

SLCC PATHWAYS





PATHWAYS CWT

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PATHWAYS CWT

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SLCC PATHWAYS

SLCC Pathways provide a guided program of study intentionally designed to enhance learning and clarify a student's route to program completion, a career, and further education.



WHY PATHWAYS?

- ▶ Improve Completion Rates
- ▶ Guide Student Choice
- ▶ Avoid Excessive Credits
- ▶ Improve Transfer Completion



WHY PATHWAYS?

▶ What kind of college do we want to be?



GROUNDHOG DAY

ADVISING



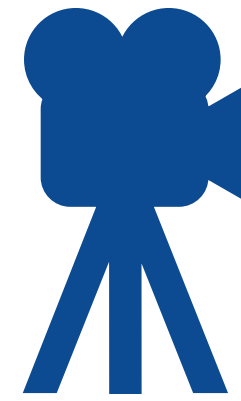
PATHWAYS PHASE I AREAS OF STUDY



Manufacturing, Construction and Applied Technologies



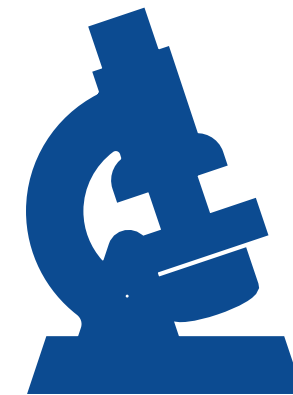
Humanities



Arts, Communication and Digital Media



Health Sciences



Science, Engineering and Math



Social & Behavioral Sciences, Education and Human Services



Business



Computer Science and Information Technology

PATHWAYS **PHASE II**

DEVELOP DESIGN PRINCIPLES GUIDELINES

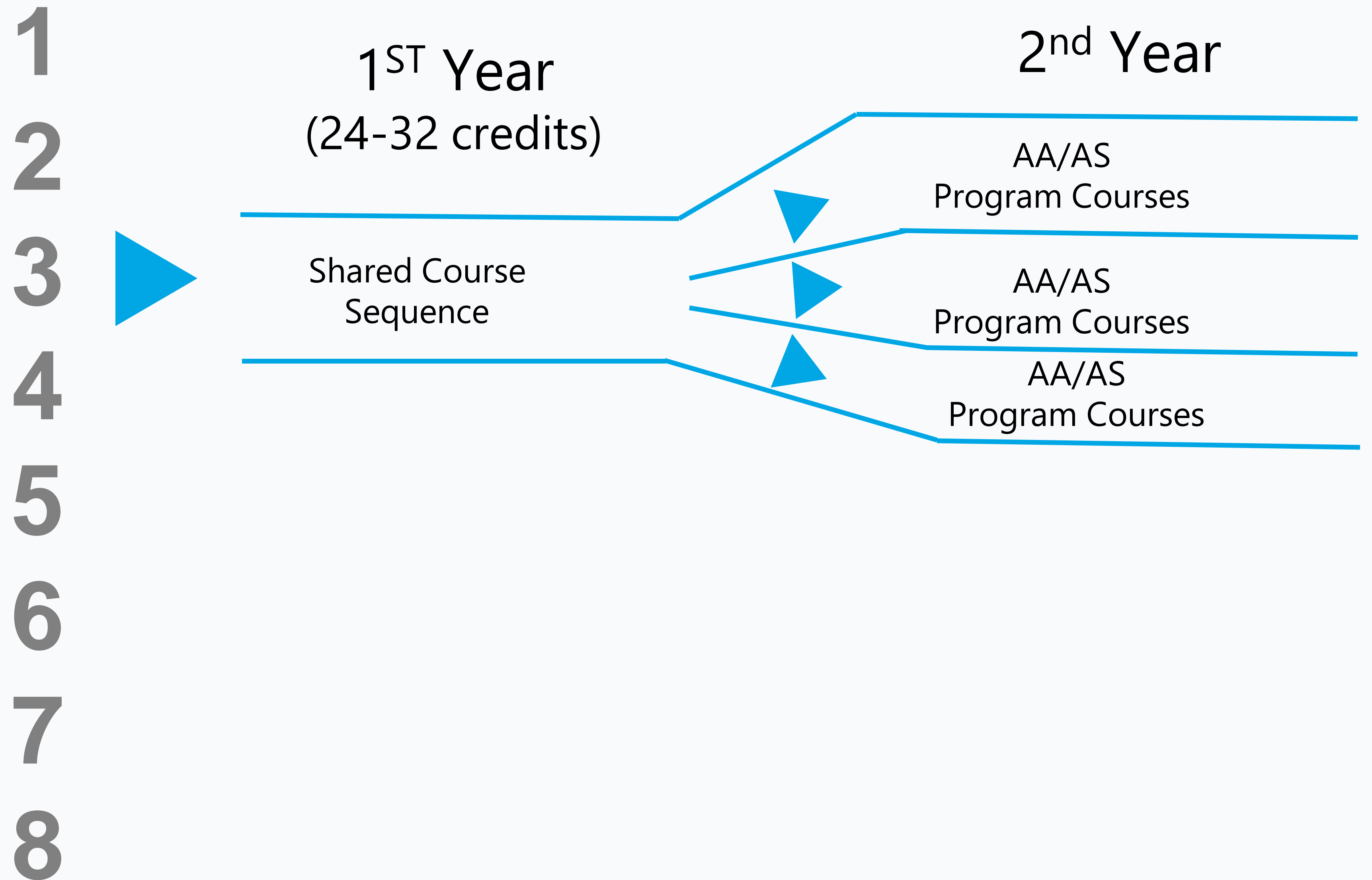
- ▶ Consistent teaching and learning practices.
- ▶ Establish the underlying gen ed and program structure philosophy
- ▶ Examine teaching and design practices within and across courses
- ▶ Create a **cohesive** student experience.

PATHWAYS



AREAS OF **STUDY**

PROGRAMS



PLAN FOR TODAY

PRESENT DRAFT PRINCIPLES

PAUSE AFTER EACH SECTION
FOR EXAMPLES TO GUIDE WORK

CASE STUDY



ACADEMIC AFFAIRS **CWT SUBCOMMITTEE**



1.

PREPARING

Helping students make choices and build intentionality.

2.

STRUCTURING

Clarifying routes to success and providing a coherent educational experience.

3.

ENGAGING

High impact educational experience within and beyond the course.



Pathways Principles



Preparing

Helping students make informed choices and build intentionality.

PREPARING PRINCIPLE

- ▶ Faculty and curriculum are essential in helping inform and connect students to an Area of Study as an early part of their educational experience.

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EXAMPLE

Students take an introductory course to an Area of Study in their first semester.

PREPARING PRINCIPLE

Faculty and curriculum are essential in helping inform and connect students to an Area of Study as an early part of their educational experience.

EXAMPLE

An Area of Study hosts an open house for students.

PREPARING PRINCIPLE

- ▶ Students need to understand the overall organization and goals of a Program.

PREPARING PRINCIPLE

Students need to understand the overall organization and goals of a Program.

EXAMPLE

Faculty develop student-focused resources (print and digital) regarding the skills, competencies, and habits of mind within their programs.

EXAMPLES



Structuring

Providing students with clear direction once a choice is made.

STRUCTURING PRINCIPLE

- ▶ Students need effectively designed Maps in order to make good course choices.

STRUCTURING PRINCIPLE

Students need effectively designed Maps in order to make good course choices.

EXAMPLE

Program Maps include courses required by Baccalaureate-granting transfer institutions.

STRUCTURING PRINCIPLE

Students need effectively designed Maps in order to make good course choices.

EXAMPLE

Program Maps direct students to complete Math, Composition, and American Institution requirements within the first 24-32 credit sequence.

STRUCTURING PRINCIPLE

Students need effectively designed Maps in order to make good course choices.

EXAMPLE

Program Maps direct students to take their Area of Study's Gen Ed Distribution requirement early.

STRUCTURING PRINCIPLE

- ▶ A student's first year should prepare her to enter into any Program within the selected Area of Study.

STRUCTURING PRINCIPLE

A student's first year should prepare her to enter into any Program within the selected Area of Study.

EXAMPLE

Departments within an Area of Study collaborate to determine shared first year course sequences to the extent possible.

STRUCTURING PRINCIPLE

- ▶ Students should not be penalized for changing an Area of Study within their first year.

STRUCTURING PRINCIPLE

Students should not be penalized for changing an Area of Study within their first year.

EXAMPLE

First year Program Maps prioritize Gen Ed core and distribution requirements to the extent possible.

STRUCTURING PRINCIPLE

- ▶ General education should be distributed across many disciplines.

STRUCTURING PRINCIPLE

General education should be distributed across many disciplines.

EXAMPLE

Humanities asks students to fulfill their International and Global learning requirement in Social and Behavioral Science.

STRUCTURING PRINCIPLE

General education should be distributed across many disciplines.

EXAMPLE

As a rule, Program Maps specify Gen Ed courses when required by a transfer institution.

STRUCTURING PRINCIPLE

- ▶ Curricular and program development should proceed based on the program, not individual courses.

STRUCTURING PRINCIPLE

General education should be distributed across many disciplines.

EXAMPLE

Programs align their program Maps with transfer institutions.

EXAMPLES



Engaging

Building strong learning environments through high-impact teaching.

ENGAGING PRINCIPLE

- ▶ Students learn better when they reflect on their educational experiences.

ENGAGING PRINCIPLE

Students learn better when they reflect on their educational experiences.

EXAMPLE

An Area of Study determines a capstone ePortfolio project.

ENGAGING PRINCIPLE

- ▶ High-impact teaching practices improve student persistence and retention.

ENGAGING PRINCIPLE

High-impact teaching practices improve student persistence and retention.

EXAMPLE

An Area of Study makes service-learning a signature pedagogy in the first year.

ENGAGING PRINCIPLE

High-impact teaching practices improve student persistence and retention.

EXAMPLE

An Area of Study requires two or more High Impact Practice courses in Program Maps.

ENGAGING PRINCIPLE

- ▶ Students are more likely to persist in inclusive, diverse, and accessible learning environments.

ENGAGING PRINCIPLE

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EXAMPLE

An Area of Study commits to Universal Design for all Programs.

ENGAGING PRINCIPLE

Students are more likely to persist in inclusive, diverse, and accessible learning environments.

EXAMPLE

A Program creates equity-minded curricular goals.

ENGAGING PRINCIPLE

- ▶ Faculty are better teachers when they are supported and passionate about what they do.

ENGAGING PRINCIPLE

Faculty are better teachers when they are supported and passionate about what they do.

EXAMPLE

An Area of Study provides opportunities for faculty course reassignment to pursue special projects to innovate and grow.

EXAMPLES



SLCC Communication Department Redesign

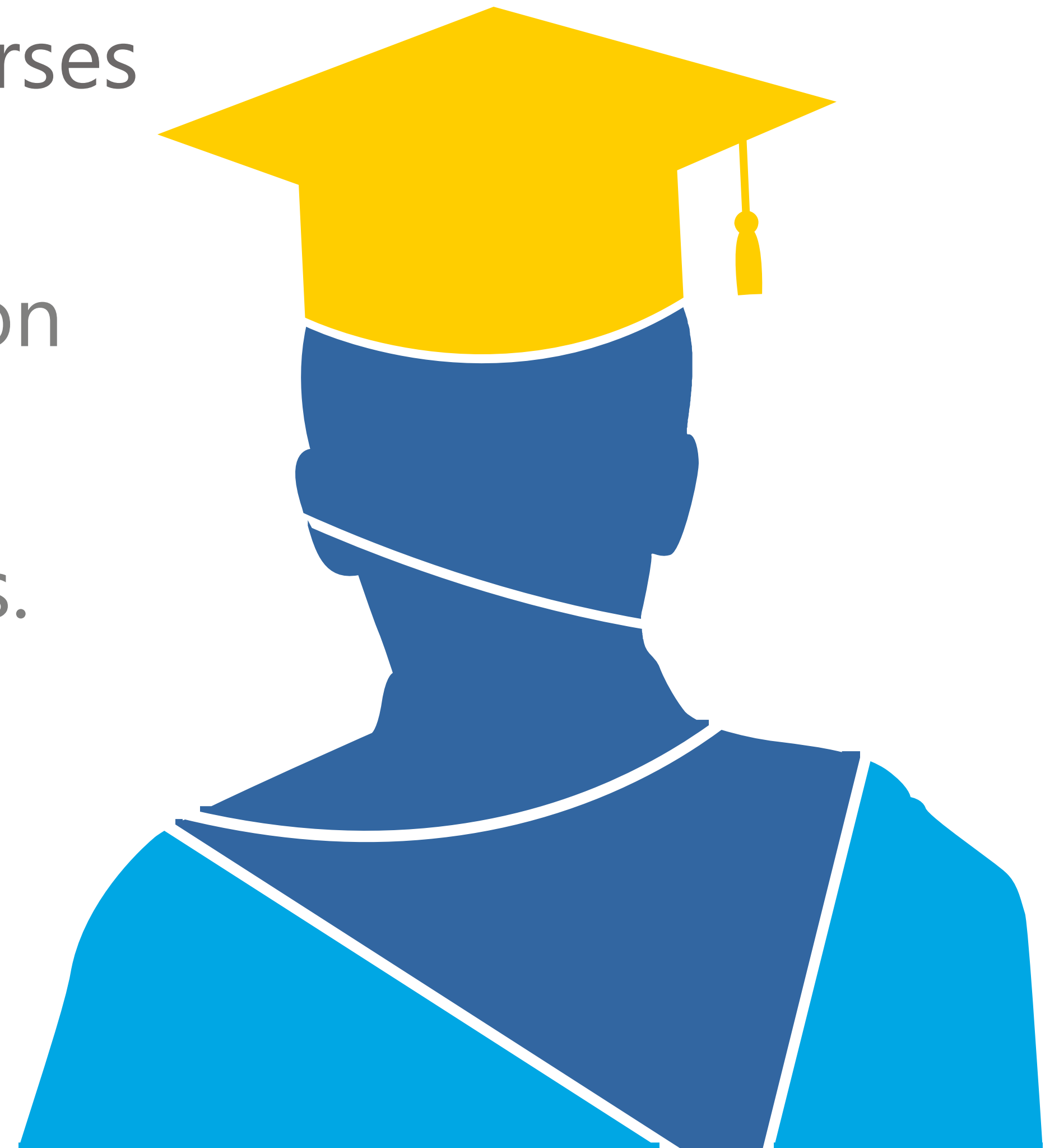
CASE STUDY

- ▶ Students were confused.
- ▶ Courses did not transfer.
- ▶ Completion rates were low.



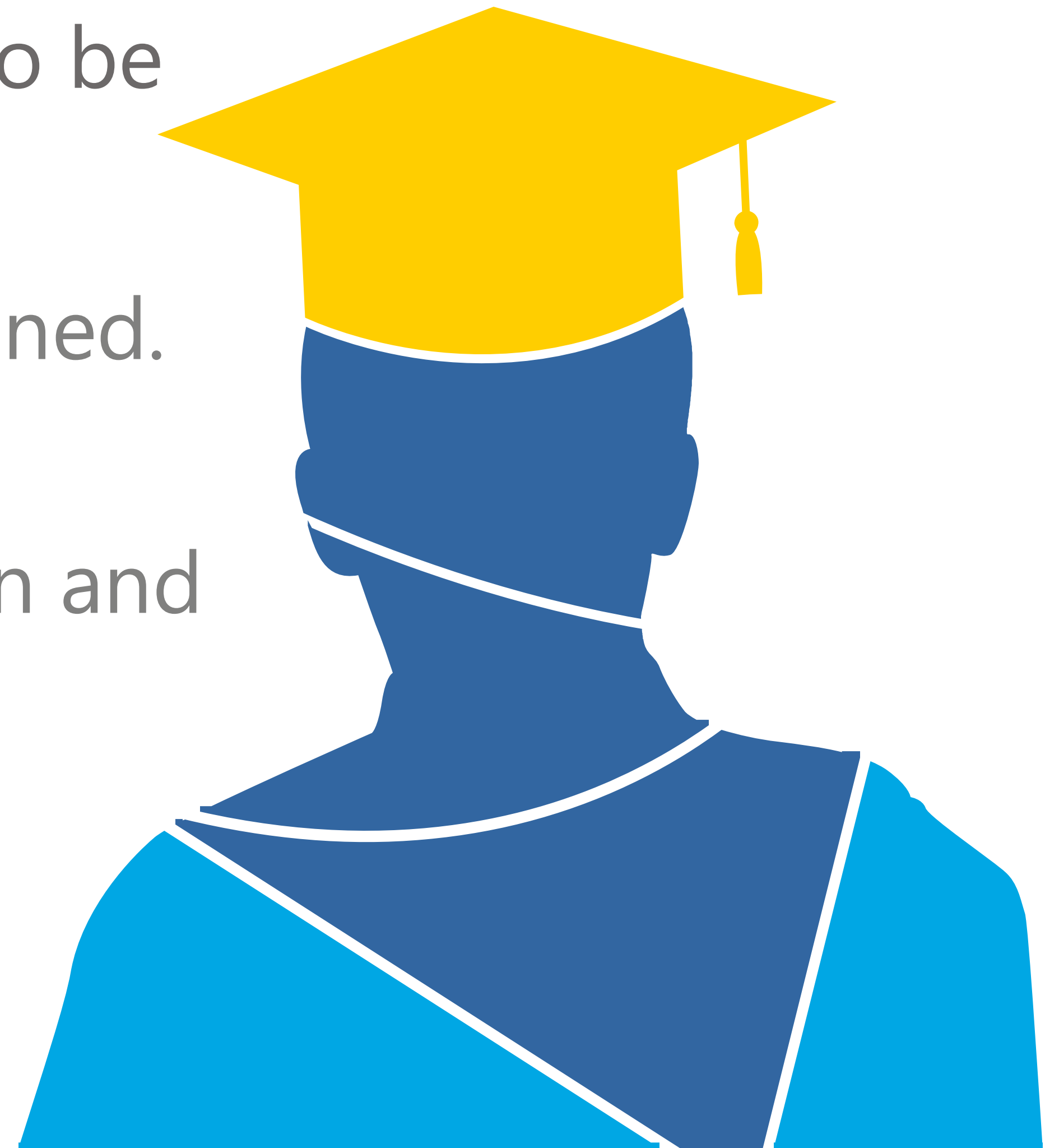
HOW DID WE BEGIN THE **PROCESS?**

- ▶ Studied our own programs, courses and desired outcomes.
- ▶ Researched other communication departments and programs.
- ▶ Researched transfer agreements.
- ▶ Researched industry trends and needs.



WHAT DID WE **DISCOVER**?

- ▶ Programs and courses needed to be updated.
- ▶ Programs needed to be streamlined.
- ▶ Work was needed on articulation and transfer agreements.



PROCESS-DEPARTMENT RETREAT

DEVELOPED GOALS

- ▶ Create clearer pathways for students
- ▶ Update program and courses
- ▶ Develop better transfer and articulation agreements
- ▶ Broaden and strengthen programs
- ▶ Reflect current industry
- ▶ Better utilize state of the art facilities at South City Campus—
Center for Arts and Media

PROCESS-DEPARTMENT RETREAT

FOCUS GROUP FOR SPEECH AND MASS COMMUNICATION

- ▶ Information packets
- ▶ Posters to help organize programs
- ▶ Moveable pieces with each course title
- ▶ Using the posters and the movable pieces to work together
- ▶ By the end we had renamed each program, renamed some courses, had plans to revise some courses, and had. A stack of courses to discontinue

Communication Core Requirements

Course	Credit	Semester

Speech Communication Speech Communication Requirements

Course	Credit	Semester

†

Speech Communication Electives

Course	Credit	Semester

COMMUNICATION-ASSOCIATE OF SCIENCE (AS)

(63 credits minimum)

COMMUNICATION STUDIES REQUIRED COURSES (12 credits)

Course	Cr.	Sem.
COMM 1020 Principles of Public Speaking	3	All
COMM 1270 Analysis of Argument (Critical Thinking & Argumentation)	3	F, Sp
COMM 1500 Intro to Mass Communication (Combine 1500 & 2500)	3	F, Sp
COMM 2110 Interpersonal Communication	3	All

COMMUNICATION ELECTIVES: (select 6-13 credits)

Course	Cr.	Sem.
COMM 1050 Elements of Human Comm (HU) (Perspectives on Communication)	3	F, Sp
COMM 1080 Conflict Mgt/Div (SS, DV)	3	F, Sp
COMM 2120 Small Group Comm (Teamwork, Decision Mkg. & Leadership)	3	
COMM 2150 Intercultural Comm (ID,DV)	3	All
COMM 2170 Organizational Comm	3	
COMM 2300 Intro to Public Relations	3	
COMM 2400 Social Media Tools/Strategies	3	
COMM 2570 Intro to Visual Comm (FA)	4	

ELECTIVES

Select 6-12 credits from any college level course numbered 1000 level or higher.

Total = 24-31 credits

MEDIA STUDIES & JOURNALISM REQUIRED COURSES (28 credits)

Course	Cr.	Sem.
COMM 1500 Intro to Mass Communication (Combine 1500 & 2500)	3	F, Sp
COMM 1610 Media Writing (Combine 1130 & 1610)	3	
COMM 1800 Digital Media Tools/Tech	4	
COMM 2110 Interpersonal Communication	3	All
COMM 2200 Video Production (Combine 2200 & 2310)	3	
COMM 1560 Radio Perform & Prod (ID)	3	
COMM 2400 Social Media Tools/Strategies	3	
COMM 2260 Studio/Field Production	2	
COMM ???? Student Media/Critical/Prof Media Practice	2 x 2	

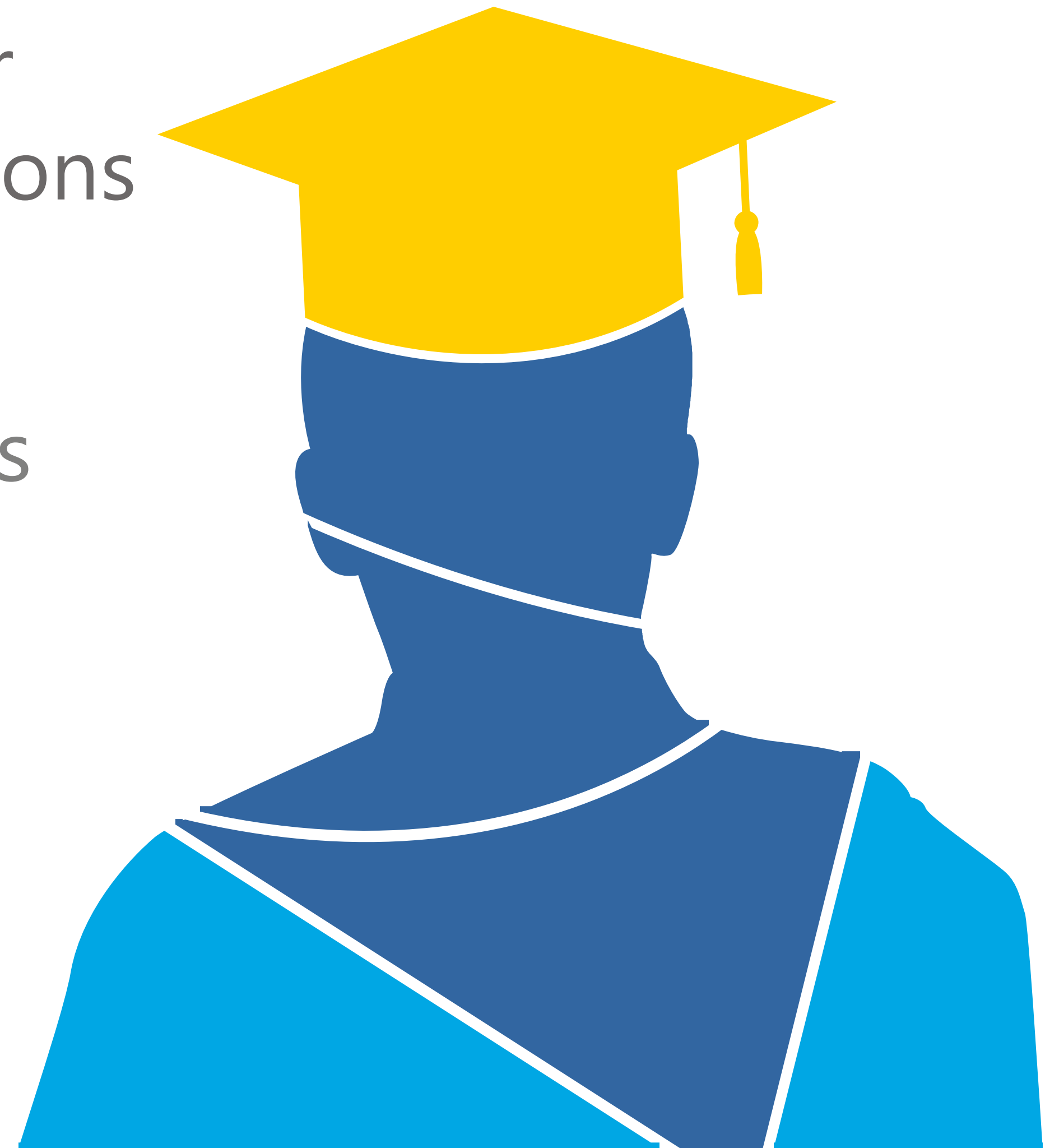
COMMUNICATION ELECTIVES (select 3-4 credits)

Course	Cr.	Sem.
COMM 1050 Perspectives on Comm (HU)	3	F, Sp
COMM 1515 Basic Audio Production	3	
COMM 2300 Intro to Public Relations	3	
COMM 2510 Adv Video Production	4	
COMM 2570 Intro to Visual Comm	4	

Total = 31-32 credits

OUTCOMES COMMUNICATION STUDIES PROGRAMS

- ▶ Required courses will all transfer directly to the four-year institutions in the state.
- ▶ All other communication courses will be electives to the program.
- ▶ Goal accomplished– clearer pathway, improved transfer, stronger program.



OUTCOMES MEDIA STUDIES AND JOURNALISM PROGRAM

- ▶ Remove tracks and eliminate several courses.
- ▶ Create new "capstone" course.
- ▶ Reduce credits and break up courses to make them easier to schedule.
- ▶ Incorporate more hands-on teaching/courses to encourage more utilization of the state-of-the-art equipment

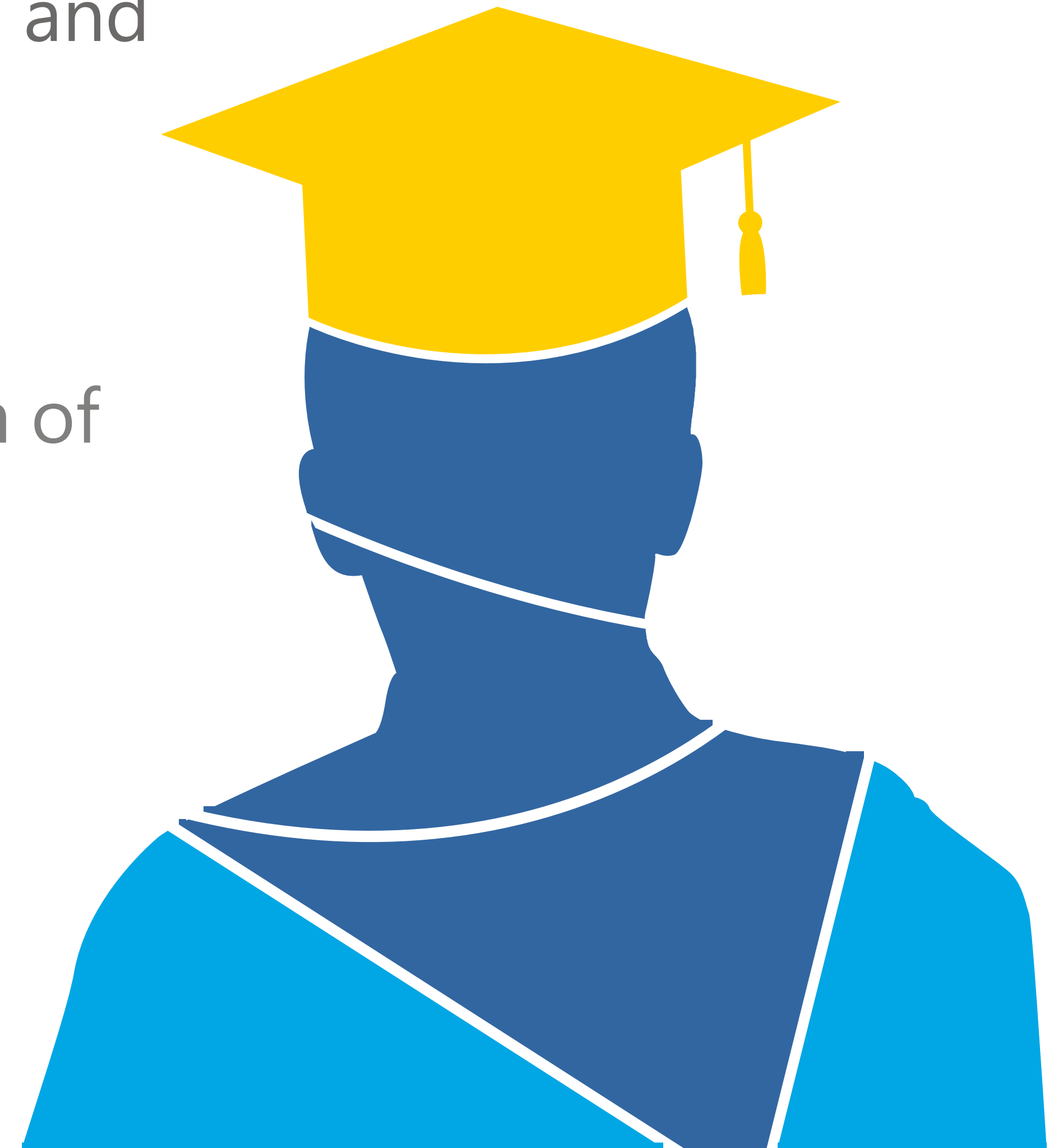




Greater Success for our Students

PATHWAYS SUB-COMMITTEE STRUGGLES

- ▶ Striking a balance between structure and choice.
- ▶ The relationship between individual courses, general education, and Area of Study/Program structure.
- ▶ Emphasizing faculty initiative and passion within a pathways model.



PATHWAYS SUB-COMMITTEE GOING FORWARD

- ▶ Produce a white paper proposing principles to guide Pathways work..
- ▶ White paper goes to the CWT and is vetted through the strategic planning process.
- ▶ Pathways is a multi-year project.



PATHWAY DESIGN PRINCIPLES SURVEY

▶ goo.gl/8T4oPd





SLCC Pathways Strategic Initiative

Thank you!
i.slcc.edu/plan/pathways