

Short-Term Action Plan January Webinar Event: Mapping Your Pathways

Institution Name: _____

Part I: Exploring Commonly Asked Pathways Questions

PRE-WORK: TO BE COMPLETED BEFORE THE EVENT AND REVIEWED/REVISED IN TEAM STRATEGY SESSION #1 DURING THE JANUARY WEBINAR EVENT

Instructions: After Reading “Guided Pathways Demystified: Exploring Ten Commonly Asked Questions about Implementing Pathways” <http://ncii-improve.com/wp-content/uploads/2017/06/PWs-Demystified-Johnstone-111615.pdf> (also provided with pre-work materials), **Respond to the questions below with a cross-functional team that includes academic and student services administrators, faculty in transfer programs, faculty in CTE programs and student services professionals.** This exploration template is adapted from the companion discussion guide developed by NCII and is designed to promote a dialogue at your institution about these prevailing concerns—and support development of a plan for addressing the concerns while engaging the institution’s stakeholders in the solution.

Submit your short-term action plan to Renee Dimino (rdimino@monroecc.edu) by January 10, 2020.

	RESPONSES TO THE QUESTIONS	POTENTIAL NEXT STEP TO ADDRESS THE ISSUE/CONCERN AT OUR INSTITUTION
Concerns about Compromising Higher Education Values		
Do you think the behavioral economics and social psychology research on the ideal number of choices applies to your students' choices of courses and programs? Why or why not?		
How can we build a structure that allows for some student exploration and choice		

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<p>without allowing students to wander aimlessly around the curriculum?</p> <p>What does this look like in effective practice for the student?</p>		
<p>Describe the existing barriers to students choosing <i>programs</i> instead of a semester of <i>courses</i> upon entry to the college.</p>		
<p>Assume that we selected six “career focus areas” for your college to help structure student choices of programs and that the draft list started with Business, Social Sciences & Human Services, STEM, Health and Bioscience, Art, Humanities & Design, and Manufacturing & Construction Technology.</p> <p>How do you think this would work at your college?</p> <p>What would you add or reframe?</p>		
<p>How might the reduction of the number of general education course options impact the student achievement of your general education outcomes?</p> <p>Why?</p>		
<p>What metrics and evaluation processes do you use to assess educational "quality" at your institution?</p>		

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<p>How does the institution ascertain whether course grades reflect common quality standards across course sections?</p> <p>What are the major strengths and limits of those processes?</p>		
<p>Does the design for a general education student experience get stronger under a guided pathways approach with a recommended / default set of general education courses determined by program faculty?</p> <p>Why or why not?</p>		
<p>Why do you think employers most often report issues with graduates' critical thinking, communication, computation, and problem solving skills?</p> <p>As you design and implement guided pathways at your institution, how are you addressing/ embedding these competencies that employers so often feel are lacking?</p>		
<p>Practical Considerations About Control & Enrollment</p>		
<p>What has the enrollment trend been at your college in the past 3-4 years?</p>		
<p>What is the general consensus on the factors driving your enrollment trend?</p>		

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<p>Do you have data to support the hypotheses about why enrollment is trending in the way you observe?</p>		
<p>What is the average number of total credits attempted per new student in their first three years at the college?</p> <p>How can this metric be used to incent guided pathways implementation?</p>		
<p>What is the average number of credits a student has earned when awarded an Associate degree at your institution?</p> <p>How would you expect implementation of guided pathways to impact that number?</p> <p>What are the implications for return on investment and efficiency metrics? For students' Pell Grant eligibility?</p>		
<p>How have state transfer agreements, guaranteed transfer agreements, or other 4-year articulation agreements already affected course offerings at your college?</p> <p>Are transfer changes driven by institutional recalcitrance, institutional collaboration, or state policy?</p> <p>What are the one or two most powerful strategies your institution can use to strengthen transfer pathways for your students?</p>		

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Apprehensions about the Impact on Students' Learning & Development		
<p>What steps have you taken to integrate the exploration of interests and careers with students' program selection at your college?</p> <p>Have these steps been provided early enough so that students have the information they need to make choices about programs?</p>		
<p>What steps need to be taken in order to implement common first-semester and second- semester course schedules leading to a wide range of programs within a discipline or meta-major?</p>		
<p>The NCII paper asserts there is a connection between attainment of strong general education and preparation for career changes.</p> <p>Describe how the implementation of guided pathways at your institution could strengthen this link.</p>		



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Part II A: ENROLLMENT ANALYSIS BY PROGRAM**

PRE-WORK: TO BE COMPLETED BEFORE THE EVENT AND REVIEWED/REVISED IN TEAM STRATEGY SESSION #1 DURING THE JANUARY WEBINAR EVENT

Instructions: After completing the spreadsheet: Enrollment by Program, discuss the following questions. Record your team responses here.

Submit your short-term action plan to Renee Dimino (rdimino@monroecc.edu) by January 10, 2020.

Guiding Questions: ENROLLMENT by Program	College Team Response
1. How do we currently track students' programs of study? How accurately do the counts in this report reflect what programs students are actually in (or think they are in)?	
2. How well do each of these program designations reflect students' goals – particularly for further education and employment?	
3. What is our current process for monitoring student progress through their program requirements? How closely do we monitor how far along students are toward completing their program requirements?	
4. Do students have easy access to information on exactly what progress they've made and what they have to do to complete their program? Can students do degree audits?	



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<p>What other information is available to help students track their progress? How accessible and user friendly are they?</p>	
<p>5. What is our current process for keeping track when students change programs? How well do we keep track of changes in students' program choices?</p>	
<p>6. Which department is responsible for monitoring the progress of students in each program listed in the report?</p>	
<p>7. Are there students whose progress in a program is not tracked by any academic unit – for example, students taking developmental education courses, dual enrollment students, pre-nursing students, non-credit students?</p>	

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Part II B: GRADUATE ANALYSIS BY PROGRAM

PRE-WORK: TO BE COMPLETED BEFORE THE EVENT AND REVIEWED/REVISED IN TEAM STRATEGY SESSION #1 DURING THE JANUARY WEBINAR EVENT

Instructions: After completing the spreadsheet: Graduates by Program, discuss the following questions. Record your team responses here.

Submit your short-term action plan to Renee Dimino (rdimino@monroecc.edu) by January 10, 2020.

Guiding Questions: GRADUATES by Program	College Team Response
1. Comparing this report to the previous report on program enrollments, how well do the fields in which the college is awarding credentials reflect the programs in which students were enrolled? How well aligned are the credentials the college awards in each program area with jobs in demand in your region? How do you know whether or not these programs are aligned with local employment needs?	
2. How well aligned are transfer degrees with major requirements in bachelors' programs offered by four-year institutions? How do you know how well aligned your programs are with transfer requirements in specific major fields?	
3. Does the college monitor the employment and further education outcomes and success of students in each of these programs? If so, how is this information used? If not, how might you do this?	

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4. Do excess credits seem to be a problem among associate degree recipients in particular fields? If so, in which fields?	

Short-Term Action Plan January Webinar Event: Mapping Your Pathways Part III A: Program Mapping

**PRE-WORK: TO BE COMPLETED BEFORE THE JANUARY WEBINAR EVENT AND REVIEWED TO COMPLETE PART III B
(Team Strategy Session 2) DURING THE JANUARY WEBINAR EVENT**

Instructions: This program map template is not intended to be student-facing, but is instead a working document for the programs and departments at your institution. Revise as needed to fit your institution.

Submit your short-term action plan to Renee Dimino (rdimino@monroecc.edu) by January 10, 2020.

For this part, please complete a program map for one (1) transfer program AND one (1) career/technical program

Program maps serve as the default template for a full-program education plan that each student should be required to develop (with an advisor) and follow -- and that students and college personnel will use to track their progress toward completion. Advisors will help students customize their plans based on the maps. We recommend creating default maps for key groups of students served by your institution. For example:

- Full-time college-ready
- Part-time college-ready
- Full-time with remediation needs
- Part-time with remediation needs

For the default maps, we recommend defining full-time as 15 credits (since this will allow completion in 4 semesters) and part-time as 8 credits. Again, each student will customize his or her map, but we recommend starting with a recommended default map.

(templates begin on next page)



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*Transfer Program Map

NAME OF PROGRAM OF STUDY:

EXPECTED CERTIFICATE/DEGREE (Total Number of Units):

PROGRAM DESCRIPTION: Prepare a brief narrative about the program or area of interest. If possible, include the skills and competencies that students will develop (e.g., student learning outcomes and program outcomes).

CAREER OPPORTUNITIES: Provide detailed information about the kinds of jobs graduates from this program can secure, including job titles, sample job descriptions, and earnings information. Collaborate employers and local economic development organizations to collect this information. Also list jobs in this field that require further education beyond the given program. Describe the further education programs (with specific examples) that students could enter to pursue such jobs. For example, a certificate or associate degree program for teachers' assistants would indicate that a bachelor's degree is needed to become a full-fledged teacher and would identify specific bachelor's programs (pointing to the transfer information below).

PROGRAM REQUIREMENTS: List the specific courses by name and code for each academic term. Specify which courses are required and which courses are electives. If known, add which terms the courses are offered as well as lists of a) recommended general education core courses relevant to the program, b) recommended electives and c) pre-requisite courses in the sequence.

FIRST SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
			➤ Critical courses (use a symbol to identify)	
			➤ Minimum GPA requirements	
			➤ Applied learning (internships, field work, clinical, etc.)	
			➤ Transfer application preparation	
			➤ Financial aid activities	
Total credits				



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SECOND SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
			➤ Critical courses (use a symbol to identify)	
			➤ Minimum GPA requirements	
			➤ Applied learning (internships, field work, clinical, etc.)	
			➤ Transfer application preparation	
			➤ Financial aid activities	
Total credits				

THIRD SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
			➤ Critical courses (use a symbol to identify)	
			➤ Minimum GPA requirements	
			➤ Applied learning (internships, field work, clinical, etc.)	
			➤ Transfer application preparation	
			➤ Financial aid activities	
Total credits				

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FOURTH SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
			<ul style="list-style-type: none"> ➤ Critical courses (use a symbol to identify) ➤ Minimum GPA requirements ➤ Applied learning (internships, field work, clinical, etc.) ➤ Transfer application preparation ➤ Financial aid activities 	
Total credits				



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NAME OF PROGRAM OF STUDY:

EXPECTED CERTIFICATE/DEGREE (Total Number of Units):

PROGRAM DESCRIPTION: Prepare a brief narrative about the program or area of interest. If possible, include the skills and competencies that students will develop (e.g., student learning outcomes and program outcomes).

CAREER OPPORTUNITIES: Provide detailed information about the kinds of jobs graduates from this program can secure, including job titles, sample job descriptions, and earnings information. Collaborate employers and local economic development organizations to collect this information. Also list jobs in this field that require further education beyond the given program. Describe the further education programs (with specific examples) that students could enter to pursue such jobs. For example, a certificate or associate degree program for teachers' assistants would indicate that a bachelor's degree is needed to become a full-fledged teacher and would identify specific bachelor's programs (pointing to the transfer information below).

PROGRAM REQUIREMENTS: List the specific courses by name and code for each academic term. Specify which courses are required and which courses are electives. If known, add which terms the courses are offered as well as lists of a) recommended general education core courses relevant to the program, b) recommended electives and c) pre-requisite courses in the sequence.

FIRST SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
			➤ Critical courses (use a symbol to identify)	
			➤ Minimum GPA requirements	
			➤ Applied learning (internships, field work, clinical, etc.)	
			➤ Transfer application preparation	
			➤ Financial aid activities	
Total credits				



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SECOND SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
			<ul style="list-style-type: none"> ➤ Critical courses (use a symbol to identify) ➤ Minimum GPA requirements ➤ Applied learning (internships, field work, clinical, etc.) ➤ Transfer application preparation ➤ Financial aid activities 	
Total credits				

THIRD SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
			<ul style="list-style-type: none"> ➤ Critical courses (use a symbol to identify) ➤ Minimum GPA requirements ➤ Applied learning (internships, field work, clinical, etc.) ➤ Transfer application preparation ➤ Financial aid activities 	
Total credits				

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FOURTH SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
			<ul style="list-style-type: none"> ➤ Critical courses (use a symbol to identify) ➤ Minimum GPA requirements ➤ Applied learning (internships, field work, clinical, etc.) ➤ Transfer application preparation ➤ Financial aid activities 	
Total credits				

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Part III B: Program Mapping REFLECTION FROM STUDENT Point of View

PRE-WORK: TO BE COMPLETED BEFORE THE EVENT AND REVIEWED/REVISED IN TEAM STRATEGY SESSION #2 DURING THE JANUARY WEBINAR EVENT

Instructions: After completing Part I-A, complete the following questions as a team from the perspective of a student viewing the program map information.

Submit your short-term action plan to Renee Dimino (rdimino@monroecc.edu) by January 10, 2020.

***Based on Transfer Program Map**

Student POV question	Answered by the map created in Part I-A? (yes or no)	Notes for improving the program map
1. What are my career options? Are there careers in this region? How much will I make?		
2. What general education courses are recommended?		
3. What elective courses are recommended?		
4. What are the critical courses (milestones) that I need to complete successfully in order to be successful in the program?		

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5. What is the mathematics requirement (“the right math”) for the program of study?		
6. What courses should I take and when?		
7. Are there selective admissions requirements for the program? If so, what are they and how can I best prepare for admission?		
8. Will I have opportunities to do applied/ work-based learning or service learning?		
9. How long will it take to complete the program? Full-time? Part-time?		
10. How much will it cost to complete the program?		
11. What are the financial aid options?		
12. Will my credits transfer? Apply? At which institutions in the state?		

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***Based on Career/Technical Program Map**

Student POV question	Answered by the map created in Part I-A? (yes or no)	Notes for improving the program map
1. What are my career options? Are there careers in this region? How much will I make?		
2. What general education courses are recommended?		
3. What elective courses are recommended?		
4. What are the critical courses (milestones) that I need to complete successfully in order to be successful in the program?		
5. What is the mathematics requirement (“the right math”) for the program of study?		
6. What courses should I take and when?		
7. Are there selective admissions requirements for the program? If so, what are they and how can I best prepare for admission?		

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8. Will I have opportunities to do applied/ work-based learning or service learning?		
9. How long will it take to complete the program? Full-time? Part-time?		
10. How much will it cost to complete the program?		
11. What are the financial aid options?		
12. Will my credits transfer? Apply? At which institutions in the state?		

**Short-Term Action Plan
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Part IV: Mapping Pathways Action Plan Template**

TO BE INITIATED AT TEAM STRATEGY SESSION #2 DURING THE JANUARY WEBINAR EVENT

Instructions: Consider the mapping process for all programs at your institution and develop an action plan considering the factors listed below.

*After the event, engage your “home team” in this activity as well. Return the completed short-term action plan to Renee Dimino (rdimino@monroecc.edu) by January 27, 2020. *This will also be the basis for a session during your coaching visit in Feb/March.*

WHO?	
Who will lead this work –individual(s)? The home team?	
What resources/support does the team need to accomplish this work?	
What role will faculty, deans, and department chairs play in the process?	
Who will be involved in providing initial feedback on the program maps? What will that look like in practice?	

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Who will eventually have the final say on the courses, desired order, and milestones on the maps?	
What is the implementation timeline?	
How will advisors and other student services staff be involved?	
WHAT?	
What will be expected from the departments as part of their maps?	
How will default electives and general education courses be chosen?	
How will you ensure that certain electives / general education courses aren't over-selected for the maps, exceeding college capacity to offer a given number of sections?	

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How will appropriate math courses be selected for each program?	
How will holistic student supports be embedded in program maps?	
Are you considering including a required student success course contextualized to each meta-major?	
WHEN?	
When will the new mapping information first appear in your college catalog?	
What date will the first draft of the maps be due from all departments?	
How long will the revision/ consideration period be? When will the final versions of the maps be due, given that they need to be included in the version of the catalog you identified above?	

**Short-Term Action Plan
January Webinar Event: Mapping Your Pathways
Part V: Synthesizing the January Webinar event**

TO BE COMPLETED AFTER THE CONCLUSION OF THE JANUARY WEBINAR EVENT.

Instructions: Use the following questions to guide discussion about your experiences during this event. Record your team responses here.

Return the completed short-term action plan to Renee Dimino (rdimino@monroecc.edu) by January 27, 2020.

Guiding Questions	College Responses to Guiding Questions
1. Which issues/approaches/ strategies discussed during the event are potentially of greatest interest to the college?	
2. What existing knowledge and/or college work has been reinforced?	
3. Discuss insights the team has gained from these conversations; name 3–5 as a team.	
4. What do you not know now that you need to know about these issues/approaches? How will you obtain that additional data/information?	