

Student-Centered Scheduling



2022-2023

Board of Trustees Meeting, March 14, 2023

Co-Chairs:

Cari Torres-Benavides, Erik Dunmire, Cara Kreit



Overview

Background

Process and Progress

Next Steps



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 focus on student-centered scheduling now?

- Strategic objective and EMP Goal to be completed 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 student-centered schedule?

To develop a scheduling process that....

- Enables students to complete ed goals (student success, access, and completion)
- Provides flexibility to meet student needs (course offerings in multiple modalities, etc)
- Reflects a set of goals, values, and priorities for 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

- **Phase 1: Information gathering**
 - Spring '22: Academic Counselors, Chairs and Coordinators, Students, PRIE
 - Fall '22: Academic Counselors, Chairs and Coordinators, Students, Learning Communities, PRIE
- **Phase 2: Designing and Implementing the process - Spring '23**
 - Core working group(s)
 - Identifying additional stakeholders (Chairs, Academic Counselors, Students)
 - Identifying emerging priority areas and values
- **Phase 3: Institutionalizing outcomes**



Guiding Questions: Spring and Fall 2022

What is working with the schedule?

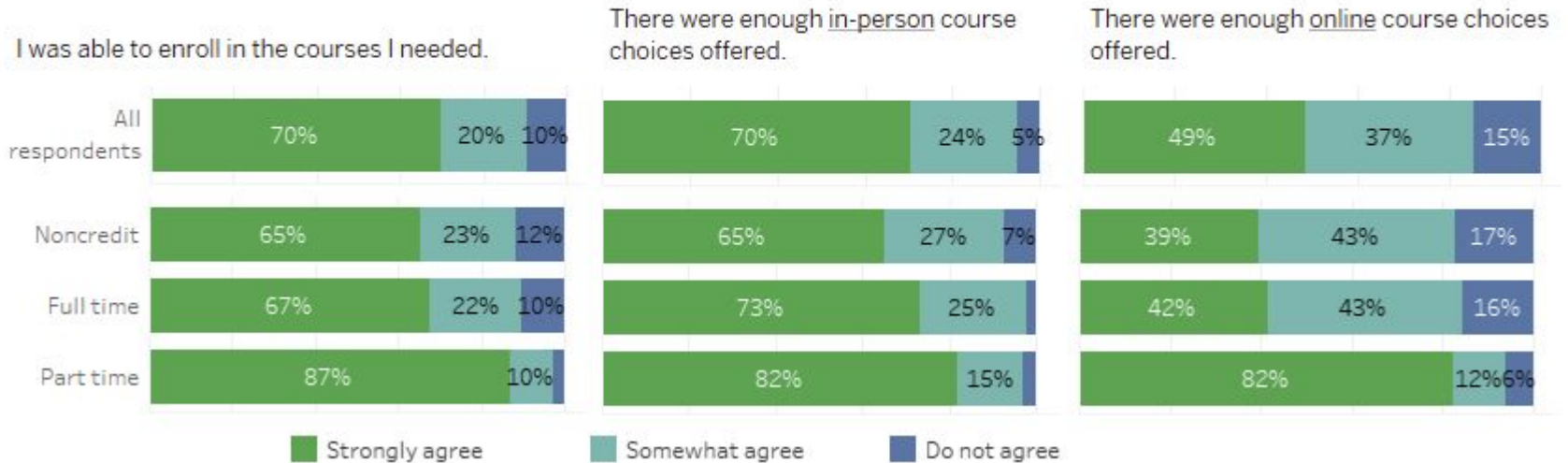
What is not working with the schedule?

What does equity look like in a master schedule?

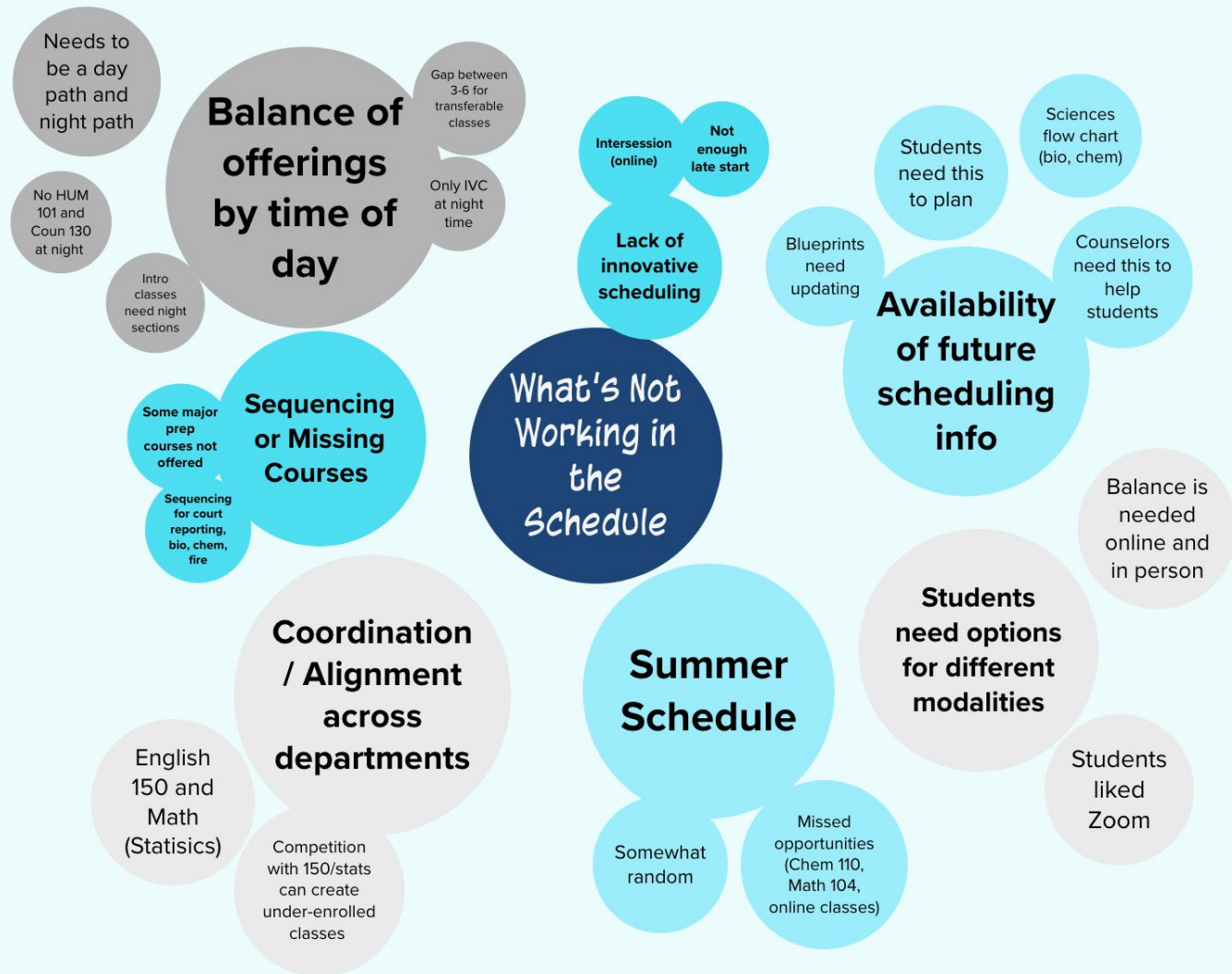
Who should connect with whom? And when?

What is working with the schedule? A lot!!

Q1. Thinking about the schedule of course offerings in Fall 2022, how much do you agree with the following?

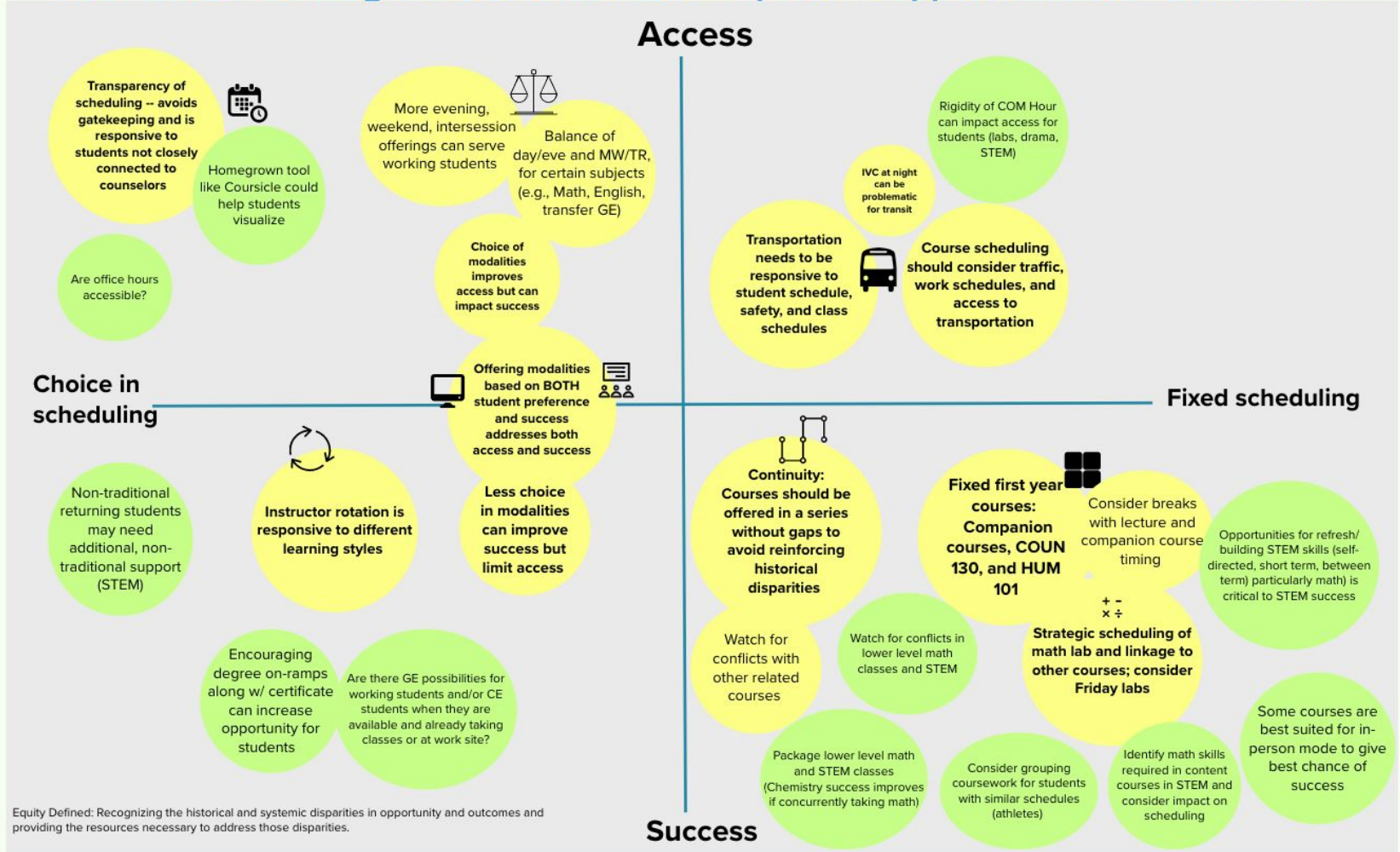


What's not working with the schedule?



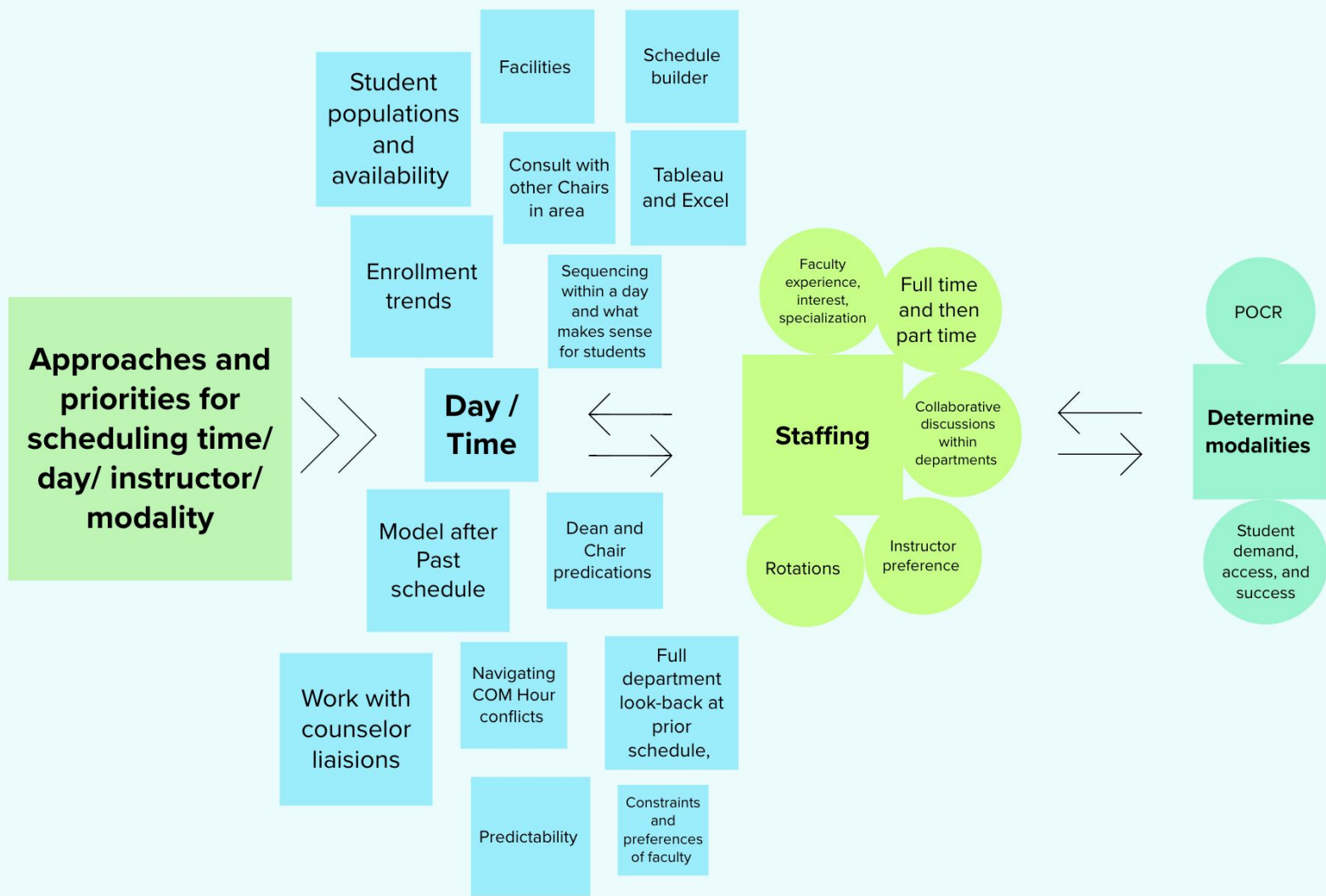
How Can Scheduling Move the Needle on Equitable Opportunities for Students?

Equity and Scheduling

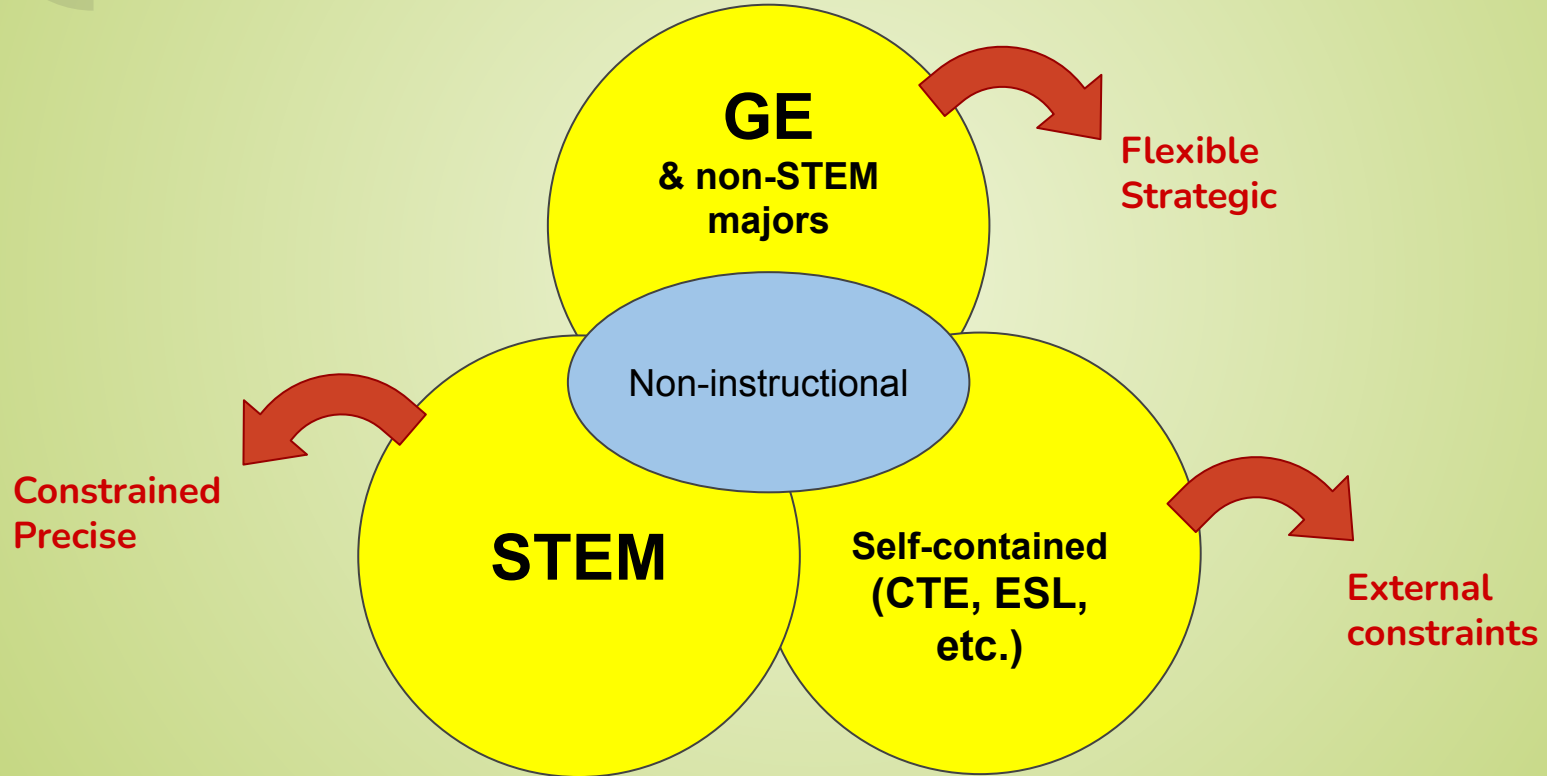


Equity Defined: Recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities.

Chairs and Coordinators Interviews



Student-Centered Scheduling



Time and day preferences

- Credit students prefer Mon-Thu
 - (1) late morning,
 - (2) early morning & afternoon
- Noncredit students prefer
 - (1) evening,
 - (2) early am, including Fri/Sat

Q7. What are the best times of the day and days of the week for you to attend in-person/hybrid courses at COM?

(only students who intend to take at least one in-person/hybrid course in Spring 2023)

N=488		All respondents	Part time	Full time	Noncredit
Mon	Early morning (8am-10am)	46%	43%	54%	36%
	Late morning (10am-noon)	59%	56%	76%	26%
	Afternoon (noon-3pm)	44%	44%	58%	10%
	Late afternoon (3-6pm)	24%	26%	30%	8%
	Evening (6-10pm)	33%	33%	24%	47%
Tues	Early morning (8am-10am)	50%	45%	61%	36%
	Late morning (10am-noon)	62%	63%	78%	22%
	Afternoon (noon-3pm)	45%	44%	63%	14%
	Late afternoon (3-6pm)	26%	26%	34%	16%
	Evening (6-10pm)	33%	31%	23%	59%
Wed	Early morning (8am-10am)	48%	44%	56%	52%
	Late morning (10am-noon)	60%	59%	75%	35%
	Afternoon (noon-3pm)	43%	44%	57%	17%
	Late afternoon (3-6pm)	23%	24%	29%	16%
	Evening (6-10pm)	31%	32%	21%	48%
Thurs	Early morning (8am-10am)	49%	43%	59%	47%
	Late morning (10am-noon)	61%	60%	78%	30%
	Afternoon (noon-3pm)	44%	43%	60%	12%
	Late afternoon (3-6pm)	24%	23%	33%	8%
	Evening (6-10pm)	32%	27%	22%	51%
Fri	Early morning (8am-10am)	22%	17%	25%	36%
	Late morning (10am-noon)	26%	27%	31%	15%
	Afternoon (noon-3pm)	16%	17%	20%	6%
	Late afternoon (3-6pm)	12%	15%	12%	6%
	Evening (6-10pm)	16%	16%	12%	30%
Sat	Early morning (8am-10am)	19%	14%	12%	41%
	Late morning (10am-noon)	16%	17%	14%	20%
	Afternoon (noon-3pm)	9%	10%	8%	7%
	Late afternoon (3-6pm)	7%	9%	6%	4%
	Evening (6-10pm)	8%	9%	7%	10%

GE Discussion

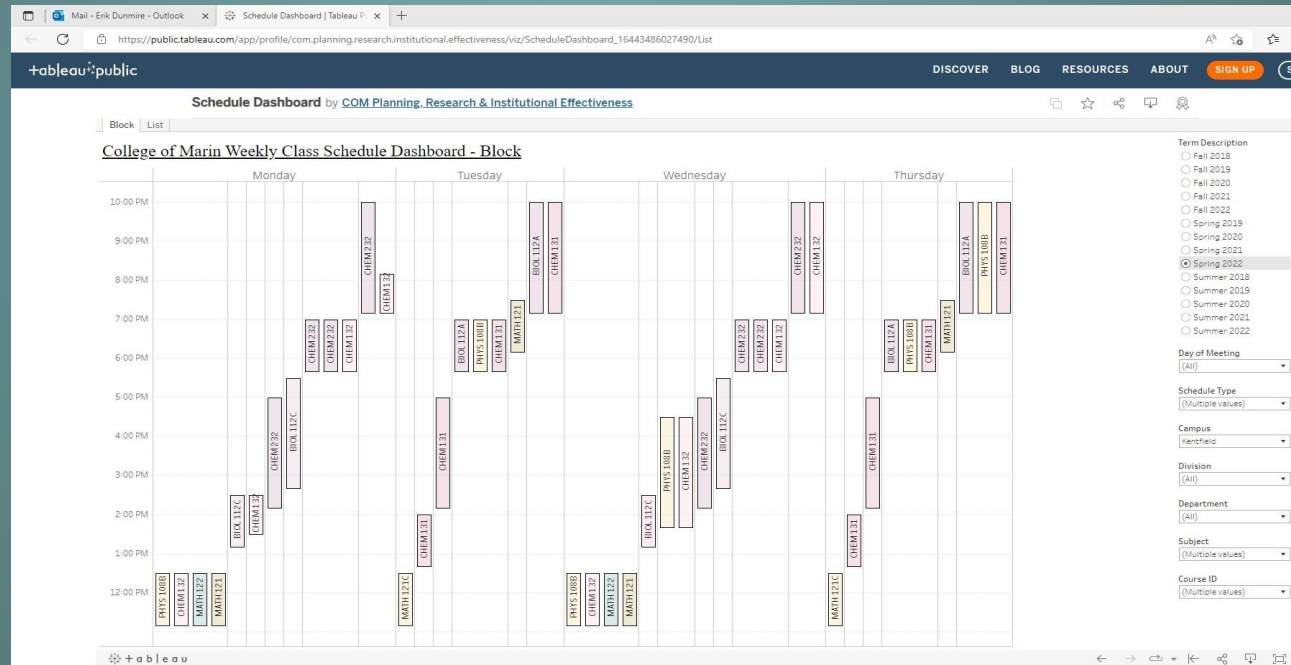
- Education around Areas, UC vs CSU, upcoming changes
- Schedule Analysis Area by Area
- Identified Possible Gaps & Conflicts

Image of Proposed Singular GE Pattern

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Writing Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course (3 units)		
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B – see below Golden 4 (Mathematics/ Quantitative Reasoning)
3	3A	Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas:	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses (6 units)	Arts & Humanities Social & Behavioral Sciences	Area D – 2 courses Social Sciences
5	5A	Physical Science	1 course (3 units)	Physical & Biological Sciences	Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course (3 units)		
	5C	Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A	Lifelong Learning & Self-Development			Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (*currently UC only, carries no units)			
7	7	Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL			11 courses 34 units	7 courses	13 courses

Tableau Schedule Visualization Tool

Enhancements for this project—new filters for individual courses & GE areas, tab with DE sections, tab with historical enrollment data





Early Wins

- **Culture Shift**
 - Chairs think about other depts during scheduling
 - Chairs talk to each other and to counselors about scheduling
 - Chairs look for opportunities to make improvements
- **Emerging Process**
 - Data (surveys, enrollment, etc.) & counselors raise concerns
 - Schedule group investigates and discusses with chairs/coordinators **BEFORE** scheduling begins

Early Wins

- Recognition and resolution of schedule conflict issues among entry-level STEM courses (e.g., M105/109 and C114) resulting from AB705
- Athletics/Labs conflict—addition of Mon eve and Thur 8-11am Bio 110L sections for Spring 2023 to better serve athletes
- Resolved Tue evening Engl 150 / Math 115 conflict for Fall 2023
- Resolved some overlaps between Engl / Math / Hum 101 courses in mornings to increase student choices
- Moved Comp 160 to a 'conflict-free zone' for CSE majors
- Started to concentrate STEM disciplinary sequences in particular day/time slots to simplify conflict-free scheduling for STEM majors



Next Steps

- Institutionalize practices for scheduling (tweaking/refining)
- Adapt to change (GE pattern, enrollments, preferences, etc.)
- Update multi-year course rotation blueprints to support academic planning
- Continue to refine STEM scheduling pattern based on pathways
- Refine Tableau and other data tools to support decision-making



Thank You!!