



The Skyline College Comprehensive Redesign

Skyline College has a mission “*To empower and transform a global community of learners.*” In 2013, the faculty, staff, administration and students worked together to establish a Comprehensive Diversity Framework, which outlines Skyline College’s commitment to diversity driven innovation and excellence that moves the College towards meeting its mission, while moving the students towards meeting their educational goals.

Through the lens of the Comprehensive Diversity Framework, Skyline College continuously examines itself, our institutional structures, processes and practices to address issues that impact students’ ability to access, enter, progress through and successfully achieve their educational goals. Through our work, we have recognized that effective equity-minded efforts must intersect all aspects of the institution; that responsibility for identifying barriers and transforming structures must be both coordinated and shared; and that shifting this paradigm begins with creating an institutional culture that is reflective, self-knowing, engages a listening stance, and practices critical inquiry. These intersecting practices promote deeper engagement, more innovative approaches, a constantly evolving consciousness, and a greater likelihood for praxis and transformation.

When confronting our institution’s brutal truths, we realized that:

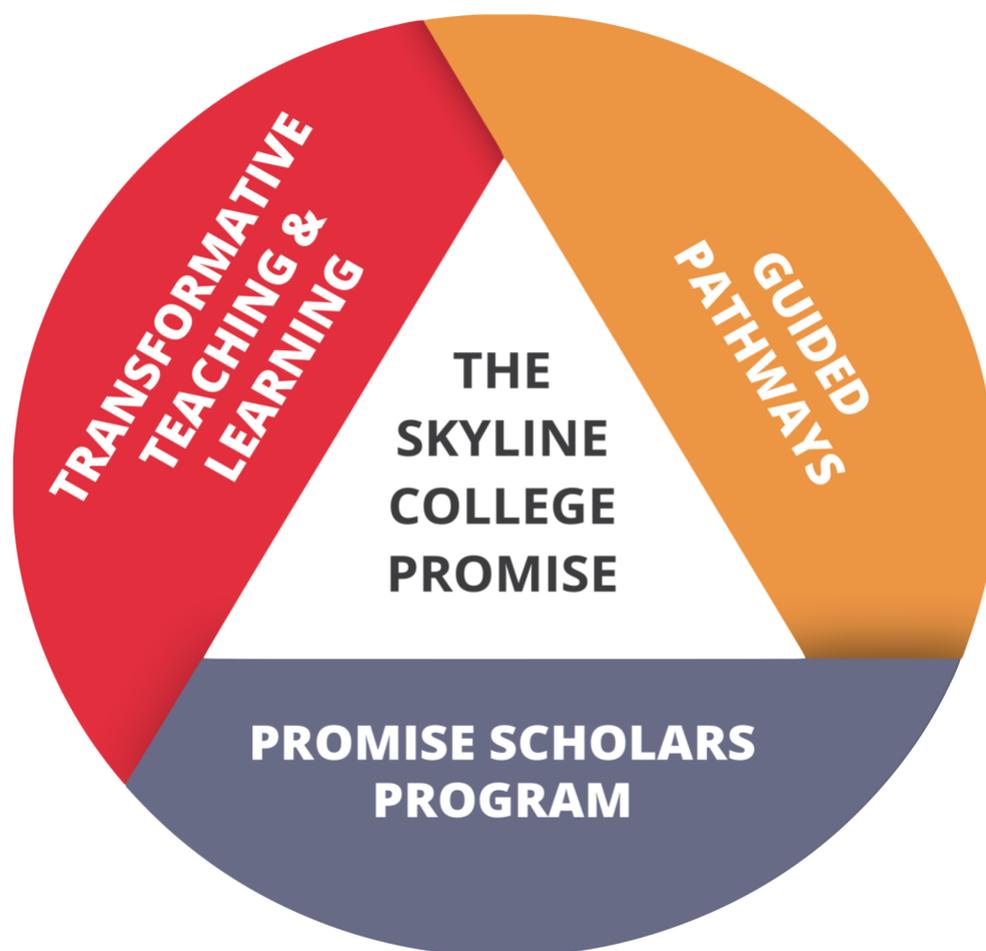
- Each year, only about 50% of new Skyline College students persist from Fall to Spring.
- On average, Skyline College students attempt approximately 100 units, complete 80 units and only need 60 units to graduate or transfer.
- After 3 years, approximately 16% of Skyline College students complete their educational goals.

For these reasons, we’ve made the Skyline College Promise an institutional priority. The Skyline College Promise is our commitment to empower students to find success at every point in their educational journey, so that they can get in, get through and graduate on time. As such, we have set the following goals:

- Using multiple measures assessment, increase placement rates into transfer level coursework in Math and English for incoming students by 50% by the beginning of the 2017-2018 academic year.
- 75% of Skyline College students will achieve on-time degree and certificate completion, and/or transfer according to their educational goal, by the 2020-2021 academic year.

The Skyline College Comprehensive Redesign

To achieve these goals, and fulfill the Skyline College Promise, the college is embarking on a Comprehensive College Redesign that challenges the traditional “college-ready student” framework and replaces it with a “student-ready” consciousness by implementing three signature components: Meta-majors and Guided Pathways, Promise Scholars Program and Transformative Teaching and Learning.



The College is approaching this effort via a college-wide networked community of practitioners (Design Team) 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".



The Skyline College Comprehensive Redesign

STRUCTURAL DEFINITIONS & DESCRIPTIONS:	4
DESIGN TEAM	4
DESIGN TEAM CO-LEADS	4
INQUIRY TEAMS.....	4
WORK TEAMS	4
INQUIRY & WORK TEAM LEADS	5
<i>Exploratory Course Inquiry Team</i>	5
<i>Foundation (Affective Domain) Inquiry Team</i>	5
<i>GE Redesign Inquiry Team</i>	5
<i>HIPs (High Impact Practices) Inquiry Team</i>	5
<i>Meta-Majors Work Team</i>	5
<i>Student Support Services Work Team</i>	5
<i>The Undeclared Student Experience Inquiry Team</i>	5
LOGISTICS & COMMUNICATION TEAM.....	6
DESIGN TEAM VISUAL:	7
.....	7
DESIGN TEAM MEMBERSHIP:	8
DESIGN TEAM CO-LEADS:.....	8
SHARED GOVERNANCE REPRESENTATIVES:	8
ADDITIONAL SEATS:	8
INQUIRY TEAM REPRESENTATIVES:	8
WORK TEAM REPRESENTATIVES:	8
LOGISTICS & COMMUNICATION TEAM REPRESENTATIVES:	8
LOGISTICS & COMMUNICATION TEAM MEMBERSHIP:	9
COMPREHENSIVE COLLEGE REDESIGN DESIGN PRINCIPLES:	10
EQUITY	10
INCLUSIVITY	10
STUDENT-CENTERED	10
TRANSPARENCY & ACCOUNTABILITY	10
FLEXIBILITY	10
SIGNATURE COMPONENT DEFINITIONS:	11
META MAJOR	11
GUIDED PATHWAY	11
PROMISE SCHOLARS PROGRAM.....	11
TRANSFORMATIVE TEACHING AND LEARNING	11
META MAJOR DESIGN PRINCIPLES:	12
NAMING OF META MAJORS DESIGN PRINCIPLES:	13
SKYLINE COLLEGE META MAJORS:	14
UPDATES ON VERSION 4 OF THE TOOLKIT:	14



The Skyline College Comprehensive Redesign

Structural Definitions & Descriptions:

Design Team

The Design Team is a collaborative body, led by the design team co-leads, and comprised of faculty, staff, students and administrators, that serves as a point of integration for all efforts of the Comprehensive Redesign. Specifically, the design team includes the co-leads as well as representatives from: the inquiry and work teams, the shared governance bodies at Skyline College, various campus programs, and from the logistics and communication team.

Design Team Co-Leads

The Design Team Co-Leads are comprised of four instructional faculty, one counseling faculty, and administrative leadership. The goal of the design team co-leads is to collaboratively guide Skyline College's comprehensive redesign and keep close integration with other Skyline College Promise initiatives by planning and leading all Design Team and Logistics & Communication team meetings, serving a supporting role in inquiry and work teams, and providing campus-wide opportunities for communication and engagement on redesign efforts. The Co-leads also engage in work and presentations on a statewide level.

Inquiry 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. Communities of Practice at Skyline College may serve as inquiry teams.

Once the time allotted for inquiry has expired, inquiry teams may recommend: formation of work team, additional time for inquiry, or end of inquiry with no further action needed. These teams of varying size consist of faculty, staff, students, and administrators from the campus at large.

Work Teams

Work teams meet regularly to plan for the implementation of specific elements of the comprehensive redesign. These small, cross-functional teams consist of faculty, staff, students, and/or administrators from the campus at large who meet regularly.



The Skyline College Comprehensive Redesign

Inquiry & Work Team Leads

The leads serve as liaisons between the Design Team and Inquiry/Work Teams. Team Leads facilitate the Inquiry and Work Teams, make recommendations to Design Team based on findings and regularly report on progress made by Inquiry and Work Teams to the Design Team. Leads will be selected based on submission of applications to the DT co-leads. Selection criteria include representation across the college, a vision for leadership, and a commitment to the work of the comprehensive redesign.

Exploratory Course Inquiry Team

An exploration of designing 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.

Foundation (Affective Domain) Inquiry Team

An exploration of the beliefs and behaviors that promote college success for all and how Skyline College can incorporate them into all foundational courses.

GE Redesign Inquiry Team

A continued exploration of how Skyline College should contextualize general education courses to make them more relevant to students and make the curriculum more cohesive.

HIPs (High Impact Practices) Inquiry Team

An exploration of pedagogy centered on equity and high impact teaching practices such as undergraduate research, service learning, e-portfolios, culminating projects, study abroad, internships and more.

Meta-Majors Work Team

A continued exploration of how Skyline College should structure its Meta-Majors and places degrees and certificates to make them relevant and easy to access by students.

Student Support Services Work Team

An exploration of redesigning student services to be in alignment with Meta-majors that includes implications for modifications to orientation (Getting In), increasing comprehensive educational plans (Getting Through), delivery of career support and services (Career Development), and examining integration with instruction.

The Undeclared Student Experience Inquiry Team

An exploration of the experience of undeclared students, including how to incorporate exploration into their experience to give them the tools to choose a degree or certificate.

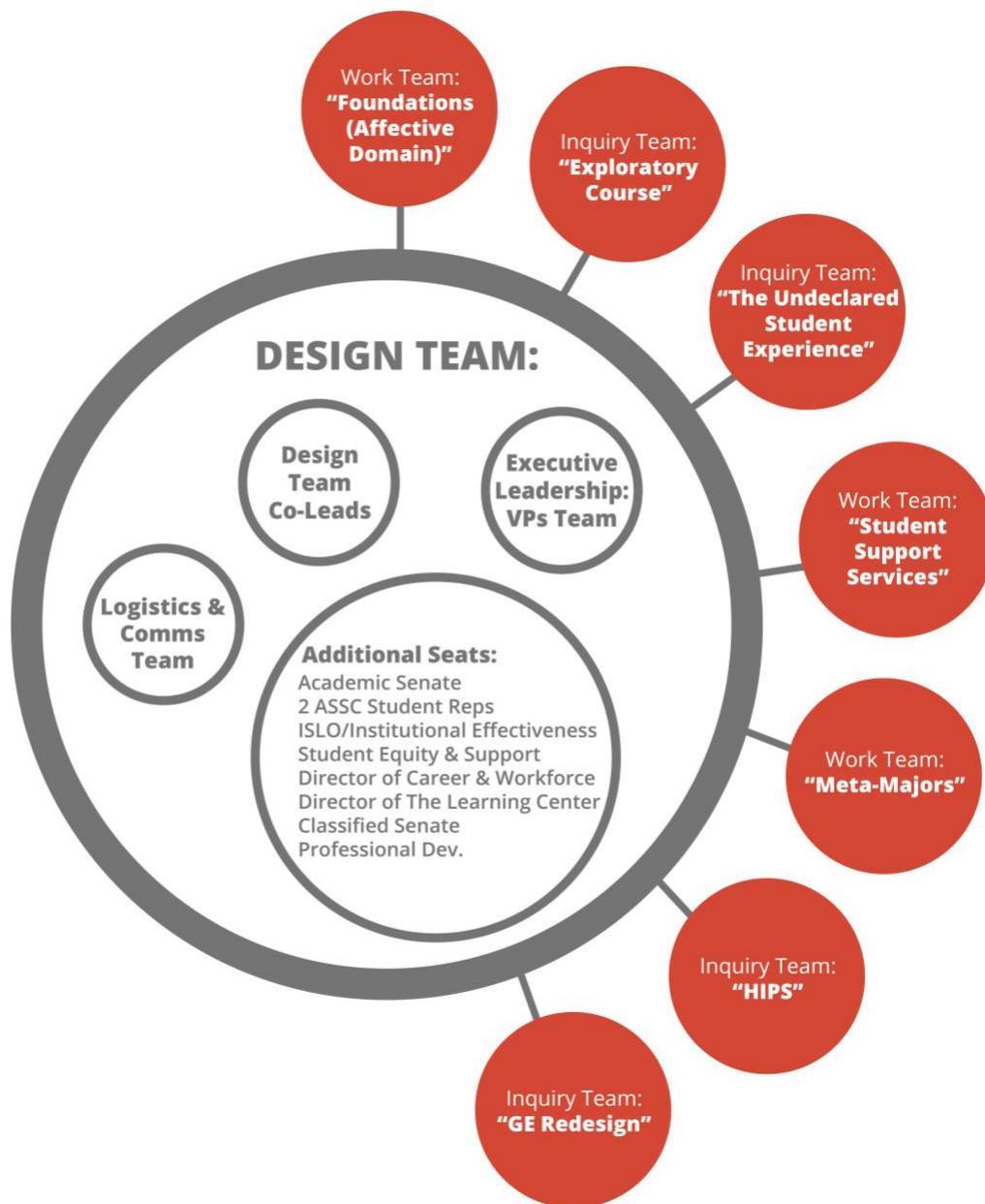


The Skyline College Comprehensive Redesign

Logistics & Communication Team

Team 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. Team members are selected by the design team co-leads, in collaboration with administrative leadership, based on their area of expertise for a given implementation effort.

Design Team Visual:





The Skyline College Comprehensive Redesign

Design Team Membership:

Design Team Co-leads:

1. Four instructional faculty nominated by Design Team
2. One counseling faculty appointed by Dean of Counseling
3. Administrative Leadership

Shared Governance Representatives:

1. One from Academic Senate
2. One from Classified Senate
3. Two from Associated Students

Additional Seats:

1. Student Equity & Support Programs
2. Professional Development
3. ISLO/Institutional Effectiveness
4. Workforce/Career Development
5. Director of Learning Center
6. Promise Scholars Program Director

Inquiry Team Representatives:

1. Exploratory Course Lead(s)
2. Foundation (Affective Domain) Lead(s)
3. G.E. Redesign Lead(s)
4. HIP's (High Impact Practices) Lead(s)
5. Undeclared Student Experience Lead(s)

Work Team Representatives:

1. Meta-majors Lead(s)
2. Student Support Services Lead(s)
 - Getting-in Team
 - Getting-through Team
 - Career Development Team

Logistics & Communication Team Representatives:

1. Logistics
2. Marketing, Communications, and Public Relations (MCPR)
3. Technology



The Skyline College Comprehensive Redesign

Logistics & Communication Team Membership:

At least one representative from each of the following areas:

1. Admissions & Records
2. Associated Students of Skyline College (ASSC)
3. Dean of Counseling
4. Curriculum Chair
5. College Business Officer
6. Financial Aid
7. Instructional Dean
8. Instructional Faculty
9. Curriculum & Instructional Systems Specialist
10. Library
11. Marketing, Communications, and Public Relations (MCPR)
12. Outreach
13. Planning, Research & Institutional Effectiveness (PRIE)
14. Promise Scholars Program Director
15. Student Life & Leadership Coordinator
16. Technology (College and District)
17. Student Services Office

To guide the work and decision-making throughout the Comprehensive College Redesign, in alignment with the Leadership Standards of Excellence, the Design Team has established the following Comprehensive College Redesign Design Principles:

Comprehensive College Redesign Design Principles:

Equity

- Draw on data and research based practices to guide our actions and decisions
- Address the needs of disproportionately impacted populations
- Confront brutal truths

Inclusivity

- Solicit all campus perspectives
- Honor perspectives regardless of rank
- Recognize the value of alternative opinions
- Communicate respectfully

Student-Centered

- Design with the student in mind
- Engage students in the process
- Be “student ready”
- Promote student agency – allow students to make informed and guided decisions
- Lead to student completion

Transparency & Accountability

- Design aspects that can be measured
- Set clear goals
- Open and honest communication (transparency)
- Create a strong understanding in the community
- Promote values of simplicity, honesty and efficiency

Flexibility

- Challenge/Disrupt our assumptions
- Be flexible in design
- Think outside the box
- Allow for risk, innovation and creativity



The Skyline College Comprehensive Redesign

Signature Component Definitions:

Meta Major

A grouping of related fields of study designed to simplify the process of selecting a major.

Guided Pathway

A guided pathway integrates student services, the learning commons and instruction to create a cohesive student experience.

Specifically, a guided pathway includes:

- On ramp processes that help students into their college experience
- Structured transition to college for concurrent and dual enrollment students
- Intake processes that help students clarify goals for college and careers
- Intentional course sequences with clearly defined career and academic milestones
- Embedded counseling, academic support and feedback on student progress throughout their educational journey

Promise Scholars Program

The Promise Scholars Program makes college more affordable and ensures that higher education is achievable for first-time, full-time students in the program.

Specifically, the Promise Scholars Program includes support for:

- Cost of students' fees not already covered by their financial aid award
- Access to Textbook vouchers/support
- Dedicated and individualized counseling support

Transformative Teaching and Learning

Embraces the limitless potential of all learners in a co-creative, relevant, and innovative environment that fosters curiosity and critical thinking and gives space to lived historical and cultural identities to change lives and communities.



The Skyline College Comprehensive Redesign

To guide the work and decision-making throughout the grouping of degrees and certificates, and creation of Meta majors, the Design Team has established the following Meta major Design Principles:

Meta Major Design Principles:

Focus on Student Perspective/Perception

- Ease of identifying where a student's interest leads them
- Don't bury programs in overly broad categories
- Make it easy to understand the clustering of disciplines

Efficiency for Students

- Shared/overlapping pre-requisites
- Overlapping degree requirements
- Reduce excess units

Commonality of Community Contribution and Intellectual Pursuit

- Common career goal
- Common transfer goal
- Stackable certificates stay together
- Opportunity to develop shared courses

Shared Ways of Knowing

- Shared core content
- Shared methodology
- Example: Qualitative Research, Quantitative Research, Scientific Method, Artistic Expression

Inclusion and Equity

- Promote diversity and equity within the meta major
- CTE programs integrated with transfer programs

Keep an Open Mind

- Think outside the box
- Freedom from traditional ways of organizing disciplines

To guide the decision-making of naming the Meta majors, the Design Team has established the following Meta major Names Design Principles:

Naming of Meta Majors Design Principles:

Focus on Student Perspective/Perception

- Student understanding is regarded
- Student word selection is valued
- Names are meaningful to students

Efficiency for Students

- Short, elegant, visually simple
- Helpful in finding the majors/degrees/certificates
- Sparks an interest (Gets students to explore more)
- Names are not super trendy, but will withstand time

Inclusion and Equity

- Use language that is inclusive and relevant to students
- Word choices are accessible for all students

Keep an Open Mind

- Think outside the box
- Freedom from traditional ways of naming

Accuracy

- Correctly describes the programs contained within
- Correlates with names other colleges may use



The Skyline College Comprehensive Redesign

Skyline College will be implementing Meta majors and intentional course sequences and other Student Services aspects of Guided Pathways in the Fall 2018 semester.

Skyline College Meta Majors:

Arts, Languages, & Communication

Business, Entrepreneurship, & Management

Science, Technology, & Health

Society & Education

Updates on Version 4 of the Toolkit:

The Comprehensive College Redesign is an on-going and iterative process. As such, this is the fourth version of the Skyline College Redesign Toolkit and will more than likely not be the last. For example, when examining language choices and implications of such language, we have moved away from the term “squad.” We have also realized the importance of combining the Logistics Team and Communication Team for more efficient and effective implementation. This version also includes the additions of opening narrative, design principles, three signature components and Meta majors. If you have any questions or comments, please feel free to contact one of the Design Team Co-Leads.

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