

# Guided Pathways/Academic Senate Instructional Practices Work Team Charge, Activities, and Outcomes

**DRAFT**

## Work Team Charge

In concert with the appropriate campus stakeholders, and through collaboration among cross-functional college representatives, this joint Academic Senate and Guided Pathways work team will review, discuss, make formal recommendations and evaluate progress regarding pedagogical and curricular practices in order to accomplish the following Guided Pathways essential practices and with careful consideration of the following equity questions:

### GP Essential Practices:

**4B** - Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.

**4C** - Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework. (See also CTE Committee)

**4F** - The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. (See also CTE Committee)

### Equity Considerations

- How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?
- As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?
- What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?
- Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?

## Membership

### Team Leads

- Ana Garcia-Garcia (Faculty/GP)

- Adria Gerard (Faculty/Senate)

### **Faculty Representatives**

- Wendy Bates (Athletics/Kinesiology)
- Alexis Copeland (ARC)
- John Cristobal (Math)
- Dawn Rae Davis (GWOS)
- Borja Dorsch (Spanish/World Languages)
- Jeannie Kim-McPherson (GP Tri-Lead/English)
- Jenna Koch (Counseling/EOPS)
- Vanessa Lord (Nutrition/Life Sciences)
- Christina Nicolaidis (Psychology)
- Tom Rebold (CSIS)

### **Classified Representatives**

- Jessica Cerritos (Marina Education Center)
- Paige Inman (STEMCEL Coordinator)

### **Administrative Representatives**

- Jon Knolle (Vice President, Academic Affairs, GP Administrative Lead)

### **Student Representatives**

- Vacant

### **Work Team Activities (for 2019-20)**

1. Utilizing results of intra- and inter-campus inquiry as well as existing campus data, the work team will discuss and document existing strengths, current challenges, and potential opportunities related to instructional practices at MPC.
2. In collaboration with PRIE as needed, the group will identify baseline indicators related to student retention, success, and persistence, with special focus on disproportionately impacted populations indicated in MPC's *Vision Goals*.
3. The group will define terms and recommend goals, actions, best practices, and timelines focused on instruction, with an emphasis on supporting students under AB 705; improving success, retention, and persistence for disproportionately impacted students; and with consideration for various learning environments.

### **Work Team Outcomes (by June 2020)**

1. The group will make formal recommendations to Academic Senate and the GP Steering Committee, as well as additional campus groups as needed, that address the GP essential practices, equity considerations, and pedagogical/curricular best practices charged to this work team.
2. Within this report, in concert with Academic Senate, the GP Steering Committee, and appropriate campus stakeholders, the team will make recommendations regarding priorities for sustained implementation and reporting.