



UNIVERSITY OF NORTH GEORGIA

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of North Georgia, a regional multi-campus institution and premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, research and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society. The University of North Georgia is a University System of Georgia leadership institution and is The Military College of Georgia.

UNDERGRADUATE STUDENT BODY PROFILE

Table 1: University of North Georgia Fall 2020 Demographics

Undergraduates only	Enrolled	Percent of UNG
Enrollment	19,793	100.00%
Full-Time	13,183	66.60%
Part-Time	6,610	33.40%
Male	8,300	41.93%
Female	11,493	58.07%
Adult Learner (age 25+)	2,423	12.24%
First Generation	4,249	21.47%
Low-Income (Pell)	5,969	30.16%
Black	845	4.27%
Hispanic	2,884	14.57%
Asian or Pacific Islander	2	0.01%
Native Hawaiian or Pac. Isla.	20	0.10%
Amer. Indian/Alask. Native	35	0.18%
Underserved Minorities	4,638	23.43%
FT Vet	384	1.94%
PT Vet	89	0.45%

Source: Census data Fall 2020

Enrollment trends: UNG continues to enroll approximately 20,000 students (including graduate students). Enrollment over the last two years has fluctuated slightly. Enrollment in undergraduate students from fall 2018 to fall 2019 was flat (-5 student decline, -.02%). Fall 2019 to Fall 2020, undergraduate is also flat (-17 student decline, -.09%). Graduate enrollment continues to grow; fall 2020 enrollment was up 8.7%.

BENCHMARKS & GOALS:

The completion goals and strategies chosen for UNG reflect the breadth of its mission to provide broad educational access through multiple academic pathways, including program certificates, associate degrees, bachelor degrees, graduate education, and online courses. UNG also provides greater access to higher education through a strong dual enrollment program.

Table 2: Institutional Peers (Benchmark, Aspirational, Competitor)

Institutional Peers	USG State Universities	UNG
Benchmark—One Year Retention	68.3%	71.3%
Benchmark—Associate 3-Year Graduation Rate (2016)	11.2%	11.6%
Benchmark—Bachelors 4-Year Graduation Rate (2015)	23.3%	26.5%

Aspirational Peers		USG Comprehensive Universities		UNG
Benchmark—One Year Retention (Bachelors only)		75.8%		78.0%
Benchmark—Bachelors 4-Year Graduation Rate (2015)		22.2%		26.5%
Competitors	Kennesaw State University	Georgia Gwinnett College	Georgia Southern	UNG
Benchmark—One Year Retention (Bachelors only)	80.0%	65.1%	77.7%	78.0%
Benchmark—Bachelors 4-Year Graduation Rate (2015)	16.9%	4.0%	29.9%	26.5%

*all data is based on Fall 2018 cohort; Source: USG Qlik, CCG Retention Comparison dashboard & CCG Graduation Comparison.

UNDERGRADUATE COMPLETION RATES:

Table 3: First-Time Freshman Cohort Graduation Rates (3-Year Associate (150%), 4-Year Baccalaureate (100%), and 6-Year Baccalaureate (150%))

Student Characteristics	Cohort #	Associate 3-Year (Fall 2017)	Cohort #	Baccalaureate 4-Year (Fall 2016)	Cohort #	Baccalaureate 6-Year (Fall 2014)
Overall Degree	2469 (225)	9.1%	1724 (556)	32.3%	1521 (773)	50.8%
Race (Underserved Minority)+	714 (69)	9.7%		21.6%	170 (77)	45.3%
Male	1150 (81)	7.0%	744 (207)	27.8%	685 (296)	43.2%
Female	1319 (144)	10.9%	980 (349)	35.6%	836 (477)	57.1%
Full-Time	2182 (213)	9.8%	1678 (554)	33.0%	1465 (765)	52.2%
Part-Time	287 (12)	4.2%	46 (2)	4.4%	56 (8)	14.3%
Veteran Full-Time	10 (1)	10.0%	43 (18)	41.9%	42 (23)	54.8%
Veteran Part-Time	6 (0)	0.0%	0 (0)	0.0%	0 (0)	0.0%
Pell	1052 (101)	9.6%	499 (115)	23.1%	462 (211)	45.7%
Adult Learner	39 (6)	15.4%	40 (2)	5.0%	387 (188)	48.6%
First-Generation	661 (78)	11.8%	344 (94)	27.3%	300 (143)	47.7%

*Figures may differ slightly from official USG123 data due to discrepancies within the records of a few students.
 +Asian-American students not included.

DEGREES CONFERRED AY 2019-2020

Table 4: Undergraduate Degrees Conferred

Academic Year 2019 – 2020	Count	AVG credit hours
Fall 2019	1,013	
Associates	310	86.5
Baccalaureate	681	133.3
Certificates	22	144.1
Spring 2020	1,503	
Associates	348	83.1
Baccalaureate	1,136	135.1
Certificates	19	151.2
Summer 2020	487	
Associates	168	83.1
Baccalaureate	318	131.6
Certificates	1	131.0
TOTAL	3,003	

ONLINE COURSES:

UNG students' enrolling in online courses as a strategy to degree progression and graduation continues to increase. Due to the pandemic, enrollment in online courses increased exponentially for fall 2020, a trend that will likely continue.

Table 5: Number and % of degrees conferred in which at least one course has been fully Online.

Academic Year	#	%
2015 - 2016	1,549	54.5%
2016 - 2017	1,862	62.8%
2017 - 2018	2,306	69.6%
2018 - 2019	2,464	76.0%
2019 – 2020	2,721	83.9%

Source: Banner database script

Enrollment and Retention: through its strategic planning efforts in AY 2019-2020, UNG set goals for enrollment and retention. While enrolled headcount is important to the institution, the Strategic Enrollment Management plan focuses on credit hour production. The percentage of students enrolled in 15 or more credit hours has remained flat, while institution headcount has increased over the last five years. Overall credit hour production is down approximately .2 credit hours for fall 2020. The Strategic Enrollment Management target is to achieve a 2% increase in credit hours.

Fifteen to Finish: UNG has participated in fifteen to finish program since the inception of Complete College Georgia. At first glance, it appears little progress has been made in increasing the percentage of students taking 15 or more hours in a term. Certainly, recent data shows a dip from the highpoint of fall 2018; however, growth in enrollment masks what is clear upon further investigation of the data. While fall FTF enrollment (see Table 6) increased by approximately 33% since 2012, the count of students enrolled in 15 or more hours each fall has increased by 370 students over that same period, an increase of 55.5%. By comparison, the number of students enrolled in 12-14 credit hours has increased by 32%. Enrollment growth has challenged institutional capacity to offer enough course sections, which could contribute to the drop in students taking 15+ hours a term (Table 7).

Table 6: First Time Freshmen Enrollment by Credit Hours (comparison of Fall cohorts only)

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
Fall 2012	343	2,117	667	3,127
Fall 2013	498	2,259	540	3,297
Fall 2014	357	2,045	859	3,261
Fall 2015	340	2,470	1,052	3,862
Fall 2016	295	2,576	1,088	3,959
Fall 2017	328	2,520	1,116	3,964
Fall 2018	303	2,846	1,315	4,464
Fall 2019	321	2799	1037	4157

Source: USG Data-May 2020

Table 7: 15 to Finish (Undergraduate only)

	Fall 2019	Fall 2020	% Change
Students taking 15	2,213	2,113	-4.5%
Students taking > 15	2,089	2122	+1.6%
Total # full-time students (12 or more)	13,364	13,082	-2.1%
% of full-time students taking 15 or more credits	32.2%	32.1%	-.2%

Source: UNG Census data Fall 2020

UNG supplemented messaging around academic progress and *Fifteen to Finish* through a “What’s Your 30” campaign. Messaging emphasizes that 30 or more earned credits in an academic year is needed for timely completion of a degree. UNG tracks the number and percentage of students completing 30 or more credits in an academic year (see Table 8). Since 2012, UNG has doubled (approximately) the number of FTF earning more than 30 credits a year, while the number of undergraduates earning 30 or more hours a year (Table 9) has increased by 57.5%.

Table 8: Fall First-Time Freshman, credits earned by academic year

Academic year	# fall FTF earned less than 24 credits	# fall FTF earned 24-29 credits	# fall FTF earned 30 or more credits	Total fall FTF enrolled in both fall and spring terms
2011-2012	1,199	860	442	2,501
2012-2013	1,158	1,070	457	2,685
2013-2014	1,217	1,160	474	2,851
2014-2015	1,096	1,125	644	2,865
2015-2016	1,316	1,384	680	3,380
2016-2017	1,328	1,410	786	3,524
2017-2018	1,322	1,346	766	3,434
2018-2019	1380	1567	992	3939

Table 9: Degree-seeking Undergraduates, credits earned by year

Academic year	# degree-seeking undergraduates earned less than 24 credits	# degree-seeking undergraduates earned 24-29 credits	# degree-seeking undergraduates earned 30 or more credits	Total degree-seeking undergraduates enrolled in both fall and spring terms
2011-2012	5,171	3,299	2,292	10,762
2012-2013	5,405	3,561	2,316	11,282
2013-2014	5,569	3,681	2,581	11,831
2014-2015	5,358	4,054	2,921	12,333
2015-2016	5,732	4,361	3,030	13,123
2016-2017	5,954	4,553	3,333	13,840
2017-2018	5,963	4,513	3,429	13,905
2018-2019	5,893	4,848	3,610	14,351

Dual Enrollment: access to higher education provided through Dual Enrollment remains an institutional priority. UNG exceeded its enrollment target for fall 2020, growing by 10.4%. The overall percentage matriculating to UNG declined in 2020, though headcount continues to increase.

Table 10: Dual Enrolled Students

Term	Headcount of Dual Enrolled Students	Credits Attempted	Credits Earned	% of All UNG Students
Fall 2016	865	*	6,341	4.7%
Fall 2017	964	7,692	7,389	5.1%
Fall 2018	1,241	9,542	9,472	6.3%
Fall 2019	1,418	10,392	10389	7.5%
Fall 2020	1560	10362	*	7.9%

Table 11: Dual Enrolled Students Matriculating to UNG

	2016	2017	2018	2019	2020
# students participating in Dual Enrollment	865	964	1,241	1,418	1,560
% of participating Seniors who matriculate to UNG after high school	37%	30%	33%	32%	30%

Summer Enrollment: UNG strategically increased its summer enrollment each year since 2014. In summer 2020, enrollment grew by 10.23%. Overall, UNG’s summer enrollment has increased 31.82% since 2014. Academic departments focused on offering courses that have been bottlenecks as well as offering a mix of lower and upper-division courses that help students stay on track in their respective programs.

Reducing Excess Credit Hours at Graduation: as part of its CCG program and, indirectly, the Quality Enhancement Plan (QEP), UNG has sought to reduce the number of students graduating with excess credit hours. As Table 12 illustrates, UNG has made progress on this goal for both associate and baccalaureate students, though early 2020 data shows a reversal of this trend for associate degree students.

Table 12: Average credit hours earned at graduation—Undergraduates only

Fiscal Year	Average credit hours earned at graduation for Associate's Degree recipients	Average credit hours earned at graduation for Bachelor's Degree recipients
2012	84.8	138.07
2013	84.79	138.12
2014	85.74	137.79
2015	87.08	138.21
2016	82.17	137.02
2017	81.45	135.97
2018	80.56	135.44
2019	77.87	134.78
2020	83.1	133.35

CREDITS EARNED BY EXAMINATION:

UNG continues to offer students credit by exam as a mechanism to build momentum and graduate on time. The number and count of credits earned in 2020 declined; this is likely due to the impact of the pandemic on students’ access to exams, especially AP and IB, as well as reduced capacity at on campus testing centers.

Table 13: Credits Earned by Examination (CLEP, DSST, AP, IB)

	2019	2020
Number of distinct students	1259	1017
Number of exams	2383	2005
Credit hours from exams	3412	2669

Source: Banner database script

CO-REQUISITE SUCCESS:

The maturing of the co-requisite instructional model is improving student outcomes. While the number of students enrolled in co-requisite English and Math declined, the overall success rate improved nearly 6%.

Table 14: Co-Requisite Success Rates for English and Math

	AY 2020 (Fall 2019 - Summer 2020)			AY 2019 (Fall 2018 - Summer 2019)		
	Attempts	Grade A-C	Success	Attempts	Grade A-C	Success
Success rates in co-requisite MATH and ENGL courses (ENGL 0999, MATH 0997, 0998, 0999)	1,097	772	64.9%	1,263	745	59.0%

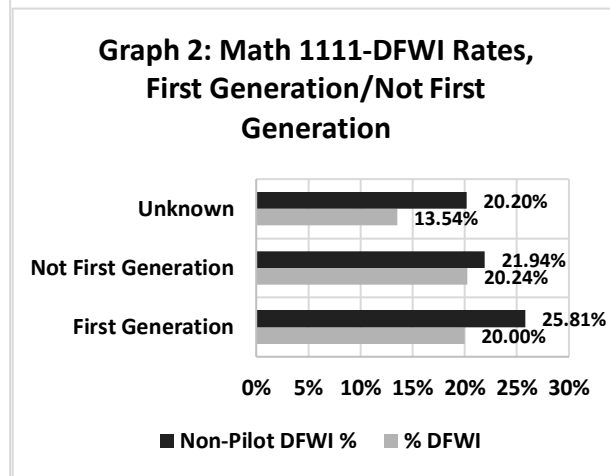
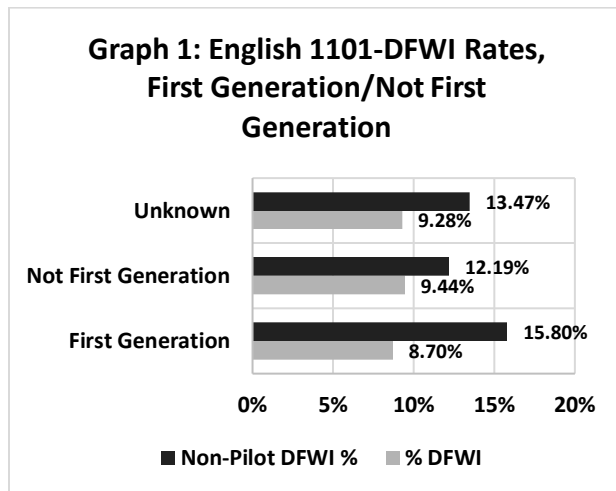
Source: Banner database script

IMPROVEMENT PRACTICES

In this section, elements are products of UNG’s Momentum Approach plan developed by a team of professionals working in Academic Advising, Academic Affairs (including the provost, vice provost, and college deans), Student Affairs, Enrollment Management, Orientation and Transition Programs, Career Services, and Faculty.

Transition Plan: during the 2019-2020 academic year UNG implemented a transition plan designed to aid students’ educational decision-making using the inform, discern, and affirm process described in the USG Momentum Approach. Orientation and advising processes involved in the student transition experience included Growth Mindset and career exploration components. Preliminary analysis of the data from the USG “Getting to Know Your Students” survey suggests differences in students’ mindsets comparing the fall 2018 and fall 2019 cohorts. While not conclusive after one year, the results are promising and will be reevaluated after analysis of the fall 2020 Mindset data. UNG will continue to analyze this data and make recommendations to the provost based on the results. UNG’s professional development day was successful in helping faculty and staff learn more about how to integrate best practices such as growth mindset into their daily work. UNG held its 2nd Annual LEADS day convocation in August 2020 with a program geared to the immediacy of the pandemic. Sessions, for example, included best practices in online engagement and the impact of the pandemic on diversity.

Gateways to Completion: during Academic Year 2019-2020 faculty piloted gateway courses developed during phase 1 of the G2C process led by the John N. Gardner institute. The interventions employed in pilot courses during the fall 2019 term showed promise for students, in particular first generation students. While the data from the first semester of the pilot program did not show a significant change in the overall rates of DFWI grades in English 1101, History 2111, Math 1111, and Psychology 1101, first generation students in pilot sections were more successful than peers in non-pilot sections in both English and Math.



Faculty continued piloting courses in Spring 2020; however, the sudden shift to remote instruction in the middle of the term definitely affected the DFWI rates in those courses. Overall, DFWI rates declined, but given the circumstances, course committees were not confident in making decisions based on the data. Thus, faculty are continuing to pilot new pedagogies in gateway courses in fall 2020, with a goal of scaling courses in 2021.

Strategic Enrollment Management Plan: UNG developed a strategic plan for Enrollment Management, which includes the creation of a Student Success Task Force (members are listed in Section 4 below). The Task Force is the heir of the Persistence Committee, and charged with increasing annual year-over-year retention, persistence and graduation rates of all undergraduate students.

KEY TASKS:

1. Design and establish a Student Success “Functional Unit” responsible for defining at-risk students and developing actions to reduce attrition.
2. Clarify and define the role of UNG Online and course modality towards enhancing student persistence and time to completion
3. Implement a coordinated, comprehensive student success platform across all UNG campuses.
4. Investigate the negative impacts of unmet need and other financial barriers to student persistence and propose solutions to address the issue

The use of data is critical to the work of the task force. To that end, a Data Task Force was created to provide data for informed decision making and consistency in the use of enrollment-related data and definitions.

MOMENTUM UPDATE: OBSERVATIONS AND NEXT STEPS

SECTION 3.1 EXISTING MOMENTUM WORK

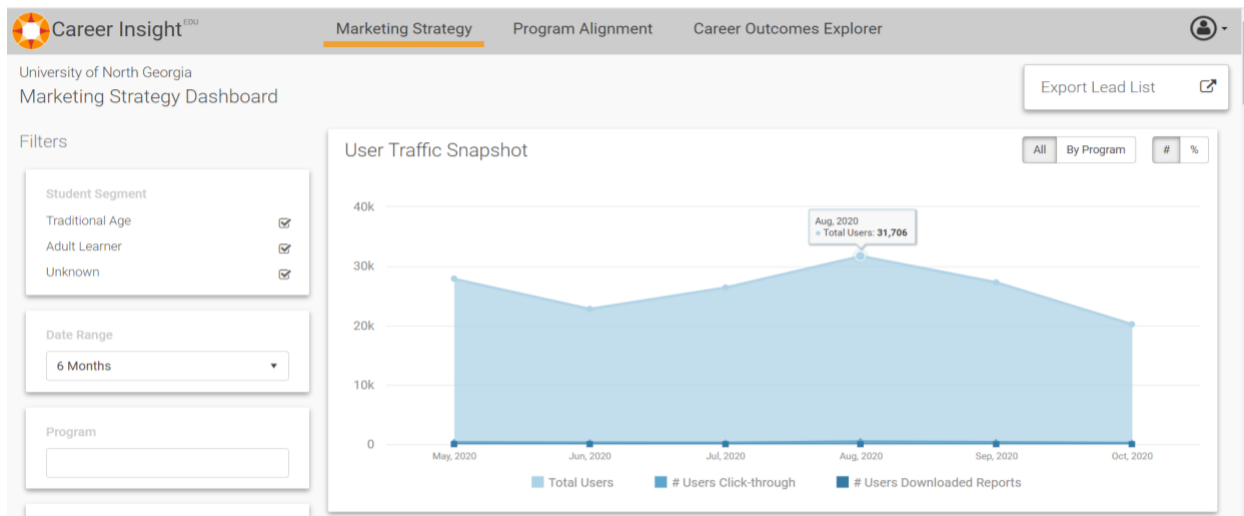
PURPOSEFUL CHOICE

Strategy or activity	Career Connections for first year students
Summary of Activities	Created the Career Explorers League and the Career Construction Zone in the LMS. The Career Explorers League was specifically designed to help students develop a purposeful path using Focus 2 and other activities and resources. The design included values assessment and a place for participating users to indicate their top 5 values. Career Services created workshops called "Finding Your Why" designed to help students develop a purposeful path focusing on values identification and prioritization. These were held on the Gainesville and Dahlonega campuses (prior to COVID). Participants identified their top 5 values. They were encouraged to use this self-awareness as a filter to evaluate career options for consistency with their values. Created content for Career Explorers League available to more than 7,000 first-year students. Intentional collaboration between Career Services Specialists, Professional and Master Faculty Advisors; Maximize Your Major orientation sessions, and integration of technology to support career exploration (Career Insights). Career Services also created an online career connections course for students.
Outcomes/Measures of progress	Over 600 students visited the Career Explorers League as of June 2020. Between those participating in the League and those participating in the "Find Your Why" in-person workshops, 168 students have identified and prioritized their top 5 values. Note, there is no incentive beyond personal desire to complete the values assessment or include their prioritized values within the Career Explorers League. In the Career Construction Zone, there are 281 students and instructors enrolled. It will take more time to assess progress for this activity. Fall 2019 focused on mapping career pathways and academic programs and deployment of Career Insight. Since going live in January of 2020, web traffic on the Career Insight tool is averaging more than 20,000 per month (see graph below).
Lessons Learned and Plans for the Future	There is a need to promote the courses to both professors and students and request IT and DETI import the new group of first-year students into the Career Explorers League.

The primary challenges with technology integration and adoption is that it takes time. Additionally, marketing is another consideration that needs to be considered when educating students and faculty about tools available to help them gather information about pathways. Being able to embed Career Insights on every academic program page was also helpful.

Changes because of COVID-19

The primary impact the pandemic had on this strategy was moving orientations and career services to virtual settings. As a result, opportunities for direct interaction between incoming students and advisors, faculty, and career specialists was significantly reduced. Career Services made the "Find Your Why" workshop into a virtual career chat due to COVID. After COVID 19, we created a voiceover PowerPoint Career Exploration workshop posted on our Career Services website.



Strategy or activity	Mandatory Advising (QEP)
Summary of Activities	As part of the QEP, UNG Professional Advisors and Master Faculty Advisors have developed a set of advising tools, including planning guides and program maps. Those are now available for all undergraduate programs and focus areas. UNG is in its final year of the QEP, but the structures put in place through the plan will continue on for students. Use of Academic Advising services by students continues to grow; in AY 2019-2020 (June 2019-May 2020) academic advisors (excluding business advisors) checked-in students for 21,973 appointments.
Outcomes/Measures of progress	Tracking students in focus areas and academic majors; advising center traffic; web traffic on advising tools pages; assessment of student learning related to educational planning; analysis of credits earned/attempted, and credits at graduation.
Lessons Learned and Plans for the Future	Successful implementation of a program can have consequences. Advising is seen as a service with infinite capacity to take on more responsibilities associated with student success efforts. Protecting the core mission of advising has been challenging; thus, coordination of institutional priorities is critical to the holistic approach informing student success efforts, including the Momentum Approach. As noted earlier in this report, institutional efforts to create a consistent advising culture are paying dividends with students graduating with fewer excess credit hours; additionally, the number of students on academic warning, in need of an academic success plan, or undeclared after 40 credit hours has been reduced substantially.
Changes because of COVID-19	The major adjustment related to the pandemic was shifting to virtual processes. Immediately after the move to remote operations student meetings with advisors dipped,

but by May 2020 they returned to near “normal” levels. Thus far, students seem to be adjusting well to the greater flexibility to meet with academic advisors.

Strategy or activity	Peer Mentoring
Summary of Activities	<p>The Title III SOAR mentoring program, known as Nighthawk Navigators, was initiated in August 2019. In the first iteration of this pilot program, a compliment of 11 peer mentors were hired and trained, and a cohort consisting of 330 Gainesville campus, non-HOPE eligible, associate degree-seeking students was identified through Banner data for the fall semester.</p> <p>Early messages were introductory and invited mentees to come to group meetings or meet individually with their mentor. Subsequent message content covered topics such as organizational and study strategies, explanations of processes and resources, reminders of deadlines and university requirements, and encouragement. In addition to the written messages, several in-person social opportunities, and workshops were offered.</p>
Outcomes/Measures of progress	<p>The Peer Mentor initiative is part of the larger Title III SOAR Grant mission of improved student retention, progression and completion. Specifically, the peer mentoring program is tied to grant objectives of increasing the use of academic support services and improving first-year retention.</p> <p>Analysis provided by UNG’s Institutional Research on the 2019-20 cohort of students compared the retention, achievement, and academic progress of the engaged group to that of the non-engaged students in our cohort, as well as a comparison with all UNG Associates degree students within the same parameters in that timeframe. An abbreviated table of results are included here.</p>

Table 15: Analysis of retention and achievement of Navigator and Non-Navigator groups

Nighthawk Navigator Engaged, Non-engaged, and non-cohort comparison			
	Cohort - Engaged	Cohort - Not Engaged	AA comparison group
Retained through fall semester	99.20%	94.20%	92.30%
AVG credits earned F19	10.75	9.89	10.38
AVG F19 GPA	2.06	1.94	2.04
Enrolled Spring 20	87%	76.80%	78.10%
Retained through Spring 20	86.20%	72.50%	75.80%
Credits earned 2019-20	20.49	19.16%	19.99%
AVG S20 GPA	2.24	2.34%	2.45%
Enrolled Fall 2020	69.90%	58%	63.20%

The data suggests a correlation between engagement in the Navigator mentoring program and students’ retention and academic progress. The only comparison in which the Engaged group did not exceed the comparisons is cumulative GPA at the end of the second semester.

Lessons Learned and Plans for the Future	<p>The primary challenges to achieving the program goals lie in the engagement of students with the program, and their tendency not to utilize e-mail consistently or effectively. Students were not responsive to the invitations to meet, which resulted in the bulk of interactions between mentors and mentees taking place electronically.</p> <p>Informal feedback indicates the possibility that having a “peer mentor” carries a stigma that deterred student involvement. Students may not perceive themselves as needing or desiring this sort of intervention. This perception might be due to the misinterpretation of the purpose of peer mentoring programs. Given the lack of engagement in the pilot, the Fall 2020 model allowed students to voluntarily self-select into the program. We also improved the manner in which the program was marketed to incoming students, including shifting away from the terms peer mentor, mentee, and mentoring, referring simply to the Navigators, and using terms such as “guides” and “fellow students.” As of August 17th,</p>
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73 students had requested to participate, resulting in a ratio of 7 – 8 mentees per Navigator.

Three additional new components to the Navigator program were added.

1. Training the Navigators to provide “peer coaching” functions, such as demonstrating and teaching time management and organizational strategies.
2. Navigators were embedded in six sections of ENGL 0999 Co-Requisite Support courses.
3. Deployment of social media as an outreach and engagement strategy.

Changes because of COVID-19	<p>Adjustments due to COVID-19 are minimal and related mostly to group and individual meetings with students, along with strategies for increasing student connections. For the Fall semester, electronic forms of communication will continue as before due to the compatibility with our present virtual environments.</p> <p>Adjustments to the program include:</p> <ul style="list-style-type: none"> • invitations to virtual meetings and events, both academic and social • the addition of social media accounts to add another form of connection • the addition of academic skills coaching to the Navigators’ repertoire of helping strategies as a means to help address the challenges of online learning.
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TRANSPARENT PATHWAYS

Strategy or activity	Purposeful, Clear Pathways
Summary of Activities	<p>To promote purposeful choice, UNG continued development of tools to help students discern clear pathways. Among the activities completed are academic planning guides (year-by-year sequence maps) and plans of study published online for all programs in a single location.</p> <p>UNG completed a systematic pressure test for all undergraduate degree programs to identify “pain points” inhibiting students’ timely progression in degree programs. The results identified nearly 30 programs where capacity challenges exist, hindering timely program completion.</p> <p>Finally, the institution began study of co-curricular pathways that can aid students in discerning career pathways.</p>
Outcomes/Measures of progress	<p>The Office of Institutional Research is providing data to assist in identifying capacity issues as well as providing student success metrics focused on academic excellence in the form of department-level “Health Checks”. Data on rates of growth by major, campus, degree level, and type of course (Core curriculum offerings by department, by semester) will inform solutions to capacity challenges. Additional measures include regular updates on enrollment by program, persistence rates analyzed by a newly created Student Success Task Force, and review of students’ progress towards completion of the plan of study.</p>
Lessons Learned and Plans for the Future	<p>Development of reliable data systems takes time and requires consistent definitions and training for steady application of data in decision making.</p> <p>Keeping all tools updated requires advanced planning and workflow; updating tools for students is labor intensive as are the creation of data dashboards.</p>
Changes because of COVID-19	<p>The primary impact the pandemic had on these strategies was to slow or, in some cases, even pause the work. Thus, the timeline for completion of some projects had to be adjusted. Tools for using institutional data will be finished in AY 2020-2021.</p>

ACADEMIC MINDSET

Strategy or activity	Promoting Academic Mindset
Summary of Activities	<p>Mindset content has been integrated into UNG’s professional development event, LEADS day, Orientation and Transition Programs, and Maximize Your Major sessions at orientations. Additionally, the Center for Teaching, Learning, & Leadership continues to support faculty with a range of events and opportunities integrating</p>

	Mindset activities into instruction. Finally, faculty piloting Gateways to Completion courses integrated mindset strategies into their courses.
Outcomes/Measures of progress	Both the LEADS day committee and OTP staff assess program effectiveness through survey instruments. 78 faculty and staff participated in Mindset training during LEADS day. The “Getting to Know Our Students” USG survey is an important instrument in analyzing students’ mindsets as is the Learning Gains survey administered to students in Gateway courses each fall. The institution also expects a positive change in the rates of DFWI grades for gateway courses.
Lessons Learned and Plans for the Future	Comparisons of Mindset survey data (2018-2019) suggests integration of mindset work into new student programming has made a difference, but causation cannot be proven; the fall 2019 cohort appears to have a different mindset about their academic preparedness for college than the 2018 cohort. Likewise G2C data suggests that first generation students in particular benefited from the integration of inclusive pedagogies and emphasis on mindset in piloted sections. The institution is continuing to pursue these strategies.
Changes because of COVID-19	Like most other components, shifting to virtual operations slowed progress in all these areas. The 2020 LEADS Day conference program was changed to respond to more immediate needs related to the pandemic. Gateways to Completion faculty will pilot courses in fall 2020, analyze the data in spring 2021, and then prepare for scaling course models for fall 2021.

GENERAL OVERVIEW AND OBSERVATIONS

Most of the strategies employed have been effective, though not always as intended. Certainly, LEADS Day exceeded expectations and the integration of Growth Mindset into orientation and advising are making a difference for students, though the evidence is indirect. The peer mentoring program has not developed as expected, though the changes to that program are promising entering the fall term. Mandatory advising under the QEP has positively affected student learning and there is abundant data supporting that conclusion. Closely connected to advising is the development of advising tools (clear pathways), which took longer than anticipated to complete. Covid-19 challenged the timing of nearly all of these strategies, pausing some and forcing sudden alterations to others. Moving to virtual orientations was a logistical challenge, certainly, as was capturing elements such as the Maximize Your Major sessions for all programs to be included in an orientation course. The turnaround time for some components was aggressive. How effective the modified delivery was remains an open question. Beyond these efforts, it is worth noting that UNG was able to respond more quickly to the pandemic and circumstances it created than many may have thought possible. Redirecting human resources to create temporary structures, systems, and processes was possible all while supporting students. Some of the processes created as temporary measures lived on as institutional student success pilots, especially the early alert process and withdrawal intervention program.

SECTION 3.2 FOLLOW UP FROM MOMENTUM SUMMIT III - “CAMPUS-WIDE” MOMENTUM APPROACH ACTIVITIES (BEYOND THE CLASSROOM)

PURPOSE

Priority Work	Career Explorer and Career Construction Zone courses
Description of Activities	a. <i>Career Explorer</i> : support 1st and 2nd year student development of purposeful pathways. b. <i>Career Construction Zone</i> : sophomore through senior students or adult-learner first-year students
Activity status and plans for 2020	Career Services created the content for Career Explorers League and uploaded over 7,000 students into the League. The League was promoted through all English 1101 and 1102 courses so first-year students would know this resource was available to them. Several professors agreed to promote the Career Construction Zone course and some agreed to be added as an "instructor" to see content and encourage student use. After COVID 19, Career Services added a voiceover PowerPoint Career Exploration workshop posted on our Career Services website. Career Services transformed its "Find Your Why" workshop into a virtual career chat due to COVID. A method for students to demonstrate awareness of their top 5 values still needs to be developed; however, offering the chat virtually allows students from any campus to

participate. We need to re-promote the D2L groups to professors and students and request IT and DETI to import the new group of first-year students into the Career Explorers League. We need to consult with DETI to explore ways to create differentiated sections from these large groups.

Lessons Learned	Over 600 students visited the Career Explorers League as of June 2020. Between those participating in the League and those participating in the "Find Your Why" in-person workshops, 168 students have identified and prioritized their top 5 values. Note, there is no incentive beyond personal desire to complete the values assessment or include their prioritized values within the Career Explorers League. In the Career Construction Zone, there are 281 students and instructors enrolled.
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MINDSET

Priority Work	Mindset integration
Description of Activities	<ol style="list-style-type: none"> 1. Develop an action plan based on analysis of USG “Getting to Know Your Students” survey. 2. Faculty/Staff Professional development LEADS Convocation day and other programming; Momentum survey results (fall 2019) showed that faculty and staff are either unfamiliar with the full scope of the momentum approach or unsure how they fit into the plan. 3. Master Communication Plan—Consistent communication plans for students. In 2020, the focus will be creating communication plans for specific student populations, veterans, adult learners, and transfers. (NEST) Nighthawk Engagement and Student Transitions Communication plan is complete; templates need to be created with full phase in for 2021.

Activity status and plans for 2020	<ol style="list-style-type: none"> 1. Getting to Know Your Students: <ol style="list-style-type: none"> a. Priority: improving completion of survey in second administration for fall 2020. 2. Professional Development/LEADS Day 3. Communication Plan <ol style="list-style-type: none"> a. Targeted communications have begun to be sent via Slate on our new NEST template <ol style="list-style-type: none"> i. Specific communications went to Readmit, Veterans/Military-Connected, and Transfers ii. Adult Learner communications are in the works. b. Targeted outreach is going out to transfer students at the beginning of October for those who have been accepted and not confirmed as well as to those who have confirmed their acceptance. This outreach is being done by our Transfer Coaches (peer mentors trained specifically to work with transfer students) c. NEST webpages are under development and the hope is they go live before the end of fall 2020. There will be a specific webpage for each targeted student population. d. A new banner report is in development that sorts the targeted populations into specific groups and avoids unnecessary overlap with other groups to streamline communications. For example, a military-connected student may also be an adult learner and transfer student. Some communications will be shared between all three groups. We want to make sure the military-connected student gets those shared communications only 1 time and not 3 times, and then gets just the military-connected specific communications. e. About 25% of the targeted communications are complete. NEST will continue to develop these communications throughout the year.
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Lessons Learned	<ol style="list-style-type: none"> 1. Getting to Know Your Students: <ol style="list-style-type: none"> a. Based on analysis of the 2018/2019 data sets, there are clear differences in cohorts; of note are students’ feelings of preparedness and their mindset for Math
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and English courses. Also noteworthy is the change from the first administration to the second administration of the survey for 2018.

- Independence scores drop significantly (Multiple points- large effect)
- Belonging increases significantly (small effect)
- College Identity increases significantly (small effect)
- English Value increases significantly (small effect)
- English Cost decreases significantly (small effect)

b. 2019 data is less conclusive because fewer students completed the second administration of the survey.

PATHWAYS

Priority Work	Financial Literacy
Description of Activities	1. Student Money Management Center is offering a Financial Fitness Series—A four-part series covering the basics of personal finance. 2. Student Affairs—year by year Planning Guides to help students identify activities they could pursue as they progress through an academic program.
Activity status and plans for 2020	1. Financial Fitness Series (completed) <ul style="list-style-type: none"> a. Credit & All the Hidden Fees (9/16/2020) b. Where Did All My Money Go? (10/8/2020) c. You Can Be the Millionaire Next Door (10/14/2020) d. Identity Theft - Risk Management (11/11/2020) e. Build Your Nest Savings Challenge (September 23, October 7, October 21, November 4 and November 18, 12:00 p.m. - 1:00 p.m.) 2. Co-curricular planning guides (postponed indefinitely because of the pandemic).
Lessons Learned	As these were new efforts included in the Momentum Approach plan, some have not been developed, while other elements are being offered for the first time in the fall term. Thus, no data exists for analysis of these elements yet.

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