

Georgia Highlands College

Purposeful Choice

Element	Established academic focus areas that are aligned to programs of study
Status*	Implemented
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Continue to collect data and monitor progress/updates from USG on Focus Area Banner flags. Continued collaboration between Momentum Core Team and on-campus departments (advising, registrar, etc.).

Element	Established a transition plan that includes an opportunity for students to engage in the inform-discern-affirm process prior to course registration and career connections
Status*	Implemented
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	<p>QEP is underway with implementation of Navigate. Students will have multiple early opportunities to engage in the inform-discern-affirm process through the career inventories.</p> <p>Students meet with faculty advisors to aid them in the process.</p> <p>Special topics classes are being taught and offerings are being analyzed to determine if needs are being met.</p> <p>Orientation is under continuous improvement model.</p>

Element	Implemented the Banner solution for recording Focus Areas
Status*	In-progress

<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	<p>Registrar has codes and is working to implement those.</p>
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<p>What ongoing monitoring, evaluation and review will you do to ensure students are able to make a purposeful choice in a program of study of academic focus areas? (when & by whom)</p>
<p>Data are being collected across multiple projects to help ensure students are in the appropriate focus areas and pathways or that they are exploring more appropriate options.</p>

Clear Pathways

<p>Element</p>	<p>Published default program maps (term-on-term course sequences) for all programs, with identified milestones and checkpoints that provide for on-time graduation</p>
<p>Status*</p>	<p>Implemented</p>
<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	<p>Ongoing monitoring.</p>

<p>Element</p>	<p>Scaled corequisite learning support (for institutions that admit students who require it)</p>
<p>Status*</p>	<p>Implemented</p>

*Status Indicators: Implemented | In Progress | Under Development

Momentum Year Plan 2019

What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Ongoing monitoring.
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Element	First-year program maps that include core English and Math in the first year
Status*	Implemented
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	None.

Element	Program maps that include the appropriate first math course that is aligned with the program
Status*	Implemented
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	None.

Element	First-year program maps that include three courses that are related to the focus area
Status*	Implemented

*Status Indicators: Implemented | In Progress | Under Development

Momentum Year Plan 2019

What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	None.
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Element	First-year program maps that include 30 credits in the first year
Status*	Implemented
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Monitoring and evaluation of whether students are pursuing this goal.

Element	Capacity for students to register for courses that align with their program map
Status*	In progress.
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	We need a better method for developing schedules and utilizing best practices. Need metrics and performance measures. Need better communication between all schedules overall. Consider pre-made schedules and year long schedules

Element	Established system for communicating co-curricular opportunities to students in focus areas
Status*	Under Development

*Status Indicators: Implemented | In Progress | Under Development

<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	<p>We intend to decide on a format and then put it on the back of a program map. We need to develop internal infrastructure to engage students in items such as internship. Need to do more to link co-curricular to specific pathway. We need to develop an internship program. These are all topics currently under discussion within Academic Affairs, though there is no finite timetable for development and implementation.</p>
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<p>Element</p>	<p>Implemented the Banner solution for evaluating student learning support requirements</p>
<p>Status*</p>	<p>In Progress</p>
<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	<p>Various teams are working to ensure successful implementation as this rolls out for Fall.</p>

<p>What ongoing monitoring, evaluation and review will you do to ensure students are given a clear path to graduation that includes English and Math, three courses in their academic focus area, and 30 credits in their first year? (when & by whom)</p>
<p>Student progress toward graduation will be monitored and evaluated through implementation of the QEP, which focuses on advising. Student academic plans will be assessed to determine how many are meeting the expectations of 30 hours per year, with three courses in the focus area.</p>

Productive Academic Mindset

<p>Element</p>	<p>The deployment, to the greatest extent practical, of the USG Mindset Survey each fall term</p>
<p>Status*</p>	<p>In Progress</p>

*Status Indicators: Implemented | In Progress | Under Development

What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Will be doing a deep-dive on the mindset data and what it is telling us. One finding from 2017 prompted this inquiry. Our underrepresented students feel a greater sense of belonging as compared to the majority students. We need to determine if this is statistically significant and to learn more about how this is happening.
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What ongoing monitoring, evaluation and review will you do to ensure students participate in the Academic Mindset Survey? (when & by whom)
The Office of Planning, Assessment, Accreditation, and Research (PAAR) has taken over administration of the Mindset survey. PAAR will be able to better distribute the surveys to all eligible students and to track which students have completed the survey. PAAR will also be able to provide more nuanced analyses for the campus community by building on existing work.