Georgia College & State University

Purposeful Choice

Element	Established academic focus areas that are aligned to programs of study
Status*	We have done this.
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*	We do it-POUNCE process. Students will declare an academic focus area
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	-Make sure they are designated in Banner -put the academic focus areas on the program maps -visual or some representation that shows focus areas...maybe also show it at Orientation. -side note: how long do we let them live in the focus area. ?what about taking focus 2 earlier...possibly before they get here/along with POUNCE. Dr. Dorman asked if all faculty know this. Have we brought them together to bring them up to speed on this? -Help the students better understand and articulate it. What about including it in our welcome video that is sent out (Shawn suggested) Dr. Dorman asked if we could run data with HOPE loss as the endpoint to see if its true (conventional wisdom about losing HOPE). Do kids who take less hours keep HOPE at a better rate than those who take more hours?

	HOPE just changed rules related to certain science courses that you can get lower grades in and still keep HOPE? -Discussion about whether or not we keep summer as part of the count in the 30 hours, or change it to be just fall and spring...and just do 15 and 15. -Discussion about AP/DE and the impacts of that with students that already have a lot of credits.

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

Clear Pathways

Element	Published default program maps (term-on-term course sequences) for all programs, with identified milestones and checkpoints that provide for on-time graduation
Status*	Checkpoints in EAB /Student Success Collaborative/Navigate

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

Element	Scaled corequisite learning support (for institutions that admit students who require it)
Status*	We don't do this
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*	Yes (area A)
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	

Element	Program maps that include the appropriate first math course that is aligned with the program
Status*	We've done this.

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 three courses that are related to the focus area
Status*	
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Discussion about ours not really being across the board in the academic area….they may count in area E or as an elective, but is this the case in every academic focus area? -Making more substitutions/exceptions -nothing is based on student credit hour (ex. Operating budget) -Could the seminar be included as one of the three???

Element	First-year program maps that include 30 credits in the first year
Status*	They currently do.
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Discussion about them not including summer. - If we want to do an analysis of program maps… if we don't include summer in it, then do we get the full picture

Element	Capacity for students to register for courses that align with their program map
Status*	Becoming better at this

*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)	-Discussion about waitlists, department chairs that favor them and the impact of this on a student's ability to register for the courses that align to their program map. -students can't leave a semester without being registered for 15 credit hours for the next term. -messaging to parents about importance of the 15. -info graphic about the importance of the 15 to send out when students pounce/importance of progression...ask Omar to do….can also link to parent website. -Update RAs and CAs on this.

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

*Status Indicators: Implemented | In Progress | Under Development

Productive Academic Mindset

Element	The deployment, to the greatest extent practical, of the USG Mindset Survey each fall term
Status*	
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 participate in the Academic Mindset Survey? (when & by whom)

*Status Indicators: Implemented | In Progress | Under Development