IDEAA in Curriculum: Eyes on the Prize

CURRICULUM INSTITUTE

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Guided Pathways, Data and Scheduling

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On Zoom and in the Room

- On Zoom: Please use the chat feature in Pathable. One of our presenters will monitor chat and address questions or raise them with the group.

- On Zoom: Please make sure your mic is muted! Raise hand and wait to be called on to speak.

- In Room: Please keep cross-talk to a minimum so online attendees can follow the conversation.

- In Room: Raise your hand and be sure to speak up when called on! Presenters will run a mic to you or repeat your question.

- All: Please be patient and with us and your colleagues as we navigate this new, hybrid experience together.

Session Description

This session focuses on effective practices and deliberative discussions that include the principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) to support student success when building the course schedule. This breakout will focus on the data needed to make scheduling decisions, various methods and approaches to scheduling and identifying the best method, the ways that guided pathways should impact scheduling decisions, approaches to improving collaboration in building schedules, and how to get started or revamp your strategies at your college.

Session Learning Outcomes

At the conclusion of the session, participants will understand:

1. How a process centering IDEAA principles can inform student-centered scheduling
2. The relationship between curriculum and scheduling in a guided pathways framework
3. Principles and practices for data-informed schedule decisions, including principles of equity-mindedness
4. Collaborative strategies for balancing student access, faculty needs, and contractual compliance

Scheduling Basics

What is the relationship between curriculum and scheduling?
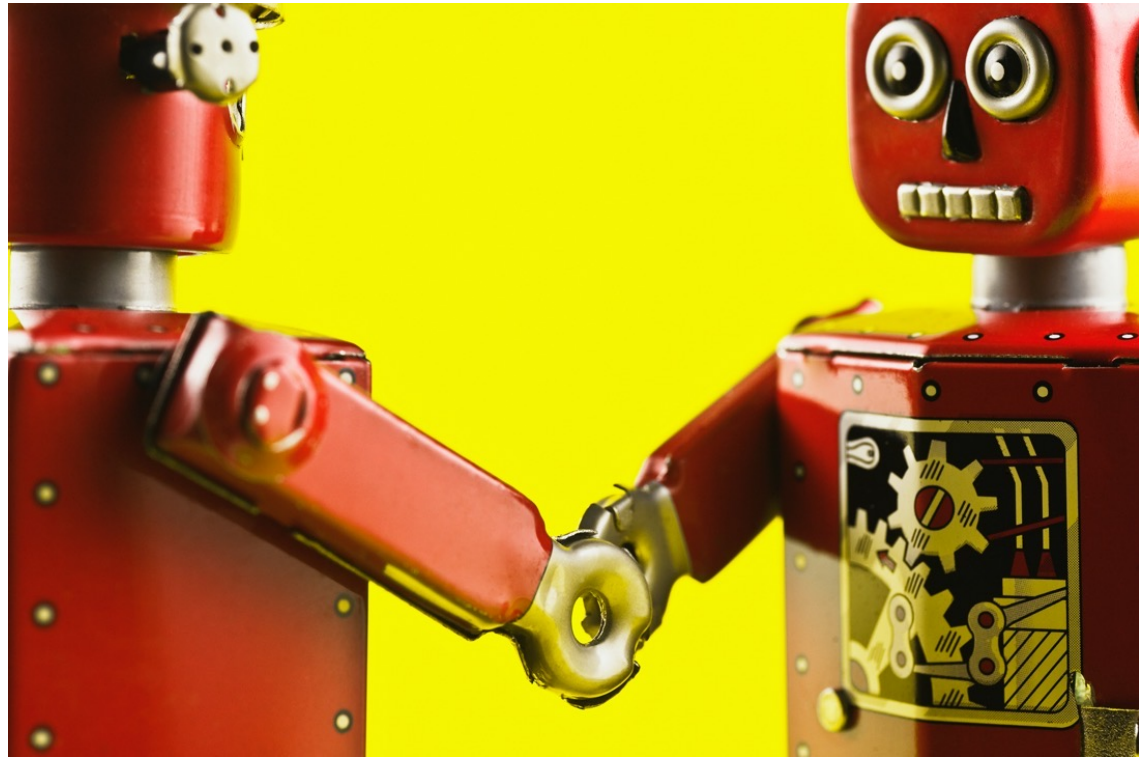
IDEAA and Student Success

- Vision for Success Goals:
  - Goals 1 & 2: increase the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job & increase transfers to CSU & UC
  - Goal 3: Decrease the average number of units accumulated by California Community College students earning associate degrees,
  - Goal 5: Reduce equity gaps across all goals through faster improvements among traditionally underrepresented student groups

Scheduling and Curriculum

Before You Get Started

- Are there courses in your catalog that are never offered?
- Are there programs in your catalog that no longer exist?
- Are there certificate and/or degree options that have never been awarded?
- Who is responsible for curriculum "clean-up" decisions?
- How do you engage in campus-wide clean-up of curriculum/catalog?

Example: COS Courses Not Offered Report

Division	Department	Subject	Course Num	Course Title	Level Code	Last Term Scheduled (Active)	Last Term Scheduled (Canceled)	Programs Referencing this Course
AG	AG	AG	319	Student Success in Agriculture	UG		Fall 2019	
IT	ARCH	ARCH	151	Independent Study-Architecture	UG	Spring 2015		
IT	ARCH	ARCH	190	Supervised Practice	UG	Spring 2015		
IT	ARCH	ARCH	30	Sustainable and Green Topics	UG	Spring 2016	Spring 2018	
IT	ARCH	ARCH	133	Sustainability Implementation	UG		Fall 2017	
IT	ARCH	ARCH	134	Sustainable Materials/Methods	UG		Spring 2017	
IT	ARCH	ARCH	251	Independent Study-Architecture	UG			
ARTF	ART	ART	126	Digital Painting	UG			
LANG	COMM	COMM	151	Ind. Study-Communication	UG	Spring 2014		
BUS	COMP	COMP	135	Desktop Publishing for Bus	UG	Spring 2013	Spring 2015	Certificate of Achievement in Computer Applications (Restricted elective)
BUS	COMP	COMP	140	Computer Operating Systems	UG	Spring 2016	Spring 2017	Certificate of Achievement in Computer Applications (Restricted Elective)
ARTF	THTR	DRAM	40	Music Theater	UG	Fall 2016	Fall 2017	Associate of Arts in Dramatic Arts - Acting (AA) (Restricted Elective) Associate of Arts in Theatre Arts for Transfer (AA-T)
IT	DRFT	DRFT	251	Independent Study for Drafting	UG			
IT	DRFT	DRFT	400	Drafting Tech Sup Lrng Assist	NC			
ENGL	ENGL	ENGL	261	Accel Intro to Read & Writing	UG	Spring 2019	Spring 2019	Prerequisite to ENGL 001, PHIL 013, PHIL 014, POLS 009, POLS 109, POLS 110
ENGL	ENGL	ENGL	405	Augmented Instruction in Engl	NC	Spring 2019	Spring 2019	Corequisite to ENGL 405
LANG	ESL	ESL	310	Beg Writing/Grammar 2	UG	Spring 2019	Fall 2019	
LANG	ESL	ESL	311	Beg Reading/Vocabulary 2	UG	Spring 2019	Fall 2019	
LANG	ESL	ESL	312	Beg Listening/Speaking 2	UG	Spring 2019	Fall 2019	
LANG	ESL	ESL	400	ESL Supplemental Lrng Assist	NC			
IT	GD	GD	151	Independent Study - GD	UG			
IT	GD	GD	251	Independent Study-GD	UG			

First Thing's First
Curriculum Clean Up – What does that mean?

- Curriculum and discipline experts examine data across the institution
- Asking questions – lots of questions – across programs
- Not jumping to conclusions
- May (or may not) mean discontinuing certain awards, programs or classes
- May (or may not) mean creating new awards, programs, classes
- May (or may not) mean re-designing
- Question what is the end goal of the program – employment, transfer, local needs
- Be sure data analysis and context include your IDEAA goals

Guided Pathways: Program Mapping and Sequencing

An academic program map is a term-by-term sequence of courses required to complete a degree/certificate in a given time (typically two-years for an associate's degree). A program map is intended to communicate to students the most efficient pathway that minimizes the time to degree and the courses they need to take to ensure a seamless completion or transfer.

Sequencing degree/ certificate requirements is part of the new program submission process for COCI. As part of the mapping process, **course sequencing** is a process whereby discipline faculty, working with counseling faculty and other stakeholders, identify which courses should be taken and in what order.

Reedley College Map Examples

Why does a course belong in a specific semester?

- Is the course a prerequisite for other courses?
- Does the course rigor require preparation?
- Does the course represent a milestone in student progress?
- Can students use the course to pursue other majors within a meta major if they change major?
- Is the course a hook course meant to engage student interest or vet suitability?
- Does the course provide an important contribution to campus equity initiatives?
- How does the timing/sequencing of the course address equity gaps?

Building the Schedule

How are scheduling decisions made?

Scheduling Basics: Know Your Stuff

- Multi-variable (days, times, locations, modality, …)
- Connection to Program maps
  - Are students able to follow the maps based on the schedule?
  - Are these maps accessible to students?
  - Are there maps to meet diverse student needs? (part time, evening)
- Know the connections between courses and programs
  - Prerequisites, sequences, and more!
- Realities
  - Limited classrooms
  - Student preferences for modality
  - Budget constraints

Scheduling Start to Finish: Curriculum

- Scheduling starts with the curriculum process – this is faculty led and initiated

- Courses must be fully approved and chaptered (in CO inventory with control number) prior to scheduling

- Specific info must be available to students prior to registration – at most colleges, this means a course must be listed in the college catalog

- If a course is intended for UC transfer, C-ID, or transfer GE the approvals are not retroactive—courses should not be scheduled prior to these approvals

- Once all this is complete a scheduling process can begin!

- Scheduling itself is often negotiated-–the process is specific to each college

Scheduling Basics: STEM Example

- STEM students largely take a similar set of core courses
  - Many of which are sequences
  - Many also involve laboratories
    - Are lecture and lab schedules student friendly?
- For example, Engineering
  - Calculus, Physics, Statics (& Chemistry!)
  - Avoid courses scheduled at same time if one is a prerequisite for the other, for example
- Also consider student needs in STEM disciplines:
  - Transfer often prioritizes completion of lower-division prep rather than AS/certificate completion.
  - GE units can (and often should) be completed post-transfer.

Course Scheduling: Points to Consider

- Where does the class fall in the sequence on the program map?

- How many students does the program have?

- How many sections of the class will you need and in which semester?

- What times/days is student demand high for this specific program?

- What are the equity needs of students who will take the courses for this degree/certificate?

- Have you consider having this certificate/degree as part of a night-time or weekend program?

- Do you have the full student support services available to the students if you put the courses in the evenings and weekend?

- How many courses in this area are offered at the same days/times?

- Are GE courses offered at varying days/times for all student access?

Resistance / Obstacles to Scheduling?

- How do you operationalize?
- Common challenges:
  - Faculty preferences/ availability
  - Local policy and/or contractual agreements
  - Access to data
  - Technology and/or facility limitations
- Some Solutions:
  - Work with your Research Office to build data tools
  - Technology solutions (Starfish, others)
  - Enrollment management committees

Strategic Enrollment Management

- What data is needed to build a more equitable schedule? Consider:
  - Identify potential roadblocks or bottlenecks for students
    - Disaggregate this data based on DIGs at your college
    - Consider talking to students – what challenges do they identify at the point of enrollment? How do they find and select courses?
  - Review Achievement Data, Number and Types of Degrees, and Certificates
- Consider modality, room utilization, enrollment patterns across DIG groups
- Past data will tell you what already happened – you may need to talk to students for the full picture!

Example Strategies: Block Scheduling

Peralta Community College District Block Scheduling Pattern
17.5 Week Calendar

Time	2 hours / 2 days per week	3 hours / 1 day per week	3 hours / 2 days per week	3 hours / 3 days per week	4 hours / 1 day per week	4 hours* / 2 days per week	5 hours* / 2 days per week	6 hours / 2 days per week	6 hours* / 3 days per week	3 hours / Saturday	3 hours / Saturday	4 hours / Saturday
7:30 - 8:00 AM	7:00-7:50 AM MW/TTH			7:00-7:50 AM MWF			7:30 - 9:45 M/W OR T/TH					
8:00 - 8:30 AM	8:00 - 8:50 AM MW/TTH		8:00-9:15 M/W or T/Th	8:00 - 8:50 AM MWF		8:00-9:50 M/W OR T/TH			8:00 - 9:50 MWF			8:00-11:50
8:30 - 9:00 AM		8:00-10:50 OR 9:30 TO 12:15 M, T, W, TH OR F			8 - 11:50 OR 8:30 TO 12:20 M, T, W, TH OR F			8:00-10:50 OR 9:30 TO 12:20 M/W or T/TH		9:00-11:50	10:00-12:50	
9:00 - 9:30 AM	9:00 - 9:50 AM MW/TTH		9:00 - 9:50 AM MWF									
9:30 - 10:00 AM			9:30-10:45 M/W or T/Th									
10:00 - 10:30 AM	10:00 - 10:50 AM MW/TTH			10:00 - 10:50 AM MWF		10:00-11:50 M/W OR T/TH	10:00-12:15 M/W OR T/TH		10:00-11:50 MWF			
10:30 - 11:00 AM												
11:00 - 11:30 AM	11:00 - 11:50 AM MW/TTH		11:00-12:15 M/W or T/TH	11:00 - 11:50 AM								
11:30 - 12:00 PM												
12:00 - 12:30 PM											BREAK	
12:30 - 1:00 PM	12:30 - 1:30 PM College Hour	12:30-1:30 College Hour	12:30-1:30 College Hour	12:30 - 1:30 PM College Hour	12:30-1:30 College Hour	12:30-1:30 College Hour	12:30-1:30 College Hour	12:30-1:30 College Hour	12:30-1:30 College Hour			12:30 - 4:20
1:00 - 1:30 PM												
1:30 - 2:00 PM	1:30 - 2:20 PM MW/TTH		1:30-2:45 M/W or T/Th	1:30 - 2:20 PM MWF		1:30 - 3:20 M/W OR T/TH	1:30 - 3:45 M/W OR T/TH		1:30 - 3:20 MWF	12:30-3:20	1:30-4:20	
2:00 - 2:30 PM								1:30 - 4:20 or 3:00 - 5:50 M/W or T/TH				
2:30 - 3:00 PM	2:30 - 3:20 PM MW/TTH	1:30 - 4:20 or 3:00 - 6:20 M, T, W, TH OR F	2:30 - 3:20 PM MWF	1:30-5:20 OR 2:00 - 5:50 M, T, W, TH OR F								
3:00 - 3:30 PM			3:00-4:15 M/W or T/Th									
3:30 - 4:00 PM	3:30 - 4:20 PM MW/TTH			3:30 - 4:20 PM MWF		3:30 - 5:20 or 4:00 to 5:50 M/W OR T/TH	4:00-6:15 M/W or T/TH		3:30 - 5:20 MWF			
4:00 - 4:30 PM												
4:30 - 5:00 PM	4:30-5:20 MW/TTH		4:30-5:45 M/W or T/Th	4:30-5:20 MWF						3:30 - 6:20		
5:00 - 5:30 PM												
5:30 - 6:00 PM	5:30-6:20 MW/TTH			5:30-6:20 MWF								
6:00 - 6:30 PM			6:00-7:15 M/W, T/TH	6:30-7:20		6:00-7:50 M/W OR T/TH		6:00-7:50 MWF				
6:30 - 7:00 PM	6:30-7:20 MW/TTH	6:00-8:50 OR 6:30-9:20 M, T, W, TH or F			6:00 - 9:50 M, T, W, TH OR F		6:30-8:50 or 7:00 - 9:20 M/W or T/TH	6:00-8:50 M/W or T/TH				
7:00 - 7:30 PM												
7:30 - 8:00 PM	7:30-8:20 MW/TTH		7:30-8:45 M/W, T/TH	7:30-8:20								
8:00 - 8:30 PM						8-9:50 M/W OR T/TH		8-9:50 MWF				
8:30 - 9:00 PM	8:30-9:20 MW/TTH			8:30-9:20								
9:00 - 9:30 PM												
9:30 - 10:00 PM												

* SEE EACH NEW TERM'S BLOCK SCHEDULE CALENDAR FOR MORE DAYS PER WEEK AND FURTHER OPTIONS

Example: Child Development at COS

Student Support Grounded in Equity

Where do you see opportunities for scheduling and sequencing?

Vision for Success	Core Commitments
Increase credential obtainment by 20%	Focus on students' goals
Increase transfer by 35% to UC and CSU	Design and decide with the student in mind
Decrease unit obtainment for a degree	Pair high expectations and high support
Increase employment for CTE students	Evidence-based decisions
Reduce and erase equity gaps	Own student performance
Reduce regional gaps	Enable innovation and action
	Cross-system partnership

Focus on Students

Emphasis on equity – vision for success, call to action principles

- How do we use scheduling, sequencing, and pathways to create inclusive classrooms and anti-racist curriculum?
- How can these be used to decrease equity gaps and increase students' success?
- Proper sequencing/scheduling can be used to decrease the number of overall units students need to complete their academic goals
- "One size fits all" is not an equitable practice.
- Transparency and open access for all students is an equity goal! Scheduling and sequencing with student goals and the college mission in mind means making sure courses are available in time for students to achieve their goals.

Collaboration and Compliance

Who needs to be in the room to support student success?

Scheduling Partnerships

- Consider gathering input from:
  - Students
  - Articulation Officers & Counselors
  - Transfer partners
  - Dual and Concurrent enrollment directors
  - Scheduling and Curriculum staff
  - Research office – Program review surveys (e.g. student feedback)
  - Student support services (when and where are services available – does this align with the schedule?)
- Enrollment management committees or other standing groups

Other Considerations in Scheduling

- Student Inputs: how are student needs / ideas incorporated into your local processes?

- Covid Keeps?

- Big Picture Considerations in Scheduling:
  - Balanced scheduling across time blocks
  - Gen Ed as Program? Who monitors balance of GE scheduling on your campus? Is it monitored?
  - Locations and modalities?

Scheduling Scenario 1: Course Offerings on Rotation

5 minutes, plan to report out

- Local College's English Department offers specialty literature courses in spring semesters on a three-year rotation.

- All specialty lit courses count toward GE requirements.

- Each specialty lit course has college composition listed as a prerequisite.

- Student enrolls at the college in spring and enrolls in composition the same semester.

- Student is interested in the Chicana lit course in the spring 2022 schedule, but the course will not be available again in the rotation until spring 2025, when student plans to have graduated.

- *What conversations need to occur? Who needs to be part of these conversations? What information do you need?*

Scheduling Scenario 2: Departmental Course Ownership

5 minutes, plan to report out

- Students transferring to CSU are required to complete courses in multiple GE categories.

- Using Guided Pathways framework, Local College increased the number of A2 (Written Communication) courses available to meet student needs.

- Bottleneck remained in A1 (Oral Communication) and A3 (Critical Thinking). Departments at Local College offering courses in A1 and A3 are small, and number of sections in each area is less than 50% of those in A2 each semester.

- Analysis of comparable offerings at other colleges found both more choice and more sections in these areas.

- Department faculty have protested that other departments are not qualified to teach Critical Thinking options, despite the analysis. They also have too few faculty members to provide additional sections.

- *What conversations need to occur? Who needs to be part of these conversations? What information do you need?*

Scheduling Scenario 3: Low Enrollment Impacting Academic Maps

5 minutes, plan to report out

- Offered only in Spring, Feminist Philosophy is one of two core courses required for the AA in Women/Gender Studies at Local College.

- Due to low enrollment at census, the College's VPI directed the Dean to cancel the course for the second year in a row.

- Academic Map for this AA directs students to take the course in the second semester of a two-year plan.

- Cancelled course will mean students in a new cohort cannot plan on completing their degree in two years.

- *What conversations need to occur? Who needs to be part of these conversations? What information do you need?*

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Questions?

- Thank you all for attending!

- Questions? Contact info@asccc.org

Resources

GP Intersection with Enrollment Management

ASCC Enrollment Management Worksheet

Vision for Success

Vision for Success Diversity Inclusion Task Force