**Environmental Scan Matrix**

Document all the work your unit does on your campus to help a student make purposeful choice. Think broadly and comprehensively. Determine if these activities **inform** students of academic or cocurricular options or help students **discern** their fit or **affirm** their choices. Indicate the transition stage of the lifecycle of the student these activities take place.

Consider how information gathered from these activities influence later interactions with students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Planning**(initial contact through orientation & registration) | **Preparing**(orientation & registration through week of welcome/move-in) | **Momentum Year**(matriculation & Year 1 through first summer) | **Full Momentum**(returning to college for year 2 through graduation & beyond) |
| **Inform** |  |  |  |  |
| **Discern** |  |  |  |  |
| **Affirm** |  |  |  |  |

**Gap Analysis**

Individually identify the areas at your institutional matrix where you think there are opportunities to support students in the inform-discern-affirm process of purposeful choice during all transition stages. Are there strategies other campuses are using that your institution could try? Why is this area an important place to focus institutional effort? How will strengthening purposeful choice in this way affect a student’s overall transition?

|  |  |  |  |
| --- | --- | --- | --- |
| **Opportunity/Activity/Strategy** | **Phase of the student lifecycle** | **Element of Purposeful Choice** | **Notes** |
|  | * Planning
* Preparing
* Momentum Year
* Full Momentum
 | * Inform
* Discern
* Affirm
 |  |
|  | * Planning
* Preparing
* Momentum Year
* Full Momentum
 | * Inform
* Discern
* Affirm
 |  |
|  | * Planning
* Preparing
* Momentum Year
* Full Momentum
 | * Inform
* Discern
* Affirm
 |  |
|  | * Planning
* Preparing
* Momentum Year
* Full Momentum
 | * Inform
* Discern
* Affirm
 |  |