

# Collaborative Inquiry and Leadership: Necessary Foundations for Building Guided Pathways



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New Orleans, LA  
April 23, 2017

# Who we are

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- Dr. Angélica Garcia, Vice President of Student Services – Skyline College
- Aaron D. McVean, Vice President of Instruction (Interim) – Skyline College
- Carmen Newland, Dean Enrollment Services – Mesa Community College
- Kris Palmer, Senior Director – Career Ladders Project

# Overview

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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

The screenshot shows the Career Ladders Project (CLP) website. At the top left is the CLP logo and the tagline "Fostering Educational and Career Advancement for Californians". To the right are social media icons for LinkedIn, Facebook, YouTube, Twitter, and RSS, along with a search bar. A navigation menu below includes Home, Areas of Focus, Projects, Research & Resources, CLP Library, Communities of Practice, and About Us. The main content area features a "OUR WORK" section with a paragraph: "The Career Ladders Project (CLP) aims to improve educational and career outcomes for Californians. We foster these opportunities through research, policy reforms and strategic assistance to community colleges—and their K16 education, workforce and community partners." Below this is a "NEWS" section with a featured article titled "Building a New Structure" from April 2017, which examines organizational redesign efforts. A "Read More News" link is visible. At the bottom, a green banner encourages signing up for the newsletter.

**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

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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?

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

# Inquiry Tools

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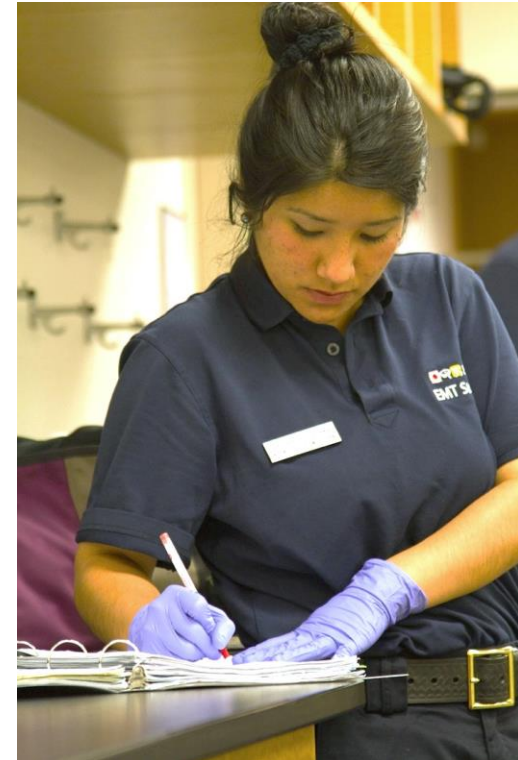
- With a Campus Community
- Create Sense of Urgency
- Create a Shared Understanding
- Make the Case for Reform

# Inquiry

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## 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

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**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

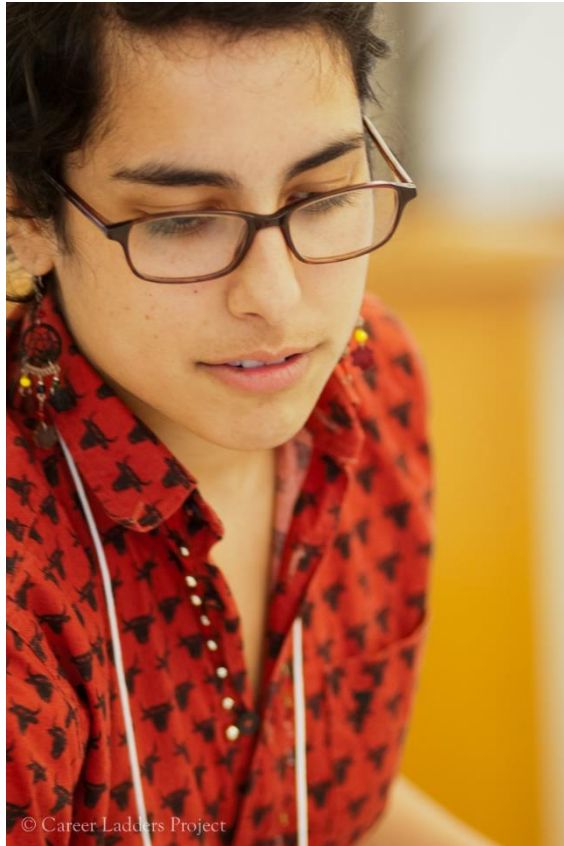
Ethnic and SES diversity

Different durations of enrollment



# From the Undecided Student's View

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- Navigation is challenging
- Exploration unfocused
- Hundreds of programs of study and course options

© Career Ladders Project

# 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

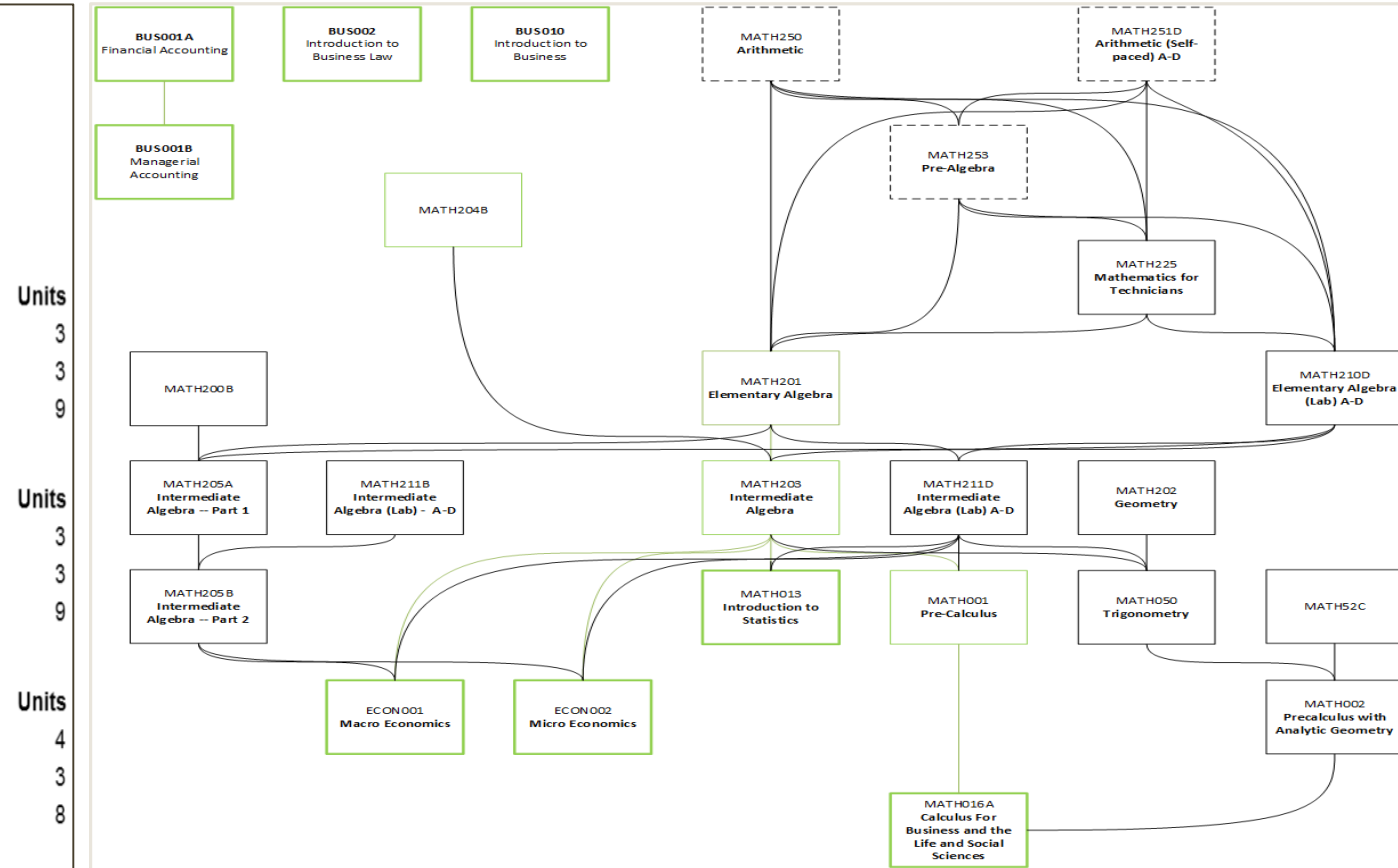
BUS 010 Introduction to Business 3  
 MATH 016A Calculus for Business and the Life and Social Sciences 3  
 General Education and Elective Courses 9

### 2nd Semester/Spring

BUS 002 Introduction to Business Law 3  
 ECON 001 Principles of Economics (Macro-Economics) 3  
 General Education and Elective Courses 9

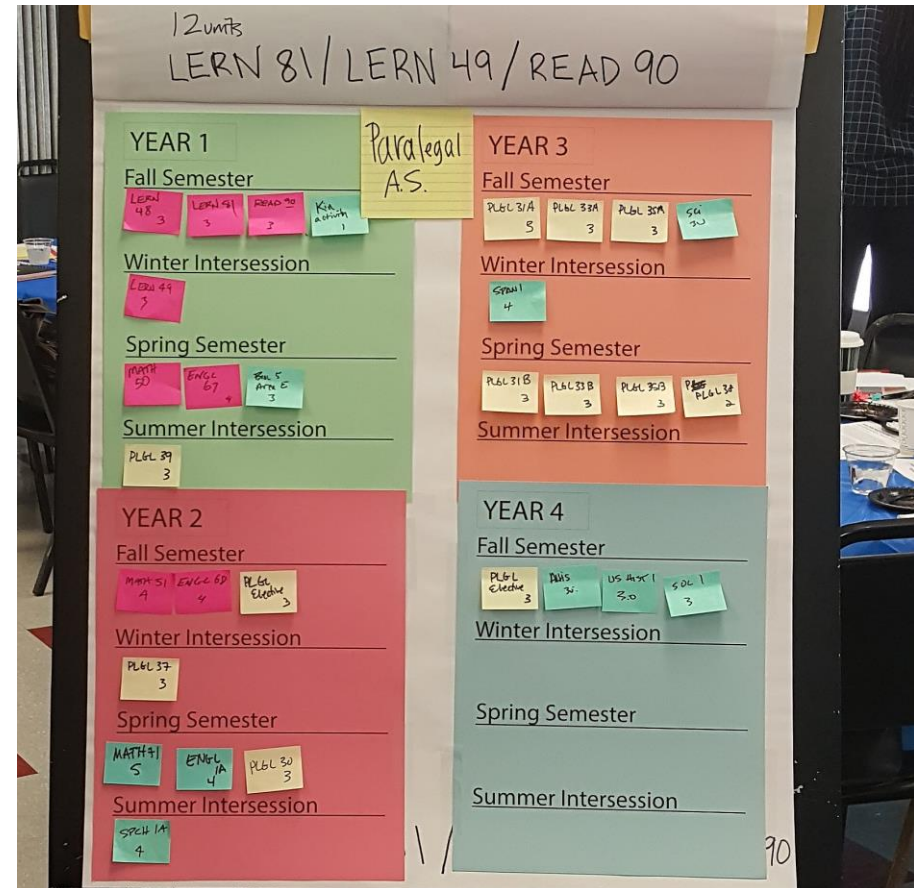
### 3rd Semester/Fall

BUS 001A Financial Accounting 4  
 ECON 002 Principles of Economics (Micro-Economics) 3  
 General Education and Elective Courses 8



# 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



*Cañada College • College of San Mateo • Skyline College*



# Real Quick

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## 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!

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What is the Skyline College Promise?

THE SKYLINE COLLEGE  
**PROMISE**



Get in. Get through.  
Get out... on time!

# Laying the Foundation for Change

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- 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!

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- 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

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- **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.”**



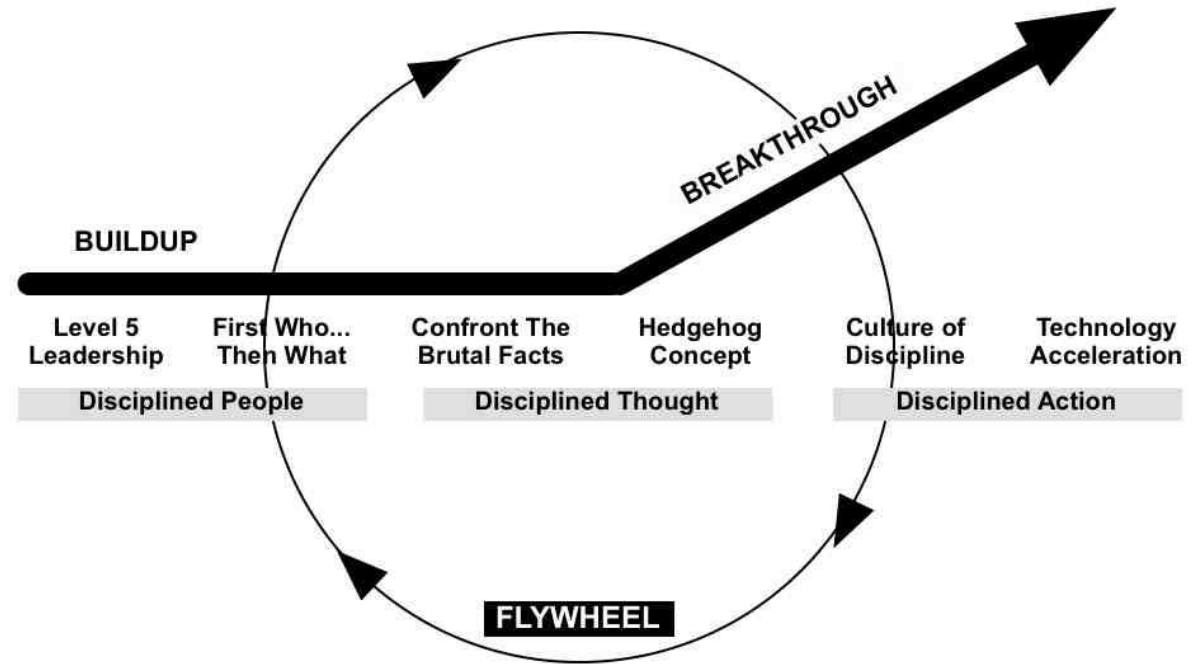


# From Context to Process



# But...We must Focus!

- Leadership Retreat 2014
  - Disciplined People
  - Disciplined Thought
  - Disciplined Action



# Some Brutal Facts

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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

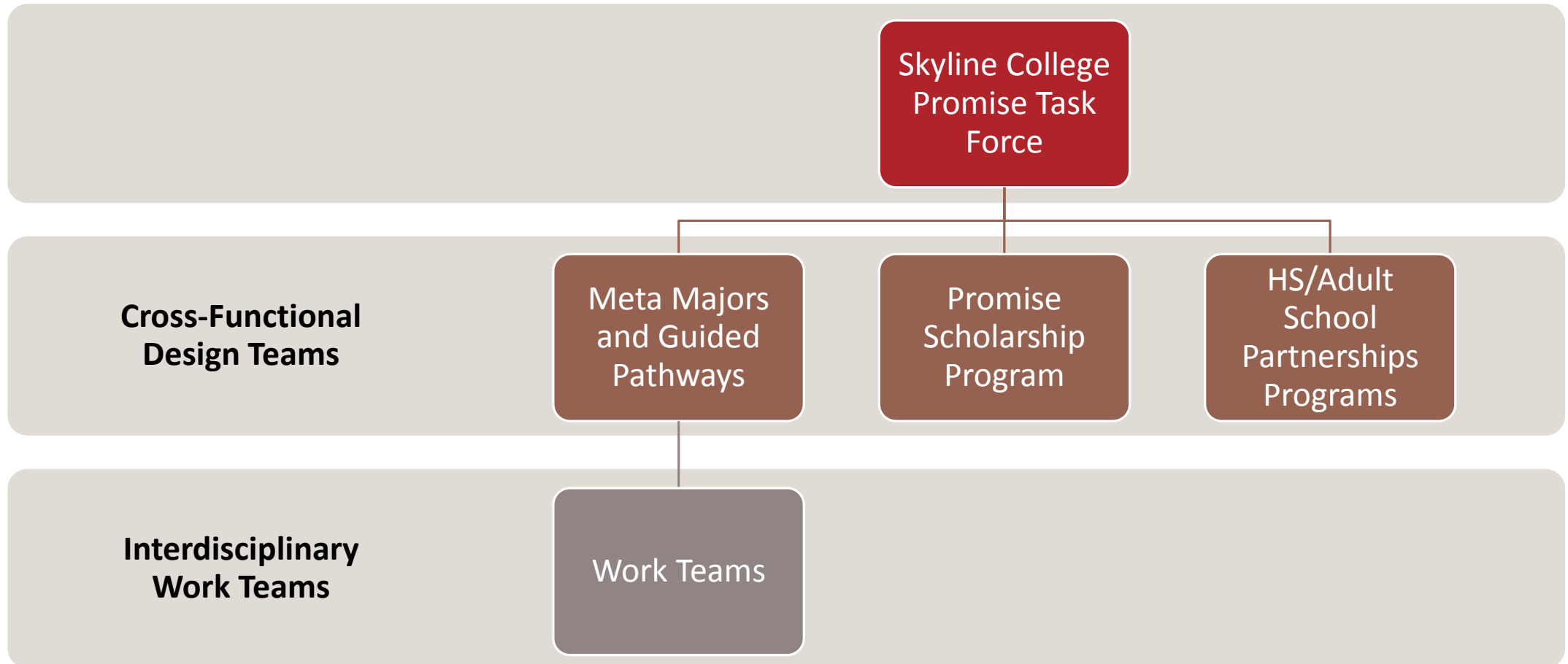
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- Cross-Functional Team Approach
- Professional Development
- Shared Experiences



# Redesigning Our Community College

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# Redesigning Our Community College

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## 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

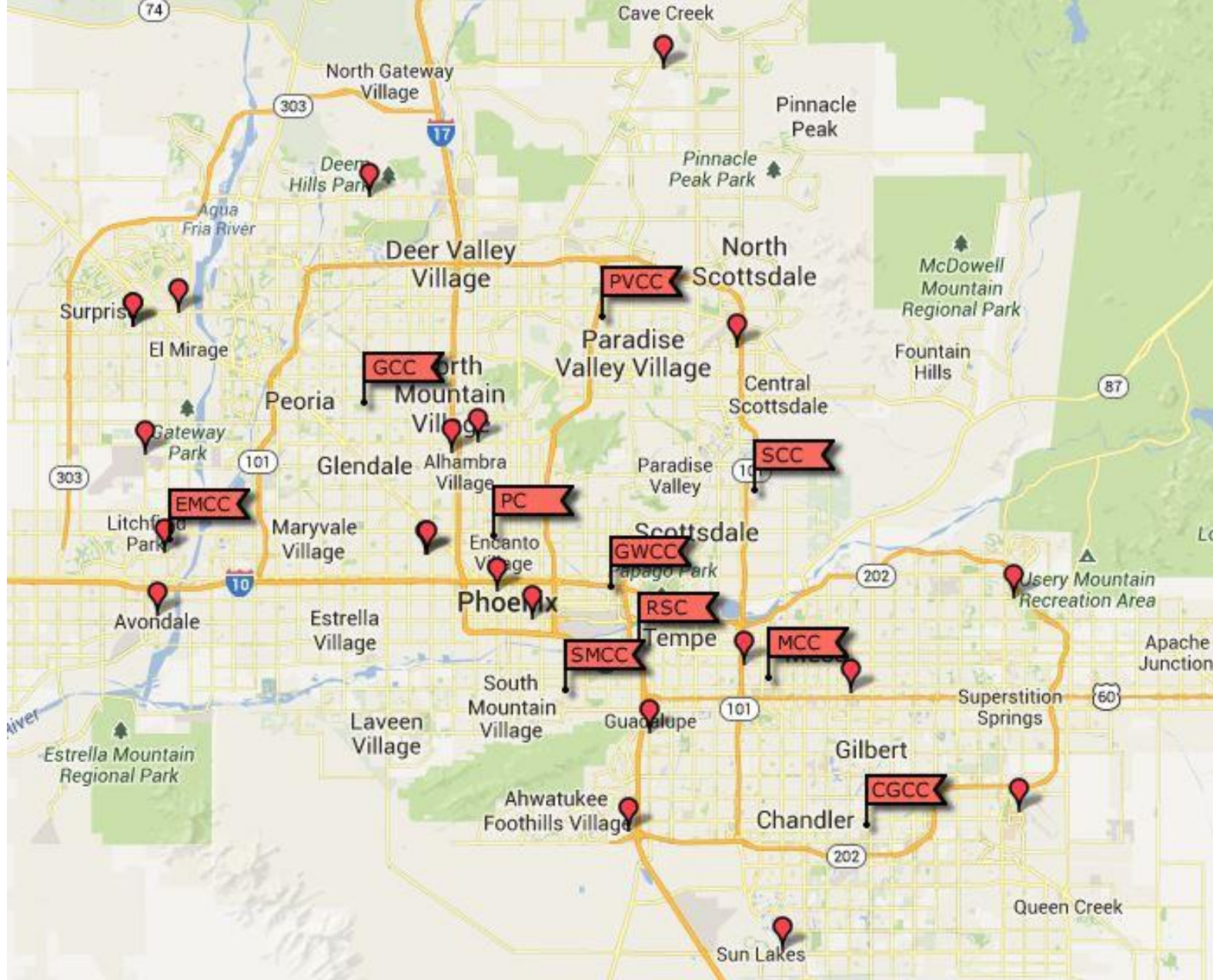
**Interdisciplinary Work Teams**

Psychology  
Major

Engineering  
Major

Business  
Major (etc...)



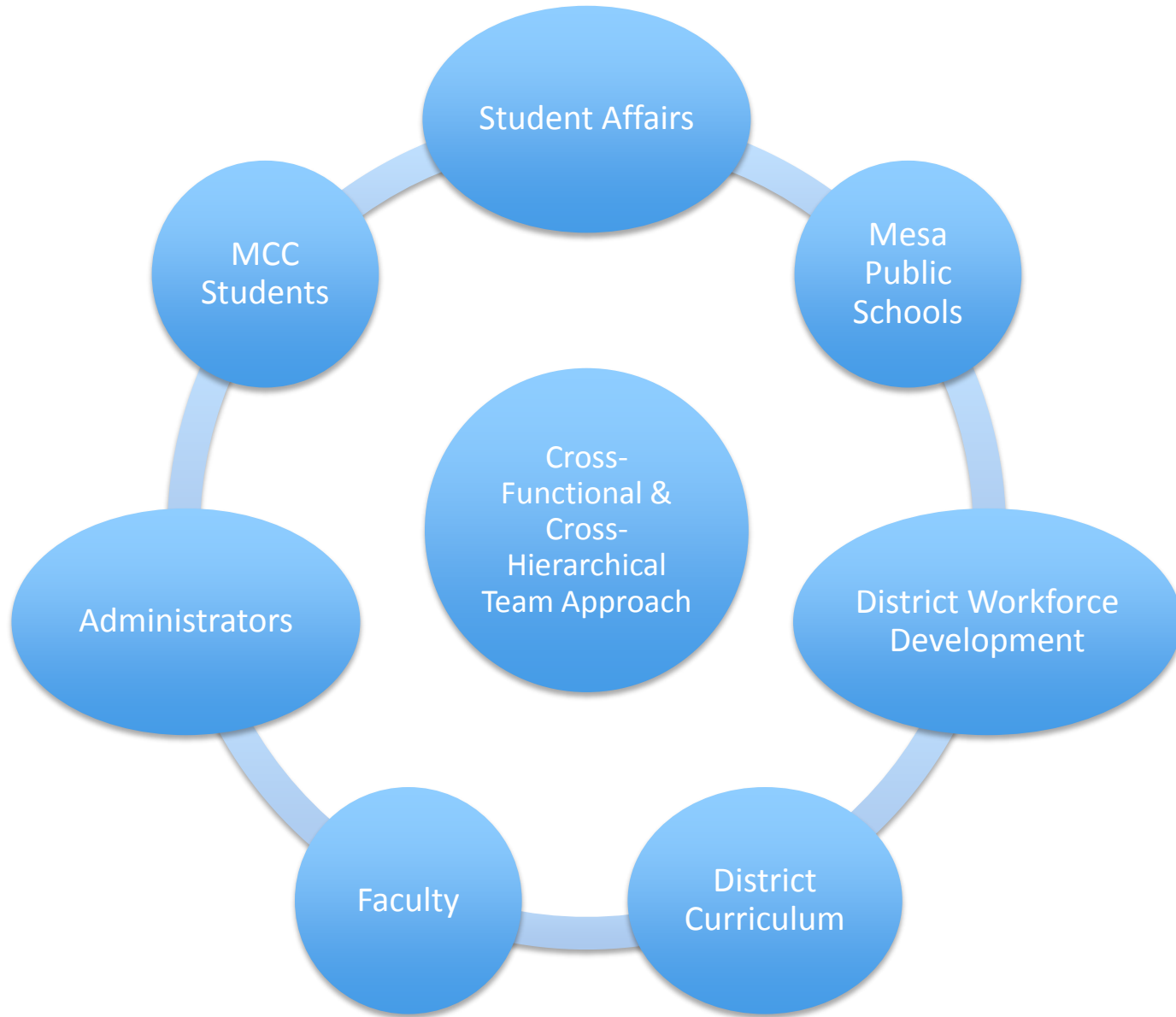


MARICOPA  
COMMUNITY  
COLLEGES®

10 Colleges  
200,000 Students



2 Campuses  
20,000 Students  
195 Programs

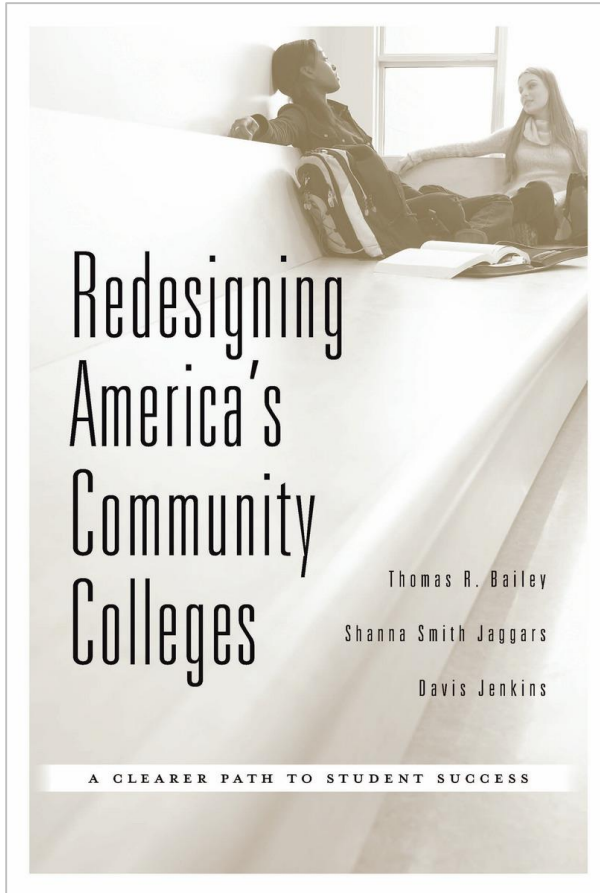


# Collective Leadership

*(Kezar (2014); Kezar & Lester, 2009)*

# Collaborative Inquiry Discussions

OBVIOUS, PROFOUND, AND EYE OPENER...



CCRC COMMUNITY COLLEGE  
RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

RESEARCH OVERVIEW / MARCH 2015

## What We Know About Guided Pathways

### Helping Students to Complete Programs Faster

The idea behind guided pathways is straightforward. College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan.

However, most community colleges, rather than offering structured pathways to a degree, operate on a self-service or "cafeteria" model, allowing students to choose from an abundance of disconnected courses, programs, and support services. Students often have difficulty navigating these choices and end up making poor decisions about what program to enter, what courses to take, and when to seek help. Many drop out of college altogether.

This research overview is part one in CCRC's guided pathways practitioner packet. For a description of how one college implemented guided pathways, see *Implementing Guided Pathways at Miami Dade College: A Case Study* (part two). For practical guidance on implementing guided pathways, see *Implementing Guided Pathways: Tips and Tools* (part three).

Even among students who persist, few complete a credential in two years, in great part because few take the "conventional" path through college, with full-time, continuous enrollment. While students certainly make choices about enrollment based on personal circumstances, the many course and program options and the limited guidance currently provided by community colleges likely contribute to students' meandering and varied pathways through college.

To address this problem, a growing number of community colleges and four-year universities are adopting a guided pathways approach, which presents courses in the context of highly structured, educationally coherent program maps that align with students' goals for careers and further education. Incoming students are given support to explore careers, choose a program of study, and develop an academic plan based on program maps created by faculty and advisors. This approach simplifies student decision-making and allows colleges to provide predictable schedules and frequent feedback so students can complete programs more efficiently.

The guided pathways approach presents courses in the context of highly structured, educationally coherent program maps.

# TIME is the ENEMY

The surprising truth about why today's college students aren't graduating ... AND WHAT NEEDS TO CHANGE

COMPLETE COLLEGE AMERICA

# Pathway Mapping Process

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I. Overview and Information Gathering for Learning Outcome Development

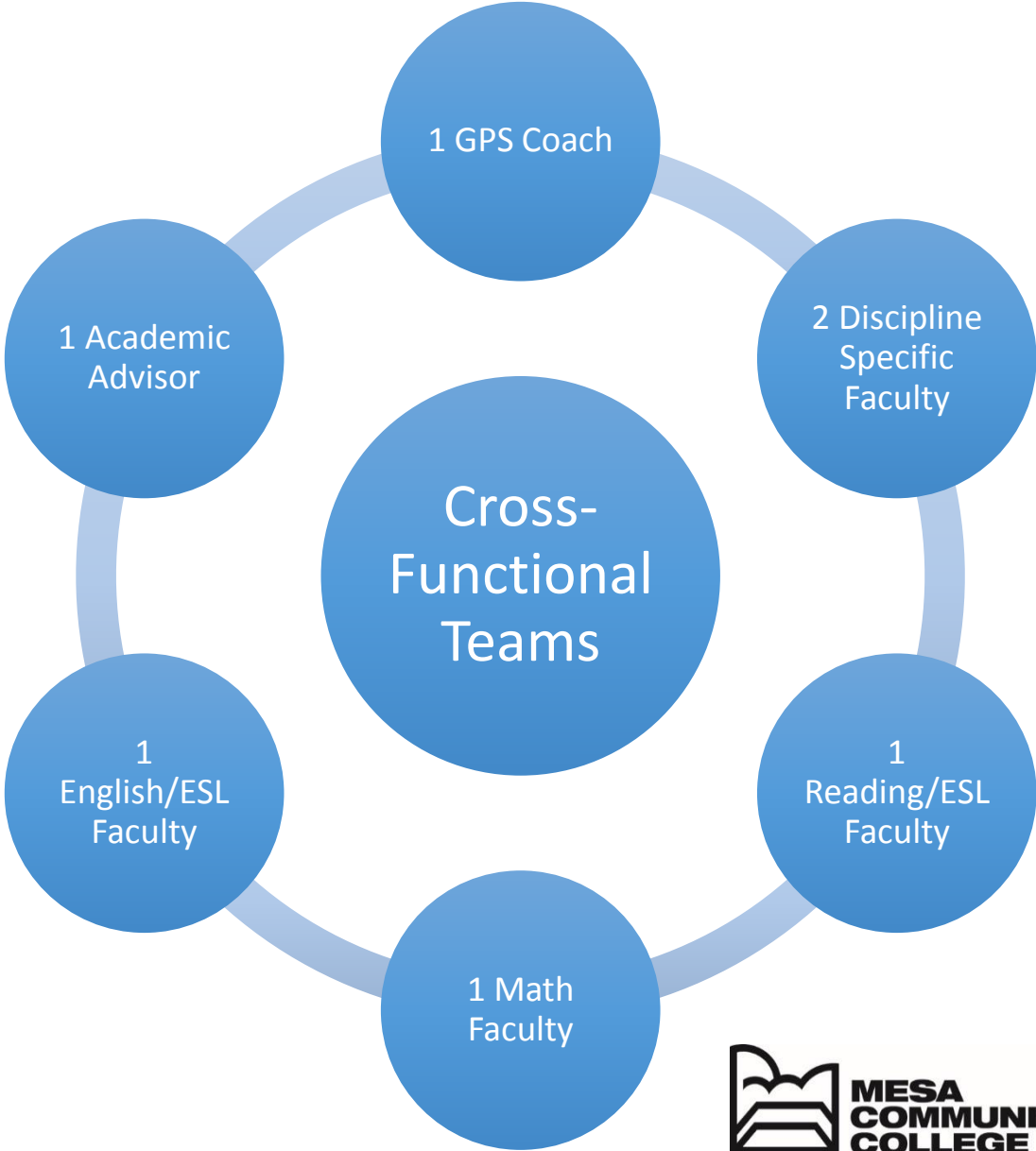
II. Develop Learning Outcomes

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

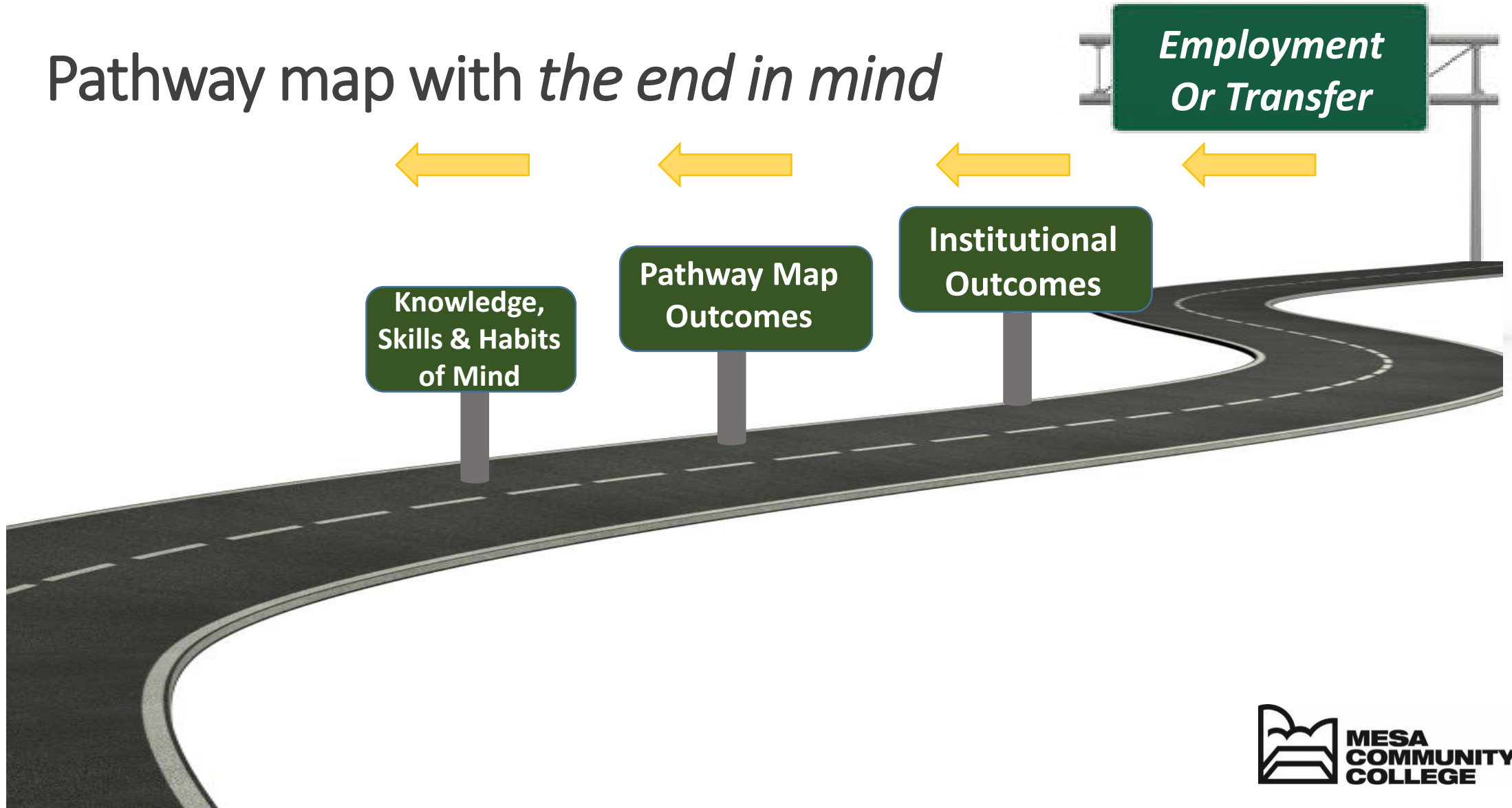
IV. Sequence recommended general education courses, identify critical course and milestones

V. Review to ensure Learning Outcomes and Degree Requirements met

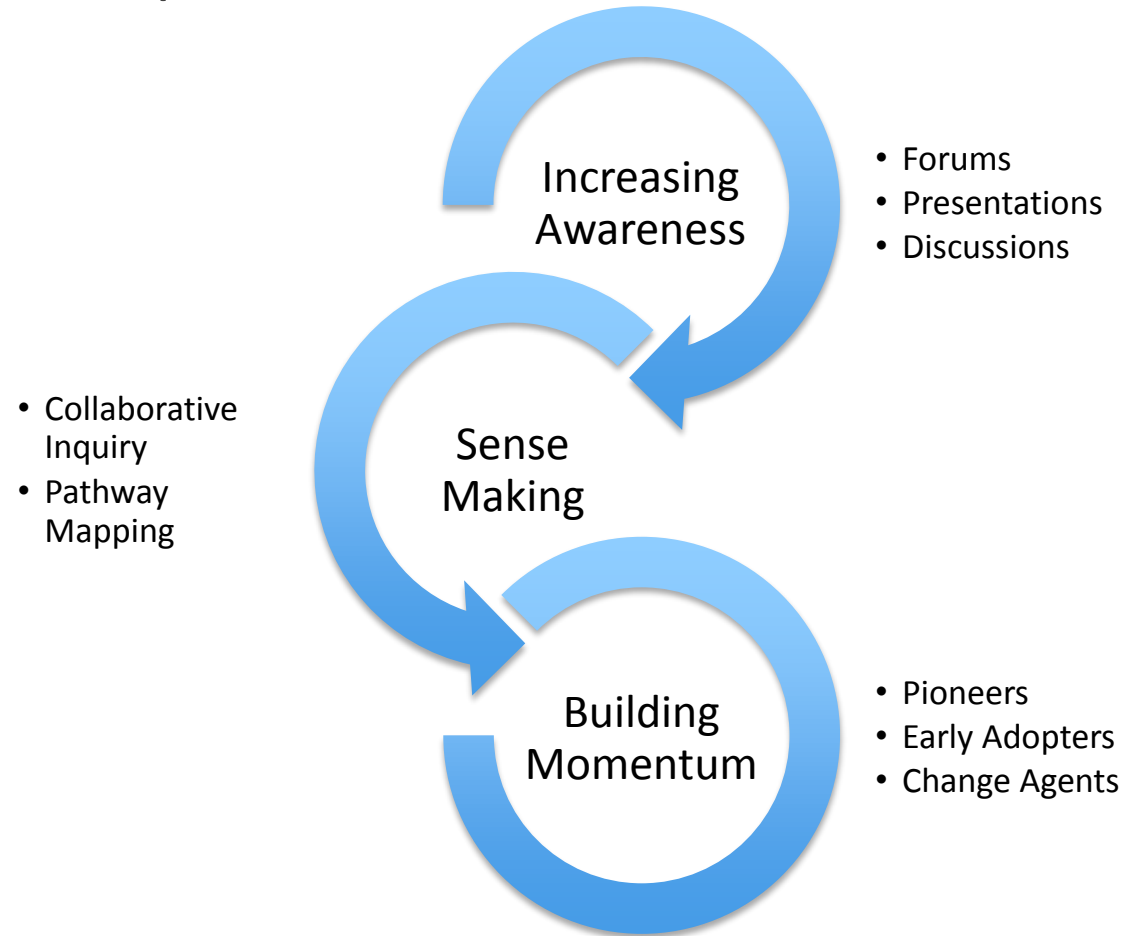
# Pathway Mapping in Cross-Functional Teams Builds Trust



# Pathway map with *the end in mind*



# Building Momentum Through Collective Leadership



*(Bailey, Jaggars, & Jenkins, 2015; Hall & Hord, 2011; Kezar, 2014; Weick, 1995)*

# Leadership, Purpose, and Completion

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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 depends on us getting this right...because it does





# Thank you!!

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QUESTIONS???