



**Division of
Academic Enhancement
UNIVERSITY OF GEORGIA**

ANNUAL REPORT

September 2018 - September 2019



Executive Summary

This Annual Report provides a summary of the 2018–2019 academic year in the Division of Academic Enhancement (DAE). The past year has been one filled with engaging and enacting our commitment to students’ success. Through our collective efforts, we believe we’ve seized opportunities to develop our mission and promote a greater campus awareness regarding student success.

Since September 2018, the Division’s data-informed approach to student success has enhanced the DAE’s ability to support more students (through a now complete TRIO pipeline), reshape faculty’s approach to instruction (with a new *Assistant Head of Faculty* leading internal efforts on faculty support), and empower staff to innovate new programs to meet students’ current needs while anticipating future barriers. A “phase three” set of targeted space renovations saw continued revitalization of student services and personnel spaces.

As evidenced in this report, curricular revisions within the UNIV courses continue to drive the Division’s expanding instructional mission and the number of students reached. Work within this area sustains the contributions of the DAE to the University’s progression, retention, and completion agendas.

The summer 2019 iteration of Freshman College Summer Experience saw a more purposeful selection of academic courses; a re-energized set of campus partnerships to reinvent the program including the Office of Institutional Diversity-funded *Early Start | Early Success* program; and, a far more robust set of curricular and co-curricular offerings including new community, service-learning partnerships.

Various services throughout the Division have seen significant enhancements over the last year. Academic Coaching outpaces even our greatest expectations for student support and campus partnerships. It is emerging as a national model for high-touch, individualized retention work. TRIO at UGA saw three pre-collegiate programs identified as recipients of additional funding for STEM outreach while the Ronald E. McNair Post-Baccalaureate Scholars Program graduated its first cohort of scholars.

Through the hard work of its faculty and staff, the DAE is emerging a national leader on the student success landscape among top performing R1 institutions. Through Academic Coaching, ALL Georgia, a complete TRIO pipeline, innovative curriculum, and much more, the Division of Academic Enhancement proudly represents the University’s commitment to every student’s success.

We believe the trajectory of the Division is positive and promising.



dae.uga.edu

ACCESS



Accomplishments

All Access Programs work collaboratively to ensure motivation and support for all students from underserved backgrounds. Through TRIO at UGA, a complete pipeline of access and support is in place for underserved, minoritized students from northeast Georgia's middle and high schools through undergraduate and terminal degrees.

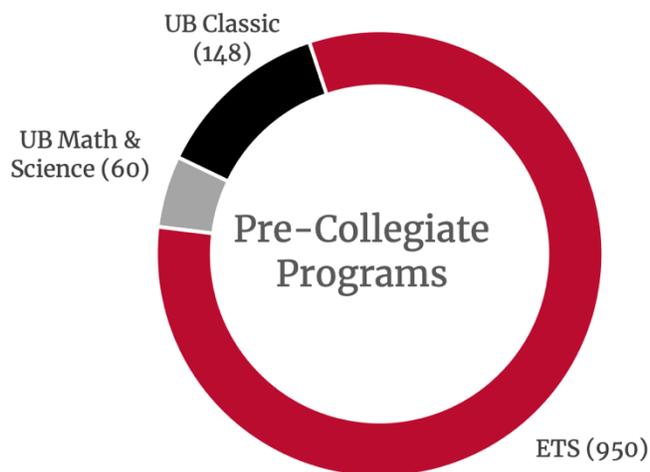
Pre-Collegiate TRIO Programs at the University of Georgia include Educational Talent Search, two classic Upward Bound Programs and Upward Bound Math & Science. These programs are designed to refine the skills and motivation necessary for success in education beyond high school among low-income and potential first-generation college students who are enrolled in middle and high schools in ten counties surrounding the University of Georgia.

The programs assist students in 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 with the goal of meeting specific funded program goals and objectives.

Each program component is geared to assist students to: (1) become more informed of the educational, social, and cultural opportunities available at postsecondary institutions; (2) understand the range of career options available to students; (3) develop effective life skills; and, (4) gain admittance, matriculate, and graduate from postsecondary institutions within six years of high school graduation.

The TRIO Talent Search (TS) program at the University of Georgia serves 930 students in grades 6-12 in thirteen regional middle and high schools. The student population consists of students from Clarke County-Cedar Shoals HS, Clarke Middle, Clarke Central HS, Hilsman Middle, WR Coile MS, Elbert County Middle and High School, Hancock County Middle and High School, Warren County Middle and High School, and Washington-Wilkes County Middle and High School.

The University of Georgia houses three Upward Bound Programs: UGA Upward Bound which serves 84 high school students in Clarke, Madison, and Oglethorpe counties. Northeast Georgia (NEGA) Upward Bound serves 63 high school students in Banks, Jackson, and Washington-Wilkes counties. Upward Bound Math & Science empowers 65 students in Greene and Lincoln counties to pursue postsecondary degrees in math and science, and ultimately careers in the math and science professions.



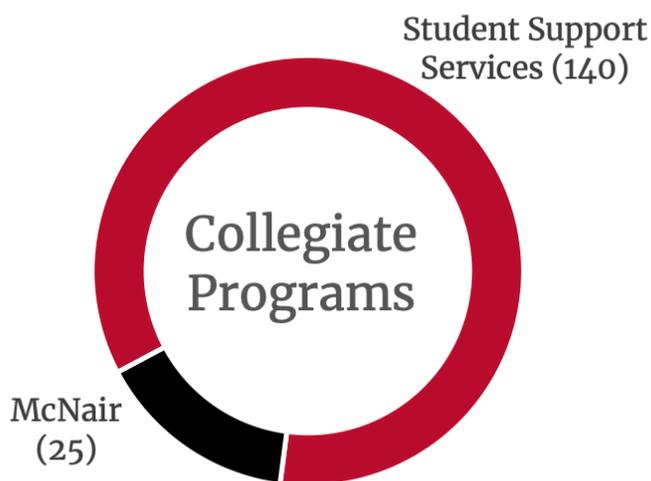
Pre-College TRIO Programs serve over 1158 sixth through twelfth grades students in northeast Georgia. 92% of TRIO college-bound high school seniors enroll in postsecondary education after graduation; the majority enroll at four-year institutions. One hundred percent of middle school TRIO students matriculate to the next grade-level. TRIO pre-college students receive weekly support in school from the TRIO professionals within the DAE.

Collegiate TRIO Programs at the University of Georgia include Ronald E. McNair Scholars and Student Support Services. These programs work hand in hand to ensure students' academic success at the University and beyond.

The **McNair Scholars** program prepares selected UGA undergraduate students for graduate study at the doctoral level. Each year, up to 25 McNair Scholars are 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. McNair Scholars receive many benefits including: 8-week paid summer research program including UNIV 2301: *Transformative Learning Strategies*; interactive, research-focused workshops and seminars including graduate school rhetoric, developing research, qualitative and quantitative methodologies, APA basics; and, travel assistance to present research nationally and to engage in graduate school tours and a host of additional resources.

The **TRIO Student Support Services (SSS)** program at the University of Georgia serves 140 undergraduates. 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. Each program component is geared to assist students with graduation and retention, fostering an 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. In addition, students access a structured first-year program, peer mentoring, graduate school tours, and a computer lab with free printing and quiet study area.

Collegiate TRIO Programs serve one hundred sixty five (165) UGA students with 140 (target number) in TRIO SSS and a wait-list typically up to 40 students. Four of the eight McNair alumni have applied and been accepted into Ph.D. programs across the country. 85 % of TRIO SSS students are persisting and in good academic standing. 89% of eligible participants have earned a bachelors degree.





Sustaining Success

UGA TRIO Programs continues to collaborate across pre-college and collegiate TRIO as well as with various programs in the DAE Initiatives area. This synergy fosters a climate of greater student success and opportunities for students' access and persistence. We will continue our core philosophy of individualized and small group work to provide services that promote college access and retention. All program goals are achieved through personalized plans for each student in addition to building strong positive relationships with each student. Each SSS and McNair student also enrolls in a UNIV class to assist with cohort development and community among TRIO students. Additionally, each student completes and works through an individualized graduation plan.

Future Directions

Access Programs will begin proposal writing for the continuation of SSS and additional funding for a STEM /Teacher Focused Student Support Services grant. Additionally, each pre-college TRIO Program received additional funding from USDE of \$40,000 for STEM focused initiatives; each program has begun implementing student STEM focuses. Also, continued University support with *Early Start* | *Early Success* scholarships for the pipeline from Freshman College to TRIO Student Support Services both enhances students' experiences but also the competitiveness of the grant proposals.

INITIATIVES



Accomplishments

Innovating and streamlining curriculum within the *Freshman College Summer Experience* has created a summer program redesigned 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-hour disciplinary course, a 2-hour service-learning course, and a 1-hour Literacies in the Social Sciences, Humanities, or STEM course. Revised disciplinary course offerings exposed participants to the innovative clusters of meta-majors and fulfilled general education requirements in high-demand, gateway courses.

New Courses

ECOL 1000 *Ecological Basis of Environmental Issues*
FHCE 1110 *Consumers in Our Society*
GEOG 1101 *Human Geography: People, Places, & Cultures*
GEOL 1121 *Earth Processes and Environments*
LAND 1500 *Design and the Environment*

Returning Courses

ANTH 1102 *Introduction to Anthropology*
BIOL 1103 *Basic Concepts in Biology*
CLAS 1020 *Classical Mythology*
COMM 1110 *Introduction to Public Speaking*
HIST 2111 *American History to 1865*
MATH 1113 *Pre-Calculus*
POLS 1101 *American Government*
PSYC 1101 *Elementary Psychology*
SOCI 1101 *Introductory Sociology*
UNIV 1201S *Learning for Success at the University*
UNIV 2111-2112-2113 *Developing Literacies in Humanities, Social Sciences, and STEM Fields*

1623

hours of service with community partners through 2019 FCSE

10

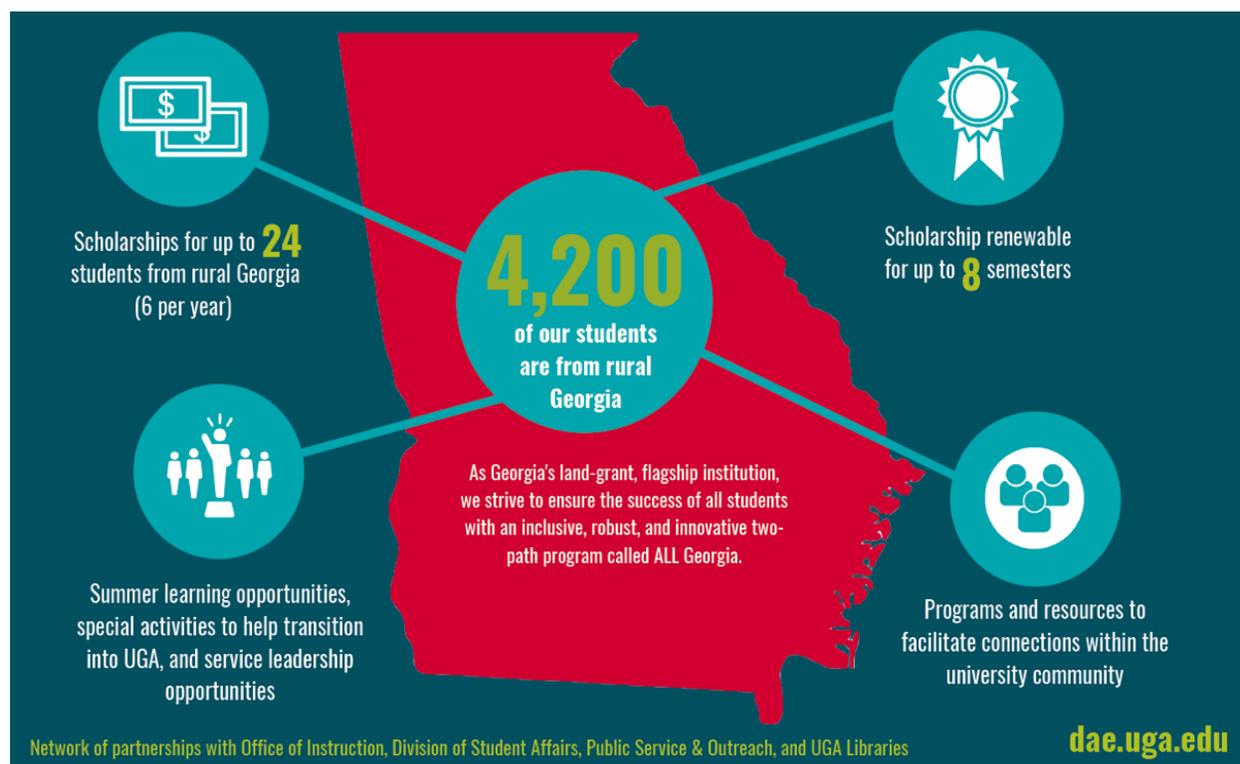
community partners including Habitat, Books4Keeps, ESP, NEGA Food Bank, and others.

9

Colleges & Schools involved in academic course offerings in FCSE 2019.

Innovating and streamlining Scholars Programs as programs continue to grow and mature has been a hallmark of 2018–2019. Nine Scholars programs reside in the Initiatives area, serving nearly 500 students receiving need-based scholarships. New programming includes: a Scholars in Service day, Scholars’ Book Club, Writing Retreat, Etiquette Dinner, Career Fair Sendoff, and workshops on such topics as Experiential Learning, Budgeting, Academic Advising, StrengthsQuest and much more!

A cornerstone of Scholars programs is coordinators working one-on-one as needed to assist students in navigating their academic career. This intensive work takes many forms depending upon students’ needs. Coordinators are also trained as Academic Coaches to work with students on strategies for academic success. One of the fastest developing Scholars program gaining national attention is the ALL Georgia Program:



Sustaining Success

For the second summer, FCSE was able to offer scholarships through the *Early Start | Early Success* grant, funded by the Office of the President and the Office of Institutional Diversity. This funding covered room, meal plan, and the FCSE program fee for 32 students. Students who participated in the *Early Start | Early Success* program were given holistic support prior to entering UGA and throughout their time at UGA including: Early Start Days, Scholars’ Success Day, academic tutoring and coaching, participation in the TRIO Student Support Services program, and one-on-one interaction and access to TRIO and FCSE faculty and staff.

The FCSE moved back to the newly renovated Russell Hall this past summer. This move presented opportunities to conduct Beyond Class programming in new ways. Namely, we used the Russell Academic Center (RAC) to offer UNIV courses and FCSE Student Success Workshops in residence. FCSE Graduate Mentors also used the space to meet with students in small groups and one on one. Other programming space within Russell Hall was utilized for Beyond Class programming to meet students' needs.

The inaugural Scholars' Success Day took place in August 2018. This event successfully launched our scholars into their scholarship program and the fall semester while providing helpful resources students need to be academically successful.

Due to these and other University efforts, in late Spring 2019, the University of Georgia was named to the inaugural cohort of **First Forward** Institutions by NASPA and the Suder Foundation. This designation recognizes institutions of higher education committed to improving experiences and advancing outcomes of first-generation college students.

Additionally, the DAE led a team of partners from across campus to plan campus-wide **Celebrate First-Generation College Students** events. As part of this collaboration, the DAE, Graduate School, and Division of Student Affairs wrote a successful grant to receive funding to support this initiative.



During Fall 2018, DAE launched the Cadence texting platform to communicate more directly with scholars. This technology allows us to communicate more effectively with students and connecting staff members beyond their popular Scholars' Hours programming: holding open "student hours" in high traffic student areas on campus for scholars to stop by to ask questions, re-connect with staff, or socialize with other scholars. Our efforts in real-time communication continue to evolve.

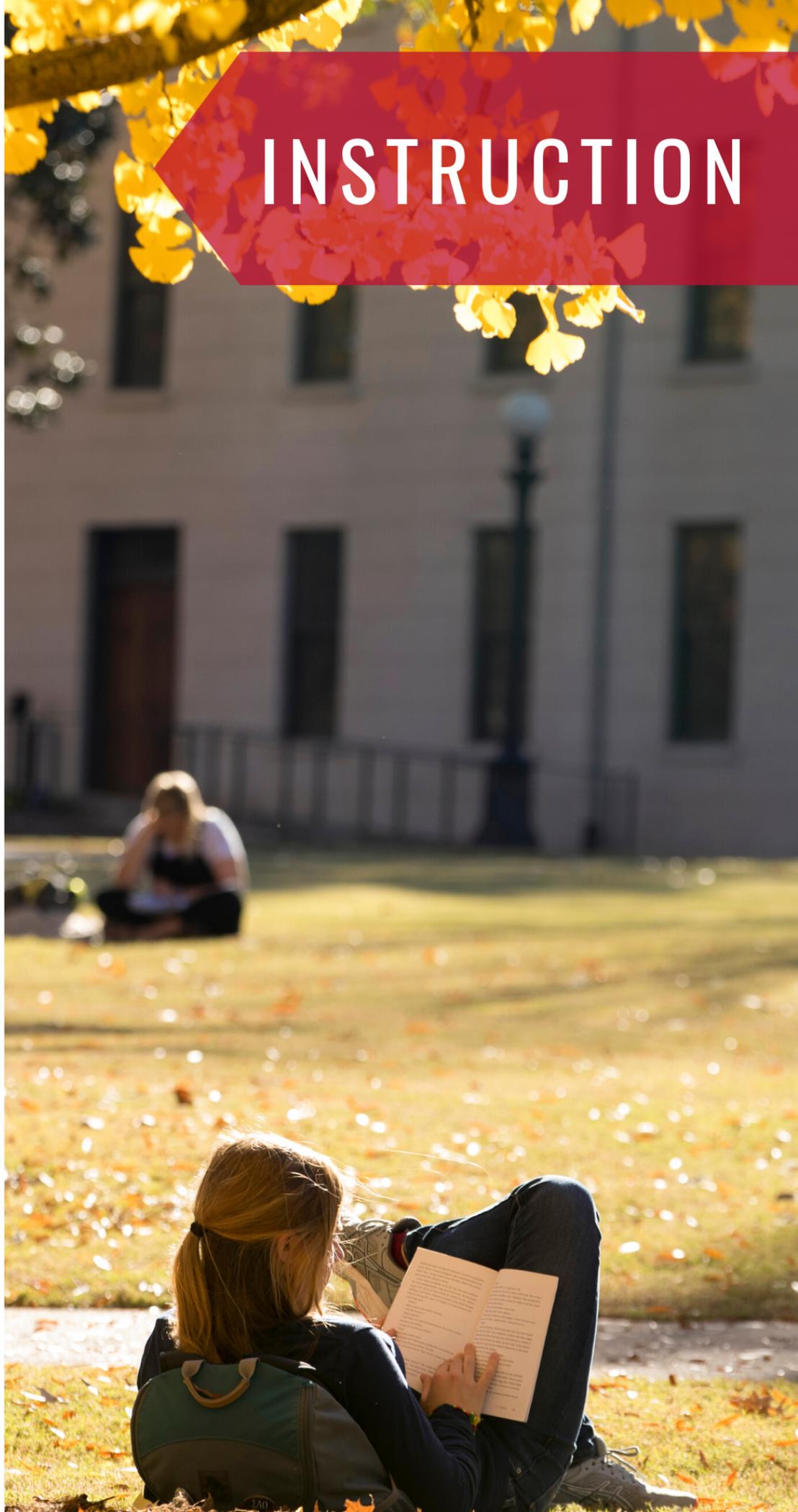
Future Directions

The Freshman College Summer Experience celebrates its 20th Anniversary in Summer 2020 and will invite program friends, alumni, and donors back to campus to celebrate. The target enrollment is 325 first-year students. The program will also introduce its new name during the 20th Anniversary celebration festivities.

Evolution of curricular and co-curricular elements appropriate for scholars' progresses through the Scholar programs continues through a strong partnership with the Office of Student Financial Aid, the Office of Undergraduate Admissions, and the Office of Experiential Learning, specifically on Experiential Learning funding opportunities.

Additionally, as the DAE's partnership with InsideTrack is now in full effect, Initiatives staff will be trained as Academic Coaches so that intentional pipelines for scholars to progress through Academic Coaching can be realized, assisting them in reaching full academic potential.

INSTRUCTION



Accomplishments

Following the 2017-2018 UNIV curriculum redesign, the UNIV course offerings experienced dramatic increases in student enrollment in both Fall 2018 and Fall 2019. Fall 2018 saw a record number of students enrolled in UNIV courses – 530 compared to 296 in Fall 2017, a 79.05% increase. However, Fall 2019 saw continued increase: **631 students compared to the previous high of 530 students**, a 19.06% increase from the previous year and a **113.18% increase over Fall 2017**. The redesign of the course offerings into three curricular blocs: Academic Success, Supplemental Instruction, and Literacies allowed students to identify the course(s) that best supported their academic achievements, as well as ensure the necessary aptitude and strategies for future success at the University of Georgia.

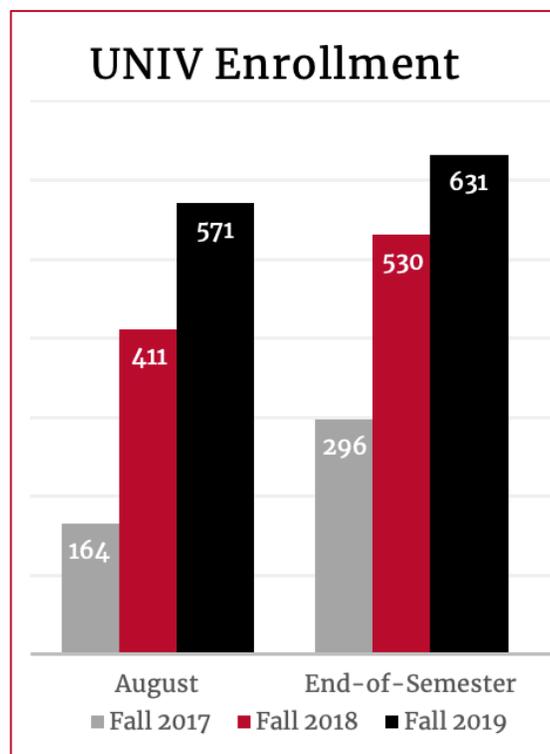
Within the Academic Success curricular bloc, we enrolled 435 students for Fall 2018 and Spring 2019. More specifically, DAE has been able to offer a total of seven sections of UNIV 1203, a course that is uniquely designed to serve our Scholar students – guiding them through the resources available at the University of Georgia, equipping them to successfully navigate campus, and fostering a strong sense of community and belonging. Additionally, we offered 15 sections of UNIV 1201 and UNIV 1201 S from Summer 2018 to Spring 2019 – totaling 312 students who are now better suited to face the academic challenges and expectations at the University of Georgia.

In Fall 2018 and Spring 2019, the Supplemental Instruction courses enrolled 292 students, helping to ensure academic success for students in concurrently enrolled and subsequently enrolled courses at the University of Georgia.

The Literacies bloc has experienced a significant transition from the 2017-2018 curriculum design to the 2018-2019 implementation. For Fall 2018 and Spring 2019, DAE enrolled 113 students across five Literacies offerings (Humanities, Social Science, STEM, Pre-Professional Development, and Digital Literacies), compared to the 59 students enrolled in the course equivalents offered in Fall 2017 and Spring 2018. Through these Literacies courses, the DAE has developed strong collaborations and partnerships with strategic programs and offices across the University of Georgia – ensuring students are exposed to the vast resources available to them within their respective program(s) of study.

Sustaining Success

In Fall 2018 and Spring 2019 the Division of Academic Enhancement administered an embedded assessment across all UNIV offerings, where students reflect on the strategies they use to succeed academically. This embedded assessment was administered at the beginning, mid-point, and end of the semester in order to distinguish sustained practices and what, if any, changes were adopted that could be attributed to the UNIV course in which the student





was enrolled. Not only have these embedded assessments informed the DAE of the role or impact the UNIV curriculum is having on student academic performance, but they also served as a metacognitive activity for the students to become more aware of their own learning and reinforce positive strategies and self-regulatory habits that lead to academic success. A qualitative study of these longitudinal meta-data is underway.

In an attempt to further garner feedback from students to best meet their needs, many of the UNIV courses have administered informal mid-semester formative feedback activities. Herein, faculty have asked students what is going well, what needs additional attention or explanation, and what practices moving forward would aid in their learning. Faculty use feedback to inform their teaching practice and how they communicate expectations for individual assignments and overall course objectives with students.

Lastly, with the creation of an *Assistant Head of Faculty* in Spring 2019 the Division's faculty are now better positioned to receive direct feedback on best practices to their teaching, further develop internal, peer-teaching observations, and have clearer guidance in their professional development. DAE faculty have participated in increased communication within instructor cohorts that teach the same curricular offerings – leading to greater consistency of offerings and stronger alignment in learning outcomes.

Future Directions

DAE will be fostering strategic partnerships with other instructional units, departments, schools, and colleges at the University of Georgia to best meet the needs of our students. We are actively designing new approaches and strategies with the Math department in Franklin College to best serve our students who are struggling in Calculus I and II. We are further pursuing the partnership with the College of Engineering to help with academic challenges students face in gateway courses. With the increase in the number of students declaring a STEM major(s) at the University of Georgia, the Division of Academic Enhancement is designing curricular offerings that will support this growing student body and ensure academic success not only in the gateway STEM pre-requisite courses, but all courses a student may take to satisfy a program and/or graduation requirement.

Similarly, course designs supporting transfer students (UNIV 2302) and a variety of Special Topics courses (UNIV 2900) on First Generation Student Success, Joy and Happiness in Higher Education, International Student Success and others are serving to meet students' needs and create learning experiences *with* students to introduce permanently in the UNIV curriculum. The DAE continues to refine its course designs to implement purposeful and tailored curriculum in UNIV 1203 and 2303 to best serve student Scholars.

Finally, several DAE faculty are engaged in internal professional development projects and contributing to University instructional excellence in their courses and beyond—incubating interdisciplinary research with the Division of Student Affairs on student engagement; experiencing high-touch mentoring through the Teaching Academy Fellows program; and, presenting the impactful curricular innovations to national audiences, establishing the DAE and the Office of Instruction at the University of Georgia as national leaders in student success among our comparator peers—often surpassing the work of our aspirational peers.

SERVICES



Accomplishments

The Services unit within the DAE houses student-facing services, including *Peer Tutoring*, *Academic Coaching*, *Student Success Workshops*. Additional staff lines in the Services unit include a newly hired *Coordinator of Communications* and a *Coordinator of Enrollment, Data, and Assessment*. While our programs have been making a positive impact as isolated entities, we realize the compounding effect of horizontal and vertical alignment across the organizational structure. Streamlined efforts during the 2018–2019 academic year include creating a new academic resources page on the DAE website, aligning workshops topics with other DAE services and courses, creating better cross-training among staff, enhancing professional development opportunities, and re-envisioning data collection and assessment efforts.

After partnering with the Office of Instruction to restructure the DAE website, we identified the need to redesign our study tips page from a list of links to an interactive, dynamic page. Funding was secured from the Parents Leadership Council and the Office of Instruction and a working group was tasked with the project. After conducting a needs assessment, the working group brainstormed how best to represent and organize evidence-based strategies. After developing the content for each of these topics, a media specialist and web developer transformed the content into inviting web content. When complete, this page is intended to be a repository of resources for Academic Coaching appointments, Student Success Workshops, and UNIV courses. Aligned content will allow students who engage with multiple services to experience consistent yet reinforcing knowledge on learning strategies and self-directed success.

Student Success Workshops offerings also underwent a redesign to align with emerging needs of students identified in the working group's survey and with the reorganization of website resources. Topics were selected by considering students' experiences in various DAE services, programs, and courses, and what role workshops play in learning development. We also incorporated more campus partners to provide interactive workshops and info sessions on their resources, including Academic Advising, Academic Honesty, the Office of Global Engagement, and UGA Libraries. To enhance the student experience during workshops, presenters were given guidelines and resources to ensure student engagement via active learning strategies, content consistency, and quality experiences.



23%

Student Success Workshops attendance at 36 sessions in Fall 2018 compared to Fall 2017.

1800+ unique students utilized *Drop-in Tutoring*. For Chemistry, average GPAs saw an increase of

1.08

742 students

engaged *Academic Coaching* during 2018–2019. Those on academic probation saw an average GPA increase of 0.99.



As alignment assumed greater priority, we realized the importance of Services staff learning from one another—becoming familiar with Services programs, collaborating when appropriate, and infusing research into collaborative discussions. The Services team meets bi-weekly and participates in a retreat at the end of each semester. In addition to alignment, this provides a time to reflect on successes, challenges, and opportunities. As we enhance student services to foster motivation, a growth mindset, and resilience, we can apply similar techniques with a focus on employee development.

Sustaining Success

With a new hire in the *Coordinator of Enrollment, Data, and Assessment* role in March 2019, fresh eyes re-envisioned the data needs of the Division. All DAE student-facing surveys are collected into a central repository that captures the “when,” “who,” and “why” of services evaluated. A ticketing system receives requests and assigns priority according to urgency and time commitment. Fact profiles of each Services sub-unit are generated each semester including quantitative and qualitative data for ongoing reporting. The assessment agenda of the Services unit is under construction, with impact reports as the central component of program evaluation. This includes an assessment agenda for the forthcoming University-wide *Peer Learning Assistant (PLAdawgs)* program to consider factors beyond academic performance, such as program of study retention, students’ perceptions of learning, and PLAs’ career outcomes.

In addition to streamlining and alignment efforts, the Services unit also focused on the enhancement of existing programs to better meet students’ needs (e.g. restructured tutoring offerings to include drop-in times for all available subjects, one-on-one appointments, and study pods). To improve tutor retention and job satisfaction, we implemented a tiered structure for tutors to enhance employee productivity and sense of belonging. With one-time Student Tech Fee funding, the DAE established a Presentation Collaboratory in Milledge Hall for students to develop and hone communication skills for presentations, speeches, or group activities. The Presentation Collaboratory is staffed with a graduate assistant from the Communications department who holds one-on-one consultations, offers drop-in hours, and conducts workshops and presentations across campus.

With one-time funding from the Office of Instruction, the Academic Coaching program is partnering with InsideTrack to maximize the reach and impact of Coaching. As the DAE solidified its four-session model and embedded data collection methods in “Academic Coaching 1.0” from Fall 2017 to Fall 2019, we look forward to expanding efforts to roll out an “Academic Coaching 2.0” in Spring 2020. InsideTrack will conduct ongoing training of the first cohort of Coaches at the end of the Fall 2019.

Future Directions

We anticipate the 2019–2020 to be a year of growth and opportunity for the Services unit. We are considering how Academic Coaching can contribute more directly to the retention agenda of the University. We are also exploring differentiated Coaching practices to meet the needs of graduate students and students with myriad learning challenges. More affiliate Coaches will join the team of Coaches to meet growing interest and demand for Coaching. We expect the demand for Services to increase as we amplify promotional efforts and develop a strategic communication plan with the hire of a new *Coordinator of Communications* in Fall 2019.

LOOKING AHEAD





The Division seeks to sustain its progress as a leader in strategic, data-informed initiatives across the University by: investing resources in academic innovation; targeting hiring on new thinking regarding high-impact, supplemental instruction; pioneering new ideas on peer education; and, maintaining our commitments to students' educational success, individual dignity, and inherent self-worth.

Future goals include:

- Expanding the Freshman College Summer Experience program with a rebranding effort as well as piloting a Transfer Student Success summer program in Summer 2020
- Renewing the TRIO Student Support Services grant
- Partnering with Departments and Colleges to grow the reach of Academic Coaching affiliates through training with InsideTrack
- Continuing to offer campus leadership on data-informed, success metrics and student-centered interventions
- Sustaining and expanding campus-wide initiatives for special populations including, but not limited to first generation, rural, and transfer students
- Crafting a closer partnership with the Graduate School to enhance existing graduate student services and contribute to an expansive research enterprise
- Continuing to refine Scholars programs based on evidence-based practices and research
- Supporting the launch and administration of *PLAdawgs* and enhanced peer education across the University
- Actualizing a strategic redesign of the IEP
- Sustaining success of TRIO at UGA programs
- Benchmarking aspirational programs, services, initiatives, and curriculum
- Improving the teaching, learning, and service missions of the Division with professional development opportunities for staff and faculty
- Partnering with other OI units on instructional research regarding student and faculty success
- Empowering campus conversations on student success.



*Committed to students.
Committed to success.*