

**Student Scheduling Preferences Survey 2016
Community College Survey of Student Engagement (CCSSE) 2018
Executive Summary of Findings**

1. Only about 4 in 10 report being “satisfied” with when courses are scheduled
2. About 2/3 say courses they need are not offered at the right time, so they end up taking other classes
 - In national research, this phenomenon is associated with a variety of negative student outcomes including but not limited to decreased success and graduation rates, loss of financial aid eligibility due to exceeding the credit limit, etc.
3. 85% report sometimes or routinely have trouble getting into courses they need due to the courses being full
4. 1 in 10 report taking courses elsewhere
5. Of those in (4), 81% state they take classes elsewhere because they can’t get all of the courses they need at Gavilan
 - Most are taking courses at our nearby “competitors”
 - Presuming the proportions in (4) and (5) are true for the population, and under a best-case scenario where we captured all of those students, we could generate more than 200 additional FTES this fall alone
6. About 3/4 had not heard of the Coyote Valley site
7. About 1/2 say they would be or might be interested in taking courses at Coyote Valley
8. Of those in (7), about half 1/2 say they would be interested in science, math, & CTE courses at Coyote Valley; about 1/3 would be interested in Social Sciences, Fine Arts, and English at Coyote Valley
9. 3/4 would be interested in shorter courses three or four days per week rather than our standard longer courses two days a week.
 - Note that this question specifically asked about offering shorter, three or four day per week courses *instead of* the existing longer two day per week courses – *not* about offering additional courses on a different schedule
10. About 70% would definitely be or maybe be interested in additional night courses
11. About 61% would definitely be or maybe be interested in additional weekend courses
12. About 70% would definitely be or maybe be interested in a degree that could be earned entirely by taking classes at night and on the weekends

2018 CCSSE Results show that half of students experience difficulty in registering for classes they need in order to complete their degree.

Gavilan College Enrollment Management Plan – Goals and Outcomes

Stated Goals of the Enrollment Management Plan

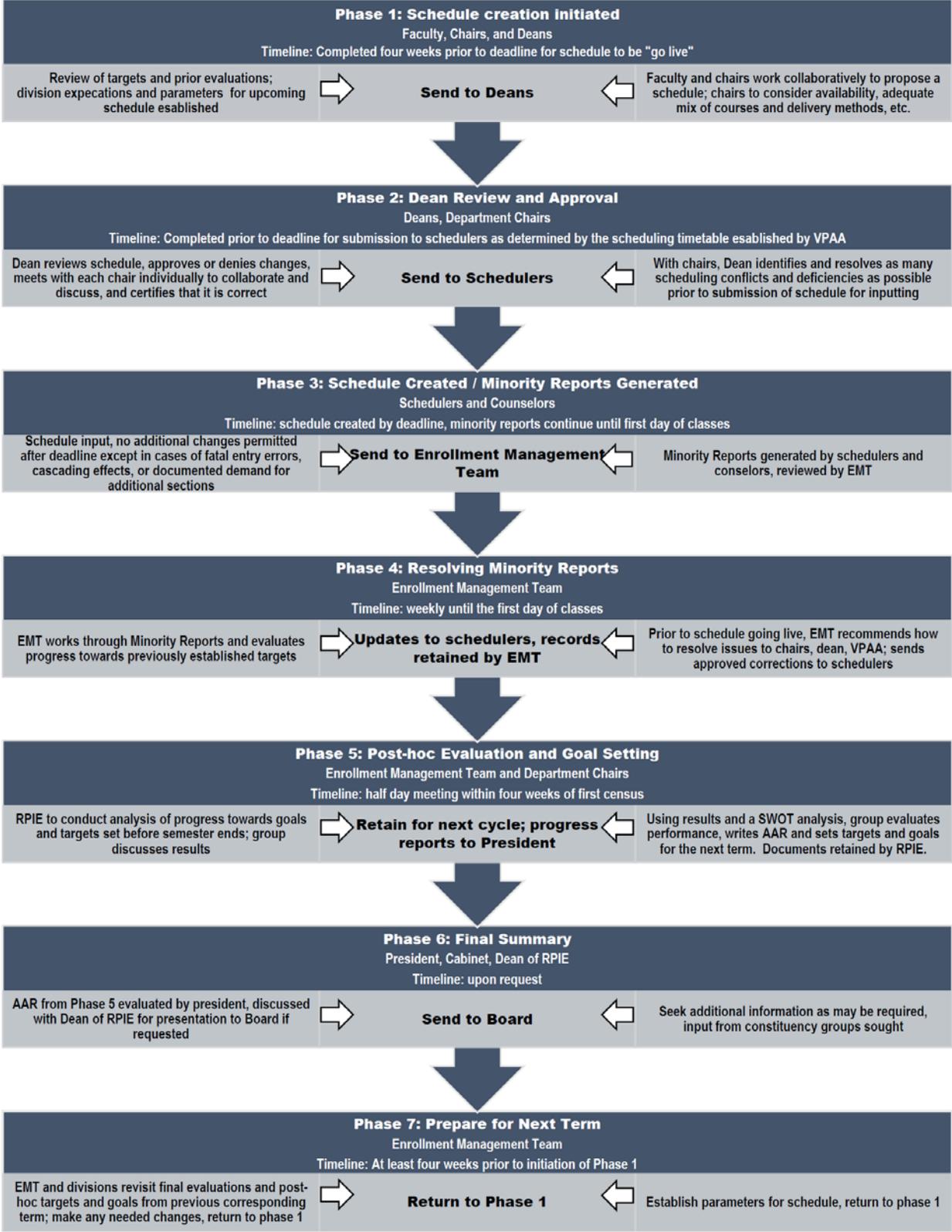
1. Help students efficiently complete their educational goals
2. Establish consistent parameters for the scheduling process and product
3. Meet efficient use of fiscal, physical, and human resources
4. Standardize the process and make it predictable and replicable
5. Allow for catching conflicts and deficiencies upstream, before schedule is live
6. Facilitate partnerships and cross-division discussions and integrated planning
7. Cultivate a culture of evaluation through a common and transparent frame of reference for understanding and assessing performance goals and targets
8. Expand and maximize diversity of delivery methods
9. Ensure adequate diversity of course options for student experimentation and enrichment
10. Facilitate future multi-term scheduling in support of guided pathways
11. Foster integrated planning
12. Reduce inter-district enrollment swirl; make Gavilan a destination college

Measurable Outcomes for Goals

The following list of outcomes is to be evaluated annually using the performance metrics discussed in a later section of this plan.

1. Reduction in audit findings related to schedule
2. Enrollment Management Plan is widely understood and consistently implemented
3. Student outcomes improve, including but not limited to degree completion and reduced time to degree
4. Instructional efficiency and effectiveness will improve
5. Common and recurring scheduling challenges will be addressed
6. Facilities will be more efficiently scheduled to maximize utilization and minimize “down time”
7. Increased satisfaction of enrollment practices among stakeholders
8. Decrease in number of cancelled classes; add more predictability to part-time faculty loads

Summary flow chart of process follows on the next page.



Questions for discussion using fall 2018 schedule:

1. Are there degree requirements that overlap?
 - If you need help at degree requirements, check currIQunet or the catalog
2. How many GE classes and what areas are offered daytime, nighttime, weekend, and on the off sites? Show student Banner interface
3. How well do my classes fill? Do I have too many sections of one course or do I need to add sections of another course?
4. Do my courses fit into our established time blocks? Why or why not?

Guidelines for Spring 2019 Schedule:

1. Keep proposed courses within the established time blocks
2. Standardize start dates and course lengths, including the intersession; vastly reduce number of start dates and number of course lengths
3. More night and weekend offerings, especially for our high impact high demand courses
4. Lay out course sequences for the next four regular terms, then schedule the appropriate point of the sequence this spring
5. Start work on a two-year plan for your programs, including the broad time blocks for the courses

Waitlist implementation – business rule suggestions?