

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.

This question was not displayed to the respondent.

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.

	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
Explore instructional design and delivery methods that ensure equitable student experiences with the potential for expansion into new instructional modalities in the post-pandemic learning environment.	DE Policy Revisions underway; SP24 hyflex-type pilot course via IR&D in Math; short-form certificate program expansion (CNA); continued expansion of POQR-certified courses and instructors for DE instruction.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Conduct regular assessment of student and college community needs with regard to modalities.	Series of student surveys have consistently shown patterns of preference/demand. Next survey is forthcoming.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Analyze the impact of changes to course delivery modes on course success	Rates of success for DE vs. F2F are readily available. Hyflex-like pilot includes assessment component, which will inform further development.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Identify and resolve articulation issues related to transfer and include Articulation Officer in discussions regarding modalities.	Articulation officer has made significant progress in this area. Will get detailed update from her and provide to EPC.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Use information from above action steps to inform professional learning	See Flex offerings; Culturally Responsive Pedagogy & Practices grant work (occurring now) includes content on impact of modality on equitable learning & outcomes.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

IP5-5.1.

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IP5: Create opportunities for faculty to collaborate and share effective teaching methodologies.

Objective 5.1 Embed equity principles and practices in the classroom.

This question was not displayed to the respondent.

IP5-5.2. Objective 5.2 Open the Teaching and Learning Center for faculty and staff professional learning.

This question was not displayed to the respondent.

IP6-6.1.