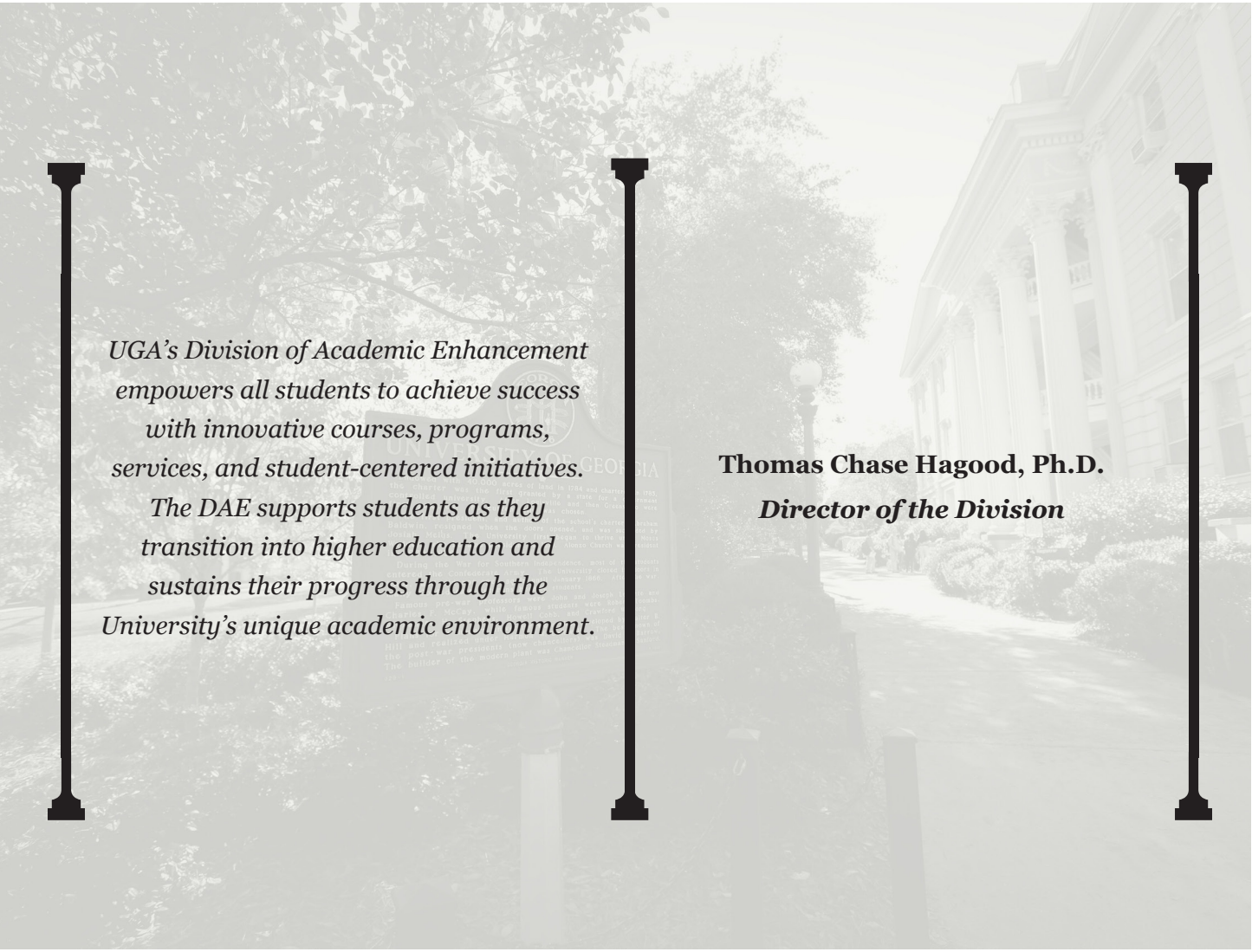


THE DIVISION OF ACADEMIC ENHANCEMENT

ANNUAL REPORT

SEPTEMBER 2016 - SEPTEMBER 2017



UGA's Division of Academic Enhancement empowers all students to achieve success with innovative courses, programs, services, and student-centered initiatives.

The DAE supports students as they transition into higher education and sustains their progress through the University's unique academic environment.

Thomas Chase Hagood, Ph.D.
Director of the Division

TABLE OF CONTENTS

Overview	1
Academic Coaching, CARE, and Student Success Workshops	3
Academic Resource Center	5
Freshman College Summer Experience	7
Intensive English Program	8
Partnerships	9
Scholars Programs	11
TRiO	15
UNIV Curriculum	20
Looking Ahead	21

Overview

This Annual Report provides a summary of the past year's activities across the Division of Academic Enhancement. The impacts of the work represented here, we believe, are both significant and transformational for students and the University of Georgia's emergent student success agenda.

Since September 2016, the Division's organization, management protocols, data collection, and mission have transformed. Such efforts included: establishing clear, consistent reporting expectations among the Division's staff and faculty; examining individual program's goals (and potential programmatic synergies) throughout the Division; performing a "phase one" space audit within Milledge Hall to make effective and efficient use of student services, administrative spaces, and enable necessary security upgrades and full-scale renovations to the Academic Resource Center; and, establishing an organizational framework that advances the Division's new mission. Much of this work occurs across regular meetings of DAE faculty, staff, data taskforce and leadership team. The imprints of this cultural shift and redefinition can be seen across the programs, services, and initiatives described in this report.

To lead the shift in the teaching and learning culture within the Division, prioritized faculty engagement in peer observations, faculty development opportunities across campus, and the development of individual teaching philosophies have commenced. Building on a previous charge from the interim Director, Division faculty were directed to thoroughly review and consider (re)designs to meet the current needs of UGA students. Ongoing curricular revisions within the UNIV courses have a high potential of renewing the Division's instructional mission as well as the quantity of students reached, and thus offer greater assistance to the University's progression, retention, and completion agendas. The Division's first attempt at reform, shaped by both educational research and intra-University data collection, suggested several UNIV courses for Fall 2017 implementation. A deep sense of commitment to renewal—a more transparent dialogue and broad-based approach to revising the entire UNIV curricular map—produced a (re)design of course objectives, student learning outcomes, and new courses with an anticipated review in Spring 2018 and release in Summer 2018.

The last year saw a comprehensive redesign of the Freshman College Summer Experience. Despite serious critiques regarding the curricular and co-curricular aspects of the program, the Division's new Coordinator of First-Year and First Generation Student Programs (now the *Assistant Director for Initiatives | First-Year, First Generation and Scholars programs*) has utilized clear programmatic goals reinforced by strategic curricular offerings and faculty recruitment; robust recruitment and appropriate application, selection, and payment procedures; a cleaner, more transparent budget; a new web presence; and, a re-energized set of campus partnerships to reinvent the program.

Various Programs and Services throughout the Division have seen significant enhancements over the last calendar year. Academic Coaching has emerged as a

touchstone partnership with Academic Advising Services and serves to collect best practices of student support occurring historically in the Division under various programs such as “study strategies sessions,” “faculty academic counseling,” and CARE. The Intensive English Program (IEP) obtained national accreditation via The Commission on English Language Accreditation (CEA); TRiO programs saw renewal of two Upward Bound grants, and added two new programs to the UGA suite, namely Ronald E. McNair Post-Baccalaureate Scholars Program and Upward Bound Math and Science; and, various Scholars programs (Cousins and UGA REACH) are to be launched in the coming months. Much of this work was permitted by calling on the strengths of internal staff and an extensive University network while also developing new partnerships to move the Division into the broader work of student success. Additional partnership efforts have included: support of the Destination Dawgs program; exploring new curricular possibilities with Franklin College of Arts and Sciences for transfer students; and, leading a campus team in developing an AAC&U high impact practice program themed on offering support and assistance to the state of Georgia’s rural student population, roughly 15% of the University’s undergraduate population.

The last year has been an exciting period of change and innovation within the Division. The most exhilarating element of this work is the transformative potential this work unleashes in the lives of UGA students. The Division has moved progressively into a leadership role within the University’s student success agenda, motivated by a new pledge: committed to students, committed to success. Historic and new programs, services, initiatives, and curriculum as well as business practices all align under this renewed sense of purpose and mission. As the following pages illustrate, the future of the Division’s work in serving all UGA students on their pathways to success is indeed bright.

Academic Coaching, CARE, and Student Success Workshops

Academic Coaching

The Division of Academic Enhancement’s Academic Coaching program builds on the strong foundation of a longstanding Collaborative Academic Retention Effort (CARE). From follow-up surveys, students view these appointments as “helpful,” “informative,” and a “way out of [their] current situation.” Yet, a cohesive organizational structure and consistent experience across these services was needed.

Through Summer 2017, the DAE reviewed the strengths and assets of CARE and adapted the model to better address the needs of current students. After extensive research, deliberation on the development of a coaching model with partners in Academic Advising Services, and campus training and certification with the National Tutoring Association, a working group of Division faculty and staff established a robust Academic Coaching program. The following is a summary of this program:

Academic Coaching at the University of Georgia (UGA) is a part of a holistic student success network within the Office of Instruction. In close collaboration and referral partnership with Academic Advising Services, Academic Coaching in the Division of Academic Enhancement (DAE) is an appointment-based program affording UGA students the ability to meet with certified and trained academic coaches (faculty and staff within the DAE) to discuss their pathways to success at the University of Georgia.

What is Academic Coaching?

Alongside their academic coaches, students explore common challenges they face including time management, test and performance anxiety, note-taking, motivation, text comprehension, test preparation, and other barriers to success at UGA. Typically, the coach and student work together over four sessions to create a strategic learning plan—one that lays the groundwork for awareness of what strategies and practices will be necessary for success in UGA’s unique academic environment.

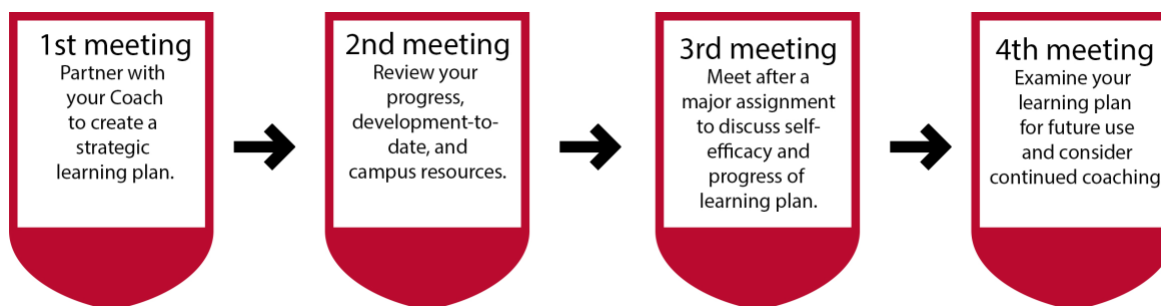
Why Academic Coaching?

The challenge of the University’s academic landscape can often hamper the brightest of students as they attempt to transition to a rigorous learning environment.

Compared to most high schools and transferring institutions, the subtle and demanding pace of a research institution like UGA may pose significant and unexpected challenges for students. Deep engagement and pre-learning of content is an expectation of students by most UGA faculty; thus, exams across academic disciplines often cover both students’ independent learning and content covered during classes. Learning strategies that had been relied upon in previous settings—memorization of content, cramming, re-reading, passive note-taking—often fail students as most assignments prompt students to apply what they have learned, solving unique problems with reasonable ease and under pressing time constraints.

The greatest benefit of Academic Coaching is direct, differentiated assistance for students as they navigate their transition no matter when challenges occur in their undergraduate experience.

What can Students Expect from Academic Coaching?



The team representing the DAE at Summer 2017's Orientation sessions worked tirelessly to inform students and families of the outcomes and benefits of academic coaching. While advisors will receive a more explicit set of recommendations for academic coaching referrals once the model is solidified, the DAE has worked with the SAGE team to establish a referral routing process for advisors in SAGE.

Student Learning Outcomes

Students will be able to:

- identify the most appropriate learning strategies based on courses and/or program of study;
- articulate their own barrier(s) to academic success;
- identify current strengths and build on these to reach full academic potential;
- engage in self-directed behavior(s) to enhance awareness of strategies for future academic success;
- explore evidence-based learning and study strategies that can positively impact academic performance; and,
- complete a personalized, strategic learning plan that will propel them into academic success here at UGA and beyond.

Collaborative Academic Retention Effort (CARE)

The Academic Coaching model builds on the foundation of the CARE program with its steady increase of students served in the 2016-17 academic year to 647 (up 29.14%) from 501 in 2015-16 (up 36.51%) and from 367 in 2014-15. This program meets the needs of students on academic probation with study strategies and resource networking for future success. These appointments have historically led to repeat visits, increasing 455% from 36 in 2015-16 to 200 repeat visits in 2016-17. Students often find the CARE team to be: “extremely nice and incredibly helpful” and “informative,” with countless “thank you’s” for the investment in the students’ futures.

Student Success Workshops

Prior to Fall 2016, student workshops were offered in a “Get Smart” series in collaboration with Housing Academic Team (HAT)—a joint endeavor of [University Housing](#), the [Franklin College of Arts and Sciences](#), and the DAE. Given declines in this workshop attendance in previous years, a new Student Success Workshops series was piloted in Spring 2017 with innovated structure, topics, and advertisement. As interest grew, the Division fully launched Student Success Workshops in Fall 2017.

These Success Workshops are offered by the Division of Academic Enhancement each fall and spring semester to provide a comfortable environment where students can feel free to ask questions and engage with faculty, academic coaches, mentors, and peers.

Since the initial workshops, Fall 2017’s series has seen a tremendous growth in student participation, due in large part to communication with Academic Advising Services, Associate Deans of Academic Affairs, and the Director’s Innovations Group (see more below). From August through September 2017, 307 students have attended workshops on topics like “Characteristics of Academic Writing Style (for International Students)”, “Coping Strategies for UGA Introverts”, “Mindsets for College Success”, “Note-taking 1.0”, “Communicating with UGA Faculty”, and more. Online listing and registration can be found here: <http://dae.uga.edu/resources/success-workshops/>.

Academic Resource Center

The Division of Academic Enhancement continues to expand its tutoring services to meet the increasing demand for academic support in UGA’s most challenging and rigorous courses. Tutor performance has improved with enhanced and sustained training of tutors and greater communication with academic departments. The Academic Resource Center’s (ARC) innovation in the promotion of services and expansion of course offerings have resulted in an improved reputation among student patrons and campus partners.

By far, the most significant update to the ARC has been the renovation to the physical space in Milledge Hall. With remodeling from carpet to ceiling and the installation of flexible, collaborative furniture, the ARC now brings its learning environment into the 21st century. Students, tutors, and campus partners have already taken notice of this drastic change. ARC activity continues to grow exponentially with each semester. Fall 2017 saw a 216% increase in students compared to the same week in Fall 2016 and 412% more than the same week in Fall 2015.¹

Students Served/Semester

The ARC serves students in over 70 different courses through its peer tutoring model. Students can seek assistance through small group appointments, drop-in tutoring, test reviews, and online tutoring.

¹ First week of Fall 2015 semester saw 52 students with 62 visits; first week of Fall 2016: 99 students, 120 visits; first week of Fall 2017: 214 students, 301 visits.

- In Fall 2016, the Academic Resource Center served 4,459 UGA students
- In Spring 2017, the Academic Resource Center served 3,514 UGA students
- Combined total of 22,156 visits/contacts for the academic year

The ARC offers assistance with key courses that have high DFWC rates and across writing: 2377 appointments (426 non-unique students) and 897 drop-in visits (392 non-unique students). New disciplines introduced in the last year included: Microbiology, Linguistics, Russian, Biostatistics, Cellular Biology.

ARC Renovations

The Academic Resource Center underwent a major renovation completed in July 2017. The renovations included the Math and Chemistry Drop-In centers as well as the small group tutoring rooms. Spaces received updated paint, carpet, electricity/data, and new flexible furniture; the spaces have been designed to create an adaptable center that encourages peer-to-peer collaborative learning.

Other renovations have gone beyond physical space, including online scheduling system, TutorTrac, payroll system and protocols, and tutor application system.

Partnerships

During the past year, the ARC has strengthened and renewed partnerships with various departments on campus, including Chemistry and Math by:

- expanding its locations to include Russell Hall and Science Learning Center;
- playing host to a math instructor (Fall 2017) who will assist with training tutors, working with students, conducting test reviews, and liaising with the Math department; and,
- partnering with the Chemistry department to provide evening drop-in tutoring as well as appointments in the Science Learning Center each week night.

Evaluations

The ARC developed two new instruments for evaluating impact of services on students: the Impact survey and an updated Individualized Experience survey. The Impact survey compares students' test grades throughout the semester with their final course grade.

This data is then correlated with their tutoring attendance.

- Overall, the data analyzed for Fall 2016 and Spring 2017 indicate that ARC services have significant impacts on students' final grades and the more they visit, the better their academic achievement in each course.
- From Fall 2016 data analysis: Chemistry students who visited the ARC at least 5 times had, on average, a 1.55 GPA point increase for the course. And, in 22 out of 40 courses offered, more than 70% of students who received ARC services increased their final grades from their self-reported previous test grades.

The Individualized Experience survey has provided valuable feedback regarding tutoring best practices and what could be improved within the Center.

Select feedback included:

- “I go to tutoring 4 out of 5 weekdays, and each time I feel like I am receiving quality assistance from the tutors working. They take time to help me even if it takes a while to explain a problem, and they make sure I understand before they leave.”
- “The tutoring service was great. They [tutors] helped me figure out the problems and the reasons (the Whys) behind the concepts (rather than just memorizing the rule to use for that one type of problem), which I really appreciate. I will likely be going back.”
- “Overall, I think everyone [the tutors] does an outstanding job. Sometimes I'll have a question that stumps one of the tutors, but they are quick to seek outside help, and we get it solved quickly. I couldn't ask for a better service, I'm thankful that UGA offers this for free. I'd be failing miserably if this free service wasn't offered for students.”

Freshman College Summer Experience

Through planning, historical research, and benchmarking among aspirational institutions, a new plan for Freshman College Summer Experience emerged by November 2016. Its implementation relied on an approach that:

- strategically offered high-demand, gateway courses that represented a wide-range of majors within an emerging meta-major map;
- took seriously criticisms of prior iterations of the program as “academic-lite”; and,
- crafted a rigorous curricular and co-curricular program that properly introduced students to life at the University.

Innovative Redesign

Freshman College (FCSE) is a summer program designed to foster students' successful transition from high school to college. FCSE participants emerge from the program confident in their ability to successfully navigate the campus and meet the academic challenges in their first year at UGA. This year, participants earned degree credit in a 3 or 4-hour disciplinary course, a 2-hour service-learning course, and a 1-hour college success seminar. Revised course offerings exposed participants to the innovative clusters of meta-majors and fulfilled general education requirements in high-demand, gateway courses.

Small-group, residence-based seminars provided a high level of support for participants during this singular time of transition and facilitated cohort development. Graduate student peer mentors, living in residence with participants, led these small group sessions and coordinated Beyond Class events—co-curricular, mandatory programs that introduced participants to campus resources and the UGA community.

Student safety was a signature of program reform. Each student was required to participate in a special Beyond Class event titled “WatchDawgs” in order to learn about

safety on-and-off campus, while a new FCSE Online Incident Reporting system was developed to expedite communication regarding student conduct issues.

Implementation

Students attended a special FCSE Orientation after their UGA orientation. This included sessions like Inside a Professor's Mind, eLC Quick Overview, Understanding Consent, a classroom simulation, and information on the Academic Resource Center. Students met with their near-peer mentors who aided them in locating classrooms before classes began.

275 FCSE students completed approximately 1,750 total hours of service. Partnering organizations included: BikeAthens, the Food Bank of Northeast Georgia, Habitat for Humanity, Books for Keeps, UGArden, Athens Community Council on Aging, Oconee Hill Cemetery, and Keep Athens-Clarke County Beautiful.

Students attended two Beyond Class events each week. Over 40 Beyond Class events were offered, including: Lunch and Learn Series, Stress Management workshop, Internationalizing Your UGA Experience, Wellness Wednesdays, UHC Cooking Classes, WatchDawgs, Learning UGA: Getting to Know Your University, and Special Collections Library Tour.

Positive Outcomes

91% agreed that "Participating in the FCSE helped to foster a smooth transition from high school to college for me."

93% agreed that "Participating in the FCSE introduced me to the rigors and unique learning opportunities at UGA."

85% agreed that "Participating in the FCSE allowed me to form meaningful academic and social networks to equip me for future academic success."

92% agreed that "Participating in the FCSE acquainted me with the broader Athens community so that I can successfully navigate my first year at UGA."

Intensive English Program

The mission of the UGA Intensive English Program (IEP) is to offer a rigorous, supportive, and student-centered English language program that will help students develop the English language proficiency and the cultural competence needed to succeed in American universities. Since its inception in 2013, a total of 630 students have taken classes in the IEP in the Division of Academic Enhancement.

Of the 630 students who have attended the IEP:

- 20% entered the UGA Graduate School
- 10% entered UGA as exchange students
- 13% (81 individuals) are studying in graduate programs in the US
- 2.7% (17 individuals) are studying in graduate programs overseas where English is the medium of instruction

- 1% (6 individuals) is studying in graduate programs in the UK

Contributions to UGA

The DAE views the IEP as an integral part of the University of Georgia as IEP students attend classes throughout the campus, take part in various campus social activities, and have opportunities to meet with other UGA students through the Conversation Partners program.

IEP faculty and staff understand that studying in a new culture, far away from home and family, can be stressful, so students find a supportive and welcoming environment—a program that values not only their hard work and academic achievements but also their individuality, cultural diversity, and contributions to the global community at UGA. In the last year, 100% matching occurred for students seeking conversation partners (pairing an IEP student with a UGA student). In addition, IEP’s weekly conversation table is regularly attended by over 50 individuals, typically 50% IEP students and 50% UGA students and other UGA community members.

These activities are much appreciated by IEP students as two students explain below:

“I like the conversation partner program. I think it’s a very nice idea. It will give you the opportunity to meet people from different countries and to develop your English skills.” – *A student from Saudi Arabia*

“I go there [to the conversation table] other week because I can meet many other UGA students and international students. I can learn their culture so I like hanging out with them.” – *A student from South Korea*

Program Accreditation

August 2017 saw fruition of months of hard work across the IEP in accreditation from the Commission on English Language Program Accreditation (CEA). CEA is a specialized accrediting agency that focuses on post-secondary intensive English language programs and institutions. As the world’s top accrediting agency for university-housed English programs, the process is rigorous and has taken hundreds of hours of work for IEP faculty and staff. For comparison, UGA IEP’s main competitor, the Georgia Tech Language Institute, has existed for 58 years and only earned its accreditation 2 years ago. With accreditation, the IEP plans to continue marketing efforts in target global regions to see increased enrollments and sustained program growth.

Partnerships

Center for Undergraduate Research Opportunities

Spring 2017 saw two Center for Undergraduate Research Opportunities (CURO) students working with faculty in the Division on student-to-student focus groups to examine perceptions of staff and faculty of the DAE: qualitative project metrics

measured campus-wide student perceptions of the Division, its programs, and current student needs. Research findings are forthcoming.

Director's Innovations Group

Spring 2017 saw the launch of the Director's Innovations Group, a group composed of 30 faculty, staff, advisors, and students from across campus, representing a broad range of academic and co-curricular units. This group meets twice a semester, reviews current and future plans for the Division's work, and offers insights, reactions, and potential partnerships regarding innovations.

Foundation and Corporate Relations

The Division has worked closely with UGA Foundation and Corporate Relations personnel to design Scholars cohort programs for major gifts in support of current and incoming students' needs. In tandem with the President's commitment to need-based scholarships, this collaboration has seen recent success in the Cousins Scholars program and new Georgia Commitment Scholars program. We continue to work closely with these colleagues for support of the Coca-Cola First Generation Scholars and Georgia Commitment Scholars in designing programming. Future work will likely include locating donor interest for a rural students' program and more.

Graduate School

Dean Suzanne Barbour and the Graduate School have proved willing and engaging partners on several projects and initiatives including: supporting a workshop on constructive conversations and exchanges in higher education; leading the way on a mentoring academy devoted to mentoring graduate students on our campus (the Division is represented by its Director and the Sr. Advisor to the Director); collaborating on shared goals and solutions for graduate admissions processes for IEP students; and, sharing significant data on graduate education pipeline criteria for the Division's successful McNair grant application and promises of assistance with program implementation.

Health Sciences Campus and Pre-Health Advising Office

This emerging partnership has included several conferences with Dr. Nan Hockley on professionalism for medical students and two presentations on professionalism in medical preparation and practice conducted by the Sr. Advisor to the Director—a long-time campus advocate for such training. Pre-Health Advising meetings with Dr. Greg Spillers and teaming in presentations to pre-med seminars, including an inaugural UNIV 1101 on pre-health professionalism are early hallmarks of this work.

Academic Advising Services and the Exploratory Center

A close partnership between Advising and the Division and between the Exploratory Center (EC) and the Freshman College Summer Experience (FCSE) program has developed over the last year. This is especially the case with communication from Advising to the advisor networks across campus and as FCSE works with the lead advisor(s) in each college to ensure that FCSE students are advised and placed in appropriate courses. The EC leadership and staff have been extraordinary partners,

adding extra drop-in hours during July for FCSE students and working alongside FCSE and Division staff during the registration of FCSE students.

Office of Institutional Research

A close collaboration with the Director of OIR and key staff support ongoing innovations across programs (i.e. Freshman College Summer Experience and Coca-Cola First Generation Scholars), services (i.e. Academic Resource Center), initiatives (i.e. potential rural Georgia program), UNIV curriculum, and, potentially, a Division dashboard for proactive outreach and real-time student support.

Office of Student Financial Aid

Working with OSFA, the Division has established evolving, yet critical communication networks for various scholar programs to distribute information regarding services, offerings, etc. Additionally, key information sharing occurs on Freshman College Summer Experience students' financial aid during July. Scholars' financial aid compliance is also monitored through this alliance.

Office of Undergraduate Admissions

The Division's partnership with Admissions has developed on multiple fronts, from identifying Coca-Cola First Generation Scholars to managing the Freshman College Summer Experience Orientation session, and, most recently aligning our efforts to utilize student data for optimal recruitment for Scholar programs and marketing of services to all incoming students. The Director regularly presents at one-day Orientations for transfer and Spring-start students and the Division sends a delegation throughout the summer Orientation sessions to the Resource Fair as well as the Academic Opportunities breakout sessions during day two of Orientation.

Scholars Programs

Coca-Cola First Generation Scholars

Since 2007, the Coca-Cola First Generation Scholars Program at the University of Georgia has supported outstanding students with financial need who are the first in their families to attend college. The \$5,000 annual scholarship for each student is renewable for an additional three years pending the recipient maintains a 3.0 grade point average. Each Scholar is also paired with a faculty or staff mentor on campus to help guide individual academic and career goals. Coca-Cola First Generation Scholarships are awarded by the UGA Office of Student Financial Aid and the Office of Undergraduate Admissions.

UGA welcomed 12 new students to the Coca-Cola First Generation Scholars Program in Fall 2016 and 14 students for Fall 2017. The fourth-year cohort included 13 students who completed their time as Coca-Cola First Generation Scholars, while the second and third-year cohorts totaled 12 and 10 students, respectively. The average grade point average among all 47 Scholars was 3.32.

The Division of Academic Enhancement at UGA supports unique programming opportunities for these students, as well as personalized services and programs designed to ensure student success. Programming from the 2016-17 academic year included: Kickoff reception (August); Professionalism and Etiquette Workshop with campus recruiter from EY (September); Money Management course (October); A dinner with Scholars and their mentors (October); A Halloween Ghost Tour of Athens (October); Mindfulness Workshop (November); Spring Reunion and Check-In (March); Graduation reception and banquet (March); Graduation Celebration (May).

The Scholars' Perspective

“The Coca-Cola First Generation Scholarship Program has been an amazing asset to me during my two years at UGA. The scholarship itself lifted a huge financial burden off of my family’s shoulders and allows me to focus more on my studies without having to worry about putting my mom in horrible debt. However, the program provided by UGA that comes along with the scholarship has also been life changing. It connected me with two wonderful mentors my freshman year that I still keep in touch with. The program allowed me to take a specialized class to help freshmen be more successful on campus, which was especially valuable as a first-generation student. I also enjoy that I am connected with other first-generation students who are going through the same experiences.”

“Because of this scholarship, I did not have to go look for a job and am better able to spend my time towards academics. This program has allowed me to meet lots of faculty members who have impacted my outlook on life. I know that there is someone on campus that I can go to if I need help.”

Program Innovations

Fall 2016 through early Spring 2017 was a period of transition under an interim coordinator; yet, program innovations led to greater communication (via a private Facebook group), increased Scholar participation (i.e. academic workshops, financial aid planning, and social events like a walking ghost tour of Athens in October 2016), and a deeper sense of social cohesion among the entering first-year students. Intentionally scaffolded activities for these students (as well as for the second-through-fourth year students) are currently being implemented including, but not limited to, a robust peer-mentoring program that affords new students guidance and offers advanced students the opportunity to give back to the program. A new faculty-student mentoring match pairs first-generation students with first-generation UGA faculty and staff while offering new mentors training on mentoring and program expectations.

Cousins Scholars

The Cousins Scholars program, set to launch in Fall 2019, will provide a robust collegiate experience for 24 service-minded students at the University of Georgia who demonstrate significant financial need. The four-year program will welcome six new students into the cohort every year. Each Cousins Scholar will receive an annual academic scholarship of \$7,000 (renewable up to four years) to help make it possible to attend the University.

In addition, Cousins Scholars will have the opportunity to participate in the Freshman College Summer Experience before enrolling at the University and will be eligible for experiential learning grants to support learning outside the classroom. The Cousins Scholars program will be unique in recognizing students who have made tremendous impact on their communities prior to attending the University and providing opportunities for these students to continue their love of service.

Beyond the Scholarship

Scholars will attend the University's Freshman College Summer Experience. Freshman College is a four-week summer bridge program that helps students effectively transition into the college setting. This transition is vital to a student's success at the University, and students attending this program are more likely to remain enrolled into their second year, a key factor in student retention. During Freshman College, Cousins Scholars will have an opportunity to complete a service-learning course during their Freshman College experience, further highlighting the aspect of service unique to this program.

Additionally, the Cousins Scholars will receive support to pursue Experiential Learning activities. Experiential Learning gives students hands-on opportunities to connect their academic foundations to the world beyond the classroom through study abroad, internships, faculty-mentored research, and service-learning.

Going Forward

The Division is currently aligning budget, space, and preparing job announcements in preparation for the launch of this exciting new Scholars program.

Georgia Commitment Scholars

The Georgia Commitment Scholars Program is a need-based scholarship program that is open to first-year students, driven by the University's increased attention to need-based aid now made possible by the ongoing capital campaign. The scholarship is renewable for up to four years and comes with a variety of programs and resources to support student success. Even if a Georgia Commitment Scholar's financial aid eligibility changes, that scholar will always have access to The Georgia Commitment Scholars programs and success resources.

Beyond the Scholarship

The Georgia Commitment goes well beyond financial aid by surrounding students with a wealth of resources in partnership with academic advising services and career services. These resources include course [tutoring](#), [academic coaching](#), innovative UNIV [courses](#) designed to assist Georgia Commitment Scholars with the transition from high school into higher education, special events, unique [success workshops](#), and networking opportunities to help them make the most of their time at UGA.

Going Forward

The GCS program has seen a successful launch in Fall 2017 with 87 Scholars on campus. Growth of the GCS cohorts in the coming academic year will mean increased loads and tracking responsibilities that have great potential for assisting students on their success

pathways but could also strain existing resources. Planning is underway to responsibly grow staff to support this new program.

UGA Reach Scholars

As with the Cousins Scholars, the foundation is being prepared to serve these future Scholars in the coming months. The REACH Scholars Program sustains Scholars' success pathways from Georgia's K-12 environment as they transition to and progress through higher education. The program is a key component of the state's Complete College Georgia Initiative. UGA Reach Scholars will start classes at the University in Spring 2018.

The UGA REACH Scholars Program welcomes students from the state of Georgia's REACH program (<http://reachga.org/>) to the University of Georgia (UGA). As UGA students, REACH Scholars will call on an experienced network of faculty, academic coaches, and program administrators as well as support structures for students transitioning into and progressing through the University. Working with a faculty corps and professional staff within the Division of Academic Enhancement, REACH Scholars will experience a success network committed to students, committed to success.

“ONE Georgia Scholars/Program”

During Spring/Summer 2017, the Division of Academic Enhancement took the lead in developing a campus team for an Association of American Colleges & University High Impact Practices Institute held at Boston University (June 2017).

The team focused on the current needs of the University's rural students and developed two plans for potential implementation. The first approach developed a Scholars cohort plan reaching 24 students in a campus cohort; the second and broader approach would see approximately 15% of the undergraduate student population (4,200 individuals from rural areas of the state) alerted to special programming via targeted marketing.

Launching either/both of the “ONE Georgia” ideas will have a direct and immediate impact on students from rural Georgia as well as on the profile of the University within and outside of the state.

UGA and rural students' needs

In his 2017 State of the University Address (president.uga.edu), President Jere W. Morehead directed attention at major steps forward in enhancing the learning environment for all students at the University of Georgia. While many UGA students come from metropolitan Atlanta, Savannah and other urban areas throughout the southeast, approximately fifteen percent of the student population hails from the more rural parts of the state. The recent national discourse on higher education has brought to light the very real challenges facing students from rural America. J.D. Vance's *Hillbilly Elegy*, as well as “[Colleges Discover the Rural Student](#)” and “[Voices from Rural America on Why \(or Why Not\) Go to College](#)” in *The New York Times*, have given voice to the educational experiences of students outside of sub/urban geographic areas.

Potential Impact

On-campus awareness of the needs of rural students in Georgia and across the country is increasing. While a recent student newspaper article highlighted students from rural areas (redandblack.com), preliminary data from the Office of Institutional Research confirms that students from rural areas of Georgia have approximately 10 percent lower four-year graduation rates than UGA students from sub/urban areas. Additionally, students from rural areas have a higher one- and two-year withdrawal rate than their sub/urban peers. Moreover, minority UGA students from rural areas have a lower four-year graduation rate and higher one-year withdrawal rate than those students who do not identify as a minority. It seems clear that this underserved population needs additional support to succeed at UGA.

Program goals

- To better serve the rural citizens of the state of Georgia;
- To improve the withdrawal and four-year graduation rates for students from rural areas;
- To deliver targeted programming and support for these students;
- To foster a more inclusive and diverse campus; and,
- To blend curricular and co-curricular programming and services to empower these students to find their sense of community at UGA and connect their college experience to their home communities and beyond.

TRiO

Educational Talent Search

Pre-College TRiO Programs at the University of Georgia are designed to generate the skills and motivation necessary for success in education beyond high school among low-income and potential first-generation college students who are enrolled in surrounding University of Georgia middle and high schools. The programs assist students in successful completion of high school and entry into postsecondary education by accomplishing program goals and objectives. All services and activities are offered and provided at no cost to participants or their families.

Assessing the deep impact of TRiO Talent Search (TS): “I started with UGA TRiO Talent Search in middle school in a very rural small school in North Georgia; I made it through middle and high school all with TS pushing me. TRiO Programs have been a lifesaver and now I am a part of UGA TRiO Student Support Services, the pipeline has been a big asset to my life.”

Mission

The TRiO Talent Search (TS) program at the University of Georgia serves 925 students in grades 6-12 in thirteen regional middle and high schools. Each program component is geared to assist students to become (1) more informed of the educational, social, and

cultural opportunities available at postsecondary institutions, (2) acquaint participants with the range of career options available to them, (3) assist students in developing and implementing effective life skills, and (4) assist students in successfully gaining admittance and being retained at postsecondary institutions.

Impact

All TRiO pre-college program students are tracked for up to six years after high school graduation. Talent Search provides participants with academic advising services, financial aid and career counseling, personal and social counseling, tutoring, standardized test preparation, parent/guardian workshops, summer academy, and opportunities for college site visits, and assistance with college and financial aid applications.

In 2016-2017, ETS served 925 students in five counties and thirteen schools, meeting all five of the ETS standardized objectives: Secondary School Persistence, Secondary School Graduation (regular diploma), Secondary School Graduation (rigorous secondary study), Postsecondary Enrollment, and Post-Secondary Attainment.

- 99% of non-seniors were promoted to the next grade level
- 97% of high school seniors graduated from secondary school
- 85% of college-ready participant enrolled in postsecondary education programs

All program goals were achieved through effective service delivery, which included monthly meetings with all students and strong relationships/partnerships with partner school boards: Clarke County School Board, Hancock County School Board, Washington –Wilkes County School Board, Elbert County School Board, and Warren County School Board

McNair Scholars

In September 2017, the Division of Academic Enhancement was informed of its successful grant for the TRiO Ronald E. McNair Postbaccalaureate Achievement Program. Program design and implementation planning is now underway.

The McNair Scholars program will prepare selected UGA undergraduate students for graduate study at the doctoral level. Each year, up to 25 McNair Scholars will be selected to participate in both academic and summer activities. The goal of the McNair Scholars Program is to increase the number of underrepresented students in doctoral programs. Funding is provided by the U.S. Department of Education's McNair Program as part of the Federal TRiO program.

Eligibility

Students interested in applying for the program must meet the following criteria:

- Achieved sophomore standing (48+ hours)
- 3.0 minimum cumulative UGA GPA
- U.S. citizenship or permanent U.S. residency

- Qualify as either a first-generation college student who has also has a low-income level established by the [U.S. Department of Education](#) or a member of a group that is underrepresented in graduate education

Requirements and Expectations

All McNair Scholars are required to commit in writing to the following program requirements:

- Participation in the UGA McNair Scholars Summer Research Program
- Attendance at weekly and/or bi-weekly seminars
- Completion of a one year academic research project
- Presentation of research at a national conference and at the UGA undergraduate symposium
- Preparation for the GRE general examination
- Completion of a doctoral degree within 10 years of attaining a bachelor's degree from UGA

Benefits to Students

- 8-week paid summer research program
- Research and graduate application courses
- Interactive workshops and seminars
- Travel assistance to present research nationally and to engage in graduate school tours
- Faculty mentorship, counseling, and advising sessions
- GRE prep classes
- Cultural events, activities, and networking opportunities
- Support for publishing research findings
- Opportunities for personal & academic development

Student Support Services

The TRiO Student Support Services (SSS) program at the University of Georgia serves 140 undergraduates at the University of Georgia. SSS provides participants with academic instruction, personal mentoring, financial aid counseling, and other supports necessary to ensure that they achieve their goals of earning a postsecondary degree.

Mission and Services

Each program component is geared to assist students with graduation and retention, fostering and institutional climate supportive of the success of SSS students and enabling students to gain the knowledge and skills necessary to pursue the full range of academic and career options. SSS provides academic advising, counseling, academic tutoring, financial aid advising and financial economic literacy, social and cultural events, academic and career guidance and a network of workshops. There is a “structured first year program,” peer mentoring, graduate school tours, and a computer lab with printing and internet, and a study area.

Data

2016 -2017 was the charter year with an initial cohort of 79 students; Fall 2017 saw the program reach its target number of 140 students.

- 90% of first year- students persisted to the next academic year
- 85% of eligible participants earned their bachelors' degree

All program goals are achieved through personalized plans for each student in addition to building strong positive relationships with each student the program also utilizes intrusive advising to serve students through a structured first-year plan. This included “exam jam” and completing individualized graduation plans for each student and calling on key partnerships with Office of Student Financial Aid, Office of the Registrar, CARE, and the Academic Resource Center.

Going forward

Several program features will continue to be honed: marketing campaign, electronic sign-in system, detailed data analysis, staff certification as academic coaches, and establishment of a waiting list of at least 20 students. The first TRiO SSS UNIV course for all incoming TRiO SSS students was piloted in Fall 2017; impact will be assessed and the course will likely continue each Fall semester. Additionally, priority registration and priority housing are new resources that TRiO SSS students can now utilize in their academic planning.

Upward Bound

Upward Bound is a Pre-College TRiO Program at the University of Georgia that is designed to generate the skills and motivation necessary for success in education beyond high school among low-income and potential first-generation college students who are enrolled in surrounding University of Georgia high schools. The programs assist students in successful completion of high school, preparation for, successful entry into and completion of a program of postsecondary education. All services and activities are offered and provided at no cost to participants or their families with the goal of meeting funded program goals and objectives. Each program component is geared to assist students to become (1) more informed of the educational, social, and cultural opportunities available at postsecondary institutions, (2) acquaint participants with the range of career options available to them, (3) assist students in developing and implementing effective life skills, and (4) assist students in successfully gaining admittance, matriculate, and graduate from postsecondary institutions within six years of high school graduation.

Mission

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor’s degree. The University of Georgia houses two Upward Bound Programs: UGA Upward Bound which serves 84 high school students in Clarke, Madison, and Oglethorpe County. UGA UB has been at UGA since 1980. Northeast Georgia (NEGA) Upward Bound serves 63 high school students in Banks, Jackson, and Washington-Wilkes County. NEGA UB has been at UGA since 1990.

Goal and services

The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

- Serve 147 9th-12th grade students
- Provide after school tutorials on academic and financial advising, computer technology, postsecondary education opportunities, parent involvement activities, study skills, and test taking workshops
- Host a six-week summer residential program
- Assist in completing the college entrance and financial aid applications
- Expose students to academic programs and cultural events including college tours

Success Data

- 85% of UB participants are both low income and first generation
- 90% of UB participants have a 3.0 or higher GPA
- 100% of all UB high school seniors graduated from high school with a regular diploma
- 95% enrolled in post-secondary institutions such as University of Georgia, Valdosta State University, University of North Georgia, Kennesaw State University and many more
- 75% of UB 2012 cohort received either an associate or bachelor degree
- 47 students completed the summer program, which was taught by certified teachers and UGA professors

Partnerships

This year UB has fostered valuable partnerships within the University community including the Math Department, the College of Engineering, and the College of Education. Additional partnerships include: Accounting department in Terry College, where one UB student attended an Accounting summer 2017 program; UB alumna, Angela Davenport, a registered nurse, provided two seniors with a \$500.00 scholarship; and, the UB parents' organization provided seniors with \$100.00 book stipends.

Going forward

This year, UB has seen numerous accomplishments. November of 2016, grants departed for the U.S. Department of Education to request re-funding. May 2017 saw notification that both grants had been re-funded for five more years with a three percent increase from the Department of Education to intensify the services provided to the participants. Providing a 24-hour online tutoring service is but one use of these additional services.

In September 2017, the Division of Academic Enhancement was notified that it had successfully written for Upward Bound Math-Science—a targeted approach to develop STEM educational experiences among an expanded cohort of students. This third UB program hosted at UGA will build on the strength of existing UB programs by strengthening the math and science skills of participating students and helping students

recognize and develop their potential to excel in math and science. The program will empower students to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession.

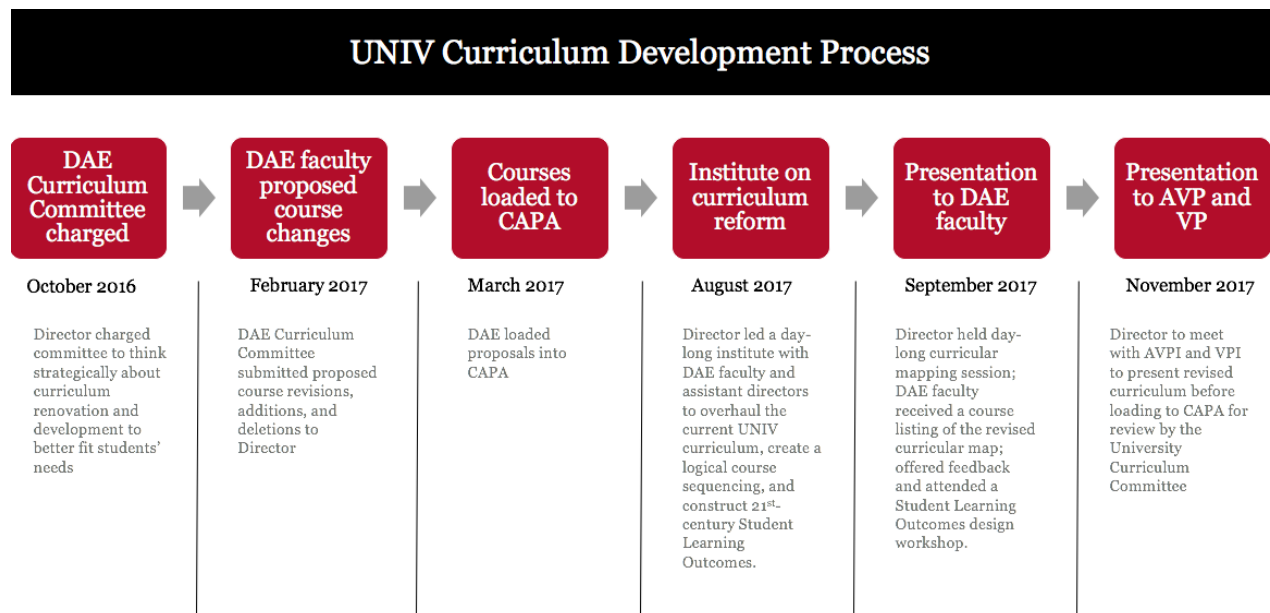
A Clark Central Class of 2017 graduate summarized the UB program most powerfully: “Upward Bound is the place where I found myself. It became my second home and the advisors made sure that I was well taken care of. Without Upward Bound, I would never thought about going to college, but now I will be a freshman majoring in nursing. I love my UB family and I know they love and want the best for me.”

UNIV Curriculum

Fall 2017 launched a thorough review and curricular reform initiative to meet the current needs of UGA students. The curricular revisions within the UNIV courses have a high potential of reinvigorating the Division’s instructional mission as well as the quantity of students reached, and thereby offer greater assistance to the University’s progression, retention, and completion agendas.

Guided by educational research and in-house data collection, the first attempt at reform suggested several UNIV courses for Fall 2017 implementation. Delayed immediate innovation inspired a deeper sense of commitment to reform—a more transparent dialogue and broad-based approach to revising the entire UNIV curricular map. This (re)design of course objectives, student learning outcomes, and new courses is now underway with an anticipated review in Spring 2018 and release in Summer 2018.

An outline of the last year’s process can be found below:



Looking Ahead

In the year ahead, the Division will continue to evolve into its new mission and begin to see greater efficiencies as purposed in the new organizational chart (see attached).

Additional goals include:

- making data-informed and strategic decisions aligned with restructured goals and mission;
- developing new, campus-wide initiatives for first-generation and transfer students;
- launching new Scholars programs with sustainable practices (i.e. staff hiring) and holistic student development philosophies;
- partnering with academic departments with high DFWC gateway courses for supplementary instructional course designs. Courses will include rigorous training for peer-instructors as well as data collection and project assessments;
- actualizing strategic, diversified recruitment plan for the IEP including sustained marketing and functional on-campus partnerships with OIE and the Graduate School on conditional admission processes for IEP students;
- sustaining setup and proper execution of two new TRiO programs;
- continuing to benchmark programs, services, initiatives, and curriculum among aspirational and peer institutions and per the national higher education landscape;
- enhancing the teaching, learning, and service missions of the Division with professional development opportunities for staff and faculty; and,
- engaging and positively impacting the campus conversation on student success.