

Facilitating Graduation at CSU Channel Islands
Item 7: Implementing Degree Roadmaps and Critical Degree Paths
September, 2005

Dr. Ted Lucas, Provost and Vice President for Academic Affairs
Dr. Terry Ballman, Chair, Academic Senate

Degree Roadmaps:

As part of the implementation of new degrees, programs develop four, five, and six year roadmaps for the degree. The roadmaps are available to students on the CSU Channel Islands website under the program's homepage. They identify a recommended sequence of study for part time and full time students so that they know which courses are required and which courses are electives.

Next Steps: There is uneven compliance among programs with regard to disseminating information about these roadmaps. At advising sessions, students need to be aware of their availability and how to interpret them. Two and three year roadmaps need to be developed for the transfer student and these need to be disseminated to prospective as well as current students.

Model Schedules of Classes:

Undergraduate majors are asked to develop and make available on their website model schedules of classes, showing the student the year and semester when courses will be offered, preferably projecting out three or four years. These model schedules increase the chances student will find required courses available when they are needed, which is especially important in small majors where courses are not offered regularly. It is also valuable in programs that have several tracks or emphases they are supporting simultaneously.

Next Steps: Model Schedule of classes need to be reviewed and updated regularly because of faculty changes, addition and deletion of courses. They also need to be presented in an attractive and common format.

Critical Path Flows in the Major

Some majors have developed critical path flows charts for their degrees, showing the proper sequence in which students should take course in the program. Math and computer science do this especially well. As an exercise, developing critical path flows help faculty planners avoid bottlenecks in the requirements and in the scheduling. It is especially valuable for programs where skills and knowledge build sequentially, such as in technical fields, languages, and professional areas.

Next Steps: There is incomplete utilization by programs of this technique by programs. Students needs to be better informed about interpreting these paths during advising sessions.