

An aerial photograph of a large, modern university campus. The image shows a vast green lawn in the foreground, with several large, multi-story buildings in shades of blue and grey. The buildings are arranged in a somewhat grid-like pattern, with some featuring prominent architectural details like towers or spires. The sky is a clear, pale blue. The overall scene is bright and well-lit, suggesting a sunny day.

Academic Senate Role in Guided Pathways

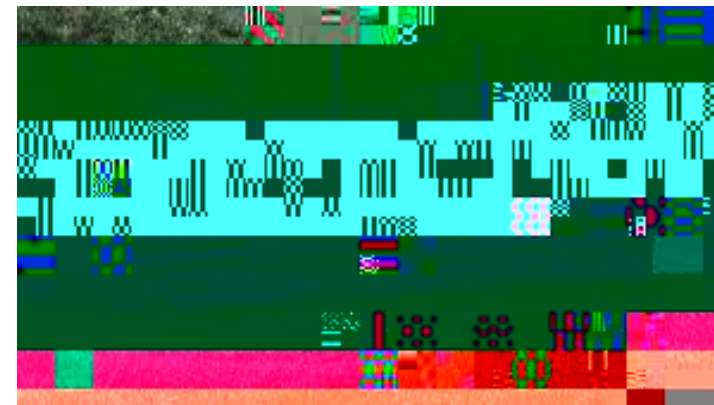
ASCCC @ Hartnell College

Presenters



ASCCC — STUDENT-CENTERED, FACULTY-DRIVEN

- Ginni May, ASCCC Vice President, Guided Pathways Task Force Chair
- Jeffrey Hernandez, ASCCC Guided Pathways Task Force Lead



Presentation

DESCRIPTION

As we prepare for the final year of state funding under the California Guided Pathways Award program, long-term sustainability of guided pathways requires that colleges integrate their efforts with their existing institutional structures, including their academic senates.

In this presentation, we will review foundational elements of Guided Pathways and the Academic Senate, and their inherent interconnection.

We will conclude by considering how to align Guided Pathways with local governance structures.

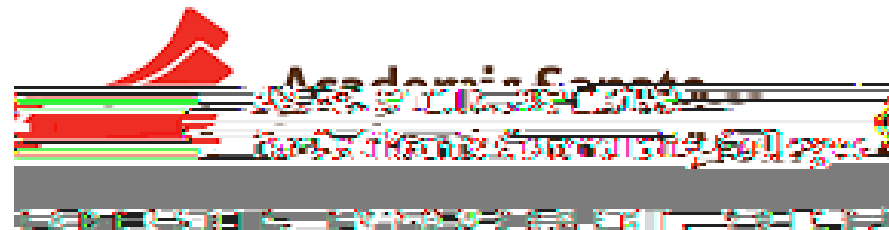


Guided Pathways and the Academic Senate



Faculty Involvement and Local Academic Senate Leadership in College Guided Pathways Efforts

- Academic senates must take leadership in the effort.
- Ensure faculty involvement from all disciplines and expertise.
- Use governance structure and committees to keep faculty, staff, and students involved and engaged.
- Advocate to support faculty efforts with time and resources.



Shared Governance

Ed Code 70901-70902

Local governing board must ensure faculty, staff and students the

- right to participate effectively in district and college governance, and
- right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Title 5 53200,

53203, 51023.5, 51023.7

- consult collegially

senates and the governing board (or designee)

- Requires the governing board to have policies and procedures for staff and students to participate effectively in college and district governance



The 10+1 – Title 5 53200

d)

shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- 1) relying primarily upon the advice and judgment of the academic senate; or
- 2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations .



Other Areas which Require Academic Senate Role

- Equivalence to the minimum qualifications (Equivalency) - Ed Code §87359
- Faculty hiring processes Ed Code §87360
- Administrative retreat to faculty (determining minimum qualifications areas) Ed Code §87458
- Establishment of the curriculum committee Title 5 §55002



Chancellor's Office Perspective on Guided Pathways

~~is not another initiative—~~

college coherence in order to advance the
visibly transform the student experience.

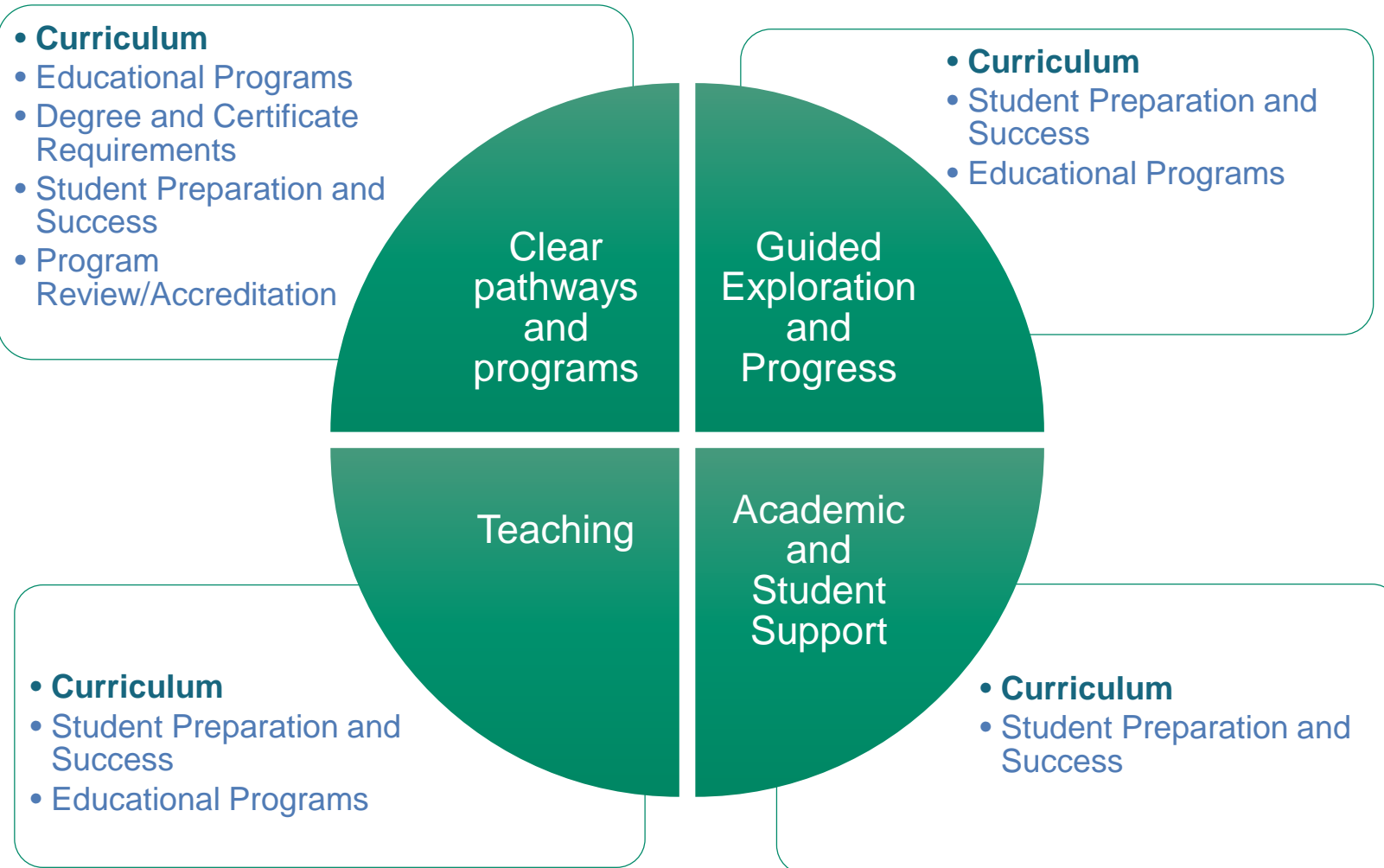
and



ASCCC Guided Pathways Principles



The 10+1 and Guided Pathways



E c ? D c d G

Major Objectives of Guided Pathways Institutional Redesign:

- Close equity, achievement, and opportunity gaps
- English, English as a Second Language, and Mathematics Pathways
- Streamlined student journey so that financial aid is not wasted on unnecessary course taking
- Curriculum that is culturally responsive as well as relevant to students' career and future educational goals
- Student Self-Agency: students are provided with clearly defined pathways and program maps to choose their self-determined educational goals



Guided Pathways and the Academic Senate



Guided Pathways and Program Review





R c P c d c ? a c a Q c
P c c
? F c ? c c ?

- Academic and Professional Matter: #9 of the “10+1” – Processes for Program Review
- Guided Pathways Institutional Redesign: full, comprehensive and ongoing program review
 - Ensuring Equitable Access and Outcomes
 - Examination of Data (all data)
 - Course review
 - Certificate/Degree review
 - Student Services review

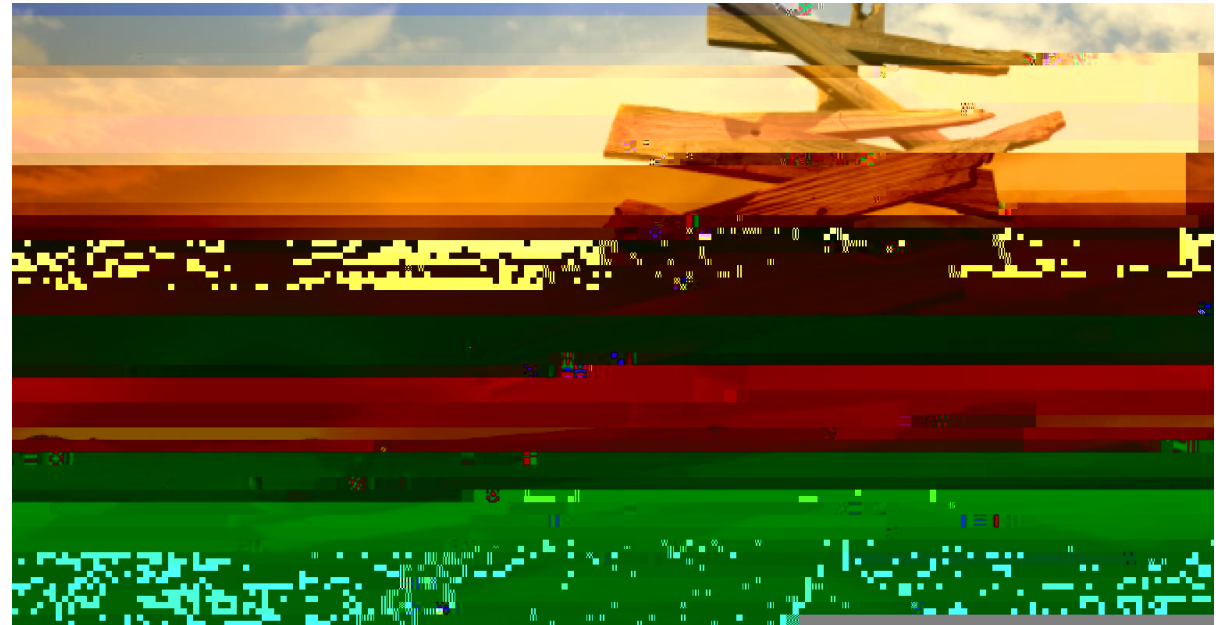


Guided Pathways and Curriculum



Clarify the Path

Create clear
curricular pathways
to employment
and further
education



Clarify the Path: Role of the Academic Senate and Sub-Committees

- The clustering of programs (aka meta -majors, areas of interest, fields of study) for the purpose of communicating pathways
- Clear alignment of programs with related outcomes
- Consider relevant industry and career focuses
- May have catalog/website impact
- Involvement in program mapping



Clarify the Path: Role of the Academic Senate and Sub-Committees

- Simple choices of courSimc



Enter the Path

Help students
choose
and enter
their pathway



Enter the Path – Role of the Academic Senate and Sub-Committees

Guided Self Placement, Onboarding

First -year experience programs to help students explore the field (curricular offerings) and choose a major

Full program plans based on career/transfer requirements

Contextualized, integrated academic support to help students pass English and mathematics/quantitative reasoning courses

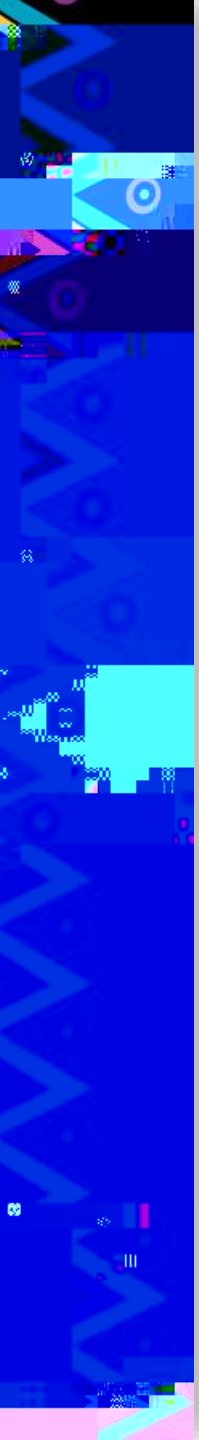
K-12 partnerships focused on career/college program exploration



Stay on the Path

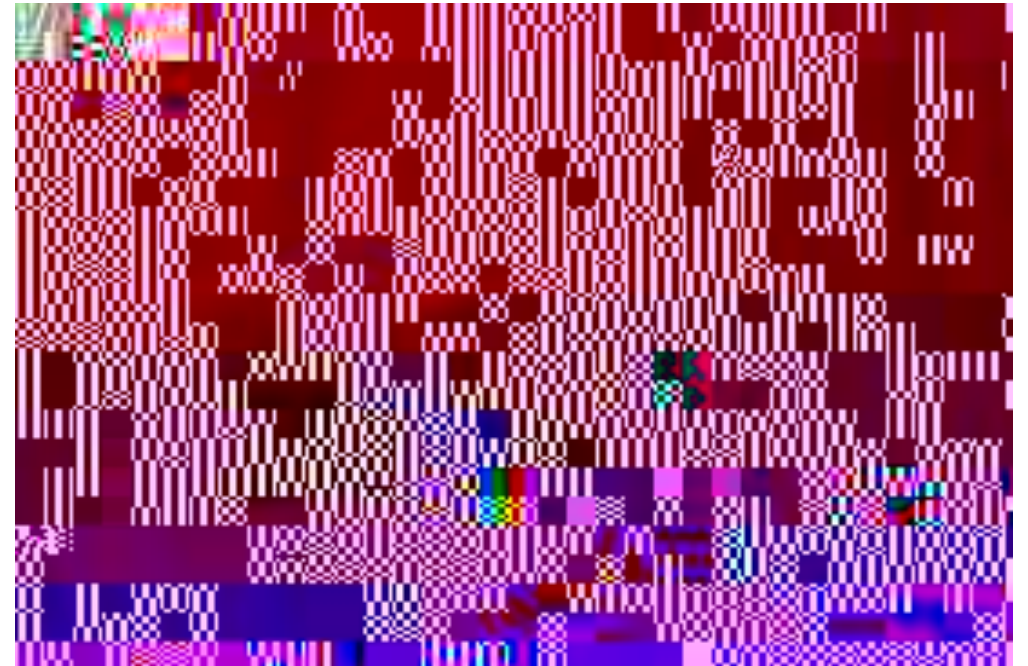
Help
students
stay on
the path





Ensure Learning

Ensure learning
is happening
with intentional
outcomes



Ensure Learning – Role of the Academic Senate and Sub-Committees

Program -specific learning outcomes aligned with the requirements for success in employment and/or further education

Project -based, collaborative, and applied learning experiences

Respond to the results of learning outcomes assessments to improve the effectiveness of instruction across programs and within the curriculum

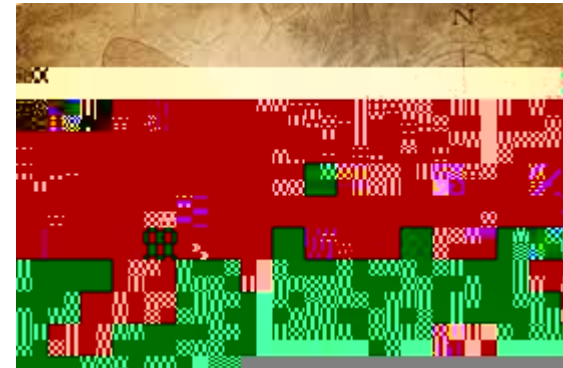
Ensure incorporation of effective teaching practice



Guided Pathways and Courses

Mapping and other discussions may lead to discoveries:

- Courses that are not offered with frequency or consistency (and may need to be offered more)
- Courses in need of revision
- Courses lacking meaningful SLOs or SLO assessment
- Courses lacking connection to any program
- Courses with a dubious connection to a program



Cross-institution conversations may give rise to professional development on

- Cross-discipline courses
- Breaking down discipline silos



Guided Pathways and Courses

- How will mapping lead to a change in course offerings?
- How will providing general education recommendations provide adequate/optimal/robust course choice?
- How are the right courses determined for each program? Are they critical for success/lower division preparation?
- How will pathways work lead to fewer choices, more choices, or different choices?
- What is the relevance of GE courses to students in the program and the faculty?



Guided Pathways and Programs

-



Guided Pathways

- ADTs
- UC Transfer Pathways
- Local degrees
- Certificates
- CTE Programs
- Others?



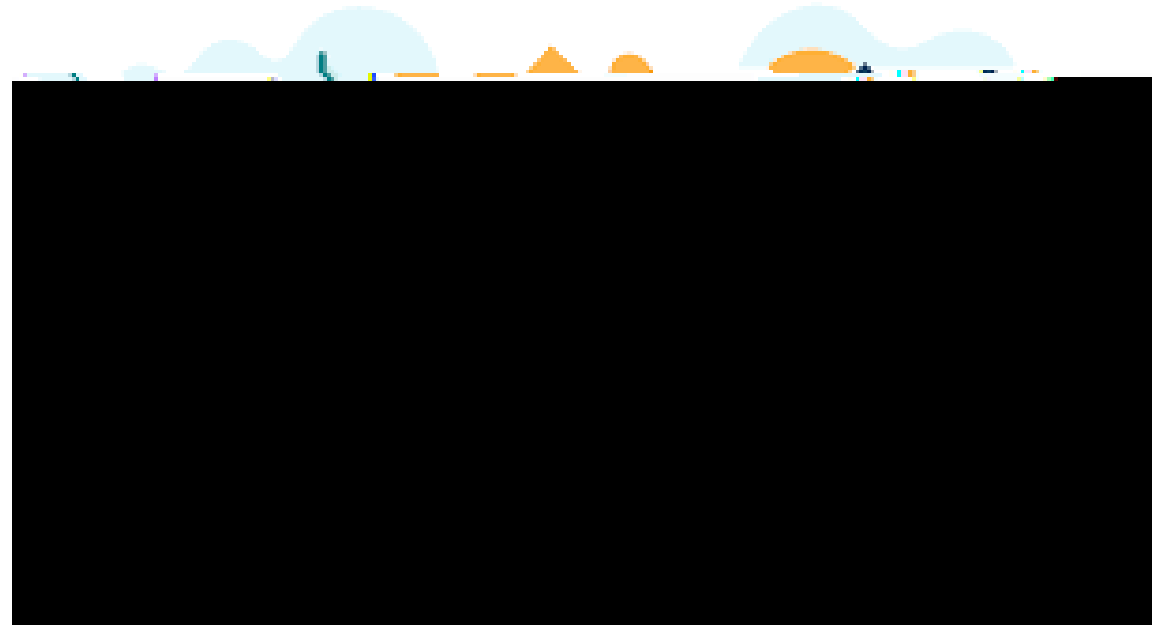
Integrating Guided Pathways with Governance Structures



Guided Pathways Implementation and Governance

Implementation should be occurring through shared governance structures and existing processes

- Not outside the process
- Not top down
- Not rushed
- Not pushed through



Not Just Change— Sustainable Change!

Integrating Guided Pathways into the campus institutional processes creates sustainable change across the institution and long-lasting impact instead of perceived temporary changes.





Guided Pathways & Governance Structures

The Need for Integration

- Common at colleges is a guided pathways structure that parallels governance. There may be points of intersection but not necessarily integration.
- College personnel and constituencies in governance structures may feel like they are for Guided Pathways but critical decisions are made
- The objective is to move toward integrating guided pathways and adapting governance to support and advance guided pathways

Guided Pathways: Shifting from



Integrated Guided Pathways Structures

- Integrated Guided Pathways structures developed through existing governance processes



Guided Pathways & Governance Structures

- President makes final decision after
 - collegial consultation (rely primarily upon or mutual agreement) with Academic Senate on academic and professional matters and
 - effective participation for students and staff on matters that affect them
- Decision -making on college policies and processes is described in governance handbook
- Guided Pathways decision -making occurs through existing governance structures, e.g., Academic Senate, College Council, etc.
- Decisions on Guided Pathways support equity and cross-functional implementation with the students end in mind





Integrating Guided Pathways & Governance

Which way to go?

- Deciding which committees are the right decision -making bodies to go through

Resource accountability:

- Deciding where GP resources are spent, what other resources are pooled with GP resources, and who approves requests for funding and using what rubric

Consistent, accurate communication across campus throughout the governance process

- Engaging key transformative campus leaders, constituencies, and stakeholders
- Making sure that important voices are heard and needs are met



QUESTIONS?





Thank You!!