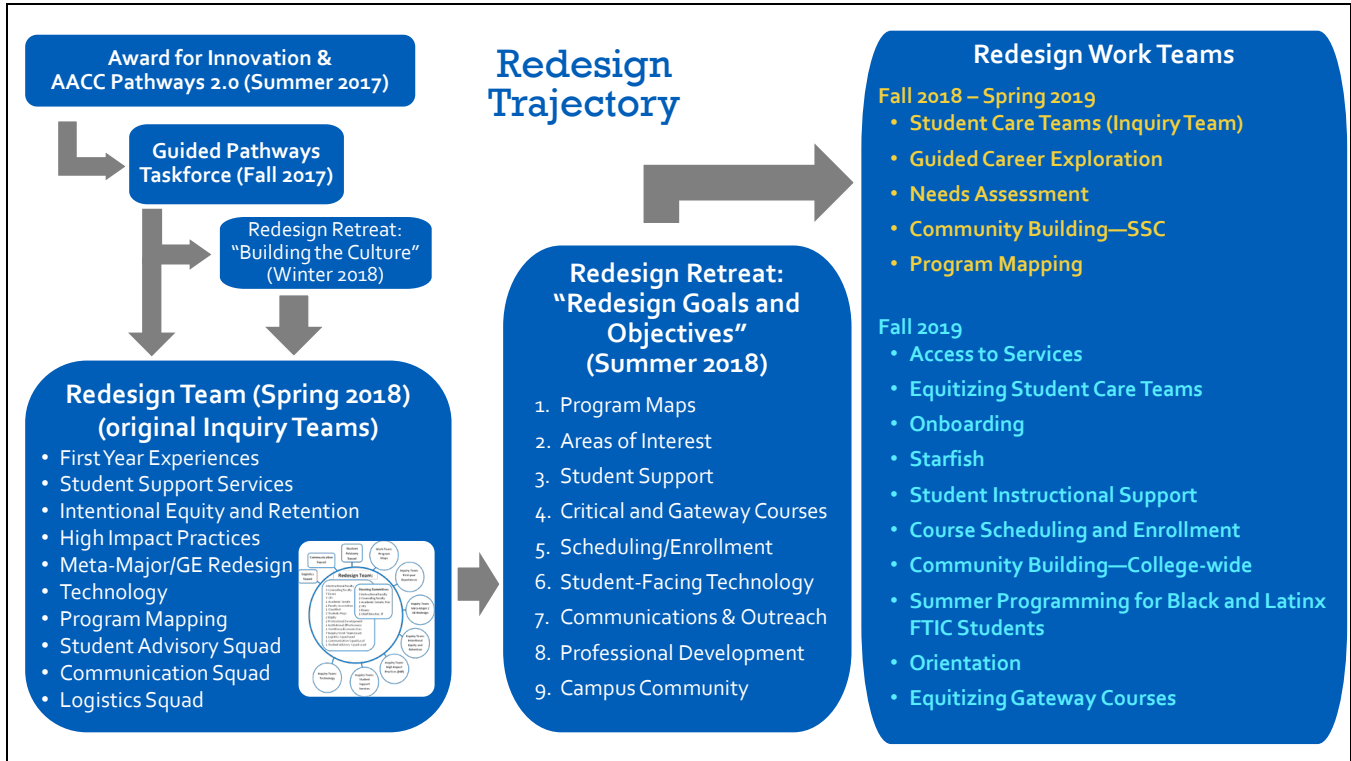


Redesign
Trajectory

**A brief visual summary of the
Redesign Efforts
from Summer 2017 to present**

Our hopes for today are 2-fold:

- To acknowledge the great work that you have put into the Redesign over the past 3 ½ years.
- To illustrate how our efforts have been connected over the past 3 years and better understand how are previous taskforces and teams influenced and resulted in what we have going at the moment.

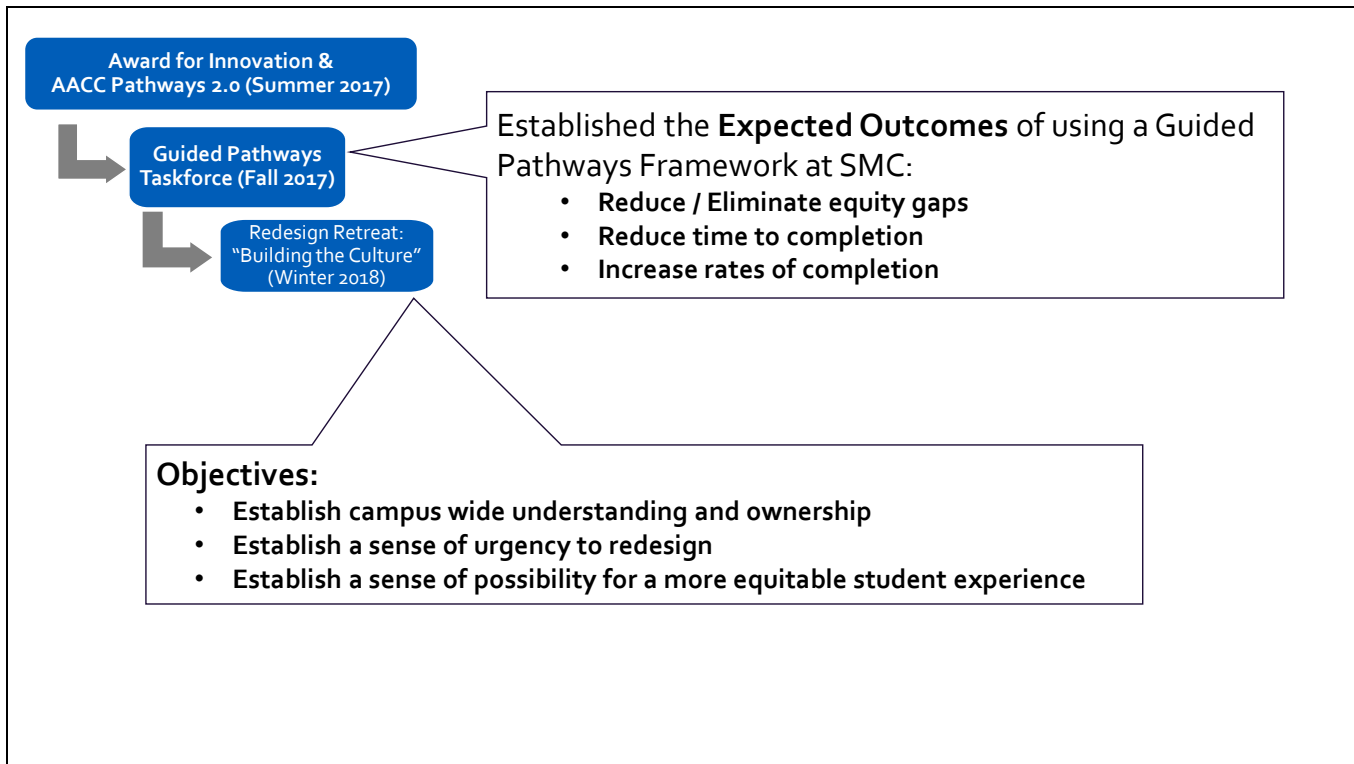


This summarizes the trajectory of the Redesign Efforts. We will walk you through this, but first we want to acknowledge and appreciate the work many of you have done thus far.

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We would like to reflect on all of the good work that has gotten us to where we are at the moment.

For those of us that are newly involved this semester as well as those of us who have been involved from the beginning, we want to provide a comprehensive view of this journey which began in the Summer of 2017 with the Award for Innovation and SMC joining the AACC Pathway 2.0 Project.



The Award for Innovation provided the seed money for us to begin making the transformational changes we seek for our students. Joining AACC Pathways allowed us to participate in a community of practice made up of 13 community colleges throughout the nation and the only college in CA.

Our first step was creating the cross-functional "Guided Pathways Taskforce" where we began investigating the Guided Pathways Framework in more detail and also established the expected outcomes for us at SMC.

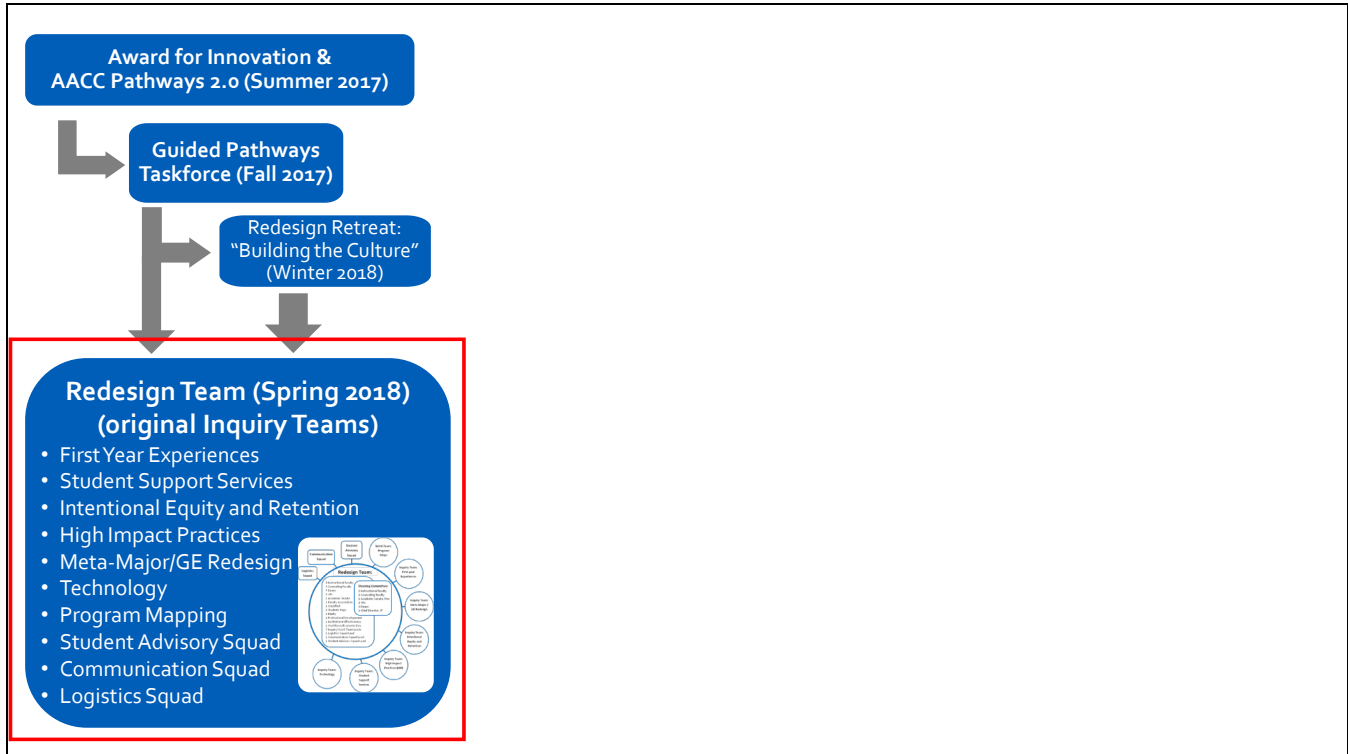
These outcomes are:

- Reduce / Eliminate equity gaps
- Reduce time to completion
- Increase rates of completion

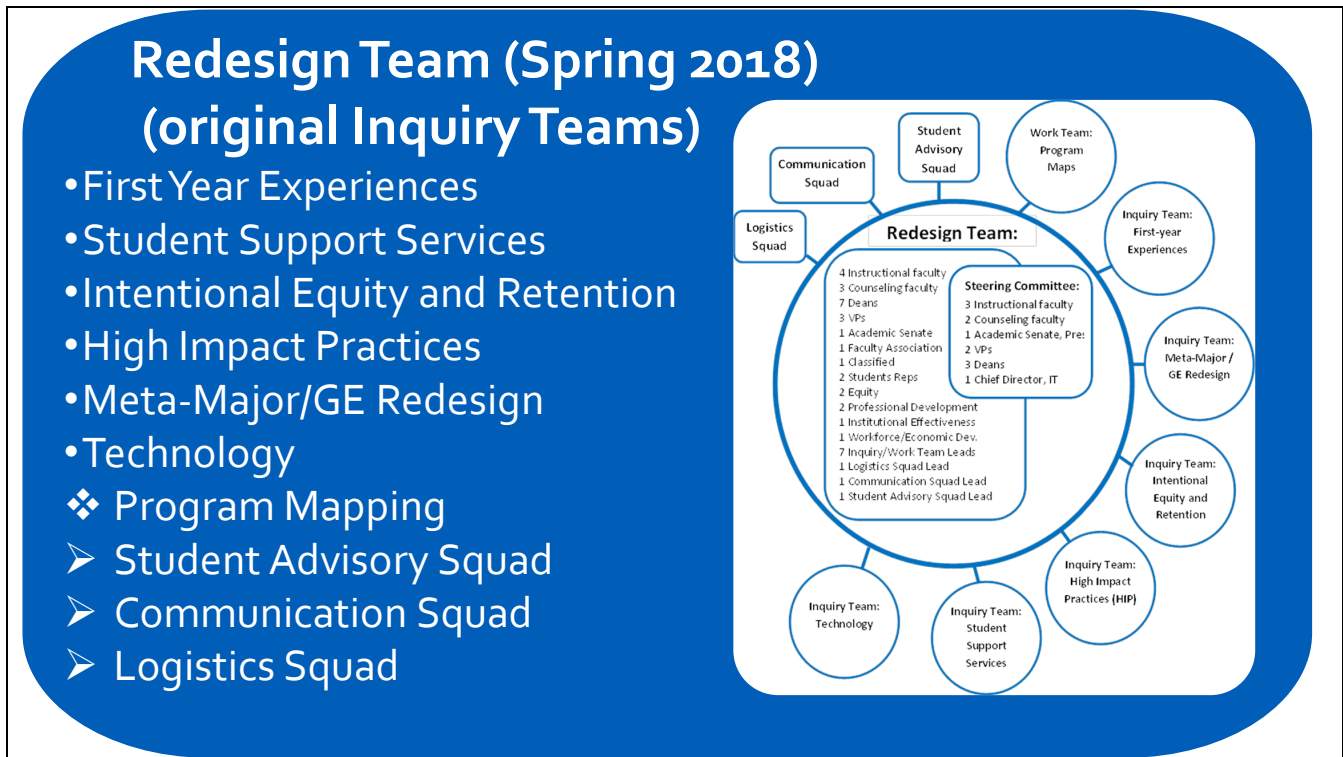
The taskforce also "rebranded" this work from "Guided Pathways" to "The SMC Redesign" because too many of our colleagues were associating Guided Pathways with just "program maps" for students. As you know, the Framework is much more than that.

Thus, the taskforce organized the large Winter Retreat to "Build the Culture" at SMC regarding the Guided Pathways Framework with the specific objectives to:

- Establish campus wide understanding and ownership of the Redesign
- Establish a sense of urgency to Redesign
- Establish a sense of possibility for a more equitable student experience



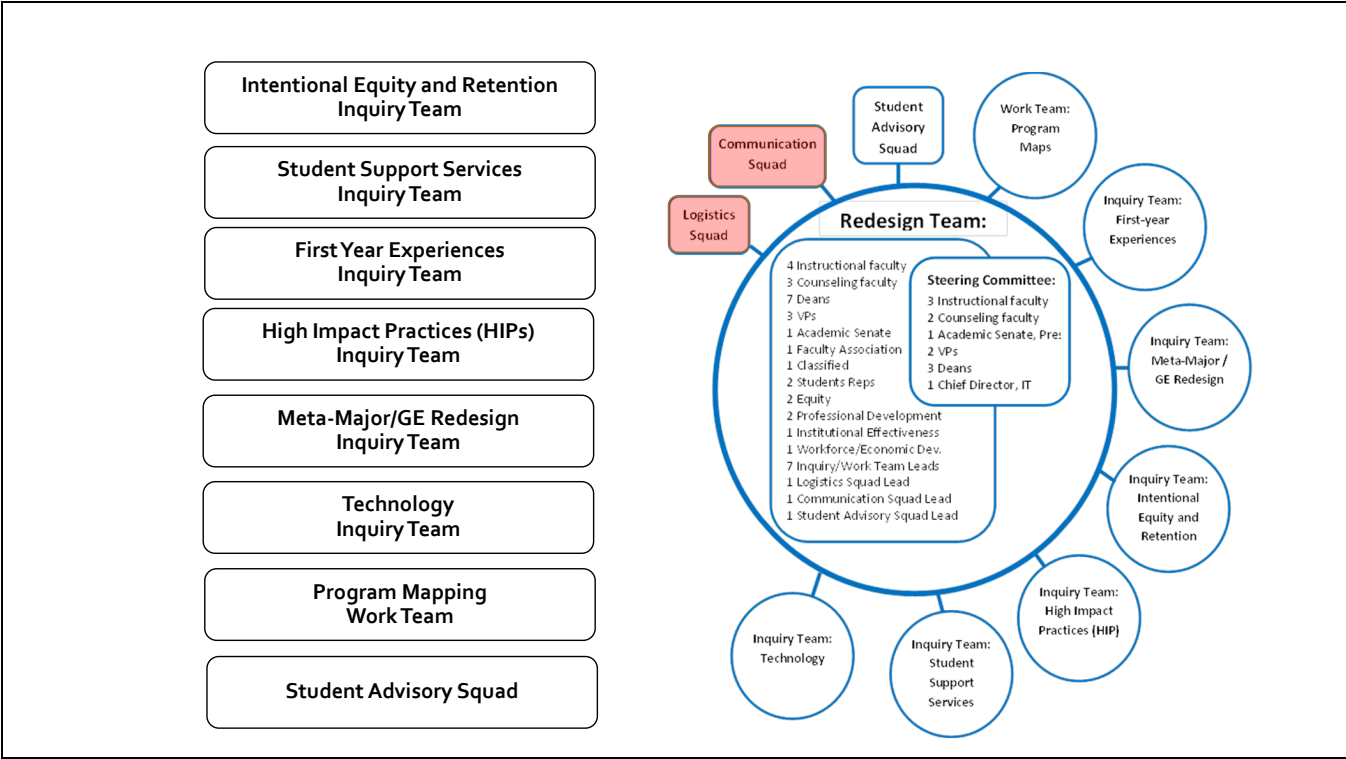
Recognizing the “heavy lift” of a comprehensive Redesign, the Taskforce developed SMC’s original “paw” (borrowed from Skyline College) which was then populated with members via the Winter Retreat.



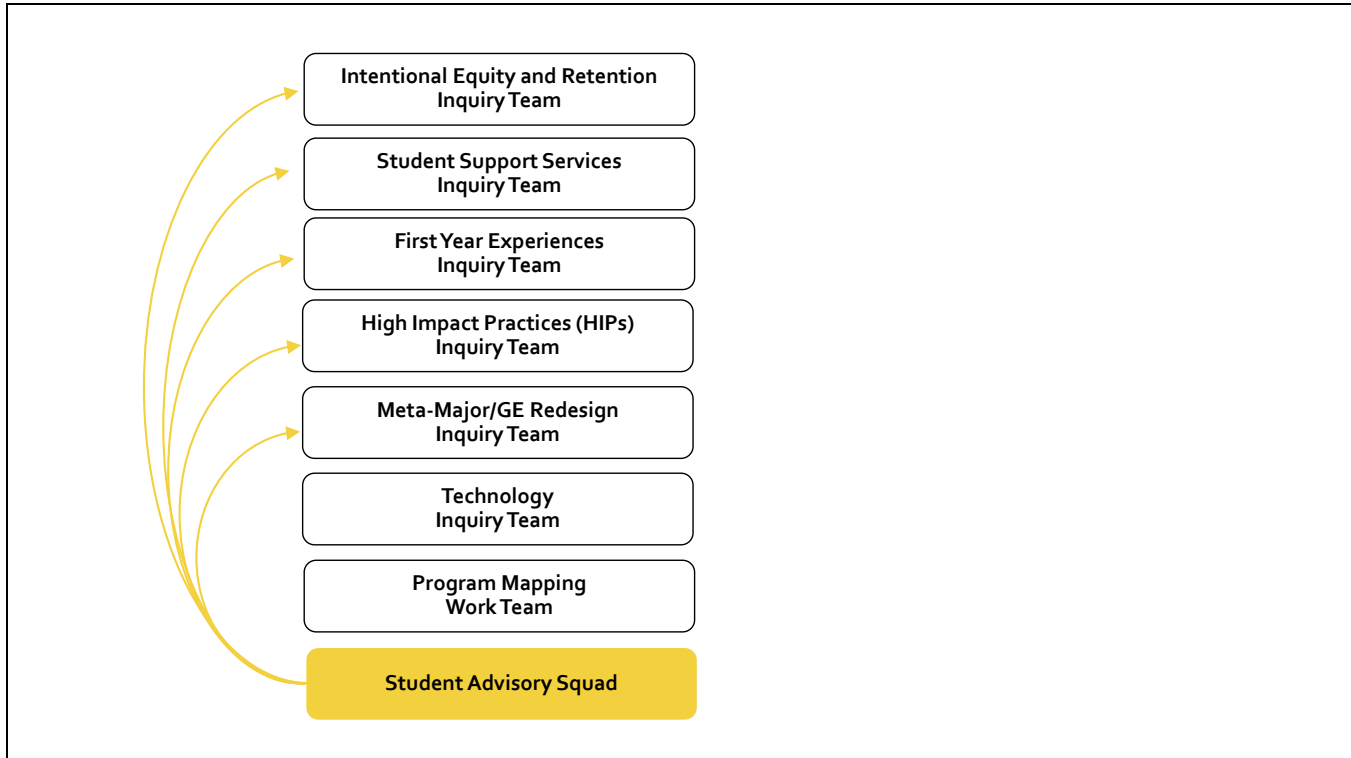
The original “paw” involved

- 6 INQUIRY teams
- 1 WORK team
- 3 SUPPORT Squads

In addition, we had the Redesign Team and the Steering Committee.



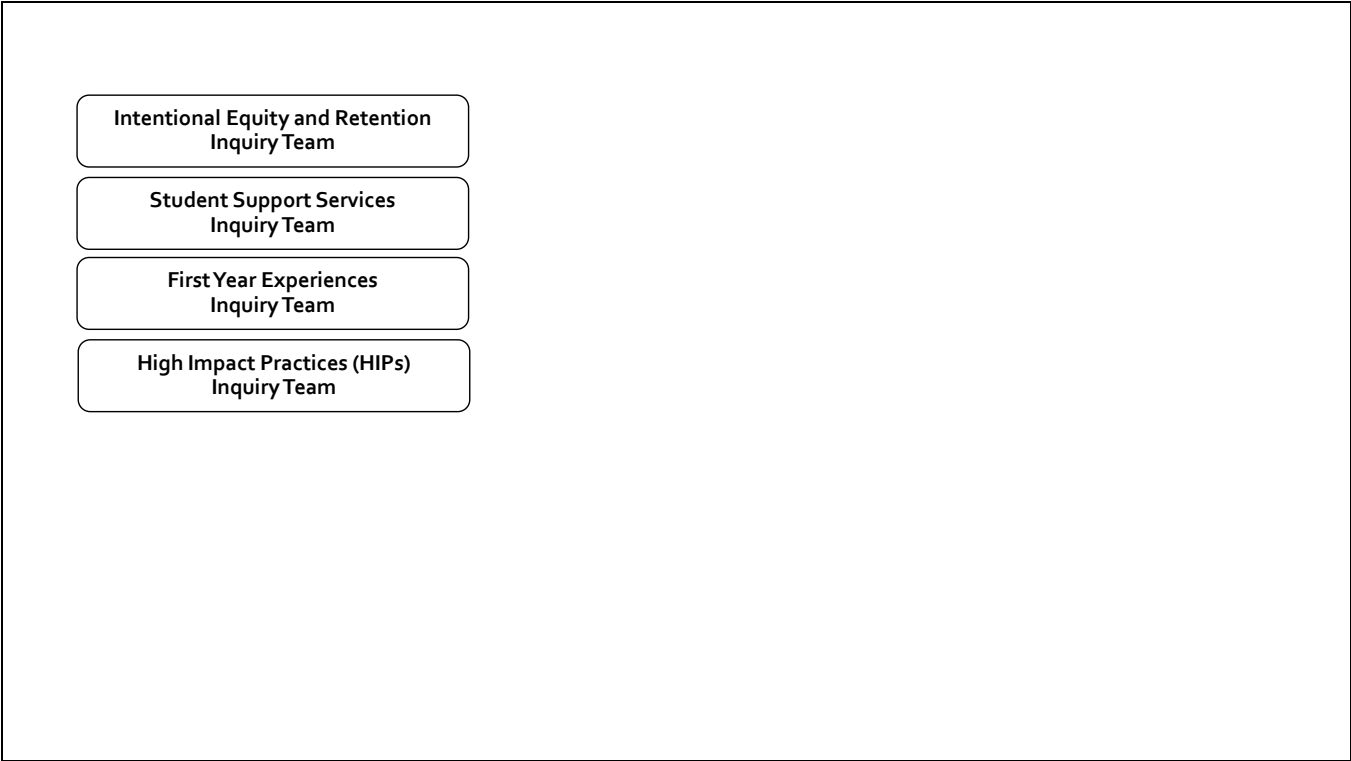
Early in the work, we discovered that the Redesign was not quite ready for the Logistics Squad and the Communication Squad. Listed here are the 8 major teams.



We want to highlight here how we made particular use of the Student Advisory Squad. While its members met as a squad on its own, its members were also integrated into the other Inquiry Teams to ensure student voices in those teams.

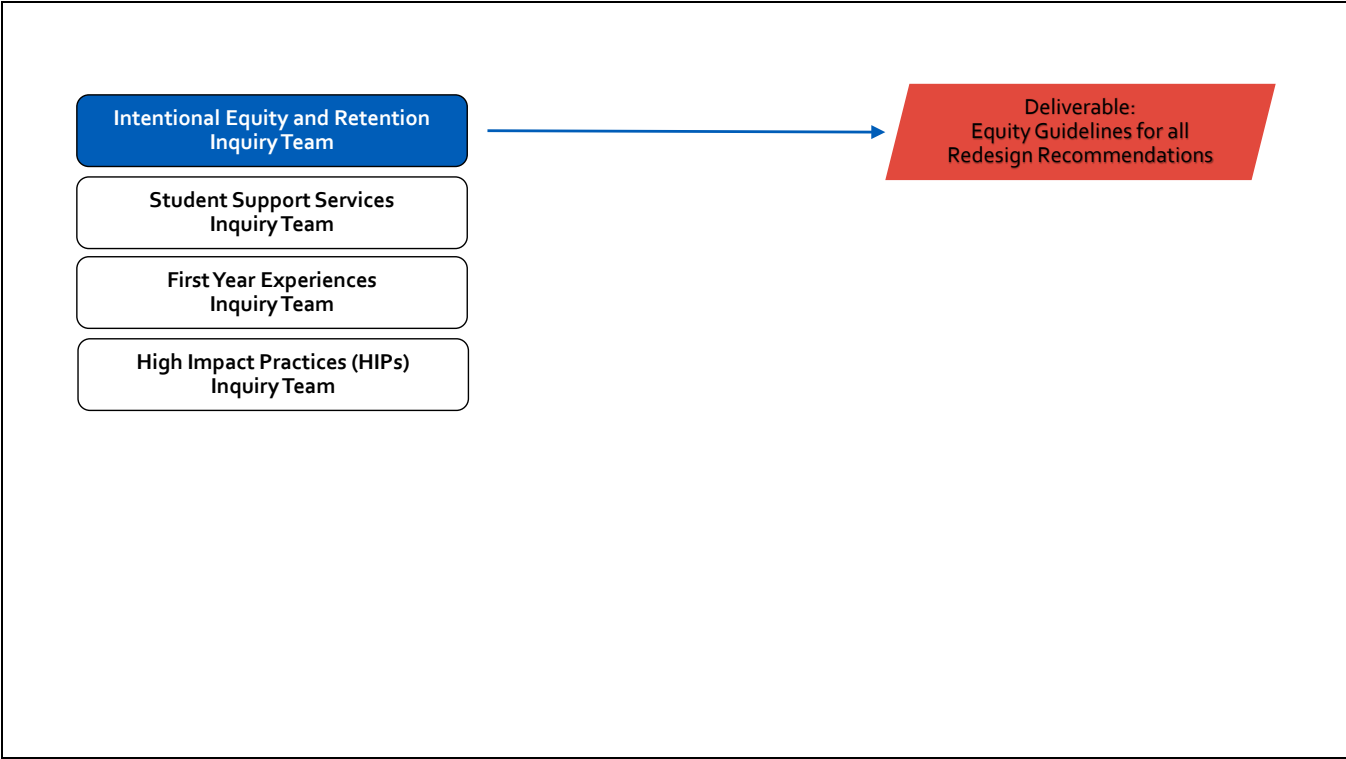
We should note that SMC's integration of students in the Redesign efforts was quite unique and, in fact, has received many accolades. Several other institutions are now replicating this practice.

We want to give a shout out now to all of the students on this squad (and their fearless leader, Jenna Gausman).

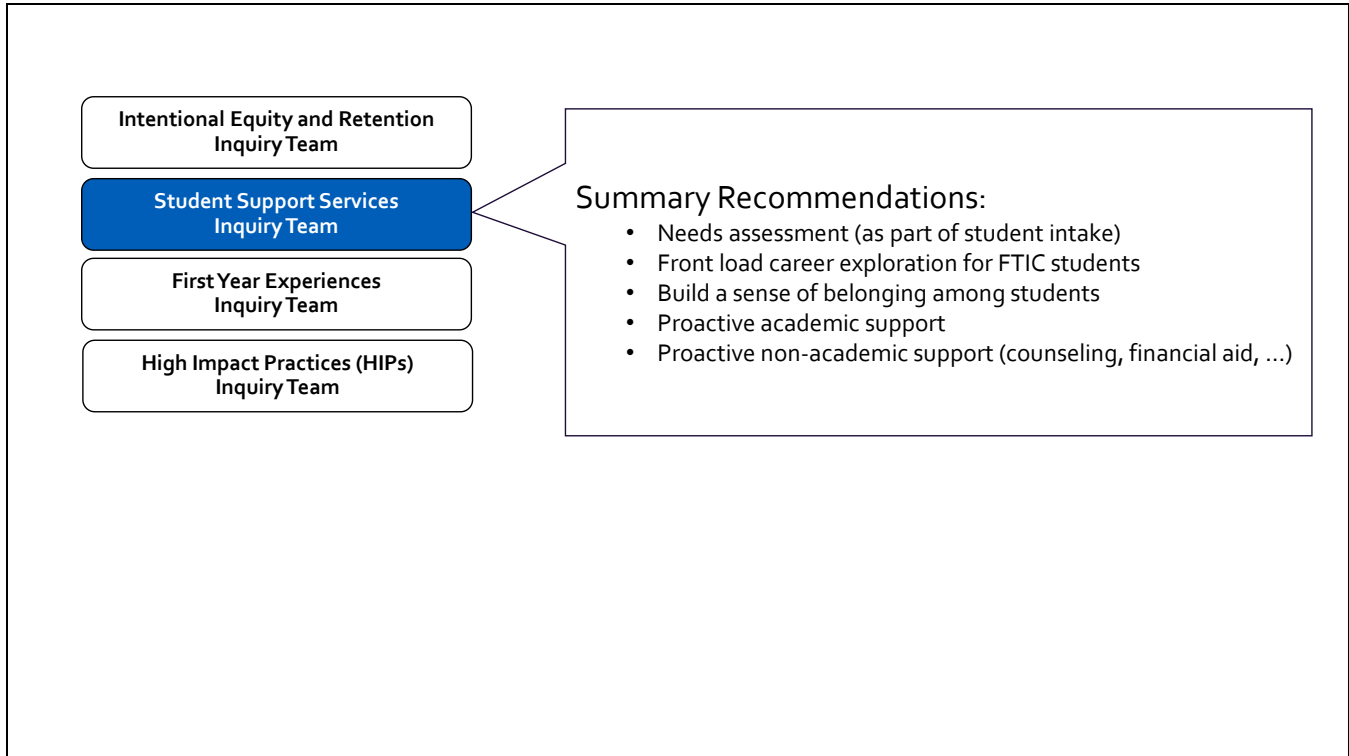


All of these original inquiry and work teams provided either deliverables or recommendations.

We want to highlight a few here as they begin to show how the development of the newer work teams arose organically from the recommendations and deliverables that emerged.

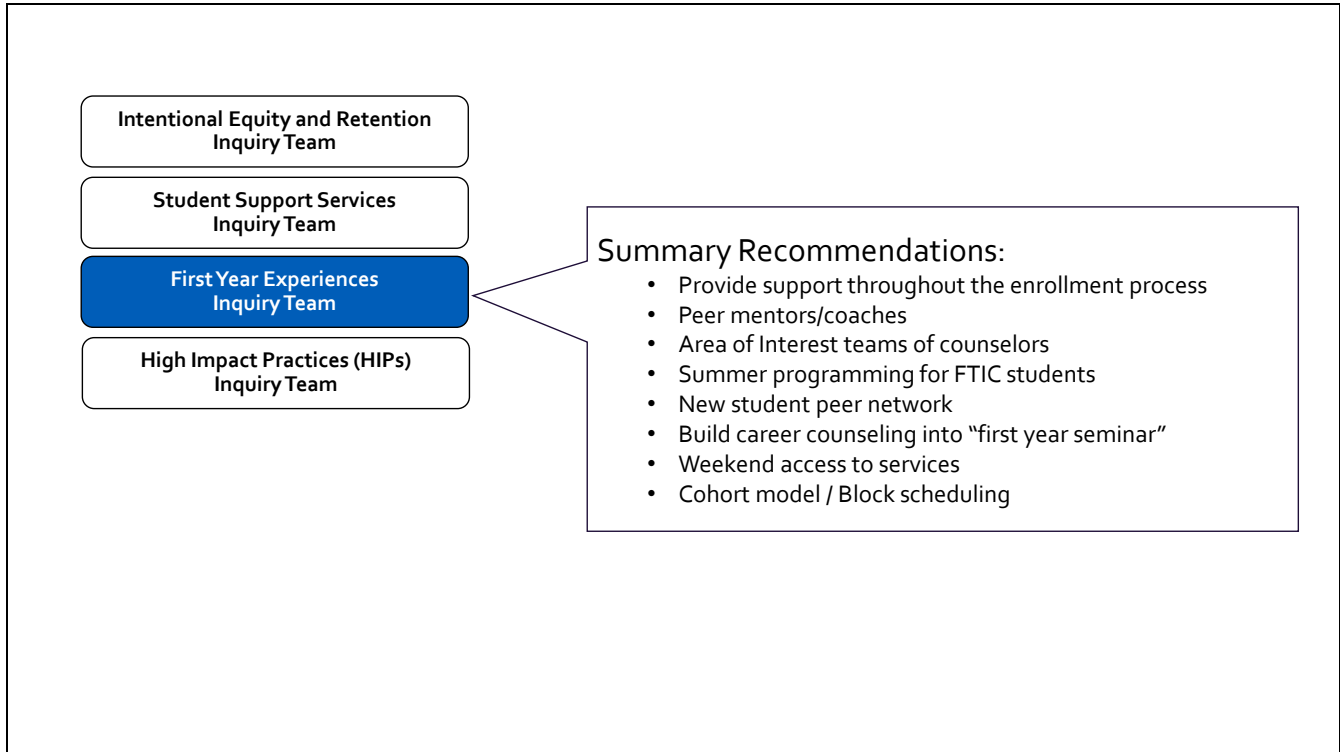


The Intentional Equity and Retention Inquiry Team (Lead by Luis Andrade and Daniel Beruman) developed Equity Guidelines for all the other Inquiry and Work Teams and thus provided a model or template for all future teams.



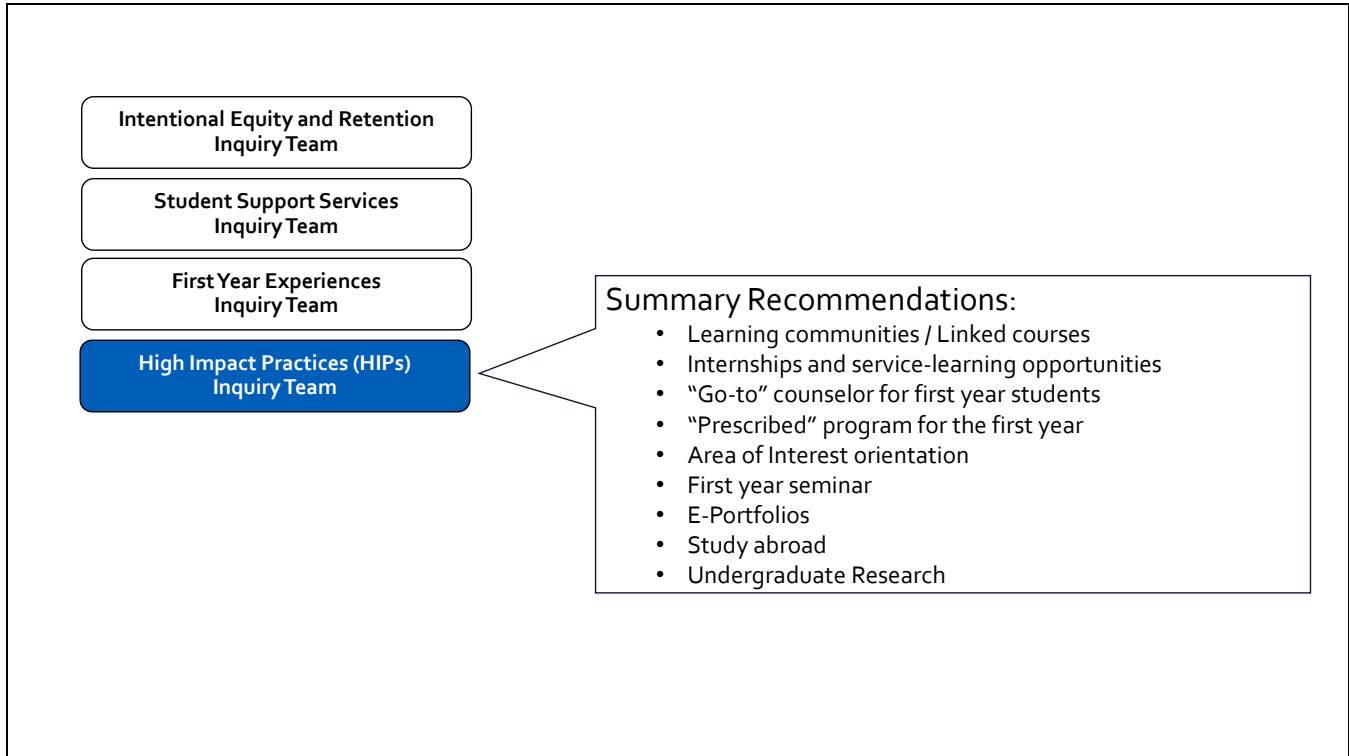
The Student Support Services Inquiry Team (Lead by Laurie Guglielmo and Brenda Benson) developed the following recommendations based on their inquiry:

- Needs assessment (as part of student intake)
- Front load career exploration for First Time in College (FTIC) students
- Build a sense of belonging among students
- Proactive academic support
- Proactive non-academic support (counseling, financial aid, ...)



The First Year Experiences Inquiry Team (Lead by Chris Baccus and Steven Sedky) made these recommendations:

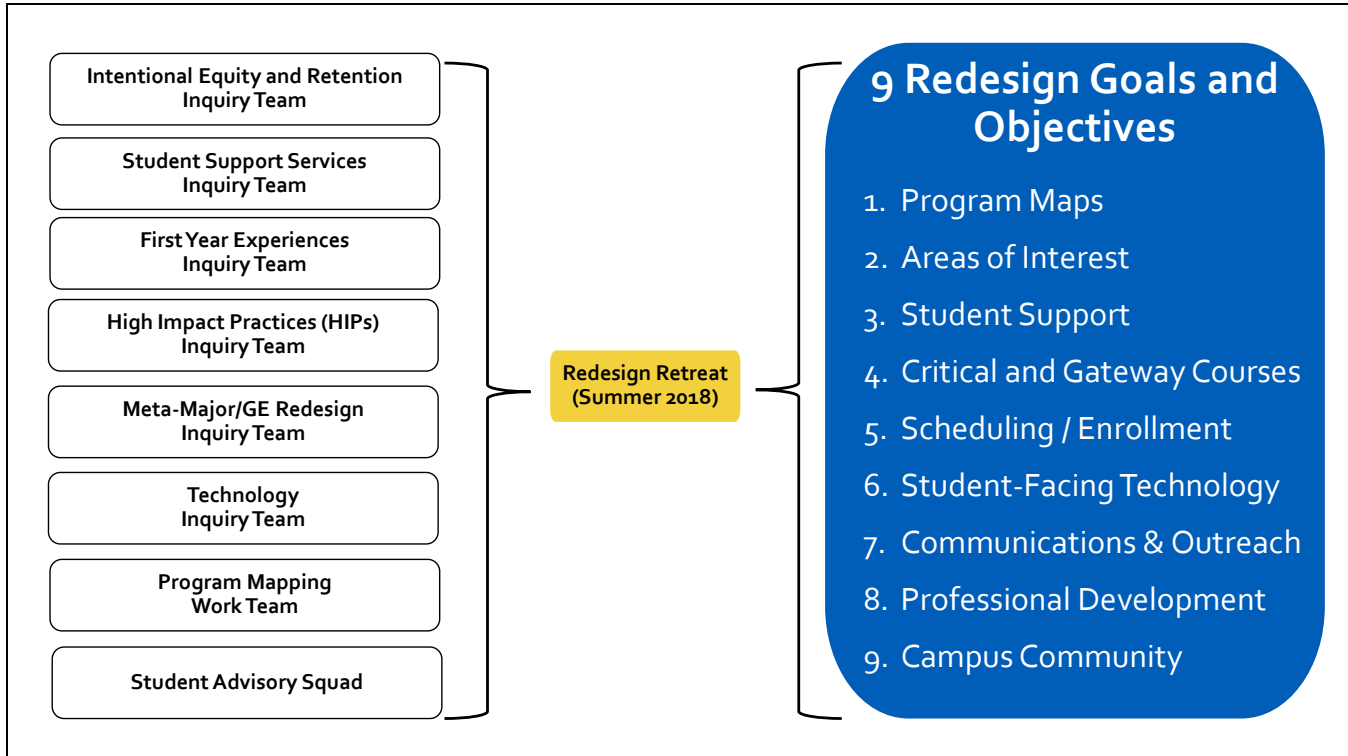
- Provide support throughout the enrollment process
- Peer mentors/coaches
- Area of Interest teams of counselors
- Summer programming for First Time in College (FTIC) students
- New student peer network
- Build career counseling into “first year seminar”
- Weekend access to services
- Cohort model / Block scheduling



And the HIP Inquiry Team (Lead by Kristin Lui-Martinez and Jean Paik-Schoenberg) recommended work on the following:

- Learning communities / Linked courses
- Internships and service-learning opportunities
- “Go-to” counselor for first year students
- “Prescribed” program for the first year
- Area of Interest orientation
- First year seminar
- E-Portfolios
- Study abroad
- Undergraduate Research

An insightful overall takeaway from this first year and the 6 Inquiry Teams was that our “paw structure” needed to change because the charge of the teams was TOO broad and there was tremendous overlap between them.



The recommendations from ALL the teams helped shape how to carry the work forward into year 2.

We brought all the Team Leads and the Redesign Team together for a Summer Retreat in 2018 where we collectively developed the 9 Redesign Goals and began fleshing out objectives (which we unveiled to the campus at the Fall 2018 Opening Day).

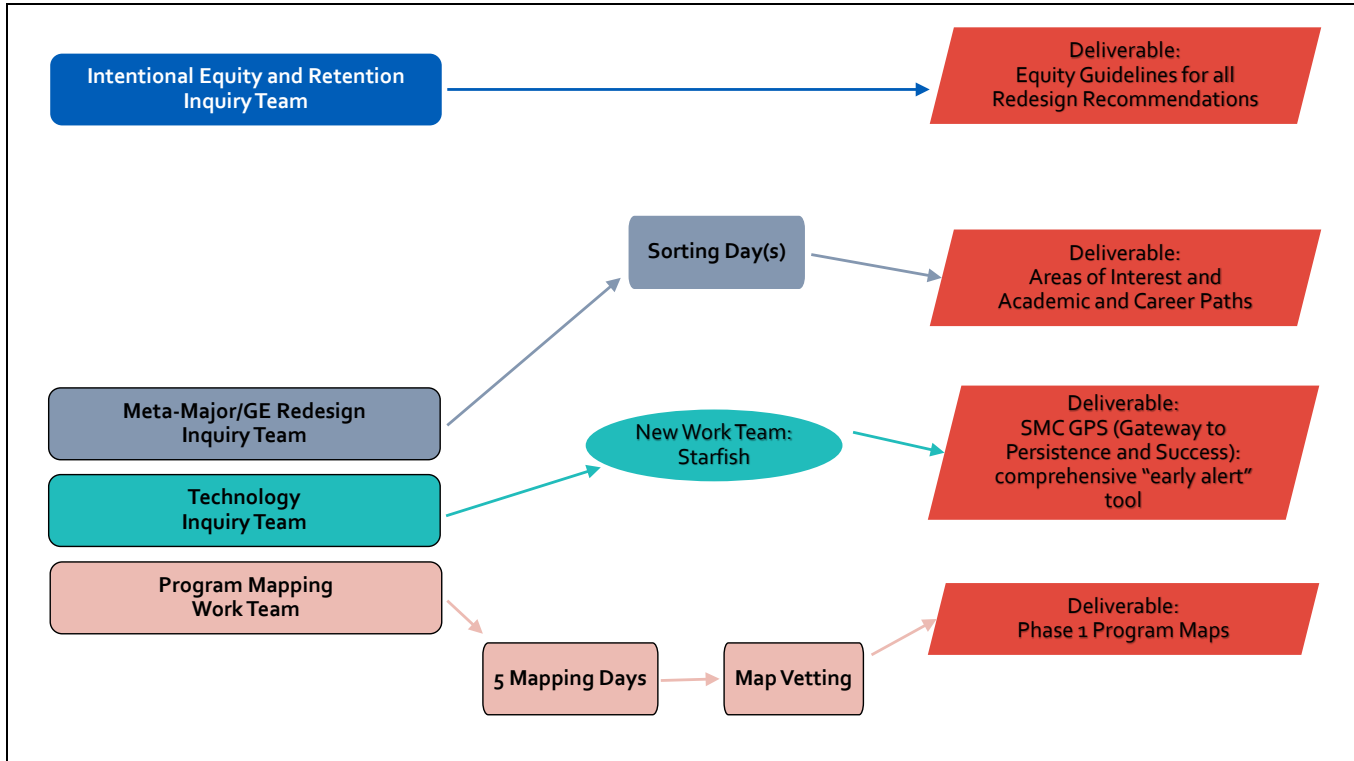
9 Redesign Goals and Objectives

1. **Program Maps**: All instructional programs (degrees, certificates, and major preparation for transfer) have an adaptable program map with on and off ramps.
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.
3. **Student Support**: All students receive proactive academic and non-academic support.
4. **Critical and Gateway Courses**: All students complete a minimum of 9 degree-applicable units in their Area of Interest or Academic and Career Path within their first year.
5. **Scheduling / Enrollment**: Course scheduling is data-driven and informed by students' availability and comprehensive educational plans.
6. **Student-Facing Technology**: All students utilize seamlessly integrated, interactive, comprehensive student-facing technology in support of their educational goals.
7. **Communication & Outreach**: The college provides interactive, coordinated, and targeted communication throughout the student's SMC experience.
8. **Professional Development**: All faculty, staff, and administrators participate in strategic, frequent, and consistent professional development to sustain SMC's student-centered, equity-minded, data-driven efforts.
9. **Campus Community**: The college provides the physical and social space conducive to campus engagement and to a sense of belonging.

By now you are all familiar with the 9 goals. As you can see, these goals involve all of the campus, which means it requires the support and involvement of multiple key constituents.

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These 9 goals and corresponding objectives gave rise either to deliverables or to the creation of more specific or discrete work teams.

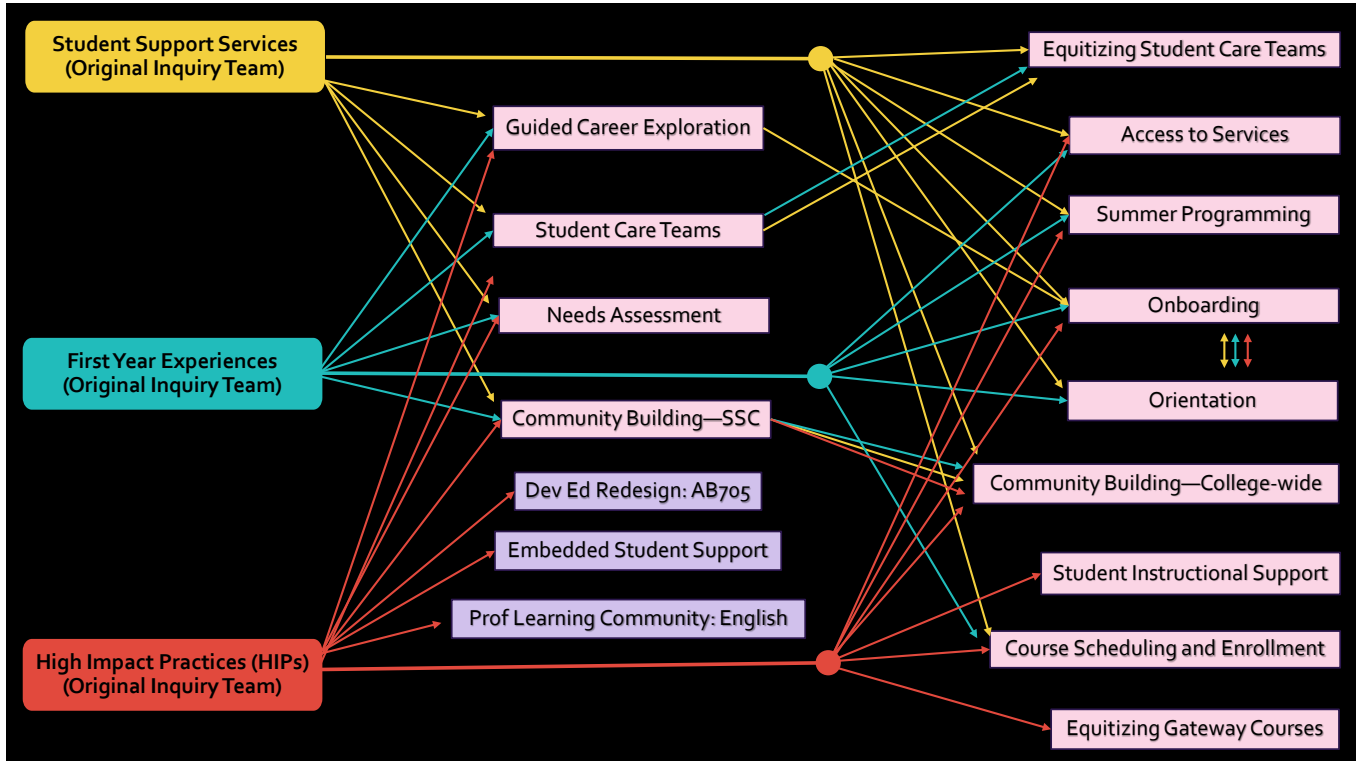


We already saw that the Intentional Equity and Retention Team developed Equity Guidelines related to the original Inquiry Teams and provided a template for future efforts.

The original “Meta-Major / GE Redesign” (Lead by Guido Davis Del Piccolo and Maria Muñoz) focused first on the “Meta-Major” part which resulted in “Sorting Day” (and all of the pre- and post-sorting day sorts) which delivered our Areas of Interest and Academic and Career Paths

The Technology Team (Lead by Brian Peña) became more specifically focused on a particular technology tool (Starfish) which we are referring to as SMC GPS (Gateway to Persistence and Success). We will be utilizing this new tool in the Spring for all English and Math faculty as well as all current users of SMC’s Early Alert tool.

The Program Mapping Work team (Lead by William Konya) developed guidelines for program mapping and with that we held 5 “Mapping Days” throughout 2018-19 which produced drafts of 90 Program Maps. Those drafts were then vetted by a team of 19 counselors (led by Audra Wells) and will soon be returned to program faculty for finalization of these Phase 1 maps.



As you see from this representation of “organized chaos”, the work teams created after the original Inquiry Teams developed organically from the original inquiry teams’ recommendations and are informed by the 9 Redesign Goals and objectives developed at the Redesign Retreat in the Summer of 2018.

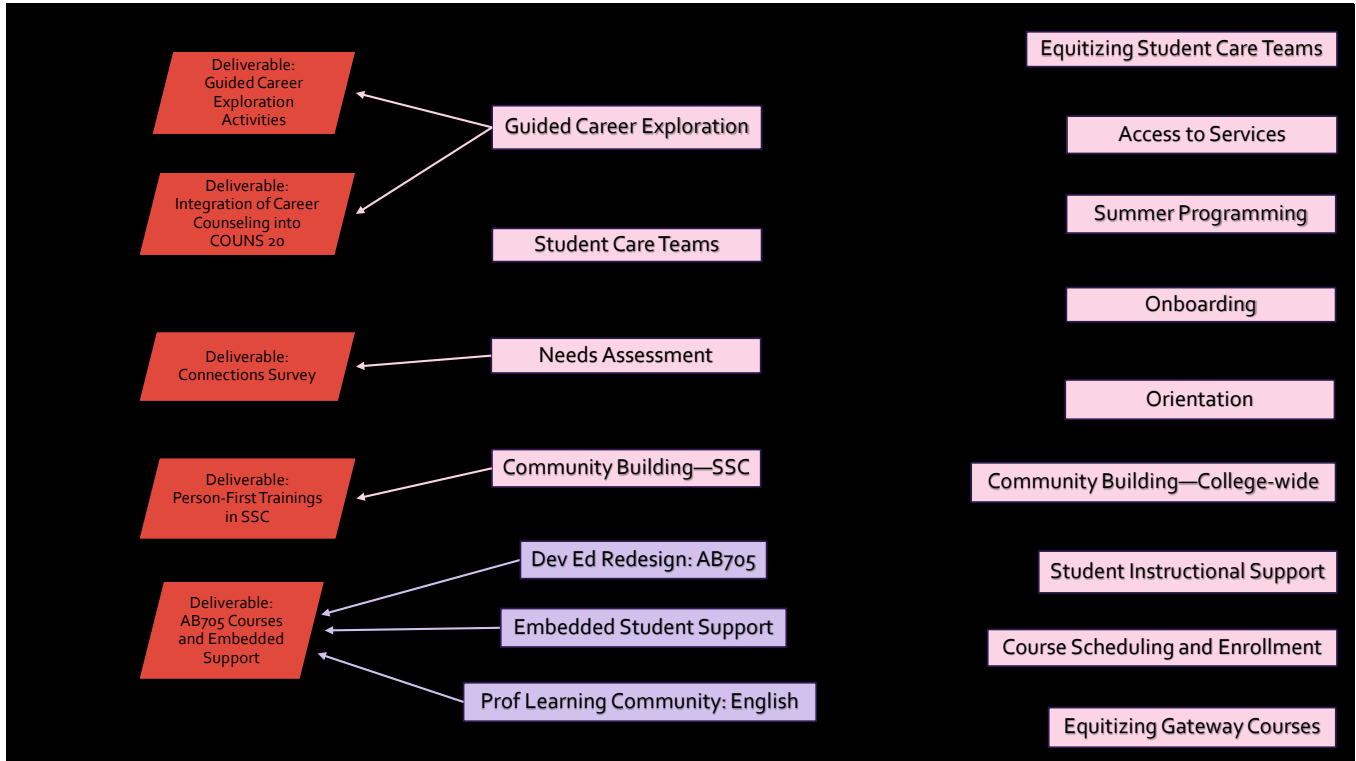
A bit of explanation: The middle area houses the work teams created in Fall 2018 most of which worked that entire academic year toward implementation for the fall semester which just ended. The teams which are a slightly different color represent those efforts that were not originally conceived of as quote/unquote “Redesign Teams” (because they were being funded by a BSSOT grant). But clearly their charge was absolutely in line with the Comprehensive Redesign Effort, so we wanted those “teams” represented in this graphic.

The recommendations and insights of the Student Support Services Inquiry team influenced the creation and work of the Guided Career Exploration, Student Care Team, Needs Assessment, and Community Building—SSC Building, and also the current teams of Equitizing Student Care Teams, Access to Services, Summer Programming, Onboarding, Orientation, Community Building—Campus-wide, and Course Scheduling and Enrollment.

The First Year Experiences Inquiry Team’s finding and recommendations contributed to these teams ...

The HIP Inquiry Team contributed to these teams ...

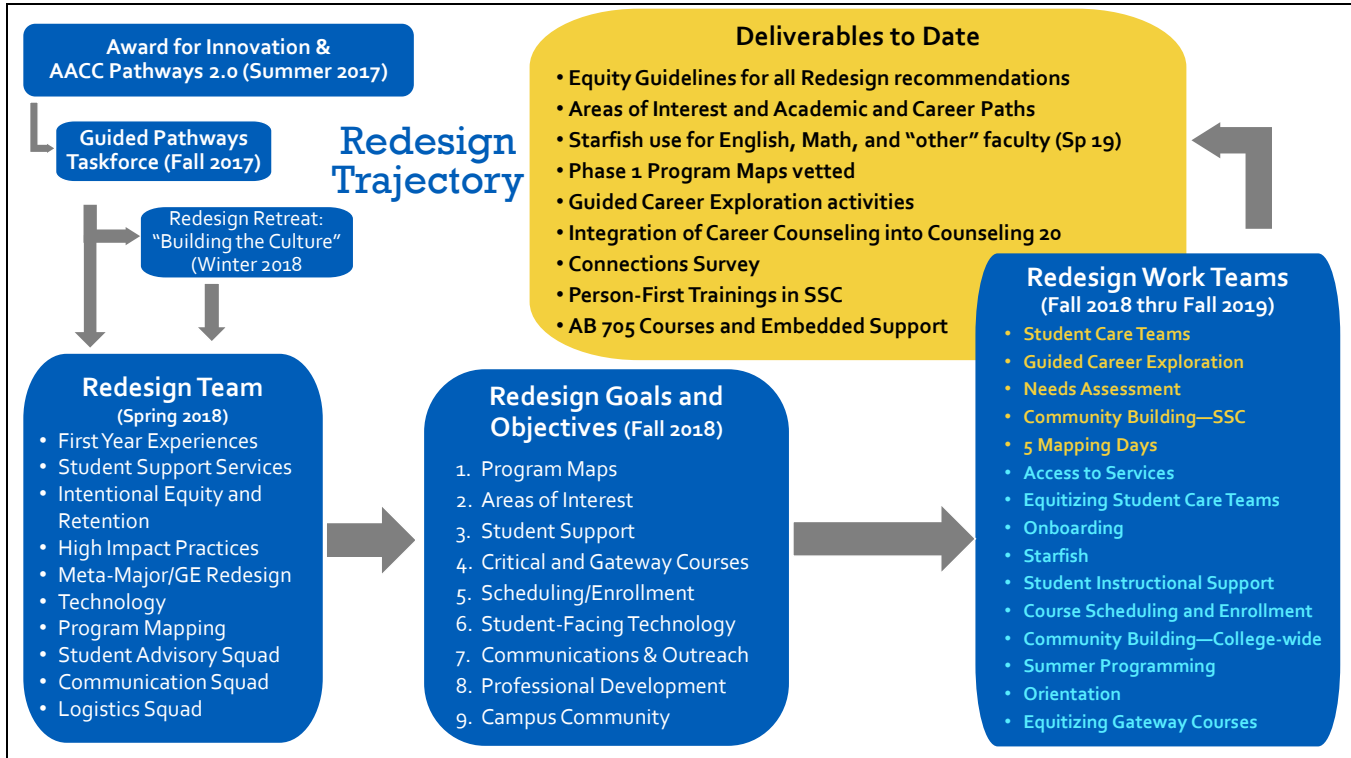
This graphic illustrates on the contributions of these 3 Inquiry Teams. Imagine if we added to this graphic the contributions of the 9 Redesign goals (with their objectives).



We showed you previously some “deliverables” from some teams.

Here we want to highlight a few more coming from those teams that were active last academic year.

We look forward to updating this slide with many more deliverables in the coming months.



This brings us up to today including the gold box of deliverables. CONGRATULATIONS!!!!
Each of you deserves a hand!!

This semester’s work teams submitted their recommendations yesterday. The “Redesign Implementation Team” will be reviewing those recommendations in January to help us set the agenda for the coming semester.

Now we open the floor to you all for any questions or comments.