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Who Am I? DegreeWorks Edition

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Who Am I? (DegreeWorks Edition)

Abstract:

Designed for LIF101: Liberal Arts First Year Seminar, “Who Am I? DegreeWorks Edition” is developed with the intention to help students (and maybe also their professors!) navigate Pathways [a system of general education requirements and transfer guidelines designed to ease student transfer between CUNY colleges] facilitate advising, and understand general degree expectations. By projecting an actual DegreeAudit in class, students better understand academic requirements as well as their academic profile within CUNY.

The entire assignment takes one to two hours of class time, and then a further two to three hours for students to complete on their own. Obviously, as an advising lesson, this assignment synthesizes a number of advising discussions and exercises conducted previously, and then asks students to integrate this previous knowledge in order to understand where they stand with their degree—and, more importantly, what is left to be done. This assignment is worth 5% of their grade. If possible, conduct this activity in a computer lab in order to have them see their own work in real time.

Lesson Plan:

Part I:

1. First, log in to DegreeWorks [a web-based advising tool and degree audit program], and project the homepage on the screen.
2. Ask for a class volunteer willing to have their DegreeWorks profile used as a test case.
3. Once you have a volunteer, use the student’s EMPLID to show students how to locate themselves within the system.
4. Ask students to pay close attention to the DegreeWorks program itself—its look, its feel, its organizational strategies as well as its various functionalities (which you will soon explore together).
5. Roll over various acronyms and numbers to help students understand how DegreeWorks “sees” them.
6. Ask students to write down questions they have about their own degree requirements.
7. Use the volunteer student’s DegreeWorks profile to ask and attempt to answer a series of degree questions from the class. Make sure to use the What If? function [which allows students to see how their credits would transfer to a different major] to help students ask and answer theoreticals about their own degree progress.
8. For homework outside of class, have students repeat the in-class tutorial on their own profile, and then list any questions, comments, and concerns that remain.
9. Discuss in the next class any of these questions, any others that might have arisen during the discussion, and how to potentially solve them.
10. For homework, have them complete Part II below using the skills and strategies, such as critical thinking, problem-solving, and basic research, already discussed in class.

Part II:

1. Have students return to their own DegreeWorks profile and map out a “graduation plan” based on class discussions and personal interests.
2. After this is complete, students upload their plan to ePortfolio along with a reflection explaining what they learned from using DegreeWorks as well as the rationale behind the classes they chose to graduate.
3. Have them complete the following worksheet (adapted from several assignments by various LaGuardia faculty):

Student Advisement Degree Audit

Log in to CUNY Portal and find Degree Audit under “APPLICATIONS / RESOURCES”
Submit the following handout to me at the end of the next class.

In your Degree Audit:

- a. Inspect your record for accuracy – is everything accounted for? Your major, your transferred courses, and the classes you’re taking? What about the remedial classes, if any, that you’re enrolled in? Does everything look right?
- b. Are you on track for graduating? What courses do you need to take? What are the choices?
- c. Explore the “What If?” function of the system to check what would happen if you narrow down or change your major.

Looking at your Degree Audit, please answer the following questions:

What is your major? ___

What is your GPA? ___

How many credits have you completed? _____

How many credits are you registered for? _____

Have you completed your “Required Common Core” requirements? _____

Have you completed any of your “Flexible Common Core” requirements? _____

If so, which flexible core categories are completed?

Have you taken an “Urban Studies” class? ___ If so, which one? ___

As you review this DegreeAudit, what are the strengths you see for yourself?

Next Semester’s Courses: Which Courses should you register for the next semester?

First Choice	Credits/Equated Credits	Requirement Satisfied & Reason for Taking required, flexible, or program core)
<u>Example:</u> ENG101	3 cr/3 eq. cr	Req. Common Core & Needed for graduation (for other class, ex. HUT101, you could say “interested in theatre”)
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