

Key Elements (indicate your priorities below):

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| <input type="checkbox"/> Scope of Transition | <input type="checkbox"/> Differentiation | <input type="checkbox"/> Taking Care of Business |
| <input type="checkbox"/> Orchestrated Guidance | <input type="checkbox"/> Academic and Social Integration | <input type="checkbox"/> Designed for Humans |
| <input type="checkbox"/> Purposeful Choice | <input type="checkbox"/> Build A Support Team | |
| <input type="checkbox"/> Course Registration | <input type="checkbox"/> Begin with the End In Mind | |

Priority Areas and Key Changes

Identify your top priority areas for improvement from the list of Key Elements above. For each priority area, identify the primary change or improvement that you will implement for the incoming fall 2019 cohort.

Use a new table for each priority area you will work on.

<h2 style="margin: 0;">Priority Area 1</h2> <p style="margin: 0;">(select from the Key Elements listed above): <i>Purposeful Choice</i></p>	
Breakout 2	<p>Current Status: Students currently receive a handout that lists the focus areas.</p> <hr/> <p>Goals (what do you want to accomplish):</p> <ol style="list-style-type: none"> 1. Provide accurate and timely information to students as they choose their focus areas 2. Provide opportunities for students to discern and affirm their choice during orientation.
Breakout 3	<p>Strategies (what will you do to change):</p> <ul style="list-style-type: none"> • Embed Focus II link in VZ. • Require students to select a focus area when registering for orientation in VZ. • Base breakout sessions on focus areas and have faculty facilitate discussions. • Include CDAC representatives in breakout sessions to discuss career readiness. • Use student attributes to assign students into focus sessions and LC. • As students affirm their choice, they will receive a bracelet that symbolizes their connection to their chosen focus area. Keeping the end in mind, the color of the bracelets will match the color of the corresponding graduation hoods. <hr/> <p>Responsible person/unit: Enrollment Management, Academic Deans under Provost, Career Development and Advising Center</p>

Breakout 4	<p>Success indicators:</p> <p>Goal 1</p> <ul style="list-style-type: none">• Every student selects a focus area or major before orientation• 90% of students indicate information provided during orientation helped them make or affirm their chosen focus area• Decrease in number of students who change their focus area by mid-term of their first semester <p>Goal 2</p> <ul style="list-style-type: none">• Faculty facilitators from the represented focus areas lead focus area presentations• 90% of students indicate information provided during orientation helped them make or affirmed their chosen focus area• Students participate in an affirmation ceremony
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Breakout 4: Your One Big Idea

Among all of the improvements that you will put in place, describe the one Key Element that you anticipate will have the greatest impact and why. You will be asked to report out on this during the final session of the Summit. You can identify multiple Big Ideas, but you will only be able to report out on one.

<h2 style="margin: 0;">Priority Area 2</h2> <p style="margin: 0;">(select from the Key Elements listed above):</p>		<h2 style="margin: 0;">Registration</h2>
Breakout 2	<p>Current Status: The Registrar’s Office adds students to 12-14 credit hour blocks based on their majors (STEM, Non-stem, Nursing) prior to orientation. Students can add another class or change their block during the registration session if they choose to do so.</p>	
	<p>Goals (what do you want to accomplish)</p> <ol style="list-style-type: none"> 1. Assist students in making the connection between the courses they are taking and their chosen focus area 2. Increase number of students taking 15 hours 3. Leverage the registration process to scale up learning communities 	
Breakout 3	<p>Strategies (what will you do to change):</p> <ul style="list-style-type: none"> • Revise messaging to support MY elements. • Use STS staff, Mentoring Committee, and Momentum Year faculty group to champion message and process to other faculty. • Separate registration sessions based on focus areas. • Create mini-blocks (3-courses) and encourage students to add additional courses. • Identify potential Learning Community (LC) students and use choice architecture to allow students to choose and register for LC blocks. • Develop communication strategy to communicate LC information to students post acceptance and prior to orientation. • Review and revise attribute system to support Momentum Year registration approach. • Review curricular implications related to MY elements and LC enrollment. 	
	<p>Responsible person/unit: Enrollment Management, Dean of STS under Provost</p>	
Breakout 4	<p>Success indicators:</p> <p>Goal 1</p> <ul style="list-style-type: none"> • 90% of students indicate they understand the connection between their course curriculum and intended focus area. 	

	<p>Goal 2</p> <ul style="list-style-type: none">• Increase in the number of first year students taking 15 credit hours by 5%. <p>Goal 3</p> <ul style="list-style-type: none">• Increase in the number of students registered in learning communities by at least 50% in the next year.
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Priority Area 3 (select from the Key Elements listed above): <i>Differentiation</i>	
Breakout 2	Current Status: We currently offer separate orientations for freshman and transfer students. Dual-enrollment students participate in the freshman orientation but are grouped together for the registration session.
	Goals (what do you want to accomplish): 1. Provide differentiated orientation experiences for different student groups. 2. Ensure there is equitable access to high impact practices through orientation and other processes.
Breakout 3	Strategies (what will you do to change): <ul style="list-style-type: none"> • Identify student groups • Revise orientation schedule for different groups • Tailor messages and activities to meet the needs of the students groups.
	Responsible person/unit: EM Directors (Admissions, NSC, Registrar), Dean of STS under Provost
Breakout 4	Success indicators: Goal 1 <ul style="list-style-type: none"> • Identification of groups • Creation of orientation schedule for individual student groups Goal 2 <ul style="list-style-type: none"> • Learning Community enrollment will reflect the diversity of the overall GGC student population.

Breakout 4: Your One Big Idea

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