

RPIE

Enrollment Management

2018.05.01

**GAVILAN COLLEGE
DYNAMIC ENROLLMENT
MANAGEMENT PLAN**

A Dynamic Enrollment
Management Plan, Scheduling
Guidelines, Performance
Metrics, and Process



GAVILAN COLLEGE

Research, Planning, and Institutional Effectiveness

"Institutional Research – Use it for good, never for evil."

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Enrollment Management Plan

STAKEHOLDERS: Administrators, Chairs, Student Services/Counselors, Faculty, Staff, Students

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ATTACHMENTS: None

DATE: 2017.12.13 (Revised 2018.05.01)

Statement of Purpose

This proposed enrollment management process is designed to ensure schedule predictability and reliability for students, maximize enrollments, allow for complex enrollment management data analysis, and improve internal processes for schedule management and audit compliance. The ultimate purpose is to improve scheduling of relevant courses for students, add predictive analytics capacity for the college, empower stakeholders to make just-in-time data driven decisions, and maximize enrollments.

Stakeholders

Anyone involved in scheduling and cancelling courses, establishing enrollment targets, managing budgets, and reviewing performance.

Summary

This proposal grew from a plan that the president saw demonstrated at the 2016 AACC conference from San Jacinto College as well as a review of national best practices and my own

experience from creating such a plan in previous positions. In using an early modified version of this system when I served as Dean of Liberal Arts and Sciences, my department chairs and I were able to reduce division personnel expenditures by 6% while actually increasing our tenure-track faculty headcount by one. This was achieved entirely through scheduling efficiencies.

This plan expects participation of a variety of stakeholders in the scheduling process. Instructional and non-instructional faculty and department chairs are instrumental in developing the schedule, academic deans in modifying and approving the schedule, staff in reviewing and inputting the schedule, and the entire team in evaluating performance, setting goals and targets, and restarting the process from the beginning.

The following notes should be considered prior to reading the proposal.

The proposed flowchart on the following page outlines a seven phase system that carries schedule management from generation to post-hoc evaluation. The flow chart should be understood as a cyclical process. When phase seven is completed, return to phase one.

As the most basic level, the proposal asks all stakeholders to:

- Continually evaluate current enrollments at multiple levels
- Summarize those trends
- Report them to the next level of leadership on an ongoing basis
- Conduct a post-hoc evaluation once per term where goals, parameters, and limits are set for generating the schedule for subsequent terms
- Set new goals, targets, and parameters for subsequent corresponding terms

This proposal draws upon a "Process, Results, Improvements, Data" model (PRID) as each step seeks to ask stakeholders to follow a process, show results from the process, and plan for improvements based upon the results. Post-hoc PRID documentation required (less than one half sheet, use general short statements – this should not be burdensome). PRID basics require the documentation of:

- Process used to arrive at the action
- Results of the process
- Improvement or anticipated improvement based upon the results
- Data used in the process and what these data "said"

The Post-hoc PRID is retained to inform future PRID improvements as well as evaluating targets and setting goals and parameters future corresponding terms, as well as for accreditation purposes.

Achieving this plan requires reconstituting the Enrollment Management Team (EMT), but with a different makeup and with a different charge (see later proposal of details). The EMT is an organizational committee as defined by the Gavilan College Shared Governance Handbook. The reconstituted EMT should include the following personnel:

- Vice President of Academic Affairs
- Deans
- Instructional faculty (two minimum, senate appointed)
- Scheduler
- Counselor (one minimum, senate appointed)
- Vice President of Student Services or designee
- Associate Vice President for Business Services and Security or designee

- Site directors for Hollister, Morgan Hill, and Coyote Valley
- Distance Education Coordinator or designee
- Director of Information Technology or designee
- Director of Admissions and Records
- Student representative from the Associated Students of Gavilan College

The proposal has several side benefits. For the first time, the schedule may be “rolled” rather than created new each term. Complex predictive analytics capacity will be added to RPIE – this will allow forecasting and evaluation of changes in enrollments down to the section level rather than simply the college or division level. The potential for errors is significantly reduced, improving audit compliance, as fewer persons will be involved in the physical entry of courses into Banner. By creating scheduling guidelines and opening up decision-making frameworks to a broader constituency, scheduling decisions are more transparent and consistent. The improvement of schedule delivery will enhance efficiency, allowing for targeted investments for growth. The student experience will be improved as a predictable, longer-range schedule is developed. Ultimately, this could include full-year or even two-year scheduling as a result of the predictability infused by this process.

In the following sections, the plan, its goals, measurable outcomes, performance metrics, and process are discussed in detail.

Guiding Principles and Connections

Several Gavilan documents inform the enrollment management plan and its assessment, including the mission statement, Guided Pathways design principles, the strategic plan, and the educational master plan.

Connection to College Mission Statement

Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world.

Embedded in this mission statement is the principle that Gavilan College provides students supported opportunities to achieve their educational goals, which may include career, technical education, or transfer—all of which require efficient enrollment management to accomplish.

Connection to Guided Pathways Design Principles

Well-designed enrollment management is consistent with several Guided Pathways design principles, including

- Ensuring students know requirements for success

- Accelerating entry into coherent programs of study
- Continually monitoring student progress

Design of guided pathways also requires attention to the implications of scheduling on the goals of creating clear curricular pathways to employment and further education, and to helping students choose, enter, and stay on those paths. The enrollment management plan should be assessed according to these key goals of Guided Pathways.

Connection to the 2017 Educational Master Plan

Several recommendations in the Educational Master Plan (EMP) concerned enrollment management. Specifically, it recommended reviewing (see p. 160):

- The overall way in which future schedules of classes are developed and the information upon which those decisions are made and by whom.
- The number of classes scheduled to meet on multiple days, but not using the dominant two-day pattern of Monday and Wednesday or Tuesday and Thursday.
- The number of classes scheduled one-day-a week in the prime morning hours.
- The modest number of classes scheduled during the first instructional period, in the evenings, on Friday, or Friday and Saturday.
- The starting time for evening classes and its impact on creating a seventh instructional period during the day.
- The implemented scheduled frequency and sequence of courses named in the ADTs.
- Implementation of a waiting list procedure to acquire additional information about the numbers of students who wanted to take a course but had no way to communicate that interest once the course sections were full.

The EMP also recommends using local feeder school, demographic, employment, and enrollment status data to inform scheduling priorities (see pp. 39, 47, 61).

An annual review of the scheduling process should include an assessment about how such data is incorporated into the enrollment management plan.

The EMP provides a schedule pattern analysis to examine how times and locations are scheduled and to shed light on potential shifts in that pattern to increase both enrollment and efficiency. Such an analysis should also be part of the regular assessment of enrollment management (see pp. 54-57).

The EMP reports the following:

An analysis of course offerings over the last three years indicated that some required courses did not attract sufficient numbers of students to be retained or were not scheduled. Sponsoring so many AD-Ts will require careful enrollment management and scheduling efforts, and some programs of study may not be sustainable (p. 146).

Metrics should be established to determine which programs of study are and are not sustainable based on current and projected student demand.

Connection to College Strategic Plan

The first strategy articulated in the Strategic Plan is to “optimize enrollment, course offerings, and services to reflect community needs and growth.” This strategy aligns with the recommendations of the EMP to use relevant local data to inform the enrollment management plan and to assess the effectiveness of that plan.

Continuous Quality Improvement (CQI) Benchmarks

1. Equip college stakeholders with the tools to speak about current enrollment trends and challenges in their divisions at any time
2. Improve data-driven decision-making for enrollment management
3. Improve data utilization as divisions plan and execute at the tactical, operational, and strategic levels
4. Improve reporting to the President and our governing Board
5. Allow for cross-term section-level predictive analytics
6. Develop and use enrollment targets
7. Allow for evaluation of past performance as a means to inform future performance, including both enrollment targets and ensuring a diverse and student-centered schedule
8. Develop CQI culture for schedule management

Goals

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

Enrollment Management Assumptions and Process

The following list of items states the baseline assumptions and process steps to the enrollment management plan.

1. Establish waitlists for all courses.
2. Centralize scheduling with two persons under the Division of RPIE. These two schedulers will take over the inputting of the entire schedule for the whole college. Deans and their assistants will retain FLAC responsibilities, with their sole purview being the SIASIGN screen in Banner.
3. With scheduling centralized and potential errors minimized and ultimately eliminated, roll the schedule from previous terms as the starting point for future terms. This would require a one year phased implementation given that an original correct schedule would need to be initially created for each of our three terms.
4. Once the schedule is rolled, RPIE will be able to conduct section-level trend analysis and enrollment forecasts. This is due to the harmonization of CRNs between corresponding terms.
5. At the beginning of each schedule generation cycle, deans will send their department chairs the clear priorities and parameters for the new schedule as outlined during the goal and priority setting process in step 23 along with a copy of the master schedule from the previous corresponding term. As the District moves towards multi-term scheduling and implementation of guided pathways, consideration to program course sequencing should be given priority.
6. Proposing an initial schedule requires clear communication between deans and faculty. Department chairs will lead their faculty in the proposal of the new schedule, ensuring the proposal offers a variety of content at various times through various delivery methods to meet student needs. Chairs then send their proposed schedule to their dean. The dean and the department chair meet one-on-one to evaluate the proposed schedule, discuss any changes and improvements in the proposed schedules, identify obvious scheduling conflicts or deficiencies, needed additions or subtractions, constraints (including availability of part time faculty), and other related items. The chair returns to their departments with the modified schedule, makes any additional modifications, and returns

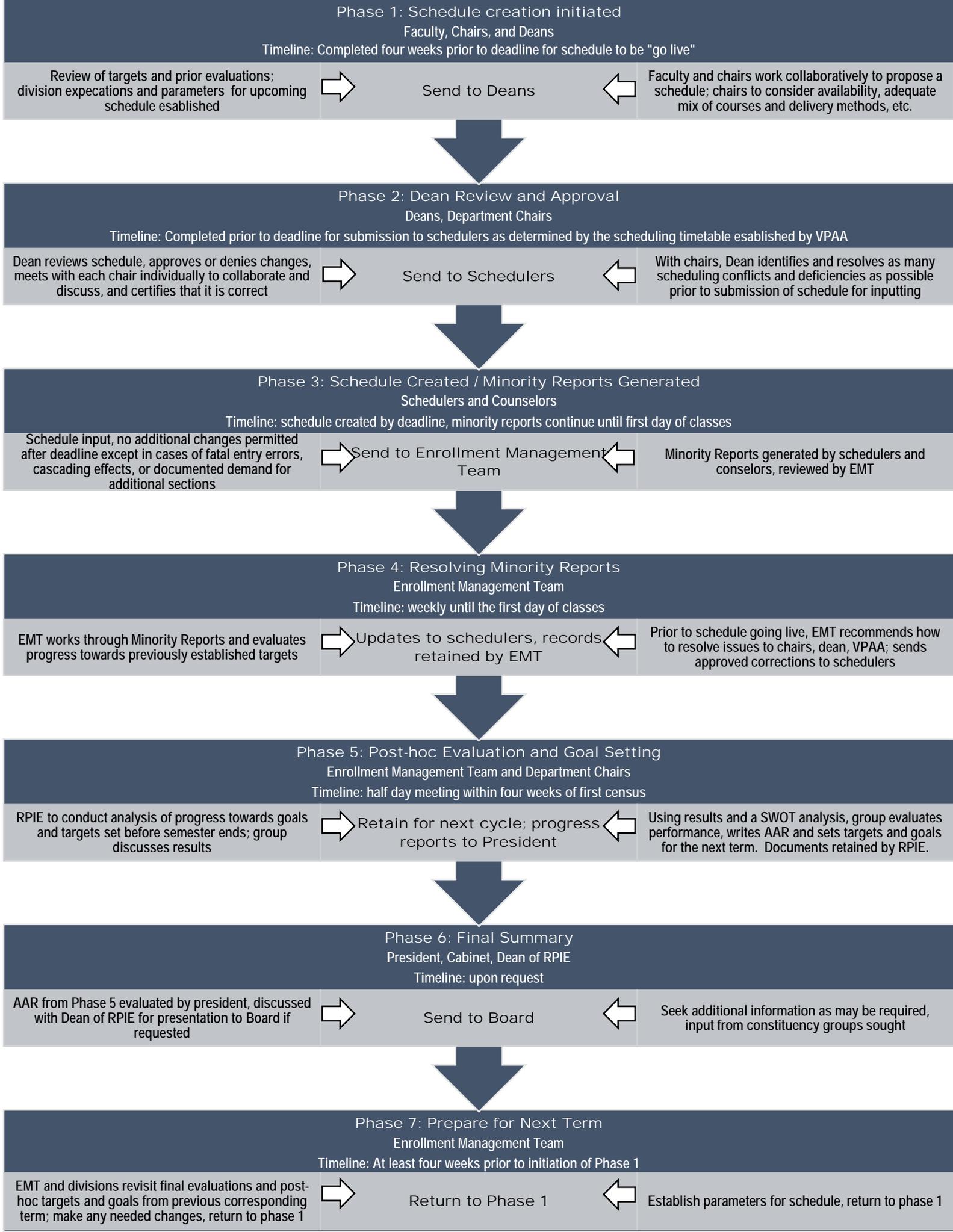
- it to their dean. The dean then makes a final set of changes in consultation with their chair either verbally or electronically, and ultimately approves the proposed schedule.
7. Deans then verify their own schedules for accuracy and then forward a single approved schedule noting changes to the two schedulers.
 8. Deans will keep a log of actual changes from term to term to allow for evaluation of “progress” on our improvement targets, both in terms of delivery and efficiency. This log should include any changes made to the schedule, including cancellations, and a one sentence rationale for the change or cancellation.
 9. First draft of schedule is released to all employees; feedback on the schedule should be given to the supervising administrator to bring forward to the EMT for resolution as outlined in steps 9, 10, and 11. See schedule development timeline for additional milestones.
 10. Weekly while the schedule is entered and until registration closes, the Academic Scheduling Coordinator and two identified counselors (one general, one specialized) use their global view to produce a “Minority Report.”
 - This report is comprised of identified conflicts among required courses, gaps in offerings, underutilized times, errors in proposed schedules, and other items that “pop out” as needing resolution, attention, or modification.
 - As the schedulers and counselors are uniquely positioned to take a global view of the schedule, they will be the key personnel in crafting the Minority Report.
 - To accomplish this task adequately prior to the schedule becoming “live,” the identified EMT counselor will need view-only access to the schedule as it is created.
 - This report is forwarded to the Dean of RPIE upon completion.
 11. Dean of RPIE disseminates the Minority Report on a standard format document to the Enrollment Management Team (EMT). Documents to be retained for future analysis.
 12. As a weekly standing meeting of no more than thirty minutes, the newly reconstituted EMT and any interested department chair not assigned to the EMT will work through and resolve the items in the Minority Report as well as discuss other items of concern brought to the meeting. This includes resolving common scheduling complications such as negotiating athletics, nursing, and biological sciences schedules, etc. Note that weekly meetings are only necessary during the scheduling period and while registration is open – not during other times of the academic year.
 13. Steps (10) through (12) continue through the registration period.
 14. Schedule is released for registration, registration progresses until closure.
 15. Marketing of the schedule begins immediately upon release of the schedule
 16. Deans update the VPAA on the Minority Reports and actions taken at Deans’ Council meetings.
 17. VPAA updates the cabinet and President upon request.
 18. President to update Board of Trustees as President deems fit.
 19. To facilitate student recapture and out of respect for faculty workload and assignments, cancellation decisions for low enrollment will be made as early as possible. Beginning twenty-one calendar days before the start of the semester, supervising administrators begin regular consultation with faculty department chairs regarding cancellations; cancellations for low enrollment begin. Analysis will focus on courses with enrollments

under 20, and areas with multiple sections wherein the average enrollment across sections is under 20. Recognizing that communication is key to making effective cancellation decisions, the following items are to be observed:

- As leaders of their departments, faculty chairs are expected to work in conjunction with administration on enrollment management. Effective partnership requires deans and chairs to maintain working knowledge of the programs in their areas, their sequences/requirements, and basic general enrollment trends. On an ongoing basis, deans should provide adequate support for new chairs to develop this working knowledge. See the “Training” section for additional details.
 - In cases where chairs need additional information on the impact of cancellations for particular programs, they may request that the dean delay a decision until after they have consulted with program leads and/or affected faculty.
 - However, as cancellation decisions are often made during non-duty days, it is recognized that program leads affected faculty will not always be immediately responsive or available when contacted.
 - In cases of a department chair vacancy and/or unavailability, deans should consult with program leads or affected faculty instead.
20. Beginning fourteen calendar days before the start of the semester, a “Cancellation Intervention Team” consisting of a counselor, retention specialists, and staff support are dedicated solely to contacting students from cancelled sections and facilitating their entry into identified alternative options. This team will use multiple communication methods. To ease the process for the student, whenever possible team members should evaluate student and course schedules and have a preselected list of possible alternative courses available for the student to consider prior to contacting the student.
21. To improve both the student and faculty experience, no fewer than seven calendar days before the start of the semester, all cancellation decisions based upon insufficient enrollments, combining sections, etc. are finalized. Exceptions to this item will occur given unforeseen and/or special circumstances (e.g., substantial decline in enrollment in a short time, instructor no longer available, etc.).
22. No more than four weeks after first census, RPIE prepares and disseminates to the EMT a report on the performance of the schedule on the previously set targets and goals.
23. After generation of this report, the EMT and department chairs meet for a half-day schedule debrief takes place with the EMT and department chairs to evaluate our successes and failures of the schedule.
- An After Action Report using a SWOT analysis is created.
 - Discuss performance on ensuring an adequate and diverse mix of courses are offered that adequately support our programs and offer students sufficient options.
 - Discuss performance metric outcomes, student satisfaction information, and external factors that affect the college’s enrollment (e.g. projected number of high school graduates in service area, local unemployment rates, etc.) and to collaboratively establish new targets for the following term for each division. These should include:
 - A list of scheduling priorities for the next term

- Performance goals for the next term based upon the plan’s metrics, including specific enrollment targets
 - Balance of courses in content, delivery method, location, and time
 - This plan specifically does not outline any single formula for targets and objectives as these items may require flexibility due to conditions “on the ground.” However, several benchmark metrics are to be observed and considered at the process, discipline, division, and college levels. These metrics are detailed in the following section.
24. RPIE to analyze final data and make projections based upon the agreed upon metrics from the AAR and collaborative goal-setting.
 25. Board of Trustees is updated tri-annually with the result of the process as the President deems appropriate.
 26. Before process restarts in the next corresponding term, targets are revisited by EMT and deans establish with the chairs prior to seeking schedules, and the process begins anew.

A simplified, graphical representation of this process follows.



Evaluation Metrics

Benchmark Statewide Standard Metrics

The following section identifies a series of statewide and local benchmarks that the EMT will consider during its meetings each term.

- Student headcount – Student headcount is an unduplicated count of students. It is actual number of individual students enrolled. Students may enroll in one more courses in a term, but they are counted only one for the term.
- Student Enrollment – Student enrollment is a duplicated count of students. Students may be enrolled in more than one course and would be counted in each course for the term.
- Full-Time Equivalent Student (FTES) – FTES is a standard statewide measure of student enrollment at an academic department, or an institution. FTES is a key performance indicator, productivity measure, and funding rate. FTES represents neither student headcount nor student enrollment, but it is a conceptual measure of student enrollment. The formula to calculate FTES is expressed by the equation below:
 - $FTES = (\text{Census enrollment} \times \text{Weekly student contact hours} \times \text{Term Length Multiplier}) / 525$ where $TLM = 16.7$
 - Example: FTES for a 3 unit class with 30 students enrolled at census = $(30 \times 3.38 \text{ hours/week} \times 16.7 \text{ weeks/semester}) / 525 = 3.22$
- Full-Time Equivalent Faculty (FTEF) – In a FTEF, a faculty member’s actual workload is standardized against the teaching load. Thus, FTEF does not represent an actual number of faculty members; it is a conceptual measure workload at an academic department, or an institution. The formula to calculate FTEF is expressed by the equation below:
 - $FTEF = WFCH / \text{Contract teaching load of the discipline}$ where $WFCH = \text{standard course hours}$
 - Example: $3/15 = 0.20$
- Weekly Student Contact Hours (WSCH) – WSCH is acronym for weekly student contact hours. It presents a total number of hours faculty contacted students weekly in an academic department or an institution.
 - $WSCH = \text{census enrollment} \times \text{class hours per week}$
- Instructional Efficiency (WSCH/FTEF) – WSCH is a proxy for revenue generated by the class. FTEF is a proxy for instructional cost. The ratio, WSCH per FTEF could be interpreted in terms of cost-efficiency or instructional quality. Generally, efficiency ratings in excess of 400 are considered adequate, while those in excess of 525 are considered efficient. The California Community Colleges Chancellor’s Office identifies the “breakeven” point for the average course as an efficiency rating of 525 (or about a headcount of 35 for a typical 3-unit lecture course).
 - $\text{Efficiency} = WSCH/FTEF$

- Spend per FTES – Spend per FTES is the overall institutional expenditure for instructing one FTES in a given discipline. This measure is used to benchmark the costs of instruction in various disciplines to others, as well as benchmark these costs to the same disciplines at other institutions. The reader should note that substantial variability in this metric is both expected and appropriate as certain disciplines have higher instructional costs due to the nature of their programs, including contact hour requirements, physical resources required, and related items.
 - Spend per FTES = total budget for a given discipline / FTES generated by that discipline on an annual basis
- Average Wait List Size – Average wait list size is a measure of how many students were unable to get into their course of choice. Effective enrollment management should reduce wait list sizes over time
 - Average wait list size = aggregate total number of students on waitlists
- Average Class Size (ACS) – ACS is a measure of the enrollment per faculty contact hour. The formula to calculate ACS is expressed as follows:
 - ACS = WSCH / WFCH or ACS = (WSCH/FTEF) / Teaching load
- Space utilization – Space utilization is a measure of how efficiently our classrooms are utilized. Ultimately, it is used to measure “down time.”
 - Space utilization = the percentage of minutes that a classroom is occupied by classes during instructional hours using a 50-minute basis hour
- Success Rate – The percentage of students who received a passing grade of A, B, C, P at the end of the semester.
 - Success rate = (sum of A,B,C,P)/(sum of A,B,C,D,F,P,N,W,I)
- Retention Rate – The percentage of students retained in a class at the end of the semester.
 - Retention rate = (sum of A,B,C,D,F,N,P,I)/(sum of A,B,C,D,F,P,N,I,W)
- Persistence rate – The percentage of students enrolled in next term out of students enrolled in first term.
 - Persistence rate = (number of students with at least one course in next term) / (number of students with at least one course in the first term)
- Graduation rate – The percentage of students who complete a degree or certificate within a specified timeframe.
 - Graduation rate = number of students receiving a credential within 4, 6, and 12 semesters, exclusive of summer and intersession terms / number of new students in a given term
- Transfer rate – the percentage of students who, upon matriculation, identify transfer as their primary educational goal and who ultimately transfer to a four-year institution
 - Transfer rate = number of students who transferred / number of new students in a given term with transfer as their primary education goal

The reader should note that student outcome related metrics are to be disaggregated for equity groups, student status, education goal, and various institutional statuses including distance education, location, delivery method, and related items as needed.

Additional Metrics

In addition to assessing the outcomes of scheduling cycles, the enrollment management process itself requires evaluation. Key to evaluating the process are:

- The percent of schedules submitted on time
- Adherence to scheduling timeline such that finalized schedule is viewable to students no less than two weeks prior to the opening of registration
- Evaluation of deans' change, challenge, and cancellation logs
- Trend analysis of the total number of cancelled classes relative to overall enrollment and total number of baseline sections
- Student satisfaction with the schedule of classes, collected both through formal survey and informal, ad hoc interactions
- Faculty satisfaction with the schedule of classes and the scheduling process collected via formal survey

Reporting

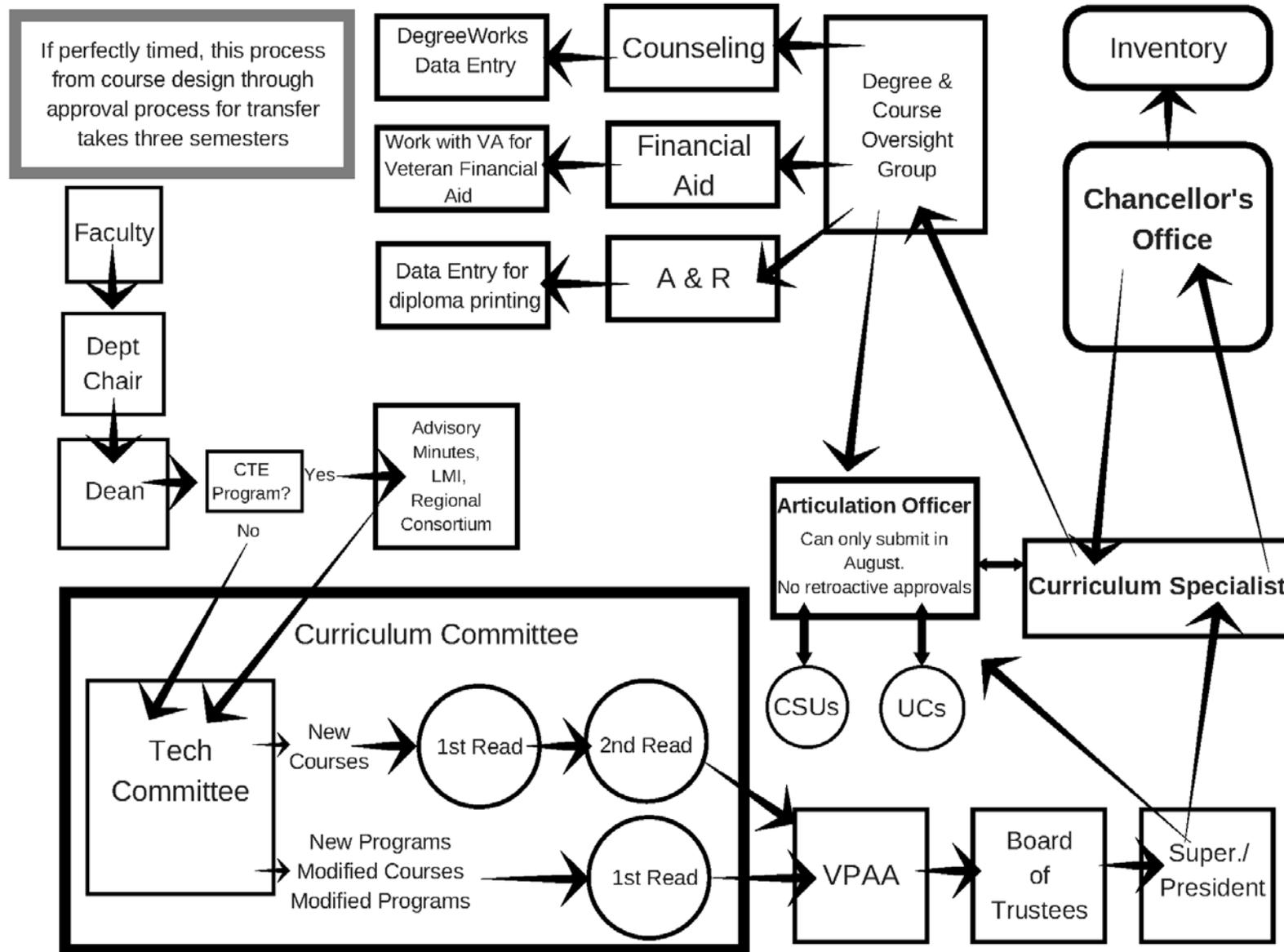
RPIE will prepare an enrollment management annual report. This annual report will be disseminated to stakeholder groups. It should include data used to inform schedule decisions in next relevant cycle as evidenced from meeting minutes from the Enrollment Management Team as well as an analysis of the performance metrics and list of recommendations for future process changes and improvements.

Training Schedule

This section reserved for an outline of required, ongoing training for department chairs and administrators to be determined by the committee.

Curriculum Timeline

Due to a variety of constraints, including meeting timelines, revisions, articulations, and the current scheduling cycle, all new and substantial change curriculum revisions must be submitted three semesters in advance, exclusive of summers, of the first appearance of the course in the schedule. This timeline allows for full compliance with regulations, allows for two readings, Board of Trustees approval, articulation approval through the California State University (CSU) and University of California (UC), and Chancellor's Office (CCCCO) approval. For example, for a course to appear on the fall 2019 schedule, it would need to be submitted for its first reading during April of 2018, allowing for two readings, board approval, articulation approval through CSU and UC, CCCCCO approval, and inclusion on the fall 2019 schedule prior to its release to students in April/May of 2019. Full details on the curriculum committee process are available by contacting the faculty chair of the committee or the curriculum specialist. A graphical representation of the curriculum process is as follows:



Schedule Development Timeline

The following calendar outlines a generic scheduling cycle timeline to be applied to our two scheduling periods: summer/fall and spring. To apply this calendar to specific dates, reference the college academic calendar for semester start dates. The reader is reminded that collective bargaining agreements stipulate that spring break always occurs during the first full week of April. During this time, faculty may be unavailable for consultation. Changes, additions, or subtractions to the schedule that do not conform to the timeline receive lowest priority, may be delayed, or in exceptional cases, may be rejected by the supervising administrator.

| TIMELINE | TASK |
|---|---|
| One week prior to beginning of semester | First drafts of schedule are sent to department chairs by the academic scheduling coordinator. For example, first drafts of the spring schedule would be sent one week before the start of the preceding fall semester |
| End of second week of semester | First drafts are due to academic deans. Academic deans review the schedule and discuss revisions with department chairs |
| End of third week of semester | Term setup is completed by Admissions & Records. Revisions are completed and proposed schedule is sent to schedulers; inputting begins. Faculty chairs are reminded that all final changes are due in one week. |
| End of fourth week of semester | Final hard deadline for all schedules and for deans to send substantive changes to schedulers. |
| End of eighth week of semester | First drafts of schedule completed in Banner, drafts released to all employees for review; feedback to be submitted to supervising administrator for forwarding to the EMT for resolution |
| End of tenth week of semester | Final day to make changes to the schedule without an addendum/blog post |
| End of tenth week of semester | Schedule is released to students and general public; marketing of courses begins |
| End of twelfth week of semester | Schedule goes live for registration |

Scheduling Guidelines

The following list of scheduling guidelines have been developed to improve the student experience and student outcomes, facilitate ease, replicability, and transparency of scheduling, ensure adequate variety of courses and subjects, promote overall efficiency, and increase space utilization.

Guiding Principle

“Students lives can be very unpredictable, so they need us to be consistent.”

Scheduling Guidelines

- 1) When developing schedules, faculty and supervising administrators should consult the prior corresponding term’s master schedule with census enrollment totals as well as the content of current ed plans as a baseline for determining the number of sections required of given courses. Prior term master schedules will be provided by the Division of Research, Planning, and Institutional Effectiveness prior to the start of the scheduling timeline. The ed plan tool is always up to date and available via ARGOS. Questions regarding the master schedule and/or the ed plan tool can be directed to the supervising administrator.
- 2) All divisions must take measures to ensure that a balance of GE courses exists across all sites, times, and delivery methods. Crosstabulations of these data from prior terms are available via the GavDATA scheduling tool and from the Division of Research, Planning, and Institutional Effectiveness.
- 3) To reduce overlapping courses for ease of student schedules, minimize facility downtime, and free up space for the scheduling of additional sections, all courses, exclusive of fully online courses, must adhere to the standard block schedule. This includes back-to-back utilization of lab and studio spaces. Standard passing time between lecture sections is ten minutes. Additional passing time may be permitted for lab and studio spaces that make require setup of materials, but these schedule gaps should be minimized.
- 4) To accommodate the maximum number of student schedules, divisions should refrain from scheduling the same course back-to-back whenever possible and practical given the count of sections. Additionally, divisions are encouraged to ensure that multiple sections of a course meet on different days. For example, if two face-to-face sections of a typical lecture course are offered during one term, scheduling one section MW and one section TTh is preferable to having both sections meet on the same days.
- 5) On or after 4:00 P.M., block classes may be held. Block classes are classes that have a lecture component that meets for more than 2 hours (or 100 or more minutes using a 50-minute basis hour) at a time, on one day per week. Block classes must begin as specified by the block schedule.
- 6) All courses conforming to items (1) through (5) receive scheduling and room priority. All nonconforming classes are scheduled and placed in rooms *only after* all conforming classes are scheduled. Classes offered in patterns other than approved above will be placed in classrooms after other classes have been placed and if space is available at that time. When classes cannot be placed, they will need to be rescheduled.
- 7) Irregular schedules are permitted **ONLY** in cases where a course requires laboratories and rooms with specialized equipment and it is impossible to schedule the course within regular guidelines due to non-schedule created space/equipment limitations.

- 8) Barring special circumstances, courses with a single face-to-face section during a semester should be scheduled in Gilroy given the central location within the District.
- 9) Stakeholders are reminded that hybrid courses, wherein part of the instruction is face-to-face and part of the instruction is asynchronous online, must be scheduled under the alternative accounting procedures. The alternative accounting procedures reduce the FTES generated by a course with the same headcount. Thus, if a program utilizes hybrid courses, schedules should include a variety of delivery methods whenever possible.
- 10) Online and hybrid courses should only be assigned to instructors who have completed training such as BootCamp, @One Certification, CSUEB, etc. unless a documented exception from the supervising administrator exists. Contact the distance education coordinator for additional information. This item is subject to change pending the outcomes of current contract negotiations.
- 11) To facilitate maximum use of space as well as ensure that courses from all divisions may be assigned to rooms as early as possible, except in cases wherein a room has no other useful purpose or substantial materials and equipment are centrally located (e.g., allied health simulation lab, weight room, theatre, studio space, child development, etc.), departments and programs will not “own” particular classrooms; rooms may be used in as deemed appropriate by schedulers.
- 12) Courses offered at off-site locations must be clearly labeled and noted for ease of student registration.
- 13) To increase the ease of students creating a single cohesive schedule each term, to improve room utilization, and ensure continuity of student services, the Enrollment Management Team will recommend to the VPAA a set of common start and end dates to for the next corresponding term when they undertake the goal setting and planning meeting at the end of each term. After the final start and end date parameters are approved by the VPAA, these parameters will be distributed to all stakeholders prior to the start of the schedule generation process. Unless an exception is granted by the VPAA, courses are expected to adhere to these calendar options.
- 14) Classroom space is first assigned to credit and degree-applicable courses, then to non-credit courses, then to community education courses.

Required Documentation of Exceptions to the Guidelines

While occasionally necessary, exceptions to this policy should be rare and must include a documented explanation that stipulates the course excepted, the accommodation required, and the specific rationale for the exception including why no conforming schedule was possible, as well as alternatives considered prior to granting the exception. Academic deans will retain a file of documented exceptions for the sake of transparency as well as later reference as part of an AAR and process improvement.

Recommended Next Steps

After consultation with various shared governance groups, the following list of continuous quality improvement projects is offered as possible next steps to this plan.

BP/AP 4021

As a follow-on continuous quality improvement project, develop of an Administrative Procedure to accompany Board Policy 4021. Currently, BP 4021 stipulates the following:

Gavilan College will determine its minimum size classes based on the following guidelines:

- Classes which show below 20 in student enrollment are subject to review and cancellation by the Deans and/or Vice President of Instructional Services.
- Such classes may be recommended for review by the Vice President of Instructional Services or a Department Chair.
- A department desiring continuation of a course with less than 15 enrolled must present substantiation for the desirability of its continuation.

However, BP 4021 has no corresponding Administrative Procedure. As a result, no standardized process underlies this board policy. Thus, formation of a task force to work on the establishment of an administrative procedure for BP 4021 within the next year is recommended.

Minimum Course Lengths & Optimum Class Maximums

As a follow-on continuous quality improvement project, establish a task force charged with developing a process to recommend minimum course lengths and optimum class maximums. These topics carry a threefold impact for the institution – (1) the quality of the student experience, the impact on student success, and the ability of students to take needed courses and make timely progress, (2) the optimal and minimum class length and size for instructional soundness according to subject matter experts, and (3) the fiscal impact to the District. With 10+1 and administrative implications, establishment of a cross-functional task force within the next year is recommended.

Waitlist Implementation

As a follow-on conditional project for successful implementation of the plan, a task force charged with developing a set of rules for waitlists and working on waitlist implementation is recommended. Establishing waitlists requires a variety of technical and practical steps. The department of Information Technology would need to work with Banner to ensure that the technology is activated and that business rules are properly programmed. The task force would need to discuss and recommend these business rules. Examples of typical waitlist rule questions that would need resolution include:

1. Can students place themselves on a waitlist for every section of a course, or just their one most preferred section of a course?
2. Are students automatically registered if they come off of the waitlist, or will they be notified to register with an “expiration time” if they fail to do so? In either case, how will they be notified, taking into account that students are often not checking their college email frequently?
3. What should the capacities of waitlists be? Or should there be?
4. What implications will waitlists have for certain disciplines that currently make prodigious use of override numbers to admit certain students to full sections?

Thus, given these large technical and practical implications, establishment of a task force dedicated to the implementation of waitlists is recommended.

Questions

Questions regarding the district’s Enrollment Management Plan should be directed to the Dean of Research, Planning, and Institutional Effectiveness or the Vice President of Academic Affairs.