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## GUIDED PATHWAYS - FALL 2019 TOOLKIT

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### Building Bridges to Knowledge, People, and Careers

**Why Design Principles?** As College of San Mateo begins the process of mapping programs through college-wide collaborations this fall, we need a set of design principles that will guide our discussions and decision making.

**Our Vision:** College of San Mateo will create an equity-minded, student-centered environment that empowers students to reach their educational goals.

### Guiding Principles

#### *Campus-Wide Work*

##### **Cross-Campus Collaboration**

- Work collectively with shared vision
- Communicate with transparency

##### **Inclusion & Empathy**

- Develop and sustain culturally engaging environments
- Provide tools for growth and success

##### **Flexibility & Creativity**

- Build on successful traditions and past practices
- Innovate and try new approaches

### Inventory Project Design Principles

##### **Prioritize Student Experience**

- Encourage career and major exploration
- Provide guidance and clear paths for students
- Establish program specific milestones

##### **Provide Clear Pathways**

- Streamline prerequisites and degree requirements
- Provide balanced course load recommendations as students progress semester by semester
- Identify course sequences based on student need, considering part-time and full-time students, as well as exploration and/or changing majors

##### **Collaborate Across Disciplines**

- Focus on common career, transfer, and completion goals
- Map ideal programs by identifying specific course sequencing and pairings
- Encourage opportunities to talk about shared courses that may meet multiple degree and certificate requirements

## Fall 2019 Toolkit – Calendar of Upcoming Division Meetings & Support Workshops

The Guided Pathways Steering Committee will be attending your specific division meeting throughout September to get the Inventory Project started. Identify one degree that you want to map specific to your discipline.

After your Division Meeting, please RSVP to attend an Inventory Project Support Workshop. In the workshop, we will offer you focused time to guide you through the development of your program map.

UPCOMING DIVISION MEETINGS	INVENTORY PROJECT SUPPORT WORKSHOPS RSVP online: <a href="https://collegeofsanmateo.edu/guidedpathways/">https://collegeofsanmateo.edu/guidedpathways/</a>
<del>Thursday, September 5<sup>th</sup></del> <del>Creative Arts/Social Science Division Meeting</del> <del>2:15pm - 4:00pm</del>	Thursday, September 12 <sup>th</sup> 2:00pm-4:00pm 18-206
Monday, September 9 <sup>th</sup> Language Arts Division Meeting 2:15pm -4:00pm 14-115	Friday, September 20 <sup>th</sup> 2:00-4:00pm 18-206
Friday, September 13 <sup>th</sup> Math/Science Division Meeting 1:00 -4:00pm 36-319	Wednesday, October 2 <sup>nd</sup> 2:00-4:00pm Location TBD -
Monday, September 16 <sup>th</sup> Business/Technology Division Meeting 2:15 -4:00pm 19-100	Wednesday, October 9 <sup>th</sup> (Flex Day, See Flex agenda)

## **Directions & Best Practices for Inventory Project**

The following captures recommended best practices from community colleges across the state who have already embarked on mapping. It also includes best practices from CSM Faculty who have started the mapping process in collaboration with CSM Counseling Faculty as part of the Guided Pathways effort.

### **Directions for the Inventory Project:**

Step 1: Look at inventory within department such as certificates, associates and other programs

Step 2: Define your program mapping team:

- Counseling Faculty
- Faculty from other divisions who support the completion of a certificate or degree

Step 3: Map ideal program not program as it stands now

- To arrive to the ideal map, you will first need to inventory the program as it is now. In turn, this guide will help you to begin to mapping the ideal program

### **Faculty Feedback to Help You Get Started:**

- Differentiate between what is required and highly recommended
- Sequence becomes evident as you move forward
- Identify specific course sequencing and course pairings (specifically for courses that do not have pre-reqs)
- This is an interactive process – plan to draft and redraft again!
- Capturing blurbs for classes: What do I learn in this class? What is the workload like? How frequently is this class offered?...Answering some basic questions upfront for students, nuances across the curriculum [INPUT SPOT IN MAP]
- Establish Milestones: for example, in the first 15-20 units students should do XYZ
- Reference Sites:
  - [Webschedule](#)
  - [CurricUNET](#)
  - [CSM Catalog](#)
  - [IGETC Form](#)

### **Feedback from 4/24/2019 Mapping Exercise Project:**

- August – PD Flex Day – Mapping Project and the CALL TO ACTION ?
  - Part I – August Inventory Practice
  - Part II – October Inventory based on Content Area – more specific
- What does creativity and exploration look like when we are taking inventory? – maybe with things like for those who know their path IDST 110 and/or additional interests
- When courses are being offered needs to be taken into consideration, however:
  - Our inventory should in turn inform when we offer courses
- This can also be a time for us to address our other course offerings, like college algebra, that could be precalculus
- Completed decided pathway, in the middle (almost decided) pathway, exploratory pathway
- We have to integrate the entire degree and there are some preferred/recommended GE's that integrate the exposure to specific content that supports their success

### **Feedback from Creative Arts + Business/Tech joint Division Meeting, May 2nd, 2019:**

- Facility Management Cert mapped
- AD-T Music with GE's mapped
- CIS: Data Science + Big Data Certificate mapped with different entry points
- Some conclusions on AA-T Music:
  - Degree requirement load is deceiving much more rigorous than on paper
  - For example: MUS 111 – one unit but is a rigorous course that often requires 5- 8 hours of practice time outside of class
  - Two-year timeframe for AA-T in Music is simply unrealistic:
    - Overly demanding workload
    - No freedom to explore outside of GE requirements
    - Little if any life balance
  - Mapping GE's is confusing:
    - Found it impossible to fill in specific GE's: lots of choices – depends on interest of the student
    - What is the workload of these classes? What is 'manageable?' (I.e., catalog says 96 – 108 hours homework for 3 unit lecture) - need GE's discipline experts to inform; need to know student's unique situation
    - What specific classes are needed before others, or needed for transfer to various institutions (if desired)? – need *counselor's and/or discipline expert's* knowledge
    - Scheduling?? – need *administration, etc* assistance

- It was eye-opening and fun:
  - Did a 3-yr plan – was inspiring
  - GE requirements (learned a lot – very useful; and then there's that requirements sheet!)

## Inventory Checklist

***Below includes several questions to get you started as you begin to map your program.***

1. What is the pre-requisite of the course?

2. What is the co-requisite of the course?

3. When is the course offered?

☐ Fall

☐ Spring

☐ Summer

4. What is the course load like in this course?

5. What is the stress level in the course?

6. What do students learn in this course?

7. What is the foundational knowledge students should know before taking this course?  
(especially for courses without pre-req/co-req)

8. Are there other major courses that student should take with this course concurrently?

9. Are there any GE courses that students can take with this course concurrently?

## CSM Program Inventory Template


### DESIGN PRINCIPLES:


*Prioritize Student Experience, Provide Clear Pathways, Collaborate Across Disciplines*

Official Program Title and Credential: \_\_\_\_\_  
(AA, AS, AD-T, CA, etc.)


Example		Critical Course signified by ★ A critical course is required and predicts success in the program						
Fall or Spring		Course # and Title	Pre- and co-requisites	Major Units	Elective Units	GE Units	GE Area	Achievements, Next Actions, & Course Notes
	1	DRAF 121: Computer Aided Drafting I		3				Ex: Milestones, Content notes based on recommended course sequencing, Transfer requirements ie: Architecture for Berkeley Recommended GE's for semester 2 would ideally include a Business and Architecture to support and enhance the work being done in the Drafting pathway
	2	DRAF 110: Solidworks I		3				
	3	Math and/or Recommended GE				4 to 8	2	
	4	English and/or Recommended GE				3 to 5	1A	
	5	KINE 103: Social Issues in Sports			3		4	
	6							
	7							
	8							
			Unit Sub Totals	6	3	7		
Grand Total Semester Units				16				


Semester 1		Critical Course signified by ★ A critical course is required and predicts success in the program						
Fall or Spring		Course # and Title	Pre- and co-requisites	Major Units	GE Units	GE Area	Elective Units	Achievements, Next Actions, & Course Notes
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
			Unit Sub Totals					
Grand Total Semester Units								


 Semester 2		Critical Course signified by ★ A critical course is required and predicts success in the program						
Fall or Spring		Course # and Title	Pre- and co-requisites	Major Units	GE Units	GE Area	Elective Units	Achievements, Next Actions, & Course Notes
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
			Unit Sub Totals					
Grand Total Semester Units								


	Semester 3	Critical Course signified by ★ A critical course is required and predicts success in the program						
Fall or Spring		Course # and Title	Pre- and co-requisites	Major Units	GE Units	GE Area	Elective Units	Achievements, Next Actions, & Course Notes
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
			Unit Sub Totals					
Grand Total Semester Units								



	Semester 4	Critical Course signified by ★ A critical course is required and predicts success in the program						
Fall or Spring		Course # and Title	Pre- and co-requisites	Major Units	GE Units	GE Area	Elective Units	Achievements, Next Actions, & Course Notes
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
			Unit Sub Totals					
Grand Total Semester Units								

	Semester 5	Critical Course signified by ★ A critical course is required and predicts success in the program						
Fall or Spring		Course # and Title	Pre- and co-requisites	Major Units	GE Units	GE Area	Elective Units	Achievements, Next Actions, & Course Notes
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
			Unit Sub Totals					
Grand Total Semester Units								

	Semester 6	Critical Course signified by ★ A critical course is required and predicts success in the program						
Fall or Spring		Course # and Title	Pre- and co-requisites	Major Units	GE Units	GE Area	Elective Units	Achievements, Next Actions, & Course Notes
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
			Unit Sub Totals					
Grand Total Semester Units								

		Semester 7	Critical Course signified by ★ A critical course is required and predicts success in the program					
Fall or Spring		Course # and Title	Pre- and co-requisites	Major Units	GE Units	GE Area	Elective Units	Achievements, Next Actions, & Course Notes
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
			Unit Sub Totals					
Grand Total Semester Units								

Total Units to Complete Program: \_\_\_\_\_

### Program Requirements:

**Program Electives:**

**Program Electives:**v2: May 2019

[illegible]