REDESIGNING THE STUDENT EXPERIENCE: A GUIDED PATHWAYS FRAMEWORK

• An integrated, inclusive approach to comprehensively redesign the SMC student experience.
• Reshaping the college as an equitable institution that is more effective and more efficient at serving our diverse student body.

WELCOME TO SORTING DAY!!!

REDESIGNING THE STUDENT EXPERIENCE: A GUIDED PATHWAYS FRAMEWORK

• Seeing ourselves through a STUDENT LENS and using a student-centered approach, we seek to create an equity-driven SMC that:
  • reduces/eliminates equity gaps
  • reduces time to completion
  • increases rates of completion

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

86%

6 in 10

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

88%

9 in 10
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.

Three Year Completion Rate by Race
- White Students: 32.9%
- Asian Students: 23.4%
- Latina/o/x Students: 11.9%
- Black Students: 10.9%

REDESIGNING THE STUDENT EXPERIENCE
- 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”

GUIDED PATHWAYS FRAMEWORK: 4 PILLARS
- Clarify the Path for Students
- Help Students Get on a Path
- Help Students Stay on a Path
- Ensure Students are Learning
GUIDED PATHWAYS FRAMEWORK:
4 Pillars
- Clarify the Path for Students
- Help Students Get on a Path

“META-MAJORS” ARE ABOUT HELPING STUDENTS GET ON A PATH EARLY
- Most students (particularly 1st gen students) don’t know what they want to do
  - Thus … don’t know why they are here
  - Thus … they are more likely to stop-out

“META-MAJORS” ARE ABOUT HELPING STUDENTS GET ON A PATH EARLY
- Most students don’t know they want to study “x”
  - Therefore, they are typically NOT ready to pick 1 of the 143 options
  - BUT: Students do know they “like certain things” or know certain things “interest them”

“META-MAJORS” ARE ABOUT HELPING STUDENTS GET ON A PATH EARLY
- Nearly 30% of our first-time freshmen select “undecided”
- “Undecided” doesn’t help them … and it certainly doesn’t help us in helping them

“META-MAJORS” ARE ABOUT HELPING STUDENTS GET ON A PATH EARLY
- “Meta-majors” help ALL students:
  - Get started on a path
  - Build a community
  - Narrow the choices of required Math courses
  - Enroll in courses that will MOST LIKELY count toward their goal of completion
“META-MAJORS” ARE ABOUT HELPING STUDENTS GET ON A PATH EARLY
• “Meta-majors” do NOT limit student choices or options
• Instead: “meta-majors” help "structure choices" for those students who want structured choices

WHAT ARE “META-MAJORS”?
• Meta-majors are collections of programs that have related courses.
• Meta-majors group together degrees, certificates, & transfer preparation that are considered similar from a student’s perspective.
• Meta-majors are designed to simplify the process of selecting a major.

WHAT “META-MAJORS” ARE NOT
• “Meta-majors” are NOT program maps
  • Program maps are for specific program (degrees, certificates, transfer prep into a specific major)

WHAT “META-MAJORS” ARE NOT
• “Meta-majors” are NOT “majors” or “areas of emphasis”
• No student will be granted a degree or certificate in a “meta-major”

BENEFITS OF META-MAJORS FOR STUDENTS
• Students accumulate fewer “excess” units (i.e., units that do not satisfy program requirements)
15 MOST COMMON “60 UNIT DEGREES”:
DEGREE-APPLICABLE UNITS ONLY

<table>
<thead>
<tr>
<th>SMC Degree</th>
<th>Average Units Earned</th>
<th>Average “Excess” Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (AS)</td>
<td>81</td>
<td>21</td>
</tr>
<tr>
<td>Art (AA)</td>
<td>92</td>
<td>32</td>
</tr>
<tr>
<td>Art History (AA-T)</td>
<td>94</td>
<td>34</td>
</tr>
<tr>
<td>Business (AS)</td>
<td>74</td>
<td>14</td>
</tr>
<tr>
<td>Business Administration (AS-T)</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>Communication Studies (AA-T)</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>ECE (AS)</td>
<td>100</td>
<td>40</td>
</tr>
<tr>
<td>ECE (AS-T)</td>
<td>96</td>
<td>35</td>
</tr>
<tr>
<td>Film Studies (AA)</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>General Science (AA)</td>
<td>83</td>
<td>23</td>
</tr>
<tr>
<td>History (AA-T)</td>
<td>76</td>
<td>16</td>
</tr>
<tr>
<td>Liberal Arts: Arts and Humanities (AA)</td>
<td>82</td>
<td>22</td>
</tr>
<tr>
<td>Liberal Arts: Social and Behavioral Science (AA)</td>
<td>77</td>
<td>17</td>
</tr>
<tr>
<td>Political Science (AA-T)</td>
<td>71</td>
<td>11</td>
</tr>
<tr>
<td>Public Policy (AA)</td>
<td>91</td>
<td>31</td>
</tr>
</tbody>
</table>

BENEFITS OF META-MAJORS FOR STUDENTS

• “Student exploration” is encouraged early in the meta-major and via general education requirements
• Career exploration is now planned and intentional within a general field of study

BENEFITS OF META-MAJORS FOR STUDENTS

• Students engage in major content early which clarifies for student why they are here.
  • If they can answer “why am I here?” they are far more likely to succeed and complete.

BENEFITS OF META-MAJORS FOR STUDENTS

• Meta-majors facilitate learning communities and cohorts as students are likely to be taking similar courses at the same time

LOGIC/PRINCIPLES FOR THE CONSTRUCTION OF “META-MAJORS”

• Must have focus on STUDENT Perspective/Perception
  • Keep an open mind
    • “Traditional ways” may NOT make the most sense
  • This is for and about STUDENTS!
LOGIC/PRINCIPLES FOR THE CONSTRUCTION OF “META-MAJORS”

Common intellectual pursuits
• Similar Career Options
• Similar Transfer Options

Eventually, this might create opportunities to develop shared courses that might not currently exist …

LOGIC/PRINCIPLES FOR THE CONSTRUCTION OF “META-MAJORS”

Shared ways of knowing
• Shared core content
• Common Major Prep
• Common Math requirement
• Shared methodology
  • Examples: Qualitative Research, Quantitative Research, Scientific Method, Artistic Expression, …

LOGIC/PRINCIPLES FOR THE CONSTRUCTION OF “META-MAJORS”

Efficiency in moving students along their path
• Shared pre-requisites
• Overlapping degree requirements

SUMMARY
• Focus on STUDENT perspective
• Common intellectual pursuits (goals)
• Shared ways of knowing
• Efficiency for student completion

What logic/principles you we use to construct the meta-majors?

TABLE ROLES
Each table has people for these roles:
• FACILITATOR: ensures focus and progress in given task
• RECORDER: ensure ideas are documented and submitted
• LEVEL SETTER: ensures all voices at the table are heard and considered
• TRANSLATOR: ensures any confusion gets clarified

SUMMARY
• Focus on STUDENT perspective
• Common intellectual pursuits (goals)
• Shared ways of knowing
• Efficiency for student completion

At your table, discuss the logic/principles you will use to construct the meta-majors; record on the sheet provided.
OVERVIEW OF WHAT WE WILL DO

Place all 143 of our programs into 5-8 “categories” (or piles or buckets).

This will be a multi-step process based on experiences at other institutions.
- An Individual Quick Sort
- A Collective review of that Quick Sort
- A Collective breaking up of the “Other” category into logical piles

All that BEFORE lunch

OVERVIEW OF WHAT WE WILL DO

After lunch:
- Terminology/Labels/Titles
- A larger, more detailed, sorting

It is important that ALL voices are heard throughout the day. We are all important here.

OVERVIEW OF INDIVIDUAL QUICK SORT

Each table currently has:
- 4 Colored “Tentative Name Cards”
  - These are for the first 4 piles you will create.
- 4 “Program Cards” to be placed in a pile with the corresponding color of the “Name Card”
- 1 “OTHER Card”

QUICK SORT INSTRUCTIONS (15 MIN)

- Facilitator divides the stack of cards among everyone at the table.
- Each person QUICKLY (“gut instinct”) places each card they have into ONE of the 5 piles.
  - 4 colored piles
  - 1 “other” pile (this is only for cards that do NOT belong in any of the 4)

COLLECTIVE REVIEW OF COLORED PILES (25 MIN)

- Review logic/principles; modify if necessary.
- Review each of the 4 COLORED piles ONLY.
- Programs which best belong in more than one COLORED pile:
  - make a notation of which other pile on a Post-It, stick it on the card, but keep the card in only one pile.
- Collectively review the tentative name; modify if necessary.
COLLECTIVE REVIEW OF “OTHER” PILE (END AT 12:30)
• Set the COLORED piles aside
• Review logic/principles (YES AGAIN!)
• Collectively sort the “OTHER” pile into 1, 2, 3, or 4 different piles (giving tentative names to each pile). NO MORE THAN 4!
• Place a Post-It note on any card which belongs in more than one pile, but still keep it in only 1 pile.
• Review the name; modify if necessary.

BEFORE YOU BREAK FOR LUNCH
• RECORDERS electronically report the name of each of their piles.
  • BLUE:
  • YELLOW:
  • PINK:
  • GREEN:
    • Additional Pile 1:
    • Additional Pile 2 (if applicable):
    • Additional Pile 3 (if applicable):
    • Additional Pile 4 (if applicable):

PLEASE JOIN TABLES TO CONSTRUCT YOUR GROUP
• Each table also has a “GROUP LETTER”.
• Move your tables together to create one larger GROUP
• You have come to an agreement with your table, now we need to come to an agreement as a larger group
LEVEL SETTERS AND TRANSLATORS: Keep it up!! Going to be more difficult now!

ALTERNATIVES TO THE TERM “META-MAJOR”
• Proposed by the Fall 2017 “GP Taskforce”:
  • Meta-Major
  • Academic & Career Community
  • Academic & Career Field
  • Community of Interest (Interest community)
  • Community of Study
  • Community of Learning
  • Interest Area
• GROUPS (not individuals) may propose an additional term be added before voting

ALTERNATIVES TO THE TERM “META-MAJOR” (INDIVIDUALLY)
• Top 3 or 4 terms will be sent out to the larger campus community for a vote.

FINDINGS SO FAR
• TOTAL # of piles is SEVEN (28 of 36)
• Common names include:
  • Business / Bus & Entrepreneurship
  • STEM / Science
  • Social Sciences / Soc Sci & Behavioral / People, Culture, and Society
  • Creative Arts and Design / Visual & Performing Arts
FINDINGS SO FAR
• Common names in Additional Piles:
  • Education / Health Ed / Public Service
  • Health / Health Science
  • Technology & Design / Media and Design / Computer Tech & Design / Communication and Media

JOINT GROUP SORTING (END 3:45)
• Agree upon logic/principles to be used
• TOTAL # of piles is SEVEN
• Give a tentative name to each pile
• Use only ONE set of program cards
• Sort all 143 cards into the exact # of piles
• If a program should be housed in 2 different meta-majors, write the program on a blank card and insert into the other pile.

JOINT GROUP NAMING (30 MIN)
• Give a perfected name to each pile along with a “tagline” which describes the programs within it
  • “Tagline” could be a question or a statement THAT IS MEANINGFUL TO STUDENTS
• Complete the “Final Draft Name Card” with:
  • Meta-major name: tagline
FACILITATOR: Put the “name card” on the top of the pile, secure each pile with a large clip, bring to the front table

CONGRATULATIONS AND THANKS ! ! ! !
GIVE YOURSELVES AND EACH OTHER A SERIOUS ROUND OF APPLAUSE!

Next up:
• Continued work of the Inquiry Teams and Program Mini-Teams
• Campus-wide input regarding today’s results
• Opening Day in Fall 2018
• ONWARD!!!