Challenges and Lessons from a Nine-College Consortium in Washington State

Ron May, Pierce College; Amy Hatfield, Olympic College; Steve Quinn, Olympic College

Overview of the collaborating program

Ron May, Dean of Health and Technology at Pierce College (Lakewood, WA)

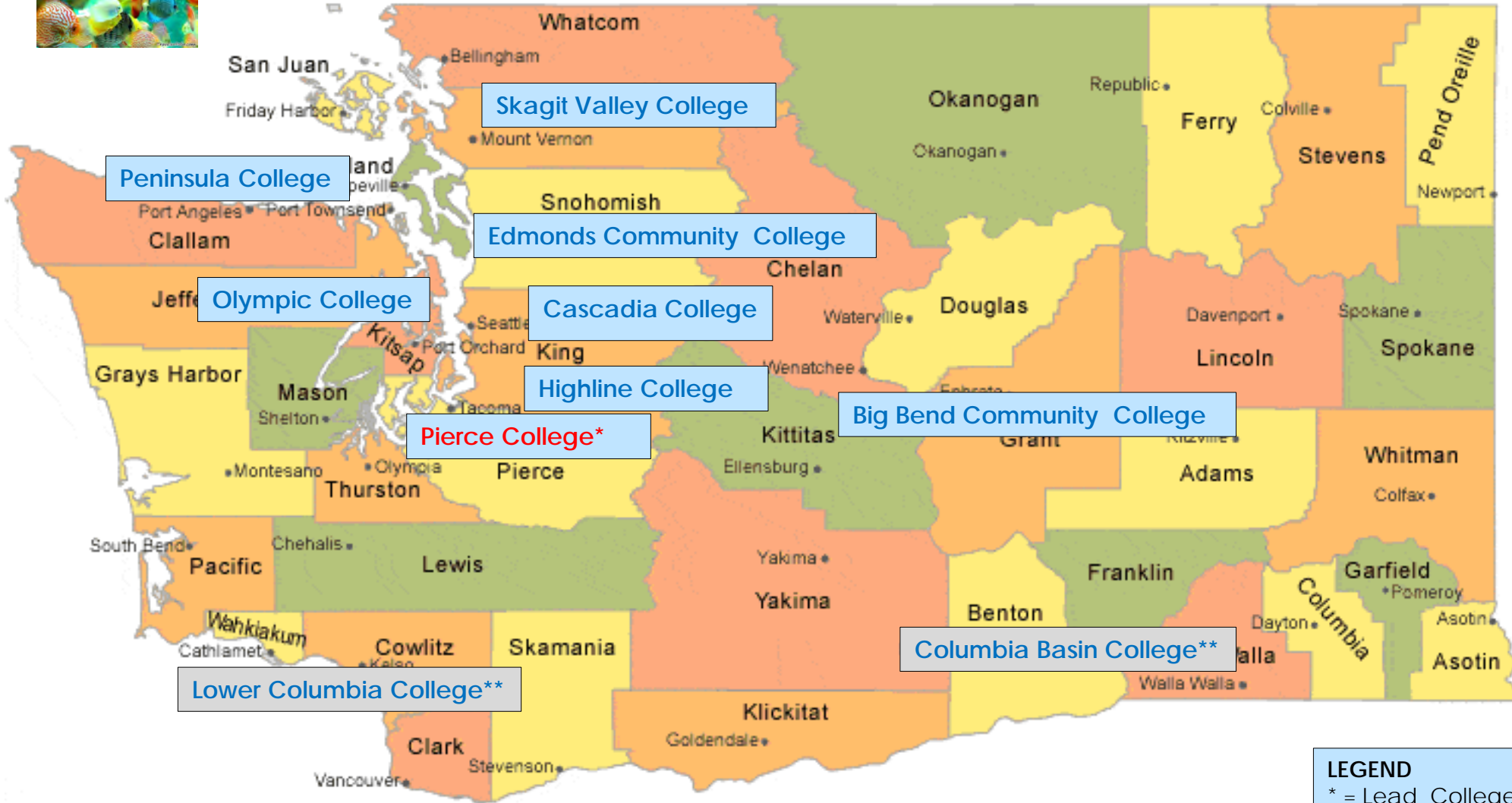# Role of the HSEM Center of Excellence in bringing the colleges together

- The director for the HSEM Center of Excellence (Linda Crerar) saw the need for a program that could serve the needs for students throughout the state of Washington.

- The director of the center envisioned the model that we are sharing today

- HSEM Career Pathways
  - Criminal Justice | Emergency Medical & Health Services | Fire Service | Homeland Security Emergency Management | Occupational Safety & Health | Technology & Cyber Security

Reasons for having a collaborative program

- Students interested in Homeland Security Emergency Management are diffusely spread throughout the state. It would be a challenge for a single college to have enough students within their catchment area

- The goal was to have a seamless experience for the students from many colleges. They would register and earn the degree through their local college.

- The HSEM courses would be online and offered through the common Learning Management System (Canvas)

THE HSEM COLLABORATION GEOGRAPHIC REACH

Skagit Valley College

Peninsula College

Edmonds Community College

Olympic College

Cascadia College

Highline College

Pierce College*

Big Bend Community College

Columbia Basin College**

Lower Columbia College**

LEGEND
* = Lead College - Technical Content
** = Inactive

5

Articulation agreement

- An articulation agreement between Pierce College and each partnering college was created and signed by appropriate college authorities.

  - Listing of the responsibilities of the "host" college and the responsibilities of the partnering college

  - The "host" college (generally Pierce) provided the official course student objectives, developed the annual schedule, hired the faculty, and facilitated course evaluations.

  - The "partner" colleges would provide advising support, entered the appropriate courses in their quarterly schedules, and shared their course item numbers with the host college for Canvas merging.

  - Partner colleges determine general education requirements and courses for the degree and manage paperwork for course waivers and substitutions

Canvas Group

- Used as a resource for all participants
    - Contact list
    - Annual schedule of courses
    - Start and end dates for each quarter
    - Table for course item numbers from each college
    - Textbook & Materials Information
    - Required quarterly course syllabi

Through the eyes of a collaborating partner

Amy Hatfield, Dean of Workforce Development and Basic Studies, Olympic College, Bremerton, WA

What were the steps involved with becoming a collaborative college?

- An articulation agreement is signed between the two colleges

- Individuals who will serve as points of contacts are identified:

  - Administrative contact (generally a dean or director)

  - Advising contact (this person is the college liaison with the student in the program)

  - IT contact (to assist with technical issues and to provide course item numbers for "Canvas Blending"

- Notification to the state and the Northwest Commission

- Marketing, placement in college publications, and scheduling of courses in quarterly schedule

- Participate in the collaborative college Canvas community

What are the advantages of being a collaborative college?

- Students are able to access a program that is offered state-wide and a network of practicing professionals
- Students have a seamless experience by enrolled through the process of their "home" college
- Students will earn their degree at their "home" college
- The collaborative college receives student FTE for that program
- Assistance with local work-based/co-op/internship experiences
- Joint Advisory Committee

What are the challenges with being a collaborative college?

- Begin and end dates for each term don't align with all of the colleges

- If a student drops the course notification is problematic (billing to the collaborative college is determined by the number of students in the course on the 10th day of enrollment & institutional responsibilities - funds owed for FA).

- There is no easy way for the instructor to convey grade information to the student's college as he/she is not an employee for that college

- If a student has technology issues with the course, who does that student turn to?

- NEW! Access Services and other notifications

HSEM Advising: Baseline Assumptions

Steve Quinn, Advisor, Olympic College, Bremerton, Washington   squinn@olympic.edu

The role of academic advising

- Help students navigate a structured system

- Learner empowerment

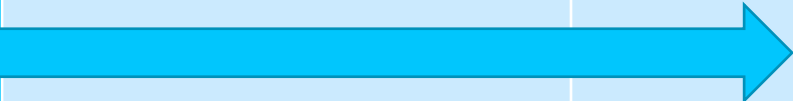- Degree coherence

Right-handed advising model

- Centralized professional advisor (the left hand) provides entry advising, orientation and support

- Faculty in the program (the right hand) offer content- and career-specific advising and have the authority for the degree and any exceptions

Who is my advisor?

- There should be a single, clear answer

- Anything else will confuse the students

Baseline: Right-Handed Advising Model

Academic Advisor	Program/Discipline Faculty Advisor	
• What are the required classes? • What should I take first? • What are the prerequisites?	• How should I schedule my classes? • How many classes or credits can I take at once? • What is the recommended sequence?	• How do my transfer credits count? • Can I substitute a different general education class? • What portfolio of electives would help my resume the most? • Can you sign my graduation paperwork? • What kinds of jobs are available? • Where would I do my internship?

HSEM Advising: Design Challenges

- The program is not traditionally structured.

- No faculty at my college oversee the degree or have content expertise.

- When the student asks "Who is my advisor?" my answer is "It depends…authority is spread across the college and the system."

Navigation, empowerment, and coherence all appeared at risk…

The HSEM design strategy: add structure, limit flexibility, make everything as clear and unambiguous as possible, and pretend nothing is going to go wrong.

HSEM Advising: Process Challenges

The design held up until we got our first student:

- Mature population

- Significant prior education and relevant experience

- Diverse goals and entry points with no naturally occurring cohort

- Every student is an exception.

The Adaptation: Ambidextrous Advising

Academic Advisor	Program/Discipline Faculty Advisor	
- What are the required classes? - What should I take first? - What are the prerequisites? - How should I schedule my classes?	- How many classes or credits can I take at once? - What is the recommended sequence? - How do my transfer credits count? - Can I substitute different general education classes? - What portfolio of electives would help my resume the most? - Can you sign my graduation paperwork?	- What kinds of jobs are available? - Where would I do my internship?

Case Studies in Ambidextrous Advising

The Prospective Student

- Accessible, open survey course
- Start any term
- Handouts and materials

Ready to Declare

- Prerequisite skills
- Transfer of credits
- Exceptions and off-the-map alternatives

Second year advising

- Internship planning
- Resume building
- Substitution, waiver, and graduation paperwork

The New Baseline

What we learned

- HSEM students (and personnel) rose to the challenge

- Empowerment begins with trust

- Degree coherence must be the student's job

- Who is my advisor is far less important than what advice I need

- Students are no more confused by using multiple advising resources than they are by having two hands

Where we go from here

➤ Comprehensive advising redesign under way as part of Achieving the Dream

➤ Benefits of the ambidextrous advising model will be presented as resources for other programs and system-wide reform

THANK YOU