

**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.**

|   | Timeline: Please select which academic year(s) the action steps will be executed: |                                     |                                     | Brief narrative for action steps addressed in 2022-23:<br><ul style="list-style-type: none"> <li>Describe your approach/priorities/plans for Year 1;</li> <li>What are the challenges and opportunities?</li> <li>What questions do you have that would be helpful to think through with the EPC?</li> </ul> |
|---|---|-------------------------------------|-------------------------------------|--|
|   | Year 1<br>(2022-23)   | Year 2<br>(2023-24)                 | Year 3<br>(2024-25)                 |  |
| 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. | <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | This is happening on a number of fronts--with DE, via student surveys, development of apprenticeship program, etc.   |
| Conduct regular assessment of student and college community needs with regard to modalities.  | <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Student survey each semester is designed to gauge student wants/needs--modalities, times, days, etc.   |
| Analyze the impact of changes to course delivery modes on course success  | <input type="checkbox"/>  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Changes need to come first (expansion of hybrid, apprenticeships, CPL, etc.)--so analysis will happen in future years.   |
| Identify and resolve articulation issues related to transfer and include Articulation Officer in discussions regarding modalities.  | <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | We now have an articulation officer, so this work is beginning in earnest.   |
| Use information from above action steps to inform professional learning   | <input type="checkbox"/>  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Specific professional learning based on anything new/changes/information gathered will be developed upcoming.  |