

JAMES MADISON UNIVERSITY

TASK FORCE ON RACIAL EQUITY

STUDENT ACADEMIC SUCCESS WORKING GROUP

WORKING GROUP MEMBERS:

Mahogany Baker - Student
Elizabeth Theta Brown - Associate Professor, Mathematics & Statistics
Tyson Brown - Alumnus
Chrissy Donald - Student
Wilson Friend - Alumnus, Parents Council
Vesna Hart - Director-International Cooperation, Ctr. for Global Engagement
Demetria Henderson - Visiting Assistant Professor, College of Business
Monyette L F Martin - Assistant Director, Admissions
Aaron Noland - Assistant Dean, Libraries & Educational Technologies
Renee Staton - Professor, Graduate Psychology
Jordan Todd - Coord., Student Learning Initiatives, Ofc. of Residence Life
Colleen Waller - Career Advisor, Career & Academic Planning

WORKING GROUP CO-CHAMP:

Monyette Martin, martinml@jmu.edu

TITLE: (Sound the Alarm – (Early Academic Retention Navigating Success (EARNS))
Building and Strengthening EARLY Academic Success

PROBLEM:

Students of the marginalized populations and backgrounds in the recruitment, retention and academic success at JMU face the following issues:

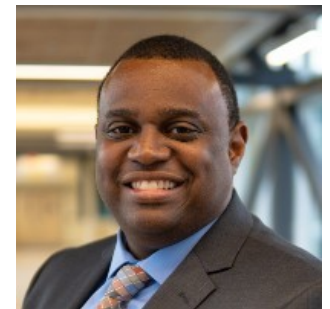
- In need of a university-wide entry program which helps to engage students in critical thinking, DEI exploration and the key to academic success at JMU
- University-wide referral measures/program in place for poor academic performance
- Limited Class participation
- Lack of communication with instructor/professor
- Low test/quiz scores
- Lack of engagement or participation in a physical classroom and/or the learning environment
- Missing, incomplete or poorly completed assignments
- Weakness in academic performance

See following pages for The Recommendation, Rationale and Success Measures

WORKING GROUP LEADERSHIP



Hakseon Lee, Leadership Council



Marquis McGee, WG CC



Rudy Molina, WG CC



Fawn-Amber Montoya, WG CC

RECOMMENDATION:

Admissions - Admission Recruiters will be required to refer students to the program during the application reading and admission decision process and mid-semester.

- Indicators would be in the subject/course areas of:
 - ◊ English
 - ◊ Math
 - ◊ Science

Advising - Implementing the pedagogy and programming of Georgia State University of Meta-Majors. Students would be advised for flexibility within their chosen college. General Education courses would be able to count for multiple majors. For an example of this see [Georgia State University](#).

- Extension of the Centennial/Valley Scholars graduate advisors that requires each department/major/college to have a team of graduate advisors to serve as Meta-Major Advisors or EARNs Coaches:
 - ◊ Majors exploration 1 – 3 or 6 credit hours option/s
 - ◊ Provide Co-curricular activities/experiences /resources/diversity/social justice/injustice projects/leadership practicums
- **Early Alert System**- [Georgia State University](#) provides a model for this type of advising and early alert system.
- Create “**HOLD**” midterm and make retention awareness calls/virtual meeting to students. For example, providing intentional opportunities for first- and second-year students to interact with faculty, academic advisors/navigators and other support services personnel as early as possible (mid-term checkpoint in Fall and Spring)
- Establish University Advisors/Navigators throughout the university to include existing and new faculty and staff (combination of part-time and full-time) Faculty Education about the benefits of having more diverse students in their classes and how creating a pedagogical model, focused on diversity can increase student success.
- Seek to provide an early intervention wrap-around academic success program for students in the GEN ED (100 and 200) courses
 - ◊ Notify students in 100 and 200 level GEN Education courses of academic difficulty when they have a “D” or “F” in the course/s
- Prepare students to identify and invest established individualized effort into achieving success in their learning (Study Skills and Style Awareness)
- Enrich the undergraduate education experience with cohesiveness as it relates to DEI and academic preparation and success
- Provide safe spaces for active learning through curricular and co-curricular activities and/or living and learning communities
- Establish an EARLY AWARENESS HUB where students can register to receive guided assistance as they academically and socially navigate through the early student experience.
 - MADISON 101 (hybrid learning environment) offered during the Summer before Fall semester and during the Fall semester
 - Time management
 - Study skills
 - Test-taking strategies
 - Goal setting
 - Student self-awareness
 - Personal development
 - Mindfulness

Explore majors and careers relating to interest, abilities, and skills during the Springboard Orientation process.

See page 3 for Rationale & Success

RATIONALE:

- Academic advising is an ongoing process that helps students develop, pursue and achieve their educational and personal goals.
- High-quality advising includes three components: (a) providing accurate and timely information; (b) establishing on-going relationships between students and their advisors; and (c) helping students to progress and grow by making the educational experience more meaningful.
- Making students accountable for their educational experience and success
 - ◇ Help students understand college education is a full-time job
 - ◇ Help students get **CONNECTed** early at JMU.
 - ◇ Help students identify and effectively implement study skills
 - ◇ Help students get prepared for college level courses before the first year

SUCCESS:

- Intentional/Transparent reporting university-wide:
 - ◇ Tracking and analyzing the mean cumulative GPA after the first semester by regions in which students have come from to JMU
 - ◇ Tracking and analyzing the mean cumulative GPA after one full year.
 - ◇ Report % in Good Standing from the marginalized (First Generation and BIPOC) student population
 - ◇ Reporting % of MADISON and Early Awareness (EARNs) students in Good Standing
 - ◇ Substantial increase of funding and personnel for academic advising.
 - ◇ Having survey on students' sense of belonging every year.