

Changing Administrative Process, Challenging.
Changing Student Mindset, Difficult.
Changing Faculty Culture, PRICELESS!

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Presentation Outcomes

Participants will be able to

1. Articulate how Pillar's 1 and 4 of the Guided Pathways model are intimately intertwined.
2. Apply knowledge gained to create authentic faculty engagement opportunities on their own campus, not just “engagement theatre” and fake buy-in.
3. Participate in cross-disciplinary conversations about common learning outcomes.
4. Engage in lively conversation in an attempt to prevent the post-lunch involuntary desire to take a nap.

Activity:

At your table, create a list of two to three substantive things that faculty value



True and authentic faculty engagement must focus on the things that faculty value and are passionate about.



True and authentic faculty engagement must be based on TRUST. At BC, we have three rules of engagement:

Rule 1: Leave your ego at the door, it's not about you!

Rule 2: Leave your title at the door. We work as co-collaborators.

Rule 3: Vegas Principle: What happens in that room stays in that room.

BC's Journey, The Road Less Traveled

October 8, 2015, 10:45 am

It was the best of times, it was the worst of times.....

We watched as our SACS reviewers drove away, IT WAS OVER!



BC's Journey, The Road Less Traveled

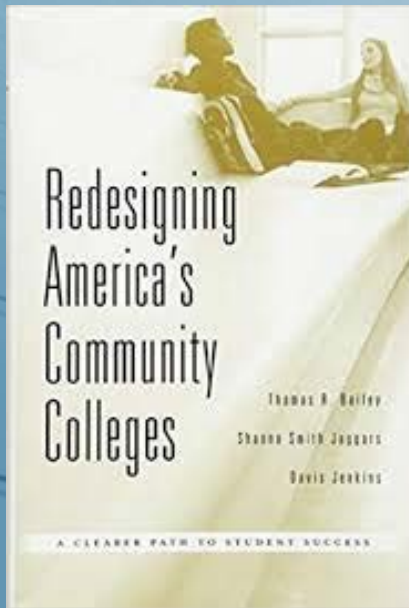
The focus of our QEP: Supporting students through a campus wide longitudinal coaching effort.



BC's Journey, The Road Less Traveled

December 2, 2015, 2:20 pm

Our Provost gifts each of us a copy of “Redesigning America’s Community Colleges”



..... and instructions to read the book during the holiday break.

BC's Journey, The Road Less Traveled

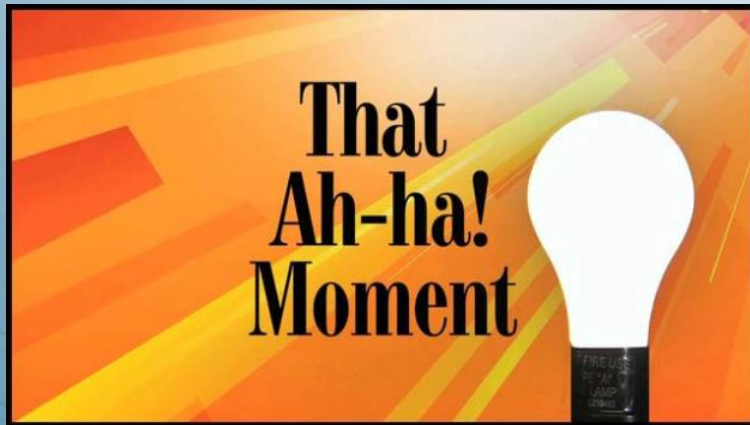
April 9, 2016, 9:00 am

The BC Team attends the AACC conference in Chicago, including a day-long workshop on Guided Pathways, led by an all-star cast including Rob Johnstone and Kay McClenney.

Other motivating factors included:



BC's Journey, The Road Less Traveled



Massive AH-HA Moment:

Our QEP, the ACE it program, focused on Pillars 2 and 3.

But, we had done nothing with Pillars 1 and 4.

BC's Journey, The Road Less Traveled

Even More Massive AH-HA Moment:

Make student learning a focus of pathways creation.



BC's Journey, The Road Less Traveled

Even More Massive AH-HA Moment:

Make student learning THE focus of pathways creation.



BC's Journey, The Road Less Traveled

Now begins the tsunami of questions.....

How do we make learning the central focus of building pathways?

If our focus is learning, and faculty value learning, how will faculty drive pathways construction?

Most faculty focus on learning at the course level, only within their own teaching discipline. Since a guided pathway is a program of study, how will faculty make the shift from course level to program level learning?

What do we do about the “cafeteria style” core curriculum?

How will faculty work together with other stakeholders, such as counselors, advisors, admissions staff, leadership,....?

Will we have enough coffee to sustain momentum and make this work?

It's a leap of faith!



Because we didn't
have a clue what to do.



Setting the Table: The Guided Pathways Team

- Four faculty from both academic and workforce areas
- Dean of Student Services
- Dean of Instruction
- Dean of Data
- Director of Admissions and Registrar
- Director of Institutional Research
- Provost and VP, Academic and Student Affairs
- College President

Remember the three rules of engagement?

Setting the Table: Fall 2016

- Campus wide convocation breakfast with Rob Johnstone
- Faculty Lunch and Learn with Rob



- Multiple strategy sessions with the Guided Pathways Team
- Discussions with other colleges
- First Texas Pathways Institute in Bastrop

What We Didn't Do

First, sequence courses into curriculum maps, then adjust learning and instruction to fit the sequence.



What We Did Do



Build curriculum maps and sequence courses based on where learning is already happening.

Spring 2017: The BIG, HEAVY Lift

January: Workshop 1

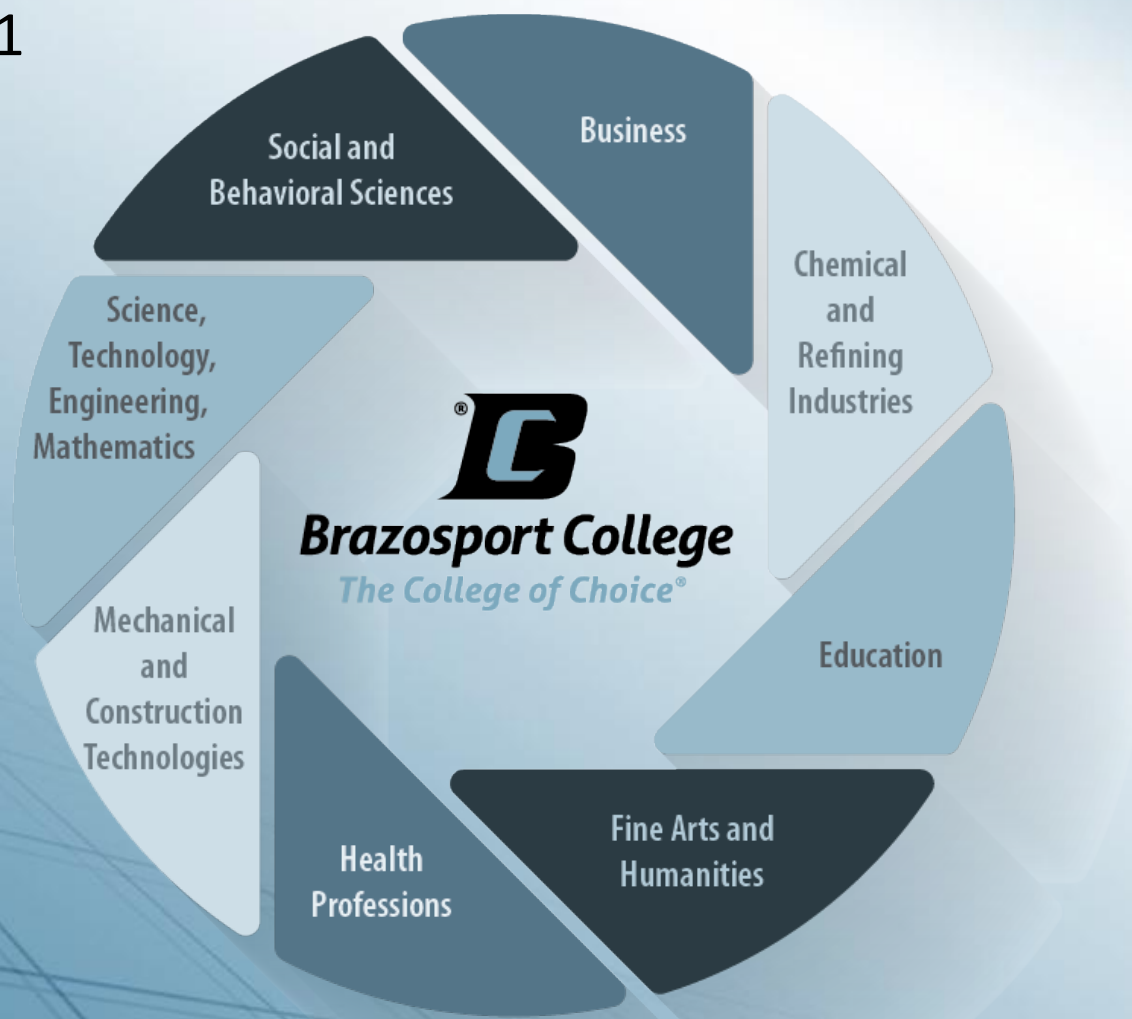
Goal: Define meta-majors and begin examining learning outcomes

- Faculty defined eight broad meta-majors
- Faculty brainstormed learning outcomes common to all areas of study in each meta-major
- Common broad outcomes were discovered and discussed that transcended meta-major areas



Spring 2017: The BIG, HEAVY Lift

January: Workshop 1



Spring 2017: The BIG, HEAVY Lift

February: Workshop 2

- Faculty within each meta-major clearly defined a set a program student learning outcomes all students in that area will achieve.
- For each outcome, faculty further clarified outcome achievement at beginning, intermediate, and advanced levels. In other words, how should learning progress through the program

Spring 2017: The BIG, HEAVY Lift

February: Workshop 2

Example from Chemical and Refining Industries:

Outcome 4: Students will be able to anticipate, recognize, evaluate, and safely correct and control operational problems.

At the beginning, emergent level:

Students will be able to recognize and list operational and safety issues.

Spring 2017: The BIG, HEAVY Lift

February: Workshop 2

Example from Chemical and Refining Industries:

Outcome 4: Students will be able to anticipate, recognize, evaluate, and safely correct and control operational problems.

At an intermediate level:

Students will be able to analyze and predict operational and safety issues.

Spring 2017: The BIG, HEAVY Lift

February: Workshop 2

Example from Chemical and Refining Industries:

Outcome 4: Students will be able to anticipate, recognize, evaluate, and safely correct and control operational problems.

At an advanced, capstone level:

Students will be able to develop and apply corrective action to operational and safety issues and constructively challenge prevailing assumptions.

Spring 2017: The BIG, HEAVY Lift

March: Workshop 3

Goal: Determine where learning takes place and at what level.

- Program learning outcomes written in the previous workshops were subdivided into core curriculum subgroups (i.e. critical thinking, communication, etc.)
- Faculty worked in small cross-disciplinary teams
- Each team spent about 30 minutes examining the learning outcomes in each core subgroup and matched outcomes to the courses they teach.

Spring 2017: The BIG, HEAVY Lift

March: Workshop 3

Faculty answered the following questions:

- In which course(s) that you teach does this learning take place?
- Which learning outcome(s) are addressed and at what level (beginning, intermediate, advanced)?
- How do students currently demonstrate this outcome?
- How could you utilize your course as a opportunity for students to learn and demonstrate this outcome beyond current practices?

Activity: Think about a course that you currently teach or have taught in the past. Consider the following beginning level critical thinking outcome:

“Students will be able to identify problem solving techniques and tools of inquiry in real world challenges.”

Discuss with others at your table:

- How do students demonstrate this outcome in your course?
- How could you utilize your course as a opportunity for students to learn and demonstrate this outcome beyond current practices?

Spring 2017: The BIG, HEAVY Lift

March: Workshop 3 Results

1. Each course was now connected to program level learning outcomes.
2. The level of outcome achievement (beginning, intermediate, advanced) was identified in each course.
3. Based on level of achievement, a general ordering of core courses emerged, to be utilized in the creation of program pathways.

Spring 2017: The BIG, HEAVY Lift

April: Workshop 4: Building Pathways

Faculty, along with counseling and advising staff, worked within their meta-major group.

Goal: Create curriculum maps, which are carefully sequenced courses leading to:

- A degree and/or certificate offered by Brazosport College
- Transfer to a university with no loss of credit

Spring 2017: The BIG, HEAVY Lift

April: Workshop 4: Building Pathways

Curriculum Maps incorporated:

- Recommended Core Sequence
- Any course prerequisites
- BC Degree Requirements
- University Transfer Requirements
- FACULTY PROFESSIONAL JUDGEMENT

Summer 2017: The BIG, HEAVY Lift

Curriculum maps were scrubbed and built in the new BC Catalog and included:

- 38 Certificate Pathways
- 31 BC Degree Pathways (A.A.S. and B.A.T)
- 146 Transfer Pathways (A.A. and A.S.)



Lessons Learned

1. Learning should be the driving force in every pathway. Learning is why we exist!

2. Faculty, regardless of discipline, value similar skills and abilities.

3. Faculty appreciate the opportunity to work with colleagues not in their discipline.



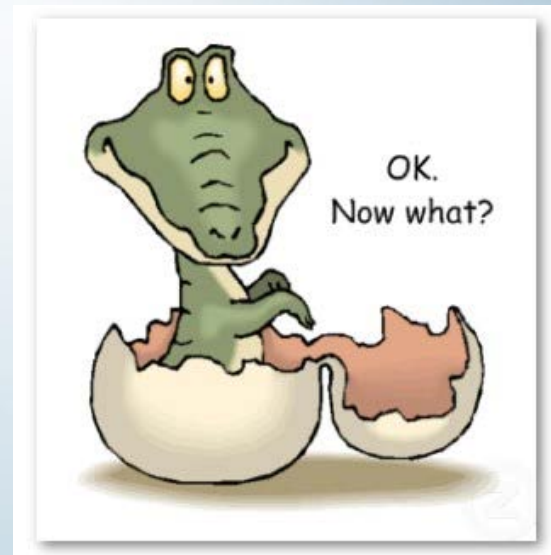
4. Learning isn't solely discipline based, and we value learning that transcends courses.

5. Degree mapping and course sequencing is HARD!

6. Navigating the student experience is EVEN HARDER!

Next Steps

1. Faculty are implementing outcomes assessments, data collection, and improvement strategies.



2. All pathways are being back-mapped to the freshman year of high school and to HSE programs.

3. The college website and all program marketing efforts are being redesigned.

4. ACE is being brought to scale

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BC Catalog: <http://catalog.brazosport.edu>