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Description automatically generated**Program Mapping Team Meeting**

Wednesday, April 14th 2021

Minutes

This meeting was devoted to providing a review of the **Labor Market Survey Review**, a demonstration of **Program Mapper**, an update on including **Course Modality** on Program Maps, and **Mapping Day Plans**.

**Labor Market Survey Review**

* The results of the Labor Market Survey indicate that the GP Steering Committee and the Program Mapping/Meta Majors Team are in favor of adopting the Program Pathways Mapper platform to present LMI on Program Maps. 2/3 of voters opted for Program Pathways Mapper while 1/3 opted for Gladeo.
* Questions about LMI Survey Review: José questioned whether the LMI presented was for entry level positions.

Answer: The state LMI presented is an average for individuals working in any given career at all levels while the regional LMI is an average for individuals at the entry level.

**Demonstration of Program Mapper**

* + Landing Pages
    - Program Mapper has 3 main landing pages: Meta Majors, Programs within the Meta Major, and individual Program pages
    - Individual Program Pages include: Program Overview & Program Learning Outcomes, LMI & Potential Careers, Course Sequencing, Courses Color Coded (GE, CORE, ELEC., etc.), Prerequisites Clearly Identified, Individualized Course Notes
  + Timeline and Steps to adopting Program Mapper: Gather Data, Data Cleaning, Map Authoring and Publishing
  + Benefits of Program Mapper: More Focused Student Course Taking, More Students on Path to Program Completion, Advances to Equity
  + Program Mapper Next Steps: Present and Gain Approval at CCC and AS
  + Questions about Program Mapper: the majority of questions were in regards to the “Benefits of Program Mapper” slide and the student success and equity information presented.
    - Valerie asked if the statistics on the “Benefits of Program Mapper” slide indicate program completion.
      * Answer: No, these are for students advancing in their programs of study.
  + Over how many years do these graphs chart?
    - Answer: A four-year time span.
  + Hilda asked if the information pertained to all students and all programs.
  + Valerie asked if the third chart referred to the 75% PPM users.
  + Patricia asked how we can tell if a student is a Program Mapper user versus one who isn’t?
    - Answer: the graphs shown chart difference in student success when GP was adopted but before Program Mapper was implemented through the time of full implementation. So, this information pertains to all programs of study. The third chart on equity data also refers to all programs of study. This study does not tell us whether a student used Program Mapper, per se, but the difference of student success once this platform was accessible.
  + Adrienne asked about clarifying the terminology for what is meant by “on path.”
    - Answer: this refers to students who are working towards completing their programs of study within the two-year time frame.
  + Sophia asked how we envision students being able to access Program Mapper/how does this connect with Degreeworks and [assist.org](http://assist.org) when students are trying to figure out what their path is?
    - Answer: we are interested in redesigning the website so that Program Mapper will be the first platform students see under the “Academics” tab. Sites like [assist.org](http://assist.org) are used in the formulation of the program maps, so that we know the various degree requirements for students. Program Mapper still shows the courses students could take, but we hope it’s in a way that is easier to grasp than what we currently have on the curriculum page. Program Mapper and Degreeworks are independent. Program Mapper helps students when they are first looking into programs to compare.
  + José asked about how Program Mapper relates to high school outreach.
    - Answer: We do have high school outreach, but the maps aren’t yet published yet, so these aren’t being used just yet. They could be used for high school once they are and, Janie pointed out, also in continuing adult ed, especially in regards to Meta Majors. Meta Majors will be up next year. We need to finish the majority of the maps before we start working on that.

The following questions also need to be confirmed by further discussion and research.

* + José asked if there is an academic paper where this is fleshed out?
  + Can we disaggregate the data to see the numbers by program in addition to the numbers by race?

**Course Modality on Program Maps**

* + Update: We have reached out to Lené and Mary and will be working more on finding out if this is something we can display on the Program Maps and through Program Mapper.

**Mapping Progress & Mapping Day Plans**

* + Update: We now have 85 draft Program Maps as a result of counselor and instructional faculty collaboration. These are accessible to the group, and further information on the Program Maps and the mapping status can be found on the GP Tracking Dashboard. To date, 13 of the Program Maps have been approved by the departments.
  + The Mapping Day is April 23rd. It consists of two sessions, 8:30-10:00 AM and 12:00-1:30 PM. It will be facilitated by our Regional Coordinator and others. The first 20 minutes provide an introduction to design principles, etc., aided by the Program Mapping video shown in this meeting. The final hour is for breakout sessions to devise Program Maps with individual departments.
    - José asked about compensation for attending the Mapping Day.
      * Answer: Part-time faculty will receive a stipend.
    - Laura asked if people should come who have already mapped their department.
      * Answer: You are invited to come, but it would only be for the first 20 minutes or so, because then the individual departments will be in breakout rooms to map.
    - Adrienne asked about including notes on Program Maps.
      * Answer: We’ve already done that, but we’d like to include more.
    - José asked about the roles deans can play other than motivating departments to engage in Program Mapping.
      * Answer: At this point, it’s motivation, but Deans will be instrumental in the future in regards to scheduling enough classes to align with the suggestions of the Program Maps.

**In attendance**: Hilda Fernandez, Janie Garcia, Laura Gamez, Evan Gilstrap, Valerie Fong, Adrienne Hypolite Fatima Jinnah, Elaine Kuo, Natalie Latteri, Amy Leonard, Patricia Crespo-Martin, Dokesha Meacham, Jose Wang-Nava, Sophia Kim