

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 checked="" type="checkbox"/> Orchestrated Guidance | <input checked="" type="checkbox"/> Academic and Social Integration | <input type="checkbox"/> Designed for Humans |
| <input checked="" type="checkbox"/> Purposeful Choice | <input type="checkbox"/> Build A Support Team | |
| <input checked="" type="checkbox"/> Course Registration | <input checked="" 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):</p>		<p>Making an Informed Choice</p>
Breakout 2	<p>Current Status: Degrees and programs are listed alphabetically on webpages.</p>	
Breakout 2	<p>Goals (what do you want to accomplish): Redesign Academic Degrees and Programs webpage to cluster by focus areas to better inform students of connections between academic programs and career pathways.</p>	
Breakout 3	<p>Strategies (what will you do to change):</p> <ol style="list-style-type: none"> 1. Audit to align academic degree programs with focus areas. 2. Work with web-team to re-design webpages including Academic Affairs program pages with Admissions & Registrar pages linked to program pages. 3. Link program pages to Career Services pages providing additional career information. 	
Breakout 3	<p>Responsible person/unit: Chaudron Gille, Vice Provost for Academic Affairs Michelle Eaton, Director of Enrollment Management Molly Potts, Director of Undergraduate Admissions Diane Farrell, Director of Career Services Dr. Alyson Paul, Assoc. VP Student Affairs/Dean of Student</p>	
Breakout 4	<p>Success indicators:</p> <ol style="list-style-type: none"> 1. Completed webpages 	

	<ol style="list-style-type: none"> 2. Tracking visits to web pages 3. Tracking of major changes 4. Tracking of Career Services Resources usage
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<h2 style="margin: 0;">Priority Area 2</h2> <p style="margin: 0;">(select from the Key Elements listed above):</p>	<p>Discernment-driven Belonging</p>
Breakout 2	<p>Current Status: Career planning is primarily directed through mandatory academic advising and career services programming, but not coordinated to help students discern a pathway.</p> <p>Goals (what do you want to accomplish): Holistic career guidance connected to academic choice in transition year.</p>
Breakout 3	<p>Strategies (what will you do to change):</p> <ol style="list-style-type: none"> 1. Integrate career assessment surveys (Focus 2) into pre-orientation student experience as part of the new and transfer student checklist. 2. Career Services will introduce the Career Plan Map during the orientation “Mindset Matters” session and include a copy in each student’s orientation booklet. 3. Add instructions on how students can utilize free career assessment tools to orientation booklet. 4. Add career possibilities chart to each student tranguid; included in each students orientation packet. 5. Develop an online module for exploratory students; “Career Construction Zone.” <p>Responsible person/unit: Diane Ferrell, Director of Career Services Dr. Alyson Paul, Assoc VP Student Affairs/Dean of Student Dr. Chaudron Gille, Vice Provost for Academic Affairs Dr. Eugene Van Sickle, AVP for Strategic Student Success Initiatives Darcy Hayes, Director of Orientation & Transition Programs Molly Potts, Director of Undergraduate Admissions (for website link to new student checklist)</p>
Breakout 4	<p>Success indicators:</p> <ol style="list-style-type: none"> 1. Integration of career assessment into transition experience via the orientation process 2. Complete development of online career differentiation module <ol style="list-style-type: none"> a. Track students successfully completing optional online module b. Track students transitioning into program of choice (major changes of students completing the course)

<p style="text-align: center;">Priority Area 3 (select from the Key Elements listed above):</p>	<p>Orchestrated Guidance</p>
<p>Breakout 2</p>	<p>Current Status: Advanced scheduling is not used for all incoming students; current form does not include focus areas.</p> <p>Goals (what do you want to accomplish): Align advanced scheduling process with priority 1 to assist students in making informed choice of academic program.</p>
<p>Breakout 3</p>	<p>Strategies (what will you do to change):</p> <ol style="list-style-type: none"> 1. Research on percentage of students currently advanced scheduled. 2. Research on percentage of full-time students registered for 15 or more credit hours. 3. Redesign advance scheduling forms to include focus areas for exploratory students. 4. Advance Schedule all incoming, degree-seeking, first-year students. 5. Advance Schedule Form must be completed before student can schedule on campus orientation. 6. Advising students and confirming student choices for course schedules at orientation. <p>Responsible person/unit: Terri Carroll, Executive Director of Academic Advising, Michelle Eaton, Director of Enrollment Management Molly Potts, Director of Undergraduate Admissions Darcy Hayes, Director of Orientation & Transition Programs</p>
<p>Breakout 4</p>	<p>Success indicators:</p> <ol style="list-style-type: none"> 1. Advance schedule all degree-seeking, first-year students. 2. Tracking major changes (affirming student choice of program).