

ELEMENT 1 (A): PURPOSE (*Revisions in italics*)

Each student is guided into an academic focus area or program that best aligns with that student's aspirations, aptitudes, and potential for success.

What is your goal/intention on this? (e.g., "What are you going to do?")

- Our goal is to increase retention and success of existing and incoming students through intentional and intrusive interactions with advisors, faculty, and other staff to ensure that each student's program is aligned with an appropriate academic focus area or program that best aligns with the student's aspirations, strengths, gifts, and abilities.

Key Accomplishments

Describe major steps you have enacted so far to build toward bringing this practice to scale.

- Deans, department chairs, and faculty have identified areas of focus/meta-majors that align with the programs offered in each of the University's colleges.
- Academic and career advisors are utilizing an online inventory tool called FOCUS 2, which is being administered to current undeclared students to help them identify a major area of study by Spring 2018.

Challenges

Indicate what challenges you anticipate or have encountered during the implementation of this practice.

- Ensuring that every student has scheduled times to interact with an advisor in person, via web chat, or through other means of communication and interaction to connect to an academic program is a major challenge.
- Being able to successfully identify incoming student' aptitudes for course placements and their levels of GRIT and perseverance is challenging.
- Aligning curricula in major areas that allows students to enroll in nine semester hours in the first year is also challenging

Next Steps

What will you do (i.e. meetings, activities, development of processes, etc.) to fully implement this practice?

- We will identify key individuals and build a team of champions who will review and revamp policies, develop course redesign and implement best practices. The team will consist of the two Momentum Year Liaisons, the deans of the College of Liberal Arts and Social Sciences, the College of Science and Technology and the School of Teacher Education. Other members will be 12 department chairs within the College of Liberal Arts and Social Sciences and College of Science and Technology, the Director of the Center of Academic Success, the Director of Retention and Access to Success, the Assistant Vice President for Enrollment Management, the Vice Presidents of Business Affairs and Student Affairs, the Director of Financial Aid, the Director of Financial Services, and the Career Services Director.

What will you do in the next 30 days:

- *All incoming students will be provided with print materials and remarks from the Provost and Vice-President of Academic Affairs about the focus area options available during the New Student Orientation in Fall 2018, as well as receiving materials and instruction in the First Year Experience course in Fall 2018.*
- *No it's not necessary that all students take the FOCUS 2 inventory. We agree that it is a tool that can be reserved for a subset of students who are unable to determine their academic goals or program. First priority of effort goes to those students who do not know what they want to major in, the inventory is suited to guide them into a pathway. We are working with the software distributor who has now ensured us that both the student and the academic advisor can receive the results of the inventory, which should improve accountability, and the employment of this tool.*
- In an effort to improve retention of returning students, we will increase our emphasis on early registration by hosting Advising and Career FOCUS 2 Fairs in the colleges.
- The President and the Provost will send welcome and welcome back letters to incoming and returning students, connecting them to their respective dean. This effort will help students feel more connected to the institution.
- We will employ Career Services inventory tools to guide students into our academic focus areas of: Applied Technology, STEM & Pre-Professional Health, Education & Education-related Professions, Arts, Humanities, Social Sciences & Pre-Professional Health Professions, and Business.
- We will convene major/focus area teams to identify the courses and activities that will be used to expose students to the major or area of focus in the first two semesters and to determine whether separate courses or modules within courses will be the primary method of exposing students to the major.
- We will identify partner institutions from Cohort One that have developed successful strategies for course redesign and achieved significant gains in retention and reductions in DFWI rates.

What will you do in the next 90 days:

- We will create a set of clear degree pathways to guide new and returning students in the identification of academic focus areas that will lead to careers or graduate education.
- The Office of Student Affairs will expand Career Days Fair into the colleges.
- All incoming students will take the FOCUS 2 online inventory, either prior to or during orientation. The link could be sent in the welcome letter.
- The completion of this online inventory will be available to incoming students during New Student Orientation in August 2018.
- A web-based training process will be developed coupled with guided instruction by the SSU Innovation Team for department chairs and faculty over the summer. This will be launched during the Fall General Assembly as the beginning activity for the Fall 2018 semester.

- Academic departments will continue updating and/or developing program maps for the majors and academic focus areas of: Applied Technology, STEM & Pre-Professional Health, Education & Education-related Professions, Arts, Humanities, Social Sciences & Pre-Professional Health Professions, and Business. Program maps have been developed in some departments but need to be consistent in format, with all programs having maps available to students online. We are also updating our current Catalog to reflect the new Program maps.

What will you do in the next 6 months:

- A consistent format for program maps will be adopted.
- Program maps will be developed across all disciplines that contain focus areas and recommendations for electives and courses outside the major discipline (Applied Technology, STEM & Pre-Professional Health, Education & Education-related Professions, Arts, Humanities, Social Sciences & Pre-Professional Health Professions, and Business). Existing program maps do not typically provide recommendations for electives and courses outside the discipline so this will be added to the focus area maps.
- Monthly training themes will be developed and scheduled as major components of the faculty and staff development process for the University to reach academic advisors, mentors, coaches, enrollment management teams, and all who support student success.
- Faculty teams, including the 12 department chairs, will be identified, to include the 12 department chairs, to attend the G2C Conference in Atlanta in Spring 2019.

Measures of Success

How do you know or will you know that this practice is making a difference in student purposefulness, progress, or engagement? Increased yield of current students due to implementation of interventions, such as letters to family.

- Full implementation of the resources in EAB SSC and Degree Works will be achieved with periodic reviews of the data.
- A review of DFWI rates at the mid-term and at final grading periods for piloted sections will occur.
- The measure of overall DFWI rates for the piloted sections against the control group sections will be analyzed.
- *EAB is being used primarily at SSU amongst the professional advisors. We will institute the adoption of EAB amongst academic deans, department chairs, program coordinators, and assessment coordinators. SSU faculty are also using EAB once trained. For example, currently the faculty in the School of Teacher Education (SOTE) employ this tool. SOTE has utilized EAB to disseminate registration campaigns, advising appointments, enter reports, review profiles, enter and review alerts, email students, and enter notes. As other accredited programs come online we may need to develop different advising models based on accreditation guidelines. We are familiar with Dr. Rick Sluder, who has graciously offered to provide us assistance as needed. We will reach out to him this fall to assist us in moving Savannah State University to next level of integration of EAB's*

Needs Assessment

Identify and list the resources, data, training, or other assistance that you need to fully implement this practice.

The following needs have been identified:

- Sustained training of faculty and staff will be provided as new employees are hired and as program changes are made.
- Funding or reallocating resources to support faculty sub-groups for travel to USG training and resources to align programs to focus areas if work extends into summer.
- Hiring of a Co-Requisite Learning Support Coordinator, as described in the “USG Fundamentals of Co-Requisite Learning Support”.
- Reorganizing the Center for Academic Success as the Center for Student Success.
- Hiring of a Director of Online Learning/Instructional Designer to oversee the development, implementation, monitoring, and evaluation of online and alternative learning formats to facilitate flexibility in course scheduling to lead to 15 enrolled credits, per semester among working students.
- *At Savannah State University, we strongly encourage freshmen to take face-to-face courses. Our ultimate goal is to maximize opportunity by flattening out the academic schedule through offering classes across the spectrum, to include evenings and weekends. However, a barrier for some of our freshmen is the ability to pay for a full course load. A large percentage of our first year students are required to work off campus to fund their education. Some of our students are working, 30 and 40 hours per week. For this population of students an online option is a necessity for them to complete their academic program of study. Employment of synchronous monitoring techniques through D2L will help us identify the population, track their academic progress and provide necessary interventions.*
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ELEMENT 2 (A): PROGRAM OF STUDY*(Revisions in italics)*

Degree programs are aligned into academic focus areas that have common first year courses.

By Fall 2018, please submit to the USG your identified academic focus areas and the programs that are aligned with them.

These focus areas at Savannah State University have been tentatively identified. We intend to follow up with all of the department chairs and program coordinators.

- The College of Business Administration will focus on the Business focus area.

- The College of Liberal Arts and Social Sciences will focus on Arts (Visual and Performing Arts), and Social Sciences (Behavior Analysis; History; Criminal Justice; Homeland Security and Emergency Management; Social Work).
- The College of Science and Technology will focus on STEM and the Health Sciences (Biology; Chemistry; Civil Engineering Technology; Computer Science Technology; Electronic Engineering Technology).
- The School of Teacher Education will focus on Education and Education-related Professions, with a primary focus on teacher preparation.

Key Accomplishments

Describe major steps you have enacted so far to build toward bringing this practice to scale.

- Through the Deans' Council and after meetings with department chairs and program coordinators over the next 30 days, our major academic focus areas will have been reviewed and finalized.
- The SSU Innovation Team has received national training at two conferences which introduced two elements to the campus community: 1) the concept of equity based, high impact practices; and 2) course redesign through the Gateway to Completion cohorts.
- The Gateway to Completion Conference and Momentum Year Summit provided successful strategies to assist students in identifying focus areas, to include interest inventories and surveys of students to determine areas of interest.

Challenges

Indicate what challenges you anticipate or have encountered during the implementation of this practice.

- Moving faculty from reliance on existing program grids and curriculum maps to a sequenced, program map taxonomy that contributes to students' focus on a pathway to degree completion.
- Adding and staffing the additional courses for First Year Experience and co-requisite courses for gateway courses in English, Mathematics, and the Humanities.

Next Steps

What will you do (i.e. meetings, activities, development of processes, etc.) to fully implement this practice? By whom and in what time frame?

- Providing Momentum Year: SSU=INNOVATION updates from the Provost/VPAA at faculty forums and Faculty Senate meetings.
- Launching forums, webinars, and "lunch and learn" sessions for faculty and other key personnel.

What will you do in the next 30 days:

- Finalize where and how pre-professional students fit into the focus areas related to professions.
- Use data to address program/focus area course availability, advisor efficiency, and processes inherent in orientation/registration.

What will you do in the next 90 days:

- Ensure the recently updated catalog remains current with curricular revisions.
- Review existing courses to gauge equity and access and incorporate G2C principles in the gateway courses of Mathematics and English.
- Redesign Mathematics and English gateway courses with high DFWI rates that have co-requisites to include high-impact practices (HIPS) and appropriate quality learning initiatives (e.g., Degree Qualification Profile, Quality Matters, and the LEAP initiative), as well as incorporate other strategic student learning and success strategies into course support structures (e.g., academic coaching, tutoring, peer-assisted learning).

What will you do in the next 6 months:

- Continue training and support for full implementation of EAB/SSC and Degree Works to increase efficiencies.
- Develop intensive training of advisors and career coaches to ensure that roles are clearly defined and the advisement process includes sufficient personnel and academic supports.
- Redesign the University's advising process to a model in which advisors advise students for the entire four years of their matriculation to start strong and adhere to a structured pathway to completion.
- Train faculty to serve as academic and career coaches to support the students' progression to completion.

Measures of Success

How do you know or will you know that this practice is making a difference in student purposefulness, progress, or engagement?

- Develop and implement uniform advising strategies and training with the goal of creating a seamless advising experience for all students across the campus.
- Develop protocols to contact students during the second term if deviating from their major/focus pathway.
- Review DFWI rates at mid-term and at final grading periods for piloted sections.
- Measure overall DFWI rates for the piloted sections against the control group sections.
- Continue faculty development to employ evidence-based pedagogy in the English and Mathematics co-requisite courses to include G2C best practices of active learning and two-stage exams (85% individual grade and 15% group grade based on immediate review of exams).

Needs Assessment

Identify and list the resources, data, training, or other assistance that you need to fully implement this practice. Include assistance.

- Continue faculty development to employ evidence-based pedagogy in the English and Mathematics co-requisite courses to include G2C best practices of active learning and two-stage exams (85% individual grade and 15% group grade based on immediate review of exams).

- Use of Title III funds to hire a professional tutor with a degree in Education and specialization in Reading who can employ strategies to work with students who require this level of support.
- Re-establish the Writing Center to aid in providing much needed support to students.
- Establish a Center for Professional Development for faculty and staff.
- Expand the operating hours of the library and employ mobile and satellite libraries in the student living and learning residences and in the Freshman Center, which is in close proximity to freshman housing.
- Identifying and training the faculty and key personnel during the summer when most faculty are on 10-month contracts.

ELEMENT 2 (B): PROGRAM OF STUDY (*Revisions in italics*)

Each focus area and program of study has an established default curricular (program) map that provides term-by-term course requirements and structured choice for appropriate electives.

What is your goal/intention on this? (e.g., “What are you going to do?”)

- The goal is to develop a clear pathway to graduation for students in each major, based on sequential program maps, utilize professional advising and academic/career coaching, and provide appropriate academic support resources.

Key Accomplishments

Describe major steps you have enacted so far to build toward bringing this practice to scale.

- A number of academic programs have converted program grids to program maps, which show progression through the curriculum by semester, to advise students from the beginning of their matriculation through graduation.

Challenges

Indicate what challenges you anticipate or have encountered during the implementation of this practice.

- Changing the mindset of students from completion of courses on a program grid that meets graduation requirements to systematically moving through a program of study in a sequential, structured pathway to gain the knowledge and skill base on which to build an academic mindset and meet career goals.
- Adjusting the mindset of faculty from completion of courses on a program grid to meet graduation requirements to systematically moving students through a program of study in a sequential, structured pathway to attain the knowledge and skill base to progress to higher level courses.
- *We concur with the perspective about the students. Savannah State University is addressing all of the multiple facets of growth and fixed mindsets (parents, students, faculty) and Dean Mary Kropiewnicki is guiding our efforts in this area. The other Deans and Department Chairs are our Team Leaders. We believe that their leadership will be critical in modeling positive faculty growth mindset.*
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Next Steps

What will you do (i.e. meetings, activities, development of processes, etc.) to fully implement this practice? By whom and in what time frame?

What will you do in the next 30 days:

- Audit the curriculum of each program at the university to determine the programs that have converted from program grids to program maps.

What will you do in the next 90 days:

- Ensure that all programs convert from grids to uniform program maps prior to the beginning of Fall 2018.

What will you do in the next 6 months:

- Assess student progress using program maps to determine if time-to-degree is lessened as a result of the use of program maps, as opposed to program grids.

Measures of Success

How do you know or will you know that this practice is making a difference in student purposefulness, progress, or engagement?

- Data will indicate a decrease in time-to-degree with fewer drops and withdrawals in progression to graduation.

Needs Assessment

Identify and list the resources, data, training, or other assistance that you need to fully implement this practice. Include assistance

- Current resources will meet the goals.

ELEMENT 2 (C): PROGRAM OF STUDY (*Revisions in italics*)

Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated and advised and counseled to build a personal course schedule that includes core English and mathematics by the end of their first academic year.

What is your goal/intention on this? (e.g., “What are you going to do?”)

- The goal is to increase the retention rate of freshmen students by standardizing the program map of study for individual programs to include the necessary Mathematics and English requirements in the first year and redesigning the English I & II, College Algebra, and Critical Thinking courses.

Key Accomplishments

Describe major steps you have enacted so far to build toward bringing this practice to scale.

- Freshmen and sophomores are assigned to professional advisors, who have increased discussions of career choices and majors, particularly in the Access to Success program, but the main focus has been on course selection at registration.
- The provost met with the deans and issued a charge to develop a uniform template for the program map to promote consistency in advising for each program that addresses the English and Mathematics requirements and removes “hidden prerequisites.” This template will be shared with department chairs and program coordinators to input specific program requirements.
- The STEM and Education focus area program maps are designed to satisfy the requirements of Mathematics and English in the first year.
- Co-requisites for College Algebra, English, and Chemistry have been developed based on students’ admission criteria. The Mathematics and English co-requisites were implemented in fall 2016. The Chemistry co-requisite will be implemented in Fall 2018.
- Due to pre-requisite requirements for required foundational courses in Biology, students were not progressing in their major as expected. The Biology Department has redesigned the pre-requisite requirements for their program and now foundational Biology courses can be taken in the freshmen year rather than the sophomore year.
- Provost/VPAA Michael Laney led the team for the G2C conference, which included Dr. Julius Scipio, Dean, College of Liberal Arts and Social Sciences; Dr. Mohamad Mustafa, Interim Dean, College of Sciences and Technology; and Ms. Nijah Bryant, Institutional Research for course redesign. This team will serve as the liaisons to lead the efforts in the redesign of four courses: English I & II, College Algebra, and Critical Thinking and Communication courses to reduce the DFWI rates and, in turn, improve retention rates.
- In the focus areas that have already been identified, program maps are being developed that identify the nine hours in the focus area for each major at the University.
- Interest inventories and other data on student preferences are being used to identify focus areas upon initial enrollment along with placement tests, high school grade point averages, and other academic performance data that can assist in the identification of

students who are in need of co-requisite support and ensure that they are appropriately placed and provided with sufficient support to succeed in core English (ENGL 1101 and 1102 English Composition I and II) and Mathematics (MATH 1111 College Algebra) courses. HUMN 1201 Critical Thinking and Communication is the fourth required core course that is being redesigned as a result of high DFWI rates.

- DFWI rates in English and Mathematics core courses are being analyzed to identify specific topic areas and assessment items that are routinely difficult for students; this will guide the redesign of those courses to include specific attention to those areas in paired co-requisite courses.

Challenges

Indicate what challenges you anticipate or have encountered during the implementation of this practice.

- We have yet to engage the 12 department chairs in this effort. We are coming to the end of the semester and those faculty are off contract; therefore, we will arrange a retreat to engage these chairs in embracing the partnership between academics and enrollment management as an element of student success.
- Students who are accepted at the university and who do not meet the requirements for English and Mathematics must be provided with a co-requisite course to support their success in higher level coursework. Scheduling these students for paired co-requisites courses is a challenge to ensure the same faculty members are teaching both courses.
- Training faculty assigned to co-requisite courses is necessary to ensure evidence-based, developmental pedagogy is used. This requires a Center for Faculty/Staff Development to ensure ongoing faculty development and to train new faculty to teach these courses.
- Students majoring in or focused on STEM areas face challenges in Chemistry requirements. An effective co-requisite model must be implemented for foundational Chemistry courses.
- It will be necessary to change the mindset of faculty and students from completion of courses on a program grid to meet graduation requirements to systematically moving through a program map to build a strong knowledge and skill base for progression and success in upper level courses.
- Redesigning curricula to place emphasis on the major in the first 30 hours versus waiting until the sophomore year in Area F will present challenges.

Next Steps

What will you do (i.e. meetings, activities, development of processes, etc.) to fully implement this practice? By whom and in what time frame?

- Design the uniform program map template so the deans can meet with department chairs to explain the requirements of including core English and Mathematics in the first academic year.
- Ensure that department chairs relay the information to their faculty and program coordinators in department meetings before the end of the spring 2018 semester.

- Follow up with the department chairs and program coordinators to restructure the requirements for specific programs during summer 2018.

What will you do in the next 30 days:

- Design the uniform program map.
- Meet with department chairs to explain the requirements of including core English and Mathematics in the first year.
- Request data from Institutional Research on DFWI rates for the past three years to determine trends in the data.
- Collect and analyze assessment data to determine each program's performance relative to the accomplishment of program and student learning outcomes.
- *We are seeking alignments where possible and have a better understanding of the fact that the focus areas will not require distinct program maps from those for programs within them. We will continue to refine this process and work with USG to seek feedback.*
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What will you do in the next 90 days:

- Conduct a goal-focused senior leadership retreat to refine elements of the implementation plan and strategize on best practices for SSU.
- Develop programs of studies using the uniform program map to ensure focus area courses and core English and Mathematics are taken during the first academic year.
- Meet with faculty from each program to discuss data trends to identify components of courses that should be redesigned to achieve student learning outcomes and decrease DFWI rates.
- Provide training to faculty on course redesign based on G2C, which will include partners from Cohort One institutions who have achieved success in decreasing DFWI rates in gateway courses in English and Mathematics.
- Establish baseline data for all programs that will be used to gauge progress in decreasing DFWI rates and increasing student success.

What will you do in the next 6 months:

- Develop program maps across all disciplines that contain focus areas and recommendations for electives and courses outside the discipline (Applied Technology, STEM & Pre-Professional Health, Education & Education-related Professions, Arts, Humanities, Social Sciences & Pre-Professional Health Professions, and Business).
- Develop workshops during Fall 2018 for faculty and staff advisors and coaches to emphasize the importance of following the redesigned program maps of studies to ensure student progression and success.
- Review redesigned courses to ensure redesigned ENGL 1101, ENGL 1102, MATH 1111, and HUMN 1201 courses in the core curriculum are infused with evidence-based practices beginning in Spring 2019.

Measures of Success

How do you know or will you know that this practice is making a difference in student purposefulness, progress, or engagement?

- Advisors will monitor student progression and success through the EAB SSC system.
- Advisors and faculty will be required to note student progress in this system at mid-semester and throughout the semester for at-risk students.
- Students who seek to drop any of the critical courses will be required to obtain advisor approval. Advisors will meet with students to identify the reasons for seeking to drop and provide those students with a support system and resources to avoid dropping a critical course.
- Decreases in DFWI rates in ENGL 1101, ENGL 1102, MATH 1111, and HUMN 1201 courses will measure success.
- Increases in student performance on topics and assessment items identified as difficult in the initial analysis of baseline data will provide evidence of student purposefulness and engagement.

Needs Assessment

Identify and list the resources, data, training, or other assistance that you need to fully implement this practice. Include assistance.

- Update DegreeWorks at SSU to include all degree requirements for all programs.
- Train faculty and advisors to use DegreeWorks efficiently for advising and monitoring student progression in declared majors.
- Adopt the Learning Assistants Model and provide faculty with workshops on active learning to increase student success in critical courses.
- Redesign the English I and II, College Algebra, and Critical Thinking and Communication courses; these courses are the gateway courses to completion.
- Obtain Institutional Research support for data collection, analysis, and reporting.
- Train faculty on the use of data for course redesign.
- Use and provide electronic access to interest inventories, surveys, and other data collection methodologies that can inform student advisement and coaching.

ELEMENT 2 (D): PROGRAM OF STUDY (*Revisions in italics*)

Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated and advised and counseled to build a personal course schedule that includes three courses related to a student's academic focus area in the first year.

What is your goal/intention on this? (e.g., "What are you going to do?")

- The goal is to ensure that nine semester hours in each area of focus are included in the program maps for the first two semesters for each program at the university.

Key Accomplishments

Describe major steps you have enacted so far to build toward bringing this practice to scale.

- Interest inventories and other data on student preferences are being used to identify focus areas upon initial enrollment.
- Department chairs and faculty have been asked to identify three courses that will support the students' area of focus based on alignment of focus areas with majors in each department.

Challenges

Indicate what challenges you anticipate or have encountered during the implementation of this practice.

- Faculty and students have been accustomed to focusing on the general education core during the first year of matriculation, with no emphasis on the major.
- The revision of program maps to reflect the increased emphasis on focus areas in the first 30 hours.

Next Steps

What will you do (i.e. meetings, activities, development of processes, etc.) to fully implement this practice? By whom and in what time frame?

What will you do in the next 30 days:

- Continue development of program maps to include the nine hours in the focus area for each major.

What will you do in the next 90 days:

- Review program maps to ensure that all programs have incorporated and clearly identified focus areas for each program.
- Require each advisor to use available data to identify an area of focus for each incoming student and for students with 30 hours or less.
- Require advisors to follow up with those students to ensure that they completed the nine semester hours in the area of focus.

What will you do in the next 6 months:

- Analyze data on focus areas to determine the areas that are most popular and the areas that may benefit from additional resources and marketing.
- Follow-up with students who have chosen focus areas to ensure that they have the information and support needed to identify a major area of study and that they enroll in appropriate courses to lead to degree completion.
- Host college-sponsored major fairs, at which time students receive information on all majors in the college and make informed choices, based on data-driven advisement, to select or change majors during the event.

Measures of Success

How do you know or will you know that this practice is making a difference in student purposefulness, progress, or engagement?

- Inclusion of focus areas on the program maps for all students entering the university in Fall 2018.
- Periodic progress reviews of students who enter in Fall 2018 with advisor confirmation that those students are on a pathway to complete nine hours in the area of focus by Spring 2019.

Needs Assessment

Identify and list the resources, data, training, or other assistance that you need to fully implement this practice. Include assistance

- The assistance of advisors is needed to monitor students' enrollment and progression to ensure that they are on the correct pathway to complete focus areas in the first two semesters.

ELEMENT 2 (E): PROGRAM OF STUDY

Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated and advised and counseled to build a personal course schedule that incorporates as full a schedule as possible - ideally 30 credit hours - in the first year.

What is your goal/intention on this? (e.g., “What are you going to do?”)

- The goal is to ensure that 30 semester hours are included on the program maps for the first two semesters of each program at the university.

Key Accomplishments

Describe major steps you have enacted so far to build toward bringing this practice to scale.

- We have developed program maps that clearly require 15 credit hours per semester and 30 credit hours for the first two semesters for each program at the university.

Challenges

Indicate what challenges you anticipate or have encountered during the implementation of this practice.

- We anticipate a challenge with the conversion from the use of curriculum grids to program maps by advisors and faculty.

Next Steps

What will you do (i.e. meetings, activities, development of processes, etc.) to fully implement this practice? By whom and in what time frame?

What will you do in the next 30 days:

- Continue development of program maps to include 30 credit hours in the first two semesters for each major.

What will you do in the next 90 days:

- Review program maps to ensure that all programs have incorporated 30 semester hours in the first two semesters for each program.
- Document that each advisor meets with each incoming student and all students with 30 hours or less semester hours in the first two semesters of matriculation using EAB SSC to assess progress.

What will you do in the next 6 months:

- Continue to monitor students who entered in Fall 2018 to ensure that they complete 30 credit hours by the end of Spring 2019.

Measures of Success

How do you know or will you know that this practice is making a difference in student purposefulness, progress, or engagement?

- The majority of incoming students will have completed 30 credit hours by the end of the second semester following their initial enrollment.
- Students will be tracked by semester to determine their progression toward graduation to increase degree completion in four years.

Needs Assessment

Identify and list the resources, data, training, or other assistance that you need to fully implement this practice. Include assistance

- The Registrar's Office and Institutional Research will provide support for data collection, analysis, and reporting.

ELEMENT 2(F): PROGRAM OF STUDY

Students are provided with personalized curricular maps and have ongoing advisement in their academic program. Students are directed to co-curricular activities and practices that are supportive of their major and overall integration into the college environment.

What is your goal/intention on this? (e.g., “What are you going to do?”)

- The goal is to design and implement the co-requisite model for English, Mathematics, and Chemistry for those students who needs this support.

Key Accomplishments

Describe major steps you have enacted so far to build toward bringing this practice to scale.

- Co-requisites for Mathematics, English, and Chemistry have been developed for those students identified as needing co-requisite support courses based on admission criteria and entry screening.
- The Mathematics and English co-requisites were implemented in Fall 2016. The Chemistry co-requisite will be implemented in Fall 2018
- The schedule is designed so that faculty who teach the designated Mathematics and English classes will also be responsible for the paired co-requisite.

Challenges

Indicate what challenges you anticipate or have encountered during the implementation of this practice.

- Sustainability of having the same faculty members teaching the class and the paired co-requisite.
- Training of faculty to develop skills in evidence-based, developmental pedagogy if teaching the paired co-requisite courses.

Next Steps

What will you do (i.e. meetings, activities, development of processes, etc.) to fully implement this practice? By whom and in what time frame?

- Department chairs will monitor the schedule to ensure enough sections are provided to serve those students who need the co-requisite model.
- Faculty will be provided with workshops/webinars to assist them in applying appropriate pedagogy to support students in the co-requisite model.

What will you do in the next 30 days:

- Ensure the Fall schedule has all necessary co-requisites courses.

What will you do in the next 90 days:

- Meet with advisors to provide information about scheduling students in the paired co-requisite courses to ensure students are with the same instructor for the course and the co-requisite.
- Advise and schedule incoming students who need the co-requisites courses.

What will you do in the next 6 months:

- Monitor student progress through EAB SSC to ensure students are successful in co-requisite courses and are receiving needed support.
- Identify Learning Assistants for the English, Mathematics, and Critical Thinking courses.
- Prepare workshops for faculty on Learning Assistants in classrooms for the Fall 2018 faculty institute.
- Coach Learning Assistants on the implementation process after faculty training; this is the responsibility of the course faculty.

Measures of Success

How do you know or will you know that this practice is making a difference in student purposefulness, progress, or engagement?

- Monthly monitoring of student progress through EAB SSC.
- Monitoring of mid-term grades.
- Obtaining data to analyze students' final grades and DFWI rates.

Needs Assessment

Identify and list the resources, data, training, or other assistance that you need to fully implement this practice. Include assistance

- Expand faculty training and requirements for use of EAB SSC.
- Require training for faculty assigned to teach co-requisite courses.
- Hire and train Learning Assistants using Title III Funds; this request has been submitted to Title III Director.

ELEMENT 3 (A): ENGAGEMENT (*Revisions in italics*)

All incoming freshmen will be invited to participate in the USG Getting to Know Our Students Mindset Survey before the first three weeks of the semester.

What is your goal/intention on this? (e.g., “What are you going to do?”)

- The goal is to increase student motivation and engagement in the initial enrollment process during onboarding at summer orientations. We will develop a detailed plan of action for the summer, one-day drive-in orientation session for all first year students. This plan will include increased face-to-face time with the academic advising staff to discuss the connection between major selection and career choice, so that students have an opportunity to set goals. Students and academic advisors will consult on the first-year schedule to develop confidence and motivation in students to take responsibility for making academic and career choices, which develops an Academic mindset.

Key Accomplishments

Describe major steps you have enacted so far to build toward bringing this practice to scale.

- Ensure that faculty and staff are informed of and understand Academic mindset.
- Restructure summer orientations (Tiger Enrollment Sessions) around Academic mindset.
- Restructure Week of Welcome (Fall Orientation) to ensure that the Academic Affairs units are integrally involved and activities include the development of an Academic mindset.
- Develop orientation programming activities that focus on Academic mindset survey results.

Challenges

Indicate what challenges you anticipate or have encountered during the implementation of this practice.

- The current structure of new student summer orientations focus more on the peripheral components of becoming an enrolled student (i.e. student identification, financial aid, etc.), rather than creating an opportunity for students to fully contemplate their purpose, goals, and aspirations for attending college.
- The current process is business centered and not academic/career exploratory. Less time needs to be spent on meeting with university officials and more time spent on taking care of the students' academic and financial matters. Welcomes from university officials and others should occur during the Week of Welcome in August.
- Ensuring that all involved understand Academic mindset.
- Ensuring that all who are involved understand the new focus of Tiger Enrollment and Week of Welcome around Academic mindset.

- Engaging personnel who were not previously involved in enrollment and orientation activities.

Next Steps

What will you do (i.e. meetings, activities, development of processes, etc.) to fully implement this practice? By whom and in what time frame?

What will you do in the next 30 days:

- Provide orientations to explain Academic mindset Theory (Fixed vs. Growth Mindsets).
- Develop clear and measurable goals for the orientation sessions.
- Expand membership and meet with the Summer Orientation (Tiger Enrollment Sessions) Committee.
- Expand membership and meet with the Fall Orientation (Week of Welcome) Committee.
- Develop and/or update the criteria to select Student Orientation leaders who are academic and campus organization leaders, to include Honors students.
- Develop and/or update the criteria to select Tiger Ambassadors who are academic and campus organization leaders, to include Honors students.

What will you do in the next 90 days:

- Vet the redesigned orientation programming with Student and Academic Affairs deans and directors.
- Share and review Academic mindset Survey results and use this to inform Student and Academic Affairs programming and workshops for freshmen.
- Develop and administer session evaluations to assure that orientation goals are being realized.

What will you do in the next 6 months:

- Based on the results of the Academic mindset Survey, develop modifications and enhancements to programming using a collaborative planning process between Academic and Student Affairs units.
- Form joint faculty and staff committees and a student committee to assure that all members of the institution hear student voices as a major factor in joint decision making between Academic and Student Affairs unit personnel.

Measures of Success

How do you know or will you know that this practice is making a difference in student purposefulness, progress, or engagement?

- Administer evaluations after each program based on the goals of the programming and goals related to Academic mindset.
- Monitor student attendance and participation in programming.
- Develop increased joint programming between Student and Academic Affairs units.

Needs Assessment

Identify and list the resources, data, training, or other assistance that you need to fully implement this practice. Include assistance

- Developing varied evaluation tools with the Office of Institutional Research to create and/or identify reliable and valid measures of assessing students' development of an Academic mindset through effective programming.
- Exploring the development of an application and/or admission process that will allow students to express their interests, attitudes, and feelings about college and learning choices.
- *The Academic Mindset Survey will be administered within the first two weeks of the First Year Experience course for all incoming traditional students. This may be an ideal opportunity for Ms. Collins and Mr. Hull to visit campus as suggested. We will adopt the Dalton State College model of making this an early homework assignment with extra credit awarded when the students print out the results and bring the cover sheet to class. (Element 3 (A) Engagement.*

ELEMENT 3 (B): ENGAGEMENT

All faculty and staff, especially those who work with students in their first year, are oriented toward student engagement and success, and are provided with the training and tools they need to fulfill their roles in this regard.

What is your goal/intention on this? (e.g., “What are you going to do?”)

- The goal is to engage students in the collegiate experience from their initial admission to the university, throughout their matriculation, until graduation.

Key Accomplishments

Describe major steps you have enacted so far to build toward bringing this practice to scale.

- The Center for Academic Success has begun reorganization as a Center for Student Success with an Interim Director to oversee all the functions of the Center and to plan implementation of faculty/staff development related to student success.
- Peer, faculty and staff mentors have been utilized to engage with students from the time of their initial admission.
- The Education Advisory Board’s Student Success Collaborative (EAB-SSC) has been utilized to better engage advisors, faculty, and students in the advising process with real-time academic and career preparation emphases.
- The Access to Success Program was formalized as the institution’s University College and is a model of intentional and proactive advising and coaching and maximizes the EAB SSC tool to monitor student performance and progression.
- The Director of Retention and Access to Success has been the in-house trainer for the EAB SSC tool and has trained professional advisors and faculty in its use as a student monitoring and data analytics tool.
- A Freshman Learning Community has been established to foster greater involvement of faculty, staff, and students in the student engagement process, pairing incoming students with faculty, staff, and upper-level students in their major/focus area.
- A Freshman Center with a satellite library, extended computer lab hours and access to coaching, tutors, and workshops in close proximity to freshman housing is being developed.

Challenges

Indicate what challenges you anticipate or have encountered during the implementation of this practice.

- Transitioning to professional advisors who will oversee the advisement of students from matriculation to graduation, and shifting faculty to serve as academic/career coaches to the students.
- Ensuring that professional advisors and faculty have seamless, ongoing, and collaborative interactions to promote student success in the advisement and coaching of students in their selected major or focus areas.

- Changing the institutional mindset from one of lower division and upper division to one of holistic provision of services from all university stakeholders throughout students' matriculation.
- Ensuring the reorganization of the Center for Student Success by expanding services.
- Identifying resources for the reorganized Center for Student Success and the new Freshman Center.

Next Steps

What will you do (i.e. meetings, activities, development of processes, etc.) to fully implement this practice? By whom and in what time frame?

What will you do in the next 30 days?

- Secure funds for faculty and staff development.
- Reorganize the Center for Academic Success to become the Center for Student Success to include more professional advisors and learning support staff who will advise and support students through their matriculation.
- Begin the development of training modules and workshops to orient professional advisors and faculty in their new roles.
- Provide training to professional advisors and coaches in the Center and in the Access to Success program to ensure understanding of Momentum Year requirements, Academic mindset, and advisement using program maps.
- Complete the redesign of Morgan Hall to house the Freshman Center.
- Identify specific High Impact Practices (HIPs) for implementation during AY 18-19.

What will you do in the next 90 days:

- Identify webinars and workshops that are geared toward student engagement and student success workshops.
- Fill the leadership position for the Center of Success.
- Begin training modules and workshops to orient professional advisors and faculty to their new roles.
- Provide training to professional advisors, coaches, tutors, and faculty on engagement of students and development of an Academic mindset during the Fall 2018 General Assembly.
- Continue training of all involved with student success to implement EAB SSC to capacity.
- Review current HIPs for degree of impact and equity, and plan for the redesign of existing HIPs to ensure high impact and access.
- Design new HIPs for implementation to ensure access and equity.

What will you do in the next 6 months:

- Identify resources to send the 12 department chairs and program faculty to the G2C conference in March 2019 in Atlanta.
- Locate resources to provide more training on HIPs for faculty and staff.

- Develop faculty-led teams to provide support and training to peers to infuse HPs into classes and programming across the institution to increase engagement of students through practices that increase access and equity resulting in increased student retention and success.
- Assess the impact of HIPs on student engagement and student success utilizing the National Survey of Student Engagement (NSSE) and pre- and post-measure of student achievement.

Measures of Success

How do you know or will you know that this practice is making a difference in student purposefulness, progress, or engagement?

- Work with Institutional Research to annually employ the National Student Survey of Engagement (NSSE) and design survey questions for students to determine levels of engagement in classes, community, campus life, and related HIPs.

Needs Assessment

Identify and list the resources, data, training, or other assistance that you need to fully implement this practice. Include assistance

- Funding is needed to establish a Center for Faculty/Staff Development and promote opportunities for faculty and staff leadership in student success initiatives.
- Locating faculty and staff resources and webinars/videos that address engaging students in class, community, and campus life using HIPs.

ELEMENT 3 (C): ENGAGEMENT

For part 3 of the template, select specific enrichment activities that your institution is investigating, piloting, implementing or building to a greater scale that promotes student engagement, connectivity and satisfaction with their program of study and/or college itself, or their productive academic mindset. These may be high impact practices (HIPs), reorganized courses through G2C, academic mindset interventions or other practices.

What is your goal/intention on this? (e.g., “What are you going to do?”)

- The goal is to encourage faculty and staff to implement high impact practices (HIPs) when working with students by increasing equity and access to opportunities that can have an impact on student success.

Key Accomplishments

Describe major steps you have enacted so far to build toward bringing this practice to scale.

- The provost, deans, and key personnel have attended the G2C conference and the NASH HIPs Institute to better lead these initiatives.
- The library has identified low cost and no cost textbooks for core courses that were shared with faculty and department chairs for possible adoption.
- Academic student organization have been established to engage students, such as ASCE-SSU student chapter, IEEE student chapter, and many others.
- Involvement of students in undergraduate research opportunities and presentations at national conferences currently exists.
- Academically qualified students are provided with tutoring employment opportunities.
- Students are informed of and have access to internship opportunities.
- Student Success/ Outreach Librarian was hired.
- Personnel has been hired, equipment and furniture have been purchased. The satellite library is slated to open May 2018.

Challenges

Indicate what challenges you anticipate or have encountered during the implementation of this practice.

- Students indicated that they did not know about undergraduate research opportunities, signaling a need for greater access and equity.
- Many students do not regularly read their university emails; therefore, they miss internship and research opportunities.
- High Impact Practices (HIPs) must be consistently delivered campus wide in order to affect scalable improvements that result in improved learning.
- First Year Experience requires redesign with faculty and staff professional development to teach FYE, so it becomes a HIP.

Next Steps

What will you do (i.e. meetings, activities, development of processes, etc.) to fully implement this practice? By whom and in what time frame?

- Encourage PI of grants to inform professional advisors about undergraduate research opportunities so they can communicate that information to their advisees and encourage them to apply.
- Establish outreach programs through individual colleges and publicize opportunities for research and internships on the respective web pages. Deans of individual colleges can oversee the implementation of this practice.
- Form committees to redesign identified courses with high DFWI rates to incorporate HIPs, with department chairs and deans recommending faculty members for redesign committees.
- Redesign First Year Experience to become a high impact practice.
- Develop tutoring and workshops around Academic mindset interventions.

What will you do in the next 30 days:

- Identify and form committees to redesign English, Mathematics, and Critical Thinking core courses and paired co-requisites.
- Identify and convene a working group to redesign FYE.
- Identify a process to form a working group and protocols to review HIPs currently in practice on campus.

What will you do in the next 90 days:

- Collect existing data about the courses that need to be redesigned from Institutional Research based on high DFWI rates.
- Identify the components needing redesign for individual courses and modify the course syllabus and instructional delivery and assessment components to reflect evidence-based practices that increase student success and incorporate HIPs, whenever appropriate based on course objectives.
- Design a pilot FYE.
- Review and redesign existing HIPs, or design new HIPs guided by USG-created taxonomies.

What will you do in the next 6 months:

- Implement the redesigned components of identified classes in the Fall 2018 semester.
- Provide necessary supporting elements for the redesigned components.
- Implement, monitor and assess the pilot FYE in Fall 2018.
- Design training for faculty/staff teaching FYE throughout the Fall 2018 using the pilot to inform professional development needs and HIPs.
- Stage implementation of HIPS during AY 18-19, to begin in Fall 2018.
- Monitor students' progress monthly.
- Collect data for ongoing analysis.

Measures of Success

How do you know or will you know that this practice is making a difference in student purposefulness, progress, or engagement?

- Monitor students' progress on a monthly basis.
- Analyze data collected and share with the Executive Senior Leadership, deans, department chairs, and faculty.
- Conduct periodic deep analyses of teaching effectiveness using student surveys and DFWI rates.

Needs Assessment

Identify and list the resources, data, training, or other assistance that you need to fully implement this practice. Include assistance

- Faculty development and resources on effective redesign components of a course (e.g. Active Learning, Student Assessment, two stage exam, course outcomes) will be needed.
- Data need to be collected every semester on the redesigned course as it is offered with student success compared with traditional courses as the control to identify the effectiveness of courses with student success.
- Measurement and evaluation of faculty and staff participation in and adoption of HIPs.

ELEMENT 3 (D): ENGAGEMENT (repeat as needed)

For part 3 of the template, select specific enrichment activities that your institution is investigating, piloting, implementing or building to a greater scale that promotes student engagement, connectivity and satisfaction with their program of study and/or college itself, or their productive academic mindset. These may be high impact practices (HIPs), reorganized courses through G2C, academic mindset interventions or other practices.

What is your goal/intention on this? (e.g., “What are you going to do?”)

- The goal is expansion of leadership development activities. In the past, trainings have occurred for students who were already selected as leaders. The goal will be to provide training and programming as a means of encouraging greater student engagement and increased access and equity to leadership opportunities resulting in increased student persistence.

Key Accomplishments

Describe major steps you have enacted so far to build toward bringing this practice to scale.

- A leadership training module currently exists; its usage will be expanded.

Challenges

Indicate what challenges you anticipate or have encountered during the implementation of this practice.

- Developing strategies to generate interest among students who may not have otherwise participated in activities that are HIPs, participated in leadership opportunities, or engaged in campus life.
- Embedding leadership development into non-traditional spaces. For example, there is a high interest in Greek Life on this campus with students generally attending activities sponsored by these groups. These activities can be increased and offered in different venues.
- Finding possibilities for creatively embedding leadership training into these programs.
- Increasing engagement of students in decision-making and programming implementation processes to ensure that we are effectively meeting students' interests and needs.
- Increasing collaboration between student and academic affairs units to offer joint programming.

Next Steps

What will you do (i.e. meetings, activities, development of processes, etc.) to fully implement this practice? By whom and in what time frame?

What will you do in the next 30 days:

- Meet with current student leaders to obtain their perspectives on this process.
- Convene Student Life staff to research effective practices and brainstorm creative ways to embed leadership training in student life activities.
- Integrate student life with academic affairs programming by way of joint meetings.

What will you do in the next 90 days:

- Research and explore HIPs related to leadership development to ensure equity and access through effective and increased programming options.
- Develop programming by holding regularly scheduled meetings with faculty, staff, and students.

What will you do in the next 6 months:

- Implement, evaluate, and analyze data from leadership training activities and programming.

Measures of Success

How do you know or will you know that this practice is making a difference in student purposefulness, progress, or engagement?

- Evaluations will be administered after each program.
- Determine whether students seeking leadership positions and opportunities, either university wide or through student and academic organizations, has increased over time.
- Determine if there is an increase in students attending traditional leadership development sessions as compared to sessions offered in alternative formats and venues.

Needs Assessment

Identify and list the resources, data, training, or other assistance that you need to fully implement this practice. Include assistance

- Work with Institutional Research in order to establish reliable and valid assessment tools.