Collaborative Inquiry and Leadership: Necessary Foundations for Building Guided Pathways

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Who we are

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- Carmen Newland, Dean Enrollment Services – Mesa Community College
- Kris Palmer, Senior Director – Career Ladders Project
Overview

Premise: Community Colleges that are focused on COMPLETION can utilize inquiry process to evaluate policies, processes, and procedures that limit student success and completion.

Objective: Share strategies at two community colleges in AZ and CA that have embarked on journey to redesigning academic programs and student support services to create guided pathways.

Skyline College & Mesa College share their work in creating campus cultures and leadership that support redesign efforts to increase college completion.

Career Ladders Project provides examples of how inquiry processes and data visualization tools can be used to create a shared understanding of key structural barriers on students' path to completion and help mobilize change.
Career Ladders Project fosters educational and career advancement through research, policy initiatives and direct assistance to community colleges and their partners.
Guided Pathway Design Principles

Guided Exploration

Clearly Delineated Program Requirements (Default Sequence)

Dev Ed Transformation

Proactive and Integrated Academic and Non-Academic Supports
How do colleges implement Guided Pathways?

- Galvanizing leadership at all levels of the college
- *Inquiry*
- Design
- Implementation
- Evaluation
Inquiry Tools

- With a Campus Community
- Create Sense of Urgency
- Create a Shared Understanding
- Make the Case for Reform
Inquiry

Engage in Research, Analysis & Examples of Successful Models

- Student Voice is Critical
- Use Local Data
- Engage as a Student: Interactions with Catalog, Courses and Programs
- Peer to Peer Connections, Site visits
- Discuss research and literature
Student Focus Groups as Inquiry Tool

Currently at Skyline and College of San Mateo

Goal: Inform college stakeholders of the barriers and supports in
Choosing a program of study
Selecting courses
Accessing supports

Student focus groups representing diverse student perspectives:
Seeking different types of credentials
PT & FT
Ethnic and SES diversity
Different durations of enrollment
From the Undecided Student’s View

- Navigation is challenging
- Exploration unfocused
- Hundreds of programs of study and course options
It’s SO easy!

Two-Year Course Sequence Beginning in the Fall Semester

You can use the following pattern to complete an Associate in Science Degree for Transfer in Business Administration. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

1st Semester/Fall

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<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>BUS 010</td>
<td>Introduction to Business</td>
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<td>MATH 016A</td>
<td>Calculus for Business and the Life and Social Sciences</td>
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2nd Semester/Spring

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<td>BUS 002</td>
<td>Introduction to Business Law</td>
<td>3</td>
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<tr>
<td>ECON 001</td>
<td>Principles of Economics (Macro-Economics)</td>
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3rd Semester/Fall

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<td>BUS 001A</td>
<td>Financial Accounting</td>
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<tr>
<td>ECON 002</td>
<td>Principles of Economics (Micro-Economics)</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Elective Courses</td>
<td></td>
<td>8</td>
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Experiencing Students’ Challenge with Course Catalog: Mapping Degree and Course Sequence

1) Develop cross-functional teams

2) Sequence courses

3) Teams share out their outcomes, and more importantly their feedback and thinking on the process

4) Field notes to document the inquiry process
The California Community College (CCC) System has 72 Districts and 113 Colleges.

Each District has an independently elected Board of Trustees.

San Mateo County Community College District (SMCCCD) includes three colleges, service more than 40,000 students annually.

Skyline College has approximately 10,000 students each semester (7,500 FTES)

Skyline College has seven Instructional Divisions and three Student Services Divisions

Skyline College has one of only fifteen Baccalaureate programs in the CCC System
Learning Outcomes for the Session

1. Learn about the institutional characteristics and culture that underlie the college redesign efforts.

2. Understand the role that the concept of a Skyline College Promise has played in these efforts.

3. Understand the key partnerships involved in the work to begin implementation of guided pathways.
We...Make...You... Promises Promises!

What is the Skyline College Promise?
Laying the Foundation for Change

- Comprehensive Diversity Framework
  - Two of the most critical results:
    - College wide commitment among leadership to examine our policies, practices, and procedures FIRST in order to remove barriers to student success. “We make this stuff up!”
    - Fundamental change in hiring processes to explicitly incorporate a lens toward diversity, equity, and “be on the side of inclusion.”
People, we make this stuff up!

- How long do your students have to wait before they retake the assessment exam for placement into English and/or Math?
  - Why?

- How many of you have a drop for non-payment policy?
  - What amounts are students dropped for?
  - How many students does it impact?
  - Who are they?
A Culture of Innovation

- **Skyline College President’s Innovation Fund**

  An initiative designed to support creativity and innovation at Skyline College that encourages Faculty, Staff and Administrators to “Dream Out Loud”

- “Get the Money on the Truck!”

- “Get to Yes!”

- “Build this bike while we’re riding it.”
From Context to Process
But...We must Focus!

- Leadership Retreat 2014
  - Disciplined People
  - Disciplined Thought
  - Disciplined Action
Some Brutal Facts

1. Over the past 20 years, the successful course completion rate in the CCC System, the SMCCCD and Skyline College has been ____% 

   https://misweb.cccco.edu/ie/DistrictSelect.aspx

2. What is the range in successful course completion rates across 30 sections of English 100?
   a. 30% - 88%
   b. 45% - 75%
   c. 58% - 78%
   d. 61% - 77%

3. How many new students experience your college for the first time each Fall?

4. The Fall to Spring persistence rate for new students is ____%
Redesigning Our Community College

- Cross-Functional Team Approach
- Professional Development
- Shared Experiences
Redesigning Our Community College

Cross-Functional Design Teams
- Meta Majors and Guided Pathways
- Promise Scholarship Program
- HS/Adult School Partnerships Programs

Interdisciplinary Work Teams
- Work Teams

Skyline College Promise Task Force
Redesigning Our Community College

Interdisciplinary Work Teams Include:
Design Team Liaison  Counseling Faculty  Math Faculty
Discipline Faculty  General Education Faculty  English Faculty

Cross-Functional Design Team

Meta Majors and Guided Pathways Design Team

Interdisciplinary Work Teams
Psychology Major  Engineering Major  Business Major (etc...
10 Colleges
200,000 Students

2 Campuses
20,000 Students
195 Programs
Collective Leadership

- Student Affairs
- Mesa Public Schools
- Administrators
- District Workforce Development
- Faculty
- District Curriculum
- MCC Students

Cross-Functional & Cross-Hierarchical Team Approach

(Kezar (2014); Kezar & Lester, 2009)
Collaborative Inquiry Discussions

OBVIOUS, PROFOUND, AND EYE OPENER...

Redesigning America’s Community Colleges

A CLEARER PATH TO STUDENT SUCCESS

Thomas B. Bailey
Shanne Smith Joopera
Davis Jenkins

What We Know About Guided Pathways

Helping Students to Complete Programs Faster

Protective pathways help students maintain academic progress and developmental education coursework through a sequence of transferable, and support students and services through academic and professional services. This paper highlights the importance of effective guidance and support for students, and discusses the role of guided pathways in improving student success. The paper also provides guidance for institutions on how to implement guided pathways effectively.
Pathway Mapping Process

I. Overview and Information Gathering for Learning Outcome Development

II. Develop Learning Outcomes

III. Sequence discipline specific, foundational and required general education courses

IV. Sequence recommended general education courses, identify critical course and milestones

V. Review to ensure Learning Outcomes and Degree Requirements met
Pathway Mapping in Cross-Functional Teams Builds Trust
Pathway map with *the end in mind*

- Knowledge, Skills & Habits of Mind
- Pathway Map Outcomes
- Institutional Outcomes
- Employment Or Transfer
Building Momentum Through Collective Leadership

- Forums
- Presentations
- Discussions

Increasing Awareness
- Collaborative Inquiry
- Pathway Mapping

Sense Making

Building Momentum
- Pioneers
- Early Adopters
- Change Agents

(Bailey, Jaggars, & Jenkins, 2015; Hall & Hord, 2011; Kezar, 2014; Weick, 1995)
Leadership, Purpose, and Completion

Leadership impacts campus culture for change leadership and transformational institutional reform.

Cross-functional and interdisciplinary teams that represent academic and student support are critical for institutional commitment, change, and implementation.

Communicate, Communication, and Communicate some more.

Develop partnerships with colleagues to help design the process.

Answer the sense of URGENCY as if students’ lives depend on us getting this right...because it does.
Thank you!!

QUESTIONS???