**MAPPING PATHWAYS: PROGRAM REVISION GUIDING QUESTIONS**

Adapted from a presentation by Kristi Short (Guilford Tech) for the Washington Student Success Center

**STRUCTURED PROGRAMS GUIDING QUESTIONS**

**SEQUENCE**

1. Are the courses in our programs of study sequenced in a way that makes sense for students?
2. Do students learn skills in their first semesters that prepare them for more advanced course work later?
3. Are general education courses required at an appropriate time in the program plan?
4. If we offer a certificate and/or diploma in addition to the degree, do students earn those credentials in a timely manner?

**CREDIT HOURS**

1. If our programs include required courses beyond the state minimum (64 credits) for AAS, why are those courses included?
2. How do we know they’re helping students?

**COURSE CONTENT**

1. Are students learning the same skills in two courses?
2. Is it possible to merge the content of those courses or offer a contextualized course to meet program outcomes?

**ELECTIVES**

1. Can we narrow the choice of electives offered to students?
2. Are there some general education courses that fit our program better than others?

**TRANSFER**

1. When were our 2+ or bilateral agreements last updated?

**CURRICULUM EFFICIENCIES GUIDING QUESTIONS**

**INDUSTRY NEED**

**ADVISORY COMMITTEE**

1. Is our advisory committee representative of local industry?
2. As appropriate, does the committee represent private, public, government, and/or nonprofit organizations?
3. What expertise do the members of the committee have?
4. Does the committee meet regularly, participate in ongoing evaluation/review processes, and share outcomes?

**DEVELOPING A CURRICULUM (DACUM Occupational Analysis)**

1. Does our program meet industry needs as determined by industry professionals (DACUM)?
2. Do our program outcomes produce graduates with the necessary skills to enter the workforce in our industry?

**CREDENTIALS**

1. What are the credentials necessary for our students to be successful in entry-level positions in the industry?
2. Does our program allow students to earn the industry-required credentials as determined by industry professionals?

**COMMUNITY NEED**

**INSTITUTIONAL/REGIONAL CONTEXT**

1. What other neighboring institutions offer this program/credential?
2. Is the market flooded with graduates earning this credential?
3. Do we have a comparative advantage, something that sets this program apart from others in the area?
4. Are there ways we could collaborate to serve students better?

**JOB OPPORTUNITIES**

1. What do we know about our graduates?
2. What are the employment opportunities for our graduates?
3. Is there local community need for our graduates? (Data provided by EMSI)

**COST/EARNINGS**

1. How does the cost of this program compare to the salary/wages of the entry-level position?
2. Does the entry-level position provide family-sustaining wages in our college’s service area/economic region?

**ALTERNATIVE PROGRAMS**

1. Is this program the right fit for our community?
2. Is there another program that would produce graduates with skills more aligned with the community need?

**CURRENT STUDENT SUCCESS WITH EQUITABLE OUTCOMES**

**REVIEW METRICS**

1. Graduation
2. Retention
3. Persistence
4. Course Success Rates
5. Progression
6. Student Demographics
7. Equitable outcomes for underserved populations

**CURRENT CURRICULUM**

**REVIEW NCCCS CURRICULUM STANDARD & COMPARE TO CURRENT PROGRAM OF STUDY**

**CREDIT COUNT**

1. How does our total credit requirement compare to the minimum required credits on the curriculum standard?
2. Do we require more credits than the state minimum?
   1. If so, what area and/or core classes do we require beyond the state minimum?
   2. How do we know the extra classes are helping students?
3. Can we minimize the course requirements and still meet program outcomes?
4. Can needed skills be incorporated into other courses?
5. Do our students typically transfer to a four-year institution?
   1. If so, does our program of study provide a valid pathway for students to easily transfer with junior status?

**GENERAL EDUCATION COURSES**

1. What skills developed through gen ed outcomes will help our graduates meet the needs of future employers?
2. Based on this analysis, do we have the general education courses that most align with our program needs?

**PRE-REQUISITES**

1. Are the local pre-requisites included in our program necessary for student success in our courses?

**ELECTIVES**

1. Can we narrow the choice of electives offered to students?

**DUPLICATE COURSES (IN OUR DEPARTMENT)**

1. Are students learning the same skills in two different courses?
2. Is it possible to merge the content of those courses or offer a contextualized course to meet program outcomes?

**DUPLICATE COURSES (ACROSS THE COLLEGE)**

1. Is our department teaching a course with outcomes from another department?
2. Is another department offering a course with common content?
3. Does our program have a common core with another program?

**PROGRAM OF STUDY AT OTHER COMMUNITY COLLEGES**

1. How is our program delivered at other community colleges?
2. If differences are noted, do other college’s options promote greater student success and program efficiency?

**CONCENTRATION/DIPLOMA/CERTIFICATE**

1. Does the industry recognize this specialization?
2. Are we diluting our resources unnecessarily?

**LOGISTICS**

**SEQUENCE OF COURSES**

1. Are the courses in our programs sequenced in a way that makes sense for students?
2. Do students learn skills in their first semesters that prepare them for more advanced course work later?
3. Are general education courses required at an appropriate time in the program plan?
4. Are students able to earn certificates and/or diplomas in addition to degree in a timely/stackable manner?

**SUMMER COURSES**

1. Can departmental program courses be scheduled for fall and/or spring?
2. Can we minimize the use of summer semester for departmental courses to help our Pell Grant students?
   1. Why or why not?

**COURSE CAPS**

1. Based on the class modality and/or pedagogy, can we increase section caps?
   1. Why or why not?
2. Are courses being filled at an appropriate fill rate?
   1. Is the trend decreasing, increasing or staying the same?

**TYPICAL ROOM USAGE**

1. What size room do we use?
2. Can we move to a larger lecture hall?
3. What is the capacity in the classroom we typically use?
   1. Does this match our section cap?
4. Are we using our specialized spaces by scheduling classes to best utilize that space?

**GENERAL EDUCATION**

1. Which semester are gen ed courses scheduled?
2. Can we plan with other programs to schedule a common time for the gen ed classes?

**PART-TIME PATHWAY**

1. Can our part-time students complete the program in a timely way?
2. Is there a part-time pathway designed and communicated to all students?

**ONLINE COURSES**

1. Do we have courses online?
   1. If so, are our students experiencing the same level of success as in our face to face classes?
   2. If not, can we deliver our course outcomes online?
2. Based on our course outcomes, is it possible to add online courses to our program?

**COHORT ADMISSION**

1. Are we a cohort-admission program?
   1. If so, does our enrollment support adding additional cohorts (i.e. a spring cohort)?
2. Does our enrollment support both day and night cohorts?

**SCHEDULING**

1. Are our courses delivered in standard section times?
2. Are we scheduling each semester so that students may take multiple courses (both program and gen ed)?
3. Are we communicating needs and collaborating with gen ed departments to determine common times for gen ed courses?
4. Are we choosing the best section delivery methods/times for our content and students?

Adapted from: <https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/fall-ssi.aspx>