

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.

	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)	
Establish a working group to engage stakeholders (faculty, students, chairs, staff, and administrators) in determining a clear set of values, goals, principles, priorities, tools, and data needed to design a master schedule in order to remove institutional barriers to education goal completion, based on the three student journeys (CTE/Transfer/ESL - concurrent enrollment HS).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>The student-centered schedule co-chairs have been meeting since the spring of 2022. We are currently in Phase I (information gathering) of the process. To date, we have met with the counselors, department chairs, and learning communities. The information gathered from these sessions is being used to chart out next steps in Phase II. Ultimately, this is laying the groundwork for an ongoing student-centered scheduling process vs. a product.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>This work is happening or planned to happen on multiple fronts: an ad hoc group convened by the Senate will research hybrid/dual delivery models at other institutions and make recommendations. More data analysis tools are being developed by PRIE to help departments with scheduling (Tableau dashboard, for example). With an articulation officer at COM, we are making progress with articulation-related issues, including improving course-to-course articulation and keeping current on the potential impact of modality on transfer. We are gathering data on students' retention and success rates in online courses that is disaggregated by ethnicity, gender, and age.</p> </div>
Use findings from IP Goal 4 work team to inform the master schedule, including student needs and success rates.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	