

IP Goal 1	Strategic Plan Implementation Timeline		
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.	Year 1 19-20	Year 2 20-21	Year 3 21-22
<i>Strategic Plan Objective IP1.1: Student journeys (pathways) will be clearly mapped for all degree and certificate programs.</i>			
Action Step 1.1: Map the student journeys (CTE / technical skill-building, College Skills / ESL, transfer), in collaboration with work team for Student Access and Success Objective 2.2.		X	
Action Step 1.2: Investigate the fourth student journey – undecided – to unpack and sort lifelong learners / community education students from other undecided students in order to determine path and services needed for this undecided group.			X
Action Step 1.3: Assess degrees, certificates, and transfer major preparation for units accumulated and time to degree.			X
Action Step 1.4: Assess how COM’s general education pattern supports interest clusters.		X	
Action Step 1.5: Explore interdisciplinary connections across student journeys and leverage those to support student success.			X
Action Step 1.6: Continue work on re-envisioning CE to respond to workforce demands and integrate with transfer and other academic journeys/priorities. Design intentional activities to build out relationships with industry partners, in collaboration with the CER Goal 1 work team.			X

<i>Strategic Plan Objective IP1.2: Program-level maps will inform two-year course rotation blueprint designs and scheduling practices by faculty.</i>			
Action Step 2.1: Engage faculty in discussions on how programs fit into broader student journeys, in collaboration with Objective SAS2.2 Action Step 2.3 Work Team.			X
Action Step 2.2: Counseling liaisons collaborate with departments on course offerings, scheduling, and program roadmaps.	X		
Action Step 2.3: Facilitate interdisciplinary collaboration opportunities to broaden lens outside of departments to see patterns in IGETC (Intersegmental General Education Transfer Curriculum), pathways, etc, in collaboration with Objective SAS2.2 Action Step 2.3 Work Team.			X

IP Goal 3	Strategic Plan Implementation Timeline		
IP Goal 3: Implement a student-centric master schedule that meets student needs for timing, location and course offerings rotation.	Year 1 19-20	Year 2 20-21	Year 3 21-22
<i>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.</i>			
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.			X
Action Step 1.2: Convene master schedule group that includes representation from each of the journeys to build the master schedule.		X	
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.			X

Action Step 1.4: Develop the capacity to visually display the master schedule to see trends, offerings, and rooms.			X
Action Step 1.5: Engage stakeholders (faculty, students, chairs, staff, and administrators) in discussion, facilitated by master schedule group.		X	
Action Step 1.6: Expand and prioritize scheduling of cohort classes for learning communities.		X	

IP Goal 5	Strategic Plan Implementation Timeline		
IP Goal 5: Create opportunities for faculty to collaborate and share effective teaching methodologies.	Year 1 19-20	Year 2 20-21	Year 3 21-22
<i>Strategic Plan Objective IP5.1: The College will have a comprehensive, integrated professional learning program.</i>			
Action Step 1.1: Review current college plans and activities, including program review and student learning outcomes assessment, and statewide initiatives, including Guided Pathways, AB 705, and Vision for Success, to identify professional learning needs through a lens of equity-mindedness, in collaboration with the work team for Equity Objective 1.2 and Objective 2.3.			
Action Step 1.2: Offer ongoing opportunities for faculty to incorporate best practices to improve teaching and learning and classroom management.			
Action Step 1.3: Review and expand mentoring program to support full-time and part-time faculty.			
<i>Strategic Plan Objective IP5.2: The College will have a clear vision and plan for a teaching and learning center.</i>			

Action Step 1.1: Determine values and priorities for the teaching and learning center development, based on the program priorities identified in IP Objective 5.1.			
Action Step 1.2: Identify and visit notable teaching and learning centers at a variety of two- and four-year institutions.			
Action Step 1.3: Submit a formal plan for a teaching and learning center including rationale, programming, and required resources including staffing, physical space, and funding.			

IP Goal 6	Strategic Plan Implementation Timeline		
IP Goal 6: Improve completion of transfer-level math and English courses within a one-year timeframe through changes to curriculum and teaching / learning practices.	Year 1 19-20	Year 2 20-21	Year 3 21-22
<i>Strategic Plan Objective IP6.1: Given AB 705 implementation, maintain current success rate in gateway math and English courses with higher numbers of students.</i>			
Action Step 1.1: Integrate the Writing Center and English Skills Lab to support student learning.	X		
Action Step 1.2.: Implement guided self-placements for English and math, and clarify process for students who cannot be placed by current transcripts, in collaboration with the work team for Student Access and Success Objective 1.3.	X		
Action Step 1.3: Provide special supports to help academically unprepared students to succeed in the program-relevant “gateway” (first semester transfer level) math and English courses by the end of their first year. Action Step 1.3.1: Evaluate effectiveness of math and English companion courses.	x	x	x

<p>Action Step 1.3.2: Collaborate with Student Accessibility Services to develop curriculum to support student needs in math and English.</p> <p>Action Steps 1.3.3: Explore offering late start classes in math and English and other support options such as success workshops.</p>			
<p>Action Step 1.4: Provide professional learning opportunities to share best practices in increasing student success implementing AB 705, in collaboration with the work team for Instructional Programs Objective 5.1.</p>		x	x
<p>Action Step 1.5: Provide professional learning opportunities for English, ESL and math faculty to discuss alignment of curriculum with K-12 faculty (see IP Goal 2)</p>		x	x
<p><i>Strategic Plan Objective IP6.2: Given AB 705 implementation, maintain current success rates in content courses which utilize English/Math skills.</i></p>			
<p>Action Step 2.1: Identify math/English skills that are needed in core content courses and develop responsive strategies.</p>		x	x
<p>Action Step 2.2: Develop STEM pathway for students whose previous preparation in math is incomplete.</p>	x	x	
<p>Action Step 2.3: Research best practices for creating supplemental instruction and scheduling, such as tutoring, workshops, and brush up credit/non-credit courses.</p>		x	x