

ELEMENT 1 (A): PURPOSE

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?") -

For incoming students who do not choose a degree program we will provide information and resources to help them make a purposeful choice of a focus area aligned with their interests, goals, and aptitudes. For students who have declared a degree program we will continue to familiarize them with career services during UNIV 1000 to insure their program choice is right for them, and to help them make a purposeful choice of a new program if necessary.

Key Accomplishments

We have identified those focus areas that represent the degree programs at GSW. Program maps are being developed for those focus areas.

Challenges

Integrating additional training and information for faculty, staff, and students into current orientation process has been challenging.

Next Steps

What will you do in the next 30 days:

Meet with IT and University Relations about video that will be presented to undeclared students. Need to develop additional information about the focus areas that will be presented to students to help them make an informed choice.

What will you do in the next 90 days:

Produce video explaining focus areas and strategies for choosing a focus area. Initiate process of assisting incoming first-year students in choosing a focus area by sending video prior to orientation and registration. Undeclared students will take Focus2 Career survey to identify student's aspirations, aptitudes, and potential for success.

What will you do in the next 6 months:

Evaluate success of process implemented during summer 2018 by surveying students and implementation team members. Feedback will be used to make necessary modifications to the process for the next term.

Measures of Success

All incoming first-year students will be enrolled in courses appropriate to one of the focus areas at GSW. Students will transition to a degree program by the end of the first year.

Needs Assessment

Resources to complete these tasks are in place.

ELEMENT 2 (A): PROGRAM OF STUDY

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.

Key Accomplishments

Focus areas representing all degree programs have been identified by the academic deans. First year program maps for each of these focus areas are being developed.

Challenges

There have been few significant challenges to completing this task.

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:

Focus areas have been identified and aligned with academic programs. Focus areas will be submitted to the USG.

What will you do in the next 90 days:

What will you do in the next 6 months:

Measures of Success

Task will be completed.

Needs Assessment

Resources to complete these tasks are in place.

ELEMENT 2 (B): PROGRAM OF STUDY

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?”)

Program maps for all degree programs will be completed. All program maps will conform to expectations for the Momentum Year.

Key Accomplishments

Process is currently well underway.

Challenges

There have been few challenges to completion of this task.

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:

Program maps will be completed by academic deans and submitted to VPAA.

What will you do in the next 90 days:

All program maps will be reviewed for conformity to momentum year expectations and posted to the web.

What will you do in the next 6 months:

Measures of Success

Program maps for all degree programs.

Needs Assessment

Resources are currently in place to complete this task.

ELEMENT 2 (C): 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 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?”)

Program maps currently under development will be made available to all students, incorporated into advising process, and will be introduced to incoming students in UNIV1000.

Key Accomplishments

Process is underway.

Challenges

There have been few serious challenges to completion of this task.

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:

Program maps will be submitted to VPAA and reviewed to ensure that each contain Core English and Mathematics by the end of the first year. Program maps will then be shared with all academic advisors for use in advising for registration.

What will you do in the next 90 days:

Program maps will be finalized and included in the training for UNIV 1000 instructors.

What will you do in the next 6 months:

Program maps will be introduced to first year students in UNIV 1000 to guide their spring registration choices.

Measures of Success

Program maps will be in place and generally used by students and advisors.

Needs Assessment

Resources are already in place to complete this task.

ELEMENT 2 (D): 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 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?")

Program maps currently under development will be reviewed to ensure that they include critical courses and milestones and three courses in the focus area in the first year.

Key Accomplishments

Process is underway.

Challenges

There are no significant challenges to completion of this project. The three professional schools have experienced some challenges in naming the best three courses in the focus area to require.

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:

Program maps will be submitted to VPAA and reviewed to ensure that each contain Core English and Mathematics by the end of the first year. Program maps will then be shared with all academic advisors for use in advising for registration.

What will you do in the next 90 days:

Program maps will be finalized and included in the training for UNIV 1000 instructors.

What will you do in the next 6 months:

Program maps will be introduced to first year students in UNIV 1000 to guide their spring registration choices.

Measures of Success

Program maps will be in place and generally used by students and advisors.

Needs Assessment

Resources are already in place to complete this task.

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?”)

Program maps currently under development will be reviewed to ensure that they include critical courses and milestones and 30 hours in the first year.

Key Accomplishments

Process is underway.

Challenges

No significant challenges exist to completion of this task.

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:

Program maps will be submitted to VPAA and reviewed to ensure that each contain Core English and Mathematics by the end of the first year. Program maps will then be shared with all academic advisors for use in advising for registration.

What will you do in the next 90 days:

Program maps will be finalized and included in the training for UNIV 1000 instructors.

What will you do in the next 6 months:

Program maps will be introduced to first year students in UNIV 1000 to guide their spring registration choices.

Measures of Success

Program maps will be in place and generally used by students and advisors.

Needs Assessment

Resources are already in place to complete this task.

ELEMENT 2(F): PROGRAM OF STUDY

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

Incorporate within academic pathways co-curricular programming that is intentionally developed and implemented with learning outcomes aimed at enhancing student success.

Key Accomplishments

Collaboration between academic affairs and students affairs has been initiated with the goal of redesigning co-curricular programs which extend the classroom experience and contribute to student learning and success.

Challenges

Collaboration across divisions can pose challenges if faculty/staff fail to recognize the value in participating in this initiative. Staff must be trained to create and implement programs which specifically identify what students will learn, the objectives/outcomes of the program/activity, the engagement strategies for accomplishing the objectives/outcomes and how results will be measured to determine successful attainment of the learning objectives/outcomes. All existing programming must be reviewed to determine 1) whether or not the program/activity is connected to an academic pathway; and, 2) its viability in terms of contributing to student learning and enhancing student success. Once reviewed, existing programs may require elimination for failure to accomplish the overall goal stated above and because current human resources may be insufficient for continuing. If the latter is true, the programs must be appropriately prioritized prior to eliminating.

Next Steps

What will you do in the next 30 days:

The interim Vice President of Student Affairs will introduce the Program Planning & Assessment tool to student affairs staff for the purpose of evaluating existing programming to determine compatibility with academic programs and learning outcomes.

What will you do in the next 90 days:

Student affairs and academic affairs representatives will meet to review student affairs evaluations of existing programs and identify new opportunities for co-curricular programming for inclusion within academic pathways.

What will you do in the next 6 months:

Hire a new Vice President for Student Engagement and Success who possesses demonstrated expertise in working across divisions and leading staff in supporting high levels of student achievement and success.

Measures of Success

Student participation in co-curricular activities will increase by 25%. First time freshmen retention will increase by 5%.

Needs Assessment

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

1. Program Planning & Assessment (PPA) tool
2. Training meeting regarding use of PPA
3. Student participation data based upon program/activity
4. Student data (demographic, academic, etc.)

ELEMENT 3 (A): ENGAGEMENT

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?”)

We have already administered the Mindset Survey to first-year students and will continue to do so. Focus group discussions with students, faculty, and staff will be held this spring.

Key Accomplishments

Survey was administered in fall 2017.

Challenges

We will be working with Motivate Labs to increase student participation in the survey.

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:

Organize focus groups, class observations, and one-on-one discussions with Motivate Labs personnel for April 3 and 4, 2018.

What will you do in the next 90 days:

Host focus group discussions, class observations, and one-on-one discussions with Motivate Labs personnel. Evaluate survey results and identify areas of possible growth among GSW students.

What will you do in the next 6 months:

Develop strategies for faculty and staff training to address areas of possible growth in mindset among GSW students, and implement training.

Measures of Success

Increase participation on mindset survey to amass enough results for effective analysis of data for improvement.

Needs Assessment

Identify resources to provide incentives to students for participation in the survey.

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?”)

GSW intends to provide ongoing training for staff and faculty on student success and engagement topics. For the upcoming year these efforts will focus on training regarding mindset and providing wise feedback that frames negative messages in positive ways. Please see Element 3 (C) below.

Key Accomplishments

Instituted a series of faculty development symposia that introduce engaged teaching practices and encourage faculty to implement them.

Encouraging and acknowledging student research by hosting the First Annual Undergraduate Research Symposium (spring 2018).

Challenges

Improving faculty participation in development training.

Creating and implementing staff appropriate training on student engagement.

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:

What will you do in the next 90 days:

What will you do in the next 6 months:

Measures of Success

Improved retention and completion rates. Improved student engagement results on 2020 NSSE.

Needs Assessment

See 3 (C) below.

ELEMENT 3 (C): ENGAGEMENT

Faculty training and support in growth mindset and belonging.

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

All faculty and staff will approach teaching and other interactions with students from a growth mindset model. All faculty and staff will consistently frame all interactions with students to promote a growth mindset and a sense of belonging.

Key Accomplishments

We have used the College Persistence Questionnaire (CPQ), the Student Strengths Inventory (SSI), and the Continuing Student Assessment (CSA) to assess non-cognitive factors related to student success. Therefore, we have general information on student mindset but have made little use of these data.

Challenges

Faculty and staff training in mindset has been very limited.

We are very early in this process and have not identified specific challenges.

Next Steps

What will you do in the next 30 days:

Organize faculty presentation to introduce mindset from a cognitive psychology viewpoint to campus community.

What will you do in the next 90 days:

Plan additional faculty and staff training for Southwestern planning week including specific training for UNIV1000 instructors. Will hold town hall meetings to introduce Momentum Year Plan to entire campus community.

What will you do in the next 6 months:

Implement faculty and staff training in Fall 2018. Initial presentations and training will occur during Southwestern Week. Conduct mindset survey to assess results.

Measures of Success

Improved student mindset as measured by mindset survey. Improved student persistence.

Needs Assessment

Consult with Motivate Labs to arrive at more specific training goals and strategies to promote productive academic mindset.

ELEMENT 3 (D): ENGAGEMENT

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

Using connections through Alumni Affairs and the GSW Foundation, increase student participation in internships and work-based learning experiences by 25%, as the number of opportunities offered increases, especially in the areas of Arts and Sciences, Exercise Science, and Computing and Mathematics.

Key Accomplishments

Surveyed academic departments as to need for additional internships and work-based learning experiences.

Lined up a person with experience in creating a similar website and the online internship packet for the School of Business.

Met with representatives from the GSW Foundation, Alumni Affairs, and Career Services to begin implementation of the plan.

Challenges

Setting up the website to meet all needs and still be user-friendly.

Getting sufficient response from the alumni who can provide the internships.

Next Steps

What will you do in the next 30 days:

The VPAA will apply for a HIPO grant through the GSW Foundation to cover the costs of building the website.

The deans will get a complete list of needs and expectations from the academic departments.

Academic Affairs and Career Services will survey the campus offices to determine what internships are available on campus and for which specific programs.

What will you do in the next 90 days:

Alumni Affairs will write and publish an article in the alumni magazine about this project with information about the website.

The Director of Career Services will contact already existing sources of internships to request more opportunities and participation on the website.

Academic Affairs will continue to work with department chairs and Career Services.

What will you do in the next 6 months:

Academic Affairs, Alumni Affairs, the GSW Foundation, and Career Services will roll out the project and introduce faculty, advisors, and students to the new site.

Career Services will develop a series of presentations for students to prepare them for an internship search and application process, including sessions on resumes, interviews and careers.

The Director of Institutional Effectiveness will develop as standard as possible assessment instruments for participating students and providers to complete. Student purposefulness, progress, and engagement will be considered.

Measures of Success

After spring semester 2019, Academic Affairs will determine if the number of students who have participated in internships or other work-based experiences has increased and by what percent. The Director of Institutional Effectiveness will evaluate assessments to determine student growth and employer satisfaction.

Needs Assessment

Money from a HIPO grant to cover the cost of the website build.

Simple training for students, advisors, students, and internship providers to use the site.

Additional training on Purple Briefcase by Career Services

Marketing of the program to employers and internship providers to encourage their participation.

ELEMENT 3 (E): ENGAGEMENT

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

Improve resilience of students who have relatively low resilience scores on the Student Strengths Inventory at the beginning of the fall term.

Key Accomplishments

Resilience is a component of UNIV 1000 GSW Freshmen Orientation course, but the interventions are general rather than targeted and delivered primarily in the classroom.

Challenges

Need to develop targeted interventions for students who need the most help developing resilience. We need to train UNIV 1000 Instructors, Storm Spotters, Advisors, and other staff to deliver those interventions on time, and outside the classroom if necessary.

Next Steps

What will you do in the next 30 days:

Assemble data on student resilience collected every fall term since 2014. Gather the UNIV 1000 Planning Group to review data, and begin process of researching possible interventions.

What will you do in the next 90 days:

Develop targeted interventions and plan to train faculty, peer instructors, and staff to implement strategies.

What will you do in the next 6 months:

Begin implementing targeted interventions in UNIV 1000 and in advising students about withdrawing from classes and other advising issues where appropriate.

Measures of Success

Improvement in the resiliency scores between the SSI, administered at the beginning of fall term, and the Continuing Student Assessment, administered at the end of fall term. Fewer first-year students withdrawing from classes at or before midterm. More students showing improvement between midterm and final grades.

Needs Assessment

Faculty-staff time to research and develop intervention strategies to improve resilience, and to train other faculty and staff to implement interventions.

ELEMENT 3 (F): ENGAGEMENT

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

Improve Social Integration of First-Year Students

Key Accomplishments

GSW has various strategies for integrating first-year students in UNIV 1000 the GSW Experience, in Campus Life activities, and in Residence Life activities.

Challenges

What we lack at the moment is an explicit means of coordination.

Next Steps

We propose to Form a First-Year Experience Advisory Board to coordinate and assess the efficacy of our integration strategies.

What will you do in the next 30 days:

Identify the right members for the advisory board, and meet to share current practices and areas for coordination.

What will you do in the next 90 days:

Create a coordinated plan for social integration of the 2018 cohort of First-Year students.

What will you do in the next 6 months:

Implement integration plan and begin cycle of advisory board communication to assess plan on the fly and ensure coordination continues.

Measures of Success

Compare Student Strengths Inventory data on Social Comfort to Continuing Student Assessment data on Campus Engagement/Commitment to assess improvement in social integration.

Track number of participants on programs that are part of the plan, paying special attention to First-Year student participation.

Track student satisfaction with range of events.

Needs Assessment

We have the tools in Beacon and Canes Connect to accomplish our assessment and tracking goals, but we need to use these tools more effectively.

Evaluate alignment of all campus and community events to better engage first-year students.

ELEMENT 3 (G): ENGAGEMENT

What is your goal/intention on this?

As a part of assisting students in making a purposeful choice, we will reestablish the common reading program for students to be implemented through the UNIV 1000: The GSW Experience course. This program will equip students with critical thinking and discussion skills needed to be successful at the post-secondary level.

Key Accomplishments

Process is currently well underway.

Challenges

Securing the funds to completely or partially fund the selected texts for students.

Next Steps

What will you do in the next 30 days:

Review budget to decide how the program will be funded.

What will you do in the next 90 days:

Select text that will be effective in increasing students' aptitude to making purposeful choices.

What will you do in the next 6 months:

Selection of faculty/staff to teach UNIV 1000. Review the text, create learning outcomes and lesson plans for the book.

Send out information to the incoming first-year students and make book available at summer orientation.

Measures of Success

Students will be more confident in decision-making and ready to engage in the selected program of choice. We will measure student perception of purpose through evaluation of a reflective essay assigned during UNIV 1000.

Needs Assessment

Budgeting for purchasing the reading material.

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

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

Hold first annual Undergraduate Research and Creative Endeavors Symposium. Our students have presented their research at other campuses but their achievements have never been celebrated

Key Accomplishments

Faculty taskforce has been convened and plan has been developed. The call for presentations, posters, and creative work has gone out to students. Logistics have been addressed, a plenary speaker has been arranged, and awards have been funded.

Challenges

Getting students to participate. We anticipate greater participation next year for the Second Annual Symposium.

Securing additional funding for undergraduate research.

Next Steps

What will you do in the next 30 days:

Review proposals.

Create and publish program.

Secure judges.

The first annual symposium will be held April 13.

What will you do in the next 90 days:

Assess success of this first symposium and begin planning for next year.

What will you do in the next 6 months:

Advertise the second annual symposium early in the semester so students and faculty sponsors can begin research earlier.

Measures of Success

Increased participation in second year

Greater interest among faculty to develop student research opportunities.

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

Engagement: 50% greater participation from year one to year two

Needs Assessment

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

For this year, all resources have been acquired.

ELEMENT 3 (I): ENGAGEMENT

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

This academic year, GSW initiated a symposium entitled “Engaged Teaching for Engaged Learning” through the Center for Teaching and Learning. Next academic year, the symposium will be centered around Academic Mindset with speakers and activities scheduled that will cultivate a renewed productive mindset for faculty and staff leading to enhanced student success.

Key Accomplishments

The Engaged Teaching for Engaged Learning symposium has been well developed and accepted by a portion of faculty. GSW faculty who are using innovative teaching and learning strategies in their classrooms have been asked to present to groups of interested colleagues, some of which will attend a workshop afterwards to develop similar strategies for their own classrooms. Faculty are incentivized to present and to implement and access the new strategy.

Challenges

Increased participation by the faculty.
Arranging for speakers and trainers, most likely through Motivate Labs.
Developing appropriate activities

Next Steps

What will you do in the next 30 days:

The CTL will complete the current season of the symposium
The Interim Associate VPAA will form a taskforce to organize the campus mindset initiative.
The Interim Associate VPAA will talk with the Motivate Labs staff to line up speakers and trainers and will invite faculty to participate in the Mindset Survey focus groups to be conducted on campus by Motivate Labs.

What will you do in the next 90 days:

The taskforce will develop 2-3 training activities or readings on Mindset for UNIV 1000 instructors and core instructors to review over the summer.

What will you do in the next 6 months:

The taskforce will establish schedule of Mindset activities for the faculty and staff during 2018-2019 academic year and publish campus-wide. The kickoff activity/speaker will be during Southwestern Week, the GSW planning week.

Measures of Success

Academic Affairs and the taskforce will get faculty and staff feedback on speakers and activities with an evaluation of how the participants can use what they heard or did in interactions with students.

Academic Affairs will look at the DFW numbers for classes taught by participating faculty to check for a decrease.

Academic Affairs will review student comments on course evaluations submitted by students.

Needs Assessment

A funding source has been identified.

Identifying speakers and activities

Marketing to faculty and staff