



Complete College Georgia 2022 Status Report Georgia Institute of Technology¹

Institutional Mission and Student Body Profile

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

A member of the Association of American Universities (AAU), Georgia Tech seeks to influence major technological and policy decisions. For more than 20 years, Georgia Tech has been ranked among the top 15 public universities in the United States by *U.S. News and World Report*. Our engineering and computing Colleges are the largest and among the highest-ranked in the nation. The Institute also offers outstanding programs in business, design, liberal arts, and sciences. The Institute is consistently rated among the top universities in the nation for the graduation of underrepresented minorities in engineering, computer science, and mathematics. Georgia Tech also awards more engineering degrees to women than any other U.S. institution. The typical Georgia Tech undergraduate is of traditional age (≤ 24), enters as a first-year student, lives on campus, attends full-time, and is seeking a first undergraduate degree.

In fall 2021, Georgia Tech attained a record high enrollment of 17,454 undergraduates, 79% of whom were enrolled in STEM majors². In addition to its undergraduate population, the Institute had a fall 2021 enrollment of 26,391 graduate students for a total enrollment of 43,845. Between fall 2013 and fall 2021, the Institute experienced a 20% increase in undergraduate enrollment. Data indicate that enrollment growth continued in fall 2022 with a total enrollment of almost 45,300 students, including 18,413 undergraduates. In 2021-22, 4,016 undergraduate degrees were awarded, a 3% increase in undergraduate degrees awarded in 2020-21. Between 2012-13 and 2021-22, undergraduate degree production increased by 29%. [Appendix A](#) illustrates undergraduate enrollment and degree trends.

Georgia Tech values the diversity of its student population and is committed to expanding access to underrepresented students. In 2021-22, Tech achieved an historic high in its undergraduate female enrollment of 6,942 students, representing a 44% increase from fall 2013 when undergraduate female enrollment was 4,873. In the overall undergraduate class, women represented 40% of undergraduates in 2021-22, an increase from 33% of undergraduates in 2013-14. Undergraduate enrollment of underrepresented minorities reached a historic high of 3,202 students in fall 2021 and has risen by 41% since fall 2013. Underrepresented minorities comprised 20% of the undergraduate student body in fall 2021.

¹ The 2022 status report focuses on the 2021-22 academic year and progress toward Momentum Year/Approach work in 2022. Except where noted, retention, progression, and graduation metrics from 2021 were used for this report.

² STEM majors include students in the Colleges of Computing, Engineering, and Sciences.

Georgia Tech is involved in an array of outreach activities specifically designed to attract K-12 students. The Center for Education Integrating Science, Mathematics, and Computing (CEISMC) conducts a comprehensive summer program to expose K-12 students to STEM topics and careers. Additional K-12 outreach programs are conducted by the Center for Engineering Education and Diversity (CEED), and Women in Engineering (WIE), both units within the College of Engineering. Through the School of Mathematics, the College of Computing, and Professional Education, Georgia Tech offers distance mathematics and computer science courses to dual enrolled high school students. In 2021-22, Distance Math served 627 students from 92 Georgia high schools in 28 counties. In its second year, Distance Computer Science enrolled 129 students from 48 Georgia high schools in 16 counties.

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

As of fall 2022, Georgia Tech achieved a first-to-second-year retention rate of 98% for the first-time, full-time freshman 2021 cohort and a six-year graduation rate of 92% for the 2015 first-time, full-time cohort. The 98% retention rate is a record high for first-to-second year retention at the Institute. The 92% graduation rate also represents a record high for the Institute. Further, the four-year graduation rate for 2017 first-time, full-time cohort was 57%, also a record high. See [Appendix B](#) for a historical illustration of institutional retention and graduation rates.

As a science and technology-focused institution, the enrollment and degree progression of STEM majors is central to our mission. The sustained economic impact made possible through a better-prepared STEM workforce is significant, and graduating a larger number of STEM students to meet workforce needs is a high priority for Georgia Tech. One measure of progress is the number of students enrolled in STEM majors. Tech has achieved an increase in STEM enrollment from 11,699 undergraduate students in 2013-14 to 13,845 undergraduate students in 2021-22. As of fall 2021, 79% of Georgia Tech undergraduate students were seeking a STEM degree.

Efforts to engage and retain more women students represent one of our best opportunities for increasing the number of STEM majors and degrees awarded. Since fall 2013, the number of women enrolled in STEM majors at Georgia Tech increased from 3,478 (30% of undergraduate STEM enrollment) to 5,207 (38% of undergraduate STEM enrollment) in fall 2021. Data from fall 2022 suggest that the number of women seeking an undergraduate STEM degree will exceed 5,300 for the first time. [Appendix C](#) illustrates the enrollment of women in STEM majors from 2014 through 2022.

Once enrolled, women at Georgia Tech consistently graduate at a higher and faster rate than men. For the 2015 cohort, the six-year graduation rate for women was 93% compared to 91% for men. Similarly, women in STEM majors achieved a 93% six-year graduation rate compared to a 91% rate for men. [Appendix D](#) illustrates undergraduate graduation trends by gender. [Appendix E](#) illustrates overall STEM graduation rates and STEM graduation rates by gender.

Georgia Tech continues to be a national leader in the number of STEM students enrolled and the number of degrees conferred each year. In 2021-22, 3,329 undergraduate STEM degrees were awarded. [Appendix F](#) illustrates the historical trend for STEM degrees awarded.

Given Georgia Tech’s commitment to expanding access and diversity within its student population, disaggregating success metrics by race/ethnicity is crucial. In fall 2021, the first-to-second-year retention rate for underrepresented minority (URM) students in the fall 2020 cohort was 97%, which matched the overall first-to-second year retention rate for the cohort. The six-year URM graduation rate for the 2015 cohort was 86% (compared with a 92% overall rate). URM six-year graduation rates have improved from 72% for the 2006 cohort to 86% for the 2015 cohort. Considering the Institute’s two largest URM groups, six-year graduation rates for the fall 2015 cohort were 81% for Black or African American students and 90% for Hispanic or Latino students. [Appendix G](#) illustrates historical trends for URM graduation rates.

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

Student Success Inventory

Georgia Tech provides undergraduates with an extensive array of engagement opportunities and support scaffolding across multiple campus units. These high impact practices (HIPs) are designed to foster academic success, engagement, well-being, and a sense of community. Our strategies and their effectiveness are detailed in our annual Complete College Georgia update reports.

In prior years Georgia Tech’s Momentum Year plans focused on enhancements to undergraduate advising as a component of purposeful choice. Our Momentum Approach plans considered longer-term, systemic issues aligned with purpose, mindset, pathways, and data/communication. Issues we explored include:

- Reviewing our many high impact experiential opportunities through an engagement lens to ensure equitable student participation
- Exploring the threading of degrees with threads being defined along external perspectives and engineered for career exploration
- Analyzing academic standing policies to ensure that standards allow for timely identification of students off course academically
- Addressing students’ overemphasis on GPA as fueled by employers who may prioritize GPA requirements in recruitment processes

Many of these systemic issues clearly align with our overall emphasis on enhancements to academic advising. While academic advising remains an area of focus for 2022, we are targeting our Momentum efforts to a set of initiatives that intersect with Strategic Enrollment Management planning underway in association with the Institute Strategic Plan (ISP). Further, we see great power in our Amplify Momentum Project (GT-AMP) mini-grant project, our Big Idea from Momentum Summit IV (MSIV). We will be assessing the GT-AMP projects currently underway throughout 2022-23. For 2022, our priority student success initiatives include:

- Assessing funded mini-grant projects and examining their impact, GT-AMP Phase I
- Funding a second round of mini-grant projects in alignment with Strategic Enrollment Management planning and the ISP, GT-AMP Phase II
- Analyzing degree complexity and its impact on degree completion

- Updating, expanding, and communicating a comprehensive catalog of student success initiatives
- Exploring equity in success metrics and expanding access through enhanced support for underserved populations (e.g., first-generation students, transfer students)
- Evaluating major selection and change of major protocols

Each initiative, progress to date, challenges, and next steps are highlighted below.

Activity/Project Name	GT-AMP Phase I
Momentum Area (select all that apply)	<ul style="list-style-type: none"> ✓ Purpose ✓ Pathways ✓ Mindset <input type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	<p>Georgia Tech’s Big Idea from Momentum Summit IV in 2021 was to link our Momentum work with our ISP by establishing an internal mini-grant program—the Amplify Momentum Project or GT-AMP.</p> <p>Assessing funded mini-grant projects and examining their impact is a key component of our 2022 Momentum plan.</p>
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	<p>Seven GT-AMP projects are underway. Representatives from funded initiatives participated in Momentum Summit V (MSV) online. The first set of assessment materials are due in summer 2022.</p>
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	<p>Evaluation Plan and measures: Evaluation plans for individual projects are dependent on project objectives and are contained within the project proposals. From a programmatic perspective, assessments will analyze how well individual projects connect the Amplify Impact focus area of the ISP to the Momentum framework.</p>
	<p>Baseline measure: None</p>
	<p>Goal or targets:</p> <ul style="list-style-type: none"> • Ensure engagement of project representatives in MSV, spring 2022 • Review project assessment data, summer 2022
	<p>Time period/duration: 6-18 months, depending on the scope of the funded projects</p>
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	<p>The projects are underway as of January 2022. An assessment of project activities and accomplishments in summer 2022 will guide recommended changes for the remainder of the year.</p> <p>Of the seven GT-AMP grants awarded, one was a six-month grant, while the other six grants were 18-month projects. The six-month project concluded in June 2022, and all seven projects submitted summaries of project outcomes together with three-page summaries of activities and results as of July 31, 2022.</p>

	<p>The results of all seven projects demonstrate energetic follow-through on the innovative activities proposed, significant impact from these activities, and strong syntheses of USG Momentum goals and the goals of the Amplify Impact focus area of the 2020 ISP. See Appendix L, which includes</p> <ul style="list-style-type: none"> • Executive Summary for each project (January 2022) indicating how the project’s planned activities and anticipated outcomes will advance both Momentum and Amplify Impact goals. • Year 1 Outcomes (July 2022) as set forth in the brief summary of outcomes submitted for each project, indicating the outcomes achieved in advancing both Momentum and Amplify Impact goals. <p>Projects have also been updated on Georgia Tech’s CCG website at https://completecollege.gatech.edu/2021-22-gt-amp-projects/.</p>
<p>Plan for the year ahead (What steps will you be taking in 2022)</p>	<p>We determined that funding for a second round of grants was not feasible in summer 2022, but we will pursue the opportunity again in spring/summer 2023.</p> <p>We also determined that the results reported as of July 2022 warranted additional dissemination beyond presentation to the CCG-GT Steering Committee, which was one of the required GT-AMP deliverables. We plan to ask grantees to prepare brief videos for broader dissemination to committees charged with advancing the IPS and to the committee charged with determining Georgia Tech’s next Quality Enhancement Plan (QEP).</p>
<p>What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?</p>	<p>Budget challenges may once again affect our ability to proceed with a future round of GT-AMP mini-grants.</p>
<p>Project Lead/point of contact</p>	<p>Office of Undergraduate Education</p>

Activity/Project Name	GT-AMP Phase II
<p>Momentum Area (select all that apply)</p>	<ul style="list-style-type: none"> ✓ Purpose ✓ Pathways ✓ Mindset <input type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications <p>Areas of emphasis depend on project focus.</p>
<p>Activity/Project Overview or Description (what this is?)</p>	<p>Based on the positive response to the GT-AMP mini-grant program in summer 2021, we hope to circulate a second round of mini-grant proposal requests (RFP) in summer 2022.</p>
<p>Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)</p>	<p>GT-AMP Phase II is in the planning stage. For round two, we will ask applicants to demonstrate how their proposed projects connect the Momentum framework to the Amplify Impact focus area of the ISP in alignment with Strategic Enrollment Management planning currently in progress.</p>

Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Evaluation plans for individual projects are dependent on project objectives and will be embedded within project proposals. From a programmatic perspective, assessments will analyze how well individual projects align their work with Strategic Enrollment Management planning and the Momentum framework.
	Baseline measure: None
	Goal or targets: <ul style="list-style-type: none"> • Ensure that funded projects demonstrate alignment with Strategic Enrollment Management planning, the ISP, and the Momentum framework, fall 2022 • Review individual project assessments, summer 2023, fall 2023, spring 2024 • Ensure that project representatives participate in Momentum Summit VI, spring 2023
	Time period/duration: Two years beginning in summer 2022
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	We determined that funding was not feasible for AY22-23, but we plan to pursue funding for a second round for AY 23-24.
Plan for the year ahead (What steps will you be taking in 2022)	While we were not able to fund a second round of mini-grants in AY22-23, we plan to focus our attention on evaluating the results and progress of the first round of grants. We also plan to use the results and impact from these grants to create a robust funding proposal for a second round of grants for AY 23-24.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	Unanticipated budget and staffing constraints that impact the ability to fund a second round of GT-AMP mini-grants.
Project Lead/point of contact	Office of Undergraduate Education

Activity/Project Name	Analyzing degree complexity and its impact on degree completion
Momentum Area (select all that apply)	<input type="checkbox"/> Purpose <input checked="" type="checkbox"/> Pathways <input type="checkbox"/> Mindset <input checked="" type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	Apply curricular analytics to study degree programs, identify majors with high program complexity, and develop adjustments designed to lower complexity and accelerate time to degree completion.

<p>Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)</p>	<p>Georgia Tech is in the process of finalizing a search for a Director of Curricular Analytics. The new hire will initiate and formalize a process for curricular studies, building on conversations about curricular analytics within the Complete College Georgia (CCG) Steering Committee and pilots performed by the School of Mechanical Engineering.</p>
<p>Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)</p>	<p>Evaluation Plan and measures: The new Director of Curricular Analytics will establish an assessment plan in accordance with goals and objectives outlined for the program. Ensuring that a director is on staff and that analysis of degree complexity for targeted majors is initiated are key priorities for 2022.</p> <p>Baseline measure: None</p> <p>Goal or targets:</p> <ul style="list-style-type: none"> • Prioritize majors for degree complexity review, summer 2022 • Establish a timeline for reviewing degree complexity by major, summer 2022 • Conduct analysis of highest priority majors and report findings as appropriate, fall 2022 • Develop potential interventions to lower complexity and shorten time to degree for highest priority majors, spring 2023 <p>Time period/duration: Ongoing project with preliminary results or recommendations for high priority majors available in late fall 2022.</p>
<p>Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)</p>	<p>In summer 2022, Georgia Tech hired its inaugural Director of Undergraduate Analytics and Planning in the Office of Undergraduate Education. One area of focus for this position is curricular analytics and analyzing how curricular pathways impact student success metrics, with a particular focus on four-year graduation rates.</p> <p>In summer 2022, a team of six faculty and staff from the Office of Undergraduate Engineering, College of Sciences, College of Engineering, Enrollment Management, and Student Engagement and Well-Being participated in the John Gardner Curricular Analytics Community (CAC). Goals for this initiative including analyzing curricular complexity for high priority majors, developing strategies for removing institutional barriers for 4-year graduation rates, examining disaggregated student success data, and creating an action plan for our campus.</p> <p>After participating in the CAC, the team mapped all majors in the College of Engineering, Scheller College of Business, and the College of Computing. Additional majors were mapped in the College of Sciences, College of Design, and Ivan Allen College. Preliminary findings show that Engineering majors at Georgia Tech have very high complexity rates that are aligned with low four-year graduation rates. A major area of focus for this analysis was not only four-year graduation rates, but eight-semester graduation rates. Analysis shows that eight-semester graduation rates are also low compared to peers, which may be impacted by overly complex curricular</p>

	<p>chains. Other areas of action determined by the CAC group include: 1) reviewing of tuition structure to allow students to continue making academic progress while not on campus due to a co-op/internship experience; 2) ensuring adequate student support services (both academic and student life); and 3) working with the schools and colleges to review curricular pathways.</p> <p>Findings from the CAC have been presented to campus leadership and we are working with Enterprise Data Management (EDM) to update data visualization dashboards based on curricular and student success data.</p>
<p>Plan for the year ahead (What steps will you be taking in 2022)</p>	<p>A key goal for the year ahead is to evaluate potential interventions designed to lessen complexity and accelerate time to degree. We will analyze disaggregated student data in order to identify possible barriers for student academic progression, including course DFW rates, course registration and enrollment patterns, graduation and retention rates for various student subpopulations and demographic factors (including race/ethnicity, gender, pre-college preparation, first-generation status, etc.).</p> <p>Our focus throughout this first stage of the project will be on high-priority STEM majors and developing consensus for specific interventions by major and across majors. As we move into 2023, we plan to begin implementing interventions to study their impact on degree progression.</p>
<p>What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?</p>	<ul style="list-style-type: none"> • Building stakeholder consensus regarding the need for interventions • Building stakeholder consensus regarding the interventions themselves • Slow pace of institutional change • Data collection is not centralized and access to disaggregated data needs to be improved
<p>Project Lead/point of contact</p>	<p>Director of Undergraduate Analytics & Planning, Office of Undergraduate Education, Colleges and Schools, CCG Steering Committee</p>

<p>Activity/Project Name</p>	<p>Updating, expanding, and communicating a comprehensive catalog of student success initiatives</p>
<p>Momentum Area (select all that apply)</p>	<p><input type="checkbox"/> Purpose</p> <p><input type="checkbox"/> Pathways</p> <p><input type="checkbox"/> Mindset</p> <p><input type="checkbox"/> Change Management</p> <p><input checked="" type="checkbox"/> Data & Communications</p>
<p>Activity/Project Overview or Description (what this is?)</p>	<p>Build out and maintain an online repository of student success initiatives embedded in decentralized units across Georgia Tech. An up-to-date, central repository of resources will make it easier for students to access assistance and for advisors/faculty/staff to connect students with success resources.</p>
<p>Activity/Project Activity Status (where is this in process? E.g.,</p>	<p>In spring 2020 during the early phases of the pandemic, the Office of Undergraduate Education compiled a list of many ongoing student support</p>

<p>studying, initiating, piloting, scaling, maintaining, retiring, etc.)</p>	<p>initiatives across Georgia Tech units. As services shifted to remote delivery, a catalog of resources was posted to the web (https://www.success.gatech.edu/) and served as a tool to communicate resource availability to students. Given the increasing normalcy of operations, updating, and scaling this catalog to make it comprehensive and relevant is a key activity. Additionally, we plan to create a mechanism for ongoing maintenance of this web-based catalog of resources.</p>
<p>Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)</p>	<p>Evaluation Plan and measures: Ensure that a mechanism is in place to review and update the online resource periodically and to encourage and track usage of the resource.</p>
	<p>Baseline measure: None</p>
	<p>Goal or targets:</p> <ul style="list-style-type: none"> • Review the existing web resources and publish a revised website before the beginning of fall 2022, summer 2022 • Ensure that a team is in place to review and update the resources periodically, fall 2022 • Track usage of the web-based resource (e.g., clicks, number of times accessed) and establish a baseline for growth, fall 2022
<p>Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)</p>	<p>Time period/duration: Ongoing, but initial revisions in place by fall 2022.</p> <p>In spring 2022, Institutional Research and Planning began populating a spreadsheet of student support services from across campus. The spreadsheet will inform the work of the team reviewing and expanding the catalog of support services for online posting. In order to increase usage of the http://success.gatech.edu site and awareness of student support services, the site was included as part of the Vice Provost for Undergraduate Education’s presentation to incoming students throughout summer 2022 during FASET new student orientation. This increased communications strategy was designed to develop student awareness of the resource and to ensure incoming students are aware of the numerous resources available to them to support personal and academic success and well-being.</p>
<p>Plan for the year ahead (What steps will you be taking in 2022)</p>	<p>A key goal for the upcoming year is to establish a team, unit, or committee to take ownership of reviewing and updating the web-based catalog of student support services on an ongoing basis. We also plan to collect usage data and update the resource appropriately. OUE is in the process of hiring an Executive Director for Academic Success and Advising, who will be integral in the maintenance, marketing, and monitoring of this catalog of resources.</p>
<p>What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?</p>	<ul style="list-style-type: none"> • Identifying and publicizing successful initiatives that are hidden with our decentralized environment • Maintaining a current, relevant catalog of resources given the dynamic nature of Georgia Tech and its student support structure

Project Lead/point of contact	Director of Retention and Graduation Initiatives, Institutional Research and Planning, Office of Undergraduate Education
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Activity/Project Name	Exploring equity in success metrics and expanding access through enhanced support for underserved populations (e.g., first-generation students, transfer students)
Momentum Area (select all that apply)	<ul style="list-style-type: none"> ✓ Purpose ✓ Pathways ✓ Mindset ✓ Change Management ✓ Data & Communications <p><i>This activity crosscuts all Momentum themes, since the analysis will lead to interventions that could connect with purpose, pathways, or mindset.</i></p>
Activity/Project Overview or Description (what this is?)	<p>Georgia Tech’s standard success metrics (e.g., six-year graduation rates for first-year cohorts, one-year retention rates for first-year cohorts) are very strong. However, certain demographics (e.g., underrepresented minorities, first-generation students, Pell students) within the cohorts underperform the baselines. For some metrics, like our four-year graduation rates, the disparity across demographics is more pronounced. Further, transfer students are a growing population of undergraduates with increased diversity. Appraising their success is increasingly important.</p> <p>This project aligns with the Expand Access focus area of the ISP and the ongoing Enrollment Management Strategy sessions. It also aligns with the planned curricular analytics work, since lowering degree complexity would impact degree progression across demographics.</p>
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	In alignment with ISP goals, a review of four-year graduation rate data is currently underway. We are considering participation in the Gardner Institute Equity in Retention Academy where we will consider our success metrics and student participation in HIPs through an equity lens.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	<p>Evaluation Plan and measures:</p> <ul style="list-style-type: none"> • Increase support to transfer students • Increase support for first-generation students • Develop a plan to close equity gaps in success metrics and participation in HIPs • Plan will include recommendations for institutional change in future years designed to support growing diversity within our student population
	<p>Baseline measure:</p> <ul style="list-style-type: none"> • Current success metrics for varied student demographics (e.g., graduation rates, retention rates) • Current HIPs participation rates for varied student demographics
	<p>Goal or targets:</p> <ul style="list-style-type: none"> • Onboard a transfer student advisor within Undergraduate Advising and Transition, summer 2022

	<ul style="list-style-type: none"> • Expand the First-Gen Jackets Peer Mentoring Program, increasing the number of mentor-mentee matches by 50% in Year 2, summer 2022 • Produce a plan with actionable steps designed to impact equity gaps in alignment with Strategic Enrollment Management planning, fall 2022 <p>Time period/duration: Ongoing beginning spring 2022</p>
<p>Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)</p>	<p>In summer 2022, Undergraduate Advising and Transition hired Georgia Tech’s first transfer student advisor. In fall 2022, the Office of Undergraduate Education onboarded a Director of DEI Initiatives and a search is underway for an Associate Director of First-Generation Student Initiatives.</p> <p>First-Generation Student Initiatives began year 2 of the First-Gen Jackets Peer Mentoring Program in summer 22. In the second year of the program, mentee-mentor matches increased 78%, from 118 matches in 21-22 to 210 matches in 22-23.</p> <p>Also in Summer 2022, a team of stakeholders from across campus participated in the Gardner Institute for Equity and Inclusion Academy. This team has begun developing a plan for analyzing and expanding equity and access for undergraduate students in under-served populations. An ad hoc team of leaders from diverse units is studying the transfer student experience. In alignment with the ISP, our 4-year graduation rates are under consideration by a variety of constituents, and equity considerations are embedded within those discussions. The results of our participation are included in Appendix M.</p> <p>This work is also aligned with our curricular analytics work, which includes disaggregating student data to understand equity gaps related to 4-year graduation rates, participation in STEM majors, and engagement in high-impact practices.</p>
<p>Plan for the year ahead (What steps will you be taking in 2022)</p>	<p>In fall 2022, we plan to finalize the hiring of the inaugural Associate Director for First-Generation Student Initiatives.</p> <p>Throughout fall 2022, we will begin implementation of equity-related, actionable items included in the Strategic Enrollment Management plan and Equity in Retention plan. We will also continue our Equity in Retention work to complete, publish, and communicate the plan in AY 2022-23.</p>
<p>What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?</p>	<ul style="list-style-type: none"> • Ability to form consensus on actionable steps across the many constituencies responsible for expanding access and fostering student success through the lens of diversity, equity, and inclusion

Project Lead/point of contact	Director of Retention and Graduation Initiatives, Director of DEI Initiatives in Undergraduate Education, Georgia Tech’s Gardner Institute Equity in Retention Team, HIPs Review Team, CCG Steering Committee
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Activity/Project Name	Evaluating major selection and change of major protocols
Momentum Area (select all that apply)	<input checked="" type="checkbox"/> Purpose <input type="checkbox"/> Pathways <input type="checkbox"/> Mindset <input checked="" type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	Georgia Tech continues its efforts to enhance academic advising through a renewed focus on major selection protocols and how students select and change majors. Georgia Tech students declare a major before admission, and academic advising is primarily major specific. Since undecided/general studies students do not exist on campus, major selection and major change protocols significantly impact the student experience. We are exploring practices that would allow students to shift from one major to another through a more comprehensive set of exploratory activities that focus on their academic and career aspirations.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	<ul style="list-style-type: none"> Engage the Student Regulations Committee in discussions about major selection protocols, exploratory majors, exploratory advising, and processes related to changing majors Expand the conversation to include a variety of campus stakeholders, including students, in alignment with Strategic Enrollment Management planning
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Assessment activities will focus on establishing and evaluating the impact of a new transitional major category that supports students as they identify a best-fit major and shift from one major to another.
	Baseline measure: Current success metrics of students changing majors disaggregated by time in pre-major change degree pathway (e.g., semester enrolled in prior major).
	Goal or targets: <ul style="list-style-type: none"> Establish a major category for continuing students that allows them to shift from one major to another through a longer-term exploratory experience (1-2 semesters) beginning spring 23 Develop programming for students within the category and processes for migrating students from one major to another through the category, ongoing beginning spring 23 Compare success metrics for students changing majors through the exploratory experience with metrics for students changing majors without these supports or not changing majors at all, ongoing beginning spring 23
	Time period/duration: Ongoing beginning in fall 22
Progress and Adjustments (what has been accomplished)	The Office of Undergraduate Education has collected a comprehensive list of all college and program-specific “change of major” policies for undergraduate students in order to begin review of current policies. This document includes

<p>and what changes do you feel you need to make)</p>	<p>both Institute-wide policies, as well as specific policies for each undergraduate program (if they include any additional steps beyond the basic requirements). Specific requirements are also listed based on student status (first-year students, transfer students, continuing students).</p> <p>All policies currently in place for the change of major process for individual programs have been designed and implemented to support student success and ensure students are set up for success when changing majors. The processes are also designed to ensure there are adequate resources in place in each undergraduate program to meet the needs of all students who have declared a particular major.</p> <p>Initial discussions with the Enrollment Management, Undergraduate Advising and Transition, and the Student Regulations Committee are currently underway.</p>
<p>Plan for the year ahead (What steps will you be taking in 2022)</p>	<p>The Vice Provost for Enrollment Management has met with the Student Regulations Committee (SRC) during the year to share some ideas and to engage in preliminary conversations. The SRC will review and make recommendations to the faculty once presented with a proposal for changes to the current policies.</p> <p>In alignment with Strategic Enrollment Management planning, the Academic Advising Council, academic advisors within Colleges and Schools, and the Student Regulations Committee, study the creation of an exploratory major, fall 2022/spring 2023.</p> <p>The Office of Undergraduate Education is also in the process of hiring a new Executive Director of Academic Success and Advising. This new position will provide strategic leadership for undergraduate academic success and advising initiatives.</p>
<p>What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?</p>	<ul style="list-style-type: none"> • Change management related to Georgia Tech’s major-centric academic advising model • Student resistance to changing majors due to perceptions of career options, family pressures/expectations, scholarship requirements, or the belief that it’s “too late” to change • Student desire to change majors without demonstrating ability to be successful in the new major • Adequate personnel to manage the exploratory advising load outside of the major-specific, Colleges and Schools based structure; additional advising staff within the Colleges and Schools to ensure that all students engage in regular, development advising that includes reflections on “fit,” values, career exploration/planning, and academic progress
<p>Project Lead/point of contact</p>	<p>Director of Undergraduate Advising and Transition, Undergraduate Admission, Enrollment Management, Registrar’s Office, Academic Advising Council, Executive Director for Academic Success & Advising</p>

Update on our Big Idea

Georgia Tech’s Big Idea from MSIV in 2021 was to link our Momentum work with our ISP by establishing an internal mini-grant program—the Amplify Momentum Project or GT-AMP. Based on historical precedent of internal mini-grant projects generating interest and innovation from a broad cross section of the Georgia Tech community, the MSIV team coalesced around this mini-grant idea. The goals established for GT-AMP include explicitly connecting the Momentum framework to the Amplify Impact focus area of the 2020 ISP, informing the campus community about the Momentum framework through the application process, and promoting innovative initiatives aligned with Momentum themes and the ISP.

A small working group of MSIV participants crafted a request for proposals (RFP) related to GT-AMP. The RFP stressed that the proposed initiatives must empower students to make and deepen purposeful choices, create and cultivate productive academic mindsets, attempt and maintain full momentum along a clear pathway, heighten academic engagement, or complete critical milestones. The working group forwarded the RFP to the Office of the Provost seeking support for launching GT-AMP. The Office of the Provost generously committed to funding the mini-grants in FY 22 and FY 23.

In late summer 2021, the RFP was circulated broadly to the campus community, and a website was created to communicate the goals of the project and to capture proposal submissions. By the October 2021 proposal deadline, 19 GT-AMP initiatives had been submitted for consideration. The proposals represented funding requests from a wide cross section of the Georgia Tech community, including Serve-Learn-Sustain, the Library, Academic Effectiveness, Athletics, and several academic Colleges and Schools (e.g., Biology, Chemistry, Industrial and Systems Engineering, Psychology, Materials Science and Engineering, College of Design). Thus, one of the goals of GT-AMP—communicating the Momentum framework and its connection to the ISP to a broader campus community—was clearly accomplished.

A five-person team of faculty and staff completed a review of the GT-AMP submissions in November 2021³. Seven projects were recommended for support, and funding was allocated in January 2022. Six of the projects are eighteen months in length, while the seventh project has a six-month duration. All the projects are now underway. They address a variety of Momentum themes embedded in high impact practices that cultivate academic mindset, heighten engagement, and promote experiential or interdisciplinary learning. Specific information about the funded projects can be found online: <https://completecollege.gatech.edu/2021-22-gt-amp-projects/>.

The RFP included a requirement for project assessment and data reporting. Each proposal included a set of project outcomes and measures of success. These outcomes and measures will be used to assess GT-AMP’s impact in advancing both ISP themes and Momentum goals. All the funded teams submitted a project abstract for the GT-AMP website referenced above, along with photos designed to highlight their project activities. Team representatives participated in Momentum Summit V (MSV) activities. Their first assessment report was due in July 2022. At present, the projects are progressing successfully and addressing the goals outlined in the proposals.

Due to the strong interest in GT-AMP across campus, the Office of Undergraduate Education plans to promote a second round of RFPs in summer 2023, pending available funding. Since Georgia Tech is its second year of a 10-

³ The review team consisted of: Dr. Al Ferri, Associate Chair for Undergraduate Studies and Professor, School of Mechanical Engineering; Dr. Linda Green, Director, Tutoring and Academic Support; Mr. Brent Griffin, Director of Retention and Graduation Initiatives; Sr. Assistant Registrar; Dr. Joyce Weinsheimer, Director, Center for Teaching and Learning; and Dr. Brenda Wood, Director of Research and Assessment, Student Engagement and Well-Being

year Strategic Plan that emphasizes student well-being, equity, and inclusive engagement, GT-AMP projects fit perfectly within the ISP and the Momentum framework. The first and most prominent ISP core value is “Students are our top priority.” ISP focus areas include Amplify Impact, Champion Innovation, Connect Globally, Expand Access, Cultivate Well-being, and Lead by Example. As part of ISP implementation, Georgia Tech is engaged in a sequence of strategic enrollment management discussions about moving our ISP focus areas into action. A second phase of GT-AMP mini-grants will align this planning and the Amplify Impact and Expand Access focus areas of the ISP with the Momentum framework and allow us to communicate and sustain our Momentum work within the Institute community.

Supplemental Updates on CCG Initiatives

Aligning our Momentum framework with the focus areas embedded in the ISP is an area of emphasis throughout 2022-23. Intentionally crafting and communicating that alignment will amplify the resilience of our Momentum work and enhance institution-wide support for the Momentum framework generally. Georgia Tech emphasizes best practices that are proven to increase student engagement and degree progression, adopting CCG and Momentum strategies appropriate for supporting the success of our students. Since the beginning of CCG in 2011, Georgia Tech has institutionalized multiple initiatives designed to remove or lessen the structural or motivational obstacles faced by undergraduates. Georgia Tech’s success initiatives and student support structures are decentralized, embedded within diverse units of Colleges and Schools, Student Engagement and Well-Being, the Office of Undergraduate Education, and Enrollment Management. All are responsible for fostering student success, engagement, and well-being. This decentralized approach is rooted in Georgia Tech’s culture, reflects our values, and allows for innovation and flexibility in program design. Throughout the pandemic this approach has proven to be robust. Units pivoted quickly under unprecedented circumstances to safeguard the continuation of their programs and services. Given the tremendous impact of the pandemic on students, the structure of decentralized services guaranteed that students could access assistance in multiple ways. Furthermore, our decentralized support structure ensured that a variety of units reached out to students offering their support and guidance. Several well-established initiatives designed to support our CCG initiatives are highlighted below.

High Impact Learning Initiatives. Georgia Tech offers high-impact curricular and co-curricular opportunities to promote active learning practices and enhance academic development. According to the Association of American Colleges and Universities, these teaching and learning practices have been widely tested and found to have a positive impact on student retention and student engagement⁴. Among the options for Georgia Tech students are a first-year seminar (GT 1000), numerous learning communities, an undergraduate research program, a study abroad program, and career-engaged experiential learning opportunities (e.g., internships, co-op, and service learning). Participation levels in these optional programs are significant.

Further, in 2021-22, 62% of incoming first-year students (n = 2,129) participated in the first-year seminar, GT 1000, and 98% of these students were retained to fall 2022. Through the Career Center, 541 undergraduates registered for 632 semester-long, major-related co-op positions in 2021-22. Of this total, 91% of the positions were STEM related. In addition, 1,523 undergraduates registered for 1,738 semester-long internships, 89% of which were STEM related. The co-op/internship program provides in-depth access to STEM opportunities, helps students form connections between theory and application, strengthens students’ motivation to stay on course to graduation, and increases the number of employment offers students receive prior to and upon graduation.

⁴ George D. Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (Association of American Colleges and Universities, 2008).

Graduation rates for students participating in academic engagement programs are among the highest at Georgia Tech. For example, the six-year graduation rate for students in the 2015 cohort who participated in the co-op program was 96%. The six-year graduation rate for students in the 2015 cohort who participated in the internship program was 99%. Students in the 2015 cohort who participated in the undergraduate research opportunities program (UROP) achieved a 98% six-year graduation rate.

During 2021-22 Georgia Tech continued its commitment to learning communities, hosting six communities for first-year students (five year-long communities and one summer launch community, iGniTe) and two for upperclassmen. More than 500 first-year students participated in the summer iGniTe program and almost 800 students took advantage of the five year-long communities (Explore, Grand Challenges, Global Leadership, Impact, and Honors Program. See [Appendix H](#) for graduation rates of participants in select high-impact learning initiatives.

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

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

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

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

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

- For the 195 URM students participating in *Edge*, the average cumulative GPA achieved at the end of the first year was 3.37 compared to 3.29 for URM non-participants.
- For *Challenge* (105 fall enrolled URM participants), average GPAs were higher for African American/Black students and Hispanic students compared to GPA's of non-participating matched peers earning an average GPA of 3.19 (compared to 3.16 for non-*Challenge* URM participants) with 69% earning a 3.0 or better in their first Fall semester. Additionally, 99% of the 2021 *Challenge* participants were retained into fall 2022.
- For AAMI (165 undergraduate participants) the 2021-22 cohort averaged a cumulative GPA of 3.19 and garnered a 100% first-year retention rate. AAMI participants graduate at a rate of 82.5% compared to

73.7% for non-participating peers. AAMI continues to demonstrate the importance of peer leadership in raising expectations and cultivating a climate of excellence.

- For the 2021-2022 academic year, there were a total of 474 documented tutoring engagements, and 3990 ILARC in-person visits. The average GPA of URM students who participated in tutoring for the 2021-22 year was 3.10. The average GPA for all URM students was 3.39. See [Appendix I](#) for Challenge and AAMI participation and outcomes.

Midterm Progress Reports. Georgia Tech's early alert system provides useful feedback for students adjusting to an academically rigorous environment. We identify students who are off track with Midterm Progress Reports (MPR's) for 1000- and 2000-level courses. Submitted 40 percent into the term, MPR's allow faculty teaching freshman- and sophomore -level courses to assess student performance with an "S" (Satisfactory) or "U" (Unsatisfactory). All students with U's are contacted by Tutoring and Academic Support (TAS) and Undergraduate Advising and Transition (UAT), offered tutoring, academic coaching, and success resources, and encouraged to meet with relevant faculty and their academic advisor. Additionally, we require all first-year students with two or more midterm U's to meet with their academic advisor or a UAT staff member. Academic advisors access the MPR data through their Academic Advising CANVAS site, and we are working to embed MPR alerts into Advisor Link, our recently implemented Salesforce advising platform. Registration holds are typically used to enforce the mandatory advisement. During advisement, students receive guidance, encouragement, and referrals to relevant campus resources.

Our MPR strategy impacts many students. During fall 2021, 42,157 midterm grades of "S" or "U" were entered for 1000- and 2000-level courses to 28,439 unique students. A total of 3,142 U's were assigned. During spring 2022, 35,818 midterm grades of "S" or "U" were entered for 1000- and 2000-level courses to 12,775 unique students. A total of 2,669 U's were assigned. Further, 226 first-year students received 2 or more midterm U's in fall 2021, and 244 first-year students received 2 or midterm U's in spring 2022. These students were targeted with required interventions by academic advisors.

Following outreach or intervention from UAT, TAS and their academic advisors, students converted 52% of their midterm U's to A/B/C/S grades by the end of fall 2021. In spring 2022, students converted 48% of their midterm U's to A/B/C/S grades by the end of the semester.

Outreach to Students Not Registered for Fall Semester by the End of Phase I Registration. An annual Non-Registered Student Survey, distributed to students who did not register for fall semester during Phase I registration, was institutionalized in 2014. Historically, not registering for classes during Phase I is a red flag for students who may not be returning or who may be experiencing a barrier to returning. Students who need assistance to register are referred as needed by the Director of Retention and Graduation Initiatives to academic advisors, UAT, TAS, the Career Center, the Dean of Students, the Office of Scholarships and Financial Aid, the Center for Assessment, Referral and Education, and the Registrar's Office. In summer 2022, 760 students were surveyed and encouraged to enroll during the Phase II registration period. One hundred eighty-six students responded to the survey, and 47 students requested individualized assistance with a variety of registration issues, including account holds, approval of registration permits for co-op or internship work terms, major changes, and closed class sections. A summary report was prepared to capture demographics, trends, and issues related to non-registration. See [Appendix J](#) for a description of the population, number of students surveyed, and survey response rates.

Peer-Led Undergraduate Study (PLUS). Through Tutoring and Academic Support (TAS), Georgia Tech provides supplemental instruction that supports student success in more than twenty traditionally challenging courses,

including calculus, linear algebra, physics, and chemistry. Further, departmental support expands PLUS services offered in chemistry, mathematics, and biomedical engineering.

The number of visits for PLUS sessions represents markers of program success. During 2021-22, 3,788 students participated in PLUS for a total of 14,210 visits. Additionally, TAS compares students' final grades in courses for PLUS regular vs. non-regular participants. Throughout 2021-22 regular PLUS participants (5 or more visits) consistently outperformed their peers who did not participate.

A few highlights from 2021-22:

- 38.4% (3,788) of students enrolled in a PLUS supported course attended at least one PLUS session in 2021-22 for a total of 14,210 visits
- Enrolled students who visited 5 or more times were 3.1 times more likely to pass than those who didn't visit PLUS for the course
- Overall, 96% of PLUS regular participants (5 or more visits) earned a grade of A/B/C/S compared to 88% of their peers who did not participate in PLUS for that class

See [Appendix K](#) for outcomes by course.

Complete College Georgia-Georgia Tech Steering Committee. The best practices outlined above are guided by the CCG-GT Steering Committee, a diverse team of faculty and staff providing leadership for our RPG initiatives and promoting awareness of our Momentum work across campus. Chaired by Dr. Steven P. Girardot, Vice Provost for Undergraduate Education, the CCG-GT Steering Committee connects faculty, staff, and leadership stakeholders to review, refine, and assess RPG efforts. See [Appendix N](#) for the membership list of the Institute's 2021-22 CCG-GT Steering Committee.

Summary and Next Steps

Since the inception of CCG in 2011, Georgia Tech has increased its six-year graduation rate from 79% for the fall 2006 first-year cohort to a record high of 92% for the fall 2015 first-year cohort. For the first time ever, Georgia Tech's first-time, full-time freshmen have achieved a first-to-second year retention rate of 98%. The proportion of women in the undergraduate population continues to grow, and women outperform men in degree progression metrics. While a success gap persists, the six-year graduation rate for underrepresented minority students has risen from 76% for the fall 2007 first-year cohort to 86% for the 2015 first-year cohort. Given the disruptive events in higher education over the past two years, these success metrics are particularly impressive. They underscore the resilience of Georgia Tech students, the dedication and commitment of our faculty and staff, and the robustness of our student support initiatives and high-impact practices as advanced through our CCG and Momentum work.

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

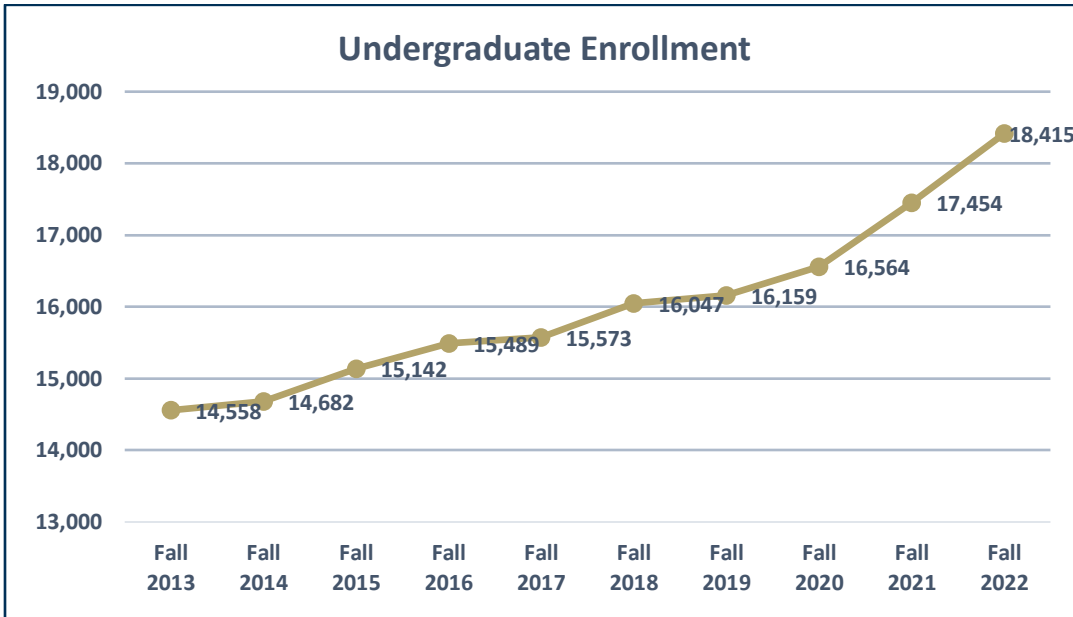
Throughout 2022-23, we will build on our many successful CCG strategies and focus on implementing our Momentum plan. While data demonstrate that our current strategies are successful, we seek innovative solutions to systemic challenges and opportunities to institutionalize best practices that strengthen student engagement, sense of belonging, and degree progression. Georgia Tech is enthusiastic about our CCG and Momentum initiatives, and we look forward to aligning our Momentum framework with our Strategic Plan while promoting student success throughout the Institute and the USG.

Appendices – 2022 CCG Status Report, Georgia Tech

Appendix A – Undergraduate Enrollment and Degrees Conferred

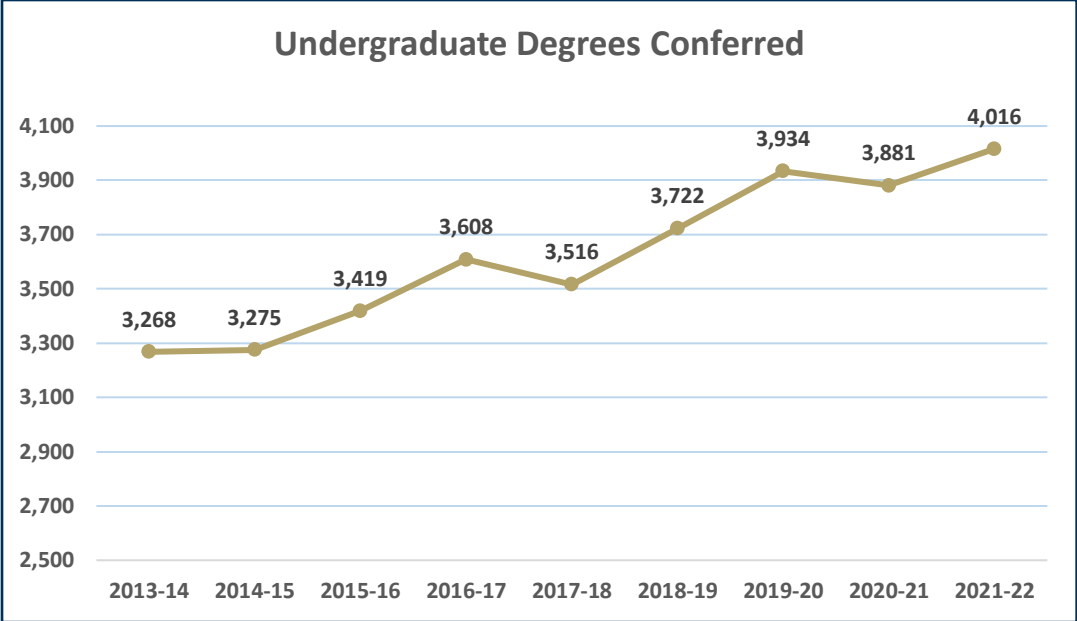
Undergraduate Enrollment

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
14,558	14,682	15,142	15,489	15,573	16,047	16,159	16,564	17,454	18,415



Undergraduate Degrees Conferred

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



Appendix B – Undergraduate Retention and Graduation Rates

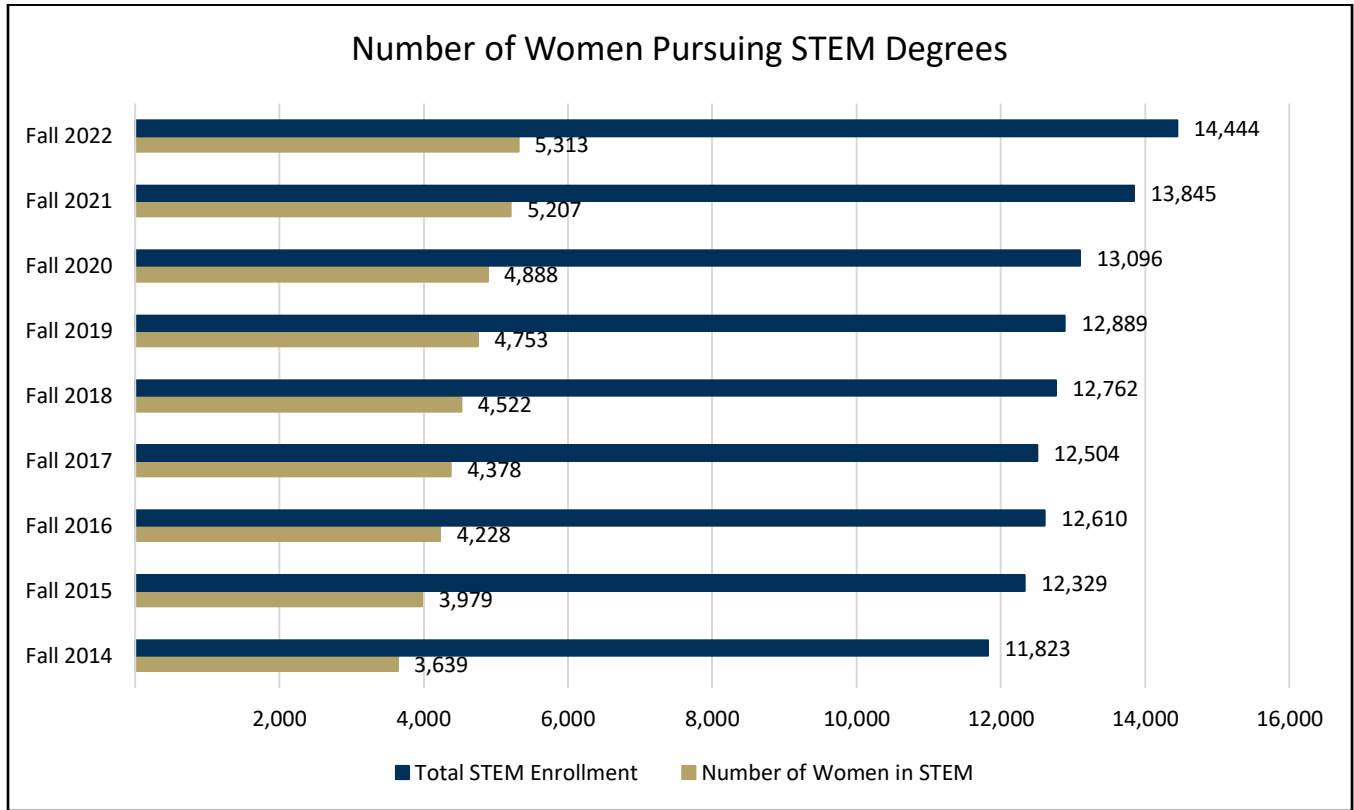
First-Time, Full-Time Freshman Retention Rates

COHORT	1st to 2nd Year
Fall 2009	94%
Fall 2010	95%
Fall 2011	95%
Fall 2012	96%
Fall 2013	96%
Fall 2014	97%
Fall 2015	97%
Fall 2016	97%
Fall 2017	97%
Fall 2018	97%
Fall 2019	97%
Fall 2020	97%
Fall 2021	98%

First-Time, Full-Time Freshman Graduation Rates

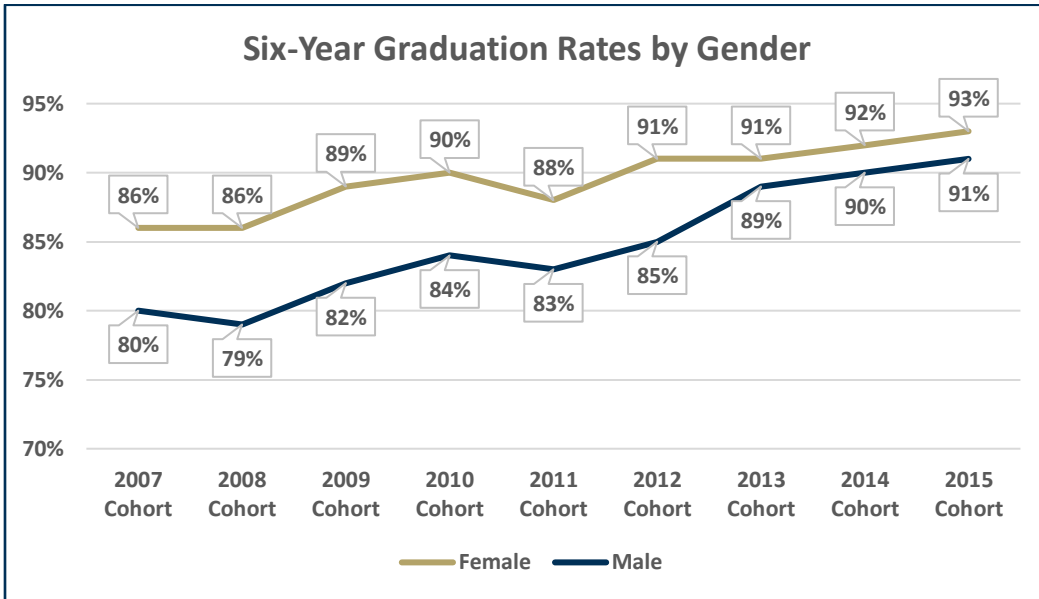
COHORT	4-YR	5-YR	6-YR	8-YR
Fall 2005	31%	72%	79%	81%
Fall 2006	33%	72%	79%	82%
Fall 2007	40%	76%	82%	84%
Fall 2008	36%	74%	81%	84%
Fall 2009	40%	78%	85%	87%
Fall 2010	41%	80%	86%	89%
Fall 2011	39%	80%	85%	88%
Fall 2012	40%	82%	87%	89%
Fall 2013	45%	85%	90%	92%
Fall 2014	46%	86%	91%	
Fall 2015	51%	89%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

Appendix C – STEM Enrollment by Gender



Appendix D – Six-Year Graduation Rates by Gender

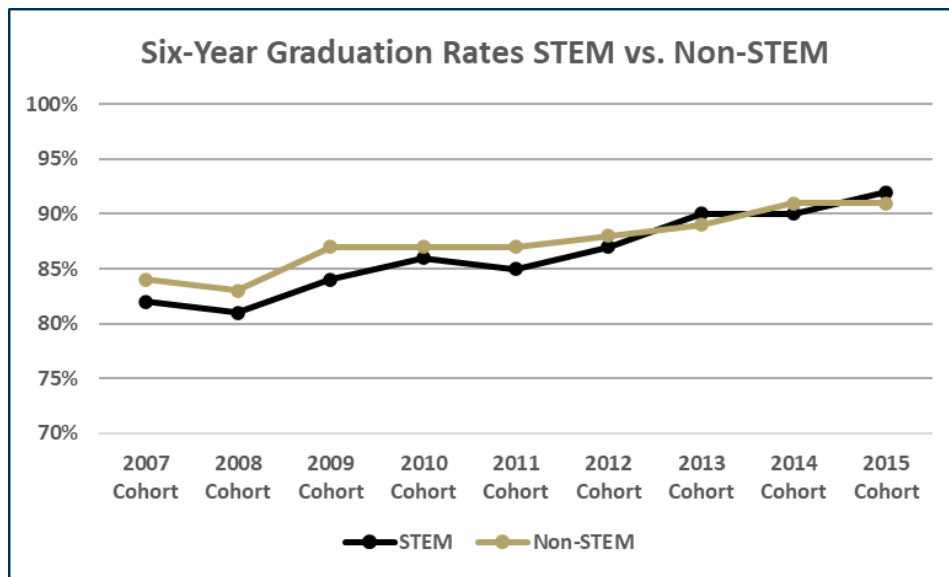
	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
Female	86%	86%	89%	90%	88%	91%	91%	92%	93%
Male	80%	79%	82%	84%	83%	85%	89%	90%	91%



Appendix E – STEM Graduation Rates

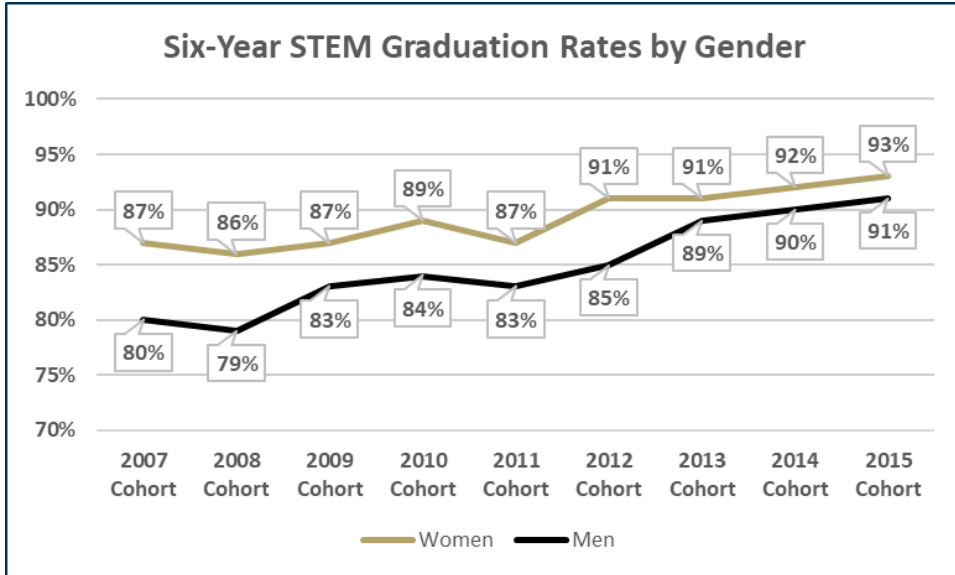
Six-Year Graduation Rates STEM vs. Non-STEM

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

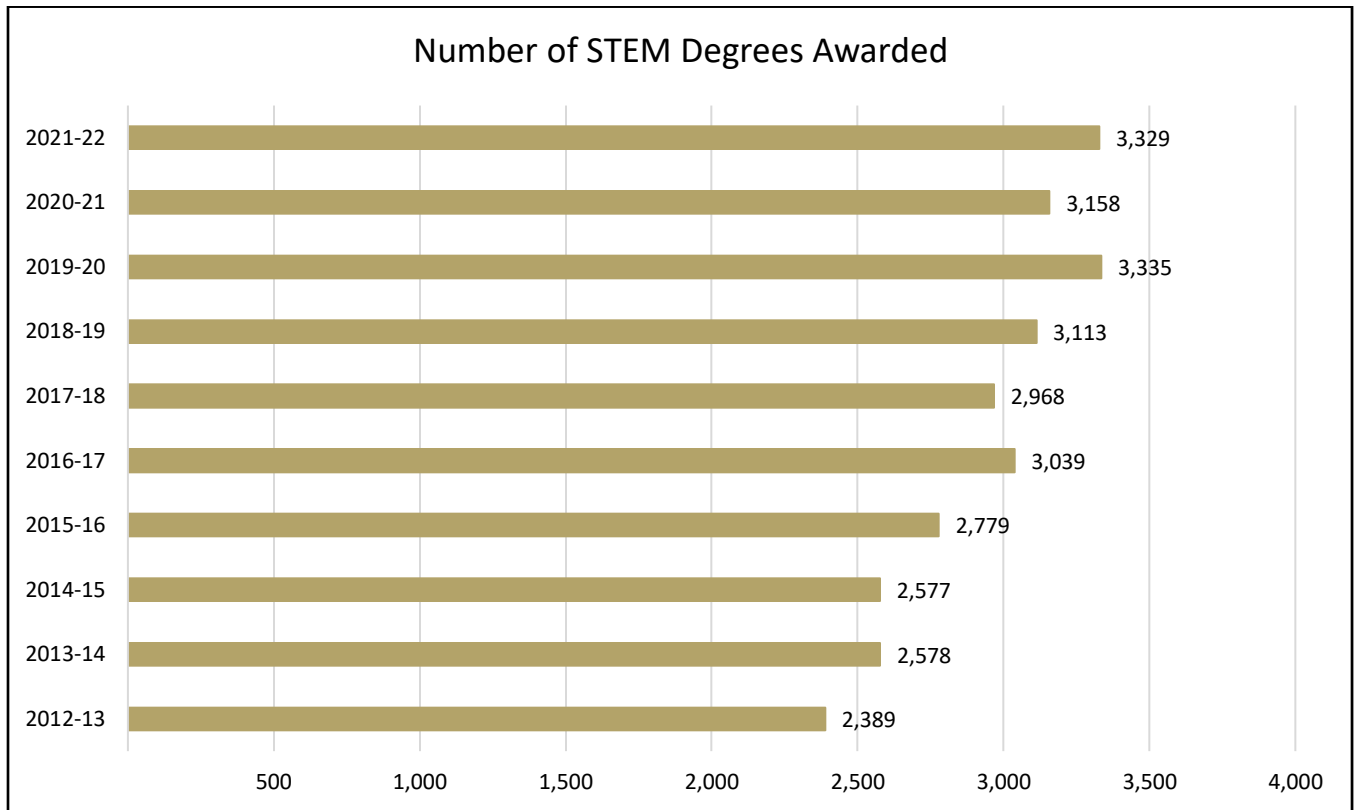


Six-Year Graduation Rates for STEM Majors by Gender

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

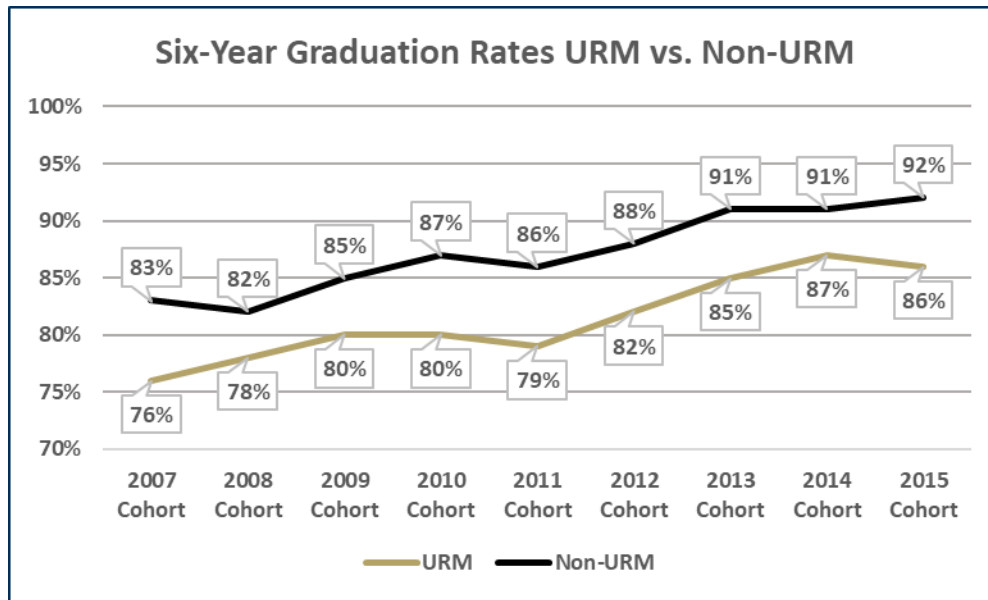


Appendix F – STEM Degrees Awarded



Appendix G – URM Graduation Rates

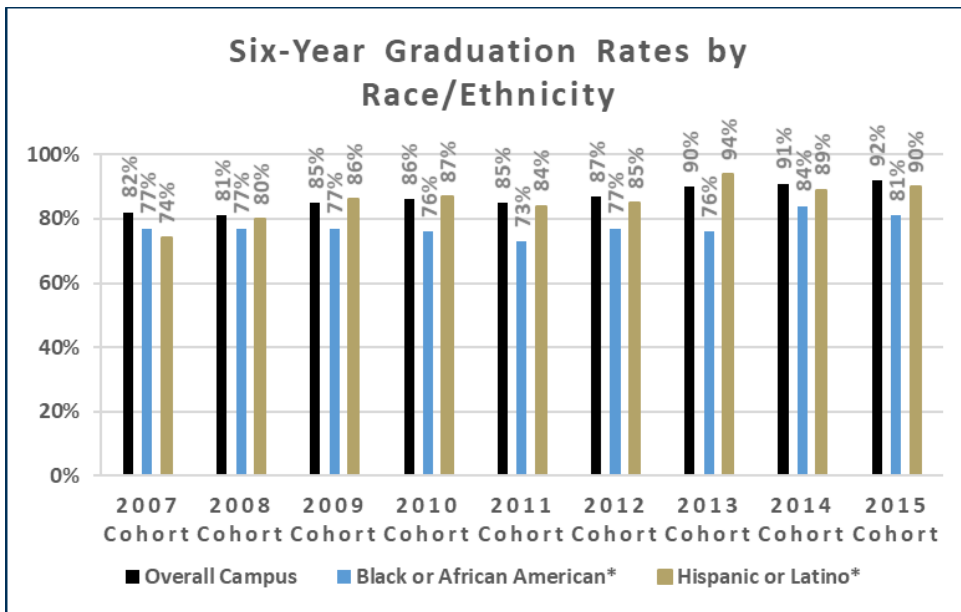
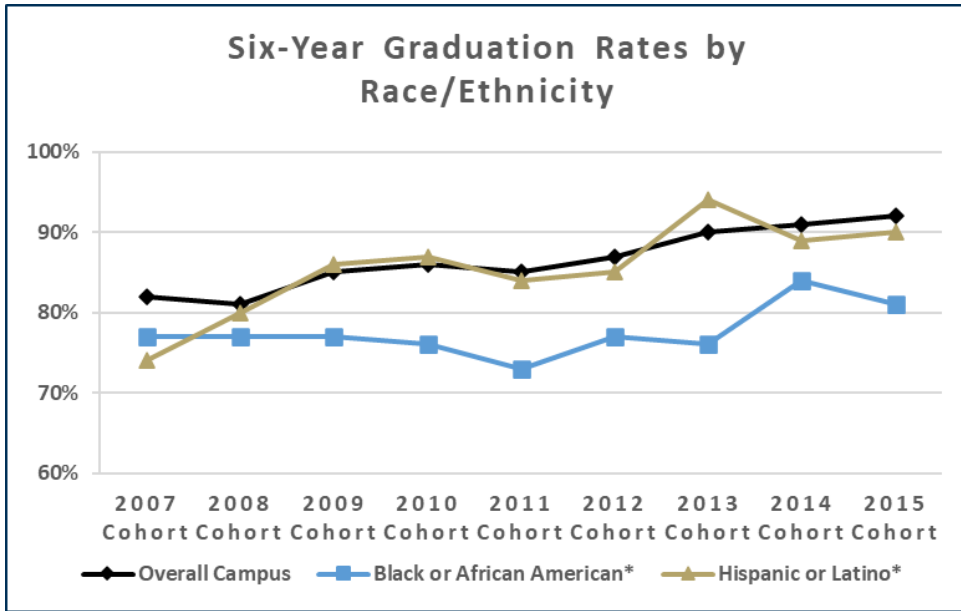
	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
URM	76%	78%	80%	80%	79%	82%	85%	87%	86%
Non-URM	83%	82%	85%	87%	86%	88%	91%	91%	92%



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

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

* Includes only U.S. Citizens and permanent residents



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

High-Impact Practices, Six-Year Graduation Rates

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

Appendix I—Challenge and AAMI Outcomes

Fall 2021 GPA Outcomes for Summer 2021 URM Challenge Participants

Challenge First-Year Black (64)	3.15	Non-Challenge First-Year Black (232)	3.01
Challenge First-Year Hispanic (25)	3.24	Non-Challenge First-Year Hispanic (250)	3.26
Challenge First-Year Multi (4)	3.22	Non-Challenge First-Year Multi (100)	3.28
Challenge Fall GPA Average (104*)	3.19	Non-Challenge Fall GPA Average (583)	3.16
% Challenge students with GPA = 4.0 (13)	12%		
% Challenge students with GPA ≥ 3.0 (72)	69%		

*Summer 2021 Challenge included 105 participants with 104 enrolled during Fall 2021

Average Cumulative GPA for First-Year Students at the End of Fall Term

Cohort	AAMI Participants	Non-AAMI Matched Peers	Non-Black Males
2021	3.19	3.13	3.32
2020	3.18	3.04	3.50
2019	3.14	2.89	3.40
2018	3.10	2.78	3.34
2017	3.25	2.93	3.46
2016	3.09	2.85	3.37
2015	3.24	2.95	3.47
2014	3.43	3.04	3.40
2013	3.36	2.77	3.32

Undergraduate First-to-Second-Year Retention Rates

Cohort	Institutional	AAMI Participants	Non-AAMI Matched Peers
2021	97%	99%	93%
2020	97%	100%	94%
2019	97%	96%	93%
2018	97%	94%	89%
2017	97%	95%	90%
2016	97%	96%	93%
2015	97%	100%	95%
2014	97%	94%	97%
2013	96%	97%	91%

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

Survey Administration Date	July 2022	July 2021	July 2020	July 2019	July 2018	August 2017	July 2016	June 2015	June 2014
Survey Population Size*	740	541	590	866	579	642	643	538	632
Number of Respondents	185	245	238	393	317	316	308	268	268
Response Rate	25% (185/740)	45% (245/541)	40% (238/590)	45% (393/866)	55% (317/579)	49% (316/642)	48% (308/643)	50% (268/538)	42% (268/632)

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

Appendix K – PLUS Outcomes by Course

Summer 2021				
Class	Number PLUS Regulars* that earned A,B,C,S	% of PLUS Regulars* that earned A,B,C,S	Number Non-PLUS Students Earning A,B,C,S	% of Non-PLUS Students Earning A,B,C,S
CHEM 1310	1	100.00%	44	88.00%
MATH 1550	0	0.00%	27	87.10%
MATH 1553	5	100.00%	160	95.81%
PHYS 2211	11	100.00%	194	91.94%
PHYS 2212	5	100.00%	235	92.16%
Total	22	100.00%	660	92.44%

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

Fall 2021				
Class	Number PLUS Regulars* that earned A,B,C,S	% of PLUS Regulars* that earned A,B,C,S	Number Non-PLUS Students Earning A,B,C,S	% of Non-PLUS Students Earning A,B,C,S
CHBE 2100	12	100.00%	42	84.00%
CHEM 1211K	36	97.30%	249	88.61%
CHEM 1212K	2	100.00%	198	89.59%
CHEM 1310	8	100.00%	401	95.25%
CHEM 1315	23	100.00%	73	91.25%
CHEM 2311	23	100.00%	235	91.80%
CHEM 2312	6	100.00%	105	84.68%
CS 1331	12	100.00%	589	89.79%
CS 1332	16	100.00%	482	84.27%
ECON 2105	2	100.00%	232	97.48%
ECON 2106	2	100.00%	405	92.89%
ISYE 2027	7	87.50%	87	85.29%
MATH 1551	27	100.00%	414	84.49%
MATH 1552	11	91.67%	376	79.66%
MATH 1553	54	98.18%	729	90.22%
MATH 1554	33	94.29%	1148	87.77%
MATH 2106	0	0.00%	63	94.03%

Fall 2021				
Class	Number PLUS Regulars* that earned A,B,C,S	% of PLUS Regulars* that earned A,B,C,S	Number Non-PLUS Students Earning A,B,C,S	% of Non-PLUS Students Earning A,B,C,S
MATH 2550	7	100.00%	222	84.73%
MATH 2551	15	93.75%	432	85.21%
MATH 2552	20	90.91%	568	91.17%
PHYS 2211	10	90.91%	676	88.60%
PHYS 2212	39	92.86%	425	78.70%
Total	365	96.56%	8151	87.86%

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

Spring 2022				
Class	Number PLUS Regulars* that earned A,B,C,S	% of PLUS Regulars* that earned A,B,C,S	Number Non-PLUS Students Earning A,B,C,S	% of Non-PLUS Students Earning A,B,C,S
AE 3140	13	92.86%	76	85.39%
CHEM 1211K	3	75.00%	73	80.22%
CHEM 1212K	3	100.00%	372	93.23%
CHEM 1310	2	100.00%	158	92.40%
CHEM 1315	12	100.00%	64	80.00%
CHEM 2311	15	100.00%	104	94.55%
CHEM 2312	16	94.12%	258	86.58%
CS 1331	20	90.91%	621	83.92%
CS 1332	24	100.00%	446	85.11%
ISYE 2027	7	100.00%	63	82.89%
MATH 1113	3	75.00%	21	40.38%
MATH 1551	7	87.50%	102	82.26%
MATH 1552	9	100.00%	628	87.22%
MATH 1553	43	97.73%	299	80.38%
MATH 1554	15	83.33%	245	67.31%
MATH 2106	0	0.00%	50	92.59%
MATH 2550	11	100.00%	230	82.73%

Spring 2022				
Class	Number PLUS Regulars* that earned A,B,C,S	% of PLUS Regulars* that earned A,B,C,S	Number Non-PLUS Students Earning A,B,C,S	% of Non-PLUS Students Earning A,B,C,S
MATH 2551	13	92.86%	1150	93.27%
MATH 2552	21	100.00%	574	94.88%
PHYS 2211	27	87.10%	709	88.63%
PHYS 2212	24	96.00%	497	85.69%
Total	288	94.12%	6740	86.86%

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

Appendix L – GT-AMP grant Executive Summaries and Year One Updates

Initiatives to advance one or more University System of Georgia Momentum Approach goals aligned with one or more goals of the Amplify Impact focus area of the Institute Strategic Plan.

See also: GT-AMP RFP: <https://completecollege.gatech.edu/gt-amp/>

GT-AMP Project Reports: <https://completecollege.gatech.edu/2021-22-gt-amp-projects/>

Executive Summaries (January 2022) **Momentum Goals & Amplify Impact Goals**

Year 1 Outcomes (July 2022) **Outcomes of Synthesized Goals**

Project 1: Enhancing Student Self-Awareness, Resilience, and Engagement through Strengths-Based Learning

Mary Lynn Realff, *Associate Professor and Associate Chair for Undergraduate Program, School of Materials Science and Engineering*

Lacy Hodges, *Director, Undergraduate Analytics and Planning and Senior Academic Professional, Office of Undergraduate Education*

Christie Stewart, *Senior Academic Professional, School of Biological Sciences*

Executive Summary

This GT-AMP grant expands student engagement through integration and expansion of Strengths-based practices in two AACU High Impact Practice areas: undergraduate research and the first-year seminar. Additionally, it will expand the APPH 1060: *Flourishing: Strategies for Well-Being and Resilience* course that we developed to enable more students to focus on these aspects of health and well-being and benefit from the course. It builds on the Effective Team Dynamics Initiative (ETD), which has taught Tech students how to identify and apply their strengths, how to build resilience and thrive, and how to make purposeful choices in their pathways through Tech.

Our grant focuses on three key areas of the Momentum Approach Goals: 1) heightening academic engagement and momentum through high-impact practices; 2) creating and cultivating productive academic mindsets through promoting well-being; and 3) supporting students in making purposeful academic and career choices. Our approach to these goals is aligned with the GT's Amplify Impact Moving into Action strategies, including: 1) ensure that all students are prepared for career success and impact; 2) infuse STEM disciplines with arts, humanities, and social sciences; and 3) strengthen the curriculum in areas that support the U.N. Sustainable Development Goals and specifically, "healthy lives and well-being."

Year 1 Outcomes

The Enhancing Student Self-Awareness, Resilience, and Engagement through Strengths-Based Learning project has progressed successfully over the first six months, and we have met our six-month goals outlined in our project plan for two of the three focus areas (first-year seminar and wellness course). We have developed two Strengths-Based activities for GT 1000: First-Year Seminar and GT 2000: Transfer Student Seminar courses and have trained course instructors on these activities. Both activities leverage Strengths to allow students to reflect on purposeful academic choices and growth mindset strategies and provide actionable tools for them to use when facing academic challenges. We plan to implement these assignments in the curriculum for Fall 2022 and will also assess their efficacy through questions incorporated in the end-of-the-semester seminar for the first-year and transfer student seminars. For the third area, we shifted focus to test our training materials before

expansion of the research scholars program. We expect that we will meet of the goals that we outlined in the proposal during the last 12 months of the grant.

Project 2: Developing a New Multi-Disciplinary Major in the Environmental Sciences

Jean Lynch-Stieglitz, *Associate Chair and Professor, School of Earth and Atmospheric Sciences*

Jennifer Kraft Leavey, *Assistant Dean, College of Sciences and Principal Academic Professional, School of Biological Sciences*

Executive Summary

This project will support the development of a new College of Sciences interdisciplinary degree program in Environmental Science. Environmental Science draws on the biological, chemical, and physical sciences to better understand the Earth's environment and human impacts upon it. This program will produce scientists empowered to address global challenges. The major will be designed to allow students from a diversity of academic backgrounds to thrive through a broad course of study including both natural and social sciences. It will support the USG Momentum Approach goals by providing a clear and flexible curricular framework that will encourage engagement and on-time degree completion for all students, including transfer students and those changing majors after arriving at Georgia Tech. Understanding the interactions between humans and the natural systems that support them is a key underpinning of education for sustainable development (ESD) and is an inherently transdisciplinary endeavor. The major will support the Amplify Impact focus area of Georgia Tech's strategic plan by strengthening the curriculum in areas that support the U.N. Sustainable Development Goals (SDGs) and by creating a new multidisciplinary curricular pathway.

Year 1 Outcomes

Faculty from the Schools of Earth and Environmental Sciences and Biological Sciences have collaborated to develop and refine an interdisciplinary undergraduate Environmental Science degree program in the College of Sciences. The new program encompasses a broad course of study in both the natural and social sciences. This program supports the Amplify Impact focus area of Georgia Tech's strategic plan through creating a new multidisciplinary curricular pathway and supporting the U.N. Sustainable Development Goals (SDGs). The newly proposed Environmental Science degree program also supports USG Momentum Year goals by providing both academic engagement opportunities and a flexible curriculum that will help students to maintain full momentum along a clear pathway. The program has been presented to the University System of Georgia and is now under review to be considered for approval.

Project 3: *Science and Society* Internship Program

Christopher M. Stanzione, *Senior Lecturer, Associate Chair of Undergraduate Studies, School of Psychology*

Executive Summary

The School of Psychology is creating a *Science and Society* Internship program. The program includes three tracks: 1) International Experience, 2) Virtual Experience, and 3) Local Impact, with the goal to help support students achieve full momentum towards graduation and their post-graduate career, improve academic engagement, and deepen purposeful choices for their careers in a global world. Secondly, our program helps to serve Georgia Tech's strategic vision as we mobilize our partnerships for moving into action. These internships will offer students practical experience to ensure they are prepared for career success and offer the School of Psychology an opportunity to develop educational programs that will meet emerging market needs. We've also designed a mentoring experience within the Internship program between graduate and undergraduate students, which we believe will offer unique applied and academic views during the experience. We've designed the program in a way to meet the needs and strengthen the undergraduate experience, increase our network of companies and partners, and improve the visibility of our program.

Year 1 Outcomes

The *Science & Society* Internship program has made great progress since receiving GT-AMP funding: (1) One of the goals of our program is to help students make degree progress while also gaining real-world experience while on internship. As of today, a new course has been submitted and approved by the GT IUCC: [PSYC 2695/4695 INTERNSHIP](#). This course allows students to enroll in 1, 2 or 3 credit hours of free electives towards their degree while working on the internship site. The course is overseen by Dr. Christopher Stanzone, Associate Chair for Undergraduate Studies, which includes a syllabus and written deliverables throughout the term. (2) An internship handbook was created to describe the program in detail. (3) An online application portal was developed to streamline applications. (4) New infrastructure is installed to enable hybrid/online internships. (5) Five undergraduate students have already completed their internships and 30 internship opportunities have been created for the next two semesters. (6) As an expansion of the Science & Society Internship Program, 8 high-school students were hosted over the summer for research experience. With the goal of scaling the program, we are working closely with James Stringfellow, Career Educator for the College of Sciences, to meet benchmarks described in the original application.

Project 4: Integrating Growth Mindset to JumpStart our Georgia Tech Student-Athletes

Christopher J. Breen, *Associate Athletic Director, Office of Student Services, Georgia Tech Athletic Association*

Executive Summary

The Georgia Tech Athletic Association is excited to have the opportunity to expand upon their growth mindset programming not only for their first-year transition program, Jumpstart Jackets, but at additional opportunities throughout the student-athletes journey at Tech. The goal of this expanded program would be to infuse this momentum/mindset into all practices within our day-to-day practices including but not limited to midterm advising, graduation planning, coach communication, coach education and developing everyday champions. This expanded program would “move into action” the need to “create and cultivate productive academic mindsets” to align with USG Momentum Summit goals. Equipping our student-athletes with a growth mindset instills in them the tenacity to face the Georgia Tech academic thrive culture head on. By infusing a growth mindset culture in our everyday processes, our staff will reinforce the concepts during each step of a student’s journey through Tech. As we commence from the last 18 months of the COVID-19 pandemic, Georgia Tech students need a growth mindset more than ever. This program is in direct response to the feedback from faculty and evaluation of our student-athletes' needs that have emerged as it relates to in-person, synchronous, and asynchronous courses. Students, especially student-athletes, have had to redefine their approach to academic success.

Year 1 Outcomes

With the opportunity provided by the GT-AMP grant funding, The Georgia Tech Athletic Association expanded its Jumpstart Jackets transition and acclimation programming for their first year and transfer student-athletes to include presentations on Growth Mindset facilitated by Samantha Gilmore, Mental Performance Coordinator for New York Mets. Based on feedback from Qualtrics surveys, student-athletes reported feeling “anxious, excited, nervous” prior to attending the session on Growth Mindset during Jumpstart Jackets. After completing the programming, student-athletes reported feeling “ready, eager, prepared”, which is direct result of the Jumpstart Jackets programming.

Additionally, our GTAA academic staff participated in two sessions of growth mindset training. The topics delivered included approaching the individual person first, motivating student-athletes to encourage commitment to education, working with fear of failure, motivational interviewing, and teaching skills to support mental performance.

Project 5: Library Interactive Media Cross-Disciplinary Workshop (6-month project, completed July 2022)

Stuart Romm, AIA, LEED AP, *Professor of Practice, College of Design, School of Architecture*

Executive Summary

This Amplify Momentum Project (GT-AMP) is centered around a unique pilot program for creating new multidisciplinary curricular pathways for Georgia Tech students and researchers. This first iteration, a spring 2022 workshop course across multiple schools in the College of Design will be a collaborative opportunity for Architecture, HCI, ID, Digital Media, Music Technology, & CS students to research, conceptualize, and rapid-prototype implementable designs for impacting their own campus. The sites of exploration are 2 pioneering interactive media environments at truly beacon locations in the renewed GT Library: its Media Bridge and Interactive Zone. This initiative will begin the transformation of this historic campus crossroad into a real-world laboratory for re-inventing the future of public space through creative digital engagement and interactivity.

This unique course experience for hands-on learning affords students a rare and much sought-after opportunity to help build their own world in a mode of community service. It is conceived within a larger framework of recent cross-disciplinary workshop courses initiated in the College of Design, such as the 2019 Digital Fabrication Lab Workshop led by Professor of the Practice, Stuart Romm. That workshop resulted in the recently completed Library Bridge seating being prototyped, fabricated, and installed by the design students themselves.

Year 1 Outcomes

The GT-AMP funded Interactive Media Workshop was a co-curricular Spring 2022 course intended to be a pilot opportunity for creating new multidisciplinary curricular pathways for Georgia Tech students and researchers. This first iteration, a workshop course across multiple schools in the College of Design was a collaborative opportunity for Architecture, Industrial Design, Digital Media, and Music Technology students to research, conceptualize, and rapid-prototype implementable designs for impacting their own campus. The site of exploration was the pioneering interactive media environment at the Georgia Tech Library Media Bridge. This workshop contributed to the transformation of this historic campus crossroad into a real-world laboratory for re-inventing the future of public space through creative digital engagement and interactivity.

This unique course experience for hands-on learning afforded students a much sought-after opportunity to help build their own world in a mode of community service. The four cross-disciplinary student teams researched emerging technologies to develop interactive media prototypes, which were demonstrated in a public presentation to the Deans of the Library and College of Design, as well as the current and former Georgia Tech Provosts. The successfully piloted projects offer unique possibilities of multisensory architectural environments that intersect both physical and virtual experiences into a new generation of public space.

Project 6: Public Interest Technology (PIT) for First-Year Engineers

Andy Frazee, *Director, Writing and Communication Program, School of Literature, Media, and Communication*

Ruthie Yow, *Senior Academic Professional and Service Learning and Partnerships Specialist, Center for Serve-Learn-Sustain, Office of Undergraduate Education*

Executive Summary

“Public Interest Technology (PIT) for First-Year Engineers,” a collaboration of Serve-Learn-Sustain and the Writing and Communication Program (WCP), connects first-year engineers to community-based experiential

learning themed around technology for the public good. The project will heighten academic engagement through the inclusion of service-learning experiences with community partners; help students make and deepen purposeful choices by exposing them to organizations and careers in public interest technology; and support students in maintaining momentum along a clear pathway through offering them opportunities to extend their PIT learning through other courses in their major that draw on PIT materials, case studies, and partnerships. The proposed initiative brings together four community partners, four Brittain Fellows in the WCP, and four College of Engineering (CoE) faculty members. These collaborators will collaboratively design two deliverables: a PIT- and service-learning-infused syllabus appropriate for all first-year students, but of particular interest to CoE students and a suite of course modules with specific disciplinary emphases to be used in major-specific sections of ENGL 1101 and ENGL 1102. This project more broadly advances the incorporation of community engagement into the College of Engineering curriculum and the equipping of engineering students to be change agents at Georgia Tech and in their lives after graduation.

Year 1 Outcomes

During Year 1, the “Public Interest Technology for First Year Engineers” program selected four Brittain Fellows for the project, met biweekly during Spring 2022, convened engineering faculty and partners in a co-creation session focused on identifying themes for pilot sections, finalized syllabi for those courses, and piloted four community-partnered sections of ENGL 1102. During Summer 2022, the project team met weekly to discuss key takeaways and begin to envision how the compressed format of the summer term would be extended into the conventional 12-week format for Fall 2022, when Brittain Fellows will continue to work with their community partners and their public-interest-technology-themed sections will be restricted to engineering majors.

Project 7: Accessible Construction Education through Virtual/Augmented Reality Discipline Explorations (ACE-VADER)

Ece Erdogmus, *Professor and Chair, Undergraduate Director, School of Building Construction*

Pardis Pishdad-Bozorgi, *Associate Professor and Graduate Program Director, School of Building Construction*

Javier Irizarry, *Professor and Associate Dean of Academics, School of Building Construction*

Maureen Linden, *Senior Research Engineer, Center for Inclusive Design and Innovation*

Zerrin Ondin, *Research Scientist II, Center for Inclusive Design and Innovation*

Ben Kreimer, *Creative Technologist*

Executive Summary

This Amplify Momentum Project leverages the latest technologies utilized in the construction field and construction education, including Augmented and Virtual Reality, Building Information Modeling (BIM), and drone-based visual inspections; to create experiential teaching modules for students of all abilities at a pre-college summer camp. The ACE-VADER modules will use device-agnostic, accessible, and experiential activities to help students visualize themselves as future construction professionals. The modules will be designed with utmost care to help all students, including those with disabilities, to consider construction as a viable choice of major and/or to deepen their interest in this field through experiential learning opportunities. Similarly, the off-site augmented and virtual reality-enhanced activities will present virtual Construction Management or Building Information Modeling Management (BIM-M) as exciting career paths for students who may have not previously considered these professions.

The ACE-VADER modules, and pre-college camp curriculum developed from this project, will strengthen Georgia Tech’s efforts to recruit students for the recently revitalized Bachelor of Science in Building Construction degree program (BSBC). This project’s initiatives target the following Momentum Approach goal: “Make and deepen purposeful choices,

regarding choice of major or career path, or regarding choice of experiential learning opportunities.” Furthermore, it addresses the following areas of the Georgia Tech Strategic Plan: Amplify Impact and Expand Access.

Year 1 Outcomes

A curriculum for a pre-college summer camp was developed and offered for the first time to fifteen students in June 2023. The camp curriculum included: 1) Building Information Modeling (BIM)-enabled pre-construction processes; 2) hands-on construction and quality-control using AR and infrared technologies; 3) practice with emerging technologies in construction; and 4) industry interactions. The campers designed a wall in REVIT and utilized 4D simulation to create a schedule and cost estimate for its construction. Then, the students built the walls and compared the as-built structure with their models using Augmented Reality technology. In the third module, the students experienced various emerging technologies, such as a construction robot dog, drones and mini drones, laser scanning, and 3D printing. Industry guest speakers, an office visit, two actual construction sites, and a virtual site visit using Virtual Reality provided opportunities to understand the daily operations of this career. The virtual site visit was pre-recorded by the research team using a 360 camera. Pre- and post-surveys were conducted. During the final presentations and on the surveys, the students reflected on what a professional career in construction really entails and indicated that they are more excited about this career choice than they were before the visit.

Appendix M—Equity in Retention Academy Outcomes

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

Based on Georgia Tech’s success metrics, we are working to identify institutional resources and barriers to retention and 4-year graduation; to draft recommendations that use an equity lens in developing processes for retention, persistence, performance, and graduation; and to implement a plan of action based on these recommendations. As part of this work, key stakeholders who are influential in said process development participated in the Gardener Institute Equity in Retention Academy (EiRA). EiRA is a structured, 5-week academy that prepares institutional teams to conduct an evidence-based, equity-focused student retention planning process for their institution with a goal of improving retention and using evidence to ensure that race, ethnicity, and family income are no longer the best predictors of retention and student success.

As part of our work in the EiRA, we identified multiple resources and ongoing efforts to help improve student retention and performance, including (1) providing midterm progress reports for all 1000- and 2000-level classes; (2) contacting students who are not registered for fall semester by the end of phase I registration; (3) contacting students who are in academic distress, on academic probation, or are in danger of academic dismissal; (4) providing academic advising for students within each unit; (5) offering academic and co-curricular programs for underrepresented minorities, first generation, and low-resource students; and (6) directing students to relevant campus resources that serve their demographic. However, in addition to these resources and efforts, we also identified barriers to retention that are also connected to increased time to degree completion, including (1) curricular complexity, which requires a lengthy chain of courses that must be taken sequentially; (2) foundational courses in Math, Physics, and Computer Science with higher drop/withdraw/fail (DWF) rates for underrepresented minority students; and (3) lacking calculus readiness, which can increase time-to-graduation by as much as two semesters.

Based on the resources and barriers identified, we are working to implement the following recommendations:

1. Increase the capacity for advising within the units. By increasing advising capacity, we can require academic advising and resource discussions for students who receive a U on midterm progress reports. We can also embed academic advising for degree progression into required classes in order to eliminate the need for students to seek out advising.
2. Develop language in our correspondence that communicates an expectation of success and partnership with students who are struggling academically.
3. Identify and cultivate relationships with faculty champions within the units. These champions can identify courses with high curricular complexity and work to reduce that complexity in a sustainable manner. Furthermore, they can identify classes that have higher DWF rates for our target students and make systemic changes in those classes.
4. Increase faculty and staff resources for pre-calculus students. The purpose of these resources is to reduce curricular complexity for students who lack calculus readiness and start the Institute in Math 1113.
5. Increase our target students’ participation in high impact learning practices because this participation increases both academic performance and the sense of belonging at the Institute.

Appendix N – CCG-GT Steering Committee Members, 2021-22

- Dr. Sybrina Atwaters, Director, Office of Minority Education & Development
- Mr. Elijah Cameron, Director, Office of Assessment and Quantitative Services, College of Computing
- Dr. Al Ferri, Professor and Associate Chair for Undergraduate Studies, School of Mechanical Engineering
- Dr. Steven P. Girardot, Vice Provost for Undergraduate Education*
- Dr. Linda Green, Director, Tutoring and Academic Support
- Dr. Joyelle Harris, Director, DEI Initiatives in Undergraduate Education
- Dr. Lacy Hodges, Director, Undergraduate Analytics and Planning
- Ms. Sandra Kinney, Senior Director, Institutional Research and Planning
- Dr. Paul Kohn, Vice Provost for Enrollment Management
- Dr. Beth Spencer, Director, Undergraduate Advising and Transition
- Dr. Charmaine Troy, Associate Director, First-Generation Student Initiatives
- Dr. Cam Tyson, Assistant Dean for Academic Programs, College of Sciences
- Dr. De Morris Walker, Director, Summer Session Initiatives
- Dr. Joyce Weinsheimer, Director, Center for Teaching and Learning
- Mr. Craig Womack, Associate Dean/Sr. Director of Undergraduate Programs, Scheller College of Business
- Dr. Brenda “B” Woods, Director of Research and Assessment, Student Engagement & Well-Being

**Chair, CCG-GT Steering Committee*