Guided Pathways and Curriculum

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"I'M SORRY. WHAT OTHER OPTIONS ARE THERE?"

Description

Curriculum serves as the centermost catalyst for the guided pathways movement. With so much change happening in our system affecting course and program development, colleges are experimenting with new innovations and approaches to learning. This workshop is intended for faculty with all levels of curriculum knowledge to discuss the impacts of the guided pathways principles on their curriculum, as well as how recent changes connect to a college's framework.

What Will We Cover?

- Curriculum and Guided Pathways
- The Role of the Curriculum Committee
- Impact of Guided Pathways on Curriculum
  - Course level
  - Program level
- Curriculum approval processes
  - What's new?
  - What's coming…
  - What's on your mind…?

- What brings you to this breakout?

- What is your role with curriculum?

- What do you hope to learn?

Curriculum and Guided Pathways

…the fundamental problem with the community college is the "…structure of its curriculum and the institutional assumptions that undergird that structure. In its attempt to serve all members of an area, the typical community college has allowed to proliferate a wide range of academic, occupational, general interest and service courses and programs." Though some type of guidance is available, many students can't and don't use these services at all.

https://www.insidehighered.com/views/2016/06/23/essay-challenges-facing-guided-pathways-model-restructuring-two-year-colleges

Curriculum and Guided Pathways

- "the cafeteria-style, self-service model"
- "Students, many of whom are the first in their families to go to college, might enroll without a clear goal, get inadequate or incomplete advising, and take courses that don't lead to a specified outcome, are out of sequence or that they've already taken."

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The Role of the Curriculum Committee
in a Guided Pathways Framework...

- CLARIFY THE PATH
- ENTER THE PATH
- STAY ON THE PATH
- ENSURE LEARNING

Role of the Curriculum Committee: Clarify the Path

- 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
- Considers relevant industry and career focuses
- May have catalog/website impact

Role of the Curriculum Committee: Clarify the Path

- Involvement in program mapping
- Simple choices of course sequencing to show students (full-time, part-time, evening) a clear pathway to completion, further education, and/or employment
- The relevance of general education
- Critical courses, embedded credentials, and progress milestones
- Determining the "right math" and other aligned coursework, including general education

Role of the Curriculum Committee: Enter the Path

- Use of multiple measures to assess students' needs and interests
- First-year experiences to help students explore the field and choose a major
- Full program plans based on career/transfer requirements
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration

Role of the Curriculum Committee: Stay on the Path

- Embedded academic support built into the curriculum
- Learning communities and other interventions
- Faculty familiarity and engagement with program requirements across disciplines
- Awareness of program design that helps students redirect and change their goals without amassing significant numbers of units
- Inescapable student engagement, opt out model

Role of the Curriculum Committee: Ensuring Learning

- Program-specific learning outcomes aligned with the requirements for success in employment and/or further education
- Project-based, collaborative, and applied learning experiences
- Faculty-led improvement of teaching practices throughout the pathways
- Respond to the results of learning outcomes assessments to improve the effectiveness of instruction across programs
- 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
  - 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 call for more professional development on cross-disciplines or between silos

Noncredit Courses: Ten Categories

1. English as a Second Language (ESL)*
2. Immigrant Education
3. Elementary and Secondary Basic Skills*
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational*
10. Workforce Preparation*
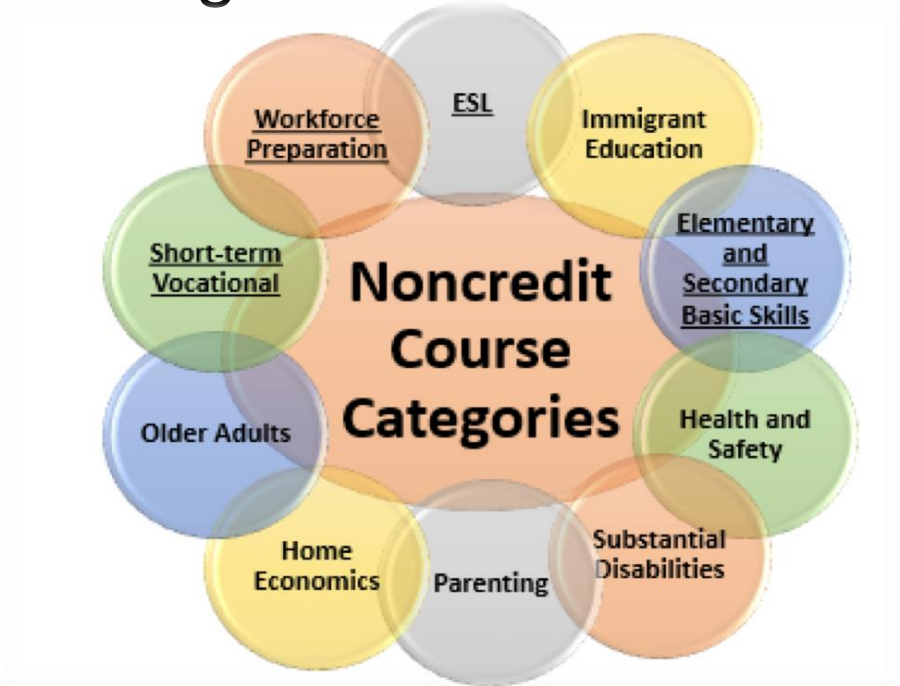
*Areas (1), (3), (9), (10) are eligible for Enhanced Funding if associated with an approved noncredit program.

Guided Pathways and Courses

- Will mapping lead to a reduction in courses?
- Will providing general education recommendations lead to reduced choice?
- Are the courses in each program critical for success/lower division preparation?
- 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

- Helps faculty laser-focus a program's goal to guide and prepare students to enter further education or employment
- Helps identify extraneous or duplicative programs during mapping, sorting, cross-discipline discussions, including with counseling
- Encourages faculty to talk about their programs with other stakeholders (counselors, students, admin) to understand the bigger picture
- Recognizes milestone, including maximizing the use of "stackable" certifications?
- Looks for "bridges" to facilitate movement between programs for students who change their focus

The Curriculum Landscape to Support Pathways

- ADTs are a form of pathways
- IGETC transfer agreements in Physics and Chemistry
- Title 5 change for Certificate of Achievement from 18 to 16 minimum (semester) units
- What about local degrees and certificates?

Curriculum Approval Processes

Did you know?

- Colleges are permitted to self-certify certain types of curriculum:
    - All credit courses
    - Modified credit programs with the exception of ADTs
    - New credit programs with a goal of local program with the exception of new CTE credit programs and Apprenticeship

Curriculum Approval Processes

- Discipline faculty develop and submit
- Senate 10+1 – faculty purview
- Local curriculum committee reviews and approves
- May include separate tech review, DE review, requisite review, etc.
- Local governing board approves
- Chancellor's office reviews, chapters, and issues Control Numbers

Curriculum Approval Processes

- Curriculum can now be published in catalog, schedule, etc.
- eligible for apportionment
- sent for external articulation and transfer agreements (may take an additional year; coordinate with your AO)

So What is COCI?

- Chancellor's Office Curriculum Inventory: https://coci2.ccctechcenter.org/
- New system, home grown by CCC Tech Center at Butte
- Replaced old CIV-2 system by Governet
- Allows submission of courses and programs for either review and approval, or auto-approval
- Provides chaptering of college curriculum, but college will be the primary record keepers
- This leads us to the certification process…

PROTESTING AGAINST NEW TECHNOLOGY - THE EARLY DAYS

College Certification Process for Auto-Approval

- In order to be given auto-approval rights, colleges certify annually that the local curriculum development, review and approval process follows statutes and regulations:
- California Education Code
- California Code of Regulations, Title 5
- CCCCO Program and Course Approval Handbook (PCAH)

College Certification Process for Auto-Approval

- Even though COCI has fewer "required" fields for submission, colleges are still expected to have a robust local process.
  - College certification is signed by the CIO, curriculum chair, academic senate president and CEO
  - Colleges are permitted to self-certify certain types of curriculum:
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What is Auto Approval?

- Automated through COCI, but not automatic
- New COCI will validate certain fields such as CB codes
- Courses submitted correctly will get an automatically generated course control number (CCN)
- Good news—Much faster approval, plus a shorter queue for everything else
- Caveat—More important than ever to make sure local process is aligned with Title 5 and PCAH

Title 5 Changes are coming...

Considerations leading to changes:

- Pathways may bring systemwide regulation change
- The implementation of AB 705
- Key performance metrics include completion of transfer-level English and math in the first year
- Metrics of the new funding formula
- Other equity metrics based on Guided Pathways as an equity initiative

Questions?

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