

Update on College Redesign (CRD)

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Hartnell College—A Student Centered Institution

- Guiding framework with info. current as of Sept. 2021
- Speaks to CRD as a continuous improvement philosophy, links CRDs to strategic goals and institutional priorities, and addresses how CRD and GP work aims toward a more student success and equity centered institution

Implementation Planning for College Redesigns

- Details specific info. about college redesigns and their progress as of May 2022
- Organized by primary organizational division



- Hartnell's Vision for Student Success
- What is CRD?
- Two Types of CRDs
- Status of CRD, including factors inhibiting progress
- Key Lessons Learned
- Plan for AY 22-23
- Recommendations



Strategic Plan

4 student success goals to markedly improve:

- Completion (retention)
- Completion Efficiency (fewer units, less time)
- Transfer to 4-Year Institutions (throughput)
- Employment Opportunities (link to careers)

CRD/how to get there (see Hartnell College—A Student Centered Institution)

Déjà vu?



- ✓ **Hartnell's Expanded Approach to GP**

- ✓ **Explicit Recognition**
 - **Put barriers in the way of students**
 - **Woefully insufficient progress made in optimally serving students**

- ✓ **Intentional designs aimed at**
 - **Transitioning to a student ready college**
 - **Greatly improving student success**

- ✓ **Organizational & cultural change/large-scale changes in how we do business at the College and collaborate across silos:**
 - **Systems**
 - **Structures**
 - **Processes**
 - **Policies & procedures**
 - **Everyday practices**



Institutional Priorities

- ✓ Comprise the primary thrust of senior leadership efforts
- ✓ Drive participatory governance agendas and institutional conversations
- ✓ Are afforded special consideration in resource allocation decisions

4 Institutional Priorities

- Embed student centered approaches and weave diversity, equity, and inclusion into teaching and operational practices
- Promote an institutional culture of innovation and data informed decision making that ensures delivery of robust, highly relevant value-added programs and services
- Fully engage employees in the collaborative work of the College as a learning organization, and foster a culture of civility and respect that includes accountability for unacceptable behavior
- Broaden the fulfillment of the district's unmet educational needs by more effectively serving the adult, nontraditional population

Note that CRDs are undertaken at different institutional levels and in different units.



I. More Direct Impact on Student Success

- ✓ Changes in practices that focus on 4 student success goals

- ✓ Aligned with GP work/four pillars
 - Clarify pathways to end goals
 - Help students choose and enter pathways
 - Help students stay on path
 - Ensure students are learning



II. Indirect Impact on Student Success

- ✓ Improvements in organizational effectiveness and efficiency that will in turn and increasingly over time impact student success favorably
- Job redesign
- Employee hiring & orientation
- Employee engagement and collaboration, such as participatory governance redesign
- Shared ownership of vision & institutional work
- Employee recognition
- Workplace flexibility, e.g., facilitate enjoyment of work and work-life balance
- Workflow efficiency and digitized paperwork
- Professional development, such as in equitable teaching practices
- Role modeling and signaling from senior leaders
- Civil discourse and communication
- Re-establishing foundational elements, such as trust



Mixed progress

Most substantial progress on the following (examples):

- AB705
- Establishing meta-majors and embedding them in Academic Senate and Student Affairs
- Creating and systematizing program maps for all degree programs/publishing on website with career info.



Factors inhibiting progress and leading to growing frustration

- ✓ Extremely slow decision-making and action-taking (student success specialists, marketing of meta-majors, hiring of faculty, implementation of innovation & effectiveness plan/IEPI)
- ✓ Lack of signaling of institutional support
- ✓ Senior administrator turnover
- ✓ Higher-level priorities through the pandemic, including establishment of new and expanded centers, and more recently maximization of F2F classes
- ✓ Little authority resides in administrator lead
- ✓ Poor alignment of participatory governance structure with college redesign work



- ✓ **Structure trumps strategy, culture trumps strategy and structure**
- ✓ **Streamlined processes facilitate organizational agility, lengthy and non-transparent processes stifle planning and motivation**
- ✓ **Implementation is more critical than planning, sustainability (embedding) is more critical than implementation**

- 5-year GP allocation from Chancellor's Office ended FY 21-22/remaining funds must be spent this year
- One-time funding to continue implementation of Guided Pathways/to be allocated in three stages

Note that the allocations are small compared to what is required for GP work

- Four faculty to serve as coordinators
- While work continues on many CRDs, emphasis on the most critical items where there's consensus for the coming year



Decisions and data should inform subsequent decisions and connected processes

- **Bring the information in program maps to life**
- **Integrate into the scheduling process**
- **Link scheduling and course completion to degree auditing**



Academic Affairs

- Align areas and meta-majors
- Build meta-major communities with instructional faculty
- Implement student success teams

Administrative Services

- Implement resource reallocation processes to better fund institutional priorities

Human Resources

- Job redesign & workplace flexibility
- Thematic professional development
- Engage in collective bargaining strategically with respect to vision for student success



Information & Technology Resources

- Website redesign
- Integrate data from selection of meta-major, program maps, and enrollment through completion

Student Affairs

- Communicate meta-majors and program maps to students
- Scale services to meet needs of more students

President's Office

- Student centric participatory governance
- Messaging importance of strategic plan and college redesign/guided pathways work—get everyone on the same page
- Planned actions on core outcomes should highlight CRDs

Executive Cabinet

- Role modeling, making decisions and taking action with greater urgency
- Willingness and ability to make tough choices, e.g., what are we going to stop doing and do less of
- Work must be reprioritized and embedded in existing structures and jobs, or the structures and jobs must be changed to meet new priorities



“If we continue to do business as usual at the College, we will never have sufficient resources to equitably and effectively serve all our students ... Closing equity gaps and ensuring success for all students will not be easy, as it challenges us to modify and improve what we do, not from the outer edges, but rather from the core of our essential activities. Each employee, group, and unit and the College is encouraged and expected to be proactive in bringing about a more student centered institution.”