

**Augusta University Nomination for Regents' Momentum Award for
Excellence in Advising and Student Success**

Career, Academic, and Professional Engagement (CAPE)

Table of Contents

Letters of Endorsement	3
Narrative Statement	4
Evidence of Excellence.....	4
Purposeful Choices	5
Pre-advisement survey.....	5
Primary and Parallel Major Planning.....	5
Productive Academic Mindsets	5
STRIDE Implementation & Bootcamp Workshops	5
Individualized Academic Success Plans (IASPs)	6
Clear Pathways to Completion	7
Centralization of 0-120+ advising.....	7
Creation of Health Professions Outreach	8
Momentum Metrics	9
Institutional Engagement and Innovation	10
Predictive analytics (top impacts, targeted intervention)	10
Predicted Retention – First-Year Students	10
Top Impacts	11
JagsOnCampus Internship Program.....	11
Letters of Support	12



AUGUSTA UNIVERSITY

November 15, 2025

Dear Regents' Award Committee,

It is with great pride that I support Augusta University's CAPE Model (Career, Academic, and Professional Engagement) for the Regents' Momentum Award for Excellence in Advising and Student Success. The CAPE Model represents an innovative, data-informed approach to student support that has transformed how we guide students from entry to graduation — combining care, collaboration, and analytics to ensure every student finds their path to success.

Launched in 2023, the CAPE Model reimagines academic advising through a unified framework that integrates Academic Advisement, Academic Success Coaching, Career Services, and Health Professions Outreach into three meta-major "cluster" teams. This structure ensures that students experience seamless support through all academic transitions — from choosing a major to preparing for graduate or professional study. Advisors, success coaches, and career specialists meet regularly to share insights, review retention and progression data, and coordinate individualized support plans that help students stay on track.

The results speak powerfully. Since CAPE's implementation, first-year retention has increased from 73% to 78%, and students engaged with the Academic Success Center now persist at rates more than four percentage points higher than peers who do not. Among students flagged as academically at risk, those participating in coaching and individualized academic success plans persist at 91.5%, compared to 87.7% for non-engaged peers. These outcomes reflect the success of a student success model built on intentional design, proactive outreach, and accountability.

The CAPE Model also promotes purposeful choice and productive mindsets. New initiatives such as the Pre-Advisement Survey and the STRIDE program help students make informed academic decisions and develop the resilience needed to thrive. The Primary and Parallel Major Planning process empowers pre-admit students to self-assess confidence and pivot effectively when needed, while the Health Professions Outreach component has guided over 850 students toward successful applications to competitive programs. What makes CAPE exceptional is its human-centered philosophy. It pairs predictive analytics and real-time data with the personal relationships and care that define Augusta University's advising culture. Faculty, staff, and administrators collaborate across colleges to ensure that every student receives timely, personalized guidance and a clear roadmap to degree completion.

The CAPE Model exemplifies the spirit of the Regents' Momentum Award — fostering student engagement, resilience, and achievement through strategic, compassionate, and innovative advising. It is with great enthusiasm that I offer my strongest endorsement of Augusta University's CAPE Model for this distinguished recognition.

Sincerely,

Maggy Tomova
Executive Vice President for Academic Affairs and Provost

OFFICE OF THE PROVOST

Mailing Address:
1120 15th Street, BWH 200
Augusta, Georgia 30912

Office Address:
2500 Walton Way
Boykin Wright Hall
Augusta, Georgia 30904

T (706) 721-4014

F (706) 729-2064

provost@augusta.edu

Narrative Statement

Augusta University (AU) adopted the CAPE (Career, Academic, and Professional Engagement) Cluster model in 2023 to establish a comprehensive framework of wrap-around support for students to ensure their engagement and success. This initiative aims to transform the way we guide students through critical academic transitions – such as the transition from high school to college, progression through general education courses to major coursework, advancement from Undergraduate to Graduate or Professional programs, and preparation for career entry.

To strengthen first-year retention and address the risk of students losing direction without purposeful support, AU integrated the CAPE model with the USG Momentum framework, ensuring each student benefits from a unified and collaborative support team. Each CAPE support team is *intentionally organized* to include staff from the Academic Advisement Center (AAC), Academic Success Center (ASC), Career Services, and Health Professions Outreach (HPO) (all units within the Student Success portfolio within the Division of Enrollment and Student Affairs). CAPE Cluster support teams meet regularly to assess retention, progression, intervention, and academic advisement/planning strategies internal to their success teams, and in tandem with the Deans, department chairs, and key faculty aligned with the respective CAPE. This purposeful work allows a common framework that builds care, communication, and optimization of service lines across the academic landscape. There are three CAPE cluster support teams organized by meta-major:

- **Cluster 1:** College of Science & Math, College of Allied Health Sciences, and Pre-Nursing
- **Cluster 2:** Hull College of Business, School of Computer and Cyber Sciences, and College of Education and Human Development
- **Cluster 3:** Pamplin College of Arts, Humanities, and Social Sciences

The CAPE Model ensures that students are **engaged** with and feel supported in making **purposeful choices** about their academic journey, receive academic coaching to build confidence and a positive **academic**

mindset, following their program pathway and meeting appropriate developmental milestones aligned with their major and career goals. The CAPE model is closely tied to data-driven, high-impact practices that drive student engagement, retention, and persistence. Through centralized data, tracking, communication, and referrals, the CAPEs closely monitor momentum metrics to identify trends and patterns of students and provide targeted intervention and support for the unique needs of students in each CAPE.



Evidence of Excellence

Purposeful Choices

Pre-advisement survey

AU's Student Success portfolio supports students in making informed academic choices aligned with their goals and potential. To build confidence and independence, the AAC introduced a pre-advisement survey in fall 2023, prompting students to reflect on their major, program pathway, and upcoming course selections before meeting with an advisor. This tool also helps advisors gauge student confidence and identify areas for support. Following implementation, on-time registration among freshmen and sophomores improved, and post-advisement survey results showed 62% of students felt more prepared for course selection. While causality cannot be conclusively established, the surveys appear to play a significant role in promoting timely enrollment and intentional degree planning.

Primary and Parallel Major Planning

Academic Advisors working with students in pre-admit programs such as Nursing, Radiation Therapy, and Dental Hygiene recognized a growing need for students to better understand the requirements of their primary major and to develop an alternative plan in case their initial path did not work out. In Fall 2025, the AAC piloted the Primary and Parallel Major Planning initiative with students participating in a targeted intervention program. These students were enrolled in designated sections of INQR 1000 – Fundamentals of Academic Inquiry, taught by Academic Advisors, where they completed their Primary Major Plan. Through this activity, students were guided to self-reflect on how well their chosen major aligned with their interests, strengths, and long-term goals. They also evaluated their understanding of the expectations and realities of their programs—such as the application process, admission requirements, and academic performance standards. Students then assessed their confidence in meeting these requirements (e.g., very confident, fairly confident, unsure, not confident) and identified a potential “pivot point”—a specific semester, course, or GPA threshold that would prompt them to reconsider their major path. In the spring semester, the same students will complete a Parallel Major Plan to either reaffirm or adjust their academic direction. This two-part process encourages intentional decision-making and empowers students to take ownership of their educational journey, with the continued guidance and support of their Academic Advisor.

Productive Academic Mindsets

STRIDE Implementation & Bootcamp Workshops

AU launched the STRIDE initiative—Success Through Resilience, Innovation, Determination, and Effort—in Spring 2024 to support first-year students identified as at risk for early attrition. STRIDE promotes a growth mindset, encouraging students to view challenges as opportunities and to pursue success through consistent effort and support.

Predictive analytics revealed that students entering AU with a high school GPA of 3.55 or below, particularly in majors such as Biology, Pre-Nursing, and Business, had lower first-year retention rates. In response, AU developed the STRIDE initiative through collaboration among the ASC, AAC,

Division of Enrollment and Student Affairs, and First Year and Second Year Experience. Identified students received personalized outreach, summer communications, and curated experiences to build early connections to campus resources. STRIDE participants attended Bootcamp Workshops on time management, note-taking, test preparation, and metacognitive strategies. Advisors enrolled students in two foundational courses—ASII 1101 Learning for Success and INQR 1000 Fundamentals of Academic Inquiry—to strengthen academic skills and confidence.

One student’s story highlights STRIDE’s impact: initially overwhelmed on move-in day, she sought help after an ASC classroom visit, received tutoring, completed 15 credit hours, registered early for spring, and applied to be an Orientation Leader. Early results are promising: 104 of 196 identified students are actively engaged in STRIDE activities during Fall 2025. Feedback indicates increased confidence and a stronger sense of belonging.

AU plans to expand STRIDE by integrating its model into CAPE cluster teams and peer educator programs, scaling its evidence-based approach to support all first-year students with the structure, encouragement, and belief needed to succeed.

Individualized Academic Success Plans (IASPs)

The ASC administers progress reports for 1000-, 2000-, and select 3000+-level courses three times per semester (weeks 4, 7, and 10) to monitor student performance. Each report has a distinct focus:

- Report 1: Attendance and Engagement
- Report 2: Engagement and Performance
- Report 3: Performance and Persistence

These reports help identify undergraduate students at academic risk. Based on faculty reporting, the ASC contacts students to schedule meetings with success coaches, provide early interventions, and connect them to resources. Staff then develop Individualized Academic Success Plans (IASPs), which include goal setting, time management, note-taking, and test preparation strategies to support academic standing.

Targeted ASC interventions significantly improve persistence and retention. Students with multiple at-risk reports who engage with ASC persist at 91.5%, compared to 87.7% for those who do not. Retention rates for ASC-engaged students are 72.6%, versus 65.5% for peers without engagement. The accompanying table presents differences in outcomes for students who engaged with ASC services versus those who did not (Yes = ASC Appointment; No = No ASC Appointment), including enrollment in the following Spring and Fall, average term GPA, and average withdrawals.

Did the <i>At-Risk</i> student schedule an appointment with the ASC?								
Fall 2023 Student Outcomes								
	Enrolled Next Spring		Enrolled Next Fall		Average Term GPA		Average #Ws	
	Yes	No	Yes	No	Yes	No	Yes	No
AU	90.7%	85.2%	74.1%	68.0%	2.48	2.30	0.35	0.28

Spring 2024 Student Outcomes

	Enrolled Next Spring		Enrolled Next Fall		Average Term GPA		Average #Ws	
	Yes	No	Yes	No	Yes	No	Yes	No
AU	-	-	80.4%	75.9%	2.20	2.19	0.36	0.33

Clear Pathways to Completion

Centralization of 0-120+ advising

AU's advising transformation centers on the CAPE Model, a unified framework that provides centralized, continuous support from entry through graduation. Previously, students transitioned from the AAC to departmental advisors after 60 credit hours, creating fragmented experiences. In 2024, AU extended centralized advising through 89 credit hours, and by 2025, all undergraduates received advising exclusively through the AAC, supported by CAPE cluster teams. These interdisciplinary teams—comprising staff from AAC, ASC, Career Services, and HPO—are aligned with meta-majors and collaborate with academic leaders to monitor retention and progression. In FY2025, CAPE supported 7,831 students, reinforcing a culture of care, accountability, and measurable progress.

One student's story exemplifies the model's impact. Initially on academic probation, he received an Individualized Academic Success Plan (IASP) tailored to his schedule and learning style. With ongoing support from advisors and success coaches, he utilized tutoring and workshops, ultimately graduating with distinction and earning Dean's List honors.

Institutional data reflects these outcomes. Since implementing CAPE, year-to-year retention rose from 73% in Fall 2023 to 78% in Fall 2025. Students flagged in faculty progress reports who engaged with ASC persisted at rates nearly 4 percentage points higher than those who did not. Among students receiving two or more alerts, those who met with ASC had a 91.5% persistence rate, compared to 87.7% for non-engaged peers.

Aligned with the USG Momentum framework, the CAPE model fosters developmental advising that connects academic planning to long-term goals. By integrating advising, coaching, and data-informed interventions, AU provides each student with a clear, personalized path to completion. Looking ahead, AU aims to expand CAPE into graduate and professional advising and develop real-time dashboards to track engagement and outcomes. This approach exemplifies AU's mission to merge care with data, guiding students through a transformative educational journey.

The table presents cohort retention trends, with annual rates calculated from the original cohort size. "Year 2" denotes enrollment in the second Fall term, "Year 3" in the third, and "Year 4" in the fourth. These figures offer insight into student persistence and the effectiveness of advising interventions over time.

Year to Year Retention - Institutional							
Cohort	Year 1	Year 2	Retained	Year 3	Retained	Year 4	Retained
202008 FTFT	979	687	70%	579	59.1%	486	49.6%

202108 FTFT	1016	738	73%	615	60.5%	511	50.3%
202208 FTFT	1034	759	73%	667	64.5%	569	55.0%
202308 FTFT	1204	907	75%	774	64.3%	-	-
202408 FTFT	1273	989	78%	-	-	-	-
		Average	74%	Average	61.3%	Average	51.0%

Graduation rates serve as a key indicator of student success and institutional effectiveness and show a positive trajectory in alignment with increased retention efforts. These rates reflect the percentage of students who earn their first bachelor's degree within four or six years of their initial matriculation, with degrees awarded on or before June 30 of the respective graduation year.

Graduation Rates - Institutional

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
4 -Yr Grad Rate	25.0%	25.3%	26.9%	27%	27.7%	2.9%	-
# of Students	221	264	292	264	281	30	-
Graduated by	6/30/2021	6/30/2022	6/30/2023	6/30/2024	6/30/2025	6/30/2026	6/30/2027
6 -Yr Grad Rate	48.8%	48.2%	48.1%	31.1%	2.9%	-	-
# of Students	432	504	521	316	30	-	-
Graduated by	6/30/2023	6/30/2024	6/30/2025	6/30/2026	6/30/2027	6/30/2028	6/30/2029
Total Graduates	451	518	523	316	30	4	-
Applied (Future Date)	2	9	20	127	282	23	-

Creation of Health Professions Outreach

HPO, established in 2022, is a core component of the CAPE model, designed to help students navigate the path to competitive health professions programs. As Georgia's only public academic health center—home to the state's only public medical and dental schools—AU attracts many students aspiring to these fields. Before HPO's inception, no centralized services existed to support this population.

HPO provides critical guidance for students who often begin unaware of requirements such as clinical experience, community service, personal statements, and entrance exam preparation. This dedicated support has led to notable success, including admissions to the Medical College of Georgia.



In its first two years, HPO focused on consistent advising and understanding AU's 15 health professions programs. Since Summer 2025, HPO has expanded to resource development, including program timeline infographics, tools for tracking clinical and service hours, and workshops such as

Critical Event Preparedness and Response (CEPaR) Stop the Bleed and Hands-Only CPR training. Currently, HPO supports over 850 students pursuing health careers. Among nursing applicants, those receiving HPO support achieved a 65.4% acceptance rate, compared to 58.9% overall. Looking ahead, HPO will launch the Pre-Health Navigators Program, connecting current health professions students with pre-health peers for mentorship and campus engagement.

Momentum Metrics

To support student persistence and retention, Academic Advisors meet with students at least once per semester to facilitate course planning for the upcoming term. During these meetings, Advisors guide students in navigating their academic curriculum and emphasize the importance of maintaining a balanced course load. Program Pathways, developed and maintained by academic departments, serve as a valuable advising resource. While the creation and upkeep of these pathways are the responsibility of the departments, Academic Advisors are the primary users and implementers in student advising.

These program pathways provide a clear and structured guide for students to navigate their academic curriculum effectively. They are intentionally designed to support timely degree completion by encouraging students to earn a minimum of 30 credit hours per academic year (excluding summer) and to enroll in at least nine credit hours within their academic focus area each term. In collaboration with faculty, the Office of the Provost, and Academic Advisors, the pathways have undergone a comprehensive revision process as a part of the institution's Academic Roadmap Refinement Initiative. These updated pathways serve as current and strategic “academic roadmaps,” equipping students with the guidance needed to successfully progress through their degree programs.

Academic Advisors play a critical role in helping students align their course selections each semester with both their designated program pathways and their individual academic strengths and areas for growth. This personalized approach ensures that students maintain a manageable course load that allows them to persist successfully and that is conducive to timely degree completion. Foundational courses in English and Mathematics are integral to most degree pathways and are therefore prioritized early in a student's academic journey. For the Fall 2024 freshman cohort, 68% of students successfully completed at least one English course within their first year, while 86% completed at least one Mathematics course. These outcomes reflect the effectiveness of structured program pathways in promoting academic progression.

Progression is measured by the accumulation of institutional and transfer credit hours prior to each respective Fall term. Key benchmarks include enrolling in 15 or more credit hours in the first fall term, earning at least 15 credit hours by the end of that term, and progressing to 30, 60, and 90 earned hours by the start of the second, third, and fourth fall terms, respectively.

Institutional Progression (Cohort-Based)					
	2021-22	2022-23	2023-24	2024-25	2025-26
% Enrolled 15+ Hours Fall 1	70% (709)	69% (711)	74% (886)	75% (950)	69% (925)
% Earning 15+ Hours Fall 1	36% (369)	36% (369)	42% (506)	48% (606)	-
% 30+ Hours by Fall 2	59% (596)	63% (654)	67% (809)	76% (971)	10% (139)

% 60+ Hours by Fall 3	43% (439)	48% (491)	53% (632)	11% (134)	1.1% (15)
% 90+ Hours by Fall 4	37% (378)	43% (445)	9.4% (113)	0.5% (7)	0% (0)
Average Earned Hours	81.9	72.5	57	39.3	12.5
Median Earned Hours	93.8	81	61	38	9

Institutional Engagement and Innovation

Predictive analytics (top impacts, targeted intervention)

AU engaged in the usage of predictive analytics and machine learning algorithms over linear regressions to answer specific High Impact Questions (HIQ). These analytics and data were then used to construct student life cycle models to generate predictive likelihood scores for students. The score is based on our historical student data and appended census variables, such as median household income, and is predicted using a Random Forest model with multiple regressions. These insights provide an aggregate prediction for the modeled population and dynamic individual likelihood scores for every student that updates at each phase of the student life cycle. In addition to the main HIQ, AU developed models to predict a secondary target. These additional predictions provide another likelihood score to help assess additional risks and opportunities with individual students.

Population Scope	First-time undergraduate students
High Impact Question (HIQ)	What is the likelihood that a first-time student will retain from their first fall term to their second Fall term?
Life Cycle	It indicates the current life cycle phase of the student.
Life Cycle Phases	- Fall Not Enrolled - Spring Not Enrolled - Fall Term Start - Spring Term Start - Fall Term End - Spring Term End
Likelihood Score	The probability value tied to the HIQ that indicates the likelihood that a student will enroll/be retained, etc. The higher the value, the more likely. Values between 0-1 or 0%-100%.
Additional Predictions	- Term GPA Likelihood: Likelihood that an individual will have a Term GPA over the threshold value of 2.90 in the given term. - Tutoring Likelihood: Likelihood that an individual will have any tutoring and academic support services in the given term. - 4-Year Graduation Likelihood: Likelihood that an individual will graduate in four years as of the given term.
Top Impacts	The top five variables in the model influencing the individual's Likelihood Score.

These insights predict the likelihood for every student in the cohort and calculate an overall aggregated prediction for the population by building custom-specific models by life cycle phase. The prediction updates throughout the year based on the life cycle phase of the individual. Additional predictions only update once a semester at the beginning of each term (Fall and Spring).

Predicted Retention – First-Year Students

The predicted student retention rate—from the first Fall term to the second—is calculated using the Life Cycle Model. This model comprises six distinct sub-models, each aligned with a specific phase of the student life cycle and designed to capture relevant data at each stage. The table below

presents the predicted likelihood of a student retaining to the subsequent Fall term, as well as the projected four-year graduation probability.

Student's Likelihood to Retain and Graduate (Fall 2024 Cohort)				
	Start of the First Fall		End of the First Fall	
	Predicted Retention	4 Year Graduation Likelihood	Predicted Retention	4 Year Graduation Likelihood
AU	74%	28%	75%	28%

Top Impacts

The top five variables in the model that influence the individual's Likelihood Score make the Top Impacts. The top impacts for all undergraduate AU students are shown below. Anything with less than 2% absolute value has been filtered out.

Variable	Value	Count	Avg Score	Avg Impact
# of WD Courses (As of Midterm): Fall	5	1	0.61	-11%
# of WD Courses (As of Midterm): Fall	6	5	0.63	-11%
High School GPA	3.00 - 3.20	81	0.6	-10%
High School GPA	0.00 - 2.80	57	0.57	-9%
High School GPA	2.80 - 3.00	85	0.59	-9%
High School GPA	3.20 - 3.40	137	0.62	-9%
# of WD Courses (As of Midterm): Fall	2	66	0.62	-9%
# of WD Courses (As of Midterm): Fall	1	162	0.62	-8%
# of WD Courses (As of Midterm): Fall	3	7	0.58	-8%
# of WD Courses (As of Midterm): Fall	4	2	0.56	-5%
Days btwn Orientation Registration & Attendance: Fall	0 - 12	198	0.66	-4%
High School GPA	3.50 - 3.60	119	0.75	4%
High School GPA	3.60 - 3.80	212	0.78	5%
High School GPA	3.80 - 3.90	126	0.79	6%
High School GPA	3.90 - 4.00	123	0.81	7%
High School GPA	4	144	0.83	7%
# of Department/College Academic Advising (As of Midterm): Fall	2	2	0.89	11%
# of Department/College Academic Advising (As of Midterm): Fall	1	171	0.92	12%

JagsOnCampus Internship Program

Strada's National Survey of College Internships shows internships boost academic success, career confidence, and post-graduate employment. In Fall 2025, AU launched the Jags On-Campus Internship program, offering paid, semester-long roles in business, technology, research, and healthcare. Over 61 undergraduates will participate in the program's first year, supported by structured training for students and mentors focused on professional development and goal setting.

Letters of Support



October 15, 2025

To the Regents' Momentum Award Selection Committee:

On behalf of the College of Nursing at Augusta University, I am pleased to offer my full support for the Student Success Division's nomination for the Regents' Momentum Award for Excellence in Advising and Student Success in the category of Clear Pathways to Completion. The intentional and data-informed initiatives developed and implemented across the institution particularly through collaborative partnerships with the College of Nursing and the Academic Success Center have significantly advanced our shared goal of helping students persist, progress, and graduate on time.

Our partnership with Student Success reflects a deep institutional commitment to creating structured, equitable, and personalized academic pathways for all students. Through the centralization of 0–120 advising, students now benefit from a consistent and holistic approach that integrates academic advising, tutoring, and success coaching. Faculty in the College of Nursing engage students through mentoring, research exposure, and professional development opportunities that strengthen their academic and career readiness.

We have also benefited from several key collaborative efforts that directly support students preparing for nursing and other health professions. The Health Professions Office (HPO) initiatives including the Pre-Health Navigators Program, Health Professions Fair, and HPO Cabinet and Advisory Board demonstrate a thoughtful, student-centered model for guiding health science majors through exploration, preparation, and completion. These efforts not only clarify the student lifecycle but also ensure that students are equipped with the tools and knowledge necessary to make informed decisions about their academic and professional futures.

Additionally, the Academic Roadmap Refinement Project has modernized program pathways by leveraging the degree audit system (JagTrax) and eliminating outdated track sheets. These updates help students and advisors monitor progress efficiently, fostering accountability and transparency in degree completion. Complementing these efforts are the Individualized Academic Success Plans (IASPs) developed by Academic Success Coordinators, which holistically integrate advising, tutoring, and coaching for at-risk students to remain on track.

College of Nursing
Student Affairs

Mailing Address:
1120 15th Street, BC1109
Augusta, Georgia 30912

Office Address:
987 St. Sebastian Way, EC-XXXX
Augusta, Georgia 30909

T 706-721-XXXX

augusta.edu



The College of Nursing proudly recognizes and supports these collective efforts that align directly with the University System of Georgia's Momentum Approach. Through strategic collaboration, Augusta University continues to strengthen pathways to completion that are clear, individualized, and anchored in student success.

We are honored to support this nomination and commend the Student Success Division for its innovation, leadership, and measurable impact on student achievement across the university.

Sincerely,

Michelle Cox-Healy, DNP, RN, NEA-BC
for Elizabeth NeSmith, PhD, RN, FNAP
Dean and Professor, College of Nursing
Chair, Department of Nursing Science
Augusta University, EC-4423
706.721.3771; bnesmith@augusta.edu

College of Nursing
Student Affairs

Mailing Address:
1120 15th Street, BC1109
Augusta, Georgia 30912

Office Address:
987 St. Sebastian Way, EC-XXXX
Augusta, Georgia 30909

T 706-721-XXXX

augusta.edu



October 15, 2025

Dear Members of the Selection Committee,

It is with great enthusiasm that I endorse Augusta University's nomination for the **Regents' Momentum Award for Excellence in Advising and Student Success**. This nomination highlights our institution's innovative efforts to redesign program pathways through the **CAPE (Career, Academic, and Professional Engagement)** model—an integrated advising approach that supports student exploration, progression, and timely completion.

The CAPE model was developed to ensure that every student is supported by a cross-functional team dedicated to their academic and career success. Each meta-major cluster—such as Health Professions, Science & Mathematics, and others—has a CAPE support team composed of academic advisors, career services professionals, and engagement specialists. This collaborative structure enables students to explore their interests early, connect coursework to career goals, and receive personalized guidance throughout their academic journey.

Through the CAPE model, Augusta University undertook a comprehensive **review and update of program pathway maps** to promote clarity, accessibility, and alignment with workforce needs. Advisors worked closely with faculty to streamline program maps, ensuring that students complete essential gateway courses in the first year and understand how each milestone connects to future professional opportunities. This initiative not only improved advising efficiency but also strengthened student confidence in selecting and persisting within their chosen programs.

Early indicators demonstrate that students who engage with their CAPE teams are declaring majors earlier, maintaining stronger academic standing, and exhibiting higher levels of engagement in co-curricular and professional development activities. As a result, our first-year student persistence and retention rates have been continuing to grow—the first-year retention rates went from 75.3% in 2024 to 77.7% in 2025.

OFFICE OF THE PROVOST

Mailing Address:
1120 15th Street, BWH 200
Augusta, Georgia 30912

Office Address:
2500 Walton Way
Boykin Wright Hall
Augusta, Georgia 30904

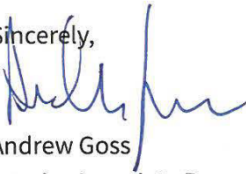
T (706) 721-4014
F (706) 729-2064

provost@augusta.edu

These outcomes reflect the core intent of the Momentum Approach—helping students make purposeful choices, develop productive academic mindsets, and progress efficiently toward graduation and career readiness.

Augusta University is proud of the collaborative and student-centered philosophy that drives the CAPE model. It stands as a testament to our commitment to innovation in advising and student success. We are honored to submit this nomination for your consideration and thank you for recognizing institutions that prioritize clear pathways to completion and meaningful engagement in the student experience.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Andrew Goss', written over the printed name.

Andrew Goss

Interim Associate Provost for Teaching and Learning