Marshall Online Academic & Career Readiness

Milestones for Academic & Professional Success (M.A.P.S.) Toolkit

MARSHALL ONLINE | ADVISING SUCCESS NETWORK | Lightcast

Advising Success Network

About the ASN

The Advising Success Network (ASN) is a dynamic network of national organizations partnering to engage institutions in holistic advising redesign to advance success for all students, including Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students. The network develops services and resources to guide institutions in implementing evidence-based advising practices. Since its formation in 2018, ASN has supported over 250 institutions in 30 states and created more than 50 open-source resources for practitioners and students. ASN is coordinated by NASPA - Student Affairs Administrators in Higher Education, and includes partners Achieving the Dream, the American Association of State Colleges and Universities, the Center for Innovation in Postsecondary Education, EDUCAUSE, NACADA: The Global Community for Academic Advising, the National Resource Center for the First-Year Experience and Students in Transition, and Young Invincibles.

About NASPA

NASPA—Student Affairs Administrators in Higher Education and the Advising Success Network funded this project. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by NASPA—Student Affairs Administrators in Higher Education and the Advising Success Network. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information.

Special Thanks

This project reflects a truly collaborative effort across Marshall University. We extend our sincere appreciation to the following individuals for their leadership, expertise, and commitment to student success:

- Dr. Julia Spears, Assistant Provost of Online Education and Certification
- Michelle Morrison, Senior Director of Student Engagement, Marshall Online
- Lalicia Johnson, Student Engagement Coordinator, Marshall Online
- Dr. David Wiley, Academic Affairs Fellow for AI in Education
- Lacie Bittinger, Director of Student Services, College of Business
- Cris McDavid, Director, Office of Career Education
- Baylee Senator, Graduate Assistant, Marshall Online
- Marshall Online Student Advisory Council

Each contributor played a vital role in shaping the vision, design, validation, and implementation of the Academic & Career Readiness Maps. Their collective expertise across online education, advising, career development, academic affairs, and AI innovation ensured that this toolkit remained both student-centered and institutionally grounded.

Table of Contents

Executive Summary

Higher education institutions across the country are navigating a shared challenge: while academic programs are carefully designed to support degree completion, many students—particularly online, adult, and working learners- continue to express uncertainty about how their coursework translates into career readiness. Students often complete their programs having met all academic requirements, yet struggle to clearly articulate the skills they have developed, identify gaps in their preparation, or confidently connect their learning to employer expectations. At the same time, institutions are increasingly called upon to demonstrate how academic programs align with workforce needs and prepare graduates for meaningful employment.

The **Marshall Online Academic & Career Readiness M.A.P.S. (Milestones for Academic and Professional Success)** were developed in response to these intersecting challenges.

Institutional Context

Founded in 1837 in Huntington, West Virginia, **Marshall University** is a comprehensive public institution committed to inclusive excellence, applied research, and regional impact. The university's mission centers on preparing students to thrive in an evolving global economy through high-quality education and innovative student support.

Marshall Online extends this mission by offering more than 60 fully online academic programs designed for flexibility, affordability, and accessibility. Serving a diverse population of adult learners, working professionals, transfer students, and first-generation students, Marshall Online places a strong emphasis on student engagement, personalized advising, and career-connected learning. In addition to academic advising, Marshall Online integrates academic life coaching, virtual career education, and emerging artificial intelligence (AI)-driven tools to help students align their academic progress with long-term career goals.

The Need for Academic & Career Readiness Maps

Through ongoing conversations with students, workshops, advising sessions, survey data, and engagement initiatives, Marshall Online identified a consistent theme: students were requesting more intentional career education, clearer guidance on skill development, and stronger connections between their coursework and career outcomes. While each academic program includes a structured plan of study, many career-relevant skills—such as communication, leadership, project management, and applied problem-solving—are developed outside the classroom or unevenly across experiences.

Career readiness, we found, extends well beyond completing required courses. Students benefit from explicit opportunities to learn, practice, and reflect on workforce-aligned skills throughout their academic journey. Without a clear framework, students were often left navigating multiple platforms, resources, and offices independently, making it difficult to see how experiences fit together or how skills accumulated over time.

What We Did

To address this gap, Marshall Online designed Academic & Career Readiness Maps—structured, semester-by-semester guides that intentionally align academic coursework with career readiness milestones and skill development. These maps are designed to be used alongside existing program plans of study, allowing students to follow their curriculum while also engaging in purposeful professional development at each stage of their degree.

The initiative was piloted with Marshall Online's undergraduate **General Business (BA)** and **Management (BBA)** programs. From the outset, the project was grounded in real-time labor market data and collaborative design.

Marshall Online partnered with **Lightcast**, a leading provider of labor market intelligence, to ensure the maps reflected current employer expectations and emerging workforce trends. Using Lightcast tools—including Analyst, Skillabi, Job Posting Analytics, and Profile Analytics—the team identified in-demand skills, common job titles, employer requirements, and alumni career pathways relevant to online business graduates. This data provided a reliable, up-to-date foundation for determining which skills were already embedded in the curriculum and which required additional developmental opportunities.

To operationalize this data, the project leveraged generative AI through a structured, tiered prompt workflow. AI was used to:

- Extract skills taught across the curriculum
- Identify skill gaps based on employer demand
- Generate actionable, accessible ways for students to build missing skills
- Sequence these experiences across semesters in a manageable progression

All AI-generated outputs were reviewed and refined through human validation to ensure accuracy, feasibility, and student-centered design.

A Collaborative, Student-Centered Process

The development process was intentionally student-centered and equity-minded, with students serving as co-creators throughout the initiative. Input from current students, alumni, and Student Advisory Council members—representing online, adult, working, first-generation, part-time, and full-time learners across multiple stages of their academic journey—directly informed refinements to language, pacing, clarity, and workload expectations. This feedback helped ensure the maps were accessible, realistic, and responsive to the varied lived experiences of the students they are designed to support.

This student-informed work was strengthened through collaboration with cross-campus partners. College of Business academic advisors contributed curriculum and advising expertise, while Career Education staff ensured alignment with professional development best practices. An AI Subject Matter Expert—serving as both AI Component Lead and AI Faculty Fellow—worked closely with a graduate assistant to design, test, and validate AI workflows and outputs, with careful attention to accuracy, transparency, and student-centered application.

Together, this integration of student voice, labor market data, AI innovation, and professional expertise resulted in maps that are both data-informed and grounded in equitable, real-world student needs.

The Difference This Work Has Made

The Academic & Career Readiness Maps have transformed how students engage with career preparation. Students now have a clear, easy-to-follow roadmap that helps them:

- Explicitly identify and name the skills they are developing
- See direct alignment between coursework, activities, and career outcomes
- Access skill-building opportunities without navigating multiple disconnected platforms
- Practice articulating their skills through résumés, LinkedIn profiles, interviews, and portfolios
- Build confidence in their readiness for internships, employment, or graduate study

For academic advisors and career educators, the maps provide a shared framework and common language that strengthens advising conversations, supports coaching, and reinforces career readiness throughout the academic journey. Institutionally, the maps offer a scalable, repeatable model for aligning curriculum with workforce needs in a transparent and student-centered way.

Implementation Snapshot

The development of the Academic & Career Readiness Maps took place over approximately six months, allowing time for data collection, iterative review, and student and stakeholder feedback. Key project investments included the purchase of the Lightcast labor market data platform and the hiring of a graduate assistant to support data organization, AI integration, and prompt development.

Additional contributions from academic advisors, career educators, and student engagement staff were incorporated within the scope of their existing roles. To encourage student participation in surveys and discussion sessions, students were offered opportunities to be entered into drawings for Marshall-branded swag items.

Why This Toolkit Matters for Other Institutions

This toolkit documents not just the final maps, but the **process** used to create them. It provides a practical, adaptable framework that institutions can customize based on their own programs, tools, and student populations. By combining curriculum review, labor market data, AI-supported workflows, and collaborative validation, institutions can develop readiness maps that make learning visible, intentional, and career-connected.

At its core, this work is about empowering students with clarity, confidence, and a competitive edge—while providing institutions with a sustainable approach to career-connected advising that responds to both student needs and workforce realities.

Section 1: Toolkit Overview & Purpose

The **Academic & Career Readiness Maps Toolkit** provides a practical, adaptable framework that institutions can use to design structured pathways connecting academic learning with career development. While the toolkit is inspired by work completed at Marshall University, it is intentionally designed to be generalizable. Every institution has its own organizational structure, tools, advising model, and technology ecosystem, and this guide is meant to flex to meet those local needs.

The examples included throughout the toolkit draw directly from Marshall University's process and illustrate how the institution organized cross-campus teams, gathered and analyzed data, applied AI-supported workflows, and developed student-centered Academic & Career Readiness Maps that reflect both academic and professional expectations. These examples are shared transparently to demonstrate the scope of work involved and to provide institutions with a realistic, replicable model they can adapt to their own context.

By following the prompts outlined in this toolkit, institutions can:

- Strengthen alignment between curriculum and career preparation activities
- Offer students a semester-by-semester guide that blends academic and professional milestones
- Reinforce evidence-based advising and career-development practices
- Support online, adult, and traditional learners with clear, accessible planning tools
- Use labor-market insights, including resources such as Lightcast when available, to ensure relevance
- Enhance student confidence and readiness for internships, employment, and graduate education

At its core, this toolkit is about designing an experience that helps students see the full picture of their development. This includes:

- The skills students gain through their courses
- The skills employers expect
- Any gaps that remain
- The practical experiences that help students grow

The guide aims to be both comprehensive and approachable—providing enough structure to move institutional teams forward while leaving room for customization based on local context. Institutions may use this toolkit to build their first Academic & Career Readiness Maps, refine existing pathways, or scale a proven model across multiple programs.

The sections that follow walk through each stage of the development process, including team formation, data collection, the guiding formula for skill analysis, AI-supported workflows, map creation, implementation strategies, and ongoing improvement.

Section 2: Building Your Institutional Team

At Marshall University, Academic & Career Readiness maps were launched as a collaborative, cross-campus effort that intentionally centered student voice while bringing together expertise from academic advising, career education, program leadership, data analysis, technology, and AI support. This approach reflects a broader principle: Academic & Career Readiness Maps are most effective when developed by teams that work closely with students and understand both curricular design and workforce expectations. While each institution's structure is unique, building a team with a balance of student-centered, curricular, workforce, data, and technology perspectives is essential for creating maps that are practical, equitable, and sustainable.

The goal is to bring together a group that can look holistically at the student experience—what students learn, what they need, and how institutions can support their growth.
Below are sample stakeholder descriptions and roles. These categories are intentionally broad, so each campus can substitute equivalent titles and structures as needed.

Core Team Members:

- **Students or Student Advisory Groups:** Student voice is essential. Students can identify unclear instructions, unrealistic tasks, accessibility needs, and areas where additional support may be required. Their insights make the maps more intuitive and equitable.
- **Academic Advising & Student Success Professionals:** Advisors understand how students navigate programs, where they encounter challenges, and how developmental tasks can be sequenced in ways that feel manageable. Their insights help ensure that final maps are practical and supportive.
- **Career Services / Career Education Specialists:** Career educators contribute expertise on employer expectations, skill trends, experiential learning, and student career readiness. Their involvement ensures that map content remains closely aligned with current labor-market needs.
- **Faculty & Program Coordinators:** Faculty provide the deepest understanding of curriculum, pedagogical goals, and program learning outcomes. Their review helps to determine which skills are already present in coursework and where additional developmental opportunities are needed.
- **Institutional Research, Data Analysts, or Labor Market Specialists:** These team members support data collection and interpretation—especially when labor-market tools or analytics platforms are available. They help ensure that maps are grounded in accurate, relevant workforce information.
- **Technology Services & Educational Technology Staff:** Technology professionals understand the digital systems and infrastructure that support student engagement and advising. Their expertise helps ensure that AI platforms and data tools are used effectively, maps are formatted clearly, and resources are integrated into systems such as advising platforms, learning management systems (LMS), or student portals.
- **AI or Digital Innovation Partners (If Available):** Institutions experimenting with artificial intelligence may include subject-matter experts who help refine prompts, review outputs, or ensure ethical and effective use of AI in the workflow.

A Note on Marshall University's Example

At Marshall University, readiness maps were developed through collaboration among:

- Current students and alumni
- Student Advisory Council Members
- Marshall Online Student Engagement team
- Marshall Online graduate assistant supporting data organization and prompt development
- The Office of Career Education
- College of Business academic advisors
- An AI subject matter expert

This combination allowed curriculum insights, labor-market data, student experience, and technological innovation to inform the maps. While each institution will assemble a team differently, Marshall's example highlights the value of including partners who understand student needs, academic expectations, and workforce trends.

Establishing Team Responsibilities

Institutions may want to establish clear roles for team members early in the process. Common responsibilities include:

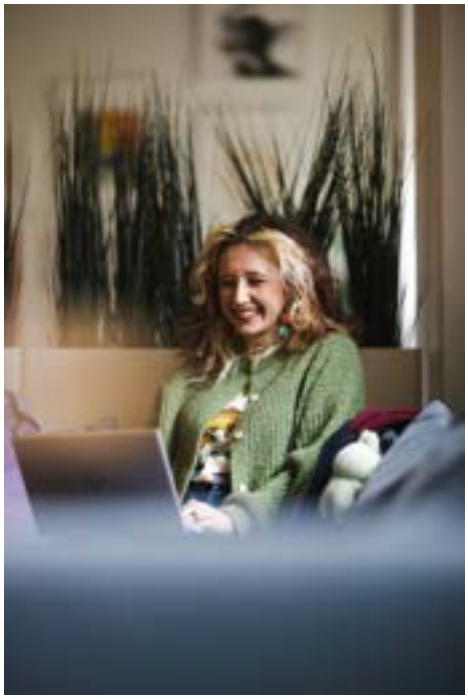
- **Project Coordination:** facilitating meetings, timelines, and documentation.
- **Curriculum Review:** synthesizing syllabi, outcomes, and course materials.
- **Labor-Market Analysis:** reviewing job postings, workforce trends, and employer skills.
- **AI Prompt Development & Review:** crafting prompts, evaluating outputs, ensuring quality.
- **Student Experience Review:** identifying clarity issues or accessibility needs.
- **Feedback Collection:** organizing surveys, focus groups, and advisory conversations.
- **Final Map Design:** formatting, layout, branding, and dissemination.
- **Implementation Planning:** integrating the maps into advising, career education, and student support.

Launching the Team

When the team is assembled, a kickoff meeting helps align goals, expectations, and timelines. At Marshall University, the project lead facilitated a one-hour kickoff meeting designed to establish shared understanding and set the foundation for effective collaboration and successful implementation.

Topics may include:

- The purpose and benefits of Academic & Career Readiness Maps
- The workforce outlined in this toolkit
- Available data sources and technological tools
- Roles and responsibilities
- Project timeline, milestones, and review points



Section 3: Data Sources & Collection Framework

The development of Academic & Career Readiness Maps at Marshall University was grounded in a deliberate, multi-source data collection process designed to capture the full student experience—from curriculum design to workforce expectations to lived student perspectives. The project combined academic materials, qualitative input from current students and alumni, and real-time labor-market intelligence through tools such as Lightcast to understand how skills are taught, experienced, and applied beyond the classroom. This integrated approach allowed the team to identify where curriculum and workforce needs aligned, where gaps existed, and how intentional developmental experiences could be sequenced across the academic journey.

Developing meaningful Academic & Career Readiness Maps requires a clear understanding of two essential components:

1. Skills students gain through their academic program
2. Skills employers expect in the workforce

At Marshall, comparing these two sets of information allowed the project team to identify skill gaps, strengthen alignment, and design intentional developmental tasks that support student success. This section outlines a flexible data collection framework that institutions can adapt based on their available tools, technologies, and internal resources.

Guiding Principles for Data Collection

Every institution has its own systems, technologies, and data rhythms. The goal is not to replicate an institution's tools exactly, but to adopt principles that ensure the maps are grounded in high-quality information. These guiding principles include:

- Use multiple data sources to paint a full picture of student learning and workforce expectations.
- Prioritize accessibility and feasibility, selecting tools already available at your institution whenever possible.
- Ensure representation by gathering input from advising, career services, and students.
- Use structured workflows to maintain consistency across programs.
- Document your sources so that the maps can be updated and validated over time.

Institutions can customize this process using campus resources such as syllabi, program outcomes, course descriptions, student surveys, employer advisory boards, faculty insights, and career services data.

Student & Alumni Perspectives

These insights help institutions understand how curriculum is experienced in practice, how learning carries beyond the classroom, and where gaps or misalignments may exist between coursework and real-world application.

These perspectives provided insight into:

- How students experience learning within individual courses and across the program
- Which skills students recognize developing through their coursework
- Where students feel underprepared or unclear about expectations
- How alumni apply—or wish they had applied—classroom learning in the workforce
- Which skills and competencies alumni identify as essential but underemphasized during their academic experience

Academic Data Sources

To understand the skills students gain through coursework and program design, institutions may collect:

- Syllabi
- Program descriptions
- Learning outcomes
- Assessment rubrics
- Course descriptions
- Student work samples (optional)
- Faculty interviews or surveys
- End-of-course surveys
- Accreditation materials (if available)

These inputs provide the foundation for Step 1 of the AI Prompt Workflow: Curriculum Skill Extraction.

Workforce & Career Data Sources

Institutions may draw from multiple sources to understand workforce needs:

- Lightcast*
- National Association of Colleges & Employers (NACE)
- Job postings
- Employer surveys or advisory boards
- Career services data (appointments, workshop trends, assessments)
- State or regional labor-market reports
- National occupation data (O*NET, Bureau of Labor Statistics)
- Alumni career outcomes
- LinkedIn or Indeed job trend reports
- Employer partnership insights

**Marshall University leveraged access to Lightcast, a labor-market intelligence platform, to gather structured data that informed the readiness maps. Institutions may use Lightcast or any alternative tool available to them. A detailed overview of specific Lightcast tools and workflows is provided in Appendix E.*

Flexibility for Institutions Using Alternative Tools

Institutions not using Lightcast can adapt this process using:

- State workforce agencies
- O*NET or Bureau of Labor Statistics
- LinkedIn Talent Insights (if available)
- Employer advisory boards
- Local chamber of commerce or economic development reports
- Internal career services data
- Alumni employment reports

The goal is not to match Marshall's tools exactly, but to gather curriculum data, workforce data, and student insights to create maps that reflect real needs.

Documenting Data Sources

To support transparency and long-term use, teams should create a document repository that includes:

- All syllabi and academic materials analyzed
- All job roles or Standard Occupational Classification (SOC) codes reviewed
- All labor-market tools used
- The timeframe for data collection
- Individuals or teams who contributed to curriculum review
- Any limitations or missing data

The project team should document all data sources within the scope of their work and store this information in a shared folder or platform that is accessible to all team members. Maintaining centralized, shared documentation helps ensure continuity, supports cross-functional collaboration, and enables future teams to update the maps consistently and confidently.

Section 4: The Guiding Formula & Tiered AI Prompt Workflow

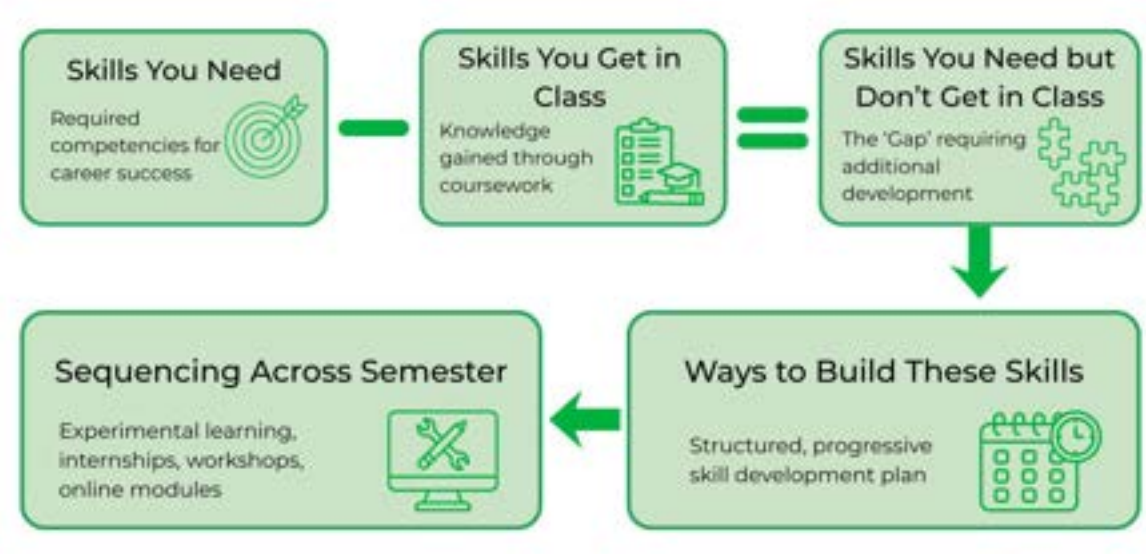
Building Academic & Career Readiness Maps required more than identifying skills—it demanded a structured, repeatable method for connecting curriculum, workforce expectations, and student development in a way that could be tested, refined, and scaled. To meet this need, a simple guiding formula was developed and operationalized through a tiered sequence of AI prompts designed to generate clear, organized, and easy-to-validate outputs.

Together, the formula and prompt workflow served as the backbone of the mapping process, providing a transparent framework for identifying skill gaps, translating them into actionable experiences, and sequencing those experiences across the academic journey.

Detailed prompt language, sample outputs, and step-by-step screenshots referenced throughout this section are included in Appendix E for readers who wish to explore the process in more detail.

The Guiding Formula

The guiding formula below provides a clear way to compare the skills students develop through coursework with the skills employers expect, making it possible to identify gaps and design intentional, career-aligned experiences to address them.



This formula guided every decision and made the workflow easy to follow. It kept the team focused on what matters most: identifying the real, practical skill gaps students face and building intentional, career-aligned activities to help them grow.

Turning the Formula into a Tiered AI Prompt Workflow

Each part of the formula became a dedicated AI prompt.

Every step builds on the previous one, meaning that the output from one prompt becomes the required input for the next.

This ensures alignment, accuracy, and continuity across the entire map-building process.

Prompt 1: Identify the Skills Students Gain in the Program

1. Formula Stage: Skills You Get in Class
2. Purpose: Establish the curriculum skill baseline
3. Data Example (Marshall): Syllabi + Lightcast Skillabi curriculum reports (connects program/course content to real-time labor market insight) in Google NotebookLM and Adobe AI tools

This prompt generated the complete list of skills students gain through coursework.

We asked the AI to:

- Review the syllabi course description and learning outcomes
- Extract and name skills using a taxonomy (e.g., Lightcast Skillabi)
- Organize skills by course
- Clean duplicates or inconsistent naming

This step assumes that course syllabi follow a relatively consistent structure (e.g., clearly labeled course descriptions, learning outcomes, and required activities). When syllabi vary in format or lack clearly defined sections, additional review may be required. In these cases, teams may use AI tools to analyze the syllabus text more intentionally or manually identify and extract skills to ensure accuracy and completeness.

How This Output Feeds Step 2

- The Prompt 1 list becomes the reference point for identifying employer-required skills. AI must compare job-market skills to curriculum skills — so Prompt 1 output must be copied into Prompt 2.
- Without Prompt 1 output, the AI cannot identify which skills are "new" or missing.

Prompt 2: Identify the Skills Employers Expect

- Formula Stage: Skills You Need
- Purpose: Establish the labor-market skill baseline
- Data Example (Marshall): Job Post Analytics, My Market Opportunities, Profile Analytics, Program Development

This prompt analyzed job-market resources to identify:

1. Common job titles
2. Required or frequently listed skills
3. Skills that match Prompt 1 ("curriculum skills")
4. Skills that appear nowhere in the curriculum ("new skills")

How This Output Feeds Step 3

- Only the new skills identified in Step 2 move into Step 3.
- Prompt 3 depends entirely on Prompt 2's output.
- New skills = the skill gaps students must build through experiences.

These become the foundation of all developmental tasks.

Prompt 3: Brainstorm Ways Students Can Build Missing Skills

- Formula Stage: Ways to Build These Skills
- Purpose: Create concrete, accessible student experiences
- Data Example (Marshall): Microsoft Copilot for creative generation

This step asked the AI to propose:

- Five actionable ways to build each "new skill"
- A mix of virtual, experiential, and professional development activities
- Options appropriate for online and adult learners

How This Output Feeds Step 4

- Prompt 4 requires the task list from Prompt 3.
- The activities generated in Step 3 become the raw materials for constructing the semester-by-semester developmental sequence.
- Without these activities, there is nothing to sequence.

Prompt 4: Create a Semester-by-Semester Developmental Sequence

- Formula Stage: Sequencing Across Semesters
- Purpose: Organize skill-building tasks into a structured student pathway
- Data Example (Marshall): Curriculum outlines + Copilot summarization

We asked the AI to:

- Use outputs from Steps 1–3
- Arrange tasks from foundational → advanced
- Loosely align developmental flow with the academic program
- Produce a clear 4-semester task sequence

How All Previous Steps Come Together

Prompt 4 cannot operate without:

1. Prompt 1: Curriculum skills (for academic alignment)
2. Prompt 2: New skills (for targeted development)
3. Prompt 3: Activities (for sequencing)

Prompt 4 is where the formula becomes a map.

This is the moment curriculum, workforce data, and student development intersect.

Validating and Refining the AI Output

Human review ensures accuracy, clarity, and student-centered design.
At Marshall University, the output was validated through:

1. Career Education: checked alignment with employer expectations.
2. Academic Advising: ensured feasibility and accessibility.
3. Students (current and alumni) and Student Advisory Council Members: verified clarity, workload, and student appeal.

This consistent review cycle strengthened the map and grounded it in real student experiences.

Why This Approach Works

This method is replicable because:

1. It uses a transparent, logical formula
2. Each step produces a building block for the next
3. Human review strengthens and contextualizes AI output
4. Labor-market data ensures relevance
5. The workflow scales across programs

By sharing this structure, institutions gain a practical blueprint for developing their own readiness maps using curriculum data, workforce insights, AI-supported workflows, and authentic student voice.

Section 5: Technology & Tools Supporting the Workflow

Developing the Academic & Career Readiness Maps required tools that supported collaboration, feedback collection, data synthesis, and accessible design—without overcomplicating the process. Tools were selected to align with Marshall's existing campus systems, support cross-functional teamwork, and elevate student voice throughout development. Rather than relying on a single platform, the workflow integrated commonly available technologies to support analysis, communication, and presentation in practical, student-centered ways.

This section outlines the categories of tools that supported the map development process and shares examples of how they were used in practice. While the specific platforms referenced reflect tools available during this project, institutions are encouraged to adapt this approach using technologies that best fit their local context, capacity, and resources.

Tools for Feedback Collection

Collecting feedback from students, advisors, career educators, and other stakeholders requires a streamlined platform that supports both qualitative and quantitative responses.

Suggested Tools

- Microsoft Forms
- Google Forms
- Qualtrics
- SurveyMonkey

Marshall Example: Microsoft Forms

Marshall University used Microsoft Forms to:

- Distribute surveys to students, alumni, and advisory council members.
- Collect structured feedback during the map development cycle.
- Store and analyze results using built-in dashboards.
- Gather both short-answer insights and scaled-response data.

Forms provided an accessible way to elevate student voice and stakeholder input throughout the process.

Tools for Collaboration & Communication

A centralized communication hub keeps cross-functional teams aligned and working efficiently.

Suggested Tools

- Microsoft Teams
- Slack
- Zoom
- Google Workspace

Marshall Example: Microsoft Teams

Marshall University used Microsoft Teams to:

- Host virtual meetings with the Student Advisory Council, Career Education, academic advisors, and the AI Subject Matter Expert.
- Facilitate ongoing discussions about task sequencing and skill alignment.
- Share documents and track updates in real time.
- Maintain transparency across the entire project.

Teams enabled effective cross-campus collaboration and version control.

Tools for Supporting AI Workflow & Data Analysis

AI technologies can accelerate content generation, summarize documents, and support the synthesis of curriculum and labor-market data. Institutions may use:

Suggested Tools

- Microsoft Copilot
- Notebook LM
- Claude / ChatGPT
- Adobe AI tools
- Embedded LMS analytics or institutional research dashboards

Marshall Example: AI Tools Utilized

Marshall used multiple AI tools to support map development:

Microsoft Copilot

- Generated initial outline drafts
- Refined clarity, tone, and structure of sections
- Summarized stakeholder feedback
- Helped shape early prompt versions for testing

Notebook LM & Adobe AI

These tools supported:

- Document analysis for syllabi, Skillabi outputs, and labor-market reports
- Theme identification and data synthesis
- Query-based exploration of program materials
- Early visualization concepts that informed task sequencing
- The analysis and design process while maintaining accuracy and alignment with student and employer needs

Tools for Map Design & Toolkit Development

Clear, student-friendly visuals help maps become accessible and engaging.

Suggested Tools

- Microsoft Word
- Canva
- Adobe Express
- Figma
- Institutional branding platforms

Marshall Example: Canva, Adobe Express & Microsoft Word
Marshall University used:

Microsoft Word

- Develop the toolkit draft
- Maintain consistent formatting
- Organize sections logically

Canva & Adobe Express

- The At-a-Glance Maps
- The Expanded Maps
- Visual elements such as icons, color-coding, layout hierarchy

These design tools ensured that the final maps were functional, readable, and visually cohesive.

Flexibility for Institutions
While the examples in this section reflect tools available at Marshall University, institutions are encouraged to:

- Select tools that fit their budget
- Leverage existing campus platforms
- Prioritize accessibility and ease of use
- Involve IT or instructional design teams when needed

No single tool is required for success—the strength lies in how the tools support collaboration, clarity, and student-centered design.

Section 6: Creating the Maps

With data analysis complete and validated through student, advisor, and career educator input, the project team developed two complementary Academic & Career Readiness Map formats designed to translate insights into clear, student-friendly tools. These maps were intentionally created to help students visualize how academic learning connects to broader professional development goals over time, while also providing a consistent framework for advising, career education, and program-level conversations.

This section introduces the two map formats used in this toolkit—the At-a-Glance Map and the Expanded Map—and outlines key considerations for converting data into meaningful, equitable, and usable resources that support students across a range of learning contexts and life circumstances.

At-a-Glance Maps

At-a-Glance Maps provide a simple, semester-by-semester overview of recommended developmental tasks. They serve as quick-reference tools that help students understand the broader progression of skills, activities, and milestones.

These maps typically include:

- A four- or five-semester structure aligned with the academic program
- Key developmental tasks for each semester
- A balance of foundational, intermediate, and advanced experiences
- Clean, accessible formatting for easy interpretation

At-a-Glance Maps are widely useful for:

- Orientation materials
- Advising sessions
- Career coaching conversations
- Online student resources
- Recruitment or program marketing

Their brevity makes them ideal for introducing the overall developmental journey.

Expanded Maps

Expanded Maps provide a deeper, more detailed view of the student development process. Each developmental task includes context, purpose, and skill alignment, helping students understand why the task matters and how it supports future goals.

Expanded Maps often include:

- Detailed descriptions of tasks organized by semester
- Skill tags that identify competencies supported by each task
- Resource suggestions or links
- Space to check off completed tasks/experiences
- Notes to support online, part-time, or adult learners

This version is especially valuable in advising and career education settings where students may need guidance navigating their skill gaps and developmental opportunities.

Converting Data into Map Content

The outputs from the Tiered AI Workflow provide the foundation for map content:

- **From Step 1 (Curriculum Skill Extraction):** Identify existing program strengths and confirm which skills are already taught.
- **From Step 2 (Job-Market Skill Extraction):** Identify skills employers require and highlight gap areas needing additional support.
- **From Step 3 (Strategies for Building Missing Skills):** Translate skill gaps into engaging, realistic activities students can complete.
- **From Step 4 (Developmental Sequence):** Organize tasks into logical progression across semesters.

This structured conversion ensures the maps are data-informed, aligned with labor market needs, and actionable for students.

Tips for Writing Clear, Student-Friendly Tasks

Effective developmental tasks share these qualities:

Actionable: Use clear verbs such as attend, complete, explore, participate, practice, reach out, or update.
Specific: Provide enough detail for students to understand the task immediately.
Inclusive: Consider the unique needs of online, adult, part-time, and working students.
Aligned: Tasks must directly reflect the skill gaps and labor-market insights.
Manageable: Tasks should be spaced across semesters in a way that feels supportive rather than overwhelming.

Preparing Maps for Publication

Institutions can form maps using:

- Word templates
- Canva or graphic design tools
- LMS-integrated pages
- Institutional branding guidelines

Regardless of format, maps should be:

- Mobile-friendly
- Screen reader accessible
- Visually clean and consistent across programs

Section 7: Feedback, Review and Improvement Strategies

As the Academic & Career Readiness Maps took shape, the project team intentionally gathered and applied feedback from students, advisors, career educators, and faculty to ensure the maps were clear, realistic, and responsive to diverse student needs. This ongoing review process informed refinements to task clarity, pacing, accessibility, and alignment with both academic expectations and workforce preparation.

This section outlines the feedback and review strategies used during development and offers practical guidance for institutions seeking to establish sustainable processes for evaluating, refining, and improving readiness maps over time.

Types of Feedback Inputs

Institutions may draw from several feedback sources during development and after rollout. Each provides unique insights that inform refinement and ongoing improvement.

Key feedback sources include:

- Student Feedback (Student Voice)
- Team Review & Revision
- Advisor & Career Educator Feedback
- Pre- and Post-Map Surveys
- Focus Groups
- Informal Feedback Channels

Together, these inputs create a well-rounded evaluation process.

Student Voice in Map Development

Students offer critical insights into clarity, workload, and accessibility. Incorporating their voices early—drawing on perspectives from students at multiple stages of their academic journey, including part-time, full-time, and transfer learners with varied levels of work or internship experience—helps ensure the maps reflect the lived realities of the learners they are designed to serve.

Students can help identify:

- Tasks that feel unclear or confusing
- Activities that may be unrealistic given work, caregiving, or financial responsibilities
- Areas where additional support or context is needed
- Opportunities to simplify language, layout, or sequence

Feedback can be gathered through:

- Pre- and post-map surveys
- Student advisory councils
- Short Learning Management System polls or discussion threads
- Informal feedback channels

Marshall Example

At Marshall University, online student leaders reviewed draft maps and provided suggestions that directly shaped task phrasing, the number of tasks per semester, and which resources should be highlighted.

Team Review & Revision

Before maps are finalized, the development team should review each draft to ensure:

- **Clarity:** Are instructions student-friendly and easy to follow?
- **Alignment:** Do tasks reflect curriculum outcomes and employer expectations?
- **Feasibility:** Are tasks realistic for diverse learners (online, adult, first-generation)?
- **Sequencing:** Do tasks build logically across semesters?
- **Accuracy:** Are program details, links, and resources current and correct?

Teams may use:

- Quick internal surveys
- Two to three review meetings

This ensures the maps meet institutional goals before being shared broadly.

Advisor & Career Educator Feedback

Student-facing staff play a key role in interpreting maps with learners. Their insights help refine both content and structure.

Feedback from advisors and career educators often highlights:

- Tasks students understand easily versus those that need clarification.
- Opportunities to incorporate maps into advising or coaching sessions.
- Gaps in pacing or tasks that may be too heavy for certain semesters.
- Resources, workshops, or services that should be added or updated.

Short surveys are provided in Appendix B.

Marshall Example
Marshall's advisors and career educators reviewed early maps and offered feedback on pacing, clarity, student workload, and alignment with advising timelines. Their contributions ensured tasks supported existing student-success structures.

Pre- and Post-Maps Surveys

Academic Advisor and Career Educator surveys provide measurable insights into student confidence, awareness, and the impact of the maps.

Pre-map surveys capture:

- Baseline understanding of program expectations
- Awareness of needed skills
- Familiarity with career-readiness opportunities

Post-map surveys reveal:

- Whether maps improved clarity
- Remaining areas of confusion or support needs

Focus Groups

Focus groups created space for deeper dialogue about student needs and map usability. Students were invited to reflect on the same core questions used in the surveys, with opportunities for more open discussion, clarification, and examples. Participants included online students from the General Business (BA) and Management (BBA) programs across class levels and enrollment statuses, including part-time and full-time learners. Faculty and advisors helped identify students to participate, ensuring a range of perspectives that expanded on themes surfaced through the survey data.

Institutions may host:

- Virtual or in-person sessions
- Specialized groups (e.g., adult learners, online students, first-gen learners)
- Mixed groups representing diverse perspectives

Informal Feedback Channels

Informal feedback offers continuous insight throughout implementation.

Examples include:

- Questions students ask during advising
- Feedback submitted via Learning Management System (LMS) messages or email
- Suggestions from peer mentors or ambassadors
- Observations from faculty and staff

These insights can be added to a working improvement log to support future updates.

Using Feedback to Improve Maps

Once feedback is collected, institutions have the option to:

- Compile and categorize feedback
- Identify themes (clarity, sequencing, feasibility, missing skills, resource needs)
- Prioritize changes that improve student comprehension and experience
- Revise maps thoughtfully while keeping the core structure consistent
- Document updates and reasoning for future reference
- Communicate revisions to advisors, faculty, and students

This process ensures the maps remain dynamic and evolving resources.

Section 8: Next Steps - Institutional Integration & Expansion

Once the Academic & Career Readiness Maps were developed, the focus shifted toward intentional integration across advising, career education, and academic support structures. The project team prioritized embedding the maps into existing workflows so they would function as living tools—used consistently, referenced regularly, and reinforced across multiple points of student engagement rather than existing as standalone resources.

This section outlines practical strategies for integrating readiness maps into campus systems, expanding them to additional programs, and supporting long-term adoption. Drawing from implementation practices used throughout this project, the guidance that follows is designed to help institutions move from pilot to practice in ways that are sustainable, scalable, and responsive to evolving student and workforce needs.

Integrating Maps into Academic Advising

Academic advisors help students interpret program expectations and identify opportunities for development. Readiness maps enhance advice by:

- Supporting semester planning
- Reinforcing skill-building across the academic journey
- Helping students align goals with tasks
- Creating shared language across advising and program faculty

Marshall Example

At Marshall University, advisors in the College of Business reviewed draft maps and now use them during appointments to help online students pace developmental tasks and connect experiences to academic progress.

Integrating Maps into Career Education

Career educators ensure maps remain aligned with employer needs. Integrating maps into career services can support:

- Early engagement with career development
- Résumé and LinkedIn updates
- Interview preparation
- Internship readiness
- Employer-student connection opportunities

Marshall Example

Marshall's Career Education team validated skill alignment and helped refine developmental tasks that support the competencies most valued by employers.

Implementation Strategies

To drive consistent use across the institution, maps should be intentionally introduced and integrated. Here are a few suggestions:

Training & Communication

- Introducing maps at advising and career team meetings
- Provide quick-reference guides or talking points
- Offer short demonstration videos or walkthroughs
- Include maps in staff training and onboarding for advising and career roles

Student-Facing Rollout

- Maps can be shared through
- New student orientation
- Online student welcome communications
- LMS announcements or course shells
- Program newsletters
- Career development workshops

Integrating Maps into Academic Coursework

Faculty who teach major coursework play an important role in reinforcing career readiness by helping students connect course content to skill development. Academic & Career Readiness Maps can be incorporated into courses in ways that complement existing learning outcomes and assignments. For example, faculty may:

- Reference the maps to highlight skills being developed within a course
- Encourage students to reflect on how course assignments align with career-readiness milestones
- Direct students to upcoming developmental tasks outlined in the maps
- Reinforce connections between course learning, applied experiences, and professional competencies

Marshall Example

Faculty teaching core business courses were informed of the readiness maps and encouraged to use them as a reference point when discussing applied learning, skill development, and professional expectations within their courses.

Integration Into Existing Practices

Maps can be incorporated into:

- Academic advising sessions
- Degree-planning conversations
- Career coaching appointments
- Classroom visits by advising or career staff
- Faculty-led professional development components
- Program-level communication channels

Marshall Example

Marshall distributes readiness maps through advising sessions, the Marshall Online website, College of Business pages, and the Herd Hub portal. Advisors and staff use maps to structure conversations about skills, pacing, and preparation for internships or employment.

Expanding Maps Across Additional Programs

The toolkit is designed to scale. Once initial maps are complete, institutions can extend the process using the same workflow.
Recommended steps:

1. Prioritize high-enrollment or high-impact programs.
2. Involve faculty and advisors early.
3. Complete the Tiered AI Workflow for each program.
4. Validate alignment with workforce trends.
5. Gather student and staff feedback.
6. Finalize and publish maps.
7. Update maps annually or semi-annually.

Marshall Example

Marshall is expanding readiness maps to additional online undergraduate programs, beginning with those that serve the largest student populations.

Distribution, Accessibility and Visibility

Effective distribution ensures students and staff can easily find and use the maps. Institutions can publish maps in:

- Program and college websites
- Learning Management System (LMS) resource sections
- Student success platforms or advising tools
- Career development portals
- Orientation materials
- Email communications

Maps should be accessible, mobile-friendly, and visually consistent.

Marshall Example

Marshall distributes maps via the Marshall Online site, program webpages, student resource hubs, and direct outreach to online learners.

Ensuring Long-Term Adoption

To sustain the maps over time, institutions should:

- Train new staff regularly
- Embed maps into advising and career workflows
- Review maps annually using student, advisor, and career educator feedback
- Revalidate labor-market alignment regularly, as employer needs and job posting trends change over time
- Update tasks, skills, and resource links to ensure continued accuracy and relevance
- Communicate changes to campus partners
- Celebrate success stories and student impact

Important Note

Labor-market data evolves quickly, sometimes even within a single year. Skills in demand for certain fields rise and fall, job titles shift, and new technologies create emerging employer expectations. Institutions should review data sources (Lightcast or equivalent tools) regularly to ensure the maps remain aligned with current workforce trends.

Long-term adoption ensures maps remain relevant, accurate, and valuable across changing labor-market and institutional conditions.

Section 9: Conclusion & Moving Forward

Academic & Career Readiness Maps offer institutions a practical, student-centered way to connect academic learning with career development in a clear and actionable format. By combining curriculum insights, labor-market data, AI-assisted analysis, and meaningful student and staff feedback, institutions can create tools that strengthen student confidence, clarify expectations, and support long-term success.

These maps are more than a set of tasks—they are flexible guides that help students understand how their skills grow over time, take intentional steps toward their goals, and make the most of the resources available to them.

These outcomes are made possible through intentional collaboration and shared ownership across campus.

A Holistic and Collaborative Process

Developing readiness maps is a team effort. Bringing together advisors, career educators, faculty, student engagement professionals, employer-facing staff, and most importantly, students ensures that maps are accurate, supportive, and relevant.

Each perspective adds value:

- Students contribute lived experience and help refine clarity
- Advisors and career educators ensure alignment with real student needs
- Faculty provide curriculum expertise
- Labor-market tools ensure maps reflect emerging workforce trends

At Marshall University, maps were developed collaboratively across student groups, Marshall Online, Career Education, the College of Business advising team, and faculty. The cross-department approach strengthened the maps and helped embed them into advising and career development practices.

Moving Forward

With this toolkit, institutions have:

- A repeatable process for building readiness maps
- A framework for gathering and applying feedback
- A scalable model for expanding maps across programs
- Templates, guides, and examples to support implementation
- A flexible structure that can adapt to any campus context

The next steps will vary by institution, but commonly include:

- Identifying additional programs to map
- Training staff and students to use the maps
- Embedding maps into advising and career workflows
- Reviewing maps annually for alignment and accuracy
- Celebrating progress and sharing student success stories

A Closing Word

The Academic & Career Readiness Maps represent a commitment to supporting the whole student: academically, professionally, and personally. By offering clear pathways, intentional development opportunities, and ongoing support, institutions can help students build confidence, discover strengths, and chart meaningful futures.

This toolkit is intended to be both a guide and an invitation:
Use it, adapt it, customize it, and make it your own.

Your institution's version will reflect your unique students, programs, resources, and goals—and that's exactly how it should be.

Appendix A: Full Pre- and Post-Map Surveys

The following surveys were used to gather students, alumni, and advisory council feedback during the design process. These tools ensured the maps reflected real student experiences and perceptions of readiness.

Pre-Map Development Student Survey *Sample Items*

These questions assessed student skill development, program experiences, and areas of need prior to building the maps.

1. Which business or management skills have you developed most during your program?
(Students were encouraged to list skills such as communication, problem-solving, teamwork, leadership, data analysis.)

2. What experiences or opportunities (courses, internships, projects, etc.) have helped you grow?

3. What skills do you wish you'd developed earlier in your program?

4. How career-ready do you feel right now?
Single choice: Very career-ready / Somewhat career-ready / Not yet career-ready

5. If you do not feel fully career-ready, what resources or experiences would help?

6. What types of tools, resources, or support would help you strengthen your career skills while completing your degree?

7. Is there anything else you'd like us to consider as we build the Academic and Career Readiness Maps?

Post-Map Student Review Survey
Usability & Clarity Feedback

After the Academic & Career Readiness Maps were developed, this follow-up survey evaluated clarity, relevance, and usability.

Survey Questions
Map Review

1. On a scale of 1–5, how easy was the map to read and understand?
   (1 = very confusing, 5 = very clear)
2. Does the layout or flow of the map make sense to you?

3. What was your first impression when reviewing the map?

4. Do the skills and experiences listed feel relevant to your goals or your experience as an online business student?

5. Can you see yourself completing the suggested experiences or milestones? Why or why not?

6. What do you like most about the map?

7. What, if anything, is missing or unclear?

8. Overall, how does the map feel in terms of time and expectations?

9. Any other suggestions or ideas to make this resource more useful for online students?

Alumni Feedback Survey

1. What skills did you develop through your Marshall Online business program that you've found most valuable in your career?

2. What experiences or opportunities during your program helped you grow or apply what you were learning?

3. What skills or experiences do you wish you'd had more opportunity to build during your program?

4. When you completed your degree, did you feel career-ready?

5. If not, what do you think was missing that would have helped you feel more career-ready?

6. What types of activities, resources, or support (internships, projects, coaching, networking, certifications, etc.) would you recommend for current online students to help them prepare for their careers?

7. Is there anything else you'd like us to consider as we build these Academic and Career Readiness Maps?

Appendix B: Advisor & Career Educator Feedback Templates

These tools support structured, consistent feedback collection from professionals who frequently guide students through academic and career planning.

Academic Advisor Feedback Survey

Purpose:
To gather insights from advisors on map clarity, usefulness, pacing, and integration into advising conversations.

Advisor Feedback Survey Sample

Overall Impressions
Use Agree/Disagree scale (Strongly agree, Agree, Neutral, Disagree, Strongly disagree)

1. The Academic & Career Readiness Map is easy to understand.
2. The pacing of tasks across semesters feels reasonable for most students.
3. The map aligns well with the program's curriculum and milestones.

Advising Usefulness
Use Agree/Disagree scale

1. The map enhances my ability to guide students through semester planning.
2. Students would benefit from using this map throughout their degree.
3. The map supports advising conversations about career readiness.

Content & Clarity
Use Agree/Disagree scale

1. The career readiness tasks/experiences are clear and actionable.
2. Are there any tasks that feel confusing or overly complex?
3. Are there any tasks that may be unrealistic for certain student groups (online, adult, first-gen)?

Suggestions for Improvement
Use Open Response

1. What should be added to the map?
2. What should be removed or simplified?
3. Additional comments or recommendations.

Career Educator Feedback Survey

Purpose:
To understand how well the maps prepare students for employer expectations and career pathways.

Career Educator Feedback Survey Sample

Overall Impressions
Use Agree/Disagree scale (Strongly agree, Agree, Neutral, Disagree, Strongly disagree)

1. The Academic & Career Readiness Map is easy to understand.
2. The pacing of tasks across semesters feels reasonable for most students.
3. The map aligns well with the program's curriculum and milestones.

Alignment With Workforce Needs
Use Agree/Disagree scale

1. The skills and tasks listed reflect current employer expectations
2. The tasks help students build competitive experience for internships/jobs

Integration With Career Services
Use Agree/Disagree scale

1. The map aligns well with existing career readiness workshops or programming.
2. Students can use the map to prepare stronger resumes and LinkedIn profiles.
3. The map encourages early engagement with career resources.

Content Quality
Use Agree/Disagree scale & Open Response

1. The career readiness tasks/experiences are clear and actionable.
2. Are there any tasks unclear, outdated, or misaligned with industry expectations?
3. Are there any tasks that may be unrealistic for certain student groups (online, adult, first-gen)?

Suggestions for Improvement
Use Open Response

1. What additional industry-aligned tasks or experiences should be included?
2. What should be removed or simplified?
3. Additional comments or recommendations

Team Feedback Discussion Guide

Purpose:
To facilitate a structured conversation with advisors, career educators, program coordinators, or faculty after reviewing the maps.

Discussion Questions

Initial Impressions
1. What stands out as the strongest part of the readiness map?
2. Which sections felt the most useful or relevant?

Clarity & Structure
1. Were any tasks unclear or confusing?
2. Does the sequence of tasks make sense across semesters?

Feasibility
1. Are the tasks realistic for different student populations? (online, part-time, adult learners, working professionals)

Alignment
1. Do the activities align with academic milestones and typical advising cycles?
2. Do the tasks reflect current employer expectations?

Gaps & Opportunities
1. What skills or experiences are missing?
2. What tasks could be expanded or refined?

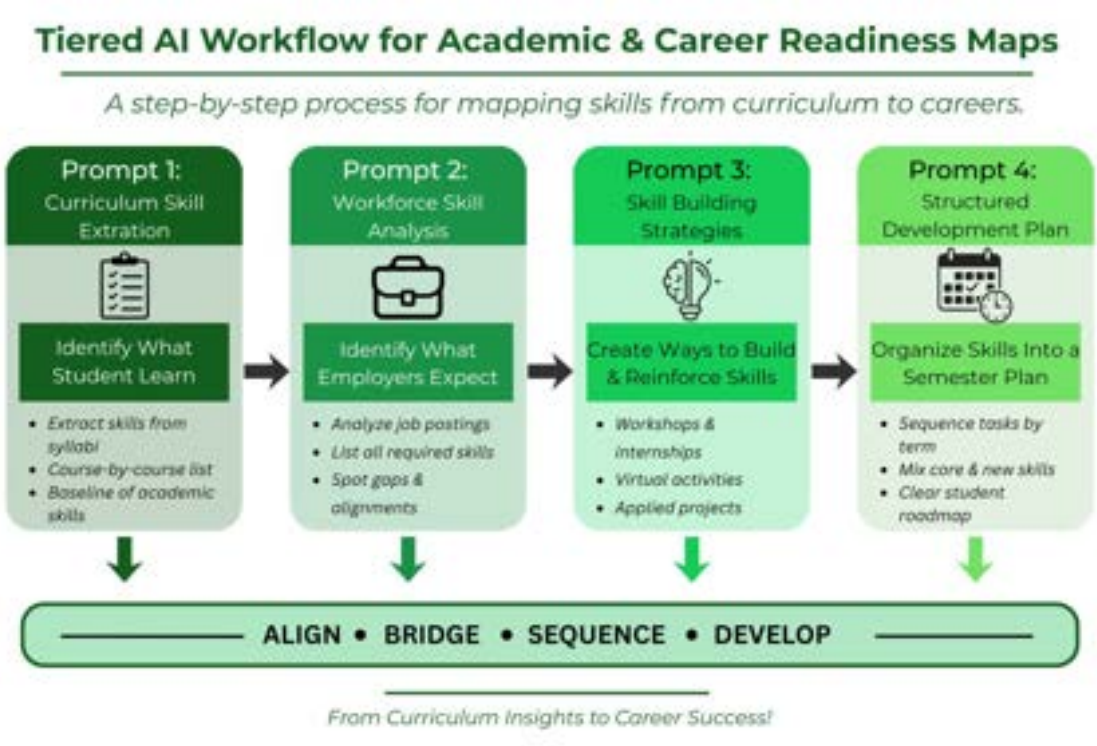
Implementation Considerations
1. How could the map best be introduced to students?
2. What training or resources would staff need to use the maps effectively?

Next Steps
1. What should be prioritized in the next revision cycle?

Appendix C: Tiered AI Prompt Workflow & Sample Prompts

This appendix documents the tiered AI prompt workflow used to develop the Academic & Career Readiness Maps.

The prompts are intentionally sequenced so that each step builds on the outputs of the previous one, creating a transparent, repeatable process for identifying skill gaps and translating them into actionable, student-centered developmental experiences.



The workflow aligns with the guiding formula used throughout this toolkit:

Skills You Need – Skills You Get in Class = Skills You Need but Don't Get in Class (Skill Gaps) → Ways to Build These Skills → Sequencing Across Semesters

***Important Customization Note**

The prompt language included in this appendix reflects the student population, program structure, and support units involved in the Marshall University example. Institutions are encouraged to adapt wording, roles, and references within each prompt to reflect their own academic programs, student populations (e.g., undergraduate, graduate, online, adult, or hybrid learners), and campus support structures. The strength of this workflow lies in the sequence and intent of the prompts—not in the specific institutional language used.

Prompt 1: Curriculum Skill Extraction

Purpose

Establish a clear baseline of the skills students gain through coursework in the academic program.

Data Sources Used

Business course syllabi
Lightcast Skillabi program data and curriculum analytics

Prompt 1 (Full Text)

I'm developing a career readiness planning tool for students in the BA in General Business degree at Marshall University. The first step in building the tool is extracting a list of the skills students are gaining as they take courses in the program.

Complete Step 1 by reviewing the uploaded course syllabi and extracting the skills taught in each course. Use the skills hierarchy and taxonomy from the uploaded Skillabi documents to name the skills whenever possible. If a skill appears in the course content but is not named in Skillabi documents, assign an appropriate skill name.

Format the output as a bulleted list of skill names only (no descriptions), organized by course.

Output

A comprehensive, course-by-course list of skills taught in the program

This output becomes the **reference list** for all subsequent prompts.

Prompt 2: Workforce Skill Identification & Gap Analysis

Purpose

Identify the skills employers expect for roles graduates are likely to pursue and determine which skills are not fully addressed in the curriculum.

Data Sources Used

Lightcast Job Posting Analytics
My Market Opportunities
Profile Analytics
Program Development data
Career Education First Destination Survey

Prompt 2 (Full Text)

Using the uploaded workforce and career data sources, identify 10–15 job roles that graduates of the BA in General Business program at Marshall University are most likely to pursue or currently employed in.

For each job, extract the skills required for success. Use the skill names identified in Step 1 whenever possible. When a skill appears in job descriptions that does not appear in the Step 1 curriculum skill list, assign an appropriate name and label it as "new."

Extract a complete list of all skills identified and format the output as a bulleted list organized by job.

Output

Job-aligned skill lists
Clear identification of **new (gap) skills and existing curriculum-aligned skills**

Prompt 3: Skill Reinforcement & Development Strategies

Purpose

Generate concrete, student-accessible ways to both **reinforce existing skills** and **develop new (gap) skills** identified in Prompt 2.

Data Sources Used

Outputs from Prompt 2
High-demand skills list
Institutional support structures and programming

Prompt 3 (Full Text)

Using the skills identified in Step 2 (including both "new" skills and skills already present in the curriculum), suggest ways the Career Education team, Marshall Online Student Engagement team, and the College of Business academic advisors and faculty can help online students strengthen and explore these skills.

Be extremely creative. Suggestions may include workshops, professional development modules, virtual programming, internships, applied projects, employer engagement, alumni connections, and other online-friendly experiences.

Provide five concrete, actionable suggestions for each skill.

Output

A menu of realistic, scalable skill-building activities
Activities appropriate for online, adult, part-time, and working students

Prompt 4: Semester-by-Semester Developmental Sequencing

Purpose

Translate skill-building activities into a manageable, developmental pathway aligned with the academic journey.

Data Sources Used

Outputs from Prompt 1-3
Program plan of study
Curriculum sequencing

Prompt 4 (Full Text)

Using the skill-building suggestions generated in Step 3, build an optimal list of approximately 10 skill-developing tasks for each skill that online students can complete.

Organize the tasks by semester and sequence them in a logical developmental progression from foundational to advanced, aligned loosely with the academic program structure.

Ensure tasks are realistic, accessible for online learners, and appropriate for students at different stages of their academic journey.

Output

A semester-by-semester developmental roadmap
The foundation for both the **At-a-Glance Map** and **Expanded Map** formats

How the Prompts Work Together

Each prompt depends on the output of the previous step:

Prompt 1 defines what students learn in class
Prompt 2 defines what employers expect
Prompt 3 bridges gaps and reinforces strengths
Prompt 4 organizes experiences into a clear, student-friendly pathway

Human review and validation are essential at every stage to ensure accuracy, feasibility, and alignment with student needs.

Appendix D: Fillable Tiered AI Prompt Templates

This section provides editable versions of the AI prompts used to develop Academic & Career Readiness Maps. Institutions are encouraged to customize bracketed fields to reflect their own programs, student populations, and campus structures while maintaining the overall sequence and purpose of each prompt.

Prompt 1 Template: Curriculum Skill Extraction

Purpose:

Identify the skills students gain through coursework and establish the curriculum skill baseline.

Data Sources to Upload or Reference Before Running This Prompt:

Course syllabi
Program learning outcomes
Skills taxonomy (e.g., Lightcast Skillabi or equivalent)

Prompt 1 Editable Template

I'm developing a career planning and skill-development tool for students in the **[Program Name]** at **[Institution Name].**

The first step in building this tool is extracting a list of the skills students are gaining as they complete courses in the program.

Review the uploaded syllabi and extract the skills taught in each course. Use the **[skills taxonomy or framework name]** to name skills whenever possible. If a skill appears in the course but is not included in the taxonomy, assign an appropriate skill name.

Format the output as a bulleted list of skill names only (no descriptions), organized by course.

Output to Save:

Course-by-course list of curriculum skills

Prompt 2 Template: Workforce Skill Identification & Gap Analysis

Purpose:

Identify skills employers expect and determine which skills are already present in the curriculum and which represent gaps.

Data Sources to Upload or Reference Before Running This Prompt:

Labor-market data tools (e.g., Lightcast, O*NET, BLS, LinkedIn Insights)
Career outcomes or first-destination data
Employer or advisory board input (if available)

Prompt 2 Editable Template

Using the uploaded workforce and career data sources, identify **10–15 job roles** that graduates of the **[Program Name]** at **[Institution Name]** are most likely to pursue or are currently employed in.

For each job, extract the skills required for success. Use the skill names identified in Step 1 whenever possible.

If a skill appears in job descriptions that does not appear in the Step 1 curriculum skill list, assign an appropriate name and label it as "**new.**"

Format the output as a bulleted list organized by job.

Output to Save:

Job-aligned skill lists
Identification of **existing skills** and **new (gap) skills**

Prompt 3 Template: Skill Reinforcement & Development Strategies

Purpose:

Generate actionable ways to reinforce existing skills and build new skills through co-curricular, experiential, and career-connected opportunities.

Data Sources to Reference:

Output from Prompt 2
Institutional programming, resources, and support services

Prompt 3: Editable Template

Using the skills identified in Step 2 (including both **new skills** and **skills already present in the curriculum**), suggest ways **[Career Services Unit]**, **[Student Engagement Unit]**, academic advisors, and faculty can help students strengthen and explore these skills.

Be extremely creative. Suggestions may include workshops, professional development modules, virtual experiences, internships, applied projects, employer engagement, alumni connections, reflection activities, or other accessible experiences aligned with **[student population, e.g., online, adult, working learners].**

Provide **five concrete, actionable suggestions for each skill.**

Output to Save:

A list of skill-building and skill-reinforcement activities

Prompt 4 Template: Semester-by-Semester Developmental Sequencing

Purpose:

Organize skill-building activities into a logical, student-friendly developmental pathway.

Data Sources to Reference:

Outputs from Prompts 1–3
Program plan of study or curriculum sequence

Prompt 4 Editable Template

Using the skill-building and reinforcement activities generated in the previous steps, create an optimal list of approximately **[number]** skill-developing tasks for each skill.

Organize the tasks by semester (or term) and sequence them in a logical developmental progression from foundational to advanced, aligned loosely with the **[Program Name]** academic structure.

Ensure tasks are realistic, accessible for **[student population]**, and appropriate for students at different stages of their academic journey.

Final Output:

Semester-by-semester Academic & Career Readiness Map
Content ready for At-a-Glance and Expanded Map formats

Implementation Reminder

Institutions should:

- Save outputs at each stage
- Document data sources used
- Review AI-generated content with advisors, career educators, faculty, and students
- Treat prompts as adaptable templates—not fixed scripts

The effectiveness of this workflow comes from its intentional sequencing, human validation, and alignment with student needs, not from any single platform or tool.

Appendix E: Lightcast Tools & Workflows

These examples illustrate how one institution used Lightcast tools; institutions may use similar or alternative tools based on availability.

Marshall University applied a structured, multi-step approach using Lightcast's suite of tools to identify curricular skills, in-demand workforce skills, program alignment opportunities, and alumni outcomes. Each tool contributed unique insights to support map development.

1. Analyst

A broad labor market analytics platform

Purpose:
To explore economic, occupational, and workforce trends and identify high-demand occupations connected to academic programs.

How Marshall Used It:

- Identified occupations aligned with business and management degrees
- Examined demand across local, regional, and national markets
- Reviewed high-level employer skill requirements
- Prioritized the most relevant career pathways for readiness mapping

2. Job Posting Analytics

Real-time employer demand insights

Purpose:
To understand employer expectations by analyzing the skills, qualifications, and job titles that appear most frequently in job postings.

3. Skillabi

Curriculum-to-skill mapping tool

Purpose:
To identify the skills taught in the curriculum and compare them to market skills.

4. My Market Opportunities

Analyzed program alignment with labor market opportunities.

Purpose:
To surface program development priorities by comparing academic programs with the highest-demand roles.

5. Profile Analytics

Analyzes profiles of workers and alumni.

Purpose:
To understand real-world pathways by exploring worker profiles in target occupations.

6. Program Development & Review

Supports broad program evaluation.

Marshall's Use:

- Identified institutional strengths.
- Reviewed target occupations and skill needs.
- Reaffirmed program relevance.

7. Program Detail

Examines occupation-skill connections specific to a program.

8. Skillabi Data Download

Bulk export of curriculum-aligned data

This dataset can support deeper manual reviews or feed directly into AI-assisted workflows.

Appendix F: Graduate Assistant - Project Job Description

Key Responsibilities
The Graduate Assistant will work collaboratively with the project leads to support the development of Academic and Career Readiness Maps and the accompanying implementation toolkit. Core responsibilities include:

AI Prompt Engineering & Development

- Draft, refine, and test prompts to surface competencies, skills, and behavioral indicators.
- Partner closely with the project lead to design tiered prompt sets integrating job postings, survey data, profile analytics, syllabi, and real-time labor market insights.
- Support the creation and iteration of logic flows and file structures used within the project's AI environment.

Data Collection, Integration & Visualization

- Pull, clean, and organize Lightcast data, Marshall program data, and related datasets.
- Upload, label, and structure all data within the project's AI agent environment.
- Assist with transforming raw data into clear, student-friendly visual summaries and graphics for quick reference within the maps and toolkit (e.g., icons, charts, competency clusters, skill-alignment visuals).
- Help design layouts or graphic elements that organize data in intuitive, accessible formats for advisors, faculty, and students.

Career Readiness Map & Toolkit Development

- Assist with adding, refining, and formatting content within the Academic and Career Readiness Maps.
- Help translate Lightcast insights, career readiness tasks, and academic milestones into clean, readable templates.
- Contribute creative ideas and graphic elements that strengthen clarity and usability.
- Support the development of toolkit components, including guidance sections, templates, examples, checklists, and visual aids.
- Ensure all map and toolkit materials follow consistent formatting, style, and branding.

Project Coordination & Documentation

- Take detailed meeting notes and maintain organized project documentation.
- Manage Adobe PDF Spaces, including program repositories and composite archives.
- Support general research, analysis, communication, and operational needs for the project team.

MARSHALL ONLINE Herd M.A.P.S. (Milestones for Academic & Professional Success)

MANAGEMENT, BBA (At-a-Glance)

Why This Map Matters to **You**: This map was built using national labor market data, insights from recent Marshall graduates, and real job postings from employers who hire our students. The skills outlined here showed up again and again in the roles our alumni are landing. You're being given a competitive advantage, early exposure to these skills, chances to practice them, and support to help you graduate career-ready.

Courses (Plan of Study)

Career Readiness

YEAR ONE

SEMESTER ONE

CODE	COURSE NAME	HRS
FYS 100	First Year Sem Crit Thinking	3
ENG 101	Beginning Composition	3
STA 150	Fundamentals of Statistics	3
STA 150L	Fundamentals of Statistics Lab	1
PSY 201	General Psychology (CT)	3
MIS 200	Bus Computer Applications	3
UNI 100	Freshman First Class	1
TOTAL HOURS		**17**

Summer Term (optional):

SEMESTER ONE — RECOMMENDED CAREER MILESTONES

- Take **PathwayU** (Career Assessment)
- Create a **Handshake** /**LinkedIn** account
- Start developing your **resume**
- Complete-**Introduction to Generative AI** Microcredential
- Practice written communication in discussion boards
- Create personal website/portfolio (**Adobe Express**)
- Complete Marshall Online Monthly **AI Challenge**

YEAR TWO

SEMESTER ONE

CODE	COURSE NAME	HRS
ACC 215	Intro Financial Accounting (CT)	3
ECN 253	Principles of Macroeconomics	3
ENG 201	Advanced Composition	3
LE 207	Legal Environment of Business	3
	CMM Studies Elective	3
TOTAL HOURS		**15**

Summer Term (optional):

SEMESTER ONE — RECOMMENDED CAREER MILESTONES

- Lead virtual meeting/facilitate online project (Zoom, Teams)
- Meet with a Career Coach to update your resume
- Begin first industry certification (**Coursera**)
- Create or join a business-focused group in **Herd Hub**
- Practice virtual interviewing (etiquette)- **Big Interview**
- Join Online Student Advisory Council & facilitate workshop
- Complete Marshall Online Monthly **AI Challenge**

YEAR THREE

SEMESTER ONE

CODE	COURSE NAME	HRS
FIN 323	Principles of Finance	3
MGT 320	Principles of Management	3
MKT 340	MKT Concepts and Applications	3
MIS 290	Principles of MIS	3
	Free Elective	3
TOTAL HOURS		**15**

Summer Term (optional):

SEMESTER ONE — RECOMMENDED CAREER MILESTONES

- Complete the **"Critical Thinking"** Microcredential
- Use management principles to run an online business/side hustle
- Management related data/finance challenge (**Kaggle**, **Coursera**)
- Apply AI tools in internship projects
- Start a remote (micro)internship (**Parker Dewey**, **Forage)**
- Present internship findings (**Adobe Express**)
- Complete Marshall Online Monthly **AI Challenge**
- Info Interview with alumni (LinkedIn, **Marshall Alumni Network)**

YEAR FOUR

SEMESTER ONE

CODE	COURSE NAME	HRS
MGT 420	Operations Management	3
	MGT Elective	3
	MGT Elective	3
	Free Elective	3
	Free Elective	3
TOTAL HOURS		**15**

Summer Term (optional):

SEMESTER ONE — RECOMMENDED CAREER MILESTONES

- Use **Resume-AI** to optimize resume for management roles
- Attend final virtual career fairs/employer meetups
- Update resume and LinkedIn with experiences/certifications
- Practice virtual interviewing (**Big Interview**)
- Record/share a professional video intro (LinkedIn, YouTube,)
- Attend advanced customer service workshop
- Complete Marshall Online Monthly **AI Challenge**

Courses (Plan of Study)

Career Readiness

YEAR ONE

SEMESTER TWO

CODE	COURSE NAME	HRS
ECN 250	Principles of Microeconomics	3
CMM 207	Bus & Prof Communication	3
	Core II Physical or Natural Science	4
	Core II Fine Arts	3
	Free Elective	3
TOTAL HOURS		**16**

SEMESTER TWO — RECOMMENDED CAREER MILESTONES

- Join a business -focused organization (**MarshallU App**)
- Add first project/papers to portfolio (**Adobe Express**)
- Attend Career Education Resources Session (Marshall Online)
- Clean up your online presence and build a consistent brand
- Record elevator pitch video/share in the **Herd Hub** business channel
- Complete Marshall Online Monthly **AI Challenge**

YEAR TWO

SEMESTER TWO

CODE	COURSE NAME	HRS
ACC 216	Intro Managerial Accounting	3
MGT 218	Business Quantitative Methods	3
ENG 204	Writing for the Workplace	3
	Free Elective	3
	Core II Humanities	3
TOTAL HOURS		**15**

SEMESTER TWO — RECOMMENDED CAREER MILESTONES

- Volunteer for online for management/customer service focused roles
- Lead in a club/organization (**MarshallU App**)
- Build data visualization management project (**Adobe**/**Copilot**)
- Use AI analytics tools in class project (Tableau, Power BI)
- Host webinar/online workshop (Zoom, Microsoft Teams)
- Complete Marshall Online Monthly **AI Challenge**
- Connect with **Career Education** Job Shadowing
- Complete management -related **Forage** simulations

YEAR THREE

SEMESTER TWO

CODE	COURSE NAME	HRS
MGT 422	Organizational Behavior	3
MGT 424	Human Resource Management	3
	MGT Elective	3
	MGT Elective	3
	MGT Elective	3
	Free Elective	3
TOTAL HOURS		**15**

SEMESTER TWO — RECOMMENDED CAREER MILESTONES

- Use experiences to build on portfolio, emphasizing management
- Complete additional certifications **Coursera**
- Moderate online discussion groups on management topics
- Lead virtual team project - focus on leadership and coordination
- Complete the "**Communication**" Microcredential
- Complete Marshall Online Monthly **AI Challenge**
- Practice advanced business communication (presentations)

YEAR FOUR

SEMESTER TWO

CODE	COURSE NAME	HRS
MGT 419	Business & Society	3
MGT 460	Strategic Management	3
	International Business Elective	3
	Free Elective	3
TOTAL HOURS		**12**

SEMESTER TWO — RECOMMENDED CAREER MILESTONES

- Present final portfolio to advisors/career staff for feedback
- Virtual communication workshops; workplace etiquette
- Finalize management job search strategy/applications
- Showcase AI projects in final portfolio (**Adobe Express**)
- Review customer service skills in mock interviews (**Big Interview**)
- Complete Marshall Online Monthly **AI Challenge**

*Herd M.A.P.S. (Milestones for Academic & Professional Success) were developed with funding support from the Advising Success Network (ASN), in partnership with Lightcast for labor market analytics and Skillabi for curriculum-to-skill mapping. AI tools were integrated throughout the process to enhance skill and career-readiness experiences.

ONLINE Herd M.A.P.S. (Milestones for Academic & Professional Success)
General Business, BA (At-a-Glance)

Why This Map Matters to **You**: This map was built using national labor market data, insights from recent Marshall graduates, and real job postings from employers who hire our students. The skills outlined here showed up again and again in the roles our alumni are landing. You're being given a competitive advantage, early exposure to these skills, chances to practice them, and support to help you graduate career-ready.

Courses (Plan of Study)

Career Readiness Milestones

YEAR ONE

SEMESTER ONE		
CODE	COURSE NAME	HRS
FYS 100	First Year Sem Crit Thinking	3
ENG 101	Beginning Composition	3
STA 150	Fundamentals of Statistics	3
STA 150L	Fundamentals of Statistics Lab	1
PSY 201	General Psychology (CT)	3
MIS 200	Bus Computer Applications	3
UNI 100	Freshman First Class	1
TOTAL HOURS		17

Summer Term (optional):

SEMESTER ONE
RECOMMENDED CAREER MILESTONES
Take **PathwayU** (Career Assessment)
Create a **Handshake** /**LinkedIn** account
Start developing your **resume**
Complete-**Introduction to Generative AI** Microcredential
Practice written communication in discussion boards
Create personal website/portfolio (**Adobe Express**)
Complete Marshall Online Monthly **AI Challenge**

YEAR TWO

SEMESTER ONE		
CODE	COURSE NAME	HRS
ACC 215	Intro Financial Accounting (CT)	3
ECN 253	Principles of Macroeconomics	3
ENG 201	Advanced Composition	3
LE 207	Legal Environment of Business	3
	CMM Studies Elective	3
TOTAL HOURS		15

Summer Term (optional):

SEMESTER ONE
RECOMMENDED CAREER MILESTONES
Participate in virtual team project (Teams, Canvas Groups)
Begin first industry certification (**Coursera**)
Join the Marshall Online Student Advisory Council
Lead virtual meeting/facilitate online project (Zoom, Teams)
Practice virtual interviewing/etiquette)- **Big Interview**
Customer service simulation or online training module (**LinkedIn**)
Complete Marshall Online Monthly **AI Challenge**

YEAR THREE

SEMESTER ONE		
CODE	COURSE NAME	HRS
FIN 323	Principles of Finance	3
MGT 320	Principles of Management	3
MKT 340	MKT Concepts and Applications	3
MIS 290	Principles of MIS	3
	Free Elective	
TOTAL HOURS		15

Summer Term (optional):

SEMESTER ONE
RECOMMENDED CAREER MILESTONES
Start a remote (micro)internship (**Parker Dewey**, **Forage**)
Present internship findings (Zoom, Google Slides, Teams)
Complete the **"Critical Thinking"** Microcredential
Attend industry-specific webinars/events
Attend first virtual career fair/employer meetup
Info Interview with alumni (LinkedIn, **Marshall Alumni Network**)
Complete Marshall Online Monthly **AI Challenge**

YEAR FOUR

SEMESTER ONE		
CODE	COURSE NAME	HRS
	General Business Elective (400 Level)	3
	General Business Elective (400 Level)	3
	General Business Elective	3
	Free Elective	3
	Free Elective	3
TOTAL HOURS		15

Summer Term (optional):

SEMESTER ONE
RECOMMENDED CAREER MILESTONES
Use **Resume-AI** to optimize resume
Attend final virtual career fairs/employer meetups
Complete a data/finance challenge (**Kaggle**, **Coursera**)
Practice virtual interviewing (**Big Interview**)
Record/share a professional video intro (LinkedIn, YouTube, Vimeo)
Complete Marshall Online Monthly **AI Challenge**
Update resume and LinkedIn with experiences/certifications

Courses (Plan of Study)

Career Readiness Milestones

YEAR ONE

SEMESTER TWO		
CODE	COURSE NAME	HRS
ECN 250	Principles of Microeconomics	3
CMM 207	Bus & Prof Communication	3
	Core II Physical or Natural Science	4
	Core II Fine Arts	3
	Free Elective	3
TOTAL HOURS		16

SEMESTER TWO
RECOMMENDED CAREER MILESTONES
Join a business -focused organization (**Herdlink**)
Add first project/papers to portfolio (**Adobe Express**)
Attend Career Education Resources Session (Marshall Online)
Practice customer service skills (Marshall Career Ed workshops, Canvas)
Clean up your online presence and build a consistent brand
Record elevator pitch video/share in the **Herd Hub** business channel
Complete Marshall Online Monthly **AI Challenge**

YEAR TWO

SEMESTER TWO		
CODE	COURSE NAME	HRS
ACC 216	Intro Managerial Accounting	3
MGT 218	Business Quantitative Methods	3
ENG 204	Writing for the Workplace	3
	Free Elective	3
	Core II Humanities	3
TOTAL HOURS		15

SEMESTER TWO
RECOMMENDED CAREER MILESTONES
Volunteer or freelance online (Upwork, Catchafire, Fiverr)
Build data visualization project (**Adobe**/**Copilot**)
Lead in a club/organization (**MarshallU App**)
Host webinar/online workshop (Zoom, Microsoft Teams)
Use AI analytics tools in class project (Tableau, Power BI)
Complete Marshall Online Monthly **AI Challenge**
Connect with **Career Education** Job Shadowing
Complete business -related **Forage** simulations

YEAR THREE

SEMESTER TWO		
CODE	COURSE NAME	HRS
	General Business Elective	3
	General Business Elective	3
	General Business Elective	3
	General Business Elective	3
	Free Elective	3
TOTAL HOURS		15

SEMESTER TWO
RECOMMENDED CAREER MILESTONES
Build portfolio with experiences/projects (**Adobe Express**)
Complete additional certifications **Coursera**
Moderate online forums or discussion groups
Complete the "**Communication**" Microcredential
Practice advanced business communication (presentations)
Apply AI tools in internship projects
Complete Marshall Online Monthly **AI Challenge**
Lead virtual team project/case competition (Zoom, Teams)

YEAR FOUR

SEMESTER TWO		
CODE	COURSE NAME	HRS
MGT 460	Strategic Management	3
	International Business Elective	3
	General Business Elective (400 Level)	3
	Free Elective	3
TOTAL HOURS		12

SEMESTER TWO
RECOMMENDED CAREER MILESTONES
Virtual communication workshops; workplace etiquette
Present final portfolio to advisors/career staff for feedback
Finalize job search strategy/applications
Showcase AI projects in final portfolio (**Adobe Express**)
Complete Marshall Online Monthly **AI Challenge**
Review customer service skills in mock interviews (**Big Interview**)

*Herd M.A.P.S. (Milestones for Academic & Professional Success) were developed with funding support from the Advising Success Network (ASN), in partnership with Lightcast for labor market analytics and Skillabi for curriculum-to-skill mapping. AI tools were integrated throughout the process to enhance skill and career-readiness experiences.

Management, BBA

Career Readiness

YEAR ONE

SEMESTER ONE	SEMESTER TWO
☐ Create Handshake/LinkedIn account 1, 2	☐ Join a business-focused organization (Herdlink) 1, 4
☐ Start developing your resume 1, 2	☐ Add first project/papers to portfolio 1, 2
☐ Take PathwayU (Career Assessment) 2, 3	☐ Attend Career Education Resources Session 1
☐ Complete “Introduction to Generative AI” Microcredential 3, 5	☐ Record elevator pitch video/share in Herd Hub 1, 7
☐ Practice written communication in discussion boards 1	☐ Clean up your online presence and build a consistent brand 1,2
☐ Create personal website/portfolio (Adobe Express) 1, 2	☐ Complete Marshall Online Monthly AI Challenge 3, 5
☐ Complete Marshall Online Monthly AI Challenge 3, 5	

Additional Learning Opportunities:

- Coursera
- Microcredentials
- Forage

COB Resources:

- Internships/ Jobs
- Student Advisory Board
- Student Orgs

Student Support Resources:

- Writing Center
- Tutoring Center
- Marshall Libraries
- Counseling Center
- Adobe
- Office of Accessibility & Accommodations

Career Education Resources:

- Resume Help
- Handshake
- Big Interview

Highlighted Skills: 1Communication, 2Planning, 3Problem-Solving, 4Leadership, 5Data Analysis, 6Customer Service, 7Sales, 8Finance, 9Project Management, 10Operations, 11Management

Management, BBA

Career Readiness

YEAR TWO

SEMESTER THREE	SEMESTER FOUR
☐ Lead virtual meeting/facilitate online project (Zoom, Teams) 4, 9	☐ Volunteer for online for management/customer service focused roles 4,6
☐ Meet with a Career Coach to update your resume 1,2	☐ Build data visualization management project (Adobe/Copilot) 5, 11
☐ Begin first industry certification (Coursera) 2, 3	☐ Use AI analytics tools in class project (Tableau, Power BI) 5, 9
☐ Create or join a business-focused group in Herd Hub 1,2	☐ Complete management-related simulations (Forage) 3, 11
☐ Practice virtual interviewing (Big Interview) 1, 6	☐ Lead in a club/organization (MarshallU App) 1, 4
☐ Join Online Student Advisory Council & facilitate a workshop 1, 4	☐ Host webinar/online workshop (Zoom, Microsoft Teams) 1,4
☐ Complete Marshall Online Monthly AI Challenge 3, 5	☐ Connect with Career Education Job Shadowing 2

Highlighted Skills: 1Communication, 2Planning, 3Problem-Solving, 4Leadership, 5Data Analysis, 6Customer Service, 7Sales, 8Finance, 9Project Management, 10Operations, 11Management

Additional Learning Opportunities:

- Coursera
- Microcredentials
- Forage

COB Resources:

- Internships/ Jobs
- Student Advisory Board
- Student Orgs

Student Support Resources:

- Writing Center
- Tutoring Center
- Marshall Libraries
- Counseling Center
- Adobe
- Office of Accessibility & Accommodations

Career Education Resources:

- Resume Help
- Handshake
- Big Interview

Management, BBA

Career Readiness

YEAR THREE

SEMESTER FIVE	SEMESTER SIX
☐ Complete "Critical Thinking" Microcredential 3	☐ Use experiences to build on portfolio, emphasizing management 2, 11
☐ Use management principles to run an online business or side hustle 4, 10, 11	
	☐ Complete additional certifications 2, 3
☐ Management related data/finance challenge (Kaggle, Coursera) 3, 5, 8	☐ Moderate online discussion groups on management topics 1, 4
☐ Apply AI tools in internship projects 3, 5	☐ Lead virtual team project (focus on leadership and coordination) 4, 9
☐ Start a remote (micro) internship (Parker Dewey, Forage) 2, 11	
☐ Present internship findings (Adobe Express) 1,5	☐ Complete the "Career-Ready Academy" Microcredential 1 ,3, 4
☐ Complete Marshall Online Monthly AI Challenge 3, 5	☐ Complete Marshall Online Monthly AI Challenge 3, 5
☐ Info Interview with alumni (LinkedIn, Marshall Alumni Network) 1, 7	☐ Practice advanced business communication (presentations) 1

Highlighted Skills: 1Communication, 2Planning, 3Problem-Solving, 4Leadership, 5Data Analysis, 6Customer Service, 7Sales, 8Finance, 9Project Management, 10Operations, 11Management

Additional Learning Opportunities:

- Coursera
- Microcredentials
- Forage

COB Resources:

- Internships/ Jobs
- Student Advisory Board
- Student Orgs

Student Support Resources:

- Writing Center
- Tutoring Center
- Marshall Libraries
- Counseling Center
- Adobe
- Office of Accessibility & Accommodations

Career Education Resources:

- Resume Help
- Handshake
- Big Interview

Management, BBA

Career Readiness

	SEMESTER SEVEN	SEMESTER EIGHT
YEAR FOUR	☐ Use Resume-AI to optimize resume for management roles 1, 2	☐ Present final portfolio to advisors/career staff for feedback 1, 2
	☐ Attend final virtual career fairs/employer meetups 1, 7	☐ Virtual communication workshops & workplace etiquette 1, 6
	☐ Update resume and LinkedIn with experiences/certifications 1, 2	☐ Finalize management job search strategy/applications 2, 3
	☐ Practice virtual interviewing (Big Interview) 1, 6	☐ Showcase AI projects in final portfolio 1, 5
	☐ Record/share a professional video intro 1,7	☐ Review customer service skills in mock interviews (Zoom, Teams) 6
	☐ Attend advanced customer service workshop 6	☐ Complete Marshall Online Monthly AI Challenge 3, 5
	☐ Complete Marshall Online Monthly AI Challenge 3, 5	

Additional Learning Opportunities:

- Coursera
- Microcredentials
- Forage

COB Resources:

- Internships/ Jobs
- Student Advisory Board
- Student Orgs

Student Support Resources:

- Writing Center
- Tutoring Center
- Marshall Libraries
- Counseling Center
- Adobe
- Office of Accessibility & Accommodations

Career Education Resources:

- Resume Help
- Handshake
- Big Interview

Highlighted Skills: 1Communication, 2Planning, 3Problem-Solving, 4Leadership, 5Data Analysis, 6Customer Service, 7Sales, 8Finance, 9Project Management, 10Operations, 11Management

Business, BA

Career Readiness

YEAR ONE

SEMESTER ONE	SEMESTER TWO
☐ Create Handshake/LinkedIn account 1, 2	☐ Join a business-focused organization (Herdlink) 1, 4
☐ Start developing your resume 1, 2	☐ Add first project/papers to portfolio 1, 2
☐ Take PathwayU (Career Assessment) 2, 3	☐ Attend Career Education Resources Session 1
☐ Complete “Introduction to Generative AI” Microcredential 3, 5	☐ Record elevator pitch video/share in Herd Hub 1, 7
☐ Practice written communication in discussion boards 1	☐ Clean up your online presence and build a consistent brand 1,2
☐ Create personal website/portfolio (Adobe Express) 1, 2	☐ Complete Marshall Online Monthly AI Challenge 3, 5
☐ Complete Marshall Online Monthly AI Challenge 3, 5	☐ Practice customer service skills (Marshall Career Ed workshops, Canvas) 6

Additional Learning Opportunities:

- Coursera
- Microcredentials
- Forage

COB Resources:

- Internships/ Jobs
- Student Advisory Board
- Student Orgs

Student Support Resources:

- Writing Center
- Tutoring Center
- Marshall Libraries
- Counseling Center
- Adobe
- Office of Accessibility & Accommodations

Career Education Resources:

- Resume Help
- Handshake
- Big Interview

Highlighted Skills: 1Communication, 2Planning, 3Problem-Solving, 4Leadership, 5Data Analysis, 6Customer Service, 7Sales, 8Finance, 9Project Management, 10Operations, 11Management

Business, BA

Career Readiness

YEAR TWO

SEMESTER THREE	SEMESTER FOUR
☐ Lead virtual meeting/facilitate online project (Zoom, Teams) 1, 4, 9	☐ Volunteer or freelance online (Upwork, Catchafire, Fiverr) 6, 7
☐ Customer service and other business -related simulations (Forage) 6	☐ Build a data visualization data visualization project (Adobe/Copilot) 5,11
☐ Practice virtual interviewing/etiquette)- Big Interview 1,6	☐ Lead in a club/organization (HerdLink, club Slack/Discord) 1, 4
☐ Share data visualization project (Power BI, Tableau Public) 5	☐ Host webinar/online workshop (Zoom, Microsoft Teams) 1, 4
☐ Join the Marshall Online Student Advisory Council 1, 4	☐ Use AI analytics tools in class project (Tableau, Power BI) 3, 5
☐ Begin first industry certification (Microsoft Learn, HubSpot Academy) 2, 3	☐ Complete Marshall Online Monthly AI Challenge 3,5
☐ Participate in virtual team project (Teams, Canvas Groups) 4, 9	☐ Connect with Career Education Job Shadowing 2

Highlighted Skills: 1Communication, 2Planning, 3Problem-Solving, 4Leadership, 5Data Analysis, 6Customer Service, 7Sales, 8Finance, 9Project Management, 10Operations, 11Management

Additional Learning Opportunities:

- Coursera
- Microcredentials
- Forage

COB Resources:

- Internships/ Jobs
- Student Advisory Board
- Student Orgs

Student Support Resources:

- Writing Center
- Tutoring Center
- Marshall Libraries
- Counseling Center
- Adobe
- Office of Accessibility & Accommodations

Career Education Resources:

- Resume Help
- Handshake
- Big Interview

Business, BA

Career Readiness

YEAR THREE

SEMESTER FIVE	SEMESTER SIX
☐ Start remote (micro)internship (Parker Dewey, Forage) 2, 11	☐ Build portfolio with internships/side hustles (Wix, LinkedIn) 2, 11
☐ Present internship findings (Zoom, Google Slides, Teams) 1, 5	☐ Apply AI tools in internship projects 3, 5
☐ Complete the "Critical Thinking" Microcredential 3	☐ Complete additional certifications (Coursera) 2, 3
☐ Attend industry-specific webinars/events 1, 7	☐ Moderate online forums or discussion groups (Discord, Slack) 1, 4
☐ Attend first virtual career fair/employer meetup 1,7	☐ Practice advanced business communication (presentations) 1
☐ Info Interview with alumni (LinkedIn, Marshall Alumni Network) 1, 7	☐ Complete the "Career-Ready Academy" Microcredential 1, 3, 4
☐ Complete Marshall Online Monthly AI Challenge 3,5	☐ Complete Marshall Online Monthly AI Challenge 3,5
	☐ Lead virtual team project/case competition (Zoom, Teams) 4, 9

Additional Learning Opportunities:

- Coursera
- Microcredentials
- Forage

COB Resources:

- Internships/ Jobs
- Student Advisory Board
- Student Orgs

Student Support Resources:

- Writing Center
- Tutoring Center
- Marshall Libraries
- Counseling Center
- Adobe
- Office of Accessibility & Accommodations

Career Education Resources:

- Resume Help
- Handshake
- Big Interview

Highlighted Skills: 1Communication, 2Planning, 3Problem-Solving, 4Leadership, 5Data Analysis, 6Customer Service, 7Sales, 8Finance, 9Project Management, 10Operations, 11Management

Business, BA

Career Readiness

YEAR FOUR

SEMESTER SEVEN	SEMESTER EIGHT
☐ Use Resume-AI to optimize resume 1,2	☐ Virtual communication workshops; workplace etiquette 1, 6
☐ Attend final virtual career fairs/employer meetups 1,7	☐ Present final portfolio to advisors/career staff for feedback 1,2
☐ Complete a data/finance challenge (Kaggle, Coursera) 2,3,5	☐ Finalize job search strategy/applications 2, 3
☐ Practice virtual interviewing (Big Interview) 1,6	☐ Showcase AI projects in final portfolio 1, 5
☐ Record/share a professional video intro (LinkedIn, YouTube, Vimeo)1,7	☐ Complete Marshall Online Monthly AI Challenge 3,5
☐ Complete Marshall Online Monthly AI Challenge 3,5	☐ Review customer service skills in mock interviews 6
☐ Update Resume and LinkedIn with experiences/certifications) 1,2	

Additional Learning Opportunities:

- Coursera
- Microcredentials
- Forage

COB Resources:

- Internships/ Jobs
- Student Advisory Board
- Student Orgs

Student Support Resources:

- Writing Center
- Tutoring Center
- Marshall Libraries
- Counseling Center
- Adobe
- Office of Accessibility & Accommodations

Career Education Resources:

- Resume Help
- Handshake
- Big Interview

Highlighted Skills: 1Communication, 2Planning, 3Problem-Solving, 4Leadership, 5Data Analysis, 6Customer Service, 7Sales, 8Finance, 9Project Management, 10Operations, 11Management

ADD TITLE HERE

Why This Map Matters to **You**: This map was built using national labor market data, insights from recent Marshall graduates, and real job postings from employers who hire our students. The skills outlined here showed up again and again in the roles our alumni are landing. You're being given a competitive advantage, early exposure to these skills, chances to practice them, and support to help you graduate career-ready.

Add your new text

Add your new text

Add your new text

Add your new text

YEAR ONE

SEMESTER ONE			
CODE	COURSE NAME	HRS	

SEMESTER TWO			
CODE	COURSE NAME	HRS	

YEAR TWO

SEMESTER ONE			
CODE	COURSE NAME	HRS	

SEMESTER TWO			
CODE	COURSE NAME	HRS	

YEAR THREE

SEMESTER ONE			
CODE	COURSE NAME	HRS	

SEMESTER TWO			
CODE	COURSE NAME	HRS	

YEAR FOUR

SEMESTER ONE			
CODE	COURSE NAME	HRS	

SEMESTER TWO			
CODE	COURSE NAME	HRS	

School Logo

Program Name

Additional Learning Opportunities:

Resources:

Career Readiness

	SEMESTER ONE	SEMESTER TWO
YEAR ONE		

Student Support Resources:

Career Education Resources:

Highlighted Skills: