CREATING STRUCTURE:

Academic Maps & Milestones

The Deep Dive

Jessie Ball duPont Fund and Complete College America

COMPLETE COLLEGE AMERICA







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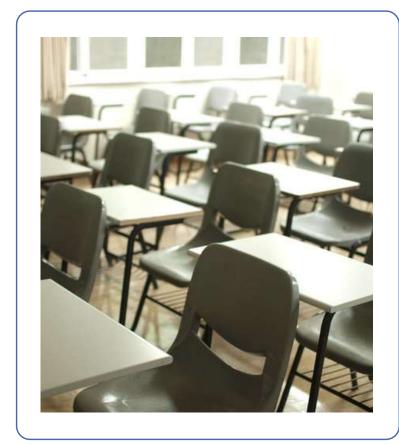
Why Academic Maps?

- 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 to the requisite number of credits
- Unwilling unable to take courses at the scile fuled times necessary for them to take all yourses 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

My Major:

Admission Requirements for Major

Description of Major

Narrative

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

requirements, including

admissions requirements.

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

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 <u>Major in a Minute video</u>)
 - Co-curricular experience

Using Academic Maps

Path to degree has to be clarified and shared and used

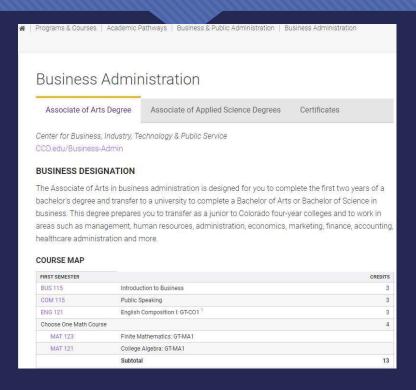
- Students
- Advisors
- Faculty
- Scheduler
- Recruiter

<u>Homework Assignment</u>: 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



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

COLLEGE OF ARTS & SCIENCES Major Matters Program

www.cas.gsu.edu/major_matters.aspx

TAKETHE RIGHT CLASSES

Areas A-E

Feelin core and other requirements in undergraduate catalog. www.gu.edules/atalogs_courses/total

Work throughout your college career with a faculty

www.gounduleshariversby_etholor_assistanticliphtrell

Learning Community
www.gov.edufrasherar_learning_communities/stml

member on revearch projects and other major

activities as a University Scholar Assistant.

Participate in a freshmen

join the Hundry Program.

www.grueduftocom

Abroad course during

Maymester or summertene.

www.lgeuedu/~www.ots/Sudy/Abroad

Take a Study

Visit the university's Student www.gusduladviseners.htm

GET GOOD ADVICE

APPLY WHATYOU LEARN

CONNECT WITH

PEERS

THINK GLOBALLY

PREPARE FOR LIFEAFTER GRADUATION

With 2010 is a prerequiate for all upper-division courses. Alex, by totigos VASt 3010 at this time.

> Heat with the advancefor your major in the A&S Office of Academic Assistance. e weeks.grueduksaktiril.

Schedule an appointment with the department untergraduate advisor.

Aftend Speakers' Series events to from about woman's activist projects In the United States and abroad. www2 grantel -- www.siloologulumindochimi

Area G

If you have not siready taken WSt 3010feminist Theories, enroll immediately. This reguland course is an excellent preparation. for the solvered course.

*Take junior CTW couns, WST 3010: faminist Theories.

Continue to meet with the undergraduate advisor throughout your degree program.

gloons of the Worren's Studies

student organizations:

Faces of Fernities

Sheke's IT

WSt 4950 - Internation Although not required. internable experience provides employment and reference apportunities. m2 gain dal-immuni) pidentskindergrad/treenth

Complete your major requirements and any minor or additional courses. Nementer you must have at least 9 hours in a single Women's Studies strand, Also you need St hours overall at the \$000/4000 level to graduate from Georgia State.

Take senior CTW courses, WST 4920: Seylor Research and WIST 4950 Internship.

Meet again with both CAA and departmental advisors to confirm you are on course to graduate.

Use connections made through intermehips to provide leads for after graduation employment.



Consider voluntaering with one of the organizations in the Community Directory. www.lgs.edu/-www.el/ community/index.html

Apply to the Pears Corps or for positions with railed agencies.

Take GAG/LSAT and apply for graduate or lawednool.

POLITICS: Campaigns, Legislative Alde,

LAW:

MEDICAL

Union Organizar, Non-Profit Director, NGO Replayer

Costor Nurse, Midwille, Medical

Assistant, Clinix Coordinator

GRADUATION

& BEYOND

SOCIAL WORK:

Clinical Social Worker, Pape

Women's Carter Director

Lawyer/Victims' Advocate.

Human Nights Advocate

Crisis Program Director; Battered

MEDIA:

Journalist /Writer, Andrivies, Hagszine Fublisher/Webmader

EDUCATION:

High SchoolTeacher,College. Professor, University Researcher

ORGANIZER:

Ufe Cosch, Hotivetional Speaker. Werking facition

Novelet, Filmmaker/Verall Artist



join a study group or tutortal session

Participate in an extended student exchange

www.go.eduhtubert_exchange/timi

Vist University Career Services. engsundukserer

Firewarted in working abroad or with Immigrant communities, take additional foreign language

> Discussi graduate on law school with the department solvior.

Renantar, Woman's Studies majors graduate school

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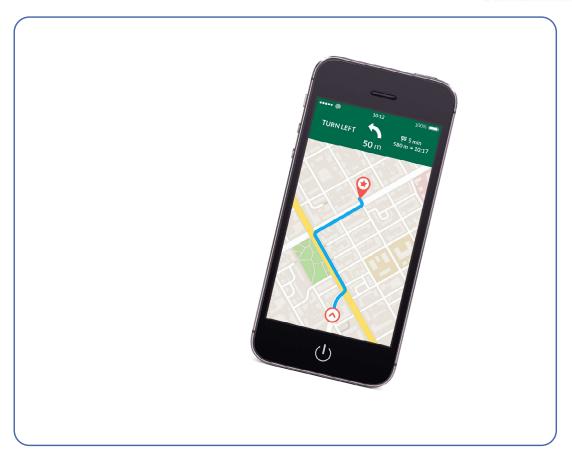
Academic Maps —— Proactive Advising

- 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

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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

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

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)

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

(MyMajors)

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