

CWCC – Guided Pathways and Middle States Curriculum Audit Project

Goal: Provide the academic departments at MVCC a framework to analyze the current status of their current program offering for two purposes, 1. Make sure that after seamless transfer changes, the programs still meet the program learning outcomes and 2. Rationalize choices within their program for preparedness for implementation of guided pathways.

Process:

- A. Template Developed – Attached
- B. Proposal presented to Faculty Caucus – 17 October, 2017
- C. Announce Project to full campus – December, 2017
- D. Conduct January Institute to discuss how to use the template – January, 2018
- E. Collect and analyze templates – February, 2018
- F. Provide feedback to departments – Ongoing

Project coordinators

Aaron Fried, CWCC Chair

Shannon Crocker, Faculty Liaison - Student Advisement Design Team for Guided Pathways

CWCC Membership

CWCC Preliminary Guided Pathway Prep and Middle States Audit Template Project

Rationale:

Guided Pathways

- As the college prepares for the implementation of guided pathways, one of the critical structural elements will be the pathway (or curriculum) that the students follow.
- It is important to understand how each of our programs work to meet the needs of job readiness or transferability.
- Each program deserves a quick evaluation on a few key points. We do not exactly know yet what guided pathways may look like at MVCC yet, but we can still create a snapshot of what our programs currently look like so that as the process progresses, we have this data to be able to offer informed opinions.
- CWCC is positioned to be able to collect this data and work to make informed recommendations.

Middle States Audit

- As we collect the data, we might as well make sure that all of our curricular listing are consistent.
- Importantly, seamless transfer happened so quickly that we should make sure that the program goals/objectives are still met or current given the bulk of program changes made during ST. (also, making sure that goals/objectives are up to date with technology).

What this project will seek to do:

- Ask departments to review all of their program offerings to be able to:
 - Compare program goals/objectives to program offerings.
 - Compare program overlay to SUNY transfer pathway and/or articulation agreements.
 - Collect occupational and educational outcomes.
 - Collect rationales about open or closed electives.
- Use this data to:
 - Audit the current state of academic programs.
 - Provide feedback and recommendations related to the guided pathway process.
 - Shape recommendations about advising for General Studies students for electives.

What we will not do:

- Change any programs.
- Tell departments how to change their programs.

KEY QUESTIONS ABOUT STUDENT PATHWAYS

CLARIFYING PATHWAYS TO STUDENT END GOALS

- Are our programs designed to guide and prepare students to enter further education and employment in fields of importance to our region?
- Are further education and employment targets clearly specified for every program?
- How clearly are our programs mapped out? Do students know which courses they should take and in what sequence? Are the courses that are critical for success in each program clearly identified?

HELPING STUDENTS ENTER A PATHWAY

- How do we help new students choose a program of study, particularly the many who do not have clear plans for college and careers?
- How well do we help students succeed in the gateway courses for our main program areas (such as nursing and allied health, business, education and social services, social and behavioral sciences, arts and humanities, STEM, etc.)?
- How do we ensure that students enter a program of study as quickly as possible?
- Do we help students who are unlikely to be accepted into limited-access programs (such as nursing or culinary arts) to find other viable program paths?

KEEPING STUDENTS ON PATH

- How well do we monitor students' program choices and progress toward completing their program's requirements?
- Do students know how far along they are in their programs and what they have left to do to complete them?
- Are we able to identify when students are at risk of deviating from their program plans? How effective are we at intervening to help students get back on track?
- Does the way we schedule courses enable students to take courses when they need them, plan their lives around school from one term to the next, and complete their programs on time?

ENSURING THAT STUDENTS ARE LEARNING

- How well defined are the learning outcomes for each of our programs?
- Are program learning outcomes aligned with the skills and knowledge students need to succeed in the four-year college majors and employment opportunities targeted by each program?
- Are assignments and exams designed to evaluate whether students are building essential skills and mastering learning outcomes across each program?

<https://ccrc.tc.columbia.edu/media/k2/attachments/Implementing-Guided-Pathways-Tips-Tools.pdf>

The Transfer Playbook: Essential Community College Practices

1. Prioritize transfer student success

- ✓ Communicate transfer as a key component of the college's mission.
- ✓ Make transfer student success a core priority in the college's strategic documents.
- ✓ Share data internally on transfer student outcomes and on the effectiveness of transfer practices.
- ✓ Invest significant resources to support students seeking to transfer.
- ✓ Designate staff and committees with responsibility for improving transfer student outcomes.

2. Create clear program pathways with aligned high-quality instruction

- ✓ Collaborate with partner institutions to create maps showing major-specific bachelor's program requirements, recommended lower division course sequences, and progress milestones.
- ✓ Provide rigorous instruction and other high-quality learning experiences to prepare students to thrive in upper division coursework in their desired majors.
- ✓ Solicit regular, honest feedback on program quality from university academic departments.
- ✓ Design alternative transfer pathways as needed to facilitate degree completion in specific fields.

3. Provide tailored transfer student advising

- ✓ Design website with accurate, easy-to-access information for students seeking to transfer.
- ✓ Help students explore career/transfer options, choose a major field and preferred transfer destination(s), and develop a full-program plan as soon as possible.
- ✓ Continuously monitor student progress, provide frequent feedback, and intervene quickly when students are at risk of falling off plan.
- ✓ Help students plan to finance their *entire* undergraduate education (not just the community college piece).

4. Build strong transfer partnerships

- ✓ Build trusting relationships with partners and communicate frequently at all levels.
- ✓ Share data on transfer student experiences and outcomes.
- ✓ Jointly invest in shared support services and strategic initiatives to benefit transfer students.
- ✓ Collaborate on improving instruction and support services for transfer students.
- ✓ Designate "transfer champions" as liaisons to transfer partners.

CWCC Preliminary Guided Pathway Prep and Middle States Audit Template

If this is a terminal degree, what are the job placement possibilities that would exist for our graduates?

For ANY open or restricted elective, provide rationale for all of the choices allowed for potential electives.

DRAFT

CWCC and Guided Pathways – Winter Institute

Aaron Fried, CWCC Chair

Shannon Crocker, Student Advisement Design Team for Guided Pathways

In the spring semester, the CWCC is asking each department to fill out a Program Template to help the CWCC and Departments be able to know if any program may need revision based on a variety of factors driving Guided Pathways. These include program objectives, transfer pathways, career potential, open or restricted electives, and more. In this session, we will discuss the Program Template as a uniform method of evaluating your program.