



Curriculum Mapping Project

SIT WITH YOUR PEOPLE 😊

Why Guided Pathways at DVC?

Research shows that we are all more likely to **complete** our education, and **complete on time**, if we **identify a career goal** early on, have a **clear outline of the courses required**, and receive **consistent guidance and support** along the way.

The Puzzle Pieces of Guided Pathways

1. Map existing curriculum

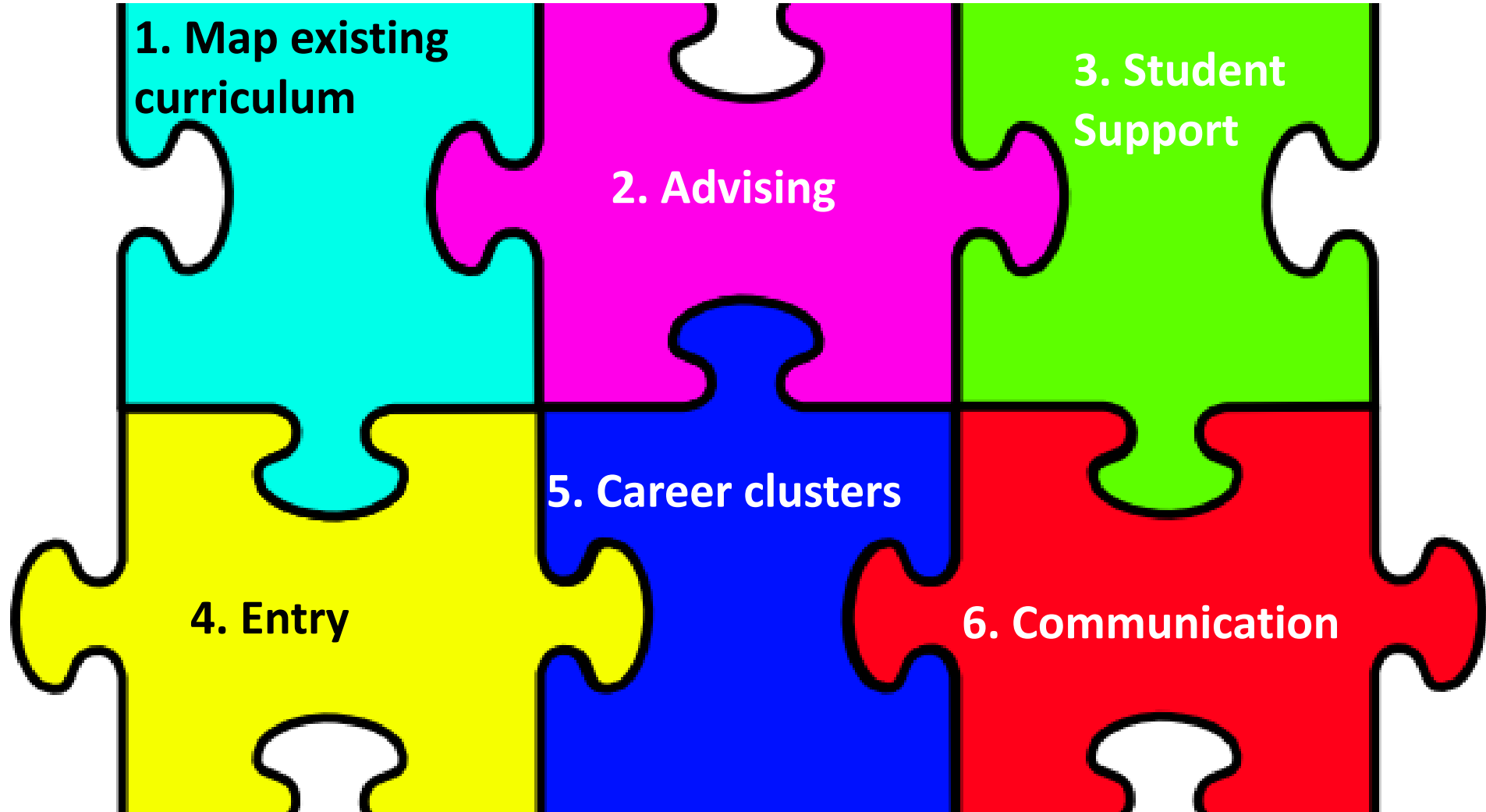
2. Advising

3. Student Support

4. Entry

5. Career clusters

6. Communication



Fall 17: Mapping existing curriculum



The goal of this piece is to create clear curricular pathways to employment and further education.

”If students are to achieve meaningful learning outcomes for their programs of study, then they need to **develop knowledge and skills systematically and cumulative over time**. If students cobble together a set of disconnected courses to meet degree requirements, it is difficult to see how college programs could help students learn effectively and build skills across the curriculum” (AACCC Insights 2017, page 36).

Why map our programs?

- Clarify program requirements and relationship of program learning outcomes to courses
- Create products that provide clear information about programs and that can be used as promotional materials or planning tools
- Useful to program faculty, counselors, staff, and students

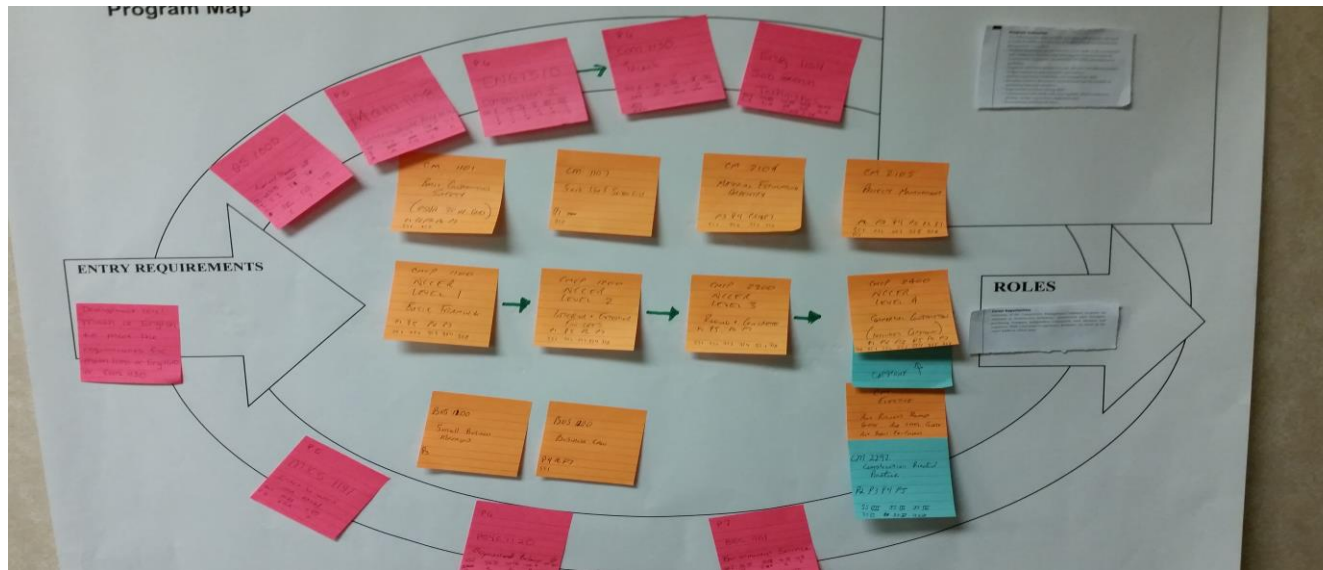


Image credit: Dan Kidder,
Sportsman's News 2015

Mapping Project Goals:

- Create clear curricular pathways to employment and further education (GP Pillar 1)
 - Disseminate clearer and more complete information to students, faculty, and staff
 - Increase equitable student success
- Ensure that learning is happening with intentional outcomes (GP Pillar 4)
 - Continuous improvement of program structures and offerings
 - Contextualize courses as part of larger programs or student experiences

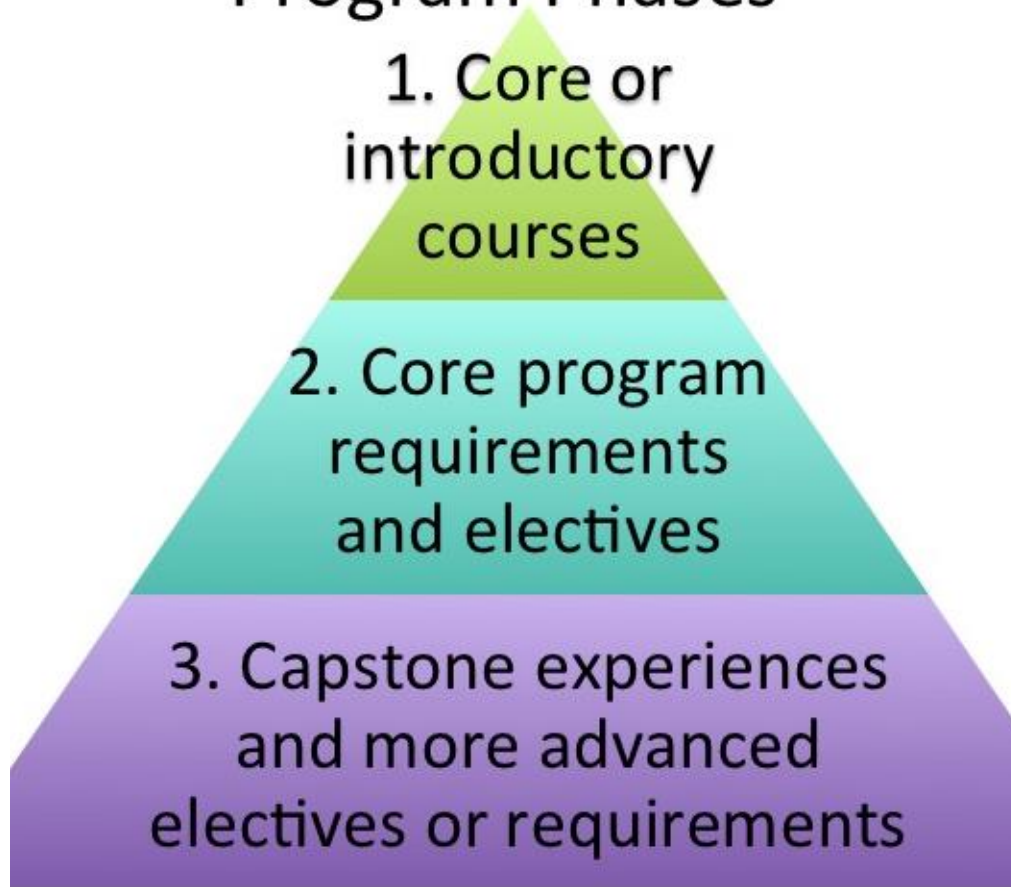
Products: 1. Visual Program Map



- Visual overview of the program, including all required and elective courses
- Shows how courses relate to each other, the program, and the PLOs and ILOs
- Course sequences, thematic clusters, relationships are emphasized
- Through-line from Entry to Intended Roles

Products: 2. Program Phases

Program Phases



- Program structured into “beginning, middle, and end” phases
- Useful for students who are part-time and/or under-prepared and in remediation courses
- Gives a sequence and priority order without designating semesters—students can move at their own pace

Products: 3. Program Sequence Map

SAMPLE FULLTIME SCHEDULE

FALL SAMPLE SCHEDULE	Suggested
Communications State Core Course	ENC1101
Mathematics State Core Course	MAC1105
TCC Social Science Core Group 3	SLS1510 or SLS2261
Science State Core Course	*with related lab course
TOTAL SEMESTER HOURS	12 HOURS
COMPLETED HOURS	12 HOURS

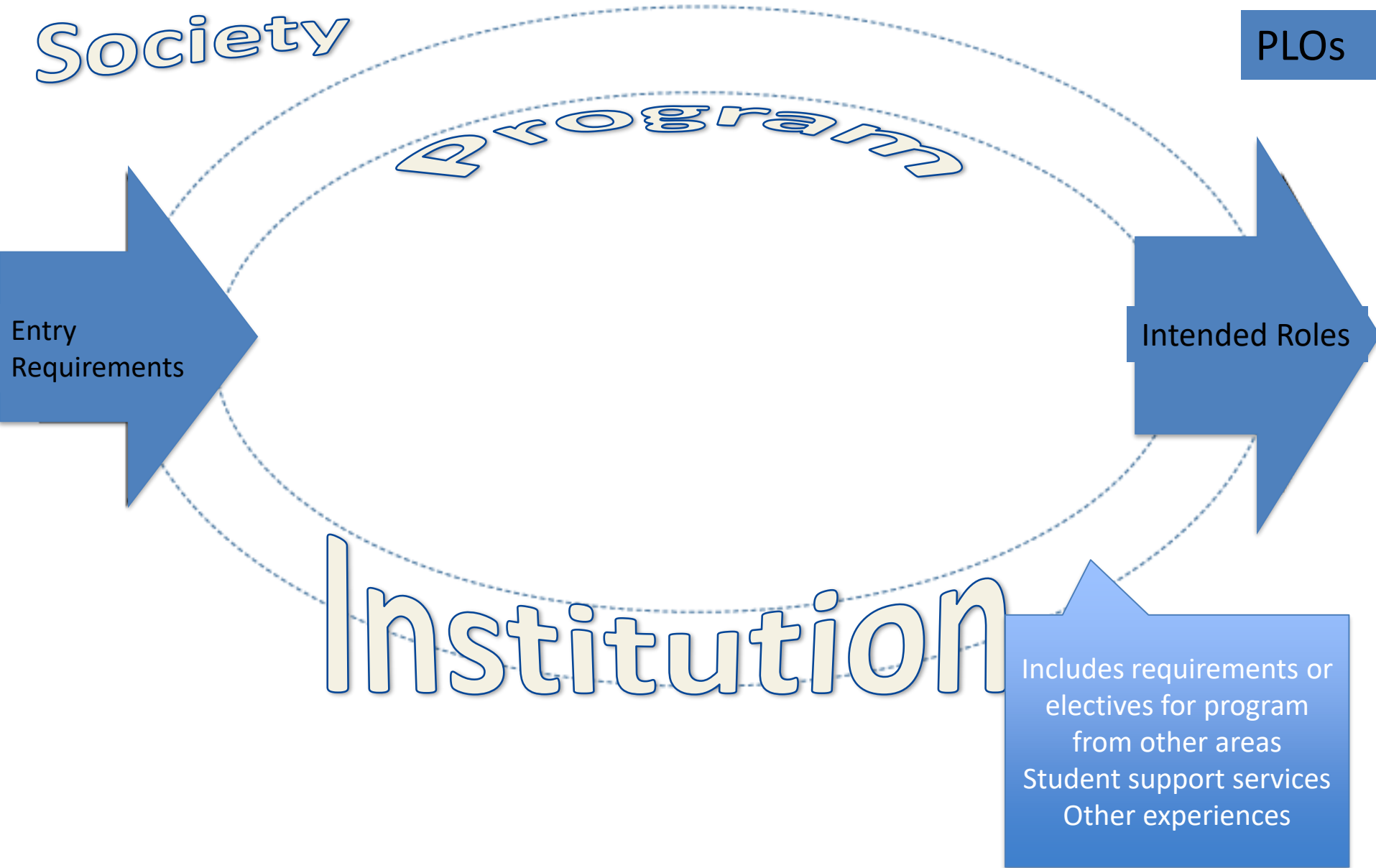
SPRING SAMPLE SCHEDULE	Suggested
Communications TCC Core Course	ENC1102/ENC1141/MN
Mathematics TCC Core Course	MAC2233
Social Science TCC Core Course	ECO2013
Science TCC Core Course	*
TOTAL SEMESTER HOURS	12 HOURS
COMPLETED HOURS	24 HOURS

- Four-semester (or two year) sequence of courses showing how students can complete degree or certificate or transfer objectives
- Includes spaces for GE courses—either with specific recommendations or left open to student choice
- Designed for full-time students who are at college level in ENGL and MATH

Timeline

- **September 2017:** Mapping events, create first drafts of all 3 products
- **September-October:** Departments work on second drafts of mapping products and any additional program maps they may want to create (certificates, other degrees, etc.)
- **October 20:** GE “Speed Dating” event
- **November 3:** Final Drafts of Mapping Products due—but please turn in your products as SOON as you can!!
- **November 20:** Any changes to curriculum need to be at Tech Review level in WCS to be implemented for 18-19 academic year
- **October-November-December:** Graphic designer converts hard copies of maps to digital images and data files
- **January, 2018:** Mapping products included in the DVC Catalog for 18-19!!!

Product 1: Visual Program Map



Visual Program Map Steps

Designate a note-taker to record any issues, concerns, or actions that need to be addressed.

1. Write your program title on the upper left
2. Discuss any specialized Entry Requirements (you may not have any) and the Intended Roles that students will be prepared for after completing the program, write them down in the respective arrows
3. Read the PLOs out loud to the group and tape them on the upper right hand side

Visual Program Map Steps

4. Write the prefix, course number, and title of each course within the program on post-it notes
 - **ORANGE** for program requirements
 - **YELLOW** for program electives
 - **BLUE** for courses outside the program but still connected to the program

Visual Program Map Steps

5. Place your post-its on your program map
 - Courses designed for EARLIER in program go closer to ENTRY arrow
 - Courses designed for LATER in program go closer to INTENDED ROLES arrow
 - Group courses into:
 - Sequences (connected by direct lines)
 - **Theme clusters** of related courses—themes should relate to PLOs. Name your themes in PENCIL

Visual Program Map Steps

6. If any of your courses meet IGETC, CSU GE, or DVC GE requirements, add a “shadow” post-it of a circle in any color and write the GE that the course meets in the shadow.
 - Try to place these “GE” courses EARLY in your program, so students will have “checked off” a GE even if they switch educational goals.

Visual Program Map Steps

7. Connect your courses to your PLOs—where are students gaining skills and practice that enable them to demonstrate each PLO? Which courses are the best to use as barometers of student progress towards each PLO?
 - Give those “barometer” courses a “shadow” post-it, with the PLO number written on the shadow
8. Does your program have an integrated experience or capstone course? If so, place it next to INTENDED ROLES. Probably it needs a PLO shadow post-it too.

Visual Program Map Steps

9. What, if any, issues have emerged as a result of this process? Are there any changes that need to be made in the program structure, requirements/electives, or PLOs? If there are issues, write them down.

Visual Program Map Steps

10. If you are confident of your post-it placement, tape down the post-its and indicate your sequences, themed clusters, and course relationships in pen.

If your program needs another draft or discussion to reconcile any issues, that is totally OK and expected. Tape down your post-its anyways.

Take a break!

Program Phases Map

- Using the Visual Program Map that your team just created, discuss the beginning, middle and end phases of your program.
- Fill in the template to show how a student should move through your program. Include all program requirements and electives.

Program Sequence Map

- **Using information from your Visual Program Map and Program Phases, fill out the Program Sequence template**
- Four-semester (or two year) sequence of courses showing how students can complete degree or certificate or transfer objectives
- Includes spaces for GE courses—either with specific recommendations or left open to student choice
- Designed for full-time students who are at college level in ENGL and MATH (15 units per semester)
- Recommendations:
 - **Include English and/or Math requirements in the first year and ideally first semester**
 - GE courses placed early on so students switching educational objectives don't have excess units