Transition Improvement Plan   **Institution: University of Georgia**

Key Elements (indicate your priorities below):
- ❏ Scope of Transition
- ❏ Orchestrated Guidance
- ❏ <mark>Purposeful Choice</mark>
- ❏ Course Registration
- ❏ Differentiation
- ❏ Academic and Social Integration
- ❏ Build A Support Team
- ❏ Begin with the End In Mind
- ❏ Taking Care of Business
- ❏ Designed for Humans

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.

	Priority Area 1 **(select from the Key Elements listed above):**	Purposeful Choice
Breakout 2	**Current Status:** All students are encouraged to complete the Holland Inventory prior to orientation, and Holland codes for students are available to advisors. Students who are uncertain about their choice of major(s) or are considering switching their majors are advised through the Exploratory Advising Center (EAC). Available majors are grouped into meta-majors and this grouping is used in the design of the annual Majors Fair and in academic advising within the EAC. A "Council on the First-Year Experience" was created in 2018, and is working on coordinating efforts related to the first year experience and on curating the many options available to students.	
	Goals (what do you want to accomplish): **1.** We want to make better use of the Holland Codes. Students take the Holland Inventory before they arrive for Orientation, but they are unable to see those results. Right now, only advisors have access to the results. We want to explore solutions to make the results available to students as well so that they can discuss them with their advisor during Orientation. **2**. While some advisors are familiar with Holland Codes, others only have limited knowledge in its utility. We need to develop additional means to train advisors on what the Holland codes indicate and how to interpret them. **3.** We need to validate the meta-majors that we have developed in relation to the Holland codes in order to help students identify the existing majors that might suit them, particularly during the registration process at orientation. **4**. Institute better information and tools to help students determine their major before they arrive for Orientation; e.g., creating short videos and pamphlets to help accomplish this.	
Breakout 3	**Strategies (what will you do to change):** **1.** A detailed curricular mapping is essential to improve our meta-major groupings. However, this is not feasible until a modern curriculum management system is implemented. **2.** Develop an orientation intake assessment to help save time in the advising appointment. This will foster conversations around purposeful choice and how to understand their results from the Holland Inventory. For the intake survey, we will come up with some prompts that require the student to do some intentional reflection about what their	

	results were and how they might process them. This will be done by a working group of advisors. **3**. Provide advisors a refresher on how to talk to students about Holland codes and what they mean; currently planned for the spring advisor workshop (that session will be recorded for future use in campus-wide advisor training). **4.** Create templates for SAGE notes where we could prompt advisors to have discussions about life skills or Holland results. Also ask students about who they would consider to be in their success network so we can address any issues and tell students how to build an appropriate network. **5.** Partner with housing to provide academic exploration within residence hall programming (faculty-led, student-led, advisor-led interactive experiences). **6.** Develop and disseminate information about colleges and majors in eLC. This would also help students get familiar with eLC.
	Responsible person/unit: Dr. Naomi Norman, Office of Instruction and Ms. Julia Butler-Mayes, Director, Office of Academic Advising Services
Breakout 4	**Success indicators:** - Timing and rate of major changes among the students - Individual assessments of housing events, peer mentor events, etc. through surveys - Assessment of student understanding of various topics alongside informational modules - Look at who accessed the eLC documentation and when - Questions on exit interviews related to this information - End-of-first-year assessment of students, along with pre-orientation assessment to measure amount of change - Efficacy of the SAGE templates - Long term: decreased time to degree, fewer unnecessary credits accumulated, improved 4-year and transfer graduation rates

Your One Big Idea that You Will Implement
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.

Continue to have students take the Holland Code inventory before Orientation and use those results with the intake survey so we can capitalize on that information in the advising appointment. Train advisors on what the inventory means, how they might talk to students about it, and how it could help students make a purposeful choice of major. Use our advising system, SAGE, to create advising templates for orientation appointments and follow-up appointments that discuss purposeful choice.