

College Redesign

Virtual Town Hall Forum

Cheryl O'Donnell & Brian Lofman, Co-Hosts

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**Hartnell College - A Student Centered Institution
(Dr. Rodriguez & ASHC President Hernandez)**

Student Success Goals (Dr. Rodriguez)

**Institutional Priorities (Senate President
O'Donnell)**

**College Redesigns (presented by faculty, staff
and administrators)**

Concluding Thoughts (Dr. Lofman)

Questions



What is College Redesign?

- Hartnell College's expanded approach to guided pathways work
- Continuous improvement philosophy that encourages faculty, staff, administrators, and students to work collaboratively
- Everyone is asked to reflect on, celebrate, and challenge significant features of the institution's organizational culture, structure, and practices

AND

- Develop systems, processes, and pedagogies that will have a more meaningful impact on the student experience, and result in greatly increased student success and the closing of equity gaps



Why is College Redesign so critical, and what will it take?

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.

We pledge our commitment to college redesign and guided pathways work toward the aims that each student has the maximum, equitable opportunity to succeed; that every equity gap is entirely closed; and that systemic injustice is completely eliminated.

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 at the College is encouraged and expected to be proactive in bringing about a more student centered institution.



- From governing board and strategic plan**
- I. Increase student completion**
 - II. Increase student completion efficiency**
 - III. Increase student transfer**
 - IV. Increase career and employment opportunities**

Institutional priorities translate the student success goals into specific actions, i.e., college redesigns, that are anticipated to have the greatest beneficial impact on the student experience and student outcomes

They should:

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



- **What are we moving away from?**
- **What are we moving toward?**
- **What is the desired impact on the student experience and outcomes?**



Embed student centered approaches and weave diversity, equity, and inclusion into teaching and operational practices



Moving Away From

Remediation coursework in English and Math, student deficit mindset

Moving Toward

All students complete transfer level English and Math in their first year, student ready college mindset

Desired Impact On Student Experience

Contribute to student belief that they can succeed, increase persistence, increase completion on timely basis



Moving Away From

Curriculum framed as correcting deficits or bestowing knowledge, course descriptions designed for accreditors and academic audiences, course content that excludes contributions and impacts on communities of color

Moving Toward

Curriculum that empowers students with diverse knowledge and abilities, welcoming course descriptions inviting students to engage, content that acknowledges the realities of racism, assignments and assessments that connect to students' varied backgrounds and experiences

Desired Impact On Student Experience

Students feel they belong in the college, explore DEIA topics in the course, take ownership of learning, are assessed in multiple ways, have unnecessary obstacles removed.

Moving Away From

Unclear information on course sequencing

Moving Toward

Clarity and transparency in recommended course sequencing

Desired Impact On Student Experience

Better understanding of courses required, which order to take courses, and when completion may occur



Moving Away From

Challenge for students in selecting an academic program to major in from among a large number of programs

Moving Toward

Choice of meta major that includes a subset of related academic programs at the College, which will better inform the student's program selection

Desired Impact On Student Experience

Focus on program that will best meet career interests and/or transfer goal, support for students through their chosen pathway



Moving Away From

Student experiences off-track from educational goal, faculty interaction with students mostly at the level of a few discrete courses

Moving Toward

Faculty connect each course to the broader universe of program requirements within the meta major, guide students to a rich learning experience and introduce hands-on learning

Desired Impact On Student Experience

Students achieve sense of belonging and purpose within their chosen meta major, increase student retention and completion

Moving Away From

Piecemeal approach to connecting students to resources and support, lack of a core structure for supporting all students through their academic pathway

Moving Toward

A network for intentional connections, systematic engagement, and meaningful support for all students (college navigation, building connections, tools for success, building skills)/GPS teams embedded in meta majors

Desired Impact On Student Experience

Support for the whole student; increase success, retention, completion, and completion on timely basis



Moving Away From

Services and resources that serve small numbers of students

Moving Toward

Services and resources that efficiently serve increasingly large numbers of students, including expanded online and hybrid approaches

Desired Impact On Student Experience

More students receive services and obtain resources when required



Moving Away From

Student reliance to obtain important information by navigating poorly designed website or needing to contact various offices/persons

Moving Toward

Student centered website experience, website includes expanded content and coherent information

Desired Impact On Student Experience

Students easily navigate the website, and quickly find relevant and useful information



Moving Away From

Lack of clarity for students entering higher education pathways

Moving Toward

Curated first year experience with intentional connections to resources, information, and services

Desired Impact On Student Experience

Reduce external obligations and concerns so that students can focus on their studies, support full-time enrollment, increase completion on timely basis



Moving Away From

Career relevant experiences focused largely on CTE programs and coursework

Moving Toward

Career hub to connect increased numbers of students to applied learning opportunities and career information and employment resources across meta majors

Desired Impact On Student Experience

Increase connection between coursework and careers



Moving Away From

Career exploration and transfer information provided largely to students who happen to find their way to Transfer and Career Center

Moving Toward

A more robust Transfer and Career Center

Desired Impact On Student Experience

Increase students who are provided with useful and timely career exploration and transfer related resources



Promote an institutional culture of innovation and data informed decision making that ensures delivery of robust, highly relevant value-added programs and services



Moving Away From

Informing some students when they are approaching completion

Moving Toward

Structured mechanism for informing all students when they approach completion (75% of coursework completed)

Desired Impact On Student Experience

Fewer students take unneeded courses, more students retained, increase student completion and on timely basis



Moving Away From

Disjointed and broad data

Moving Toward

Systematic and focused data

Desired Impact On Student Experience

Improve programs to better serve students



Moving Away From

The need to rely upon requests for data

Moving Toward

Dashboards available for and accessible to faculty and staff for identifying student success and equity gaps, enhance action-taking capabilities

Desired Impact On Student Experience

Increase student success, close equity gaps



Moving Away From

Hard copy paperwork and slow
paperwork processing

Moving Toward

Online forms/templates and virtual
signatures

Desired Impact On Student Experience

Streamline workflow, faster processing of
student requests



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



Moving Away From

Limited, somewhat disjointed employee onboarding and orientation process

Moving Toward

Coherent process for onboarding and orientation, greater focus on the College vision for student success

Desired Impact On Student Experience

Employees recognize and appreciate their role in contributing to student success from day one



Moving Away From

**Unstated standards for civil communication,
disrespectful communications in email
and at meetings**

Moving Toward

**Shared understanding of the importance of
civil communication, and application of
code of communication**

Desired Impact On Student Experience

**Learn how to uphold and contribute to civil
communication at the College**



Moving Away From

Primary focus on individual professional development and opportunities

Moving Toward

Increased opportunities for cohort based and institutional focused professional development opportunities

Desired Impact On Student Experience

Learn collaboratively and work together toward the College's vision for student success



**Moving Away From
Division based council structure**

**Moving Toward
System designed around the College's
vision for student success and
continuous improvement**

**Desired Impact On Student Experience
Greater institution-wide coordination
to focus on student success and
closing equity gaps**



Broaden the fulfillment of the district's unmet educational needs by more effectively serving the adult, nontraditional population



Moving Away From

Reliance on jobs situated in a specific campus or center

Moving Toward

Jobs that can more flexibly serve student needs

Desired Impact On Student Experience

Students served more equitably across the district, including in expanded and new centers

Moving Away From

Focus on welcoming students at main campus,
catering largely to “traditional” students

Moving Toward

Expanded welcome center to include online
presence with explicit recognition of adult
student needs

Desired Impact On Student Experience

More adult students, and more students overall,
access welcome center services, smoother
transition to the College



Moving Away From

Focus on year-to-year divisional budgeting

Moving Toward

Greater emphasis on resource allocation aligned with the College's vision for student success and institutional priorities

Desired Impact On Student Experience

Greater resources flow to help students succeed and close equity gaps



- **Need to be flexible from the initial idea through the execution of each redesign, yet stay true to the overarching aim**
- **Importance of embedding redesigns into everyday work**
- **Can't do all redesigns at once**
- **There's no specific order of redesigns that's best**
- **Implementing one redesign may result in the need to make other changes**



QUESTIONS