Atlanta Metropolitan State College

Summary

Momentum Year Approach
Fall 2019

The Momentum Year Approach for Fall 2019 focuses on "Purpose." The Transitional Improvement Plan (TIP): Beginning March 1st for Fall 2019

Establishes a transition plan that includes an opportunity for students to engage in the inform-discern-affirm process prior to course registration that includes career connections (Macmillan Learning: ACES Program, and Pearson's: Career Success).

1. Increase outreach efforts to students via a survey prior to new student orientation regarding purposeful choice (academic/career);
2. Create and communicate FAQs for parents and students for family engagement;
3. Create a Student Advocate Care Team for students with single points of contact;
4. Communicate to students a list of classes (Min. of 4) they are required to take for their first semester prior to NSO; and
5. Evaluate and design a campus communication plan to students to inform-discern-affirm purposeful choice and orchestrated guidance.

For Continuing New Students ***from Fall 2018*** – We are continuing to measure the Momentum Year goals: English and math, and nine 99) credits in the Academic Focus Area. As fall 2019 begins, we will deploy the Momentum Approach to ensure that the thrust of the process moves forward with this cohort to ensure retention and progression toward graduation.

Five Pillars – Momentum Year	**Momentum Approach**
Making a Purposeful Choice	Deepening Purposeful Choices
Creating a Productive Academic Mindset	Cultivating a Productive Academic Mindset

*Status Indicators: Implemented | In Progress | Under Development

Attempting 30 Hours of a Clear Pathway	Maintaining "full" Momentum along a Clear Pathway
Attempting Nine (9) hours in Academic Focus	Heightening Academic Engagement
Complete initial English and Math	Completing Critical Milestones

The ***Fall 2019 class of New Students*** will be engaged with the Five Pillars of the Momentum Year.

Purposeful Choice

Element	**Established academic focus areas that are aligned to programs of study.**

*Status Indicators: Implemented | In Progress | Under Development

Status*	(1) Academic focus area model (see below) created that represents ASCC and AACC degrees offered at AMSC. (2) Academic focus areas will be aligned with a 42-48 core curriculum (see Exhibit A). (3) First semester student default class schedule that supports academic focus areas created for students without learning support co-requisite requirements, with one learning support co-requisite requirement (ENGL or MATH only), and with two learning support co-requisite requirements (ENGL and MATH).

*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)	(1) Align ASCC and AACC degrees with academic focus area model. (2) Communicate academic focus areas, 42-48 core curriculum, and first semester student default class schedule to campus stakeholders for implementation. To include but not limited to New Student Orientation, Campus Recruiters, Academic Advising, Dual Enrollment, Academic Special Programs, etc. (3) Edit AMSC application in all access areas to support academic focus areas (Online, GAFutures, Paper, etc.) (4) Edit AMSC Catalog and Website to reflect academic focus areas, 42-48 core curriculum, and first semester student default class schedule. (5) Update guided pathways to support academic focus areas, 42-48 core curriculum, and first semester student default class schedule. (6) A rolling list of students accepted and registered for new student orientation needed weekly. Lists will be used to communicate to students' academic focus areas, 42-48 core curriculum, and student default class schedule. (7) Create a schedule for mailings to new accepted students and students registered for new student orientation. Schedule should reflect May, June, & July. Mailings to include info on momentum and mindset survey, FAQ's, College Terms You Should Know, etc.) (8) Key Stakeholders who will work collaboratively to implement: College Recruiters, Admissions, Registrar's Office, Career Services, Academic Advisors, etc.

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*	(A) **INFORM** - Engage, inform, and embrace students upon entry to increase the percentage of students who make informed decisions about their academic/career connections prior to matriculating. (B) **DISCERN** - Increase the percentage of students who engage in a personal process of reviewing student's interests, aptitudes, and background to consider the appropriateness of fit and, if necessary, alternative pathways within their first 30 semester hours. (C) **AFFIRM** - Increase the percentage of students who engage in a personal process of affirming their choice of program between 16 and 30 hours. (1) Create a student pre-matriculation survey embedded in registration for new student orientation that solicits information about their academic/career connections prior to matriculating. (2) Create mailings that inform-discern-affirm process prior to course registration and career connections. Mailings to include mindset survey, FAQ's, College Terms You Should Know, etc.) (3) Communicate to students the list of classes (min. Of 4) they are required to take for their first semester prior to NSO. (4) Create a Student Advocate Care Team for new students with single points of contact.

*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)	(1) Key Stakeholders who will work collaboratively to implement: College Recruiters, Admissions, Registrar's Office, Career Services, Academic Advisors, etc. (2) Implement a Student Advocate Care Team for new students with single points of contact. a. Define Student Advocate Care Team. b. Identify Departments and Personnel. c. Confirm funding for phones. d. Purchase phones and phone plan. e. Communicate state rules for phone & plan. f. Training for designated SAC Team. g. Plan of Action for SAC Team. h. Develop Budget for SAC Team. i. Determine Accountability Department.

Element	**Implement the Banner solution for recording Focus Areas**
Status*	In Progress.

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What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	(1) Update banner to include pre-requisites – Registrar's Office (2) Update DegreeWorks to current USG version. – Registrar's Office (3) Script DegreeWorks to reflect academic focus areas, 42-48 core curriculum, and first semester student default class schedule. – Registrar's Office (4) Train Faculty and Advisors on new updates in Banner and Degreeworks. – Director of Advising (5) Build NSO as a prerequisite for new students before registration. (6) Build NSO as a prerequisite for FYEX 1630.

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)
Monitor Transition Improvement Plan bi-monthly by TIP Core Team (see Exhibit D).

Clear Pathways

*Status Indicators: Implemented | In Progress | Under Development

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*	(1) Program Maps (term-on-term course sequence) created for all programs. (2) Checkpoints and milestones created (See Exhibit C) from New Student Orientation to 60 credit hours. **Milestones** (x3) for persistence and graduation are: (1) Enrollment – New Student Orientation (2) 30 Credit hours – a congratulatory electronic certificate to recognize students that is persisting towards graduation and documented in DegreeWorks. (3) 60 Credit hours – graduation application and graduation. **Checkpoints** for purposeful choice program map accountability are: (1) New Student Orientation (2) FYEX 1630 (3) Faculty/Academic Advisor (required meeting each semester) (4) Completion of 15 credit hours (5) Completion of 30 credit hours (6) Completion of 45 credit hours to include a senior records check for graduation.

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What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	(1) Update program maps (term-on-term course sequence) created for all programs. (2) Update degree worksheets that includes 42-48 core curriculum for all programs.

Element	**Scaled co-requisite learning support (for institutions that admit students who require it)**
Status*	In Progress.
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	(1) Continue offering learning support co-requisite classes for students who require it (Math 0998/Math 1001; Math 0999/Math 1111; and ENGL 0999/ENGL 1101).

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)	Completed.

Element	**Program maps that include the appropriate first math course that is aligned with the program**
Status*	In Process

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What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Monitor first math course selection aligned with academic focus area and purposeful choice – Learning Support Director.

Element	**First-year program maps that include three courses that are related to the focus area.**
Status*	In progress
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Update guided pathways with 42-48 core curriculum.

Element	**First-year program maps that include 30 credits 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)	Completed.

Element	**Capacity for students to register for courses that align with their program map.**
Status*	In Process

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What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Continue to implement advising best practices that support Momentum Year.

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

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What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	(1) Evaluate and redesign campus communication plan to students to inform, discern, and affirm purposeful choice and orchestrated guidance. (2) Eliminate paper admission applications. a. All applications should be online and mobile/tablet friendly. Mailing, email addresses, and/or phone numbers fields should be mandatory for online applications. This prevents application errors, promotes technology use, and expedites the application process. b. Promote and use application web link already in place. This can be used by recruiters and can be accessed using all electronic devices. Link can also be used by Recruiters in the field and when communicating to prospective students. https://gafutures.xap.com/applications/usg/usg_common_app_short/introduction.asp?application_id=2874 (3) Recruiters should be provided tablets and laptop devices to use during recruitment events. (4) Recruiters need access to XAP for real-time confirmation of prospective applicants. (5) Automate the acknowledgment letter with an automatic response time. If possible sync download from GA Futures with automatic response letter not to exceed 72 hours. (6) Continue implementing updated calling prompts in production in admissions and recruitment. (7) Promote the momentum year page that includes: an overview of momentum year (5-Pillars): academic stats; info to access student advocate care team; FAQs; College Terms; link to new student survey; the Transition Improvement Plan; links to academic focus areas; links to guided pathways; and links to NSO, admissions, and Recruiters. (8) Notification to paper applicants that paper applications will delay acceptance. This disclaimer should be posted in all needed spaces. Response time is at 3 to 4 weeks minimum. (9) NSO will have a 7-business day cut-off for registration. Walk-ins can participate without registering; however, strongly discouraged. Walk-ins will

	receive a packet of information for the next session and will be able to confirm their acceptance & financial aid status. Packets will include TIP info. (10) Students who are accepted "on-the-spot" and students who are unable to attend face-to-face NSO (online only students) will view the presentation electronically. Confirmation is needed for evidence of attendance. Attendance will be coded in SOATEST. (11) Move "Check Your Admission Status" from a separate banner screen to be INSIDE the current student portal. (12) Create an instructions on how to use the Student Portal and Email access. (13) Update names, phone numbers, and email addresses on website for directory, division/department web pages, etc. **Communication Waves will be repeated for each NSO.** ***Wave* 1 - TIP Docs (Electronic Only)** FAQs, College Terms, Guided Pathway, Link to Survey on Momentum Page, NSO Registration (All Dates), Financial Aid material (Grants, Loans, Payment Plan, etc.), and Instructions on how to use the Student Portal and Email access. ***Wave* 2 - TIP Docs (Electronic Only)** Financial Aid material (Grants, Loans, Payment Plan, etc.), Trailblazer ID info, Academic Focus Area, and Instructions on how to use the Student Portal and Email access. ***Wave* 3 - TIP Docs (Electronic & Paper Mailing)** 1st semester standard core curriculum, Guided pathway, Academic Focus Areas Doc, FAQs and family material, Financial Aid material (Grants, Loans, Payment Plan, etc.)

Element	**Implemented the Banner solution for evaluating student learning support requirements.**
Status*	In Process
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	(1) Purchase software to extract data from banner for evaluating student learning support requirements. (2) Provide crystal report training to key stakeholders who will extract data for evaluating student learning support requirements.

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)
· Monitor Transition Improvement Plan bi-monthly by TIP Core Team. · Checkpoints and milestones will provide time for evaluation. · Responsibility: Advisors, Learning Support Director, Momentum Coe Team, Academic Deans

Productive Academic Mindset

Element	**The deployment, to the greatest extent practical, of the USG Mindset Survey each fall term.**
Status*	Continue offering momentum and mindset survey in Core Curriculum Area B classes to all students who have 30 credit hours or less.
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Continue offering momentum and mindset survey in Core Curriculum Area B classes to all students who have thirty credit hours or less. Surveys administered through Brightspace/D2L or through link provided by Office of Institutional Research.

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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)
Momentum and Mindset surveys administered by Dean of Social Sciences and Director for Distance Education annually at the beginning of the fall semester.

Exhibit A

*Status Indicators: Implemented | In Progress | Under Development

*Status Indicators: Implemented | In Progress | Under Development

Exhibit B

Exhibit C

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Exhibit D

Momentum Year Core Team

- President
- Vice President for Academic Affairs
- Vice President for Student Affairs
- Vice President for Institutional Effectiveness
- Vice President for Fiscal Affairs
- Director for Academic Advising
- Momentum Year Point of Contact
- Director of Faculty & Administrative Services

Transition Improvement Plan Working Team

- Momentum Year Point of Contact – Dr. Gray
- Director of Communications – Ms. Sonja Roberts
- Director for Academic Advising – Mrs. Sharon Duhart
- Vice President for Academic Affairs (Ex-Officio) – Dr. Michael S. Heard
- Director of Student Life and Leadership (Student Activities) – Ms. Iris Shanklin
- Coordinator of Admissions – Ms. Sharieka Kirkland

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