



# Examples of Interconnectedness of the Momentum Year

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# What is a Momentum Year?

- “... a **momentum year** for students—a starting point that helps students find their path, get on that path, and build velocity in the direction of their goals” (CCG, 2016a).

# What is a Momentum Year?

- Combination of 3 elements: (confirmed by evidence-based research)
  1. begin with an academic focus area or program
  2. go in with “a productive academic mindset,”
  3. “follow clearly sequenced program maps that include:
    - core English and math
    - nine credits in the student’s academic focus area
    - and 30 credits in their first year.”

# What is Gateways to Completion (G2C)

- **“Gateways to Completion**, an evidence-based process to create an institutional plan for improving student learning and success in high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes especially for low-income, first-generation and historically underrepresented students. This multi-year process helps institutions create and implement a plan for course redesign that supports teaching, learning, success, completion, and retention” (Gardner, n.d.).

# What is Gateways to Completion (G2C)

- **Barriers to Student Success in Gateway Courses.**
  - High levels of failure in gateway courses.
  - Students in underrepresented populations are often disproportionately represented in DFWI rates in gateway courses.
  - Lack of faculty involvement in student success efforts.
  - Course enhancements or improvements often do not impact a significant number of students.
  - Lack of connection to other processes, including reaffirmation of accreditation.
  - Lack of community practice or support for faculty who want to improve gateway course outcomes.

# What is Gateways to Completion (G2C)

- **3-Year Process**

1. Analyze and Plan
2. Act and Monitor
3. Act and Refine

- “... provides faculty and staff both time and tools to fully plan, implement, and refine gateway courses based on evidence collected” (Gardner, n.d.).



**How is the Momentum  
Year connected to G2C?**

# How are Momentum Year and G2C Interconnected?

## Momentum Year (CCG, 2016a)

- Evidence-based research
- Addresses barriers to student success from admission – inward.
- Optimization of potential for student success in year 1.
- “...helps students find their path, get on that path, and build velocity in the direction of their goals.”
- “addresses the challenges of students making the transition to college, the benefits persist... demonstrating greater persistence to graduation.”

## Gateways to Completion (Gardner, n.d.)

- Evidence-based process
- Addresses barriers to student success from the course-level – outward.
- Optimization of potential for improvement of student learning and success over 3 years.
- “... provides faculty and staff both time and tools to fully plan, implement, and refine gateway courses based on evidence collected.”
- “helps institutions create and implement a plan for course redesign that supports teaching, learning, success, completion, and retention.”





# How is G2C connected to institutional initiatives?

Examples from 7 USG Institutions

# Gordon State

- **QEP: “First Things First”** - Increasing Mastery in Quantitative and Communication Skills (GSC, n.d., p.31)
  - Establishment of a broad-based First Things First Steering Committee to oversee initiation, implementation, and completion of the QEP
  - **Implementation of a course-redesign initiative for Area A courses MATH 1111 College Algebra and ENGL 1101 Composition**
  - Implementation of a First Things First Unit in GSC’s First Year Experience course
  - Implementation of a three-part QEP Professional Development Plan
- **Momentum Year initiative: “Highlander Edge”** (CCG, 2016b)
  - Centralize First-Year Advising
  - Restructure our Onboarding Process/New Student Orientations
  - Centralize Schedule-Making Process for First-Year Students
  - Facilitate Even Earlier Onboarding

# Gordon State

- **LEAP (CCG, 2016c)**
  - Improve student engagement and advising through Intrusive advising, engagement and advising training for new faculty members, and faculty development in teaching and learning
  - Increase high school dual enrollment participation
  - **Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support; combine English and reading remediation; and ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.**
  - Develop a Weekend College to offer adult learners the opportunity to earn a bachelor's degree in a flexible program designed to accommodate their needs.
  - Create an opportunity for applicants who fall just short of GSC's admission requirements to access a college education through a structured learning environment.

# University of West Georgia

- **Momentum Year:**
  - New ENGL 1101 corequisite (ENGL 1101L) is directly connected to our G2C work in ENGL 1101.
  - Related strategies: supplemental instructional support, academic mindset, advising, and pathways.
- **LEAP West:**
  - High Impact Practices across multiple years.
  - Working to improve student learning in the first year and the transitions into college.
  - ENGL 1101 G2C faculty participated in and worked through the LEAP Nexus KPIs through the G2C Platform.
  - Math 1113 G2C faculty worked through the NEXUS KPIs for Transparency and Inclusive Pedagogies on the G2C platform.

# University of West Georgia

- **TS3 grant (Taking Student Success to Scale)**
  - Through the Lumina Foundation and NASH
  - Focuses on High Impact Practices and equity-minded data analysis of the impact of and participation in HIPs across campus.
  - Related to work began in G2C courses looking at disaggregated data.
  - Exploration of possibilities for more HIPs in G2C courses going forward.

# South Georgia State College

- **LEAP Initiative:**

- Cohort 1 Course BIOL 2107 Principles of Biology I
  - LEAP elements incorporated into KPIs.
- QEP focuses on undergraduate research
  - Integration of course redesign principles emerging out of our G2C courses with QEP

# Kennesaw State University

## ■ Gateways to Completion Initiatives

1. Early alert intervention system in some gateways courses
2. G2C faculty learning community program
3. Learning assistants program pilot
4. Learning center network
5. Prerequisite skills assessment- MATH 1111 and MATH 1190
6. More consistency and coordination in content taught and more active learning in targeted G2C courses

# East Georgia State College

- **Momentum Year Initiative**

- **Courses:**

- Cohort 1 MATH 1111 College Algebra
    - Cohort 2 courses MATH 1101 Mathematical Modeling

- **Strategies:**

- 8 week schedules, open source texts, intrusive advisement, block scheduling for incoming freshmen, and standardization of the course schedule of topics.
    - Faculty are working on instituting best practices into the course redesigns.



# Middle Georgia State University

- **Momentum Year Objectives**

- G2C Cohort 1

- Course redesigns (POLS 1101, PSYC 1101).
    - Continued adjustments to course redesigns to reduce D, W, F rates.

- G2C Cohort 2

- Working to study and implement changes to core English (notably the linked LS co-requisite course – ENGL 0999) and Math (MATH 1111) to help students progress at higher rates.
    - Examining support structures that can assist in student success (advising, tutoring, etc.) in these classes.

# Valdosta State University

- **Momentum Year Initiative: The Momentum Year Curriculum: An Inter-Institutional Partnership Project for Student Success (CCG, 2016d)**
  - Define a Momentum Year curriculum consistent with the associated Complete College America/Georgia tenets... offered through prescribed VSU and/or Wiregrass courses with guaranteed availability... accommodate all students: students who will regularly enroll, students who are dual-enrolled, and students who will eventually transfer.
  - Operationalize a collaboration among the two local public high schools, Wiregrass Georgia Technical College, and Valdosta State University, which will promote the Momentum Year Curriculum, provide support to participating students, and facilitate the project's intended outcomes.
  - Establish an inter-institutional United for **Student Success Council** composed of representatives from each of the participating institutions. The intent of the Council is to collaboratively ensure the implementation of the Momentum Year Curriculum Project and to assess its impact.
  - Define a project evaluation system as a mechanism for quality assurance and continuous improvement.

# Valdosta State University

- **Strategic Plan (VSU, 2018)**

- Goal #1: Valdosta State University will increase retention, progression, and graduation rates through creating a campus culture focused on individual student success (1.1-1.5, 1.8).
- Goal #2: Valdosta State University will increase student participation in expanded transformational and experiential opportunities through implementing high impact and best practices focused on evolving student needs (2.1-2.3).
- Goal #3: Valdosta State University will increase community and regional impact through leading development in and serving as a resource for industry, health care, arts, education, athletics, and other changing economic regional needs that support the growth of South Georgia and the communities our students will serve (3.2-3.3).



**What is interconnected  
at your institution?**



# Interconnectedness Questions

- What is connected to the Momentum Year at your institution?
- What initiatives is G2C connected to at your institution?
- What additional opportunities for interconnectivity do you see between system and institutional initiatives at your institution?

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