GEORGIA INSTITUTE OF TECHNOLOGY

Momentum Year Sustainability Plan

Instructions:
This template is designed to help your institution develop a sustainability plan for the Momentum Year, with the goal of the plan to have in place concrete activities that will establish the Momentum Year as a durable and resilient aspect of your institution. This template should be a starting point for further discussion on your campus. We ask that you complete this form at the Summit as a guide for your work, and then **submit a final version as a Word file to ccg@usg.edu by Wednesday, February 26.**

Please indicate your institutional Momentum Year Point(s) of Contact:

Name	**email**
Colin Potts	colin.potts@gatech.edu

Areas of focus (15 minutes)

1. Which areas of the Momentum Year will you focus on in 2020 in order to bring the work to maturity on your campus? (Highlight your selections)
   - ❏ Making a Purposeful Program Choice
   - ❏ Creating a Productive Academic Mindset
   - ❏ Attempting a Fuller Schedule of a Clear Pathway
   - ❏ Attempting 9 hours in an Academic Focus Area
   - ❏ Complete Initial English and Math

Challenge identification (30 Minutes)

2. For the areas indicated above, what challenges do you need to address to ensure that all students experience a Momentum Year at your institution?

1) Managing and clarifying the change of major process, establishing consistent processes among our six colleges within a decentralized advising model,
2) Integrating exploratory advising into the student experience, starting with new student/transfer student orientation, first-year experience, and throughout the the

overall academic advising process, ensuring that students are in a program that meets their needs.

3) Revamp undergraduate career services and align career education, work-based experiential education, and academic advising- starting with the first-year and continuing through graduation.

* Addressing these goals is contingent upon successful completion of critical hiring process

Plan for change (60 minutes)

3. For each area and challenge above, please indicate what key activities you will undertake in 2020:

Activity	Process/Steps	Person responsible	Completion date
Detect students who may need exploratory advising.	Train orientation staff and discipline academic advisors and other campus professionals to refer students to exploratory advisors as appropriate.	Beth Spencer	Fall 2021
Establish required initial and ongoing educational development for academic advisors.	Develop training modules for both initial and annual training. (Include information about how to communicate with varying student populations--first generation, international students, etc.	Beth Spencer, Cynthia Jennings, Lacy Hodges	Spring 2021
Establish mission, goals and SLO's for academic advising across the Institute.	Review NACADA standards; Task the Academic Advising Council with developing draft; Circulate and approve draft among critical stakeholders	Beth Spencer and Academic Advising Council	Spring 2021

Improve integration of career, experiential education and pre-professional advising with major and exploratory advising.	Complete restructuring of undergraduate career services	Steven Girardot	Spring 2021

Global Momentum Year Support

Thinking broadly across your institution and your established and emerging Momentum Year work, please provide details for the following: (60 minutes)

Policy Barriers

Please indicate your plan for reviewing *all* institutional policies and procedures to determine if they pose barriers to students achieving Momentum and completing their degree. Describe your process for reforming policies to remove barriers.

Activity	Process/Steps	Person responsible	Completion date
Address the challenge of requiring all first-year students and targeted populations (transfer students, first-generation students, students with midterm U's) to meet with an advisor	Market the three branches of advising to the campus community: Developmental Advising (Mentoring), Prescriptive Advising (course enrollment planning), Intrusive Advising (difficult conversations about major or academic progress)	Colin Potts, Beth Spencer	Fall 2021
Review academic	Study data compiled by	Student Rules and Regulations	Summer 2020

standing policies to determine if revised standards will allow for timely identification of students off course academically	Institutional Research and Planning, Use data to recommend changes, if any	Committee (Faculty Governance)	
Centralizing use of one CRM platform for all academic advising	Procurement of new platform completed, Implementation and training phase underway	Colin Potts, Beth Spencer, Office of Information Technology	Summer 2020
Modification of grade forgiveness policy	Changes implemented in fall 2019, ongoing study of the impact of the revised policy	Student Rules and Regulations Committee, Faculty Senate	Spring 2020

Communication planning

What is your communication strategy to ensure that students, parents, faculty and staff understand the Momentum strategy and are updated on Momentum progress over time

Activity	Process/Steps	Person responsible	Completion date
Utilize campus campus communication channels to communicate goals and actions of the plan	Campus newsletters, social media platforms, parent newsletter/listserv	Brent Griffin, Cory Hopkins, Institute Communications	Fall 2021

Faculty and Staff Outreach and Support

What are your plans for engaging faculty and staff in understanding, supporting, and implementing the Momentum Year?

Activity	Process/Steps	Person responsible	Completion date
Targeted training and development for faculty/staff involved in implementation	CRM training, integration of momentum strategies into GT 1000/2000 classes	Beth Spencer, Lacy Hodges	Fall 2021
See communications strategies above			