

March 5, 2024

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# Every Student – Every Time

Leveraging Data to Develop  
Guided Student Pathways

Lindsey Fifield  
Director of Strategic Programs



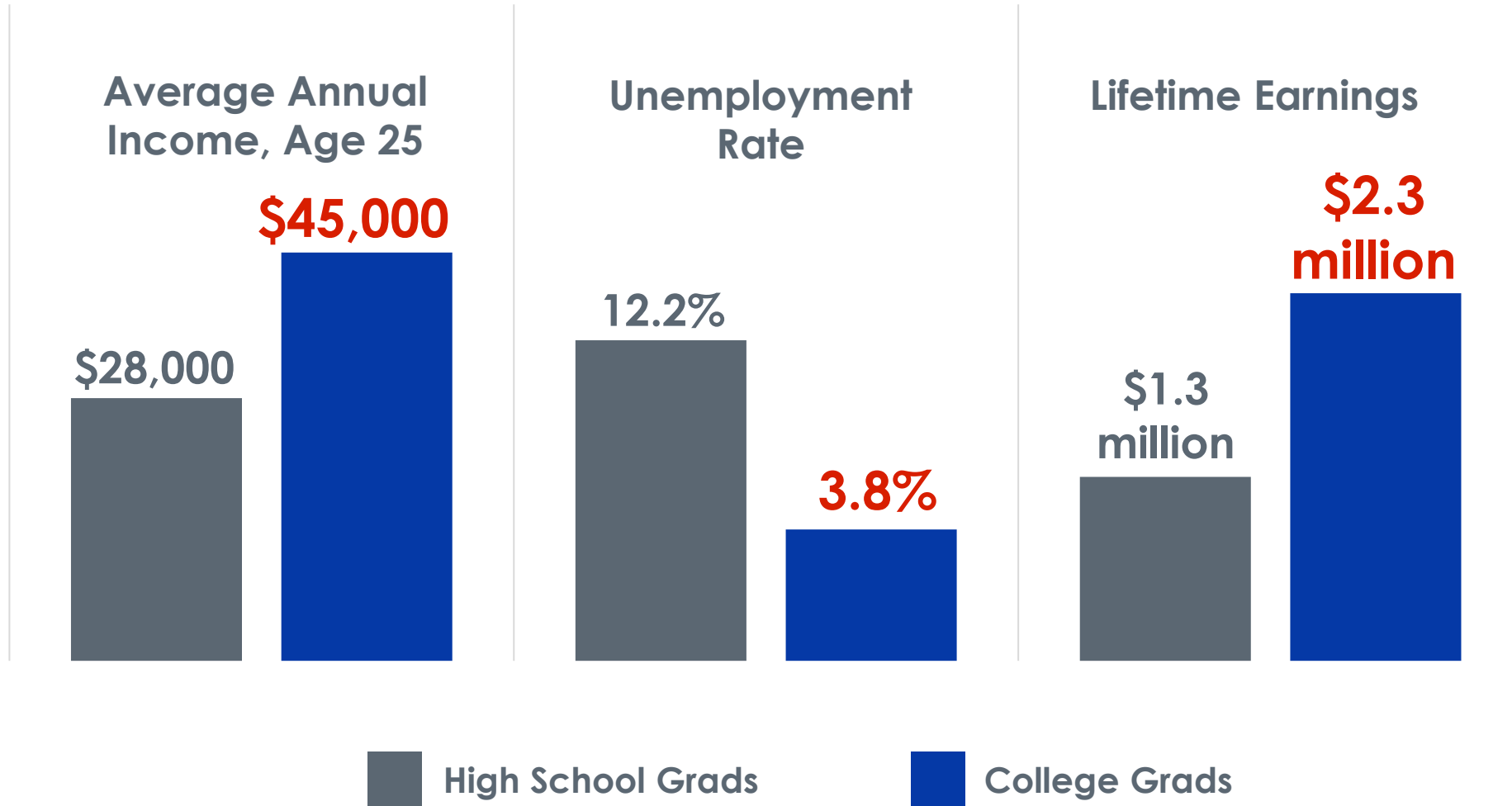
AT GEORGIA STATE UNIVERSITY







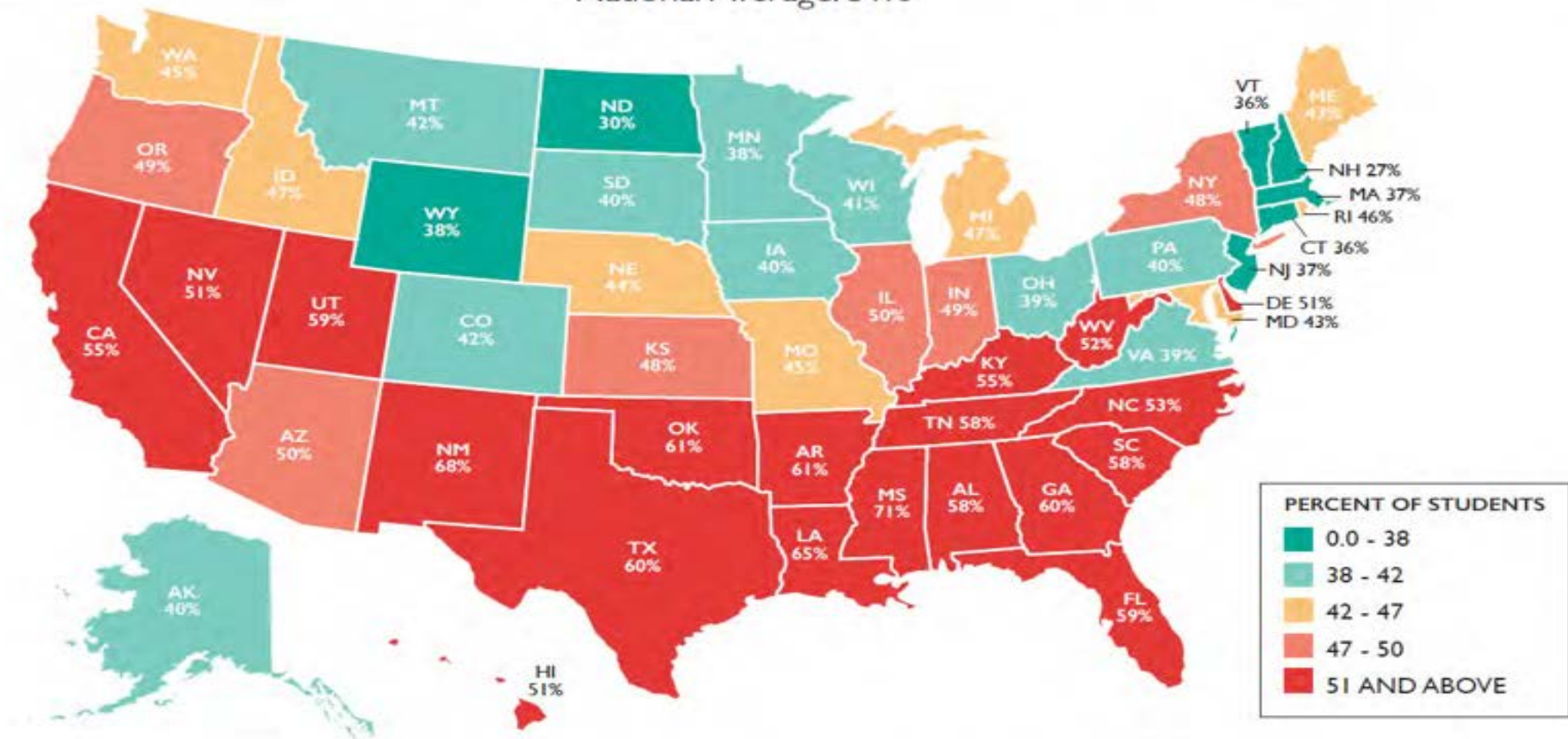
# The Benefits of a College Degree



Source: "The Rising Costs of Not Going to College," Pew Research Center, 2014

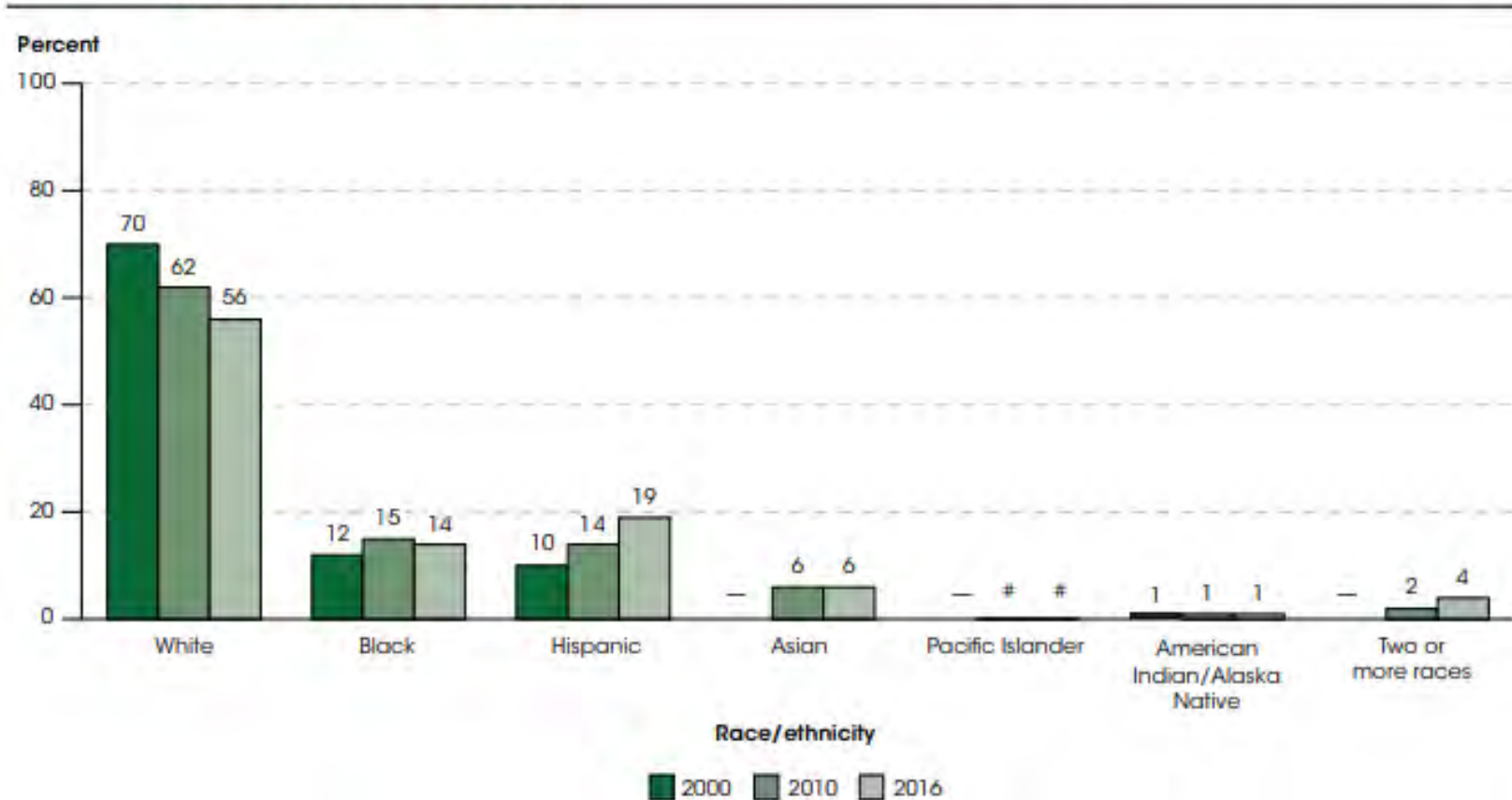
## PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013

National Average: 51%



## Status and Trends in the Education of Racial and Ethnic Groups 2018

Figure 20.2. Percentage of total undergraduate student enrollment in degree-granting institutions, by race/ethnicity: Fall 2000, fall 2010, and fall 2016



Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001, Spring 2011, and Spring 2017, Fall Enrollment component. See Digest of Education Statistics 2017, table 306.10.

# An Improbable Transformation

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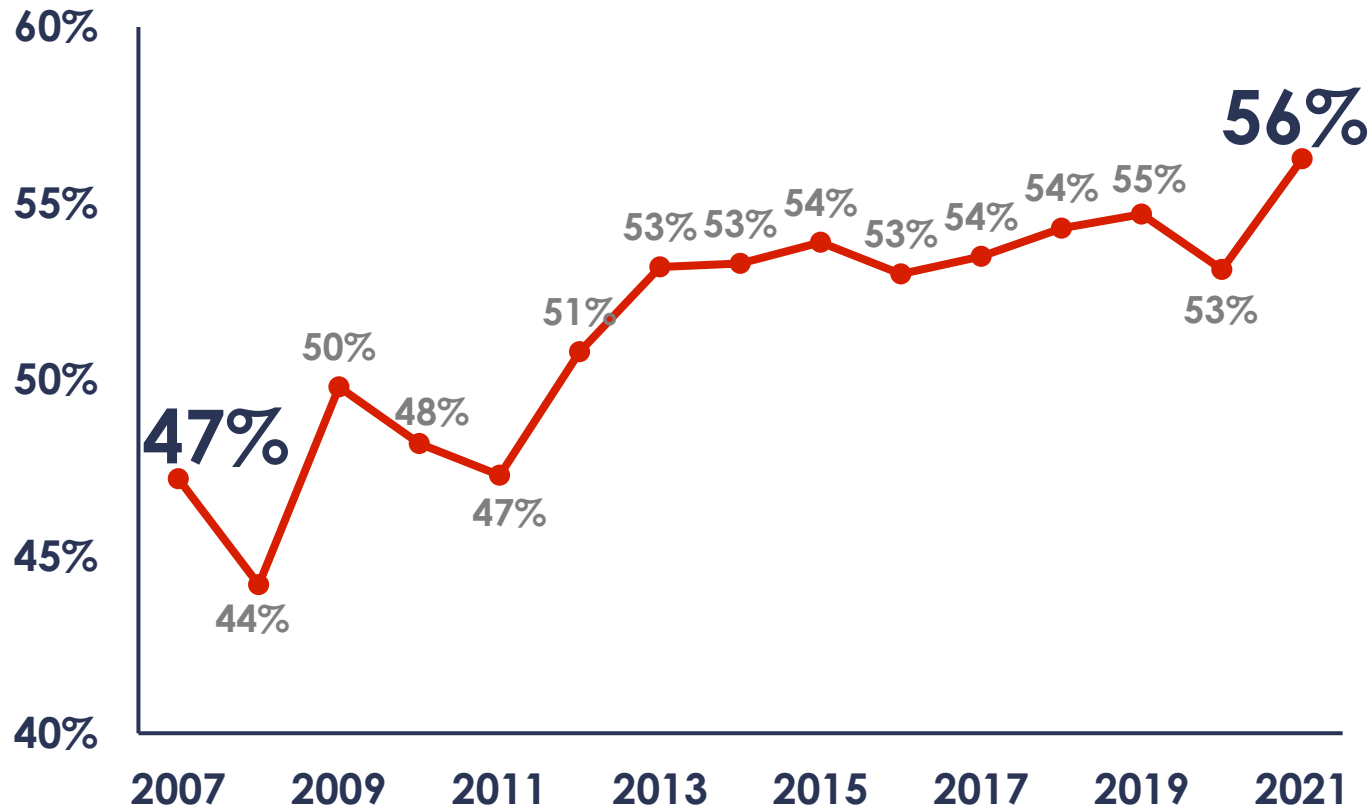


**36,000 Students on the Atlanta campus  
2016 consolidation with Perimeter College adds 5  
Associate-level campuses and 18,000 students**

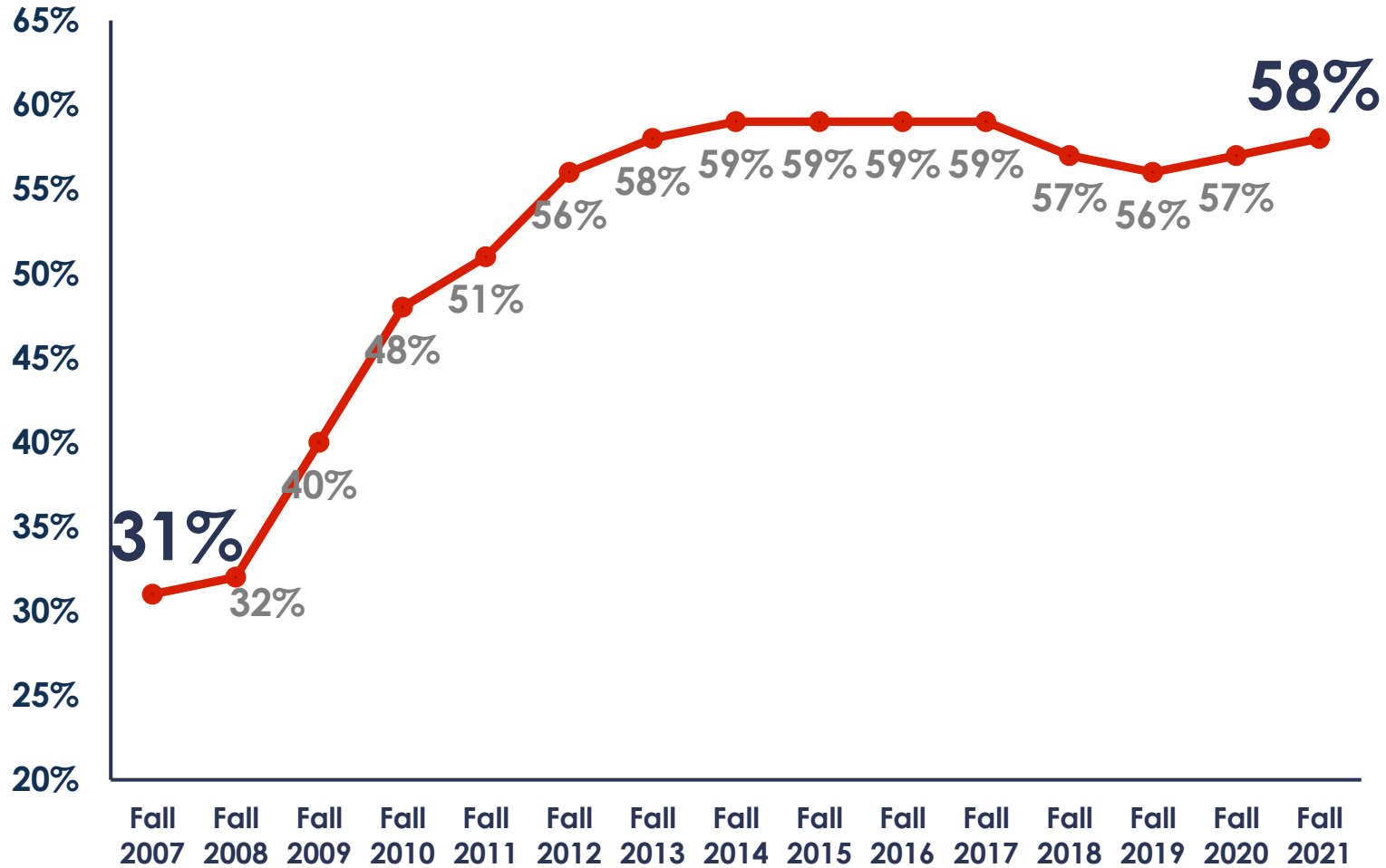


  
Georgia State  
University<sup>®</sup>

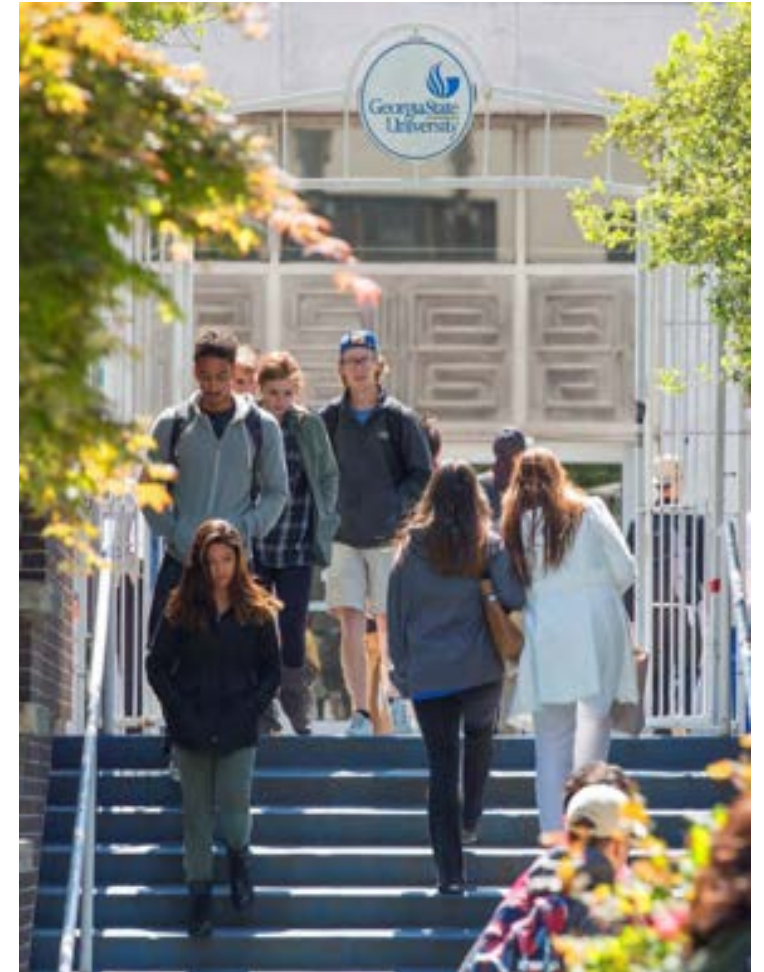
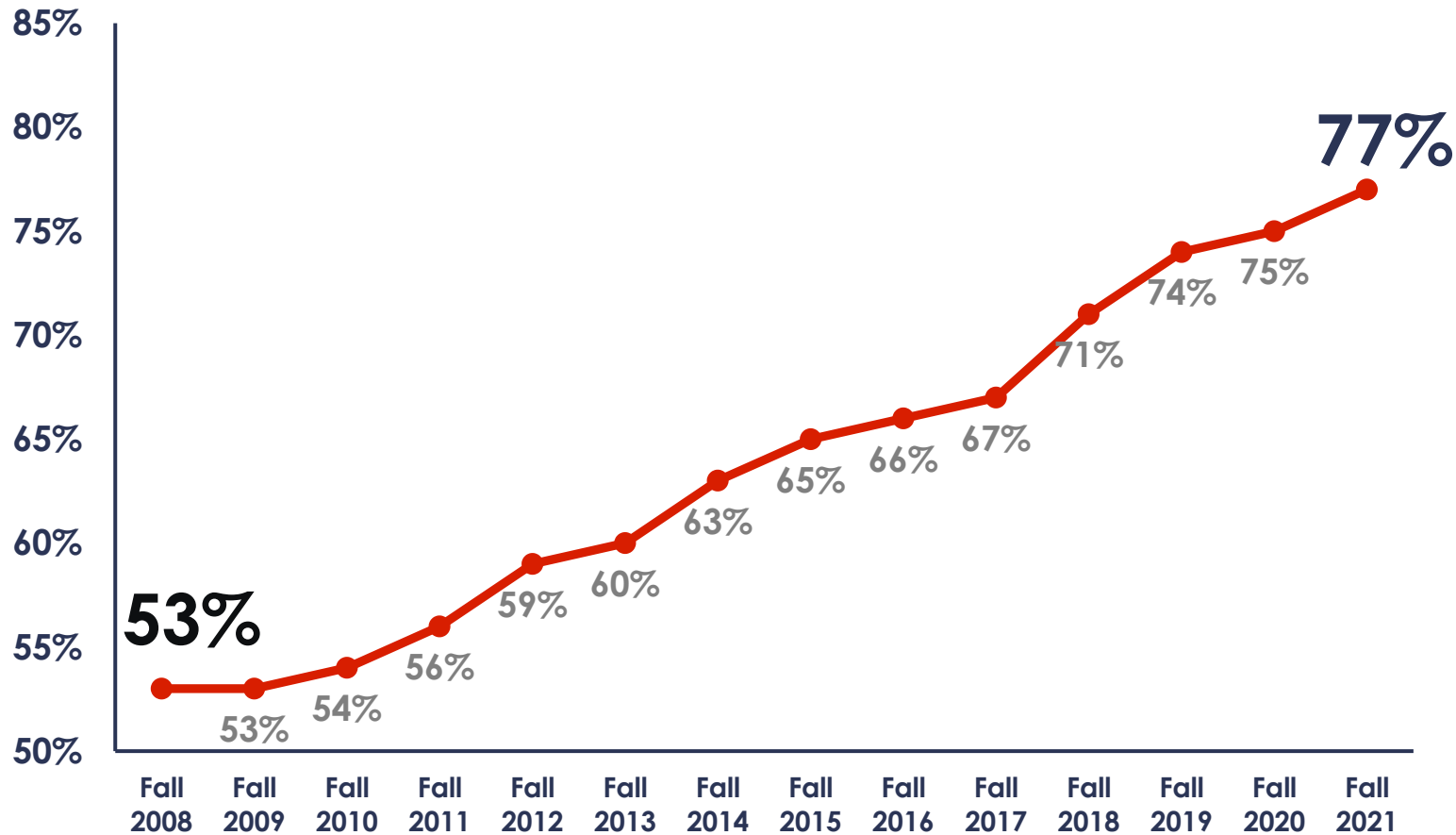
Six-Year Graduation Rates Among First-Time, Full-Time Students at Georgia State University



### Percent of Georgia State Undergraduates on Pell



### Percent of Georgia State Undergraduates Who Identify As Non-White



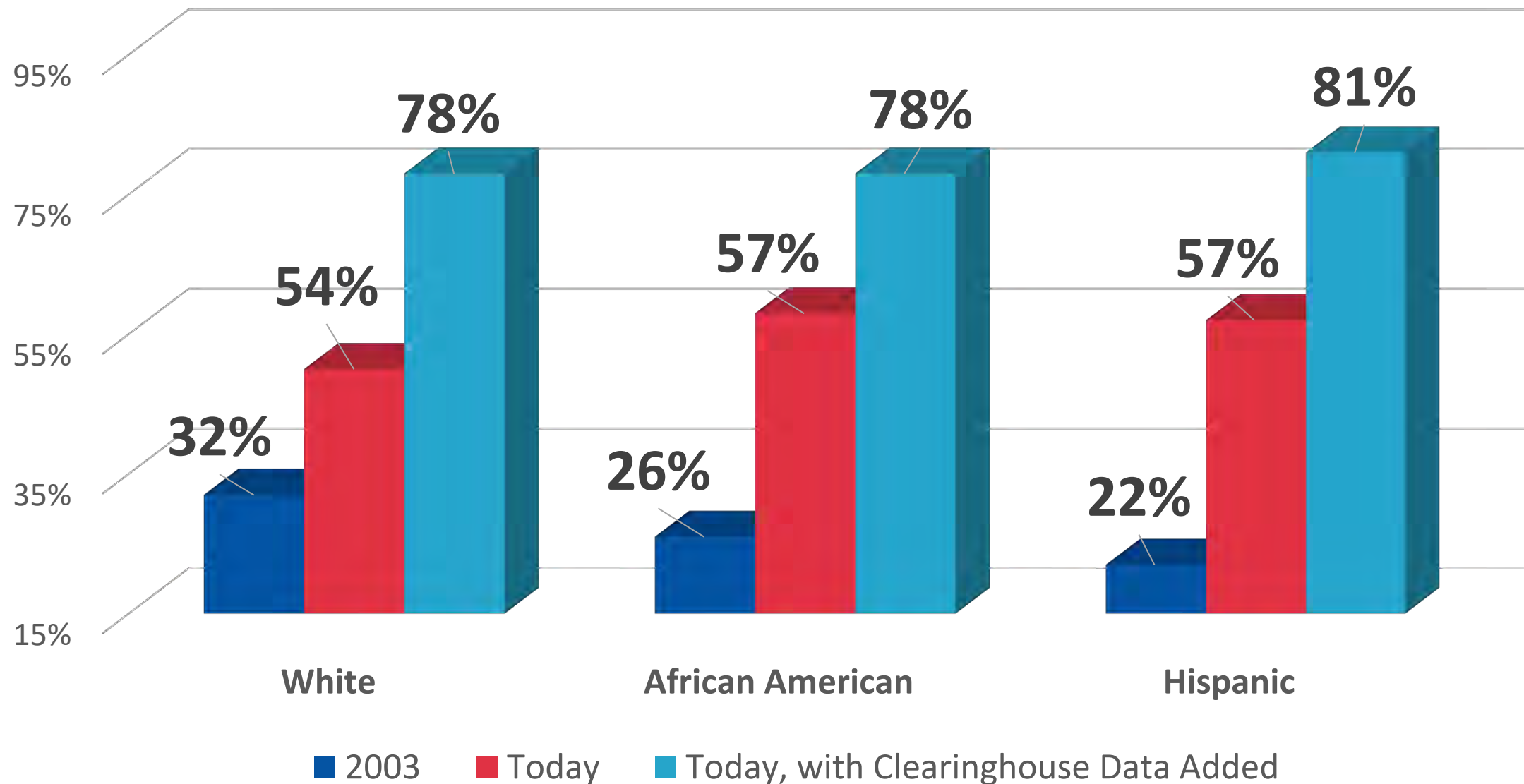
# Bachelor's Degrees Awarded by Group



	2009-10	2019-2020	Change	% Change
African American	1,001	2,213	<b>+1,212</b>	<b>+121%</b>
Pell	1,298	3,626	<b>+2,328</b>	<b>+179%</b>
Hispanic	196	654	<b>+458</b>	<b>+234%</b>



## Six-year Graduation Rates by Demographic at GSU





Are We the  
Problem?



Student outcome data informs an institutional strategy to redesign systematic processes, and student-facing communication supports coordinated efforts across campus units.



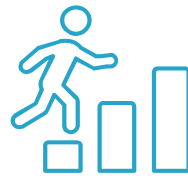
## Operationalizing Data for student success



**Structured  
First Year  
Support**



**Academic  
Design &  
Support**



**Career-  
oriented  
Learning**



**Proactive  
Advising**



**Financial  
Wellness**



**Outreach & Communications**  
to support the above



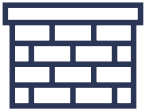
# The NISS is founded upon three core principles



"The mission of the NISS is to improve graduation rates and reduce equity gaps nationally by partnering with colleges and universities to identify institutionally-created obstacles to degree completion and to implement proven and scalable solutions that allow students from all backgrounds to succeed."

1

Institutions inadvertently hinder their students' success through policies, practices, and structures that are among the key drivers of student attrition and equity gaps.



2

Institutions can use data to identify and to understand these institutionally created barriers to completion.



3

Action-oriented institutions with the right coaching and support can create stronger and more equitable enrollment, retention, and graduation outcomes.



2.6

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Average Number of Majors Cycled Through By  
Graduating Seniors in 2010



**LOST**

**CONFUSED**

**UNSURE**

**UNCLEAR**

**PERPLEXED**

**DISORIENTED**

**BEWILDERED**

**Business**  
**Education**  
**Exploratory**  
**STEM**  
**Humanities & Arts**  
**Health Professions**  
**Policy/Social Science**



## Fall 2018 Academic Outcomes for Bachelor's Level Freshmen

Freshmen Learning Community Status	Students	GPA	Avg. Hours Attempted	Avg. Hours Earned	Spring Retention
FLC	3,417	3.18	14.5	13.4	95.5%
Non-FLC	875	3.09	13.6	12.0	92.2%

## Fall 2018 Academic Outcomes for *Associate* Level Freshmen

Freshmen Learning Community Status	Students	GPA	Avg. Hours Attempted	Avg. Hours Earned	Spring Retention
FLC	1,512	2.22	12.7	9.4	90.5%
Non-FLC	1,058	2.05	11.1	7.3	83.7%

## Fall 2018 PC Outcomes by Learning Community Participation

Fall 2018 New Freshmen (non-Honors, non-Athletes)

### By Subject

Subject	Learning Community	Students	Course GPA	DFW Rate
ENGL	PLC	1,260	2.27	27.6%
	Non-PLC	795	2.14	35.2%
MATH	PLC	1,172	1.81	42.3%
	Non-PLC	670	1.70	48.5%

### Math Courses

Course Number	Learning Community	Students	Course GPA	DFW Rate
997	PLC	349		38.1%
	Non-PLC	290		44.5%
999	PLC	66		33.3%
	Non-PLC	45		40.0%
1001	PLC	755	1.96	37.6%
	Non-PLC	473	1.50	54.3%

### English Courses

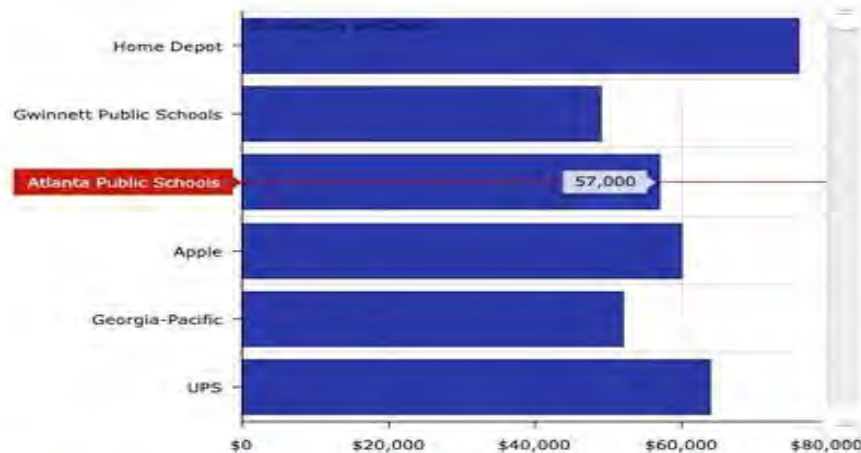
Course Number	Learning Community	Students	Course GPA	DFW Rate
999	PLC	245		18.0%
	Non-PLC	218		30.3%
1101	PLC	1,243	2.27	29.5%
	Non-PLC	762	2.13	36.5%
1102	PLC	17	2.38	29.4%
	Non-PLC	32	2.39	40.6%



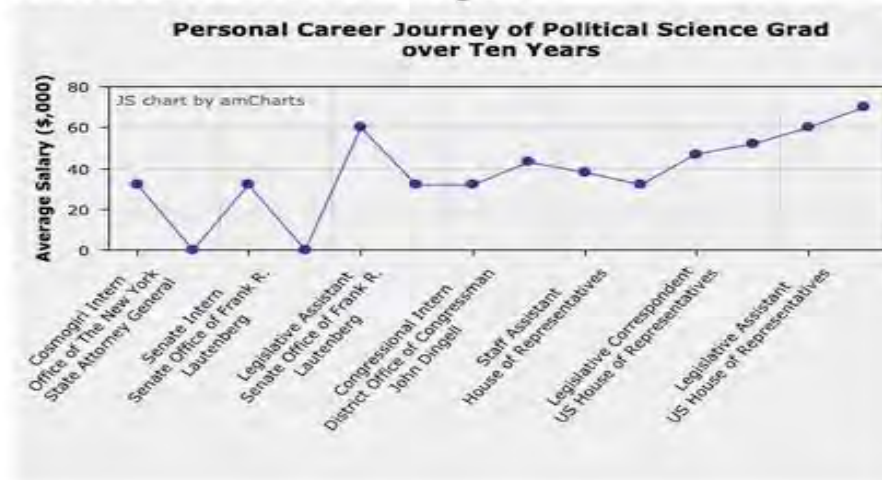
## Your Career Starts Here

WHEN YOU TAKE YOUR FIRST STEPS ON CAMPUS, YOU ARE CHARTING YOUR CAREER PATH.

### Top Employers of GSU Political Science Grads: Average Salary



### What does a career path look like for this Major?



Log in to Steppingblocks for more **national** data on Political Science majors.



-32%

Drop in Major  
Changes After the  
Freshman Year



5,760

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Students Who Dropped Out of  
Georgia State in 2010

## Predictive Analytics Project with EAB

**10 YEARS**  
OF DATA

**2.5 MILLION**  
GRADES

**800+**

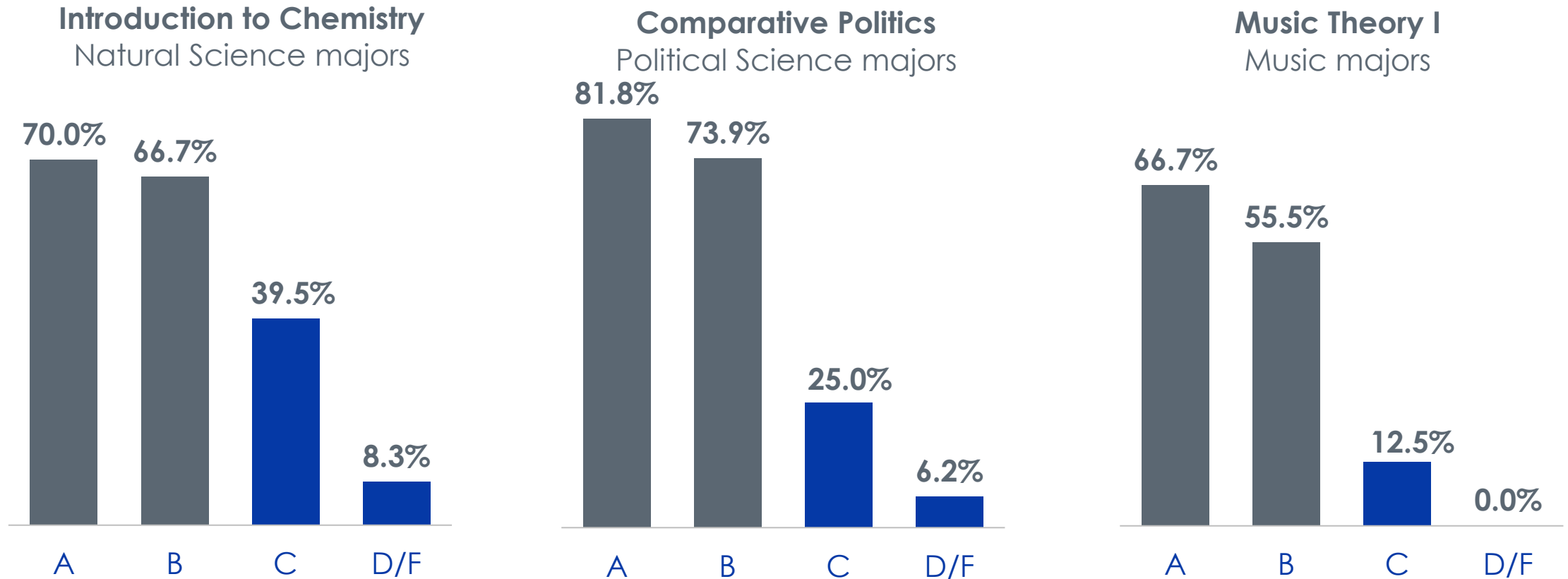
ANALYTICS-BASED

**ALERTS**

**144,000**  
STUDENT RECORDS

**30,000** STUDENTS  
TRACKED **DAILY**

## Graduation Rate in Major by Introductory Course Grade



## B.S. in Chemistry

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> <li>• Complete 1 of ENGL 1101, ENGL 1102 or ENGL 1103 (C or Better)</li> <li>• Complete MATH 1113 or Higher (B- or Better)</li> <li>• Complete CHEM 1211K (B- or Better)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete ENGL 1102 or 1103 (C or Better)</li> <li>• Complete MATH 2211 or Higher (B- or Better)</li> <li>• Complete CHEM 1212K (B- or Better)</li> <li>• Maintain a cumulative GPA of 2.25 or Better</li> </ul>
SEMESTER 3	SEMESTER 4
<ul style="list-style-type: none"> <li>• Complete CHEM 2400 (B- or Better)</li> <li>• Complete MATH 2212 (C or better)</li> <li>• Complete PHY 2211k (C or better)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete CHEM 3410 (C or better)</li> <li>• PHY 2212k ( B- or Better) (C or better)</li> <li>• Maintain a cumulative GPA of 2.25 or Better</li> </ul>
SEMESTER 5	SEMESTER 6
<ul style="list-style-type: none"> <li>• Complete CHEM 4000 with a C or Better</li> <li>• Complete CHEM 4110 with a C or Better</li> </ul>	<ul style="list-style-type: none"> <li>• Complete CHEM 4010 with a C or Better</li> <li>• Complete CHEM 4120 with a C or Better</li> </ul>
SEMESTER 7	SEMESTER 8
<ul style="list-style-type: none"> <li>• Complete CHEM 4160 with a B- or better</li> </ul>	<ul style="list-style-type: none"> <li>• Complete CHEM 4190 with a C or Better</li> </ul>



# 106,000

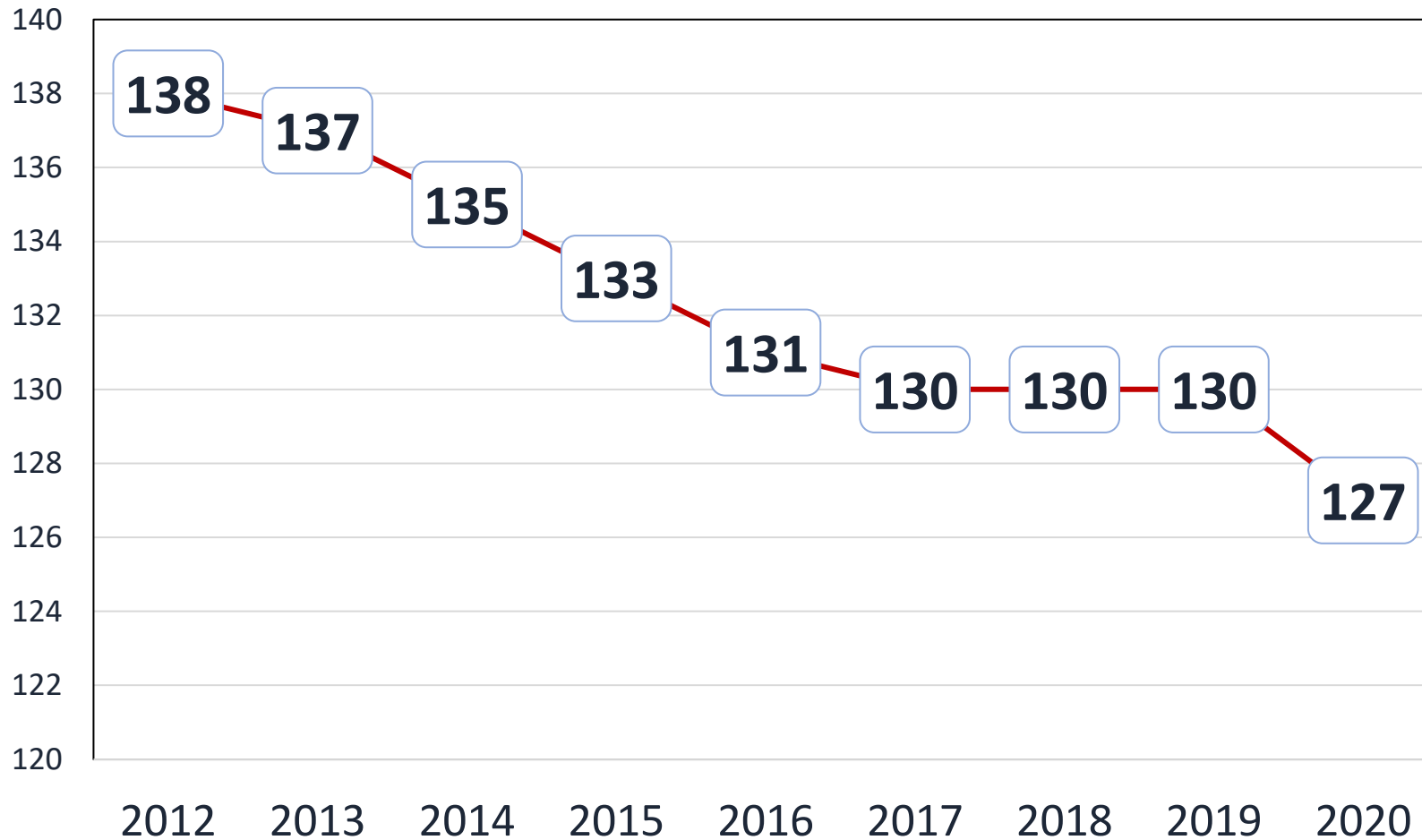
Advising Meetings Annually

# Results: Decline in Time to Degree



Hours at Graduation  
*Native Freshmen Bachelor's Students*

— Median Hours at Graduation





# \$21 million

*Savings to the Class of 2021 in tuition and fees when compared to the Class of 2012*

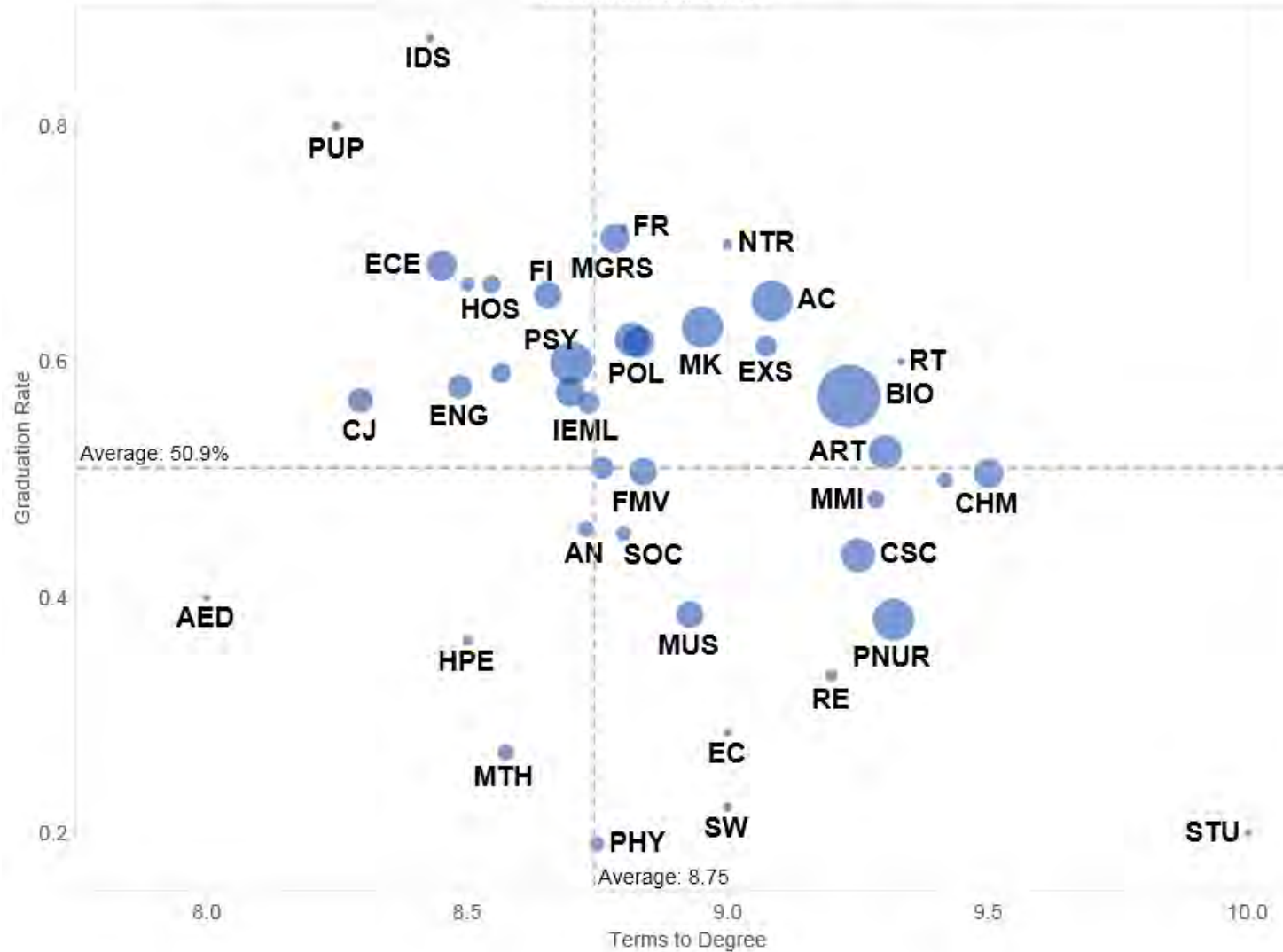
# Academic Program Design

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### Graduation Rate vs. Terms to Degree by First-Declared Major

2008 Freshman Cohort



## Program Admission Redesign

- Realistic GPA requirements
- Heavier importance placed on predictive courses
- Provide alternative options early

## Results

Fall 2008 Entering Cohort: **37% graduation rate**

Fall 2013 Entering Cohort: **54% graduation rate**



What *can* we do?

## Basics



Recommended sequence of courses



Includes ALL credits needed for degree



Guide for students and staff

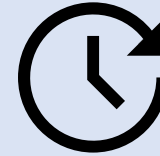


Developed with departments

## Key Elements



Consistent and easy to follow



30 credits per year  
2/4 yr. graduation pace



Includes milestones & prerequisites



Publicly available



**Students:** Informed place to start



**Advisors:** Visual to help guide and advise students



**Academic Departments:** Program assessment & deepen connection between academics and career



FOUR YEAR PLAN COLLEGE OF BUSINESS 2020-2021  
**MARKETING**

The Division of Marketing, Mkt, and Entrepreneurship offers a Bachelor of Business Administration (BBA) degree in Marketing. Professionals that work in marketing aim to get and keep customers by determining and satisfying customer needs and wants in a diverse market. This is done by making sure the company has the right products and/or services and that these are correctly positioned, distributed, and priced. In the marketing program, you will learn how to be effective at personal selling, promotion development and execution, event coordination, customer experience design, supply chain management, analytics, market research, social media, digital marketing, and strategic planning. Marketing majors can choose to have an area of emphasis in Digital Marketing and Analytics or Sales.

	FALL SEMESTER				SPRING SEMESTER				
	CODE	COURSE NAME	HRS	GRADE	CODE	COURSE NAME	HRS	GRADE	
YEAR ONE	FYS 100	First Year Sem Crit Thinking	3		LE 207	Legal Environment of Business	3		
	ENG 101	English Composition I	3		ECH 200	Principles of Microeconomics	3		
	STA 100	Fundamentals of Statistics	3		COM 207	Bus & Prof Communications	3		
	STA 100L	Fundamentals of Statistics Lab	1			Physical or Natural Science	4		
	PSY 201	General Psychology (CT)	3			Fine Arts	3		
	MS 200	Mac Computer Applications	3						
	UNI 100	Freshman First Class	1						
	<b>TOTAL HOURS</b>		<b>17</b>		<b>TOTAL HOURS</b>		<b>16</b>		
	Summer Term (optional)								
	YEAR TWO	FALL SEMESTER				SPRING SEMESTER			
ACC 215		Accounting Principles (CT)	3		ACC 216	Principles of Accounting	3		
ECH 201		Principles of Macroeconomics	3		MGT 218	Business Quantitative Methods	3		
ENG 201		Advanced Composition	3		ENG 204	Writing for the Workplace	3		
		Free Elective	3			Free Elective	3		
		COM Studies Elective	3			Humanities	3		
<b>TOTAL HOURS</b>			<b>15</b>		<b>TOTAL HOURS</b>		<b>15</b>		
Summer Term (optional)									
YEAR THREE		FALL SEMESTER				SPRING SEMESTER			
		MKT 340	MKT Concepts and Applications	3		MKT 341	Integrated MKT Communications	3	
	MKT 311	Principles of Selling	3		MKT 371	International Marketing	3		
	MGT 120	Principles of Management	3			MKT Elective	3		
	FIN 323	Principles of Finance	3			MKT Elective	3		
	MS 290	Principles of MS	3			Free Elective	3		
	<b>TOTAL HOURS</b>		<b>18</b>		<b>TOTAL HOURS</b>		<b>18</b>		
	Summer Term (optional)								
	YEAR FOUR	FALL SEMESTER				SPRING SEMESTER			
		MKT 417	Consumer Behavior	3		MKT 465	Strategic Marketing	3	
MKT 412		Marketing Research	3		MKT 490	Strategic Management	3		
		MKT Elective	3			Free Elective	3		
		MKT Elective	3			Free Elective	3		
		Free Elective	3						
<b>TOTAL HOURS</b>			<b>15</b>		<b>TOTAL HOURS</b>		<b>12</b>		
Summer Term (optional)									

Minimum Course: This is a key location marker for your major. See your advisor to discuss the importance of this course in your plan of study.

## MARKETING – 2020-2021

### INVOLVEMENT OPPORTUNITIES

- Join a business student organization
- Attend the Division of the Business Marketing Reception (Alpha Kappa Psi)
- Research professional organizations like the American Marketing Association
- Apply for internships
- Participate in BBA Business/Entrepreneur Symposium
- Practice job interviewing
- Join contests
- Get a Business Professional Certificate
- Work with a faculty mentor

### RELATED MAJORS

- Management
- Marketing Sales
- Marketing Digital Marketing and Analytics
- Public Relations
- Advertising
- Communication
- Entrepreneurship
- Philosophy

### GRADUATION REQUIREMENTS

- Have a minimum of 120 credit hours (some colleges or majors require more)
- Have an overall Marshall grade point average of 2.0 or higher
- Have an overall Marshall GPA average of 2.0 or higher in the major area of study
- Have earned a grade of C- or better in English 201 or 201W
- Have met all major and college requirements
- Have met the requirements of the Core Curriculum
- Have met the residence requirements of Marshall University (including 12 hours of direct level coursework in the student's college program and/or "Residence Requirement" in the undergraduate curriculum)
- Be employed at Marshall at least one semester of the senior year
- Have transferred no more than 75 credit hours from an accredited 2-year college into the University of higher education

College and specific program may have unique requirements that are more stringent than those listed above. Students are responsible for staying informed about and meeting the requirements for graduation.

#### YEAR ONE

Have your passport ready to go! If you already have a passport, it should be ready to fly by now. Start your Marshall journey now!

Help on the field trip and come to class! Class attendance is more important to your success than your high school GPA. Give your best on your AT&T exam.

Take a career self-assessment to help determine what majors in your field are most interesting and suitable for your personality.

Get involved in an organization on campus. Meet in person. Meet your year advisor. Marshall has more than 200 student organizations.

Attend an international festival or event on campus or in town.

#### YEAR TWO

Are you completing enough credits to graduate on time? Dropping or adding a class can get you back on track. Get the semester terms to quickly get back on track.

Take a Community Based Learning (CBL) class that connects to your interests in the community. They are great and make a difference.

Meet with your academic advisor at least one time each semester.

Attend a student exchange study away for one semester and gain a different perspective. Choose from institutions across the US, 15 countries, or Canada.

Volunteer to assist with an important event such as a school festival. Be in support of our school or community.

#### YEAR THREE

Develop relationships with professors who can give you future references by attending their office hours.

Consider joining a business focused student organization to maximize your opportunities for networking and building business skills.

Are you on track to graduate? Meet with your advisor for your senior year to make sure you know what requirements you have left.

What are your personal goals of interest? They might influence your major with a personal skill set. Consider adding a minor in entrepreneurship or public relations.

Talk to the city manager about getting a national professional certification like Google AdWords or HubSpot Inbound Marketing.

Get professional experience in your field. Use the American Marketing Association.

#### YEAR FOUR

Apply for graduation in July. Meet with your advisor and complete your graduation application. Read up! See your advisor.

Consider the Fall program if you are able to start back your last semester and finish your degree in one year!

Check with your advisor to see if you qualify to graduate with honors.

Don't leave your 2020 with any unfinished business. Get an internship related to your field of study.

Start your Business Professional Certificate by attending summer sessions and will continue offered by the College of Business.

Be on the top of your professional game! Prepare a final resume and portfolio of your impressive skills with a career coach in Career Services.

### TRANSFERABLE SKILLS ASSOCIATED WITH THIS MAJOR

- Analysis
- Customer Creation
- Project Management
- Research and Analysis
- Team Leadership
- Active Learning
- Critical Thinking
- Global and Intercultural Communication Skills
- Assessment and Decision Making
- Complex Problem Solving
- Team Management
- Planning
- Monitoring
- Coordination
- Strategy Development


### ASSOCIATED CAREERS

- Digital Marketing Manager
- Social Media Marketing Specialist
- Marketing Communications Specialist
- Media Relations Coordinator
- Publicity Manager
- Account Executive
- Sales Director
- Business Manager
- Marketing Coordinator
- Product Developer
- Product Designer
- Brand Manager

This academic program is designed to be a guide in planning your coursework towards a degree. Consult with your advisor for more information on degree programs. It is recommended that you consult with your advisor for more information on degree requirements at Marshall University or requirements available at your employer. Always consult regularly with your advisor.


Marshall University  
 Lewis College of Business  
 Boyd D. Smith Undergraduate  
 School of Business  
 One John Marshall Drive  
 Huntington, WV 25703  
 1-800-886-2274  
 faculty@marshall.edu  
 marshall.edu/colb

<https://www.marshall.edu/advising/2020-21-academic-maps/>



Pathways to Achievement, Completion, Career & Transfer

## ACADEMIC MAP 2020-2021



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### Literature Concentration

Associate in Arts

START here

SEMESTER 1 - Fall	CREDITS	MILESTONE	COMPLETED
ENG 101 – English Composition I	3		<input type="checkbox"/>
Behavioral/Earth Science Elective – Recommended: SSC 101 – Issues in Sociology	3	<input type="checkbox"/>	<input type="checkbox"/>
Behavior Science Elective – Recommended: PSY 101 – Introduction to Psychology	3	<input type="checkbox"/>	<input type="checkbox"/>
Gen Ed Math Elective – Recommended: MAT 120 – Math for Liberal Arts	3		<input type="checkbox"/>
History Sequence – Recommended: HIST 120 – History of World Cultures Before 1500	3	<input type="checkbox"/>	<input type="checkbox"/>
ISS 101 – First-Year Experience	1		<input type="checkbox"/>
<b>TOTAL CREDITS</b>	<b>16</b>		


SEMESTER 2 - Spring	CREDITS	MILESTONE	COMPLETED
ENG 102 – English Composition II	3		<input type="checkbox"/>
ENG 142 – British Literature Survey – OR –	3		<input type="checkbox"/>
ENG 143 – Modern American Literature	3		<input type="checkbox"/>
Gen Ed Lab Science Elective	4		<input type="checkbox"/>
Gen Ed Elective	3	<input type="checkbox"/>	<input type="checkbox"/>
History Sequence – Recommended: HIST 121 – History of World Cultures after 1500	3	<input type="checkbox"/>	<input type="checkbox"/>
ISS Elective – Recommended: ISS 100 (Semester/Summer Weekend – The College Party Festival)	1	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL CREDITS</b>	<b>20</b>		


SEMESTER 3 - Fall	CREDITS	MILESTONE	COMPLETED
ENG 144 – Modern American Literature – OR –	3	<input type="checkbox"/>	<input type="checkbox"/>
ENG 142 British Literature Survey	3	<input type="checkbox"/>	<input type="checkbox"/>
ENG 146 – Early World Literature – OR –	3	<input type="checkbox"/>	<input type="checkbox"/>
ENG 147 Modern World Literature	3	<input type="checkbox"/>	<input type="checkbox"/>
Language Elective other than ENG	1	<input type="checkbox"/>	<input type="checkbox"/>
Lab Science Elective – OR – Non-Lab Science Elective	3-4		<input type="checkbox"/>
Literature Elective	3	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL CREDITS</b>	<b>16</b>		

SEMESTER 4 - Spring	CREDITS	MILESTONE	COMPLETED
Science Elective – OR – Math Elective II (or Lab Science Option above in semester 1)	3		<input type="checkbox"/>
Any ENG above 107	6	<input type="checkbox"/>	<input type="checkbox"/>
Elective	3	<input type="checkbox"/>	<input type="checkbox"/>
Elective	3	<input type="checkbox"/>	<input type="checkbox"/>
ISS Elective	1	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL CREDITS</b>	<b>16</b>		



Middlesex requires students to complete the writing component of the graduation process.



Make Your Summer Matter. Complete your graduation requirements all at once.

#### Career and Transfer Outlook

- UMass Lowell requires the Lab Science Option for the Liberal Arts and Science Degree. One science course must be a lab science and the other may be a non-lab science.
- UMass Lowell requires a one semester survey of British Literature while Salem State requires two literature courses from different time periods in two-semester sequences such as Early and Modern American Literature or Early and Modern World Literature.
- UMass Lowell requires either four semesters of a world language, or two semesters of a world language plus three approved courses on the culture/history/literature/film related to that language, but taught in English.
- Salem State University requires four semesters of a world language, which students can begin completing at MCC or demonstrate proficiency by exam once they transfer.

You've FINISHED!

To learn more, call us at 1-800-818-3434  
or visit [www.middlesex.mass.edu](http://www.middlesex.mass.edu)

MIDDLESEX COMMUNITY COLLEGE • LOWELL CAMPUS, 33 KEARNEY SQUARE • BEDFORD CAMPUS, 551 SPRINGS ROAD



	Foundational	Intermediate	Advanced
<b>Design Components</b>			
Consistent Design	<ul style="list-style-type: none"> <li>No consistent elements</li> </ul>	<ul style="list-style-type: none"> <li>Some consistent elements</li> </ul>	<ul style="list-style-type: none"> <li>All maps follow the same format</li> </ul>
Program Information	<ul style="list-style-type: none"> <li>Name of program included</li> </ul>	<ul style="list-style-type: none"> <li>Description of program included with possible specializations</li> </ul>	<ul style="list-style-type: none"> <li>Description, name, learning outcomes and career skills and opportunities included</li> </ul>
Graduation Pace	<ul style="list-style-type: none"> <li>4-year completion not considered</li> </ul>	<ul style="list-style-type: none"> <li>Completion not considered until program level</li> </ul>	<ul style="list-style-type: none"> <li>All Program Maps are achievable within a 4-year time frame</li> </ul>
<b>Content Components</b>			
Course recommendations	<ul style="list-style-type: none"> <li>No specific courses listed</li> </ul>	<ul style="list-style-type: none"> <li>Some specific courses listed</li> </ul>	<ul style="list-style-type: none"> <li>Maps include specific course recommendations for all degree reqs.</li> </ul>
Math/ English Component	<ul style="list-style-type: none"> <li>English and Math courses are not prioritized in Yr. 1</li> </ul>	<ul style="list-style-type: none"> <li>Partial English or Math requirements completed in Yr. 1</li> </ul>	<ul style="list-style-type: none"> <li>English 1101, 1102 and relevant Math courses are completed in Yr. 1</li> </ul>
Program engagement	<ul style="list-style-type: none"> <li>Not considered</li> </ul>	<ul style="list-style-type: none"> <li>Maps include basic program milestones and pre-requisites</li> </ul>	<ul style="list-style-type: none"> <li>Maps include ALL program milestones including experiential learning opportunities</li> </ul>
<b>Engagement Components</b>			
Accessibility	<ul style="list-style-type: none"> <li>Not available or available in paper copy</li> </ul>	<ul style="list-style-type: none"> <li>Available in a single location on the web and linked to depts.</li> </ul>	<ul style="list-style-type: none"> <li>Mobilized into interactive or predictive software</li> </ul>
Student Communication	<ul style="list-style-type: none"> <li>Not or rarely used with students</li> </ul>	<ul style="list-style-type: none"> <li>Program maps are consistently used with students</li> </ul>	<ul style="list-style-type: none"> <li>Proactively reviewed by staff and students contacted about progression</li> </ul>
Review Process	<ul style="list-style-type: none"> <li>No program maps are reviewed annually</li> </ul>	<ul style="list-style-type: none"> <li>Some program maps are reviewed and updated annually</li> </ul>	<ul style="list-style-type: none"> <li>All program maps are reviewed and updated annually</li> </ul>

## Institutional Goal

To systematize the design, review, and usage of program maps on campus to establish a consistent standard of care for students regardless of program of study.

	3 month	6 month	9 month
<b>Foundational</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify leadership and team</li> <li><input type="checkbox"/> Align on implementation goal</li> <li><input type="checkbox"/> Establish timeline</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify campus resources/ departments</li> <li><input type="checkbox"/> Collaborate to establish program map template</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Build draft maps for each major</li> <li><input type="checkbox"/> Develop plan for student usage/ rollout</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify program leadership and add to team as needed</li> <li><input type="checkbox"/> Align on program development goal</li> <li><input type="checkbox"/> Establish timeline for completion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gain consensus on map template</li> <li><input type="checkbox"/> Systematize and build out program maps for all majors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a 'standard of care' that integrates maps into daily usage</li> <li><input type="checkbox"/> Determine program map location and accessibility options for students</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify leadership and team</li> <li><input type="checkbox"/> Align on implementation goal</li> <li><input type="checkbox"/> Establish timeline</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate existing map structure to transition to momentum maps</li> <li><input type="checkbox"/> Elevate career and experiential learning opportunities into maps</li> <li><input type="checkbox"/> Review operational usage of maps to ensure maximization</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strengthen and standardize review process</li> <li><input type="checkbox"/> Explore digitized options for program maps</li> <li><input type="checkbox"/> Begin discussions on how program maps could be used to influence course availability</li> </ul>

# Thank you!



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