

## FRAMEWORK FOR GUIDED PATHWAYS

Information Taken from Senate Minutes/Senate discussions: 5-22-18, 8-31-18, 11-20-18 and Coordinator Job Description

### **GP Oversight Committee:** (From GP Coordinator's Job Description)

A Guided Pathways cross-functional steering committee that would branch out into three initiative teams and give more structure, more focused work, yet allow for involvement of more faculty.

#### **Charge of GP Oversight-Committee:**

- Coordinate the three initiative committees: Curricular pathways, On-boarding of New Students, and Intervention Strategies, and keep committees on task.
- Report and seek endorsements from appropriate Senate and shared governance committees, divisions and departments.
- Develop timelines for a five-year plan, recommend next steps, and make reports as needed to the Senate.

### **GP Oversight Committee Membership:**

Four faculty members (each from a different division and Curriculum Chair). Three of the faculty will co-chair one of the three initiative committees.

The breakdown for committee positions are these:

1. One member coordinating intervention
2. One member coordinating outreach
3. One member coordinating meta-major "buckets" (common career goals such as an educator, etc... as a global identifier to engage students beginning plans)
4. Vice President of Student Service
5. Vice President of Instruction
6. Dean, Student Success & Support Services (Manager of GP categorical funds)
7. One additional member (Curriculum Chair announced at Senate meeting 8-31-18)

8\*. Add a voting member of the Senate to the GP Oversight Committee to ensure all 10+1 changes are endorsed by the Senate, per the charge of the GP Oversight Committee.

### **Coordinator Campus Communication.** (From the Three GP Coordinators' Negotiated Job Descriptions)

Each Coordinator shall regularly report activities to key campus committees to include the Academic Senate, College Council, and Planning Councils. *Additionally, each Coordinator shall notify the Senate of upcoming GP discussion topics to allow the Senate to simultaneously discuss topics and provide input.*

### **GP Initiative Committee:** (From the Administration Call for Volunteers)

The three GP Committee cross-functional teams shall include members from the campus community, faculty, classified, management and students who will work for the next two-three years.

#### **Charge of each GP Initiative Committee:**

1. Curricular Pathways: Develop "meta-majors" or curricular pathways that are aligned with employment goals or future educational goals. Once the clusters are determined, programs and courses will be mapped to the pathways.
2. Onboarding of New Students: Review all aspects from outreach, applications processes, registration, orientation placement and Ed-plans. Once the curricular pathways are determined, onboarding of new students will be aligned to these mapped clusters.
3. Intervention Strategies: Examine support structures to keep students on their paths. Technology and programs will be evaluated from Early Alert at the course level through meeting their goals within their pathways and programs.

**Membership:** Open to all faculty, classified, management, and students who volunteer. Faculty will be approved by the Senate and placed on consent calendar.

## FRAMEWORK PENDING DECISIONS

**Final Decisions:** After the Oversight Committee brings GP Committee recommendations to shared governance committees and the Senate for endorsement/feedback, where and when is the final decision made?

**Fiscal Decisions:** What body will make the decisions on how the money awarded to Pathways will be spent?

# Program Student Learning Outcome Public Posting

Academic Senate

~~April 7, 2015~~

November 27, 2018

# Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

## C. Institutional Integrity

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

## **Eligibility Requirements for Accreditation**

*(Adopted June 2014)*

In order to achieve eligibility, the institution must completely meet all Eligibility Requirements. Compliance with the Eligibility Requirements is expected to be continuous and will be validated periodically, normally as part of every Institutional Self Evaluation process and external Educational Quality and Institutional Effectiveness Review.

# Option based on Existing Documentation

- Use existing Doc IV from last Program Review\*
  - Least work for faculty
  - Can revise process for future

\*PSLOs will be assessed during 2015-16 Program Review

Presenters Note: Senate motion carried to post existing documents to portal to allow for extended conversation related to public posting of PSLO assessment results.

## PSLO Mapping and Assessment Mapping, fall 2016 – spring 2018; Assessment, fall 2018

- Mapped CSLOs from core courses in program
- Evaluate mapping
  - Do all CSLOs map to a PSLO?
  - Is there sufficient opportunities for students to achieve the level of master of the PSLO?
- Based on CSLO data, are students achieving the PSLO across modalities?
  - Results
  - Closing the Loop

# Instruction - Kinesiology & Athletics - PSLO - Health Science

## 1st - PSLO Program Mapping

*Yes - All courses map to a PSLO*

Action needed: None - All courses map to a PSLO

## PSLO: Public Health - PSLO1

1. Students will understand how the body functions and how behavioral choices impact health.

PSLO Status: Active

Related degree/certificate: Associate in Arts (AA)

Effective Date: 09/01/2017

Archive Date:

### 2nd - PSLO Mapping Analysis

**1 - There are sufficient CSLOs to achieve the PSLO - introduce, practice, develop (Active)**

**IPD Mapping:** There are sufficient opportunities for students to develop the skills necessary to meet this PSLO. This includes courses that allow for the identification, practice, and development of the understanding of how the body function and how behavioral choices impact health.

NA:

### Related Courses

HLED A100 - Personal Health - (1 - Introduced, 2 - Practiced, 3 - Developed)

HLED A122 - Drugs, Health & Society - (1 - Introduced, 2 - Practiced)

HLED A160 - Peer Educator Level 1 - (1 - Introduced, 2 - Practiced)

### Related CSLOs

**HLED A100 - Personal Health**

**CSLO1 - 1.** Develop a personal concept of health incorporating mental, physical, social, intellectual, occupational and spiritual aspects.

**CSLO2 - 2.** Evaluate their personal level of health in the different dimensions of health and identify how behaviors affect their health.

**CSLO3 - 3.** Utilize health information resources from a variety of sources, such as print, media and electronic, and discern credibility.

**CSLO4 - 4.** Design a strategy for making a behavior change that improves lifelong wellness and practice implementation of the new behavior.

## PSLO Final Report

Associated degree/certificate	PSLO	Mapping Analysis	IPD Focus	IPD Mapping	Closing the Loop	Plan for Improvement
Associate Degree for Transfer (AT)	Students will be able to assess the burden of disease on the health of populations, including the impact of environmental exposures,	1 - There are sufficient CSLOs to achieve the PSLO	introduce, practice, develop	There are sufficient opportunities for students to develop the skills necessary to meet this PSLO. The course in personal health sets the content background, and the public health course allows students to investigate how health issues impact populations.	Viewing the data revealed that there is good success across all modalities. All were above an 80% success rate.	As the courses in this program are supporting the achievement of the PSLOs, we will continue to offer the courses and look for ways to increase opportunities for students to increase activities related to analyzing the burden of disease in societies.
	Students will be able to develop and deliver health programs and interventions that are based on behavior frameworks, and evaluate health programs and initiatives for effectiveness.	1 - There are sufficient CSLOs to achieve the PSLO	introduce and practice	There is sufficient opportunity - two of the three courses introduce and practice, and one develops, however that is not the main focus of the supporting courses for this PSLO	Students are successful meeting the components that support this PSLO, and there is similar success rates across modalities.	Students who complete the courses in this program are developing the skills necessary to achieve this PSLO. They are using health behavior frameworks in several courses, and this gives the students sufficient opportunity to identify and practice using the frameworks.
	Students will be eligible and prepared for admission (SB 1440 and Education Code 66746) to California State University system schools.	1 - There are sufficient CSLOs to achieve the PSLO	introduce, practice and develop	The course that support this PSLO are at the development level.	There were no major differences across modalities. All were above 80%	Continue to offer the courses that support this PSLO so that students are ready to transfer to a CSU with a guarantee.
Associate in Arts (AA)	1. Students will understand how the body functions and how behavioral choices impact health.	1 - There are sufficient CSLOs to achieve the PSLO	introduce, practice, develop	There are sufficient opportunities for students to develop the skills necessary to meet this PSLO. This includes courses that allow for the identification, practice, and development of the understanding of how the body function and how behavioral choices impact health.	The success rates across modalities were different, but seeming not significantly. They were in a range of between 91.2% and 87.8%	PSLO was above 80% across all modalities. The PSLOs are well supported by the course and their outcomes. No plan for any changes.
	2. Student will be able to	1 - There are sufficient CSLOs to	introduce and	There is sufficient	The success rates were	Continue to support students with



## PSLO Assessment - Public Health

Related degree/certificate	PSLO	Mapping Analysis	All Modalities: Criterion Met	Closing the Loop	Plan for Improvement
Associate Degree for Transfer (ADT)	Students will be able to assess the burden of disease on the health of populations, including the impact of environmental exposures,	1 - There are sufficient CSLOs to achieve the PSLO	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	Viewing the data revealed that there is good success across all modalities. All were above an 80% success rate.	As the courses in this program are supporting the achievement of the PSLOs, we will continue to offer the courses and look for ways to increase opportunities for students to increase activities related to analyzing the burden of disease in societies.
	Students will be able to develop and deliver health programs and interventions that are based on behavior frameworks, and evaluate health programs and initiatives for effectiveness.	1 - There are sufficient CSLOs to achieve the PSLO	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	Students are successful meeting the components that support this PSLO, and there is similar success rates across modalities.	Students who complete the courses in this program are developing the skills necessary to achieve this PSLO. They are using health behavior frameworks in several courses, and this gives the students sufficient opportunity to identify and practice using the frameworks.
	Students will be eligible and prepared for admission (SB 1440 and Education Code 66746) to California State University system schools.	1 - There are sufficient CSLOs to achieve the PSLO	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	There were no major differences across modalities. All were above 80%	Continue to offer the courses that support this PSLO so that students are ready to transfer to a CSU with a guarantee.
Associate in Arts (AA)	1. Students will understand how the body functions and how behavioral choices impact health.	1 - There are sufficient CSLOs to achieve the PSLO	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	The success rates across modalities were different, but seeming not significantly. They were in a range of between 91.2% and 87.8%	PSLO was above 80% across all modalities. The PSLOs are well supported by the course and their outcomes. No plan for any changes.
	2. Student will be able to analyze global health issues and identify the impact of environment, socioeconomics, politics, and culture on health and health systems.	1 - There are sufficient CSLOs to achieve the PSLO	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	The success rates were consistently above 80% across all modalities	Continue to support students with activities that support the development of competencies in public health
	3. Student will be prepared for transfer to local CSUs, ie., CSU Fullerton	1 - There are sufficient CSLOs to achieve the PSLO	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	The success was above 80% across all modalities and the differences were very small.	Continue to offer the courses that support this PSLO so that students are ready to transfer.

Orange Coast College  
Faculty Academic Senate  
November 13, 2018

Whereas: Current Academic Senate by-laws do not provide submission of a vote by Proxy, and

Whereas: Proxy voting can be validated by amending the current Orange Coast College,  
Faculty Academic Senate By-laws, and

Whereas: Senators represent a constituency of academic divisions, departments or the campus  
At-large, and

Whereas: Proxy voting will allow voting Academic Senate members to dutifully represent  
constituents on issues brought before the Senate, and

Whereas: A valid proxy vote is one offered in writing, signed and submitted by a voting  
Senate member;

Be it Resolved: The Orange Coast College Faculty Academic Senate amend the By-Laws to  
include the submission of vote by proxy.

Submitted by Darryl Isaac, Academic Senator for the Consumer and Health Sciences Division  
November 20, 2018