

Redesigning the Student Experience: A Guided Pathways Framework

The SMC Redesign is an inclusive approach to reimagine, comprehensively redesign, and equitize the SMC student experience. This effort involves reshaping the college as an equitable institution that is more effective and more efficient at serving our diverse student body with its diverse aspirations and its diverse social and academic preparations. Using a student-centered, equity-based approach and seeing the institution through a student lens, the redesign engages the college as an inquiry-based, networked community to create an institution as competent in student completion as it is in student access.

The basis of the redesign effort is to utilize a Guided Pathways Framework to make the student experience more intentional, supported, and clear. We are constructing processes and interventions to help guide and support each student--regardless of preparation--to reach their self-defined completion effectively and efficiently.

Through the SMC Redesign efforts, 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.

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 Redesign has 9 major goals which were developed in the summer of 2018 and unveiled at Opening Day 2018:

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.

Several of these goals have specific objectives articulated within them. Below, is a listing of activities/deliverables that have been accomplished (light box) or are in process at this time (dark box).

OVERARCHING GOALS OF THE REDESIGN EFFORTS: "SMC BY START OF FALL 2021 (or sooner)"

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

- **All program maps published by Fall 2020**

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

- **90 Program Maps (Phase 1: course sequencing) created by program teams**

- **Vetting of Phase 1 maps finalized and feedback to programs in Fall 2019**

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

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

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

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

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

- **Institutional Research developed tool regarding which courses past students completed to fulfill requirements of programs to be used for Phase 2 of Program Mapping in Spring 2020**

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.

- **Areas of Interest (along with Academic and Career Paths in each area) published in Spring 2019**

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

- **Spring 2020 Work Team: Evaluation of Areas of Interest and Academic and Career Path designation**

- **Integration of Areas of Interest into the application process will be underway in Fall 2019**

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

- **Guided career exploration to undecided first generation first time in college students, Black Collegians students, and Adelante students begins Fall 2019**

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

c. All students have knowledge of and access to counselors specializing in particular Areas of Interest.

- **Assigning of Counselors to each Area of Interest in Fall 2019**

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

- **Data model (developed by Institutional Research) predicts which first time in college students would most benefit from proactive, intentional outreach and intervention**

- **Intervention based on data model to be launched in Fall 2019**

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

- **"Connections Survey" for all first time in college students launched in Fall 2019**

3. Student Support (continued):

- b. All students are assigned a “student care team” (i.e., academic counselor, career counselor, faculty mentor/advisor, financial aid specialist, peer navigator)

- *All Black and Latinx first time in college students in the **STEM Area of Interest** will have access to **STEM peer mentors and STEM counseling team***
- *All Black and Latinx first time in college students in **all Areas of Interest** will have access to **a Student Care Team for Fall 2020***
- *Fall 2019 Inquiry Team: **Equitizing Student Care Teams**: Leads: Marisol Moreno, Melanie Bocanegra; **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***

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

- ***“Starfish”** implementation is underway*
- ***Campus-wide use of “Starfish” in Fall 2020***

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

- *Students receive **embedded tutors in Math 1, Math 50, and some Math Co-requisite** sections*
- ***English 1 + 28 faculty have access to “on-demand” classroom visitation by Instructional Assistants and/or tutors***
- *Fall 2019 Work Team: **Student Instructional Support (Academic Senate Committee)**: Leads: Brian Rodas, Patricia Burson; **Make recommendations regarding learning resources for Black and Latinx First Time in College Students (tutoring, Supplemental Instruction, Instructional Assistants, online support, satellite campus support)***
- *Fall 2019 Work Team: **Access to Services**: Leads: Sherri Bradford, Edna Chavarry and Nick Mata; **Make data-informed recommendations regarding access (time, place, manner) to support services (learning resources, counseling, financial aid, mental health, ...) for our racially marginalized students.***

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

- *Students receive **embedded counselors in Math 1, 50, and some Co-requisite** courses*
- *Students receive **counseling presentations in co-requisite English 1+28***
- *Fall 2019 Work Team: **Access to Services**: Leads: Sherri Bradford, Edna Chavarry and Nick Mata; **Make data-informed recommendations regarding access (time, place, manner) to support services (learning resources, counseling, financial aid, mental health, ...) for our racially marginalized students.***

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

- *Fall 2019 Work Team: **Onboarding**: Leads: Jose Hernandez, Delores Raveling, Cyndi Bendezú Palomino; **Make data-informed recommendations to restructure SMC’s onboarding processes in the interest of our racially marginalized students.***
- *Fall 2019 Work Team: **Orientation**: Leads: Stuart Ortiz, Delores Raveling; **Make recommendations for Fall 2020 regarding orientation for racially marginalized students.***

- g. 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 Team**: Leads: Jessica Krug, Kristin Ross, Dione Carter; **Make recommendations for Summer 2020 regarding Summer Programming for racially marginalized students.***

- h. All students feel “connected” to the college (including communal physical spaces)

- *see goal 9 below*

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.

- **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.

• All Program Maps contain **Gateway courses within the first year** of each Academic and Career Path

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

• All Program Maps contain **Critical courses (e.g., required English and Math if appropriate) within the first year** of each Academic and Career Path

• All Program Maps contain the **most appropriate Math** for that Academic and Career Path **within the first year**

• All transfer-level beginning English and Math courses have **co-requisite support** to facilitate student completion (per AB705)

- b. 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
- c. 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:** Leads: Chanté DeLoach, Tyffany Dowd, Mark Tomasic, Edna Chavarry; **Develop training(s) for discipline faculty for equity-based action in program gateway courses and largest General Education (GE) courses.**

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

- a. All students have ONE comprehensive educational plan from which to glean data for scheduling
- b. Course scheduling/course pattern is most conducive to student completion and success
- Course Pattern (4-, 6-, 8-, 12-, 16-week, weekend, night classes, ...); Block Scheduling; Multiple semester enrollment; Use of predictive analytics

• Fall 2019 Work Team: **Course Scheduling and Enrollment Team:** Leads: Lesley Kawaguchi, Hannah Lawler, Jason Beardsley; **Make data-informed recommendations regarding course scheduling and enrollment that are most conducive to completion and success for racially marginalized students.**

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

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

7. **Communication & Outreach**: 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. **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.

- *See SMC Redesign (“Guided Pathways”) Activities below*
- *Fall 2019-Spring 2021: Implementation of robust campus-wide student-centered, equity-minded professional development for faculty, administrators, and classified professionals*

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

- *Student Greeters hired for new Student Services Center (SSC) Building*
- *“Customer Service/Person 1st Training” for all SSC faculty, classified professionals, and managers are being held in 2019-2020.*
- *Fall 2019 Work Team: Community Building--College-wide: Leads: Luke Johnson, Brenda Benson, Erica LeBlanc; Make recommendations regarding building a greater sense of belonging and community for racially marginalized students.*

Moving Forward

The Redesign of the Student Experience must become “the work of the college” and not an “added on effort”. These goals and objectives are aligned with existing efforts to ensure that all entities are working in tandem in productive, non-duplicating, non-competing ways. The Redesign is integrating these efforts with the Vision for Success Goals and Equity Plan Priorities, the Student Centered Funding Formula, District Planning and Advisory Council (DPAC), the Academic Senate and its committees, the Student Equity and Achievement (SEA) Program, 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 the progress that has been made is exciting, there is still much more to be done to accomplish the goals of the SMC Redesign. Redesigning the student experience requires change/transformation on all levels and in all areas. The three most significant challenges involve time/human resources, professional development, and technology.

This change/transformation must occur while simultaneously keeping the college operational. It is therefore necessary to dedicate sufficient time and human resources to planning and executing changes. This effort will not be successful if

it is based upon additive duties of already busy and committed individuals. This requires reimagining the current leadership structure and duties.

The need for significant and sustained professional development for all sectors (administrators, faculty, classified) of the college is paramount. While there is some current categorical funding (Guided Pathways allocation, Award for Innovation, and SEA Program carryover), it is imperative that the college dedicate substantial on-going district funds to sustain the professional development required to achieve these transformational changes.

The Guided Pathways Framework relies upon the use of technology to achieve the appropriate tech-touch balance. The college cannot implement many of the features of the Guided Pathways Pillars without the use of a modern Student Information System and Enterprise Resource Planning system (ERP). This is an extremely pressing concern and is a significant barrier to achieving the goals of the Redesign. For example, program maps should auto-populate into student educational plans (and even student class schedules), allowing students and counselors more time to meet the specific needs of each student.

SMC Redesign (“Guided Pathways”) Activities: Sept 2019 — Nov 2016

Date(s)	Event	Participants, Presenters, Notes, ...
9/26/2019 - 9/28/2019	AACC Pathways Institute #3: Ensuring Students are Learning and Progressing Along the Pathway, New Orleans, LA	<ul style="list-style-type: none"> • Jason Beardsley • Edna Chavarry • Guido Davis Del Piccolo • Nathaniel Donahue • Jose Hernandez • Kathryn Jeffery • Dana Nasser • Irena Zugic
August, 2019	New Redesign Work Teams Created	<ul style="list-style-type: none"> • Summer Programming for Black and Latinx FTIC Students • Orientation • Equitizing Gateway Courses
8/22/19	SMC Institutional Flex/Opening Day – Fall 2019	<ul style="list-style-type: none"> • Maria Muñoz • Irena Zugic
8/7/19 & 8/8/19	Redesign Summer Retreat	<ul style="list-style-type: none"> • Over 30 participants from Implementation Team, Integrated Redesign Team, Redesign team leads and Academic Senate committee chairs
7/15/19	Teaching and Learning Studio, d.School, Stanford	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Maria Muñoz
June, 2019	New Redesign Work Teams Created	<ul style="list-style-type: none"> • Access to Services • Equity-Minded Student Worker Training • Onboarding • Learning Resources • Course Scheduling and Enrollment

6/26/2019	Phase 1 Program Map Vetting Pilot	<ul style="list-style-type: none"> • Vicenta Arrizon • Jose Cue • Amy Dworsky • Amanda Garcia • Estela Narrie 	<ul style="list-style-type: none"> • Sara Nieves-Lucas • Robin Ramsdell • Olivia Vallejo • Alicia Villalpando • Audra Wells
5/31/19	<p>Program Mapping (Phase 1):</p> <p>Teams of Instructional faculty, Counseling faculty, Curriculum Committee Representative, and student create course sequence for program requirements as well as required English and mathematics, required GE courses, and other needed electives.</p>	<p>≈ 40 participants for the following programs:</p> <ul style="list-style-type: none"> • Business Information Worker 1 AS/CoA • General Office AS / CoA • Medical Coding And Billing Specialist AS/CoA • Legal Administrative Assistant AS / CoA • Computer Programming AS / CoA • Database Applications Developer AS / CoA • Web Programmer AS / CoA • Education Transfer • Early Childhood Associate Teacher CoA • Early Intervention Assistant AS/CoA • Infant Toddler Teacher AS/CoA • Transitional Kindergarten CoA • Modern Languages Transfer • Fashion Design AS / CoA • Technical Theatre AS / CoA • Theatre AA 	
5/7/19	<p>LA/OC Learning Cluster Presentation: "Expanding Leadership Across Campus: Building Faculty, Staff and Student Engagement"</p>	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Maria Muñoz 	
5/3/19	Areas of Interest launched on SMC website		
4/30/19	SMC Scale of Adoption Self-Assessment submitted to CCCCCO		
4/13/19	<p>AACC Pathways 2.0 Pre-Conference Institute: Developing Pathways Connections With External Stakeholder Groups; Orlando, FL</p>	<ul style="list-style-type: none"> • Frank Dawson • Maral Hyeler • Sara Nieves-Lucas 	<ul style="list-style-type: none"> • Michael Tuitasi • Irena Zugic
4/8/19	<p>Student Advisory Squad Presentation at the Chancellor's Office Regional Guided Pathways conference in Sacramento</p>	<ul style="list-style-type: none"> • Ishmael Jasmin • Leyla Messian • Anthony Arevalo- Hernandez • Jenna Gausman (faculty lead) 	

3/29/19	<p>Program Mapping (Phase 1):</p> <p>Teams of Instructional faculty, Counseling faculty, Curriculum Committee Representative, and student create course sequence for program requirements as well as required English and mathematics, required GE courses, and other needed electives.</p>	<p>≈ 100 participants for the following programs:</p> <ul style="list-style-type: none"> • Accounting AS • Broadcast Programming and Production • Broadcast Sales and Management AS/CoA • Cosmetology AS/CoA • Environmental Science AA/CoA • Environmental Studies AA/CoA • Ethnic Studies AA/CoA • Film Production AS/CoA • Film Studies AA • Film, TV, and Electronic Media AS-T • Geology Transfer • Global Studies AA/CoA • Media Studies Transfer • Medical Administrative Assistant AS/CoA • Physics/Astronomy/Astrophysics Transfer • Respiratory Therapy AS/COA • Solar Photovoltaic And Energy Efficiency AS 		
3/28/19	<p>Redesign Update at SMC Management Association meeting</p>	<ul style="list-style-type: none"> • Brenda Benson • Kiersten Elliott • Erica LeBlanc • Irena Zugic 		
3/22/19	<p>SMC Implementation Team Meeting – ASU Visit</p>	<ul style="list-style-type: none"> • Maria Hesse (ASU) • Cheryl Hyman (ASU) 		
3/14/19	<p>SMC Institutional Flex – Spring 2019</p>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Luis Andrade • Brenda Benson • Guido Davis Del Piccolo • Kiersten Elliott </td> <td> <ul style="list-style-type: none"> • Erica LeBlanc • Maria Muñoz • Vicki Rothman • Steven Sedky </td> </tr> </table>	<ul style="list-style-type: none"> • Luis Andrade • Brenda Benson • Guido Davis Del Piccolo • Kiersten Elliott 	<ul style="list-style-type: none"> • Erica LeBlanc • Maria Muñoz • Vicki Rothman • Steven Sedky
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3/7/19 & 3/8/19	<p>SMC Co-Creation Workshop facilitated by Lime Design: Design Challenge: “How might we foster a sense of engagement and belonging for SMC students?”</p>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Jason Beardsley • Brenda Benson • Vanessa Bonilla • Edna Chavarry • Sheila Cordova • Frank Dawson • Guido Davis Del Piccolo • Nancy Grass • Laurie Guglielmo • Josephine Hao </td> <td> <ul style="list-style-type: none"> • Jose Hernandez • Erika Knox • Erica Leblanc • Maria Munoz • Jonathan Ng • Steven Sedky • Olivia Vallejo • Deirdre Weaver • Irena Zugic • plus 16 students </td> </tr> </table>	<ul style="list-style-type: none"> • Jason Beardsley • Brenda Benson • Vanessa Bonilla • Edna Chavarry • Sheila Cordova • Frank Dawson • Guido Davis Del Piccolo • Nancy Grass • Laurie Guglielmo • Josephine Hao 	<ul style="list-style-type: none"> • Jose Hernandez • Erika Knox • Erica Leblanc • Maria Munoz • Jonathan Ng • Steven Sedky • Olivia Vallejo • Deirdre Weaver • Irena Zugic • plus 16 students
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March, 2019	<p>“Meta-Major” term replaced by “Areas of Interest” which consist of “Academic and Career Paths. 7 Areas of Interest with their respective Academic and Career Paths were presented and approved by the Curriculum Committee and Academic Senate.</p>			

February, 2019	<p>Creation of Integrated Redesign Team (IRT)</p> <ul style="list-style-type: none"> • Equity • SSSP • BSI/BSSOT • Redesign/Guided Pathways 	<ul style="list-style-type: none"> • Cyndi Bendezú Palomino • Jason Beardsley • Brenda Benson • Daniel Berumen • Melanie Bocanegra • Sherri Bradford • Nancy Cárdenas • Dione Carter • Edna Chavarry • Guido Davis Del Piccolo • Wendi Demorst • Nathaniel Donahue • Marc Drescher • Laurie Guglielmo • Jose Hernandez • Maral Hyeler 	<ul style="list-style-type: none"> • Lizbeth Koenig • Hannah Lawler • Erica LeBlanc • Ashley Mejia • Jennifer Merlic • Mitra Moassessi • Peter Morse • Maria Muñoz • Patricia Ramos • Delores Raveling • Teresita Rodriguez • Esau Tovar • Michael Tuitasi • Audra Wells • Irena Zugic
2/6/19 & 2/7/19	SMC Design Thinking Training by Lime Design	<ul style="list-style-type: none"> • Cyndi Bendezú Palomino • Brenda Benson • Melanie Bocanegra • Edna Chavarry • Sheila Cordova • Guido Davis Del Piccolo • Wendi Demorst • Teresa Garcia • Nancy Grass • Erika Knox 	<ul style="list-style-type: none"> • Jessica Krug • Hannah Lawler • Jamar London • Maria Muñoz • Jean Paik-Schoenberg • Victoria Rothman • Stephanie Schlatter • Steven Sedky • Michael Tuitasi • Deirdre Weaver
1/31/19 & 2/1/19	SMC Design Thinking Training by Lime Design	<ul style="list-style-type: none"> • Vicenta Arrizon • Vanessa Bonilla • Dione Carter • Jose Cue • Guido Davis Del Piccolo • Tyffany Dowd • Marc Drescher • Kiersten Elliott • Susan Fila • Gail Fukuhara • Laurie Guglielmo • Josephine Hao • Jose Hernandez • Jose G. Hernandez • Eleni Hioureas 	<ul style="list-style-type: none"> • Maral Hyeler • Stacey Jones • Denise Kinsella • Nathalie Laille • Erica Leblanc • Kristin Lui-Martinez • Ashley Mejia • Maria Muñoz • Estela Narrie • Delores Raveling • Esau Tovar • Olivia Vallejo • Kayli Weatherford • Audra Wells • Irena Zugic
1/23/19	Cradle to Career Meeting Presentation regarding SMC Redesign, Santa Monica City Library	<ul style="list-style-type: none"> • Irena Zugic 	
Dec, 2018	Counseling Department feedback regarding “buckets” for programs		

12/7/18	<p>Program Mapping (Phase 1):</p> <p>Teams of Instructional faculty, Counseling faculty, Curriculum Committee Representative, and student create course sequence for program requirements as well as required English and mathematics, required GE courses, and other needed electives.</p>	<p>≈ 100 participants for the following programs:</p> <ul style="list-style-type: none"> • Animation AS/CoA • Digital Media AS/CoA • Chemistry Transfer • Computer Business Applications AS/CoA • English Transfer • Geography AA-T • Graphic Design AS/CoA • Journalism AA-T • Kinesiology AA-T • Linguistics Transfer • Management and Leadership AS/COA • Philosophy Transfer • Psychology AA-T • Public Policy AA/COA • Social Justice Studies: Women, Gender, and Sexuality AA-T • Sociology AA-T • Studio Arts AA-T • Website Software Specialist AS/CoA
Dec, 2018	<p>Joshua Elizondo (SMC Student Advisory Squad) selected to serve on the Chancellor’s Office Guided Pathways Advisory Committee (GPAC)</p>	
11/30/18	<p>Presentation at LACCD Student Success Summit #1, Pierce College - Creating Opportunities to Empower Students</p>	<ul style="list-style-type: none"> • Jenna Gausman (Faculty) • Leyla Messian (Student) • Shaina Gilbert (Student) • Anthony Arevalo-Hernandez (Student) • Isabella Milkes (Student)
Oct, 2018	<p>New Work Groups Created</p>	<ul style="list-style-type: none"> • Student Care Team • Guided Career Exploration • Needs Assessment • Community Building
11/19/18 and 11/20/18	<p>Dr. Jo-Carol Fabianke and Michael Poindexter (AACC Pathways Coaches) SMC Visit</p>	<ul style="list-style-type: none"> • Day 1: Joint Student Equity and Achievement Program (SEAP) and NCORE/CUE attendees meeting facilitated by Michael Poindexter. Followed by a meeting with IR with additional parties. • Day 2: Meeting with work team leads and other interested. Other meetings throughout the day including a meeting with AB 705 group, Onboarding work group, and Classified Staff. Lunch meeting with the President.
Oct-Nov 2018	<p>5 Student Focus Groups Research on program “clustering” (“Meta-Majors”)</p>	<ul style="list-style-type: none"> • 90 students total from various levels of English courses provided feedback on the “buckets” with suggested names/themes for each

10/26/18	<p>Program Mapping (Phase 1):</p> <p>Teams of Instructional faculty, Counseling faculty, Curriculum Committee Representative, and student create course sequence for program requirements as well as required English and mathematics, required GE courses, and other needed electives.</p>	<p>≈ 100 participants for the following programs:</p> <ul style="list-style-type: none"> • Art History AA-T • Business Administration AS-T • Mathematics AS-T • Interior Architectural Design AS/CoA • Anthropology AA-T • History AA-T • Nursing ADN • Biology Transfer • Music AA • Photography AS/CoA • Economics AA-T • Theatre Arts AA-T
10/12/18	<p>Program Mapping (Phase 1):</p> <p>Teams of Instructional faculty, Counseling faculty, Curriculum Committee Representative, and student create course sequence for program requirements as well as required English and mathematics, required GE courses, and other needed electives.</p>	<p>≈ 100 participants for the following programs:</p> <ul style="list-style-type: none"> • Administration of Justice AS-T • Communication Studies AA-T • Dance AA • Early Childhood Education AS-T • Recycling and Resource Management AS/CoA • Athletic Coaching AS (w/ CoA) • Computer Science AS • Nutrition and Dietetics AS-T • Spanish AA-T • Fashion Merchandising AS/CoA • Electrical Engineering Transfer • Political Science AA-T
10/2/18	SMC Board of Trustees Meeting Presentation	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Maria Muñoz
9/28/18	Building a Faculty Network for Success and Equity in Math Workshop, Mt. SAC	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Hannah Lawler • Jamar London • Kristin Lui-Martinez • Mitra Moassessi • Brian Rodas • Esau Tovar
9/18/2018	Visit to Maricopa Community College District and South Mountain Community College: Tempe, AZ	<ul style="list-style-type: none"> • 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
9/17/2018	Visit to Arizona State University: Tempe, AZ	<ul style="list-style-type: none"> • 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

9/13/2018 –9/15/2018	AACC Pathways Institute #2: Redesigning Student Intake and Support Systems: Scottsdale, AZ	<ul style="list-style-type: none"> • Brenda Benson • Guido Davis Del Piccolo • Laurie Guglielmo • Kathryn Jeffery 	<ul style="list-style-type: none"> • Maria Muñoz • Delores Raveling • Michael Tuitasi • Irena Zugic
8/31/2018	Sorting Day Revisited: Analysis of Sorting Day Results and Refined Recommendations for Meta-Majors	<ul style="list-style-type: none"> • Curriculum Committee Members • Department Chairs and/or discipline designee(s) • Redesign Steering Committee 	
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)	<ul style="list-style-type: none"> • 600+ Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Classified Staff) 	
8/22/18 & 8/24/18	Departmental Flex Day Exercise: “Program Mapping Pre-Work”	<ul style="list-style-type: none"> • All Instructional Departments 	
8/3/2018	Classified Professional Development Presentation: “Guided Pathways: Redesigning the Student Experience”	<ul style="list-style-type: none"> • Cleve Barton • Daniel Berumen • Nilofar Ghasami • Ashley Mejia 	<ul style="list-style-type: none"> • Estela Ruezga • Michael Tuitasi • Irena Zugic
7/19/18 & 7/20/18	Redesign Summer Retreat (plus 2 additional continuation work meetings on 9/7 and 9/21)	<ul style="list-style-type: none"> • Luis Andrade, Inquiry Team Lead • Chris Baccus, Inquiry Team Lead • Jason Beardsley, English Department Chair • Cyndi Bendezú Palomino, 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 	<ul style="list-style-type: none"> • 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
6/21/2018 – 6/23/2018	AACC Pathways Institute: Integrating Redesigned Developmental Education into Pathways: Baltimore, MD	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Laurie Guglielmo • Kristin Lui-Martinez 	<ul style="list-style-type: none"> • Jean Paik-Schoenberg • Michael Tuitasi • Irena Zugic
5/29/2018- 6/2/2018	Annual National Conference on Race and Ethnicity in American Higher Education (NCORE), New Orleans, LA	<ul style="list-style-type: none"> • Nancy Cárdenas • Laurie Guglielmo 	<ul style="list-style-type: none"> • Maria Muñoz • Irena Zugic
5/18/2018	Program Sorting Day	<ul style="list-style-type: none"> • 220 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff) 	

5/4/2018	<p>Pilot Program Mapping Workshop to explore mapping 7 programs:</p> <ul style="list-style-type: none"> • Electrical Engineering, Transfer • Graphic Design, AS • Business Administration, AS-T • Accounting, AS • Nursing, ADN • Recycling & Resource Management, AS • Communication Studies, AA-T 	<ul style="list-style-type: none"> • Jamey Anderson (engineering) • Luis Andrade (com studies) • Vicenta Arrizon (counseling) • Nancy Cárdenas (workforce development) • Nicole Chan (graphic design) • Jose Cue (counseling) • Tram Dang (engineering) • Taryn De La Rosa (fin. aid) • Tyffany Dowd (counseling) • Nicolas Escobar (student) • Joshua Elizondo (student) • Nilofar Ghasami (financial aid) • Jon Huls (R&R management) • Maral Hyeler (BSSOT Grant) • Samira Khabbazzadeh-Rashti (student) • Nathan Khalil (business) • Ming Lu (accounting) • William Konya (team lead) • Jae Lee (curriculum committee) 	<ul style="list-style-type: none"> • 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 • Dana Nasser (curriculum committee) • Sara Nieves-Lucas (counseling) • Lee Pritchard (curriculum committee) • Robin Ramsdell (counseling) • Vicki Rothman (career services) • Cesar Rubio (accounting) • Redelia Shaw (curriculum committee) • David Shirinyan (curriculum committee) • Tippy Short (counseling) • Olivia Vallejo (counseling) • Vanan Yahnian (equity)
4/28/2018	<p>AACC Pre-Convention Workshop: “Integrating Redesigned Developmental Education into Pathways”: Dallas, TX</p>	<ul style="list-style-type: none"> • Jason Beardsley • Guido Davis Del Piccolo • Kathryn Jeffery • Georgia Lorenz 	<ul style="list-style-type: none"> • Jennifer Merlic • Mitra Moassessi • Maria Muñoz
4/3/2018	<p>An Advanced Guided Pathways Workshop for California Community Colleges Guided Pathways 2018: Marina del Rey, CA</p>	<ul style="list-style-type: none"> • Brenda Benson • Guido Davis Del Piccolo • Kathryn Jeffery 	<ul style="list-style-type: none"> • Georgia Lorenz • Jennifer Merlic • Maria Muñoz
April – June 2018	<p>Program Mapping Work Team weekly meetings</p>	<ul style="list-style-type: none"> • Melanie Bocanegra (Equity/STEM) • Nancy Cárdenas (Steering Committee) • Guido Davis Del Piccolo (Faculty Lead) • Taryn De La Rosa (Financial Aid) • Nilofar Ghasami (Financial Aid) 	<ul style="list-style-type: none"> • William Konya (Work Team Lead) • Jennifer Merlic • Maria Muñoz (Faculty Lead) • Estela Narrie (Articulation Officer) • Janet Robinson (Transfer Center) • Vicki Rothman (Career Services)
3/30/2018	<p>SMC Guided Pathways Plan to CCCCO submitted and certified</p>		
3/19/2018 – 3/20/2018	<p>Dr. Jo-Carol Fabianke (AACC Pathways Coach) Campus Visit</p>	<ul style="list-style-type: none"> • 35 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff) 	
3/13/2018	<p>Spring Flex Day Presentations</p>	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • William Konya 	<ul style="list-style-type: none"> • Georgia Lorenz • Maria Muñoz
3/5/2018	<p>Presentation at California Community Colleges Guided Pathways 2018 Workshop: Marina del Rey</p>	<ul style="list-style-type: none"> • Jason Beardsley (Faculty) 	<ul style="list-style-type: none"> • Nicolas Escobar (Student)
3/1/2018	<p>Presentation at California Community Colleges Guided Pathways 2018 Workshop: Oakland, CA</p>	<ul style="list-style-type: none"> • Jenna Gausman (Faculty) 	<ul style="list-style-type: none"> • Joshua Elizondo (Student)
March – June 2018	<p>Inquiry Team Meetings (2x per month):</p> <ul style="list-style-type: none"> • First Year Experiences, and • High Impact Practices, • Intentional Equity and Retention, • Student Support Services 	<ul style="list-style-type: none"> • 15-35 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff) 	

2/27/2018 3/27/2018 4/24/2018	Redesign Team Meetings	<ul style="list-style-type: none"> • 33-44 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff) 	
2/5/2018 – 6/4/2018	Steering Committee Weekly Meetings	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)
2/21/2018	Presentation at California Community Colleges Guided Pathways 2018 Workshop: Oakland, CA	<ul style="list-style-type: none"> • Jenna Gausman (Faculty) 	<ul style="list-style-type: none"> • Prince Jones (Student)
February 2018	Creation of Redesign Team: <ul style="list-style-type: none"> • Steering Committee • Redesign Team • Inquiry/Work Teams 		
1/25/2018 – 1/26/2018	Pathways Winter Retreat (including Rob Johnstone and Career Ladders Project Representatives)	<ul style="list-style-type: none"> • 110 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff) 	
1/18/2018	General Advisory Board (GAB) Meeting Presentation	<ul style="list-style-type: none"> • Guido Davis Del Piccolo 	<ul style="list-style-type: none"> • Maria Muñoz
11/16/2017 – 11/18/2017	AACC Pathways Institute #1: Washington, DC	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Kathryn Jeffery • Hannah Lawler • Georgia Lorenz 	<ul style="list-style-type: none"> • Jennifer Merlic • Maria Muñoz • Margaret Quiñones-Perez • Michael Tuitasi
10/16/2017	CCCCO: regional California Community College Guided Pathways workshop: Los Angeles, CA	<ul style="list-style-type: none"> • Chris Baccus • Guido Davis Del Piccolo • Jenna Gausman • Kathryn Jeffery • Georgia Lorenz 	<ul style="list-style-type: none"> • Jennifer Merlic • Maria Muñoz • Elaine Polachek • Esau Tovar • Michael Tuitasi

9/5/2017 – 12/13/2017	SMC Guided Pathways Taskforce Meetings (8)	<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • 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
8/24/2017	Presentations at SMC Opening Day	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Hannah Lawler 	<ul style="list-style-type: none"> • Maria Muñoz
June 2017	SMC selected to participate in "AACC Pathways 2.0 Project"		
5/24/2017	Leadership Matters Summit: Bakersfield, CA	<ul style="list-style-type: none"> • Maria Muñoz 	
4/3/2017	SMC receives "Award for Innovation in Higher Education"		
3/16/2017	SMC Spring Flex Day Presentations	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Georgia Lorenz 	<ul style="list-style-type: none"> • Maria Muñoz
1/25/2017	CSU Meta-Majors and Integrated Courses of Study: San Francisco, CA	<ul style="list-style-type: none"> • Guido Davis Del Piccolo 	
1/13/2017	Pathways Planning Retreat (including ASU Representatives)	<ul style="list-style-type: none"> • 46 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators) 	
12/19/2016 – 12/20/2016	Visit to Arizona State University (ASU)	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Georgia Lorenz • Jennifer Merlic 	<ul style="list-style-type: none"> • Maria Muñoz • Esau Tovar
11/3/2016	California Futures Foundation Drive-In Conference (in preparation for Innovation Award submission): Mount San Antonio College	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Roberto Gonzalez • Georgia Lorenz • Laurie McQuay-Peninger 	<ul style="list-style-type: none"> • Jennifer Merlic • Maria Muñoz • Teresita Rodriguez • Esau Tovar