



Academic Senate, Curriculum Committee, and Guided Pathways

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Some questions to think about during the presentation...

1. How does your college ensure collegial consultation and effective participation in a Guided Pathways framework?
2. What are some characteristics of “effective participation”? “collegial consultation”?



Overview



- The Academic Senate
 - The Basics
 - Collegial Consultation and Effective Participation
 - Foundational to Curriculum and Guided Pathways
- The Curriculum Committee
- Guided Pathways
- Discussion/Questions

The Academic Senate



What are the legal sources that define the rights and responsibilities of the academic senates?

- California Education Code
- California Code of Regulations – aka Title 5 Regulations



Education Code §70902 (b)(7)

“The Governing Board shall ... ensure ... the right of academic senates to assume primary responsibility for making recommendation in the areas of **curriculum** and **academic standards**.”

(Established by AB 1725 –
Passed by the legislature and signed by the governor in 1988)



Title 5 §53200 – Definitions

- (b) Academic Senate means an organization whose **primary function is to make recommendations with respect to academic and professional matters.**
- (c) Academic and Professional matters means the following policy development and implementation matters:

The “10 + 1”

Title 5 §53200 (c)

- 1. Curriculum, including establishing prerequisites**
- 2. Degree & Certificate Requirements**
- 3. Grading Policies**
- 4. Educational Program Development**
- 5. Standards & Policies regarding Student Preparation and Success**
- 6. College governance structures, as related to faculty roles**
- 7. Faculty roles and involvement in accreditation process**
- 8. Policies for faculty professional development activities**
- 9. Processes for program review**
- 10. Processes for institutional planning and budget development**

And don't forget...

The “Plus 1”

11. Other academic and professional matters as mutually agreed upon



Collegial Consultation – DEFINED

NOT the same as consultation

Title 5 §53200 (d)...the district governing board shall develop policies on academic and professional matters through either or both of:

1. Rely primarily upon the advice and judgment of the Academic Senate
2. Reach mutual agreement with the Academic Senate by written resolution, regulation, or policy

You should be aware of your board policy on each of the 10+1.

Important Notes on Collegial Consultation

- The Governing Board has the final say.
- The Governing Board is never prohibited from acting.
- “Exceptional circumstances” and "compelling reasons" vs. "compelling legal, fiscal, or organizational reasons."

Title 5 § 53203 - Powers

- (a) Governing Board shall adopt policies delegating authority and responsibility to its Academic Senate and requires **collegial consultation**.
- (b) Policies in (a) shall be adopted through **collegial consultation** with the Academic Senate.
- (c) Guarantees the Academic Senate the right to meet with or appear before the board while in the process of **consulting collegially**.

Title 5 §53203 – Powers

(d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

(Drum roll, please!)



Rely Primarily

(1) When *rely primarily*:

the recommendations of the senate will normally be accepted, and only in **exceptional circumstances and for compelling reasons** will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

“Exceptional circumstances and compelling reasons”

These terms mean that ... in instances where a recommendation is not accepted the reasons for the board’s decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context.

--From *Participating Effectively in District and College Governance*, ASCCC/CCLC, Fall 1998

Mutually Agree

(2) When *mutually agree* (and an agreement has not been reached):

- Existing policy shall remain in effect except in cases of legal liability or fiscal hardship.
- Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.



Title 5 § 53203 – More Powers

- (e) Academic Senate may assume responsibilities and perform functions as may be delegated by the Governing Board.
- (f) Appointment of faculty members to college committees **shall be made by the Academic Senate in consultation* with CEO or designee**; collective bargaining agent may seek to appoint faculty (per local policies and collective bargaining agreements).

**Note that “consultation” is not the same as “consult collegially”.*

What other matters are senate purview? Can you name them?

- 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
- **Establishment of the curriculum committee – Title 5 §55002**

Effective Participation – Students

Title 5 §51023.7 (a)

The governing board shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance.



Effective Participation – Students

In Guided Pathways – known as the “9+1”

- 1. Grading policies**
2. Codes of student conduct
3. Academic disciplinary policies
- 4. Curriculum development**
- 5. Course/program initiation or elimination**
- 6. Processes for institutional planning and budget development**
- 7. Standards and policies regarding student preparation and success**
8. Student services planning and development
9. Student fees
10. Any other district or college policy... that will have a significant effect on students

Effective Participation – Staff

Classified Professionals

Title 5 §51023.5 (a)

The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to **participate effectively** in district and college governance.

Title 5 §51023.5 (a)(4)

Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.



Practices and Processes

Establish practices and processes regarding Shared Governance, Participatory Decision-Making, or **Effective Participation** before they are needed!

- College Governance
- Academic Senate
- **Curriculum**
- **Guided Pathways**

Practices and Processes

Ensuring Effective Participation in...

- Establishing committees, work groups, and/or task forces
 - Membership
 - Task or charge
- Scheduling of committees, work groups and/or task forces
 - Consideration of members' schedules
 - Timely notification
- Communicating the work
- Following decision-making protocols consistent with college practices and processes



Curriculum Committee



Where and how does your Curriculum Committee fit in the college governance or committee process?

- A committee of the Academic Senate?
- A separate committee established by mutual agreement between the administration and the academic senate?
- Other?

Title 5 § 55002

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

Does Your Curriculum Committee have Subcommittees?

- Technical Review
- Distance Education
- Student Learning Outcomes
- Prerequisite/Corequisite/Advisory
- General Education
- Multicultural/Equity
- Honors
- **Guided Pathways**
- Others...



Guided Pathways





- Logo for resources
- Standing agenda item at ASCCC Executive Committee Meetings
- Broad communication with system partners
 - California Community Colleges Chancellor's Office
 - Research and Planning Group
 - Student Senate for California Community Colleges
 - And more...

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
GUIDED PATHWAYS TASKFORCE

GOALS

Amplify Equity Work

Program Review and Related Processes

College Onboarding Processes for Students

Professional Development

Governance Structures



COMMUNICATIONS AND STATEWIDE COMMITTEES

Guided Pathways Advisory (GPAC)

RP collaborative works

Vision Resource Center

Workgroups

5C



CANVAS WEBSITE

Tools

Work area

Webinars

Handbook

Guided Self Placement (GSP)



WEBINARS

10 Fall 2018 webinars
(over 100 institutions
over 800 attendees)

Canvas website

Spring 2019 webinars
(104 institutions,
733 attendees)



PRESENTATIONS

ASCCC Institutes/
Regional meetings

RP Group &
Student Success
Conference

Academic
Academy

ACCJC

CIOs

IEPI GP

GP Regionals

AB 705 Coding



TOOLS

Scenarios

Rostrums

Worksheets

Guidelines

GSP

Handbook

Papers



GUIDED PATHWAYS LIAISON SUPPORT

Meetings

Liaison Memos

Personal
Communication

Academic
Academy
Sept. 1 Week



TECHNICAL VISITS

Virtual coaching

Virtual visit

Visits customized
to college needs

Chancellor's Office Perspective...

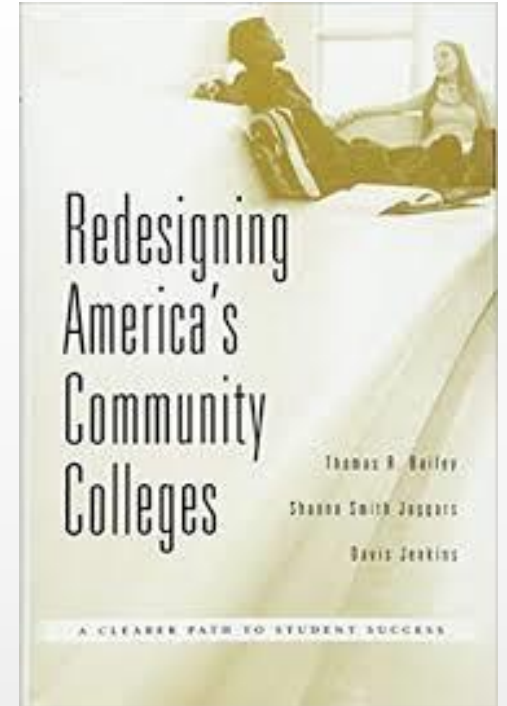
Guided Pathways...~~is not another initiative.~~

is a framework and mindset driving to optimize system and college coherence in order to advance the *Vision for Success* and visibly transform the student experience.

Guided Pathways Redesign

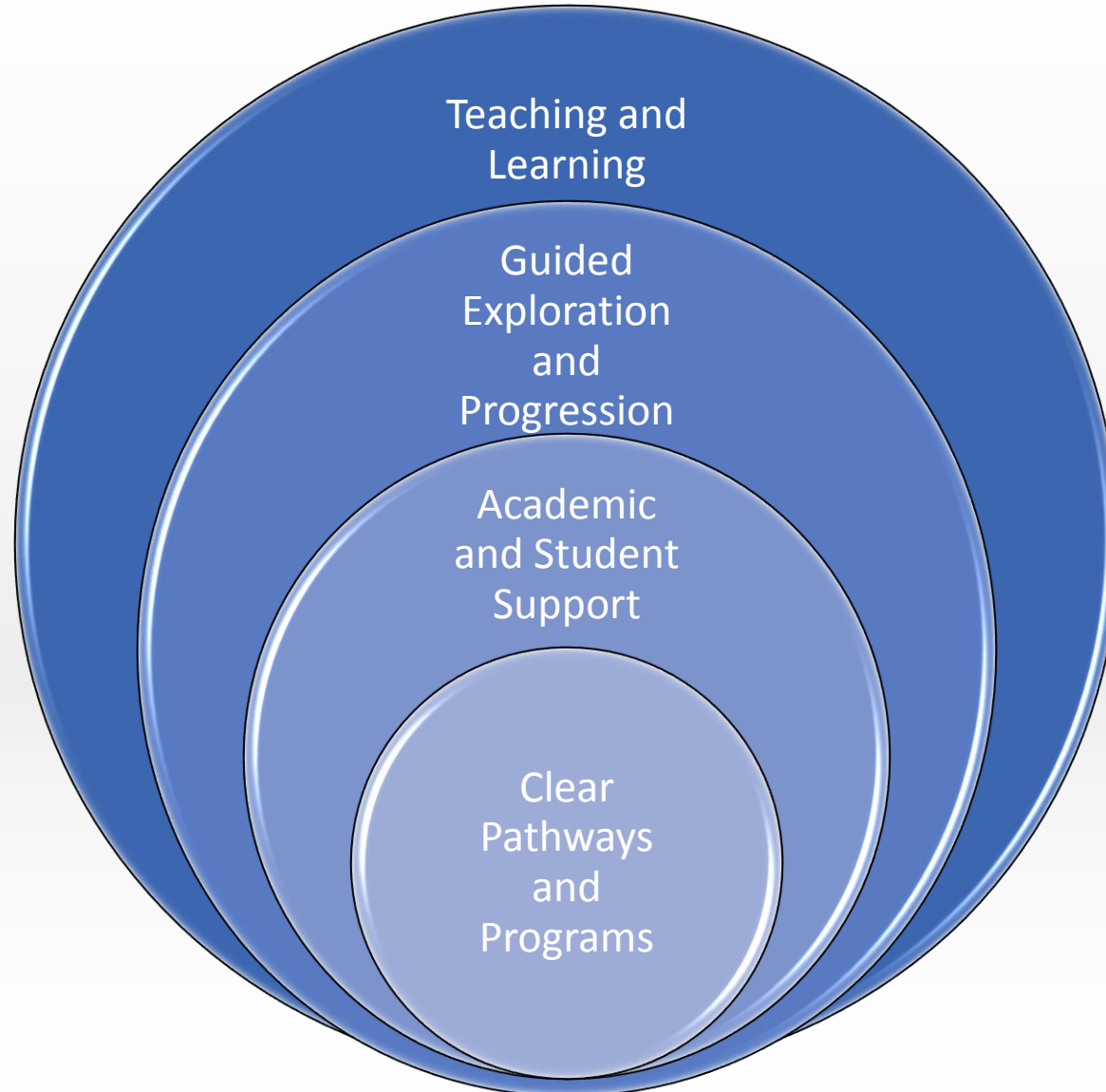
“To develop and sustain an effective guided pathways model, a college needs a critical mass of faculty and staff excited about the process, ready to collaborate with one another to achieve larger goals, and willing to engage in inquiry, reflection, and ongoing improvement”

Redesigning America's Community Colleges, p. 144

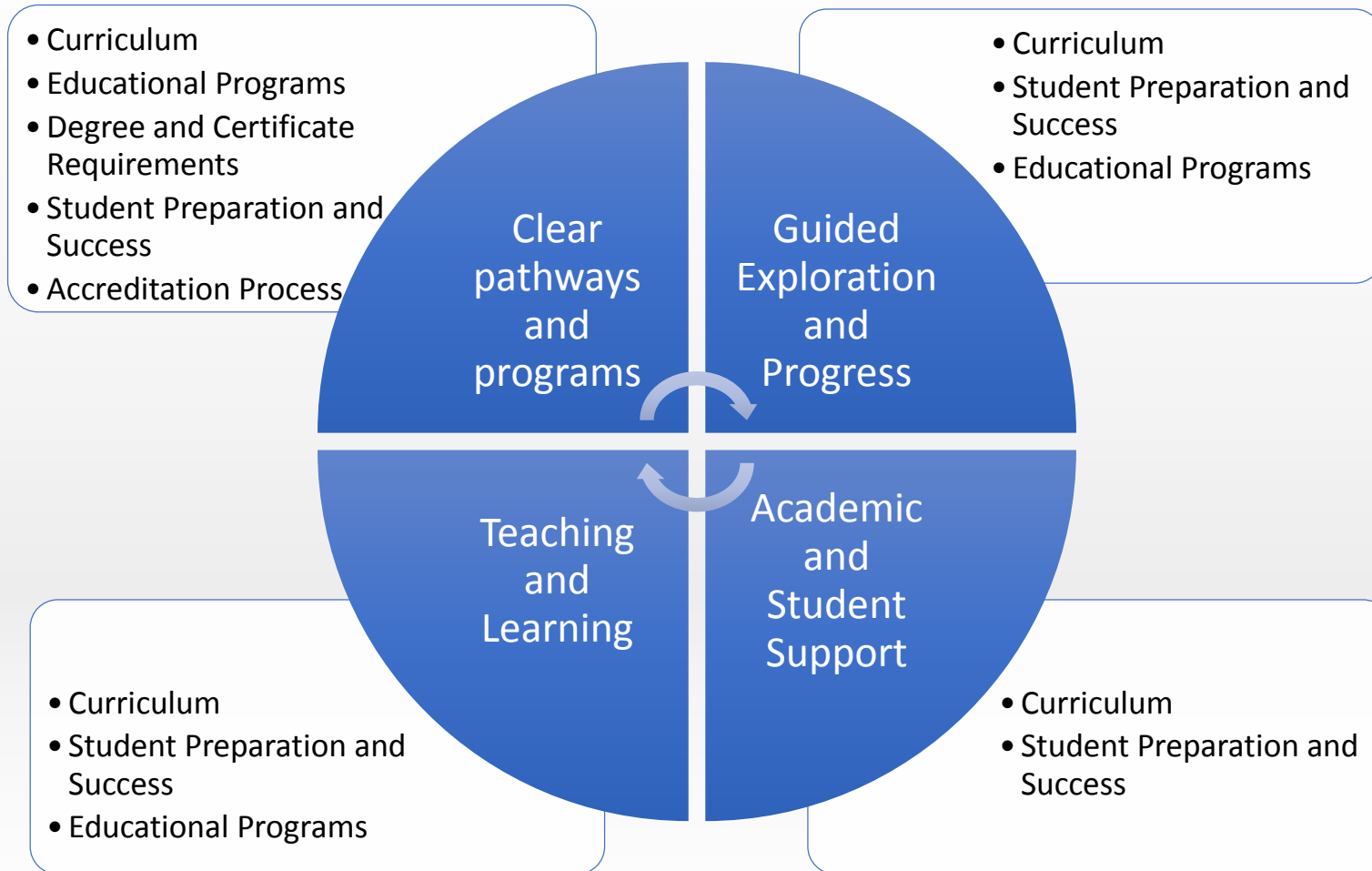


- Guided Pathways redesign requires engaging faculty, staff, administrators, and students in existing governance structures
 - Academic Senate **leadership** and **responsibility** are essential for successful implementation of guided pathways frameworks
- It also involves creating cross-functional teams with specific goals for inquiry to set the stage for design, implementation and evaluation

Guided Pathways Principles



The 10+1 and Guided Pathways



Guided Pathways and the Academic Senate

- How often does your academic senate address guided pathways?
 - Information only
 - When a decision is needed
 - Standing agenda item
- Has your Academic Senate appointed a Guided Pathways Liaison?



Guided Pathways Grant Program

California Education Code §§88920-88922

- Approved by the governor in the 2017-18 Budget Act
- Grew from “pay to play” programs
 - American Association of Community Colleges Pathways Project – 3+1 California Community Colleges participating
 - California Guided Pathways Project (some called it the Demonstration Project) – 20 college participating
- Guided Pathways Award Program (actual title in Ed Code: California Community Colleges Grant Program)
 - \$150 million over 5 years
 - 114 colleges participating – participation required only to receive funds
 - AB 19 (Santiago, 2017) – College Promise will only be awarded to students attending colleges that are part of Guided Pathways Award (Grant) Program

CCC Guided Pathways Award Program

...ensure integration of existing student-success programs and services and to build capacity at community colleges to develop clearly structured, coherent guided pathways programs.



CCC Guided Pathways Award Program

(g) Participating community colleges may use grant funds to implement guided pathways programs for various purposes, including, but not limited to any, or any combination, including all, of the following:

- (1) **Faculty and staff release time** to review and redesign guided pathways programs, instruction, and support services.
- (2) **Professional development** in areas related to guided pathways.
- (3) **Administrative time** to coordinate, communicate, and engage college stakeholders in the process of developing and implementing guided pathways programs.
- (4) **Upgrades to computer and student information systems** to improve tracking of student progress.

Clarify the Path

- Simplify choices to show students a clear pathway to completion, further education, and/or employment
- Establish transfer pathways to optimize applicability of community college credits to university majors



Clarify the Path – Role of the Curriculum Committee

- 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
- 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

Enter the Path

- Bridging K-12 to higher education
- Redesign the pathways that lead to programs of study
- Redesign pathways through the college experience
- Integrate and contextualize instruction to build foundational skills



Enter the Path – Role of the Curriculum Committee

- 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

Stay on the Path

- Support students with ongoing advising mechanisms to
 - support informed choices,
 - strengthen clarity about opportunities,
 - develop an academic plan with a predictable schedule,
 - monitor progress, and
 - intervene if they go off track
- Embed academic and nonacademic support services throughout programs to promote
 - student learning,
 - persistence, and
 - retention



Stay on the Path – Role of the Curriculum Committee

- 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

Ensure Learning

- Establish program-level learning outcomes aligned with the requirements for success in employment and/or further education
- Apply the results of learning outcomes assessments to improve the effectiveness of instruction across programs
- Ensure incorporation of effective teaching practice throughout the pathways



Ensure Learning – Role of the Curriculum Committee

- 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 (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 call for more professional development on cross-disciplines or between silos



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 milestones, 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 §55070 unit threshold changes: Certificate of Achievement from 18 to 16 minimum (semester) units
- What about local degrees and certificates?
- CTE Programs
- Students' Goals

ASCCC Resolutions

Fall 15 19.12 – Support Local Development of Curricular Pathways

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and colleges to create formal processes and policies that require the local academic senate, in consultation with its curriculum committee, to evaluate and endorse any proposed curricular pathways offered by an external organization before such a program is institutionalized.

ASCCC Resolutions

F16 19.03 – Investigate Effective Practices for Pathways Programs

Resolved, That the Academic Senate of California Community Colleges investigate practices and outcomes, intended and unintended, for faculty and students from various pathway programs across the state; and

Resolved, That the Academic Senate for California Community Colleges produce effective practices to assist community colleges that are exploring and implementing pathway models.

ASCCC Resolutions

F17 9.01 – College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus

Resolved, That the Academic Senate for California Community Colleges urge local senates to assert that determining the content, categories, and titles of the “meta majors” or “areas of focus” is a local curricular and educational program decision that falls within academic senate purview as defined by Title 5 §53200; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to engage in robust collaboration between local student associations and local senates to ensure that these titles and areas apply directly to the students affected by the creation of “meta majors” or “areas of focus.”

ASCCC Resolutions

F17 17.01 – Faculty Involvement in Scheduling Courses

Resolved, That the Academic Senate of California Community Colleges urge local senates to continue to assert their purview in the development of procedures for scheduling classes and the faculty role in determining which courses are offered within programs to support student achievement of their academic goals.

ASCCC Resolutions

F17 17.02 – Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks

Resolved, That the Academic Senate for California Community Colleges affirm the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges support local senates with information and resources to help faculty understand their role in developing guided pathways frameworks and the reforms that grow from those frameworks.

ASCCC Resolutions

F17 17.05 – Academic Senate Role in Appointing Faculty for Guided Pathways Framework Design and Implementation

Resolved, That the Academic Senate for California Community Colleges assert that **it is the role and purview of the local academic senate to appoint faculty to provide leadership or serve on college or district groups that design and implement a college's guided pathways framework or program, including those faculty that receive release or reassigned time to serve; and**

Resolved, That the Academic Senate for California Community Colleges urge local senates to **establish processes to appoint faculty to provide leadership or serve on college or district groups that design and implement guided pathways frameworks or programs, including those faculty that receive release or reassigned time to serve.**

ASCCC Resolutions

F17 17.08 – Inclusion of Library Faculty on College Cross-Functional Teams for Guided Pathways and Other Student Success Initiatives

Resolved, That the Academic Senate for California Community Colleges urge local senates to ensure library faculty are included on cross-functional teams for student success initiatives and guided pathways frameworks.

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.



Discussion—Questions



Resources and References

- Ginni May: mayv@scc.losrios.edu
- Jeff Hernandez: hernanj@elac.edu
- Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates: <https://asccc.org/sites/default/files/Ensuring%20Effective%20Curriculum%20Approval%20Processes%20-%20Spring%202016.pdf>
- ASCCC Guided Pathways Resources: <https://asccc.org/guided-pathways>