

# Clarifying the Path Workgroup

## Meeting Notes December 5, 2018

Attendance: Michael Lawlor, Kathy Sorenson, Joel Powell, Dana Wassmer, Tonya Williams, Celia Samaniego, Eddie Fagin, Rick Schubert, Ray Mapeso, Julie Olson  
 Note Taker: Andi Adkins Pogue

Item	Description	Who's Responsible	Deadline
<p>Discussion of Major Course Sequence Draft</p>	<p>Rick presented <a href="#">draft</a> for first read at 11/30 Academic Senate meeting and got much feedback both at the meeting and through email (primarily from curriculum committee members). The draft mentions the Curriculum Committee and/or present or past members of the curriculum committee in two places:</p> <ol style="list-style-type: none"> <li>1. The draft has language that assigns Past Curriculum Chair &amp; Articulation Officer to service on PSRC (Section 2 - #2 in draft). The Articulation Officer serves on Curriculum <i>ex officio</i>. The Past Curriculum Chair typically also serves on Curriculum, although they have no obligation to do so.</li> <li>2. The draft cites the Curriculum Committee as an example of an existing standing committee which might do a "catalog check" for future program course-sequencing after implementation team sunset (Section 1 - #2 in draft).</li> </ol> <p>Concerns expressed about #1 &amp; group's discussion:</p> <ul style="list-style-type: none"> <li>● <b>Concern:</b> There is unclarity as to what the major course sequencing document is, what it looks like (i.e. format or template). Note: Rick will clarify with Brian Noel (who expressed the concern on behalf of Curriculum) whether this concern is actually one and the same (what it looks like) or if more explanation is needed as to the document's purpose.</li> <li>● <b>Discussion:</b> Dana reports that a template has been created (based on ARC model so there is consistency throughout the district, FLC also adopting). Sequencing that has already been finalized by programs is currently being housed on a Google site so that counselors have access to the information to adequately support students. Dana provided examples of completed major-course sequencing maps for <a href="#">Physics AS degree</a> and <a href="#">Physics AST degree</a>.</li> </ul> <p>With these examples Dana points out the career outlook information is scaled down to California projections vs. national. She was instructed to show regional information and California was as regional as possible. Also note the general education information</p>		

on p.2 specifies, "Select a GE Theme..." in anticipation of the college adopting themes in the near future.

- **Concern:** There is unclarity as to how much information should be included in major-course sequencing for programs that have a variety of pre- or co-requisite options. (e.g., Biology degree - CHEM 400 is a required course in the sequence, but it has a prerequisite of HS Chem or CHEM 300, which are not in the sequence.)
- **Discussion:** It was pointed out that this happens very rarely. The group could only identify two courses (CHEM 400 and MATH 335), and no sequence would likely start with these classes. Possible solutions include simple notes in document (e.g., this major course sequencing assumes you are college-level math ready...). and/or Start sequence with "zero year" indicating potential high school or other credits (e.g. AP exam) that could inform students of prerequisites.
- **Concern:** There's no indication in the document how often a catalog check would be needed or how much time would be required of curriculum committee.
- **Discussion:** The workgroup anticipates that catalog checks would only be needed when new programs are introduced and when there are changes to a major or program, which typically happens during program review (every 5-6 years). Group acknowledged that courses are required to be reviewed, but not necessarily entire programs, but suggest it should be part of the normal curriculum process.
- **Concern:** The curriculum committee and/or any of its subcommittees do not have time to take on additional tasks or duties.
- **Discussion:** Workgroup acknowledged curriculum's workload

Concerns expressed about #2 & group's discussion:

- **Concern:** The past curriculum chair or any other current curriculum member would not have time to sit on PSRC.
- **Discussion:** PSRC is last-resort measure for programs that cannot come to agreement on major-course sequencing. Group is hopeful discipline faculty would be motivated enough to chart their own program's future that they would not resort to PSRC making decisions for them. It is expected that PSRC would rarely be called upon (similar to the Disciplinary Appeals Committee, which might be convened only once every few years).



	<ul style="list-style-type: none"> <li>• Rick met with Brian after 11/2 senate meeting. Brian said he would meet with curriculum and get back to Rick, but didn't mention anything until 11/30 public senate meeting</li> <li>• Michael who is past curriculum chair and Juana who is articulation officer both serve on clarifying so workgroup has been sensitive to curriculum's needs</li> <li>• If major course sequences ultimately "live" in SOCRATES then it's a moot point because it will be curriculum committee's responsibility to curate them.</li> </ul>		
<p>P2CAC alignment approval</p>	<p>At its 11/30/18 meeting, Senate waived rules and advanced the <a href="#">P2CAC alignment draft</a> to a second read. The suggested alignment was approved by the Academic Senate as of 11/30/18.</p>		
<p>Information Item about sequencing in SOCRATES from Dana</p>	<p>Last week's minutes included an informational item about identifying sequencing in SOCRATES. It was noted that SOCRATES does allow major-course sequencing through the addition of headings, but the system allows for only one sequence. There are disciplines that will have more than one sequence (e.g. anthropology, architecture). Programs will need to select one sequence as primary. Further sequences can be distributed to Counseling and employed by the relevant case management teams.</p> <p>Dana wants to clarify that the catalog listing is based on the information that is in SOCRATES</p> <p>As with any program sequencing, it is possible to list course options for each semester -as would be the case for ANTH where we can list '10' courses that are currently offered in SOCRATES. With ARCH, it is correct, only 1 map will be displayed (the sequence necessary to complete an AS degree in 2 yrs). Any other map must be done with the guidance of a counselor (who would most likely have copies of the other specific maps, say, to Cal Poly, Berkeley, etc.). (look at medical assisting as an example - section 4 course list)</p> <p>In SOCRATES, the <a href="#">Medical Assisting AS Degree</a> is using the sequencing model. Sequences are listed as fall/spring, but workgroup feels it would be more desirable to use semester 1, 2, 3, etc. to accommodate different start times. Semester offering information could be included in notes. This does require a commitment to schedule well in advance. It was noted that FLC is already committing to a 2-year schedule so students know what's coming up</p> <p>Dana also notes that "official" major-course sequencing maps will eventually be available on the CRC website (see example</p>		

	above in “Discussion of Major Course Sequencing Draft” section).		
Implementation team meeting report	Implementation met on 12/3. Some members had attended a statewide meeting in San Diego with representation from all California multiple college districts. Alex’s takeaway - we need to be thinking of all non-restricted funding as funding to be utilized toward guided pathways. The college needs to discuss the potential need to reallocate college funds.		
Information from Rick about North Far North contact	Aimee Meyers from North Far North reached out to Rick to see if there was any support she could provide in relation to the college’s pathways work. They discussed GE Themes and agreed it would be good to check with Sac State. Rick has reached out to a dean there asking where they’re at with GE themes. Nothing is published yet, but there might be information on any themes currently under development.  Aimee is also checking around the state to see if other CCs are utilizing themes.		
Information item on transfer certificate	As part of above information, Dana also suggested that we look at how 4-year institutions are structuring minors because GE themes are often embedded into the minor (e.g., get a minor in Social Justice in which minor classes also count toward GE requirements. This is how CSUN is doing it).  One possible way CCs could mimic this is through a certificate. If students were pursuing a certificate (based on a theme), it would allow the college to track students who are completing a theme. Without a certificate, it will be very difficult to identify students who have chosen a theme.  Michael pointed out that the most-often awarded certificate statewide is a certificate for completing GE requirements for CSU, but CRC doesn’t currently offer such a certificate. American River College does offer one in interdisciplinary studies for both <a href="#">GE for CSU (39 units)</a> and <a href="#">GE for IGETC (34-37 units)</a> . The group agreed this is something the college should pursue because it could substantially increase the number of certificates awarded.	Workgroup discussion  Someone should pursue certificate idea	NA
<b>ACTION ITEMS still to be completed:</b>			
Finalize P2CAC Alignment	Respond as necessary to Academic Senate feedback on P2CAC recommendation as the recommendation is considered by Senate.	Workgroup	COMPLETED Will be removed from agenda after this week
Finalize major-course sequencing	Respond as necessary to Academic Senate feedback. Trying to get on agenda for second read/vote on 12/14/18	Workgroup / Rick	12/14 Academic Senate Mtg.

approval process			
GE Themes	Form GE Themes Task Force to decide naming structure for GE Themes. (note: getting feedback from faculty at spring PD institute)	GE task force	Fall 2018 / spring 2019
GE Mapping Process	Seek guidance from all stakeholders and Make final recommendations on GE Mapping to themes to Academic Senate	Workgroup in coordination with Learning workgroup	TBA
INDIS 313	Recommendations and/or collaboration with Staying Workgroup for INDIS 313.	INDIS 313 Task Force	Meets Mondays 9:15-10:30 am in LRC 125
Revision process for program templates	Finalize recommendations	Workgroup	Fall 2018
Curriculum mapping	Workgroup agrees focus should be on major-course sequencing. Dana is available to work with individual programs.	Dana	Fall 2018-Spring 2019
Review/ revision process for CAC, P2CAC, mapping, etc.	Committee agrees work should begin now to create a approve/review/revise cycle for Pathways structures so that all stakeholders know that the college is committed to making changes as necessary (e.g. to improve organizational structures, workflow, etc).	All pillars	TBA

**Next Clarifying Meeting— 12/12/18**

**Clarifying meets every Wednesday (during fall/spring semester) from 1:30-3:00 p.m. (in SOC Conference Room).**

**Next Meeting Agenda/Activity:** Any loose ends for 12/14 Senate meeting, goals for spring

**Future Meeting Agenda/Activity:**

Create GE Themes task force and determine GE Themes. Finalize recommended process for including GE courses into our TBD structure. Finalize recommendation for revision process for program templates.