

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

**Scale of Adoption Self-Assessment  
(SOAA)**

# SCALE OF ADOPTION SELF-ASSESSMENT

## Pathways and Equity

*Intended to advance conversations about how institutional practices have differential impacts on racially marginalized students and how SMC can close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of racially marginalized students.*

# SCALE OF ADOPTION SELF-ASSESSMENT

**23 standards/practices** built around the 4 pillars of the Guided Pathways Framework

1. Mapping Pathways to Student End Goals
2. Helping Students Choose and Enter a Program Pathway
3. Keeping Students on Path
4. Ensure Students are Learning

# SCALE OF ADOPTION SELF-ASSESSMENT

We have modified many of the 23 standards/practices for the purposes of making them more meaningful and useful to SMC. Specifically, we have attempted to integrate the currently separated “Equity Considerations for each area/pillar” into the standard/practice itself, thus intentionally centering the equity goals of the college.

- The equity gaps that currently exist at SMC are a result “of design”.
- Intentionally redesigning our practices, policies, and procedures to center Black and Latinx students sets the stage for SMC to close its equity gaps, not “by chance” but “by intention” and “by design”.
- Intentionally designing for racially minoritized students will have the result of benefiting all students, while simultaneously, and specifically, serving the needs of students who historically have been forced to occupy the margins.

# SCALE OF ADOPTION SELF-ASSESSMENT

For example: Standard 1b has been modified from:

“Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area”

to:

“Every Academic and Career Path is intentionally designed to remove internal obstacles and mitigate external obstacles faced by racially minoritized students to help achieve their educational and career goals.”

**The SOAA (now in the chat) shows all the modifications we’ve made to each of the standards/practices.**

# SCALE OF ADOPTION SELF-ASSESSMENT

For each standard:

- Current status
- Progress to date (last 3-4 years)
- Next steps (and timeline) to achieve the standard
- Challenges/Barriers experienced
- Support needed from the CCCCO

# SCALE OF ADOPTION SELF-ASSESSMENT

**A few selected standards**

**corresponding to several  
DPAC Action Plans submitted for 2021-22**

# STANDARD / PRACTICE

- 1b: Every Academic and Career Path is intentionally designed to remove internal obstacles and mitigate external obstacles faced by racially minoritized students to help achieve their educational and career goals (page 4)**
- 4a: Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program (page 26)**

**Current Status:** Scaling in progress

## **Progress to Date:**

- All programs have a defined course sequence for the most efficient and effective completion of the student's award and/or transfer goal
- Short-term certificates have been prioritized in course sequences to provide students with laddering opportunities and stackable skills/milestones
- 111 "Phase 1" maps (course sequences) approved
- Programs have begun to critically reflect on courses and course sequences to better identify the skills and knowledge (SLOs and PLOs) necessary for students to successfully enter their next stage



# STANDARD / PRACTICE

- 1b:** Every Academic and Career Path is intentionally designed to remove internal obstacles and mitigate external obstacles faced by racially minoritized students to help achieve their educational and career goals
- 4a:** Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program

## Next Steps:

- critical review of the practices of developing, approving, and assessing Program Learning Outcomes (PLOs) and course-level Student Learning Outcomes (SLOs) (REVISED DPAC Action Plan #1)
  - engage with the Curriculum and Program Review Committees to co-construct equity-informed practices related to outcomes
- revision of course and program curriculum, including SLOs and PLOs (DPAC Action Plan #1—DELAYED & DPAC Action Plan #2)
  - revising in the interest of equity, anti-racism, centering (and validating) students' assets, efficiency, and project-based, collaborative, and applied learning opportunities (DPAC Action Plan #2)
  - creating built-in practices/strategies to support students (DPAC Action Plan #2)
  - integrating career exploration into gateway courses
  - integrating labor market data, real income, true cost (& benefit) information into public-facing program maps

# STANDARD / PRACTICE

**2b/c/d: Supports are intentionally designed for and provided to help Black and Latinx students succeed in:**

**2b: gateway courses for programs (page 10)**

**2c: critical math courses by the end of first year (page 12)**

**2d: critical English courses by the end of first year (page 14)**

## **Current Status:**

2b: Planning to scale

2c: Scaling in progress

2d: Scaling in progress

## **Progress to Date:**

- Some supports are in place for some gateway courses
- First transfer level English and Math courses have co-requisite support (AB 705)
- Instructional Assistant hours in the Math Lab have been significantly increased
- Embedded academic and non-academic support has been implemented in some co-requisite classes and in two remaining pre-transfer courses (Math 1 and 50)
- SMC GPS now includes Instructional Support area referrals

# STANDARD / PRACTICE

**4b: Instruction across programs (especially in gateway and critical courses) is intentionally designed to engage Black and Latinx students by reflecting and amplifying Black and Latinx student experiences and employing an asset-based, culturally relevant pedagogy to help students think critically, solve meaningful problems, and work and communicate effectively with others (page 27)**

## Current Status:

- Not systematic

## Progress to Date:

- Over the past 8 years, over 200 faculty have participated in the Faculty Summer Institute focused on equity-based, active learning pedagogy
- SMC has an Applied/Service-Learning Program to help facilitate applied learning experiences in courses and programs
- Several CE programs have applied learning experiences embedded in the program requirements
- Professional Learning Communities/Faculty Teams have been created in English and Math to support faculty in the implementation of AB 705

# STANDARD / PRACTICE

**2b/c/d:** Supports are intentionally designed for and provided to help Black and Latinx students succeed in:

**2b:** gateway courses for programs

**2c:** critical math courses by the end of first year

**2d:** critical English courses by the end of first year

**4b:** Instruction across programs (especially in gateway and critical courses) is intentionally designed to engage Black and Latinx students by reflecting and amplifying Black and Latinx student experiences and employing an asset-based, culturally relevant pedagogy to help students think critically, solve meaningful problems, and work and communicate effectively with others

## Next Steps:

- implement at-scale professional development aimed at equitizing courses and pedagogy (DPAC Action Plan #2)
  - implement at-scale professional development aimed at equitizing AB 705 math courses and pedagogy (DPAC Action Plan #3)
  - implement at-scale professional development aimed at equitizing AB 705 English courses and pedagogy (DPAC Action Plan #4)
- increase use of GPS (DPAC Action Plan #5)
- utilizing systematic data collection standards developed for all instructional support programs, determine most effective methods of support

# PILLAR 3: KEEPING STUDENTS ON PATH

3a: Counselors proactively engage Black and Latinx students in building and sustaining momentum toward completing program requirements (page 19)

## Current Status:

- Not systematic

## Progress to Date:

- 30% of students participate in special counseling programs enabling a closer monitoring of program completion and proactive counseling

## Next Steps:

- transition to a “case management” counseling model based on Areas of Interest (DPAC Action Plan #7)
- increase use of GPS (DPAC Action Plan #5)
- implement GPS predictive analytics to identify those students most in need of proactive engagement (DPAC Action Plans #5 & #7)
- identify technology needed to monitor student progress

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