



Inclusive Inquiry and Collaborative Design: *How to Set the Stage for Creating Guided Pathways*

Strengthening Student Success Conference

October 12, 2017

Presented By:

Skyline College: *Luis Escobar, Mary Gutierrez, Jessica Hurless and Jesse Raskin*

Career Ladders Project: *Chase Fischerhall*

What is a Meta-Major?

A Meta-major is...

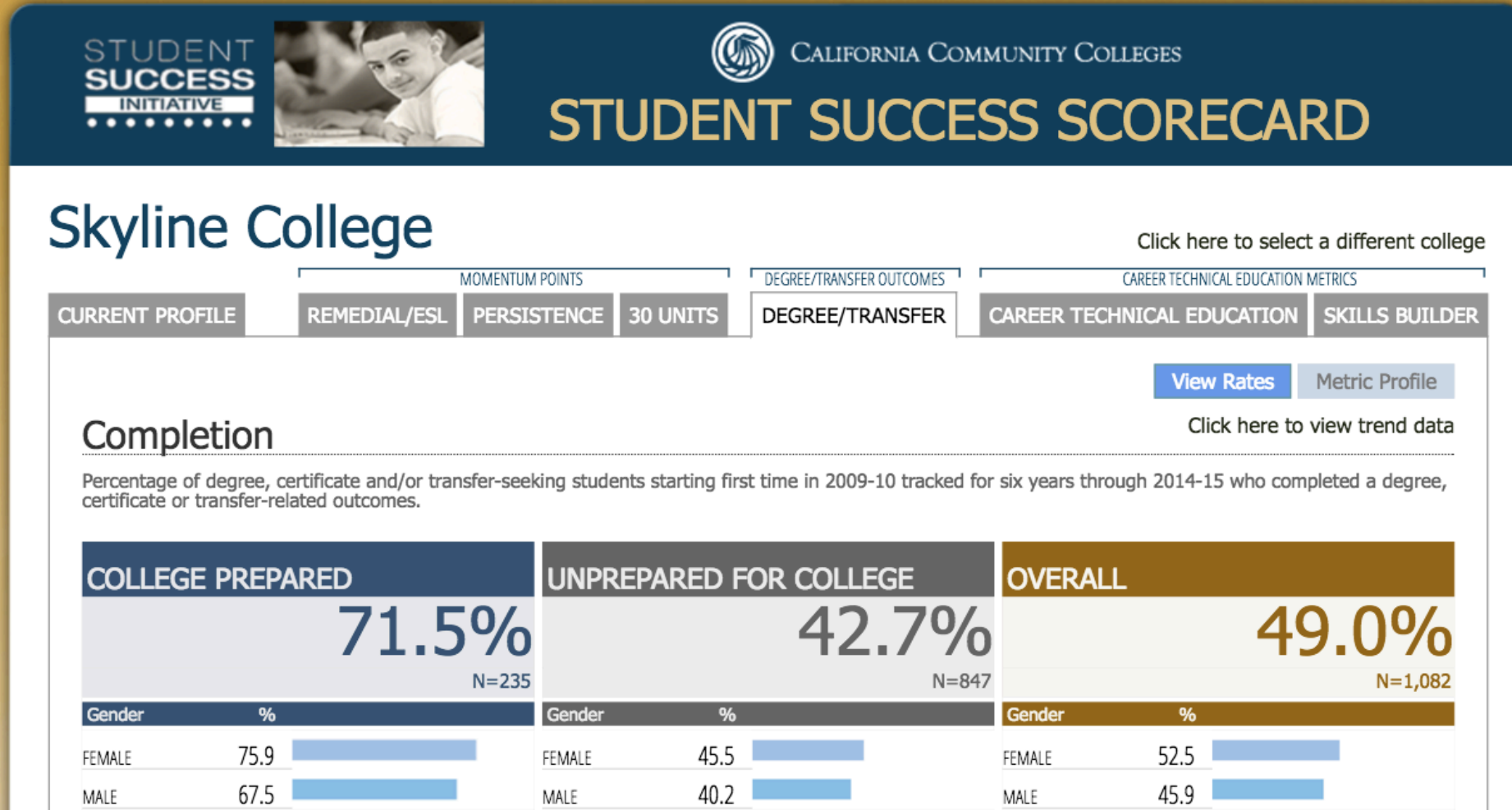
- ❖ A student facing piece designed with a student's interests as a starting point
- ❖ A collection of academic majors that have related coursework

What is a Guided Pathway?

A Guided Pathway is...

- ❖ An integration of Student Services and Instruction into a coherent, intentional and informed student experience.
 - Intentional course sequences
 - On-ramps to facilitate access for students with developmental needs
 - Embedded counseling & monitoring
 - In-take processes that help students clarify goals

Confronting Brutal Truths





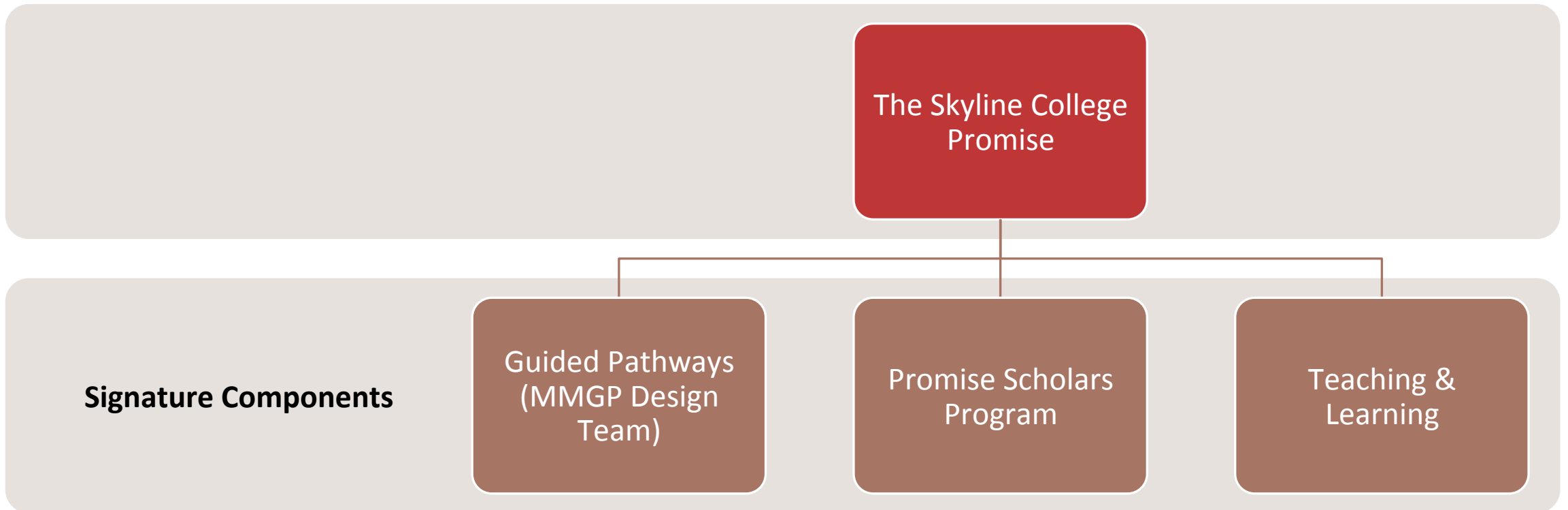
Institutional Goals:

- Placement rates into transfer level coursework in Math and English will increase by 50% for incoming students by the beginning of 2017-2018 using multiple measures assessment.
- 75% of Skyline College students will achieve on-time degree and certificate completion, and/or transfer according to their educational goal, by 2020-2021.

*Express the work with a sense of urgency
around student success*



Clearly Communicate the College's Vision





Leading Meaningful Change:

Clearly communicate the college's vision

Takeaway:

It is important for the campus to understand how all the pieces of the project work together and the scale and magnitude of the work .

Leading Meaningful Change:

Establish a guiding team structure



Skyline College's Design Team Co-Leads

- ❖ 1 Dean of Counseling
- ❖ 1 Instructional Dean
- ❖ 1 Counseling Faculty
- ❖ 4 Instructional Faculty
 1. History
 2. Legal
 3. Environmental Sciences
 4. Communication Studies

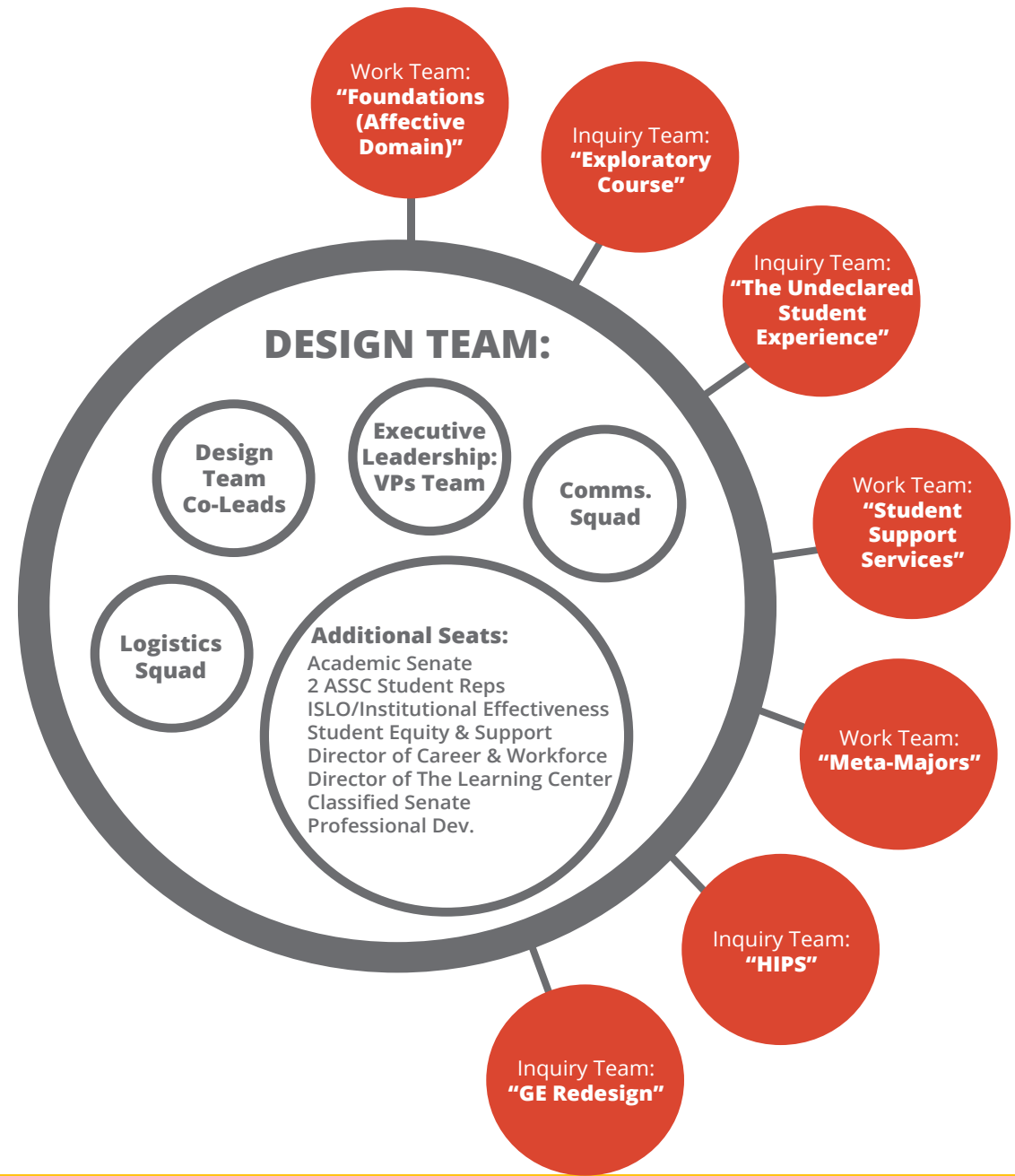
Leading Meaningful Change:

Establish a guiding team structure

Takeaway:

It is critical to align resources to provide the space and the opportunity to do the work.

Create an inclusive inquiry and work infrastructure



Leading Meaningful Change:

Create an inclusive inquiry and work infrastructure

Takeaway:

For the greatest amount of success, it is important to create a collaborative space where information and individuals from various efforts on campus can connect. This reduces replication of work and increases integration of efforts across campus.

Leading Meaningful Change:



Create and communicate clearly defined roles, goals and timelines

Inquiry & Work Teams:

Exploratory Course

Foundation (Affective Domain)

GE Redesign

HIPs (High Impact Practices)

Meta-Majors

Student Support Services

The Undeclared Student Experience

Leading Meaningful Change:

Create and communicate clearly defined roles, goals and timelines

Takeaway:

To make this work meaningful, it can't come off the shelf, so it will take a clear vision, time and resources. Be mindful of integration and overlap between the teams and campus wide efforts.

Leading Meaningful Change:

Create and follow clear processes

1. Design Principles



Meta-Major Design Principles

- ❖ *Focus on Student Perspective/Perception*
- ❖ *Efficiency for Students*
- ❖ *Commonality of Community Contribution and Intellectual Pursuit*
- ❖ *Shared Ways of Knowing*
- ❖ *Inclusion and Equity*
- ❖ *Keep an Open Mind*

Leading Meaningful Change:

Create and follow clear processes

1. Design Principles
2. Decision Making
3. Communication Plan



Leading Meaningful Change:

Create and follow clear processes

Takeaway:

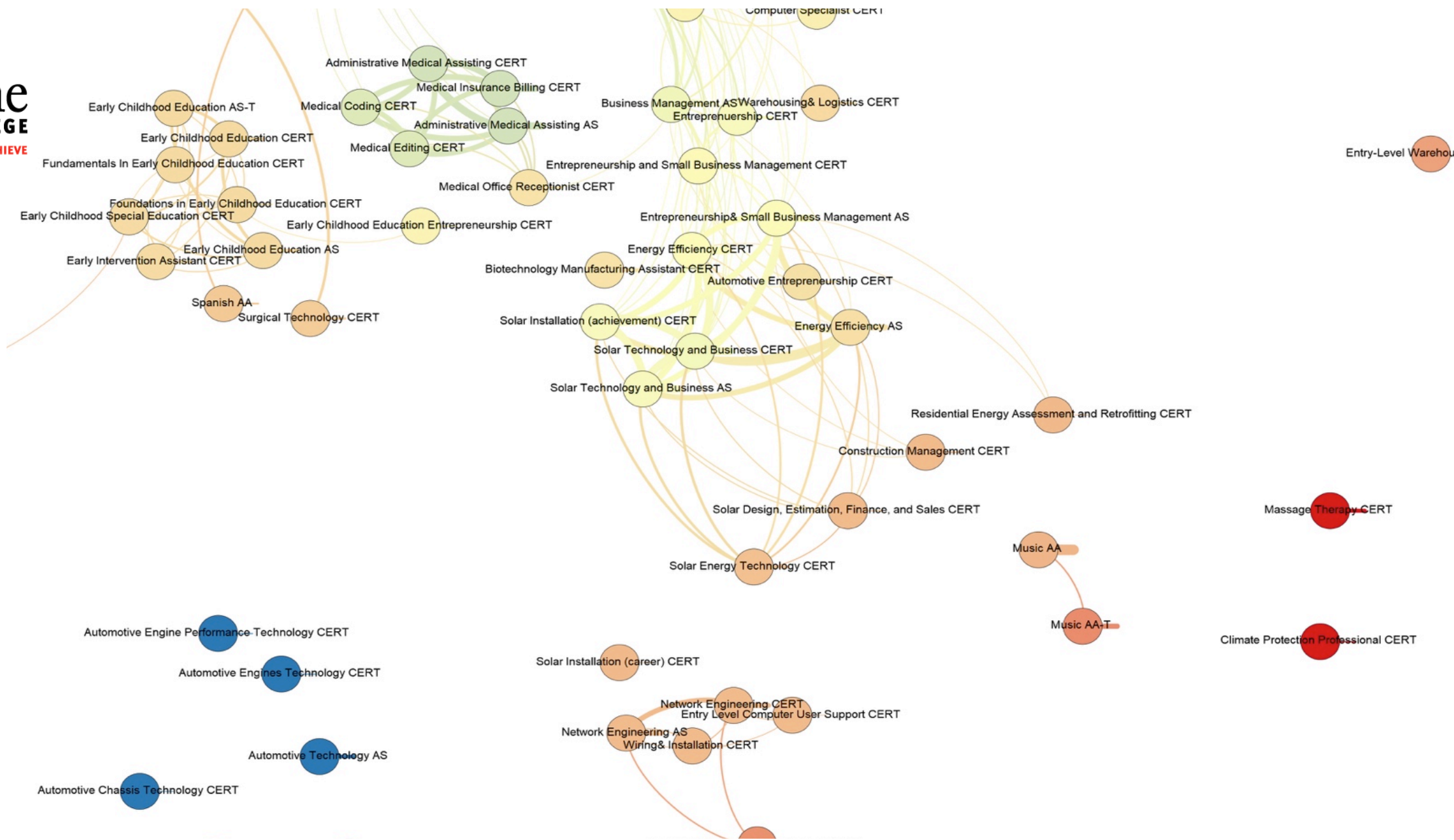
Campus stakeholders will have different levels of engagement and therefore different levels of understanding. Process is critical to being able to move the work forward.

Leading Meaningful Change:

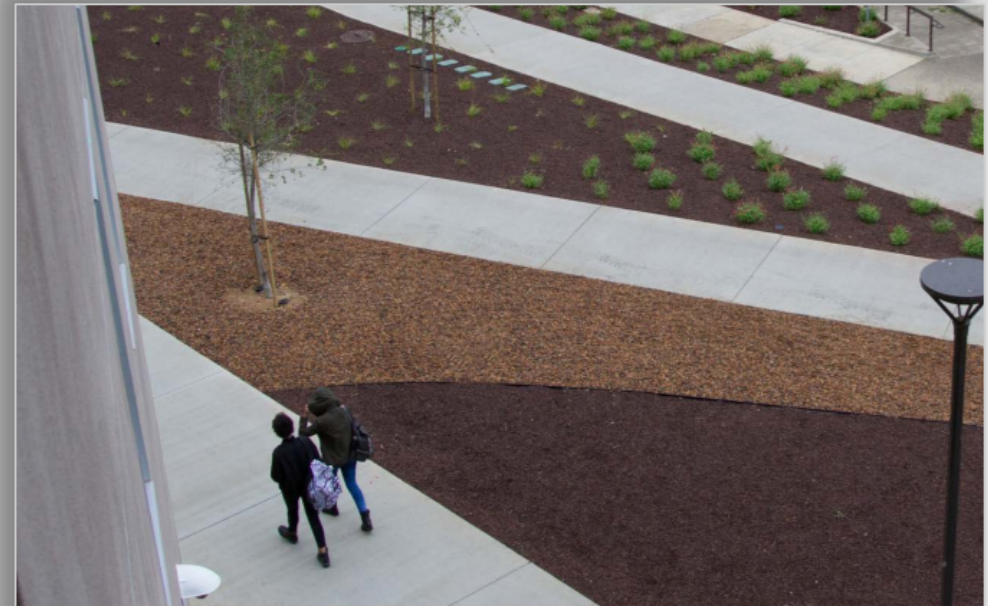
Gather Meaningful Data

1. Course Mapping
2. Social Graphs
3. Student Feedback





BRINGING STUDENT VOICES TO GUIDED PATHWAYS DESIGN

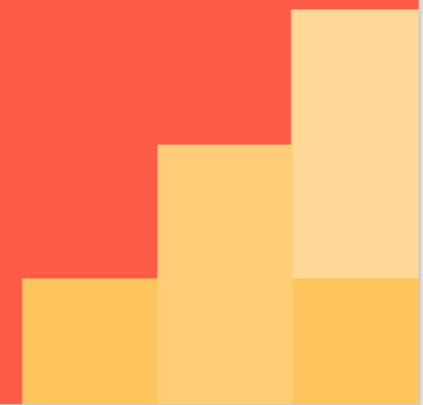


August 2017

Bringing Student Voices to Guided Pathways Inquiry and Design

Findings From Student Focus Groups at Two California Community Colleges

Mina Dadgar, Elisha Smith Arrillaga, Dina Buck, Brook Sinclair, Chase Fischerhall, and Kenly Brown

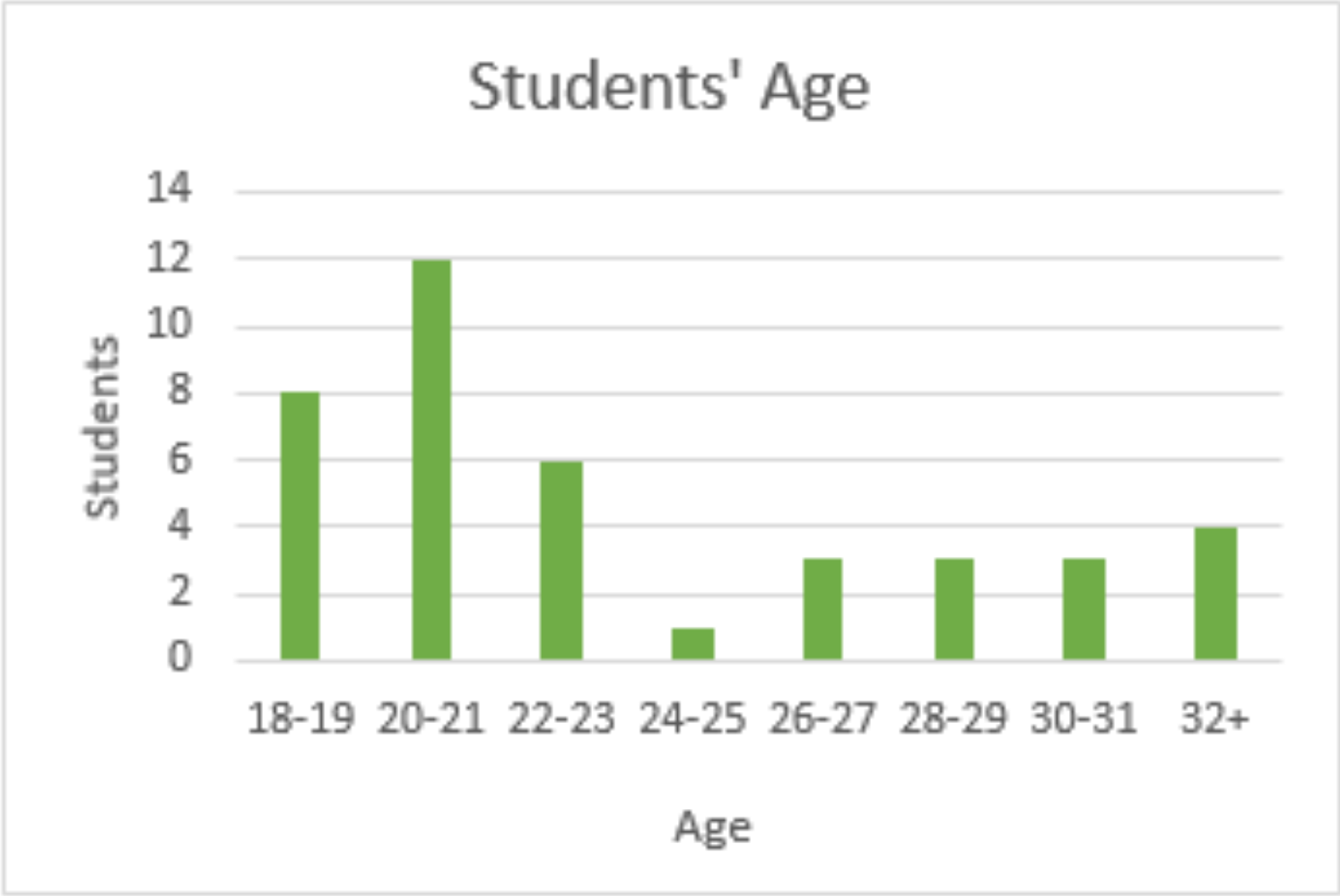


Race and Ethnicity of participants

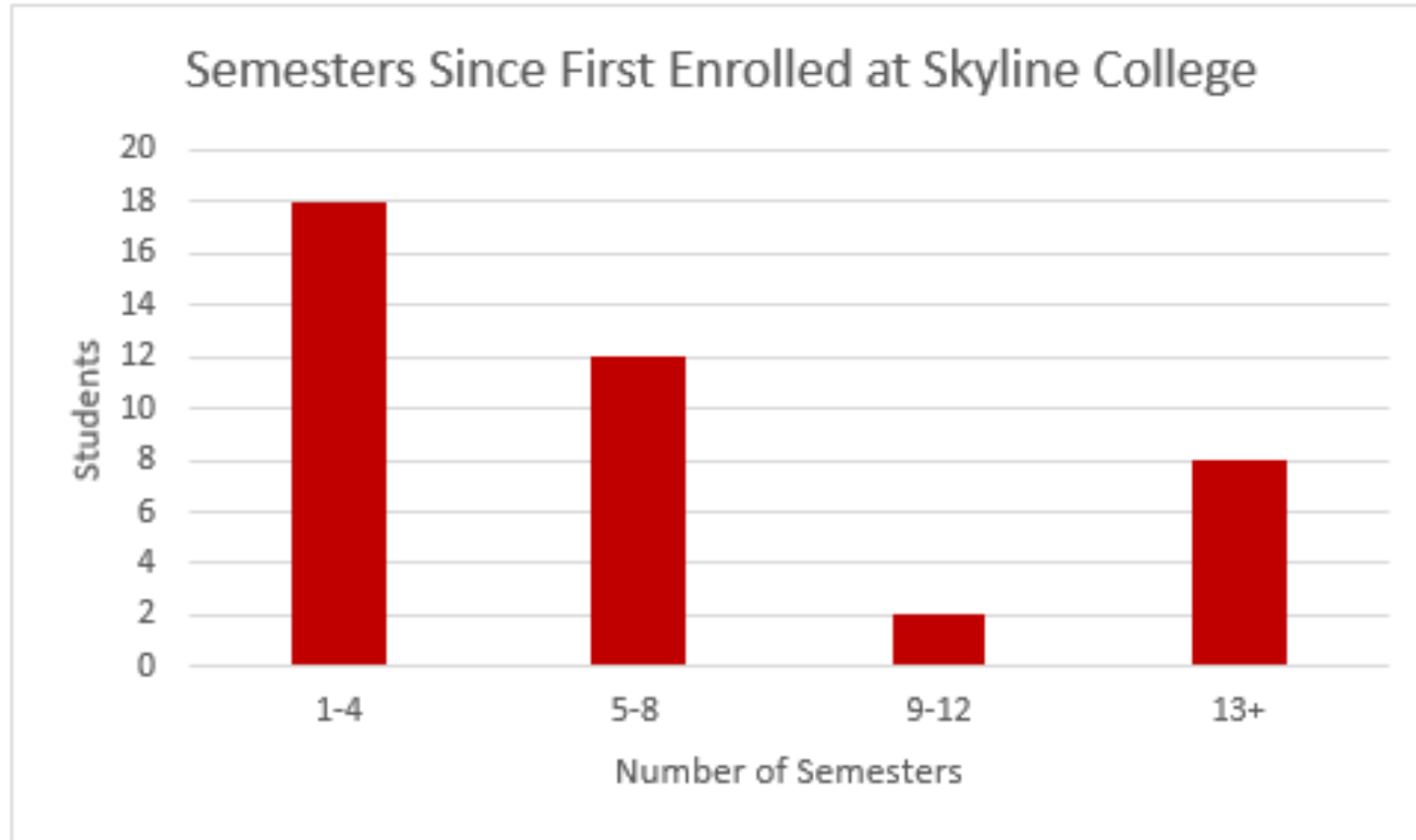
Race/Ethnicity	Percentage of Focus Group Participants
Asian	15%
Black	3%
Filipino	13%
Hispanic	20%
Multi Races	30%
Pacific Islander	3%
Unknown/other	8%
White	13%



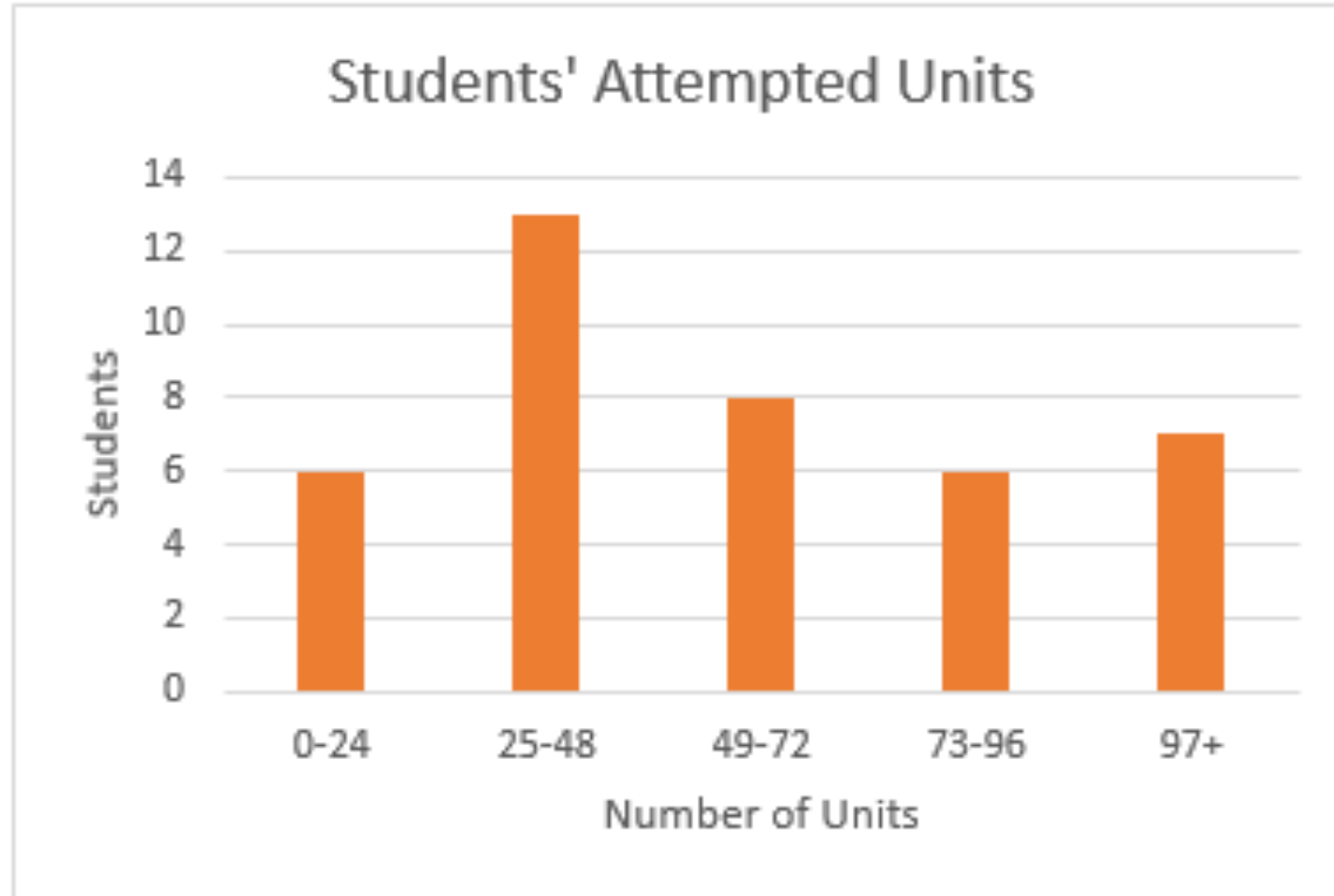
Students ranged in age from 18 - 51



Students had spent between 1 and 13+ semesters

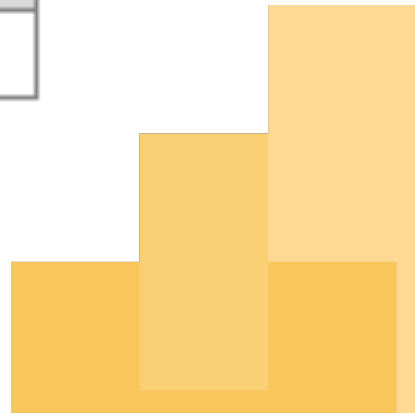


Median number of units attempted was 51



Educational goal of participants

Educational Goal	Percentage of Focus Group Participants
Earn AA and transfer	55%
Earn/maintain vocational certificate	18%
Transfer to 4-year school without AA/AS	20%
Update job skills	3%
Undecided	5%



What we asked students:

1. How do you choose a major?
2. How do you choose courses each semester?
3. Which supports are helpful or would be helpful to you?



Findings:

1. Most students found choosing a major to be a daunting task.
2. Choosing courses and getting into the right class was challenging.
3. Students found available supports helpful, but many were unaware of the different types of supports that exist.
4. Some students yearn for a sense of community and peer connection.



Most students found choosing a major to be a daunting task:

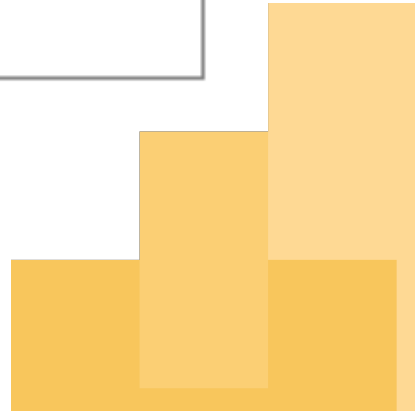
Generally, we were able to arrange students' questions about selecting a major into the following categories:

- a. What are my career options? How do I get more information about those careers and about whether I'd be successful at those jobs, or enjoy them?
- b. What are the different types of jobs that various majors lead to?
- c. Is the major I am pursuing "practical," in terms of my ability to find a job with a decent salary later on?

Students' suggestions for what resources would help them choose a major:

Overall, when asked what additional supports a student needs to help choose a major, students shared the following responses, which we synthesized into the following list:

1. Experiences to learn more about different careers, including “more guest speakers,” as well as “shadowing and internship opportunities.” Opportunities to be around other students with similar interests.
2. An “overview of major classes”
3. “A daylong seminar, a low-cost workshop, and career fairs”
4. Having all students take the MBTI (Myers-Briggs Type Indicator) personality test and Strong Interest Inventory assessment at the beginning of their college careers



Leading Meaningful Change:

Gather Meaningful Data

Takeaway:

Move from national data to local data. The local data that is most likely to be overlooked, but is potentially the most transformative to your work, is student feedback.

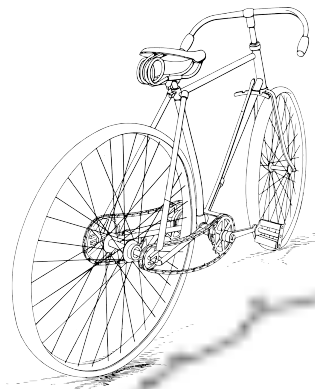
Design With the End in Mind

WHAT DO
YOU
STAND
FOR?

“Be the
CHANGE
you wish
to see in
THE WORLD”

Looking Back On Our Journey:

1. What is your WHY?
2. The framework is national but the work is local
3. Build your own bike: don't reinvent the wheel





Questions?

Skyline College Toolkit - Part 1

**[http://skylinecollege.edu/metamajors/
resources.php](http://skylinecollege.edu/metamajors/resources.php)**