

Guided Pathways Guidelines for Program Consolidation

Program Mapping Guidelines - The following questions and guidelines are designed to ensure that Guided Pathways principles are utilized by faculty work groups when meeting to create common statewide programs. The information collected throughout the process will be utilized to create program maps designed to aid students in decision making and academic planning.

Guided Pathways managers and members of the Maps and Plans team will consult with program faculty, provide support, and answer questions as needed.

Curriculum Guidelines: Layer 1

Program Courses Should be ordered to allow students to complete at least one program course in the first semester and three program courses within the first year.

College level Math and English Should be sequenced early as possible in the program

Math Pathways Please identify the correct math for the program based on occupational and/or transfer goals of the program. State-wide work on math pathways and other related groups will be shared with program faculty to support the decision making process.

Sequencing This should allow a student to understand the progression of course selection if the student is unable to take five classes each semester. General education courses should be sequenced appropriately in the program plan.

Please order the courses sequentially starting with the first semester through completion. For example, do students learn skills in their first semesters that prepare them for more advanced course work later? Are the most rigorous courses evenly distributed over the program?

Articulation Based on existing formal signed articulations, identify which will be carried forward to the new common statewide program.

Credit Free or Prior Learning Assessment What, if any credit-free or workforce development programs align with the degree? Are their existing credit-free to credit articulations? If yes, please list. Can students earn credit for prior learning assessment such as; credit by exam, credit by portfolio, professional certifications? If yes, please list.

Decision Making information: Layer 2

Critical Courses Identify critical/predictor courses: Courses that are strong predictors of program completion (is there data to support these courses as predictors?); students who are not successful in the courses likely need intervention to consider alternate program options

Student "fit" What interests, values, skills and talents make students a good match for this program/career?

Students in this program typically enjoy ____ (e.g., working with computers, detail oriented, enjoys numbers, creative, likes helping others, loves solving complex problems, working with children, etc.) Be as specific as possible.

- Are students required to be full-time in this program?
- When do students in your program most need classes to be offered day? night? online?
- Can the program be completed solely during the day? Evening? Online? Select all that apply.
- What percentage of courses can be completed online or accelerated?
- For full-time college ready students, can the program be completed in two years? If no, what is the fastest time to completion?
- Does the program include any additional costs (studio fees, clinical fees, lab fees, equipment, etc.) If yes, specify all additional costs above standard tuition and fees.

Program Reality:

Factors that help students to choose or reject this program. Identify highlight interesting/unique aspects of the program. Some examples include:

- Peer mentoring
- Hands-on activities
- Immediate employment/transfer
- Real world experiences – internships, clinicals, etc.
- Time commitment – honest and accurate assessment
- Nature of the educational experience
- Math intensive? Science intensive? Writing intensive? Select all that apply.
- Selective admissions
- May involve extra costs (lab fees, studio fees)
- Licensing/certification exams
- Security clearance, drug testing, driver's license, etc.

Students who complete this degree work in the following professions: (list up to five)

Students who complete this degree gain the following marketable skills: (list up to five)

Employment Information & Partnerships

In addition to the faculty responses, this information will be gathered from local, regional, state-wide and national sources. Is there additional information that needs to be collected?)

Regional Job Opportunities

Average salary at entry level position with an A.S./A.A.

Average salary 5 year's post-graduation

Average salary after completion of B.S/B.A. or Masters/Professional Degree if needed

Identify professional associations and employer/partner affiliations

Does the program enlist/partner with any off- campus resources for the students?