

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

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| ■ Scope of Transition                          | ● Differentiation  | <input type="checkbox"/> Taking Care of Business |
| <input type="checkbox"/> Orchestrated Guidance | <input type="checkbox"/> Academic and Social Integration | <input type="checkbox"/> Designed for Humans     |
| <input type="checkbox"/> Purposeful Choice     | ■ Build A Support Team                                   |  |
| <input type="checkbox"/> Course Registration   | <input 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.**

<h1>Priority Area 1</h1> <p>(select from the Key Elements listed above):</p>		Differentiation
Breakout 2	<p><b>Current Status:</b> ABAC offers the following services to further engage specific student groups who historically have low retention rates:</p> <ul style="list-style-type: none"> <li>● An expanded offering of online courses and degrees</li> <li>● Veteran Success Center on the Tifton campus</li> <li>● Embedded Tutoring in LS English and Math</li> <li>● CRLA (College Reading &amp; Learning Association) Certified Tutoring for most subjects on the Tifton campus</li> <li>● Early Alert System</li> <li>● A.S.K (Academic Success Knowledge) Seminar Series</li> </ul> <p>ABAC provides the following engagement pieces outside of our traditional Orientation program:</p> <ul style="list-style-type: none"> <li>● Early Bird Orientation for students who have submitted all required documentation, athletes, honor students, and underserved minority groups</li> <li>● Fast Track Orientation for Transfer Students that allows them quick access to a faculty advisor and a priority registration level (i.e., ability to register before new students).</li> </ul>	
	<p><b>Goals (what do you want to accomplish):</b></p> <ul style="list-style-type: none"> <li>● Intertwine transfer orientation session into the regular Orientation days to allow transfer students more opportunities to come to campus to meet with an advisor</li> <li>● Develop markers to identify at-risk students and host special sessions at orientation to meet their needs and provide proactive advising</li> </ul>	

	<ul style="list-style-type: none"> <li>● Create a preliminary online orientation to help them prepare for face-to-face orientation</li> </ul>
Breakout 3	<p><b>Strategies (what will you do to change):</b></p> <ul style="list-style-type: none"> <li>● Add Student Accounts representative to orientation committee</li> <li>● Add faculty or school representation to the committee</li> <li>● Develop a uniformed Orientation (including transfer orientation) schedule across all sites</li> <li>● Flesh out various transfer orientation methods that will work for our institution (on-campus, online, specialized for nursing, etc.)</li> <li>● Training faculty and staff on working with transfer students. What is different from a traditional first-year student?</li> <li>● Change culture so faculty, staff, and administration will understand the importance of orientation</li> <li>● Increase budget</li> <li>● Review how information about orientation, pathways, and advisement is distributed to students</li> <li>● Review information and how this is distributed to families of students.</li> <li>● Review marketing and communication efforts toward various orientation populations prior, during, and after orientation</li> <li>● Develop learning outcomes for transfer students</li> </ul> <p><b>Responsible person/unit:</b> Orientation Committee; Academic Support Team will track the success of students</p>
Breakout 4	<p><b>Success indicators:</b></p> <ul style="list-style-type: none"> <li>● Student satisfaction -feedback received through a survey to ensure learning outcomes and needs are met</li> <li>● X number of transfer students attend - track transfer retention. Correlation.</li> <li>● Provide the following data on first-year students that will correlate the effectiveness of the academic and social preparation components integrated into the updated Orientation process:             <ul style="list-style-type: none"> <li>○ First and Second-term institutional GPA</li> <li>○ Fall-to-fall retention rate</li> <li>○ Course and full withdrawals</li> <li>○ Earned credit hours during the academic year</li> </ul> </li> </ul>

<h2 style="margin: 0;">Priority Area 2</h2> <p style="margin: 0;">(select from the Key Elements listed above):</p>		Scope of Transition
Breakout 2	<p><b>Current Status:</b> While ABAC does not have a traditional FYE course, student transition is followed through by:</p> <ul style="list-style-type: none"> <li>● Pre-registration for new students that follow the Momentum Year Approach (i.e. Area A &amp; 9 major hours)</li> <li>● FYE components incorporated into Welcome Days</li> <li>● A.S.K (Academic Success Knowledge) seminar series that extends FYE components throughout the AY</li> <li>● Major Mixers sponsored for new residential students each Fall</li> </ul>	
	<p><b>Goals (what do you want to accomplish):</b></p> <ul style="list-style-type: none"> <li>● Fully implementing Focus Area selection on admission application no later than Fall 2019 and refocusing components of Welcome Days and the A.S.K Seminar series around these focus areas for all site locations</li> <li>● Expand major mixers to include non-residential students and for all site locations</li> <li>● Expand career focus to all students to include major fairs and career fairs beyond AG &amp; NRM</li> </ul>	
Breakout 3	<p><b>Strategies (what will you do to change):</b></p> <ul style="list-style-type: none"> <li>● Improve communication to faculty, deans, department heads, and campus departments regarding orientation and other student success programs</li> <li>● Create an institution-wide committee with representation from each school to develop a career fair / major fair</li> </ul>	
	<p><b>Responsible person/unit:</b> Orientation Committee; Academic Support; Deans and Department Heads; Housing; Career Fair Committee (will be newly developed)</p>	
Breakout 4	<p><b>Success indicators:</b></p> <ul style="list-style-type: none"> <li>● Increased involvement from all levels (from top administration to students) as evident by involvement on planning committees and participation on Orientation Days</li> <li>● A decrease in major changes as tracked through Banner INB</li> <li>● Increase in full-time students enrolled in 15 hours and part-time students in 6 hours</li> <li>● Reduction in probation and suspension numbers of all first-year students</li> </ul>	

<p style="text-align: center;"><b>Priority Area 3</b> (select from the Key Elements listed above):</p>	<p>Build A Support Team</p>
<p>Breakout 2</p>	<p><b>Current Status:</b> Current victories:</p> <ul style="list-style-type: none"> <li>● Family Sessions that encompass enrollment, finances, student affairs, and academics are provided during Stallion Days and Orientation</li> <li>● Family Weekend each fall incorporates the various Schools and Student Service Departments</li> </ul> <hr/> <p><b>Goals (what do you want to accomplish):</b> Develop a comprehensive communication plan for parents and families</p> <ul style="list-style-type: none"> <li>● Develop session for parents of first-generation college students</li> <li>● Develop more opportunities for a student-to-student relationship building</li> <li>● Develop more cross-collaboration across campus and across different sites</li> </ul>
<p>Breakout 3</p>	<p><b>Strategies (what will you do to change):</b></p> <ul style="list-style-type: none"> <li>● Create a focus group of students and families (6-12 student/family participants to identify the strengths and weaknesses of the orientation program during the fall term)</li> <li>● Develop a session focused on family perspectives at both orientation and during family weekend</li> </ul> <hr/> <p><b>Responsible person/unit:</b> Orientation Committee; neutral faculty/staff person with experience hosting focus groups</p>
<p>Breakout 4</p>	<p><b>Success indicators:</b></p> <ul style="list-style-type: none"> <li>● Increased satisfaction of events (survey results to gauge)</li> <li>● An increase in first-year retention rate</li> <li>● Increase in first-year IGPA average</li> </ul>