

WORKING COLLECTIVELY:
TRANSFORMING
AND **DECOLONIZING**
INSTITUTIONS



STUDENT CENTERED FACULTY DRIVEN

Academic Senate Role in Guided Pathways

ASCCC Guided Pathways Task Force Presentation
at Academic Senate of Hartnell College
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ASCCC @ Hartnell College

Presenters



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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.



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.



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

- Defines “**consult collegially**” and uses “collegial consultation” for academic 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



Academic Senate

Title 5 §53200

(b) “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose **primary function**, as the representative of the faculty, is to **make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters**. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”



The 10+1 – Title 5 §53200

(c) “Academic and professional matters” means the following policy development and implementation matters:

- 1) **curriculum**, including establishing **prerequisites** and **placing courses within disciplines**;
- 2) degree and certificate requirements;
- 3) grading policies;
- 4) educational **program development**;
- 5) standards or policies regarding student preparation and success;
- 6) district and **college governance structures**, as related to faculty roles;
- 7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
- 8) policies for faculty professional development activities;
- 9) processes for **program review**;
- 10) processes for **institutional planning** and budget development; and
- 11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.



The 10+1 – Title 5 §53200

- d) “Consult collegially” means that the district governing board 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



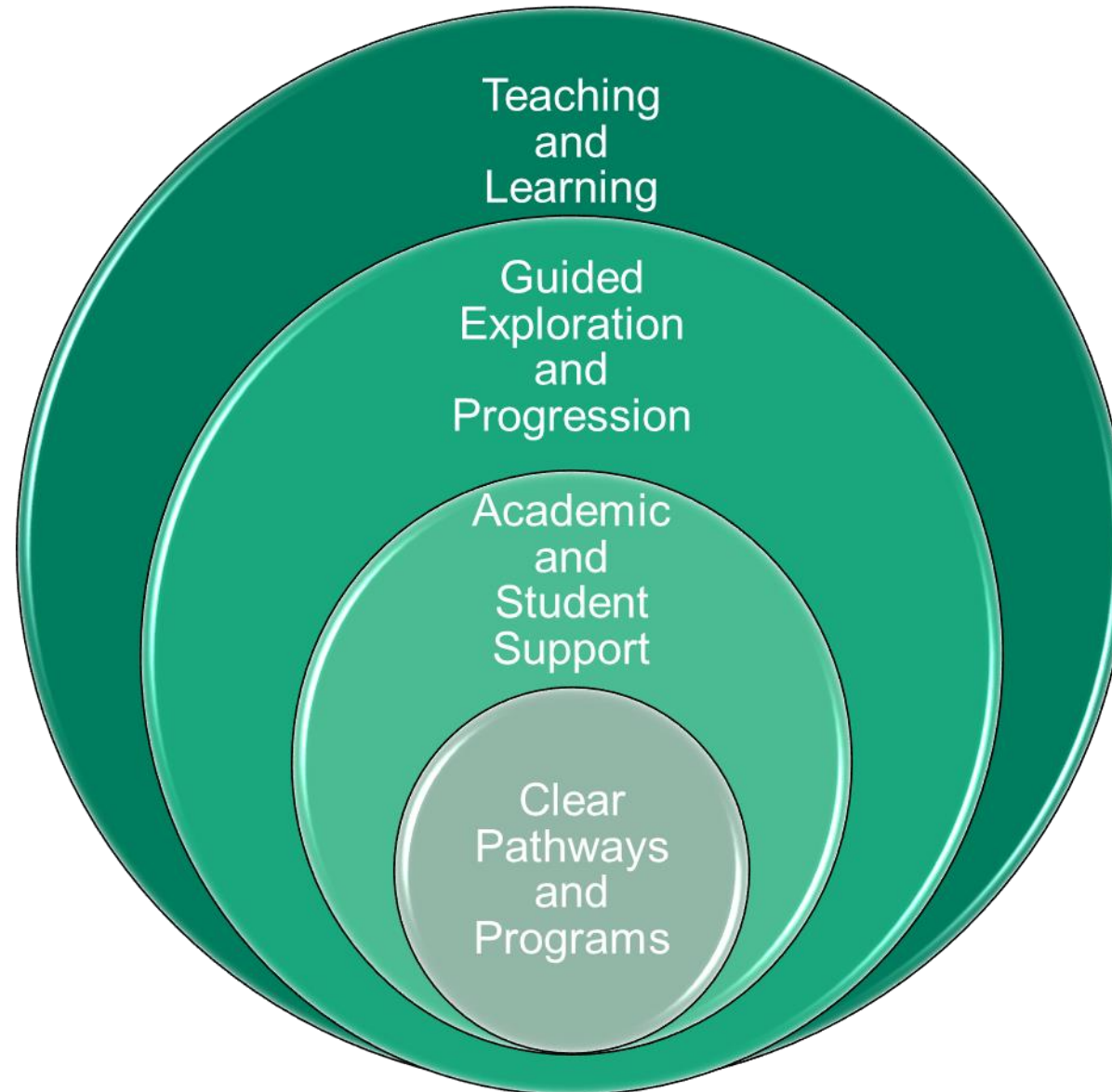
Chancellor's Office Perspective on Guided Pathways

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.



ASCCC Guided Pathways Principles



ASCCC Guided Pathways Task Force Goals for 2020-21

GOALS

The Guided Pathways Task Force will work towards attainment of the following goals. Support from the ASCCC standing committees are listed under each goal.

Plan Integration of GP into ASCCC Structures:

Executive Committee

ASCCC Relations with Local Senates Committee

Evaluate Pathways and Placement:

ASCCC Curriculum Committee

ASCCC Basic Skills Committee

ASCCC Noncredit Committee

Amplify Equity Work:

ASCCC Equity and Diversity Action Committee

ASCCC Relations with Local Senates Committee

GP Liaisons

Focus on Ensuring Learning:

ASCCC Curriculum Committee

ASCCC Basic Skills Committee

ASCCC Noncredit Committee

Assess and Improve Program Review and Related Processes:

ASCCC Accreditation Committee

ASCCC Educational Policies Committee



Guided Pathways: A Framework for DEI

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

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 and Program Review





The Role of the Academic Senate and Program Review

At Hartnell – Program Planning and Assessment (PPA)

- 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 course sequencing to show students (full-time, part-time, evening) a clear pathway to completion, further education, employment, or other educational goals
- 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

Help students
choose
and enter
their pathway



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

- Guided Self Placement, Onboarding
- Use of multiple measures to assess students' needs and interests
- 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



Stay on the Path – Role of the Academic Senate and Sub-Committees

- 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



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

- 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 counseling
- Encourages discipline 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/among programs for students who change their focus



Guided Pathways and Scheduling

How can courses be scheduled as components of an entire program?

- General Education
- Major Requirements
- Major Electives

Scheduling to meet needs of students:

- Full time and part time schedule options
- Time of day - morning, mid-day, evening
- Block schedules
- Days of the week - 5-day, 4-day, 3-day, 2-day, 1-day, weekday, weekend
- Distance Education - Fully online, Partially online, synchronous, asynchronous, various hybrid options



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.

How sustainable is this?

- College personnel and constituencies in governance structures may feel like they are for Guided Pathways but critical decisions are made “over there.”
- The objective is to move toward integrating guided pathways and adapting governance to support and advance guided pathways implementation as well as take care of “regular business.”



Guided Pathways: Shifting from Parallel Structures to Integration

Guided Pathways Structure

- Created a new body
- Decisions made outside existing decision making bodies
- No oversight by constituency groups that should have involvement
- 10+1 is not prioritized and faculty have little impact on processes and decisions

Existing Governance Structures

(shared/participatory governance)

- Involves entire campus community
- GP structure, function, and processes decided by a body that was already included in the shared governance structure
- GP resource decisions are made by constituency participation
- 10+1 issues throughout the GP work are prioritized and senate led and college supported



Integrated Guided Pathways Structures

- Integrated Guided Pathways structures developed through existing governance processes may take many forms:

- Guided Pathways Steering Committee
- Guided Pathways Task Force
- Guided Pathways Faculty Coordinators
- Guided Pathways ASCCC Liaison
- Design Teams
- Completion Teams
- Data Coaches
- Instructional-Counseling Mapping Partnerships

However, it is important to regularly report, communicate, consult, and go through the existing decision-making processes when making recommendations for changes related to Guided Pathways.



Guided Pathways & Governance Structures

“Ideal” Processes:

- 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



Guided Pathways & Governance Structures

“Ideal” Processes

President/Superintendent

Academic Senate and
Senate committees
* Collegial consultation on
academic and professional
matters related to GP

College Council and other
participatory/shared
governance committees
* Effective participation on
matters related to GP

If a special Guided Pathways committee was created, it recommends to appropriate governance structures. The existing governance structures will adapt to take up charge of the Guided Pathways committee when it expires

Governance decisions support equity-minded design, implementation, and evaluation by cross-functional work teams



Integrating Guided Pathways & Governance

Challenges to Keep In Mind

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!!

