

## Guided Pathways Design Teams

### Curricular Pathways

Faculty	14
Administrative	8
Classified	4
Students	2
<b>Total</b>	<b>28</b>

### Intervention Strategies

Faculty	13
Administrative	2
Classified	6
Students	1
<b>Total</b>	<b>22</b>

### Onboarding

Faculty	14
Administrative	8
Classified	11
Students	0
<b>Total</b>	<b>33</b>

## **Design Principles**

1. Inclusion (all programs in clusters)
2. Simplicity (start with a broad layer)
3. Opportunities for collaboration/community/interdisciplinarity within clusters
4. Flexibility (for student mobility)
5. Design with opportunities for early embedded exposure (internships, shadowing)
6. Clarity of career choices, potential careers within field
7. Opportunities to embed cluster-specific counseling at top layer
8. Opportunities to embed research options within clusters

# Guided Pathways – Curriculum Pathways

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**Purpose of the committee:** The committee is charged with providing campus leadership in creating detailed curricular pathways for academic program or career clusters that lead to specific employment or transfer outcomes. The committee will coordinate efforts to map program and course sequences that include relevant mathematical and English course options. The committee is also charged with reflection and progress analysis toward the 14 key elements of guided pathways as outlined by the state assessment tool.

## Major elements of the committee's work:

- Draft and disseminate program and career clusters for campus-wide feedback and review.
- Map curricular pathways to programs of study and align critical sequences and courses to career opportunities and transfer outcomes.
- Curriculum review, cleanup, and refinement if necessary
- Create staff-development opportunities for the campus to understand guided pathways.
- Recommend curricular structures for guided major and career exploration for the undecided student.
- Develop informational and outreach materials, including web-presence improvement plans.
- Coordinate with the other initiatives for outreach and intervention.
- Develop strategies for broad campus involvement and dissemination of information.
- Evaluate program developments against the key performance indicators, including successful completion of transfer-level Math and English, first-term and first-year momentum, and persistence from year 1 to year 2.

## Phases of Implementation

### Fall 2018

**Phase One:** Establishing a foundation (Membership - Purpose – Goals – Vision – Timeline - Structure)

- Secure committee membership that represents a broad range of specializations, disciplines, and constitute groups across campus. This includes faculty from multiple departments and divisions, classified, student services, and students
- Solidify the committee charge of the committee (purpose, vision, outcomes)
- Identify specific committee outcomes for 2018/19 academic year
- Finalize a timeline of work for committee outcomes

- Workshop presented by ASCCC Representative (November 9<sup>th</sup>?)
- Staff Development Opportunities (e.g. FLEX Day Presentation)

### **Phase Two:** Development of clusters

- Begin the work of creating academic program or career clusters
- Campus Wide Feedback: Communicate progress to the academic senate, college council, campus forums, and planning councils

### **Spring 2019**

- Continue work of developing clusters
- External Feedback from a CCC (Learn about their process, challenges, structure, timeline, etc. from colleagues at local institutions) Options:
  - LBCC
  - SDCC
  - BC
  - Etc.
- Campus Wide Feedback: Communicate progress to the academic senate, college council, campus forums, and planning councils
- Begin website construction

### **Fall 2019**

### **Phase Three:** Mapping, integration elements of Math and English,

- Program Mapping, continue refinement of our clusters, integration of math and English
- Identify mapping curricular pathways between areas of study within or across departments and divisions
- Connect pathways with career opportunities and transfer outcomes.

### **Phase Four:** Support services, early alerts, benchmarks, tracking, etc.

- Develop connections with outreach and student services support to provide intervention and coordinated efforts of supporting students.
- Assess website information related to academic clusters
- Develop instructional materials to inform the clusters and support student decision making

- Campus Wide Feedback: Communicate progress to the academic senate, college council, campus forums, and planning councils
- Evaluate program development against key performance indicators for the guided pathways project:
  - Successful completion of transfer level math and English
  - First term momentum check points (successful in 6 plus units, 12+, or 15 degree applicable units)
  - First year momentum check points (successful in 15 plus units, 24+, or 30 degree applicable units)
  - Persistent rates from term 1 to 2 and 3 to 4

### **Spring 2020**

- Assess the effectiveness of instructional materials to inform the clusters and support student decision making
- Assess the effectiveness of connections and application of outreach and student services support to provide intervention and coordinated efforts of supporting students.
- Assess Website and other forms of communication
- Assess and review plan for evaluating program development against key performance indicators for the guided pathways project:
  - Successful completion of transfer level math and English
  - First term momentum check points (successful in 6 plus units, 12+, or 15 degree applicable units)
  - First year momentum check points (successful in 15 plus units, 24+, or 30 degree applicable units)
  - Persistent rates from term 1 to 2 and 3 to 4

PSLO Data Points - Art

PSLO Name	PSLO	Related degree/certificate	Mapping Analysis (Assurance there are sufficient CSLOs mapped to the PSLO)	IPD Focus (The level that the PSLO address identification, practice, or development of the program outcome)	IPD Mapping (Discipline faculty members' evaluation level of mastery provided by each course that support the PSLO)	All Modalities: Criterion Met (overall student success rate in achieving the CSLOs that support the PSLO)	Traditional: Criterion Met (student success in achieving the CSLOs that support the PSLO, face-to-face sections)	Online: Criterion Met (student success in achieving the CSLOs that support the PSLO, online sections)	Hybrid: Criterion Met (student success in achieving the CSLOs that support the PSLO, hybrid sections)	Closing the Loop (Discipline faculty members' evaluation of success rates across modalities)	Plan for Improvement (Discipline faculty members' response to success rates across modalities)
Art History-PSLO1	1. Read, write, interpret and understand the major movements and concepts in art history.	Associate Degree for Transfer (ADT)	1 - There are sufficient CSLOs to achieve the PSLO	The level of mastery is introduced, practiced and developed.	The courses in this program provide sufficient opportunities for students to develop the ability to interpret and understand the major movements and concepts in art history.	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	Not Applicable	There is consistency across modalities. The online students had a success rate of 93.9% and the face-to-face had a success rate of 93.7%. These numbers are essentially the same.	Art A103 is the course that is offered online. The department faculty intent to continue offering online sections of this course, and they will continue to support it to maintain equal success rates across modalities.
Art History-PSLO2	2. Conduct original research in the history of art.	Associate Degree for Transfer (ADT)	5 - Unnecessary PSLO (submit change through Curriculum Committee)	This PSLO is not appropriate for undergraduate, lower division students.	NA	3 - Not Achieved (0% - 59% of student achievement on PSLO)	Not Applicable	Not Applicable	Not Applicable	This PSLO is not appropriate for undergraduate students, particularly lower division as we serve at the community college.	This PSLO will be revised/removed via college curriculum processes.
Art History-PSLO3	3. Understand the significance and application of art historical styles, Cultures, artists and relevant vocabulary in art and design.	Associate Degree for Transfer (ADT)	1 - There are sufficient CSLOs to achieve the PSLO	Identify, practice	The courses in the program provide sufficient opportunities for the students to identify and practice what is required to understand the significance and application of art history styles, cultures, and relevant vocabulary.	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	Not Applicable	Overall, there are high success rate in all modalities. There is a 2% discrepancy between face-to-face and online, with online slightly lower.	Faculty will continue to monitor success rates across modalities to assure that all students continue to achieve the outcome.
Art History-PSLO4	4. Students will be eligible and prepared for admission (SB 1440 and Education Code 66746) to California State University system schools.	Associate Degree for Transfer (ADT)	1 - There are sufficient CSLOs to achieve the PSLO	Identify, Practice, and Develop	The core courses in this degree are defined by the CSU faculty and are appropriate for preparing students for transfer.	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	1 - Fully Achieved (80% - 100% of student achievement on PSLO)	Not Applicable	Overall, students are achieving the course outcomes that support their preparation to transfer to the CSU system, majoring n Art History. Faculty find that students who complete this degree are also successful in transferring to the UC and private schools as well.	Faculty will be adding an addition course, ART A114 (Art of the Ancient Americas) to the list A. This course will be offered online. This will provide additional opportunities for students develop knowledge, skills, and dispositions necessary to be successful at a four-year institution.
<b>KEY</b>	<b>Yellow = Data on the standard report</b>	<b>Gray = Not on the standard report</b>									

# PSLO Mapping Analysis - Art History



## Instruction - Visual & Performing Arts - PSLO - Art

### 1st - PSLO Program Mapping

*Yes - All courses map to a PSLO*

**Action needed:** None - All courses map to a PSLO

### PSLO: Art History-PSLO1

1. Read, write, interpret and understand the major movements and concepts in art history.

**PSLO Status:** Active

**Related degree/certificate:** Associate Degree for Transfer (ADT)

**Effective Date:** 01/01/2014

**Archive Date:**

### 2nd - PSLO Mapping Analysis

**1 - There are sufficient CSLOs to achieve the PSLO** - The level of mastery is introduced, practiced and developed. (Active)

**IPD Mapping:** The courses in this program provide sufficient opportunities for students to develop the ability to interpret and understand the major movements and concepts in art history.

**NA:**

### Related Courses

**ART A100** - Hist. & Apprec of Western Art - (1 - Introduced, 2 - Practiced)

**ART A100H** - Hist & Apprec. of West Art Hon - (1 - Introduced, 2 - Practiced, 3 - Developed)

**ART A101** - West Art/Proto-Rnc/Post Impres - (1 - Introduced, 2 - Practiced)

**ART A101H** - Art/Pto Rc/Pst Impr Honors - (1 - Introduced, 2 - Practiced, 3 - Developed)

**ART A103** - History of Asian Art - (1 - Introduced, 2 - Practiced)

### Related CSLOs

**ART A100** - Hist. & Apprec of Western Art

**CSLO2** - 2. Recognize the religious, sociopolitical, cultural and environmental factors that have influenced the development of the arts.

**CSLO3** - 3. Differentiate major art movements, styles and artists.

**ART A100H** - Hist & Apprec. of West Art Hon

**CSLO2** - 2. Recognize the religious, sociopolitical, cultural and environmental factors that have influenced the development of the arts.

# Instruction - Visual & Performing Arts - PSLO - Art

**ART A101** - West Art/Proto-Rnc/Post Impres

**CSLO2** - 2. Recognize the religious, sociopolitical, cultural and environmental factors that have influenced the development of the arts.

**CSLO3** - 3. Differentiate major art movements, styles and artists

**ART A101H** - Art/Pto Rc/Pst Impr Honors

**CSLO1** - 1. Analyze an artwork in terms of the elements and principles of design.

**CSLO3** - 3. Differentiate major art movements, styles and artists.

**CSLO2** - 2. Recognize the religious, sociopolitical, cultural and environmental factors that have influenced the development of the arts.

**ART A103** - History of Asian Art

**CSLO3** - 3. Differentiate major art movements, styles and artists.

## PSLO: Art History-PSLO2

2. Conduct original research in the history of art.

**PSLO Status:** Active

**Related degree/certificate:** Associate Degree for Transfer (ADT)

**Effective Date:** 01/01/2014

**Archive Date:**

### *2nd - PSLO Mapping Analysis*

**5 - Unnecessary PSLO (submit change through Curriculum Committee)** - This PSLO is not appropriate for undergraduate, lower division students. (Active)

**IPD Mapping:** NA

**NA:**

## PSLO: Art History-PSLO3

3. Understand the significance and application of art historical styles, Cultures, artists and relevant vocabulary in art and design.

**PSLO Status:** Active

**Related degree/certificate:** Associate Degree for Transfer (ADT)

**Effective Date:** 01/01/2014

**Archive Date:**

### *2nd - PSLO Mapping Analysis*

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

**IPD Mapping:** The courses in the program provide sufficient opportunities for the students to identify and practice what is required to understand the significance and application of art history styles, cultures, and relevant vocabulary.

**NA:**

### *Related Courses*

**ART A100** - Hist. & Apprec of Western Art - (1 - Introduced, 2 - Practiced)

**ART A100H** - Hist & Apprec. of West Art Hon - (1 - Introduced, 2 - Practiced)



# Instruction - Visual & Performing Arts - PSLO - Art

**ART A101** - West Art/Proto-Rnc/Post Impres - (1 - Introduced, 2 - Practiced)

**ART A101H** - Art/Pto Rc/Pst Impr Honors - (1 - Introduced, 2 - Practiced)

**ART A103** - History of Asian Art - (1 - Introduced, 2 - Practiced)

## Related CSLOs

**ART A100** - Hist. & Apprec of Western Art

**CSLO1** - 1. Analyze an artwork in terms of the elements and principles of design.

**CSLO2** - 2. Recognize the religious, sociopolitical, cultural and environmental factors that have influenced the development of the arts.

**CSLO3** - 3. Differentiate major art movements, styles and artists.

**ART A100H** - Hist & Apprec. of West Art Hon

**CSLO1** - 1. Analyze an art work in terms of the elements and principles of design.

**CSLO2** - 2. Recognize the religious, sociopolitical, cultural and environmental factors that have influenced the development of the arts.

**ART A101** - West Art/Proto-Rnc/Post Impres

**CSLO2** - 2. Recognize the religious, sociopolitical, cultural and environmental factors that have influenced the development of the arts.

**CSLO1** - 1. Analyze artwork in terms of the elements and principles of design.

**CSLO3** - 3. Differentiate major art movements, styles and artists

**ART A101H** - Art/Pto Rc/Pst Impr Honors

**CSLO1** - 1. Analyze an artwork in terms of the elements and principles of design.

**CSLO3** - 3. Differentiate major art movements, styles and artists.

**CSLO2** - 2. Recognize the religious, sociopolitical, cultural and environmental factors that have influenced the development of the arts.

**ART A103** - History of Asian Art

**CSLO1** - 1. Analyze an artwork in terms of the elements and principles of design.

## PSLO: Art History-PSLO4

4. Students will be eligible and prepared for admission (SB 1440 and Education Code 66746) to California State University system schools.

**PSLO Status:** Active

**Related degree/certificate:** Associate Degree for Transfer (ADT)

**Effective Date:** 01/01/2014

**Archive Date:**

## 2nd - PSLO Mapping Analysis

**1 - There are sufficient CSLOs to achieve the PSLO** - Identify, Practice, and Develop (Active)

**IPD Mapping:** The core courses in this degree are defined by the CSU faculty and are appropriate for preparing students for transfer.

**NA:**

# Instruction - Visual & Performing Arts - PSLO - Art

## Related Courses

**ART A100** - Hist. & Apprec of Western Art - (1 - Introduced, 2 - Practiced, 3 - Developed)

**ART A100H** - Hist & Apprec. of West Art Hon - (1 - Introduced, 2 - Practiced, 3 - Developed)

**ART A101** - West Art/Proto-Rnc/Post Impres - (1 - Introduced, 2 - Practiced, 3 - Developed)

**ART A101H** - Art/Pto Rc/Pst Impr Honors - (1 - Introduced, 2 - Practiced, 3 - Developed)

**ART A103** - History of Asian Art - (1 - Introduced, 2 - Practiced, 3 - Developed)

## Related CSLOs

**ART A100** - Hist. & Apprec of Western Art

**CSLO1** - 1. Analyze an artwork in terms of the elements and principles of design.

**CSLO2** - 2. Recognize the religious, sociopolitical, cultural and environmental factors that have influenced the development of the arts.

**CSLO3** - 3. Differentiate major art movements, styles and artists.

**ART A100H** - Hist & Apprec. of West Art Hon

**CSLO1** - 1. Analyze an art work in terms of the elements and principles of design.

**CSLO2** - 2. Recognize the religious, sociopolitical , cultural and environmental factors that have influenced the development of the arts.

**ART A101** - West Art/Proto-Rnc/Post Impres

**CSLO2** - 2. Recognize the religious, sociopolitical, cultural and environmental factors that have influenced the development of the arts.

**CSLO1** - 1. Analyze artwork in terms of the elements and principles of design.

**CSLO3** - 3. Differentiate major art movements, styles and artists

**ART A101H** - Art/Pto Rc/Pst Impr Honors

**CSLO3** - 3. Differentiate major art movements, styles and artists.

**CSLO1** - 1. Analyze an artwork in terms of the elements and principles of design.

**CSLO2** - 2. Recognize the religious, sociopolitical, cultural and environmental factors that have influenced the development of the arts.

**ART A103** - History of Asian Art

**CSLO1** - 1. Analyze an artwork in terms of the elements and principles of design.

**CSLO2** - 2. Identify the religious, sociopolitical , cultural and environmental factors that have influenced the development of the arts.

**CSLO3** - 3. Differentiate major art movements, styles and artists.

**ART A120** - Beginning Drawing

**CSLO1** - 1. Demonstrate effective use of drawing methodology in the rapid and rendered depiction of natural and mechanical subjects:executed in proportion, with use of perspective and emphasis of line dimension.

**CSLO2** - 2. Demonstrate the use of value to model the effects of light and so render the subject as a three-dimensional illusion on a flat surface using a variety of drawing materials to effectively investigate varied art concepts.

**CSLO3 Archived** - 3. Effectively use a variety of drawing materials to investigate varied art concepts.

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

# Open Educational Resources Update – 12/4/2018

Lori Cassidy

OER Grants Project Coordinator & Instructional Design Librarian

[lcassidy@occ.cccd.edu](mailto:lcassidy@occ.cccd.edu)

<http://libguides.orangecoastcollege.edu/facultyoer>

# AB798

- Grant was completed – we saved students over \$750,000 over the life of the grant!
- Funds left over – can be spent on the same activities
- Once they're gone, they're gone – please spread the word to others
  - Up to \$1000 to support conversion of paid textbook to OER
- If interested in professional development on OER that can be funded by grant or if outstanding payment owed, please contact me ASAP
- More info: <http://occ-library.blogspot.com/2018/11/faculty-oer-adoption-opportunities.html>

# ZTC Grant

- The goal of the grant is to develop a degree or certificate pathway with zero textbook costs to the student; also to share said pathway so that it may be duplicated at other colleges
  - Phase Two grant started in January and runs through March
  - Identified program is Architectural Design 1 certificate
  - A lot of progress has been made – we're finishing up meeting grant requirements and the creation of 3 books in Architecture

# SB1359

- Requires us to identify on online schedule which classes have no textbook costs
- Requires faculty to report every semester through online form: <https://goo.gl/forms/zn4avk6aAvCTjhem1>
  - Email sent through Office of Instruction
  - Please spread the word! Not all sections are being submitted (especially those with no assigned textbook).
  - Currently, the OER coordinators at each campus are responsible for running this process
- Links to free books available to students on Library home page: <http://libguides.orangecoastcollege.edu/freetexts>

# Sustainability

- Once grants end, no clear path for sustainability
- Currently administered in Library & Learning Support
  - Secured some additional funds through Friends of the Library but more is needed
  - Need someone to do the compliance parts of OER
- Sister colleges have an OER Coordinator – do we want to have one too?
- State groups, such as State Senate, is focusing more resources here and asking for OER point persons at each college



# The Senate for Newbies: Our Academic Senate Charge and Obligations per AB 1725 and Shared Governance Law

**History:** In 1988, California Assembly Bill AB 1725 was signed into law, which established (among other things), the power and purview of the Academic Senate in sharing the governance and decision-making with the administration and the Board of Trustees. (For further details on AB1725 see this PowerPoint: [http://www.ccsf.edu/dam/Organizational Assets/About CCSF/Accreditation/ParticipatoryGovPowerpoint 82412 Presentation.pdf](http://www.ccsf.edu/dam/Organizational%20Assets/About%20CCSF/Accreditation/ParticipatoryGovPowerpoint%2082412%20Presentation.pdf))

**Senate's Charge:** The Academic Senate was charged with two types of rights and obligations regarding shared governance with the administration and the Board of Trustees for the "10 + 1": (1) Provide judgment and advisement or (2) reach mutual agreement. At CCCD, seven of the 10 +1 are decided by the Senate as per to "rely primarily" on its advisement and four are decided by the Senate and administration per their "mutual agreement."

**The Board and the Senate:** The board is legally bound to follow these state-directed mandates; if not, there must be exceptional circumstances and compelling reasons, such as legal liability, fiscal hardship, or organizational reasons, and the Senate should request a written explanation if the BOT breaks from a required process. If there is consistent noncompliance, the local senate may contact the Legal affairs Division of the Chancellor's Office and file a written complaint.

The Senate should move towards strong and consistent communication and accurate record keeping to ensure shared governance is truly shared.

## The Ten + 1 at CCCD

### Rely Primarily:

1. Curriculum, including prerequisites and placing courses within disciplines (rely primarily)
2. Degree and certificate requirements (rely primarily)
4. Educational program development (rely primarily)
5. Standards or policies regarding student preparation and success (rely primarily)
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports (rely primarily)
8. Policies for faculty professional development activities (rely primarily)
9. Processes for program review (rely primarily)

### Mutual Agreement

3. Grading policies (mutual agreement)
6. District and college governance structures, as related to faculty roles (mutual agreement)
10. Processes for institutional planning and budget development (mutual agreement)
- +1. Other academic and professional matters as mutually agreed upon (mutual agreement)

**From the *Local Senates Handbook* from  
the State Academic Senate for California Community Colleges (ASCCC)**

<https://asccc.org/papers/handbook2015>

These two excerpts below show that the Senate has shared governance jurisdiction regarding the 10 +1 and the right/duty to appoint faculty to "any college body dealing with academic and professional matters as defined in Title 5 Regulations." Please note that the language states "any college body dealing with academic and professional matters," and that it does not state "committee" or "decision making committee."

**Placement in The College's Governance Structure:** Education Code and Title 5 Regulations clearly indicate the purview and role of the local senate within the college's governance structure. That delegation of authority places the local academic senate in a unique position: the senate president has direct access to the board of trustees and can bring forward items to be placed on the board agenda without filtering by administrators. The voice of faculty must be given primacy on the 10 +1 academic and professional matters called out in Education Code and Title 5 (See Part II of this handbook: The Legal basis: Education Code, Title 5, Accreditation, and Local Implementation. Because Education Code §70902(b) (7) guarantees all college constituent groups the right to "participate effectively" in discussions of matters that may impact them, the local administration and the local academic senate are obligated to hear and give due consideration to all relevant voices in developing recommendations. However, the senate is not bound to accommodate or reach consensus with other constituencies regarding academic and professional matters, and allowing equal voice to all constituent groups in college or district decision making regarding issues that fall under the 10+1 areas violates both the spirit and the letter of Title 5 Regulations.

**Committee Appointments:** All faculty appointments to any college body dealing with academic and professional matters as defined in Title 5 Regulations, with the exception of those specifically called out as being appointed by the bargaining agents, are to be made by the academic senate. Local academic senates may choose to delegate the responsibility for making certain appointments to the senate president without formal senate approval. Appointments to non-senate committees are made by the academic senate after consultation between the local senate president and the college president or chancellor (Title 5).

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## **Guided Pathways: Where Does It Fit in to Shared Governance?**

### **Curricular Pathways:**

1. Curriculum, including prerequisites and placing courses within disciplines (rely primarily)
2. Degree and certificate requirements (rely primarily)
4. Educational program development (rely primarily)

### **Onboarding:**

5. Standards or policies regarding student preparation and success (rely primarily)

### **Intervention Strategies:**

5. Standards or policies regarding student preparation and success (rely primarily)