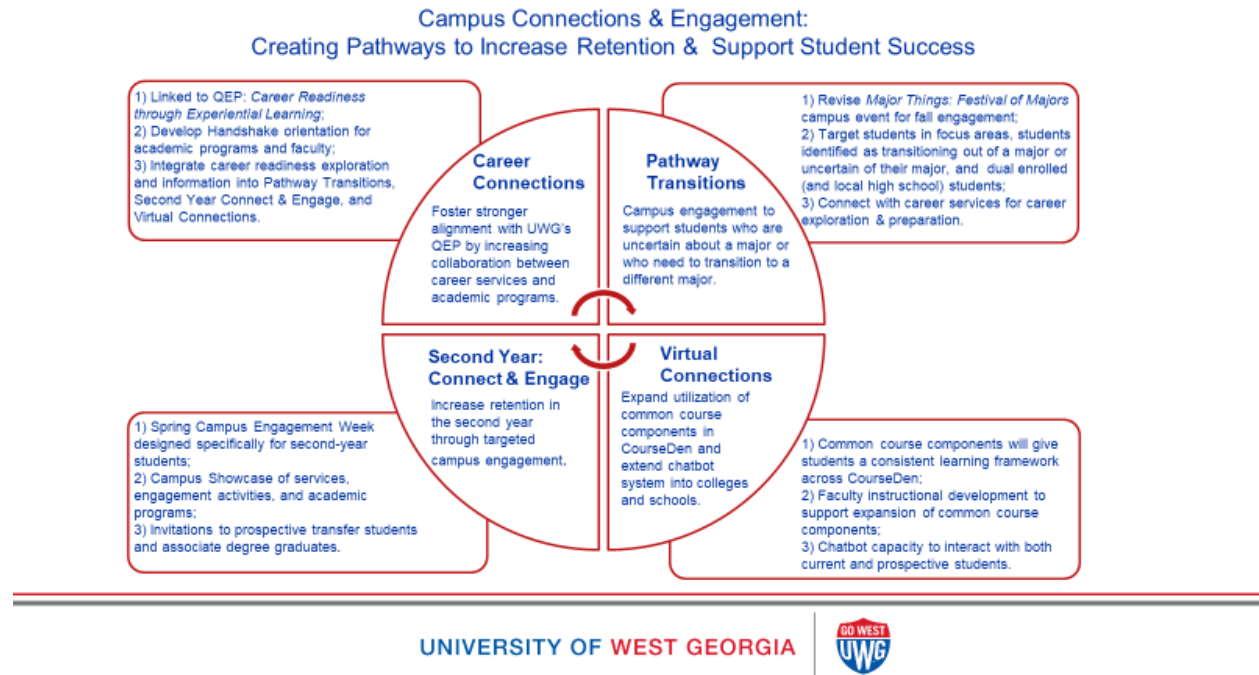
Section II–Student Success Inventory Updates from 2023 Momentum Plan Overview & Updates

UWG was successful in implementing all of its action goals from the 2023 spring Momentum Summit planning process. This success is the product of dedicated administrative leadership, staff, faculty, and students from across campus who contributed to the Momentum priorities in the Student Success Inventory. UWG’s work has also benefited from creating a student success culture on campus that focuses on Momentum and is framed around regular cycles of planning and implementation and organizational units like the Momentum Council and the Momentum Center that guide and direct this work throughout the academic year. As a result, Momentum is well known across divisions on campus.

Momentum Plan Student Success Inventory

UWG’s campus planning this year has focused primarily on priorities related to campus engagement: How can we create a more vibrant and engaging campus culture to support student success? How can we leverage campus engagement in both in-person and virtual spaces to support all students but especially students who are vulnerable to withdrawing from college? How can we better align Momentum and campus engagement with UWG’s other priorities, like UWG’s strategic plan and the new Quality Enhancement Plan (Connecting Experiential Learning and

Career Readiness)? While the campus planning team identified specific student success strengths and areas for improvement (see Sections II.1 and II.2), the focus this year emerged around several specific, actionable priorities that could help UWG address these questions and concerns. As a result, the planning team developed a framework around four interrelated student success priorities:



I. Pathway Transitions

Goal: Campus engagement to support students who are uncertain about a major or who need to transition to a different major.

Rationale: Students who are undecided about their major, uncertain about their future career, or in transition from one major to another are at greater risk for withdrawing from the university. While some interventions already are in place for these populations, actions need to be aligned with campus engagement. Pre-pandemic, UWG offered an on-campus majors fair (Major Things: Festival of Majors). The goal is to revive and revise this event and more specifically target students in focus areas, students identified as transitioning out of a major or uncertain of their major. Collaboration between career services and academic programs will work to develop resources targeted interventions to support students in these at-risk categories. The event will be open to all enrolled students, as well as dual-enrolled students. Local high school students could also be invited to attend this event.

Update:

Action related to this goal has been implemented and completed. The Momentum Council coordinated with other campus partners—including University Advising and [The Office of Career and Graduate School Connections](#) in campus planning. While this event was first planned as a single, campus-wide event, the decision was made to create a two-day event. On the first day (October 24, 2023), The Office of Career and Graduate School connections organized and hosted a [Career and Graduate School Fair](#). The event provided an opportunity for UWG students to explore career and post-graduation opportunities. Whether they were considering starting their career or continuing their education, the fair provided an experience to meet with businesses and graduate school representatives. Over 300 students attended. It was also one of the largest

gatherings of employers and graduate schools present at one time on campus, with over 70 corporate and school partners participating. Key partnerships in attendance included City of Hope, Enterprise, Southwire, Team Georgia Careers, Waffle House (corporate), Wellstar Health System and Yamaha Motor Manufacturing Corporation of America. To further support students, professional staff from the Office of Career and Graduate School Connections provided support with resume development and job interviewing guides. On the following day (October 25, 2023), UWG hosted a [Majors Fair](#) in the campus ballroom. This was a revival of a Festival of Majors event that was held annually at UWG prior to the pandemic. In coordination with the Momentum Council, [University Advising](#) provided much of the institutional planning and logistical support for this campus event. While it included many of the features present in the pre-pandemic events, it was expanded to include information and specific guidance for students who were undecided about a major / minor or for students who were transitioning to a new major. The Office of Career and Graduate School Connections also participated to provide students with support on career exploration and resume development. Faculty and student representatives from every academic program on campus (39) participated, and over 425 students attended. While the event was advertised and open to all UWG students, targeted invitations were sent to students in First-Year Seminar and in the second- and third-year who were identified as needing additional support in degree progression.

Student and academic program surveys are being used in planning the event for next fall.

II. Common Course Components & Academic Program Chatbots

Goal: Expand utilization of most useful course components in CourseDen and extend the chatbot platform into academic colleges and schools.

Rationale: Campus engagement also needs to focus on improving student success in virtual environments. Even residential students utilize academic support (for example, CourseDen for access to grades and course resources) and student services in virtual settings, so these need to be deployed strategically. Two action items this year will focus on developing and implementing a set of common course components in CourseDen that will be utilized in all on-campus, hybrid, and virtual courses. Students have also shown active engagement with chatbots to some student support units, including Admissions and UWG Online. Chatbots have proven to be an effective and efficient way to support students, answer questions, and resolve barriers to success. Consequently, UWG will work to expand chatbots into academic colleges and schools as a way to support currently enrolled students and communicate with prospective students.

Updates

Common Course Components

Action related to this goal has been implemented. In Fall 2023, the Institute for Faculty Excellence (IFE) hosted information sessions to help faculty understand the goal of incorporating common components in the LMS for all courses, regardless of modality. The primary reason for asking faculty to organize their courses in a standardized format was to help students navigate their courses and reduce cognitive overload. The IFE worked closely with the Faculty Senate's Teaching, Learning, & Assessment Committee (TLAC) to determine details regarding the organization of the courses in the LMS. The committee members, along with several other faculty, designed their spring 2023 courses in alignment with these recommendations and piloted these courses that semester. They offered feedback to the IFE and the TLAC based on their students' experiences. The IFE also surveyed UWG students to better understand what their expectations were in regard to how their instructors used the LMS and to learn which LMS components were most supportive of their success. Nearly 1,000 students responded, and their responses helped inform new expectations for instructor usage of the LMS. Throughout spring and summer semesters, the IFE offered support to faculty via hands-on workshops on-demand videos, and written tutorials.

The Office of the Provost required that all fall 2023 LMS course sites include a Concourse syllabus, gradebook, and assessments (instructions, submission options, and feedback) when appropriate and possible. Reports on LMS tool usage were pulled from the LMS and indicated a high rate of compliance among instructors.

In fall 2023, the IFE, TLAC, and Office of the Provost continue to further develop expectations for faculty usage of the LMS to align with student expectations and best practices for supporting student learning and success. Plans are in place to continue to require faculty to build LMS course sites to include a Concourse syllabus, a gradebook, and assessments, when appropriate and possible. Further, faculty will be asked to include an up-to-date course calendar in the LMS and content modules that contain access to learning materials, when appropriate and possible.

Chatbots in Academic Programs

Action related to this goal has been implemented as a pilot project in the [College of Arts, Culture, and Scientific Inquiry](#) (CACSI). Dr. Sharmistha Basu-Dutt, CACSI Associate Dean, coordinated the development of the chatbot in CACSI, in partnership with [UWG Online](#). UWG deploys chatbots in other student support departments (Undergraduate Admissions, Graduate Admissions, Student Solutions, Registrar, Financial Aid, and Office of Student Accounts and Billing Services); however, no academic programs were utilizing chatbots. Utilizing the Gecko chat application, the CACSI Dean's Office worked with academic programs to develop questions and answers along with a skill tree for students to navigate and select through to get specific information / help if they do not know the best way to ask their particular question or if their question is not being answered effectively by the chatbot:

[CACSI Chatbot Questions & Answers](#)

The pilot was launched in fall 2023 and data on student usage will be available in next year's report. Next steps in the project will be to expand the utilization of chatbots to other academic colleges and schools across campus.

III. Second Year: Connect & Engage (Retention from Year II to Year III)

Goal: Increase retention in the second to third year through targeted campus engagement.

Rationale: Most of UWG's retention strategies around Momentum have focused on first-year students and retention into the second year. However, there are also retention challenges for students in the second year transitioning into the third year. This can be caused by many factors, including financial constraints, but it can also involve uncertainty about a major and/or a future career pathway. One specific strategy to support these students is to plan and implement a Second-Year Student Experience week across campus that focuses on engagement activities specifically for second year students. Planning will include a career-readiness component in collaboration with career services and academic programs.

Update

Actions completed in support of this goal focused on revisions to the Majors Fair, which focused on support of students beyond the first year, including transfer students and other students who were uncertain about their major or future careers during the second and third years. The Momentum Council also realized that the campus needed a more comprehensive, data-driven understanding of retention and support frameworks for students in their second and third years. Therefore, in September 2023, the council formed a work group to work around the issue of second-year student retention. In addition to identifying relevant data to inform this work, the workgroup has conducted targeted interviews with campus leaders who are engaged in working with this student population to gain a better understanding of where second and third-year student

retention and programming has been adequate and also inadequate. The work group is now planning to collect data that will inform the actions that will be proposed to the Momentum Council and the Momentum Planning Team for implementation in 2024. One of the first data collection priorities will be to conduct small focus groups consisting of seniors and sophomores (and maybe other classifications) so that students' perspectives are part of the campus planning. .

IV. Career Connections and UWG's Forthcoming QEP

Goal: Foster stronger alignment with UWG's Quality Enhancement Plan by increasing collaboration between career services and academic programs.

Rationale: UWG's Quality Enhancement Plan (QEP)—Career Readiness through Experiential Learning—seeks to strengthen the connection between experiential learning and the development of career readiness competencies for undergraduate students, beginning in their very first semester and continuing through their senior-level courses as they transition to their careers. The QEP will focus on two specific types of experiential learning: undergraduate research and work-based learning. To support the QEP, UWG's Momentum plan will focus on action items that support students through fostering collaboration between career services and academic programs. This collaboration is embedded in two specific action items described above: Pathway Transitions (Majors & Career Fair) and Connect & Engage (Retention from Year II to Year III).

Update

Actions related to this goal have been implemented to prepare for UWG's new Quality Enhancement Plan (QEP), which is scheduled for final review and approval by SACSCOC in spring 2024. UWG's proposed QEP—Career Readiness through Experiential Learning—seeks to strengthen the connection between experiential learning and the development of career readiness competencies for undergraduate students, beginning in their very first semester and continuing through their senior-level courses as they transition to their careers. The QEP will focus on two specific types of experiential learning: undergraduate research and work-based learning.

This proposed QEP directly supports the institution's 2021-2026 Strategic Plan—*Becoming UWG*. A goal of the Strategic Plan is to “launch or advance each student's career before graduation” by providing students with access to high-quality experiential learning opportunities. The Strategic Plan further states that UWG will “define pathways to post-graduation through an institutional commitment to elevating and advancing internships, experiential learning, intentional mentorship, and professional and community-based networking for all students.” The proposed QEP will bolster the institutional commitment referenced in the Strategic Plan while helping faculty, staff, and, most importantly, UWG's undergraduate students to recognize and value the connections between career readiness and experiential learning.

UWG currently offers students an array of experiential learning opportunities in areas including, but not limited to, undergraduate research and creative inquiry, internships and work-based learning, and study abroad and study away. In recent years, UWG under the guidance of the University System of Georgia has developed methods for tagging courses that allow the institution to track the integration of experiential learning opportunities into the undergraduate curriculum. Further, UWG has implemented first-year seminar courses and capstone courses or other culminating experiences as part of its extensive work on High Impact Practices (HIPs) since 2015.

The proposed QEP strategically builds upon UWG's existing frameworks for experiential learning. For that reason, its purpose is not to significantly increase the number of experiential learning opportunities that are available to students, though the addition of new opportunities may be one effect. Rather, the QEP aims to increase undergraduate student access to existing opportunities

and, crucially, to enhance those opportunities by more explicitly connecting them to the development of career readiness competencies as defined by the National Association of Colleges and Employers (NACE). The QEP will ensure that students reflect on the career readiness competencies that they develop through participating in experiential learning. Some current experiential learning opportunities at UWG include this sort of reflection, but others lack this step or have only an implicit connection to career readiness. This QEP aims to fill that gap by helping students, faculty, staff, and other stakeholders to identify and value clear connections between experiential learning and the development of career readiness competencies.

UWG's proposed QEP sets forth the following goals and outcomes that will direct the plan's work. Each goal or outcome is summarized by an action verb :

Institutional Goal 1 – ACCESS: Increase student access to experiential learning opportunities.

Institutional Goal 2 – CONNECT: Improve teaching and learning effectiveness by explicitly connecting experiential learning opportunities to the development of career readiness competencies as defined by National Association of Colleges and Employers.

Student Learning Outcome 1 – ENVISION: Within their first year, students will identify experiential learning opportunities and career readiness competencies relevant to their professional goals.

Student Learning Outcome 2 – ENACT: Students will describe the career readiness competencies cultivated through their participation in experiential learning opportunities.

Student Learning Outcome 3 – SHOWCASE: Before graduation, students will be able to present evidence to potential employers, graduate schools, or professional schools that their participation in experiential learning enhanced their career readiness.

Student Success Outcome – ACHIEVE: Increase the percentage of graduates who pursue employment, additional education, or other experiences that make use of career readiness competencies.

The plan below identifies baseline data, target goals, and actions needed to assess UWG's progress towards the institutional goals and student success outcome. Additionally, it identifies key points for collecting and evaluating data to assess progress towards the student learning outcomes (SLOs)—namely, the first-year seminar courses, experiential learning opportunities available to students throughout their undergraduate career, and capstone courses or other required 4000-level courses typically taken by students close to the time of graduation. The instruments and rubrics detailed below will furnish UWG with quantitative and qualitative data to evaluate student achievement of the SLOs while offering opportunities for formative and summative assessment.

UWG will commit resources to make Career Readiness through Experiential Learning a transformative QEP for the institution and our students. The QEP's design reflects a realistic, pragmatic understanding of the resources available to us and the resources that will be required to make this QEP meaningful and sustainable even in the face of changing budgetary circumstances. As part of a larger reorganization in 2021-2022, UWG created and filled the executive director of accreditation and quality enhancement position to direct proposal development and implementation. In addition to existing offices, positions, and resources that will contribute to the QEP's success, the plan proposes the creation of an institution-wide QEP Faculty Fellow and of six QEP Champions affiliated with each of the university's colleges and schools. UWG took care

to solicit substantive contributions from across the institution during the topic selection and development process. The identification of a QEP Champions from each degree-granting college/school will further ensure broad-based representation and support throughout implementation and assessment.

Section III: Campus Updates Related to USG Momentum

In addition to the action items described in UWG’s Student Success Inventory, UWG annually reports on and updates information related to its ongoing Momentum priorities, including work supporting first-year students (credit hour completion, corequisite learning support, and academic mindset) and student success initiatives led by academic and student support units from across campus. These are described below.

Section III.1–Faculty Engagement in USG Momentum & Academic Support for Student Success

2023 USG Momentum Award

In spring 2023, the [Department of International Languages and Culture](#) at UWG received the Regents’ Momentum Award for Excellence in Teaching and Curricular Innovation. The USG cites that this award is given to a program that incorporates high-impact practices to create engaging opportunities for students to deepen their learning as they continue to develop professionally through their time in class. This is the third Momentum award that UWG has received since 2020. This year’s award was preceded by the 2020 Regents' Momentum Year Award for Excellence in Teaching and Curriculum Innovation for Freshmen Math Program and the 2022 Regents' Momentum Year Award for Excellence in Advising and Student Success.

Credit Hour Completion in First Year

Credit hour completion has remained relatively consistent since UWG first began to emphasize completing 15/30 credit hours in the first year in 2015. UWG transitioned to pre-made schedules that include 15 credit hours for entering students in Spring 2019 which has helped with this process, along with more consistent messaging and advising about the value and importance of attempting 15 credit hours each semester.

Term	# Fall FTF enrolled in less than 12 hours	# Fall FTF enrolled in 12-14 hours	# Fall FTF enrolled in 15 or more hours	Total Fall FTF enrolled	Percentage enrolled in 15 or more hours
Fall 2019	75	975	802	1852	43.3%
Spring 2020	124	716	818	1658	49.33%
Fall 2020	138	724	959	1821	52.66%
Spring 2021	161	604	756	1521	49.74%
Fall 2021	106	746	693	1545	44.85%
Spring 2022	129	635	565	1329	42.5%
Fall 2022	71	735	618	1424	43.34%
Spring 2023	116	561	599	1276	46.94%

Corequisite Learning Support

AY20 was UWG’s first year offering corequisite learning support courses: ENGL 0999, MATH 0997, and MATH 0999. UWG also participated in the Statistics Pathway pilot to offer MATH 1401 (Elementary Statistics) in Area A2. MATH 1401 and MATH 0996 were offered for the first time in F20. In designing learning support courses, UWG followed the USG best practices criteria. UWG corequisite learning support courses are 1 credit hour but 2 contact hours per week. The 1 credit hour ensures that learning support does not negatively impact students financially, while the 2 contact hours provide students with the instructional time they need to support learning in the core course. The core section and the corequisite learning support section are taught by the same instructor. English and Math faculty designed the learning support course following USG guidelines, while professional staff in Admissions, Advising, Registrar, Academic Success, and the Provost’s Office developed processes for advisement and placement of students in learning support. UWG has a designated Learning Support Coordinator and has sent implementation teams consisting of Math and English faculty and professional support staff to each of the USG Learning Support Academies.

This year, corequisite faculty extended ongoing work to support student mindset by implementing the USG Mindset Modules in MATH sections, implementing their own mindset activities, and by actively encouraging students to take the USG Mindset survey. Four First-Year Mathematics faculty members have implemented the USG’s Mindset Modules in CourseDen their fall 2022 courses. All corequisite faculty address mindset explicitly in their courses.

The statistical success rates for English and Math for the past year are consistent with the previous two years, which reflect the impact of the COVID pandemic on a number of levels. This is consistent with data from across the USG on the continuing impact of COVID. In Fall 2021, 14% of admitted freshmen were identified as needing Learning Support. In Fall 2022, there was a significant increase to 30% of admitted freshmen needing Learning Support. This is due primarily to the test optional policy for admissions leaving only high school GPA (and potentially ACCU-PLACER) to exempt the Learning Support requirements. The requirements were changed again in March 2023 and this change can be seen in the data below. The table below outlines the comparative analysis over the past two years.

Academic Semesters	Percentage of Students Retained
Fall 2021 to Spring 2022 257 students identified as needing LS	42.4%
Spring 2022 to Fall 2022 164 students identified as needing LS	92.6%
Fall 2022 to Spring 2023 442 students identified as needing LS	62.2% (275 students)
Spring 2023 to Fall 2023 335 students identified as needing LS	86.57% (290 students)*

*Learning Support Requirements were changed in March 2023. The new requirements were an increase to GPAs and test scores of previous semesters.

<p>Fall 2022 Corequisite LS Courses</p> <p>ENGL 1101/0999 Total LS Enrolled 79 (passed 65.82%) Non LS Enrolled 1154 (passed 78.94%)</p> <p>MATH 1001/0997 Total LS Enrolled 127 (passed 68.5%) Non LS Enrolled 347 (passed 79.83%)</p> <p>MATH 1111/0999 Total LS Enrolled 50 (passed 70%) Non LS Enrolled 606 (passed 77.39%)</p> <p>MATH 1401/0996 Total LS Enrolled 5 (passed 40%) Non LS Enrolled 293 (passed 72.35%)</p>	<p>Spring 2023 Corequisite LS Courses</p> <p>ENGL 1101/0999 Total LS Enrolled 55 (passed 65.45%) Non LS Enrolled 358 (passed 69.83%)</p> <p>MATH 1001/0997 Total LS Enrolled 61 (passed 59.01%) Non LS Enrolled 114 (passed 72.81%)</p> <p>MATH 1111/0999 Total LS Enrolled 10 (passed 60%) Non LS Enrolled 358 (passed 74.3%)</p> <p>MATH 1401/0996 Total LS Enrolled 1 (passed 100%) Non LS Enrolled 345 (passed 79.13%)</p>
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<p>Fall 2022 Enrollment 442 identified as needing LS</p> <table border="1" style="width: 100%;"> <tr> <td>Prior Dual Enrollment or Continuing</td> <td>165</td> </tr> <tr> <td>First-Time Students</td> <td>181</td> </tr> <tr> <td>Transfer Students</td> <td>86</td> </tr> <tr> <td>Readmitted Students</td> <td>10</td> </tr> <tr> <td>ARCHE</td> <td>1</td> </tr> </table> <p>Of these students, 275 students (62.2%) were retained for Spring 2023.</p>	Prior Dual Enrollment or Continuing	165	First-Time Students	181	Transfer Students	86	Readmitted Students	10	ARCHE	1	<p>Spring 2023 Enrollment* 335 identified as needing LS</p> <table border="1" style="width: 100%;"> <tr> <td>Prior Dual Enrollment or Continuing</td> <td>106</td> </tr> <tr> <td>First-Time Students</td> <td>138</td> </tr> <tr> <td>Transfer Students</td> <td>75</td> </tr> <tr> <td>Readmitted Students</td> <td>15</td> </tr> <tr> <td>ARCHE</td> <td>1</td> </tr> </table> <p>Of these students, 290 students (86.57%) were retained for Fall 2023. *Learning Support Requirements were changed in March 2023. The new requirements were an increase to GPAs and Test Scores of previous semesters.</p>	Prior Dual Enrollment or Continuing	106	First-Time Students	138	Transfer Students	75	Readmitted Students	15	ARCHE	1
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New Department of Academic Excellence (University College)

As part of Momentum Planning in 2019-2020, UWG consolidated many of its student success operations from across campus within [University College](#). In fall 2023, these units were reorganized further within University College in a newly formed Department of Academic Excellence to align with the [National Institute of Student Success'](#) (NISS) key recommendations for UWG's initiatives on student success. The Department of Academic Excellence will consist of three divisional areas: [University Advising](#), the [Center for Academic Success](#) (academic coaching, tutoring, supplemental instruction, and learning support), and Academic Success Partnerships (student success training and certifications, dual enrollment advising and matriculation services,

and first-year programs connections). The Department of Academic Excellence will continue its work within University College and report to the Dean’s Office.

University Advising

The reorganization of Advising--which was guided by NCADA recommendations--has resulted in several student-oriented improvements: hiring additional academic advisors to reduce advising workloads and to provide advising staff with more time and opportunity to work with and mentor students; improving consistency among advising processes across campus; and developing more effective and consistent hiring, training, and mentoring processes for advisors. University Advising also has worked to create a more efficient communication structure for students throughout the advising process. EAB Navigate and Wolf Watch are two systems that are used to enter advising and student tracking notes to help guide future discussions with students. Some comments are only visible internally while others are visible to students. At the end of each advising session, UWG advisors enter notes into both for their future review and also so that students are clear on plans and summaries of the discussion/advising session. Any advisor and student affairs and academic affairs leader can review notes and provide holistic support for students (i.e., past notes can be scanned quickly at the beginning of any student interaction to make the support contextualized and most meaningful).

Center for Academic Success

Supplemental Instruction

In the [Center for Academic Success](#), Supplemental Instruction (SI) focuses on supporting “high risk courses” that have 20-25 percent or more DWF rate. Once these courses are determined, Supplemental Instruction is available to students enrolled in these courses. Students who attend at least two to three (2 to 3) SI sessions per week significantly outperform non-SI participants. To support our adult learners who may not be able to attend SI sessions on campus, each SI leader offers online support and hosts at least one session each week virtually. Student Success also makes this SI available to dual enrollment students.

While SI supports core courses and covers many more courses than those listed below, the following courses were identified as high impact with strong improvement ranging from nearly one and a half letter grade improvement to one fourth letter grade improvement. Retention rate of students receiving Supplemental Instruction Fall 2022/Spring 2023 is 92% and exceeds the UWG average retention rate.

Course	SI Mean Grade	Non- SI Mean Grade	Difference in SI/Non-SI
ACCT 2101	2.27	2.01	0.26
BIOL 1107	2.53	2.21	0.32
ENGL1101	3.58	2.35	1.23
MATH1111	2.27	2.07	0.2
POLS 1101	2.96	2.83	0.13

Student Success Markers

In AY23, EAB Navigate Analytics identified 2,182 students with at least one Missed Success Marker. Success Markers are determined by the faculty from each program and loaded into EAB Navigate. Faculty determined that specific courses need to be completed at certain points in order to keep students on progression. Students with missed success markers are advised to register for missed courses and their schedules will be audited after the close of registration.

Course Alerts

Course Alerts are a primary tool for identifying students at risk of not being academically successful during the specific reporting period of the academic semester. 2799 unique students appeared in 3417 course alerts were identified in fall 2022 and spring 2023. Of these uniquely identified students, 1194 (or 42.65 percent) engaged with our Student Success Services. Currently, increasing this percentage of student interaction/engagement with any and/or all success services is a paramount goal for the Department of Student Success. Follow up interactions based upon Early/Course Alerts include:

Academic Support Area	Students Utilizing Services	Total Number of Visits
Academic Coaching	539	762
Tutoring	300	596
Supplemental Instruction	134	243
University Writing Center	63	260

Based upon course alerts, 54% of this high-risk student population was retained for Fall 2023 (1505/2799).

Unenrolled Campaign

This program encourages continuing students to enroll and continue their progress toward graduation. Below we present the number of students contacted, the open rates, and the number of students that enrolled as a result of the campaign. This provides us strong evidence of what information students will open and act upon. This campaign ran from April - August, 2023.

Total Number of Students Campaigned	1281
Number of Links Clicked	281
Number of Emails Opened	1340
Average Click to Open Rate	26%
Total Number of Students Enrolled from Campaigns	850
Percentage of Enrollment Increase	63%

Section III.2–Student Support and Placemaking

Momentum Center

UWG opened its signature [Momentum Center](#) (MC) in the heart of campus in September 2020 to ensure that students have one central location to visit in order to get the help they need to be successful. At the MC, the service expectation is that UWG staff take ownership of the student’s problem and create a hardwired service culture on campus. The Momentum Center continues to

change and evolve in response to student needs and removing barriers. In the Momentum Center, students can access support services from Academic Advising, Registrar, Financial Aid, Student Accounts and Billing Services, Career and Graduate School Connections, Campus Services (formerly Auxiliary Services), and the Student Solutions Team. There is also a satellite location of the Basic Needs Center located in the MC where students in need of temporary food and/or hygiene assistance can receive products from our pantry at no cost. The center continues to utilize flex spaces so that offices can be present in the Momentum Center during peak times for their services. For example, campus partners from Housing & Residence Life, Student Employment, and Health Services occupy space in the Momentum Center during new student orientation dates to have an added touchpoint with students. Phone, in-person, and live chat from the [website](#) represent the many ways that students, faculty, staff, and community can connect with the MC. Over 7500 visits to the Momentum Center were recorded in FY23. Not all of our interactions are limited to students. We had over 85,000 interactions logged during FY23 to direct inquiries to appropriate resources, answer general information about UWG, and answer specific student questions.

Day One Access and UWG Bookstore to the Rescue

[Day One Access](#) is a *collaborative* UWG initiative that allows the institution to capitalize on economies of scale in order to negotiate the best possible pricing on online textbooks and other course materials and provide students with access on day one of class, in addition to providing easy access to open-source, free or low-cost resources for our students via our learning management system (LMS Brightspace by D2L, branded CourseDen). The Day One Access collaboration led by the UWG Bookstore but heavily supported by UWG Online and the Office of Student Accounts and Billing (OSAB), has now saved UWG students over 1.3 million dollars.

To help students who face financial hardships, the UWG Bookstore and the Office of Financial Aid implemented the [Bookstore to the Rescue](#) initiative that helps students purchase their books earlier at the start of the semester using their financial aid refund.

Section III.3–Student Academic Support

UWG Online

[UWG Online](#) supports all UWG students, both those in fully online courses and programs, as well as those who are taking courses on campus that include an online component. Through UWG’s work on development of common course components—which UWG Online has actively supported—all UWG courses, regardless of modality, now are required to include an online component through CourseDen that features common course components (syllabus in Concourse, gradebook, and major assignments). Quality online offerings and support still remain critical factors in student success and in degree completion. Despite returning to on-campus post-pandemic learning, the credit hours earned online in Fall 2023 remained high at nearly 60% (versus pre-pandemic rates averaging 30% Fall and Spring semesters). Further, roughly 10581 (80%) of UWG students take *at least one entirely online course*, and 6138 (48.04%) of UWG students take courses *exclusively online* (live Fall 2023 Banner Data 10/09/2023). [\[Interactive DataStudio Dashboard\]](#)

As a result, UWG Online continued expanded support services, including the high-touch UWG Online REACH Intervention Initiative (Reach out Encourage Advise Collaborate Help), texting outreach, the online searchable Knowledgebase, and expanded hours of operation (until 8pm) via phone, web, live chat, Google Voice, and screen share sessions. Tutor.com virtual tutoring and writing center service hours continued to be offered to all students (not just those in online classes); the campus-wide Grammarly Premium license was promoted; a Bot was purchased and added to existing GeckoLiveChat channels across the university so that students can get answers quickly after-hours with primary build-out and maintenance responsibility for the entire campus on the

shoulders of UWG Online. UWG Online is collaborating with UWG Information Technology Services to extract data analytics pertinent to providing data key to informing student success, in addition to the successful DayOne collaboration with the UWG Bookstore (saving students nearly \$2 Million since start-up in 2021) and other data analytics projects with the College of Education (TK-20). These Success Tools are summarized in our online [KnowledgeBase](#). Despite the sustained jump in online enrollment and demand on our help desk, survey responders still rate UWG Online’s service with an average of 9.8 (out of a possible 10). Further, UWG Online staff averaged among the best response time across all campus live chat teams, averaging as fast as 37 seconds during our busiest month of October 2023.

REACH Intervention Initiative

One significant change to the UWG Online REACH (Reach out Encourage Advise Collaborate Help) processes has yielded positive results, raising the average of students reengaged within five days of our initial REACH efforts (Reach out Encourage Advise Collaborate Help) for each call cycle so far this semester from 54% last year to 58% so far this year. The change meant that the mentor piece was abandoned due to low engagement and replaced with a new two-way text support process. Instead of merely texting identified at-risk online students with messages of support, the messages now ask questions and respondents receive real live-person answers from one of our staff members. For example:

How are things going? [Reply 1,2,3,4]
[1]: I am great and on top of things!
[2]: I'm logging into CourseDen often but I have questions.
[3]: I am lost and don't know if I can catch up.
[4]: I need help with something not related to my UWG Online classes.

The timing of these messages is coordinated with the Center of Academic Success in order to not over-contact students, as well as the fact that our messaging is typically only being sent to approximately 400 at-risk online students as opposed to the whole student body. Since January 2023, UWG Online staff have sent over 35,000 emails to registered students, welcoming the student to online learning and providing tips for success. 4,371 students who were identified as not having logged on to the learning management system by a prescribed date were identified as *at-risk* and sent targeted emails and text messages. Following those messages, students who still had not logged on within 1-2 days were contacted by phone 830 phone calls. Additionally, all 55 available check-out laptops and 50 Chromebooks are in use by in-need online students, via the related EQUIP collaboration with the UWG Library and ITS.

First-Year Seminar (Cornerstone)

UWG’s Cornerstone course (First-Year Seminar) is housed in the [Center for Academic Transition Programs](#), located in University College. The First-Year Seminar was one of the first initiatives UWG developed as part of Momentum in 2017 to support student success and to help students in their transition to college in the first year. It is also the first High Impact Practice that UWG developed and built to scale, drawing on broad, collaborative partnerships from across campus. From its inception, the Cornerstone course has focused on multiple strategies to improve academic mindset. These seminars, each with a unique academic focus, are aligned with the USG Momentum Approach and are designed to help students develop the academic and growth mindset

necessary for college success. In the first year (F17), UWG piloted 28 sections of the Cornerstone course. In fall 2023 there were 1,036 students enrolled in 49 sections (approximately 88% or FTFT first-year students enrolled). In addition to the focus on an engaging academic topic, each seminar incorporates academic success experiences—in the form of online exploration modules and course presentations—that include career exploration, growth mindset, academic advising, writing, and peer mentoring/tutoring. Faculty and credential staff from across campus have been actively involved in developing and teaching the course, and they participate in a summer course design workshop that includes information on academic mindset. Students who take first-year seminar are retained at a higher percentage across most demographic categories, including first-generation and Pell-eligible students.

As part of UWG's Cornerstone course, first-year students complete a Career Lab assessment through TruMotivate. (In light of the USG's adoption, in the coming academic year students will move toward Steppingblocks.) Career assessment helps students learn what skills, talents, and abilities they possess as they begin to recognize how those motivations intersect. After students complete the assessment, Academic Transition Programs staff facilitates an in-class group reflection on career paths and major choices. As a result, students recognize how their identified skills, talents, and abilities connect to their chosen major. In addition, students are introduced to the Office of Career and Graduate School Connections to promote their forward momentum. This work on career exploration and professional competencies will become part of UWG's new Quality Enhancement Plan (QEP), once it is formally approved next year.

Additionally, first-year students also complete a Growth Mindset Assessment in addition to the Mindset Survey administered through the USG. So far in fall 2023, 789 students have completed the assessment. As with the Career Lab, Growth Mindset concepts are shared with each student and student support staff, and Academic Transition Programs staff visit each class to engage students in discussion and practice of growth mindset.

Cornerstone students also participated in the UWG Majors Fair in October, where they had the opportunity to explore available programs by gathering literature and speaking with faculty and student representatives. While this event is valuable for all students, it is particularly targeted toward students in academic focus areas (who have not declared a major) and students who have declared a major but might transition to another major during the first year.

Finally, a foundational element of the Cornerstone course is study skill development. To complete this component, each student participates at least twice during the semester in Academic Coaching, Supplemental Instruction, and Tutoring. As a result, students report an increased likelihood of continuing to seek those support services as they navigate through their college careers.

Section III.5—Experiential Learning and High Impact Practices

Co-Curricular Program Maps

UWG identified revisions to [program maps](#) as part of its previous Momentum planning. The focus has been on consistency of design, pressure-testing, inclusion of co-curricular options, high impact practices, and accessibility. The revised maps focus on providing students with an aesthetic branded map to guide them through the courses they should take each semester on a four-year plan. For co-curricular options, these were designed with less rigidity: instead of by semester on a four-year plan, we have provided suggestions for first year, middle years, and last year. This design allows for all students—from first-time freshmen to adult-learners who transferred midway in their college career to follow the guide for co-curriculars suggestions for six action-focused areas: Crush your Coursework (narrative recommendations for course order and foci), Find your Place

(extracurriculars on campus including student groups and research), Broaden your Perspective (diversity, inclusion, cultural competency, and belonging), Connect Off-Campus (work, internships, volunteering, connecting with professionals in the field), Take Care of Yourself (recommendations for physical and mental wellbeing), and Pave your Path (career-centered recommendations).

Currently, every UWG academic program publishes a co-curricular map showcasing activities beyond the course requirements for the program. These guide students into activities that they will engage in each year, starting with their first semester through their graduating semester. Further, these co-curricular maps outline market analysis with workforce demand, salary expectations, and other meaningful statistical points to best inform students of academic choice.

QEP on Experiential Learning and Career Preparation

In Spring 2022, UWG began work on its new Quality Enhancement Plan (QEP) and anticipates formal approval in spring 2024 during its ten-year SACSCOC accreditation visit. UWG's next QEP will seek to increase opportunities for undergraduate and graduate students to engage in high quality experiential learning opportunities at West Georgia through the following institutional priorities: 1) supporting and expanding equitable access to experiential learning courses within the academic curriculum; 2) implementing institutional structures to support co-curricular and extracurricular experiential learning activities; 3) strategically connecting experiential learning to professional and career preparation; and 4) utilizing experiential learning to recruit and retain students.

High Impact Practices (HIPs)

West Georgia continues to serve as an engaged institutional partner in efforts to develop and expand opportunities for students to engage in High Impact Practice (HIPs). UWG has had a campus-wide HIPs Steering Committee in place since 2016, and work on HIPs / experiential learning has been integrated into UWG's new strategic plan and the new Quality Enhancement Plan. Among the results of this work has been UWG's signature First-Year Seminar (Cornerstone) courses that are aligned to HIPs First-Year Experience criteria and that support UWG's Momentum work in the first-year around mindset and career pathways.

Campus planning around HIPs has been included in UWG's Momentum Plan and has focused on developing a campus process and criteria for Banner course attributes. UWG's HIPs Campus Steering Committee worked with the Faculty Senate to draft and approve a ([HIPs Criteria Process Proposal](#)) that resulted in the approval of HIPs criteria documents for Undergraduate Research, Work-Based Learning, Service Learning, First-Year Experience, and Study Abroad / Study Away.

In spring 2022, faculty and academic programs began submitting course proposals and syllabi aligned with the approved HIPs criteria to receive HIPs course attributes. That process is ongoing and includes annual invitations for faculty to submit courses for approval and coding in Banner. See UWG's Institutional Report on HIPs Coding.

Future Campus Planning & Next Steps

The Provost in dialogue with the UWG Momentum Council is already engaged in the next cycle of Momentum Planning. In alignment with UWG's forthcoming QEP, expanding experiential learning and career exploration opportunities will be a continuing priority. This work will also align well with work already underway at UWG to fully implement the new USG Core IMPACTS and utilize the METRICS dashboard for efficacy and enhanced data-informed actions.

Acknowledgements

UWG achieved virtually all of its Momentum goals for this reporting year and is already at work in planning for the next cycle of action-goals to support students. Momentum is embedded on the UWG campus as a broad, collaborative, cross-divisional partnership that works toward identifying and implementing specific, evidence-based student success actions. Many academic and student support units, administrative leaders, faculty, and staff at UWG contributed to UWG's Momentum work this year and to the updates in this report. Special thanks and appreciation goes to the following colleagues who have contributed to writing and/or editing sections in this year's report: Jon Preston, Elaine Harper, Ashlee Pollard, Tim Schorer, Mandi Campbell, Bonnie Jett, Amy Ellison, Jennifer Jordan, Mary Parsons, Ashley Leggett, Meggie Miller, Shelby Scott, Kate Verheyen, Ryan Bronkema, Sharmistha Basu-Dutt, Jason Swift, Clint Samples, and David Newton.

Appendices

Appendix A

2023 Momentum Campus Planning Team

Dr. Jon Preston, Provost and Senior Vice President

Dr. Jennifer Jordan, Associate Vice President for Student Affairs

Dr. Monica Smith, Associate Dean, Richards College of Business

Dr. Laura Smith, Associate Dean, College of Education

Dr. Ryan Bronkema, Associate Dean, University College

Dr. Clint Samples, Associate Dean, College of Arts, Culture, and Scientific Inquiry

Dr. Sharmistha Basu-Dutt, Associate Dean, College of Arts, Culture, and Scientific Inquiry

Dr. Melanie Conrad, Associate Dean, School of Communication, Film, and Media

Dr. Cindy Johnson, Assistant Dean, Experiential Learning Center, Tanner Healthcare School of Nursing

Ashlesha Pawar, Executive Director, Institutional Effectiveness and Assessment

Dr. Tim Schroer, Chair, Department of General Education, University College

Dillon Montes de Oca, Director of Admissions

Rahmel Cowen, Director of Strategic Initiatives, Division of Student Affairs

Mandi Campbell, Director of the Institute for Faculty Excellence

Ashley Lewis, Director, Department of Multicultural Achievement

Dr. Ashlee Pollard, Director, Student Solutions & the Momentum Center

Meggie Miller, Interim Director, UWG Online

Bonnie Jett, Director of First-Year Writing and First Year Transition Programs, University College

Dr. Jason Swift, Associate Professor of Art and Chair of Teaching, Learning, and Assessment Faculty Senate Committee

Dr. Scott Sykes, Director of Freshman Math, University College

Dr. Corey Maggiano, Associate Professor of Anthropology, CACSI,

Jean Cook, Instructional Librarian, Ingram Library

Ian Houston, Associate Director, Office of Career and Graduate School Connections

Summer Rand, Graduate Student Intern

Dr. David Newton, Professor & Senior Fellow for Student Success, Office of the Provost

2022-2023 Momentum Council

Jennifer Jordan, Associate Vice-President for Student Affairs

Clint Samples, Associate Dean, College of Arts, Culture, and Scientific Inquiry

Sharmistha Basu-Dutt, Associate Dean, College of Arts, Culture, and Scientific Inquiry

Ryan Bronkema, Associate Dean, University College

Ashley Leggett, Director, Department of Multicultural Achievement and the Multicultural Achievement Program

Timothy Schroer, Professor of History & Chair of the Department of General Education
Dillon Montes de Oca, Director of Admissions, Division of Strategic Enrollment Management
Amanda Campbell, Director, Institute for Faculty Excellence
Ashlee Pollard, Director, Student Solutions & Momentum Center
Jason Swift, Associate Professor of Art & Faculty Senate Liaison
Destiny Morrison, Student Representative
Karen Rodas, Student Representative
David Newton, Professor, Center for Interdisciplinary Studies, and Senior Fellow for Student
Success, Office of the Provost