

IP Goal 1: Clarify various educational pathways, strengthen existing and develop new curriculum to support those pathways, connect pathways in new ways, and educate faculty to become more knowledgeable about pathway opportunities.

Objective 1.1: Student journeys will be clearly mapped for all degree and certificate programs.

	Timeline: Please select which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23: <ul style="list-style-type: none"> Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	
Map the student journeys (CTE/technical skill-building, ESL, transfer), in collaboration with Student Access and Success Objective 2.2 work team.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Specific areas are near completion (Career Ed and ESL); we need to determine how we use them and share them with students; the challenge is time and capacity
Investigate the "undecided" student journey to determine the paths and the services needed for students in this group.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This one connects with the SAS Goal 3 Objective 3.1 and will work with that group (basically ourselves plus one!)
Map and keep current fully online certificates and degree paths.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	These are the online options in Multimedia, Hospitality, Graphic Design, and Business (this ongoing work); we are discussing the impact on international students
Analyze student schedules and course-taking patterns for all journeys to inform master scheduling work.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	The student-centered schedule work is underway and we are currently in the information-gathering phase (meeting with counselors, department chairs, and learning communities)
Assess how COM's general education pattern supports interest clusters.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Due to the legislative changes with CalGETC, this one needs to go in year 3 because we don't know the final pattern until at least summer of 2023 and then we need to determine how to implement the changes at COM
Explore interdisciplinary connections across student journeys and leverage those to support student success.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	These connections are developing and strengthening due to the student-centered scheduling work taking place.

IP1-1.2.

NOTE: RESPONSES ON THIS PAGE AREN'T SAVED UNTIL YOU CLICK "CONTINUE/SAVE RESPONSES" AT THE BOTTOM OF THE PAGE. YOU MAY SAVE AND RETURN LATER FROM THE SAME DEVICE TO MAKE CHANGES.

Objective 1.2: Connect and bolster pathways to support students on their educational journeys.

	Timeline: Please select which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23: <ul style="list-style-type: none"> Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	
Develop course blueprints for each academic department in consultation with counseling liaisons to ensure that blueprints are in alignment with master schedule	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We will begin this work in Fall 2023 (once accreditation is done in August); the student-centered schedule work should be far enough along to effectively work on the blueprints
Facilitate collaboration between department faculty and counseling liaisons to provide students with increased access to degree/major journey information	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	More engagement with counselors and department chairs (determine how combine the counselors' technical knowledge with the faculty's discipline expertise); degree/major information changes and one of the main areas to focus on is keeping the information current and clearly communicated to students
Publish course sequencing of degrees in the eLumen Catalog	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	We need to explore this more with eLumen to assess costs, etc.