Why Pathways?

Nationally, only 21% of surveyed undergraduates “very much” agree that advisers share information about special opportunities and post-graduate/career planning. (NSSE, 2013)

Choice is a good thing, right?!

Often, yes! However, students (and, often parents!) may be overwhelmed by the breadth of programs and experiences offered in CLA.

We all know how difficult it can be to help each student identify personal interests, goals, and related majors/careers.

Our goal is to engage increasingly tech-savvy students explore and compare options using multiple vantage points.
Connect the dots!
Our Inspiration: urbanspoon
**Our Prototype**

**Select interest(s) for 3+ areas**

<table>
<thead>
<tr>
<th>CAREERS</th>
<th>COURSES</th>
<th>ENGAGEMENT</th>
<th>PROGRAMS</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Unsure what a term means? Click for a definition and examples!

**Now, wait for results!**
## Differences

<table>
<thead>
<tr>
<th>urbanspoon</th>
<th>Prototype</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select item(s) across 3 categories</strong></td>
<td><strong>Select item(s) for at least 3 of 5 categories</strong></td>
</tr>
<tr>
<td>One list of results (restaurants), Matches selections across categories</td>
<td>Multiple lists, Separate results for each category</td>
</tr>
<tr>
<td>Fixed results</td>
<td>Relational results</td>
</tr>
<tr>
<td>Optional “lock in” function</td>
<td>Considering “lock in” function</td>
</tr>
</tbody>
</table>
CASE STUDY: “MORGAN”

**NHS Orientation:**
Morgan grew up in Mora, MN, a small town about an hour north of Minneapolis, where her two younger siblings and parents still reside. She is the first person in her family to go to college, her parents and siblings are very excited for Morgan and support her academic goals, whatever they may be. Confident that she is pre-med. Prior to college, Morgan was a good student in high school, achieving a 3.6 GPA. She was also very involved at her school and in her community - she participated in the cross-country ski team and pep band, volunteered at a local nursing home, and worked summers as a camp counselor.

**NHS Checkback:**
Mogan loves the U, and has gotten involved with the intramural cross-country ski team and Chi Omega Sorority, which donates time to the Make-A-Wish Foundation.

M’s classes haven’t been going as well. Working really hard, but struggling in Chem and Math. Spends plenty of time studying and has been regularly visiting office hours and SMART Learning Commons. Really concerned because she knows she needs good grades for med school planning. Isn’t enjoying Chem or Math the way she did in HS, and doesn’t want to repeat courses if grad timeline is affected.

Spanish and Anth come much more naturally. Excited about these classes, and interested in working with underserved Spanish-speaking populations.

Determined to take Math 1271 and Chem 1061/65 this spring as pre-med.
# CASE STUDY: “MORGAN”

**MATH 1271**
- **Title:** Calculus I
- **Institution:** UMNTC
- **Grading:** A-F
- **Section:** 003
- **Credits:** 4.00
- **Grade:** B-

**CHEM 1015**
- **Title:** Introductory Chemistry
- **Institution:** UMNTC
- **Grading:** A-F
- **Section:** 001
- **Credits:** 3.00
- **Grade:** C+

**CLA 1001**
- **Title:** First Year Experience I
- **Institution:** UMNTC
- **Grading:** S-N
- **Section:** 001
- **Credits:** 1.00
- **Grade:** S

**SPAN 1022**
- **Title:** Alt Second Semester
- **Institution:** UMNTC
- **Grading:** A-F
- **Section:** 011
- **Credits:** 5.00
- **Grade:** A

**ENGL 1501W**
- **Title:** Literature of Public Life
- **Institution:** UMNTC
- **Grading:** A-F
- **Section:** 103
- **Credits:** 3.00
- **Grade:** A

**FALL 2013**

<table>
<thead>
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<th>Subject</th>
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<tr>
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<td>A</td>
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<tr>
<td>ENGL 1501W</td>
<td>A</td>
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</tbody>
</table>

**UMN UGRD - Credits attempted:** 33.00

**Grade points:** 46.99

**GPA credits:** 14.00

**Spring 2014**
- **Course:** MATH 1271
- **Title:** Calculus I
- **Institution:** UMNTC
- **Grading:** A-F
- **Section:** 003
- **Credits:** 4.00
- **Grade:** B-

**Cumulative GPA:** 3.13

**FALL 2013**

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**Credits attempted:** 18.00
Spring 2014

CASE STUDY: “MORGAN”

MIDTERM ALERTS:

CHEM 1061/65
MATH 1271
### Advising Appointment

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**CASE STUDY: “MORGAN”**
### CAREERS
- Administration
- Advocacy
- Counseling
- Education
- Healthcare
- Interpretation/Translation
- Public Health
- Social Work

### COURSES
- **ANTH 3306W** *(WI)*  
  Medical Anthropology
- **CHIC 3275** *(CIV)*  
  Service Learning
- **PSY 1001** *(SOCS)*  
  Intro to Psychology
- **PUBH 3202**  
  What is Public Health?
- **SOC 1001** *(SOCS, DSJ)*  
  Intro to Sociology

### ENGAGEMENT
- Community Service-Learning Center
- Career Services
- HECUA
- Learning Abroad
- Student Groups

### PROGRAMS
- **MAJOR/MINOR**
  - Biology, Society, & Environment
  - Chicano Studies
  - Global Studies
  - Psychology
  - Spanish
- **FREESTANDING MINOR**
  - Leadership
  - Public Health
- **CERTIFICATE**
  - Addiction Studies
  - Advanced Spanish
  - Interpreting
  - Teaching English as a Second Language

Click any umbrella term for definitions, as well as links to information and resources.
LIMITATIONS

Technology
- Creating platform
- Coordinating existing information
- Changing information (university catalogs, linked information, etc.)

Outcome Bias
- Manipulated outcomes
- Outside influences
- Cannot explore all possible options

DOES NOT REPLACE ADVISER.
THANK YOU
We welcome questions & feedback!

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