Based on national best practice and research on effective Program Maps, the WA Guided Pathways coaches, WSBCTC and College Spark WA leadership have elements for _designing, reviewing and refining quality effective program maps_ to serve as the basis for _getting students on a pathway to completion_. These mapping components have been shown impact key metrics such as retention, credit accumulation, math and English completion and completion. The following design elements or standards may be helpful for colleges and coaches to use as a self-assessment tool in mapping development and implementation. This tool is intended to guide cross college discussion as you convene faculty, student services staff, and administrators from across divisions at your college to discuss the extent to which program maps meet these measures.

QUALITY SCALE: How well are these elements integrated into your design?

1- Fully integrated into both the individual program and all programs in the pathway?
2- Fully integrated into program map?
3- Partially integrated into program map?
4- Not addressed in map design?

Program Name: _____ Date of Review: _____

1. DESIGNED WITH THE END IN MIND

1	2	3	4	Description
				A. The program map is designed with the end in mind to prepare all students to enter employment and/or further education in the field or occupation.
				B. Program learning outcomes are current, valid, comprehensive and aligned with employment outcomes and requirements for success in higher education. The Program Learning Outcomes identify the knowledge, skills and abilities necessary for success in the field.
				C. Selection of electives, mathematics and other content decisions was based on the current Program Learning Outcomes.
				D. Electives have been aligned to the baccalaureate program requirements to reduce unproductive credit and confirm that electives transfer as program credit.
				E. The program is a part of a program cluster or Meta major to allow exploration and program of study decision-making. Common courses have been identified within the pathway to allow on or off ramps to other fields without loss of credit.
				F. Student success patterns including equity gaps have been examined for this program and taken into account in mapping design and information for students. Barriers to entry or success have been considered in mapping design.
				G. A capstone or other means of preparing students for work (internships) or transfer is identified.
				H.

2. CURRICULUM ALIGNMENT AND ASSESSMENT

1	2	3	4	Description
				A. Mathematics requirements are aligned with program learning outcomes and where an algebraic sequence is not appropriate, statistics or quantitative reasoning is included.
				B. College Level English completed in the first 3 quarters (ideally with no stand-alone developmental).
				C. Required math courses are completed within the first 3 quarters regardless of entry point. (Includes Basic Skills. If co-requisite acceleration is in place, it should be built into the map as a default.)

1	2	3	4	Description
				D. Meta major exploratory course and/or major early in the sequence (e.g. within the first 4-6 courses).
				E. Student success course and/or major course in the first term and is an essential component to ensure each is guided in exploring a meta-major, selecting a program of study and developing an academic plan.
				F. Courses in the map have been identified as supporting high impact practices in support of "Ensure Learning" goal of pathways design such as co-curricular engagement.
				G.

3. TRANSPARENT TO STUDENTS, FAMILIES, AND COMMUNITY IN NAVIGABLE FORMATS

1	2	3	4	Description
				A. Program requirements are clearly mapped out so students know which courses they should take and in what sequence. The student can adapt the map to their individual Education Plan to plan for each term's enrollment and maintain progress toward completion.
				B. The program is communicated as a part of a meta-major of similar fields or programs to assist in program choice and reduce unnecessary credits if students make a shift in program of study.
				C. Courses critical for success for this program and other key progress milestones are clearly identified. Program requirements such as background check are noted early to assist students in choice.
				D. Program information is current and easily accessible on the college's website. The information is in accessible language and not in educational jargon.
				E. Maps are utilized to develop an individualized academic plan for each student that identifies the flow of courses and customizes the map for the student's goal and transfer institution.
				F. A process is in place to monitor each student's progress and determine if they are on path and moving toward timely completion. There is a process for each student not "on the path" to have immediate intervention.
				G. Key decision points or milestones are noted on the map. For example, certifications (e.g. automotive, computer science and industrial certification opportunities.
				H. Students and institution can easily see how far they have come and what they need to do to complete their program.
				I.

4. SYSTEMS DESIGNED TO SUPPORT MAPS

1	2	3	4	Description
				A. Maps are reviewed on a regular basis by cross college groups and advisory committees. This review includes faculty and student support to ensure input on the effective student experience.
				B. Systems are in place to utilized maps and individualized academic plans for schedule development to provide consistency in planning for completion. Resources and faculty are aligned with the demand for courses resulting from maps and individual plans.
				C. Software systems for individual academic plans allow for flexibility and updates as students progress.
				D. Data on equity in enrollment and progression is regularly reviewed and gaps addressed.
				E.

NOTES