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).
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

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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.

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**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.


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<tr>
<th>Date(s)</th>
<th>Event</th>
<th>Participants, Presenters, Notes, …</th>
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</thead>
</table>
| 9/26/2019 - 9/28/2019 | AACC Pathways Institute #3: Ensuring Students are Learning and Progressing Along the Pathway, New Orleans, LA | • Jason Beardsley  
• Edna Chavarry  
• Guido Davis Del Piccolo  
• Nathaniel Donahue  
• Jose Hernandez  
• Kathryn Jeffery  
• Dana Nasser  
• Irena Zugic  
• Summer Programming for Black and Latinx FTIC Students  
• Orientation  
• Equitizing Gateway Courses |
| August, 2019 | New Redesign Work Teams Created                                         | • Maria Muñoz  
• Irena Zugic |
| 8/22/19       | SMC Institutional Flex/Opening Day – Fall 2019                          | • Over 30 participants from Implementation Team, Integrated Redesign Team, Redesign team leads and Academic Senate committee chairs |
| 8/7/19 & 8/8/19 | Redesign Summer Retreat                                                 | • Guido Davis Del Piccolo  
• Maria Muñoz  
• Access to Services  
• Equity-Minded Student Worker Training  
• Onboarding  
• Learning Resources  
• Course Scheduling and Enrollment |
| 7/15/19       | Teaching and Learning Studio, d.School, Stanford                       |                                                                   |
| June, 2019    | New Redesign Work Teams Created                                         |                                                                   |
6/26/2019  Phase 1 Program Map Vetting Pilot

- Vicenta Arrizon
- Jose Cue
- Amy Dworsky
- Amanda Garcia
- Estela Narrie
- Sara Nieves-Lucas
- Robin Ramsdell
- Olivia Vallejo
- Alicia Villalpando
- Audra Wells

≈ 40 participants for the following programs:
- 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

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5/31/19  Program Mapping (Phase 1):

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.

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5/7/19  LA/OC Learning Cluster Presentation:

“Expanding Leadership Across Campus: Building Faculty, Staff and Student Engagement”

- Guido Davis Del Piccolo
- Maria Muñoz

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5/3/19  Areas of Interest launched on SMC website

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4/30/19  SMC Scale of Adoption Self-Assessment submitted to CCCCO

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4/13/19  AACC Pathways 2.0 Pre-Conference Institute:

Developing Pathways Connections With External Stakeholder Groups; Orlando, FL

- Frank Dawson
- Maral Hyeler
- Sara Nieves-Lucas
- Michael Tuitasi
- Irena Zugic

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4/8/19  Student Advisory Squad Presentation at the Chancellor’s Office Regional Guided Pathways conference in Sacramento

- Ishmael Jasmin
- Leyla Messian
- Anthony Arevalo- Hernandez
- Jenna Gausman (faculty lead)
### Program Mapping (Phase 1):

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.

- Approximately 100 participants for the following programs:
  - 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

### Redesign Update at SMC Management Association meeting

- Brenda Benson
- Kiersten Elliott
- Erica LeBlanc
- Irena Zugic

### SMC Implementation Team Meeting – ASU Visit

- Maria Hesse (ASU)
- Cheryl Hyman (ASU)

### SMC Institutional Flex – Spring 2019

- Luis Andrade
- Brenda Benson
- Guido Davis Del Piccolo
- Kiersten Elliott
- Erica LeBlanc
- Maria Muñoz
- Vicki Rothman
- Steven Sedky

### SMC Co-Creation Workshop facilitated by Lime Design: Design Challenge: “How might we foster a sense of engagement and belonging for SMC students?”

- Jason Beardsley
- Brenda Benson
- Vanessa Bonilla
- Edna Chavarrý
- Sheila Cordova
- Frank Dawson
- Guido Davis Del Piccolo
- Nancy Grass
- Laurie Guglielmo
- Josephine Hao
- Jose Hernandez
- Erika Knox
- Erica Leblanc
- Maria Munoz
- Jonathan Ng
- Steven Sedky
- Olivia Vallejo
- Deirdre Weaver
- Irena Zugic
- plus 16 students

March, 2019

“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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Names</th>
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<tbody>
<tr>
<td>February, 2019</td>
<td>Creation of Integrated Redesign Team (IRT)</td>
<td>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</td>
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<td>1/31/19 &amp; 2/1/19</td>
<td>SMC Design Thinking Training by Lime Design</td>
<td>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, Maral Hyeler, Stacey Jones, Denise Kinsella, Nathlie Laille, Erica Leblanc, Kristin Lui-Martinez, Ashley Mejia, Maria Muñoz, Estela Narrie, Delores Raveling, Esau Tovar, Olivia Vallejo, Kayli Weatherford, Audra Wells, Irena Zugic</td>
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<tr>
<td>1/23/19</td>
<td>Cradle to Career Meeting Presentation regarding SMC Redesign, Santa Monica City Library</td>
<td>Irena Zugic</td>
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<tr>
<td>Dec, 2018</td>
<td>Counseling Department feedback regarding “buckets” for programs</td>
<td></td>
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</tbody>
</table>
### Program Mapping (Phase 1):
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.

#### 12/7/18
= 100 participants for the following programs:
- 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
Joshua Elizondo (SMC Student Advisory Squad) selected to serve on the Chancellor’s Office Guided Pathways Advisory Committee (GPAC)

#### 11/30/18
Presentation at LACCD Student Success Summit #1, Pierce College - Creating Opportunities to Empower Students

- Jenna Gausman (Faculty)
- Leyla Messian (Student)
- Shaina Gilbert (Student)
- Anthony Arevalo-Hernandez (Student)
- Isabella Milkes (Student)

#### Oct, 2018
New Work Groups Created

- Student Care Team
- Guided Career Exploration
- Needs Assessment
- Community Building

#### 11/19/18 and 11/20/18
Dr. Jo-Carol Fabianke and Michael Poindexter (AACC Pathways Coaches) SMC Visit

- 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
5 Student Focus Groups Research on program “clustering” (“Meta-Majors”)

- 90 students total from various levels of English courses provided feedback on the “buckets” with suggested names/themes for each
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Participants</th>
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<tbody>
<tr>
<td>10/26/18</td>
<td>Program Mapping (Phase 1): Teams of Instructional faculty, Counseling</td>
<td>≈ 100 participants for the following programs:</td>
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<tr>
<td></td>
<td>faculty, Curriculum Committee Representative, and student create course</td>
<td>- Art History AA-T</td>
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<td></td>
<td>sequence for program requirements as well as required English and</td>
<td>- Business Administration AS-T</td>
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<td>mathematics, required GE courses, and other needed electives.</td>
<td>- Mathematics AS-T</td>
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<td>- Interior Architectural Design AS/CoA</td>
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<td>- Anthropology AA-T</td>
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<td>- History AA-T</td>
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<td>- Nursing ADN</td>
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<td>- Biology Transfer</td>
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<td>- Music AA</td>
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<td>- Photography AS/CoA</td>
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<td>- Economics AA-T</td>
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<td>- Theatre Arts AA-T</td>
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<td>10/12/18</td>
<td>Program Mapping (Phase 1): Teams of Instructional faculty, Counseling</td>
<td>≈ 100 participants for the following programs:</td>
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<td>faculty, Curriculum Committee Representative, and student create course</td>
<td>- Administration of Justice AS-T</td>
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<td></td>
<td>sequence for program requirements as well as required English and</td>
<td>- Communication Studies AA-T</td>
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<td>mathematics, required GE courses, and other needed electives.</td>
<td>- Dance AA</td>
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<td>- Early Childhood Education AS-T</td>
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<td>- Recycling and Resource Management AS/CoA</td>
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<td>- Nutrition and Dietetics AS-T</td>
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<td>- Spanish AA-T</td>
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<td>- Fashion Merchandising AS/CoA</td>
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<td>- Electrical Engineering Transfer</td>
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<td>- Political Science AA-T</td>
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<tr>
<td>10/2/18</td>
<td>SMC Board of Trustees Meeting Presentation</td>
<td>Guido Davis Del Piccolo</td>
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<td>Maria Muñoz</td>
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<td>9/28/18</td>
<td>Building a Faculty Network for Success and Equity in Math Workshop,</td>
<td>Guido Davis Del Piccolo</td>
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<td>Mt. SAC</td>
<td>Hannah Lawler</td>
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<td>Kristin Lui-Martinez</td>
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<td>9/18/2018</td>
<td>Visit to Maricopa Community College District and South Mountain</td>
<td>Brenda Benson</td>
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<td>Community College: Tempe, AZ</td>
<td>Guido Davis Del Piccolo</td>
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<td>Irena Zugic</td>
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<td>9/17/2018</td>
<td>Visit to Arizona State University: Tempe, AZ</td>
<td>Brenda Benson</td>
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<td>Melanie Bocanegra</td>
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<td>Guido Davis Del Piccolo</td>
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<td>Maria Muñoz</td>
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<td>Teresita Rodriguez</td>
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<td>Steven Sedky</td>
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<td>Michael Tuitasi</td>
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<td>Irena Zugic</td>
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<tr>
<td>8/31/2018</td>
<td>Sorting Day Revisited: Analysis of Sorting Day Results and Refined Recommendations for Meta-Majors</td>
<td>Curriculum Committee Members, Department Chairs and/or discipline designee(s), Redesign Steering Committee</td>
</tr>
<tr>
<td>8/23/2018</td>
<td>Opening Day focused on “The Redesign of the SMC Student Experience” (keynote addresses by Dr. Fredrick Corey, ASU and Dr. Irene Malmgren, Mt. SAC)</td>
<td>600+ Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Classified Staff)</td>
</tr>
<tr>
<td>8/22/2018 &amp; 8/24/2018</td>
<td>Departmental Flex Day Exercise: “Program Mapping Pre-Work”</td>
<td>All Instructional Departments</td>
</tr>
<tr>
<td>8/3/2018</td>
<td>Classified Professional Development Presentation: “Guided Pathways: Redesigning the Student Experience”</td>
<td>Cleve Barton, Daniel Berumen, Nilofar Ghasami, Ashley Mejia, Estela Ruezga, Michael Tuitasi, Irena Zugic</td>
</tr>
<tr>
<td>7/19/2018 &amp; 7/20/2018</td>
<td>Redesign Summer Retreat (plus 2 additional continuation work meetings on 9/7 and 9/21)</td>
<td>Luis Andrade, Inquiry Team Lead, Chris Baccus, Inquiry Team Lead, Jason Beardsley, English Department Chair, Cyndi Bendeþu Palomino, Equity, Brenda Benson, Steering Committee, Daniel Beruman, Inquiry Team Lead, Nancy Cárdenas, Workforce &amp; 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 &amp; 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</td>
</tr>
<tr>
<td>5/18/2018</td>
<td>Program Sorting Day</td>
<td>220 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)</td>
</tr>
</tbody>
</table>
### Pilot Program Mapping Workshop to explore mapping 7 programs:

- Electrical Engineering, Transfer
- Graphic Design, AS
- Business Administration, AS-T
- Accounting, AS
- Nursing, ADN
- Recycling & Resource Management, AS
- Communication Studies, AA-T

**5/4/2018**

- 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)
- Nathan Khalil (business)
- Ming Lu (accounting)
- William Konya (team lead)
- Jae Lee (curriculum committee)

- Beaub (engineering)
- Jacqueline Martinez (student)
- Emin Menachehanian (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)
- Dela Shaw (curriculum committee)
- David Shirinyan (curriculum committee)
- Tippy Short (counseling)
- Olivia Vallejo (counseling)
- Vanan Yahnian (equity)

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<tr>
<th>Date</th>
<th>Event</th>
<th>Participants</th>
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<tr>
<td>4/28/2018</td>
<td>AACC Pre-Convention Workshop: “Integrating Redesigned Developmental Education into Pathways”</td>
<td>Jason Beardsley, Guido Davis Del Piccolo, Kathryn Jeffery, Georgia Lorenz, Jennifer Merlic, Mitra Moassessi, Maria Muñoz</td>
</tr>
<tr>
<td>4/3/2018</td>
<td>An Advanced Guided Pathways Workshop for California Community Colleges Guided Pathways 2018: Marina del Rey, CA</td>
<td>Brenda Benson, Guido Davis Del Piccolo, Kathryn Jeffery, Georgia Lorenz, Jennifer Merlic, Maria Muñoz</td>
</tr>
<tr>
<td>April – June 2018</td>
<td>Program Mapping Work Team weekly meetings</td>
<td>Melanie Bocanegra (Equity/STEM), 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</td>
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<tr>
<td>3/30/2018</td>
<td>SMC Guided Pathways Plan to CCCCO submitted and certified</td>
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<tr>
<td>3/19/2018 – 3/20/2018</td>
<td>Dr. Jo-Carol Fabianke (AACC Pathways Coach) Campus Visit</td>
<td>35 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)</td>
</tr>
<tr>
<td>3/13/2018</td>
<td>Spring Flex Day Presentations</td>
<td>Guido Davis Del Piccolo, William Konya, Georgia Lorenz, Maria Muñoz</td>
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<tr>
<td>3/5/2018</td>
<td>Presentation at California Community Colleges Guided Pathways 2018 Workshop: Marina del Rey</td>
<td>Jason Beardsley (Faculty), Nicolas Escobar (Student)</td>
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<tr>
<td>3/1/2018</td>
<td>Presentation at California Community Colleges Guided Pathways 2018 Workshop: Oakland, CA</td>
<td>Jenna Gausman (Faculty), Joshua Elizondo (Student)</td>
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<tr>
<td>March – June 2018</td>
<td>Inquiry Team Meetings (2x per month):</td>
<td>First Year Experiences, and High Impact Practices, Intentional Equity and Retention, Student Support Services</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>2/27/2018</td>
<td>Redesign Team Meetings</td>
<td>33-44 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)</td>
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<tr>
<td>3/27/2018</td>
<td>Redesign Team Meetings</td>
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<tr>
<td>4/24/2018</td>
<td>Redesign Team Meetings</td>
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<tr>
<td>2/5/2018 – 6/4/2018</td>
<td>Steering Committee Weekly Meetings</td>
<td>Brenda Benson (Senior Admin Dean, Counseling)</td>
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<td>Nancy Cárdenas (Counseling Faculty / Workforce Development)</td>
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<td>Guido Davis Del Piccolo (Faculty Lead)</td>
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<td>Nathaniel Donahue (President, Academic Senate)</td>
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<td>Marc Drescher (Chief Director, IT)</td>
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<td>Laurie Guglielmo (Counseling Department Chair)</td>
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<td>Hannah Lawler / Edna Chavarry (Dean, Institutional Research)</td>
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<td>Georgia Lorenz (VP, Academic Affairs)</td>
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<td>Mitra Moassessi (Mathematics &amp; A.S. Chair of Chairs)</td>
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<td>Maria Muñoz (Faculty Lead)</td>
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<td>Esau Tovar (Dean, Enrollment)</td>
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<td>Michael Tuitasi (VP, Student Affairs)</td>
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<tr>
<td>2/21/2018</td>
<td>Presentation at California Community Colleges Guided Pathways 2018 Workshop: Oakland, CA</td>
<td>Jenna Gausman (Faculty)</td>
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<td>Prince Jones (Student)</td>
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<td>February 2018</td>
<td>Creation of Redesign Team:</td>
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<td>- Steering Committee</td>
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<td>- Redesign Team</td>
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<td>- Inquiry/Work Teams</td>
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<tr>
<td>1/25/2018 – 1/26/2018</td>
<td>Pathways Winter Retreat (including Rob Johnstone and Career Ladders Project Representatives)</td>
<td>110 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)</td>
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<tr>
<td>1/18/2018</td>
<td>General Advisory Board (GAB) Meeting Presentation</td>
<td>Guido Davis Del Piccolo</td>
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<td>Maria Muñoz</td>
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<tr>
<td>11/16/2017 – 11/18/2017</td>
<td>AACC Pathways Institute #1: Washington, DC</td>
<td>Guido Davis Del Piccolo</td>
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<td>Kathryn Jeffery</td>
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<td>Hannah Lawler</td>
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<td>Georgia Lorenz</td>
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<td>Jennifer Merlic</td>
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<td>Maria Muñoz</td>
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<td>Margaret Quiñones-Perez</td>
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<td>Michael Tuitasi</td>
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<td>10/16/2017</td>
<td>CCCCCO: regional California Community College Guided Pathways workshop: Los Angeles, CA</td>
<td>Chris Baccus</td>
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<td>Guido Davis Del Piccolo</td>
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<td>Elaine Polachek</td>
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<td>Michael Tuitasi</td>
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</table>
| 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  
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 |
| 8/24/2017 | Presentations at SMC Opening Day | Guido Davis Del Piccolo  
Hannah Lawler  
Maria Muñoz |
| June 2017 | SMC selected to participate in “AACC Pathways 2.0 Project” | - |
| 5/24/2017 | Leadership Matters Summit: Bakersfield, CA | Maria Muñoz |
| 4/3/2017 | SMC receives “Award for Innovation in Higher Education” | - |
| 3/16/2017 | SMC Spring Flex Day Presentations | Guido Davis Del Piccolo  
Georgia Lorenz  
Maria Muñoz |
| 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 |
| 12/19/2016 – 12/20/2016 | Visit to Arizona State University (ASU) | Guido Davis Del Piccolo  
Georgia Lorenz  
Jennifer Merlic  
Maria Muñoz  
Esau Tovar |
| 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 |