Transition Improvement Plan   **Institution: Georgia Southwestern State University**

Key Elements (indicate your priorities below):

- ❏ Scope of Transition
- ❏ Orchestrated Guidance
- ❏ Purposeful Choice
- ❏ Course Registration

- ❏ **Differentiation**
- ❏ Academic and Social Integration
- ❏ Build A Support Team
- ❏ **Begin with the End In Mind**

- ❏ Taking Care of Business
- ❏ **Designed for Humans**

Priority Area 1 (select from the Key Elements listed above):	Differentiation
Breakout 2	**Current Status:** Currently, GSW creates our orientation (STORM Days) without identifying and addressing the needs of specific populations other than transfers and first-year students.
	Goals (what do you want to accomplish): Take a purposeful approach to STORM Days that addresses the needs of special populations and supports learning objectives that coordinate with other transitional programs.
Breakout 3	**Strategies (what will you do to change):** Create a task force to identify the specific needs of special populations and suggest ways to meet those needs. Establish learning outcomes for Storm Day programs. Identify key transition programs in addition to STORM Days, such as the UNIV 1000 GSW Experience First Year Seminar and align outcomes of these programs for all transition programs.
	Responsible person/unit: Student Engagement and Success - First-Year Experience & Academic Affairs.
Breakout 4	**Success indicators:** Improved retention rates for identified special populations. Reduce problems associated with the needs of special populations (i.e., Financial Aid and Student Accounts)

	Priority Area 2 (select from the Key Elements listed above):	**Beginning with the End in Mind**
Breakout 2	**Current Status:** GSW transitional processes are not clearly articulated to incoming students and parents, especially when students should begin engagement with Career Services.	
	Goals (what do you want to accomplish): To streamline transition processes in an effort to increase student completion. Clearly define the role of Career Services and connect students to its resources beginning in the first year.	
Breakout 3	**Strategies (what will you do to change):** Using Degree Pathways to connect students to co-curricular milestones beginning in the first year, including first contact with Career Services. Revisiting First-Year check-in meetings as a point of intervention. Delineate our titles and terms by eliminating jargon and assisting students by defining significant transitional roles (i.e., academic advisor, FYE advisor, financial aid advisor, etc.).	
	Responsible person/unit: First-Year Experience & Academic Affairs	
Breakout 4	**Success indicators:** Reduce the number of continuing students who do not register during the early registration period. Increase the number of students who are making initial contact with the Office of Career Services in the first year. Increase the number of co-curricular activities in which students participate during the first year.	

Priority Area 3 **(select from the Key Elements listed above):**	**Designed for Humans**

Breakout 2	**Current Status:** The present models used to assist students do not allow students to make informed, purposeful decisions due to lack of access to intervention tools.
	Goals (what do you want to accomplish): To provide students with adequate information that will allow them to make informed decisions during first (Momentum) year and beyond.
Breakout 3	**Strategies (what will you do to change):** Use Trajectory Predictive Analytics to fine tune degree pathways and DegreeWorks as early intervention tools for Academic Advisors and FYE Advisors. These tools will be used to direct and redirect students along established Degree Pathways. Revise student training in the use of DegreeWorks as a decision making tool.
	Responsible person/unit: Academic Affairs
Breakout 4	**Success indicators:** Reduce time to graduation. Increase year-to-year retention.