

1. How will Senate leadership support the application of meta majors in improving student success?

The Academic Senate is fully committed to supporting the application of meta majors on campus via resolutions, applicable oversight by Senate sub-committees (to include Curriculum Committee, Outcomes and Assessment Committee, Student Success and Equity Committee, DE Committee, etc.), and support of appropriate District initiatives within the shared governance framework.

The Academic Senate noted concerns about the implementation of meta-majors, and has a vested interest in ensuring implementation, as necessitated under the “10 + 1” of the Senate, leading to an efficient and sufficient meta-majors framework and philosophy. Application of meta-majors cannot happen unless implementation is successful.

2. Mapping activities have represented the focus of guided pathways implementation efforts involving faculty during the Fall 2020 semester; it is therefore understandable that many questions posed in advance of the recent Town Hall were focused on program mapping. Given that the Senate approved several other designs beyond meta majors, please describe how the Senate leadership views its role if any in directly supporting implementation of these other designs?

Implementation of the designs is being done using the approach of teams of faculty and counselor co-leads who are working with their assigned Meta Major groups. The Senate can provide support by giving feedback to the co-leads throughout the implementation process. This would require presentations by the co-leads and/or updates to the Senate be it at a Steering Committee or a Senate meeting. As the co-lead teams provide updates, the Senate can identify potential concerns or provide constructive suggestions and ideas that might enhance the process of implementation. The hope is to avoid the concerns that were raised with the mapping process.

- 3. Arguably the most significant domains within which faculty may have the greatest impact on student success are curriculum and teaching methods. The Senate has initiated certain AB 705 related reforms. What defining work product does the Senate plan to produce in the transformative areas of curriculum and pedagogy to directly support the four student success goals and the closing of equity gaps in student success as delineated in the strategic plan?**

The Senate subcommittees of Curriculum Committee, Outcomes and Assessment, and Student Success and Equity Committee will be continuing their role of seeking faculty and discipline input to guide curricular, equity and pedagogical innovation as the Guided Pathways paradigm moves forward. As Guided Pathways becomes more tangible and resources are committed to any needed changes, the Senate will respond with support from the appropriate Senate sub-committees.

For example, for considerations of equity, a Curriculum Audit is being planned for all disciplines to assess for equity goal alignment. This is a collaborative effort by the Curriculum Committee, Outcomes and Assessment Committee, and the Student Success and Equity Committee.

The Outcomes and Assessment Committee has also identified key student demographics that will be used in conjunction with the eLumen software to allow for the disaggregation of student learning outcome data. This may also provide unique data for comparison across meta-majors.

Furthermore, research is consistent that the one initiative the Academic Senate can improve that increases success across all four student success goals and equity is more deliberate and diverse hiring practices. The more diverse and quality full-time faculty appointments the District makes, the research indicates greater student success follows.

The Senate has a key role in the hiring process of faculty members. As such, the Senate is implementing a new process Spring 2021 that promotes hiring committee appointees that are more diverse, leading to more diverse faculty. The Senate also plans to help disciplines learn new ways to reach out to a more diverse hiring pool.

Furthermore, the Senate has a key role in the Full-Time Faculty Hiring Committee, and has been actively improving processes to determine recommendations for key faculty hires across campus. The more full-time faculty available to students, the more each of the four strategic goals are met at the discipline level.

- 4. The statewide Academic Senate has been a strong proponent of guided pathways. Consider the extent to which Hartnell’s Academic Senate has infused the college redesign philosophy of self-reflective assessment and improvement, and embedded guided pathways principles, into Senate processes and work product. How would Senate leadership best characterize the Senate’s role thus far in college redesign/guided pathways along the continuum displayed below? What role would Senate like to have? Choose from the terms below or provide different terms that best apply, along with a narrative.**

In terms of leadership, the Senate was not involved in the selection of faculty appointed to Guided Pathways leadership in a formal way. As such, there have been some decisions made and presented to Senate that were a combination of surprise and concern. The Senate has not been involved directly in leadership pertaining to the Guided Pathways initiative (outside of consultation with President O’Donnell). Beyond the confirmation of faculty appointments for the “Year of Inquiry”, the Senate has had a limited role. For example, there is not a Senate appointee to the current CReST team, whereas during the inquiry phase, there was. This is not to take away from presentations made at Senate that provided some useful information and asked for some limited input, but to highlight key areas (such as program mapping) that did not get Senate feedback.

However, the Senate WANTS Guided Pathways to be successful, and knows it can only be so if faculty have buy-in and leadership. Senate leadership initiated the Town Hall to help towards this goal, but we believe other areas of action should include:

- A consistent program mapping philosophy followed by all co-leads;
- A dedicated web page faculty can reference for Guided Pathways education and updates;
- Clear processes for disciplines to offer creative alternatives, as a “one size fits all” approach will not be applicable for all majors;
- The Senate commits to answering (for applicable areas) the “Guided Pathways Essential Practices: Scale of Adoption Self-Assessment (SOAA)” to give CReST the Senate’s perceptions of progress made thus far.
- Senate leadership has reached out to the ASCCC Guided Pathways Taskforce Team to provide guidance and consultation of current and proposed strategies for implementation.