

Key Elements (indicate your priorities below):

- Scope of Transition
- Differentiation
- Taking Care of Business
- Orchestrated Guidance
- Academic and Social Integration
- Designed for Humans
- Purposeful Choice
- Build A Support Team
- Course Registration
- 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.

<p>Priority Area 1 (select from the Key Elements listed above):</p>	<p>Scope of Transition</p>
<p>Breakout 2</p>	<p>Current Status: Nascent; timeline set for completion by May 2019.</p> <p>Goals (what do you want to accomplish): 1. Redefine transition from a summer orientation program to a year-and a half-long experience from time of initial application through the enrollment census date of the second year; 2. Create a true FYE course(s) to prepare students for college (e.g., the American College or What does it mean to be a STEM professional?); engage students in the community (service learning), include collaboration with Student Affairs, to include engagement; 3. Create a Summer Faculty Core Curriculum Institute.</p>
<p>Breakout 3</p>	<p>Strategies (what will you do to change): 1. By December 2018, clearly define each phase of a student’s transition from time of initial application to Census date of the second year. 2. By March 2019, create clearly articulated learning outcomes for each phase of transition. 3. Coordinate the entire process at a high level and assess each phase based on measurements for learning outcomes that will be coordinated by the Phase Coordination Co-Chairs. 4. Use peer mentors from orientation in first Summer through to second year fall kick-off. 5. Explore the development of an FYE type course in area B, working closely with faculty through the curricular approval process. 6. Share our objectives campus-wide, to improve the coherence of the Momentum Year. (7) Work with CELT (Center for Excellence in Learning and Teaching) and New Chancellor’s Learning Scholars to develop a summer institute and teaching circles focused on how faculty can design experiences in core classes designed to meet the needs of students in their college transition.</p>

	Utilize the Student Success Council to serve as a task force to strategize and organize this effort using students and focus groups to assess
	Responsible person/unit: Student Success Council
Breakout 4	Success indicators: By the end of Spring term 2019, a transition year process will be developed, including clearly defined phases with learning outcomes for each phase, with an implementation timeline for Summer Orientations 2019. Retention rates and progression rates (students with 30 credit hours) will increase from AY 2017-2018.

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.

Big Idea:

We will follow Gordon State’s lead in dropping orientation, in favor of mapping student learning outcomes to a coherent 18-month transition period, from application to second-year census date, building broad institutional support across existing silos.

<h2>Priority Area 2</h2> <p>(select from the Key Elements listed above):</p>		Designed for Humans
Breakout 2	<p>Current Status: Nascent; timeline set for completion by May 2019.</p>	
	<p>Goals (what do you want to accomplish): 1. Develop a year-long transition process that significantly extends the traditional summer orientation and meets the needs of new students to transition to college-level studies, helping students to better understand how the university and curriculum processes work. 2. Identify processes that create opportunities for errors by students or are hampered due to poorly structured choices and implement changes to mitigate the likelihood of such errors. 3. Involve students directly in our discussion of the transition, to help us to more clearly hear and understand the student perspective. 4. Better utilize some of our existing student resources, to better communicate to students and better hear students' concerns and act on those concerns.</p>	
Breakout 3	<p>Strategies (what will you do to change): Conduct a number of focus groups with current students, to learn: what processes/events and so on helped them in their transition to college? What could we have provided that would have helped them to better transition them? (For instance, what items can students identify that if they only knew earlier would have caused them to behave differently and be more successful?)</p>	
	<p>Responsible person/unit: Student Success Council</p>	
Breakout 4	<p>Success indicators: By the end of Spring term 2019, a transition year process will be developed, including clearly defined phases with learning outcomes for each phase, with an implementation timeline for Summer Orientations 2019. Retention rates and progression rates (students with 30 credit hours) will increase from AY 2017-2018.</p>	

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 3</h2> <p style="margin: 0;">(select from the Key Elements listed above):</p>		Differentiation
Breakout 2	<p>Current Status: Nascent; timeline set for completion by May 2020.</p>	
	<p>Goals (what do you want to accomplish): 1. Ensure that we schedule sufficient seats for all students in appropriate introductory mathematics and English courses, including sufficiently many seats for Learning Support students, in both face-to-face and online sections. 2. Develop and implement plans to offer comparable services to online Learning Support students to improve their likelihood of success in their introductory mathematics and English courses. 3. Reduce the number of platforms students and instructors are expected to use for online, SmartPathCore and eCore classes (since some students must currently navigate all of: BlazeView, GoView and several Pearson products).</p>	
Breakout 3	<p>Strategies (what will you do to change): Develop separate focused transition experiences targeted to different sub-populations (e.g. military, first generation, transfer students, adult students/degree completers). Conduct focus groups with specific sub-populations, to ascertain what specific needs are needed to aid their transition to college that are different from those required for other populations.</p>	
	<p>Responsible person/unit: Student Success Council</p>	
Breakout 4	<p>Success indicators: By the end of Spring term 2020, differentiated transition year processes will be developed for sub-populations with distinct identified needs, with an implementation timeline for Summer Orientations 2020. Retention rates and progression rates (students with 30 credit hours) will increase from AY 2017-2018.</p>	

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>Priority Area 4</h2> <p>(select from the Key Elements listed above):</p>		Build a Support Team
Breakout 2	<p>Current Status: Nascent; timeline set for completion by December 2020.</p>	
	<p>Goals (what do you want to accomplish): 1. Purchase a parent portal and use it to position parents as partners in their student’s academic success; 2. Complete building out the VSU Student Success Portal to provide students with direct connections to all of the members of their success team. 3. Establish faculty learning communities on how to be a successful faculty mentor.</p>	
Breakout 3	<p>Strategies (what will you do to change): (1) Work with the Chancellor’s Learning Scholars to develop a mentorship community.</p>	
	<p>Responsible person/unit: Student Success, Center for Excellence in Learning and Teaching</p>	
Breakout 4	<p>Success indicators: By the end of Fall term 2020, a Parent portal will be in place and the VSU Student Success Portal will be expanded to include direct connections to each students’ individual Student Success Team. Faculty learning communities focused on being a successful mentor will be established by December 2020. Retention rates and progression rates (students with 30 credit hours) will increase from AY 2017-2018.</p>	

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 5</h2> <p style="margin: 0;">(select from the Key Elements listed above):</p>		<p>Begin with the End in Mind</p>
Breakout 2	<p>Current Status: Exists informally in a decentralized manner, primarily for upper-division students</p>	
	<p>Goals (what do you want to accomplish): 1. Move career explorations to start beginning before Orientation/Transition; continue explorations in an ongoing manner through graduation. 2. Work collaboratively between Student Affairs and Academic Affairs in establishing a new Center for Experiential Learning (funded by a new endowment), which is intended to support the new VSU Strategic Plan’s emphasis on cross-disciplinary experiences and high-impact practices. 3. Appoint a faculty member as a chair professor in experiential learning (funded by a new endowment), to support new VSU Strategic Plan’s emphasis on cross-disciplinary experiences and high-impact practices.</p>	
Breakout 3	<p>Strategies (what will you do to change): 1. Develop a set of career exploration milestones, to be articulated throughout the transition period. 2. Utilize increased experiential learning to reinforce potential career pathways.</p>	
	<p>Responsible person/unit: Career Opportunities</p>	
Breakout 4	<p>Success indicators: : By the end of Fall term 2020, a new Center for Experiential Learning will be in place and a new chair professor of Experiential Learning will be appointed. Retention rates and progression rates (students with 30 credit hours) will increase from AY 2017-2018.</p>	

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.

Transition Improvement Plan

Institution: Valdosta State University

Add more tables for additional Priority Areas as needed.