

Scaffolding Student Learning Outcomes Through Pathways

West Texas proved the perfect choice: its regional education system is comprised of a community college, Odessa College, that offered excellent Bright Outlook Allied Health degree programs, its K-12 feeder system of schools that directed students to those programs, and a local four-year university that accepted its graduates into related baccalaureate degrees. Add to that IEBC's long-standing and mutually respectful relationship with the leadership of Odessa College and the fact that this region had undergone economic changes brought on by the oil bust resulting in the need to support a workforce. IEBC invited the leaders of Odessa College, Ector County Independent School District, and Texas Tech University to work as partners with IEBC to create the CtCC SmartPathways model program.

The philosophy underlying this pilot initiative is that its goals and the critical educational needs of the nation require faculty as well as employers not only to recognize that each of their institutions can make unique and essential contributions to the alignment of academic curricular SLOs with occupation-required competencies but also to find language that bridges the academic and workplace communities. The overall goals of this work include development of transparent pathways that allow more efficient planning of courses and programs that can seamlessly lead to careers, more focused academic advising, and reduction of time to degree completion and, therefore, less college debt.

Following the initial preparation that IEBC's staff and consultants conducted using O*NET to identify the occupations, there were *several stages* in the development of the Odessa Texas pilot project known as the Allied Health-Curriculum to Career Choices (AH-CtCC). This pilot program has subsequently evolved into the current model of CtCC SmartPathways.

1. Examining the need for, and commitment to, improving the alignment between Student Learning Outcomes (SLOs) and learning expectations, or competencies, identified by O*NET as critical for certain career paths, ranging from entry level requirements to highly specialized professions.

2. Preparation for the meetings with the faculty whose selection depended in part on the particular focus of the C&CC SmartPathways, which can be disciplinary, institution-specific, level- or program-specific, or occupation- or profession-determined. Common to all are the support of leadership, judicious choice of participants, appropriate meeting schedule and venue, and meaningful assessment.

3. Curricular alignment requires identifying academic SLOs and occupation-specific competencies in the three institutions' curricula, as well as becoming aware of SLOs missing in the alignment with the competencies. This inquiry and recognition requires a gap analysis. For the West Texas pilot, the Employment and Training Administration (ETA) Allied Health Competency Model provided the basis for the gap analysis. The IEBC team facilitated the work of the faculty on the gap analysis and plans for closing identified gaps, a process that progressed in three meetings.

4. Local implementation planning of C&CC SmartPathways builds on the basis of cooperative networks resulting from the initiative and its assessment. It provides opportunity for connections beyond the core group of engaged faculty with other colleagues at the home institution and others, and also with institutional and community leaders.

Learning Expectations Derived from ONET - Based Competencies in Allied Health Competency Model	College course the learning outcome is covered, and how covered: D = covered; E = assignment; F = assessment (F-1 = mandated; F-2 = direct assessment; F-3 = indirect assessment)	EMS - List course in program where skill needed	RADIATION List course in program where skill needed	SURGICAL TECH List course in program where skill needed	PHYSICAL THERAPIST ASSISTANT - List course in program where skill needed	NURSING - List course in program where skill needed	Comment
Locate definitions of unfamiliar terms	ENGL 1301 , D SPCH 1315/1321/1311/1318 , D		4	3	5	5	5
Critically evaluate and analyze information in written materials	ENGL 1302 , E SPCH 1315/1321/1311/1318 , E		4	5	5	3	5
Integrate and synthesize information from multiple written	ENGL 1302 , E SPCH 1315/1321/1311/1318 , D		2	5	4	3	4
Attention to detail							4
Identify main ideas, implied meaning and details, missing information, and trends	ENGL 1301 , E		3	3	2	5	4
Note details, facts, and inconsistencies	ENGL 1301/1302 , E SPCH 1315/1321/1311/1318 , D		4	5	4	4	4
Application							
Integrate what is learned from written materials with prior knowledge	ENGL 1301 , E ENGL 1302 , E SPCH 1315/1321/1311/1318 , F MATH 1314/1332 , F		5	5	5	5	4