Redesign of the Student Experience: A Guided Pathways Framework

Case Statement

Santa Monica College is a high-quality institution with exceptional faculty, staff, and programs. For the 27th consecutive year, the College has topped the list in the number of students transferring to the University of California (UC) system as well as in the number of Black and Latina/o/x students transferring to the UC system. Additionally, SMC ranks 2nd statewide in the total number of combined transfers to the California State University (CSU) and the UC systems. The College also offers exceptional cutting-edge industry-driven "Career Education" programs that are responsive to local and state-wide economic trends and needs. For example, Promo Pathways— built on the tenets of diversity and inclusion--is the nation's first accredited on-air promotions training program. In addition, SMC is highly ranked compared to all community colleges nationally, as well as the CSU, in the pass rate for students taking the CPA exam. Similarly, the Cosmetology program has one of the highest student pass rates on the State Board exam. SMC also developed a baccalaureate degree program in Interaction Design, and graduated the first cohort this past year.

While these successes are laudable, equally important is the fact that most students are not achieving their self-defined goals. Fewer than 20% of SMC's first-time-in-college fall entrants earn a degree, a certificate, or transfer to a 4-year institution within three years, even though that is the stated goal of 88% of that cohort. Moreover, the rates of Black students (11%) and Latina/o/x students (12%) achieving those goals are only one third the rate of White students (33%). Of the roughly 4400 first-time-in- college students (excluding international students) in a given fall cohort whose goal is either transfer, a degree, or a certificate, over 45% of the cohort has stopped attending any institution of higher education after three years without having earned a degree or certificate on their transcript. These stopping/dropping out data reveal significant disparities based on students' racial/ethnic identification. Disproportionately more Black students (59%) and Latina/o/x students (47%) exit higher education without a credential or transferring than White students (39%) and Asian students (39%).

These troubling outcomes have been consistent over time and across most institutions, both nationally and in California. This does not, however, make them any more palatable. Instead, the consistency of these outcomes indicates that it is colleges, themselves, which must be redesigned if the goal is to generate stronger and more equitable outcomes. In essence, colleges must serve the students as they arrive at the door and facilitate their success in a much more intentional and systematic manner. Most first-time-in-college students come to SMC underprepared for the social, academic, and personal requirements for success in college; SMC is, after all, an open access institution. This open access is precisely what makes community colleges so valuable and important, particularly for underserved and disadvantaged populations. To serve those populations, a myriad of services and programs—many of which have been quite successful – have been created. But because of how these services and programs are structured, often only a small proportion of students are served, and participants are largely self-selected, motivated students. In order for SMC to "move the needle" in a meaningful way on both student success and racial/ethnic equity, there is a goal to build on the achievements of those successful programs

and provide similar services to all students, essentially making the college's support network both proactive toward and unavoidable for all students is needed. In sum, the goal is to significantly reduce—in fact, eliminate— the number of students who "fall through the cracks." In redesigning the student experience, the college will become a "facilitator" of student success rather than "gatekeeper".

Utilizing what has come to be labeled a "guided pathways framework," the College seeks to intentionally and at scale build SMC's structures and programs to improve and achieve equity in the rates of college completion, transfer, and attainment of jobs with value in the labor market. This requires large-scale transformational changes to current practices that will achieve the following objectives:

- Streamline and better define the academic, transfer, and career paths for students to be more clear, logical, and transparent so that students can make informed decisions related to their college journey.

- Help students gain momentum early in their journey, by offering systematic guidance to all students in selecting career goals and an area of study aligned with those goals while also providing contextualized and embedded academic and non-academic support in critical and gateway courses within those areas of study.

- Build on that momentum by providing intentional and proactive support toward course success and goal completion including targeted academic counseling as well as tools for students to easily track their own progress and recognize the impact of entry and exit points along their academic journey.

- Intentionally and systematically promote the skills of critical thinking, communication, creativity, and collaboration in part by offering tangible, applied, collaborative learning experiences, so that student engagement becomes inescapable for all students.

The hope is that through this redesign of the student experience, SMC paves the way for all open access institutions in California (and the nation) to equitably serve all our students and ensure that a student's pre-college preparation or life circumstance does not predetermine the student's outcome in college. SMC's redesign of the student experience seeks to eliminate the equity gaps, reduce time to completion, and increase the rates of completion, while maintaining high standards and high quality.

The Guided Pathways Framework: Four Pillars

Clarify the Path for Students	Help Students Get on a Path	Help Students Stay on a Path	Ensure Students are Learning on the Path
All programs are mapped (with the students' end-goal in mind) to transfer and career and include these features:	These supports will help ensure students get the best start (early momentum):	These supports will help keep students on their path:	These practices enrich and strengthen student learning:
- Detailed information on target career and transfer outcomes - Information on course sequences, critical courses, and recommended contextualized/ complementary general education and elective courses - Embedded awards and progress milestones - Mathematics and other core coursework are aligned to each program of study	- Multiple measures to assess students' needs - First-year experiences to help students explore careers, fields, and majors - Accelerated/Adaptive curriculum to ensure college-level credit as early as possible - Full program educational plans - Contextualized, integrated academic support in gateway and critical courses - K-12 partnerships focused on career/college program exploration	- Ongoing, proactive academic and non-academic supports - Technological tools for students to easily track their progress - Targeted, contextualized extracurricular programming - Building community through cohort-based offerings and services - Systems/procedures to identify students at risk and provide needed supports	- Program-specific learning outcomes - Project-based, collaborative learning - Applied learning experiences - Inescapable student engagement - Faculty-led improvement of teaching practices - Systems/procedures for the college and students to track learning outcomes - Intentional development of critical thinking skills

Making the Case and Building the Culture for Change: Activities to Date (Nov 2016 - Sep 2018)

Date(s)	Event	Participants and/or Presenters	
11/3/2016	California Futures Foundation Drive-In Conference (in preparation for Innovation Award submission): Mount San Antonio College	• Guido Davis Del Piccolo • Roberto Gonzalez • Georgia Lorenz • Laurie McQuay-Peninger	• Jennifer Merlic • Maria Muñoz • Teresita Rodriguez • Esau Tovar
12/19/2016 – 12/20/2016	Visit to Arizona State University (ASU)	• Guido Davis Del Piccolo • Georgia Lorenz • Jennifer Merlic	• Maria Muñoz • Esau Tovar
1/13/2017	Pathways Planning Retreat (including ASU Representatives)	• 46 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators)	
1/25/2017	CSU Meta-Majors and Integrated Courses of Study: San Francisco, CA	• Guido Davis Del Piccolo	
3/16/2017	SMC Spring Flex Day Presentations	• Guido Davis Del Piccolo • Georgia Lorenz	• Maria Muñoz
4/3/2017	**SMC receives "Award for Innovation in Higher Education"**		
5/24/2017	Leadership Matters Summit: Bakersfield, CA	• Maria Muñoz	
June 2017	**SMC selected to participate in "AACC Pathways 2.0 Project"**		
8/24/2017	**Presentations** at SMC Opening Day	• Guido Davis Del Piccolo • Hannah Lawler	• Maria Muñoz

Date(s)	Event	Participants and/or Presenters	
9/5/2017 – 12/13/2017	SMC Guided Pathways Taskforce Meetings (8)	• Luis Andrade, Communication and Media Studies • Chris Baccus, Counseling • Jason Beardsley, English • Alexa Benevente, Associated Students • Brenda Benson, Student Affairs • Rupinder Bhatia, Management Information Systems • Charlene "Alex" Boyd, Associated Students, Budget Director • Nancy Cárdenas, Counseling • Edna Chavarry, The Center for Teaching Excellence • Guido Davis Del Piccolo, Faculty Lead • Nate Donahue, Academic Senate • Jenna Gausman, Counseling (Career) • Laurie Guglielmo, Counseling • Kimberly Hernandez, Associated Students	• Regina Ip, Web Content & Social Media Manager • William Konya, Mathematics • Hannah Lawler, Institutional Research • Jialing Li, Associated Students • Georgia Lorenz, Academic Affairs • Kristin Lui-Martinez, Mathematics • Christyanne Melendez, Earth Science • Jenny Merlic, Academic Affairs • Mitra Moassessi, Mathematics • Maria Muñoz, Faculty Lead • Estela Narrie, Counseling (Articulation) • Jean Paik-Schoenberg, English • Perviz Sawoski, Theatre Arts • Steven Sedky, Business • Susan Sterr, English • Esau Tovar, Enrollment Services • Michael Tuitasi, Student Affairs • Sal Veas, CTE Chair
10/16/2017	CCCCO: regional California Community College Guided Pathways workshop: Los Angeles, CA	• Chris Baccus • Guido Davis Del Piccolo • Jenna Gausman • Kathryn Jeffery • Georgia Lorenz	• Jennifer Merlic • Maria Muñoz • Elaine Polachek • Esau Tovar • Michael Tuitasi

Date(s)	Event	Participants and/or Presenters	
11/16/2017 – 11/18/2017	AACC Pathways Institute #1: Washington, DC	• Guido Davis Del Piccolo • Kathryn Jeffery • Hannah Lawler • Georgia Lorenz	• Jennifer Merlic • Maria Muñoz • Margaret Quiñones-Perez • Michael Tuitasi
1/18/2018	GAB Meeting Presentation	• Guido Davis Del Piccolo	• Maria Muñoz
1/25/2018 – 1/26/2018	Pathways Winter Retreat (including Rob Johnstone and Career Ladders Project Representatives)	• 110 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)	
February 2018	Creation of Redesign Team: • Steering Committee • Redesign Team • Inquiry/Work Teams		
2/21/2018	**Presentation** at California Community Colleges Guided Pathways 2018 Workshop: Oakland, CA	• Jenna Gausman (Faculty)	• Prince Jones (Student)
2/5/2018 – 6/4/2018	Steering Committee Weekly Meetings	• Brenda Benson (Senior Admin Dean, Counseling) • Nancy Cárdenas (Counseling Faculty / Workforce Development) • Guido Davis Del Piccolo (Faculty Lead) • Nathaniel Donahue (President, Academic Senate) • Marc Drescher (Chief Director, IT) • Laurie Guglielmo (Counseling Department Chair)	• Hannah Lawler / Edna Chavarry (Dean, Institutional Research) • Georgia Lorenz (VP, Academic Affairs) • Mitra Moassessi (Mathematics & A.S. Chair of Chairs) • Maria Muñoz (Faculty Lead) • Esau Tovar (Dean, Enrollment) • Michael Tuitasi (VP, Student Affairs)
2/27/2018 3/27/2018 4/24/2018	Redesign Team Meetings	• 33-44 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)	

Date(s)	Event	Participants and/or Presenters	
March – June 2018	Inquiry Team Meetings (2x per month): • First Year Experiences, and • High Impact Practices, • Intentional Equity and Retention, • Student Support Services	• 15-35 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)	
3/1/2018	**Presentation** at California Community Colleges Guided Pathways 2018 Workshop: Oakland, CA	• Jenna Gausman (Faculty)	• Joshua Elizondo (Student)
3/5/2018	**Presentation** at California Community Colleges Guided Pathways 2018 Workshop: Marina del Rey, CA	• Jason Beardsley (Faculty)	• Nicolas Escobar (Student)
3/13/2018	Spring Flex Day Presentations	• Guido Davis Del Piccolo • William Konya	• Georgia Lorenz • Maria Muñoz
3/19/2018 – 3/20/2018	Dr. Jo-Carol Fabianke (AACC Pathways Coach) Campus Visit	• 35 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)	
3/30/2018	**SMC Guided Pathways Plan to CCCCO submitted and certified**		
April – June 2018	Program Mapping Work Team weekly meetings	• Melanie Bocanegra, Equity • Nancy Cárdenas (Steering Committee) • Guido Davis Del Piccolo (Faculty Lead) • Taryn De La Rosa (Financial Aid) • Nilofar Ghasami, Financial Aid • William Konya, Work Team Lead	• Jennifer Merlic • Maria Muñoz (Faculty Lead) • Estela Narrie (Articulation Officer) • Janet Robinson (Transfer Center) • Vicki Rothman (Career Services)
4/3/2018	An Advanced Guided Pathways Workshop for California Community Colleges Guided Pathways 2018: Marina del Rey, CA	• Brenda Benson • Guido Davis Del Piccolo • Kathryn Jeffery	• Georgia Lorenz • Jennifer Merlic • Maria Muñoz

Date(s)	Event	Participants and/or Presenters	
4/28/2018	AACC Pre-Convention Workshop: "Integrating Redesigned Developmental Education into Pathways": Dallas, TX	• Jason Beardsley • Guido Davis Del Piccolo • Kathryn Jeffery • Georgia Lorenz	• Jennifer Merlic • Mitra Moassessi • Maria Muñoz
5/4/2018	Pilot Program Mapping Workshop to explore mapping 7 programs: • Electrical Engineering, Transfer • Graphic Design, AS • Business Administration, AS-T • Accounting, AS • Nursing, ADN • Recycling and Resource Management, AS • Communication Studies, AA-T	• Jamey Anderson (engineering) • Luis Andrade (communication studies) • Vicenta Arrizon (counseling) • Nancy Cárdenas (work team, workforce development) • Nicole Chan (graphic design) • Jose Cue (counseling) • Tram Dang (engineering) • Taryn De La Rosa (work team, financial aid) • Tyffany Dowd (counseling) • Nicolas Escobar (student) • Joshua Elizondo (student) • Nilofar Ghasami (work team, financial aid) • Jon Huls (R&R management) • Maral Hyeler (BSSOT Grant) • Samira Khabbazzadeh-Rashti (student) • Nathan Khalil (business administration) • William Konya (work team lead) • Jae Lee (curriculum committee) • Ming Lu (accounting)	• Bea Magallon (counseling) • Jacqueline Martinez (student) • Emin Menachekanian (curriculum committee) • Eric Minzenberg (R&R management) • Ana Montes De Vegas (counseling) • Marisol Moreno (equity) • Maria Muñoz (work team) • Dana Nasser (curriculum committee) • Sara Nieves-Lucas (counseling) • Lee Pritchard (curriculum committee) • Robin Ramsdell (counseling) • Vicki Rothman (work team, career services) • Cesar Rubio (accounting) • Redelia Shaw (curriculum committee) • David Shirinyan (curriculum committee) • Tippy Short (counseling) • Olivia Vallejo (counseling) • Vanan Yahnian (equity)

Date(s)	Event	Participants and/or Presenters	
5/18/2018	Program Sorting Day	• 220 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)	
6/21/2018 – 6/23/2018	AACC Pathways Institute: Integrating Redesigned Developmental Education into Pathways: Baltimore, MD	• Guido Davis Del Piccolo • Laurie Guglielmo • Kristin Lui-Martinez	• Jean Paik-Schoenberg • Michael Tuitasi • Irena Zugic
7/19/2018 – 7/20/2018; (9/7/2018; 9/21/2018)	Redesign Summer Retreat (plus 2 additional continuation work meetings)	• Luis Andrade, Inquiry Team Lead • Chris Baccus, Inquiry Team Lead • Jason Beardsley, English Department Chair • Cyndi Bendezu, Equity • Brenda Benson, Steering Committee • Daniel Beruman, Inquiry Team Lead • Nancy Cárdenas, Workforce & Steering Committee • Edna Chavarry, Steering Committee • Guido Davis Del Piccolo, Steering Committee • Frank Dawson, Career Education • Taryn De La Rosa, Financial Aid • Marc Drescher, Chief Director IT & Steering Committee • Wendi DeMorst, Supplemental Instruction and Tutoring • Kiersten Elliott, Communication Squad Lead • Nicolas Escobar, Student • Nancy Grass, Student Life	• Laurie Guglielmo, Steering Committee • Jose Hernandez, Welcome Center • William Konya, Work Team Lead • Kristin Lui-Martinez, Inquiry Team Lead • Flavio Medina-Martin, Human Resources • Jenny Merlic, Academic Affairs • Mitra Moassessi, Mathematics • Maria Muñoz, Steering Committee • Jean Paik-Schoenberg, Inquiry Team Lead • Delores Raveling, First Year Programs • Brian Peña, Inquiry Team Lead • Steven Sedky, Inquiry Team Lead • Meelissa Tapia, Student • Esau Tovar, Steering Committee • Michael Tuitasi, Steering Committee • Irena Zugic, Steering Committee
8/22/2018 & 8/24/2018	Departmental Flex Day Exercise: "Program Mapping Pre-Work"	• All Instructional Departments	

Date(s)	Event	Participants and/or Presenters	
8/23/2018	Opening Day focused on "The Redesign of the SMC Student Experience" (keynote addresses by Dr. Fredrick Corey, ASU and Dr. Irene Malmgren, Mt. SAC)	• 600+ Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Classified Staff)	
8/31/2018	Sorting Day Revisited: Analysis of Sorting Day Results and Refined Recommendations for Meta-Majors	• Curriculum Committee Members • Department Chairs and/or discipline designee(s) • Redesign Steering Committee	
9/13/2018 – 9/15/2018	AACC Pathways Institute #2: Redesigning Student Intake and Support Systems: Scottsdale, AZ	• Brenda Benson • Guido Davis Del Piccolo • Laurie Guglielmo • Kathryn Jeffery	• Maria Muñoz • Delores Raveling • Michael Tuitasi • Irena Zugic
9/17/2018	Visit to Arizona State University: Tempe, AZ	• Brenda Benson • Melanie Bocanegra • Guido Davis Del Piccolo • Marc Drescher • Kiersten Elliott • Laurie Guglielmo • Jose Hernandez • Kathryn Jeffery	• Kristin Lui-Martinez • Jenny Merlic • Elisa Meyer • Maria Muñoz • Teresita Rodriguez • Steven Sedky • Michael Tuitasi • Irena Zugic
9/18/2018	Visit to Maricopa Community College District and South Mountain Community College: Tempe, AZ	• Brenda Benson • Guido Davis Del Piccolo • Marc Drescher • Kiersten Elliott • Laurie Guglielmo • Jose Hernandez • Kathryn Jeffery	• Kristin Lui-Martinez • Elisa Meyer • Maria Muñoz • Teresita Rodriguez • Steven Sedky • Michael Tuitasi • Irena Zugic

The Redesign Goals and Objectives: SMC by Fall 2021

1. **Program Maps:** All students are provided with adaptable program maps (detailed sequence of courses to be taken) for each instructional program (degrees, certificates, and major preparation for transfer).

   - Maps are based on coordination with K-12, 4-year transfer institutions, and industry partners.
   - Learning outcomes ensure equitable preparation to succeed in educational, employment, and/or career goals.
   - Maps include educational cost and expected income/career information.
   - Maps include project-based, collaborative, and applied learning experiences.
   - Maps account for student success in course taking patterns based on data.

2. **Meta-Majors (tentative title):** All First Time In College (FTIC) students identify a "meta-major" (collection of programs that are considered similar and have related coursework) at the time of application and select a program of study (major) by end of their first academic year.

   - All FTIC students engage in equitable guided career exploration within their first semester.
   - All students have access to contextualized (per meta-major) English, Math and other general education courses.

3. **Student Support:** All students receive <u>proactive</u> and equitable academic and non-academic support.

   - All students complete an academic and non-academic "strength / needs assessment".
   - All students are assigned a "student care team" (i.e., success coach, counselor, faculty mentor, peer mentor, …).
   - All students benefit from universal utilization of a comprehensive "Early Alert" program.
   - All students have awareness and access to learning resources (tutoring, SI, embedded support, online, satellite campuses, …) to successfully complete courses.
   - All students participate in appropriate onboarding/orientation activities (including families and multiple times per year).
   - All students have academic and non-academic supports based on the student's availability to access.
   - All students have access to a college bridge program.
   - All students feel "connected" to the college (including communal physical spaces).

4. **Critical and Gateway Courses:** All students complete a minimum of 9 degree-applicable units in their area of study (meta-major or program) within their first year.

   - All students complete appropriate college-level (or transfer-level, if applicable) English and Math courses in first year.
   - All students have access to embedded academic and non-academic high impact practices to equitably complete critical courses (predict success in a program) and gateway courses (entry level courses for specific programs) including contextualized English, Math and general education survey courses.

5. **Scheduling/Enrollment:** All students have equitable access to required courses as a result of course scheduling that is data-driven and informed by students' availability and comprehensive educational plans.

    - All students have ONE comprehensive educational plan from which to glean data for scheduling.
    - Course scheduling/modality/delivery is most conducive to student equity, completion and success:
        - Course Modality (4-, 6-, 8-, 12-, 16-week, weekend, evening, …,)
        - Course Delivery (DE, Hybrid, …).

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

    - All students have equitable access to a personalized student portal including available financial resources, progress toward completion, and course options.

7. **Communication & Outreach:** All students receive interactive, coordinated, and targeted communication throughout their SMC experience.

8. **Professional Development:** The student experience is positively impacted by the strategic, equity-minded, and data-driven professional development of all faculty, staff, and administrators.

9. **College Community:** All students have a sense of belonging and engage with the college community as a result of the physical and social space provided.

Moving Forward

The Redesign of the Student Experience must become "the work of the college" and not an "added on effort". Therefore, these goals and objectives are being aligned with all existing efforts to ensure that all entities are working in tandem in productive, non-duplicating, non-competing ways. The College Redesign is working to integrate these efforts with the work of DPAC, the Academic Senate and its committees, the Student Equity and Achievement Program (SEAP), Instructional and Non-Instructional departments and programs, and campus organizations, as well as expanding our Student Advisory Squad and other student groups to strengthen the student voice.

While many of the goals and objectives are large and require more design, and planning, multiple areas have been identified where deliverables are possible in this academic year. These include:

Program Maps:

   a) Course sequencing for approximately 60 programs maps.
- *Remainder of programs will be mapped in future semesters/sessions.*
- *Integration of recommended GE and elective courses will be done following the initial mapping of all programs.*

Meta-Majors (tentative title):

   b) "Meta-Majors" will be solidified.

   c) Recommendations for "front-loading" guided career exploration at scale will be made.
- *Integration into Counseling 20 (Student Success Seminar) occurred as a pilot over Summer 2018.*

Student Support:

   d) A comprehensive and coordinated academic and non-academic strength / needs assessment will be designed and ready to be implemented for Fall 2019.

   e) Investigation into best practices and recommendations for assigning students a support team based on strength / needs assessment.

   f) Exploration to strengthen summer bridge programs.

   g) Investigation into and/or development of a "more robust" Early Alert tool that supports internal communication and support for students via predictive analytics.

Critical and Gateway Courses:

   h) Incorporation of the work being done in English and Math regarding AB705 within the Guided Pathways Framework and the Redesign Efforts.

   i) Exploration of best practices to embed academic and non-academic "high impact practices" into critical and gateway courses.

Scheduling/Enrollment:

   j) Inquiry into feasibility of and recommendations for all students having ONE comprehensive educational plan from which to glean data for scheduling.

   k) Inquiry into and recommendations for course scheduling/modality/delivery that is most conducive to student equity, completion and success.

Student-Facing Technology:

   l) Consolidated inquiry into comprehensive technology needs to support the redesign efforts and guided pathways.

College Community:

   m) Recommendations to create an environment in which students feel a sense of belonging and feel connected to other students and staff in the new Student Services Building.