



Fort Valley State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

INSTITUTIONAL MISSION

The mission of Fort Valley State University (FVSU) is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 120 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's only 1890 Land Grant institution by offering programming excellence in agriculture, family and consumer sciences, extension, technology and military science and leadership, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

STUDENT BODY PROFILE

High-impact strategy	Pre-College Academy
Related Goal	<p>Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.</p> <p>Goal 2: Increase the number of degrees that are earned "on time" (associate degrees in 2 years, bachelor's degrees in 4 years).</p> <p>Goal 9: Increase Access for underserved and/or priority communities.</p>
Demonstration of Priority and/or Impact	This specific high impact strategy addresses priority for Fort Valley State University (FVSU), as it seeks to increase access to postsecondary education to underrepresented, at-risk student populations. The success of the program increases the number of students the institution serves from this population, and potentially increases the number of students who enroll as new freshmen each semester.
Primary Point of Contact	Stevie L. Lawrence II, Ph.D., Executive Director, Center for Retention Services (478) 822-1018 (office) lawrences@fvsu.edu (email)
Summary of Activities	During the 2015-16 academic year, FVSU provided the Pre-College Academy for a group of 17 students during the fall 2015 semester. Students in the program were enrolled in six credit hours, which included both the Learning Support mathematics and English course. Additionally, students enrolled in the program had an opportunity to engage in a cadre of programs, services and institutional initiatives that spoke to developing the whole student and ultimately preparing them for the rigors of college life. Among these, include time management workshops, cultural trips, and career development and exploration seminars.
Measures of Progress and Success	
Measure, metric, or data element	As a method of evaluation, FVSU will assess the success of student participants based on their ability to persist beyond the first-year of college, and their ability to successfully complete college level English and math once fully admitted to the institution.
Baseline measures	24.2% of underprepared students graduate from FVSU in six years.
Interim Measures of Progress	Since the inception of the program in the 2014-15 academic year, 61 students have participated in the Pre-College Academy. As 61 students have participated in the Pre-College Academy since Fall 2014, all students, with the exception of 12 have been retained beyond the first semester of their first year; providing for a 80% persistence rate for Pre-College

	Academy students. The average overall GPA for currently enrolled Pre-College Academy students is 2.23.
Measures of Success	Increase the success of students who are underprepared by 5% over the next three years.
Lessons Learned	Barriers that have been associated with implementation of the Pre-College Academy is the ability to enroll a high number of academically underprepared students. However, the institution has taken additional measures to create additional programs such as the Fort Valley State University Gordon Access Program also know as FVSU GAP, in an effort to serve an even greater population from this specific student demographic.

FVSU enrollment reached a high in 2011 (3896) and now stands at 2695. The student retention percentage has grown over the last academic year to 75%. FVSU administrators believe this increase is due to many initiatives that have been implemented. The majority of FVSU students are African-American (94%) and as of 2014, 84% of FVSU students received Pell Grant Funds. Approximately only 5% of the incoming freshmen class were considered adult learners (25 years or older), so the bulk of the student body is made up of high school graduates who are products of lower-performing high schools in the inner-cities or rural areas. However a shift has occurred in the enrollment practices and the reward for this is a higher retention rate and, hopefully, a future increase in graduation rates. Our slightly higher female population is consistent with national trends. These indicators were used as the committee devised the Complete College Georgia Plan for FVSU as benchmarks and as points of reference for strategies that needed to be developed and for historical perspective as the plan was outlined for the future of FVSU.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

High-impact strategy	Expanded Adult Learning Opportunities
Related Goal	Goal 9: Increase Access for underserved and/or priority communities.
Demonstration of Priority and/or Impact	This strategy is directly related to enrollment growth for our institution. Specifically, targeting an additional group of adult learners provides greater access to higher education for the surrounding service area.
Primary Point of Contact	Mr. Ashley Ballard, Director of Graduate Admissions (478) 825-6338 ballarda@fvsu.edu
Summary of Activities	The institution has done some work in this area to increase opportunities for adult learners to enroll at a higher rate. Among these activities, include Adult Learner Recruitment Days provided at the institution's Warner Robins Campus to highlight programs that are suitable for adult learners and to emphasize the methods for enrollment. Developing a strategy to further grow this student population has just begun.
Measures of Progress and Success	
Measure, metric, or data element	N/A
Baseline measures	Adult students make up 4.9% (2014) of the first-time freshmen student enrollment along with Adult students comprising of 1.3% of first-time freshmen online students. The Adult student population graduates at rate of 27.3%. The Total Online population makes up 2.7% of the first-time freshmen enrollment.
Interim Measures of Progress	This information is not available at this time.
Measures of Success	The institution will measure the enrollment of adult students in both traditional formats as well as online.
Lessons Learned	FVSU is becoming intentional in communicating and developing outreach programs and

	services that will attract and service adult learners in an effort to offer them greater access.
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High-impact strategy	Intrusive Financial Aid Advising
Related Goal	Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions. Goal 2: Increase the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years). Goal 9: Increase Access for underserved and/or priority communities.
Demonstration of Priority and/or Impact	The completion of financial aid is a problem for many campuses. As FVSU seeks to implement an intrusive financial aid advising model, this will increase the number of students who complete the enrollment process successfully each academic year until graduation. This has a direct impact on retention and ultimate completion.
Primary Point of Contact	Teresa Joseph, Interim Director of Financial Aid, josephpt@fvsu.edu
Summary of Activities	Prior to the 2015-2016 Academic Year, we assisted students with completing their FAFSAs, provided information during our Financial Aid Awareness Month (February), and participated in various workshops. Also, we presented parents and students with information during our Open House Events and provided additional guidance during the Orientation Sessions. During our peak season, we utilized our Call Center to assist with the numerous amount of phone calls that we received daily. Once all system upgrades had taken place, the four Financial Aid Advisors were able to begin packaging and reviewing the Verification Documents.
Measures of Progress and Success	
Measure, metric, or data element	Provide intrusive advising to keep students on track to graduate.
Baseline measures	Eighty-Three Percent (83.5%) of FVSU students receive Pell Grants and 92.6% of students receive some type of loan. Thirty-Seven Percent (37.3%) of the enrolled population was considered paid on the first day of class.
Interim Measures of Progress	This data is not available at this time.
Measures of Success	Currently the institution is working to determine at what levels should students receive aid based on the number of FAFSAs received.
Lessons Learned	There are still some dilemmas with implementing a totally intrusive financial advising model. There are some challenges that persist related to communicating with students about the importance of completing the FAFSA and submitting the appropriate documentation to complete the award process.

High-impact strategy	Intrusive Academic Advising
Related Goal	Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions. Goal 4: Provide intrusive advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	This specific strategy contributes greatly to the number of students who persist in a timely manner to graduation. Intrusive Advising is tremendously important, as it ensures that students understand their degree requirements and follow them closely. Essentially, it also contributes to providing a better understanding to the purpose of the undergraduate core curriculum for students and ensures that each student meets such general education

	requirements.
Primary Point of Contact	<p>Stevie L. Lawrence II, Ph.D., Executive Director, Center for Retention Services (478) 822-1018 lawrences@fvsu.edu</p> <p>Jocelyn Neal, Ed.S., Director of Academic Advising & Tutorial Services (478) 822-1070 email nealj@fvsu.edu</p>
Summary of Activities	<p>The current structure for academic advising is twofold at FVSU. The Center for Retention Services (CRS) provides academic advising services for freshmen and sophomore students (0-60 credit hours). There are a total of five staff persons who provide academic advising services for this student population. Each advisor is responsible providing academic advising for specific majors. Students undergo a two step advising process which includes pre-advising just before registration begins in an effort to assess their progress in their current classes, and once registration begins, they undergo a the process for actually registering for classes each semester. In addition, advisors monitor the progress of their students each semester.</p> <p>In addition to these efforts, students on Academic Probation, Academic Warning, and SAP must see their Academic Advisor. Advisors will assist with assigning Tutorial Services and monitoring their attendance with tutorials. Students must attend tutorials at least 10 times during the semester. These students must develop Academic Improvement Plans and are placed on an academic contract to hold students accountable. Additionally, students meet with Retention Specialists bi-weekly to discuss improving academically and developing appropriate academic behaviors.</p>
Measures of Progress and Success:	
Measure, metric, or data element	
Baseline measures	Eighty-percent (80.2%) of credits attempted were successfully completed.
Interim Measures of Progress	Increase the percentage of credits successfully completed by 5%.
Measures of Success	Increase the percentage of credits successfully completed by 5%. This direct assessment will incorporate an analysis of Passed courses (A, B, C, and S) versus attempted courses (D, F, W, WF, and U). Additionally students will continue to have an opportunity to provide their perceptions of the effectiveness of the advising center and the team of retention specialists through student satisfaction surveys. Also, Student Credit hour attainment will be tracked.
Lessons Learned	

High-impact strategy	Data Analytics
Related Goal	Goal 4: Provide intrusive advising to keep students on track to graduate
Demonstration of Priority and/or Impact	This specific strategy contributes greatly to the number of students who persistence in a timely manner to graduation. Intrusive Advising is tremendously important, as it ensures that students understand their degree requirements and follow them closely. Essentially, it also contributes to providing a better understanding to the purpose of the undergraduate core curriculum for students and ensures that each student meets such general education requirements.
Primary Point of Contact	Don McCarthy, Sr. Research Associate mccarthyd@fvsu.edu
Summary of Activities	As it relates to retention and graduation rates, the Office of Institutional Research provide monthly reports related to course withdrawals and semester reports related to course completion and ultimate matriculation. Moreover, the Center for Retention Services has employed a case-management model for academic advising which allows staff the opportunity to effectively track course completion and degree progress.
Measures of Progress and Success:	
Measure, metric, or data element	The retention rate has increased by 19 percentage points, while the six-year graduation rate has increased by 5.5%.
Baseline measures	The Retention Rate at FVSU is 56.7% and the six-year graduation rate is approximately 28.5%.
Interim Measures of Progress	The current retention rate has grown significantly to 75%, with the six-year graduation rate growing to 34%.
Measures of Success	The rate at which students successfully complete courses toward graduation is one method by which the data related to retention and graduation.
Lessons Learned	Assessing important campus data related to retention and graduation is key to decision making. Therefore, the institution will continue to employ such measures.