

# GEORGIA SOUTHERN UNIVERSITY

## APPENDIX I: MOMENTUM YEAR PLAN STATUS UPDATE (AUGUST 1, 2019)

GOAL	STATUS	UPDATES	NEXT STEPS
Advise students into an academic focus area. Remove the undeclared designation and introduce an exploratory designation with an academic focus area.	Completed May 2019.	Completed May 2019. Pre-Orientation modules were developed around the academic focus areas. Students can choose a major or choose to be exploratory in an academic focus area. All orientation language focuses on academic focus area, rather than college.	Collaborate with Office of Admissions, First-Year Experience Program Office, and Office of Professional and Career Services on full implementation plan for Orientation 2019. Admissions including exploratory status on application for fall 2019.
GOAL	STATUS	UPDATES	NEXT STEPS
Identify academic focus areas and the programs with which they are aligned.	Completed March 2019.		
GOAL	STATUS	UPDATES	NEXT STEPS
Create program maps for each program of study and each focus area.	Completed March 2019.  All programs of study in the new institution have an established default program map.	Focus area maps (exploratory in a focus area) completed May 2019.	Develop program maps for the approved academic focus areas in preparation for Orientation 2019.
GOAL	STATUS	UPDATES	NEXT STEPS
Establish program map standard requirements, including: term-by-term course requirements; ENGL 1101 in term 1 of first year; ENGL 1102 in term 2 of first year; CORE Area A Math in first 30 hours; clearly indicated critical courses and prerequisites; semester specific benchmarks and milestones; at least three program/focus area related courses in the first year; at least 30 hours indicated per year [15 hours per semester].	Completed December 2018.  All program maps include the stated requirements.		Review institutional data to determine if there are barriers to students completing any of the elements required per the program maps. Engage with colleges, departments, and programs to identify whether course and/or curriculum redesign is warranted.

<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Students have ongoing advisement, with a professional academic advisor, in their academic program.	Completed August 2018. Students are required to meet with their academic advisor at least once per semester.	All campuses have a fully professional advising model. The Georgia Southern class of 2022 will meet with professional advisors, in their programs/majors, from orientation through graduation.	Create a strong, faculty-driven mentoring program to support students in their program of study and to help identify appropriate co-curricular and leadership activities for each program and major.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Students are directed to co-curricular activities and practices that are supportive of their major and overall integration into the college environment.	Completed May 2019.  Suggested co-curricular and leadership activities are listed on program maps for each degree program. Student Affairs' offices work closely with students to both identify "best fit" activities and to provide co-curricular opportunities.	Developing better and more complete partnerships between Academic Affairs and Students Affairs, particularly in the area of programming and student resources, is an element of the GS Momentum Approach.	Work with faculty to identify opportunities to integrate co-curricular activities with academic coursework in each discipline/major.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
All incoming freshmen participate in the University System of Georgia Getting to Know Our Students Mindset Survey.	Provided to students in fall 2017, fall 2018, and fall 2019.	Distribution of University System of Georgia Getting to Know Our Students Mindset Survey in August 2019 in all First-Year Seminar sections, as an assignment, rather than as an opt-in message from the Provost.	Ongoing on an annual basis.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Create an inventory of high-impact practices that are already in place at one or more of our campuses.	Formal inventory process begun in April 2019. Work is on-going.		Create an inventory template and start gathering data on high impact practices. Determine which practices it makes sense to build upon and scale across campuses.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Create a Major and Career Exploration (MACE) space on the Armstrong campus.	Completed August 2018.	MACE on both Statesboro and Armstrong Campuses highly engaged with both orientation and First-Year seminar courses. Student utilization is high.	Establish some type of Major and Career Exploration space on the Liberty Campus. Space is an issue so explore alternative methods for student engagement.

<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
All faculty and staff engage in lifelong learning and	Faculty who teach the first-year experience	Redesign of Center for Teaching and Learning to	Integrate student engagement and co-curricular learning

share those tools and strategies with each other and with their students, focusing on supporting student engagement and success.	course integrate student engagement, academic readiness, and perseverance, and co-curricular learning experiences into the course.	a Faculty Center underway in Fall 2019.	experiences into discipline-specific and major courses. Engage with faculty and staff about professional development needs and student support needs.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Remove roadblocks/barriers to student completion within degree programs.	In progress as part of the GS Momentum Approach. The Office of the Provost has developed a Comprehensive Curricular Review and Resign (CCRR) process that each academic degree program will engage with.	Thirty programs are in the initial group engaged in the CCRR process. All programs will complete the review and design within three years.	Engage with faculty on where they see the barriers to student success. Use institutional data to assess where the roadblocks to degree completion likely are. Build a program to incentivize college, department, program, and faculty work with curriculum review and redesign.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Create a faculty/staff mentoring program.	Mentoring occurs, both formally and informally, on all campuses.	The Office of the Provost has tasked faculty fellows with a redesign of faculty and staff support services and mentoring programs.  The President has established leadership programs for faculty, staff, and administrators.	Create on-going and strategic faculty and staff engagement and professional development opportunities.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Continue course redesign of high-impact courses with G2C (Gateways to Completion).	We are in the fourth year of the cohort for redesigning MATH 1441 Calculus. We are undertaking redesign of three additional courses: ENGL 1101 Composition I; FYE 1220 First Year Seminar; MATH 1111 College Algebra.	Scale our work with MATH 1441 Calculus across all three campuses. Start the first-year cohort for the other three courses.	Course selection complete.  Work with MATH 1441 redesign across campuses during AY 2018-2019.  Course redesign for remaining courses over three-year G2C project timeline.

<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Implement our new Student Advisement and Success plan across all three campuses.	Completed Fall 2018.	Provide support for departments and programs to hire the undergraduate student peer leaders, tutors, supplemental instructors, course assistants, etc.	Create a faculty committee to support Undergraduate Research initiatives. Continue work with the Student Success Committee of the Faculty Senate.
<b>GOAL</b>	<b>STATUS</b>	<b>UPDATES</b>	<b>NEXT STEPS</b>
Implement EAB SSC and Guide for the Statesboro campus.	Completed August 2018.		Continue to integrate additional institutional units into the CARE UNIT framework for students.

## APPENDIX II

### GEORGIA SOUTHERN ACADEMIC FOCUS AREAS

<b>Art</b>	<b>Behavioral &amp; Social Sciences</b>	<b>Business</b>	<b>Computing</b>	<b>Education</b>
Art	Anthropology	Accounting	Computer Science	Elementary Education
Art Education	Child & Family Development	Economics	Information Technology	Health & Physical Education
Art History	Criminal Justice & Criminology	Finance		Middle Grades Education
Graphic Design	Fashion Merchandise & Apparel Design	Information Systems		Secondary Education
Music	Interior Design	Logistics		Special Education
Music Education	International Studies	Management		
Theatre	International Trade	Marketing		
Visual Arts	Law & Society			
	Political Science			
	Psychology			
	Recreation			
	Sociology			
	Sport Management			

<b>Engineering</b>	<b>Health Professions</b>	<b>Humanities</b>	<b>Science &amp; Mathematics</b>
Construction Management	Athletic Training	Communication Studies	Biochemistry
Civil Engineering	Comm. Sciences & Disorders	English	Biology
Electrical Engineering	Exercise Science	History	Chemistry
Manufacturing Engineering	Health Sciences	Interdisciplinary Studies	Geography
Mechanical Engineering	Medical Laboratory Sciences	Modern Languages	Geology
	Nursing	Multimedia Film & Production	Mathematics
	Nutrition and Food Science	Multimedia Journalism	Physics
	Public Health	Philosophy	Physics & Astronomy
		Religious Studies	

	Radiologic Sciences Rehabilitation Sciences Respiratory Therapy	Women's, Gender, Sexuality Studies Writing	
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