University of North Georgia

Purposeful Choice

Element	Established academic focus areas that are aligned to programs of study
Status*	Creation of focus areas and alignment completed
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Finish web pages; pages are designed and awaiting final review. Whom: Director of Web Communications When: by end of April

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*	Partially implemented:
	1. Changed admission & advanced scheduling forms
	2. Plan to advance schedule all students for fall 2019
	    a. Includes placement into language for BA degree programs
	    b. Full-time only students

What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	1. Greater integration of career connections into academic programs materials/presentations
	    a. Via webpages,
	    b. Collaboration between academic departments and career services staff
	    c. Integration of career planning steps into orientation programming
	2. Scaling of existing programming through advising and OTP to aid students in the inform-discern-affirm process

Element	Implemented the Banner solution for recording Focus Areas

*Status Indicators: Implemented | In Progress | Under Development

Status*	Implemented, with technical issues outstanding; known issues ticket submitted.
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	The known issue ITS documented: incorrectly coded for certain SAT scores, which impacted approximately 1,000 students. This also negatively impacted advisor assignment for these students and advanced scheduling processes, which is part of our transition implementation plan in the pre-orientation process. Workaround provided; UNG successfully beta tested the fix for the SAT error. Other issues identified related to required manual inputs and potential impact on other student services such as Academic Advising and Learning Support still need resolution. **Whom**: registrar and IT Banner staff **When**: unknown, dependent on ITS fixes successfully resolving known issues.

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)
Whom: Academic Advising, Academic Affairs, IR **When:** ongoing We currently have the capacity to identify students in focus areas; need to develop a tracking plan that follows those students, checking progress at the conclusion of each term looking specifically to courses attempted, credits earned, change of major. Because these students have mandatory advising under the QEP we should be able to track them and report on their progress (completion of English, Math, 9 credits in focus area) and when they choose a major, if the major is in the focus area, or if they chose another path entirely.

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*	Mostly complete, though UNG utilizes year-by-year planning guides. Guides do not exist for all programs; they are in development.

*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)	For those that do exist, milestones are identified. There are also checkpoints each semester for students reaching 45 earned credit hours for associate, at 90 hours for baccalaureate; select programs have checkpoints at 60 hours, and for evaluation at transfer from associate to baccalaureate. **When**: by start of fall 2019 term **Whom**: Professional and Faculty advisors, department heads, Exec. Director of Academic Advising, AVP Strategic Student Success Initiatives, Web Communication team

Element	Scaled corequisite learning support (for institutions that admit students who require it)
Status*	Implemented fall 2018; Banner solution coding errors found in spring 2019.
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	The known issue ITS documented: incorrectly coded for certain SAT scores, which impacted approximately 1,000 students. This also negatively impacted advisor assignment for these students and advanced scheduling processes, which is part of our transition implementation plan in the pre-orientation process. Ticket submitted to USG; workaround provided; UNG successfully beta tested the fix, but issues remain. **Whom**: registrar, LS director, and IT Banner staff **When**: unknown, dependent on ITS fixes being successful.

Element	First-year program maps that include core English and Math in the first year
Status*	Mostly complete
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Create maps for new programs, make revisions to existing maps to reflect new polices, program changes, etc., and add to advising tools web pages. **When:** by end of April 2019 **Whom:** Academic Advising, Dept. Heads, MFAs, Web Communication team

*Status Indicators: Implemented | In Progress | Under Development

Element	Program maps that include the appropriate first math course that is aligned with the program
Status*	Mostly complete
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Create maps for new programs, make revisions to existing maps to reflect new polices, program changes, etc., and add to advising tools web pages. **When:** by end of April 2019 **Whom:** Academic Advising, Dept. Heads, MFAs, Web Communication team

Element	First-year program maps that include three courses that are related to the focus area
Status*	Mostly complete
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Create maps for new programs, make revisions to existing maps to reflect new polices, program changes, etc., and add to advising tools web pages. **When:** by end of April 2019 **Whom:** Academic Advising, Dept. Heads, MFAs, Web Communication team

Element	First-year program maps that include 30 credits in the first year
Status*	Mostly complete
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	Create maps for new programs, make revisions to existing maps to reflect new polices, program changes, etc., and add to advising tools web pages. **When:** by end of April 2019 **Whom:** Academic Advising, Dept. Heads, MFAs, Web Communication team

Element	Capacity for students to register for courses that align with their program map

*Status Indicators: Implemented | In Progress | Under Development

Status*	evaluating

What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	1. Strategically adding course sections on campuses where availability has been a barrier to progression
	      a. Limited by classroom and laboratory space.
	      b. Limited by number of faculty
	      c. Limited by office space for instructors of new sections.
	2. Increase strategic summer offerings, for example
	      a. upper-level
	      b. high demand courses.
	3. Continue analysis and strategy based on gains seen already, within budgetary constraints:
	      a. Continuing enrollment growth
	      b. Space planning
	      c. Campus planning to ensure academic spaces meet the programming needs
	      d. Explore opportunities to stretch the day.
	
	When: on-going process of assessment/evaluation going forward
	Whom: Academic Affairs, Dept. Heads, Director of Enrollment Management

Element	Established system for communicating co-curricular opportunities to students in focus areas
Status*	Current system is unstandardized, needing greater coordination.
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	1. UNG is transitioning to a new software program that utilizes CampusGroups [https://www.campusgroups.com/product/features/] (CampusGroups lets you create a private community platform for your departments, student organizations, teams, and any other groups on campus. With powerful tools for communication, events, membership, payments); this program should provide a platform to achieve the outcomes desired in this element. 2. Calendar sync; opportunities tagged to correspond to focus areas 3. Nudge campaigns to notify students of relevant formative opportunities supporting their program of choice **When**: begin process spring 2019.

*Status Indicators: Implemented | In Progress | Under Development

	Whom: appropriate stakeholders from the divisions of Academic Affairs and Student Affairs, Web Communications, IT, Career Services, Faculty (MFAs).

Element	Implemented the Banner solution for evaluating student learning support requirements
Status*	Implemented, with technical issues outstanding, specifically impacting LS students.
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	The known issue ITS documented: incorrectly coded for certain SAT scores, which impacted approximately 1,000 students. This also negatively impacted advisor assignment for these students and advanced scheduling processes, which is part of our transition implementation plan in the pre-orientation process. Ticket submitted to USG; workaround provided; UNG successfully beta tested the fix for the coding error. Other issues remain. Other issues identified related to required manual inputs, potential impact on other student services such as Academic Advising and Learning Support. ITS has completed testing and is working with the University System Office and a USG institution to expedite beta testing. ITS will release an updated version once successful unit and system testing have been completed. **Whom**: registrar and IT Banner staff **When**: unknown, dependent on ITS fixes being successful.

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)
We will explore the use of DegreeWorks and Banner reporting as tools to monitor students progress. UNG already has Banner reports to identify students who have not completed Area A English and Math courses in the first 30 hours. Advising check-points at 40 and 90 credit hours. **When:** March-April 2019

*Status Indicators: Implemented | In Progress | Under Development

Whom: Registrar, Academic Affairs, Dept. Heads, Dean of University College, Academic Advising, IT Services.

Productive Academic Mindset

Element	The deployment, to the greatest extent practical, of the USG Mindset Survey each fall term
Status*	New strategy implemented fall 2018; increased response rate to more than 20%
What steps, if any, need to be taken to implement this element by Fall 2019? (when and by whom)	UNG, alongside USG, will explore strategies to meet this objective that are not dependent on a first year experience (FYE) course as UNG does not offer this as an option for new students. There is a need to make determinations about how best to use the data for decision-making that supports student success outcomes and how we are using the survey data to improve the student experience both inside and outside of the classroom. For example, can the results be used to improve student services or the type of services offered? Additionally, we need to make the purpose of the survey clear to students and disseminate results in a manner that makes sense. Finally, UNG will explore ways to scale up communication and marketing in order to increase participation. **When:** summer 2019 **Whom:** stakeholders from Academic and Student Affairs, Director of Institutional Research

What ongoing monitoring, evaluation and review will you do to ensure students participate in the Academic Mindset Survey? (when & by whom)
We need to review strategies for future implementation and then determine a process for monitoring and evaluating institutional process to meet USG directive. **When:** summer 2019 **Whom:** stakeholders from Academic and Student Affairs, Director of Institutional Research

*Status Indicators: Implemented | In Progress | Under Development