**Texas Pathways Institute #6**

**Mapping Pathways Learning**

**Cadres 3 and 4**

**College:**

In this assignment, your team will address program redesign and the assessment of program learning outcomes. There are separate instructions for colleges that a) have redesigned at least one associate degree program (pp. 2-3) and b) colleges that have not completed a redesign of an associate degree program (p. 4).

Of the essential practices of the fourth dimension of the guided pathways framework, *Ensuring Students are Learning*, practice 4a and 4c state:

4a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

4c. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

The alignment and assessment of program learning outcomes should follow the intentional design and mapping of programs, as indicated in essential practices *1a* and *1c* of the first dimension, *Mapping Pathways to Student End Goals*:

1a. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.

1c. Programs are clearly mapped out for students. Students know which course they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.

**For colleges that have redesigned at least one associate degree program:**

**Redesigned Programs**

1. Which programs of study has your college redesigned to date? Please include degrees and certificates. List programs below or attach a separate document. The text box will expand to accommodate your response.

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In the following sections, describe the changes your college made to **one** redesigned associate degree.

**Program Changes**

1. Provide a map of the program curriculum prior to redesign. This can be a page from a prior year’s catalog, an older advising guide, or a similar document.
2. Provide a map of the current program curriculum.
3. Describe the changes your college made.
	* For example, if you moved a course to a different semester, why?
	* If you eliminated a course or added a course, what was your rationale?

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**Mapping Learning Outcomes**

1. Using the table below, map the **program learning outcomes** for this program of study. Show in which courses a student gains experience in each skill described by a program learning outcome. *A sample is provided.*
2. Describe how the program aligns with student goals.

	1. How does this program of study align with opportunities for further education?

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* 1. How does this program of study align with careers?

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1. Where do you see opportunities for additional improvement?

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1. How do students learn of the learning outcomes for their program?

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Replace the placeholders in brackets with learning outcomes and courses from your program, as shown in the abbreviated sample below. Add or delete rows as necessary.

**ABBREVIATED SAMPLE – AAS in Hospitality, Meeting and Event Planning, Tourism: Hotel and Restaurant Specialization**

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| **Program Learning Outcomes** | **Courses** |
| PLO1: Demonstrate professional conduct and interpersonal communications skills for human resource management and supervision. | HAMG 1321 HAMG 1324 |
| PLO2: Apply management and professionalism skills for guest relations and food and beverage service. | HAMG 1321HAMG 1313 |
| PLO3: Analyze food and beverage inventory, lodging and cost-control practices for standards in the hospitality industry. | RSTO 1325 |
| PLO4: Demonstrate and apply principles of proper food safety and sanitation procedures as well as personal hygiene by obtaining ServSafe Certification from National Restaurant Association. | CHEF 1205 |
| PLO5: Identify marketing techniques and strategies to achieve hospitality industry missions and goals. | HAMG 2307 |

**Program: [Program title]**

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| **Program Learning Outcomes** | **Courses** |
| [Program outcome 1] |  |
| [Program outcome 2] |  |
| [Program outcome 3] |  |
| [Program outcome 4] |  |
| [Program outcome 5] |  |
| [Program outcome 6] |  |

**For colleges that have not yet redesigned at least one associate degree program:**

If your college has not redesigned at least one associate degree program according to guided pathways principles, think through the steps you will take to create program pathways.

1. With which programs will you start your redesign work? How did you choose those programs of study?

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1. How will you “begin with the end in mind,” by learning the information you need about outcomes for employment and/or further education as you work backward to map your pathways?

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1. What changes might you make to your program learning outcome assessment strategy?

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1. How do you plan to engage faculty and other stakeholders in conversations about curricular redesign?

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1. What challenges do you anticipate with this process? How might you address those challenges?

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