
Strategic Scheduling Task Force Operating Guide

Task Force Charge

The Strategic Scheduling Task Force leads the development and implementation of a year-long scheduling model at HCC. This group is responsible for designing course sequencing strategies, aligning program pathways, improving course predictability, and building operational readiness for institutional rollout.

Primary Objectives

- Develop and pilot a full-year academic scheduling model
- Align course sequencing to optimize student pathways and degree completion
- Increase scheduling transparency and course availability for students
- Refine registrar, academic planning, and IT processes to support annual scheduling

Key Milestones

- Summer 2025: Complete program-level sequencing assessments and scheduling models
- Fall 2025: Launch scheduling pilot planning and policy updates
- Spring 2026: Implement pilot year-long scheduling for select programs; Conduct full evaluation of pilot outcomes and scheduling system readiness
- Jul 2026–Mar 2027- Institutionalization Phase: Finalize policy integration, establish scheduling governance structures, transition ongoing ownership

Change Management Focus

- Build capacity among academic leadership and scheduling teams for long-term model maintenance
- Communicate scheduling changes transparently to faculty, staff, and students
- Establish support structures and training for navigating new scheduling processes

Dependencies

- Course sequence modeling must be complete prior to pilot development
- Policy updates must be finalized before launch of annual scheduling pilot

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- Feedback and adjustment cycles must be built into the pilot phase to inform scaling

Reporting & Escalation Path

- Reports to: Student Success Steering Committee
- Escalates to: Senior Leadership Team for systemic changes to policy, systems, or registrar workflows

Participation Expectations

- Monthly task force meetings and subgroup working sessions
- Engagement with department chairs, program directors, and registrar staff
- Active participation in pilot evaluation and adjustment phases
- Contributions to faculty and staff communications and readiness activities