OVERARCHING GOALS with OBJECTIVES OF THE REDESIGN EFFORT:
Update (November, 2019)

- previously accomplished
- **Currently in progress (Fall 2019 Work)**

1. **Program Maps:** **All instructional programs (degrees, certificates, and major preparation for transfer) have an adaptable program map with on and off ramps.**

   1a. Maps are based on coordination with 4-year transfer institutions and industry partners

   - **90 Phase 1 (course sequencing) Draft Program Maps** created; **PROGRAM MAPPING TEAMS (5 mapping days):** 143 instructional faculty, 27 counseling faculty, 34 students

   - **Phase 1 Program Maps Vetting** by Counselors by Area of Interest; **LEAD:** Audra Wells; **VETTING TEAM:** Vicenta Arrizon, Marisela Canela, Jose Cue, Tyffany Dowd, Amy Dworsky, Amanda Garcia, Annie Ishihara, Paul Jimenez, Osbaldo Nieves, Sara Nieves-Lucas, Daniel Nannini, Estela Narrie, Stuart Ortiz, Debbie Ostorga, Robin Ramsdell, Flor Sandoval, Olivia Vallejo, Alicia Villalpando

   1b. Maps are based on coordination with K-12 partners

   1c. Learning outcomes ensure preparation to succeed in educational, employment, and/or career goals

   1d. Maps include educational cost and expected income/career information

   1e. Maps include project-based, collaborative, and applied learning experiences

   1f. Maps account for student success in course taking patterns based on data

   - Institutional Research tool developed regarding **which courses students completed to fulfill requirements**

2. **Areas of Interest:** **All first time in college students identify an Area of Interest at the time of application and select an Academic and Career Path by end of their first academic year.**

   2a. All first-time in college students engage in guided career exploration within their first semester

   2b. All students have access to contextualized (per Area of Interest) English, Math and other general education courses

   - **Areas of Interest** (along with Academic and Career Paths in each area) published

   - **VIP Welcome Day Fall 2019** organized around **SMC's Areas of Interest** including Open Houses

   - **Guided career exploration** to undecided first time in college and first generation students, Black Collegians students, and Adelante students; **LEADS:** Jenna Gausman, Vicki Rothman

   - Integration of Areas of Interest into the **application process; LEAD:** Esau Tovar

   - Fall 2019 Inquiry: **Area of Interest Counseling**; **LEAD:** Laurie Guglielmo

3. **Student Support:** **All students receive proactive academic and non-academic support.**

   - **Predictive data model** (developed by Institutional Research) to help identify which first time in college students would most benefit from proactive, intentional outreach and intervention

   3a. All students complete an academic and non-academic "needs assessment"

   - **"Connections Survey"** completed and launched inviting Fall 2019 first time in college students to complete

3b. All students are assigned a "support care team" (i.e., academic counselor, career counselor, faculty mentor, financial aid specialist, peer navigator)

- **Fall 2019 Inquiry Team: Equitizing Student Care Teams**: Design a model for Student Care Teams grounded in SMC's equity framework that is sustainable and transferable to additional areas involving student leadership and employment; **LEADS:** Marisol Moreno, Melanie Bocanegra; **TEAM MEMBERS:** Aline Baumgartner, Vanessa Bonilla, Silvana Carrion, Hannah Lawler, Nick Mata, Sara Nieves-Lucas, Janet Robinson, Belen Vaccaro, Vanan Yahnian

3c. Universal utilization of a comprehensive "Early Alert" program

- **Fall 2019 Implementation Team: Starfish**; **LEADS:** Dan Nannini, Stacy Jones; **TEAM MEMBERS:** Jason Beardsley, Brenda Benson, Jose Cue, Hannah Lawler, Kristin Lui Martinez, Elisa Meyer, Yosief Yihunie

3d. All students have awareness and access to learning resources (tutoring, SI, embedded support, online, satellite campuses, …) to successfully complete courses

- **Fall 2019 Work Team: Student Instructional Support (Academic Senate Committee):** Make recommendations regarding learning resources for Black and Latinx First Time in College Students (tutoring, Supplemental Instruction, Instructional Assistants, online support, satellite campus support); **LEADS:** Brian Rodas, Patricia Burson; **TEAM MEMBERS:** Clay Barham, Aline Baumgartner, Joyce Cheney, Wendi DeMorst, Linda Hernandez-Mendoza (student), Eleni Hioureas, Alejandro Lee, Angelina Misaghi, Judith Mosher, Kathleen Motoike, Ernesto Rivas (student), Paulo Taboada, Gary Todd, Yosief Yihunie

3e. Non-academic supports are accessible and delivered to students (when, what, how)

- **Fall 2019 Work Team: Access to Services:** Make data-informed recommendations regarding access (time, place, manner) to support services (learning resources, counseling, financial aid, mental health, …) for our racially marginalized students; **LEADS:** Sherri Bradford, Edna Chavarry and Nick Mata; **TEAM MEMBERS:** Vanessa Bonilla, Susan Fila, Jocelyn Winn

3f. All students participate in appropriate onboarding/orientation activities (including families and multiple times per year)

- **Fall 2019 Work Team: Onboarding:** Make data-informed recommendations to restructure SMC's onboarding processes in the interest of our racially marginalized students; **LEADS:** Jose Hernandez, Delores Raveling, Cyndi Bendezú Palomino

- **Fall 2019 Work Team: Orientation:** Make recommendations for Fall 2020 regarding Orientation for racially marginalized students; **LEADS:** Stuart Ortiz, Delores Raveling

  JOINT ONBOARDING & ORIENTATION TEAM MEMBERS: Cleve Barton, Ciaran Brewster, Kennedy Brown (student), Nancy Cardenas, Kiersten Elliott, Jenna Gausman, Christopher Gibson, Juana Hernandez (student), Kimberly Juarez (student), Ashley Mejia, Christyanne Melendez, Stacy Neal, Jonathan Ng

3g. All students have access to a pre-college bridge program

- **Fall 2019 Work Team: Summer Programming for Black and Latinx First Time in College (FTIC) Students**: Make recommendations regarding Summer Programming for racially marginalized students; **LEADS:** Jessica Krug, Kristin Ross, Dione Carter; **TEAM MEMBERS:** Clay Barham, Edwin Cruz, Erin Cue, Taryn De La Rosa, Christopher Dean, Chante Deloach, Tyffany Dowd, Susan Fila, Eleni Hioureas, Hannah Lawler, Saman Mehrazar, Elisa Meyer, Bridgette Robinson, Rebecca Romo, Nicole Woodard

3h. All students feel "connected" to the college (including communal physical spaces)

- see goal 9 below

4. <u>**Critical and Gateway Courses:**</u> **All students complete a minimum of 9 degree-applicable units in their Area of Interest or Academic and Career Path within their first year.**

> **Critical courses**: Courses (either inside or outside of the discipline) that predict success in a program of study and are often viewed as a milestone in student progression.

> **Gateway courses**: Entry level courses which offer students an idea of the program and engage student to figure out if they want to continue or move to another path.

4a. All students complete appropriate college-level (or transfer-level, if applicable) English and Math courses in first year

- All Program Maps contain gateway and critical courses (e.g., required English and Math, if appropriate) in the first year

- All Program Maps contain the most appropriate Math for that Academic and Career Path in the first year

- All transfer-level beginning English and Math courses have co-requisite support to facilitate student completion (per AB 705)

4b. All students have access to embedded academic high impact practices to help successfully complete critical and gateway courses for their program of study including contextualized English, Math and general education survey courses

4c. All students have access to Academic and Career Path gateway courses designed and taught through an equity-minded, student-centered approach

- **Fall 2019 Work Team: Equitizing Gateway Courses:** Develop training(s) for discipline faculty for equity-based action in program gateway courses and largest General Education (GE) courses; **LEADS:** Chanté DeLoach, Tyffany Dowd, Mark Tomasic, Edna Chavarry, Irena Zugic

4d. All students have access to academic and non-academic support to complete critical and gateway courses (including AB 705 courses)

5. <u>**Scheduling/Enrollment:**</u> **Course scheduling is data-driven and informed by students' availability and comprehensive educational plans.**

5a. All students have ONE comprehensive educational plan from which to glean data for scheduling

5b. Class scheduling/class pattern is most conducive to student completion and success

- **Fall 2019 Work Team: Course Scheduling and Enrollment Team:** Make data-informed recommendations regarding course scheduling and enrollment that are most conducive to completion and success for racially marginalized students; **LEADS:** Lesley Kawaguchi, Jason Beardsley, Hannah Lawler; **TEAM MEMBERS:** Clare Battista, Edna Chavarry, Marc Drescher, Sasha King, Erin Moore, Esau Tovar, Sal Veas, Audra Wells, Tammara Whitaker

6. <u>**Student-Facing Technology:**</u> **All students utilize seamlessly integrated, interactive, comprehensive student-facing technology in support of their educational goals.**

6a. All students have access to a personalized student portal including one's financial aid situation, progress toward completion, and course options

7. <u>**Communication & Outreach:**</u> **The college provides interactive, coordinated, and targeted communication throughout the student's SMC experience.**

- "**Interest Form Communication Campaign**" created with launch date in late **Fall 2019**

8. <u>**Professional Development:**</u> **All faculty, staff, and administrators participate in strategic, frequent, and consistent professional development to sustain SMC's student-centered, equity-minded, data-driven efforts.**

> - 60 people have participated in **"Design Thinking"** workshops/trainings as part of the Redesign
> - **Fall 2019 Design: Equity-Centered Professional Development; LEAD:** Edna Chavarry

9. <u>**Campus Community:**</u> **The college provides the physical and social space conducive to campus engagement and to a sense of belonging.**

> - **Student Greeters** hired for new SSC Building
> - **"Customer Service/Person 1st Training"** for all SSC faculty, staff and managers
> - **Fall 2019 Work Team: Community Building--College-wide:** Make recommendations regarding building a greater sense of belonging and community for racially marginalized students; **LEADS:** Luke Johnson, Brenda Benson, Erica LeBlanc; **TEAM MEMBERS:** Cleve Barton, Anne Marre Bautista, Sherri Bradford, Kevin Chicas, Tram Dang, Emma Duru (student), Kiersten Elliott, Nancy Grass, Ashley Mejia, Jonathan Ng, Estela Ruezga, Irena Zugic

December 15, 2019: Fall Teams will submit recommendations to the **Redesign Implementation Team**: Sherri Bradford, Guido Davis Del Piccolo, Nathaniel Donahue, Jose Hernandez, Maria Muñoz, Jason Beardsley, Brenda Benson, Melanie Bocanegra, Edna Chavarry, Marc Drescher, Hannah Lawler, Jennifer Merlic, Teresita Rodriguez, Michael Tuitasi, Esau Tovar, Irena Zugic

Degree and Certificate Program Maps (with comments/corrections/suggestions from Vetting Team) will be sent to back to program faculty for approval in Winter/Spring. Finalized Phase 1 (course sequencing) Program Maps will go to the Curriculum Committee for approval prior to publication.

Redesign Trajectory

Award for Innovation & AACC Pathways 2.0 (Summer 2017)

Guided Pathways Taskforce (Fall 2017)

Redesign Retreat (Winter 2018): "Building the Culture"

Redesign Team
(Spring 2018)
- First Year Experiences
- Student Support Services
- Intentional Equity and Retention
- High Impact Practices
- Meta-Major/GE Redesign
- Technology
- Program Mapping
- Student Advisory Squad
- Communication Squad
- Logistics Squad

Redesign Goals and Objectives (Fall 2018)
1. Program Maps
2. Areas of Interest
3. Student Support
4. Critical and Gateway Courses
5. Scheduling/Enrollment
6. Student-Facing Technology
7. Communications & Outreach
8. Professional Development
9. Campus Community

Deliverables to Date
1. Equity Guidelines for all Redesign Recommendations
2. Areas of Interest and Academic and Career Paths
3. Starfish use in English, Math and select other courses
4. Phase 1 Program Maps
5. Guided Career Exploration Activities
6. Integration of Career Counseling into Counseling 20
7. Connections Survey
8. Person-First Trainings in SSC
9. AB 705 Courses and Student Support

Current Teams
(Fall 2018-Fall 2019)
- Student Care Teams
- Guided Career Exploration
- Needs Assessment
- Community Building—SSC
- 5 Mapping Days
- Access to Services
- Equitizing Student Care Teams
- Onboarding
- Starfish
- Student Instructional Services
- Course Scheduling and Enrollment
- Community Building—College-wide
- Summer Programming
- Orientation
- Equitizing Gateway Courses