**Transition Improvement Plan**                                      **Institution: Savannah State University**

**Key Elements (indicate your priorities below):**

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

<mark>Use a new table for each priority area you will work on.</mark>

| | **Priority Area 1**<br>**(select from the Key Elements listed above):** | BUILD A SUPPORT TEAM FOR STUDENTS AND PARENTS |
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| Breakout 2 | **Current Status:** Needs improvement. Communication with parents exists however, a more robust follow up plan which includes letters, phone calls, and email communication on a regular basis. | |
| | **Goals (what do you want to accomplish):** Improve communication with parents and engage parents as coaches and advocates. | |
| Breakout 3 | **Strategies (what will you do to change):**<br><br>1.      Create a database of parent email listserv contact information; send out frequent newsletters (with dates of upcoming activities).<br>2.      Disseminate information about the financial aid process.<br>3.      Financial literacy embedded in FYE Create at Parent Tiger Touch (PTT) Organization – this group will assist the University in communicating and supporting parents and parent information.<br>4.      Set up a FASFA Room at the Information/Orientation Session; every FYE student will fill out the FASFA in October as part of class;<br><br>Give parent the tax retrieval tool for V-1 Verification. Create a database of parent email listserv contact information; send out frequent newsletters (with dates of upcoming activities); disseminate information about the financial aid process; ensure financial literacy is embedded in FYE courses to include every FYE student to fill out the FASFA in October as a part of the class; create at Parent Tiger Touch Association (PTTA)  – this group will assist the University in | |

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| | communicating and supporting other parents and assisting with disseminating parent information; set up reoccurring FASFA sessions  throughout the year and during enrollment sessions; and get buy-in to implement a pilot overnight parent orientation session that would include staying on campus. |
| | **Responsible person/unit:** : Admissions (Brian Dawsey), Jan'a Prater (Transition Coach), Financial Aid (Ken Wilson), CAS Director (Dr. Frank Williams), A2S Representative (Aurelia Crawford) |
| Breakout 4 | **Success indicators:** Increased parent involvement with benchmarking at intervals through surveys and focus groups. Reporting and responding for the first semester to gauge effectiveness and then set metrics for future benchmarking. Create a smoother transition between high school and becoming a SSU student by improving the communication lines between high school counselors, students and parents. To track and report matriculation of students and parental involvement. |

**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 IDEAS:  Strengthening parent engagement by expanding and amplifying institutional resources and activities that will result in measurable student success outcomes.

1. Implementing specific parent programming sessions (Office of Enrollment Management, Office of Student Affairs, CAS)
2. Creating a database with monthly communication (Transition Coach and Office of Enrollment Management)
3. Developing a parent orientation session (Student Affairs)

| Priority Area 2<br>(select from the Key Elements listed above): | SCOPE OF TRANSITION: To establish communications and connections with all related departments across the university.  Will develop a roadmap that successfully transition transfer students and traditional students from high school to college.   Freshman status to Sophomore status with the appropriate 30 credit hours. |
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| **Breakout 2** | **Current Status** In development |
| | **Goals (what do you want to accomplish):  Seeking to improve the retention rate of transfer and traditional students.**<br>1.      To develop a roadmap that students can follow from high school through each university classification.<br>2.      To develop successful collaborations among all relevant units—namely, Career Services and Counseling—to enhance the transition between high school and college and between each classification.<br>3.      To include professional organizations, programs, and fairs to expose students to careers and information regarding their selected fields of study. |
| **Breakout 3** | **Strategies (what will you do to change):**<br><br>1.      Focus on students with undeclared majors to ensure they declare a major.<br>2.      Advising: Replicate A2S efforts across campus with Center for Academic Success and faculty advisement.<br>3.      To accomplish this strategy, provide more support for CAS advisors, orientation/training, and professional development resources.<br>4.      Involve the Office of Career Services and Counseling from the beginning and throughout.<br>5.      Develop a list of professional organizations on campus whereby students can join and attend meetings.<br>6.      Host fairs and workshops to enhance students' ability to succeed in college.<br>7.      Connect students with university services and programs that provide non-academic assistance for students.<br><br>Advising: Replicate Access to Success (A2S) efforts across campus with Center for Academic Success (CAS) and faculty ~~advising~~ coaching. In order to accomplish this improvement, more support for CAS advisors, orientation/training, and professional development resources will be required. Involve the Office of Career Services early on and ongoing as students matriculate every year. |
| | **Responsible person/unit:** CAS (Director) and A2S (Director) Academic Affairs (Associate Provost); Supporting units will include Enrollment Management (Assistant Vice President), Career Services (Director), Student Affairs (Assistant Vice President/Dean of Students) |

| Breakout 4 | **Success indicators:** All students will have identified a focus area within one semester of matriculation.  Advisement will high-touch students via email, phone calls, and in person visits at twice a month to assist in meeting higher retention rates. |
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| **Priority Area 3** <br> **(select from the Key Elements listed above):** | | Designed for Humans |
| Breakout 2 | **Current Status:** Needs improvement | |
| | **Goals (what do you want to accomplish):** Streamline the reinstatement process. Increase knowledge of financial literacy. Expand student orientation to include student orientation leader role/duties for the full year. | |
| Breakout 3 | **Strategies (what will you do to change):** Financial Literacy: FASFA as part of FYE course. <br> After welcome week, Student Orientation Leaders (SOLs)to reach out and develop events for new students. Revise the orientation process to include clearances from each unit before being enrolled. Make sure SOLs are active after 1$^{st}$ semester. Program extends from first contact. Main tool is orientation, enrollment sessions (summer – welcome week in August), and tracking through 1$^{st}$ semester. Orientation tied to enrollment and payment needs to be more directly targeted; reinstatement for returning students before housing assignment receives clearance. Find a way to flag commuter students so that we can target the communication. Seek funding from Title III to hire student Peer Advocate Leaders (PALs) that will serve as advocates and will work specifically with an assigned cohort of incoming students to assist with navigating campus resources and student engagement. | |
| | **Responsible person/unit:** Student Financial Services (Director), Student Financial Aid (Director) FYE Coordinator, Admissions (Director), Enrollment Management (Assistant Vice President), Student Affairs (Director of Mentoring) , Academic Affairs (Associate Vice President) | |
| Breakout 4 | **Success indicators:** Increase the number of students who submit their FASFA on time and increase the number of student who participate in pre-registration activities each semester. | |

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THE BIG IDEA: