

Momentum Approach Plan

For the Momentum Approach, you are asked to extend the Momentum Year framework across the breadth of the institution (teaching and learning, student life, residential life, and financial aid, and beyond) and through the length of a student's program of study. For the Momentum Approach, your plan should consider how you will plan to:

- Deepen purposeful choices
- Cultivate productive academic mindsets
- Maintain full momentum along a clear pathway
- Heighten academic engagement
- Complete critical milestones

Please indicate your top priorities for each of the following areas, the unit or units on campus responsible for implementation, and the timeline for development. Indicate whether you are building on existing work on campus or developing new activities. For each item below, indicate what work you plan to engage in during the coming year, who is responsible for this work, and your overall target for completion.

You will report out the summary of your plans for these areas to the other institutions in your planning room at the end of the day on Wednesday.

This template should be a starting point for further discussion on your campus. We ask that you complete this form at the Summit as a guide for your work, and then **submit a final version as a Word file to ccg@usg.edu by Wednesday, February 26.**

**** We will make minor adjustments to existing processes in Purposeful choices, Clear Pathways, Academic Engagement, and Critical Milestones. We plan to undertake a major adjustment to Mindset which we believe will have ripple effects on a number of areas across campus. ****

Purpose

What strategies will support the deepening and refining of purposeful choices for students beyond the first year? Consider the full range of opportunities for deepening purpose, including students who may need redirection from an initial choice, students who are still in the process of discerning their purpose, and those whose purpose is well established and have an opportunity to go deeper.

Priority Work	Description of activities	Units responsible	Timeline for development
Reevaluate focus and program choice	Institute a defined process at start of 2nd, 3rd, 4th semesters where we verify that student needs have not changed in ways that would justify major change	Academic Affairs, Advising Groups, First Year Experience (FYE) staff	Fall 2020
Advisor focus on student needs	Re-educate advisors to explore what is best for the student's desires, instead of advising to retain students	Academic Affairs, Advising Groups, Dept Advisors, FYE	Fall 2020

Mindset

What is your plan for better understanding, appropriately communicating, and identifying priorities for supporting productive academic mindsets at your institution? In your response, indicate how you will use the "Getting to Know our Students" survey data as well as any other data gathering you hope to develop, to empathize and learn about your students and your academic context.

Priority Work	Description of activities	Units responsible	Timeline for development
Clearly define purpose of courses on first day	Develop template for first few class day activities to help students see the benefit of courses	Academic Affairs, Momentum Approach steering committee (MASC); Center for Teaching and Learning (CTL)	Summer 2020, present at Southwestern Week Fall 2020
Encourage growth mindset about topic	First activity (for grade?) encouraging students to write	Academic Affairs, MASC; CTL	Summer 2020, present to faculty at SW Week Fall 2020

	about what they expect to learn and how that can help them in life		
Develop strategies to help faculty with developing a productive academic mindset about students	Develop best-practices workshops related to improved testing / retesting strategies; scripting or templates for the first few class sessions to highlight the purpose and value of courses; training and workshop sessions related to mindset	Academic Affairs, MASC; Motivate Lab representatives; Campus Champions; Center for Teaching and Learning	Identify components of plan and potential topics before end of Spring semester; develop workshops for campus champions to present during Southwestern Week (faculty planning) and in continuing workshops throughout Fall semester
Begin to reshape the culture on campus to be even more student-focused	Encourage more faculty and staff involvement at campus events and activities which take them out of their offices; encourage more office hours for student availability; promote faculty and staff accomplishments in these areas through newsletters and recognition at lunches, etc	President's office; Academic Affairs; MASC; Student Engagement and Success (SES)	Various dates for different components

Pathways

What are your plans to build and operationalize a *comprehensive* pathway for student success, including, among other potential elements, engaging students in experiential learning activities recognized as high impact practices, co-curricular experiences, career engagement, student life, and financial aid?

GEORGIA SOUTHWESTERN STATE UNIVERSITY

Priority Work	Description of activities	Units responsible	Timeline for development
Financial literacy seminars	Develop a comprehensive financial literacy program targeting residential students, first-years, and seniors to illustrate the financial impact of staying on track and finishing in the shortest time possible	Residential and Campus Life, SES, FYE, Financial Aid	2020-2021
Build experiential learning into 3000, 4000 level courses	Work with teachers to pinpoint main takeaway objectives of courses, identify how that is applied in the “real world”, and design a class project that allows students to practice that skill for course credit	Academic Affairs, faculty; Office of Experiential Learning (OEL)	2020-2021
Cross-disciplinary projects	Work with faculty to publicize class projects to encourage other classes to collaborate on those projects that fit their objectives	Academic Affairs, faculty; OEL	Spring 2020 and on-going
Focus on job prospects	Include conversations about jobs in more upper-level courses to talk about jobs that utilize that class’s objectives	Academic Affairs, faculty, SES	Spring 2020 and on-going

Build student activities on campus and on weekends	Find new ways for students to be involved on campus, especially on weekends, to keep more of them in town	Residential and Campus Life	SES has been working diligently on this and will continue to do so
Increase study abroad and cultural experiences	Develop more trip opportunities that are interesting and affordable and that encourage cross-cultural involvement and interaction	Academic Affairs, OEL, Residential and Campus Life	Spring 2020
Develop opportunities and encourage participation in internships, streamline and standardize application and reporting processes	Find ways to create internships in all disciplines, develop community partnerships to provide opportunities, and make the process comparable across campus	OEL, community partners	Spring 2020 and on-going

Beyond

What other areas do you intend to extend Momentum Approach strategies to beyond the first year and across the institution?

Priority Work	Description of activities	Units responsible	Timeline for development
Faculty development on Growth Mindset	Sessions by Motivate Lab and Experiential Learning	Academic Affairs	Spring 2020; Fall 2020

Momentum Year Sustainability Plan

Instructions:

This template is designed to help your institution develop a sustainability plan for the Momentum Year, with the goal of the plan to have in place concrete activities that will establish the Momentum Year as a durable and resilient aspect of your institution. This template should be a starting point for further discussion on your campus. We ask that you complete this form at the Summit as a guide for your work, and then **submit a final version as a Word file to ccg@usg.edu by Wednesday, February 26.**

Please indicate your institutional Momentum Year Point(s) of Contact:

Name	email
Suzanne Smith, Rachel Abbott, Mark Grimes, David Jenkins,	

Areas of focus (15 minutes)

1. Which areas of the Momentum Year will you focus on in 2020 in order to bring the work to maturity on your campus? (Highlight your selections)

- Making a Purposeful Program Choice
- Creating a Productive Academic Mindset
- Attempting a Fuller Schedule of a Clear Pathway
- Attempting 9 hours in an Academic Focus Area
- Complete Initial English and Math

Challenge identification (30 Minutes)

2. For the areas indicated above, what challenges do you need to address to ensure that all students experience a Momentum Year at your institution?

PURPOSEFUL CHOICE (minor focus related to Sustainability)

1. We are doing a pretty good job getting incoming students to make a program choice before getting registered for their first semester courses, but need to do better at talking with students at spring registration about whether they believe that they are still in the appropriate major for their interests and career goals, or whether they need to explore a change for the second half of their first year.

MINDSET (no focus related to Sustainability)

1. The biggest challenges that we face currently relate more to faculty mindset towards student success, as opposed to student mindset. We will be addressing a major shift in faculty mindset in the Momentum Approach document.

CLEAR PATHWAY (minor focus related to Sustainability)

1. We have done a pretty good job building and publicizing our pathways, but need to work further on revised pathways for students who select or change their major or who start at GSW in the Spring semester, and helping first-semester admits to better see their path.

ATTEMPTING 9 HOURS (minor focus related to Sustainability)

1. How can we better train advisors to look during Spring registration for which of the three courses a student did not take in Fall, and make sure that the student gets enrolled in those for the next semester?
2. How can we better identify appropriate courses in professional programs like Education and Nursing where it is difficult for freshmen to succeed in upper-level courses, and where they typically are not enrolled due to pre-requisites?

ENGLISH AND MATH (minor focus related to Sustainability)

1. We do a good job of getting students into Comp I and Math in their first semester, but don't always follow up well in advising for second semester to get missing classes or to repeat classes with DWF.
2. We track those students who complete this objective and those students who don't, but how can we do a better job of analyzing those data and acting upon it?

Plan for change (60 minutes)

3. For each area and challenge above, please indicate what key activities you will undertake in 2020:

Activity	Process/Steps	Person responsible	Completion date
Purposeful Choice 1. Continue to work on a procedure for assisting students with changes in majors	Develop new process; develop online forms to improve the flow; train advisors on how to approach these situations	Academic Affairs; Momentum Approach Steering Committee (MASC); Advisors; forms committee; First Year Experience	December
Clear pathway 1. Regular review of existing	Each degree program conducts an annual review for	Academic Affairs, academic Deans	Mid-to late-semester each semester

pathways for improvements	appropriate updates; each program works to develop ancillary pathways for Spring-semester new admits and other differing scenarios which prevent utilization of the current pathways	and Department Chairs	
Nine Hours 1. Regular review of the data showing how students are progressing with the selected classes	Continue to collect data but begin analyzing and disaggregating it to make better use of it; ongoing training with advisors as to how to use the data when advising for registration; ongoing efforts to ensure proper number of class sections are being offered to allow success; periodic review among areas to ensure correct classes are being targeted and adjust as necessary	Academic Affairs; Advising task force; scheduling task force; Advisor updates; College / Departmental level review	Prior to advising and registration on an ongoing basis
English and Math 1. Reminder sessions with advisors from academic colleges	Booster classes on which 9 hours apply for different majors, and for how to use DegreeWorks to determine missing classes; training sessions for advisors on how to look for missing /	Academic Affairs, Advisors	Before Spring registration in mid-October

	repeat classes when registering		
--	---------------------------------	--	--

Global Momentum Year Support

Thinking broadly across your institution and your established and emerging Momentum Year work, please provide details for the following: (60 minutes)

Policy Barriers

Please indicate your plan for reviewing *all* institutional policies and procedures to determine if they pose barriers to students achieving Momentum and completing their degree. Describe your process for reforming policies to remove barriers.

Activity	Process/Steps	Person responsible	Completion date
Review policies on Academic Warning / Probation to see if they limit course load	Review and discuss current policies, brainstorm potential changes, mark up for Academic Affairs committee, faculty Senate, and full faculty	Academic Affairs, Academic Affairs committee (policy subcommittee)	Before end of Spring semester, to develop new policies to go into effect for Fall 2020
Review any possible pre-req situations that could be removed to allow students to take more classes concurrently	Have departments review program design and determine if courses could be redone to allow more classes at given academic levels without pre-reqs	Departments, Academic Affairs	By end of Spring semester

Communication planning

What is your communication strategy to ensure that students, parents, faculty and staff understand the Momentum strategy and are updated on Momentum progress over time

Activity	Process/Steps	Person responsible	Completion date

GEORGIA SOUTHWESTERN STATE UNIVERSITY

Letters / emails to parents	Intro and periodic update letters detailing what we are trying and how they can help encourage their students	Academic Affairs, MASC, Student Engagement and Success (SES), Marketing	Early Fall semester
Letters / emails to students	Intro and periodic update letters detailing what we are trying and how they can help encourage their students	Academic Affairs, MASC, SES, Marketing	Early Fall semester
Class discussions	Revise mindset approach in classes as it applies to that class, scripting for teachers to begin using new phrasing that is growth-oriented	Academic Affairs, MASC, SES, Marketing, Center for Teaching and Learning (CTL)	Early Fall semester

Faculty and Staff Outreach and Support

What are your plans for engaging faculty and staff in understanding, supporting, and implementing the Momentum Year?

Activity	Process/Steps	Person responsible	Completion date
Southwestern Week sessions that address mindset and student focus	Develop session topics and content and schedule for sessions	Academic Affairs. SES, CTL	Mid-summer, before Southwestern Week activities are scheduled

Momentum Year Sustainability Plan activities

PURPOSEFUL CHOICE

Activity – Continue to work on a procedure for assisting students with changes in majors

Process / Steps –

- Develop new process;
 - In October and March, as part of the regularly occurring advisement sessions preparing for registration
 - Year 1 (semesters 1 and 2 for students)
 - Year 2 (semesters 3 and 4 for students)
 - Quick conversation between advisor and student at each advising session:
 - Advisor – “So how are things going with your classes that relate to the major that you have selected? Are you still thinking that this is the right major for you, in terms of your interests, abilities, and career plans?”
 - IF YES – “Great! Have there been any changes or new developments related to what might interest you within that major in terms of career options? Let’s explore what classes make the most sense to take right now to help prepare you for success in that field.”
 - IF NO – “Nothing wrong with that; many students change their major at least once during their college experience. Let’s talk about what your interests and abilities are and brainstorm what focus areas might make the most sense to help you pursue a career that lines up better with those interests and abilities, before we try to register you now for courses that might ultimately slow down your progress towards graduation. Once we come up with a few options for focus areas, we can get you access to some online questionnaires that can better define your interests and passions and provide you with some suggested careers and majors that lead to those careers, and we can begin the process of completing the paperwork to change your major to one that seems to be a better fit for you right now. Then you and a new advisor in that area can explore what courses would make the most sense in that path.”
- Develop online forms to improve the flow;
 - **Is the form to change a major something that can be completed online and forwarded via email to the appropriate person(s) to prevent the student from having to visit different areas on campus? **
- Train advisors on how to approach these situations
 - Cover this material in a small segment of an Advisor update during a session during Southwestern Weed.

CLEAR PATHWAY

Activity – Regular review of existing pathways for improvements

Process / Steps –

- Each degree program conducts an annual review for appropriate updates;
 - Instruct each Dean during Southwestern Week to charge each degree program to appoint an *ad hoc* committee to review the current Storm Track for that program and recommend changes in the existing document, for consideration and approval by the full faculty in that College or School with a goal of having any approved updates submitted to Academic Affairs by the middle of Fall semester 2020.
- Each program works to develop ancillary pathways for Spring-semester new admits and other differing scenarios which prevent utilization of the current pathways
 - The same *ad hoc* committee mentioned above is also charged with exploring potential alternate degree Storm Tracks for first-semester freshmen who come in for Spring semester, with a rough draft to be presented to the full College/School faculty for input and approval by mid-semester and submission to Academic Affairs by the end of Fall semester
 - Understanding that Dual Enrollment and Transfer credits can make any number of scenarios possible for a transfer student which would complicate a clean Storm Track, each of these *ad hoc* committees would be charged with creating a general process / policy for adoption by their particular College /school for use in communicating a possible degree path for transfer students

NINE HOURS

Activity – Regular review of the data showing how students are progressing with the selected classes

Process / Steps –

- Continue to collect data but begin analyzing and disaggregating it to make better use of it;
 - At the start of each year, each Dean will appoint a committee of faculty from his or her College or School (to be announced during Southwestern Week College-level committee meetings) which will be responsible for doing several things:
 - At the start of the semester, this group will request an Excel report from Dr Lisa Cooper which lists all freshmen and the course(s) that they are taking in Fall semester from the list of three courses (nine hours)
 - The committee will then make recommendations to freshmen advisors as to which students should be advised and registered into each section, to ensure that all freshmen are able to get all nine hours during the first year
 - At advisement, advisors will compare this list to the DWF report to identify any students who may need to repeat one of the courses from Fall, and then help freshmen create schedules for registration, and follow up with students to ensure that they have actually included these courses in their Spring schedules
 - After final grades are updated to RAIN, the committee will request an updated report from Dr Cooper to identify any students who earned a D or F grade in any of the nine hours, and will distribute lists sorted by advisor so

that advisors can follow up with students to make any necessary schedule changes for Spring

- Late in the Fall semester, Academic Affairs will establish a small *ad hoc* team consisting of analytical people from a cross-section of campus who can meet in Spring semester to review data from the prior Fall semester and track the progress of students towards completion of the nine hours (courses completed and courses registered)
- Ongoing training with advisors as to how to use the data when advising for registration;
 - Representatives from Academic Affairs and the Registrar's Office will make arrangements with Deans and Department Chairs to attend a faculty meeting and provide a refresher on the courses that students are expected to complete, the process for determining which ones they still need, and the importance of getting them registered for them in the upcoming semester.
- Ongoing efforts to ensure proper number of class sections are being offered to allow success; and
- Periodic review among areas to ensure correct classes are being targeted and adjust as necessary;
 - The College-level committees from part one of this section will update the spreadsheet prepared by Institutional Effectiveness with notes as to which student will require the remaining course(s) in the Spring semester, and will present a recommendation to the Dean with the number of sections for each course needed to provide seats for all students in the missing courses in Spring
 - The Dean, or his/her appointee, will schedule sections with appropriate seats in the Spring semester schedule
 - As noted in item above
- Booster classes on which nine hours apply for different majors, and for how to use DegreeWorks to determine missing classes
 - Each Dean will include a section in a faculty meeting prior to registration where advisors of freshmen are reminded what the target courses are, how to look in DegreeWorks for what is missing, and the importance of advising students into the appropriate classes

ENGLISH AND MATH

Activity – Reminder sessions with advisors from academic colleges

Process / Steps –

- Booster classes on how to use DegreeWorks to determine missing classes;
 - Parallel process to the “NINE HOURS” section above
- Training sessions for advisors on how to look for missing/ repeat classes when registering
 - Parallel process to the “NINE HOURS” section above

POLICY BARRIERS

Activity – Review policies on Academic Warning / Probation to see if they limit course load

Process / Steps –

GEORGIA SOUTHWESTERN STATE UNIVERSITY

- Review and discuss current policies;
 - Academic Affairs will review all policies related to credit hour capacity for students to see if there are any policies that could vary based on situation for particular employees
- Brainstorm potential changes
 - Academic Affairs will discuss potential alterations to any identified policies and reach consensus on best draft
- Mark up for Academic Affairs committee, Faculty Senate, and full faculty
 - Academic Affairs write up current and proposed versions of any pertinent policies and submit to Committee on Academic Affairs for consideration, and then Faculty Senate and full faculty for input and approval

Activity – Review any possible pre-req situations that could be removed to allow students to take more classes concurrently

Process / Steps –

- Have department review program design and determine if courses could be redone to allow more classes at given academic levels without pre-reqs
 - Academic Deans will appoint a work group from the faculty to review all courses and prerequisites, and determine if any should be changed to make it easier for students to make faster progress towards degree completion
 - Suggested changes would be approved by Colleges / Schools and then routed through Committee on Academic Affairs for consideration and oversight

COMMUNICATION PLANNING

Activity – Letters / emails to parents

Process / Steps –

- Intro and periodic update letters detailing what we are trying and how they can help their students
 - First Year Experience staff will work with Student Engagement and Success staff, at least twice per semester, to create informational update letters to send to parents of freshmen to keep them updated on campus initiatives which impact their students, with desired outcomes and suggestions related to things the parents can do to reinforce the messages that their students are getting on campus

Activity – Letters / emails to students

Process / Steps –

- Intro and periodic update letters detailing what we are trying and how they can help
 - First Year Experience staff will work with Student Engagement and Success staff, at least twice per semester, to create informational update emails to send to freshmen to keep them updated on campus initiatives which impact them, with desired outcomes and suggestions related to things the students can do to personalize these messages

- First Year Experience staff will meet with freshmen students at least once per semester to get an update on how things are going and what needs or frustrations exist, and to explore resources for assistance
- UNIV 1000 instructors will regularly reinforce critical concepts that freshmen need to personalize to increase potential for short-term and long-term success

Activity – Class discussion

Process / Steps –

- Revise mindset approach in classes as it applies to that class, scripting for teachers to begin using new phrasing that is growth-oriented
 - Conduct Southwestern Week one-hour refresher session on mindset and how a student’s perspective can influence his or her outcomes in a course, and how his or her perception of the teacher’s mindset can impact that as well
 - Encourage teachers, through general scripting, to speak positively about their belief in the success of students
 - Encourage teachers to periodically (once a month?) incorporate discussions into class time to get feedback from students and explore different ways to study and improve performance, and conduct mini “cheerleading” sessions in class to encourage greater effort and reinforce belief that the students can achieve class goals with sufficient effort

FACULTY AND STAFF OUTREACH AND SUPPORT

Activity – Southwestern Week sessions that address mindset and student focus

Process / Steps –

- Develop session topics and content and schedule for sessions
 - Similar to first two steps in “class discussion” above