

Cañada College Leadership Retreat: Breakout Discussion Group Template (Course Schedule)



Create a student-first course schedule (and a campus culture that supports completion in 3 years)

UNDERSTANDING THE CHALLENGE

What is the challenge(s) this initiative is trying to solve?

What is the current state of this initiative? (review any provided baseline data)

- [Spring 2021 courses by start time](#)
- [Block schedule by credits](#)
- [Headcount by Major 2021-22](#)
- [Course availability schedule 2022-23](#)

What other information is needed for us to understand this challenge(s)?

How will we measure success or know if we've addressed this challenge(s)?

POSSIBLE NEXT STEPS

What next steps can we take to address this challenge(s)? ([click here to see the lead groups and persons for each EMP initiative](#))

1. Example:

2.

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Create a student-first course schedule (and a campus culture that supports completion in 3 years)

9:25-10:40 (90 min)

1. What is the current status of a “student-first” course schedule that supports completion in 3 years? (James and David, 20 min)
 - a. How much does the course schedule or slow down student completion? (What’s the problem?)
 - b. What specific issues does the schedule present to students? To which specific student groups?
 - c. Program mapper: students should be able to complete degrees/certificates given our course schedule (day, evening, online, and weekends). (James)
 - d. Introduce data (David)
2. What other information is needed for us to understand this problem? (Hyla and Ameer, 20 min)
 - a. Schedule timing - frequency of offering - modality of classes
 - b. Can students complete the degree/certificate based on our schedule in 3 years (evening)? (Degree completability!)
 - c. Students' own planning and preferences
 - d. Completion data for FT and PT
 - e. Modalities and Course Success
3. What are the strategies/actions we may consider taking to reach our goal? (All, Matt and Chialin, 30 min—Breakout Rooms: one Zoom and one F2F). Report out from #3.

4. Share back to the Retreat Group (10 min) (James and Hyla)

Notes:

Student Lesly Ta asked who was creating the current schedule of time blocking for courses and why they were designated in these time blocks. James and Hyla provided insight into the rationale. Stephen Redmond asked if there is a difference based on our campus not holding courses on Fridays. James shared that this transition was made years ago and that Fridays were reserved for meetings. James posed if the four day a week was a benefit or drawback ultimately. Lesly shared that the issue is that many of the courses are in the same time blocks, and students may need to take courses offered at conflicting times. Ellen shared that in S&T, courses that students would not typically take at the same time are offered within the same time blocks. Hyla mentioned that this works well when sequential courses are offered. James added our campus, as the smallest in the district, has the most courses. David stated that being creative in offering courses is crucial in this process. David posed to the group: what data could we benefit from having and what measures of success would show a positive impact on the course scheduling. Time blocks, how many students are in each program, time to completion are all aspects that are considered when reviewing data. David stressed that speaking to the dean when revisions are needed is crucial, and encouraged attendees to consider student expectations and experience. James shared that predictability and reliability are necessary. Lesly shared that the document projected in the meeting is not typically offered to students and shared that having access to this would be useful to students. Lesly also noted that it is crucial for courses to be offered at the times they are expected to be offered as students plan their semesters based on this information. David noted this feedback and that including this information for students to be more prepared for their student counseling appointments is important. David Meckler shared that historically, our campus has fewer students in evening sessions. James posed to the group, what types of information do we need to know, and how do we ensure that information we do have is readily available and part of the process. David E. shared that conversations with students and faculty about the schedule can prompt interaction that can be beneficial. Ellen asked if we can track how many times a student may have been interested in a course but the course did not end up running, or a student took the course at another institution. Ellen stressed that incorporating the voices of students who did not enroll is also necessary to have a bigger picture of the issues. Better aligning ed-plans, that expectations are better aligned with delivery was suggested by Chialin. Karen added that if retention specialists and counselors help students refine their course pattern, the vision is that the courses students have taken and those they need to take will be outlined. Sarah H. added that this data could be used to target specific students and would create a culture of intentional course enrollment and student feedback. Lesly shared that in her personal experience, ed plans do not reflect what is actually being offered. Lesly asked for clarification regarding modality offerings and noted that the CRM is something that could be built out to better support students. Lesly offered the suggestion that when using focus groups, departments reach out to students in that department as opposed to relying solely on ASCC students. Jessica K. added that it is crucial to incorporate forms of personalization that can result in intentional action. David M. suggested the group also consider how particular student groups may have additional barriers (for example, athletes). To address Lesly's concern regarding multimodal course offerings, Hyla stressed that it is crucial for faculty members to be informed and comfortable teaching in the modality that is being offered, and that there is a balance between this and offering the best possible course options for students offered in the most flexible ways. Lesly stressed that students being able to choose the modality they prefer will liberate students. Faculty/deans agreed that this is necessary, and stressed that the question is how best to approach this. Allison cautioned against prioritizing quantity in terms of offering additional modalities over quantity and stressed that this is not the only aspect to consider. Allison added that silos continue to exist and suggested that it would be helpful for data compilation to track a student's journey both with a counselor and without.

1) Problem-what are the issues? (zoom)

- navigating in a new space and being careful not to assume we have the information needed to move forward
- mental health considerations for students
- obtaining data outside of the silos we typically pull data from
- community engagement is lacking
- clear actions with students to help identify their needs
- what do students need right now?

2) Data-what more information is needed? (in person)

- faculty conduct student focus group
- HS outreach survey and community outreach survey
- Online course quality vs quantity

Chialin's Notes:

What student first course schedule means to you?

- degree compatibility
- course conflict—specifically core course
- access to opportunities
- data informed

- 2-year schedule for student
- availability
- modalities
- they want and they need
- college wide (schedule across the college wide)
- efficiency-get their courses when they needed
- time, location to offer courses
- reliability and consistency
- exploration-courses, programs
- class schedule help non-class life
- flexibility
- limitation
- offering stability—1 year/2 year schedule
- course catalog-educate students

Strategies/Actions

- catalog vs websmart
- why students go to other colleges
- retention specialist
- outreach to the community
- student ed plan data
- program mappers connect to student ed plan

- counselors: compare program mappers vs. actual courses taken
- target students -> the missing courses
- Student ed plan is not accurate (Lesly)
- CRM
- Does students have to change their SEP in order to enroll courses?
- student input on course modalities
- guess on past student behaviors
- consist changes
- strite the balance
- CWA: Jose
- guarantee degrees, evening online, weekend offering, how about day offerings
- creating student focus groups
- reach out not only student leaders but students from each departments
- having conversation but no actions
- how are we reaching out students beyond our current status structure
- compares using CWA model
- how many degree can be offered online?
- think in major
- cluster students
- retention specialists: findings from students where can the retention specialists report out to as the college can take action on it.
- benchmarks (PRIIE)
- k-12 enrollment trend, impact community college enrollment

- mental health resources
- multi modal availability (access)
- 40-50% online (James)
- modality vs course schedule
- increase online course-only quantity
- now need to focus on online quality (evaluation?)
- counseling appointment, catalog, student knowledge, deans, A&R-> mapping, student journey from seeing counselor > enroll > dean > schedule
- challenge/problems: 2-3 need to talk to students from each programs
- data additional: 2-3
 - 1) faculty conduct student group
 - 2) HS outreach (survey) community outreach
 - 3) quality vs quantity online courses
- strategies: 2-3 consistence, why nots, time block, online course delivery, faculty

What's next step: through governance process

Chat:

Another thought: Each program should have this information on their webpage, so that it's easily readable. There are some academic programs that have this information, but not all. It seems like this could auto-populate based on PRIE data, etc

What do students want?

We need to do MUCH better at connecting with our students and identifying their needs

We need to see what students are needing/wanting--and to what Lesly said earlier, it may be program0based

Discuss data on the courses that are being offered at CAN outside of the block schedule (e.g., 3-unit MWF classes)

Technically the 3 unit MWF *is* on the block schedule, we just rarely use those blocks

How many apply to CAN and take classes at CSM/SKY

Among the CAN International Students, about 75% of them take at least 1 class at Skyline or CSM. The USCIS rule is that they need 6 units at CAN, but can take the other 6+ units at another college if they need to.

Again, more qualitative and quantitative data from our students.

Multi-modal instruction can help us...but to a degree.

Once we get permission from the State Chancellor's Office to do a proper hyflex modality (in-person/hybrid + online synch + online asynch), things will improve. But as Hyla is talking about, this is also a workload issue...again, once CCCCCO fully approves hyflex, we will have flexibility at a higher scale. Multi-modal is our work-around right now

We need to identify ACTIONS related to how we connect with students. When we ask each other what data do we need, the data needs to come from the students. Let's be innovative in talking to them. What are their challenges to enrollment? What do they want and need? How can we best communicate what we are doing at the college (e.g., we need to highlight the degrees that we offer fully online and communicate course sequences within departments). If students are not following their SEP's because they are "inaccurate" then why do we require SEP's to register? We need to think outside of our general college "structure" to gather data from students and connect with them? Be innovative!

1. In the context of scheduling, we need to be cautious about using modality as a solution because modalities with any synchronous components do not clear any space from the block.
2. We can't divorce the quantity of our modality offerings from the quality of them. We can't move ahead with offering more modalities without offering the appropriate support and preparation for faculty and students.
3. Data that would be amazing to gather is mapping a student's experience registering with and without a counselor, how a counselor approaches a counseling appointment with a student and what they are telling students, and what the Deans' decisions points are about scheduling/cancelling. And do those currently separate pieces overlap/align?

