

Short-Term Action Plan
SUNY Guided Pathways Institute #2
Mapping Your Guided Pathways



GUIDED PATHWAYS
INSTITUTES

Institution Name: _____

Part I-A: ENROLLMENT/GRADUATE ANALYSIS BY PROGRAM – LAUNCHING THE WORK

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: Complete the attached spreadsheet for analysis of college enrollment by program area. Following completion of the college analysis of enrollment by program, the Institute team – and ideally, broader groups of people at the college -- should consider as a group the following questions and provide responses in the second column. **Submit to Julie Mills at Monroe Community College (jmills17@monroecc.edu) by June 11, 2018.**

To be reviewed and augmented during College Team Strategy Session #1 at the Institute

Guiding Questions: Enrollment by Program	College Responses to Guiding Questions
1. How do we currently track students' programs of study? How accurately do the counts in this report reflect what programs students are actually in (or think they are in)?	
2. How well do each of these program designations reflect students' goals – particularly for further education and employment?	
3. What is our current process for monitoring student progress through their program requirements? How closely do we monitor how far along students are toward completing their program requirements?	

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4. Do students have easy access to information on exactly what progress they've made and what they have to do to complete their program? Can students do degree audits? What other information is available to help students track their progress? How accessible and user friendly are they?	
5. What is our current process for keeping track when students change programs? How well do we keep track of changes in students' program choices?	
6. Which department is responsible for monitoring the progress of students in each program listed in the report?	
7. Are there students whose progress in a program is not tracked by any academic unit – for example, students taking developmental education courses, dual enrollment students, pre-nursing students, non-credit students?	

Guiding Questions: Graduates by Program	College Responses to Guiding Questions
1. Comparing this report to the previous report on program enrollments, how well do the fields in which the college is awarding credentials reflect the programs in which students were enrolled? How well aligned are the credentials the college awards in each program area with jobs in demand in your region? How do you know whether or not these programs are aligned with local employment needs?	

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2. How well aligned are transfer degrees with major requirements in bachelors' programs offered by four-year institutions? How do you know how well aligned your programs are with transfer requirements in specific major fields?	
3. Does the college monitor the employment and further education outcomes and success of students in each of these programs? If so, how is this information used? If not, how might you do this?	
4. Do excess credits seem to be a problem among associate degree recipients in particular fields? If so, in which fields?	

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Part I-B: ENROLLMENT/GRADUATE ANALYSIS BY PROGRAM – ADVANCING THE WORK

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: For institutions that have already analyzed program enrollment/graduation data as part of guided pathways implementation, this set of questions moves the institutional dialogue to the next level of work. If you have not analyzed your program enrollment/graduation data before this exercise, you may not be prepared to respond to this set of questions. Following completion of the college analysis of enrollment by program and the responses to the questions in Part I-A, the institute team – and ideally, broader groups of people at the college – should consider as a group the following questions and provide responses in the second column. **Submit to Julie Mills at Monroe Community College (jmills17@monroecc.edu) by June 11, 2018.**

To be reviewed and augmented during College Team Strategy Session #1 at the Institute

Guiding Questions	College Responses to Guiding Questions
1. Have there been changes in program enrollment since academic paths/maps have been implemented? Has the number of undecided students reduced as a result?	
2. If the institution has implemented meta-majors, communities of interest or similar program clusters for new students, how is the college tracking/reporting student enrollment in these program clusters?	
3. Is the institution tracking/monitoring academic and student support interventions? Have discipline-appropriate academic and/or student services been integrated into the meta majors?	

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4. Has the institution changed the evaluation of program learning outcomes as part of the pathways implementation? How are program learning outcomes assessed? What improvements need to be made to the assessment process?	
5. Does the institution integrate practical/applied learning experiences for students as an integral part of programs of study? Are these experiences tracked? How are they used to enhance the student experience? How can the practical student experiences be used as part of the program improvement process?	

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Part I-C: EXPLORING COMMONLY ASKED PATHWAYS QUESTIONS

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: Complete the attached template, "Exploring Commonly Asked Pathways Questions," with a broad group of college stakeholders. Following that exercise, the institute team should consider as a group the following questions and provide responses in the second column.

Submit to Julie Mills at Monroe Community College (jmills17@monroecc.edu) by June 11, 2018.

To be reviewed and augmented during College Team Strategy Session #1 at the Institute

Guiding Questions	College Responses to Guiding Questions
1. How has the institution addressed questions/concerns focused on the academic quality of the institution and its programs when implementing guided pathways? Is this an ongoing dialogue with faculty?	
2. How has the college addressed the very practical implementation issues-enrollment declines, state and local funding reductions, scheduling, faculty load, etc.? What issues raise the most concern as pathways design and implementation moves forward?	
3. Has the institution considered how to measure the 'return on investment' of the guided pathways implementation? If not, how might that be structured moving forward?	

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Part II-A: PROGRAM MAPPING

To be completed during College Team Strategy Session #2 at the Institute

Instructions: Using the results from the program mapping template, the college team should reflect on the mapping process and consider as a group the following questions and provide responses in the second column.

Guiding Questions	College Responses to Guiding Questions
1. What part of the program mapping process was most difficult for your institution? How did you address the challenges? What are your next steps?	
2. How did you engage stakeholders in the mapping process? What is the plan for mapping all programs at the institution? Who is leading this work? What is the expected timeline for completion?	
3. How will mapping the institution's programs fit in with the institution's overall guided pathways implementation? What will it mean for advising and the connection to careers and transfer institutions? What are the plans for monitoring student progress on their academic plans?	
Guiding Questions: Colleges that Have Created Program Maps	College Responses to Guiding Questions
1. <i>From the student perspective</i> , how clearly are college programs described on the college website?	

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2. <i>From the student perspective</i> , how clearly are transfer pathways described for each program on the college website?	
3. What improvements need to be made in the college website presentation of program maps/pathways?	
4. What improvements need to be made to the college advising materials for students, faculty and advisors now that the program maps are in place?	
5. How are the academic maps connected to careers? When are the students provided with the career information? Opportunities to explore scenarios about career choices, job market, potential salaries, etc.? How is career information integrated into the student choice process for meta-majors/programs of study?	

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Part II-B: PATHWAY DESIGN BEYOND PROGRAM MAPPING

To be completed during College Team Strategy Session #2 at the Institute

Instructions: Pathway design builds upon program maps to further enrich and specify desired student experiences. Use the following questions to guide discussion. Facilitated discussion will highlight divergent and convergent perceptions, leading toward team consensus.

Guiding Questions	College Responses to Guiding Questions
1. Have faculty in meta-majors identified “the right math” (e.g., statistics, quantitative reasoning, college algebra/calculus) for programs in the area? If not, what is the plan for engaging faculty in that work?	
2. Have faculty in meta-majors identified recommended general education core courses for programs in the area? If not, what is the plan for engaging faculty in that work?	
3. Have faculty in meta-majors identified recommended electives for programs in the area? If not, what is the plan for engaging faculty in that work?	
4. Have faculty in the meta-majors/program areas explicitly identified critical courses and progress milestones for students in each pathway? If not, what is the plan for engaging faculty in that work?	

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5. Have faculty in the meta-majors/program areas completed the task of explicitly aligning desired student learning outcomes for each course in the pathways, so that they accumulate to desired program learning outcomes? If not, what is the plan for engaging faculty in that work?	
6. Have faculty in the meta-majors/program areas explicitly designed hands-on/applied learning opportunities (e.g., field work, clinical placements, internships, group projects, service learning) for students as they move through each pathway? If not, what is the plan for engaging faculty in that work?	

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Part III: MAKING SENSE AND MOVING FORWARD

To be completed during College Team Strategy Session #3

Instructions: Use the following questions to guide discussion. Facilitated discussion will highlight divergent and convergent perceptions, leading toward team consensus.

Guiding Questions	College Responses to Guiding Questions
1. Which issues/approaches/strategies discussed in the day's sessions are potentially of greatest interest to the college?	
2. What existing knowledge and/or college work has been reinforced?	
3. Discuss insights the team has gained from these conversations; name 3-5 as a team.	
4. What do you not know now that you need to know about these issues/approaches? How will you need to obtain that additional data/information? What are the implications for needed technical assistance and/or professional development for the college?	

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Part IV: ACTION PLANNING AND NEXT STEPS

To be initiated during College Team Strategy Session #3 and augmented with other college personnel

Instructions: At this point, your team has reviewed and discussed implementing and advancing program mapping at your institution. Now comes an opportunity for the team to reflect on its learning, think through options for the college's strategic approach to designing and implementing guided pathways at scale, and establish new or refined priorities for the work on campus. The college team should discuss next steps: whom to involve, how to communicate findings and broaden engagement on campus, and how, when, and by whom follow-up steps will be taken. Once you've engaged key college constituencies in discussion of data, issues and strategies, **return this completed action plan to Julie Mills at Monroe Community College (jmills17@monroecc.edu) by July 27, 2018.** Add rows as necessary.

PRIORITIES: NEXT STEPS	BY WHOM	BY WHEN

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Part IV: ACTION PLANNING AND NEXT STEPS (CONT.) – WORKING THE PLAN

To be initiated during College Team Strategy Session #3 and augmented with other college personnel

Next Steps: This template is provided for more detailed planning in regard to identified priorities/strategies for designing and implementing guided pathways at scale. Once you've identified and collaborated with key people on your campus, **return this completed action plan to Julie Mills at Monroe Community College (imills17@monroecc.edu) by July 27, 2018.** Add rows as necessary.

Priority/Strategy	Goal(s)	Activities/ Tasks	Responsible Person(s)	Timeline		Resources	Potential Issues of Concerns