

# Guided Pathways Team Meeting

Feb 10, 2021

Fatima Jinnah & Natalie Latteri

# Objectives

1. Provide you with context for the What and Why of Program Mapping
2. Design Principles of Mapping
3. Update you on the status of our implementation
4. Explain Program Mapping Team Roles and Responsibilities

# The What and Why of Guided Pathways



# Video Takeaway

- Student Voice
  - Confusion:
    - course requirements
  - Frustration:
    - Excessive units
    - Time to Degree
  - Seeking structured guidance



# Guided Pathways is not...

- A program discontinuance process / curriculum reform
- In lieu of Counseling
- Limiting student exploration or choice\*
- Dictating what faculty can and can't do




# Plus, Minus, and Interesting about Implementing Program Maps

- When I think of Implementing Guided Pathways Program Mapping
- This is what's **positive** about...
- I am **concerned** about....
- I find this **interesting**... (questions or wonders)

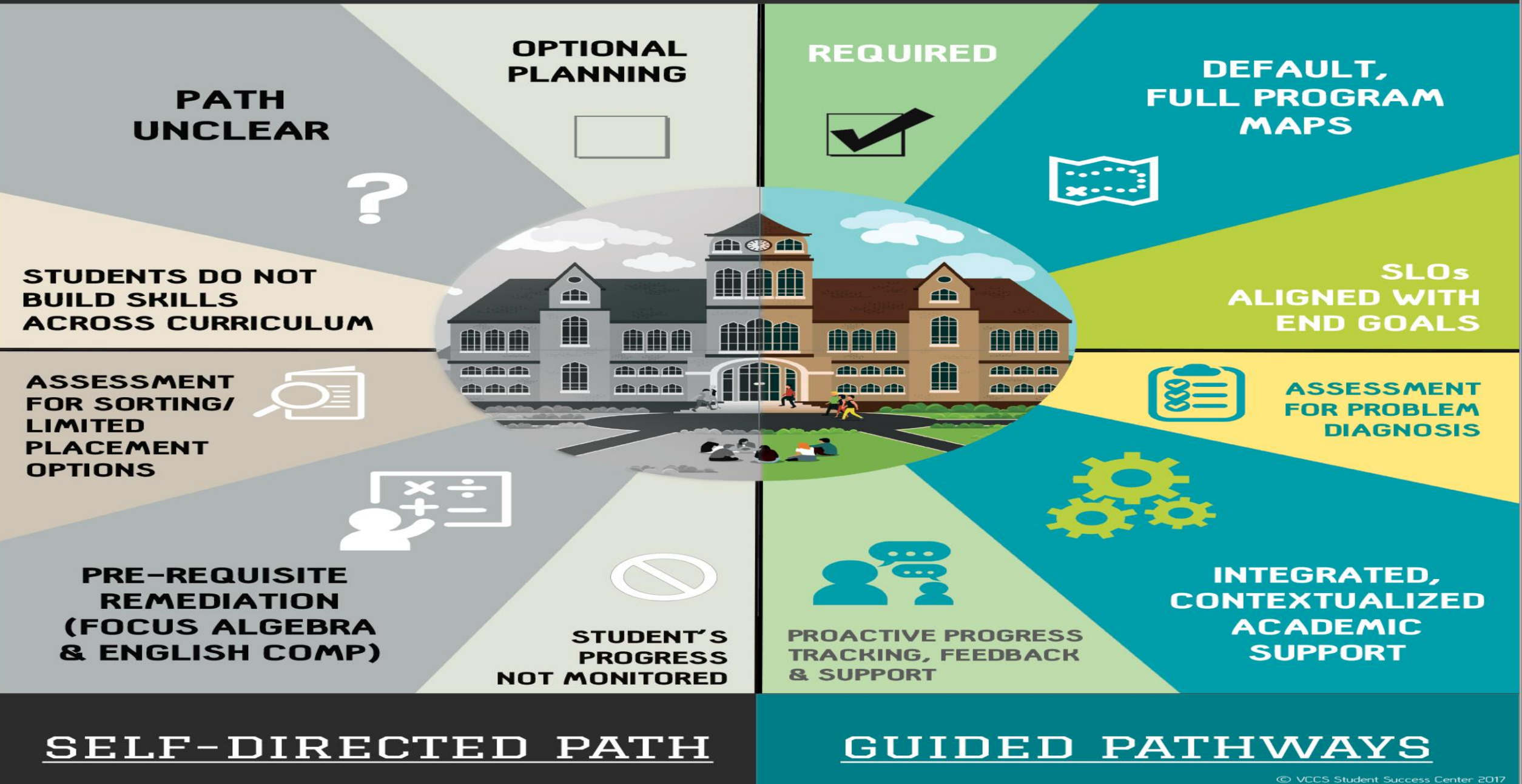
1. Go to: <https://join.groupmap.com/8E8-571-416>

2. Input your email to access document

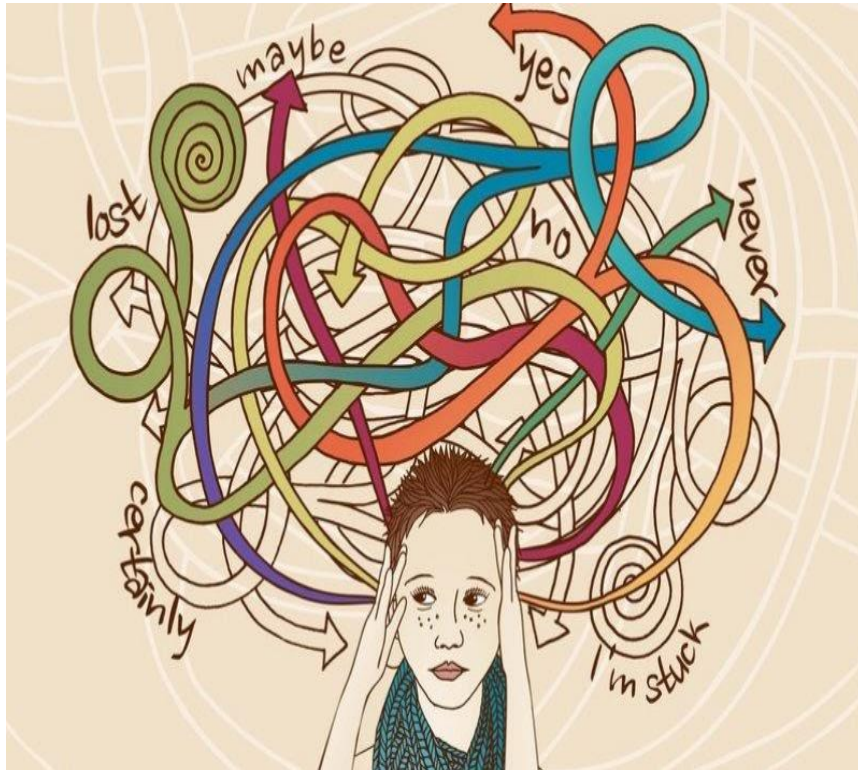
Brainstorm As we discuss the issues, add your thoughts to each heading.  
Everyone can add Brainstorming collaboratively

Positives :	Challenges :	Interesting :
<p>+</p> <p>What are the positive aspects? What benefits can we expect? What are you excited about?</p> 	<p>+</p> <p>What are you concerned about? What potential losses could occur? What might make you cautious or resistant to creating program maps?</p> 	<p>+</p> <p>What are some interesting or unknown aspects of Program Maps that you'd like to understand more? What are you still wondering about? Any "random" thoughts?</p> 

# PATHWAY MODELS COMPARED



# Program Maps





# What is a Program map?

- Equity tool – reduces student barriers to accessing information
- A student facing document providing students a sequence of courses in a quarter-by-quarter timeline, that are required for their academic goals (certificate, degree, or transferring) and/or entering the labor market.
- This thoughtfully constructed document communicates to students, the most efficient pathway that minimizes the student's time to degree and eliminates excess units
- Maps help students understand their degree requirements and an "ideal" plan on how to meet those requirements



# “Thoughtfully constructed”

- Instructional faculty and Counseling faculty work together to design a default plan that is the most efficient and effective way to master program learning outcomes which prepare students for their next step (transfer, job market)
- Designed to recognize in-progress milestones and achievements that may have value in the labor market.
- Help students answer the question, “what can I do with a major in XX”



# What is Program Mapping?

- Process of using visual tools to show the learner's journey of activities and experiences that align with intended learning outcomes (The Mapping Primer)
- Collaborative process that poses both practical and philosophical questions around the design of a program the goal of which is to clarify for students the intended outcomes of the program.
- Mapping “begins with the end in mind” meaning we need to include employability or crucial achievement milestones (eg: licensure)
- Facilitates reflection on our curriculum, and how to integrate student services.

From: ASCCC Guided Pathways "Program Mapping 101"



# Benefits

Student	Counseling	College
<p><b>Research tells us that the longer students are in college, the less likely they are to complete their credentials</b></p> <p><b>Economic and Psychological impact on our students</b></p> <p>Creating maps eliminates student barriers</p> <p><b>Simplify Decision Making</b> by creating clear pathways with a clear timeline to further education and/or employment.</p> <p>Increase availability of program information to disproportionately impacted students</p> <p>Increase student success / degree attainment</p>	<p>First Faculty contacts</p> <p>Disseminate clearer and more complete information to students, faculty, and staff</p> <p>Clarify program requirements</p>	<p><b>Plans can enable Foothill administrators to provide predictable schedules</b></p> <p>Create a culture shift where the college becomes “student ready”</p> <p>Clarify relationship between PLO (program learning outcomes) and courses</p>



# We want to be a gateWAY not a gateKEEPER

## GUIDED PATHWAYS GOALS:

- Reduce / eliminate racial equity gaps
- Reduce time to completion
- Increase rates of completion

MAPPING IS A KEY FIRST STEP!



# Framework for Program Mapping

## “Begin with the end in mind”

- Identify entry skills needed for students’ “next step”
- Build the map “backwards” to ensure that our students are supported to achieve those skills
- For programs leading straight to workforce and/or career, entry skills may be based on industry reports, advisory boards, or certification requirements
- For programs meant primarily for transfer, entry skills are based on the actual lower division major preparation at the transfer institution.
- Our goal is to design the first two years of college



# Framework continued

## “Begin with the end in mind”

- Place required courses in sequence
- Use “unspecified placeholders” for GEs and Electives in the most desirable place in the sequence
- Identify “light the fire courses”
- Begin to think about curricular revisions and embedded supports
- Begin to identify possible career options



# Keep in mind

- Maps are a work in progress because mapping is an iterative process
- We know each student is an individual – for customized help, they can see a Counselor



<b>AA/AS Degree:</b>	<b>Associate Science Chemistry (Calculus pathway)</b>		
<b>Areas of Interest:</b>	N/A	<b>Catalog:</b>	2020-2021
<b>Transfer School:</b>	N/A	<b>Total Units:</b>	90
<b>General Edu Pattern:</b>	Foothill General Education	<b>Plan</b>	2-Years

This road map represents one possible pathway to complete the program. Please schedule an appointment with a counselor to customize this plan to meet your transfer goals and individual needs. This road map is not a guarantee of course availability or financial aid applicability. **Not quite ready for this path? See a counselor.**

### YEAR ONE

Quarter – Fall 2020

CAT.	Course	Title	Units	GE Area
GE	ENGL 1A	Composition & Reading	5	Area II
Major	CHEM 1A	General Chemistry	5	Area III
Major	Math 1A	Calculus	5	Area V
Elec	CRLP 71	Exploring Career Fields	1	
<b>Total Quarter Units</b>			<b>16</b>	

Quarter – Winter 2021

CAT.	Course	Title	Units	GE Area
Major	CHEM 1B	General Chemistry	5	
Major	MATH 1B	Calculus	5	
GE	BIOL 81	Learners Engaged in Advocating for Diversity in Science	4	Area VII
GE	LIBR 10	Intro to College Research	1.0	Area VII
<b>Total Quarter Units</b>			<b>15</b>	

Quarter – Spring 2021

CAT.	Course	Title	Units	GE Area
Major	CHEM 1C	General Chemistry	5	
Major	MATH 1C	Calculus	5	
GE		Choose 1 from Area I: Humanities	4	Area I
<b>Total Quarter Units</b>			<b>14</b>	

Optional 6-week Session – Summer 2021

CAT.	Course	Title	Units	GE Area
<b>Total Quarter Units</b>			<b>0</b>	

Notes
Chemistry 1A has a prerequisite of Chem 25. Take the <u>Chemistry 1A placement survey</u>
Math 1A has a prerequisite of Math 48C. <u>For Math Placement</u>
<u>Clear a prerequisite</u>
Consider doing an <u>internship</u> .
Students who wish to transfer, may need to use the IGETC or CSU General Education pattern. Please see a Counselor for details.
An Honors version course may be substituted where applicable.

Explanation of Categories (CAT.)	
<b>GE</b>	General Education: A course that fulfills a specific general education requirement. It can be replaced with another course that meets the same GE area.
<b>CoReq.</b>	Co-requisite: A course of study required to be taken simultaneously with another course.
<b>PreReq.</b>	Pre-requisite: A course required to be taken before the next course in the sequence.
<b>Major</b>	Major: A course that is required for this AA/AS or ADT degree.
<b>Elec</b>	Elective: A degree-applicable course to ensure there is a total of 90 quarter units, which is a requirement for both an associate degree and transfer to a CSU or UC. An elective can also be used to take a

**YEAR TWO**

Quarter – Fall 2021

CAT.	Course	Title	Units	GE Area
Major	CHEM 12A	Organic Chemistry	4	
CoReq.	CHEM 12AL	Organic Chemistry Lab	2	
Major	PHYS 4A	General Physics (Calculus)	6	
GE	POLI 1	Intro to American Gov'n't & Politics	5	Area IV
<b>Total Quarter Units</b>			<b>17</b>	

Quarter – Winter 2022

CAT.	Course	Title	Units	GE Area
Major	CHEM 12B	Organic Chemistry	4	
CoReq.	CHEM 12BL	Organic Chemistry Lab	2	
Major	PHYS 4B	General Physics (Calculus)	6	
<b>Total Quarter Units</b>			<b>12</b>	

Quarter – Spring 2022

CAT.	Course	Title	Units	GE Area
Major	CHEM 12C	Organic Chemistry	4	
CoReq.	CHEM 12CL	Organic Chemistry Lab	2	
GE	COMM 12	Intercultural Communication	5	Area VI
Elec	MATH	Math 2A: Differential Equations or Math 2B: Linear Algebra	5	
<b>Total Quarter Units</b>			<b>16</b>	

Optional 6-week Session – Summer 2022

CAT.	Course	Title	Units	GE Area
<b>Total Quarter Units</b>			<b>0</b>	
<b>Year Two Total Units</b>			<b>45</b>	
<b>Total Units</b>			<b>90</b>	

**Notes**

This degree allows for elective courses. Meet with a Counselor if you would like to select different elective courses.

**Spring 2022**

Schedule a 30-min appointment with a counselor to petition to graduate.

Don't forget about the Commencement Ceremony.

**Career Information**

Careers in Chemistry are expected to grow 8.4% nationwide through 2026. The top skills associated with the Chemistry program are Science, Reading Comprehension, Writing, Speaking, Instructing.

Throughout California, these skills, along with the degrees found in parentheses, are useful to the following careers:

Natural Science Manager (Bachelors); Average annual salary, \$138,000.00

Chemistry Teacher, Post-secondary (Doctoral or Professional); Average annual salary, \$97,000.00

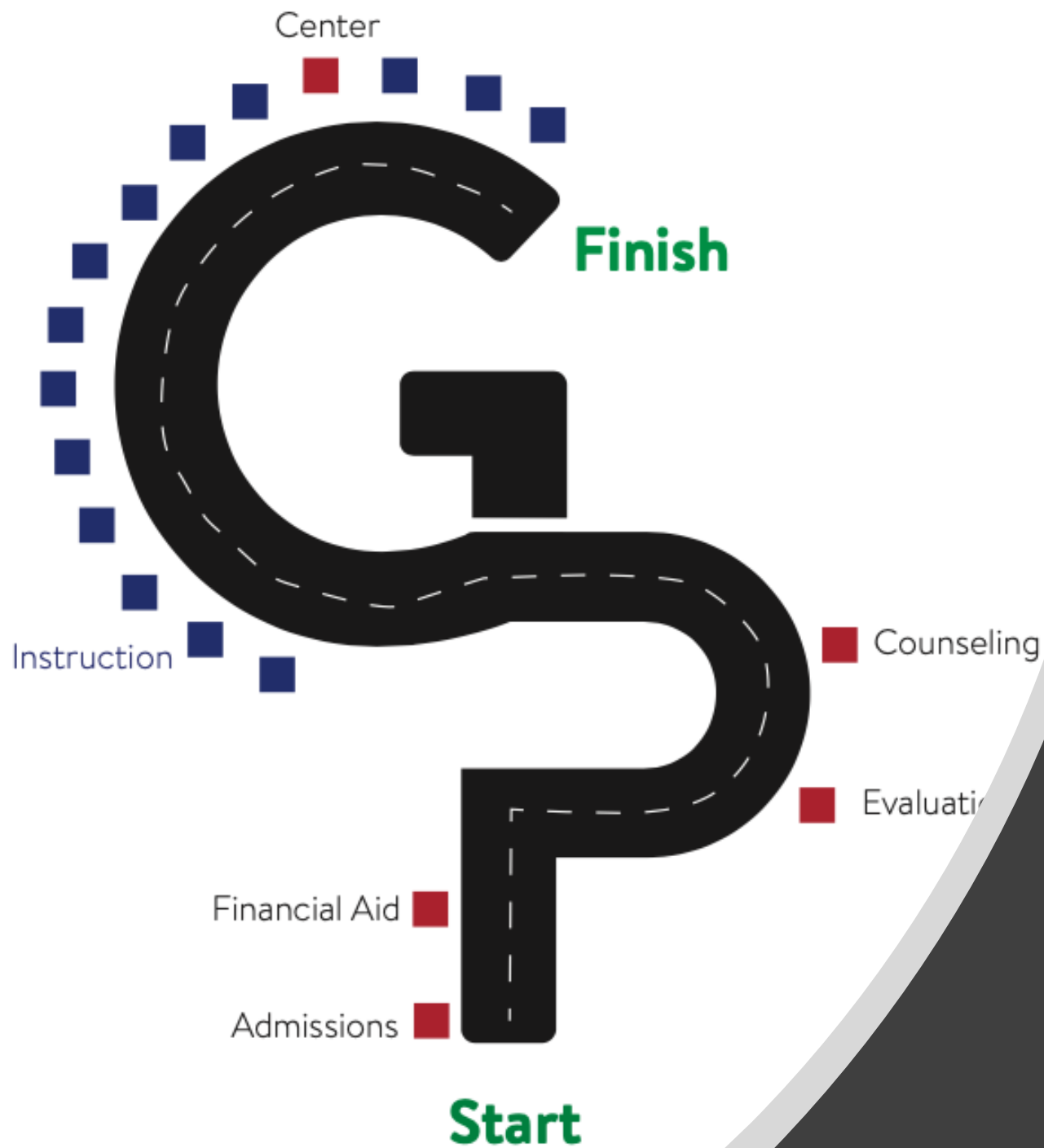
In the Bay Area, these skills, along with the degrees found in parentheses, are useful to the following careers:

Chemical Technician (Associates); Average salary, \$15.85 hourly

Forensic Science Technician (Associates); Average salary, \$29.74 hourly

Chemist (Bachelors); Average salary, \$25.37 hourly

Secondary School Teacher (Bachelors); Average salary, \$28.46 hourly



Pause for  
questions and  
comments

# Mapping Design Principles

Framework to guide discussions and decision making

# DESIGN PRINCIPLES

- Allow you to agree upon a set of guiding principles that we can use to inform our work
- Reflect the colleges' mission, vision, and values
- Useful for addressing points of contention or uncertainty
- Group agreements that you can return to if you go on an unintentional tangent
- In sum, Design Principles guide discussions and decision making



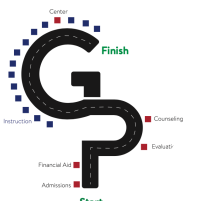
# Guided Pathways Design Principles

## Overview of the Process

- The following draft design principles were developed by engaging the campus community at a brown bag event held on December 9, 2021. The Guided Pathways team subsequently compiled feedback from the brown bag, and created design principles to present to the Guided Pathways Steering Committee.

## Draft Guided Pathways Design Principles

- **Holistic Student Approach:** We will serve the “whole student” by considering their experiences and needs before, during, and beyond their time at Foothill. We aim to guide students in understanding their own interests/passions; identifying career options and goals; and fostering the global consciousness necessary to succeed as professionals and citizens.



# GP Design Principles

## Draft Guided Pathways Design Principles

- **Student Readiness:** We will be “student ready” rather than expecting students to be “college ready.” We recognize the diverse experiences and assets students bring to our campus and will design our programming around those assets. We will design structures that meet students where they are.
- **Equitable Systems:** We will align our work with the college’s strategic equity planning by centering race in our work and ensuring that guided pathways address systemic, structural inequities.
- **Systemic Student Support:** We strive to ensure our services proactively and systemically serve every student, not just those that have the social and cultural capital to navigate our system.
- **Clearly Communicated Pathways:** We strive to eliminate structural barriers that cause confusion and unnecessarily long times to successful completion – by creating and communicating clear and visible pathways designed with student goals and timelines in mind.



# GP Design Principles

- **Community Engagement & Accountability:** We will ensure all college constituents have a voice in our work. We will come together as a community to share the responsibility of improving the student experience.
- **Open-Mindedness:** We will encourage outside the box thinking when re-shaping our programming to better meet student needs.





# Data informed: Leading Indicators

1. Math: Complete on their first attempt in their first year
2. English: Complete on their first attempt in their first year
3. First Terms Credits: Complete at least 12 units in their first term (full-time students)
4. Complete at least 36 quarter units in their first year
5. First year concentration: Complete 3 courses in the same major in their first year

# Program Mapping Design Principles

- ✓ Student Facing
- ✓ Full-time student
- ✓ Written Communication, Critical Thinking, and Quantitative Reasoning requirements in the first year.
- ✓ 2-year default ideal plan, then 3-year default ideal plan
- ✓ Make the plan as broad as possible to allow for transfer
  - ✓ IGETC-CSU GE Pattern
- ✓ Major course in the first quarter that will ideally count for GE
  - ✓ "Light the Fire"
- ✓ Balanced workload (theory and practice)
- ✓ Clear and Accurate
- ✓ Counseling notes on maps
- ✓ Stack certificates & Degrees
- ✓ Include transfer schools, if possible

# Mapping Design Principles

Share your thoughts, feedback, questions and more about the mapping design principles on the following boards.

<b>AA/AS Degree:</b>	Associate Science Chemistry (Calculus pathway)		
<b>Areas of Interest:</b>	N/A	<b>Catalog:</b>	2020-2021
<b>Transfer School:</b>	N/A	<b>Total Units:</b>	90
<b>General Edu Pattern:</b>	Foothill General Education	<b>Plan</b>	2-Years

This road map represents one possible pathway to complete the program. Please schedule an appointment with a counselor to customize this plan to meet your transfer goals and individual needs. This road map is not a guarantee of course availability or financial aid applicability. **Not quite ready for this path? See a counselor.**

**YEAR ONE**

Quarter – Fall 2020

CAT.	Course	Title	Units	GE Area
GE	ENGL 1A	Composition & Reading	5	Area II
Major	CHEM 1A	General Chemistry	5	Area III
Major	Math 1A	Calculus	5	Area V
Elec	CRLP 71	Exploring Career Fields	1	
<b>Total Quarter Units</b>			16	

Quarter – Winter 2021

CAT.	Course	Title	Units	GE Area
Major	CHEM 1B	General Chemistry	5	
Major	MATH 1B	Calculus	5	
GE	BIOL 81	Learners Engaged in Advocating for Diversity in Science	4	Area VII
GE	LIBR 10	Intro to College Research	1.0	Area VII
<b>Total Quarter Units</b>			15	

Quarter – Spring 2021

CAT.	Course	Title	Units	GE Area
Major	CHEM 1C	General Chemistry	5	
Major	MATH 1C	Calculus	5	
GE		Choose 1 from Area I: Humanities	4	Area I
<b>Total Quarter Units</b>			14	

Optional 6-week Session – Summer 2021

CAT.	Course	Title	Units	GE Area
<b>Total Quarter Units</b>			0	
<b>Year One Total Units</b>			45	

Notes	
Chemistry 1A has a prerequisite of Chem 25. Take the <a href="#">Chemistry 1A placement survey</a>	
Math 1A has a prerequisite of Math 48C. <a href="#">For Math Placement</a>	
<a href="#">Clear a prerequisite</a>	
Consider doing an <a href="#">internship</a> .	
Students who wish to transfer, may need to use the IGETC or CSU General Education pattern. Please see a Counselor for details.	
An Honors version course may be substituted where applicable.	
Explanation of Categories (CAT.)	
<b>GE</b>	General Education: A course that fulfills a specific general education requirement. It can be replaced with another course that meets the same GE area.
<b>CoReq.</b>	Co-requisite: A course of study required to be taken simultaneously with another course.
<b>PreReq.</b>	Pre-requisite: A course required to be taken before the next course in the sequence.
<b>Major</b>	Major: A course that is required for this AA/AS or ADT degree.
<b>Elec</b>	Elective: A degree-applicable course to ensure there is a total of 90 quarter units, which is a requirement for both an associate degree and transfer to a CSU or UC. An elective can also be used to take a course in a subject you are interested in learning more about.

**YEAR TWO**

Quarter – Fall 2021

CAT.	Course	Title	Units	GE Area
Major	CHEM 12A	Organic Chemistry	4	
CoReq.	CHEM 12AL	Organic Chemistry Lab	2	
Major	PHYS 4A	General Physics (Calculus)	6	
GE	POLI 1	Intro to American Govn't & Politics	5	Area IV
<b>Total Quarter Units</b>			17	

Quarter – Winter 2022

CAT.	Course	Title	Units	GE Area
Major	CHEM 12B	Organic Chemistry	4	
CoReq.	CHEM 12BL	Organic Chemistry Lab	2	
Major	PHYS 4B	General Physics (Calculus)	6	
<b>Total Quarter Units</b>			12	

Quarter – Spring 2022

CAT.	Course	Title	Units	GE Area
Major	CHEM 12C	Organic Chemistry	4	
CoReq.	CHEM 12CL	Organic Chemistry Lab	2	
GE	COMM 12	Intercultural Communication	5	Area VI
Elec	MATH	Math 2A: Differential Equations or Math 2B: Linear Algebra	5	
<b>Total Quarter Units</b>			16	

Optional 6-week Session – Summer 2022

CAT.	Course	Title	Units	GE Area
<b>Total Quarter Units</b>			0	
<b>Year Two Total Units</b>			45	
<b>Total Units</b>			90	

**Notes**

This degree allows for elective courses. Meet with a Counselor if you would like to select different elective courses.

**Spring 2022**

Schedule a 30-min appointment with a counselor to [petition to graduate](#).

Don't forget about the [Commencement Ceremony](#).

**Career Information**

Careers in Chemistry are expected to grow 8.4% nationwide through 2026. The top skills associated with the Chemistry program are Science, Reading Comprehension, Writing, Speaking, Instructing.

Throughout California, these skills, along with the degrees found in parentheses, are useful to the following careers:

Natural Science Manager (Bachelors); Average annual salary, \$138,000.00

Chemistry Teacher, Post-secondary (Doctoral or Professional); Average annual salary, \$97,000.00

In the Bay Area, these skills, along with the degrees found in parentheses, are useful to the following careers:

Chemical Technician (Associates); Average salary, \$15.85 hourly

Forensic Science Technician (Associates); Average salary, \$29.74 hourly

Chemist (Bachelors); Average salary, \$25.37 hourly

Secondary School Teacher (Bachelors); Average salary, \$28.46 hourly

# Full Time Student Enrollment

(with 2 and 3 year recommended maps)

# Written Communication, Critical Thinking, & Quantitative Reasoning in first year

(

# Clear mapping to support transfer (IGETC-CSU GE Pattern)

(



**Major course in the 1st quarter**  
ideally count for GE (light the fire!)

# Stackable Certificates & Degrees

# Miscellaneous Thoughts

# Mapping Timeline and Next Steps

Activity	December 2020	January 2021	February 2021	March 2021	April 2021
Depart/Division Presentations					
Mapping Templates Created		Version 1	Version 2	Version 3	
Work with Individual Depts					
Mapping Guides Created					
Mapping Videos Created					
CNSL norming sessions					
Mapping Day					

# Approved Structure for Guided Pathways 20'/21'

## Equity & Education Council

### Guided Pathways Steering Committee

GP team leads (listed below), Isaac Escoto (facilitator), Laurie Scolari (logistical lead), College Curriculum Committee faculty rep, one student rep from ASFC, Campus Ambassadors, and a learning community, Classified Senate rep, Academic Senate rep, student services and instructional deans, Associate Vice President of Instruction, Associate Vice President of Workforce

### Program Mapping / Meta Majors Team

Objectives: Program mapping, professional development, scheduling, internships, service leadership

Counseling Co-Lead  
**Fatima Jinnah**

Instructional Co-Lead  
**Natalie Latteri**

Teams:  
Program Mapping Team (includes 2 students),  
Counseling Mapping Team,  
Career Counseling Team

### Onboarding Team

Objectives: Career guidance, onboarding tech platforms, revision of enrollment steps, remove barriers CCC Apply, Canvas orientation, My Path

Counseling Co-Lead  
**Dokeshia Meacham**

Instructional Co-Lead  
**Hilda Fernandez**

Team members TBD

### Communication Team

Objectives: Make the case for GP, website revision

Classified Co-Lead  
**Janie Garcia**

Instructional Co-Lead  
**Amy Leonard**

Team members TBD

### Tech & Data Team

Objectives: Landscape analysis of tech platforms, application of equity 2.0 data to GP, and data requests from teams above  
**Co-Leads: Elaine Kuo and Chris Chavez**

Team members TBD

Governance Structure

Operational Structure

# Program Mapping / Meta Majors Team

Objectives: Program mapping, professional development, scheduling, internships, service leadership

Counseling Co-  
Lead  
**Fatima Jinnah**

Instructional Co-  
Lead  
**Natalie Latteri**

## Team members



## Team Roles | Scope of Work

- Program Map Review
- Disseminating information and meeting with departments throughout mapping sessions
- Ensure maps are updated to most current version
- Manage Canvas shell to hold all maps
- Create script and manage video production
- Create “temperature gauge”
- More to come!

## Team Structure | TBD

- After this initial meeting we will determine an efficient way to structure the larger teams with specific roles to ensure consistency and alignment

## Questions | Who to contact?

# Closing Reflections: Plus, Minus, and Interesting of Program Mapping

- When I think of Implementing Guided Pathways Program Mapping
- This is what's **positive** about...
- I am **concerned** about....
- I find this **interesting**... (questions or wonders)

1. Go to: <https://join.groupmap.com>  
8E8-571-416

2. Input your email to access document

The screenshot shows a digital brainstorming tool interface. At the top, a dark blue header contains the text "Brainstorm" and "As we discuss the issues, add your thoughts to each heading." Below this, three colored columns are visible: a green column for "Positives", an orange column for "Challenges", and a yellow column for "Interesting". Each column has a small "+" icon in its top header and a larger, faint icon in the background (a plus sign for Positives, a speech bubble for Challenges, and a question mark for Interesting). The "Positives" column includes the text "What are the positive aspects? What benefits can we expect? What are you excited about?". The "Challenges" column includes "What are you concerned about? What potential losses could occur? What might make you cautious or resistant to creating program maps?". The "Interesting" column includes "What are some interesting or unknown aspects of Program Maps that you'd like to understand more? What are you still wondering about? Any 'random' thoughts?".