The Role of the Curriculum Committee in Pathways Development and Evaluation

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

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Thoric Wing------ Mission Coll-

Overview

- Guided Pathways in the CCCs
- Why Curriculum?
- Four Pillars/Principles of Guided Pathways
- Curricular Considerations

Guided Pathways in the CCCs

- "Do it your way"
- Local emphasis
- Local language
- Local order

Why Curriculum?

- …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.

Why Curriculum?

- "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."

GUIDED PATHWAYS FOUR PILLARS

- **CLARIFY THE PATH**

- **ENTER THE PATH**

- **STAY ON THE PATH**

- **ENSURE LEARNING**

How can faculty consolidate or enhance what they already do to contribute to the success of students in relation to the frameworks?

CLARIFY the Path

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

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.
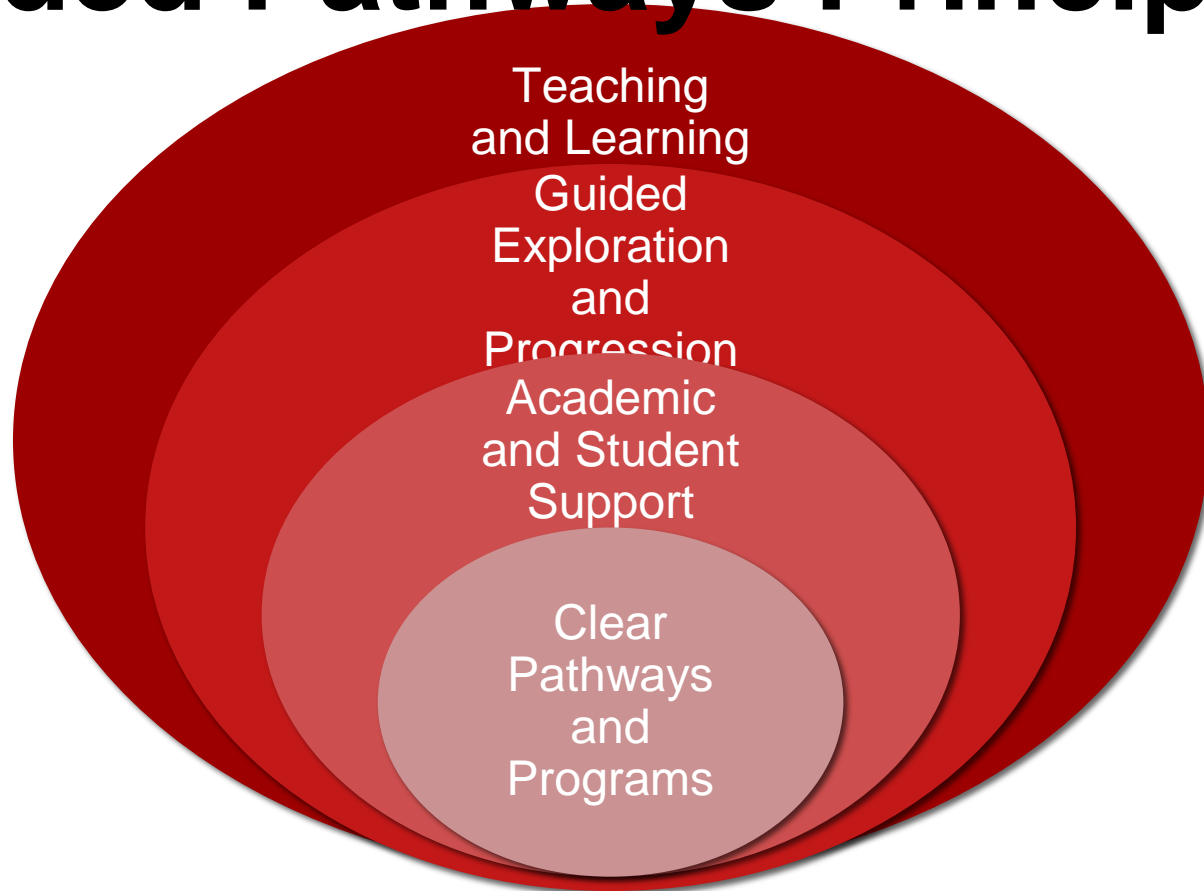
STAY ON the Path

- 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

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

Guided Pathways Principles

Teaching and Learning

Guided Exploration and Progression

Academic and Student Support

Clear Pathways and Programs

The 10+1 and Guided Pathways

- Curriculum
- Educational Programs
- Degree and Certificate Requirements
- Student Preparation and Success

- Curriculum
- Student Preparation and Success
- Educational Programs

Clear pathways and programs

Guided Exploration and Progress

Teaching and Learning

Academic and Student Support

- Curriculum
- Grading Policies
- Student Preparation and Success
- Educational Programs

- Curriculum
- Student Preparation and Success
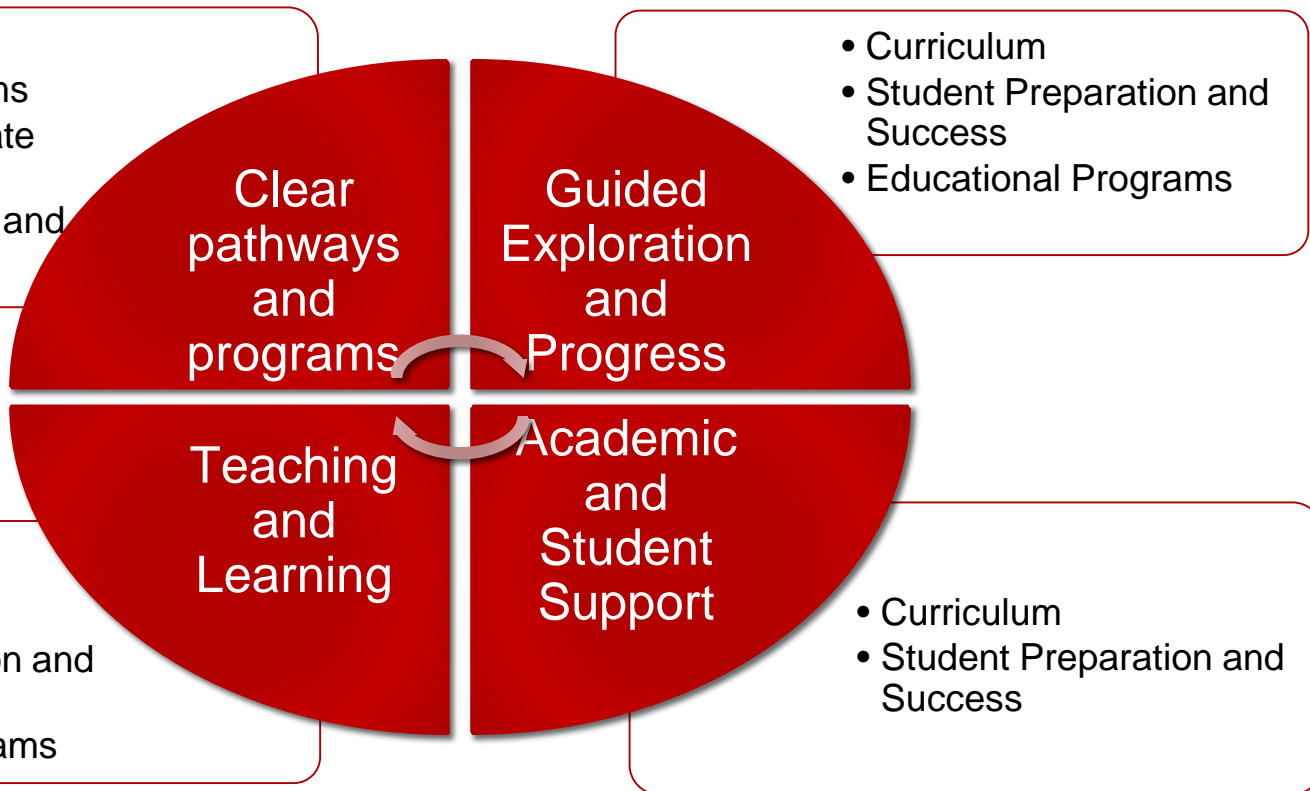
Questions to consider…

- Are your programs designed to guide and prepare students to enter further education and employment?

- Who decides?

- How do they decide?

- How do you ensure currency?

Questions to consider…

- Can you incorporate this goal into existing curricular processes or practices?

- How can you – how do you – ensure the integrity of these determinations?

- Are further education and employment targets clearly specified for every program?

How clearly…

- … are your programs mapped out?

- Are they mapped out?

- Should courses be considered before mapping?

- Do you need to do some "spring cleaning"?

- Do you have "extraneous courses" in your

Potentially Extraneous

- Not offered.
- Not current (not revised).
- No SLOs.
- SLOs never assessed.
- No programmatic connections.
- Others?

Considering Courses

- Are the courses in each program critical for success/lower division preparation?

- Do your existing processes assess this?

- Should they?

Considering Programs

- Do you have extraneous or duplicative programs?
- Have you appropriately maximized the use of "stackable" certifications?
- Are "bridges" available to facilitate movement between programs?

Curriculum Challenge

- Can you establish policies and practices that foster a productive – and critical – dialogue about your curriculum?

- Where do you start?

- Have you started?

Resources

- CCRC – "Implementing Guided Pathways: Tips and Tools" https://ccrc.tc.columbia.edu/media/k2/attachments/Implementing-Guided-Pathways-Tips-Tools.pdf

- Reassessing a Redesign of Community Colleges https://www.insidehighered.com/views/2016/06/23/essay-challenges-facing-guided-pathways-model-restructuring-two-year-colleges

THANK YOU!

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