

Georgia Southwestern State University

Purposeful Choice

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

*Status Indicators: Implemented | In Progress | Under Development

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

Clear Pathways

<p>Element</p>	<p>Published default program maps (term-on-term course sequences) for all programs, with identified milestones and check-points that provide for on-time graduation</p>
<p>Status*</p>	
<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	

<p>Element</p>	<p>Scaled corequisite learning support (for institutions that admit students who require it)</p>
<p>Status*</p>	

*Status Indicators: Implemented | In Progress | Under Development

<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	
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<p>Element</p>	<p>First-year program maps that include core English and Math in the first year</p>
<p>Status*</p>	
<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	

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

<p>Element</p>	<p>First-year program maps that include three courses that are related to the focus area</p>
<p>Status*</p>	

*Status Indicators: Implemented | In Progress | Under Development

Momentum Year Plan 2019

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

<p>Element</p>	<p>Capacity for students to register for courses that align with their program map</p>
<p>Status*</p>	
<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	

<p>Element</p>	<p>Established system for communicating co-curricular opportunities to students in focus areas</p>
<p>Status*</p>	

*Status Indicators: Implemented | In Progress | Under Development

<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	
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<p>Element</p>	<p>Implemented the Banner solution for evaluating student learning support requirements</p>
<p>Status*</p>	
<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	

<p>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)</p>

Productive Academic Mindset

<p>Element</p>	<p>The deployment, to the greatest extent practical, of the USG Mindset Survey each fall term</p>
<p>Status*</p>	

*Status Indicators: Implemented | In Progress | Under Development

<p>What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)</p>	
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<p>What ongoing monitoring, evaluation and review will you do to ensure students participate in the Academic Mindset Survey? (when & by whom)</p>

*Status Indicators: Implemented | In Progress | Under Development