

Program Mapping Pre-Work Worksheet PAGE 1 (Mapping Day)

Program: _____ (circle one) Degree or Transfer Prep

1. Top 2-4 Transfer Schools (if applicable)

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2. Top 4 “straight to workforce” positions (if applicable)

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3. Identifiable **Entry Skills/Requirements** for the student’s “next step”: (circle one) transfer or workforce
- a. Do NOT simply state which courses provide those entry skills for the next step but rather try to identify what skills/knowledge are necessary for that next step. This is particularly important for transfer programs (i.e., what PREPARES students for upper division courses, *NOT what prepares to breeze through upper division courses*. This aspect is CRUCIAL in terms of equity.)

a)	b)	c)
d)	e)	f)
g)	h)	i)

4. The Program of Study sheet on your table has your PLOs in bullet form.
- a. If you are mapping a “Transfer Prep” program which has no PLOs, OR if the PLOs are too broad, develop ABBREVIATED DRAFT PLOs below ("Upon completion of this transfer prep program, students will be able to ...")

PLO 1)	PLO 2)
PLO 3)	PLO 4)
PLO 5)	PLO 6)

5. Write the letter of the “**Entry Skill/Requirement**” (#3 above) that is aligned with each PLO (from the Program of Study or from #4 above).

PLO 1)	PLO 2)	PLO 3)
PLO 4)	PLO 5)	PLO 6)

Program Mapping Pre-Work Worksheet PAGE 2 (Mapping Day)

TAKE THIS BACK TO YOUR DEPARTMENT FOR A DISCUSSION AND ACTION

Based on page 1, should the program's PLOs be modified because there is a mismatch in the alignment of Entry Skills/Requirements for the student's next step and the PLOs? If so, how?

6. Write down an ABBREVIATED VERSION of suggested PLOs to bring back to your department for further discussion.

PLO 1)	PLO 2)
PLO 3)	PLO 4)
PLO 5)	PLO 6)

7. Write down any "soft skills" that are necessary for the student's success at the "next level" (transfer or workforce) which are not accounted for in the above PLOs.

soft skill 1)	soft skill 2)
soft skill 3)	soft skill 4)
soft skill 5)	soft skill 6)

TAKE THIS BACK TO YOUR DISCIPLINES FOR FURTHER DISCUSSION

For now, this page represents the "end goal" for students in your program.

Program Maps will be constructed with this "end goal" in mind.

Moreover, we need to design the Program Maps such that **ALL students** are supported and have a **reasonable chance of success/completion** based on that support.

Program Maps should be an attempt to break with the tradition in which "prepared students" succeed/complete and "underprepared students" do not succeed/complete.