

champ. Select the Champion completing this report:

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|--|--|---|
| <input type="radio"/> Alina Varona | <input type="radio"/> Isidro Farias | <input type="radio"/> Lauren Servais |
| <input checked="" type="radio"/> Cari Torres-Benavides | <input type="radio"/> Jeff Marozick | <input type="radio"/> Lori Friedman |
| <input type="radio"/> Carol Hernandez | <input type="radio"/> Jon Horinek | <input type="radio"/> Nicole Cruz |
| <input type="radio"/> David Wain Coon | <input type="radio"/> Jonathan Eldridge | <input type="radio"/> Nikki Harris |
| <input type="radio"/> Eresa Puch | <input type="radio"/> Julian Solis | <input type="radio"/> Patrick Ekoue-Totou |
| <input type="radio"/> Greg Nelson | <input type="radio"/> Keith Rosenthal | <input type="radio"/> Tonya Hersch |
| <input type="radio"/> Holley Shafer | <input type="radio"/> Klaus Christiansen | |

Goals. Select the Focus Areas/Goals you are reporting on at this time:

- IP1: Pathways
- IP3: Master Schedule
- IP4: Innovative Instructional Offerings
- IP5: Faculty Professional Development
- IP6: Transfer Math/English
- SAS1: Onboarding
- SAS3: First-Year Strategies
- SAS2: Adult student enrollment
- SAS4: SEPs/Ed Goals
- SAS5: Academic support services
- EQ1: Equity gaps
- EQ2: Hiring/retention
- EQ3: County leadership
- CER1: Business/Industry partnerships
- CER3: Community needs assessment
- CER2: K-12 parterships (inc. IVC)
- CER4: Responsiveness
- CER5: Community & cultural engagement/Centennial
- CS1: Fiscal Integrity
- CS2: Facilities
- CS3: Workforce housing
- CS5: Campus safety
- CS6: Technology initiatives/Data Governance
- IVC1: Enrollment offerings
- IVC2: Facilities utilization
- IVC3: Access/transportation
- IVC4: Novato needs assessment

IP1-1.1.

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.

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.

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
Map the student journeys (CTE/technical skill-building, ESL, transfer), in collaboration with Student Access and Success Objective 2.2 work team.	We are continuing to explore the utility of My Path and how we can use it as an entry point for students and how they choose majors	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Investigate the "undecided" student journey to determine the paths and the services needed for students in this group.	We are exploring students choosing a meta major and improve how we reach out to students at the start.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Map and keep current fully online certificates and degree paths.	This is ongoing work	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Analyze student schedules and course-taking patterns for all journeys to inform master scheduling work.	We are incorporating the use of Tableau into routine scheduling practices. We do need to institutionalize the student-centered scheduling work.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Assess how COM's general education pattern supports interest clusters.	We are reconstituting COM's GE Committee to review the GE patterns based on recent legislative changes.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Explore interdisciplinary connections across student journeys and leverage those to support student success.	As part of student-centered scheduling, these conversations are taking place and will continue.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

IP1-1.2.

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

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
Develop course blueprints for each academic department in consultation with counseling liaisons to ensure that blueprints are in alignment with master schedule	Now that the student-centered scheduling work is established, we will launch the blueprint development process in 2023-2024.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate collaboration between department faculty and counseling liaisons to provide students with increased access to degree/major journey information	This is ongoing work and the articulation officer/general counselor has been going to department meetings and working with them on articulation, CalGETC, etc.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Publish course sequencing of degrees in the eLumen Catalog	eLumen includes this feature and we evaluating if/how we will use it. We want more time to talk with departments about their roadmaps and course sequencing.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

IP3-3.1.

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IP Goal 3: Implement a student-centric master schedule that meets student needs for timing, location, and course offerings rotation.

Objective 3.1 Establish and implement the master schedule process.

This question was not displayed to the respondent.

IP4-4.1.

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IP Goal 4: Develop innovative offerings, scheduling, and delivery methods for student success and equity.

Objective 4.1 Develop student-centered, data informed course offerings that consider scheduling (time of day / late start) and delivery methods that enable student success and equity.

This question was not displayed to the respondent.