

**REDESIGNING THE STUDENT
EXPERIENCE:
A GUIDED PATHWAYS FRAMEWORK**

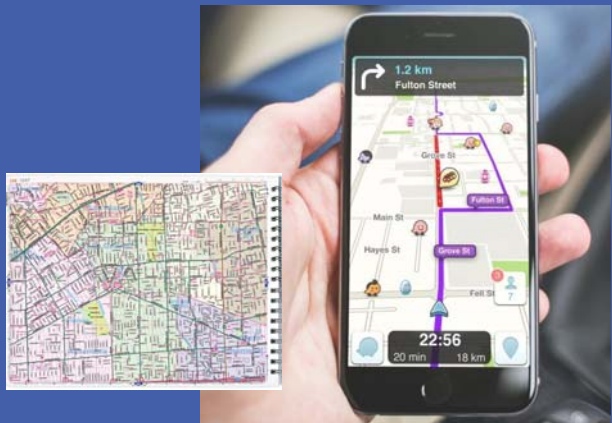


**REDESIGNING THE STUDENT
EXPERIENCE:
A GUIDED PATHWAYS FRAMEWORK**

WELCOME!!!

WINTER 2018 RETREAT

THE VALUE OF THE GPS APP



**REDESIGNING THE STUDENT
EXPERIENCE:
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WELCOME!!!

WINTER 2018 RETREAT

REDESIGNING THE STUDENT EXPERIENCE

Retreat Goals:

- Gain a better understanding of the "Guided Pathways Framework"
- Begin to visualize a different student experience
- Change our thinking from:
 - "Are students ready for SMC?" to "Is SMC ready for our students?"

REDESIGNING THE STUDENT EXPERIENCE

Over the next 2 days, we invite you to:

- hold a student perspective
- visualize the ideal
- think big
- get excited
- learn from each other

REDESIGNING THE STUDENT EXPERIENCE

President Jeffery

REDESIGNING THE STUDENT EXPERIENCE

Think – Pair – Share

2 minutes: individually write answers to:

- What brought you to SMC?
- What keeps you at SMC?

Share with a partner (or 2)

Let's hear from the tables

REDESIGNING THE STUDENT EXPERIENCE

Common Ground:

- All of us believe in the value of education and learning
- All of us want our students to succeed and succeed equitably
- All of us are advocates of open access
- All of us believe SMC can do better

REDESIGNING THE STUDENT EXPERIENCE

How did we get here:

- Winter 2017 Retreat
- Award for Innovation (with ASU)
 - \$2 million
- AACC Pathways 2.0
 - PD & technical assistance
- CCC Guided Pathways
 - \$2 million
- Guided Pathways Taskforce

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Guided Pathways Taskforce (Fall 2017)

Roster

8 meetings (Sept – Dec)

- Building a common understanding
- Exploring data questions and results
- Exploring a path (as a student would)
- Exploring pathways at other institutions

REDESIGNING THE STUDENT EXPERIENCE



Pathways Institute #1: "Transformational Leadership for Guided Pathways"

- President Jeffery
- Trustee Quiñones-Perez
- Georgia, VP Academic Affairs
- Mike, VP Student Affairs
- Hannah, Dean IR
- Jenny, Dean Instruction
- Guido, Faculty
- Maria, Faculty

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One focus of the institute (and of the pathways framework) is data

All inquiry should be data-driven and student-centered

REDESIGNING THE STUDENT EXPERIENCE

What is the current student experience?

Student Data and Their Voices

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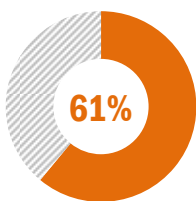
THANK YOU

- Jenna Gausman
- Redelia Shaw
- Gail Fetzer and Gail's Media 46 students
- Brad Lemonds
- Walt Louie
- Ashanti Blaize-Hopkins

SMC Students Voices

[Video: Tell us who you are and why you chose SMC](#)

SMC New Students and First-time Freshmen Status



Among students new to SMC in Fall 2013 (non-F1), more than

6 in 10

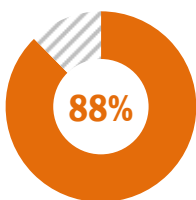
were first time to college (first-time freshmen).

N = 8188

SMC Students Voices

[Video: Tell us about your goals here at SMC](#)

Incoming Freshmen and Their Educational Goals



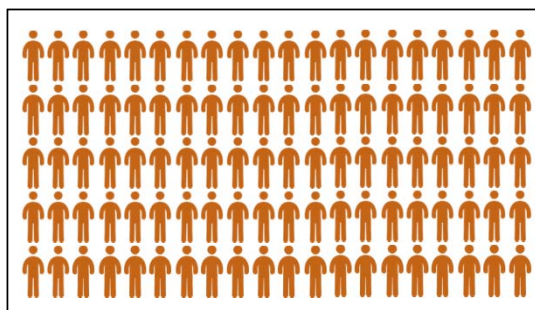
Among first-time freshmen entering SMC in Fall 2013 (non-F1), nearly

9 in 10

reported a transfer, degree, or certificate (credential) goal.

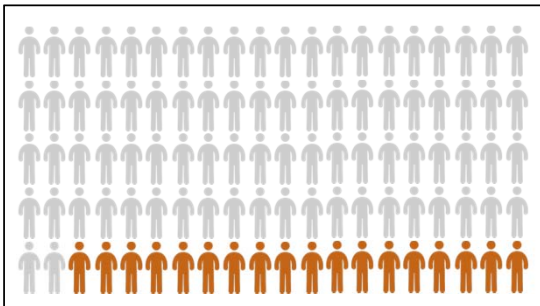
N = 4401

Entered SMC with a goal of degree, certificate, or transfer



Three Year Completion Rate

Only **18%** of these students completed a degree/certificate and/or transfer within three years of entry.



SMC Students Voices

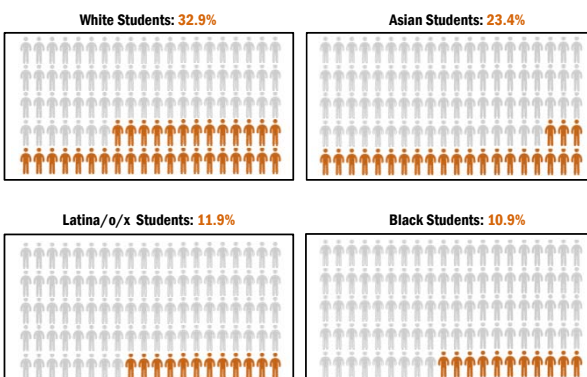
Each of the 8 students in the video has a goal of transfer ...

Given the consistency of the data, we can say that **only 1 (1.44)** will transfer (or earn a degree/certificate) by the end of year 3.

SMC Students Voices

And if all 8 of the students in the video were Black or Latinx, **NONE** of them would.

Three Year Completion Rate by Race

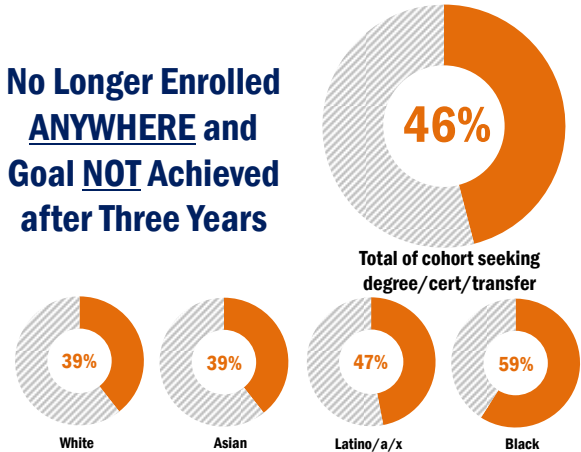


SMC Students Voices

In order to **complete**, the students must first **persistent**.

[Video: Tell us why students drop or stop out](#)

No Longer Enrolled ANYWHERE and Goal NOT Achieved after Three Years



SMC Students Voices

[Video: Tell us what SMC does \(or could do\) to help students persist and complete their self-defined goals](#)

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- Elements of the Guided Pathways Framework are not necessarily “new”
- SMC and institutions around the country have been using some of the elements:
 - cohort model, contextualized & applied learning, targeted & proactive advising, block scheduling, course sequencing, ...

REDESIGNING THE STUDENT EXPERIENCE

- The innovation of the Guided Pathways Framework is strengthening these elements and bringing them “to scale”
- For an institution of 30,000 students, this means transformational change to “business as usual”

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Is this change to “business as usual” more necessary today than it was 10, 20, 40 years ago?

Depends who you ask

REDESIGNING THE STUDENT EXPERIENCE

- Business and political leaders:
 - Yes, due to demographic changes and economic forces
- Community College educators:
 - No, it has ALWAYS been necessary
 - Closing the equity gap is a social justice imperative
 - Colleges must stop perpetuating inherited inequality

REDESIGNING THE STUDENT EXPERIENCE

- Why now?
 - Window of opportunity has opened
 - We hope to use this opportunity to transform our college to generate equitable and stronger outcomes AT SCALE

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BREAK TIME
10 minutes

REDESIGNING THE STUDENT EXPERIENCE

Dr. Robert Johnstone,
Founder & President of National
Center for Inquiry & Improvement

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Wrapping up Day One

- In 3 minutes, choose at least 1 of the following and jot it down:
 - I liked ...
 - I wish ...
 - I learned ...
- Now share at least 1 with your table
- Common themes any table wishes to share?

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Wrapping up Day One

[Pathways Website](#)

- Input
- Resources

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Warming Up for Day Two

- A “debriefing exercise” from today.
- A brainstorming session on the ideal
- An overview of the “Redesign Team” Structure that has been envisioned
- An exploration of the process of Program Mapping facilitated by the team from Career Ladders Project

REDESIGNING THE STUDENT EXPERIENCE: A GUIDED PATHWAYS FRAMEWORK



REDESIGNING THE STUDENT EXPERIENCE: A GUIDED PATHWAYS FRAMEWORK

WELCOME!!!

Day Two

REDESIGNING THE STUDENT EXPERIENCE

Debrief: "Circle. Square. Triangle."

2 minutes: individually write answers to:

- **Circle:** What's still going around in your head? What remains unclear?
- **Square:** What's squared away? What do you really understand?
- **Triangle:** What three things do you need to move forward?

REDESIGNING THE STUDENT EXPERIENCEDebrief: "Circle. Square. Triangle."

- share with your table
- choose most common circle, square and triangle.
- write it up on your poster board with your table number on it

REDESIGNING THE STUDENT EXPERIENCE**Moonshot Thinking:**

- Your cousin's child is planning to attend SMC next fall (following high school graduation this spring).
- S/He assesses at 1 level below college in English and 2 levels below in Math.
- S/He needs to work 15 hours per week to help the family pay rent.
- S/He is the first in the family to attend college.
- S/He enjoys biology and animals but also enjoys working with kids.
- S/He plan on earning at least an Associate degree, but is open to possibly reaching higher.

REDESIGNING THE STUDENT EXPERIENCE**TASK:**

Design the IDEAL first year experience for her/him

- from enrollment to counseling to scheduling to classes to mentoring to student engagement to

RULES OF THE EXERCISE:

- If SMC can control or influence an issue or experience, then it's fair game. Don't get stuck on issues completely outside of our control/influence.
- You cannot say "Yes, but ..." You are ENCOURAGED to say "Yes, and ..."
- Verbalize your thought to the group, scribble it down on a Post-It and place the Post-It on the poster board.

REDESIGNING THE STUDENT EXPERIENCE**Moonshot Thinking:**

Business as usual? Or different from the status quo?

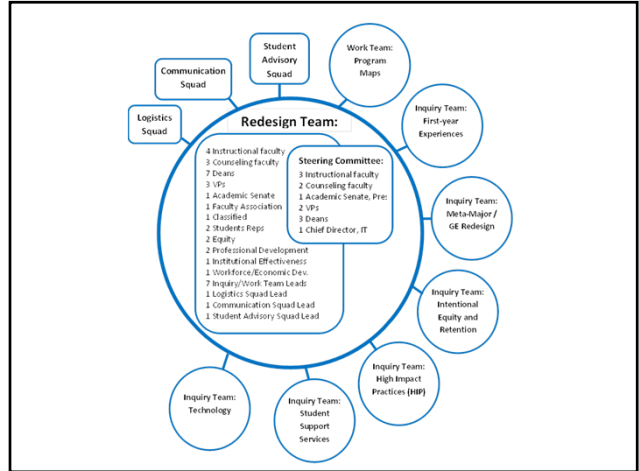
- "Developing and implementing a guided pathways framework at the college requires **managing and sustaining large-scale transformational change.**"
- Thus, we are greatly expanding and reconfiguring to design and implement our ideas: "SMC Redesign Team"

**Comprehensive Redesign of the SMC
Student Experience**

Redesign Team

Inquiry / Work Teams

Support squads



REDESIGN TEAM INQUIRY TEAMS

First-year Experiences Inquiry Team

Co-Leads: Chris Baccus & Steven Sedky

This team explores how to best redesign first-year experiences to help students explore fields, majors, and careers. This may include a first semester course to support all students through the transition into college and careers with the goal of promoting academic and professional success for all and eliminating the retention equity gap.

REDESIGN TEAM INQUIRY TEAMS

Intentional Equity & Retention Inquiry Team

Lead: Luis Andrade

This team explores the structural and institutional practices that can be implemented that promote equity and retention of students.

REDESIGN TEAM INQUIRY TEAMS

High Impact Practices (HIP) Inquiry Team

Co-Leads: Kristin Lui-Martinez & Jean Paik Schoenberg

This team explores pedagogy centered on equity and high impact teaching practices (including accelerated and adaptive learning) in critical courses.

REDESIGN TEAM INQUIRY TEAMS

Student Support Services Inquiry Team

Co-Leads: Laurie Guglielmo & Brenda Benson

This team explores redesigning student services to be in alignment with meta-majors that may include modifications to orientation, delivery of career development support and services, increasing comprehensive educational plans, and examining integration with instruction.

REDESIGN TEAM INQUIRY TEAMS

Technology Inquiry Team

Lead: Rupinder Bhatia, Director MIS

This team explores technological tools to create an infrastructure that leverages technology with human interaction to provide a student-centric experience designed to facilitate decision making, while simultaneously helping staff be more efficient and effective in serving students.

REDESIGN TEAM INQUIRY TEAMS

Meta-Major / GE Redesign Inquiry Team

Lead: TBD (Guido and Maria)

This team explores how to structure "Meta-Majors" and place programs to make them most relevant and easy to access by students. The team also explores how to contextualize its largest (gateway) general education courses to make them more relevant to students to particular meta-majors and make the curriculum more cohesive.

Program Maps (Multiple) Work Teams

Lead: William Konya

These teams are composed of 3 members each

- 1 Curriculum Representative,
- 1 (additional) discipline faculty member, and
- 1 counseling faculty.

These teams assist departments in creating program maps (course sequences, electives, and GE) for each program.

SUPPORT SQUADS

Communication Squad

Outreach	Delores Raveling (Interim Dean, First Year Programs)
Marketing, Communications, Public Relations	Kiersten Elliott (Dean, Community and Academic Relations)
Counseling	Jose Cue
Workforce/Economic Development	Sasha King (Director, Business Development)
Student Life	Nancy Grass (Associate Dean, Student Life)
Instructional Faculty	Ashanti Blaize-Hopkins, Communications and Media Studies

SUPPORT SQUADS

Logistics Squad

Instruction Office (Curriculum)	Irena Zugic
Admissions & Records	TBD
Technology Support	Rupinder Bhatia
Financial Aid	TBD
Institutional Research	Yosief Yihunie
Counseling (Curriculum / Articulation)	Estela Narrie
Instructional Dean (Curriculum)	Jennifer Merlic
Library (Curriculum)	Brenda Antrim

SUPPORT SQUADS

Student Advisory Squad

Aireona Bizarron	Jacqueline Martinez
Alexandra Roybal	Joshua Elizondo
Arya Golbaz	Juan "Diego" Garcia
Ashley Ku	Karen Funk
Benjamin "Emerald" Martin	Nardin Tasaman
Devyn Delgado	Nicolas Escobar
Dominick Orellana	Prince Jones
Isabella Milkes	Rubini Korasidis
Ivana Miller	Associated Students Appointees