**GP Breakout Session: Mapping**

May 13, 2020

Session co-hosts: Stephanie Clark and Merari Weber

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| **Introductions:** Share name, role, why you joined this session!  Coercion  Name of session participants:  Paula Canzona, Paula Kincaid, Kathy Patterson, Brian Sos, Tina Pov and Roumy Boukova | | |

**Goals related to mapping - scale of adoption**

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| Goals - what it looks like to be implementing GP redesign “at scale” |  | SAC status |
| 1b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area. |  | Scaling in Progress |
| 1e. Required math courses are appropriately aligned with the student's field of study. |  | Scaling in Progress |
| 2a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible. |  | Scaling in Progress |
| 3e. The College schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. |  | Not Systematic |

**Take inventory & brainstorm**

Step 1: Where we are now - *What are the current practices/progress related to this goal?*

Step 2: Path ahead - *How could we better support students (or support more students) in this area?*

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| Goals |  | 1) Where we are now - current practices/progress | 2) How to better support students |
| 1b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area. |  | <http://sac.edu/FacultyStaff/GuidedPathways/Pages/Program-Mapping-Resources.aspx> | Common Courses / Gateways |
| 1e. Required math courses are appropriately aligned with the student's field of study. |  |  |  |
| 2a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible. |  | Curriculum Team - Kristen Robinson / Kathy Patterson? |  |
| 3e. The College schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. |  | This may be addressed by the Enrollment Management Taskforce, but we need maps completed first. - Are we using intersession and Summer session effectively? |  |

**Review goals and prioritize**

Which goal(s) should we prioritize for fall?

* Review list above, choose 1-2 goals to focus on for fall

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| Goal 1 |  | (Goal 2) |
| 1. Complete Maps - Certificates- Where Certs and AAs align? (Mt SAC model) 2. Refreshing Program Maps 3. Alignment - SCE/High School 4. CAP Cohorts? - Entry / Career Exploration - Learning Community   Transfer Degrees  Goal-oriented maps-Major Sequence with GEs - sub category sequence |  | Process for Annual Review - SAC Days deadline |

**Action items**

Step 1: For the 1-2 goals your group selected above, review the action items identified so far [grey out goals you will not address in fall]

Step 2: Do these action items align with your group's discussion about how to better support students? Update as needed

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| Goals |  | Action items identified so far | Updates? |
| 1b. Every program is well designed to guide and prepare students to enter employ-ment and further education in fields of importance to the college's service area. |  | * Compile remaining program maps (ADTs and Certificates) and verify. * Enter program maps into our curriculum system to help maintain currency as program course requirements are updated through our existing curriculum processes. * Make program maps accessible to students and available online. |  |
| 1e. Required math courses are appropriately aligned with the student's field of study. |  | * Work with discipline faculty to ensure that they understand correct math for each of their programs so that proper recommendation can be made to students. * During the verification of program maps, ensure that the “correct math” is listed prior to publishing for student use. |  |
| 2a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible. |  | * Ensure that all programs have submitted occupations in order to adequately populate career snapshots on Guided Pathways webpages. * Ensure that all students have access to a program map. * Ensure that all students have access to their online educational plan. |  |
| 3e. The College schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. |  | * Submission of program maps to curriculum tracks will allow more predictive ability in course sequence planning for departments and divisions. * A new block schedule is being looked at to maximize room efficiency and course offerings at more convenient times for students. * Some classes are starting to be offered on Fridays and Saturdays, but more need to be scheduled. * Online course offerings will continue to grow to accommodate student schedules. |  |

**Next steps**

What needs to happen next to make progress towards our goal(s)?

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| What? |  | Who? | When? |
| Follow-up planning meeting | |  | May 27th - Plan-of-action/Fall |
|  | |  | Business Maps |
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