Momentum Approach Plan

For the Momentum Approach, you are asked to extend the Momentum Year framework across the breadth of the institution (teaching and learning, student life, residential life, and financial aid, and beyond) and through the length of a student's program of study. For the Momentum Approach, your plan should consider how you will plan to:

- ❏ Deepen purposeful choices
- ❏ Cultivate productive academic mindsets
- ❏ Maintain full momentum along a clear pathway
- ❏ Heighten academic engagement
- ❏ Complete critical milestones

Please indicate your top priorities for each of the following areas, the unit or units on campus responsible for implementation, and the timeline for development. Indicate whether you are building on existing work on campus or developing new activities. For each item below, indicate what work you plan to engage in during the coming year, who is responsible for this work, and your overall target for completion.

You will report out the summary of your plans for these areas to the other institutions in your planning room at the end of the day on Wednesday.

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.**

Purpose

What strategies will support the deepening and refining of purposeful choices for students beyond the first year? Consider the full range of opportunities for deepening purpose, including students who may need redirection from an initial choice, students who are still in the process of discerning their purpose, and those whose purpose is well established and have an opportunity to go deeper.

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Priority Work	Description of activities	Units responsible	Timeline for development
Understanding major choice of students	Ensure students understand the connection of their major to career options. Use faculty mentors/ employers / alumni to explain what can be done with a certain major	Academic advisors within schools and colleges	
Alleviating resistance/stigma to major change (e.g., rigor justification,perceived worth of the degree)			
Promote career exploration as a component of purposeful choice	Threading of degrees, with threads being defined along external perspectives (cf. CS threads, as opposed to subdiscipline concentrations). Adoption of moderated peer academic and career advising. (We know that most career "advising" comes from students' friends, and so we want to improve and assure its quality.)	OUE, Deans, IUCC C2D2, Undergraduate Advising, Pre-professional advising.	On curriculum re-design timescales (slow, and non-uniform across the institute). 2024

Mindset

What is your plan for better understanding, appropriately communicating, and identifying priorities for supporting productive academic mindsets at your institution? In your response, indicate how you will use the "Getting to Know our Students" survey data as well as any other data gathering you hope to develop, to empathize and learn about your students and your academic context.

Priority Work	Description of activities	Units responsible	Timeline for development
Give permission to students to acknowledge failure and benefit from it.	Integrate coaching into teaching and advising,	Academic coaches, Center for Teaching and Learning	Begin fall 2020 then Ongoing
Overemphasis on GPA (fueled by unrealistically high GPA caps on employment interviews.)	Educate employers not to over-emphasize classroom performance.	C2D2, Development/External Relations	
Status differences between ways of thinking (Engineering > other STEM > Business/Design > Lib Arts)--tied to resistance of major change and			

perception of employment opportunities			

Pathways

What are your plans to build and operationalize a *comprehensive* pathway for student success, including, among other potential elements, engaging students in experiential learning activities recognized as high impact practices, co-curricular experiences, career engagement, student life, and financial aid?

Priority Work	Description of activities	Units responsible	Timeline for development
We have MANY experiential opportunities and MANY students avail themselves of them, but we don't know if they're the same students or spread more evenly	Analytics	Units offering experiential ed (academic programs, OIE, C2D2, CAE, etc), EDM….	Ongoing

Beyond

What other areas do you intend to extend Momentum Approach strategies to beyond the first year and across the institution?

Priority Work	Description of activities	Units responsible	Timeline for development
Explore Momentum Approach goals and interventions for graduate students	Existing professional development program for PhD students.	VPGEFD, Academic units individually	Long-term, ongoing

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