

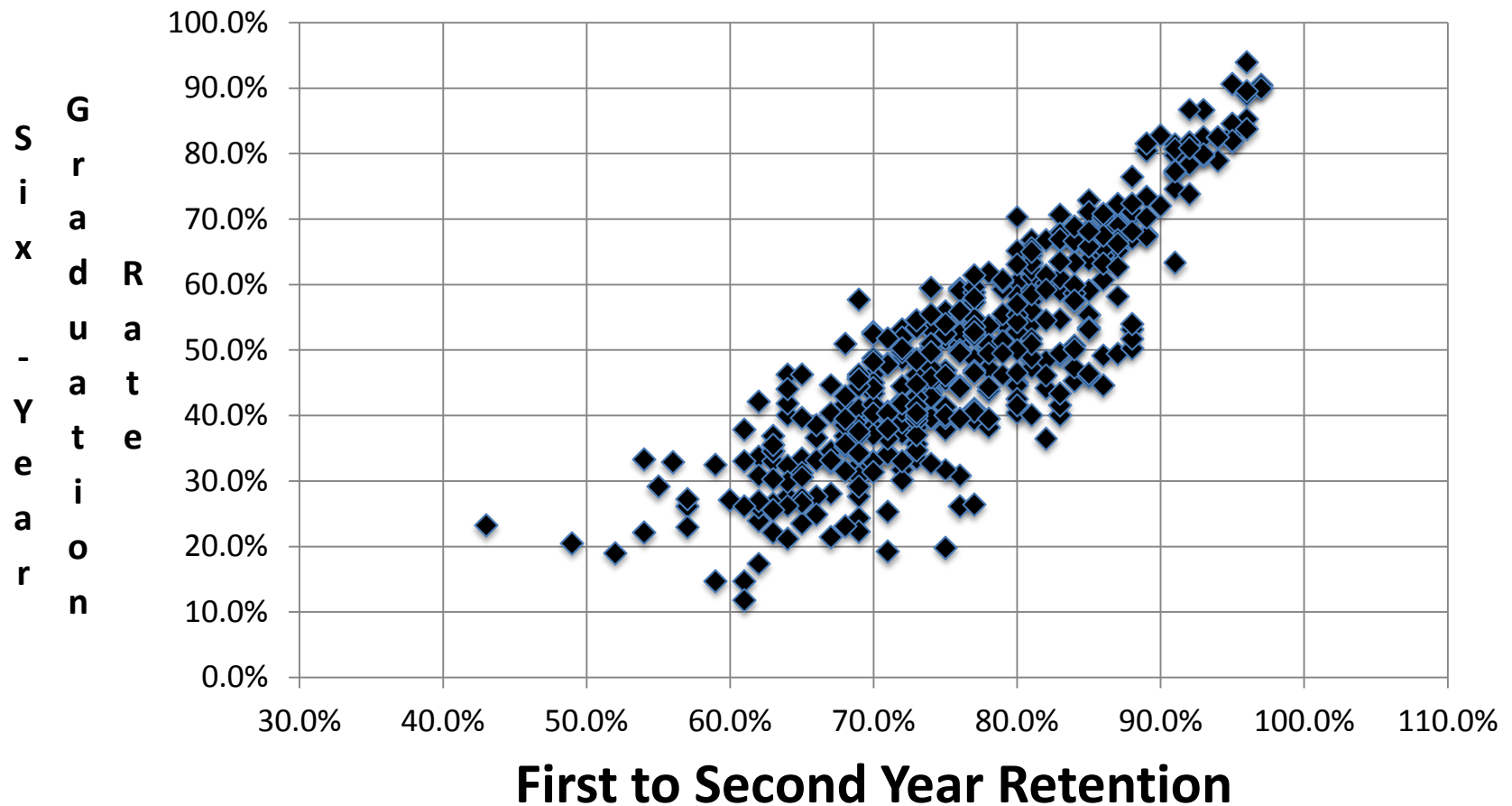
# ACADEMIC MAPS: A CORE ELEMENT OF GUIDED PATHWAYS

**Guided  
Pathways to  
Success**

# OUR CHALLENGES

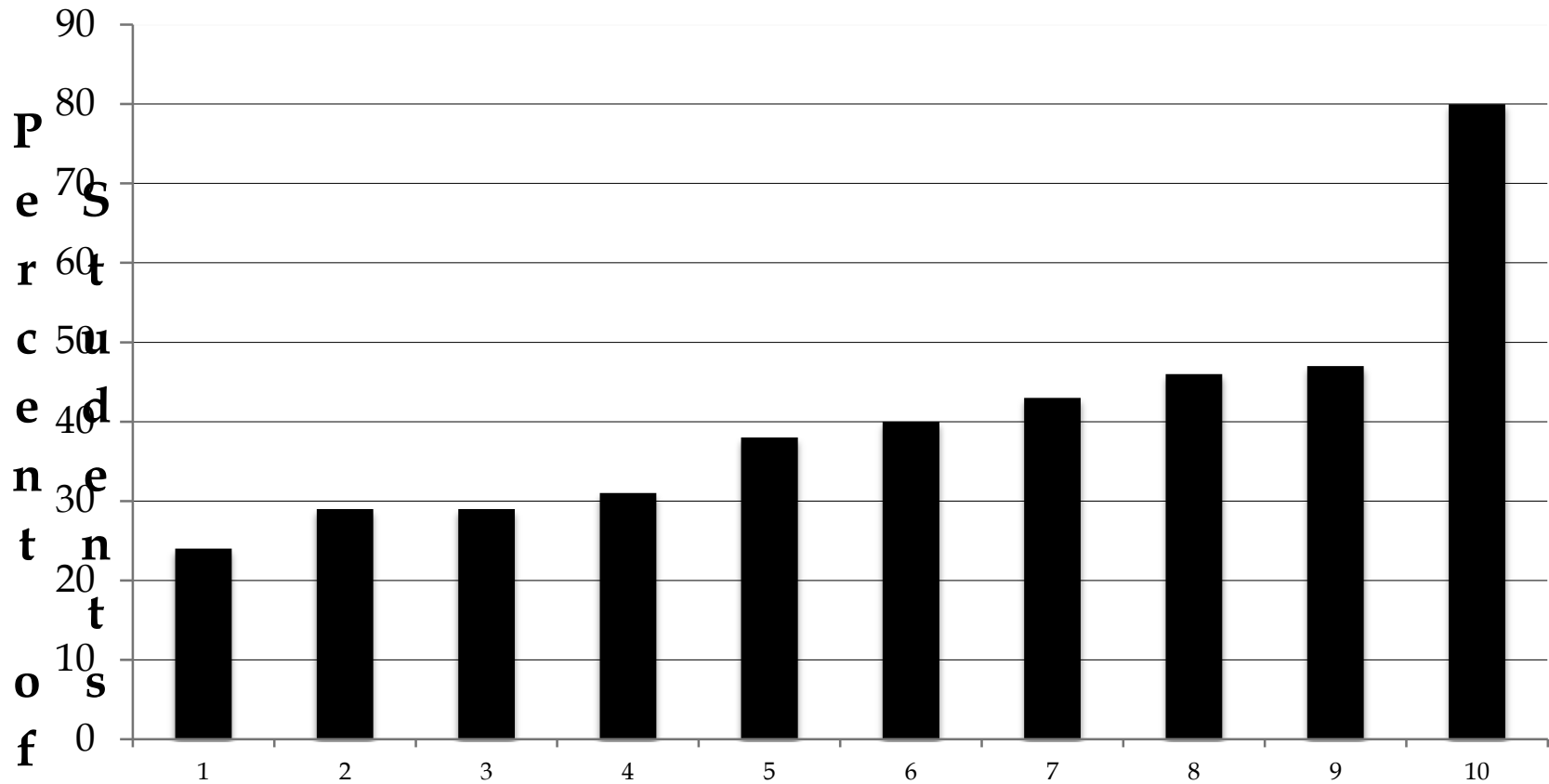
- **LOW GRADUATION RATE**
- **TOO MUCH TIME TO A DEGREE**
- **EXCESS HOURS**
- **HIGH COSTS & TOO MUCH DEBT**

# Institutions Have a Large Effect on Graduation Rates\*



- 2011-IPEDS retention and graduation rates for public universities with an entering class >200, n=525

# Institutions Have a Large Effect on Excess Hours and the Cost to Students is Huge\*



## Ten Public Universities

\*~54,600 students graduating from the SUS in 2011, ~1 million excess hours at a cost of \$200 million to students in tuition, at 2011 rates.

# Distribution of Excess Hours by Student Type\*

n	Type	Mean	Median	Range
1785	FTIC	135.5	131	120-254
1037	AA	135.9	131	120-269
261	Transfer**	137.6	133	120-254
3,083		135.9	131	120-269

\*None of these students have applied for graduation.

\*\* Transferred from another university without a degree.

Sample of students with > 120 hours from a SUS institution

# A TALE OF TWO STUDENTS

	STUDENT ON MAP	STUDENT OFF MAP
YEARS IN SCHOOL	FOUR	TEN
TOTAL CREDITS	129	224
TUITION AND FEES	~\$22,000	~\$38,000
TOTAL COST	~\$76,000	~\$190,000
LOST SALARY*	0	~(\$270,000)
ADDITIONAL COST	0	+~\$400,000

\*Average starting salary in discipline

# Source of Excess Hours\*

Source	Percentage of Total ( n=21.5 excess hours)
Withdrawals	20.2%
Course Failed	11.2%
Course Repeated	7.0%
Upper Level Course not Required	19.3%
Lower Level Course not Required	31.1%
Transfer Course not Required	11.1%
Change of Major	????

\*n=~39,989 students graduating in the State University System of Florida includes all undergraduate students, FTIC, AA, etc.: Source SUS Reports

# Why Students Drift

- Insufficient advising
- Catalogs are difficult to understand
- General Education requirements are confusing
- Cannot enroll in the required class: not offered, time conflicts with other classes, etc.
- Do not understand course prerequisites and/or course sequencing
- Course withdrawals, repeats and failures
- Changing majors late in academic career





# GENERAL EDUCATION REQUIREMENTS

## **Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]**

**English Communication:** 6 credits; 3 credits must be in a writing course

Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.

General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

**Fine Arts and Literature (A):** 6 credits; 3 credits in Fine Arts and 3 credits in Literature

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.

Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

**Language/Culture (FC):** 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

**Letters(L):** 6 credits

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

**Mathematics(MQ):** 3 credits satisfied by MTH 141

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

**Natural Sciences(N):** 6 credits; satisfied by PHY

AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NPS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

**Social Sciences(S):** 6 credits

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)

# Recommended Course of Study to Transfer into Various Majors

## Business

Business (200), Accounting (201), Business Administration (202), Economics (203), Finance (204), Financial Services (205), Logistics (206), Management (207), Marketing (208), Transportation (209), Fashion Merchandising (210), Applied Management (211), Business Forensics (212), Financial Management (213), Forensic Accounting (214), Human Resource Management (215), Hospitality Management (216), Aviation Management (217), Event Management (218), Risk Management and Insurance (219), Agriculture Business/Operations (220), Supervision and Management (221)

## Computer Science and Information Systems

Computer Science and Information Systems (300), Computer Science (301), Computer Engineering (302), Information Science (303), Information Systems (304), Computer Networking (305), Information Technology (306), Management Information Systems (307), Computer Information Systems (308), Computer Systems Networking and Telecommunications (309), Information Technology Management (310)

## Education

Education (400), Art Education (401), Elementary Education (402), English Education (403), Exceptional Education (404), Health Education (405), Middle School Education (406), Music Education (407), Physical Education (408) Science Education (409), Secondary Education (410), Social Science Education (411), Mathematics Education (412), Dance Education (413), Child Development (414), Early Childhood Education (415)

## Engineering, Architecture and Construction

Engineering, Architecture and Construction (500), Architecture (501), Building Construction Management (502), Civil Engineering (503), Electrical Engineering (504), Interior Design (505), Mechanical Engineering (506), Nuclear Engineering (507), Engineering Technology - General (508), Geomatics (509)

# Chemistry Degree Requirements

## Requirements for the Chemistry B.S. degree program

General Chemistry	CHM 1045 & 1045L; 1046 & 1046L or CHM 1050, 1050L; 1051, 1051L
Analytical Chemistry	CHM 3120 & 3120L; 4130 & 4130L
Inorganic Chemistry	CHM 4610, 4610L
Organic Chemistry	CHM 2210; 2211, 2211L
Physical Chemistry	CHM 4410, 4410L; 4411, 4411L
General Physics (calculus based)	PHY 2048C; 2049C
Calculus I, II, and III	MAC 2311; 2312; 2313

No required course with a grade below C- can be applied toward any of the degree programs in the Chemistry Department.



# CHEMISTRY DEGREE REQUIREMENTS

2010– 2011

## ***AS\_CHEM\_BS***

B.S. (120 credits)

## ***CHEMISTRY***

<http://www.chm.uri.edu/>

Requirement for transfer from University College to the College of Arts & Sciences:

CHM 191, 192; minimum of 24 earned credits, cumulative average of 2.0 or better.

### **Freshman Year**

<i>Fall</i>	CHM 191* (General Chemistry I) <sup>1</sup>	<i>Spring</i>	CHM 192** (General Chemistry II) <sup>2</sup>
	MTH 141 (Calculus I)		MTH 142 (Calculus II)

### **Sophomore Year**

<i>Fall</i>	CHM 212 (Quantitative Analysis) <sup>1</sup>	<i>Spring</i>	CHM 292 <sup>††</sup> (Organic Chemistry II and Laboratory) <sup>2</sup>
	CHM 291 <sup>†</sup> (Organic Chemistry Lecture I) <sup>1</sup>		PHY 204, 274 (Elementary Physics II)
	PHY 203, 273 (Elementary Physics I)		MTH 244 (Differential Equations)
	MTH 243 (Multivariate Calculus)		

### **Junior Year**

<i>Fall</i>	CHM 335 (Physical Chemistry Lab) <sup>1</sup>	<i>Spring</i>	CHM 432 (Physical Chemistry II) <sup>2</sup>
	CHM 431 (Physical Chemistry I) <sup>1</sup>		CHM 412 (Instrumental Methods of Analysis) <sup>2</sup>
	PHY 205, 275 (Elementary Physics III)		CHM 414 (Instrumental Methods of Analysis Lab) <sup>2</sup>

### **Senior Year**

<i>Fall</i>	CHM 353 (Undergraduate Research)	<i>Spring</i>	CHM 353 (Undergraduate Research)
	CHM 401 (Intermediate Inorganic Chemistry) <sup>1</sup>		CHM 402 (Physical Inorganic Laboratory) <sup>2</sup>
	CHM 425 (Advanced Organic Laboratory) <sup>1</sup>		CHM 441 (Chemistry of Biological Systems) <sup>2</sup>
	CHM 427 (Intermediate Organic Chemistry) <sup>1</sup>		CHM 492 (Seminar in Chemistry) <sup>2</sup>

\* CHM 101, 102 may be used to substitute

\*\* CHM 112, 114 may be used to substitute

<sup>†</sup> CHM 227 may be used to substitute

<sup>††</sup> CHM 226 + CHM 228 may be used to substitute

<sup>1</sup> Only offered Fall semesters

<sup>2</sup> Only offered Spring semesters

***Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]***

# A successful implementation of academic maps required a series of steps to achieve the desired results

## Challenge

- Students **could not enroll** in the courses they needed
- Students **lack a clear path** to graduation
- Students continued to take courses that were **not “on map”**

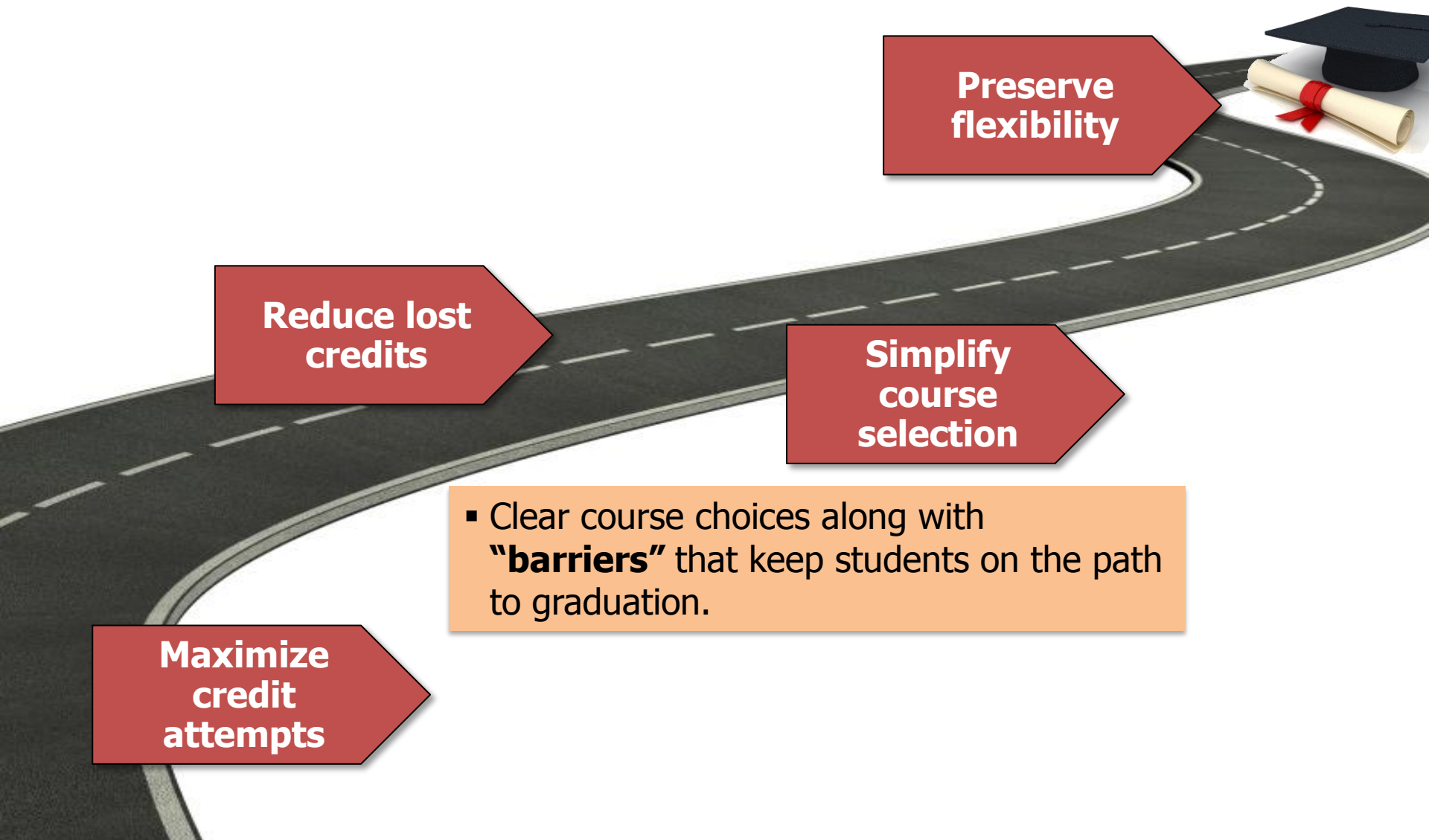
## Solution

- Built **Demand Analysis** to monitor need and open sections for students
- **Introduced maps** for all majors
- Added **Milestone courses** with hold on registration and required students to select **area of interest or major** upon entering

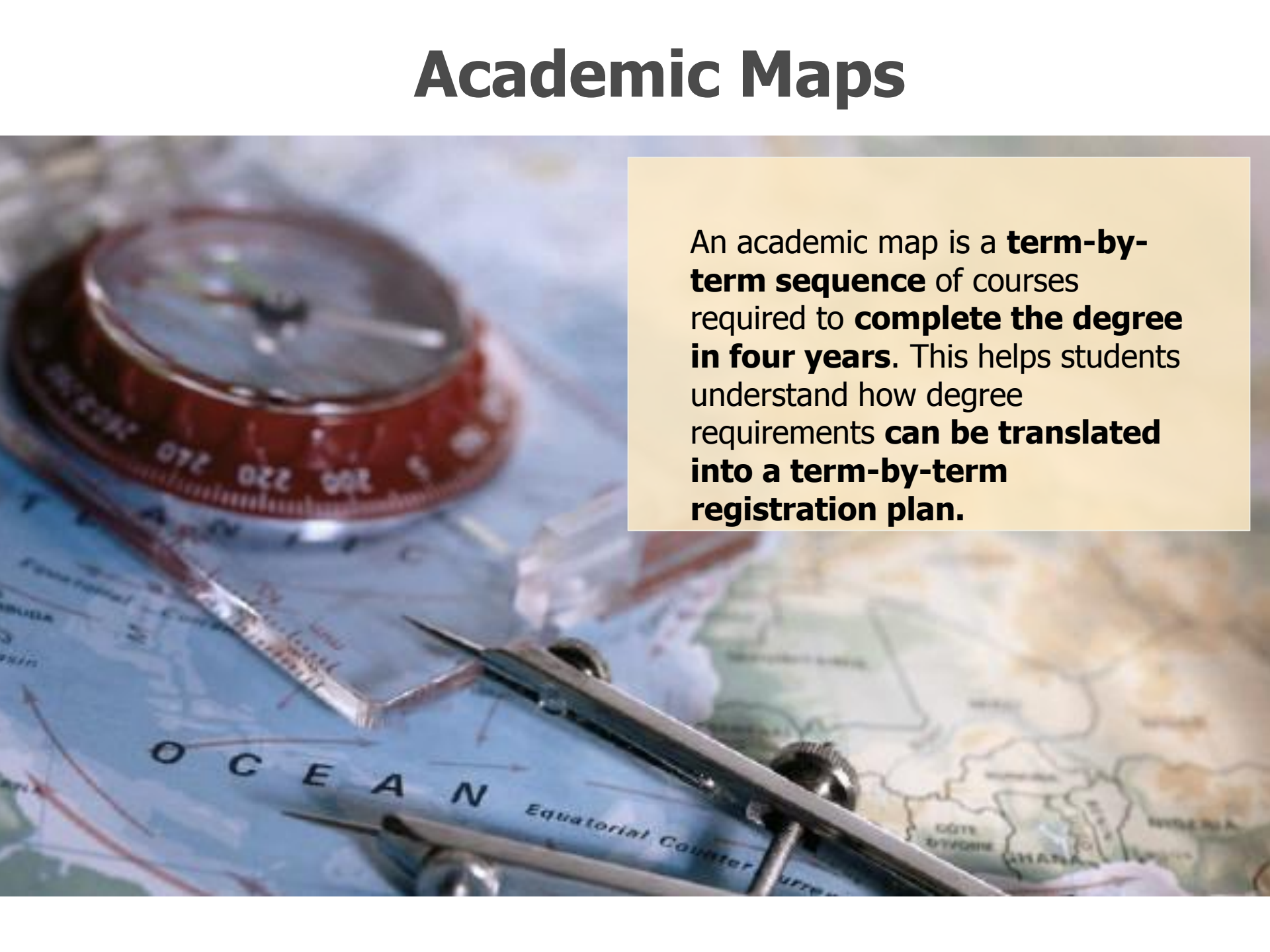
## Results

- Small improvement in retention and graduation; **little to no reduction** in excess hours
- Slight improvement in retention and graduation; **no reduction** in excess hours
- **6%** point increase in retention rate and almost **17%** point increase in 4-yr. graduation rate; number of students with >120 hours decreased from **30%** to less than **5%**

# Providing students with a clear pathway to success is possible through a number of promising strategies



# Academic Maps

The background of the slide features a close-up, slightly blurred image of a map. A red compass is positioned in the upper left, and a metal divider is in the lower right. The map shows geographical features like the word 'OCEAN' and 'Equatorial Counter'.

An academic map is a **term-by-term sequence** of courses required to **complete the degree in four years**. This helps students understand how degree requirements **can be translated into a term-by-term registration plan**.

# THREE IMPORTANT POINTS

1. [If at all possible] Do not ask your faculty colleagues to enter the information (they did so when they set the catalog).
2. Send final map to faculty for approval.
3. Allow departments to adjust maps once a year.



# Steps For Designing Maps - I

1. Don't complicate the process- paper and pencil will get you started.
2. Select a format.
3. English and Mathematics are in term I.
4. Complete the requirements for the major.

# Steps For Designing Maps - II

5. Sequence the General Education courses to be completed in four to six terms, e.g., for 36 hours include six to nine hours a term.
6. Match major requirements with General Education to identify courses that satisfy both requirements.
7. Fill in Milestone courses or actions that must be completed in that term.
8. Keep a running tally of Milestone courses because many majors will require the same courses as Milestones, particularly in mathematics and statistics.

# Four Aspects of Academic Maps

1. The Academic Maps: term by term list of courses with critical courses or actions that **MUST BE** completed in the listed term.
2. Academic Policies.
3. Advising Policies.
4. Communication Policies.

# Academic maps: four essential components – the narrative, sample schedule, milestones and employment opportunities

Criminology/Criminal Justice is an interdisciplinary field of study. Included are the contributions and approaches of many of the social and behavioral sciences, as well as areas of study such as law and ethics, as they relate to the phenomenon of crime. The criminology/criminal justice major prepares students for employment in a wide variety of criminal justice agencies, under local, state and federal jurisdictions, as well as the private sector. This major can also serve as a foundation for graduate study in criminology, law, social work, sociology, psychology, and government including public administration.

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**

**List of Representative Job Titles and Potential Employers**

Sample Schedule		Milestones	
<b>TERM 1</b>	<b>Hrs.</b>	<b>TERM 1</b>	
ENC1101	3	Complete ENC1101	
LS Math	3	GPA ≥ 2.0 and in good academic standing	
LS Natural Science w/Lab	4		
Elective/minor	3		
Elective	1		
Total hours	14		
<b>TERM 2</b>	<b>Hrs.</b>		
ENC1102 or other second English	3		
LS Math (STA1013/2122)	3	Complete LS Mathematics course	
LS History/Humanities/Fine Arts	3	GPA ≥ 2.0 and in good academic standing	
CGS2060	3		
Elective/minor	3		
Total hours	15		

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.**

# Example: Sinclair Community College presents courses as defaults in their registration system

## MAP (My Academic Plan)



### My Academic Plan for Tanya Sturm

I have worked with an Academic/Faculty advisor at Sinclair to create My Academic Plan (MAP) for achieving my educational goals at Sinclair. I realize that by developing and agreeing to this plan, I am acknowledging my responsibility to follow it and thereby will achieve my academic goals without delay or loss of credits. I understand that deviation from this plan may have negative academic or financial impacts on reaching my stated goals and may void the Pledge to Students made to me by Sinclair. I will contact my Academic Advisor or Counselor if I have any questions or need to make modifications to MAP.

12/WI	12/SP	12/SU
<b>PSY 121</b> <b>PSY 121 - General Psychology I</b> PLAN TO OFFER: FALL WINTER First of a two-course sequence covering: history of psychology, research methods, physiology of behavior, sensation and perception, learning, memory, states of consciousness, and personality theories. Many Sinclair Community	<b>SCC 101</b> <b>SCC 101 - Student Success Experience</b> PLAN TO OFFER: FALL WINTER SPRING SUMMER This course is designed to help new students make a successful transition to Sinclair Community College. Students will learn and apply strategies required for survival in	<b>MAT 101</b> <b>MAT 101 - Elementary Algebra</b> PLAN TO OFFER: FALL WINTER SPRING Brief review of pre-algebra skills; operations with polynomials and rational expressions; simplifying algebraic expressions; solving first degree equations and inequalities and second degree equations by factoring

Any questions should be directed to: Tanya Sturm  
512-3700  
tanya.sturm@sinclair.edu



Accept MAP

Modify MAP

Print MAP

www.sinclair.edu

Students meet with advisors to develop personalized degree maps

Map is loaded into the registration system and courses are presented to student as default courses

Students can opt out and register for other courses, with a warning

Credit:

[http://flashmedia.sinclair.edu/dl/dept/advising/presenter/online\\_registration/index.htm](http://flashmedia.sinclair.edu/dl/dept/advising/presenter/online_registration/index.htm)

# Chipola College has Maps by Major for Students Intending to Transfer

## Entrance Requirements

FSU WILL DENY ADMISSION TO ANY STUDENT WHO HAS NOT SATISFIED THE STATE FOREIGN LANGUAGE REQUIREMENT.

FSU requires competency in oral communications for graduation. If students took a speech course in high school or were members of a debate team, they may exempt this requirement during the FSU admissions process. If not, students should take SPC 2608 at Chipola to satisfy this requirement.

All new main campus undergraduate students who enter the School of Information Studies are required to provide their own laptop computer and appropriate software. Specific information may be found on the FSU website at: <http://sils.fsu.edu/students/>.

An additional prerequisite for this program is PHI 2630 (or a general ethics class); it is not offered at Chipola.



## FRESHMAN YEAR

1st Semester		Sem. Hrs.	2nd Semester		Sem. Hrs.
ENC 1101 <sup>1</sup>	Communication Skills I	3	ENC 1102 <sup>1</sup>	Communication Skills II	3
CGS 1060	Intro to Microcomputer Use	3	STA 2023 <sup>2,4</sup>	Intro to Statistics	3
MAC 1140 <sup>3</sup>	Precalculus Algebra	3	PSY 2012 <sup>3</sup>	General Psychology	3
COP 1822 <sup>3</sup>	Intro to Web Authoring & Design	3	COP 1700 <sup>3</sup>	Intro to Database Management	3
XXX XXXX <sup>3</sup>	ELECTIVE	2-3	CIS 1000 <sup>5</sup>	Intro to Computing Systems	3
SLS 1101	Orientation	1			
TOTAL		15-16	TOTAL		15

## SOPHOMORE YEAR

1st Semester		Sem. Hrs.	2nd Semester		Sem. Hrs.
XXX XXXX <sup>1</sup>	GORDON RULE WRITING	3	XXX XXXX <sup>1</sup>	GORDON RULE WRITING	3
COP 2000 <sup>2</sup>	Intro to Computer Programming	3	SPC 2608	Effective Public Speaking	3
ECO 2013 <sup>2</sup>	Macroeconomics	3	XXX XXXX	NATURAL SCIENCE	3
XXX XXXX	GENERAL ED. ELECTIVE	3	COP 2800 <sup>6</sup>	JAVA Programming	3

# Example: UNC Charlotte has progression courses to identify students who are off-track and require them to seek guidance

## SUGGESTED PLAN OF STUDY

Freshman Year					
Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
ENGL 1101	Writing and Inquiry in Academic Contexts I	3	X		
MATH 1100	College Algebra and Probability	3	X		
XXXX XXXX	Natural Science w/ lab	4	X		
LBST 11XX	LBST 1100 Series: Arts and Society	3	X		
BUSN 1101	Introduction to Business & Professional Development	3			Progression Course
<i>Spring Semester</i>					
ENGL 1102	Writing and Inquiry in Academic Contexts II	3	X		
MATH 1120	Calculus	3	X		Progression Course
INFO 2130	Introduction to Business Computing	3			Progression Course
LBST 2101	Western Cultural and Historical Awareness	3	X		
XXXX XXXX	Non-Business Elective	3			
31 Credit Hours for Year					
Sophomore Year					
Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
ACCT 2121	Principles of Accounting I	3			Progression Course
ECON 2101	Principles of Economics • Macro	3	X		Progression Course
STAT 1220	Elements of Statistics I	3	X		Progression Course
XXXX XXXX	Natural Science	3	X		
LBST 2102	Global and Intercultural Connections	3	X		
<i>Spring Semester</i>					
ACCT 2122	Principles of Accounting II	3			Progression Course
ECON 2102	Principles of Economics • Micro	3			Progression Course
XXXX XXXX	Writing Intensive Course	3	X	W	
LBST 22XX	LBST 2200 Series: Ethical Issues and Cultural Critique	3	X		
XXXX XXXX	Non-Business Elective	3			
30 Credit Hours for Year					

Academic maps identify milestones—the critical courses/actions for timeline completion

Registration system flags students who withdraw or do not register for milestone courses

Students are placed on hold until advisors meet with students

Credit: <https://academics.uncc.edu/sites/academics.uncc.edu/files/media/Accounting-APS-Jan-2013.pdf>

# Accelerated Degrees with Block Schedules for Meta-Majors



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## Accelerated Study In Associate Programs

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<http://www.cuny.edu/academics/programs/notable/asap.html>



# Block Schedule for Business Meta-Major

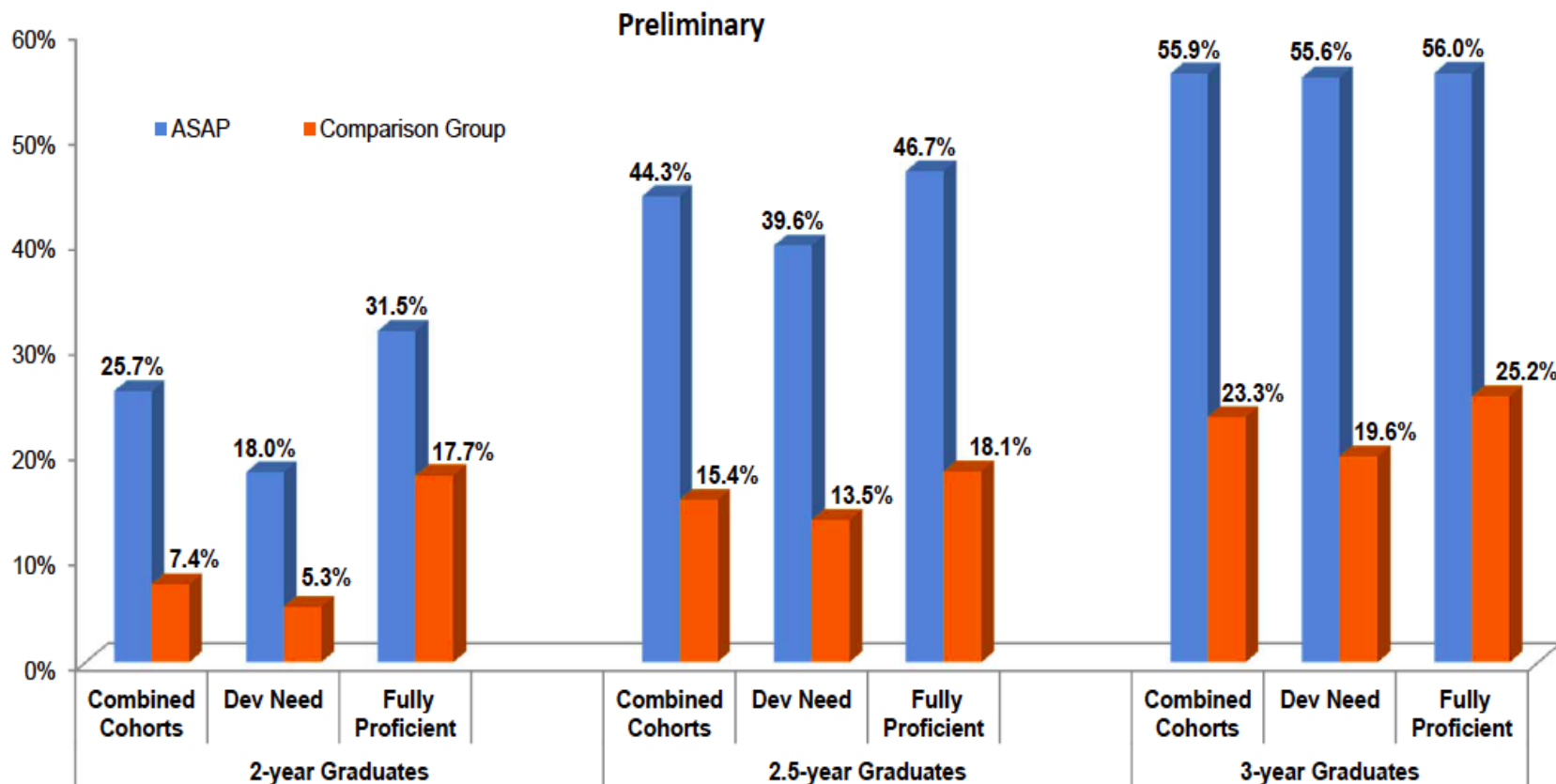
ASAP Block Program Sample

Business Administration (A.S.)

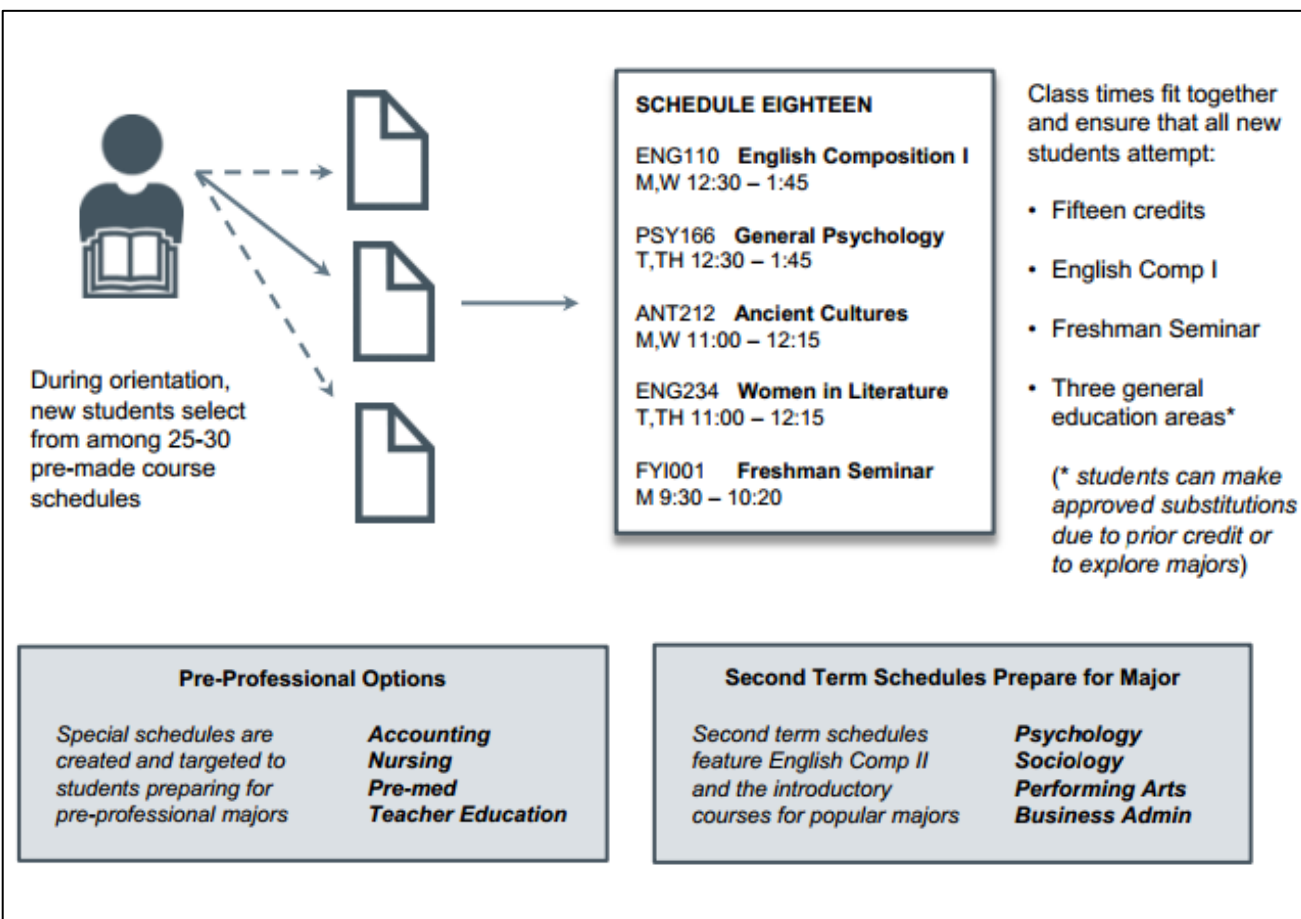
HOURS	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00-8:50 AM			ENGLISH COMPOSITION		ENGLISH COMPOSITION		
9:00-9:50 AM		BUSINESS COMMUNICATION	ENGLISH COMPOSITION	BUSINESS COMMUNICATION	ENGLISH COMPOSITION	INTRODUCTION TO HEALTH	
10:00-10:50 AM		MARKETING	COMPUTER FUNDAMENTALS	MARKETING	COMPUTER FUNDAMENTALS	INTRODUCTION TO HEALTH	
11:00-11:50 AM			COMPUTER FUNDAMENTALS		COMPUTER FUNDAMENTALS	ASAP SEMINAR	
12:00-12:50 PM		REVIEW SESSION	REVIEW SESSION	REVIEW SESSION		ASAP SEMINAR	
1:00-1:50 PM							

# ASAP Program Results

Chart 1: Graduation Rates for Combined ASAP and Comparison Group Cohorts:  
By Developmental Need at Time of Entry<sup>1</sup>



# Example: At CUNY Lehman College, entering students are required to choose from pre-built course schedules



Students register during orientation for a pre-made schedule that satisfies a number of GE requirements

Students continue to enroll in blocks of courses together for the second term

Students can opt out and register for other courses, to explore majors

Credit: CUNY Lehman College, "[Building Guided Pathways to Success](#)," Education Advisory Board

# Social/Behavioral Sciences Block Schedule

ENG110.G02FY  
English Composition I

M.W 11:00 – 12:15

**SOC166.B01FY**  
**Fundamentals of Sociology**

T.TH 9:30 – 10:45

**POL166.F02FY**  
**American Political System**

M.W 9:30 – 10:45

AMS111.C01FY T,TH  
American Culture: Value & Tradition

T,TH 11:00 – 12:15

FYI001.04FY  
Freshman Seminar

T 12:30 – 1:20

# FIU has developed a comprehensive system for integrating maps into their student advising system

## Graduation Success Initiative

The Graduation Success Initiative (GSI) helps students to:

**Explore**

Find the right major



**Focus**

Stay on track



**Graduate**

Finish on time



**Students**



**Advisors**

MyMajorMatch (interest inventory)

Students can take an on-line assessment to gauge their interest and skill across areas

MyMajor (academic maps)

Provide admissions criteria, course sequence, and career opportunities for each major

Differentiated maps for two-year transfer vs. 4-year students


My\_e\_advisor (registration flag)

Provides immediate feedback to students and advisors on progress

Alerts students and advisors if students are off-track

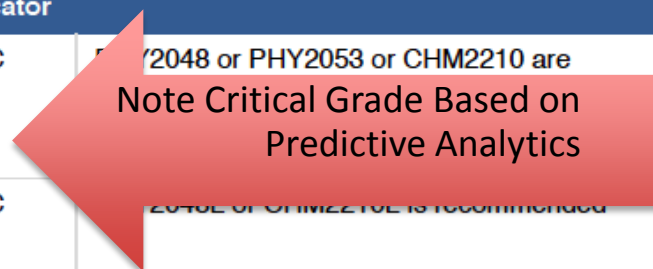
Credit: <https://ugrad.fiu.edu/gsi/index.html>

# Example: Florida International University Milestone Courses with Critical Grades

Spring Term 2013					Term Hours: 14 Cum GPA: 2.000
Course Group	Course Required	Course Description	Credit Hours	Critical Indicator	Course Notes
Common Prerequisites	CHM 1046	Gen Chemistry II	3.00	B	 Note Critical Grade Based on Predictive Analytics
Common Prerequisites	CHM 1046L	Gen Chem Lab II	1.00	B	
UCC English Composition	ENC 1102	Writing and Rhetoric II	3.00		
Common Prerequisites	MAC 2312	Calculus II	4.00	B	Also satisfies UCC Second Quantitative Reasoning course. (1) See endnotes
UCC Social Inquiry - Foundations of Social Inquiry			3.00		(1) See endnotes

# Academic Map in Chemistry for a Transfer Student

Fall Term 2013					Term Hours: 15
Complete PHY2048/2053 or CHM2210 if not completed prior to transferring to FIU. Both are required.					
Course Group	Course Required	Course Description	Credit Hours	Critical Indicator	Course Notes
CHEMISTRY LOWER DIVISION PREREQUISITES			4.00	C	PHY2048 or PHY2053 or CHM2210 are required
CHEMISTRY LOWER DIVISION PREREQUISITES			1.00	C	PHY2048 or CHM2210 is recommended
Intro to Analytical Chemistry	CHM 3120	Intro Analyt Chem	3.00	B	
Intro to Analytical Chemistry	CHM 3120L	Intr Analyt Chm Lab	1.00	C	
3000-4000 Level Electives			3.00		Global Learning Recommended
3000-4000 Level Electives			3.00		Elective Outside of Major





# PLACE MAPS TOGETHER IN A CONSPICUOUS LOCATION TO ALLOW STUDENTS TO BROWSE AND COMPARE

DIVISION OF UNDERGRADUATE STUDIES

UNDERGRADUATE  
ACADEMIC PROGRAM GUIDE  
(AND COMMUNITY COLLEGE COUNSELING MANUAL) 2013-2014

**Program Guide Legend**  
**P** Program Description  
**M** Academic Map  
**D** Department URL  
**C** Learning Compact

**Academic Degree Programs:**

To use this resource, first find your program of interest and then select **P** for a detailed program description, **M** to view the academic map, **D** to link to the department's webpage, or **C** to access the Academic Learning Compact. The program descriptions are also available in PDF format at [Academic Programs](#). Download the most recent version of Adobe Acrobat Reader at [Adobe](#).

**Links:** [Suspended/Closed Programs](#) [Minors](#) [Certificates/Specialized Studies](#) [Other Programs](#) [Bachelors/Masters Programs](#) [Liberal Studies](#)

<b>P</b>	<b>M</b>	<b>D</b>	<b>C</b>	Accounting *
<b>P</b>	<b>M</b>	<b>D</b>	<b>C</b>	Actuarial Science
<b>P</b>	<b>M</b>	<b>D</b>	<b>C</b>	Advertising (Communication)
<b>P</b>	<b>M</b>	<b>D</b>	<b>C</b>	African American Studies
<b>P</b>	<b>M</b>	<b>D</b>	<b>C</b>	Anthropology
<b>P</b>	<b>M</b>	<b>D</b>	<b>C</b>	Applied Mathematics
<b>P</b>	<b>M</b>	<b>D</b>	<b>C</b>	Art, Studio BA
<b>P</b>	<b>M</b>	<b>D</b>	<b>C</b>	Art, Studio BFA
<b>P</b>	<b>M</b>	<b>D</b>	<b>C</b>	Art History
<b>P</b>	<b>M</b>	<b>D</b>	<b>C</b>	Asian Studies



# Milestone Courses by Major and by Term

Major	Lower Division Students	Term 1	Term 2	Term 3
Accounting	26	Algebra	Calculus	Statistics
Biology	1307	Algebra	Calculus	Statistics
Chemistry	188	Algebra	Calculus	Finite Math
Criminology	405	Algebra	Mathematics	Statistics
Dietetics	617	Algebra	-----	Statistics
Economics	93	Algebra	Statistics	Trigonometry
Psychology	637	Algebra	Statistics	Mathematics

# KEY ACADEMIC POLICIES

- Require early declaration of interest area (a meta-major) or major.
- Require every student without a major to attend a “choosing a major” workshop and have a major selected by 30 hours.
- Establish Milestones for each term (key courses, factors, or events that must be completed by a specific time in order to stay on track). These courses **must be** offered when needed.
- Rationalize general education requirements.

# KEY ADVISING POLICIES

- Assist students with choosing a major through workshops, the Career Center and web resources, e.g., <http://www.bls.gov/ooh/> and <http://www.onetonline.org/>.
- Monitor student registration and grades for milestone courses.
- Every student “off-map” **must be mandated** to meet with an advisor in person (or electronically).
- Students must change majors if they are “off-map” two consecutive terms.

# KEY COMMUNICATION POLICIES

- EARNING A DEGREE IS A TWO (OR FOUR) YEAR PROCESS.
- MAPS MUST BE PART OF EVERY COMMUNICATION WITH STUDENTS, PARENTS AND FACULTY.
- THEY MUST BE EASY TO FIND ON THE WEBSITE AND EASY TO UNDERSTAND.
- MAPS MUST BE INTEGRATED INTO EVERY ASPECT OF THE ACADEMIC EXPERIENCE.

# MAPS BENEFITS STUDENTS

- STUDENTS SAVE TIME AND MONEY
- AVOID UNNECESSARY COURSES
- REDUCE TIME TO DEGREE
- ALWAYS KNOW WHERE THEY  
ARE **and** WHERE THEY ARE GOING

# **Providing Students with a clear Path to Graduation Reduces Excess Hours, Significantly Reduces Costs and Improves Time to Graduation**

<b>Year</b>	<b>Students with Excess Hours</b>	<b>4-year Graduation Rate</b>
2000	7,382	44.2%
2006	3,011	-----
2009	1,540	61.1%*

\*2008 cohort 4 year graduation rate

# MAPS BENEFIT INSTITUTIONS

- DEPARTMENTS KNOW THE NUMBER OF META-MAJORS AND THEIR PROGRESS TOWARD A DEGREE
- DEPARTMENTS CAN PREDICT STUDENT NEED FOR COURSES
- CLASSROOMS CAN BE SCHEDULED OPTIMALLY
- FACULTY CAN PLAN FOR THE FUTURE
- ADVISORS CAN BE EFFECTIVE UTILIZED

# RECOMMENDATIONS

- DEVELOP ACADEMIC OR META-MAJOR MAPS FOR ALL PROGRAMS
- COHORT BASED ENROLLMENT BY META-MAJOR/MAJOR
- BLOCK SCHEDULING TO FACILITATE EMPLOYMENT WHERE APPROPRIATE
- USE PREDICTIVE ANALYTICS TO ADVISE STUDENTS INTO AN APPROPRIATE META-MAJOR OR MAJOR



A young man with a large, dark afro and glasses is smiling broadly, looking towards the right. He is wearing a grey t-shirt with a cartoon character on it. The background is a blurred indoor setting with large windows. The word "Questions?" is written in a large, bold, dark red font, tilted upwards from left to right, across the upper right portion of the image.

**Questions?**