**Educational Master Planning Task Force**

November 17, 2021

MEETING MINUTES

**Task Force Members Present:** David Eck, Roslind Young, Brittney Samora-Delgadillo, Nimsi Garcia, Allison Hughes, Eddy Harris, Mira Rubio, Wissem Bennani, Jeanne Stalker, Jenna French, Alicia Aguirre, Mary Ho

**PRIE:** Karen Engel, Alex Claxton, Milena Angelova

**Task Force Members Absent:** Leonor Cabrera, Krystal Martinez

**Community Member Present:** David Reed, Ameer Thompson

The EMP Task Force reviewed the current status of the revised Mission, Vision, Values: <https://docs.google.com/document/d/1ZgrOUZsv9V_9mXFkpP-R4dSYNXU_JQDS/edit?usp=sharing&ouid=100845765393807657515&rtpof=true&sd=true>

Further synthesis is needed and will be finalized by Spring Term.

PRIE (Karen and Alex), presented additional data regarding the Internal Scan: <https://canadacollege.edu/emp/Internal%20Scan%20Part%20III%20presented%20Nov%2017.pptx>

Then the Task Force broke out into groups to discuss:

* What does “intentional scheduling” look like?
* What does that mean for services and community?
* How do we optimize the course schedule for student completion?
* What kind of information should we share with Deans and faculty to help them plan their course schedules?
* What kind of process would help adjust drafted class schedules?
* What are the best ways we could collect more information from students about preferred scheduling options?

**Breakout Room 3**

What does “intentional scheduling” look like?

* Aligns with bus/transportation schedules (accessibility for students and commuters)
	+ Avoid high traffic times
	+ Class start times do not overlap with bus arrival times (to give students time to get to class and not be late if there is a delay in travel times)
* Institute grace periods for students joining classes late
	+ Before someone is considered “absent.”
		- Perhaps couple this with available recordings (not in place of the class you’re required to attend) but so that people can go back and see the first 10-20 minutes they missed.
	+ Based on having work up until the class time, dealing with mental health issues that create feelings of exhaustion or dread, having to take care of kids, etc.
	+ “What are we choosing to emphasize/teach -- the subject or the ability to be on time?”

How do we optimize the course schedule for student completion?

* Consider ADT degree pathways and classes needed to complete those degrees - aligns with new legislation pushing for ADT transfer pathways

Hyflex as one way to address some of the access challenges

* But we can’t just look at modality as a scheduling solution without also considering the level of training and preparation required to build high quality courses in different modalities

POSSIBLE STRATEGY - Find scheduling solutions that are specific to a department by surveying faculty about which scheduling strategies (ex. Evening classes, Friday classes, different modalities) they are interested in testing out/exploring and pairing that information with a survey of students in that department around what they need. And focus on the overlap between those things. So maybe consider different scheduling strategies for different departments, rather than college wide strategies alone.

**Breakout with David R, Allison, Nimsi, Mira**

* Need to expand evening, but also find other ways to meet stu needs
* Need to address the MWF issue, not working for our students
* Address the 15 week semester vs 18 week semester (SKY, CSM on slightly diff sched)
* ESL example is one way to address need, but not all stu’s are helped by just adding eve’s
* Need to address more stu need at dept level, that could lead to changes such as **some** but **not all** depts adding MWF
* Nimsi - challenge of relying on public transpo to get to class, not reliable and causes add’l stress, they miss class and are late due to bus schedules, etc
* Hyflex as one way to address some of the access challenges, but we would need to address a **large PD and faculty support need** to make this work on any kind of scale
* Changing modalities last minute is not a good approach - quality of online course that was rapidly moved to online is not going to be good

Follow-Up

* Mini survey of faculty at dept level: are you trained to teach online? Are you interested in teaching in a non-trad modality? Do you need add’l PD to help you do this? Then pair that with stu-level data for the dept - i.e what are the stu’s in that dept saying they need?
* How to get action on dept-level follow up to address specific stu needs in that dept
* Consider CWA as a lab for some true hyflex courses - including asynchronous. Use that data to support further additions and expansion if stu’s are responding and succeeding
* Need to be mindful of faculty prep needs, don’t just focus on modality or adding online/hybrid as a quick way to expand options - course quality is not going to be up to par if we do this
* Humanizing the curriculum - move away from strict deadlines, high stakes assignments early in semester, this would help
* Revisit faculty request form - are faculty interested in and prepared to teach in other modalities? Then pair that to stu feedback that helps with

**Breakout Group 1 – Discussion of Course Scheduling (Internal Scan Part III)**

* Breakout with Alex Claxton, David Eck, Eddy Harris, Alicia Aguirre, and Karen Engel

What does “intentional scheduling” look like?

* Is student demand being divided into too many buckets
* Try to be strategic with courses that generally have low demand
	+ For niche courses, consider offering in a timeslot that will maximize its GE demand, consider linking it with Honors, consider more flexible modality such as Hybrid (once a week) and/or HyFlex

o Messaging to counselors about how non-major students would do in non-100 level courses

What does that mean for services and community?

* Offering some targeted counseling or other service

How do we optimize the course schedule for student completion?

* One day-a-week hybrid classes on Friday mornings
* Hybrid “sister” classes that happen one day a week and have a mirrored course that would satisfy another major requirement or GE breadth requirement.
* Better fitting high unit classes into schedules
	+ Inquire about some of the high unit courses to see whether some could go hybird in order to shave some time off the class meeting in order to open up another time slot for the student.
		- Example: having a high unit class end at 9:30am rather than 9:50am so that the student could take a 9:45am course.
		- Turn some high unit courses into a MWF course so that it ends before the “normal” block schedule time
	+ Experiment with offering some MWF 50 minute courses that could start at a time block that would work with students who just finished a high-unit class.
		- Example: having some courses run 10:10am - 11am so that students who left a high unit course that ended at 9:50am could enroll in the 10:10 fifty-minute course.
* Experiment with some MWF courses to see if it has higher interest/demand
* Using Building 1 facilities to help bring more people onto campus in the evenings. Make campus feel more welcoming and safe with more people around.

What kind of information should we share with Deans and faculty to help them plan their course schedules?

* Spring versus Fall differences. Major differences due to lower number of English sections and/or introductory Math sections. Could open up timeslots in Spring semester that are less available in the Fall semester.

What kind of process would help adjust drafted class schedules?

* Potential for cross-District department planning
* Pull data on course offerings from CSM and Skyline to see department/discpline offerings in past years. Help avoid offering “niche courses” at two different colleges.
* Updated data on current draft by what GE areas are available at different time schedules
* Pull data from Banner after initial draft of schedule. Before end of the first planning semester (one year before the classes would run), collect the current draft schedule and share with Deans and faculty to highlight under-served timeslots by GE area and by major requirements (comparing what the other colleges have offered in past semesters or what faculty might be aware of if in direct communication with discipliune faculty at the other colleges)

What are the best ways we could collect more information from students about preferred scheduling options?

* Majors prompted to ask if they need a particular requirement to complete their program (input one or two semesters ahead)

**Group members: Jeanne, Jenna, Roz and Mary**

**What does “intentional scheduling” look like?**

catering to students – student centered

smart scheduling, making it work for students -

mission is student first

thoughtful about our students

we are need to look at what we are doing? We are losing our students

**What does that mean for services and community?**

each office need to consider to evenings – surveying our programs and our students

do something with the data we receive

Learning Center only opened 10 am – 2pm (only here M-Thurs), students want in person

Need institutional tutoring – have to improve tutoring, need to be in person

Increase wage for student wage

**How do we optimize the course schedule for student completion?**

Stopped teaching Chemistry at night – not sure

Virtual online – ask students what they want

Balance of both online and in person

Give time for classes to fill-up in person in the Summer

Schedule based on child care schedule

Offer Hy-flex class but might be expensive

Smart Board ?

Late start – shorter term > 8 week schedules

**What kind of information should we share with Deans and faculty to help them plan their course schedules?**

Hy-flex

Training on Hy-Flex

Training on Smartboard

Mirror children holiday schedule

Trying classes at night

**What kind of process would help adjust drafted class schedules?**

Ask the counselor for feedback- they have input – hear the frontline

Hearing student don’t want to take Math class in person – need to be counselor feedback

Schedule is rolled over – opportunity to think outside of the box,.

**What are the best ways we could collect more information from students about preferred scheduling options?**

Survey students

**Group 4: Hayla, Isaac, Milena, Wissem**

What does “intentional scheduling” look like?

- For spring 2022 and post-pandemic in general it is hard to predict student preferences. Therefore, it is important to provide maximum flexibility and multiple options to meet the needs of our students.

o As an example: “gentile Hyflux model” cross listing some courses/sections for both synchronous online and in-person. Same instructor will teach both. Students will have the option to choose the modality that works best for them.

- Provide options and flexibility

- The desire is to get students back to campus/online sense of community

What does that mean for services and community?

- Provide both in-person and remote services to create a sense of belonging and community for students.

- Provide more virtual services to meet the needs of part-time/full-time students and online only students

- Collect data by using QR codes / students’ surveys to understand the student services schedules that work best for our students

- Communicate open hours and make sure that our service hours match the advertised hours, the consistency will help create trust and confidence with hour students.

How do we optimize the course schedule for student completion?

- Avoid conflict between course offerings

- In relation to guided pathways and AB 705: make sure the students are taking math and English during their first semesters

- Explore the 5 days course offerings, it may provide more optimization. However, this needs to be part of a larger campus conversation to make sure that the campus community understands the purpose from this suggestion

What kind of information should we share with Deans and faculty to help them plan their course schedules?

- Data to reflect student needs and preferences

- Understand the modalities for that works for students who are swirling

What kind of process would help adjust drafted class schedules?

- Each division is focusing on the offering within the division, we should also look into the offering from other divisions to understand the big picture

What are the best ways we could collect more information from students about preferred scheduling options?

- Student surveys to find out their intentions, wants and needs

- Use other modality of communication: such as text instead of emails