PATHWAYS PLANNING RETREAT JAN 2017

Santa Monica College

WELCOME!

WHY ARE WE HERE?

1. Redesigning the student experience at SMC to support and accelerate students' success and achievement of their academic goals.

2. Planning for the "Award for Innovation" application.

Award for Innovation in Higher Education– *Planning*

- 10 awards of $2.5M each.

- These awards are intended to support "Innovations that reduce the time it takes students to complete degrees and credentials or reduce the total cost of attendance for students or both…"

- Closing achievement gaps is an emphasis– in line with our own equity goals

- Use technology in ways not common in higher education

- **Application due February 3, 2017**

Our partner: Arizona State University
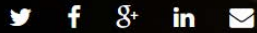
Our partner: Arizona State University

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Building a community of "improvers"

1. Who are you?

2. What do you do at SMC?

3. What about your undergraduate experience had the greatest impact on ONE of your important life choices– like career, family, where in the U.S. you wanted to live, etc.

Grounding our work in the MISSION

The VALUE ADDED of the community college.

"Changing Lives in the Global Community through Excellence in Education"

Grounding our work in the MISSION

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(1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

[from California Education Code Section 66010.4 (a) , as of 10/19/99]

Grounding our work in the MISSION

Vision

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Mission

Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their education goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission.

Santa Monica College provides open and affordable access to high-quality undergraduate degrees and certificates, and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.
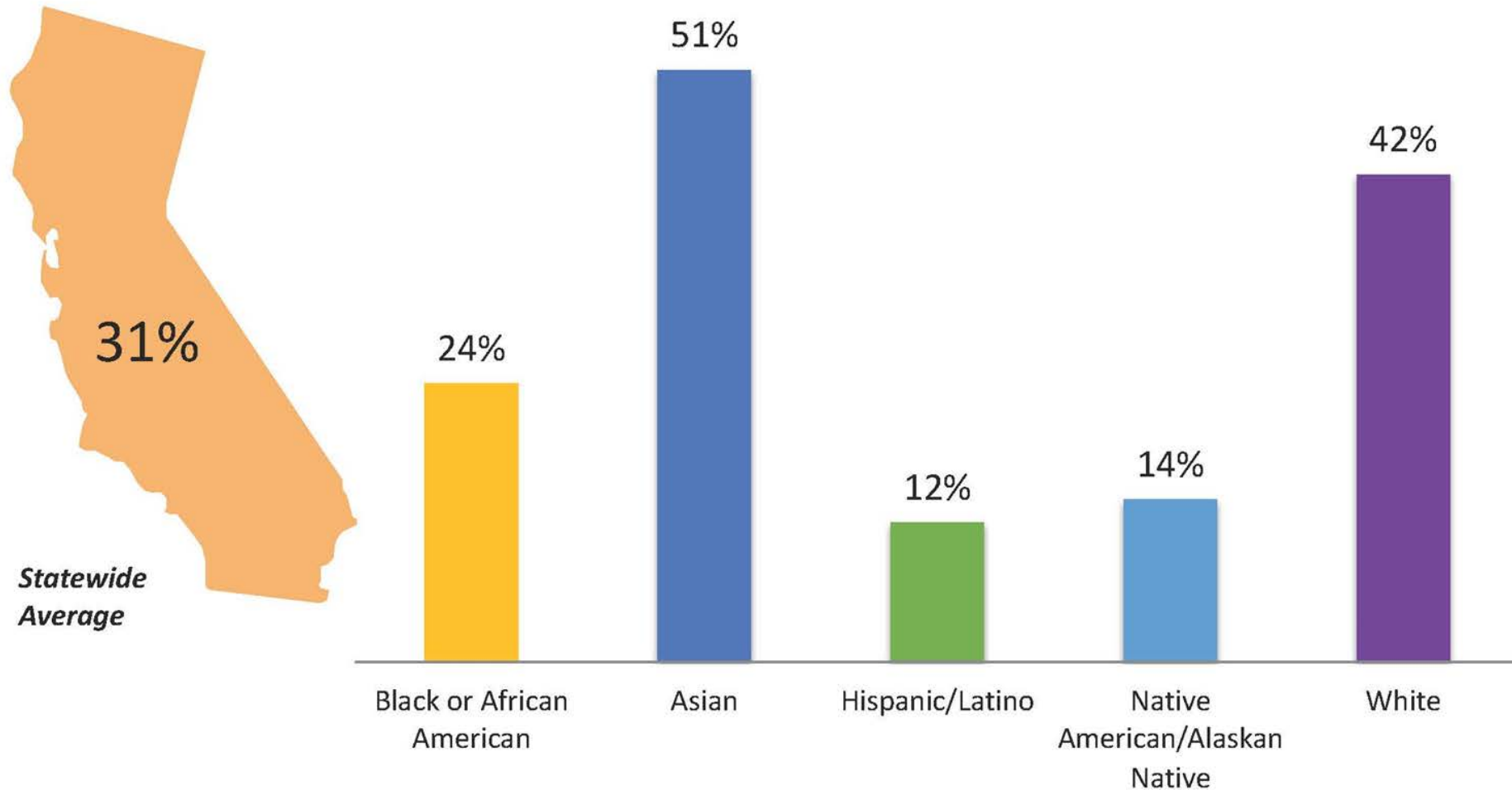
Inequitable Outcomes

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Emerge from deficits in:

Student

- Motivation
- Direction
- Engagement
- Effort
- Discipline
- Study Skills
- Time
- Commitment
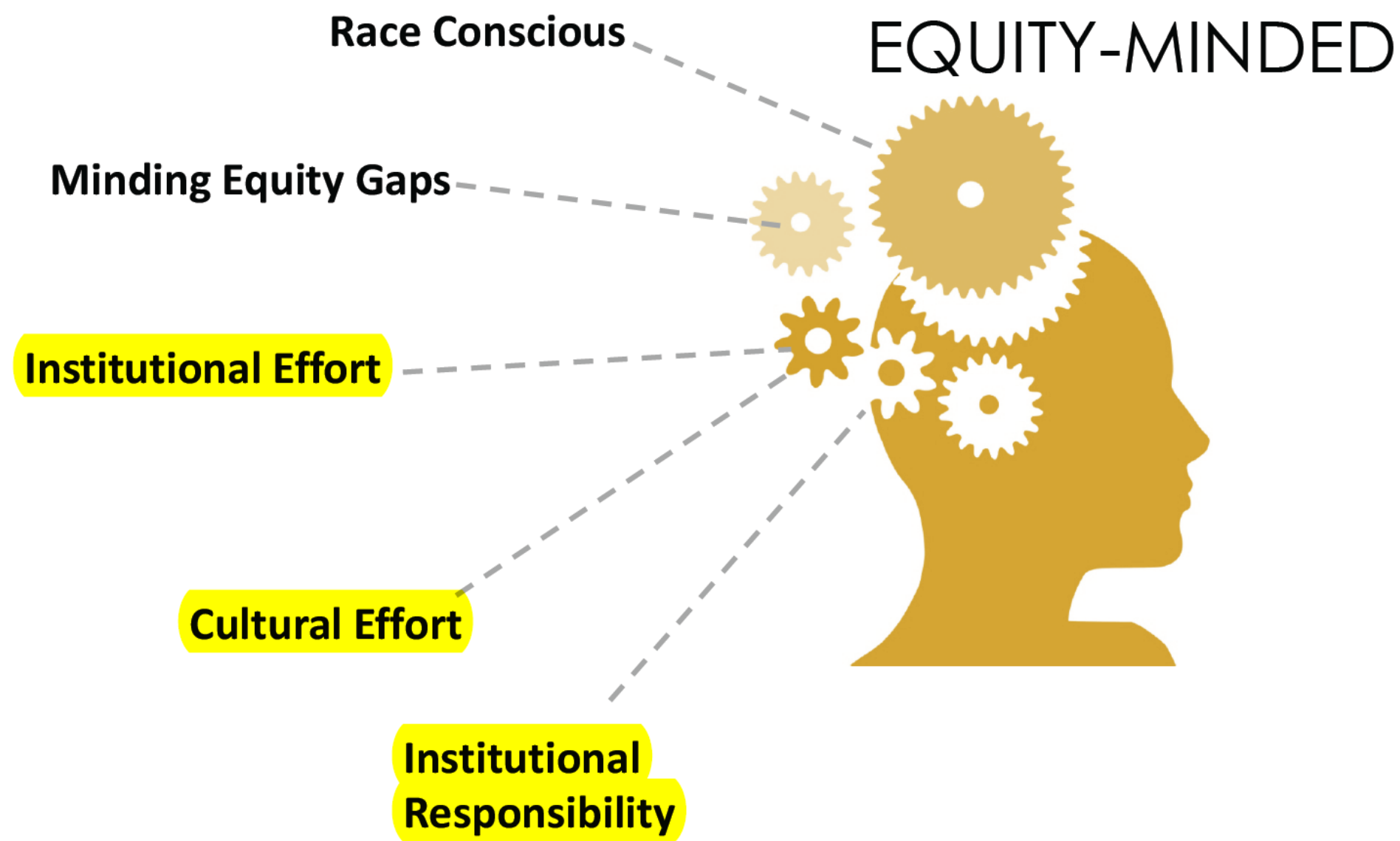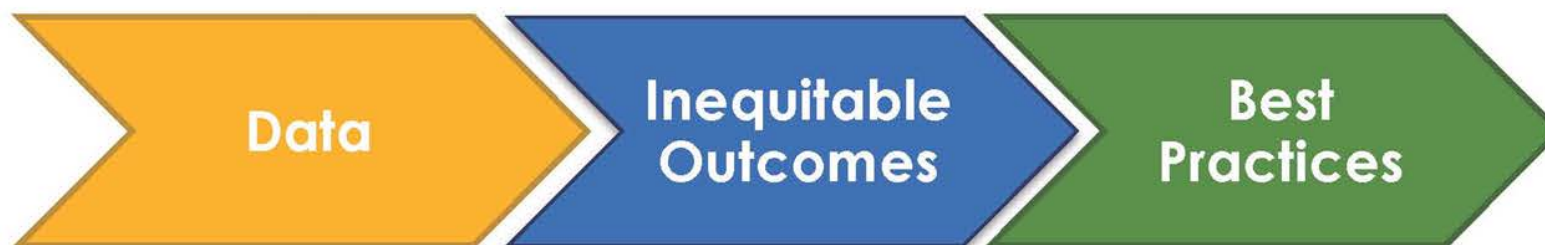
Traditional Student Success Frameworks

CENTER FOR
URBAN EDUCATION

A STUDENT LENS

- Adopting a student lens – that seeks to understand how students experience your institution -- allows faculty and staff an opportunity to better understand the impact of their practices.

- This 'lens' may lead to new insights that might be lost if you looked at classes, academic support services, etc. from your own point of view.

- It can also prompt dialogues about shared or differing beliefs about practices on campus.

MOONSHOT THINKING!

"Moonshot thinking starts with a big problem; something huge, long existing, or on a global scale... Next it involves articulating a radical solution– one that would actually solve the problem... Finally, there needs to be some kind of concrete evidence that the proposed solution is not quite as crazy as it first seems... if enough creativity, passion, and persistence were brought to bear..."

– Astro Teller, CEO of Google X, in Designing the New American University, Crow, M. M. and Dabars, W. B. (2015)

The "Cafeteria College"

60 Units Unless Otherwise Noted

Accounting

Animation *(see Entertainment Technology)*

Art

Athletic Coaching

Broadcasting degrees:
  – Broadcast Programming and Production
  – Broadcast Sales and Management
  – Entertainment Promotion/Marketing Production
    (see Broadcasting)

Business degrees:
  – Business Administration – Professional
  – Insurance Professional
  – Logistics/Supply Chain Management
  – Management/Leadership
  – Merchandising

Child Development *(see Early Childhood Education)*

Cinema *(see Film Studies)*

Communication Studies *(formerly Speech) (available only to students who enrolled at SMC Spring 2014 or earlier and who have maintained continuous enrollment in each Fall and Spring semester until graduation)*

Computer Information Systems degrees:
  – Computer Business Applications
  – Website Software Specialist

Computer Science degrees:
  – Computer Programming
  – Computer Science
  – Database Applications Developer
  – Web Programmer

Cosmetology

Dance

Digital Media *(see Entertainment Technology)*

Early Childhood Education degrees:
  – Career
  – Early Childhood Intervention Assistant *(available only to students who enrolled at SMC Spring 2015 or earlier and who have maintained continuous enrollment in each consecutive Fall and Spring semester until graduation)*
  – Early Childhood Intervention Teacher *(available only to students who enrolled at SMC Spring 2015 or earlier and who have maintained continuous enrollment in each consecutive Fall and Spring semester until graduation)*
  – Early Intervention Assistant *(formerly Early Childhood Intervention Assistant)*

Entertainment Promotion/Marketing Production
    (see Broadcasting)

Environmental Science

Environmental Studies

Ethnic Studies

Fashion Design and Merchandising degrees:
  – Fashion Design
  – Fashion Merchandising

New Technologies Emphasis:
  Art 20C, Digital Drawing (3)
  Photography 1, Introduction to Photography (3)
  Photography 2, Basic Photo Lab Techniques (3)

Printmaking Emphasis:
  Art 60B, Introduction to Digital Printing (3)
  Art 62, Serigraphy (Silkscreen) (3)

Select one additional course from the following:
  Art History 3, Western Art History III (3) *(formerly Art 8)*
  Art History 52, History of Photography (3) *(formerly Art 73) (same as Photography 52)*
  Art History 72, American Art History (3) *(formerly Art 72)*

Design with a Digital Technologies Emphasis:
  Art 15, Lettering (3)
  Art 20C, Digital Drawing (3)
  Art 21B, Drawing IV (3)
  Art 30A, Beginning Water Color Painting I (3)
  Art 30B, Watercolor Painting II (3)
  Art 30C, Acrylic Painting Techniques (3)
  Art 34B, Contemporary Art Theory & Practice II (3)
  Art 60B, Introduction to Digital Printing (3)
  Art 61A, Etching (3)
  Art 61B, Advanced Etching (3)
  Art 62, Serigraphy (Silkscreen) (3)
  Art 63, Lithography (3)

3-D/Ceramics and Sculpture Emphasis:
  Art 13, 3-D Design (3)
  Art 17A, 3-D Jewelry Design I (3)
  Art 17B, 3-D Jewelry Design II (3)
  Art 40A, Sculpture I (3)
  Art 40B, Sculpture II (3)
  Art 40C, Sculpture III (3)
  Art 41A, Figure Modeling Sculpture I (3)
  Art 41B, Figure Modeling Sculpture II (3)
  Art 43A, Glass Sculpture I (3)
  Art 43B, Glass Sculpture II (3)
  Art 52A, Ceramics I (3)
  Art 52B, Ceramics II (3)
  Art 52C, Ceramics III (3)

It is possible for a student to be admitted to a university based on academics, but not into the institution's Art Major Program, unless a student submits a portfolio with evidence of individual style and concepts.

It is highly recommended that students follow the "Recommended Course of Study for Transfer Consideration and Portfolio Development" with Elective Areas of Specialization prepared by the SMC Art Department, which is available in the Transfer/Counseling Center, the Art Department, and online (go to at *www.smc.edu/articulation*). The recommendations will help students to develop a successful portfolio for transfer.

"Guided Pathways" College

Providing a Route through College

- Behavioral economics— **complex choices** facing students lead to poor decisions.

- Students who gain **early momentum** were much more likely to graduate than those who took more time to enter a program

- Developmental coursework that is **accelerated and contextualized** benefits student success

- Discrete innovations, even when implemented at scale, were insufficient. "Colleges need to **redesign programs and support services comprehensively** and at scale to support student progression and learning" (p. 3, AACC "The Movement Toward Pathways").

"Guided Pathways" College

"Rather than restrict students' options, the guided pathways structure is intended to help students make better decisions without limiting their options" (Bailey et al.).

- **Simplified programs** based on faculty developed maps based on coherent sequences of courses and competencies aligned with requirements for success.

- Tools or **"nudges"** to guide decision making

What are "guided pathways?"

1. Create clear curricular pathways to further education and careers– *program maps and transfer pathways*

2. Help students get on a path—*remedial work as "on ramp" to program of study, accelerated, "frontload" career counseling*

3. Keep students on a path—*strong advising, embedded support, use of technology tools*

4. Ensure that students are learning along their path– *align learning outcomes, applied learning experiences, effective teaching practices*

American Association of Community Colleges, "The Pathways Project"

Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.

PLANNING

ESSENTIAL CONDITIONS
Large-scale transformational change requires strong leadership, a commitment to using data, and other key conditions. Make sure these conditions are in place – prepared, mobilized, and adequately resourced – to support the college's pathways effort.

PLANNING/PREPARATION
Understand where you are and prepare for change.

SUSTAINABILITY
Commit to pathways for the long term and make sure they are implemented for all students.

IMPLEMENTATION

CLARIFY THE PATHS
Map all programs to transfer and career. Include features that clarify paths, such as detailed outcomes, course sequences, and progress milestones.

HELP STUDENTS GET ON A PATH
Require supports that help students get the best start, including first-year experiences and integrated academic support.

HELP STUDENTS STAY ON THEIR PATH
Keep students on track with supports such as intrusive advising and systems for tracking progress.

ENSURE STUDENTS ARE LEARNING
Use practices that assess and enrich student learning, including program-specific learning outcomes and applied learning experiences.

EARLY OUTCOMES
Measure key performance indicators.

EVALUATION
Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

"Completion by Design" principles

1. Accelerate entry into coherent programs of study.

2. Minimize the time required to get college-ready.

3. Ensure that students know the requirements to succeed.

4. Customize and contextualize instruction.

5. Integrate student supports with instruction.

6. Continually monitor student progress and proactively provide feedback.

7. Reward behaviors that contribute to completion.

8. Leverage technology to improve learning and program delivery.

Why?

- *Close the achievement gaps*—Greatest benefit to first generation college students, low income, and traditionally underrepresented students.

- *Improve success and completion rates*– for degrees, certificates, and transfer.

- *Improve outcomes for students*– job placement, career trajectory, degree attainment, salary levels

- *Make learning relevant and meaningful*– ILO #5, "authentic engagement"

- *Make more effective use of College's resources*

Pathways Development at SMC

- Promo Pathway

- Recycling and Resource Management

- LA HITECH Career Pathways Trust Program grant

- Career Technical Education programs– Strong Workforce Program

- Associate Degrees for Transfer

- Law Pathways

- Contextualized pre-collegiate math and English– BSSOT grant

- Accreditation "Action Project"– Integrated Student Equity and Success Plan

- Strategic planning underway…

Planning Grant Activities

- Visit Arizona State University and meet with leadership and technology team for technical assistance and advisement

- Hold a planning retreat in January. Raise awareness, generate support to redesign curriculum pathways. Address the integration of career counseling, general academic counseling. Invite members of ASU and Maricopa Community College to join and help facilitate the discussion.

- Review and analyze data, particularly course-taking behaviors, to identify barriers to completion

- SMC will have access to technical assistance from College Futures Foundation as well

- Develop competitive proposal

What will we actually do?

- Team of instructional and counseling faculty– work with departments to develop degree and certificate "maps." Maps for a variety of student personas– FT, PT, pre-collegiate FT vs PT…

- "Critical courses" and when to take them

- What are the BEST general education courses to support this major?

- Milestones to achieve along the way

- Integrating career counseling early.

- Undecideds enter an "exploratory track" or "meta major"

- Build upon technology tools, like MyEdPlan, to leverage impact and help students navigate; gather data for the College to plan more effectively

- Coordinate with the SMC "Promise" program as it evolves

What if we don't get the award?