Mapping for Outcomes: Facilitated Team Time

- **Mapping for Outcomes: Diane Troyer**
- **Program Map Process Discussion**
  - Identify 1-2 strengths and 1-2 challenges in the following process components (Based on your status in mapping either discuss how you approached mapping or if you are in initial stages, how will you plan for effective mapping process):
    - Cross-college, cross-functional engagement (eg. who was involved in creating maps? Did it include faculty outside the discipline, math, advisors, etc.)
    - Structure and facilitated for productive, honest conversation
    - Data to frame existing challenges in progression and completion
    - Equity gaps identified and built into planning for program design
  - Appoint a team member to share a couple briefly with the group
- **South Puget Sound & Pierce Presentations on Process**
- **Program Map Quality Rubric Exercise**
  - Using the Program Map Quality Rubric and the 2 maps (or curriculum plans) that you bought assess one CTE and one transfer program against the Criteria #1 and #2.
  - Based on your scores, what are 1-2 strengths and 1-2 challenges or gaps in the mapping quality for your two programs. Summarize on the Flip Chart.
  - Looking at your challenges, what are 1-2 actions that you could take to strength the map.
  - Thinking about other programs, are there those who you think will need additional examination and refinement? Which are they?
- **Application of Mapping Design to Students – Looking at the maps you examined, what would its application be?**
  - What is the first term a student would enroll in:
    - Discipline/ Pathway specific class
    - College level math
    - College level English
  - What about a part time student?
  - What about a student assessed as not college ready in math?
  - Summarize the challenges in application to specific student populations on the flip chart for your afternoon team time