

Valdosta State University

Purposeful Choice

Element	Established academic focus areas that are aligned to programs of study
Status*	Completed
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	None

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
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Gerald and Rob: Complete coordination of Career Guidance Survey and ...

Element	Implemented the Banner solution for recording Focus Areas
Status*	Completed

<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	<p>None</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>
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Clear Pathways

<p>Element</p>	<p>Published default program maps (term-on-term course sequences) for all programs, with identified milestones and check-points that provide for on-time graduation</p>
<p>Status*</p>	<p>Program maps for all programs have been developed and posted on the web.</p>
<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	<p>Program maps need to be reviewed closely and their accuracy confirmed. Schedules are being pressure-tested against the posted maps, to ensure that the maps are correct and that the courses on the maps are available when indicated in the maps.</p>

<p>Element</p>	<p>Scaled corequisite learning support (for institutions that admit students who require it)</p>
<p>Status*</p>	<p>Completed - this has been in place for several years.</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)	None
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Element	First-year program maps that include core English and Math in the first year
Status*	Completed
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	At this point, the issue we are wrestling with is ensuring that students get into the correct math course - which for most students is NOT MATH 1111. To this end, we are barring registration (through Banner) into MATH 1111, except for students in programs requiring this

Element	Program maps that include the appropriate first math course that is aligned with the program
Status*	Completed
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	At this point, the issue we are wrestling with is ensuring that students get into the correct math course - which for most students is NOT MATH 1111. To this end, we are barring registration (through Banner) into MATH 1111, except for students in programs requiring this

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

*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)	Maintenance, only, to keep the maps current and reflective of the courses actually being offered
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Element	First-year program maps that include 30 credits in the first year
Status*	Completed for all programs and focus areas and posted to the web
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*	In progress
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	This is an area we have been struggling with. The courses actually scheduled have often not reflected the program maps. We have found that many program maps include courses that are no longer offered or not regularly offered. Required or recommended courses in the program maps have often been scheduled in conflict with one another. We are currently working to pressure-test the schedules, to ensure that the program maps are accurate and that courses are scheduled in such a way that the students can actually schedule them in the recommended term, along with other recommended or required courses.

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

*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>Element</p>	<p>Implemented the Banner solution for evaluating student learning support requirements</p>
<p>Status*</p>	<p>Completed</p>
<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	<p>Rodney says he needs \$482K (roughly) cwer</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>All deans, associate deans and department heads are engaged in pressure testing schedules using Visual Schedule Builder and Degree Works and reviewing program maps to ensure that students have a clear path to graduation. In addition, as students register, waitlists are routinely monitored to ensure students are getting into the courses they need.</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>Completed; students are asked to complete when they register for their Orientation session.</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)	None
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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)
We will continue to monitor the distribution of the survey link, as well as the participation rate.