

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
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Areas of focus (15 minutes)

- 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)

- 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. Multi-site institution

2. Access institution: lower funding but need more resources
3. Serving an historically at-risk student population
4. Course scheduling challenges in light of first three challenges
5. Student Life activities not aligned to academic affairs
6. Scaling smaller, successful initiatives across multiple sites
7. Consistent, reliable data
8. Access to predictive analytics

Plan for change (60 minutes)

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

Activity	Process/Steps	Person responsible	Completion date
Working two USG initiatives: The Momentum Approach and the STEM IV Initiative	GHC Motivation and Mindset Summit: Author Sandra McGuire - Tuesday May 5th 2020 at our Cartersville Campus. She will conduct three workshops: a. One targeted towards students b. One targeted towards general faculty c. One targeted towards advisors, mentors, and	Josie Baudier, Jason Christian, Jayme Wheeler	GHC Motivation and Mindset Summit: Author Sandra McGuire - Tuesday May 5th 2020 Faculty Learning Community: <u>June 4, 2020</u> · examine Dr. McGuire's presentations and book, Teach Students How to Learn · identify changes to be made to course

	potentially other staff with routine student contact and informal advising/mentoring responsibilities. Following the McGuire workshop day, 30 faculty will be able to apply for a Faculty Learning Community that will have them meeting in June and August (with CETL) to incorporate strategies and instruction to support and improve motivation and mindset in their classes. In December, these faculty will display/present their work at a Motivation & Mindset Symposium.		· explore backward design and how to integrate strategies into course design · identify ways to assess new course design <u>From June to August</u>, participants will continue to redesign parts of their course, rewrite syllabi, assignments, and grading criteria. CETL Director will be available for one-on-one consultations regarding course redesign. <u>August 6, 2020</u> · discuss changes made to the course with FLC · connect the course improvements to an assessment plan · select how to present at the December symposium <u>December 2020</u> - Motivation & Mindset Symposium · SoTL presentations by faculty who have participated in the FLC
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Success Workshops/Advising Activity 1	Review content of success workshops led by President and advising activity 1 led by advisors with the goal of merging the two into a scalable and meaningful resource for all students.	Don Green, Laura Walton	August 2020
Student Engagement activities aligned to Academic Affairs	Provide professional development for Student Engagement department focusing on academics, terminology, instructional strategies, and pedagogy	Dana Nichols, Josie Baudier	February 2020 – May 2020: Professional development for Student Engagement team focused on mission, vision, SLOs, assessment, and Academic Affairs May 2020 – July 2020: Audit SE activities and assess Student Engagement activities aligned to Academic Affairs August 2020 – October 2020: Professional development for Student Engagement team focused on mission, vision, SLOs, and assessment May 2021: Assess Student Engagement programming and CETL collaboration
Redesign Early Alert process	Academic Success department will work with Academic Deans	Jennifer Hicks, Jeannie Blakely	April 2020 - May 2021

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	and Chairs to determine a sustainable early alert process. We then will explore how to build the newly designed early alert structure in Navigate and provide training for faculty.		
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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
Review internal policy that may present barriers to student success	1) Create a Policy Review Team with relevant stakeholders 2) Inventory internal policy documents and identify a point person for each policy identified 3) Policy Review Team begins	Don Green	1) August 2020 2) August-December 2020 3) Spring 2021

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	collaborating with departments to review and possibly amend policies that present barriers to student success.		
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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
Rebrand MY connected to Quest (QEP)	1) Convene Quest MARCOM sub team meeting 2) Brand refresh for combining of QEP and Momentum Approach. 3) Update student Quest Materials with Momentum Approach. 4) Update faculty and staff Quest materials with momentum approach.	Elizabeth Tanner	1) February 2020 2) May 2020 3) April 2020 4) April 2020 5) August 2020

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	5) Host a Quest/Momentum Approach Session at GHC In Service Day.		
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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
Commit to fund retention professional development	1) Create an electronic application by which faculty and staff may request funding to attend conferences/professional development opportunities related to best practices in retention. The application would have a rough cost estimate, explanation as to how participation in the event will provide professional development in retention, and an explanation of how the applicant will share what he/she learned upon returning to GHC.	Dana Nichols	1) June 1, 2020 2) June 15, 2020 3) Ongoing

	2) Create a Professional Development Fund Advisory Committee, comprised of the Provost (or designee), Faculty Senate President (or designee), CETL Director, Library faculty representative, and Academic Success Director. This Committee will review applications and approve or deny funding/determine funding amounts. 3) CETL Director will follow up with successful applicants after participating in professional development activities and help to schedule an appropriate means for knowledge sharing.		
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Add MY to Promotion & Tenure outcomes	1) Work with Faculty Senate to draft a statement clearly defining MY and the College's and System's expectation that we integrate those principles into our teaching and learning. Simultaneously, Academic Affairs leadership and Faculty Senate will plan how best to evaluate individual engagement in those principles through revision existing P&T documents. 2) Distribute this mutually-agreed upon statement to all faculty via "kick-off events" at all sites with the help of Campus Directors. Share the evaluation process agreed upon at the kick-off event. 3) Provide MY Professional Development opportunities through our CETL. 4) Implement revised P&T process that includes MY involvement.	Dana Nichols	1) Spring and Summer 2020 2) Fall 2020-Spring 2021 3) Fall 2020-Spring 2021 4) Fall 2021
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Add MY to staff performance evaluations	1) Content developed with HR 2) HR determines how to incorporate into existing templates 3) Modifications identified and LT reviews for agreement 4) Modifications made in PeopleAdmin for rollout of goal setting in August	Ginni Siler	1) May 2) June 3) Mid-June 4) July
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