

# Clarifying the Path Workgroup

## Meeting Notes December 12, 2018

Attendance: Michael Lawlor, Kathy Sorenson, Teresa O'Brien, Dana Wassmer, Celia Samaniego, Rick Schubert, Eddie Fagan

Note Taker: Andi Adkins Pogue

Item	Description	Who's Responsible	Deadline
<p>Discussion of Major Course Sequence Draft</p>	<p>Rick met with Curriculum Chair, Brian Noel, and Pathways Dean, Alex Casareno on 12/10.</p> <p>The group had a lengthy discussion, including agreement that the Participatory Governance Council needs to have a broader discussion about the Curriculum Committee and what roles it will play in Guided Pathways implementation and continued work. It was noted that the Implementation Team would likely not sunset until 2022, giving the college time to finalize structural details moving into the future.</p> <p>All three agreed it was best to strike 2-a from the major course-sequencing approval draft so that the Implementation team is the only group explicitly tasked at this time.</p> <p>On a related note, Rick had further discussions with Amanda Paskey (current Past Chair of the Curriculum Committee) who was concerned about workload issues related to the Program Sequencing Resolution Committee (PSRC). She now understands that this committee would rarely if ever meet. Because of these factors, the opposition to the approval process seems to have lessened. However, the Work Group will present an alternative structure to the PSRC, which allows the Academic Senate President to appoint three members of their choice to this committee.</p> <p>Amanda also noted that the perceived legitimacy of the PSRCs decisions would be more impactful if there were a set of guidelines the PSRC was following. This would allow PSRC to more easily substantiate its decision. With this in mind, Rick and Amanda articulated the following guiding principles for PSRC to finalize a disputed major-course sequencing map:</p> <ul style="list-style-type: none"> <li>● alignment with primary transfer institutions</li> <li>● holding students harmless if they change majors outside of a Career and Academic Community (CAC)</li> <li>● alignment with Associate Degree for Transfer (ADT)</li> <li>● alignment with workforce or job force qualifications</li> <li>● ordering of requisites and courses so requisites can serve their intended function</li> <li>● placing capstone courses at end of the sequence</li> </ul>		

	<ul style="list-style-type: none"> <li>• placing introductory courses at the beginning of the sequence</li> <li>• alignment with intended course scheduling</li> <li>• alignment with GE requirements</li> <li>• a variety of GE requirements</li> <li>• recommendations of relevant advisory bodies</li> <li>• other considerations</li> </ul> <p>The Work Group agreed with the suggestions and amendments. Rick will present the <a href="#">amended draft of the Major Course Sequencing Approval Process</a> as a second read and voting item at the Academic Senate meeting on 12/14.</p> <p>UPDATE 12/17/18 - Academic Senate voted in favor of the amended approval process. It has now been finalized. <a href="#">The Major Course Sequencing Approval Process</a> is included in these minutes and in the Guided Pathways Canvas Course.</p>	Rick	12/14 Senate meeting
Work done by programs on major course sequencing	<p>It was noted that some programs have hesitated to map their major-course sequencing because they are unsure how to proceed and would benefit from a template.</p> <p><a href="#">12/5/18 Clarifying minutes</a> included completed major-course sequencing maps for <a href="#">Physics AS degree</a> and <a href="#">Physics AST degree</a>.</p> <p>CIS has also provided its draft for major course sequencing for <a href="#">CIS-Web Developer AS</a>.</p> <p>Finalized draft major-course sequencing maps (approximately 100 programs) are currently available on a Google site accessible to counseling and eventually, to the students they are assisting (via CRC website). Having this information leads to better communication and planning for students, so all involved thought it was important to get it in the hands of counselors ASAP. Some on the Work Group argued that these and all finalized and/or draft documents need to be easily accessible to all faculty, especially for programs that do have some cross-discipline requirements (e.g. chemistry and physics).</p> <p>Dana stressed that once everything is finalized, major course sequencing for every program will be easily accessible to all stakeholders on the college's website. There is hesitancy to make all drafts public because past experience has shown that draft and conversational draft documents can lead to confusion, anxiety, and stress among classroom faculty. Dana is willing to work with any program to help them map their major course sequencing. A few completed templates are available in the Clarifying Minutes (see above) and in the Clarifying section of the Guided Pathways Canvas site.</p>	N/A	N/A

	With the approval process now finalized, it is imperative that all programs begin working on major-course sequencing if they have not already started.		
Other PSRC questions	<p>Work group discussed whether there is a timeline for PSRC decisions. Group agreed it should be treated like any other curriculum action meaning, the committee will get to it when time permits.</p> <p>Work group also decided that if a dispute arises, program faculty should submit their documentation for resolution to the Implementation Team who will reach out to the PSRC to ask the group to begin work and convene.</p>	N/A	N/A
12/7/18 GP Lunch	<p>Clarifying leadership presented GE Themes at the GP Forum and invited attendees to also participate at the PD Institute on Wed. Jan. 16, 2019. There were nearly 50 people in attendance at the forum with representation from all stakeholders.</p> <p>Advantages of GE Themes that were generated at the luncheon and in the 12/12 Clarifying meeting include:</p> <ul style="list-style-type: none"> <li>• GE themes provide a way for students to document educational accomplishment in the area of study. Right now there is no obvious way to document GE courses in job applications, etc. - themes would allow this.</li> <li>• GE theme certificates could boost certificate completion rates. ARC already does this (see 12/5 Clarifying Minutes for details). This would help students with financial aid as well. If they are undecided, but are GE transfer, financial aid won't qualify, but if going toward GE certificate, they do qualify. Students can now have a dual objective (i.e. a certificate and degree). There was a time when once an academic goal was achieved, students no longer qualified for financial aid, but that is no longer the case. This also helps students acknowledge completion. It also helps capture anyone transferring to out of state or private schools.</li> <li>• GE Certificates would have advantages under new funding formula.</li> <li>• GE Themes address convergent and divergent learners.</li> <li>• GE Themes might help undecided students find their major.</li> <li>• GE Themes are the functional equivalent of university minor, introducing students to systems they will face at 4-year institutions.</li> <li>• GE themes allow students who choose one major, but have a passion for another area to pursue both.</li> <li>• GE themes allow students to ascertain the value of general education.</li> </ul>	Information for spring PD institute	Jan. 16, 2019

- GE themes provide programs with a mechanism to evaluate GE curriculum development; to find new courses or revise existing courses to meet students' needs, e.g., if GE area one has few courses under it and none under a particular program or area, it could inspire course development.
- GE themes allow us to easily determine the number of courses in each GE area and look at the intersection between themes and GE areas - in other words, recognize what subject areas are offered within a GE.
- GE themes would encourage intentional cross-discipline conversations.
- GE themes could be a way to measure our institutional learning outcomes. This is something that has been challenging in the past.
- GE themes don't preclude students from creating an individualized GE course of study, meaning students can pick whatever they want; courses don't necessarily need to fit inside a theme.

Disadvantages and challenges of GE Themes were also articulated at the luncheon and in the 12/12 Clarifying meeting including:

- Christina Bellon, Associate Dean for Budget and Assessment, College of Arts & Letters at Sacramento State University shared that Sac State thought about GE themes, but decided against them because they feared some programs would be marginalized. GE Theme development needs to include these types of discussions, using Sac State as an example
- Determining the limits, if any, of the number of courses a single program or faculty member can put forth to a single theme or set of themes
- How GE themes will fit into the California Virtual College (CVC) and the Online Education Initiative (OEI)
- There is concern that science and math courses may be a hard fit under a themes structure
- It can complicate things because counselors have many more options to explain to students.

Last bullet generated some discussion, including the fact that students are trying to digest a lot of new information, including determining a major, and what's required for a degree, and/or certificate. GE themes might make this work a little harder on the front end, but in the end might result in a decrease in counseling work for each individual student over time because specific explanations of Area I, Area II, IGETC, etc. might not have to take place because of theme structures.

The question was posed, "Will the college definitely have GE themes?" - This will ultimately be decided by the Academic Senate. It is hoped that Clarifying will leave the spring 19 PD

	Institute with a conversational draft that it can present to the senate.		
Informational item - GE field trip	Alex has suggested that Rick and another Clarifying member take a field trip to a school that is currently using GE themes. This will hopefully take place in the spring.	Rick and other TBA	Spring 19
<b>ACTION ITEMS still to be completed:</b>			
Finalize major-course sequencing approval process	Respond as necessary to Academic Senate feedback. Trying to get on agenda for second read/vote on 12/14/18 <b>UPDATE:</b> approved at 12/14 meeting - will be removed from future agendas	Workgroup / Rick	12/14 Academic Senate Mtg.
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	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
Major course sequencing mapping	With approval process finalized, all programs should be working to create major-course sequencing maps with goal of 100% completion by end of spring 19. Dana is available to work with individual programs.	Dana	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—**

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

**Next Meeting Agenda/Activity:**

**Future Meeting Agenda/Activity:**

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