

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>Course Registration</p>
<p>Breakout 2</p>	<p>Current Status: Students cannot get classes/ full schedules last half of orientations; no philosophy, goals, or strategy for how we approach course scheduling; not preparing for growth; no interdivisional conversations of about course scheduling; faculty and staff are reluctant to recommend 15 hours per semester</p> <p>At this point the majority of students will not be able to get English and Math first term</p>
<p>Breakout 3</p>	<p>Goals (what do you want to accomplish): AA lens: begin the conversation to accomplish rolling schedule, two years, that serves current students at all campuses and anticipates growth; establish baseline data</p> <p>Create a “30 hours in the first year” marketing campaign</p>
<p>Breakout 3</p>	<p>Strategies (what will you do to change): Dana- pull together task force for evaluating scheduling, what is our real philosophy on scheduling? Growth areas? Academic Deans, Campus Deans, & Advising</p> <p>“30 hours in the first year” training for faculty and staff</p>

	<p>Responsible person/unit: Academic Affairs, Campus Deans</p>
Breakout 4	<p>Success indicators: The task force is established The task force meets regularly The “30 in the first year training” is created The “30 in the first year training” is conducted % full-time on track to graduate 3-4 semesters (QEP) % part-time on track to graduate 9-10 semesters (QEP) Students leave orientation with a schedule (numbers?)</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.

GHC’s One Big Idea to be presented at Summit is to create a Scheduling Task Force to evaluate GHC’s approach to scheduling. It is imperative that this happen as soon as possible. Our lack of an strategic approach to scheduling is one of our greatest weaknesses.

<h2 style="margin: 0;">Priority Area 2</h2> <p style="margin: 0;">(select from the Key Elements listed above):</p>		<p>Taking Care of Business</p>
Breakout 2	<p>Current Status: Communication is siloed; there are large gaps in time when students receive no communication from college (accepted to orientation, orientation to first day)</p>	
	<p>Goals (what do you want to accomplish): Streamlined onboarding process from applicant to admitted and from enrolled to graduated</p>	
Breakout 3	<p>Strategies (what will you do to change): President will form OCAT (Organizational Communication Action Team) Communicated information in centralized places such as Navigate and MyGHC student portal</p>	
	<p>Responsible person/unit: OCAT team Navigate Leadership Team & QEP Action Team</p>	
Breakout 4	<p>Success indicators: OCAT will be established and be charged by the President to meet regularly OCAT will formulate a communication plan Navigate will go live Quest for Success launches full-scale MyGHC student portal</p>	

Breakout 4: Your One Big Idea

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Big Idea: forming the OCAT team, an action-oriented group that will create a communication plan from prospect to graduate

<h1>Priority Area 3</h1> <p>(select from the Key Elements listed above):</p>		Differentiation
Breakout 2	<p>Current Status: Confusion around how the college defines special populations, their unique needs, and programming for them</p>	
	<p>Goals (what do you want to accomplish): Clearly define the special populations we are targeting Assess the unique needs of the targeted special populations Adjust our current programming or create new programs for special populations</p>	
Breakout 3	<p>Strategies (what will you do to change): Re-evaluate adult-only orientation Formalizing communication plan for special populations Expand first generation programming Student needs assessment - focus groups, interviews, etc.</p>	
	<p>Responsible person/unit: President's Office Adult Learning Student Life New Student & Retention Programs Momentum Year Transition Group</p>	
Breakout 4	<p>Success indicators: The college has clear definitions for targeted special populations, including their needs and programs Student needs assessment has been conducted</p>	

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Big Idea: conduct a needs assessment of students in targeted special populations

<h2 style="margin: 0;">Priority Area 4</h2> <p style="margin: 0;">(select from the Key Elements listed above):</p>		<p>Build a Support Team</p>
Breakout 2	<p>Current Status: Orientation parent programming is only formally offered at Rome and Cartersville There is not a mandatory advising model</p>	
	<p>Goals (what do you want to accomplish): Expand and continue to adjust content for parent programming Mixed model of advising with assigned professional and faculty advisors (QEP: Quest for Success)</p>	
Breakout 3	<p>Strategies (what will you do to change): Brainstorm additional content for parent programming Meet with Campus Deans to discuss logistics of parent programming</p>	
	<p>Responsible person/unit: New Student & Retention Programs Student Life Campus Deans QEP Coordinator Academic Advising</p>	
Breakout 4	<p>Success indicators: Parent programming is offered at all locations QEP: Quest for Success launches full-scale</p>	

Breakout 4: Your One Big Idea

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Transition Improvement Plan

Institution: Georgia Highlands College

Big idea: expand parent programming

<h2 style="margin: 0;">Priority Area 5</h2> <p style="margin: 0;">(select from the Key Elements listed above):</p>		<p>Academic and Social Integration - Formalizing a co-curricular experience (Common Theme, program maps, more)</p>
Breakout 2	<p>Current Status: Beginning stages of formalizing co-curricular program maps Expanding Common Theme to promote in and out of the classroom learning</p>	
	<p>Goals (what do you want to accomplish): Continue to formalize transition program that full integrates units across our institution in a coherent manner</p>	
Breakout 3	<p>Strategies (what will you do to change): Gather information to build co-curricular experiences that complement academic pathways Continue to foster partnerships between Academic and Student Affairs to create content for Common Theme and promote in and out of the classroom learning</p>	
	<p>Responsible person/unit: New Student & Retention Programs Academic Advising</p>	
Breakout 4	<p>Success indicators: Program Maps have co-curricular experiences There is a robust offering of academic, cultural, and social activities and events related to the Common Theme</p>	

Breakout 4: Your One Big Idea

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Big Idea: create co-curricular maps that compliment the program maps

Transition Improvement Plan

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Add more tables for additional Priority Areas as needed.