

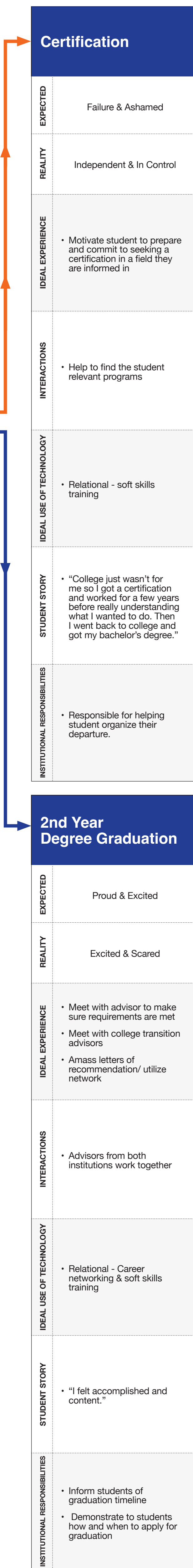
Student Journey Map



Entry into the Institution

- Students are coming into the institution from various life experiences, including but not limited to:
- Re-enrolling due to a hiatus
 - Dual-enrollment
 - Current or former military service
 - Coming from incarceration
 - Immigration status and experience
 - Coming from a profession or different institution
 - Transfer from a two-year or technical institution

Steps	Pre-college Registration & Prep	Orientation	College Registration	Class Registration	Ongoing Coordinated Culture of Care	Subsequent Semesters
Emotional Journey	EXPECTED: Aware & Excited REALITY: Nervous & Excited	Confident & Supported Overwhelmed & Apprehensive	Confident & Prepared & Curious Intimidated & Confused & Determined	Empowered & Supported Confused & Ready	Experienced & Confident Confused & Unsure	Accomplished & Integrated Growing confidence
Ideal Experience	<ul style="list-style-type: none"> • Prepare students for application process • Equip students with preparation checklist • Prepare for the following steps 	<ul style="list-style-type: none"> • Attend orientation and engage in activities • Intro to teachers/advisors • Familiarize with college culture, jargon 101 • Understand how basic classes are structured • Basic core classes 	<ul style="list-style-type: none"> • Consider all pathways • Create feasible schedule, understanding how some classes work together • Meet student basic needs 	<ul style="list-style-type: none"> • Advisor makes sure needs are met including costs and materials. • Declare major/don't • Core classes to learn the ropes • FAFSA/Scholarships completed 	<ul style="list-style-type: none"> • Student aware of all institution class requirements • Student clearly knows where to go online to register and how to register • Declares major and receives new advisor that is major specific 	<ul style="list-style-type: none"> • Fully integrate student into college culture. • Maintain an ongoing relationship with advisor plus other supports • Student is aware of where to find resources and supports. Familiarize student with possible extra curricular opportunities
Interactions	<ul style="list-style-type: none"> • Meet with first year transition advisor and being to discuss postsecondary options • Research and apply to colleges • Research scholarships 	<ul style="list-style-type: none"> • Meet with advisor • Attend a peer panel with experienced students 	<ul style="list-style-type: none"> • Meet with advisor and/or peer mentor if needed 	<ul style="list-style-type: none"> • Work with advisor if needed 	<ul style="list-style-type: none"> • Meet with advisor to make sure needs are met and be up to date about current needs • Meet with students in same major/ peer mentor 	<ul style="list-style-type: none"> • Major specific advisor • Relevant faculty • Extra curricular representatives
Ideal Use of Technology	<ul style="list-style-type: none"> • Directional - Skills Assessment & Career Guidance 	<ul style="list-style-type: none"> • Navigational - User friendly school site & resource hub • Relational - Better Communication & student advisor matching 	<ul style="list-style-type: none"> • Directional - Integrated data for full student profile 	<ul style="list-style-type: none"> • Transactional - Degree audit and tracking & optimize class demand • Navigational - Detailed class information & campus maps & Resource hub 	<ul style="list-style-type: none"> • Directional - predictive analysis & flexible course delivery options & enrollment, retention, and engagement analytics • Transactional - Optimize class demand • Navigational - Connections to resources • Relational - Automated scheduling 	<ul style="list-style-type: none"> • All technology available
Student Story	• "I was really looking forward to the college experience."	• "The orientation that I attended was really uninteresting, so I ended up bailing after getting the important documents."	• "I wasn't as confident in my institution choice as I would have liked to be."	• "I was a little disappointed that I would be taking the core classes first thing in college, but it worked out for the better."	• "After I was given my first semester of classes I was on my own. I depended on older and more experienced friends to teach me how to register from that point on."	• "I felt a little lost and kind of abandoned."
Institutional Responsibilities	<ul style="list-style-type: none"> • Organized and accessible information • Provide first year / college transition advisor 	<ul style="list-style-type: none"> • Promote and organize school orientation • Distribute information regarding orientation (syllabi, orientation schedules/events, etc.) 	<ul style="list-style-type: none"> • Provide advisors and peer mentors • Provide any other information needed to make a confident decision regarding where to attend 	<ul style="list-style-type: none"> • Provide well trained and connected advisors that understand the institution as a whole, not just academic requirements • Provide extra support when able 	<ul style="list-style-type: none"> • Engage students in university culture that will assist/inform them in their future decisions at the institution • Provide major specific advisor 	<ul style="list-style-type: none"> • Responsibilities from steps 1-5 continued



Orange line = 2 year education route
Teal line = 4 year education route

	Job/Career	Alumni Feedback & Evaluation
EXPECTED	Anxious & Unprepared	Accomplished & Supportive
REALITY	More confident than expected	
IDEAL EXPERIENCE	Using the degree you obtained for relevant work	Cultivate a community that shares what's working and what needs improvement
INTERACTIONS	Work with university/college to provide feedback to improve processes; Work as mentors with current students	
IDEAL USE OF TECHNOLOGY	Relational - better communication	
STUDENT STORY	"I felt much more confident on my first day of work than I was expecting to."	
INSTITUTIONAL RESPONSIBILITIES	Promote and organize alumni events; Analyze received feedback	

*Students may transfer to another institution for several reasons, including reverse transfer, enrollment at a different 2- or 4-year institution due to things such as non-supportive environment, finances, lack of classes for major pathways, impacted majored, and lack of opportunities.

