**Momentum Year Initiative**

2018 Momentum Year Summit • February 15-16, 2018

Planning Template

**Institution Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Momentum Year Point of Contact:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** This template is designed to help your institution develop a plan for fully scaling practices that better enable students to enter and complete programs of study that prepare them to succeed in further education and career advancement. This template addresses three essential principles of the Momentum Year:

1. **Purposeful Choice:** structured onboarding and advising processes to guide students’ selection of a pathway
2. **Academic Mindset:** the beliefs and perceptions students have about learning
3. **Pathway/Program of Study:** clearly organized academic pathways to graduation

For each of these practices, indicate how far along your institution is toward full-scale implementation, what more needs to be done, the resources needed to fully scale, and by whom in what timeframe. This template will help guide discussion and planning by the team from your institution that will attend the Momentum Year Summit on February 15-16 in Atlanta, Georgia.

Prior to the Summit, institutional teams should **complete** the column titled, “How far along are we in implementing this practice to scale?” and **draft** responses for the remaining columns.

**Planning Template Assistance:** USG staff are available to assist institutional teams as the complete the Planning Template. For questions regarding the Planning Template, requests for assistance and additional information about the Summit, please have your institutional Momentum Year Point of Contact email or call:

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**I. Purposeful Choice**

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Historically, many students entered institutions as “undecided” and pursued a generic course of study. These students often accumulate excess credits, take courses, and fail to thrive because they do not see the connection between their academic work and their personal goals for the future. Investigating student intention at the point of registration, and supporting their inquiry with information, resources, and advice, is a critical element of placing students on their academic paths.

The goal of this section is to identify processes to help institutions collect information on students’ choice, analyze this information and integrate this information into the orientation and advising processes for incoming students.

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| **Strategies to Support Purposeful Choice** | How far along are we in implementing this practice at scale? | What more needs to be done? | What resources are needed to fully scale? | By whom and in what timeframe? |
| 1. Students at my institution make a purposeful choice prior to registration. |  |  |  |  |

**I. Purposeful Choice**

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| **Processes to Support Purposeful Choice** | How far along are we in implementing this practice at scale? | What more needs to be done? | What resources are needed to fully scale? | By whom and in what timeframe? |
| 1. My institution provides information to students about programs/focus areas at orientation. 2. My institution has a measurable process for helping students select a program/focus area. 3. My institution uses choice to:    1. Introduce students to careers associated with programs prior to making a choice.    2. Target communication about opportunities for further study.    3. Advise students in course selection. 4. My institution offers career and aptitude resources for students at orientation/registration to help them make a choice. 5. For students unable to make a choice, my institution allocates resources and personnel to support them. |  |  |  |  |

**II. Academic Mindset**

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Mindsets are our beliefs and perceptions about learning. They shape how we interpret difficulty, and research shows that they are critical predictors of academic performance, persistence, and motivation. The three Academic Mindsets we will focus on are:

* Growth mindset: Belief that intelligence can be developed
* Purpose and value: Belief that schoolwork is valuable because it’s personally relevant
* Social belonging: Belief that one is connected to and respected by peers, cared for by teachers and mentors, and fits in with the culture

The items in these sections are designed to help you assess how well your institution measures and understands students’ Academic Mindsets and the ways in which your institution supports and encourages students’ Academic Mindsets.

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| **Strategies to Support Academic Mindsets** | How far along are we in implementing this practice at scale? | What more needs to be done? | What resources are needed to fully scale? | By whom and in what timeframe? |
| 1. My institution hosts workshops and discussion groups to help faculty learn more about mindsets. 2. My institution has interventions that improve student resilience. 3. My institution evaluates institutional policies and practices to explicitly focus on cultivating mindsets. 4. Faculty structure curriculum in ways that encourage Academic Mindsets. 5. My institution discusses social belonging in school, and works to normalize belonging concerns that students on campus might face. 6. My institution has practices to help see academic difficulties and challenges as chances to grow. |  |  |  |  |

**II. Academic Mindset**

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| **Processes to Support Academic Mindsets** | How far along are we in implementing this practice at scale? | What more needs to be done? | What resources are needed to fully scale? | By whom and in what timeframe? |
| 1. My institution participates in a survey of incoming students on their Academic Mindsets and scarcity. 2. My institution analyzes surveys and reports findings to key leadership on students’ Academic Mindsets. 3. My institution tracks student outcomes in relation to mindset interventions. 4. My institution uses data from mindset surveys to identify areas of improvement. 5. My institution examines how institutional policies might affect students’ Academic Mindsets. 6. My institution hosts workshops and discussion groups to help faculty learn more about mindsets. 7. My institution trains faculty and staff to accompany feedback with assurances that students can meet high standards. |  |  |  |  |

**III. Pathway/Program of Study**

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Students engage in a program of study that should provide a clear path to graduation and a career or further study.  It is important that students be encouraged to explore and examine their stated interest during their first year, and to complete essential courses within the core curriculum that enable further development within a discipline.

A program of study is a degree program or an academic focus area that leads to a degree.

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| **Strategies to support Pathways/Programs of Study** | How far along are we in implementing this practice at scale? | What more needs to be done? | What resources are needed to fully scale? | By whom and in what timeframe? |
| 1. Academic Focus Areas    1. My institution has identified academic focus areas.    2. My institution has all programs of study aligned to focus areas. |  |  |  |  |
| 1. Program Maps    1. My institution has program maps for all focus areas for the first year.    2. My institution has program maps for focus areas that include targeted introductory courses in the field that broadly apply across programs.    3. My institution has consistently formatted program maps across all departments.    4. My institution has program maps available to students online and in paper.    5. Program maps provide recommendations for appropriate electives and courses outside the discipline. |  |  |  |  |

**III. Pathway/Program of Study**

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| **Strategies to support Pathways/Programs of Study** | How far along are we in implementing this practice at scale? | What more needs to be done? | What resources are needed to fully scale? | By whom and in what timeframe? |
| 1. Components of Momentum Year Programs of Study: English and Math    1. My institution requires students who have not placed out of freshman English to take this course in their first term.    2. My institution requires students who have not placed out of gateway Math to take this course their first term.    3. My institution only offers learning support for English and math in the co-requisite format.    4. My institution has aligned all programs of study and focus areas to the appropriate math pathway, as identified by the Regent Advisory Committees of each discipline.    5. My institution has a plan for Learning Support that conforms to the “USG Fundamentals of Corequisite Learning Support.” |  |  |  |  |
| 1. Components of Momentum Year Programs of Study: Credit Guidelines    1. Program maps at my institution have 3 courses in a focus area or major in the first year.    2. Program maps at my institution include 30 credits in the first year. |  |  |  |  |

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| **Processes to support Pathways/Programs of Study** | How far along are we in implementing this practice at scale? | What more needs to be done? | What resources are needed to fully scale? | By whom and in what timeframe? |
| 1. Document Student Choice    1. My institution tracks students course taking for courses in major/focus area.    2. Orientation and advising processes at my institution ensure students are placed in courses in a major/focus area, and document when and why students deviate from their major/focus area pathway.    3. My institution contacts students in their second term if they do not select courses that will satisfy their focus area exposure and document their response. |  |  |  |  |
| 1. Analyze and Review Student Choice    1. My institution uses data about program/focus area choice to predict course demand and plan for course availability.    2. My institution uses data to allocate advisors’ time to increase efficiency.    3. My institution uses data to identify areas for improvement in registration, orientation, and advising practices. |  |  |  |  |