

**Educational Planning Committee Champion Meetings Academic Year 2020-21**  
**Year 2 of the Strategic Plan 2019-2022**  
**Year 2 of the Educational Master Plan 2019-2025**  
**EMP Focus Area and Goal: IP Goal 3**  
**Champions: Assistant Vice President for Instructional Support and Dean of Educational Success Programs**

The Educational Planning Committee (EPC) is excited to welcome you to visit with the group to discuss your plans and progress for the year. We would like you to think of us as a resource to help you in the district's work of documenting the progress, planning and evidence related to the Educational Master Plan. While the committee will be asking you several questions, please understand that we are both seeking to improve our understanding as well as trying to elicit the champions to possibly consider approaches, connections and/or evidence that may haven't been considered. Below you will find the steps EPC is asking you to take in preparation for our meeting.

1) Please review and update the [Strategic Plan Implementation Timeline](#) for the EMP goal for Year 2. Note: EPC's recommendations from Year 1 are included in this document. For reference, the progress reports from Year 1 can be found in the [EMP Tracking Tool for SAS](#).

2) Questions for discussion at EPC: **For each goal, please send at least a bulleted outline of what you plan to cover** to Ryan Byrne and Cara Kreit by Wednesday before your presentation so that EPC can review ahead of time and to better allow us to capture the discussion in committee minutes.

Highlight how you are approaching the actions steps for 2020-21 and your priorities/plans.

- As part of this, shine a light on how these goals, objectives, and planning reflect the college's commitment to equity. Highlight how planning for your action steps "is done with intentional focus on equity-mindedness" and how your action steps address the "racial equity gaps which exist at the College through planning, programs, practices and policies." Here are some reflection/guiding questions you may find helpful to consider:
  - Can you identify ideas, policies, practices or funding decisions that **produce or sustain** racial disparities in educational access and outcomes? These can exist at the programmatic, department, and institutional level.
  - Can you identify ideas, policies, practices or funding decisions that **disrupt** racial disparities in educational access and outcomes programmatic, department, and institutional level?
  - What additional action is needed to produce ideas, policies, practices or funding decisions that **disrupt** racial disparities and **sustain** racial equity in educational outcomes? Who can support?
- What are the challenges and opportunities for your overall 2020-2021 plans (particularly as a result of the Covid-19 epidemic)?
- Looking forward, how are the steps you are taking this year going to move the needle on your "Progress Indicators"?
- What pieces of evidence would you plan on having at the end of the year to show progress?

### **IP Goal 3**

*Instructional Programs EMP Goal 3* Implement a student-centric master schedule that meets student needs for timing, location and course offerings rotation.

***Strategic Plan Objective IP3.1: COM will have a master schedule that allows students to reach their educational goals in 2-3 years for full-time students and 5 years for part-time students, based on mapped student journeys from IP Objective 1.1 and 1.2.***

### **IP Goal 3 Performance Indicator 1**

Decrease in average time-to-degree; baseline is 6.3 years; target is 5 years. (Source: Banner transcript files for degree earners, average time-to-degree 2016–17 through 2018–19).

### **IP Goal 3 Performance Indicator 2**

Percent of degree/transfer students completing 15 or more units in the fall term increases. Baseline is 5.6%; target is 8.4%. (Source: SSM Launchboard; successfully completed unit thresholds in the fall, degree/transfer students, annual average of students completing 15 or more units, 2015–16 through 2017–18).

**Action Step 1.1:** Determine a clear set of principles, priorities, tools, and data needed to build a Master Schedule in order to remove institutional barriers to education goal completion, based on the three student journeys.

**Pending:** COVID has disrupted the preliminary work that needed to take place first, including analyzing what we offer (course rotations, unit allocations, courses that meet major preparation requirements, etc.). We have to resume that work in the spring semester and approach this work through a more complex lens due to the long-reaching impacts of COVID. For example, what does an evening program look like now that students are familiar with online instruction? What will the scale of our online program be post-COVID? How many of courses will be aligned with the OEI rubric? Furthermore, we are in the second year of AB 705 implementation and that has influenced our scheduling due to the increase in four-unit courses and courses with companion sections. We are investigating the options of having companion courses paired with content courses as well. We are connecting the learning communities courses in the schedule and that is a normalized practice now. We have more work to do with IT to build a better schedule analysis tool (the Outlook feature that we have now is helpful but limited).

### **Progress Indicator IP3.1**

The master schedule reflects student ability to complete two to three year full-time or five year part-time educational goals.

**Action Step 1.2:** Convene master schedule group that includes representation from each of the journeys to build the master schedule.

- Pending

**Action Step 1.3:** Data transparency and availability: Resolve data availability and roles to expand view across disciplines. Include eLUMEN interface to show IGETC patterns.

- Pending

**Action Step 1.4:** Develop the capacity to visually display the master schedule to see trends, offerings, and rooms.

- Pending

**Action Step 1.5 :** Engage stakeholders (faculty, students, chairs, staff, and administrators) in discussion, facilitated by master schedule group.

- Pending

**Action Step 1.6:** Expand and prioritize scheduling of cohort classes for learning communities.

- **Completed:** established routine practice for Humanities 101 and COUN 130; Puente; Umoja; MAPS

**Equity:** the purpose of the master schedule work is to greatly reduce (and hopefully eliminate) barriers to students due to scheduling conflicts. Are we scheduling based on our preferences or how students take their classes? At a small institution with fewer sections, this is a significant concern, especially when offer courses that students to take at the same time. It can lengthen the time that they are at COM and there can be delays in transfer and attainment of educational goals not mention the opportunity costs of not finishing sooner because of structural scheduling issues on our end. COVID has stretched our ability to see what is possible and we should take the opportunity to reimagine our master schedule, post-COVID.