

Key Elements (indicate your priorities below):

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| <input type="checkbox"/> Scope of Transition | <input type="checkbox"/> 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 | <input 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.

<h2 style="margin: 0;">Priority Area 1</h2> <p style="margin: 0;">(select from the Key Elements listed above):</p>	<p>BUILD A SUPPORT TEAM FOR STUDENTS AND PARENTS</p>
<p>Breakout 2</p>	<p>Current Status: Needs improvement. Communication with parents exists however, a more robust follow up plan which includes letters, phone calls, and email communication on a regular basis.</p> <p>Goals (what do you want to accomplish): Improve communication with parents and engage parents as coaches and advocates.</p>
<p>Breakout 3</p>	<p>Strategies (what will you do to change):</p> <ol style="list-style-type: none"> 1. Create a database of parent email listserv contact information; send out frequent newsletters (with dates of upcoming activities). 2. Disseminate information about the financial aid process. 3. Financial literacy embedded in FYE Create at Parent Tiger Touch (PTT) Organization – this group will assist the University in communicating and supporting parents and parent information. 4. Set up a FASFA Room at the Information/Orientation Session; every FYE student will fill out the FASFA in October as part of class; <p>Give parent the tax retrieval tool for V-1 Verification. Create a database of parent email listserv contact information;</p>

	<p>send out frequent newsletters (with dates of upcoming activities); disseminate information about the financial aid process; ensure financial literacy is embedded in FYE courses to include every FYE student to fill out the FASFA in October as a part of the class; create at Parent Tiger Touch Association (PTTA) – this group will assist the University in communicating and supporting other parents and assisting with disseminating parent information; set up reoccurring FASFA sessions throughout the year and during enrollment sessions; and get buy-in to implement a pilot overnight parent orientation session that would include staying on campus.</p>
	<p>Responsible person/unit: : Admissions (Brian Dawsey), Jan’a Prater (Transition Coach), Financial Aid, CAS Director, A2S Representative</p>
<p>Breakout 4</p>	<p>Success indicators: Higher increased parent involvement, interactions and engagement. Smoother transitions between classifications due to a more involved parent.</p>

Breakout 4: Your One Big Idea

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.

BIG IDEAS: Strengthening parent engagement by expanding and amplifying institutional resources and activities that will result in measurable student success outcomes.

1. Implementing specific parent programming sessions.
2. Creating a database with monthly communication.
3. Developing a parent orientation session.

<h2 style="margin: 0;">Priority Area 2</h2> <p style="margin: 0;">(select from the Key Elements listed above):</p>		<p>SCOPE OF TRANSITION: To establish communications and connections with all related departments across the university, with high school stakeholders in regards to Dual Enrollment, and to develop a roadmap that successfully transitions students from high school to college and from first year to second and from second to third and from third to fourth.</p>
Breakout 2	<p>Current Status In development</p>	
	<p>Goals (what do you want to accomplish): Improve advising resources for all students.</p> <ol style="list-style-type: none"> 1. To develop a roadmap that students can follow from high school through each university classification. 2. To develop successful collaborations among all relevant units—namely, Career Services and Counseling—to enhance the transition between high school and college and between each classification. 3. To include professional organizations, programs, and fairs to expose students to careers and information regarding their selected fields of study. 	
Breakout 3	<p>Strategies (what will you do to change):</p> <ol style="list-style-type: none"> 1. Focus on students with undeclared majors to ensure they declare a major. 2. Advising: Replicate A2S efforts across campus with Center for Academic Success and faculty advisement. 3. To accomplish this strategy, provide more support for CAS advisors, orientation/training, and professional development resources. 4. Involve the Office of Career Services and Counseling from the beginning and throughout. 5. Develop a list of professional organizations on campus whereby students can join and attend meetings. 6. Host fairs and workshops to enhance students' ability to succeed in college. 7. Connect students with university services and programs that provide non-academic assistance for students. <p>Advising: Replicate Access to Success (A2S) efforts across campus with Center for Academic Success (CAS) and faculty advising coaching. In order to accomplish this improvement, more support for CAS advisors, orientation/training, and professional development resources will be required. Involve the Office of Career Services early on and ongoing as students matriculate every year.</p>	
	<p>Responsible person/unit: CAS and A2S; Supporting units will include Enrollment Management, Career Services, Academic Affairs</p>	

Breakout 4	Success indicators: All students are declared a major and are meeting with advisors regularly. Higher retention rates.
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<h2 style="margin: 0;">Priority Area 3</h2> <p style="margin: 0;">(select from the Key Elements listed above):</p>		<p>Designed for Humans</p>
Breakout 2	<p>Current Status: Needs improvement</p>	
	<p>Goals (what do you want to accomplish): Streamline reinstatement process. Increase knowledge of financial literacy. Expand student orientation to include student orientation leader role/duties for the full year.</p>	
Breakout 3	<p>Strategies (what will you do to change): Financial Literacy: FASFA as part of FYE assignment course. After welcome week, need Student Orientation Leaders (SOLs) to reach out and develop events for new students. Revise the orientation process to include clearances from each unit before being enrolled. Make sure SOLs are active after 1st semester. Program extends from first contact. Main tool is orientation, enrollment sessions (summer – welcome week in August), and tracking through 1st semester. Orientation tied to enrollment and payment needs to be more directly targeted; reinstatement for returning students before housing assignment receives clearance. Find a way to flag commuter students so that we can target the communication. Seek funding from Title III to hire student Peer Advocate Leaders (PALs) that will serve as advocates and will work specifically with an assigned cohort of incoming students to assist with navigating campus resources and student engagement.</p>	
	<p>Responsible person/unit: FYE Coordinator, Admissions, Enrollment Management, Student Affairs, Academic Affairs</p>	
Breakout 4	<p>Success indicators: Decrease number of students dropped for non-payment each term.</p>	

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THE BIG IDEA:

