MVCC Program Mapping Directions

Goals of Program Mapping
    A. *Identify the intent of every course step within a program and reveal connections between courses. Check all course and elective options for hidden prerequisites or potential problems created by exclusive scheduling issues.*
    B. *Identify critical paths and sequences that will take students the longest to navigate or are most likely to affect student success and completion.*
    C. *Apply the best practices from Guided Pathways literature.*

Step 1 – Identify Courses

1. Select 4 Post-It Note Colors
   a. Color one represents Major Courses
   b. Color two represents Prerequisites or Corequisites
   c. Color three represents SUNY General Education Courses.
   d. Color four represents MVCC requirements.
2. MAJOR COURSES: Use your Post-It color that represents your major courses. Label one of these Post-Its "Major Courses." Use the following information to inform which courses are the major courses in your program: program displays, SUNY Transfer Path information or advising guides from transfer institutions, information from advisory committees or licensing/certifying/accrediting bodies. *A sample is attached for clarity*.
   a. In the center of the Post-It, write down the course code and course credit hours.
   b. If there is a pre or coreq, attach the Prereq/Coreq Post-It to the back of the Course Post-It so that some of the Prereq/Coreq Post-It is visible at the bottom of the Major Post-It. List the course code of the pre or coreq and also identify it as "PRE" or "CO."
   c. In the top right, use the Exclusive Course Codes to indicate any exclusivity for this course. Below are the Exclusive Course Codes. Use the file named "Exclusive_course_lookup.xls" if you do not know this information.
      i. U = Utica Only
      ii. R = Rome Only
      iii. O = Off-Campus Site
      iv. N = Night Only
      v. D = Day Only
      vi. F = Fall Only
      vii. S = Day Only
      viii. I = Online Only
   d. As you are creating courses, keep courses that are related by pre or coreqs together.
      i. When you have all of your major classes, line up sequences of dependent courses in order. Your longest list of courses is called your "Critical Path Sequence." Critical Path Sequences cannot be longer than 4 semesters.

2. SUNY General Education Courses: Use your Post-It color that represents your Gen Ed courses. Label one of these Post-Its "Gen Ed Courses." Make sure you reference the "MVCC General Education Quick Reference Guide" provided in your folder and please fill out the "Gen Ed" workbook on your laptop as you create these cards.
   a. When you label each Gen Ed Course, identify the Course Code and Credit Hours in the center of the Post-It. In the bottom left, write down the MVCC Category (1-5) for the course. In the bottom right, write down the SUNY Area (1-10) and abbreviation (provided in separate key) for the SUNY Area covered. Refer to the reference for Gen Ed requirements for the various degrees (AAS, AS, AA).
   b. A recommendation for clarity in program paths:
      i. A GE course should support the student's career or transfer goals and relate to the Program Learning Outcomes.
      ii. An open or restricted elective slot in the program should be limited to classes in only one SUNY Area.
   c. Start by identifying your 5 MVCC Gen Ed Courses. Take care to make sure that these courses do not have prereqs.
      i. Category 1 – Identify the appropriate entry Mathematics course.
      ii. Category 2 – Identify the appropriate Natural Science course.
      iii. Category 3 – Identify the appropriate Social Science or History course.
      iv. Category 4 – EN102 fills both the MVCC Category 4 and MVCC DGV Course requirement for most programs. EN102 and a prereq of EN101.
      v. Category 5 – EN101 or equivalent meets the MVCC Category 5 requirement for most programs.
   d. Identify the rest of the courses to fill out your program's degree requirements.
      i. As you fill out the "Gen Ed" workbook, the requirements for number of MVCC Categories, SUNY Areas and credit hours will show completion at the top of the page.
      ii. If you are using one course that covers multiple SUNY Areas, use the Course 6 and 7 spots in the workbook and include the additional SUNY Areas in the spot that counts the 2nd or 3rd SUNY Area.
      iii. Identify prereq or coreq requirements for your Gen Ed courses.
      iv. If you have an open or restricted elective, include the list below the workbook in the notes section. Include the "Default Courses," or most common courses at the beginning of the list.

Step 2 – Mapping Program Learning Outcomes (PLOs)

1. In your folder you have a hard copy of your program PLOs and the College-Wide Competencies (CWCs). You also have an electronic copy of your PLOs in your program's electronic workbook.
   a. Spend a few minutes comparing your PLOs and the CWCs. The PLOs should have been written with the CWCs in mind.
   b. Start with the first set of CWCs. In the matrix labeled PLOs in your program's workbook, put an "X" next to every PLO that supports CWC #1.
   c. Repeat this for each of the remaining 4 CWCs.
2. In your Mapping Day folder, locate your programs PLOs.
   a. Place your first PLO with some space underneath it.
   b. Place every Major Course or Gen Ed course Post-It that supports your first PLO under that sticky note.
      i. In most cases it will be obvious if the course meets the PLO based on your knowledge of the course.
      ii. If you have a question about a course, you can find the course's official course outline (insert location here) and look for its Student Learning Outcomes (SLOs). If a course supports a PLO, you should be able to identify an element of the PLO in the course's SLOs.
   c. In the upper left-hand corner of every course that meets PLO #1, write down the PLO number and/or Subgoal Letter.
   d. Repeat this for each of your PLOs.
   e. Fill out the "PLO Map" worksheet using this information.
      i. List all of your programs major courses and credit hours (CH) under the Major Courses section.
      ii. For each Major Course, put an "X" under each PLO/Goal it supports.
      iii. List all of your programs Gen Ed courses and credit hours (CH) under the Gen Ed Courses section.
      iv. For each Gen Ed course, put an "X" under each PLO/Goal it supports.
      v. After all courses are entered, the worksheet will calculate a percentage of the coursework that supports each goal. This is broken out into data for all courses, major courses, and gen ed courses. You should expect to see the highest coverage in the major courses. If your major course percentage is low, you should consider how well your program supports that goal.

<u>Step 3 – Map Your Four Semester Sequence</u>

1. Use any Post-It color. Label four Post-Its in Sequence: Term 1, Term 2, Term 3, Term 4.
2. Make sure you have space to spread out all of the course Post-Its.
3. Follow the Mapping Day/Guided Pathway Principles that are in the "MVCC Program and Curriculum Mapping Guidelines and Principles" document that is in your Mapping Day Folder. Don't ignore your current program display, but consider where adjustments would benefit your program for clarity.
4. Start by mapping your Critical Path Sequence and other sequences in your program.
5. When you have a sequence planned, fill out the "Advising Display" in your program's workbook.
   a. All of the information you need to use to fill out this display ***SHOULD*** be on your Post-It notes.
   b. There is a space to the right of every course to fill out Notes for the course. Mark any cell that would be too full of data to read with an asterisk and fill out the clarification in the notes.
   c. Going forward, in any spot where there is a restricted or open elective, you should consider what the "Default Course" should be for your program. For clarity, what is the most likely course that students will take to fill out or meet this requirement?
   d. Fill out any Program Mapping Notes below the display. For example, list your Critical Path Sequence, all other sequences, or any other general advising notes that should accompany this program.
   e. Staple all of your course Post-It notes on to an 11x17 sheet of paper provided by your facilitator.

<u>Step 4 – Fill Out the Updated SUNY Display</u>

1. Fill out the SUNY Display which is the tab of your workbook. This will provide the Academic Project Manager to have the most up to date information about your program for SUNY.