

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

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|---|---|---|
| <input type="checkbox"/> Scope of Transition              | <input checked="" type="checkbox"/> Differentiation                 | <input type="checkbox"/> Taking Care of Business        |
| <input checked="" type="checkbox"/> Orchestrated Guidance | <input checked="" type="checkbox"/> Academic and Social Integration | <input checked="" type="checkbox"/> Designed for Humans |
| <input type="checkbox"/> Purposeful Choice                | <input checked="" type="checkbox"/> 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.**

<b>Priority Area 1</b> (select from the Key Elements listed above):		<b>Targeted Academic and Social Integration</b>
Breakout 2	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>We have variety of services for all students but no centralized way of capturing the data related to this work and have not targeted specific populations to get them academically and socially integrated to campus. We lose male students at a high rate in the first year and a high number of all students between Sophomore and Junior year.</li> </ul>	
	<p><b>Goals (what do you want to accomplish):</b></p> <ul style="list-style-type: none"> <li>Select a data informed targeted population to ensure they have a clear integration to campus and converting that integration into graduation and retention</li> </ul>	
Breakout 3	<p><b>Strategies (what will you do to change):</b></p> <ol style="list-style-type: none"> <li>To create targeted intervention strategy focused on retention for males Initiative from freshman to senior year. We plan to integrate this strategy with the of AAMI grant funds.</li> <li>To create targeted intervention strategy focused on retention for Sophomore and Junior year for all cohort students.</li> </ol>	
	<p><b>Responsible person/unit:</b></p> <ol style="list-style-type: none"> <li>Dr. Shakeer Abdullah</li> <li>Dr. Eric Tack/Dr. Natasha Hutson</li> </ol>	

Breakout 4	<b>Success indicators:</b> <ul style="list-style-type: none"><li>1) Higher retention and graduation rate for males across all IPEDS cohorts</li><li>2) Higher retention rate for the 2nd year IPEDS cohort to their third year</li></ul>
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<h2>Priority Area 2</h2> <p>(select from the Key Elements listed above):</p>		<h2>Build a Support Team</h2>
Breakout 2	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>We currently collect limited information for those that support our students</li> </ul>	
	<p><b>Goals (what do you want to accomplish):</b></p> <ul style="list-style-type: none"> <li>Develop an intentional plan to engage the student support system for the IPEDS freshman cohort</li> </ul>	
Breakout 3	<p><b>Strategies (what will you do to change):</b></p> <ul style="list-style-type: none"> <li>To identify the external support group for the freshman cohort and collect information for the purpose of continuous engagement and involvement through matriculation</li> <li>We will use this data to contact students' support team throughout the semester to let them know what their students might be going through. We would communicate near midterms to let the support group know that students may be stressed, so give them a call or send them a pick me up. We would also send reminders when FAFSAs are due and it's time to register for classes.</li> </ul>	
	<p><b>Responsible person/unit:</b></p> <ul style="list-style-type: none"> <li>Dr. Allen Ward</li> <li>Betty Momayezi</li> </ul>	
Breakout 4	<p><b>Success indicators:</b></p> <ul style="list-style-type: none"> <li>We have increased the percentage of student support contacts</li> <li>Develop and initiate a communication plan established for the student support system</li> </ul>	

<h2>Priority Area 3</h2> <p>(select from the Key Elements listed above):</p>		<h2>Orchestrated Guidance</h2>
Breakout 2	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>There are many places for students to get information on campus. We would like to create a centralized communication channel to meet students needs.</li> </ul>	
	<p><b>Goals (what do you want to accomplish):</b></p> <ul style="list-style-type: none"> <li>Leveraging existing technology to provide a centralized solution center that will be a place where students can go to get information</li> </ul>	
Breakout 3	<p><b>Strategies (what will you do to change):</b></p> <ul style="list-style-type: none"> <li>Create one stop shop for students to include text messaging, call center, email, and other forms of technology to help connect students to important needs (Laker Ask Me)</li> </ul>	
	<p><b>Responsible person/unit:</b></p> <ul style="list-style-type: none"> <li>Dr. Stephen Schultheis</li> </ul>	
Breakout 4	<p><b>Success indicators:</b></p> <ul style="list-style-type: none"> <li>The centralized communication channel is developed</li> <li>Student surveys support the efficacy of support service</li> </ul>	

<h2>Priority Area 4</h2> <p>(select from the Key Elements listed above):</p>		<h2>Differentiation</h2>
Breakout 2	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>We give a base level of support to all students in their transition to college through our orientation program</li> </ul>	

	<p><b>Goals (what do you want to accomplish):</b></p> <ul style="list-style-type: none"> <li>Identifying specific student groups to give them tailored support and engagement opportunities during their transition to Clayton State University</li> </ul>
Breakout 3	<p><b>Strategies (what will you do to change):</b></p> <ul style="list-style-type: none"> <li>Ensuring that we are creating specific differentiated tracks for specific populations during the transition period (e.g., Non-traditional, Veterans, Freshmen IPEDS Cohort that Commute to campus)</li> </ul> <p><b>Responsible person/unit:</b></p> <ul style="list-style-type: none"> <li>Heather Ross</li> </ul>
Breakout 4	<p><b>Success indicators:</b></p> <ul style="list-style-type: none"> <li>Differentiated tracks are created for various student groups during orientation (Time table Spring 2019)</li> <li>Positive student feedback from those that participate in the new tracks</li> </ul>

<h2 style="margin: 0;">Priority Area 5</h2> <p style="margin: 0;">(select from the Key Elements listed above):</p>		<h2 style="margin: 0;">Designed for Humans</h2>
Breakout 2	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>• We have consistently made an effort to improve our processes and procedures</li> </ul>	
	<p><b>Goals (what do you want to accomplish):</b></p> <ul style="list-style-type: none"> <li>• Review and streamline current processes and procedures through intentional inclusion of our students</li> </ul>	
Breakout 3	<p><b>Strategies (what will you do to change):</b></p> <ul style="list-style-type: none"> <li>• Gather student feedback on significant transition related processes and procedures</li> </ul>	
	<p><b>Responsible person/unit:</b></p> <ul style="list-style-type: none"> <li>• Dr. Eric Tack</li> <li>• Dr. Stephen Schultheis</li> </ul>	
Breakout 4	<p><b>Success indicators:</b></p> <ul style="list-style-type: none"> <li>• Share student feedback with associated offices</li> </ul>	

