


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



SANTA MONICA COLLEGE

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**WELCOME TO SORTING DAY!!!**



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**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.

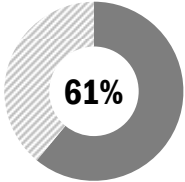
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**REDESIGNING THE STUDENT EXPERIENCE:  
A GUIDED PATHWAYS FRAMEWORK**

- 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

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**SMC New Students and First-time Freshmen Status**



Among students new to SMC in Fall 2013 (non-F1), more than

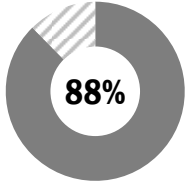
**6 in 10**

were first time to college (first-time freshmen).

N = 8188

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**Incoming Freshmen and Their Educational Goals**



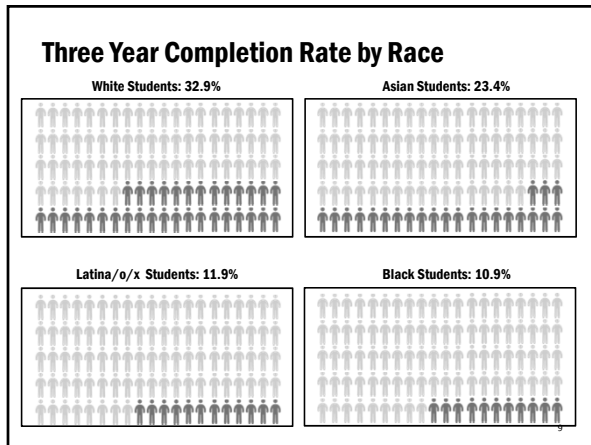
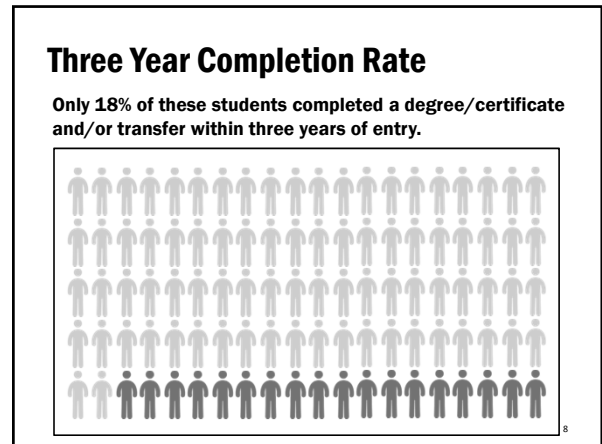
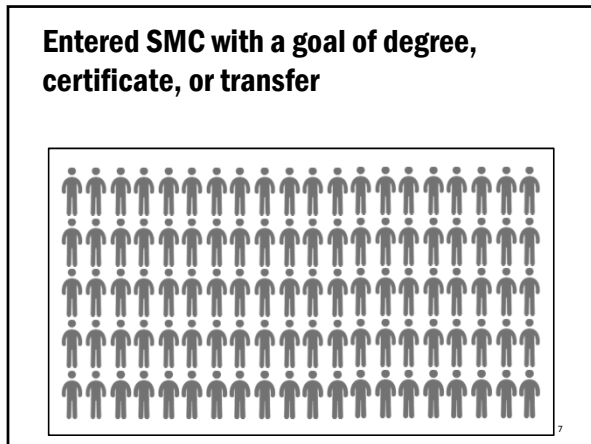
Among first-time freshmen entering SMC in Fall 2013 (non-F1), nearly

**9 in 10**

reported a transfer, degree, or certificate (credential) goal.

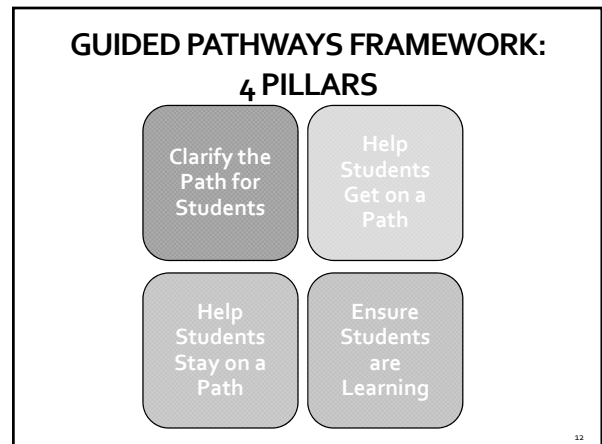
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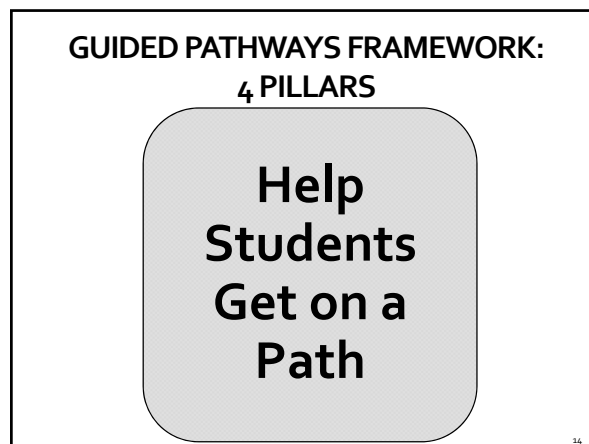
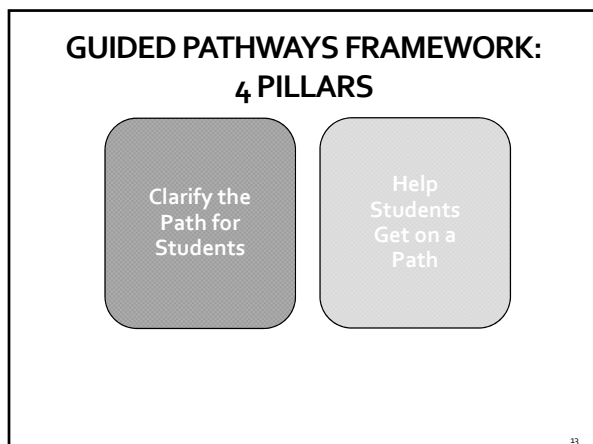
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- REDESIGNING THE STUDENT EXPERIENCE**
- Elements of the Guided Pathways Framework are not necessarily “new”
  - SMC and institutions around the country have been using some of the elements:
    - cohort model, contextualized & applied learning, targeted & proactive advising, block scheduling, course sequencing, ...
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- 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”
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- "META-MAJORS" ARE ABOUT HELPING STUDENTS GET ON A PATH EARLY**
- Most students (particularly 1<sup>st</sup> 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
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- "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"
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- "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
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- "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
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**"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

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**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.

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**WHAT "META-MAJORS" ARE NOT**

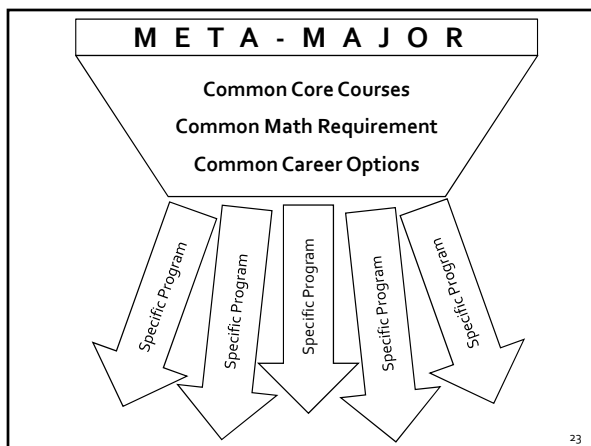
- "Meta-majors" are NOT program maps
- Program maps are for specific program (degrees, certificates, transfer prep into a specific major)

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**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"

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**BENEFITS OF META-MAJORS FOR STUDENTS**

- Students accumulate fewer "excess" units (i.e., units that do not satisfy program requirements)

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### 15 MOST COMMON "60 UNIT DEGREES": DEGREE-APPLICABLE UNITS ONLY

SMC Degree	Average Units Earned	Average "Excess" Units
Accounting (AS)	81	21
Art (AA)	92	32
Art History (AA-T)	94	34
Business (AS)	74	14
Business Administration (AS-T)	85	25
Communication Studies (AA-T)	75	15
ECE (AS)	100	40
ECE (AS-T)	95	35
Film Studies (AA)	80	20
General Science (AA)	83	23
History (AA-T)	76	16
Liberal Arts: Arts and Humanities (AA)	82	22
Liberal Arts: Social and Behavioral Science (AA)	77	17
Political Science (AA-T)	71	11
Public Policy (AA)	91	31

### 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

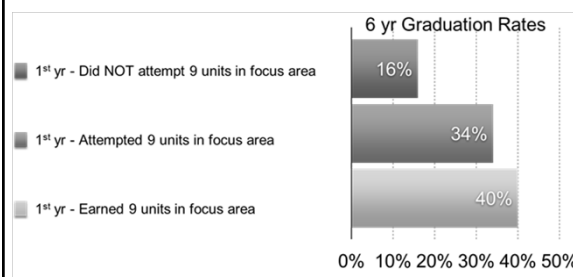
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### BENEFITS OF META-MAJORS FOR STUDENTS

- 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.

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### BENEFITS OF META-MAJORS FOR STUDENTS



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### 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

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### 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!

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### 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 ...*

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### 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, ...*

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### LOGIC/PRINCIPLES FOR THE CONSTRUCTION OF "META-MAJORS"

Efficiency in moving students along their path

- Shared pre-requisites
- Overlapping degree requirements

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### LOGIC/PRINCIPLES FOR THE CONSTRUCTION OF "META-MAJORS"

#### 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?

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### 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

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### LOGIC/PRINCIPLES FOR THE CONSTRUCTION OF "META-MAJORS"

#### 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.

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### 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

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### 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.

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### 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"

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### OVERVIEW OF INDIVIDUAL QUICK SORT

QUICK SORT:

- Place the 4 NAME CARDS around the outside of the table.
- Place the "OTHER" CARD in the middle of the table.
  - Place the 4 colored PROGRAM CARDS with the same color name card.
  - Give each color a TENTATIVE NAME. (NOTE: these tentative names will likely change as you progress)

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### 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)

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### 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.

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### 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.

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### 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):

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### 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!

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### 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

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### ALTERNATIVES TO THE TERM "META-MAJOR" (INDIVIDUALLY)

- Top 3 or 4 terms will be sent out to the larger campus community for a vote.

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### 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

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### 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

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### 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.

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### 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

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### 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!!!

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