

University of Georgia

Purposeful Choice

Element	Established academic focus areas that are aligned to programs of study
Status*	Refining in process
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	<p>Robust (internal) validation process</p> <ul style="list-style-type: none"> - Curriculum <ul style="list-style-type: none"> - Ensure groupings showcase greatest overlap in required courses - Matt Head <ul style="list-style-type: none"> - Has program that can be useful <p>Promotion of the focus areas</p> <ul style="list-style-type: none"> - Student affairs - Campus events - Orientation - Career fairs by meta-major -

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>Advising Intake survey</p> <p>COE pilot for major maps</p>

Element	Implemented the Banner solution for recording Focus Areas
Status*	N/A currently
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Such an approach might stymie current efforts on innovating meta-majors, advising, Orientation, etc.

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)

Clear Pathways

Element	Published default program maps (term-on-term course sequences) for all programs, with identified milestones and check-points that provide for on-time graduation
Status*	Ongoing innovations
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Term-on-term sequence currently in Bulletin Milestones or check points for high-demand majors for top 10 majors (JBM to complete majors across: Terry, Grady, Engineering, Education, Physics, Comp Sci, etc.); looking to “hidden” pre-reqs

Element	Scaled corequisite learning support (for institutions that admit students who require it)
Status*	N/A

*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)	N/A
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Element	First-year program maps that include core English and Math in the first year
Status*	
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Communications working group maps

Element	Program maps that include the appropriate first math course that is aligned with the program
Status*	
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	N/A or 100% of students are being advised on competencies-based Data Literacy requirement.

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

*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)	Identify paths and courses for students to select courses within focus
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Element	First-year program maps that include 30 credits in the first year
Status*	
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	

Element	Capacity for students to register for courses that align with their program map
Status*	
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	N/A

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

*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)	Well-being and belonging elements accomplished via Student Affairs/Advising; Academic Explorations in Housing
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Element	Implemented the Banner solution for evaluating student learning support requirements
Status*	In process (via DAE, Registrar, et al.)
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Per Banner 9 upgrades and Banner Enhancement (released in early spring 2019), conversations are pending to implement thresholds per HSGPA, SAT, ACT, AccuPlacer scores for evaluating LS requirements and placements.

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)

Productive Academic Mindset

Element	The deployment, to the greatest extent practical, of the USG Mindset Survey each fall term
Status*	

*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>	
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<p>What ongoing monitoring, evaluation and review will you do to ensure students participate in the Academic Mindset Survey? (when & by whom)</p>

*Status Indicators: Implemented | In Progress | Under Development