

Educational Planning Committee Report
Academic Year 2020-2021
Year 2 of the Strategic Plan 2019-2022
Year 2 of the Educational Master Plan 2019-2025

EMP Focus Area and Goal: Instructional Programs Goal 3
Champions: Assistant Vice President for Instructional Support

[Timeline for Implementation](#)

EMP 6-Year Goal and Strategic Plan 3-Year Objectives:

Instructional Programs EMP Goal 3: Implement a student-centric master schedule that meets student needs for timing, location, and course offerings rotation. Master schedule defined: A strategic approach to the schedule that maximizes the learning opportunities for students and establishes the instructional priorities for the institution. You get what you design for.

Strategic Plan Objective IP3.1: COM will have a master schedule that allows students to reach their educational goals in two to three years for full-time students and five years for part-time students, based on mapped student journeys from Instructional Programs Objectives 1.1 and 1.2.

Action steps discussion for IP Goal 3 from 12/7/2020

Master schedule – more preliminary work needs to be done. There are a variety of things to consider such as AB705, increase of 4-unit classes and companion courses. All of this is being impacted by COVID. Other considerations include use of online instruction going forward, evening GE classes and breadth and depth of online instruction program going forward now that students are more adept at online instruction. Working with IT on a Master Schedule platform. One piece that is complete is that the learning communities are part of scheduling as a regular practice. Many of the action steps have been delayed due to COVID. Looking at what classes can potentially be offered online going forward and possibly be institutionalized.

Due to COVID, progress toward this goal has been mostly delayed. Once we get through the pandemic, more attention will be turned to long-term scheduling that best supports our students and their educational goals. The Improving Online CTE Pathways grant was completed in January, 2021, and we met the intended goal of the grant to bring three programs, Business, Hospitality, and Multimedia Studies, online. Now, we are working on bringing more courses through the Peer Online Course Review (POCR) so that we can expand our online course offerings that meet GE and major preparation requirements. Post-pandemic, this expansion will factor into the master schedule work.

A lot of reassessing will need to be done post-pandemic regarding our schedule. As an example, Area F (Ethnic Studies) has been added to the CSU GE-Breadth pattern and that will be another factor to consider in addition to the way we deliver instruction. How we thought we were going to approach the master schedule work pre-pandemic is much different than how we will approach it post-pandemic.

EPC Discussion / Feedback 12/7/2020

Can groundwork for technology to build/display master schedule be completed now while other work is delayed due to pandemic? Can more be done now that isn't impacted by pandemic? Ryan Byrne offered an example from Pasadena City College of master schedule software. What are the connections between CCC Apply and Degree Works and how does this inform the master schedule?

What will online teaching look like post-pandemic? Important to get student feedback on this and work with student Ed goals/plans. Important to keep an eye on enrollment patterns of online VS in person and see what evolves. Needs assessments can likely not be done until after pandemic.

Progress Indicators

Progress Indicator IP3.1: *The master schedule reflects student ability to complete two to three year full-time or five year part-time educational goals*

Value for 20/21: NA

Rating of progress

Please self-rate your progress toward achieving each of the above objectives:

- Red: No progress
- Yellow: Substantial progress
- Green: All action steps implemented, and objective achieved

Strategic Plan Objective IP3.1: ●

Red: Little progress has been made due to the pandemic.

Performance Indicator Data for EMP 6-Year Goals

IP Goal 3 Performance Indicator 1: *Decrease in average time-to-degree; baseline is 6.3 years; target is 5 years. (Source: Banner transcript files for degree earners, average time-to-degree 2016–17 through 2018–19).*

PRIE Data for 20/21:

Baseline / Target	Year 1 19/20	Year 2 20/21	Year 3 21/22	Year 4 22/23	Year 5 23/24	Year 6 24/25
6.3 / 5	6.6					

IP Goal 3 Performance Indicator 2:

Percent of degree/transfer students completing 15 or more units in the fall term increases. Baseline is 5.6%; target is 8.4%. (Source: SSM Launchboard; successfully completed unit thresholds in the fall,

degree/transfer students, annual average of students completing 15 or more units, 2015–16 through 2017–18).

PRIE Data for 20/21:

Baseline / Target	Year 1 19/20	Year 2 20/21	Year 3 21/22	Year 4 22/23	Year 5 23/24	Year 6 24/25
5.6% / 8.4%	7%					

EPC Use Only

- EPC supports this self-evaluation of progress. Recommendation is orange -- not substantial of yellow but some actions have been made so not red of no progress
- This goal should connect to IP Goal 1 in terms of clear pathways, not just rotations, so connect these in next strategic plan.
- Improving Online CTE Pathways grant completed!
- PI #1: Record number of degrees given but handful of students finishing multiple degrees (4-5 degrees) may have raised number a bit. Is there a way to exclude outliers? We are expecting this to go down over time. Full and part-time are together -- part-time students increased this past year significantly. Units can show more efficiency rather than time to degree. Might be good to look at this in different ways in next planning cycle. Parsing out full vs part-time might show where barriers exist and how we can meet needs of students.