

Comprehensive Redesign of the SMC Student Experience

(borrowed liberally from Skyline College)

The comprehensive Redesign of the SMC student experience is an integrated, inclusive approach to reimagine and redesign the college as an equitable institution that is more effective and more efficient at serving our diverse student body with its diverse aspirations, and social and academic preparations. Using a student-centered 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 goals of the redesign are:

1. to eliminate equity gaps,
2. to reduce time to completion, and
3. to increase rates of completion.

This redesign will involve many facets of the student experience including but not limited to:

- curriculum and course sequencing (program maps),
- career information and explorations,
- academic and non-academic support services,
- academic and career counseling services,
- class scheduling,
- pre-college outreach and preparation,
- matriculation and enrollment,
- faculty-student relationships
- interaction with technological tools

This redesign of the student experience involves building the college's structures and programs within what has been identified as a "guided pathways framework". Using such a framework requires managing and sustaining large-scale transformational change to intentionally rebuild our structures and programs to improve rates of college completion, transfer, and attainment of jobs with value in the labor market and to achieve equity in these outcomes.

Approaching this effort via a college-wide networked community of practitioners—the "Redesign Team" outlined below—we seek to reduce duplication and contradiction of efforts, improve communication and understanding of efforts, and create important "cross-functional" opportunities to strengthen our efforts and bring them to scale as part of a transformation of "business as usual".

Redesign Team

The Redesign Team collaboratively guides SMC's comprehensive redesign and keeps close integration with existing SMC efforts. The Redesign Team is a collaborative body, led by a "steering committee", and comprised of faculty, staff, students and administrators. The Redesign Team includes representatives from the inquiry/work teams, the shared governance bodies at SMC, various campus programs, and from the logistics and communications squads.

Inquiry/Work Teams

Inquiry teams meet regularly to research and investigate questions pertinent to the comprehensive redesign, including but not necessarily limited to transformative pedagogy and innovative methods of delivering support services to enhance student success.

Once the inquiry team makes a recommendation for implementation, the team may become a work team to facilitate the recommended implementation. Work teams meet regularly to plan for the implementation of specific elements of the comprehensive redesign. These teams of varying size consist of faculty, staff, students, and administrators from the campus at large.

Support Squads

Support squads serve as experts/consultants/trouble-shooters to guide the work of the comprehensive redesign and consider issues related to implementation.

Redesign Team Steering Committee (subject to change as needed; meets weekly):

1. Brenda Benson (Senior Admin Dean, Counseling)
2. Nancy Cardenas (Counseling Faculty / Workforce Development)
3. Guido Davis Del Piccolo (Instructional Faculty, Philosophy and Social Sciences)
4. Marc Drescher (Chief Director, IT)
5. Nathaniel Donahue (President, Academic Senate)
6. Laurie Guglielmo (Counseling Faculty and Department Chair)
7. Hannah Lawler (Dean, Institutional Research)
8. Georgia Lorenz (VP, Academic Affairs)
9. Mitra Moassessi (Instructional Faculty and Department Chair, Mathematics & A.S. Chair of Chairs)
10. Maria Muñoz (Instructional Faculty and Department Chair, Communication and Media Studies)
11. Esau Tovar (Dean, Enrollment)
12. Michael Tuitasi (VP, Student Affairs)

Redesign Team Membership (subject to change as needed; meets monthly):

Instructional Faculty Leads	1. Guido Davis Del Piccolo (Philosophy and Social Sciences) 2. Maria Muñoz (Communication and Media Studies)
Department Chairs	3. Jason Beardsley (English) 4. Mitra Moassessi (Mathematics & Chair of Chairs) 5. Laurie Guglielmo (Counseling)
Counseling faculty	6. Chris Baccus (Academic Counseling) 7. Jenna Gausman (Career Counseling)
Deans	8. Brenda Benson (Counseling, Retention & Student Wellness) 9. Melanie Bocanegra (Student Equity & STEM) 10. Hannah Lawler (Institutional Research) 11. Jennifer Merlic (Instructional) 12. Patricia Ramos (Workforce Development) 13. Frank Dawson (Career Education) 14. Esau Tovar (Enrollment)
Vice Presidents	15. Georgia Lorenz (Academic Affairs) 16. Teresita Rodriguez (Enrollment Development) 17. Michael Tuitasi (Student Affairs)
Academic Senate	18. Nathaniel Donahue
Faculty Association	19. Peter Morse
Classified	20. TBD
Students Reps	21. Student A 22. Student B
Equity	23. Sherri Bradford (Counseling) 24. Cindy Palamino-Bendezu (Project Manager, Equity Initiatives)
Professional Development	25. Edna Chavarry (Director, Academic Affairs Initiatives) 26. Marisol Moreno (History)
Institutional Effectiveness	27. Elisa Meyer (English)
Workforce/Economic Development	28. Nancy Cardenas (Counseling)
Inquiry/Work Team Leads <i>(see below for description of teams)</i>	29. Program Maps (multiple) Work Teams - W. Konya, Mathematics 30. First-year Experiences Inquiry Team - C. Baccus, Counseling & S. Sedky, Business 31. Meta-Major / GE Redesign Inquiry Team - TBD 32. Intentional Equity and Retention Inquiry Team - L. Andrade, Communications and Media Studies 33. High Impact Practices (HIP) Inquiry Team - K. Lui-Martinez, Mathematics & J. Paik Schoenberg, English 34. Student Support Services Inquiry Team - L. Guglielmo, Counseling & B. Benson, Senior Admin Dean, Counseling 35. Technology Inquiry Team - R. Bhatia, Director, MIS
Support Squad Lead	36. Communication Squad (see below) 37. Logistics Squad (see below) 38. Student Advisory Squad (see below)

Inquiry/Work Teams (would likely meet at least every 2 weeks)
(Each team aligns with one or more pillars of the Guided Pathways Framework)

<p>Program Maps (Multiple) Work Teams</p>	<ul style="list-style-type: none"> • Clarifying the Path for Students • Ensure Students are Learning <p>These teams are composed of 3 members each (1 Curriculum Representative, 1 (additional) discipline faculty member, and 1 counseling faculty). These teams assist departments in creating program maps (course sequences, electives, and GE) for each program.</p>
<p>First-year Experiences Inquiry Team</p>	<ul style="list-style-type: none"> • Help Students Get on a Path <p>This team explores how to best redesign first-year experiences to help students explore fields, majors, and careers. This may include a first semester course to support all students through the transition into college and careers with the goal of promoting academic and professional success for all and eliminating the retention equity gap.</p>
<p>Meta-Major / GE Redesign Inquiry Team</p>	<ul style="list-style-type: none"> • Clarifying the Path for Students • Help Students Get on a Path • Ensure Students are Learning <p>This team explores how to structure “Meta-Majors” and place programs to make them most relevant and easy to access by students. The team also explores how to contextualize its largest (gateway) general education courses to make them more relevant to students to particular meta-majors and make the curriculum more cohesive.</p>
<p>Intentional Equity and Retention Inquiry Team</p>	<ul style="list-style-type: none"> • Help Students Get on a Path • Help Students Stay on Their Path <p>This team explores the structural and institutional practices that can be implemented that promote equity and retention of students.</p>
<p>High Impact Practices (HIP) Inquiry Team</p>	<ul style="list-style-type: none"> • Help Students Get on a Path • Help Students Stay on Their Path • Ensure Students are Learning <p>This team explores pedagogy centered on equity and high impact teaching practices (including accelerated and adaptive learning) in critical courses.</p>
<p>Student Support Services Inquiry Team</p>	<ul style="list-style-type: none"> • Help Students Get on a Path • Help Students Stay on Their Path <p>This team explores redesigning student services to be in alignment with meta-majors that may include modifications to orientation, delivery of career development support and services, increasing comprehensive educational plans, and examining integration with instruction.</p>
<p>Technology Inquiry Team</p>	<ul style="list-style-type: none"> • Help Students Get on a Path • Help Students Stay on Their Path <p>This team explores technological tools to create an infrastructure that leverages technology with human interaction to provide a student-centric experience designed to facilitate decision making, while simultaneously helping staff be more efficient and effective in serving students.</p>

Support Squads (subject to change as needed; would likely meet every 2 weeks or as needed)

Squad members serve as experts/consultants/trouble-shooters to guide the work of the comprehensive redesign and consider issues related to implementation and roll out of the comprehensive redesign initiatives.

Support Squads:

Communication Squad:

At least one representative from each of the following areas:

1. Outreach	Delores Raveling (Interim Dean, First Year Programs)
2. Marketing, Communications, Public Relations	Kiersten Elliott (Dean, Community and Academic Relations)
3. Counseling	Jose Cue
4. Workforce/Economic Development	Sasha King (Director, Business Development)
5. Student Life	Nancy Grass (Associate Dean, Student Life)
6. Instructional Faculty	Ashanti Blaize-Hopkins, Communications and Media Studies

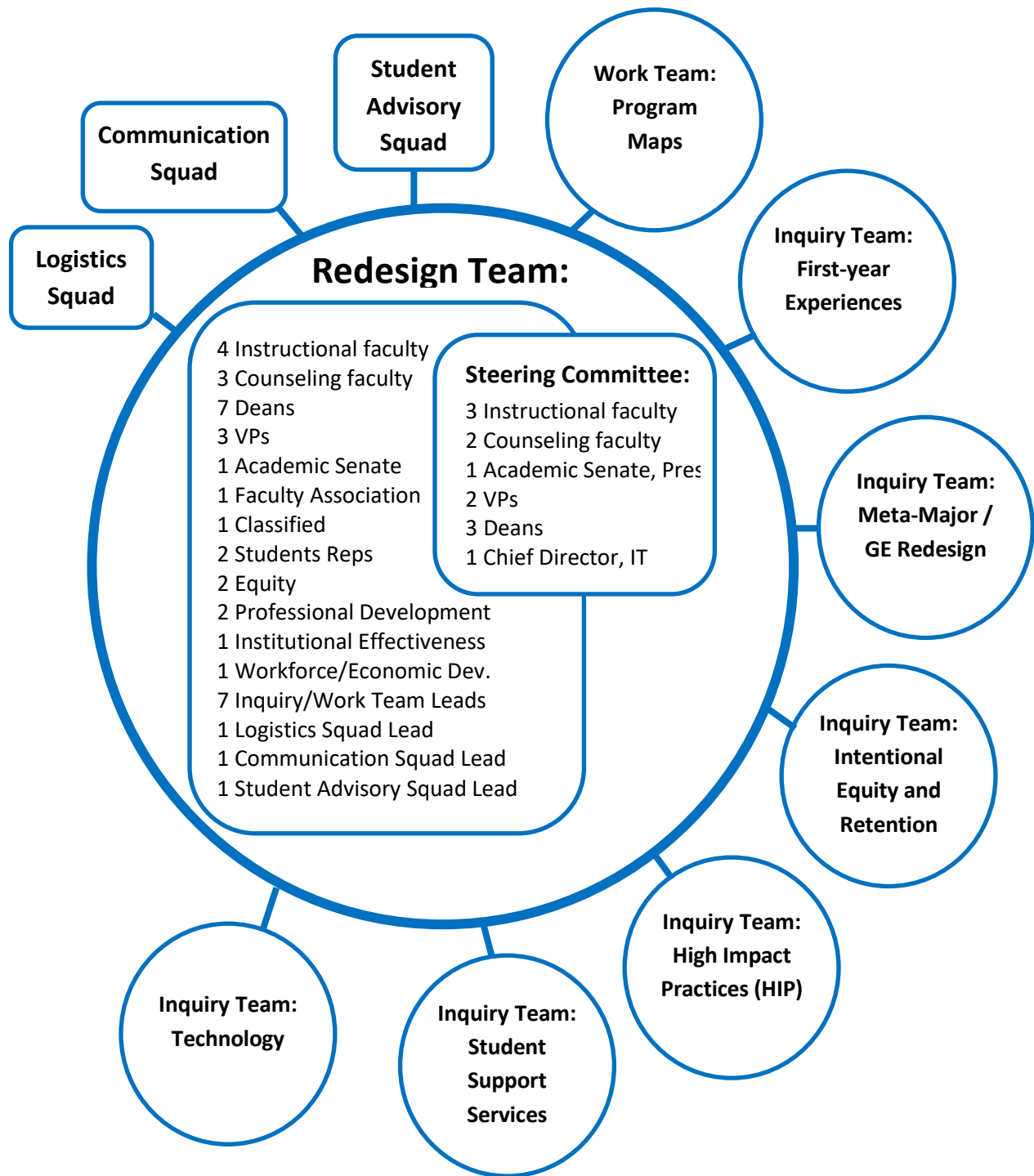
Logistics Squad:

At least one representative from each of the following areas:

1. Instruction Office (Curriculum)	Irena Zugic
2. Admissions & Records	TBD
3. Technology Support	Rupinder Bhatia
4. Financial Aid	TBD
5. Institutional Research	Yosief Yihunie
6. Counseling (Curriculum / Articulation)	Estela Narrie
7. Instructional Dean (Curriculum)	Jennifer Merlic
8. Library (Curriculum)	Brenda Antrim

Student Advisory Squad:

10-12 students from a variety of backgrounds and experiences will serve on this squad. All members of this squad are invited to attend any Redesign Team and/or Inquiry/Work Team meetings. This squad will give input into designs and changes being considered. Additionally, this squad will work closely with the Communication Squad.



Guided Pathways Framework: Four Pillars

Clarify the Path for Students	Help Students Get on a Path	Help Students Stay on a Path	Ensure Students are Learning
<p>All programs are mapped (with the students' end-goal in mind) to transfer and career and include these features:</p> <ul style="list-style-type: none"> • Detailed information on target career and transfer outcomes • Information on course sequences, critical courses, and recommended contextualized/complementary general education and elective courses • Embedded awards and progress milestones • Mathematics and other core coursework are aligned to each program of study 	<p>These supports will help ensure students get the best start (early momentum):</p> <ul style="list-style-type: none"> • Multiple measures to assess students' needs • First-year experiences to help students explore careers, fields, and majors • Accelerated/Adaptive curriculum to ensure college-level credit as early as possible • Full program educational plans • Contextualized, integrated academic support in gateway and critical courses • K-12 partnerships focused on career/college program exploration 	<p>To keep students on path, we want to utilize these supports:</p> <ul style="list-style-type: none"> • Ongoing, proactive academic counseling • Technological tools for students to easily track their progress • Targeted, contextualized extracurricular programming • Building community through cohort-based offerings and services • Systems/procedures to identify students at risk and provide needed supports 	<p>To enrich and strengthen student learning:</p> <ul style="list-style-type: none"> • Program-specific learning outcomes • Project-based, collaborative learning • Applied learning experiences • Inescapable student engagement • Faculty-led improvement of teaching practices • Systems/procedures for the college and students to track learning outcomes • Intentional development of critical thinking skills

If we want different results, we need to design our institutions differently. Building a structure with the students and their end goals in mind results in everything we do being focused on helping students reach their self-defined goals, regardless of the level at which they arrived.