Complete College Georgia 2021 Status Report
Georgia Institute of Technology[1]

Institutional Mission and Student Body Profile

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

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

In fall 2020, Georgia Tech attained a record high enrollment of 16,562 undergraduates, 79% of whom were enrolled in STEM majors[2]. In addition to its undergraduate population, the Institute had a fall 2020 enrollment of 23,210 graduate students for a total enrollment of 39,772. Between fall 2011 and fall 2020, the Institute experienced a 19% increase in undergraduate enrollment. Data indicate that enrollment growth continued in fall 2021 with a total enrollment of almost 44,000 students, including 17,448 undergraduates. In 2020-21, 3,881 undergraduate degrees were awarded, a slight 1% decrease from the 3,934 undergraduate degrees awarded in 2019-20. Between 2011-12 and 2020-21, undergraduate degree production increased by 35%. Appendix A illustrates undergraduate enrollment and degree trends.

Georgia Tech values the diversity of its student population and is committed to expanding access to underrepresented students. In 2020-21, Tech achieved a historic high in its undergraduate female enrollment of 6,511 students, representing a 45% increase from fall 2011 when undergraduate female enrollment was 4,489. In the overall undergraduate class, women represented 39% of undergraduates in 2020-21, an increase from 32% of undergraduates in 2011-12. Data from fall 2021 indicate that women will represent 40% of undergraduates for the first time. Undergraduate enrollment of underrepresented minorities reached a historic high of 2,920 students in fall 2020 and has risen by 43% since fall 2011. Underrepresented minorities comprised 18% of the undergraduate student body in fall 2020.

[1] The 2021 status report focuses on the 2020-21 academic year and progress toward Momentum Year/Approach work in 2021. Except where noted, retention, progression, and graduation metrics from 2020 were used for this report.
[2] STEM majors include students in the Colleges of Computing, Engineering, and Sciences.

Georgia Tech is involved in an array of outreach activities specifically designed to attract K-12 students. The Center for Education Integrating Science, Mathematics, and Computing (CEISMC) conducts a comprehensive summer program to expose K-12 students to STEM topics and careers. Additional K-12 outreach programs are conducted by the Center for Engineering Education and Diversity (CEED), and Women in Engineering (WIE), both units within the College of Engineering. In 2020-21, even with the ongoing impact of Covid-19, CEISMC, CEED and WIE combined to host more than 50 K-12 STEM-related programs. CEISMC alone conducted 41 events including virtual STEAM Whistle Workshops, Summer P.E.A.K.S. (Programs for Enrichment and Accelerated Knowledge in STEAM), and the K12 InVenture Prize.

Through the School of Mathematics, the College of Computing, and Professional Education, Georgia Tech offers distance mathematics and computer science courses to dual enrolled high school students. In 2020-21, Distance Math served 1,241 students (630 in fall 2020 and 611 in spring 2021) from 73 Georgia high schools in 22 counties. Distance Computer Science was offered for the first time in fall 2020. Eighty-four students (70 in fall 2020 and 14 in spring 2021) from 38 Georgia high schools in 18 counties enrolled in the initial computer science offerings.

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

As of fall 2020, Georgia Tech achieved a first-to-second-year retention rate of 97% for the first-time, full-time freshman 2019 cohort and a six-year graduation rate of 91% for the 2014 first-time, full-time cohort. The 97% retention rate has been maintained for six consecutive years. The 91% graduation rate represents a record high for the Institute. Further, the four-year graduation rate for 2016 first-time, full-time cohort was 55%, also a record high. Data from fall 2021 indicate that the first-to-second year retention rate for first-time, full-time freshmen in the 2020 cohort is 97%. The 2020 cohort is the seventh consecutive freshman cohort to achieve the 97% rate. Similarly, the six-year graduation rate for students in the 2015 first-time, full-time cohort reached another record high of 92%. See Appendix B for a historical illustration of institutional retention and graduation rates.

As a science and technology-focused institution, the enrollment and degree progression of STEM majors is central to our mission. The sustained economic impact made possible through a better-prepared STEM workforce is significant, and graduating a larger number of STEM students to meet workforce needs is a high priority for Georgia Tech. One measure of progress is the number of students enrolled in STEM majors. Tech has achieved an increase in STEM enrollment from 10,389 students in 2010-11 to 13,094 students in 2020-21. As of fall 2020, 79% of Georgia Tech students were seeking a STEM degree.

Efforts to engage and retain more women students represent one of our best opportunities for increasing the number of STEM majors and degrees awarded. Since fall 2010, the number of women enrolled in STEM majors at Georgia Tech increased from 2,794 (27% of undergraduate STEM enrollment) to 4,886 (37% of undergraduate STEM enrollment) in fall 2020. Data from fall 2021 suggest that the number of women seeking an undergraduate STEM degree will exceed 5,000 for the first time. Appendix C illustrates the enrollment of women in STEM majors from 2010 through 2020.

Once enrolled, women at Georgia Tech consistently graduate at a higher and faster rate than men. For the 2014 cohort, the six-year graduation rate for women was 92% compared to 90% for men. Similarly, women in STEM

majors achieved a 92% six-year graduation rate compared to a 90% rate for men. Data from fall 2021 indicate that six-year graduation rate for women in the fall 2015 cohort increased to 93%. Appendix D illustrates undergraduate graduation trends by gender. Appendix E illustrates overall STEM graduation rates and STEM graduation rates by gender.

Georgia Tech continues to be a national leader in the number of STEM students enrolled and the number of degrees conferred each year. In 2020-21, 3,158 undergraduate STEM degrees were awarded. Appendix F illustrates the historical trend for STEM degrees awarded.

Given Georgia Tech's commitment to expanding access and diversity within its student population, disaggregating success metrics by race/ethnicity is crucial. In fall 2020, the first-to-second-year retention rate for underrepresented minority (URM) students in the fall 2019 cohort was 97%, which matched the overall one-year retention rate for the cohort. The six-year URM graduation rate for the 2014 cohort was 87% (compared with a 91% overall rate). URM six-year graduation rates have improved from 72% for the 2006 cohort to 87% for the 2014 cohort. Considering the Institute's two largest URM groups, six-year graduation rates for the fall 2014 cohort were 84% for Black or African American students and 90% for Hispanic or Latino students. Data from fall 2021 indicate that the six-year URM graduation rate for the fall 2015 cohort decreased slightly to 86%, while the one-year retention rate for URM students in the fall 2020 cohort remained steady at 97%. Appendix G illustrates historical trends for URM graduation rates.

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

Improvement Practices

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

Academic Engagement Programs. Georgia Tech offers high-impact curricular and co-curricular opportunities to promote active learning practices and enhance academic development. According to the Association of American Colleges and Universities, these teaching and learning practices have been widely tested and found to

have a positive impact on student retention and student engagement[3]. Among the options for Georgia Tech students are a first-year seminar (GT 1000), numerous learning communities, an undergraduate research program, a study abroad program, and experiential learning opportunities (e.g., internships, co-op, and service learning). Participation levels in these optional programs are significant. For example, in summer 2020, iGniTe, our First-Year Summer Launch Program, enrolled 740 first-year participants, an increase of 48% in comparison with summer 2019. By establishing virtual communities and offering remote coursework in response to Covid-19, iGniTe served 730 first-year students in summer 2021, a decrease of less than 1% compared with summer 2020.

Further, in 2020-21, 60% of incoming first-year students (n = 1,967) participated in the first-year seminar, GT 1000, and 97% of these students were retained to fall 2021. Through the Career Center, 506 undergraduates registered for 587 semester-long, major-related co-op positions in 2020-21. Of this total, 95% of the positions were STEM related. In addition, 1,212 undergraduates registered for 1,357 semester-long internships, 89% of which were STEM related. The co-op/internship program provides in-depth access to STEM opportunities, helps students form connections between theory and application, strengthens students' motivation to stay on course to graduation, and increases the number of employment offers students receive prior to and upon graduation.

Graduation rates for students participating in academic engagement programs are among the highest at Georgia Tech. For example, the six-year graduation rate for students in the 2014 cohort who participated in the co-op program was 98%. The six-year graduation rate for students in the 2014 cohort who participated in the internship program was also 98%. Students in the 2014 cohort who participated in undergraduate research achieved a 97% six-year graduation rate. See Appendix H for graduation rates of participants in select high-impact academic engagement programs.

During 2020-21 Georgia Tech continued its commitment to learning communities, hosting six communities for first-year students (five year-long communities and one summer launch community, iGniTe) and two for upperclassmen. More than 700 first-year students took advantage of the five year-long communities, and 374 students participated in learning communities as upperclassmen. *Table 1* displays the one-year retention rate for 2020 first-year learning community participants.

Table 1: Retention rates for 2020 participants in first-year learning communities

Learning Community	Number of Participants	% Retained to Fall 2021*
Explore	206	95%
Grand Challenges	147	98%
Global Leadership	112	95%
Honors Program	199	98%
iGniTe**	725	96%
Impact	37	97%

*As of October 19, 2021
**Fall 2020 enrollment of summer 2020 iGniTe participants

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

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

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

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

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

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

Progression metrics for 2020-21 demonstrate positive program-level outcomes:

- For the 185 URM students participating in *Edge*, the average cumulative GPA achieved at the end of the first year was 3.36 compared to 3.29 for URM non-participants.
- For *Challenge* (102 fall enrolled URM participants), average GPA's were higher for African American/Black students and Hispanic students compared to GPA's of non-participating matched peers earning an average GPA of 3.25 (compared to 2.8 for non-Challenge URM participants) with 73% earning a 3.0 or better in their first Fall semester. Additionally, 96% of the 2020 Challenge participants were retained into fall 2021.
- For *AAMI* (105 undergraduate participants) the 2020-21 cohort averaged a cumulative GPA of 3.18 and garnered a 100% first-year retention rate. *AAMI* participants graduate at a rate of 84.8% compared to 75.9% for non-participating peers. *AAMI* continues to demonstrate the importance of peer leadership in raising expectations and cultivating a climate of excellence.
- For ILARC/Tutoring, a total of 180 unique students were engaged multiple sessions either through virtual tutoring (59 students) or ILARC in-person visits (121 students). The average GPA of URM students who participated in tutoring for the 2020-21 year was 3.36. The average GPA for all URM students was 3.32.

Midterm Progress Reports. Georgia Tech's early alert system provides useful feedback for students adjusting to an academically rigorous environment. We identify students who are off track with Midterm Progress Reports (MPR's) for 1000- and 2000-level courses. Submitted 40 percent into the term, MPR's allow faculty teaching freshman- and sophomore -level courses to assess student performance with an "S" (Satisfactory) or "U" (Unsatisfactory). All students with U's are contacted by Tutoring and Academic Support (TAS) and Undergraduate Advising and Transition (UAT), offered tutoring, academic coaching, and success resources, and encouraged to meet with relevant faculty and their academic advisor. Additionally, we *require* all first-year students with two or more midterm U's to meet with their academic advisor or a UAT staff member. Academic

advisors access the MPR data through their Academic Advising CANVAS site, and we are working to embed MPR alerts into Advisor Link, our recently implemented Salesforce advising platform. Registration holds are typically used to enforce the mandatory advisement. During advisement, students receive guidance, encouragement, and referrals to relevant campus resources.

Our MPR strategy impacts many students. During fall 2020, 40,880 midterm grades of "S" or "U" were entered for 1000- and 2000-level courses. A total of 2,671 U's were assigned to 2,047 unique students. During spring 2021, 34,139 midterm grades of "S" or "U" were entered for 1000- and 2000-level courses. A total of 2,275 U's were assigned to 1,750 unique students. Further, 200 first-year students received 2 or more midterm U's in fall 2020, and 238 first-year students received 2 or midterm U's in spring 2021. These students were targeted with required interventions by academic advisors. With vigorous support from the Office of the Registrar, we achieved a faculty midterm grade response rate of 99% for both fall 2020 and spring 2021.

Following outreach or intervention from UAT, TAS and their academic advisors, students converted 57% of their midterm U's to A/B/C/S grades by the end of fall 2020. In spring 2021, students converted 53% of their midterm U's to A/B/C/S grades by the end of the semester.

Students on Academic Probation, Academic Warning, or Academic Dismissal. Although most students enter Georgia Tech well prepared academically, after enrollment some students do not perform as anticipated and may be at risk for not completing their degrees. In fall 2020, 2% of enrolled undergraduates were on academic probation or warning at the beginning of the term, with 156 students on probation and 174 on warning.[4] For spring 2021, 3% of enrolled undergraduates were on academic probation or warning at the beginning of the term, with 175 students on probation and 283 on warning. Outreach to these students, like outreach to all "at-risk" students at Georgia Tech, comes from multiple points on campus. The Director of Retention and Graduation Initiatives/Senior Assistant Registrar assists in operationalizing Georgia Tech's retention-progression-graduation (RPG) strategies, including interventions for students not in good academic standing. Each term the Registrar's Office generates lists of students on academic warning or probation which are distributed securely to academic advisors in Colleges and Schools and to key allies in success units across campus. These key allies include TAS, UAT, and OMED. Colleges and Schools contact their own constituents, while success units intervene to offer a range of support services to students in any major. Tutoring, mentoring, coaching, supplemental instruction, and exploratory advising comprise a short list of example services offered by TAS, UAT, and OMED. See http://tutoring.gatech.edu/, https://advising.gatech.edu/, and https://omed.gatech.edu/ for service details.

GT 2100, *Seminar on Academic Success*, was launched in spring 2014 specifically to address Georgia Tech's CCG goal of providing increased support for students who are permitted to return on contract after academic dismissal. Taught by UAT staff, the required seminar provides students returning from academic dismissal with opportunities for reflection, skill development, and one-on-one academic coaching. From spring 2014 through spring 2021, 378 of 668 GT 2100 students (57%) have either graduated or remained enrolled. Intervention outcomes represent a significant improvement over our pre-initiative baseline graduation rate of 14% for students readmitted following academic dismissal.

In summer 2019 a new course, GT 2801: Study Strategies Seminar, was created to specifically target students on probation. GT 2801 provides solution-based opportunity to learn skills, strategies, and ways of thinking that will assist in restoring scholastic standing. Two sections of the course were offered in 2020-21, enrolling 31 total students. Twenty of the 31 students (65%) achieved good academic standing following participation in the

[4] See http://www.catalog.gatech.edu/rules/6 for academic standing rules at Georgia Tech.

course. Overall, since the course was introduced, 62 of 89 enrollees (70%) achieved good academic standing following their participation.

Students Ending Their First Year in Academic Distress. In 2020-21, 31 first-year students ended spring semester in academic distress (as defined by ending the year on academic probation or warning or in good academic standing with a GPA of 2.00 or below). In summer 2020, following a review of their academic records, 29 of the students received an electronic letter from the Vice Provost for Undergraduate Education encouraging them to take proactive steps to improve their academic progress. Suggested interventions included meeting with their academic advisor and utilizing campus success resources, several of which were delineated in the letter. The goal was to inform students that the Institute monitors their academic progress and to connect them with interventions early, while they still had time to change their trajectory. By summer 2021, 13 of the 29 students (45%) had achieved good academic standing during their second year. Additionally, 62% were enrolled in fall 2021. Due to the lower-than-expected progression metrics for these students, a redesigned intervention was utilized in summer 2021. First-year students ending 2020-21 in academic distress were assigned to specific academic coaches in UAT. The coaches are conducting individual outreach to the students in fall 2021, offering coaching support and encouraging usage of all UAT and TAS services.

Outreach to Students Not Registered for Fall Semester by the End of Phase I Registration. An annual Non-Registered Student Survey, distributed to students who did not register for fall semester during Phase I registration, was institutionalized in 2014. Historically, not registering for classes during Phase I is a red flag for students who may not be returning or who may be experiencing a barrier to returning. Students who need assistance to register are referred as needed by the Director of Retention and Graduation Initiatives/Sr. Assistant Registrar to academic advisors, UAT, TAS, the Career Center, the Dean of Students, the Office of Scholarships and Financial Aid, the Center for Assessment, Referral and Education, and the Registrar's Office. In summer 2021, 541 students were surveyed and encouraged to enroll during the Phase II registration period. Two hundred forty-five students responded to the survey, and 76 students requested individualized assistance with a variety of registration issues, including account holds, approval of registration permits for co-op or internship work terms, major changes, and closed class sections. A summary report was prepared to capture demographics, trends, and issues related to non-registration. See Appendix I for a description of the population, number of students surveyed, and survey response rates.

Gateways to Completion. Physics I and Physics II are two gateway courses that traditionally pose challenges in STEM degree programs. Given Georgia Tech's emphasis on STEM, physics coursework became the focus of Georgia Tech's participation in Gateways to Completion (G2C). During year three of our collaboration with the Gardner Institute (JNGI), the School of Physics engaged with JNGI regarding deliberative innovation in education. Representatives of JGNI visited campus for a workshop on the topic, and Georgia Tech engaged with G2C through participation in national and USG conferences as well as monthly conference calls. The Physics of Living Systems curriculum, based on deliberative innovation, showed promise in improving physics education. Additional science disciplines embraced deliberative innovation in their curriculum redesign, and outcomes for students studying biology/life sciences and those planning to embark on health-related careers (e.g., nursing, physical therapy, etc.) may be enhanced. Further, as part of G2C, the College of Sciences has developed plans for more robust evaluation of instruction and inclusive teaching, another area of interest to JNGI.

The Center for Assessment, Referral & Education (CARE). Opened in fall 2019, CARE provides a single point of entry for student access to all mental health resources and services on and off campus. CARE is staffed by licensed mental health professionals who specialize in college mental health and assessment. CARE demonstrated its impact immediately by quickly referring students to available resources and freeing up capacity in both the Counseling Center and Stamps Psychiatry. On average students were assigned to the

Counseling Center or Stamps Psychiatry 1.5 days after their CARE assessment with most assignments occurring the day of the assessment. Before CARE opened, there was a minimum 2-week wait for Stamps Psychiatry appointments. With CARE in place, the wait time decreased to a maximum of 1.5 weeks with a 50% reduction in appointments overall. During 2020-21, demand for CARE services increased. Client themes reflected that the Covid-19 pandemic, along with other national and local incidents, brought greater feelings of isolation and loneliness. These feelings exacerbated existing developmental and clinical concerns for CARE clients and resulted in increased service usage.

Peer-Led Undergraduate Study (PLUS). Through TAS, Georgia Tech provides supplemental instruction that supports student success in more than twenty traditionally challenging courses, including calculus, linear algebra, physics, and chemistry. Further, departmental support expands PLUS services offered in chemistry, mathematics, and biomedical engineering.

The number of visits for PLUS sessions represents markers of program success. During 2020-21, 3,669 students participated in PLUS for a total of 18,733 visits. Additionally, TAS compares students' final grades in courses for PLUS regular vs. non-regular participants. Throughout 2020-21 regular PLUS participants (5 or more visits) consistently outperformed their peers who did not participate.

- In summer 2020, 98% of PLUS regular participants (5 or more visits) earned a grade of A/B/C/S compared to 90% of their peers in the same classes who did not participate in PLUS.
- In fall 2020, 96% of PLUS regular participants earned a grade of A/B/C/S compared to 90% of their peers in the same classes who did not participate in PLUS.
- In spring 2021, 93% of PLUS regular participants earned a grade of A/B/C/S compared to 89% of their peers who did not participate in PLUS.

See Appendix J for outcomes by course.

Academic Advising. Academic advising, while decentralized across Colleges and Schools, benefits from the leadership of the Director of Undergraduate Advising and Transition, reporting to the Associate Vice Provost for Undergraduate Education. A primary focus of our Momentum plan, enhancements to academic advising have been a high priority since the release of the Advising Task Force *Report and Recommendations* in April 2018. Implementing and expanding the Task Force recommendations, Georgia Tech seeks to deliver a coherent distributed advising model emphasizing the following strategies:

- Promotion of best practices and professional development for professional advisors and faculty advisors.
- Acquisition of a common IT infrastructure to support communications and record keeping with relevance to academic advising.
- Hiring of key personnel to provide exploratory advising (e.g., change of majors or exploration of interdisciplinary pathways) and analytics support.

Complete College Georgia-Georgia Tech Steering Committee. The best practices outlined above are guided by the CCG-GT Steering Committee, a diverse team of faculty and staff providing leadership for our RPG initiatives and promoting awareness of our Momentum work across campus. Chaired by Dr. Steven P. Girardot, Interim Vice Provost for Undergraduate Education, the CCG-GT Steering Committee connects faculty, staff, and

leadership stakeholders to review, refine, and assess RPG efforts. See Appendix K for the membership list of the Institute's 2020-21 CCG-GT Steering Committee. Committee membership for 2021-22 is as follows:

- Dr. Steven P. Girardot, Interim Vice Provost for Undergraduate Education (chair)
- Dr. Sybrina Atwaters, Director, OMED
- Mr. Elijah Cameron, Director, Office of Assessment and Quantitative Services, College of Computing
- Dr. Al Ferri, Professor and Associate Chair for Undergraduate Studies, School of Mechanical Engineering
- Mr. Brent Griffin, Director, Retention and Graduation Initiatives/Sr. Assistant Registrar, Office of the Registrar/Office of Undergraduate Education
- Ms. Sandra Kinney, Senior Director, Institutional Research and Planning
- Dr. Paul Kohn, Vice Provost for Enrollment Management
- Dr. Linda Green, Director, Tutoring and Academic Support
- Dr. Michelle Rinehart, Interim Dean, College of Design
- Dr. Beth Spencer, Director, Undergraduate Advising and Transition
- Dr. Charmaine Troy, Program and Operations Manager, First-Generation and Limited-Income Student Support
- Dr. Cam Tyson, Assistant Dean for Academic Programs, College of Sciences
- Dr. De Morris Walker, Director, Summer Session Initiatives
- Dr. Joyce Weinsheimer, Director, Center for Teaching and Learning
- Mr. Craig Womack, Associate Dean/Director of Undergraduate Programs, Scheller College of Business
- Dr. Brenda "B" Woods, Director of Research and Assessment, Student Engagement & Well-Being

In 2020 Georgia Tech launched a new ten-year Institute Strategic Plan (ISP). The ISP outlines a set of core values and six major focus areas. The plan is student-focused, emphasizing the importance of access, diversity, and well-being within the campus community. The first core value is "Students are our top priority.", and the focus areas of Amplify Impact, Expand Access, and Cultivate Well-Being demonstrate Georgia Tech's long-term commitment to enrolling and graduating a diverse set of students. Partially in response to the priorities set by the ISP, Georgia Tech established a new unit, Student Engagement and Well-Being, to integrate the divisions of Student Life and Campus Services and bring together key nonacademic aspects of the Institute that impact the student experience. In early June 2021, Dr. Luoluo Hong was selected to lead the new unit as the inaugural Vice President for Student Engagement and Well Being. Under Dr. Hong's direction, the newly structured unit will help foster a shared vision of creating a holistic and progressive approach to student success. Further, the Office of the Provost recently announced the creation of a new cabinet-level position, Senior Vice Provost for Education and Learning (SVP-EL). Reporting to the Provost, The SVP-EL will provide dedicated operational leadership and strategic oversight of the student educational and learning experience for both undergraduate and graduate education. The SVP-EL's portfolio will include the Office of Undergraduate Education, the Office of Graduate and Postdoctoral Education, and the Center for Teaching and Learning.

Aligning our Momentum framework with the focus areas embedded in the ISP is an area of emphasis throughout 2021-22. Intentionally crafting and communicating that alignment will amplify the resilience of our Momentum work and enhance institution-wide support for the Momentum framework generally. Our Big Idea from Momentum Summit IV, the GT-AMP Mini-Grant Project, specifically promotes transformative projects that impact student success and demonstrate the alignment of the ISP with our Momentum framework

Our Big Idea

A diverse team of faculty and staff engaged in student success initiatives across campus participated in Momentum Summit IV. Due to the virtual nature of the event, Georgia Tech was able to expand its team to include not only leadership from Undergraduate Education, Student Life, and Enrollment Management but also representatives from the Career Center, Undergraduate Advising and Transition, the Honors Program, OMED: Educational Services, the Center for Teaching and Learning, the Office of International Education, the Counseling Center, Academic Effectiveness, and Institute Research and Planning. The team gathered online periodically throughout the Summit to talk about our Momentum Year and Approach work from prior years and to map out a plan for 2021. Discussions centered on the intersection between the new ISP, with its focus on amplifying impact and expanding access, and our Momentum activities. Connecting the goals of the Momentum framework with the ISP and communicating that connection to the campus community appeared the logical next step to the team. Based on historical precedent of internal mini-grant projects generating interest and innovation from a broad cross section of the campus community, the team proposed the development of a mini-grant project expressly designed to align the ISP with Momentum goals. These conversations led to the creation of the Amplify Impact Mini-Grant Project or GT-AMP.

Following the Summit, a working group of Summit participants crafted a GT-AMP request for proposals (RFP) to inspire the creation of innovative success initiatives that advance one or more USG Momentum Approach goals aligned with the Amplify Impact focus area of the ISP. The RFP stressed that the proposed initiatives must empower students to make and deepen purposeful choices, create and cultivate productive academic mindsets, attempt and maintain full momentum along a clear pathway, heighten academic engagement, or complete critical milestones. The working group forwarded the RFP to the Office of the Provost seeking support for launching GT-AMP. The Office of the Provost generously provided funding for the project. The RFP was circulated broadly to the campus community in late summer 2021, and a website with an embedded Qualtrics survey was created to provide detailed information about the project and to capture proposal submissions. See Appendix L for the GT-AMP RFP.

By the October 2021 submission deadline, 19 GT-AMP initiatives were submitted for consideration. The proposals represent funding requests from a broad cross section of the Georgia Tech community, including Serve Learn Sustain, the Library, Academic Effectiveness, Athletics, and several academic Colleges and Schools (e.g., Biology, Chemistry, Industrial and Systems Engineering, Psychology, Materials Science and Engineering, College of Design). Thus, one of the goals of GT-AMP—communicating the Momentum framework and its connection to the ISP to a broader campus community—has been accomplished. A five-person team of faculty and staff are reviewing the GT-AMP submissions. Reviews are scheduled for completion in early November with the goal of funding 4-6 proposals. Each proposal includes a set of project outcomes and measures of success. These outcomes and measures will be used to assess GT-AMP's impact in advancing both ISP themes and Momentum goals.

Momentum Plan Mid-Year Update, Resilience

With the pivot to remote operations in spring 2020, Georgia Tech reengineered its teaching and learning strategies, course scheduling, and support services. Pre-pandemic remote undergraduate course offerings were minimal, as was online assistance to students. The Georgia Tech community reacted quickly to convert courses, academic support, and health and wellness interventions into virtual and then hybrid formats. This required enhanced use of technologies, including our learning management system, CANVAS, and our online meeting platforms, Blue Jeans and MS-Teams. As fall 2020 approached, a testing and tracing strategy was implemented

that proved extremely successful in controlling the spread of Covid-19 among the campus community. Coursework and student services shifted to hybrid formats for both fall and spring semesters. When Covid-19 vaccines became available in spring 2021, vaccine distribution quickly became a priority.

As planning commenced for fall 2021, Georgia Tech designed a return to campus experience for students that mirrored the fall 2019 student experience, but incorporated lessons learned from more than a year of remote and hybrid operations. In early summer, prior to the rise of the Covid-19 Delta variant, a survey was distributed to assess students' comfort with returning to campus in a traditional fashion given coronavirus circulation. Over 4,000 students (~88% undergraduates) responded to the survey. Only 29% of respondents expressed that they were extremely uncomfortable or uncomfortable returning to on-campus instruction in fall 2021. Further, 32% of respondents indicated that, given the opportunity to continue to learn remotely, they preferred to opt out of on-campus instruction. Thus, in fall 2021 the overwhelming majority of undergraduates are in a residential environment and taking in-person classes. Throughout this monumental shift in operations, from remote to hybrid and then back to in-person, Georgia Tech maintained its commitment to student success and well-being. Our established support scaffolding proved flexible and resilient by withstanding these extraordinary changes in service delivery while integrating best practices developed under Covid-19 challenges.

Our Momentum plans endured as well, but implementation timelines have been impacted by the pandemic. Shifting modes of instruction and service delivery while providing timely, direct assistance to students has taken precedence over some long-term goals. We are working to institutionalize many new initiatives in alignment with the ISP. Progress is being made, but challenges exist. The time demands of responding quickly to student needs in the Covid-19 environment continue to slow aspects of our Momentum work.

Georgia Tech's Momentum Year plan is focused on ***Making a Purposeful Program Choice***, aligning with our emphasis on enhancements to academic advising and change of major processes. *Table 2* illustrates our commitment to delivering a Momentum Year for all our students.

Table 2: Where we are on delivering a Momentum Year for all our students (scale of 1-5)

Momentum Year Area	**Significantly disrupted for most students**				**In place for all Students without disruption**
	1	**2**	**3**	**4**	**5**
Making a Purposeful Program Choice				**X**	
Attempting a Fuller Schedule as part of a Clear Pathway[5]					**X**
Attempting 9 hours of coursework aligned with an Academic Focus Area					**X**
Completing English and Math					**X**
Creating a Productive Academic Mind			**X**		
Successful Transition to College					**X**

Progress toward our Momentum Year activities is mixed due to the time devoted to supporting students during their full return to campus in fall 2021 and the ongoing dynamics of Covid-19. Each initiative, progress to date, challenges, and next steps are highlighted below.

[5] Georgia Tech students declare a major at initial enrollment. Since they are directly placed into a major, students have access to a clear pathway for degree progression and do not identify a focus area.

STRATEGY/AREA:	*Making a Purposeful Program Choice*	
Activity	Process/Steps	Progress/Challenges/Next Steps
Establish a mission, goals, and SLO's for academic advising across the Institute.	Review NACADA standards; Task the Academic Advising Council with developing a draft; Circulate and approve the draft among critical stakeholders; Communicate the established mission, goals and SLO's to the campus community.	Due to the intense demands on academic advisors as they prepared to serve students both in-person and virtually as part of the return to campus plan for fall 2021, progress toward establishing a missions, goals, and outcomes stalled. Welcoming almost 17,500 undergraduates to campus during the Covid-19 Delta variant surge took its toll in time and resources. The challenge moving forward is to reconvene the Academic Advising Council, focusing the Council's energy on long-term strategy based NACADA standards rather than day-to-day operations. The Director of Retention and Graduation Initiatives/Sr. Assistant Registrar will collaborate with the Director of Undergraduate Advising and Transition to move this process forward over the course of the academic year.
Address the challenge of *requiring* all first-year students and targeted populations (transfer students, first-generation students, students with midterm U's, etc.) to meet with an academic advisor.	Market the three branches of academic advising contained in the Task Force on Advising report to the campus community, emphasizing the critical role that advising can play in student success. The three branches include: Developmental Advising (Mentoring), Prescriptive Advising (course enrollment planning), Intrusive Advising (difficult conversations about major or academic progress); continue integration and promotion of Advisor Link as the essential academic advising platform across the Institute.	Advisor Link, our Salesforce-based academic advising platform, is taking root on campus. Undergraduate academic advisors are scheduling appointments within the system and documenting touchpoints with students. Academic coaches also record their outreach and student appointments within Advisor Link. Alerts to advisors about student progression are being embedded in the platform. Low final grades, course withdrawals, and less than good academic standing all generate flags that alert advisors about students in academic jeopardy. An ongoing challenge is generating summary reports from Advisor Link that detail the quantity and type of advisor interactions with students. The Georgia Tech Academic Advisors Network (GTAAN) is meeting in-person again this fall, promoting the three branches of advising to the campus community and offering multiple professional development opportunities related to advising.

STRATEGY/AREA:	*Making a Purposeful Program Choice*	
Activity	Process/Steps	Progress/Challenges/Next Steps
Review academic standing policies to ensure that standards allow for timely identification of students off course academically.	Study data compiled by Institutional Research and Planning (IRP) related to academic standing; Use data to recommend changes, if any, to academic standing calculations; Enhance the use of academic standing to identify students off course academically and intervene with major-specific and exploratory advising.	A review of academic standing policies is on the agenda of the Student Regulations Committee in 2021-22. A challenge is that the list of items under consideration by the committee is long. The pandemic revealed multiple regulations that need attention and clarification. The change of major process (discussed below) and choice of major for entering students is among high priority items under consideration by the committee. Flags targeting students on academic warning or probation are now automatically generated within Advisor Link. Advisors have access to the flags along with a semester-by-semester list of students not in good standing sorted by major published securely to the academic advising CANVAS site.
Utilize campus communication channels to convey goals and actions related to academic advising.	Publish information related to academic advising, particularly exploratory advising and change of major practices, in departmental and campus newsletters, social media platforms, and parent newsletters/listservs; Work with GTAAN to promote Momentum Year/Approach activities.	Circulating information on these topics is ongoing. The Director of Undergraduate Advising and Transition publishes information to the advising community on an advising-specific CANVAS site and through email. GTAAN exists to disseminate information to academic advisors on campus and to promote and provide professional development to advisors. Given the decentralized advising model employed at Georgia Tech, communication between units is critical. The Director of Undergraduate Advising and Transition serves as a bridge for communication between advisors housed in our multiple Colleges and Schools. Organizing effective communications within a complex, decentralized environment is a continuing challenge. Next steps include publication of information to a wider audience using communications channels beyond GTAAN and email listservs.

Georgia Tech's Momentum Approach plan focuses on longer-term, systemic changes within our complex, decentralized organization. They are designed to extend successful first-year strategies and high impact practices into future years and to diverse cohorts, while addressing campus cultural barriers to the Momentum framework. Our 2021 priorities are ***Deepen Purposeful Choices***, ***Cultivate Productive Academic Mindsets***, and ***Heighten Academic Engagement***. *Table 3* illustrates our commitment to delivering Momentum Approach strategies for all our students.

Table 3: Where we are on delivering Momentum Approach strategies for all our students (scale of 1-5)

Momentum Approach Area	**Significantly disrupted for most students**				**In progress for all Students without disruption**
	1	**2**	**3**	**4**	**5**
Pathways Intentional integration of High Impact Practices (HIPs), experiential learning and co-curricular activities to improve outcomes for all students					**X**
Purpose Strategies that support the deepening andrefining of purposeful choices for students beyond the first year				**X**	
Mindset Activities that inspect and adapt your institutional context to support productive academic settings that enable success for all students			**X**		
Beyond Other areas you have explored in extending Momentum beyond the first year and across the institution				**X**	

As with our Momentum Year activities, progress toward our Momentum Approach activities is mixed due to the time devoted to supporting students during their full return to campus in fall 2021 and the ongoing dynamics of Covid-19. Each initiative, progress to date, challenges, and next steps are highlighted below.

STRATEGY/AREA:	*Deepen purposeful choices*	
Activity	Process/Steps	Progress/Challenges/Next Steps
Alleviate student resistance to major change.	Acknowledge and address the stigma associated with changing majors; Develop resources that help students take ownership of their perceptions (e.g. rigor, worth of the degree, employment opportunities) surrounding different majors; Identify students off course within their major referring students, as appropriate, for exploratory advising or academic coaching; Intervene quickly with students off course within their major to limit loss of credit due to a major change or multiple major-specific course withdrawals.	Processes are in place to refer students interested in change of major to exploratory advising or academic coaching. Proactively extending these resources to students off course within their major and intervening to limit loss of credit is more of a challenge. Next steps include determining how to use Advisor Link to flag students off course within their major. The Office of Undergraduate Education is currently searching for a Director of Undergraduate Curricular Analytics and Planning who could help with data analysis in this area. Changing student perceptions of majors is a long-term project intersecting with ***Cultivate Productive Academic Mindsets*** as discussed in greater detail below.

STRATEGY/AREA:	*Deepen purposeful choices*	
Activity	Process/Steps	Progress/Challenges/Next Steps
Promote career exploration as a component of purposeful choice.	Consideration and potential adoption of moderated peer academic and career advising. We know that most career "advising" comes from students' friends, and so we want to improve the advice and assure its quality.	The Career Center shifted its model to emphasize career education as a fundamental component of its services. Adding a Director of Career Education to its staff in 2020-21, the Center is now partnering with Colleges and Schools to embed career educators within units. The career educators will foster career exploration as a component of purposeful choice. One career educator, embedded within Ivan Allen College, is in place now. Funding is allocated to embed career educators within the College of Sciences and the College of Design, as well as add a second Ivan Allen College career educator. Further, the Career Center is piloting the Career Coaching Network, an initiative designed to equip faculty and staff with tools to address common student career questions through a series of trainings based on the "train the trainer" model.

STRATEGY/AREA:	*Cultivate productive academic mindsets*	
Activity	Process/Steps	Progress/Challenges/Next Steps
Integrate academic coaching into teaching and advising; Develop, assess, and disseminate interventions designed to decrease fear of failure and increase students' resilience in STEM subjects.	Integrate academic coaching into teaching and advising; Develop, assess, and disseminate interventions designed to decrease fear of failure and increase students' resilience in STEM subjects.	Beginning summer 2021 UAT academic coaches adopted a more proactive role in student interventions with the purpose of increasing student resilience. Instead of waiting for students to seek coaching support, they began reaching out to subgroups of students in academic jeopardy. For example, students entering their second year on academic warning, academic probation, or with a cumulative GPA of less than 2.0 were assigned to academic coaches for outreach and intervention. A similar approach is underway in fall 2021 for high priority Achieve Atlanta Scholars, under-resourced Atlanta Public School graduates supported jointly by Achieve Atlanta and Georgia Tech. Embedding coaching within teaching is a longer-term challenge and involves developing and disseminating "fear of failure" interventions to Colleges and Schools. Next steps include exploring collaborations between UAT and the Center for Teaching and Learning, with participation of the newly restructured position of Assistant Director for Advising and Coaching.

STRATEGY/AREA:	*Cultivate productive academic mindsets*	
Activity	Process/Steps	Progress/Challenges/Next Steps
Address students' overemphasis on GPA, as fueled by employers who may prioritize GPA requirements in recruitment processes.	Encourage our partner employers to acknowledge Georgia Tech's rigor when evaluating candidates and to avoid over-emphasis on candidates' GPA's.	This long-term goal poses a particular challenge since it involves engaging the Career Center with our partner employers for a discussion about academic rigor and GPA. It also involves discussions among career educators, academic advisors, and students about how GPA connects with employment opportunities. There has been little progress on this goal. Next steps include conversations between the Director of Retention and Graduation Initiatives/Sr. Assistant Registrar and the Director of Career Education regarding the feasibility and implementation of this initiative as well as a re-evaluation of the idea as we approach Momentum Summit V.
Address student perceptions about majors.	Training sessions for advisors in Colleges and Schools designed to help them recognize and counteract this student mindset; Required first year advising and transfer year advising; Encourage exploratory advising within GT 1000/2000 courses.	One of the reasons that Georgia Tech students are resistant to changing majors (see discussion under ***Deepen Purposeful Choice*** above) is that they perceive certain majors as more valuable. This mindset impacts students' willingness to consider alternate majors that may be a better fit. Addressing these student perceptions is a longer-term project. Potential solutions include developing professional development for advisors that provide resources for counteracting negative mindsets surrounding majors and integrating aspects of exploratory advising into our first- and transfer-year seminar courses. The intense demands on academic advisors as they served students returning to campus in fall 2021 delayed action on these solutions. Next steps include expansion of exploratory advising resources and inclusive conversations with advisors about this mindset issue and gathering data about perceptions of majors from students. Advisor conversations and student data will inform the construction of the professional development materials.

STRATEGY/AREA:	*Heighten academic engagement*	
Activity	Process/Steps	Progress/Challenges/Next Steps
Review the MANY high impact experiential opportunities through the lens of student engagement across one or more of the activities, ensuring that participation is equitable.	Apply analytics to determine characteristics and majors of students participating in experiential opportunities; Explore participating student characteristics by type of experiential activity; Ensure high-impact experiential opportunities are trackable.	As part of a USG initiative in 2020-21, a four-person faculty team conducted a review of our many high impact educational practices (HIPs). Filed as an addendum to our Momentum plan, their findings concluded that Georgia Tech has a wide and deep emphasis on HIPs. Further, they found that the ISP and the Momentum/CCG plans support the Institute's focus on HIPs and that we are actively growing our HIP programming while recruiting students to participate. The team recognized the need to outline a process for developing and designating HIP courses and to communicate the existence of HIPs, especially HIPs embedded in courses. The team engaged the Registrar's Office in discussions about consistently tracking HIPs. The Office of Undergraduate Education is currently searching for a Director of Undergraduate Curricular Analytics and Planning who will be able to analyze characteristics of students participating in HIPs and provide better data about equitable engagement.
Explore the launch of a First-Year and Transfer-Year Council to include key stakeholders from areas involved with student transition; Once functional, extend the scope of the Council to consider support for second-year students.	Create consistent, streamlined communications to new first-year and transfer students; Process map cross-unit initiatives that support first-year and transfer-year student success; Foster collaboration and communication across units that support students during their transition year to Georgia Tech.	Exploring and implementing this initiative requires extensive collaboration across diverse units. Therefore, it has been tabled until spring 2022 when the inaugural Senior Vice Provost for Education and Learning and the inaugural Vice President for Student Engagement and Well Being are both in place. Dr. Luoluo Hong's tenure as Georgia Tech's inaugural Vice President for Student Engagement and Well Being began in August 2021, and the search for the inaugural Senior Vice Provost for Education and Learning will commence in late fall 2021. During Momentum Summit V we plan to consider the feasibility of organizing this Council. Given Georgia Tech's growing number of transfer-year students, further consideration of the transfer student component of this project is important.

STRATEGY/AREA:	*Heighten academic engagement*	
Activity	Process/Steps	Progress/Challenges/Next Steps
Enhance engagement opportunities for first-generation students, an underrepresented student population at Georgia Tech.	Establish a mission, goals, and outcomes for first-generation student support; Onboard a program manager charged with first-generation student support; Host first-generation welcome events for students and parents; participate in first-generation celebration day activities; establish peer-to-peer mentoring; apply for the National Association of Student Personnel Administrators (NASPA) First-Gen Forward designation.	A mission, goals, and outcomes for First-Generation Student Programs (FGSP) are established, and the inaugural program manager for FGSP is in place. Several welcome events, both virtual and in-person, were hosted in summer and early fall 2021 for first-generation students and parents. In summer 2021, FGSP collaborated with Mentor Collective (https://www.mentorcollective.org/) to launch the First-Gen Jackets peer mentoring project. As of October 2021, 114 first- or transfer-year first-generation students are matched with a peer mentor and more than 2,000 text conversations have been logged. Mentors also provide actionable insight flags that allow FGSP to intervene early if a First-Gen Jackets mentee appears off course. Expanded First-Generation College Student Celebration Day activities are planned for November 2021, and FGSP is partnering with first-generation faculty and students to develop the Growing Up in Science seminar series (https://firstgen.gatech.edu/). We are on track to apply for First-Gen Forward status with NASPA in spring 2022.

Momentum Plan Mid-Year Update, Global Momentum Support

Operating in a complex, decentralized environment creates communication challenges under the best circumstances. Given the fluid situation surrounding Covid-19 and the importance of communicating just-in-time information about the pandemic and return to campus plans, 2021 has proven to be a difficult year to engage the campus community regarding Momentum themes. Yet, leveraging our big idea, the GT-AMP Mini-Grant Project, to increase awareness of the Momentum themes and our ongoing Momentum work to a broad-based, diverse coalition of partners has proven effective. Demonstrating the alignment between the ISP and our Momentum work and communicating that alignment to a wider campus constituency is a key component of our communications strategy.

Activity	Process/Steps	Progress/Challenges/Next Steps
Provide faculty and staff access to our Momentum Year/Momentum Approach plans.	As part of the communication strategies outlined above, educate faculty and staff about Momentum resources available online.	GT-AMP has proven successful in promoting the Momentum framework to a larger campus audience. Our CCG Plan Updates which include Momentum plans, are published on the CCG-GT website (https://completecollege.gatech.edu/). Capturing the attention of faculty and staff engaged in intense work across multiple units remains an ongoing challenge.

Leverage our Big Idea, GT-AMP grants, to increase awareness of the Momentum Approach and its connection to our Strategic Plan among faculty and staff.	Work to establish the GT-AMP grant process (see the Big Idea discussion below); Define the grant parameters, timeframe, and assessment measures; Seek approval of the grant concept from upper administration; Circulate the RFP; Identify, fund, and assess projects.	In summer 2021, after receiving support for GT-AMP from the Office of the Provost, a team from the Office of Undergraduate Education drafted a request for proposals. A website and Qualtrics survey were developed to advertise the mini-grant project and to a capture proposal submissions (https://completecollege.gatech.edu/gt-amp/). When the submission window closed in October 2021, 19 applications for funding had been received. The proposed projects are diverse, representing units from across Georgia Tech. As anticipated, the request for proposals resulted in wider campus reflection on our Momentum goals and activities. Next steps include screening the proposals to determine funding priorities. The screening criteria are based on demonstrated alignment between the individual project goals, Momentum themes, and the ISP.
Invite Momentum Summit participation from a wide range of faculty and staff.	Establish a large, diverse Momentum Team to participate in the online Summit in 2021. Team members will focus on their areas of interest and expertise within the overall Summit sessions; Leverage the diversity and expertise of the team to strengthen our Momentum plans and to increase awareness of Momentum themes across campus units; Invite continued expanded participation in Momentum Summit V, whether in-person or virtual.	The virtual nature of Momentum Summit IV allowed Georgia Tech to organize a large, diverse group of faculty and staff to attend specific Summit sessions. This diverse group then met online during the team planning times to discuss ideas and activities contained within the sessions they attended. This led to robust dialogue about how Momentum themes might impact their spheres of influence. A broad, team-based approach for participation in Momentum Summit V will also be employed, especially if it the Summit continues in a virtual format.

Through our Leading Insight Through Empowerment (LITE) portal, maintained by Enterprise Data Management (EDM), the Georgia Tech community has access to a wealth of student success information. We continue to expand the student data available in LITE and the ability of users to disaggregate that data based on student demographics (e.g., first-generation students). We recently held focus groups with users of our Advisor Link platform to learn more about their experiences with the system, gather data requirements, and create a roadmap for improvements in functionality and reporting. Feedback from the focus groups will help us prioritize next steps in our Advisor Link implementation. The Office of the Registrar, in collaboration with EDM, IRP and other campus partners, ensures that student data is as secure as possible and that students' FERPA rights are protected.

Activity	Process/Steps	Progress/Challenges/ Next Steps
Enhance the reporting capabilities of Advisor Link.	Communicate with users regarding reporting needs; Establish reports based on groups of students, either by GT ID or by student characteristics (academic standing, number of unsatisfactory midterm progress reports, etc.); Automate reports.	Ongoing.
Enhance the ability to access timely data about diverse or underrepresented student populations (first-generation students, Pell Grant recipients, transfer students, etc.).	Add additional attributes to LITE, Georgia Tech's data dashboard, to disaggregate success metrics by student characteristics; Promote and ensure consistent definitions of student attributes among reporting entities; Monitor data for equity gaps; Expand CCG reporting to include data about a wider range of diverse student subpopulations.	Ongoing.

Summary and Next Steps

Since the inception of CCG in 2011, Georgia Tech has increased its six-year graduation rate from 79% for the fall 2006 first-year cohort to a record high of 92% for the fall 2015 first-year cohort. For seven consecutive years, Georgia Tech's first-time, full-time freshmen have achieved a first-to-second year retention rate of 97%. The proportion of women in the undergraduate population continues to grow, and women outperform men in degree progression metrics. While a success gap persists, the six-year graduation rate for underrepresented minority students has risen from 76% for the fall 2007 first-year cohort to 87% for the 2014 first-year cohort, an Institute record high. Given the disruptive events in higher education over the past eighteen months, these success metrics are particularly impressive. They underscore the resilience of Georgia Tech students, the dedication and commitment of our faculty and staff, and the robustness of our student support initiatives and high-impact practices as advanced through our CCG and Momentum work.

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

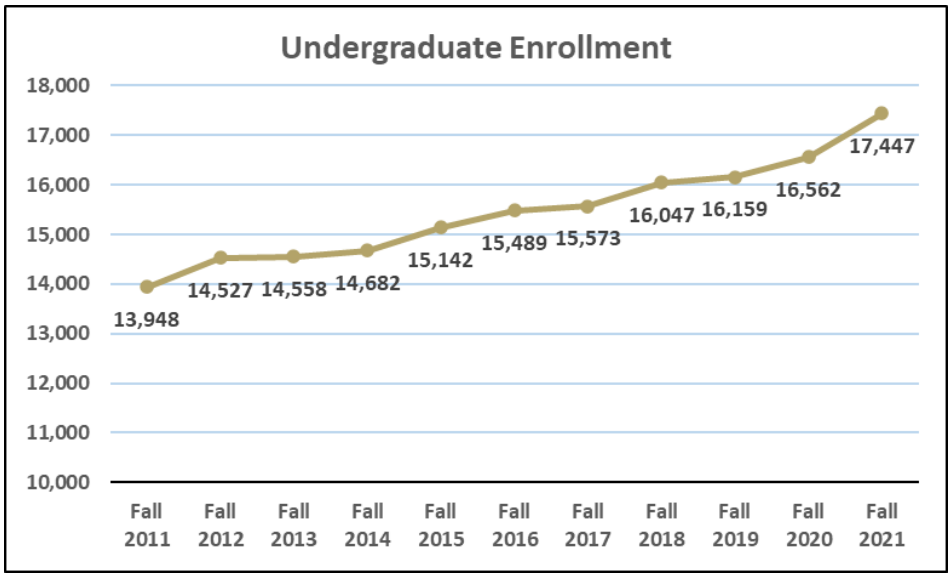
Throughout 2021-22, we will build on our many successful CCG strategies and focus on implementing our Momentum plan, including our big idea, the GT-AMP Mini-Grant Project. While data demonstrate that our current strategies are successful, we seek innovative solutions to systemic challenges and opportunities to institutionalize best practices that strengthen student engagement, sense of belonging, and degree progression. Georgia Tech is enthusiastic about our CCG and Momentum initiatives, and we look forward to aligning our Momentum framework with our Strategic Plan while promoting student success throughout the Institute and the USG.

Appendices – 2021 CCG Status Report, Georgia Tech

Appendix A – Undergraduate Enrollment and Degrees Conferred

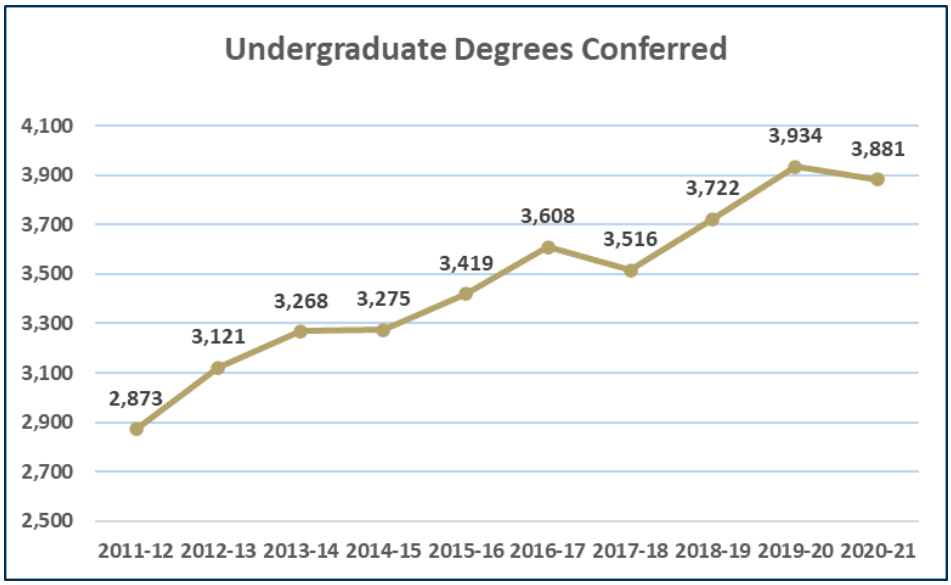
Undergraduate Enrollment

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
13,948	14,527	14,558	14,682	15,142	15,489	15,573	16,047	16,159	16,562	17,447



Undergraduate Degrees Conferred

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2,873	3,121	3,268	3,275	3,419	3,608	3,516	3,722	3,934	3,881



Appendix B – Undergraduate Retention and Graduation Rates

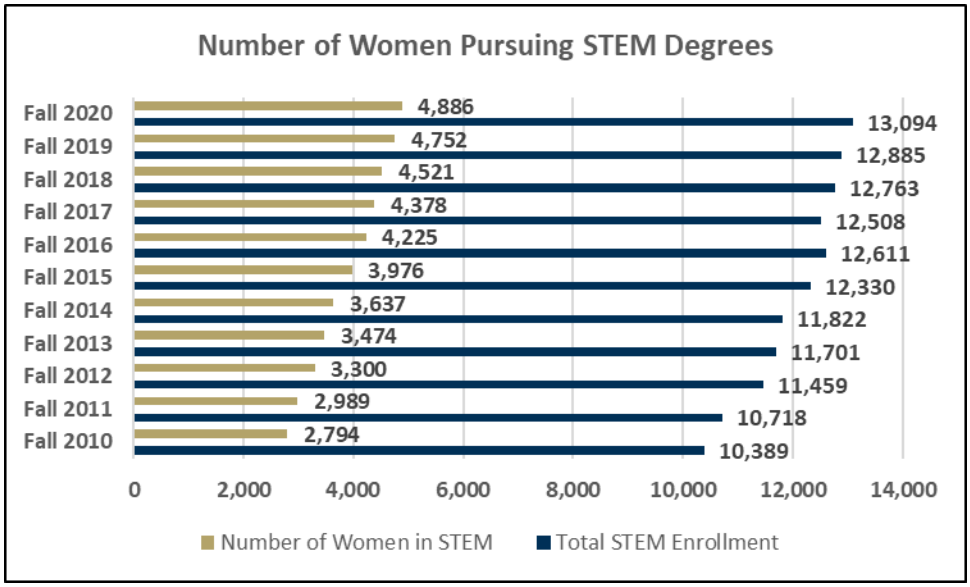
First-Time, Full-Time Freshman Retention Rates

COHORT	1st to 2nd Year
Fall 2009	94%
Fall 2010	95%
Fall 2011	95%
Fall 2012	96%
Fall 2013	96%
Fall 2014	97%
Fall 2015	97%
Fall 2016	97%
Fall 2017	97%
Fall 2018	97%
Fall 2019	97%
Fall 2020	97%

First-Time, Full-Time Freshman Graduation Rates

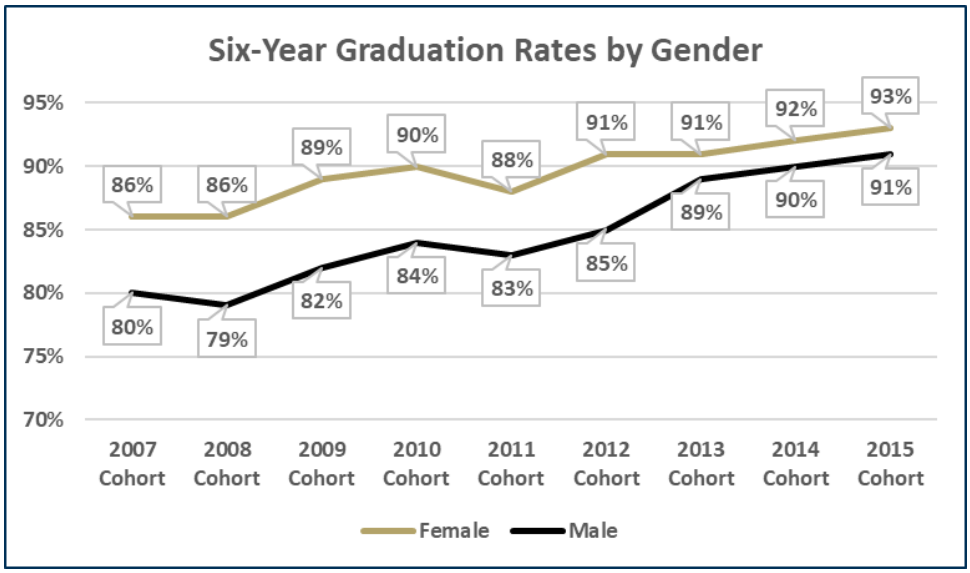
COHORT	4-YR	5-YR	6-YR	8-YR
Fall 2005	31%	72%	79%	81%
Fall 2006	33%	72%	79%	82%
Fall 2007	40%	76%	82%	84%
Fall 2008	36%	74%	81%	84%
Fall 2009	40%	78%	85%	87%
Fall 2010	41%	80%	86%	89%
Fall 2011	39%	80%	85%	88%
Fall 2012	40%	82%	87%	89%
Fall 2013	45%	85%	90%	92%
Fall 2014	46%	86%	91%	
Fall 2015	51%	89%	92%	
Fall 2016	55%	90%		
Fall 2017	57%			

Appendix C – STEM Enrollment by Gender



Appendix D – Graduation Rates by Gender

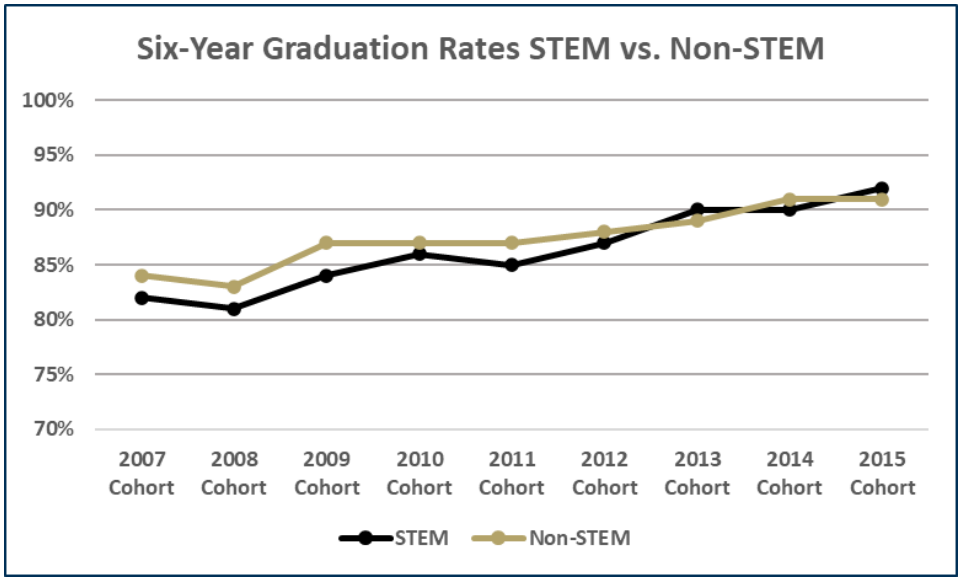
	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
Female	86%	86%	89%	90%	88%	91%	91%	92%	93%
Male	80%	79%	82%	84%	83%	85%	89%	90%	91%



Appendix E – STEM Graduation Rates

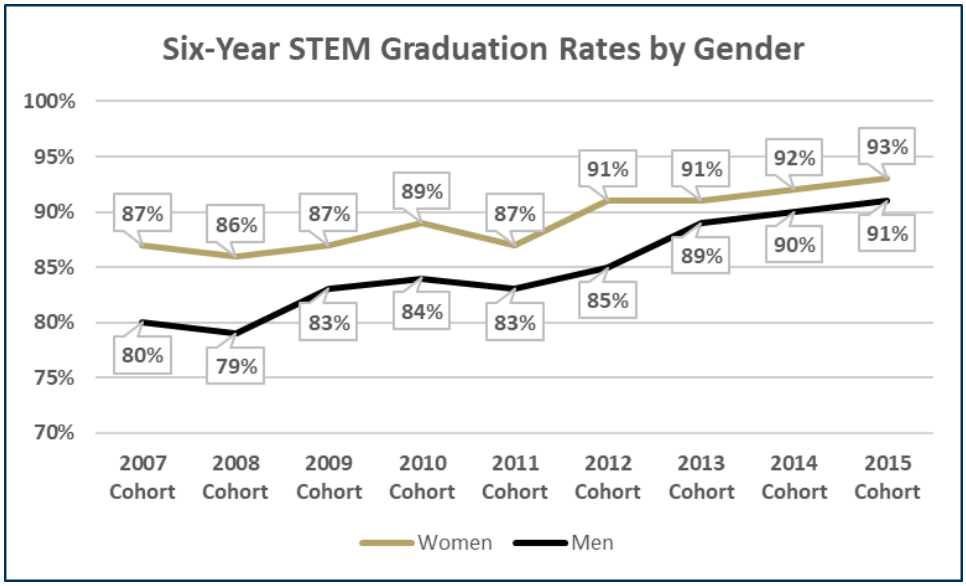
Six-Year Graduation Rates STEM vs. Non-STEM

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
STEM	82%	81%	84%	86%	85%	87%	90%	90%	92%
Non-STEM	84%	83%	87%	87%	87%	88%	89%	91%	91%

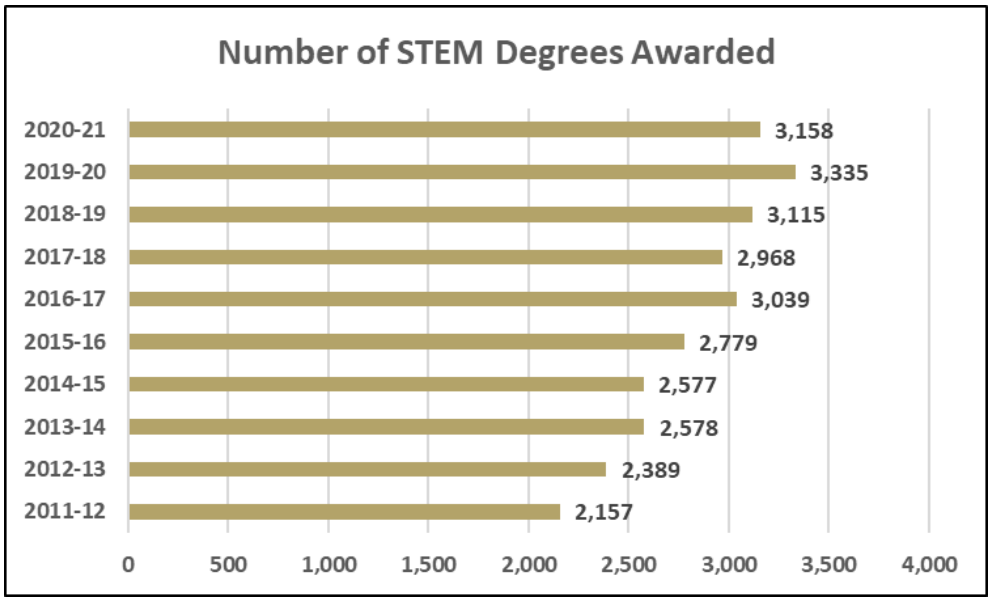


Six-Year Graduation Rates for STEM Majors by Gender

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Women	87%	86%	87%	89%	87%	91%	91%	92%	93%
Men	80%	79%	83%	84%	83%	85%	89%	90%	91%

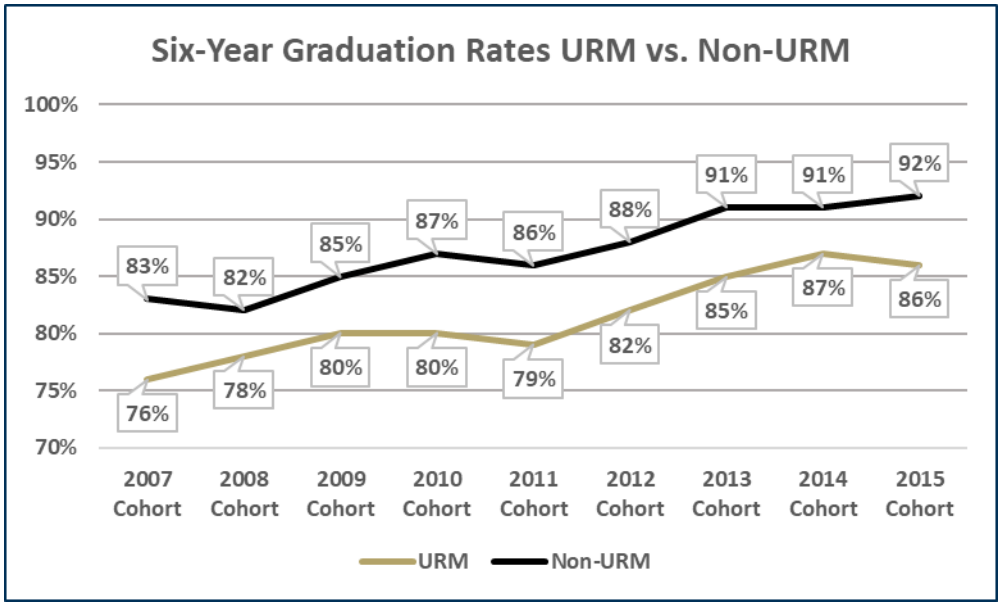


Appendix F – STEM Degrees Awarded



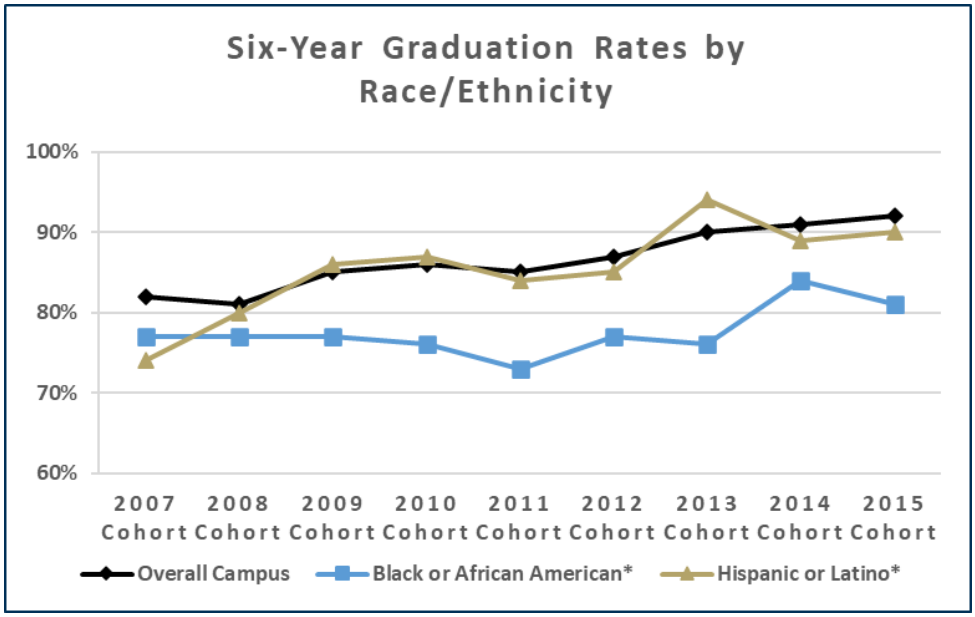
Appendix G – URM Graduation Rates

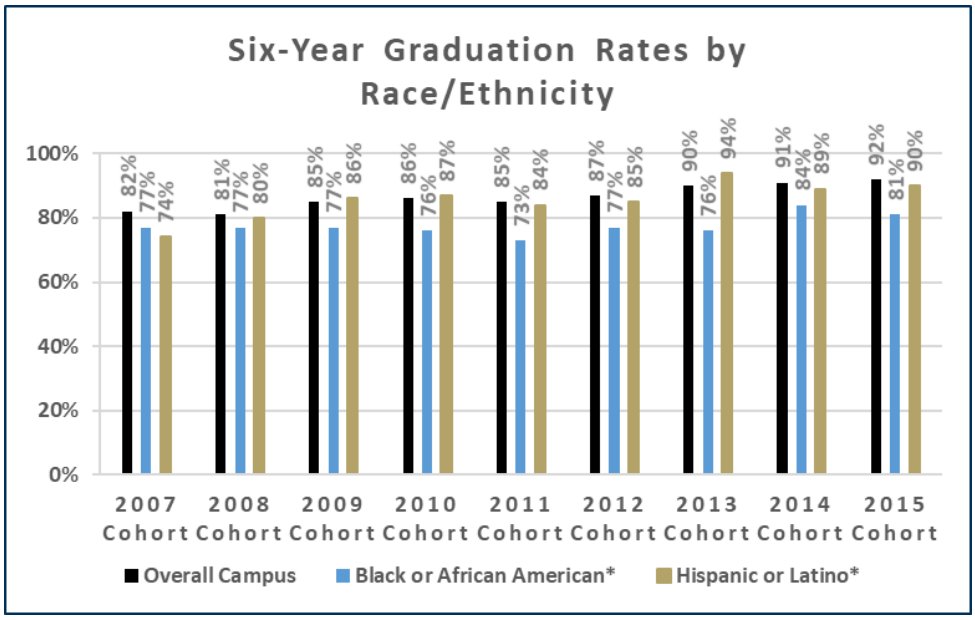
	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
URM	76%	78%	80%	80%	79%	82%	85%	87%	86%
Non-URM	83%	82%	85%	87%	86%	88%	91%	91%	92%



Six-Year Graduation Rates - Black or African American, Hispanic or Latino, Overall

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
Overall Campus	82%	81%	85%	86%	85%	87%	90%	91%	92%
Black or African American*	77%	77%	77%	76%	73%	77%	76%	84%	81%
Hispanic or Latino*	74%	80%	86%	87%	84%	85%	94%	89%	90%





Appendix H – Six-Year Graduation Rates for Students in High-Impact Curricular and Co-Curricular Programs

High-Impact Practices, Six-Year Graduation Rates

Academic Enrichment Program	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort
CO-OP	96%	97%	98%
GT 1000	88%	89%	92%
Grand Challenges, Living Learning Community	90%	94%	86%
Honors Program, Living Learning Community	92%	93%	94%
Internship	97%	96%	97%
Study Abroad	98%	97%	98%
Undergraduate Research Opportunities Program (UROP)	95%	96%	97%
Vertically Integrated Projects (VIP) Program	93%	94%	98%

Appendix I – Not-Registered Survey Population Sizes and Survey Response Rates

Survey Administration Date	July 2021	July 2020	July 2019	July 2018	August 2017	July 2016	June 2015	June 2014
Survey Population Size*	541	590	866	579	642	643	538	632
Number of Respondents	245	238	393	317	316	308	268	268
Response Rate	45% (245/541)	40% (238/590)	45% (393/866)	55% (317/579)	49% (316/642)	48% (308/643)	50% (268/538)	42% (268/632)

**Not registered for fall classes by the end of Phase I (early) registration*

Appendix J– PLUS Outcomes by Course

Summer 2020				
Class	**Number PLUS Regulars* that earned A,B,C,S**	**% of PLUS Regulars* that earned A,B,C,S**	**Number Non-PLUS Students Earning A,B,C,S**	**% of Non-PLUS Students Earning A,B,C,S**
ACCT 2101	17	100%	33	97%
CHEM 1310	11	100%	66	86%
CHEM 2311	25	96%	48	92%
CS 1331	31	97%	348	85%
ECON 2105	<10	100%	155	97%
ECON 2106	<10	100%	225	98%

Summer 2020				
Class	**Number PLUS Regulars* that earned A,B,C,S**	**% of PLUS Regulars* that earned A,B,C,S**	**Number Non-PLUS Students Earning A,B,C,S**	**% of Non-PLUS Students Earning A,B,C,S**
MATH 1550	10	100%	23	91%
MATH 1551	<10	50%	25	96%
MATH 1552	10	100%	82	83%
MATH 1553	47	96%	95	84%
MATH 2550	<10	100%	59	93%
MATH 2551	15	93%	266	81%
MATH 2552	25	96%	236	94%
PHYS 2211	29	100%	166	92%
PHYS 2212	48	100%	255	94%
Total	284	98%	2082	90%

* PLUS Regulars = 5 or more visits per semester; Non-PLUS = 0 visits during the semester

Fall 2020				
Class	**Number PLUS Regulars* that earned A,B,C,S**	**% of PLUS Regulars* that earned A,B,C,S**	**Number Non-PLUS Students Earning A,B,C,S**	**% of Non-PLUS Students Earning A,B,C,S**
ACCT 2101	30	100%	226	94%
BMED 3310	22	95%	97	91%
BMED 3410	24	100%	93	94%
CHBE 2100	30	87%	55	64%
CHEM 1211K	115	99%	297	96%
CHEM 1212K	52	98%	113	92%
CHEM 1310	101	98%	252	89%
CHEM 1315	57	95%	138	92%
CHEM 2311	50	98%	303	90%
CHEM 2312	31	94%	60	87%
CS 1331	83	95%	643	91%
ECON 2105	31	100%	296	98%
ECON 2106	21	100%	335	97%
MATH 1113	<10	100%	72	93%

Fall 2020				
Class	**Number PLUS Regulars* that earned A,B,C,S**	**% of PLUS Regulars* that earned A,B,C,S**	**Number Non-PLUS Students Earning A,B,C,S**	**% of Non-PLUS Students Earning A,B,C,S**
MATH 1551	144	94%	473	90%
MATH 1552	72	93%	420	82%
MATH 1553	229	97%	828	95%
MATH 1554	121	94%	1338	93%
MATH 2550	36	81%	170	71%
MATH 2551	107	100%	510	95%
MATH 2552	133	96%	561	92%
PHYS 2211	179	97%	575	84%
PHYS 2212	127	89%	512	78%
Total	1802	96%	8367	90%

* PLUS Regulars = 5 or more visits per semester; Non-PLUS = 0 visits during the semester

Spring 2021				
Class	**Number PLUS Regulars* that earned A,B,C,S**	**% of PLUS Regulars* that earned A,B,C,S**	**Number Non-PLUS Students Earning A,B,C,S**	**% of Non-PLUS Students Earning A,B,C,S**
ACCT 2101	21	100%	181	86%
BMED 3310	44	95%	59	95%
BMED 3410	52	96%	60	95%
CHBE 2100	25	88%	30	73%
CHEM 1211K	14	100%	66	92%
CHEM 1212K	96	95%	291	93%
CHEM 1310	15	100%	116	92%
CHEM 1315	25	92%	68	85%
CHEM 2311	27	96%	104	82%
CHEM 2312	115	97%	179	93%
CS 1331	47	100%	812	89%
ECON 2106	14	86%	240	93%
MATH 1551	19	79%	103	67%

Spring 2021				
Class	**Number PLUS Regulars* that earned A,B,C,S**	**% of PLUS Regulars* that earned A,B,C,S**	**Number Non-PLUS Students Earning A,B,C,S**	**% of Non-PLUS Students Earning A,B,C,S**
MATH 1552	99	97%	589	87%
MATH 1553	89	96%	332	88%
MATH 1554	48	81%	308	68%
MATH 2551	70	93%	1330	93%
MATH 2552	115	92%	570	91%
PHYS 2211	126	94%	689	94%
PHYS 2212	201	89%	546	87%
Total	1262	93%	6673	89%

* PLUS Regulars = 5 or more visits per semester; Non-PLUS = 0 visits during the semester

Appendix K – CCG-GT Steering Committee Members, 2020-21

- Ms. Sandi Bramblett, Assistant Vice President, Institutional Research and Enterprise Data Management*
- Dr. Steven P. Girardot, Associate Vice Provost for Undergraduate Education*
- Dr. Sybrina Atwaters, Director, OMED
- Mr. Elijah Cameron, Director, Office of Assessment and Quantitative Services, College of Computing
- Dr. Lynn Durham, Vice President, Institute Relations
- Dr. Al Ferri, Professor and Associate Chair for Undergraduate Studies, School of Mechanical Engineering
- Mr. Brent Griffin, Director, Retention and Graduation Initiatives/Assistant Registrar, Office of the Registrar/Office of Undergraduate Education
- Ms. Sandra Kinney, Senior Director, Institutional Research and Planning
- Dr. Paul Kohn, Vice Provost for Enrollment Management
- Dr. Linda Green, Director, Tutoring and Academic Support
- Dr. Michelle Rinehart, Associate Dean, College of Design
- Ms. Beatriz Rodriguez, Assistant Director-Academic Coaching and Success Programs, Undergraduate Advising and Transition
- Dr. Beth Spencer, Director, Undergraduate Advising and Transition
- Dr. Cam Tyson, Assistant Dean for Academic Programs, College of Sciences
- Dr. De Morris Walker, Director, Summer Session Initiatives
- Dr. Joyce Weinsheimer, Director, Center for Teaching and Learning
- Mr. Craig Womack, Associate Dean/Director of Undergraduate Programs, Scheller College of Business
- Dr. Brenda “B” Woods, Director of Research and Assessment, Student Engagement & Well-Being

**Co-chair, CCG-GT Steering Committee*

Appendix L – Amplify Impact (GT-AMP) Request for Proposals

Amplify Momentum Project (GT-AMP)

Fund for initiatives mapping USG Momentum Approach goals
to Institute Strategic Plan focus area: Amplify Impact
2021-23

The Office of the Provost invites your proposals for initiatives to advance one or more University System of Georgia (USG) Momentum Approach goals aligned with the AMPLIFY IMPACT focus area of the Institute Strategic Plan. Momentum Approach goals are centered on supporting student success; USG institutions are asked to engage in activities, which may span academic and other divisions, that empower students to:

- **Make and deepen purposeful choices**, for example, regarding choice or change of major, minor, or career path, or regarding choice of experiential learning opportunities.
- **Create and cultivate productive academic mindsets**, for example, regarding academic tenacity and resilience, or the value of learning beyond the major, or the value of active engagement in the classroom.
- **Attempt and maintain full momentum along a clear pathway**, for example, by planning and pursuing a pathway integrating classroom learning; research, service learning, study abroad, co-op or internship experiences; and student life activities.
- **Heighten academic engagement**, for example, by pursuing a minor, entrepreneurial learning, or High-Impact Educational Practices.
- **Complete critical milestones**, for example, by appropriate scheduling choices or effective approaches to successful teaching and learning in courses central for the major.

Initiatives should advance one or more of these Momentum Approach goals aligned with one or more "Moving into Action" strategies for the AMPLIFY IMPACT focus area. Initiatives may be proposed by one PI, co-PIs, or a team, and may consist of research, teaching (undergraduate and/or graduate), and/or other activities. Initiatives may span the academic and any other divisions of the Institute. Examples of initiatives set forth in this paragraph are not intended to be limiting.

Review Criteria

Funding decisions will be based on the following five criteria: (1) demonstrated alignment between a Momentum Approach goal or goals and one or more "Moving into Action" strategies for the AMPLIFY IMPACT focus area, (2) the transformative potential of the initiative, (3) inclusion of necessary and appropriate personnel to pursue the initiative and access to any necessary resources or partnerships, (4) specification of appropriate project outcome(s) and measure(s) of success, and (5) demonstrated prospect for sustainability or long-term impact following the conclusion of the funding period.

Funding Criteria

- Single investigators, co-PIs, or teams may apply for up to $25,000 for a six-month proposal (January 1, 2022-June 30, 2022) or up to $75,000 for an eighteen-month proposal (January 1, 2022-June 30, 2023).

- Funding for six-month projects must be expended in FY22. Carryforward of funds beyond FY22 will only be permitted in exceptional circumstances.
- Funding for eighteen-month projects must be expended in FY22 and FY23. Carryforward of funds beyond FY23 will only be permitted in exceptional circumstances. Carryforward of funds from FY22 to FY23 will be permitted only upon request and the submission of a FY22 report showing satisfactory performance in the judgment of the grant administrator.
- Funding for undergraduate, graduate, or post-doctoral effort is encouraged. Faculty salary support is not encouraged but will be considered if justified.
- No indirect costs may be included in budgets. Tuition waivers will be provided for any graduate students supported with state funds as part of a funded project. An estimate of the number of tuition waivers required should be included in the proposal.

Application Requirements and Procedures

- Deadline for submission of proposals: Monday, October 11, 2021.
- Limit on PIs: An investigator may serve as PI on only one proposal but may serve as co-PI or team member on a total of up to three proposals.
- Submission of proposal: All proposals must be submitted through the GT-AMP Qualtrics survey. A direct link is provided below. As part of the survey, you will be required to complete an on-line application and attach your proposal as a single pdf file.

GT-AMP Survey Application

- Proposal review: By a committee of faculty and Office of Undergraduate Education staff.
- Date by which Awards announced: Monday, November 1, 2021.
- Contents of proposals and page limits:
  - A Proposal Narrative of not more than two pages addressing the five criteria under "**Review Criteria**," above.
  - A CV of not more than two pages each for the PI or co-PIs and any team member(s).
  - A budget consistent with the "**Funding Criteria**," above, including line-item detail, of not more than one page for a six-month proposal and not more than two pages for an eighteen-month proposal.

Additional Information

Please send any requests for additional information to Mr. Brent Griffin, Director of Retention and Graduation Initiatives/Sr. Assistant Registrar.