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| **Create a student-first course schedule (and a campus culture that supports completion in 3 years)** | | |
| **Challenges** | **Possible Solutions/Actions** | **Lead on Next Steps** |
| How can we improve our understanding of the ways our current course schedule is *not* a student-first course schedule?  What is our current course schedule in meeting students’ needs? How can we advance to a student-first course schedule? | * Gather more information: student surveys, focus groups, interviews with counselors, welcome center staff, retention specialists, peer mentors. * Are course conflicts still an issue, given that 40% of sections are online/asynchronous? Evaluate the impact of deviating from the District block schedule. * Review other data (Program of Study, Course Availability, etc) to determine why students may feel like they cannot get the classes then need when they need them. Can they complete in 3 years? * Reaching out to high schools and community members (students who have stopped out, in particular) to help inform this understanding would also help. | * PRIE, faculty (IPC?) * iDeans and PRIE * iDeans and PRIE * Outreach, Office of HS Transitions, PRIE |
| Building on the College for Working Adults model – can we expand it to “guarantee” that students could get more degrees and certificates in 3 years?  Expanding on the College for Working Adults model, can students successfully graduate in 2-3 years? | * Determine which degrees or certificates we should we add to CWA offerings? * CWA has lost students, how do we know if this is what students want – survey stopped out CWA students? Others? (Is this needed? In the group discussion, this did not come up.) | * Dean Carranza, iDeans * Dean Carranza, iDeans, PRIE? |
| How can we best leverage information about what students want (based on their Program of Study and Ed. Goal) to build the course schedule?  Is this saying the same as the first one? | * Using a combination of Program Maps, students’ academic course-taking history as well as their education goal, we could better forecast their needs for certain courses. * Use Student Ed. Plan data | * iDeans, PRIE |
| How can we operationalize EMP Strategic Initiative 4.12: Offer key courses (e.g., popular, commonly needed General Education courses) in multiple instructional modalities.  How can we continue offering key courses in multiple instructional modalities based on students’ needs and ensure the quality of teaching and learning? | * Review course sections by Core Required/GE/Selective status as well as enrollments over time by modality. * Consider this data when creating the course schedule * Continue utilizing student and faculty feedback * Continue evaluating student success to ensure quality of teaching and learning | * iDeans |
| As we join the California Virtual Campus, how can we determine which programs to offer 100% online? | * Consider quality as well as quantity * Determine criteria for choosing and offering certain course and programs on CVC * Utilize the POCR process more broadly | * DEAC * DEAC, iDeans * DEAC |
| What other information is needed for us to understand this challenge? | * What students need/why they feel they cannot get the courses they need when they need them * Student course taking patterns, preferences, and choices. How do students decide which courses to take? * What are their priorities? Teacher, modality, time, day etc? * Where do students or counselors see course conflicts? |  |
| How will we measure success or know if we’ve solved this challenge(s)? | * Enrollment increases * Completion rate improvements |  |