South Georgia State College

Purposeful Choice

Element	Established academic focus areas that are aligned to programs of study
Status*	Implemented (USG) / In Progress
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	● Publish focus areas ● Update application forms to include focus areas ● Update recruitment materials ● "Script" to work with students on focus areas (MyNextMove) ● SOAR - address focus areas in SOARs (Jamica) ● Hold SOAR committee meeting - address purposeful choice - divide students into interest areas?. ● Provide supporting documentation for focus areas for public consumption. (students, faculty, staff)

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*	In Progress (USG) / In Progress (SGSC)
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	● My Next Move.org is available ● Add focus area handouts with career connections ● Improve pathway web pages to include infographics, etc., related to career, potential jobs. Salaries. ● Fix existing career information links in pathway maps ● Make sure that advisor tip sheets are available

Element	Implemented the Banner solution for recording Focus Areas
Status*	In Progress (USG) / Implemented (SGSC - Jimmy Harper)

*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)	Done.

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)
● **We will monitor student pathway/major choice through reports generated at the end of the fall and spring semesters each year to establish baseline statistics for how many students are in a clearly defined pathway, the number of students in focus areas, and the movement of students out of focus areas and into pathways/majors. (Beginning fall 2019 - By semester, Institutional Effectiveness, Academic Leadership)**

Clear Pathways

Element	Published default program maps (term-on-term course sequences) for all programs, with identified milestones and checkpoints that provide for on-time graduation
Status*	Unclear - seems implemented (USG) / In Progress (SGSC)
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	● Establish block scheduling for FTFT students ● Associates-level programs maps are done but need to identify milestones and checkpoints. ● Baccalaureate-level maps have been updated, need to be uploaded to the website.

Element	Scaled corequisite learning support (for institutions that admit students who require it)
Status*	Implemented (USG) / Implemented (SGSC)

*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)	● Co-requisite learning support has been fully implemented. ● Review data on co-requisite success rates - make any adjustments based on results.

Element	First-year program maps that include core English and Math in the first year
Status*	In progress (USG) / In Progress (SGSC)
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	● Include language that says English and Math must be completed in first 30 hours on pathway maps

Element	Program maps that include the appropriate first math course that is aligned with the program
Status*	Unclear, seems in progress (USG) / In Progress
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	● Change non-STEM math pathways to one math choice.

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

What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	● Done

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)	● Push 15+ hours each semester ● 15-hour enrollment reports

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)	● Conduct audits to identify course gaps ● Review STEM offerings ● Create athletic course blocks ● Finish “Pressure Test”

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

*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)	● Develop more co-curricular programs ● Link with other USG institutions to develop co-curricular ideas ● Develop communication plan

Element	Implemented the Banner solution for evaluating student learning support requirements
Status*	Implemented
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	● Done

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)
We will establish and monitor the following metrics, and, based on data, address areas needing improvement: ● **FTFT Completion of Area A math and English within the first 30 hours. (Beginning fall 2019 - Annually, Institutional Effectiveness, Academic Leadership)** ● **Annual "pressure tests" to ensure ability to complete pathways in a timely manner. (Beginning fall 2019 - Annually, School Deans)** ● **Monitor student completion of focus courses in the first 30 hours. (Beginning fall 2019 - Annually, Institutional Effectiveness, Academic Advisors)** ● **Track FTFT attempts/completion of 30 hours in the first year. (Beginning fall 2019 - Annually, Institutional Effectiveness, Academic Advisors)** ● **Track and assess co-curricular activities in courses. (Beginning fall 2019 - By semester, School Deans)**

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Productive Academic Mindset

Element	The deployment, to the greatest extent practical, of the USG Mindset Survey each fall term
Status*	Implemented
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	● Link as part of orientation course ● Explore doing as part of new student orientation?

What ongoing monitoring, evaluation and review will you do to ensure students participate in the Academic Mindset Survey? (when & by whom)
● **We are reviewing reports from the System Office regarding level of participation in the Mindset Survey, and exploring methods to increase student participation in the survey. (In progress - Review each spring semester when survey results are available, Institutional Effectiveness, Academic Leadership, Academic Advisors)**

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