Agenda for the Academic Cluster
7 May 2019

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AGENDA ITEM	DISCUSSION	TASKS/FOLLOW-UP	TIMEFRAME
Welcome			
Report back from SAC counterpart			
Defining "Student Success"			
Lexicon - Benchmark			
Senate resolution			
Institutional Learning Outcomes			
CAP construction			
Other			

SCC - Institutional Student Learning Outcomes

Learn — About Self and Others, Academic and Professional Issues

L1: Take responsibility for one's own learning and wellbeing.

L2: Learn about one's chosen academic major, while creating connections across disciplines.

L3: Learn about professional conduct, including workplace and community ethics, conflict management, and teamwork.

Communicate — With Clarity & Accuracy & in Diverse Environments

C1: Communicate ideas in a clear and articulate manner.

C2: Communicate accurately to diverse audiences.

C3: Communicate in various formats using diverse technologies.

Act — With Awareness of Self & the Local & Global Community of Persons

A1: Act to maintain one's dignity and self-respect.

A2: Act as a responsible community member who treats others with respect, civility, empathy, honesty and dignity.

A3: Act to increase the wellbeing of the global community by maintaining cultural literacy, lifelong learning, ethical consideration of each other, and the environment we all share.

Think — Critically, Creatively, and Reflectively

T1: Critically analyze, evaluate, organize and use quantitative and qualitative data to solve problems and develop logical models, hypotheses and beliefs.

T2: Creatively use concepts to making learning relevant.

T3: Reflectively assess one's values, assumptions, and attitudes.

Questions to consider when considering CAPS (Career and Academic Pathways)

- How will student voice be integrated into the planning?
- Will CAP organization include minimizing units to completion?
- Will CAPs be constructed based on overlapping coursework to reduce unit loss?
- Will CAPs provide opportunity for exploration?

Will CAP organization maximize transfer and employment connections? If so, how?

- Will CAP construction examine the status quo construction of departments and divisions?
- What does it mean to be a discipline or program or division in a CAP?
- What if a program or department does not offer a degree or certificate?
- How will CAP groupings foster the use of data, inquiry, and evidence and encourage participants to take ownership of goals and performance?
- How will faculty from disciplines within the CAPs work together? And to what end?
- Will there be boundaries between the CAPs? If so, what will they be?
- Will classification into CAPs split departments based on outcomes (e.g. Biology was split with majors in STEM and Allied Health Pre-requisites in a Health Sciences CAP)?
- How will CTE programs of study will be included? Will CTE be integrated with majors or kept in separate CAPs, or integrated?
- How will counseling and advising be represented in the CAPs?

- Who needs to be part of the discussions and how will decisions be made as to final structure?
- How will partners across systems, CSU, K-12 & the CCCCO, be included in the CAP discussion?
- Are CAPs designed around a framework integrating initiatives and funding sources?
- How will remediation and basic skills progression fit within each CAP?
- How/Will CAPs affect scheduling of classes?

- What is the cycle or calendar to assure CAP construction is reviewed and iterative?
- Will existing data be used to determine what programs belong in what CAPs? Will the planning examine the overlap of required and elective courses within CAPs?
- Would planning for future data collection clarify initial organizational structure?

Items that should not be used:

- How will the organizers begin with the end in mind, focus on career goals, and group majors based on the end result?
- Will CAP organization include minimizing time to completion?
- Will CAPs be constructed with the math pathways as a driver?
- What organizational structures are necessary to support the CAPs?
- Will CAPs be constructed around pre-existing organizational structures?
- Will the groupings consider numbers of students or faculty within each of the declared majors within a CAP so that they are similar in size; no extra-large and no super small?
- Will the organization of CAPs include, cross over or create new dean positions? Department Chair?
- What are the responsibilities of the faculty, staff and administrators associated with the CAP? Are these new or different from prior responsibilities within a discipline, department or division?