



THE DIVISION OF ACADEMIC ENHANCEMENT

ANNUAL REPORT

SEPTEMBER 2017 - SEPTEMBER 2018



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

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

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Director of the Division

TABLE OF CONTENTS

Overview	1
Academic Coaching and Student Success Workshops	2
Academic Resource Center	3
Freshman College Summer Experience	5
Intensive English Program	7
Partnerships	8
Scholars Programs	9
TRIO	13
UNIV Curriculum	18
Looking Ahead	20



Overview

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

Since September 2017, the Division's new organization and data collection have informed establishing clear, consistent reporting expectations among the Division's staff and faculty; examining individual program's goals throughout the Division; and, performing a "phase two" space audit within Milledge Hall and subsequent revitalization of student services and administrative spaces. Regular meetings of DAE faculty, staff, data taskforce, and leadership team serve to sustain momentum of the Division described in the following report. One powerful outcome of this continued organizational (re)design has been the development and issuance of the Division's first ever Faculty and Staff Handbooks. Faculty and Staff working groups framed both documents to communicate: foundational expectations of all employees, networking information across the University's vast array of resources, and standards for professionalism and engagement with our common work and shared mission.

Intentional, faculty peer observations and instructional development workshops are poised to shift the teaching and learning culture within the Division. Curricular revisions within the UNIV courses have renewed 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 last year saw a continued redesign of the Freshman College Summer Experience; a streamlined application hosted by the Office of Undergraduate Admissions *Slate* platform; a cleaner, more transparent budget; and, a re-energized set of campus partnerships to reinvent the program including the Office of Institutional Diversity-funded *Early Start | Early Success* program.

Various services throughout the Division have seen significant enhancements over the last year. Academic Coaching has emerged as a touchstone partnership with Academic Advising Services and has developed into an emergent signature program. TRIO saw two new programs added to the UGA suite, namely Ronald E. McNair Post-Baccalaureate Scholars Program and Upward Bound Math and Science; and, various Scholars programs launched including 1GAAT, Correll, Kellogg, and ALL Georgia, with Cousins to launch in fall 2019.

The last year has been a period of sustained innovation within the Division. The Division remains motivated by its new pledge: *committed to students, committed to success*. Historic and new programs, services, initiatives, and curriculum as well as business practices align under this renewed mission.

The future of the Division's work in support of all students of the University remains promising and bright.

Academic Coaching and Student Success Workshops

The Division of Academic Enhancement's Academic Coaching program continues to expand and innovate since its creation in spring 2017. In fall 2017, we solidified the four-session model; trained and accredited a Coaching staff, comprised of DAE faculty, staff, and graduate assistants; created a robust, embedded assessment model; and developed a multi-pronged outreach plan. Keith Allen conducted bi-weekly Academic Coaching meetings with all Academic Coaches during the spring 2018 semester to hone the session protocol, give Coaches

Students who engaged in Academic Coaching saw a
0.73
average increase in their term GPA.

opportunities to share feedback on their experiences, and infuse research by discussing a common read—*Creating Self-Regulated Learners* by Linda B. Nilson.

While 420 students in 2017-2018 utilized Academic Coaching 442 times because they fell on first scholastic probation and were mandated to participate, we also met with many students (128) over 406 visits who sought out Academic Coaching without a mandate.

To assess the program's impact on student success, we compared students' term GPAs before and after Academic Coaching. On average in spring 2018, students who engaged in Coaching saw a 0.73 increase in their term GPA. Students'

feedback revealed an overwhelming appreciation for the service and its positive impact on their academic success. One student wrote that their Academic Coach "has taught me how to reward myself. After creating and consistently practicing a reward system, I was able to gain momentum in achieving small goals, which led to a big overall change."

A proactive four-tiered retention model is currently under development to re-envision how DAE provides interventions to students nearing probation, on first scholastic probation, on continued probation, and returning from dismissal. Proactive interventions will likely prevent chronic tendencies of underperformance prior to a change in academic standing.

Student Success Workshops

DAE's Student Success Workshops are offered as a free resource to students seeking tips, insights, and methods for deeper, self-motivated learning. Students can choose from three tracks of workshops: *In the Know at UGA*, *Study Smarter*, and *Resilience, Motivation, and Self-Care*. As a complement to UGA's First Year Odyssey (FYO) program, our Student Success Workshops were very well-received and promoted by FYO program faculty. Student learning outcomes were specifically developed for each workshop being offered, and the three workshop types have begun to attract students per their individual needs.

Student attendance during the 2017-2018 academic year jumped to 1,076 from 711 the previous academic year. Given the consolidated offerings and enhanced promotion of this coming year's workshops, we believe attendance will continue to grow as will measurable impacts.

“The presenter was very approachable, and the workshop was great. They made it easy for everyone to speak up, share and reflect on their own struggles.”
—Student from workshop

When asked about the most valuable aspect of their workshop experience, students praised the approachability of the presenters, the interactive nature of the workshop, and the helpful tips they received.

Offerings 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.

Students Served/Semester

The ARC serves students in over 80 different courses through its peer tutoring model. Students can seek assistance through one-on-one appointments, study pods, drop-in tutoring, test reviews, and online tutoring.

- In fall 2017, the Academic Resource Center served 2,764 UGA students
- In spring 2018, the Academic Resource Center served 2,237 UGA students
- Combined total of 17,555 visits/contacts for the academic year

*Fall 2017 saw a **216%** increase in students compared to the same week in fall 2016.*

*Fall 2017 saw a **412%** increase over the same week in fall 2015.¹*

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; first week of fall 2018: 263 students, 375 visits.

ARC Restructure

Over summer 2018, the Academic Resource Center underwent a major restructuring of its program based on feedback from the Individualized Experience survey. The ARC added drop-in services for over 74 classes, created private, one-on-one appointments instead of small group appointments, and added opportunities for regular study group meetings through study pods. Undergraduate peer writing tutoring was added as a pilot service in spring 2018 with a full rollout in fall 2018. Undergraduate students are able to meet with any of the ten peer writing tutors who provide assistance with writing assignments from any course at UGA. The ARC also switched to a new appointment scheduling software, SAGE, which students already use for Academic Advising. Finally, the ARC reimaged its peer training model by revamping its UNIV 1204 course, adding monthly best practice trainings with four specially trained Graduate Assistants, and enhancing its observation cycle.

Partnerships

In fall 2017, the ARC saw renewed partnerships with several departments across campus, including Math and Chemistry.

- The ARC played host to a Math instructor, Kellie Sappington, embedded within the Math Drop-In Lab in Milledge Hall. Sappington met with tutors, tutored in the evenings, led test reviews, and met regularly with ARC staff. Through these efforts, the ARC is able to better train tutors to effectively assist students in MATH 1101-2260 and keep an open line of communication with the Math department.
- In spring 2018, the ARC partnered with the Chemistry department to provide one section of CHEM 1211 with peer-facilitated study groups. Students completed an online pre-course module, met with their Study Group Facilitator/Peer Learning Assistant once a week to strengthen knowledge of concepts learned during class, and completed exam wrappers to practice metacognitive skills.
- In fall 2018, the ARC partnered with Housing to provide tutoring and coaching services for first-year students living in newly renovated Russell Hall. These services include Math, Chemistry, and writing tutoring as well as student success workshops and Academic Coaching.

Evaluations

The ARC used two updated instruments for evaluating impact of services: an 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 correlated with students' 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.

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

Students' Perspectives

- “I have definitely felt like I had a better grasp of the concepts that we have been learning in class. I can bring some of my smaller questions to the tutors and they can help fine-tune my understanding of these concepts. I have felt more confident in completing questions and my problem solving skills have improved because they always encourage me to figure out problems in my own way.”
- “I am so happy that free tutoring is offered here. These tutors are amazing. I have recommended this to everyone who has told me they were having trouble in chemistry (or math). The tutors are always very kind and very informative.”
- “My tutor was very resourceful, especially in his understanding of the concepts and presentation of helpful examples. My understanding of the concepts significantly changed after my tutoring appointments. I always left feeling more confident and my teachers have commented on a change in comprehension.”

*Chemistry students who visited the ARC at least 5 times had, on average, a GPA point increase for the course of **1.55**.*

***Over 70%** of students who received ARC services increased their final grades from their self-reported previous exam scores.*

Freshman College Summer Experience

Building upon the new FCSE plan implemented in 2017, further innovations were planned for 2018. Its implementation relied on an approach that:

- strategically offered high-demand, gateway courses representing a wide-range of majors and a newly redesigned UNIV curriculum that offered students the opportunity to take a Social Sciences, Humanities, or STEM Literacies course to prepare them for academically rigorous courses in these meta-major areas;
- streamlined the FCSE application process through the *Slate* platform by partnering with Admissions, 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-hour disciplinary course, a 2-hour service-learning course, and a 1-hour Literacies in the Social Sciences, Humanities, or STEM course. Revised course offerings exposed participants to the innovative clusters of meta-majors and fulfilled general education requirements in high-demand, gateway courses.

92%

of FCSE participants agreed that the FCSE allowed me to form meaningful academic and social networks to equip me for future academic success.

Small-group, residence-based seminars through the UNIV curriculum 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, were embedded in the service-learning courses and the Beyond Class events —co-curricular, mandatory programs that introduced participants to campus resources and the UGA community.

Through a more intentional partnership with Admissions, students were able to apply through their UGA admissions account on the *Slate* platform, thereby enabling a more efficient process for the students and for a number of units within the Office of Instruction.

For the first time, FCSE was able to offer scholarships through the *Early Start | Early Success* grant, funded by the Office of Institutional Diversity. This funding covered room, meal plan, and the FCSE program fee for 14 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: an Early Start Day, a 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.

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, Health & Wellness at UGA, a classroom simulation, and information on the Academic Resource Center. Students also heard from the 2018-2019 Student Government Association Vice President and Treasurer on making the most of their UGA experience, received a Beyond Classes overview and tutorial on using the new FCSE Guidebook app, and met with their FCSE Teaching Assistants who aided them in locating classrooms before classes began.

199 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, Project Safe, and Athenspets.

Students attended at least two Beyond Class events each week. Over 40 Beyond Class events were offered, including: Working with Faculty, Stress and Time Management workshops, Internationalizing Your UGA Experience, Wellness Wednesdays, a Challenge Course, WatchDawgs, Film Series Fridays, Committed to the G: Getting to Know UGA, a tour of the Special Collections Library, and many more. Also new this year, students attended 3 weekly assemblies where they learned about UGA's tripartite mission and received important updates from FCSE staff.

Positive Outcomes

- 91% agreed that “Participating in the FCSE helped to foster a smooth transition from high school to college for me.”
- 90% agreed that “Participating in the FCSE introduced me to the rigors and unique learning opportunities at UGA.”
- 92% agreed that “Participating in the FCSE allowed me to form meaningful academic and social networks to equip me for future academic success.”
- 90% agreed that “Participating in the FCSE acquainted me with the broader Athens community so that I can successfully navigate my first year at UGA.”

“I am so grateful for the experience and feel like it prepared me for my next four years of college.”

—FCSE Student

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. 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.

The IEP has successfully enrolled and taught over 600 international students since 2010. Based on a survey of IEP students, of those intending to pursue further study in the U.S., 87% were accepted to a university upon leaving the IEP; 67% were accepted into a U.S. university. 21% were accepted to a UGA degree program.

“Needless to say, attending the IEP courses is the best thing that has happened to me this year. With dedicated and experienced instructors, attentive and sympathetic IEP staff members...after two months, my level in English has improved significantly and I passed my TOEFL exam.”

—Student from Benin

Contributions to UGA

Given recent declines in enrollment across international education in the United States and the DAE's view of the IEP as an integral part of the University of Georgia, an independent review was organized by the Director of the DAE in September 2018. Its findings and recommendations are currently being implemented with new program elements and new partnerships in planning.

“It’s the first time I’ve lived in an English-speaking country, so I was struggling with speaking English. I have learned practical English in the IEP and it was really helpful.”

—Student from South Korea

Enrollment

Unique full-time students: 119.
Unique part-time students: 42.
Total students in the IEP: 161. Of these 161 participants, 43 were in group programs and the remaining 118 were individual students engaged in study across the academic year.

Partnerships

Various partnerships have developed over the past year to stabilize the IEP in terms of recruitment, outreach, and funding. These included:

- *Government of the United States of Mexico* on the Proyecta scholarship.
- *Carl Vinson Institute* and *LOGODI* (Local Government Officials Development Institute in the Republic of Korea) to provide a 1-month intensive program for 28 Korean government officials).
- *UGA Graduate School* to provide a special program for 10 new, conditionally-admitted graduate students who started graduate school in fall 2018. Collaboration continued on a conditional acceptance letter that can be used by departments who want to offer admission through the IEP and also to put information about the IEP on the Graduate School website under the language proficiency section.
- *The Consulate of the Republic of Turkey* in New York to bring 14 scholarship-supported students to the IEP.
- *Various UGA department heads* on partnering with the IEP to recruit international students for graduate programs not limited to: the School of Music, College of Education, School of Public and International Affairs, College of Engineering, Department of Computer Science, School of Social Work, College of Agricultural and Environmental Sciences, College of Family and Consumer Sciences, Warnell School of Forestry, Franklin College of Arts and Sciences.

Partnerships

The success of the Division's services, initiatives, access programs, and curriculum, is built on strong partnerships with departments and units across the University. 2017-2018 saw continued or new partnerships with:

- *Academic Advising Services*
- *Carl Vinson Institute of Government*
- *Center for Teaching and Learning*
- *Center for Undergraduate Research Opportunities*
- *Development & Alumni Relations*
- *Director's Innovations Group*
- *Division of Student Affairs*
- *Experiential Learning*
- *Exploratory Center*
- *Graduate School*
- *Institute of Higher Education*
- *J.W. Fanning Institute for Leadership Development*
- *Office of Institutional Diversity*
- *Office of Institutional Research*
- *Office of Instruction, Public Relations Coordinator*
- *Office of Global Education*
- *Office of Online Learning*
- *Office of Service Learning*
- *Office of STEM Education*
- *Office of Student Financial Aid*
- *Office of the Registrar*
- *Office of Undergraduate Admissions*
- *University Housing*
- *UGA Libraries*
- *Various academic departments across all 17 Colleges and Schools.*

Scholars Programs

Scholars' programs have grown rapidly with three new programs named since last year, including the first Scholars program for transfer students, as well as a new Scholars program for students from rural parts of the state. For the 2018-19 academic year, Scholars' programs are serving 291 students through financial and programming support.

Beyond Traditional Scholarships

For many Scholar cohorts, students have the opportunity to attend the University's Freshman College Summer Experience. During Freshman College, Scholars complete a service-learning course during their Freshman College experience, further highlighting the aspect of service unique to this program. Additionally, many Scholars 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.

1 Generation at a Time (1 GAAT)

The 1 Generation At A Time (1 GAAT) Scholars Program is the first Scholars program tailored to meet the needs of transfer and/or service-minded students at UGA. The first five students entered the program in fall 2018. Service-driven Scholars are supported through the collaboration of the J.W. Fanning Institute for Leadership Development

and the Division of Academic Enhancement (DAE). Together, they provide leadership enhancement opportunities, educational support, and assist students as they transition into life at UGA. Program activities culminate in a Scholars reception each spring, and students are invited to mentor future program participants.

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 first-year Scholar is paired with a faculty or staff mentor on campus to help guide individual academic and career goals, as well as a peer mentor (2nd, 3rd, or 4th year student) in the program to assist in transition to the University. Coca-Cola First Generation Scholarships are awarded by the UGA Office of Student Financial Aid and the Office of Undergraduate Admissions.



“It is one of the only reasons I am able to go to school so it has meant the world to me. The kindness is found in not only providing the money but a program to give practical steps for success. It has changed my life and I will always remember Coke and the CCFG program with fondness.”

—CCFG Scholar

UGA welcomed 12 new students to the Coca-Cola First Generation Scholars Program in fall 2017. The fourth-year cohort included 8 students who completed their time as Coca-Cola First Generation Scholars, while the second and third-year cohorts totaled 12 and 14 students, respectively. One student graduated early from the third-year cohort.

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. Examples of programming from the 2017-18 academic year include: Kayaking (August); Welcome Reception (September); FAFSA Night (October); Study Abroad Information Session (November); Ice Skating (December); All Scholar Retreat (January); Daily Stress Management for Academic Success (February); Communicating with UGA Faculty and Celebration Banquet (March); Are You Ready for the GRE? (April); and, Exam Jam (May).

The Scholars' Perspective

“The Coca-Cola First Generation Scholarship means opportunity to me. Opportunity for self-discovery, the freedom to dream, and the ability to have a meaningful career with independence.”

“The CCFG scholarship impacted my college experience in many different ways. The CCFG scholarship was not only supporting my education financially but also



emotionally. I became more appreciative of the experiences I get to participate in. I met faculty members that I would never have the chance to meet if it was not for the CCFG scholar program. The scholarship makes me want to give back to others in any way I can.”

Program Innovations

Fall 2017 saw several new innovations to strengthen the program. There was a renewed focus on the transition of the first-year cohort with the implementation of a first-year retreat. The first evening was focused on introducing the first-year students to their CCFG peer mentors, and the second day involved a trip to Atlanta to the World of Coca-Cola and The Center for Civil and Human Rights. In addition, there was also a reexamination of programming with new workshops introduced, including the DAE’s Student Success Workshops and a financial literacy workshop series.

Correll Scholars

The Correll Scholars Program is a need-based scholarship program for outstanding UGA students with a major in the Terry College of Business or College of Education. The scholarship is renewable for up to four years and comes with a variety of programs and resources to support student success. Partnerships with Terry College of Business and the College of Education ensure that students receive intentional support based on their program interests.

Launched in fall 2018, there were 24 Scholars named across 1st, 2nd, 3rd, and 4th year students. Subsequently, six new Scholars will be named each year.

Beyond the Scholarship

The summer before beginning their journey at UGA, incoming Scholars receive an invitation to attend Freshman College Summer Experience (FCSE). FCSE program fee, housing, and meal plan are paid in full for Correll Scholars. Each fall, we welcome new Scholars to campus through a *Scholars Success Day* and invite them to enroll in an innovative UNIV course to assist with the transition into higher education. Beyond a scholarship, the Correll Scholars Program surrounds students with major-specific resources, networking opportunities, and intentional campus partnerships across units like academic advising, experiential learning, study abroad, and career services. Program activities culminate in a Scholars reception each spring, and 3rd and 4th-year students are invited to mentor next year’s incoming program participants.

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.

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 saw a successful launch in fall 2017 with 89 Scholars on campus with another 117 added in fall 2018. 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.

Kellogg Scholars

The Kellogg Scholars Program launched in spring 2018 with five 1st year Early Childhood Education students receiving financial support through a gift from the Kellogg Foundation. Through a partnership with the College of Education, these students were paired with faculty mentors, as well as peer mentors in their major. During the spring 2017 semester, these students also had designated walk-in hours with the College of Education career counselor.

UGA REACH Scholars

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 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 experience a success network committed to students, committed to success.

One REACH Scholar entered UGA in January 2018 with another three Scholars joining the University community in August 2018.

ALL Georgia Scholars/Program

Established fall 2018, ALL Georgia unites two ideas: 1) the creation of a new rural access and success agenda bringing the state together via the missions of its flagship institution of higher education and 2) a broad-based collaboration at the University across multiple offices supporting ALL students.

“The scholarship program definitely connects you with resources and lets you know about them and makes you more comfortable with them, knowing where you should go if you need help with tutoring and things like that.”

—ALL Georgia Scholar



The ALL Georgia Program offers rural Georgia students two pathways to academic success at UGA.

One pathway comprises an intentional network of support and resources and is available to all rural students, including first-year common experiences such as Freshman College Summer Experience, Dawg Camp, Scholar Success Days, an innovative UNIV course, and optional common

housing among other ALL Georgia Program participants.

The second pathway is through the ALL Georgia Scholars Program. The ALL Georgia Scholarship Program provides financial aid for six outstanding UGA students matriculating to UGA from rural Georgia areas each year. The scholarship is renewable for up to four years and comes with a variety of programs and resources to ensure success and facilitate connections in the University community.

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.

Mission

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. 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 2017-2018, TS served 930 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.



“I believe

I can really go to college now because of TRIO ETS.”

—Student at W.R. Coile Middle School

- 100% of non-seniors were promoted to the next grade level
- 99% of high school seniors graduated from secondary school
- 89% 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

The McNair Scholars program prepares 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 including UNIV 2301: Transformative Learning Strategies focused on scholarly identity, collaboration, auto-ethnography projects and research conference presentations
- Interactive, research-focused workshops and seminars including graduate school rhetoric, developing research, qualitative and quantitative methodologies, APA basics
- Travel assistance to present research nationally and to engage in graduate school tours
- Faculty mentorship, counseling, and advising sessions (10 hours/week)
- Boot Camp (required for rising seniors) with concentration in investigating programs of interest, writing statements of purposes, requesting letters of recommendation, crafting the curriculum vitae, and GRE prep classes
- Cultural events, activities, and networking opportunities
- Support for publishing research findings



“McNair is helping me achieve my goals and feel confident in my ability to make it into a PhD program.”

—McNair Scholar

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. 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.

Data

2017 -2018 saw the program reach its target number of 140 students and maintain a wait-list through the academic year. 95% of first-year students persisted to the next academic year; 87% 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, and the Academic Resource Center.

Going forward

Program evolution will continue with sustaining momentum of the *Early Start | Early Success* program as well as build on success of TRIO SSS UNIV course for all incoming TRIO SSS students was piloted in fall 2017.

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 three 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. The newest UB is UB-Math Science.

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:



“Without Upward Bound, I would have never thought about going to college, but now I will be a freshman majoring in nursing.”

— 2017 graduate of Clarke Central

- 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
- 80 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: UB alumna, Angela Davenport, a registered nurse, provided two seniors with a \$500 scholarship; and, the UB parents' organization provided seniors with \$100 book stipends.

Going forward

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 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. UB recruited its first cohort of 65 students to attend summer program. By August 2018, all UB grants were notified of an additional \$40,000 STEM supplement to expand their work on STEM-themed college pathways.

UNIV Curriculum

During the 2017-2018 academic year, the DAE underwent a complete curriculum redesign resulting in logical, sequential, and scaffolded courses offered for the first time in the 2018 FCSE. These UNIV courses fall into three categories: Academic Success, Supplemental Instruction, and Developing Literacies. This curricular overhaul is the result of a collective effort between DAE faculty, staff, and campus partners. To assess how the UNIV curriculum and DAE services can better support students, a campus-wide needs assessment was distributed to students, faculty, and advisors across campus. The Director equipped DAE faculty with the results of the needs assessment and research on significant course design (specifically Fink's Taxonomy), then charged them with the development of student learning outcomes, innovative pedagogy, appropriate and accessible course materials, and syllabi.

Assessment has been central to this redesign, with embedded assessment for courses in the Academic Success block. This assessment—also a low-stakes class assignment—allows for the evaluation of a student's growth in mindset, the performance of the faculty member, and the effectiveness of the curriculum. UNIV curriculum has the opportunity to allow students to practice the very skills, behaviors, and strategies that will benefit their academic career; metacognition is both the *content* and

the *methodology* guiding the instruction. Students are able to reflect on their own academic performance and gain transferable skills to help them at UGA and beyond.

The new UNIV curriculum saw a record number of students enrolled in fall 2018 courses.

Over 530
students compared to 296 in fall 2017.

In addition to the curriculum redesign, the DAE also enhanced its internal faculty development offerings, teaching award, and annual evaluation process. In spring 2018, the DAE Director introduced a faculty development program, *Defining Excellence in Teaching*, to foster innovations in teaching, learning, and success-based instruction within the DAE. Key program elements include peer teaching observations; an emergent community of practice; awareness and use of evidence-based, innovative pedagogies;

and, significant course redesign that embeds twenty-first century assessments and feedback systems. Quantifiable outcomes, such as sustained improvements to instruction and faculty self-reporting of satisfaction will be tracked as part of the DAE’s assessment of its curricular reform.

UNIV Curriculum Development and Launch Timeline





To ensure the strong link between teaching and faculty recognition, the Division adopted an Innovative Teaching Award to assess and recognize effective instruction. The Award looks at teaching philosophy statements, peer observations, student evaluations, etc. Finally, enhancements to the annual faculty evaluation process reflect a deep commitment to student learning. A holistic assessment of DAE programs, personnel, and myriad impacts and intended outcomes reflect a robust approach to applying research-based pedagogies to student learning and success. The approach has produced:

- A research-framed approach to curriculum (re)design seeing 25 UNIV courses with sequential and scaffolded, twenty-first century student learning outcomes emerge to meet the needs of current and future UGA students.
- A record number of students enrolled in fall 2018 courses—over 530 students compared to 296 in fall 2017.
- Embedded assessments in Academic Success UNIV courses—framed by Dweck (2007), Fink (2013), and Tinto (2017)—give students an opportunity to reflect their own learning, track their growth mindset, evaluate the course/instructor, and assess the effectiveness of the curriculum.

Looking Ahead

In the year ahead, the Division will advance its new mission through programming and partnerships—enhanced by new data analytics and designed to improve student success across the University. Future goals and areas of strategic development include:

- Growing the Freshman College Summer Experience program
- Sustaining a second phase of CHEM 1211 supplemental instruction pilot
- Renewing the TRIO Student Support Services grant
- Partnering with Departments and Colleges to grow the reach of Academic Coaching
- Moving DAE website to Omni Update with greater security and a more dynamic interface for users
- Continuing to offer leadership on data-informed success metrics and student-centered interventions
- Developing new, campus-wide initiatives for special populations including, but not limited to first generation, rural, and transfer students
- Launching new Scholars programs based on evidence-based practices and research
- Evolving into a campus hub for the training for peer learning assistants
- Actualizing a strategic revitalization plan for the IEP
- Sustaining success for TRIO programs
- Benchmarking aspirational programs, services, initiatives, and curriculum
- Enhancing the teaching, learning, and service missions of the Division with professional development opportunities for staff and faculty
- Engaging and positively impacting the campus conversation on student success.

*Committed to students,
committed to success.*

*dae.uga.edu
706.542.7575*



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