HOW TO USE THIS TEMPLATE
This template has two sections, aligned with the two team planning sessions for the Momentum Summit. Each section includes a set of prompts for your discussion, designed to help guide your planning for Momentum in 2021. The Plan that you develop should reflect your priority work for the year ahead, with specific steps, people or offices assigned and projected dates.

Your work from the Summit will necessarily be a “first draft.” We ask that you share your planning from the Summit widely on your campus for feedback and input before submitting your final plans. Your final **Momentum Plans should be submitted to** **ccg@usg.edu** **by Friday, April 9th.**

|  |
| --- |
| Momentum Year vs. Momentum ApproachMomentum is a framework for understanding and organizing the strategies, tactics and approaches to student success. For students in their first year, there exists a suite of research-based, interlocking and reinforcing strategies that comprise the **Momentum Year**: * Making a purposeful choice of a program of study or focus area prior to beginning classes;
* Attempting a fuller schedule (30 credits for full time students) of a clear pathway that includes
	+ English and Math and
	+ 9 hours aligned with the students focus area; and
* Creating a productive academic mindset.

Implemented in a coherent, coordinated manner, these elements combine to create a Momentum Year for students, getting them off to a strong start for graduation. Getting a strong start is important, but the Momentum framework is equally powerful as a conceptual framework for applying a these lenses across the full span of a student’s experience. Building on the Momentum Year, in the **Momentum Approach**, institutions should support students to deepen their purposeful choices, cultivate productive academic mindsets, and maintain full momentum along a clear pathway, heightening academic engagement and completing critical milestones.  |

# PLANNING SESSION 1: REFLECTING ON 2020

The past 12 months provided a challenging environment for students and institutions alike. In February 2020, institutions submitted their plans for Momentum Year sustainability and Momentum Approach strategies. A month later the Pandemic provided a lens for assessing the resilience of these activities and their integration into the regular workings of the institution. For 2021, we ask you to reflect upon the experiences of the past year and the impact it has had on your students and their Momentum – what worked well that you can replicate, what proved challenging that requires support, and what needs to be rebuilt.

## Assessing the Impact of the past year

Momentum Year: On a scale of 1-5, What has been the impact of the past year on the Momentum Year for your students?

|  |  |  |  |
| --- | --- | --- | --- |
| **Momentum Year Area** | **Significantly disrupted for most students** |  | **In place for all Students without disruption** |
| **1** | **2** | **3** | **4** | **5** |
| **Making a Purposeful Program Choice** |  |  |  |  |  |
| **Attempting a Fuller Schedule as part of a Clear Pathway** |  |  |  |  |  |
| **Attempting 9 hours of coursework aligned with an Academic Focus Area** |  |  |  |  |  |
| **Completing English and Math** |  |  |  |  |  |
| **Creating a Productive Academic Mind** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Successful Transition to College** |  |  |  |  |  |

Momentum Approach Strategies: On a scale of 1-5, What has been the impact of the past year on the Momentum Approach strategies you proposed or were building upon over the past year for your students?

|  |  |  |  |
| --- | --- | --- | --- |
| **Momentum Approach Area** | **Significantly disrupted for most students** |  | **In progress for all Students without disruption** |
| **1** | **2** | **3** | **4** | **5** |
| **Pathways**Intentional integration of High Impact Practices (HIPs), experiential learning and co-curricular activities to improve outcomes for all students |  |  |  |  |  |
| **Purpose**Strategies that support the deepening and refining of purposeful choices for students beyond the first year |  |  |  |  |  |
| **Mindset**Activities that inspect and adapt your institutional context to support productive academic settings that enable success for all students |  |  |  |  |  |
|  |  |  |  |  |  |
| **Beyond**Other areas you have explored in extending Momentum beyond the first year and across the institution |  |  |  |  |  |

# PLANNING FOR RESILIENCE

Resilience refers to the ability of a system to return to normal operations after a shock, crisis, or unanticipated change. In recent years, discussions of resilience have focused on the opportunity these shocks provide to recreate systems in a more equitable, successful, and effective way, rather than simply restoring the status quo.

For your Momentum Work, planning for resilience is an opportunity to use the lessons of the past year to restore, rebuild, refocus, improve, or expand your activities and strategies. Not all of your strategies may need attention of this sort, but may need maintenance or review. In both cases, please use the space below to plan how you will make Momentum resilient at your institution

**Including a diverse group of stakeholders and voices from across your institution is critical to understanding how to ensure all students experience Momentum throughout their academic career.** Engage a broad set of stakeholders, such as residence life, financial aid, career services, and others, and assess your data to understand if your efforts are working for all students and to uncover gaps and trends between communities on your campus.

**As you build your plans be sure to include units, programs and communities on your campus that have specific experience and unique perspectives**, including your African American Male Initiative, Adult Learners Coordinators, GEAR UP Georgia teams, Student Government Associations. Seek input and reactions from across campus, from facilities to the Bursar to campus dining and all points in between.

#### Priority areas for work: Momentum Year

Considering the impact of the past year, what area(s) of your Momentum Year work do you plan to prioritize in 2021? Your priorities may include areas that need attention or engagement to get to, or return to, full scale, as well as those that were particularly effective regardless of the challenging year.

*(include as many as are priorities for your institution)*

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### Resilience Plans

For each priority area above, please indicate what key activities you will undertake in 2021 (repeat/add rows as necessary):

|  |  |
| --- | --- |
| STRATEGY/AREA: |  |
| Activity | Process/Steps | Person responsible | Completion date |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |

#### Priority areas for work: Momentum Approach

Considering the impact of the past year, what area(s) of your Momentum Approach work do you plan to prioritize in 2021? This may be your existing/established work as well as areas that you now wish to explore further.

*(include as many as are priorities for your institution)*

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**Plan for Resilience**

For each priority area above, please indicate what key activities you will undertake in 2021:

(repeat/add rows as necessary):

|  |  |
| --- | --- |
| STRATEGY/AREA: |  |
| Activity | Process/Steps | Person responsible | Completion date |
|   |   |   |   |
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# WEEK 2: GLOBAL MOMENTUM SUPPORT

Success in implementing a Momentum Approach to student achievement depends on coordination and integration across campus and throughout the student lifecycle. By creating a shared, collaborative approach to supporting students, institutions can better ensure consistent and coherent responses to student needs, changing conditions, and unforeseen challenges.

### Communication planning

What is your communication strategy to ensure that students, parents, faculty and staff and program units (such as your African American MI, Advising, Facilities, Business Operations, etc) understand the Momentum strategy and are engaged and updated on Momentum strategies and progress over time? How do you ensure that Momentum work is not isolated or restricted to a small subset of the institution?

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Process/Steps** | **Person responsible** | **Completion date** |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |

Are their obstacles or challenges that may hinder your progress in this area? What is needed to overcome these?

### Faculty and Staff Outreach and Support

What experiences, training, professional development, communities of practice or other strategies do you plan to implement to support faculty and staff capacity related to your Momentum work in 2021? What are your plans for engaging faculty and staff in understanding, supporting, and implementing the Momentum Approach?

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Process/Steps** | **Person responsible** | **Completion date** |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |

Are their obstacles or challenges that may hinder your progress in this area? What is needed to overcome these?

### Data Plan

Briefly describe your plan for how you will use data to inform your Momentum work. How will you analyze, communication, and use data to improve your activities? What data elements and qualitative markers align with your priorities? How will you help others on campus to understand the story behind the data? How will you develop and/or establish systems and practices around data collection and integrity to support your work?

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Process/Steps** | **Person responsible** | **Completion date** |
|   |   |   |   |
|   |   |   |   |
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|   |   |   |   |

Are their obstacles or challenges that may hinder your progress in this area? What is needed to overcome these?

### Program Maps and Pressure Tests

Briefly describe your plans for regularly reviewing and pressure testing your program maps (and associated course schedule analysis) to ensure your programs are efficiently providing a predictable, on-time path to graduation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Process/Steps** | **Person responsible** | **Completion date** |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |

Are their obstacles or challenges that may hinder your progress in this area? What is needed to overcome these?

## Celebrations and Acknowledgements

2020 was exceptionally difficult, and throughout it, faculty, staff and administrators from across your institution persevered and were able to meet the needs of students. We invite you to pause and reflect upon those things that you feel you did exceptionally well. What you are most proud of about what you accomplished this past year in the face of incredible challenges?

## Your Big Idea

Coming out of the Momentum Summit, what is your big idea – the thing (or things) that you are most excited about related to your planning?

# YOUR MOMENTUM PLAN FOR 2021

For your Momentum Plan for 2021, you may submit this completed template or a separate document outlining your plans for 2021, whichever best suits your institutional needs and process.

We ask that you share your planning widely on your campus for feedback and input before submitting your final plans. Your **Momentum Plans should be submitted to** **ccg@usg.edu** **by Friday, April 9th.**

If you have questions or need clarification, please contact Jonathan Watts Hull, Jonathan.hull@usg.edu or 404-962-3129.