



[GROUPS \(/EDUCATION/...](#) [TOPICS \(/EDUCATION/S/...](#) [LEARNING LOGS \(/EDU...](#) [Q&A \(/EDUCATION/S/AN...](#) [ORGANIZATIONS \(/EDU...](#) [CASES \(/E](#)

Your Learning Log in Draft status is visible only to you. Learning Logs in Final (Submitted) status are visible to all members of the Frontier Set group as are the posts associated with each Learning Log.

LEARNING LOG

Pegasus Path: A Degree Mapping and Tracking Tool

[+ Follow](#)[Clone](#)

DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

TITLE

Pegasus Path: A Degree Mapping and Tracking Tool

SOLUTION

Redesigned Planning Advising and Student Services

CAPACITIES

Leadership & Culture

Owner

[Harrison Oonge \(/education/s/profile/005360000047BJJAA2\)](/education/s/profile/005360000047BJJAA2)



Record Type

Monthly-Current 2017



INSTITUTION

University of Central Florida

REFLECTION

SITE INITIATIVE

UCF is in the process of implementing the Pegasus Path: a dynamic student facing degree mapping tool. The goal is to provide students with a technology solution that will increase efficiency in degree planning through optimal degree maps with semester-by-semester curriculum, milestones, high impact academic practices, and relevant co-curricular learning experiences. The Pegasus Path complements other university initiatives that are aimed at fostering student success.

PROGRESS TOWARD STUDENT SUCCESS

Developing a common definition for student engagement.

In preparation of the Pegasus Path a lot of work has been done to build capacities for student engagement in high impact practices and co-curricular learning experiences. For instance, Academic Affairs, Student Affairs, and Colleges have worked collaboratively to develop and adopt a common definition for student engagement experiences that include High Impact Education Practices and co-curricular learning experiences. Using AACU's (2008) description of High Impact Educational Practices, at UCF, these experiences include: first-year seminars, learning communities, undergraduate research (research intensive courses and directed independent research), experiential learning (service learning, internships/co-ops/clinical/practicum), study abroad/global learning, capstone courses, and integrative experiences. This exercise of developing a common language on co-curricular and high impact practices is critical to the building of a comprehensive degree maps.

Ensuring Seamless Integration of New Technologies.

While this appears to be a lofty goal, there is intentionality in ensuring that new technologies integrate well with existing technologies. For instance when a student scheduling tool was purchased, it was established that it can integrate well with the Pegasus Path.

Meeting the students where they are.

As a practice, UCF is striving to be student ready and meeting students where they are: in the digital world. It is for this reason that an additional vendor has been identified to ensure that the Pegasus Path will be mobile by the time it goes live in Spring of 2018.

IMPACT

In addition to providing students based on their major, with a semester-by-semester view of critical degree/program milestones, their current progress, and future requirements, the Pegasus Path allows students to be intentional in selecting high impact and co-curricular learning experiences that they should engage in while pursuing their degrees. The Pegasus Path uses information from UCF's degree audit and SSC success markers to populate a

student's customized roadmap that encompasses curricular, academic milestones, high impact academic practices, and co-curricular activities. Students, armed with this information, are better able to reduce time to graduation and avoid taking non-essential courses. Students are in charge of their roadmap and may make adjustments as they matriculate.

INTERNAL/EXTERNAL RESOURCES ⓘ

Student Affairs, Academic Affairs, and colleges are actively involved in the Pegasus Path. Key stakeholders including students, advisors and faculty will be involved in providing formative feedback as we continue to build the Pegasus Path. The iPASS grant continues to support this effort as well.

NEXT CRITICAL STEPS ⓘ

1. Building the degree maps
2. Phase I of the Pegasus Path go-live in Spring 2018 (this is a revised date)

OPPORTUNITIES/CHALLENGES ⓘ

QUESTIONS/REQUESTS ⓘ

- Please share your ideas on how your University has integrated Success Markers data in student's degree plans.
- We would like to know from schools that have implemented degree mapping/academic plans, some of the lessons they have learned.

STATUS

Final

Completion Date ⓘ

5/26/2017

Post

Share an update...

Share



(/education/s/profile/005360000047BJAA2)

Harrison Oonge (/education/s/profile/005360000047BJAA2) (University of Central Florida) updated this record.

May 26, 2017 at 8:56 AM (/education/s/feed/0D53600001MtFx0CAF)

STATUS

Draft to Final

👍 Like

💬 Comment



Write a comment...

[Terms and Conditions \(http://bmgf.force.com/education/s/article/Community-Terms-and-Conditions\)](http://bmgf.force.com/education/s/article/Community-Terms-and-Conditions)

