

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

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, inclu0 reW*chh-0 135

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

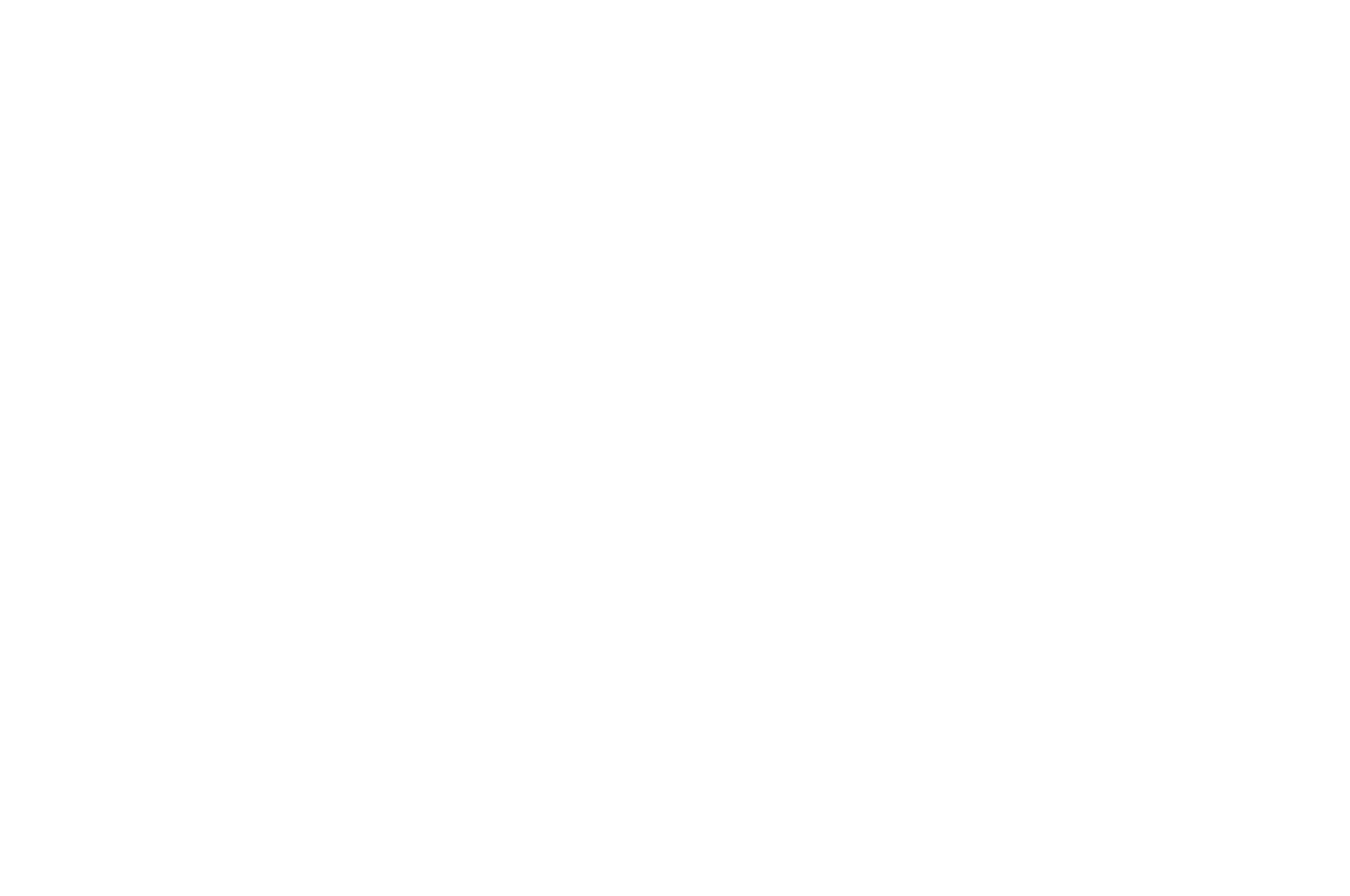
Note that the allocations are small compared to what is required for GP work

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



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

