Complete College Georgia 2023 Campus Report
Georgia Institute of Technology

Section 1. Institutional Mission and Student Body Profile

Provide a brief overview of your institutional mission and student body profile. Please briefly describe enrollment trends, demographics (for example, % Pell grant-eligible, % first-generation college students, % adult learners), and how your institutional mission influences your completion work's key priorities. In this section, report on your benchmark, aspirational, and competitor institution(s).

Georgia Institute of Technology ("Georgia Tech") is a 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. Georgia Tech is ranked among the top 10 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 (URM) 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 2022, Georgia Tech attained a record high enrollment of 17,379 degree-seeking undergraduates, 83% of who were enrolled in STEM majors. In addition to its undergraduate population, the Institute had a fall 2022 enrollment of 26,868 graduate students for a total enrollment of 44,247. Between fall 2013 and fall 2022, the Institute experienced a 26% increase in undergraduate enrollment. Data indicate that enrollment growth continued in fall 2023 with a total enrollment of almost 48,000 students, including 18,260 undergraduates. In 2022-23, 4,227 degrees were awarded, a 5% increase in undergraduate degrees awarded in 2021-22. Between 2013-14 and 2022-23, undergraduate degree production increased by 29%. Appendix A illustrates undergraduate enrollment and degree trends.

Georgia Tech values the diversity of its student population and is committed to expanding access to underrepresented students. In fall 2022, the Institute achieved a historic high in its undergraduate female enrollment of 6,920 students, representing a 42% increase from fall 2013 when undergraduate female enrollment was 4,873. In the overall undergraduate class, women represented 40% of undergraduates in 2022-23, an increase from 33% of undergraduates in 2013-14. In fall 2022, 3,358 undergraduate students from underrepresented minority backgrounds were enrolled at Georgia Tech, comprising 19% of the undergraduate student body.

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. CEISMC, the Office of Undergraduate Admission, and the Office of Undergraduate Education's First-Generation Student Initiatives hosts a First-Generation College Institute (FGCI) each summer. FGCI aims to amplify the Institute's impact by identifying and preparing first-generation and limited income 8th through 12th grade students for the transition from high school to college and cultivating interest in STEM fields. Additional K-12 outreach programs are conducted by the Center for Engineering Education and Diversity (CEED) and Women in Engineering (WIE), both units within the College of Engineering. Through the School of Mathematics, the College of Computing, and GT Professional Education (GTPE), Georgia Tech offers distance mathematics and computer science courses to dual enrolled high school students. In fall 2022, 832 students participated in Georgia Tech's dual enrollment offerings, a 19.7% increase from fall 2021.

As of fall 2023, Georgia Tech achieved a first-to-second-year retention rate of 98% for the first-time, full-time freshman 2022 cohort, sustaining an Institute record high, and a six-year graduation rate of 93% for the 2016 cohort. Further, the

four-year graduation rate for the 2018 first-time, full-time cohort was 64%, a record high and an increase from the 2017 cohort's four-year rate of 57%. As undergraduate cohorts heavily impacted by the pandemic persist towards graduation, the overall stability in the rate of degree completion reflects the resilience, grit, and adaptability of Georgia Tech's faculty, staff, and students.

Given Georgia Tech's commitment to expanding access and diversity within its student population, disaggregating success metrics by race/ethnicity is crucial. As of fall 2023, the first-to-second-year retention rate for underrepresented minority (URM)[*] students in the fall 2022 cohort was 97%, a percentage point lower than overall first-to-second year retention rate for the cohort referenced above. The six-year URM graduation rate for the 2017 cohort was 88% (compared with a 92% overall rate). While, URM six-year graduation rates have improved from 72% for the 2006 cohort to 86% for the 2015 cohort, closing this gap is an Institutional priority. 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 are central to our mission. The sustained economic impact made possible through a better-prepared STEM workforce is significant, and graduating a larger number of STEM students to meet workforce needs is a high priority for Georgia Tech. One measure of progress is the number of students enrolled in STEM majors. Tech has achieved an increase in STEM enrollment from 11,699 undergraduate students in 2013-14 to 14,443 undergraduate students in 2022-23. As of fall 2022, 83% of Georgia Tech undergraduate students were seeking a STEM degree.

Efforts to engage and retain more undergraduate women represent one of our best opportunities for increasing the number of STEM majors and degrees awarded. Since fall 2013, the number of women enrolled in STEM majors at Georgia Tech increased from 3,478 (30% of undergraduate STEM enrollment) to 5,313 (37% of undergraduate STEM enrollment) in fall 2022. Data from fall 2023 suggest that the number of women seeking an undergraduate STEM degree will exceed 5,500 for the first time. Once enrolled, women at Georgia Tech consistently graduate at a higher and faster rate than men. For the 2016 cohort, the six-year graduation rate for women was 94% compared to 92% for men; these statistics held true when disaggregated by STEM majors. Georgia Tech continues to be a national leader in the number of STEM students enrolled and the number of degrees conferred each year. In 2022-23, 3,329 undergraduate STEM degrees were awarded. Appendix C illustrates the historical trend for STEM enrollment graduation rates by cohort and gender.

Georgia Tech's enrollment and degree progression metrics remain very strong, presenting ideal conditions to maintain our commitment to expanding access to higher education. 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, graduation rates, and number of degrees conferred highlight the Institute's continuing ability to meet the workforce needs of the twenty-first century while expanding access to the opportunities afforded by higher education.

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[*] At the Georgia Tech, underrepresented minority (URM) is defined as non-White and non-Asian students and students who are a combination of any URM's and a non-minority group.

Section 2: Your Student Success Inventory

What are your priority programs/projects/activities/initiatives related to student success?

Activity 1
Activity/Project Name
GT-AMP Grant Evaluation
Momentum Area (replace box with "X" for all that apply)
X Purpose   X Pathways   X Mindset   X Change Management   X Data & Communications

Category (tag) **[NEW for 2023]**: (replace box with "X" for all that apply)

☐ Access	☐ Credit Acceleration (AP/IB,PLA,CBE,	X High Impact Practices	☐ Predictive Analytics
☐ Adult Learners	☐ Credit Intensity	☐ Leadership	☐ Program Maps/Pressure Tests
☐ Advising	X Curriculum Design	☐ Learning Communities	☐ Program Pathways
☐ Block Schedules	☐ Data and Communications	☐ Math Pathways	☐ Reverse Transfer/Credit When It's Due
☐ Campus Organization	☐ Decrease Credits at Graduation	☐ Milestones/indicators in programs	
☐ Career Connections/Major Exploration	☐ Early Alerts	X Mindset	X Student Engagement
☐ Change Management	☐ Faculty Engagement	☐ Open Educational Resources	☐ Tracking Student Success
☐ Cocurricular Pathways	☐ Financial Aid Interventions	☐ Orientation and Transition Programs	☐ Transforming Remediation
☐ Corequisite Remediation	☐ Financial Risk Alerts	☐ Other/Undefined	☐ Tutoring/Student Supports
X Course Redesign	☐ First Year Experience	☐ Peer/Supplemental Instruction	☐ Other (enter below):
		☐ Performance Metrics	

Activity/Project Overview or Description (what this is?)

Georgia Tech's Big Idea from Momentum Summit IV in 2021 was to link our Momentum work with our Institute Strategic Plan (ISP) by establishing an internal mini-grant program—the Amplify Momentum Project or GT-AMP. Evaluating the mini-grant projects and examining their impact was a key component of our 2023 Momentum plan.

By Summer 2023, all seven projects concluded, and the final deliverables were submitted to the program coordinator. In addition to progress videos submitted in January 2023 which were shared with campus stakeholders (https://completecollege.gatech.edu/2021-22-gt-amp-projects/), each project team submitted a final summary, self-evaluation, and responded to a summative evaluation survey. To conclude the GT-AMP initiative, our evaluation plan assessed both the individual project outcomes and the overall programmatic effectiveness to inform future mini-grant funding models.

Activity/Project Activity Status (where is this in process?) **[UPDATE for 2023]**
(replace box with "X" for all that apply)

☐ Studying   ☐ Initiating   ☐ Piloting   ☐ Scaling   X Refining/Maintaining   X Retiring

Evaluation/Assessment plan

Evaluation Plan and measures: Evaluating the mini-grant projects and examining their impact was a key component of our 2023 Momentum plan. Multi-level evaluation was conducted of both the individual projects awarded and the program as a whole. The following evaluation plan was employed. GT-AMP initiatives were assessed on their effectiveness meeting the intended project goals, and summative program assessment was conducted to determine if the Amplify Momentum Program met its intended goal of promoting the Momentum Approach at Georgia Tech and to appraise the viability of continued mini-grant programs.

Data sources: mid-project self-evaluations, end-of-project summaries, PI/co-PI survey, student/participant survey (as appropriate and feasible)

KPIs:
1. Proposed project outcomes were fulfilled.
2. Projected transformative impact was realized of each project.
3. Projects created sustainable applications of Momentum Approach.

4.	GT-AMP mini-grant model was effectively designed.
5.	Alignment between Momentum Approach and Amplify Impact was achieved.

Baseline measure (for each KPI): N/A

Current/most recent data (for each KPI) [NEW for 2023]: See Appendix G for complete evaluation report

Goal or targets (for each KPI):
1. 100% of proposed project outcomes were fulfilled, or justifiably adapted.
2. Projected transformative impact was realized for 100% of the GT-AMP projects.
3. Projects created sustainable applications of Momentum Approach.
4. The funding increments and length of time provided for GT-AMP projects were adequate to achieve project goals.
5. Alignment between Momentum Approach and Amplify Impact was achieved.

Time period/duration:
Summer 2023; all projects conclude
July 31, 2023; final project summaries submitted
August 14, 2023; program evaluation survey closed
September, 2023 – November, 2023; Evaluation and reporting

Update these sections for 2023

Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)

In fall 2021, the Office of the Provost provided more than $300,000 in support for GT-AMP proposals, ultimately funding seven projects for funding beginning in spring 2022. Six 18-month projects, and one 6-month project concluded in Spring 2023, prompting a program evaluation of the mini-grant model and the projects. Summaries of the projects are below:

Enhancing Student Self-Awareness, Resilience, and Engagement through Strengths-Based Learning
This project encourages student engagement through integration and expansion of Strengths-based practices in two AACU High Impact Practice areas: undergraduate research and the first-year seminar.

Developing a New Multi-Disciplinary Major in the Environmental Sciences
This project will support the development of a new College of Sciences interdisciplinary degree program in Environmental Science. Environmental Science draws on the biological, chemical, and physical sciences to better understand the Earth's environment and human impacts upon it.

Science and Society Internship Program
The School of Psychology is creating a *Science and Society* Internship program that includes three tracks: 1) International Experience, 2) Virtual Experience, and 3) Local Impact, to help support students achieve full momentum towards graduation and their post-graduate career, improve academic engagement, and deepen purposeful choices for their careers in a global world.

Integrating Growth Mindset to JumpStart our Georgia Tech Student-Athletes
The goal of this expanded program would be to infuse this momentum/mindset into all practices within our day-to-day practices including but not limited to midterm advising, graduation planning, coach communication, coach education, and developing everyday champions.

Library Interactive Media Cross-Disciplinary Workshop
This project is centered around a unique pilot program for creating new multidisciplinary curricular pathways for Georgia Tech students and researchers.

Public Interest Technology (PIT) for First-Year Engineers
A collaboration of Serve-Learn-Sustain and the Writing and Communication Program, the project connects first-year engineers to community-based experiential learning themed around technology for the public good.

Plan for the year ahead (What steps will you be taking in 2023)

While GT-AMP is being retired, valuable lessons were learned on the viability of future mini-grant initiatives. The model ultimately proved to be an ideal approach to advance the Momentum framework within GT's campus culture by empowering individual contributors to design initiatives specific to their discipline and student population.

What challenges will affect your ability to do this activity?

None.

What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	
None	
Project Lead/point of contact:	
Anna Holcomb, Director of Retention and Completion Initiatives	

Activity 2
Activity/Project Name
Analyzing degree complexity and its impact on degree completion
Momentum Area (replace box with "X" for all that apply)
☐ Purpose   X Pathways   ☐ Mindset   X Change Management   ☐ Data & Communications
Category (tag) **[NEW for 2023]**: (replace box with "X" for all that apply)

X Access	☐ Credit Acceleration (AP/IB,PLA,CBE,	☐ High Impact Practices	☐ Predictive Analytics
☐ Adult Learners	☐ Credit Intensity	☐ Leadership	☐ Program Maps/Pressure Tests
☐ Advising	X Curriculum Design	☐ Learning Communities	X Program Pathways
☐ Block Schedules	☐ Data and Communications	☐ Math Pathways	☐ Reverse Transfer/Credit When It's Due
☐ Campus Organization	X Decrease Credits at Graduation	☐ Milestones/indicators in programs	☐ Student Engagement
☐ Career Connections/Major Exploration	☐ Early Alerts	☐ Mindset	X Tracking Student Success
☐ Change Management	☐ Faculty Engagement	☐ Open Educational Resources	☐ Transforming Remediation
☐ Cocurricular Pathways	☐ Financial Aid Interventions	☐ Orientation and Transition Programs	☐ Tutoring/Student Supports
☐ Corequisite Remediation	☐ Financial Risk Alerts	☐ Other/Undefined	☐ Other (enter below):
☐ Course Redesign	☐ First Year Experience	☐ Peer/Supplemental Instruction	
		☐ Performance Metrics	

Activity/Project Overview or Description (what this is?)
Georgia Tech's curricular analytics efforts are ongoing to study degree programs, identify majors with high program complexity, and develop adjustments designed to lower complexity and accelerate time to degree completion.

The curricular analytics analysis aligns to the Expand Access focus area of the ISP and overlaps with our examination of equity in student success metrics described in Activity 2. |
| **Activity/Project Activity Status** (where is this in process?) **[UPDATE for 2023]** (replace box with "X" for all that apply) |
| ☐ Studying   ☐ Initiating   ☐ Piloting   X Scaling   ☐ Refining/Maintaining   ☐ Retiring |
| **Evaluation/Assessment plan** |
| Evaluation Plan and measures:
• Evaluate potential interventions designed to lessen complexity and accelerate time to degree, ongoing beginning spring 2023
• Develop consensus for specific interventions by major or across majors, ongoing beginning summer 2023
• Implement interventions and study their impact on degree progression, ongoing beginning fall 2023 |
| KPIs:
• 4-year graduation rate
• 6-year graduation rate |
| Baseline measure (for each KPI):
• 57% 4-year graduation rate, fall 2015 first-time, full-time cohort
• 92% 6-year graduation rates, fall 2015 first-time, full-time cohort |
| **Current/most recent data** (for each KPI) **[NEW for 2023]**: |
| Goal or targets (for each KPI):
Develop potential interventions to lower complexity and shorten time to degree for highest priority majors, Spring 2023 |
| Time period/duration: |

Ongoing project as we continue study the impact of our interventions on 4-, 5-, and 6-year graduation rates

Update these sections for 2023	
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	

The project launched in 2022, including a hiring of Director for Undergraduate Analytics & Planning and initial analysis of all undergraduate degree pathways; we have not found a clear relationship between curricular complexity and 4-year graduation rates, so we want to focus on additional factors that may be contributing to delay in time to degree. To support the investigation of additional factors effecting timely degree completion the Office of Undergraduate Education convened a Graduation Rate Working Group of unit leaders from Academic Success & Advising, Experiential & Engaged Learning, Career Center, and undergraduate DEI initiatives. Co-chaired by the Director of Retention & Completion Initiatives and the Director for Undergraduate Analytics & Planning, the group is charged with making evidence-based recommendations to support timely graduation to Institute leadership and planning relevant intervention in the Spring 2024 semester within their units and programs. A Data Scientist was hired in Spring 2023 to support analysis of success metrics and contribute to the development of predictive analytics models.

Plan for the year ahead (What steps will you be taking in 2023)

- Creation of campus committee dedicated to data validation.
- Integration of student experience data into our analysis of student progress, with a focus on USG Mindset Survey data from 2018-2021.
- Development of interactive template degree maps to be used across all campuses and schools.
- Development of model to better understand how degree-granting program impacts graduation rate; current grad rate metrics are based on matriculation college, which does not always reflect the degree pathway a student had to navigate in order to graduate. New models will take into account student matriculation major, any changes in major, and major from which they graduated. This will allow us to better connect progression through degree to time to graduation.

What challenges will affect your ability to do this activity?

- Data definitions are not currently consistent across all Institute offices, which can create challenges when analyzing metrics and drawing conclusions
- Decentralized campus data
- Slow pace of institutional change
- Graduation metrics are based on matriculation college, which does not always align with the degree a student graduates with—or the curricular pathway(s) a student had to complete to graduate. In order to understand the impact of degree pathway on time to degree, we need to develop a model that looks at graduation rate in terms of student curricular experience (rather than matriculation major only)

What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?

None.

Project Lead/point of contact:

Director of Undergrad Analytics & Planning, Office of Undergraduate Education

Activity 3			
Activity/Project Name			
Exploring equity in success metrics and **expanding access through enhanced support for underserved populations (e.g., first-generation students, transfer students)**			
Momentum Area (replace box with "X" for all that apply)			
X Purpose X Pathways X Mindset X Change Management X Data & Communications			
Category (tag) **[NEW for 2023]**: (replace box with "X" for all that apply)			
X Access ☐ Adult Learners ☐ Advising ☐ Block Schedules ☐ Campus Organization	☐ Credit Acceleration (AP/IB,PLA,CBE, ☐ Credit Intensity ☐ Curriculum Design ☐ Data and Communications	☐ High Impact Practices ☐ Leadership ☐ Learning Communities ☐ Math Pathways ☐ Milestones/indicators in programs ☐ Mindset	☐ Predictive Analytics ☐ Program Maps/Pressure Tests ☐ Program Pathways ☐ Reverse Transfer/Credit When It's Due

☐ Career Connections/Major Exploration ☐ Change Management ☐ Cocurricular Pathways ☐ Corequisite Remediation ☐ Course Redesign	☐ Decrease Credits at Graduation ☐ Early Alerts ☐ Faculty Engagement ☐ Financial Aid Interventions ☐ Financial Risk Alerts ☐ First Year Experience	☐ Open Educational Resources ☐ Orientation and Transition Programs ☐ Other/Undefined ☐ Peer/Supplemental Instruction ☐ Performance Metrics	☐ Student Engagement ☐ Tracking Student Success ☐ Transforming Remediation ☐ Tutoring/Student Supports ☐ Other (enter below):

Activity/Project Overview or Description (what this is?)

Georgia Tech's standard success metrics (e.g., six-year graduation rates for first-year cohorts, one-year retention rates for first-year cohorts) are very strong. However, certain demographics (e.g., underrepresented minorities, first-generation students, Pell students) within the cohorts underperform the baselines. For some metrics, like our four-year graduation rates, the disparity across demographics is more pronounced. Further, transfer students are a growing population of undergraduates with increased diversity. Appraising their success is increasingly important.

This project aligns with the Expand Access focus area of the ISP and the ongoing Enrollment Management Strategy sessions. It also aligns with the planned curricular analytics work, since lowering degree complexity would impact degree progression across demographics.

Activity/Project Activity Status (where is this in process?) **[UPDATE for 2023]**
(replace box with "X" for all that apply)

☐ Studying   ☐ Initiating   ☐ Piloting   X Scaling   ☐ Refining/Maintaining   ☐ Retiring

Evaluation/Assessment plan

Evaluation Plan and measures:
- OUE is developing transfer student experience survey to be distributed to all currently enrolled transfer students; this data will be collected and analyzed in late spring 2023
- Increase support for limited-income students
- Develop a plan to close equity gaps in success metrics and participation in HIPs. Plan will include recommendations for institutional change in future years designed to support growing diversity within our student population.

KPIs:
- Institutional student success metrics (e.g. retention, graduation rate, and time to graduation), special populations in parity with overall metrics
- Special populations are HIPs engagement rates

Baseline measure (for each KPI):
- Current success metrics for varied student demographics (e.g., graduation rates, retention rates)
- Current HIPs participation rates for varied student demographics

Current/most recent data (for each KPI) **[NEW for 2023]**:

Goal or targets (for each KPI):
- Develop consistent definition of "first-gen" to be used when analyzing and measuring success metrics.
- Clearly define the equity gaps and communicate findings to campus community.
- Produce a plan with actionable steps designed to impact equity gaps in alignment with President's DEI goals.
- Increased support for transfer students through strategic hiring of dedicated personnel to initiate and execute programming.
- Increased support for underserved student populations (e.g. first-gen and limited income students) through strategic hiring of dedicated personnel to initiate and execute programming.

Time period/duration: Ongoing beginning spring 2023

Update these sections for 2023

Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)

In alignment with the ISP, our 4-year graduation rates are under consideration by a variety of constituents and equity considerations are embedded within those discussions. A cross-campus team has been created by the President to analyze student success metrics related to various demographic categories (underrepresented minorities, first-generation students, limited-income students, transfer students, etc.) and develop actionable recommendations to implement in 2023. Academic indicators have been identified, and we are now establishing working definitions of the observed equity gaps in success metrics and disaggregating the data to analyze the impact

of high-impact practices, student services, student mindset, and sense of belonging among various targeted student populations. Since 2022, several new roles have been created to focus on this work in OUE; (1) Director of DEI Initiatives, (2) Transfer Success Advisor, (3) Program and Operations Manager to support First-Gen and Limited Income Student Initiatives, and (4) Student Success Specialist to support Retention & Completion Initiatives.

Plan for the year ahead (What steps will you be taking in 2023)

- Transfer student LLC pilot launched in fall 2023, which includes 90 beds for transfer students, with priority given to students who are also URM, limited-income, and/or first-gen.
- Launch DEI Faculty Fellows pilot to identify equity gaps across the Institute and create projects to address these gaps; Fellows will come from departments, colleges, and schools across the Institute.
- College of Engineering plans to build relationships with admitted transfer students before they arrive at Tech to make sure they have the completed necessary courses before matriculating at GT to help ensure they can complete their degree in a timely manner; pathway transfer students will be targeted for this initiative.
- Analyze student data related to usage of student support services, including on-campus housing, health and well-being services, tutoring, advising, etc.
- Explore possibility of transfer students cross-registering for certain classes in transfer pathway or dual degree programs (a joint effort with curricular complexity project).
- OUE's Transfer Success Advisor hired by the iGniTe summer session program to further develop transfer opportunities for summer semester.

What challenges will affect your ability to do this activity?

- While hiring is underway for the Student Success Specialist, the Transfer Success Advisor role is vacant requiring a search to fill the role.
- Decentralized services and their data collection processes.
- Lack of resources/bandwidth for advising in larger departments and schools.

What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?

None at this time.

Project Lead/point of contact:

Director for DEI Initiatives in Undergrad Education, Executive Director for Academic Success & Advising, Director of Retention and Completion Initiatives, Colleges and Schools

Activity 4
Activity/Project Name
Evaluating major selection and change of major protocols
Momentum Area (replace box with "X" for all that apply)
X Purpose ☐ Pathways ☐ Mindset X Change Management ☐ Data & Communications
Category (tag) [NEW for 2023]: (replace box with "X" for all that apply)

☐ Access	☐ Credit Acceleration (AP/IB,PLA,CBE,	☐ High Impact Practices	☐ Predictive Analytics
☐ Adult Learners	☐ Credit Intensity	☐ Leadership	☐ Program Maps/Pressure Tests
☐ Advising	☐ Curriculum Design	☐ Learning Communities	☐ Program Pathways
☐ Block Schedules	☐ Data and Communications	☐ Math Pathways	☐ Reverse Transfer/Credit When It's Due
☐ Campus Organization	☐ Decrease Credits at Graduation	☐ Milestones/indicators in programs	☐ Student Engagement
☐ Career Connections/Major Exploration	☐ Early Alerts	☐ Mindset	☐ Tracking Student Success
☐ Change Management	☐ Faculty Engagement	☐ Open Educational Resources	☐ Transforming Remediation
☐ Cocurricular Pathways	☐ Financial Aid Interventions	☐ Orientation and Transition Programs	☐ Tutoring/Student Supports
☐ Corequisite Remediation	☐ Financial Risk Alerts	☐ Other/Undefined	☐ Other (enter below):
☐ Course Redesign	☐ First Year Experience	☐ Peer/Supplemental Instruction	
		☐ Performance Metrics	

Activity/Project Overview or Description (what this is?)

Georgia Tech continues its efforts to enhance academic advising through a renewed focus on major selection protocols and how students select and change majors. Georgia Tech students declare a major before admission, and

academic advising is primarily major specific. Since undecided/general studies students do not exist on campus, major selection and major change protocols significantly impact the student experience. We are exploring practices that would allow students to shift from one major to another through a more comprehensive set of exploratory activities that focus their academic and career aspirations.

Activity/Project Activity Status (where is this in process?) [UPDATE for 2023]
(replace box with "X" for all that apply)

☐ Studying　　☐ Initiating　　☐ Piloting　　X Scaling　　☐ Refining/Maintaining　　☐ Retiring

Evaluation/Assessment plan

Evaluation Plan and measures:
Assessment activities will focus on establishing and evaluating the impact of workshops and services that support students as they identify a best-fit major and shift from one major to another.

KPIs:
Institutional student success metrics (e.g. retention, graduation rate, and time to graduation)

Baseline measure (for each KPI):
Current success metrics of students changing majors disaggregated by time in pre-major change degree pathway (e.g., semester enrolled in prior major)

Current/most recent data (for each KPI) [NEW for 2023]:

Goal or targets (for each KPI):
- Develop programming for students regarding major selection/exploration and processes for migrating students from one major to another through the category; ongoing.
- Compare success metrics for students changing majors through the exploratory experience with metrics for students changing majors without these supports or not changing majors at all; ongoing.

Time period/duration:
Ongoing, began in fall 2022

Update these sections for 2023

Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)
- Initial discussions with the Enrollment Management, Undergraduate Advising and Transition, and the Student Regulations Committee are in progress.
- Undergraduate Advising & Transition hired two exploratory advisors in spring 2023 to support students who are interested in exploring other majors and/or changing majors.
- Academic Success & Advising created a semester-long drop-in success series for first-year and transfer students; two sessions focused on changing major.

Plan for the year ahead (What steps will you be taking in 2023)
- In alignment with Strategic Enrollment Management planning, the Academic Advising Council, academic advisors within Colleges and Schools, and the Student Regulations Committee, study the creation of an exploratory major.
- Office of Admission and Undergraduate Advising and Transition will partner to offer workshops for admitted students regarding how to see if their selected major is the right fit and discuss change-of-major processes in their first year.

What challenges will affect your ability to do this activity?
- Change management related to Georgia Tech's major-centric academic advising model
- Student resistance to changing majors
- Adequate personnel to manage the exploratory advising load outside of the major-specific, Colleges and Schools based structure

What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?
None at this time.

Project Lead/point of contact:
Enrollment Management, Undergraduate Admission, Director of Undergraduate Advising and Transition, Registrar's Office, Academic Advising Council

Section 3: Optional Supplemental Updates

If there are elements of your critical Momentum/CCG/student success work that is not detailed above that you wish to provide an update on, please use this section to indicate this.

Complete College Georgia-Georgia Tech (CCG-GT) Steering Committee. The best practices outlined above are guided by the CCG-GT Steering Committee, a diverse team cross-campus leaders who provide input for our student success initiatives and promote engagement of our Momentum work across Georgia Tech. Chaired by Dr. Steven P. Girardot, Vice Provost for Undergraduate Education, the CCG-GT Steering Committee meets several times annually to review, refine, and assess retention and completion strategies. Beginning this year, the members committed to a two-year term to create stability and momentum for our CCG work. See Appendix E for the membership list of the Institute's 2023-2025 CCG-GT Steering Committee.

Updates to Georgia Tech's Office of Undergraduate Education (OUE) Organizational Structure. Under the leadership of Dr. Steven Girardot, appointed as Vice Provost for Undergraduate Education in spring 2022, the Office of Undergraduate Education has updated its organizational structure to improve accessibility and services to students. The creation of two new units, Academic Success & Advising (ASA) and the Office of Experiential & Engaged Learning (E2L), unites several student-facing services and programs, each under a shared vision, common values, and increased visibility to improve the navigational experience for students. Dr. Lorett Swank, Executive Director of Academic Success & Advising (a new position at Georgia Tech), leads Pre-Graduation & Pre-Professional Advising, Undergraduate Advising & Transition, Retention & Completion Initiatives, Tutoring & Academic Support, and First-Generation & Limited-Income Student Initiatives. Under the direction of Dr. Chris Reaves, Assistant Vice Provost and Executive Director of Experiential & Engaged Learning, E2L leads undergraduate research, student innovation, transition seminars, co-ops, internships, and community-based learning.

Programming for Underserved Populations. Georgia Tech provides programming for student populations historically underrepresented in higher education and the Institute. The Office of Minority Educational Development (OMED) is currently situated within Institute Diversity, Equity, and Inclusion and provides a variety of peer mentoring, academic support, and career placements service in addition to an academically intensive 5-week summer program for incoming first-year students. First-Generation & Limited Income Student Initiatives is a unit within the Office of Undergraduate Education advancing student success through strategic partnerships and programs that build community, strengthen well-being, develop leadership, and cultivate academic success. Academic Success and Advising's First-Generation & Limited Income Student Initiatives area expanded its team this year hiring a Program and Operations Manager to support the program's growing role in Georgia Tech's strategic enrollment plan to expand access. First-Gen Jackets Mentoring launched in 2021-22 with 118 mentees matched with upper-level student mentors. In 2022-23, 210 mentees were matched through the program representing a 56% increase in program engagement. The Office of Undergraduate Education's Director of DEI Initiatives launched a living learning community for transfer students in fall 2023. The Transfer-Year Experience program, self-selected by 88 transfer students, is a residential option offered to help new transfer residents access the services and resources that are relevant to their unique needs. The program focuses on three broad areas including academic and personal achievement, future and career planning skills, and well-being. Students are provided with opportunities to participate in programming and activities as well as "just-in-time" information about campus opportunities that are important to transfer students.

High Impact Learning Initiatives. Georgia Tech offers high-impact curricular and co-curricular opportunities to promote active learning practices and enhance academic development. According to the Association of American Colleges and Universities, these teaching and learning practices have been widely tested and found to have a positive impact on student retention, engagement, and sense of belonging. Among the options for Georgia Tech students are a first-year seminar (GT 1000), transfer student seminar (GT 2000), numerous living-learning communities, an undergraduate research program, a study abroad program, and career-engaged experiential learning opportunities (e.g., internships, co-op, and service learning). Participation levels in these optional programs are significant.

In 2022-23, approximately 50% of incoming first-year students (n = 1,835) participated in the first-year seminar, GT 1000, and 97% of these students were retained to fall 2023. Through the Career Center, undergraduates registered for 2,542 semester-long, major-related co-op/internship positions in 2022-23. For the fall 2016 cohort, 98% of the students that participated in either co-ops or internships graduated in six years, compared to the overall graduation rate of 93%. The co-op/internship program provides in-depth access to career 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. Similarly, 97% of students in the 2016 cohort that participated in undergraduate research graduated in six years.

During 2022-23 Georgia Tech continued its commitment to learning communities, hosting five communities for first-year students (four year-long communities and one summer launch community, iGniTe) and two for upperclassmen. More than 484 first-year students participated in the summer iGniTe program in summer 2022 and almost 735 students took advantage of the four year-long communities (Explore, Grand Challenges, Global Leadership, and Honors Program). See Appendix D for graduation rates of participants in select high-impact learning initiatives.

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 halfway into the term, MPR's allow faculty teaching freshman- and sophomore-level courses to assess student performance with an "S" (Satisfactory) or "U" (Unsatisfactory). Academic advisors are provided with lists of students in their programs with two or more Us. Academic advisors access the MPR data through the Academic Advising CANVAS site managed by OUE's Undergraduate Advising & Transition (UAT) team.

Our MPR strategy impacts many students. During fall 2022, 699 students received two or more midterm Us, 179 of which were first-year students. During spring 2023, 370 students received two or more midterm Us, 114 of which were first-year students. Georgia Tech *requires* all first-year students with two or more midterm Us to meet with their academic advisor or a UAT staff member. Registration holds are typically used to enforce the mandatory advisement. During advisement, students receive guidance, encouragement, and referrals to relevant campus resources.

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 Completion Initiatives to academic advisors, UAT, TAS, the Career Center, the Dean of Students, the Office of Scholarships and Financial Aid, the Center for Assessment, Referral and Education, and the Registrar's Office. In summer 2023, 1,411 students were surveyed and encouraged to enroll during the Phase II registration period, 321 of which responded to the survey, and 94 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, included in Appendix H was prepared to capture issues related to non-registration and individualized interventions provided.

Tutoring & Academic Support (Academic Success and Advising). The focus of Georgia Tech's Tutoring & Academic Support (TAS) programs, a unit within Academic Success and Advising, is to support undergraduate students in achieving their academic goals through a range of both personalized and campus-wide initiatives that center students as our top priority. Our programming strives to foster self-regulated learning, enhance academic skills, and create opportunities for leadership and continued development within and beyond Georgia Tech's rigorous environment. The peer-to-peer collaboration in our programs enhances learning and academic success for undergraduate students. Furthermore, the students who serve as peer educators make meaningful connections between their academic work, peer community, and their personal career preparation. In AY22-23, TAS hired 247 undergraduates as PLUS Leaders, tutors, Learning Assistants, and student assistants.

In 2022-23, TAS services were heavily utilized by students seeking academic support, including 1-to-1 tutoring, group study sessions (PLUS), drop-in tutoring, and a learning assistant program. Appointment-based tutoring and Peer-Led Undergraduate Study (PLUS) saw increases in the number of unique visitors and total visits. On average, TAS serviced 25% more 1-to-1 appointments each week and 50% more visits to PLUS sessions in fall 2022 semester compared to fall 2021, an increase in attendance beyond the proportional increase we might expect from enrollment growth alone. Additionally, in-person appointment-based tutoring sessions (versus virtual) increased from 56% in 2021-22 to 79% in 2022-23. Drop-in tutoring also marked shifts in student utilization of "help desks," as MathLab reached near pre-pandemic levels, CS 1371 (Computing for Engineers) saw more than 3,400 visits, and Physics recorded more than 4,500 visits. See Appendix F for historical trends of the utilization of TAS services.

Expansion of Scholarships for Students with Demonstrated Need. Georgia Tech is furthering its commitment to enrolling talented Georgia students from low-income families by expanding the G. Wayne Clough Georgia Tech Promise Program to include even more students with financial need. Under the new program guidelines, Tech Promise will now assist qualified families whose annual estimated family income is $55,500 or less. Tech Promise is the first program of its kind provided by a public university in Georgia. Since 2007, more than 1,000 students from 103 Georgia counties

have benefited from Tech Promise. The program fills a gap in the financial aid support system by picking up where other scholarships and financial aid options leave off, covering a student's full cost of attendance. It offers the possibility of a debt-free degree to hundreds of talented and ambitious students who, without financial assistance, would likely not be able to achieve the dream of graduating from Georgia Tech.

Georgia Tech also expanded its commitment to academic excellence and access for Georgia students by introducing the Georgia Tech Val-Sal Scholarship, which will provide financial support for valedictorians and salutatorians from high schools across the state who would otherwise struggle to afford a college education. This scholarship furthers the Georgia Tech Scholars Program, an initiative that guarantees admission to graduating valedictorians and salutatorians from accredited Georgia high schools with 50 or more students who meet the requirements for the program. Through this expansion, Tech continues to strengthen its commitment to the state of Georgia and accessibility to a Tech education. The annual $2,500 scholarship will be available to graduating high school valedictorians and salutatorians whose annual estimated family income is $75,000 or less and have demonstrated financial need. For those who also qualify for the Federal Pell Grant, an additional $2,500 can be awarded, bringing the total potential scholarship amount to $5,000 per year. Over the past five years, Tech enrolled 843 graduating valedictorians and salutatorians from the state of Georgia. These students represent 320 different high schools across 108 counties. The Val-Sal Scholarship will further opportunity for top students from across the state to attend Tech.

Section 4. Observations and Next Steps

What strategies and activities have been most successful? What have been least effective? How has your institution made adjustments to your completion activities over the past year? Where would you want to see student success efforts shift in the coming year(s)?

Many of the embedded initiatives and targeted strategies positively impacting student success and degree progression at Georgia Tech are demonstrated throughout our CCG update, including progress on our Momentum plan which highlights accomplishments and areas for improvement. While retention and completion metrics are satisfactory, Georgia Tech is making a concerted effort to better understand, and improve, our four-year graduation rate. A college education is a significant investment, and students must weigh tuition, fees, and other expenses against future earning potential. Georgia Tech is nationally recognized as a top return-on-investment (ROI) institution. *PayScale.com* ranks Georgia Tech as #1 in Georgia and #13 among all U.S. colleges for providing the best 20-Year ROI for its graduates. Additionally, the Institute is ranked #3 by *WalletHub* for the Highest Return on Educational Investment. Even still, Georgia Tech's leaders recognize that it is imperative to ensure our students are not unnecessarily taking on added financial burdens associated for longer time to degree completion.

While Georgia Tech's four-year graduation rate for the 2018 first-year cohort reached a record rate of 64%, this metric remains an Institute priority, particularly regarding achieving parity for our underrepresented minority, Pell, and first-generation students. In FY23, a committee of cross-campus stakeholders led by Institute Diversity, Equity, and Inclusion (IDEI) identified several factors at Georgia Tech that influence time to graduation, 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 develop and implement a plan of action to improve the four-year graduation rate over time and are instituting several capacity-building efforts including:

- Creating an OUE-led working committee focused on a comprehensive analysis of the four-year graduation rate factors identified by IDEI to streamline the implementation of targeted strategies.
- Deploying any new FY24 resources to meet enrollment growth, demand in academic support services, and design interventions, including hiring a student success specialist to support retention and completion initiatives and exploring new advising technology to encourage holistic student support through improved data and record keeping.
- Continuing our analysis of curricular complexity by examining the impact on student progress towards degree after curricular pathway changes have been implemented.
- Developing methods to better predict course enrollment demands and additional support service needs for bottleneck courses.
- Developing new data dashboards to empower student success champions across campus.

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 92.3% for the fall 2017 first-year cohort. For the second time in as many years, Georgia Tech's first-time, full-time freshmen (fall 2022 cohort) have achieved a first-to-second year retention rate of 98%. The proportion of women in the undergraduate population continues to grow, and women outperform men in degree progression metrics. While a success gap persists, the six-year graduation rate for underrepresented minority students has risen from 76% for the fall 2007 first-year cohort to 87% for the 2016 first-year cohort. These metrics underscore the robustness of our student support initiatives and high-impact practices as advanced through our CCG and Momentum work.

Data Sources:

Georgia Tech Factbook 2022. (2022). Georgia Institute of Technology, Institutional Research and Planning. https://irp.gatech.edu/files/FactBook/Factbook_2022_FINAL.pdf

Georgia Tech Census. (2022). *Student Data Dashboards*. http://lite.gatech.edu

Appendix A – Undergraduate Enrollment and Degrees Conferred

Undergraduate Enrollment

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
14,558	14,682	15,142	15,489	15,573	16,047	16,159	16,564	17,454	17,379	18,260

Undergraduate Enrollment
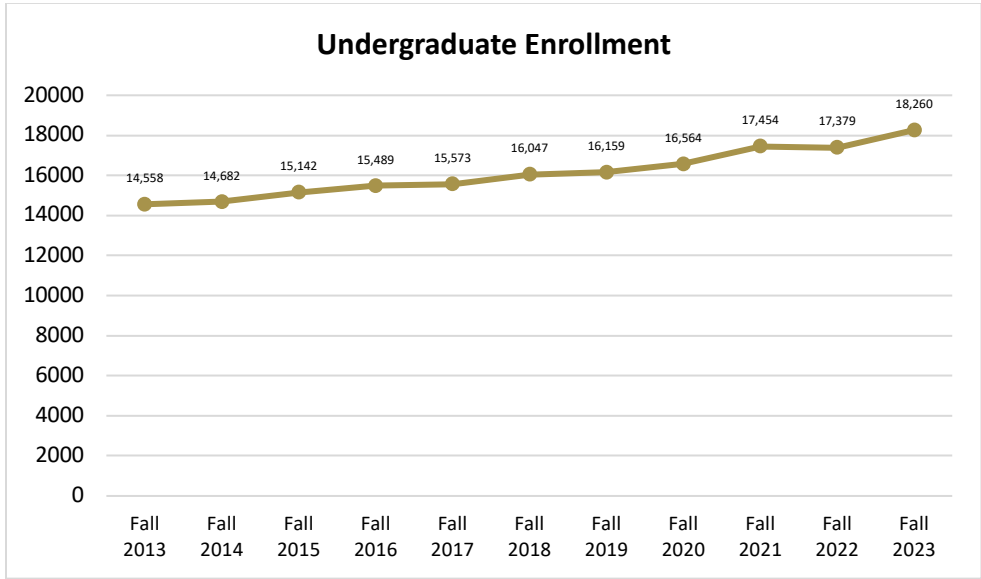
Undergraduate Degrees Conferred

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
3,268	3,275	3,419	3,608	3,516	3,722	3,934	3,881	4,016	4,227

Undergraduate Degrees Conferred
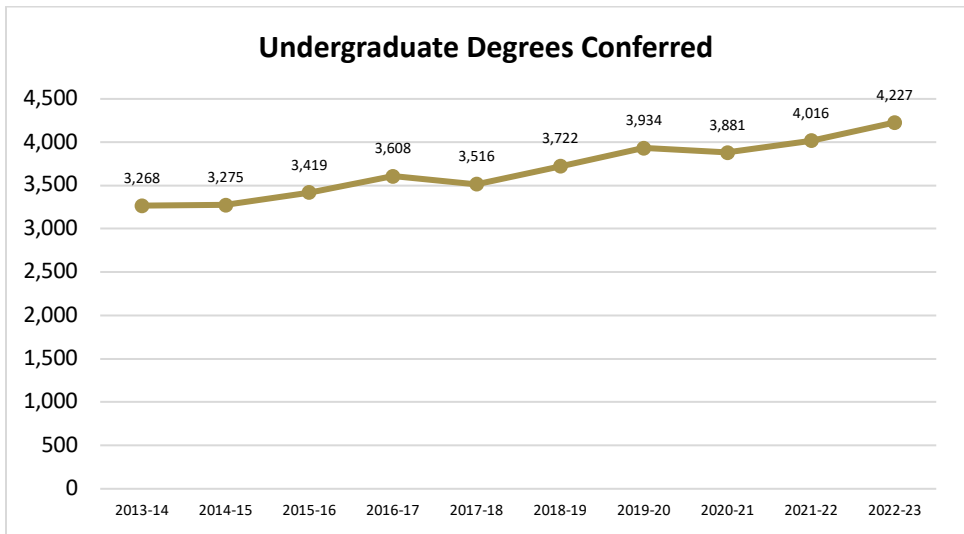
Appendix B – Undergraduate Retention and Graduation Rates

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%
Fall 2021	98%
Fall 2022	98%

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%	92%
Fall 2015	51%	89%	92%	93%
Fall 2016	55%	90%	92.5%	
Fall 2017	57%	90%	92.3%	
Fall 2018	64%	92%		
Fall 2019	66%			

First-Time, Full-Time Freshman Retention Rates

FTFT Cohort	Overall	Pell	URM	First-Gen (CCG)
2019	97.0%	96.3%	97.3%	97.8%
2020	97.3%	96.1%	96.8%	96.0%
2021	97.9%	97.1%	97.0%	95.9%
2022	97.8%	97.2%	96.8%	96.8%

1st Year Retention
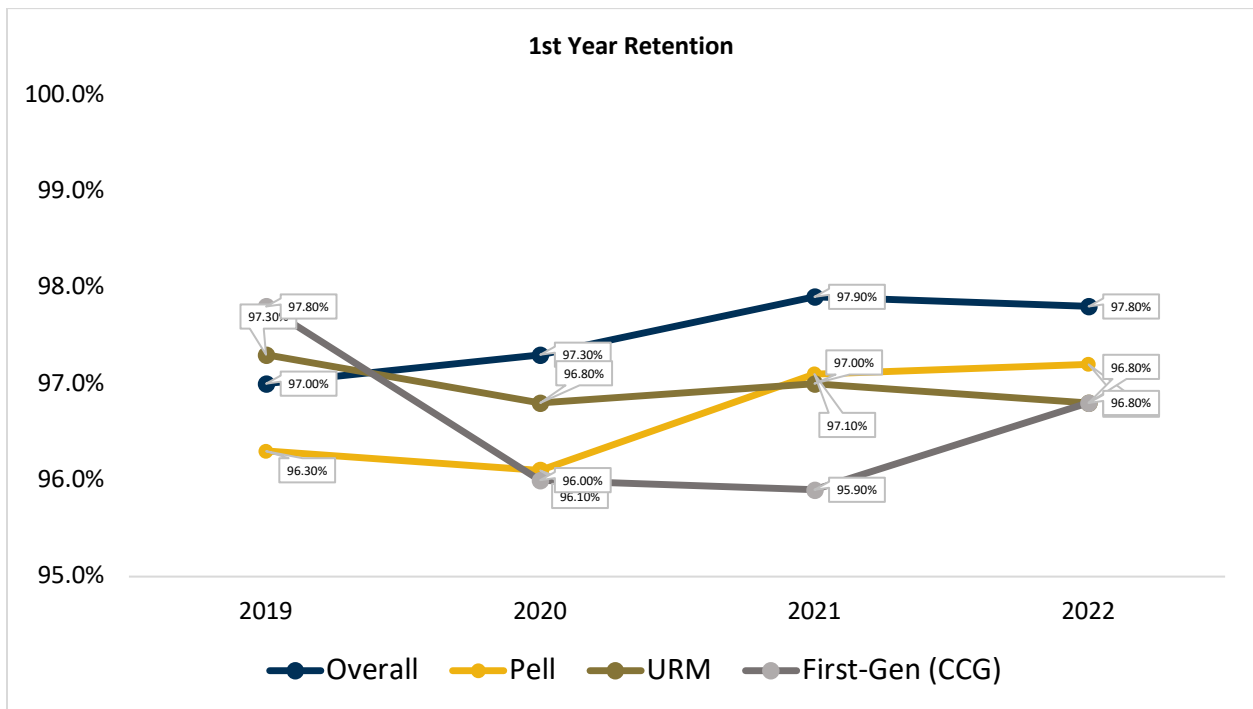
First-Time, Full-Time 4-Year Graduation Rates

FTFT Cohort	Overall	URM	Pell	First-Gen (CCG)
2015	51.0%	34.2%	34.4%	44.7%
2016	55.9%	41.3%	42.2%	63.2%
2017	57.1%	45.7%	51.1%	52.3%
2018	63.5%	48.1%	48.9%	57.9%
2019	65.5%	53.8%	57.2%	58.7%

4-Year Graduation Rate
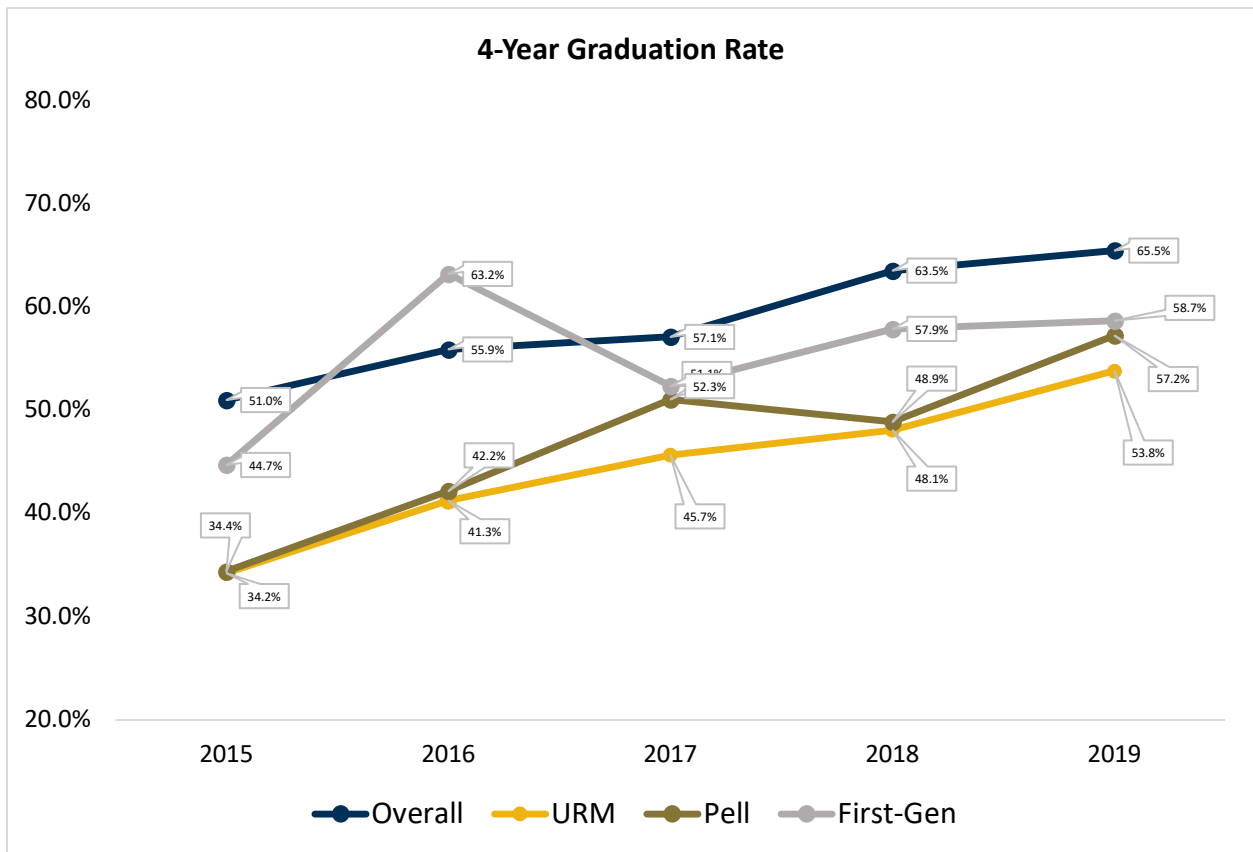
First-Time, Full-Time 6-Year Graduation Rates

FTFT Cohort	Overall	URM	Pell	First-Gen (CCG)
2015	91.9%	85.7%	87.6%	88.2%
2016	92.5%	86.6%	89.1%	92.0%
2017	92.3%	87.9%	86.6%	90.6%

6-Year Graduation Rate
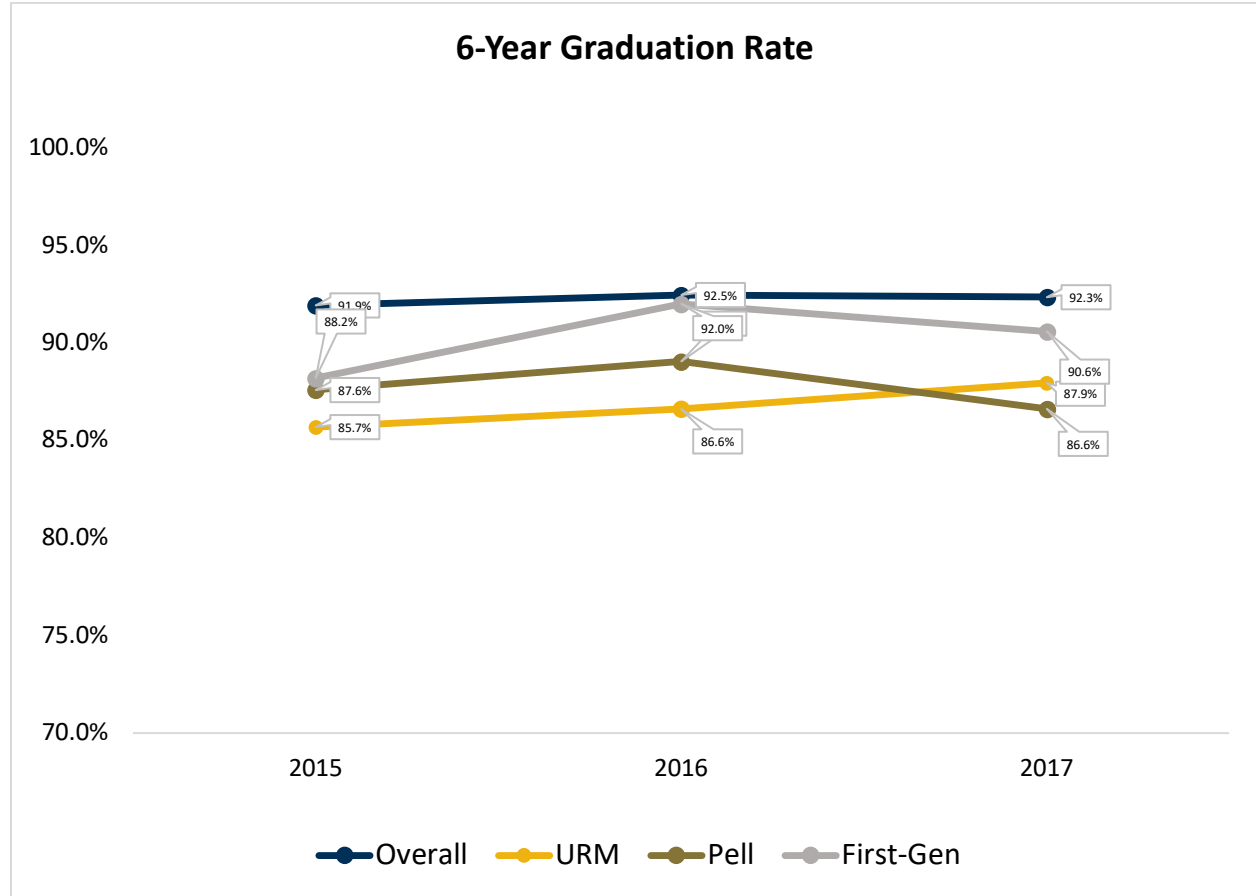
Appendix C – STEM Metrics by Gender

STEM Enrollment by Gender

Year	Male	Female
2022-23	9,129	5,313
2021-22	8,636	5,209
2020-21	8,207	4,889
2019-20	8,135	4,754
2018-19	8,239	4,523
2017-18	8,127	4,377
2016-17	8,383	4,227
2015-16	8,350	3,979
2014-15	8,185	3,638

■ Male ■ Female
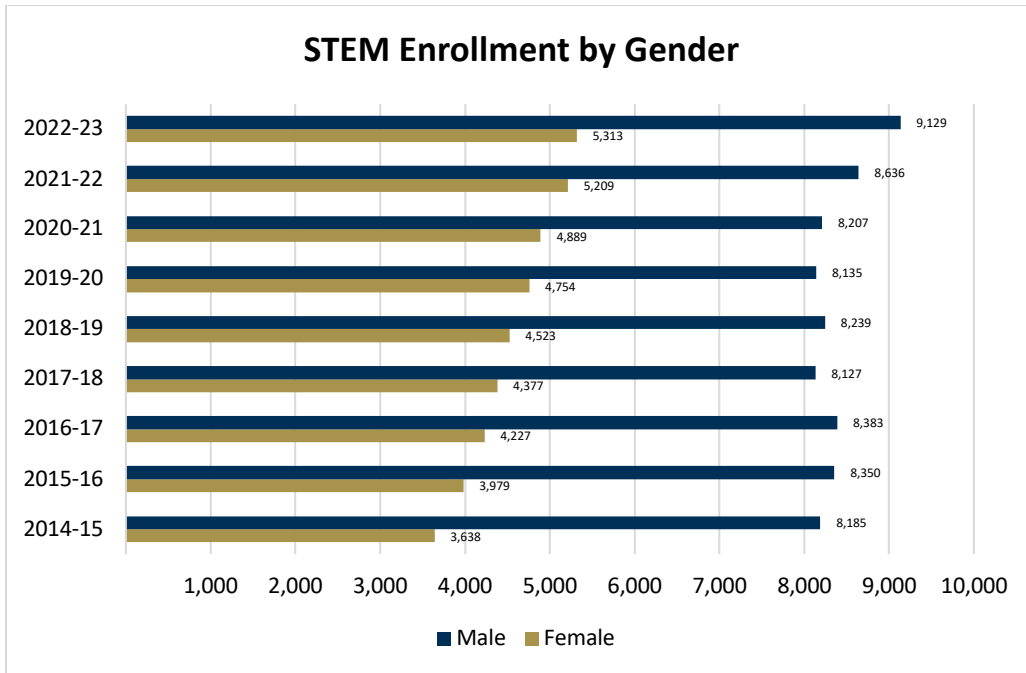
Six-Year Graduation Rates for STEM Majors by Gender

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Women	87%	86%	87%	89%	87%	91%	91%	92%	93%	94%
Men	80%	79%	83%	84%	83%	85%	89%	90%	91%	92%

STEM Graduation by Gender

Female Graduation Rate %: 89.1%, 88.3%, 91.6%, 91.1%, 91.9%, 93.0%, 93.7%

Male Graduation Rate %: 84.8%, 83.5%, 85.4%, 89.7%, 89.7%, 91.4%, 91.9%

(Fall Cohort-10, Fall Cohort-11, Fall Cohort-12, Fall Cohort-13, Fall Cohort-14, Fall Cohort-15, Fall Cohort-16)

—●— Female Graduation Rate %   —●— Male Graduation Rate %
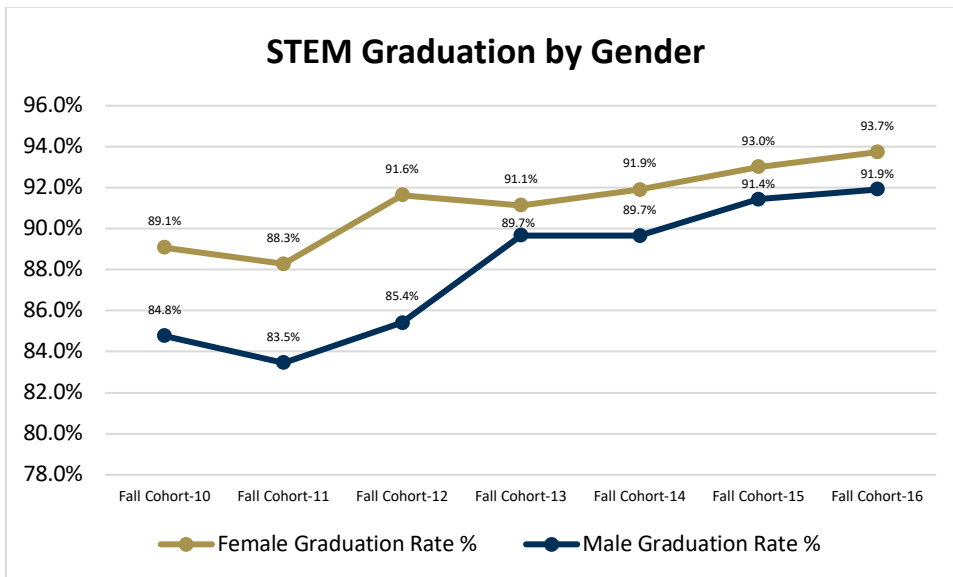
Appendix D – Six-Year Graduation Rates for Students in High-Impact Curricular and Co-Curricular Programs

High-Impact Practices, Six-Year Graduation Rates

Academic Enrichment Program	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort
Co-Op	96%	97%	98%	96%	98%
GT 1000	88%	89%	92%	91%	92%
Grand Challenges, Living Learning Community	90%	94%	86%	96%	96%
Honors Program, Living Learning Community	92%	93%	94%	98%	97%
Internship	97%	96%	97%	99%	98%
Study Abroad	98%	97%	98%	98%	98%
Undergraduate Research Opportunities Program (UROP)	95%	96%	97%	98%	97%
Vertically Integrated Projects (VIP) Program	93%	94%	98%	97%	97%

Appendix E – CCG-GT Appointment for 2023-2025

Georgia Institute of Technology

October 11, 2023

Dear Colleagues,

Thank you for agreeing to serve on the *Complete College Georgia*-Georgia Tech (CCG-GT) Steering Committee. As Vice Provost for Undergraduate Education and Chair of the CCG-GT Steering Committee, I sincerely appreciate this demonstration of your dedication and commitment to Georgia Tech's students.

Complete College Georgia is a high priority for the University System of Georgia (USG), as well as for Georgia Tech. In serving on this committee, you will provide input, review, and consultation to the campus regarding the implementation of Georgia Tech's *Complete College Georgia* plan. Under the leadership of Ms. Anna Newsome Holcomb, Director of Undergraduate Retention & Completion Initiatives and Georgia Tech's CCG liaison to USG, you will be asked to meet as a committee two or three times each academic year; assist with the preparation and review of Georgia Tech's annual CCG report; and provide ideas and input on research, initiatives, and programs related to student success and benchmarks such as retention and graduation. Your contributions are vital to this effort.

The following members are hereby appointed for 2023-25:

Dr. Sybrina Atwaters, Director, Office of Minority Educational Development
Dr. Laura Carruth, Associate Vice Provost for Transformative Teaching & Learning/Director, Center for Teaching & Learning
Dr. Shatakshee Dhongde, Associate Dean for Academic Affairs, Ivan Allen College of Liberal Arts
Dr. Joyelle Harris, Director, Undergraduate DEI Initiatives/Director, Women in Engineering, College of Engineering
Dr. Lacy Hodges, Director, Undergraduate Analytics & Planning
Ms. Anna Newsome Holcomb, Director, Undergraduate Retention & Completion Initiatives
Dr. Javier Irizarry, Associate Dean for Academic Affairs & Outreach, College of Design
Dr. Paul Kohn, Vice Provost for Enrollment Management
Dr. Olufisayo "Fisayo" Omojokun, Chair, School of Computing Instruction
Dr. Lorraine Phillips, Associate Provost for Academic Effectiveness
Dr. Beth Spencer, Director, Undergraduate Advising & Transition
Mr. John Stein, Associate Vice President for Student Life & Well-Being, Dean of Students
Dr. Lorett Swank, Executive Director, Undergraduate Academic Success & Advising
Dr. Catherine "Cassie" Thomas, Associate Director of Undergraduate Transition Seminars
Dr. Charmaine Troy, Associate Director, First-Generation & Limited Income Student Initiatives
Dr. Cameron "Cam" Tyson, Assistant Dean, College of Sciences
Dr. Mitchell Walker, Associate Dean for Academic Affairs, College of Engineering
Dr. Jason Wang, Interim Sr. Director of Institute Research & Planning/Director of Data Management
Mr. Craig Womack, Associate Dean/Sr. Director of Undergraduate Programs, Scheller College of Business
Dr. Brenda "B" Woods, Director of Research and Assessment, Student Engagement & Well-Being

Best regards,

Steven P. Girardot, Ph.D.
Vice Provost for Undergraduate Education

Appendix F – Utilization of Tutoring & Academic Support (TAS)

1-to-1 Tutoring

Unique students | Total visits

Year	Unique students	Total visits
2014-15	1,278	5,223
2015-16	1,151	4,524
2016-17	1,046	3,708
2017-18	1,162	4,186
2018-19	1,100	3,873
2019-20	1,392	5,688
2020-21	1,164	6,302
2021-22	1,198	5,546
2022-2023	1,300	5,901

PLUS Sessions

Unique students | Total visits

Year	Unique students	Total visits
2014-15	2,924	15,725
2015-16	2,526	10,202
2016-17	2,730	11,790
2017-18	3,199	14,571
2018-19	3,556	18,440
2019-20	4,172	18,933
2020-21	3,669	18,733
2021-22	3,956	14,686
2022-2023	4,658	20,252

Drop-In Tutoring Visits

Not Unique Students

Legend: BME Focus, Explore Tutoring, Chemistry Help Desk, CS Help Desk, Math Lab, Orgo Help Desk, Physics Help Desk, AE Help Desk. Categories: 2015-16, 2019-20, 2020-21, 2021-22, 2022-23.
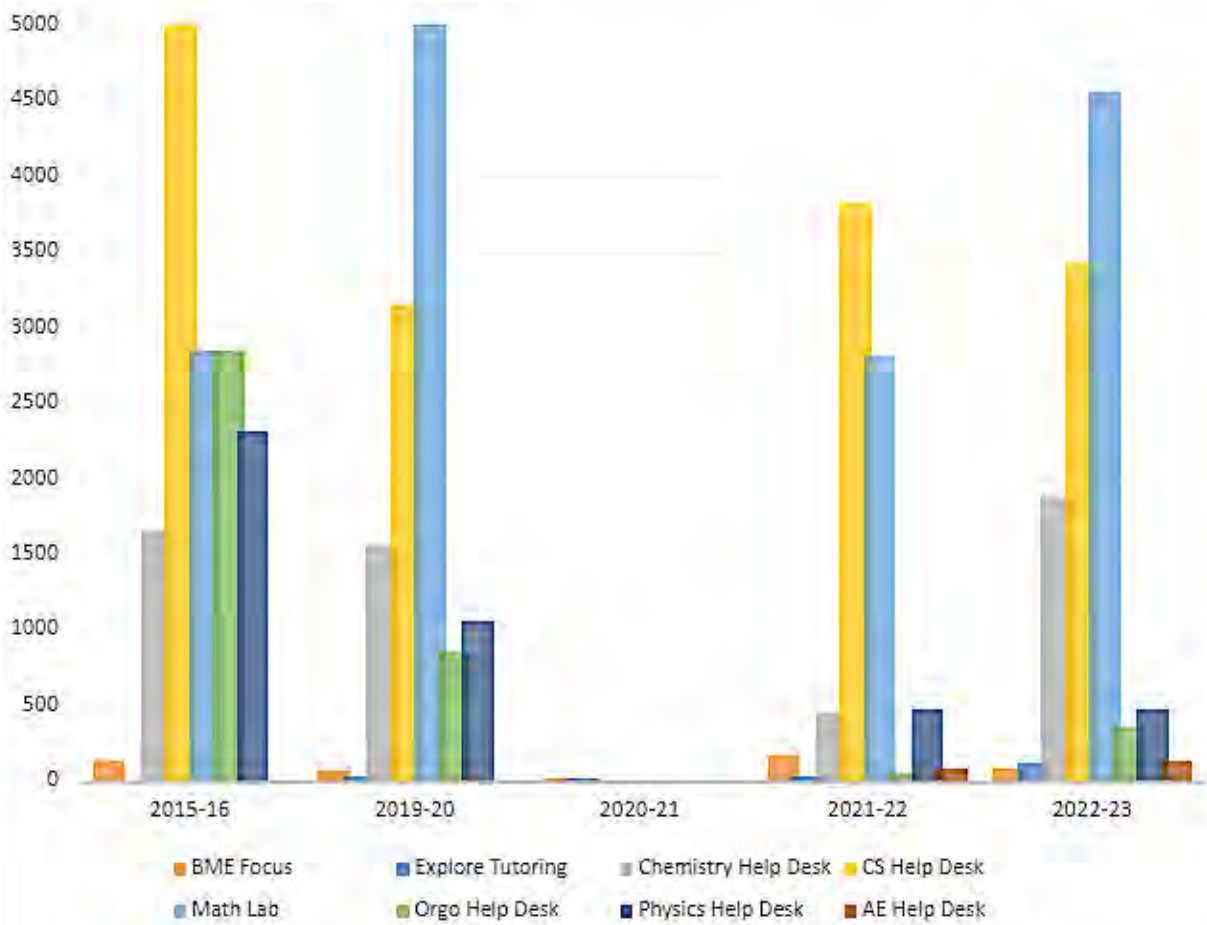
GT-AMP Program Evaluation
Project Awardee Survey

In 2021, 7 projects were funded through the GT-AMP program, or the Amplify Momentum Project. GT-AMP set out to link the Momentum Approach for student success with Georgia Tech's Institute Strategic Plan (ISP) by providing a funding opportunity to support the advancement of these priorities within our campus community. GT-AMP grant recipients were evaluated on 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.

All projects concluded by Summer 2023. Contributors from each GT-AMP project were asked to complete a final program survey to inform the summative program evaluation. The evaluation survey garnered 7 responses from 5 projects:

- Enhancing Student Self-Awareness, Resilience, and Engagement through Strengths-Based Learning
- Developing a New Multi-Disciplinary Major in the Environmental Sciences
- Science and Society Internship Program
- Public Interest Technology (PIT) for First-Year Engineers
- Accessible Construction Education through Virtual/Augmented Reality Discipline Explorations (ACE-VADER)

The responses are reported herein.

GT-AMP projects self-reported alignment across all 5 tenants of the Momentum Framework, with the greatest alignment to "make and deepen purposeful choices" and "attempt and maintain full momentum along a clear pathway." When asked to reflect on strategies to Amplify Impact, projects aligned most with "ensuring all students are prepared for career success and impact," "make experiential, problem-based service learning a signature of all academic and research programs," and "strategically develop and expand programs in response to emerging market needs." Unsurprisingly, no projects reported alignment to the strategies pertaining to administrative services within Georgia Tech Research Institute.

The distribution of alignment to all aspects of the Momentum Framework and all but one unrelated Amplify Impact strategy reflects the success of the GT-AMP program in advancing the Momentum Approach through Georgia Tech's strategic priorities.

The response distribution is reported below.

Area(s) of the Momentum Year framework to which projects aligned:

7 Responses

Field	Choice Count
Make and deepen purposeful choices, for example, regarding choice or change of major, minor, or career path, or regarding choice of experiential learning opportunities.	7
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.	5
Complete critical milestones, for example, by appropriate scheduling choices or effective approaches to successful teaching and learning in courses central for the major.	4
Heighten academic engagement, for example, by pursuing a minor, entrepreneurial learning, or High-Impact Educational Practices.	3
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.	3

Area(s) of the Amplify Impact "Moving Into Action" strategies to which projects aligned:

7 Responses

Field	Choice Count
En ure that all tudents are prepared for career ucce and impact	7
Make experiential, problem-based service learning a signature of all academic and research programs.	6
Strategically develop and expand programs in response to emerging market needs.	5
Infuse STEM disciplines with arts, humanities, and social sciences; strengthen the curriculum in areas that upport the U N Su tainable Development Goal ; and create new multidi ciplinary curricular pathways.	4
Develop a regional network of collaborations to help define problems, mobilize resources, and engage students, faculty, and staff to amplify our impact on the sustainable human and environmental development of our local communitie	3
Align multidisciplinary research efforts to help address the most critical local and global challenges as articulated by the U.N. Sustainable Development Goals.	2
Through strategic communications, position Georgia Tech as a trusted public voice and convener that inform deci ion maker in bu ine , academia, and public policy on current and emerging i ue of consequence.	1
Strategically expand research efforts in areas of high impact and growing national importance (including life sciences and biomedical research, artificial intelligence, rapid response design, and other emerging opportunitie)	1
Adapt GTRI's administrative structure to support its growth in impact and scale, and its synergistic collaboration with all Colleges.	0

To inform future iterations of mini-grant initiatives, the GT-AMP project respondents were asked a to reflect on a series of prompts pertaining to the program design, project structures, and project outcomes. Respondents were asked to rate each statement prompt on a scale of agreeability. The numerical associations are strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2), and strongly disagree (1). The mean, standard deviation, and variance are reported below.

Project respondents overwhelming agree the GT-AMP program was well-organized, was a good strategy to advance student success, USG priorities, and GT's strategic plan, and that their experience with the program met their expectations. However, expectations communicated to

grant recipients could have been clearer. Moreover, respondents indicate their projects achieve their intended objectives and sustainable impact. However, project parameters instituted by the program organizers, such as funding increments and the length of the projects, should be further examined. Additionally, the GT-AMP program provided variable benefits for participants in achieving their professional goals.

GT-AMP Program Model

Indicate the extent to which you agree or disagree with the following statements:	Mean	Standard Deviation	Variance
The program was well-organized.	5.00	0.00	0.00
Expectations were clear for grant recipients.	4.86	0.35	0.12
Internal grant opportunities (for example, offered by the Office of the Provost) are good strategy to advance student success.	5.00	0.00	0.00
Internal grant opportunities (for example, offered by the Office of the Provost) are good strategy to advance USG priorities at Georgia Tech.	5.00	0.00	0.00
Internal grant opportunities (for example, offered by the Office of the Provost) are good strategy to advance Georgia Tech's strategic plan.	5.00	0.00	0.00
My experience with GT-AMP met my expectations.	5.00	0.00	0.00

GT-AMP Project Structures and Outcomes

Indicate the extent to which you agree or disagree with the following statements:	Mean	Standard Deviation	Variance
My GT-AMP project achieved its goals.	5.00	0.00	0.00
The GT-AMP funding increments were adequate to meet my project objectives.	4.71	0.45	0.20
The GT-AMP project lengths were adequate to meet my project objectives.	4.71	0.45	0.20
There is a sustained impact of my GT-AMP project within my unit, within the Institution, and/or in the larger community.	4.86	0.35	0.12
My involvement in GT-AMP has helped me achieve my professional goals.	4.43	0.73	0.53

GT-AMP participants highlighted the opportunity for collaboration between faculty and students, committed funding for their initiatives, and the overall mission of GT-AMP to improve education as the most beneficial aspects of their experience. In contrast, participants shared that reporting requirements were cumbersome or unexpected.

Overall, GT-AMP participants are extremely or somewhat likely to apply to similar types of funding opportunities if they are offered in the future. The recipients shared an appreciation for the GT-AMP model and opportunity it offered to engage more deeply with Georgia Tech's strategic priorities and the operations of the University System of Georgia. Participants also found value in the opportunity to cultivate interdisciplinary, cross-campus collaborations made possible by GT-AMP.

Benefits of GT-AMP to Participants

Collaborating with another academic unit within the College of Design to improve the lives and career projectors of students with disabilities.

This grant allowed me to bring together a group of faculty and graduate students around a challenging mission, that could be otherwise very challenging to do: To create, from scratch, a summer program curriculum.

Having an 18 month timeline and some flexibility regarding the format of our program deliverables was so helpful; it was also great that the program deliverables required by GT-AMP were NOT burdensome at all- they allowed our team the opportunity for reflection and the opportunity to asses our progress in meeting our goals.

Having funds in hand is helping to ensure a strong start to the program.

Having the funds to further our work in three different areas with a team from across campus. Having encouragement from those who were running the program was a positive impact on our work. Working with faculty and students to improve education at GT was energizing.

Creating an internship pathway for psychology majors

The program allowed us the funding to achieve our goal

Least beneficial aspects of GT-AMP

Cannot think anything. Overall it has been a great project which provided many benefits to me as a researcher.

N/A

None that I can think of!

Surprise video assignment without support to complete it.

Limited time. We were hampered by two of our main collaborators leaving GT shortly after the project started. This left fewer people to do the work and this made it a little slower than we wanted.

Nothing

There were a lot of reporting requirements

Open-ended comments/suggestions

No.

Thanks for providing this program and the funding. As a new and externally recruited) Chair, even the proposal writing process was beneficial to me, because it helped to reflect deeply on Georgia Tech's mission and become more familiar with GT's standing within USG. The funding itself allowed me the funds to create a new summer program that was very successful, build community within my School and College, and to test an idea about VR-based site visits and students with physical mobility challenges. I think there is certainly potential for further funding and research in this area.

This is a great program that enables small interdisciplinary teams to come together and pilot a strategically aligned project (for GT broadly and for my space - sustainability) - it's superb!

This type of program is impactful and gives a way for more people at GT to contribute to the strategic plan goals. Please continue this type of funding.

This is a wonderful program and I hope it continues

How likely are you to apply for this type of funding again?

7 Responses

Extremely unlikely	Somewhat unlikely	Neither likely nor ...	Somewhat likely	Extremely likely
0	0	0	4	3
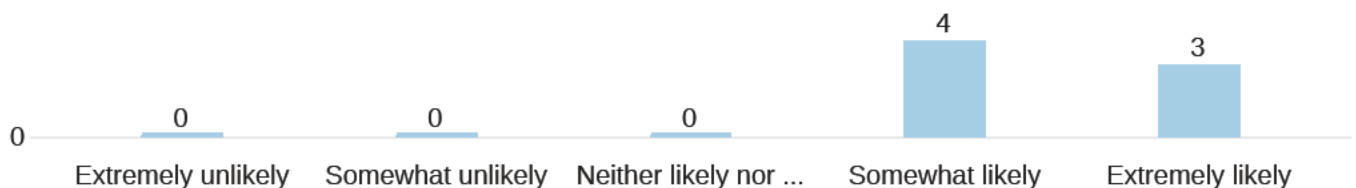
Fa23 Non-Registered Student Survey Intervention

Status Report

Survey was closed on August 8, 2023

All respondents, reasons student missed Phase 1 Registration:

321 Responses

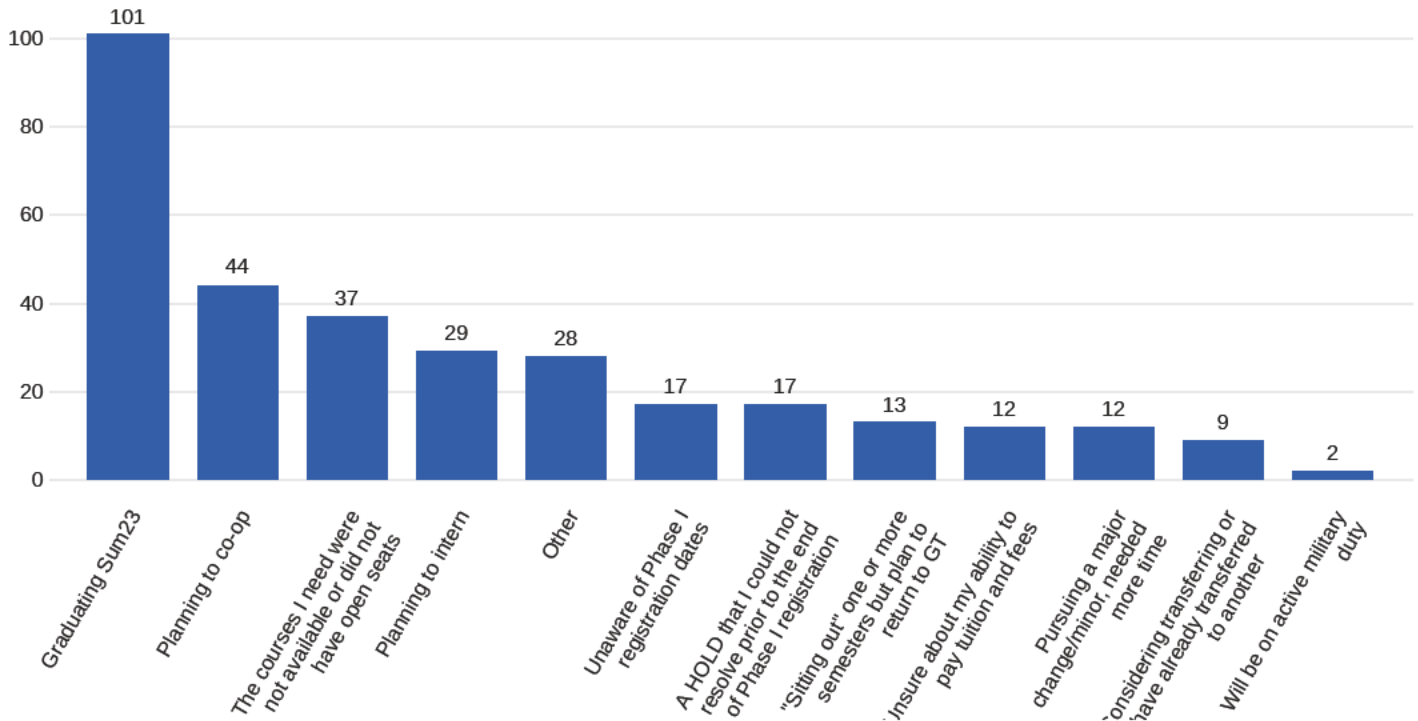| Reason	Count
Graduating Sum23	101
Planning to co-op	44
The courses I need were not available or did not have open seats	37
Planning to intern	29
Other	28
Unaware of Phase I registration dates	17
A HOLD that I could not resolve prior to the end of Phase I registration	17
"Sitting out" one or more semesters but plan to return to GT	13
Unsure about my ability to pay tuition and fees	12
Pursuing a major change/minor, needed more time	12
Considering transferring or have already transferred to another	9
Will be on active military duty	2

Of students that requested a call/email back, reasons students missed Phase I registration:

94 Responses

Reason	Percent
Course Availability or Capacity	19%
Other	15%
Unaware of Phase I date	15%
Account Hold	10%
Planning to intern	10%
Ability to pay tuition and fees	9%
Planning to co-op	9%
Major change or adding minor	7%
"Sitting out" one or more semesters	5%
Considering/Transferring out	2%
Graduating Sum23	0%
Will be on active military duty	0%
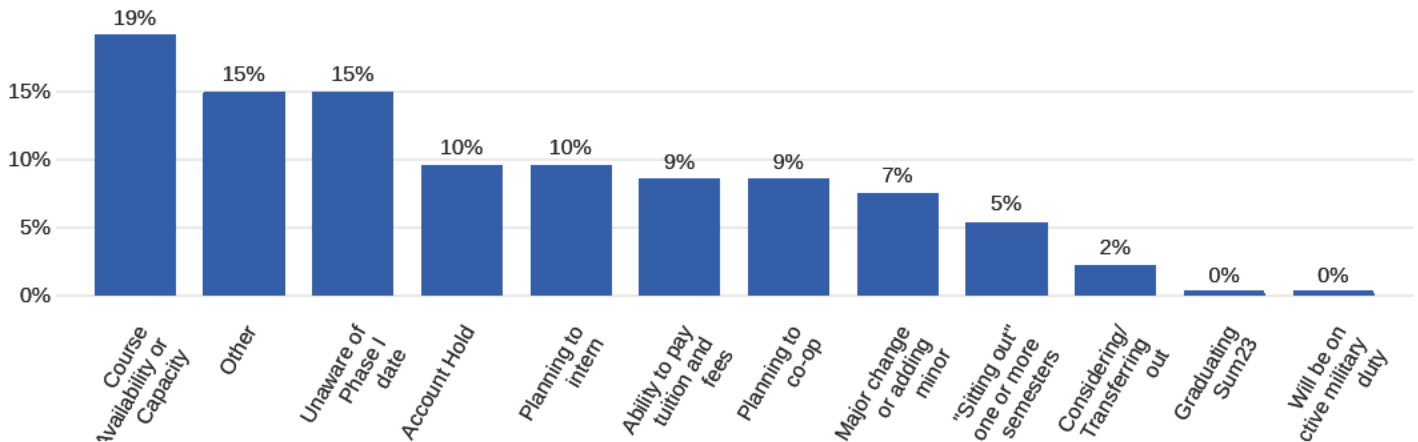
All 94 students have received a personal email or phone call from Director, RCI. Referrals were made accordingly to campus partners and resources.

Examples of individualized follow-up communications:

Fa23 Registration Follow-Up

Thank you for completing the registration status survey. I am reaching out since you indicated that you would appreciate a follow-up. I see that you are considering a change of major or adding a minor. Have you chatted with one of Georgia Tech's exploratory advisors yet? Our exploratory advisors, Emmie Cass and Devoni Williams, are absolutely incredible at helping students navigate the process of shifting their area of focus and exploring all the available options at Georgia Tech.

I would be happy to submit a referral on your behalf if you would like to speak with Emmie or Devoni. If this sounds like a good path forward, just let me know a few details about your needs. For example...

Are you interested in adding an extra major or minor?
Is your current major no longer feeling like the right fit?
Do you have a career in mind, but are you unsure of the right major?
Are you having trouble making academic progress in your current major?
Are you completely undecided?

Feel free to include any other details you are comfortable sharing. I'll do my best to help you put together a plan of action before Phase II registration opens on August 14.

All the best,
Anna

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Anna N. Holcomb (she/her/hers)
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Office of Undergraduate Education
Georgia Institute of Technology
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CULC 283F

Book time to meet with me

Hi ▮▮▮▮

Thank you for completing the registration status survey. I am reaching out since you indicated that you would appreciate a follow-up. I see that you were unable to register for your desired courses during Phase I registration. You can still register during Phase II registration from August 14 through August 25. The first day of the fall semester is August 21, so you will have a week to register before classes start.

There are a few proactive steps you can take now to best position yourself for Phase II registration. (1) If you have not already, I highly recommend that you make your academic advisor aware of this situation. They may be able to add you to course waitlists and help you explore a contingency schedule that will also benefit your degree progression. (2) Take a look at the Registrar's permit/overload instructions. Departmental permit processes can vary, but you can certainly get the process started to request overloads.

How else can I help you prepare for registration? Do you have specific questions or concerns you want to discuss?

All the best,
Anna
--
Anna N. Holcomb (she/her/hers)
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CULC 283F

Book time to meet with me

Hi ███

Thank you for completing the registration status survey. I am reaching out since you indicated that you would appreciate a follow-up. I am very sorry to hear of your father's health, and I commend you for taking on a caregiver role for your family. That is a lot to contend with during college, and I want you to know that Georgia Tech is here to support you when you are able to return.

It sounds like you have already taken an official leave of absence, but I wanted to make sure you had the policy handy just in case: https://registrar.gatech.edu/records/leaves-of-absence. There is also a great checklist for returning after leave on this page as well.

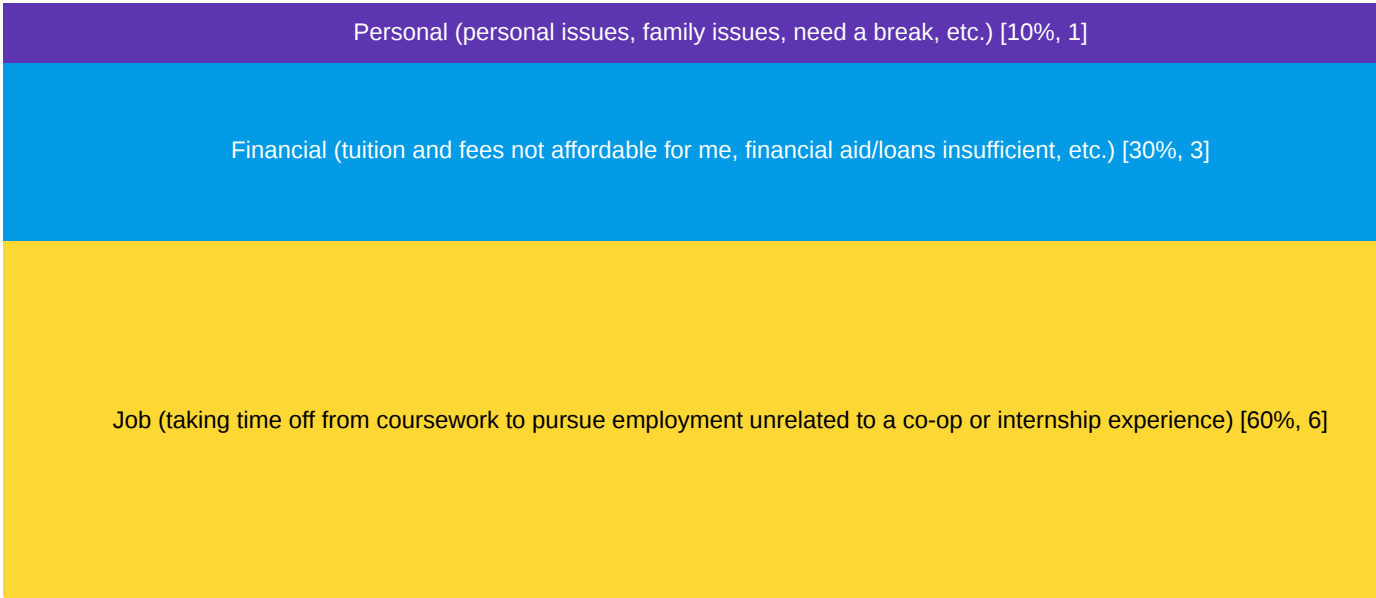Take care of yourself. Don't hesitate to reach out if you need anything before you return in Fall 2024.

All the best,
Anna

--

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Book time to meet with me

Of students that are still unsure if they will register:

10 Responses

Personal (personal issues, family issues, need a break, etc.) [10%, 1]
Financial (tuition and fees not affordable for me, financial aid/loans insufficient, etc.) [30%, 3]
Job (taking time off from coursework to pursue employment unrelated to a co-op or internship experience) [60%, 6]

Each of these students received an individualized response as well, even if they did not indicate it as needed.

Students that are transferring out of Georgia Tech are headed to:

7 Responses

Which institution?

Columbus State University

UChicago

Middle Tennessee State University (MTSU)

Emory University

Cornell University

University of Cincinnati

Mercer University