

## Brief Overview

*Branding is Important:* It internalizes the initiative, it shifts it in-house which means ownership, it will not go away. At MDC it went from Bill & Melinda Gates Foundation Grant to MDC3 (Commitment, Community, Completion) to SAI (Student Achievement Initiatives).

At MDC, the course mapping was the responsibility of the *Undergraduate Program Pathways (UPP)* team.

The UPP was the only team out of the rest of the overarching structure that was composed of *27 discipline faculty representatives*. The faculty representatives were voted by their discipline and then appointed by the college president.

*Data-based Planning Phase:* Only lasted about 6 months (2011-2012). Word of caution - do not wait too long to launch, it is a moving target, by the time you do start you may need to update, and precious time is gone.

## UPP Charge

- Identify Barriers to Student Success (Literature & In-House)
- What We Learned: Students Need and Want Structure (Literature & In-House)
- Implementation Phase (2012-2013, 2013-2014)
  - Identify highest “major” enrollment and tackle those first (for MDC they were Psychology, Business, Criminal Justice, Biology and Nursing/Health Sciences)
  - Inter-disciplinary discussion is important – cross pollination to note how courses can be contextualized, modularized, etc.
  - Sequence of courses! (this tackles GenEds)
  - Pre-requisites, Co-requisites for program of study (Reach out to Transfer Institutions)
  - Math & English courses
  - Electives (Highly Recommended)
  - National Discipline Trends (e.g., American Psychological Association; contextualized an existing course)
  - Course Competencies & College Learning Outcomes
  - Graduation Requirements need to be included: Foreign Language, Computer Competency

Concurrent Session I/Presentation 1

- Keep flexibility in mind, although some disciplines have to be more prescribed than others
- Weekly Meetings, Email communications, Discipline meetings, Discipline Retreats, for two years!
- Incorporate Professional Development as much as possible

The course maps are a living document – they have to be updated each semester or annually

See *sample of Course Sequence Guide (CSG) – Psychology Discipline*

### Challenges, Gaps & Institutional Struggles

- *Inclusivity not Exclusivity*
- *Administrative “Anchors”*: Remember this is institutionalized, so no one should feel excluded. Be careful about “faculty-driven” only motto, it impacts everyone. The point is to break down silos but because this work is so massive, with many teams involved, it’s easy to get caught up on your task, you don’t want to become silos yourself.
- *Enrollment* in other disciplines may decline because of course sequence
- *“Opt-In”* for our developmental students – Florida at the time
- Possible *Double-bind for faculty* – “Conspiracy Theories”. Union and/or Faculty Senate are important!

### Take Away Points

Transparency. Communication. Consistency.