**Program Mapping Team Meeting**

Wednesday, May 19th 2021

Minutes

This meeting was devoted to providing a review of the questions raised about **Program Mapper** at the April meeting, an introduction to Digital Badging, and an update on **Mapping Day and the Student Survey.**

**Program Mapper Q&A Review**

* + In response to questions raised at April’s meeting:
		- Program Maps at Bakersfield College, begun in 2015, were not Systematic until 2019
		- The increase in focused student course taking advances as mapping progresses, from 63% in 2016-17 to 78% in 2019-20
		- Equity Advances: The information on Craig Howard’s charts measure the rates of first time students who are currently enrolled at Bakersfield. Advances to the numbers of students who were “on path” to complete their programs of study within two years increased as mapping efforts progressed, with Black student focused course taking advancing from 67% to 82%, Latinx students from 62% to 80%, and white students from 70% to 81%
		- An academic paper has not been published on Program Mapper’s equity advances, etc., but Craig has presented the initial findings at the “Student Success Conference” (October 2020) and the RP Focus Group (2020). A publication is in progress
		- Moving forward **(ongoing action item)**: we (Foothill GP) can address some of the questions we have of Program Mapper in regards to our own students by looking at disaggregated data for trends in course taking and completion rates pre- and post-adoption of program maps (and potentially Program Mapper)

**Digital Badging**

* + Discussion of how Foundation for California Community Colleges adopted New World of Work (NWOW) skills framework to provide digital badging to show students have earned skills that employers find desirable Point: enables students to see how their programs of study align with labor market trends, what will contribute to finding a job, etc.
	+ Badges provide a common language to discuss skills (that employers value) and SLOs (what students are already learning in their programs of study)
	+ 10 digital badges coincide with top 10 skills that employers say they want throughout the state of California
	+ To earn badges, students demonstrate proficiency in skills that trained professors sign off on based on course work
	+ Schools use these same badges even without training from NWOW because they provide a common language of skills that can be used
	+ Example of how Chaffey College has adopted these NWOW skills and incorporated them into their GP efforts. Chaffey worked with WestEd determine top program skills and assigned meta majors (academic and career communities) based on common skills, which they have color-coded.

Chaffey designed their programs with the intent of students gaining employability skills, regardless of the course curriculum, per se (ex. Thinking about how classical literature classes might benefit a student who majored in this but is not necessarily working in the field: reading comprehension, analysis, etc.)

* + Moving Forward: We can follow Chaffey’s example by clearly indicating the top common skills for programs. If adopting Program Mapper, we can do this on the program landing page (as well as the Meta Major landing page). It would be great to do this with color coding and perhaps badging, but further conversation needs to be had (perhaps with Lené and Carolyn).
	+ Initial Q&A:
		- How would students show their badges? Answer: uploaded to Canvas & LinkedIn
		- Have we identified instructors who are interested in training in badges? Answer: yes, but further conversations need to be had.
		- What would instructors have to do? Answer: upload rubrics, designated by the college (office of instruction); rubrics would be campus wide according to Chaffey’s model—the rubric is easy to fill out and takes about 5 minutes, if that
		- Laura mentioned that it would help if there was a centralized group of people thinking about and working on badges/badging at Foothill—there’s an idea and want to do this, so it would be good to get it off the ground
		- Fatima suggests talking more with Lené in regards to how we would implement this

**Mapping Progress & Mapping Day Plans**

* + 15 departments participated in Mapping Day
	+ Update: We now have enough maps completed (54 department approved +20 anticipated in the next couple of weeks) to think about predictive scheduling.
	+ Fatima met with the Deans to begin conversation about how to use maps to inform when courses will be offered.
	+ Deans were asked to review the approved maps in their Division and make notes of areas of concern
	+ A challenge that arose was around courses with low enrollment that were required for the degree
	+ Scheduling may have to become more a college wide process versus a Division/dept process since General Education and Elective courses on the Program Map come from outside of the Department
	+ Fatima shared with the Deans that Bakersfield College was now using software to help with scheduling.
	+ We also need to think about how to publish the maps. The PDF forms are problematic, so maybe uploading directly on course pages is the better option. This may also solve not having all of the program notes visible as they are now on the maps that have been created if we implement Program Mapper.
	+ Another option when publishing maps is creating a table on a webpage for each program map. This way, we can keep the notes and the quarter by quarter Counseling reminders without the accessibility issues of the PDFs

**In attendance**: Luis Carillo, Hilda Fernandez, Laura Gamez, Evan Gilstrap, Fatima Jinnah, Natalie Latteri, Amy Leonard, Sophia Kim