Georgia Institute of Technology

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)	

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*	Completed
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	

Element	Implemented the Banner solution for recording Focus Areas
Status*	Completed (all students have majors)

*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)	

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)
Hiring of exploratory advisor. Introduction of mandatory 1st-year advising.

Clear Pathways

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*	In progress
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Several majors need to publish clear maps. Provost and VPUE will mandate.

Element	Scaled corequisite learning support (for institutions that admit students who require it)
Status*	Completed

What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	

Element	First-year program maps that include core English and Math in the first year
Status*	In progress
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	All students are already advised to finish core English and Math during first year. All published maps do this. Fulfilling first element will complete this one.

Element	Program maps that include the appropriate first math course that is aligned with the program
Status*	In progress
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	As above.

Element	First-year program maps that include three courses that are related to the focus area
Status*	Completed (we think. BSBA may be exception)

*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)	

Element	First-year program maps that include 30 credits in the first year
Status*	In progress
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	As above.

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)	The only area where we know this is an issue is ENGL 1101/1102 in the first year. Varying AP/IB credit entails we don't know how many sections of each to schedule in the fall and spring. Better predictive models are needed. We have discussed pre-registering students, but this is unpopular with the registrar, advisors, students and the director of the Writing and Communication Program, who wants sections to have distinctive themes.

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

*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)	

Element	Implemented the Banner solution for evaluating student learning support requirements
Status*	Complete
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Need to check Banner integration re "evaluating...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)
TBA

Productive Academic Mindset

Element	The deployment, to the greatest extent practical, of the USG Mindset Survey each fall term
Status*	Complete

What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Need to integrate into the survey schedule. We don't anticipate significant changes annually, and we already administer CIRP or BSSE annually.

What ongoing monitoring, evaluation and review will you do to ensure students participate in the Academic Mindset Survey? (when & by whom)
Our Office of Academic Effectiveness oversees the administration of the survey, as it does all institutional surveys. Working with this office, we will administer this in our first-year seminar course, GT1000.