Students First:
Academic Program Consolidation

Round 2

March 8, 2019

Gateway Community College
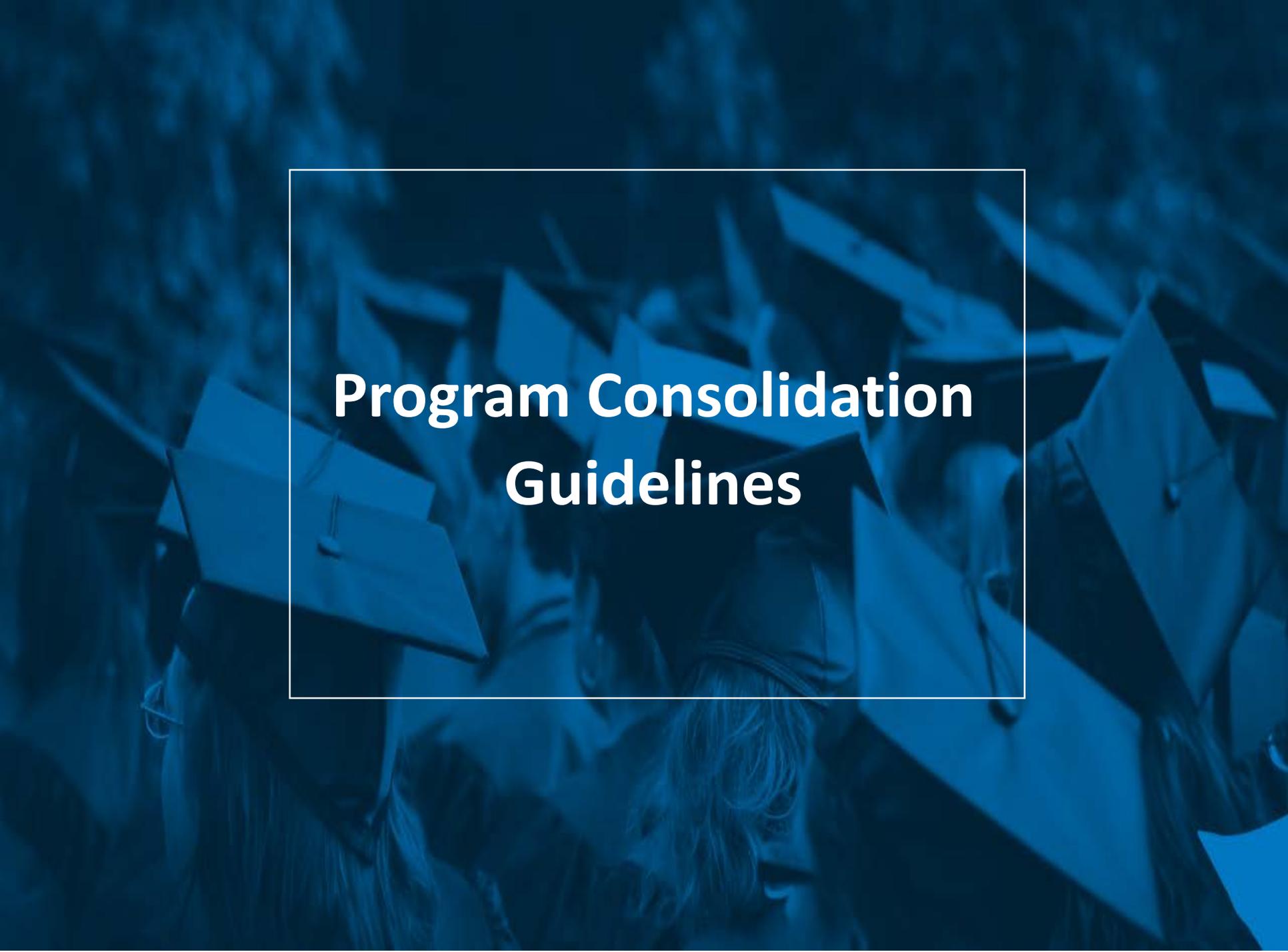*Room S211*

CSCU | **Connecticut State Colleges & Universities**

Agenda

☐ Overview of Students First Academic Program Consolidation

☐ Program Consolidation Guidelines

☐ General Education Proposal

  ☐ Overview of Proposal

☐ Overview of Guided Pathways

  ☐ Guided Pathways Mapping Guidelines

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Program Consolidation Guidelines

Program Consolidation- Goals

Goals:

"The vision of Students First is to create a dynamic community college that leverages talents and resources and focuses on helping students attain their individual educational goals while responding to community and state needs. The goals of the proposed community college consolidation are as follows:

To create a CIHE-NEASC (NECHE) accredited community college with 12 campuses with clear and consistent practices and procedures. With **a common General Education curriculum and degree programs with one set of requirements, a single, academically integrated College will provide a consistent, high-quality higher education across Connecticut** and enable students to take courses on different campuses without concerns about course transfer or conflicting program requirements."

-Students First March 2018

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Program Consolidation- Goals

Revised Students First Plan (6/21/2018)

CSCU will prepare for a singly accredited community college while respecting the importance of the 12 campuses for the delivery of instruction and for meeting state, local and regional needs by:

☐ Maintaining the accreditations of the 12 colleges until fall 2023 when all integrated academic, student support services are in place, and CSCU has worked with NEASC on a process to achieve a single accreditation.

☐ **Aligning college curricula statewide through faculty workgroups to support high- quality educational programs and seamless transfer, including adoption of a statewide general education curriculum.**

☐ Implementing initiatives such as Guided Pathways to improve and increase student enrollment, retention, and completion.

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Program Consolidation- Charge

Common Programs Charge:

Each discipline workgroup will develop one, single version of a program or, in the case of programs that have both career and transfer tracks, two versions with some common courses.

☐ **Discipline workgroups will review and design common learning outcomes for each common program** which will be based on skills and knowledge desired by program advisory boards of industry experts and employers (for career programs) or bachelor level program outcomes (for transfer programs).

☐ These common learning outcomes should be measurable, assessable, and be directly linked to the course outcomes in the program.

☐ The common program will need to include the common Gen Ed core.

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Program Consolidation

A Common Program may include common program electives:

☐ Up to 15 credits of electives in a common program would allow each campus to schedule courses aligned with faculty expertise and local workforce or specific transfer needs (e.g. choose 15 credits from Criminal Justice electives).

☐ All courses that can be used to fill the elective should be listed as fulfilling the degree.

☐ The graduation audit would be the same for all campuses for the common programs. (One college, one catalog)

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Differentiated Options

Common Programs -Differentiated Options

Defined option versions of programs: For some programs, there may be concentration options for students under a parent program.

For example, **Criminal Justice may offer an option in Law Enforcement and another in Correction**s (e.g. Criminal Justice: Law Enforcement Option).

☐ There should be single common versions of each of these options and a clear rationale for the need for the options should be provided.

☐ This rationale should address the workforce needs that are met by the various options that could not be met within a common program.

☐ The options are limited to a maximum of 15 credits of differentiation.

☐ Option requirements must allow students to demonstrate the common program learning outcomes upon completion of the option.

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Unique Programs

Programs currently existing as the only version of a program.

An example would be the Northwestern CT CC Interpreter Training program. This could also include programs developed to serve workforce needs specific to a region or agreement (e.g. NCC Computer Science and IBM). These programs are, by default, already consolidated. There is no need to create a common version, as it is the only program that exists.

☐ The General Education Core for these programs will need to be modified, Guided Pathways principles will be integrated into the program, and a Guided Pathways Program Map will be developed.

☐ Unique programs would be the basis for any future common program in this discipline for the one college.

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Common Course Alignment

Common Course Alignment:

☐ All commonly numbered courses in any given discipline need to have common learning outcomes and prerequisites, e.g., the biology group is responsible for aligning learning outcomes and prerequisites for Anatomy and Physiology I.

☐ In cases where similar courses exist that have the same or similar outcomes, the courses should be considered for alignment into one course or the outcomes should be revised to clearly demonstrate the differences between the courses. For example, MAT 136, MAT 137, and MAT 138 have nearly identical outcomes across the colleges and so the Math faculty can decide to align them into one course or decide to change the outcomes to make the differences evident.

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Common Course Alignment

Common Course Alignment:

☐ Common Course outcomes and prerequisites need to be aligned. Course learning outcomes should be clear and measurable (e.g., use Bloom's outcomes). Course learning outcomes should align with program outcomes. Course prerequisites should provide a foundation for student success in the course, and perquisite decisions should be data informed whenever possible. Students should be expected to use their prerequisite knowledge in the course.

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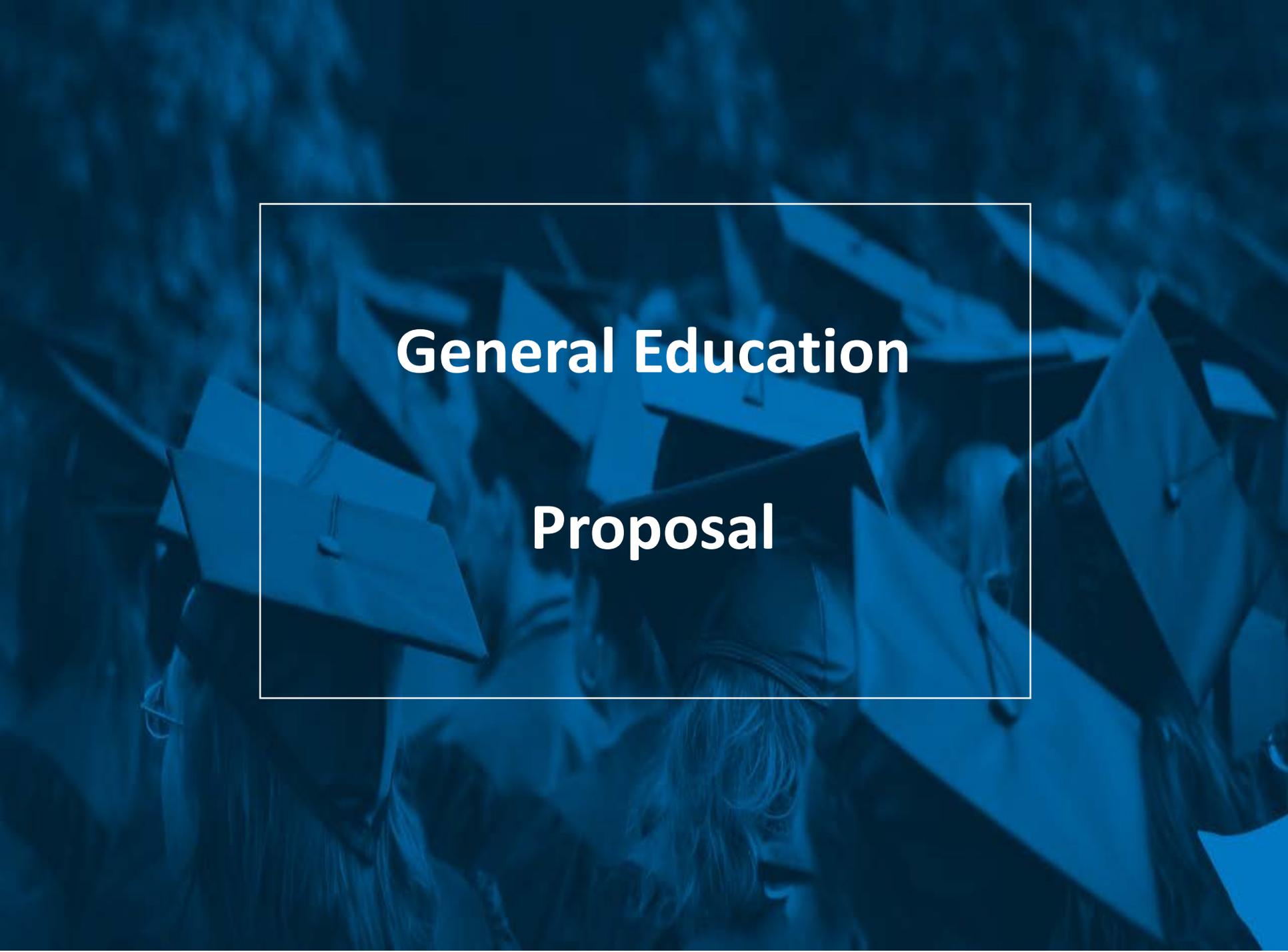
General Education

Proposal

Proposed General Education
21 Credit Core

- **ENG***101: Composition

- **Math** 100 or higher (college level)

- **Science**: AST, BIO, EAS, EVS, GLG, MTR, OCE, PHY, SCI courses meeting revised TAP Scientific Knowledge/Reasoning outcomes

- **Choose one:**
    - **Social/Behavioral Science**: ANT, ECN, GEO, POL, PSY, SOC courses meeting revised TAP Social Phenomena outcomes
    - **History**: HIS courses that meet revised TAP Historical Knowledge outcomes
- **Choose one:**
    - **Fine Arts**: ART, DGA, GRA, MUS, THR
    - **Humanitie**s: ART , ENG (literature), ESL (top two levels), HUM, MUS, PHL, THR, World Languages

- **Choose one:**

    - **Oral Communication**: COM*173, others
    - **Written Communication**: ENG courses that meet revised TAP Written Communication outcomes

- **Choose one:**
    - Student Success: College & Career Planning (redesigned first year experience course)
    - A course vetted for one of the following TAP categories that has not been fulfilled elsewhere in the general education requirements:
        - CALT / CLIL (to be determined by FIRC in consultation with the General Education Work Group)
        - Scientific Knowledge
        - Scientific Reasoning
        - Social / Behavioral Science
        - Historical Knowledge
        - Written Communication II
        - Oral Communication

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Guided Pathways

Guided Pathways Mapping

Program Mapping Guidelines - The following questions and guidelines are designed to ensure that Guided Pathways principles are utilized by faculty workgroups when meeting to create common statewide programs.

The information collected throughout the process will be utilized to create program maps designed to aid students in decision making and academic planning. Guided Pathways managers and members of the Maps and Plans team will consult with program faculty, provide support, and answer questions as needed.

Curriculum Guidelines   Layer 1

Program Courses - Should be ordered to allow students to complete at least one program course in the first semester and three program courses within the first year.

College level Math and English - Should be sequenced early as possible in the program.

Math Pathways - Please identify the correct math for the program. State-wide work on math pathways and other related groups will be shared with program faculty to support the decision making process.

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Guided Pathways Mapping

Sequencing

This should allow a student to understand the progression of course selection if the student is unable to take five classes each semester. General education courses should be sequenced appropriately in the program plan.

Please order the courses sequentially starting with the first semester through completion. For example, do students learn skills in their first semesters that prepare them for more advanced course work later? Are the most rigorous courses evenly distributed over the program?

Articulations

Based on existing formal signed articulations, identify which will be carried forward to the new common statewide program.

Credit Free or Prior Learning Assessment

What, if any credit-free or workforce development programs align with the degree? Are there existing credit-free to credit articulations? If yes, please list. Can students earn credit for prior learning assessment such as: credit by exam, credit by portfolio, professional certifications? If yes, please list.

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Guided Pathways Mapping

Decision Making information: Layer 2

Critical Courses: Identify critical/predictor courses: i.e. courses that are strong predictors of program completion (Is there data to support these courses as predictors?). Students who are not successful in the courses likely need intervention to consider alternate program options.

Student "fit"
What interests, values, skills and talents make students a good match for this program/career?
Students in this program typically enjoy _____(e.g., working with computers, detail oriented, enjoys numbers, creative, likes helping others, loves solving complex problems, working with children, etc.) Be as specific as possible.

Program Reality:
Factors that help students to choose or reject this program. Identify highlight interesting/unique aspects of the program. Some examples include: Peer mentoring, Hands-on activities

Employment Information & Partnerships
(This information will be gathered from local, regional, state-wide and national sources. Is there additional information that needs to be collected?)
Examples: Regional Job Opportunities
Average salary at entry level position with an A.S./A.A.
Average salary 5 year's post-graduation

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