

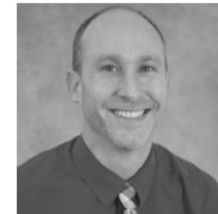
CREATING STRUCTURE:

Academic Maps & Milestones

The Deep Dive

Jessie Ball duPont Fund and Complete College America

**COMPLETE
COLLEGE
AMERICA**



Brandon
Protas



Nikolas
Huot

bprotas@completecollege.org
nhuot@completecollege.org

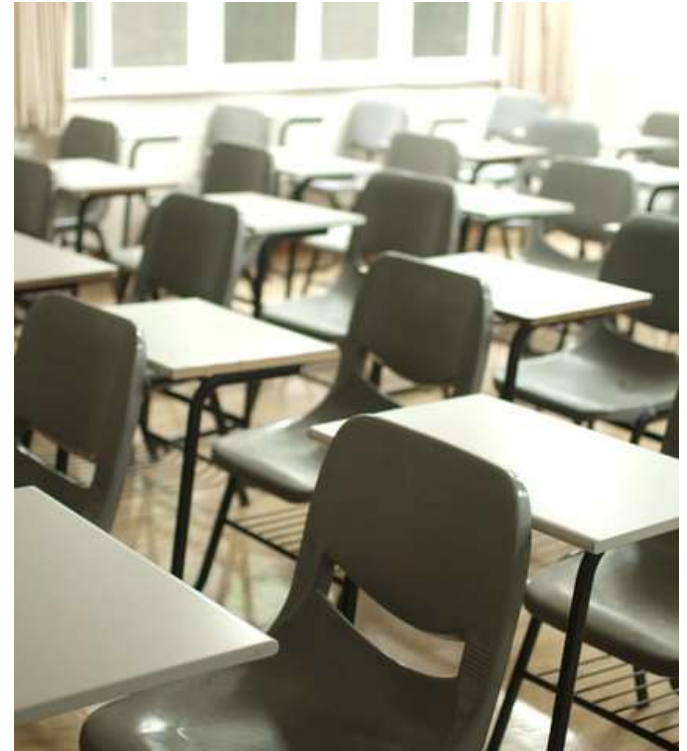
Why Academic Maps?

- Students graduate with additional credits
 - Courses that do not count towards graduation
 - Catalogs are difficult to understand (if even known!)
 - Degree requirements are not clear
- Allow for internal discussions about:
 - Math course for program of study
 - Meta-major
 - Milestones
 - Preferred grades
 - Policies about repeats



Why Academic Maps?

- Better tracking of student progress to degree
 - Data & Reporting
 - Early Alert & Proactive Advising
- Allow for scheduling forecasting
 - Teaching schedule
 - Enough seats in courses



Why Don't Students Follow the Map?

Student Factors

- Don't enroll in the courses
- Drop out of courses
- Fail or don't achieve required grade in the course
- Don't enroll for the requisite number of credits
- Unwilling/unable to take courses at the scheduled times necessary for them to take all courses on the map
- Don't know of existence of map

Institutional Factors

- Courses aren't offered in the necessary terms or modalities
- Insufficient classroom space to provide the number of seats required for the course
- Courses are scheduled at times that conflict with other required courses or at times inconvenient to students
- Not enough flexibility in institutional implementation of core requirements
- Stakeholders responsible for implementing systems not informed of mapping process

15 to Finish → Academic Maps

Path to degree has to be clarified

- Hidden prerequisites? included in degree requirement?
- Inconsistencies in curriculum?
- Appropriate math course?
- Appropriate order?
- Milestones?
- 9 hours in program during first year?
- Prescriptive electives or general education/core curriculum

Information Matters

Not Just a List
of Courses

Academic Maps: Five possible components—the narrative, sample schedule, recommended minimum grade, milestone courses, and employment opportunities

The narrative explains the **use of academic maps** and any specific information about **degree requirements**, including admissions requirements.

The sample schedule outlines **which courses** should be taken in **which specific term** in order to **satisfy all requirements**.

MY GUIDED PATHWAY TO SUCCESS

My Major:

Admission Requirements for Major
Description of Major
Narrative

TERM 1

Course Number	Course Title	Credit Hours	Area	Recommended Minimum Grade	Milestones & Notes
ENC 101	English Composition	3			Milestone: Must complete this course this term
MAT 105	College Algebra	3		B	Must complete this course by end of term 2
HIS 201	American History	3			
BIO 105	General Biology	3			
BIO 105L	Biology Laboratory	1			
HUM 101	Art History	3			
Total Hours		16			

Recommended minimum grade to increase probability of degree in major

The **milestones** identify **critical courses** for timely progress and the last semester in which they can be completed for **on-time graduation**. **Critical grades for Milestone courses** may be included.

Links to **Employment Information**

Finding Academic Maps

Path to degree has to be clarified and shared

- Easily Accessible? (how many clicks?)
- Website should complement map and provide more depth:
<https://www.udel.edu/apply/undergraduate-admissions/major-finder/>
 - What's special about program?
 - Careers associated with major
 - Student/Faculty overview (GSU's [Major in a Minute video](#))
 - Co-curricular experience

Using Academic Maps

Path to degree has to be clarified and shared and used

- Students
- Advisors
- Faculty
- Scheduler
- Recruiter

Homework Assignment: Pretend you are a student and determine how easy it is to understand map . . . and use it to schedule your courses

Maps Registration Blocks

Humanities 8	GSU 1010	New Student Orientation	R	4:00-5:15
Humanities 8	Engl 1101	English Composition I	MW	1:30-2:45
Humanities 8	PolS 1101	American Government	TR	2:30-3:45
Humanities 8	Scom 2050	Media, Culture, and Society	TR	1:00-2:15
Humanities 8	Soci 1101	Introduction to Sociology	MW	12:00-1:15
Humanities 8	Scom 1000	Human Communication	MW	3:00-3:50
Business 2	GSU 1010	New Student Orientation	F	9:00-10:15
Business 2	Engl 1101	English Composition I	TR	9:30-10:45
Business 2	Math 1070	Elementary Statistics	W	11:00-11:50
Business 2	Math 1070	Recitation	MW	8:00-9:15
Business 2	Econ 2106	Principles of Microeconomics	TR	11:00-12:15
Business 2	Pers 2001	Global Hospitality and Tourism	MW	10:00-10:50
Business 2	Hist 1112	World History since 1500	TR	8:00-9:15
Social Sciences 7	GSU 1010	New Student Orientation	F	12:00-1:15
Social Sciences 7	Engl 1101	English Composition I	MWF	11:00-11:50
Social Sciences 7	Soci 1101	Introduction to Sociology	MWF	10:00-10:50
Social Sciences 7	Engl 2110	World Literature	MW	1:30-2:45
Social Sciences 7	Phil 1010	Critical Thinking	MW	9:00-9:50
Social Sciences 7	Math 1101	Mathematical Modeling	MW	3:00-4:15

Examples

Programs & Courses | Academic Pathways | Business & Public Administration | Business Administration

Business Administration

Associate of Arts Degree

Associate of Applied Science Degrees

Certificates

Center for Business, Industry, Technology & Public Service

CCD.edu/Business-Admin

BUSINESS DESIGNATION

The Associate of Arts in business administration is designed for you to complete the first two years of a bachelor's degree and transfer to a university to complete a Bachelor of Arts or Bachelor of Science in business. This degree prepares you to transfer as a junior to Colorado four-year colleges and to work in areas such as management, human resources, administration, economics, marketing, finance, accounting, healthcare administration and more.

COURSE MAP

FIRST SEMESTER		CREDITS
BUS 115	Introduction to Business	3
COM 115	Public Speaking	3
ENG 121	English Composition I: GT-C01 [†]	3
Choose One Math Course		4
MAT 123	Finite Mathematics: GT-MA1	
MAT 121	College Algebra: GT-MA1	
Subtotal		13

Academic Support	+
Available Online	+
Financial Aid Eligibility	+
Four-Year Transfer Agreements	+
Internships & Service Learning Opportunities	+
Job Outlook & Salary Information	+
Stackable	+

- [Indiana University](#)
- [Florida State University](#)
- [Middle Tennessee State](#)
- [West Virginia University, Parkersburg](#)

Creating Good Academic Maps

- Collaboration between faculty and advising
 - Student perspective
 - Communication
- Flexible (transfer and part-time students)
- Easy to understand format
- Re-examine processes for curriculum change
- Opportunity to include cocurricular activities

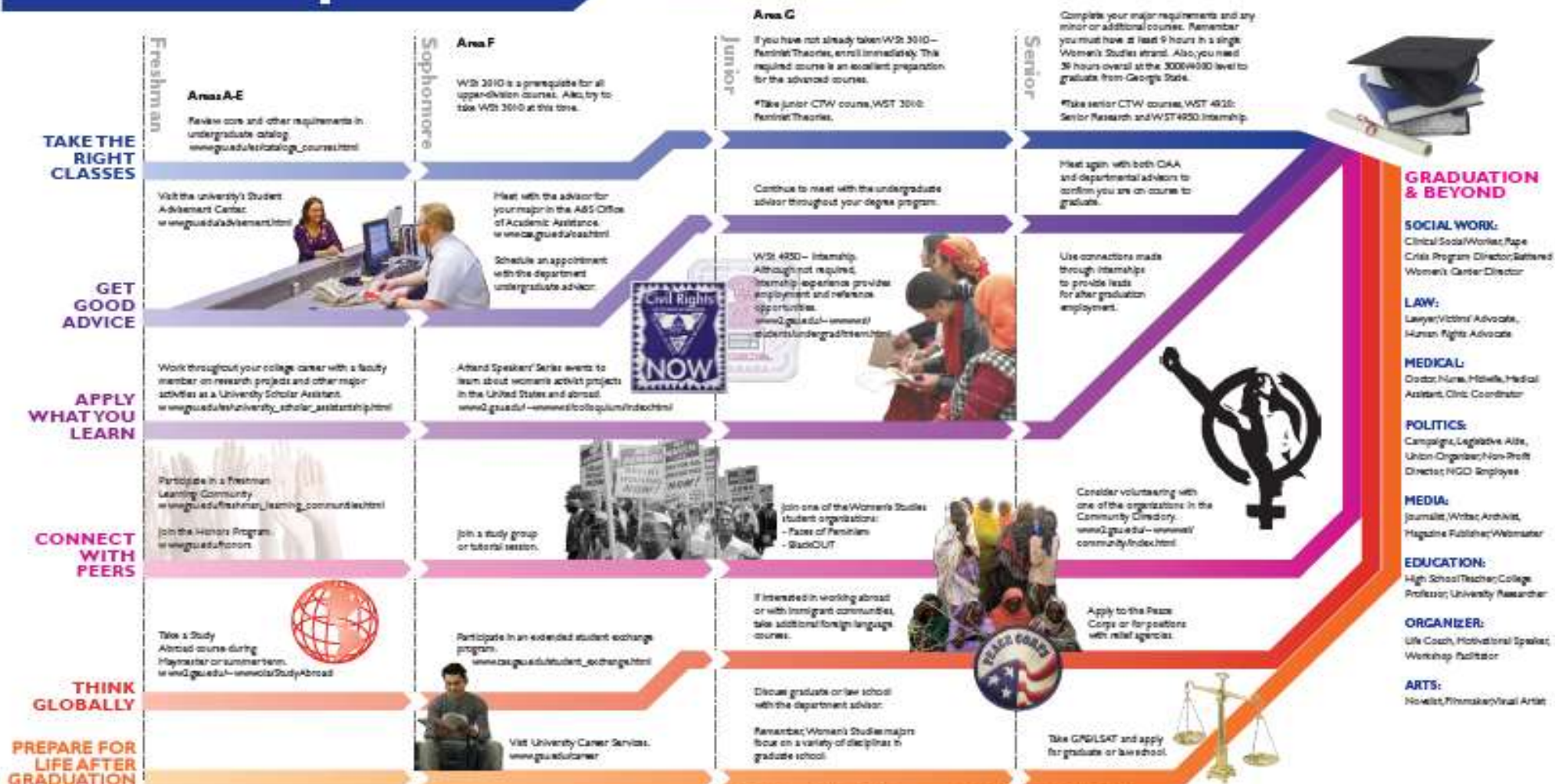
MAJOR MAP | B.A. in Women's Studies

Women's Studies

www.cas.gsu.edu/major_matters.aspx



COLLEGE OF ARTS & SCIENCES
Major Matters Program



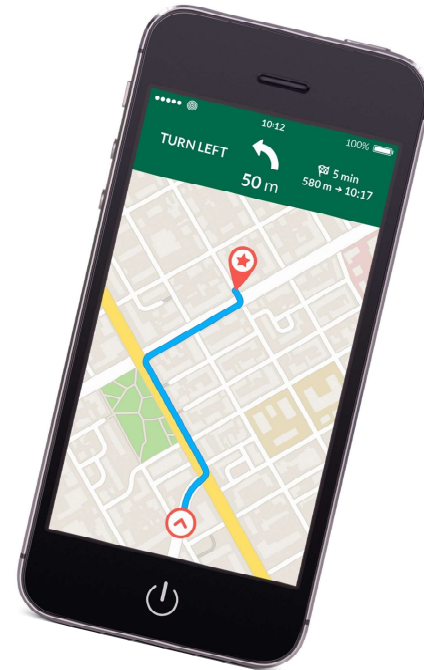
Academic Maps → Proactive Advising

- Free advisors from transactional relationship
- Allow more time for coaching
- Create clear guard rails
 - Registration hours
 - Registration courses
 - Grades
- Act as success coach through “productive academic struggle,” active listening, etc
- Technology helps but does not replace you!

Having a
clear path is
important,
but you
need to
know where
you are
going

Purpose Matters

**COMPLETE
COLLEGE
AMERICA**



Purpose Matters

Uninformed decisions about purpose...

- Too many major options
- Little alignment with interests and values
- Little understanding of career implications

...lead to significant negative impact on student outcomes

- Major-switching
- Excess credits
- Longer time-to-degree
- “Some college, no degree”
- Persistent achievement gaps

Purpose Matters

- ✓ Better understanding of career connection to major
- ✓ Earlier enrollment in program of study

Houston Community College saw a 542% increase in the number of career coach assessments and a resulting 82.8% decrease in undeclared majors

By incorporating career assessment tools prior to registration, 25% of incoming first-year students changed majors
(EAB)

- ✓ Greater credit completion in program of study
- ✓ Increased major stability
- ✓ Reduced opportunity gaps

By incorporating labor-market data and matching interests and ability, Baker College dropped program changes from 26.1% to 13.9%
(MyMajors)

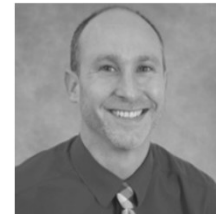
CREATING STRUCTURE:

Academic Maps & Milestones

The Deep Dive

Jessie Ball duPont Fund and Complete College America

**COMPLETE
COLLEGE
AMERICA**



Brandon
Protas



Nikolas
Huot

bprotas@completecollege.org
nhuot@completecollege.org