



Student-Centered Scheduling

Fall 2022

Co-Chairs:

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Agenda

Background

Process and Progress

Next Steps



Student-Centered Scheduling

➤ What is Student-Centered Scheduling?

What to offer and when, each semester and over time. A process more than a product.

Definition in the *COM Strategic Plan 2022-2025*: A strategic approach to the schedule that maximizes the learning opportunities for students and establishes the instructional priorities for the institution. The schedule reflects the institution's goals and values.

➤ Guiding Question: How can our schedule be serving students better?



Why a master schedule now?

- **Strategic objective to be complete by 2025**
- **Curriculum changes (more 4-unit courses)**
- **Changing DE landscape (offerings and student expectations)**
- **Learning communities**
- **Legislative changes (AB 705, SB 1440, C-ID, CSU Area F, UC Area 7)**
- **College Hour**
- **HUM 101**
- **Guided Pathways/Interest Clusters**
- **Pathways need to connect to blueprints**
- **New AA-Ts and AS-Ts**
- **Major prep / articulation**



What do we hope to accomplish with a master schedule?

To develop a master schedule that...

- Enables students to complete ed goals (student success, access, and completion).
- Provides flexibility to meet student needs (for example, course offerings in multiple modalities).
- Reflects a set of goals, values, and priorities for master scheduling shared by the College.
- Reflects our mission.
- Is equity-driven.
- Aligns with four-year schools (articulation: GE patterns and major prep)
- Incorporates legislative changes
- Increases cross-departmental communication
- Is deliberate and designed; not random

Process Ahead

➤ Phase 1: Information gathering

- ✓ Counselors – April/May
- ✓ Students – April/May/Fall
- Department Chairs/Coordinators – Aug/Fall
 - Data: OIM, PRIE, Enrollment Services
 - Facilities

➤ Phase 2: Designing the process

- Identifying core working group(s)
- Identifying additional stakeholders
- Identifying priorities, values

➤ Phase 3: Implementing the process

➤ Phase 4: Institutionalizing outcomes



Guiding Questions: Spring 2022

What is working with the schedule?

What is not working with the schedule?

What does equity look like in a master schedule?

Who should connect with whom? And when?

Student Survey Results Spring 2022

What is working with the schedule? *a lot!*

(at least among students who answered survey)

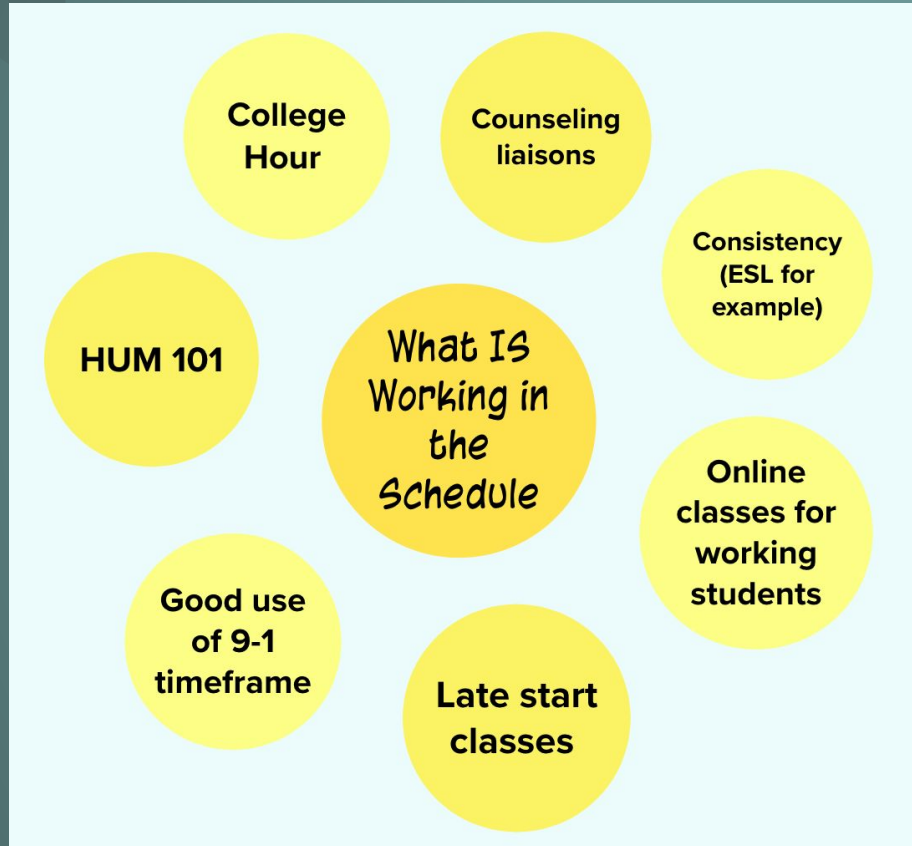
- We seem to be achieving equity goals: fairly consistent results regardless of full-time/part-time, gender, racial/ethnic group, age
- Students were satisfied with
 - Course offerings: only 2.5% were “not satisfied” with their spring schedule
 - Quality of learning: 63% Excellent, 25% Good, 8% Fair, 4% Poor
 - Campus environment: less than 2% did not agree it was “welcoming”

Student Survey Results Spring 2022

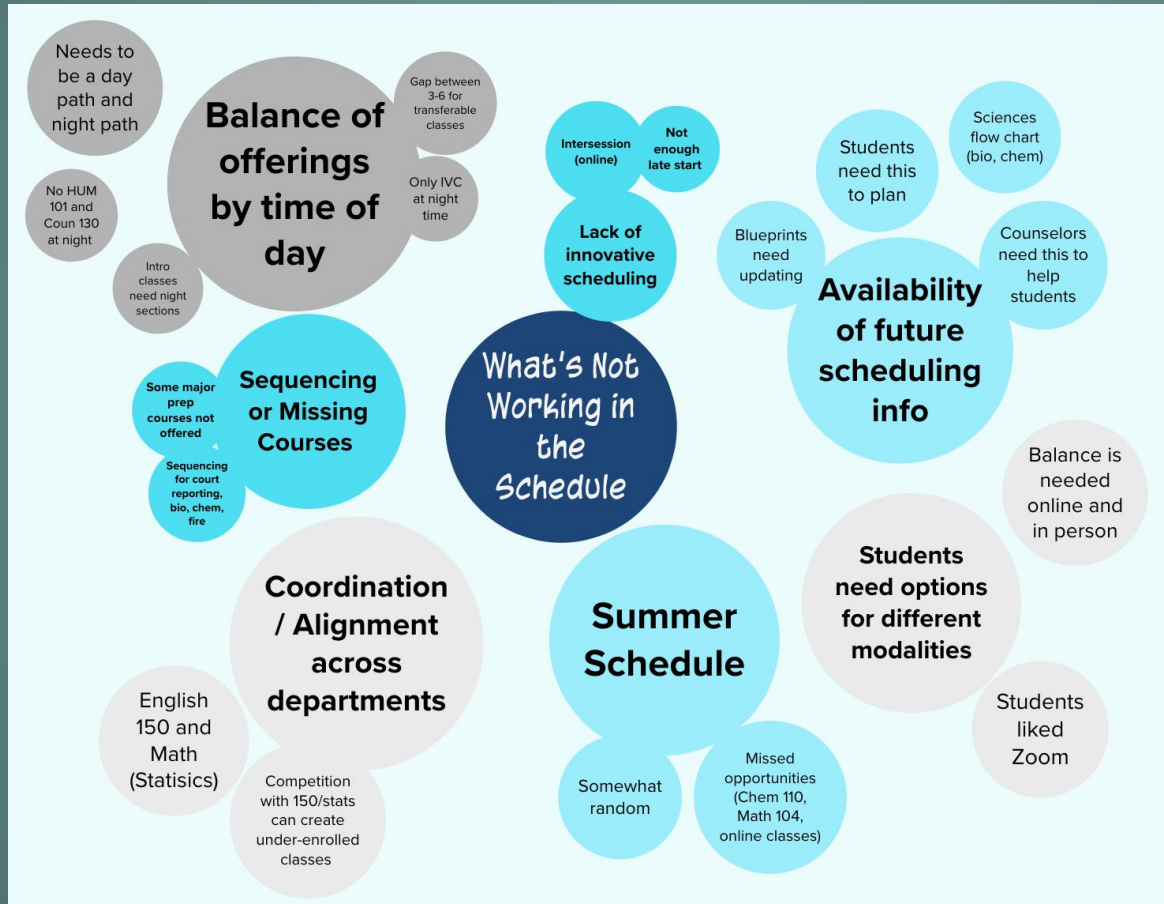
What is not working with the schedule? *a few issues*

- When asked if they could enroll in all of the classes they wanted or needed, 6.8% (52 students) did not agree and 22.6% (173 students) somewhat agreed.
 - 98 students because course was not offered in preferred modality
 - 93 students because course was not offered at day/time that worked for them
 - But, only 12 students reported they were not on track to reach ed goals due to scheduling.
- Some students would like to see more online and hybrid offerings
 - 17% did not agree there were enough online offerings in Spring 2022 (vs. 3.5% for in person)
 - Greater preference for online among 30-49 year olds (lower among 18-24 yo)
 - Overall, 13% want only online courses and 30% want combo of online and in-person courses.

Counselors: What's Working with the Schedule?



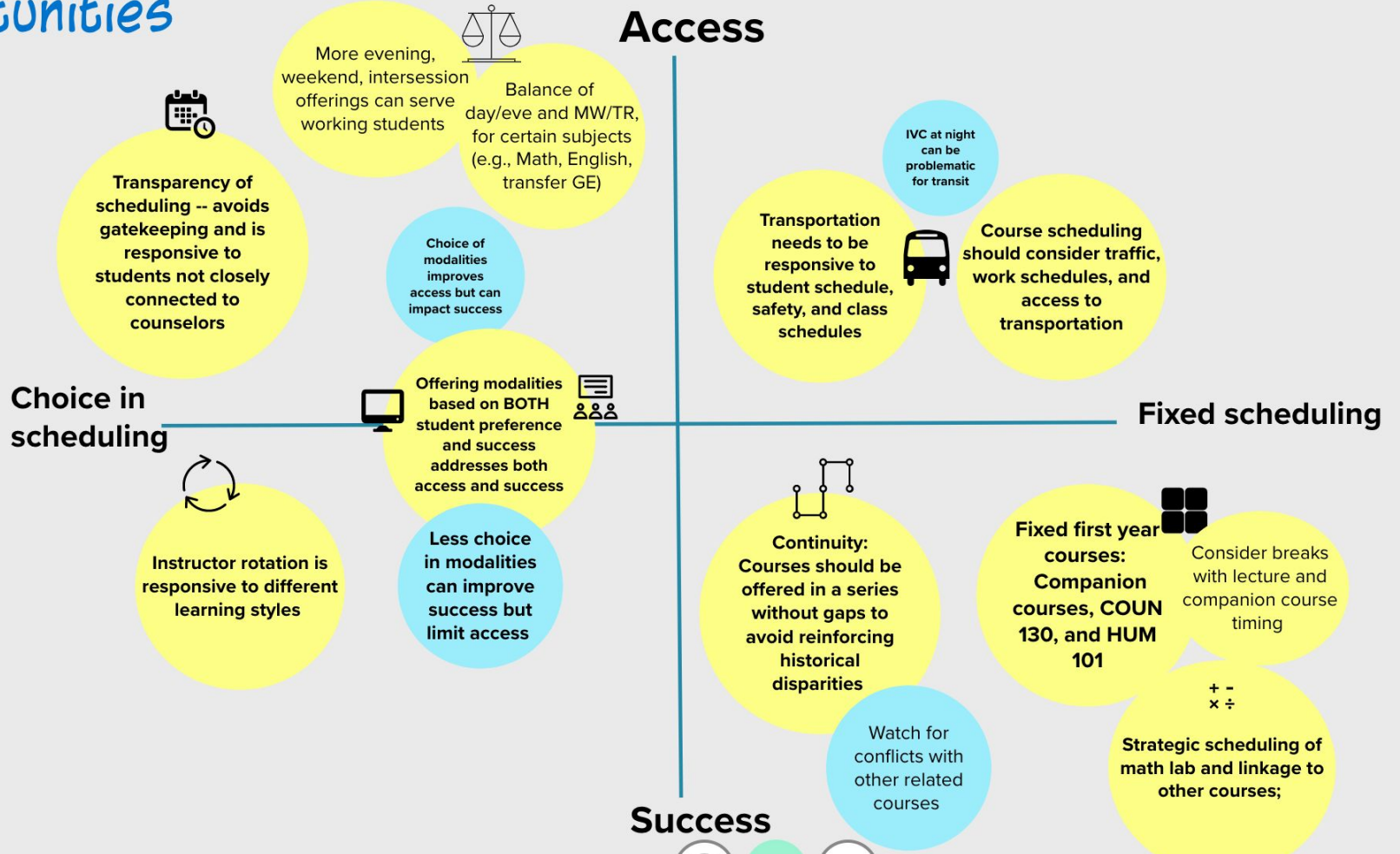
What's Not Working with the Schedule



Please choose the THREE (3) issues that you perceive as being the highest priority to address:



Opportunities





What role do Chairs play in the process?

What role do Chairs and Coordinators play in this process?

- Authorities on the current scheduling process.
- Have knowledge of historical patterns and issues.
- Experts on departmental curriculum.
- Have experience balancing competing factors (facilities, instructors, staff, etc.).
- Primary conduit for communication with faculty.

Are most likely to identify important constraints and process improvements.

- Aug 15th: Introduce master schedule concept and start discussion
- Sep 6th: Deeper dive into discussion details



Small Group Work: 20 Minutes

What is working with the schedule?

What is not working with the schedule?

Listen for common themes across departments in your group and we'll ask you to quickly share these out at the end of 20 minutes.

Groups

- Fine Arts/Performing Arts /WLC/Communication/Library (Notetaker – Cara)
- CTE / ECE / Health Sciences / Work Experience (Notetaker – Cari)
- Soc / Behavioral / English / ESL (Notetaker – Gina)
- Business / Physical / Life/Earth / Math / Athletics (Notetaker – Erik)



Small Group Report Out

What are a few common themes (what's working / what's not) that you heard coming up *across* departments in your group?

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Next steps/Suggestions

Next Steps for the September Chairs Meeting

Discussions with colleagues and students

What are you noticing with Fall 2022 and Spring 2023 scheduling

Contemplate what are the highest priority areas to start with? What would be your top ten items on the list?

What does equity and anti-racism mean in the context of scheduling?

Process - feedback, suggestions, modifications, what did we miss?



Thank You!!