Guided Pathway Work Group
Executive Summary – Mapping & Scheduling // 24 April 2020

MOU Charge: Facilitate the group's work on and provide multiple recommendations regarding…

- ***Mapping & Scheduling Charge One [MS1]*** …Clear, accessible program mapping…
- ***[MS2]*** …Clear, logical, and effective alignment of sequence courses…
- ***[MS3]*** …Evaluation of existing course scheduling templates' strengths and weaknesses…
- ***[MS4]*** …Possible scheduling changes that support students and the College…

Team Members

Co-Leads

- Summer Winston
  - Computer Studies & Graphic Design [SR]
- John Stover
  - Sociology [PET] & Senator Area Seven

Student Members

- Mary Cabrera, VP of Student Health
- Delashay Carmona-Benson, Director of Petaluma Clubs
- Dakota McGranahan, VP of Student Life

Interns

- Gabriela Gachet, Counseling Intern [PET]

Faculty & Classified

- Vince Hamilton, Counseling [PET]
- Tara Jacobson, KAD [PET]
- Tara Johnson, DRD [SR]
- Monica Ohkubo, KAD [SR]
- Libby Simas, Comm [PET]
- Nancy Persons, Library [SR]
- Catherine Williams, AA Dean [PET]
- Jana Cox, Financial Aid [SR]
- Lisa Beach, Distance Ed [SR]
- Adrienne Leihy, Curriculum [Class, SR]
- Elias Carreno, Outreach [Class, PET]
- Amy Ethington, CalWorks [Class, SR]

Problems Identified

in the forms of Questions Asked Included (but were not limited to):

- How are we supporting students in their choices specific to what certificates, degrees, transfers, and areas of study they pursue?
- How can we help students understand how long it will take them to reach their educational goals if they are only going part-time and/or dropping classes?
- Are departments offering courses when and how students can take them?
- Can we predict what students' needs are and offer schedules that better serve them?
- Are scheduling practices balancing student and faculty needs in tandem?
- What tools would help support students and faculty in their course sequencing?
- Are existing course sequencing documents on our website serving students and faculty properly when they are out of date and/or widely variant in their format and style?
- What do Department Chairs and Classified Professionals need to improve semester scheduling practices and increase real time collaboration?
- Is the website serving the SRJC community if we are constantly using Google to access course offerings, schedules, sequencing, and the like?

Recommendations

[MS1] Re: …Clear, accessible program mapping…

Empower departments and programs to create visual maps of curriculum that improve student comprehension of how to be successful in their studies.

- **Establish easy to access program maps** throughout the college's website, departments, programs, and student services areas. The Sports Medicine Program run by Dr. Monica Ohkubo is a local example of excellence in mapping already in place (see Appendix One).
- ***Develop a collection of "Best Practices"*** from departments in their program mapping activities and share them across the college. For instance, what can we learn from Counselors, who do this work every day, that could help us improve mapping overall?
- ***Establish the "Oak Tree Program Mapping Project"*** college wide for all departments and programs. Establish easy to access program mapping examples throughout the college's website, departments, programs, and student services areas.
    - ***Example One*** of this approach highlights Intake Services as the root system and General Education as the "core" of the tree while also highlighting the various departments, programs, majors, and outreach efforts involved in the educational experience. The idea here is that the further along the student goes, the more their educational pathway points towards a specific end, or branch, of the tree (see Appendix Two).
    - ***Example Two*** of this approach highlights how counselors advise students each and every day as they navigate the intersections of certifications, degrees, and transfer pathways available to them. As in the previous example, intake services form the root system and General Education serves as the trunk of the tree, with support services envisioned as the canopy of the tree. Educational outcomes reflect the wide array of options available to students now (see Appendix Three).
    - ***Example Three*** of this approach highlights Major Clusters and Universal Literacies most commonly associated with a "liberal studies" educational approach. Major Clusters would highlight existing majors, programs, degrees, certificates and group them together based on shared values/orientations. Within the canopy, educational literacies/competencies are represented across all areas of studies, and Support Services forms the root/support systems that nurture student growth and achievement (see Appendix Four).

[MS2] Re: …Clear, logical, and effective alignment of sequenced courses…

Empower departments and programs to review, revise, and update their existing recommended sequence of courses in a certificate, program, or major.

- ***Make sure course sequencing materials are updated regularly*** in widely available and easy to understand program maps (cross over with area one recommendations).
- See Appendix Five for three examples of how sequencing materials available now on the SRJC website currently vary and/or are out of date.

[MS3] Re: …Evaluation of existing course scheduling templates' strengths and weaknesses…

Empower departments and programs to evaluate course offerings as they balance faculty and student needs.

- ***Create feedback loops*** so department and program templates reflect and serve student needs. In other words, if scheduling templates are not serving students particularly well, how can counselors, students, and others help us improve?
- ***Questions We Considered in a PRE COVID-19 World:*** What's the balance between on-ground, hybrid, and online courses? What's the availability of morning, afternoon, evening, Friday, and weekend courses? How are courses balanced when comparing MW and TTh sections? How often are courses offered (*i.e.,* can students complete their recommended sequencing in the time they have available)? What are the options for students when classes are only offered at times / in semesters they cannot access?
- ***Questions We Are Thinking About NOW in a COVID-19 / Crisis World:*** How should scheduling changes be communicated across constituencies efficiently, effectively, and simultaneously? Are schedules / calendars / course offerings reflecting the best possible options for learning during a crisis? What are we doing to connect students to laptops, Wi-Fi, home offices, books, and other materials they need to be successful long term?
- ***Questions We Are Thinking About in a FUTURE [Post?] COVID-19 / Crisis World:*** What is specific to the here and now, and what needs to be done ASAP for future, ongoing challenges (*i.e.,* fire season, public safety power shut offs, etc.)? How are we innovating our course offerings for multiple modalities and platforms using a mix of online and in person attendance strategies? Can we "rotate" students on ground in light of social distancing protocols? ***How do we come together six feet apart?***

[MS4] Re: …Possible scheduling changes that support students and the College…

Purchase Scheduling Software and Update Scheduling Practices.

- As we understand it, the current system of scheduling relies on paper-based modes of communication, and is not conducive to sharing information easily across programs and departments during the early stages of the process.
- Room selection is likewise difficult, as has also been reported to us, in that departments are assigned certain rooms but do not know if they have those rooms until much later in the process.
- We are also wondering if students' educational plans could be connected to scheduling software so courses that are offered reflect direct, immediate student needs?
- Improvements in scheduling have the potential to not only improve students' completion of their educational goals but also strengthen course enrollments.
- In other words, if departments had the ability to plan course/sections offerings knowing specifically what students needed to complete their degrees, certificates, and/or transfer requirements, then schedules could be created that would have very predictable student enrollment. If so, then would the likelihood of course cancellations be reduced and/or possibly eliminated?

Engage in Consultation and Preparation Among Existing, Local Experts

- Consult with Cheri Winter and Jane Hinchman from Scheduling, as we understand they have the most knowledge of the current system's restrictions, and work towards updating current scheduling procedures across the college.
- Workday and Ellucian, the two companies that were rated the highest when demonstrations for a new SIS system took place, might be a good place to start. As we understand it, neither were ready for full implementation at the time, but might they be now? Also, could software components, versus entire systems, be deployed?

Partner / Fund OIR to Develop an Interactive Student Scheduling Tool

- Initial brainstorming with local Research Analyst Blair Lamb envisioned an interactive tool that would help students understand just how long it would take to complete their studies depending on # of units taken per semester. Partnering with and funding the development of such a tool could greatly enhance students' understandings of how to reach their educational goals.

Related URLs, Sources, and References (Non-Exhaustive)

ASCCC Online Handbook for Guided Pathways

Cabrillo College Federation of Teachers Guided Pathways Newsletters

California Guided Pathways Initiative Program Map Template

Career Ladders Project – Interest / Clustered Areas of Study

"Guided Pathways in California Community Colleges: Lessons from a Pre-Allied Health Program" (2020) by Monica A Ohkubo, Beverly L. Bower, Malissa Martin, and Nancy R. Chinn in *Community College Journal of Research and Practice*

Pasadena City College Guided Pathways Approach

Research Brief: Redesigning Community Colleges for Student Success Overview of the Guided Pathways Approach (Revised October 2014) by Davis Jenkins, Community College Research Center Teachers College, Columbia University

PDA Spring 2020 Session S1:9 Presentation: Equity and Success: Bringing Findings of ISSC Action Teams Alive

Program and Curriculum Mapping at Texas A&M. Department of Institutional Effectiveness and Research

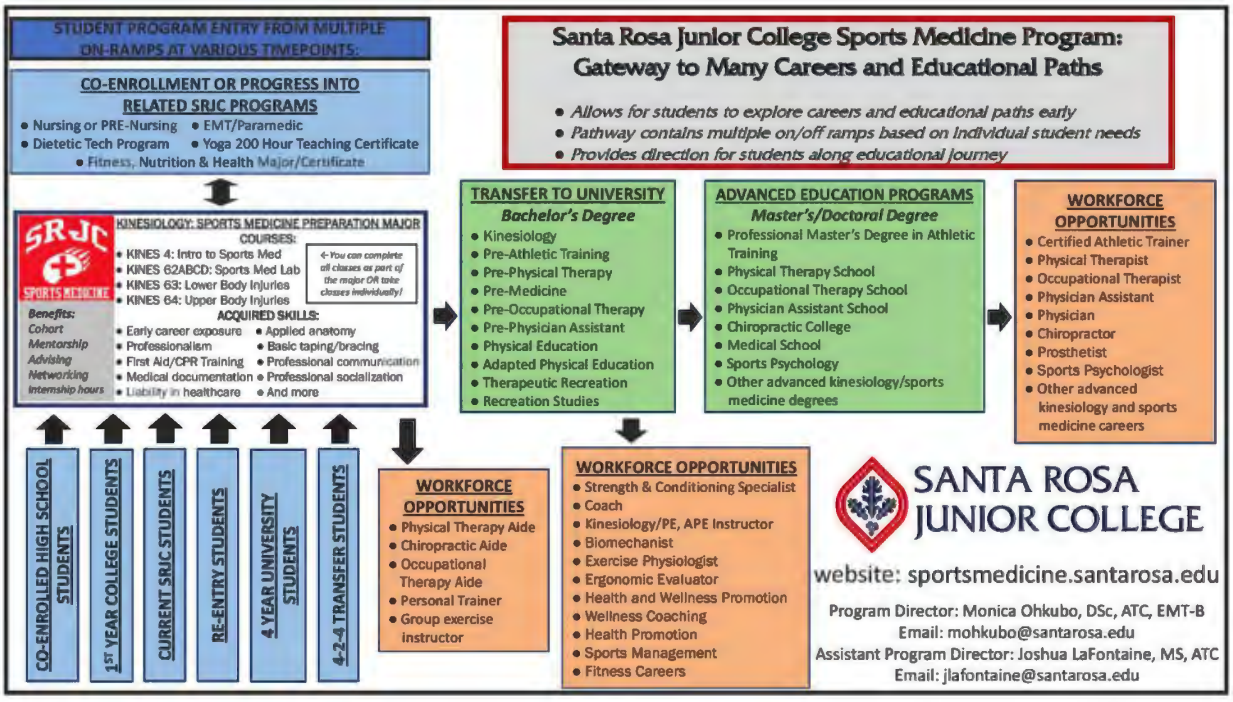
Skyline College Guided Pathways Initiative

Society and Education Related Majors at Skyline College and Sociology for Transfer Associate in Arts Degree

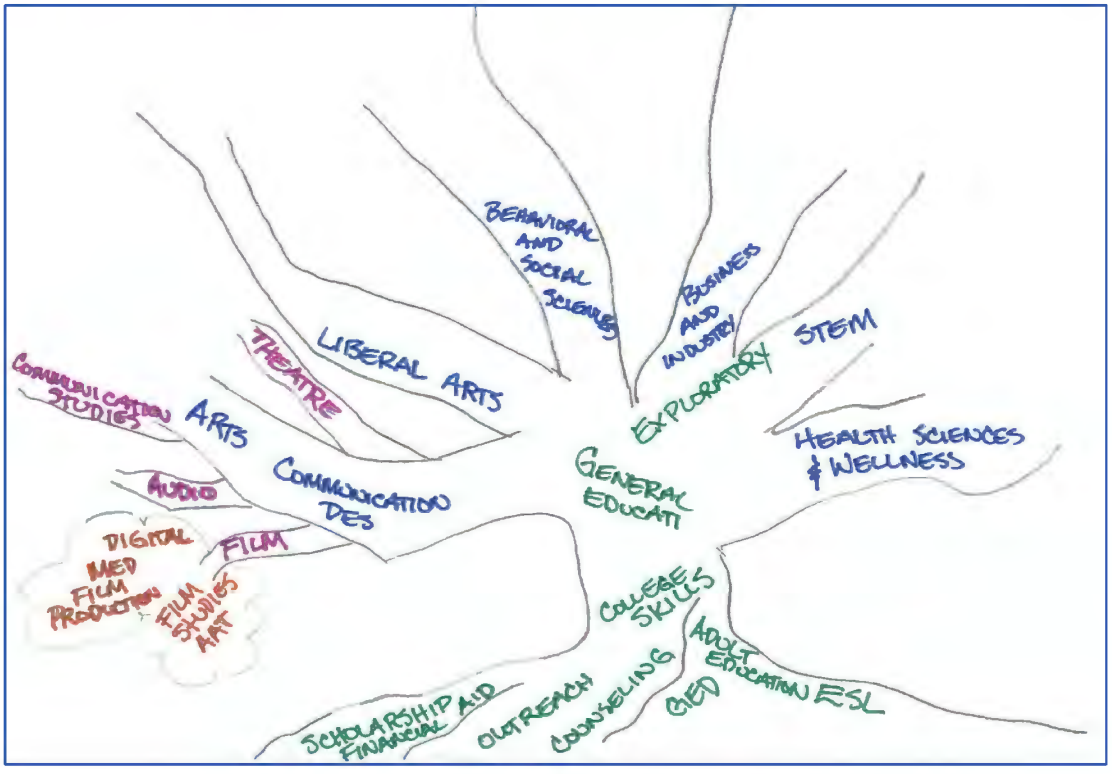
Ventura College Guided Pathways Initiative

Appendices

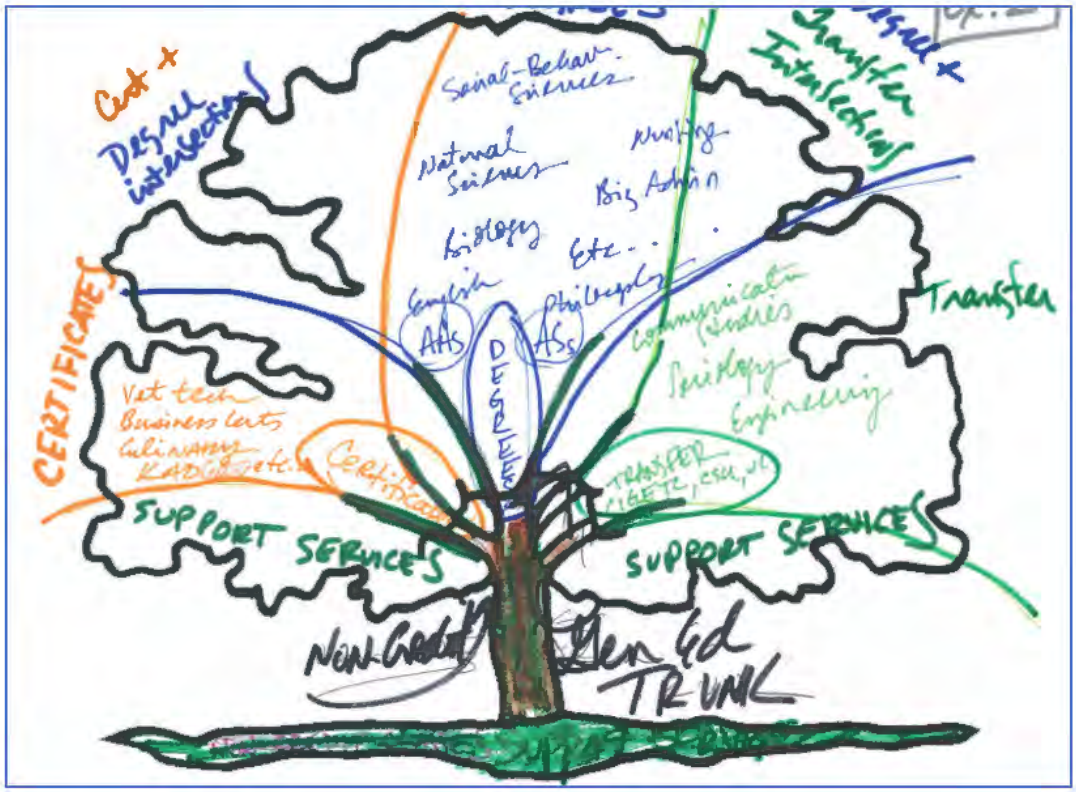
Appendix One: Visual of Pathways Sports Medicine Program



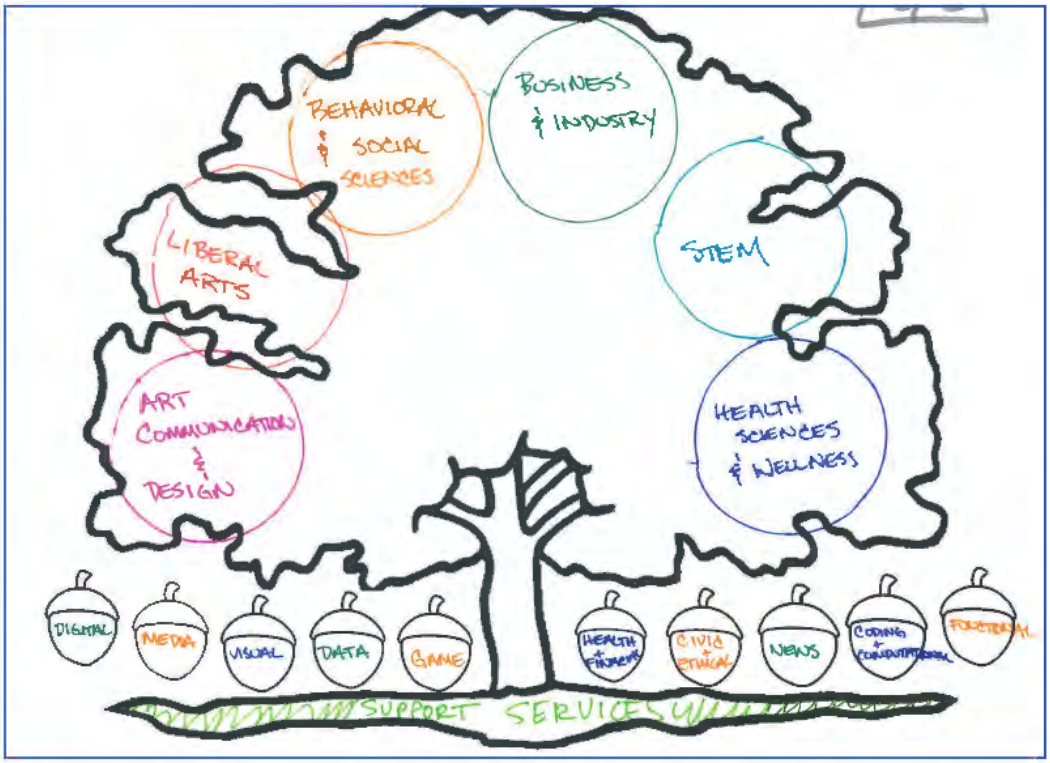
Appendix Two: Oak Tree Example One – General Education / Majors Approach



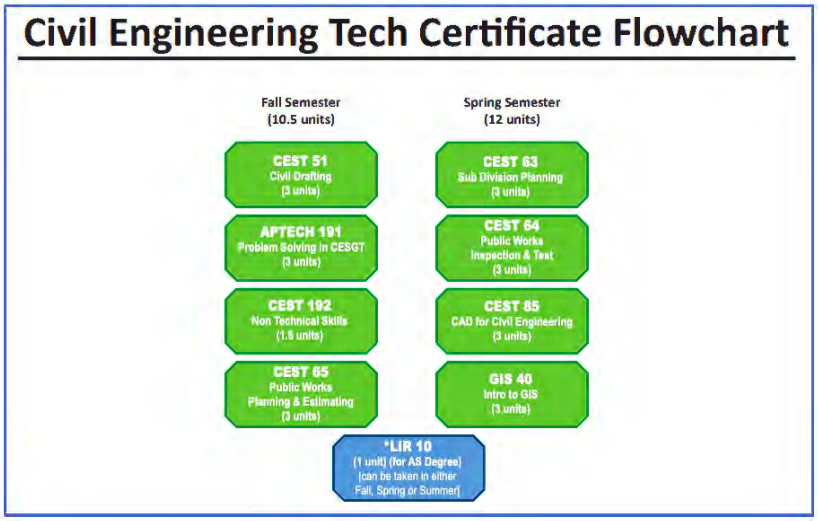
Appendix Three: Oak Tree Example Two – Certificates, Majors, Transfers Approach



Appendix Four: Oak Tree Example Three – Major Clusters and Literacies Approach



Appendix Five: Three Examples of Variant Program Sequencing Documents



Recommended Sequence of Courses Printer Friendly

Program of Study: Sociology (AA-T)	Course Offerings subject to change. Please consult the current Schedule of Classes.
Department: Behavioral Sciences	This document is for planning purposes only and is not a guarantee of course offerings
Coordinator: mdasgupta@santarosa.edu	A full-time student seeking to complete an Associate's Degree in two years should expect to take an average of 15 units per semester.
Term Effective: Fall 2017	A major is only part of what is required for an Associate's Degree see additional requirements here
* denotes a required course.	Students are strongly advised to meet with a counselor for educational planning

Recommended Sequence of Courses

Program of Study: Nursing
Department: Health Science
Coordinator: Katherine Caddes (707) 257-4527
Effective: Spring 2012

Course Number	Course Title	Units
First Semester		
NR 75.1A	Fundamentals of Professional Nursing	12.0
	First Semester Unit Total:	**12.0**
Second Semester		
NR 75B	Nursing Care of the Adult/Older Adult/Psychiatric Client	12.0
	Second Semester Unit Total:	**12.0**
Third Semester		
NR 75C	Nursing Care of the Acutely Ill, Perinatal, & Pediatric PT	12.0
	Third Semester Unit Total:	**12.0**
Fourth Semester		
NR 75D	Advanced Care of Acutely Ill	12.0
	Fourth Semester Unit Total:	**12.0**
	Nursing prerequsites	**30.0**
	Nursing Program Requirements:	**48.0**
Notes:	**Total units to meet program requirements:**	**78.0**

Prerequisite and general education courses recommended to be taken before starting Nursing sequence.