IEPI

INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

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Academic Academy
Strategic Scheduling
September 14, 2018 – Embassy Suites – San Francisco

Strategic Scheduling:
Meeting Students Needs and Involving the Faculty in the Process

Presenters

- Jane Patton Past President, ASCCC; SEM Core Team
- Sherrie Guerrero, SEM Core Team
- Michelle Barton, Sr. Director Institutional Research and Planning, Palomar College, SEM Project Core Team, Former President RP Group

Expected Outcomes

- Describe the holistic nature of Strategic Enrollment Management.
- Discuss the faculty's role in SEM.
- Establish connections between SEM and Guided Pathways.
- Identify and discuss factors considered in the development of the class schedule.
- Discuss the faculty's role in schedule development.

Vision for Success

Goal 1:

Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal 2:

Increase by 35 percent the number of CCC students system-wide transferring annually to a CSU or UC, necessary to meet the state's needs for workers with baccalaureate degrees.

Goal 3:

Decrease the average number of units accumulated by CCC students earning associates degrees from approximately 87 to 79 total units—the average among the top 5th of colleges showing the strongest performance on this measure.

Vision for Success

Goal 4:

Increase the percentage of exiting CTE students who report being employed in their field of study, from the statewide average of 60% to 69%--the average among the top 5th of colleges showing the strongest performance on this measure.

Goal 5:

Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.

Goal 6:

Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.

What Makes Strategic Enrollment Management *Strategic*?

Core Purpose of SEM

- ✓ **Optimize Enrollment**
- ✓ **Promote Student Success**
- ✓ **Ensure Fiscal Viability**
- ✓ Quality and Relevant Programs
- ✓ Equitable Access and Outcomes
- ✓ Data-rich Environment
- ✓ Communications and Marketing
- ✓ Collaboration

SEM Resources & Tools

1. Resource Guides
2. SEM Institutional Self-Assessment
3. FTES Calculator
4. Promising Practices
5. SEM Program
6. Regional Workshops

https://prolearningnetwork.cccco.edu/ask/topic/sem

The Faculty Perspective

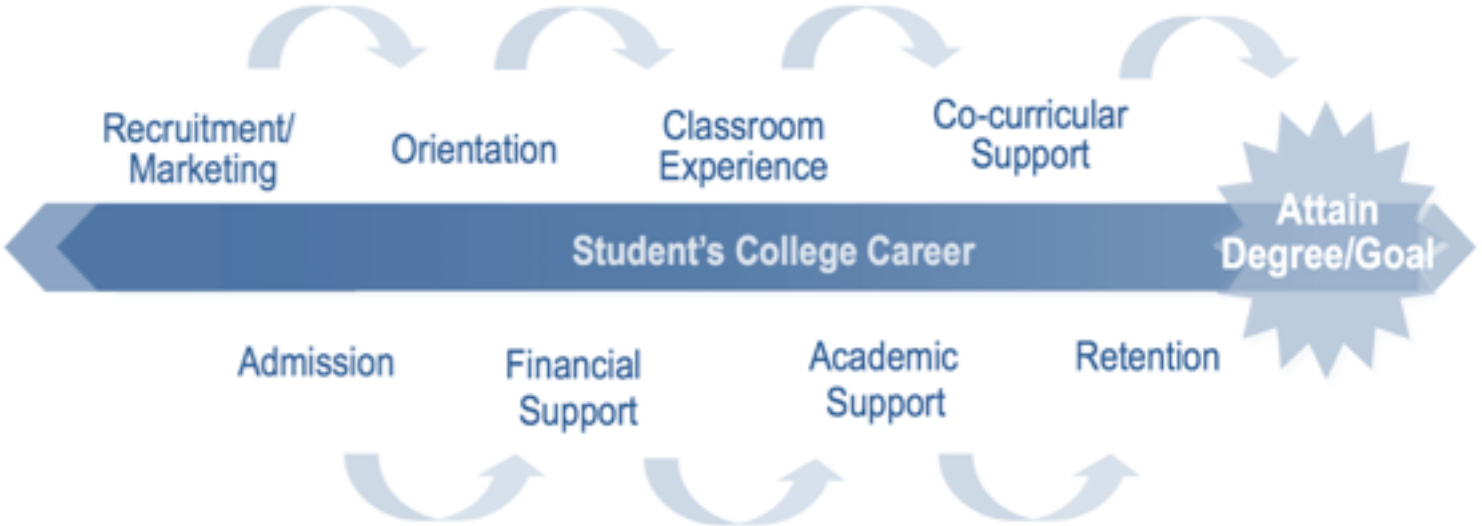
- What is the importance of SEM from your perspective as a faculty member?
- What are the roles of the faculty senate, union, and curriculum committee?
- What changes do see coming that will impact our approach to SEM (e.g., AB705)?

Guided Pathways and SEM

What connects them?

The Student Experience!

SEM
Student Success Continuum



Bontranger (2018)

Guided Pathways Framework

Four Pillars of Guided Pathways

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.

Help students stay on their path.

Ensure that learning is happening with intentional outcomes.

GP + SEM
Key Connections

1. Shared Purpose
   - Improve student access and success
2. Common Principles
   - Student centered, equity focused, and data driven/informed
3. Aligned Approach
   - Holistic and inclusive

Key Connection #1: Shared Purpose

Guided Pathways

- Improve program completion and close equity gaps
- Dramatically increase students' pursuit of advanced higher education and securing of gainful employment

SEM Framework

- Improve student access and success (retention, persistence, completion)
- Optimize enrollment
- Ensure fiscal viability

Key Connection #2: Common Principles

Guided Pathways

- Centered on student success
- Focused on equitable student access and outcomes
- Informed by data and information
- Adopted as an institutional transformation effort

SEM Framework

- Centered on student success
- Focused on equitable access and student outcomes
- Informed by data and information
- Driven by institutional mission

Key Connection #3: Aligned Approach

Guided Pathways

- Holistic, coherent restructuring
- Collaborative, cross-functional engagement
- Alignment and integration of diverse initiatives
- Iterative and ongoing

SEM Framework

- Holistic
- Inclusive
- Strategic
- Targeted Enrollment Groups

GP + SEM
Key Connections on Your Campus

What connections do you see between your college's SEM development and your GP inquiry and design work?

Strategic Scheduling

The Class Schedule

- SEM is not just about the class schedule, however…
  - the schedule is a critical component of SEM
  - Operationalizes our strategic approach to enrollment management
  - Operationalizes our Guided Pathways work
- It is one of the most complex things we do!
- Link to Building and Managing the Schedule Resource Guide

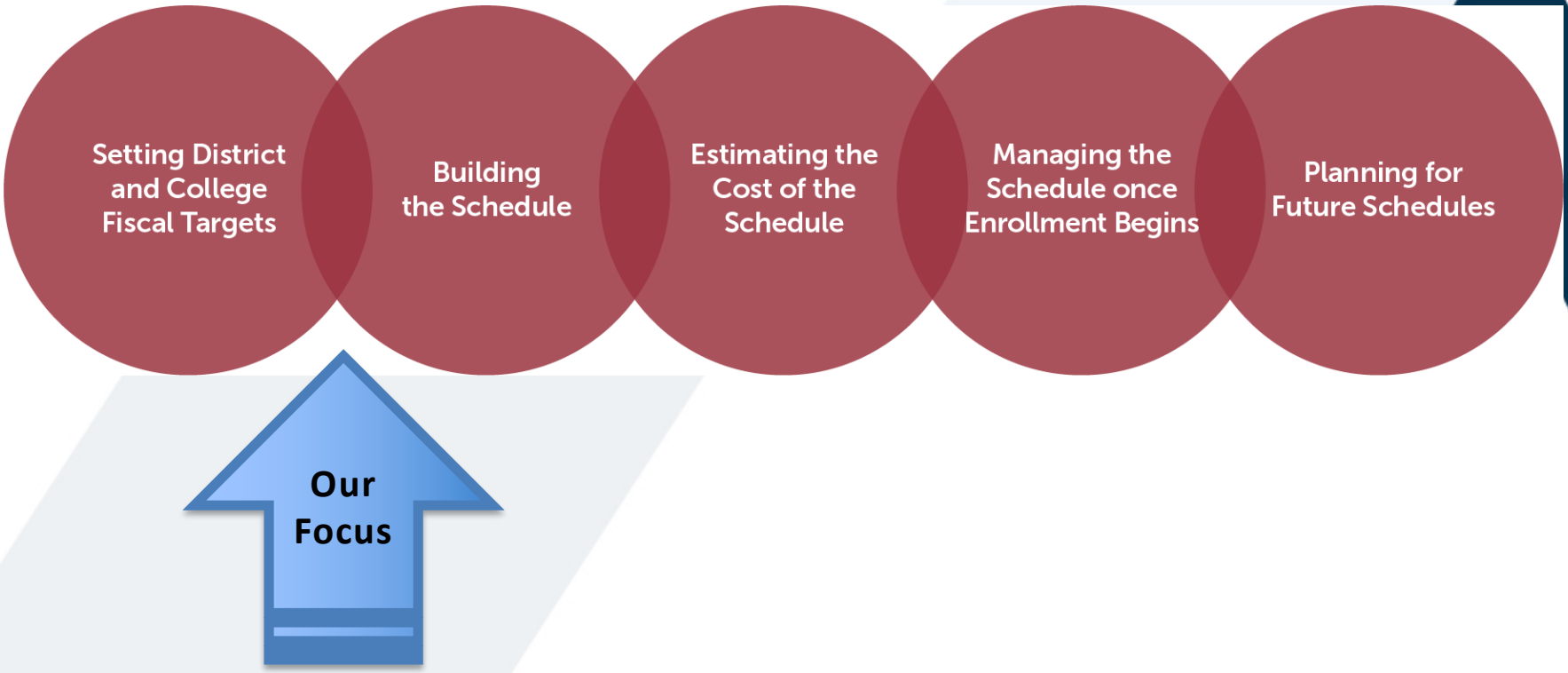
Impact of the Class Schedule

- A well balanced schedule considers:
  - needs of students,
  - the appropriate pedagogy,
  - required resources.
- Expected Outcome: A class schedule that facilitates student completion and optimizes FTES generation

Faculty Role

- How do colleges/and your college normally develop a schedule?
- Is it roll-over or zero-based?
- What is the role of faculty in the process?
- How are student needs factored into the schedule-development process?
- Are schedules developed in silos (e.g. departments) or holistically? Who looks at the big picture?
- Has your college integrated discussion of pathways into the schedule-development process?

Broad Topic Areas in Scheduling



Setting Fiscal and District Targets

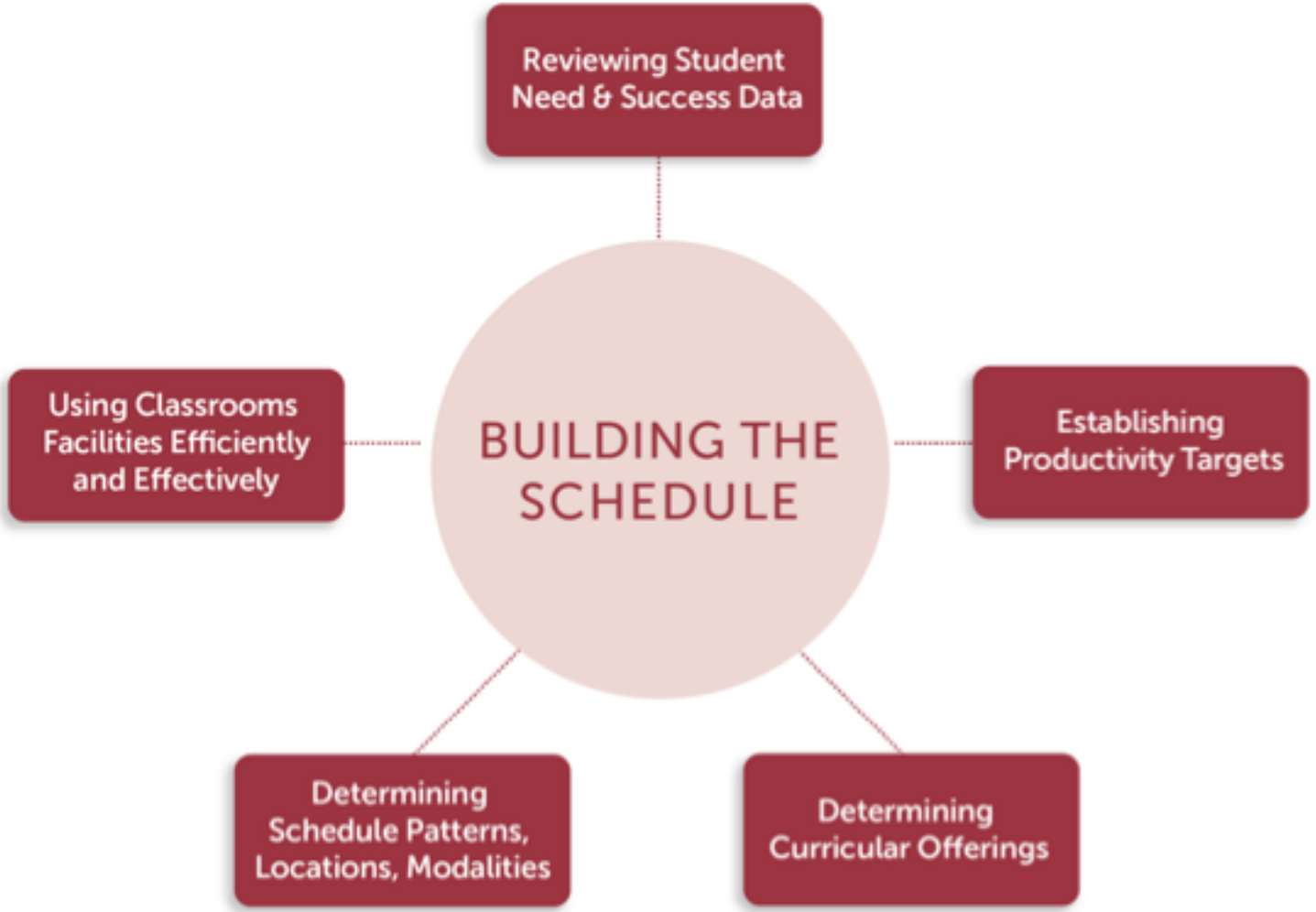
- Historically districts are funded on FTES (enrollments)
- Districts set FTES targets annually, then determines resources to reach targets
- Typically a function of base allocation plus growth allowed by the state
- Other factors affect targets

Setting Fiscal and District Targets

- Changes to the funding model
  - FTES
  - Equity/Student Need
  - Completion
- Several completion metrics in funding model

How does the new funding model change how colleges might think about the schedule?

Building the Schedule



Data and Productivity

- What Data? How is it used?
  - Enrollment
  - Efficiency/Productivity
  - Student Demand
  - Student Success/Completion
- Questions you have about how data/information is used to inform schedule development

Curricular Offerings, Patterns, Modalities, and Location

- Three broad categories:
  - Transfer
  - Career Technical
  - Basic Skills
- Balance
- Sequence
- Student Completion
- Date/Time/Method of Instruction

Two-Year; Three-Year Pathways

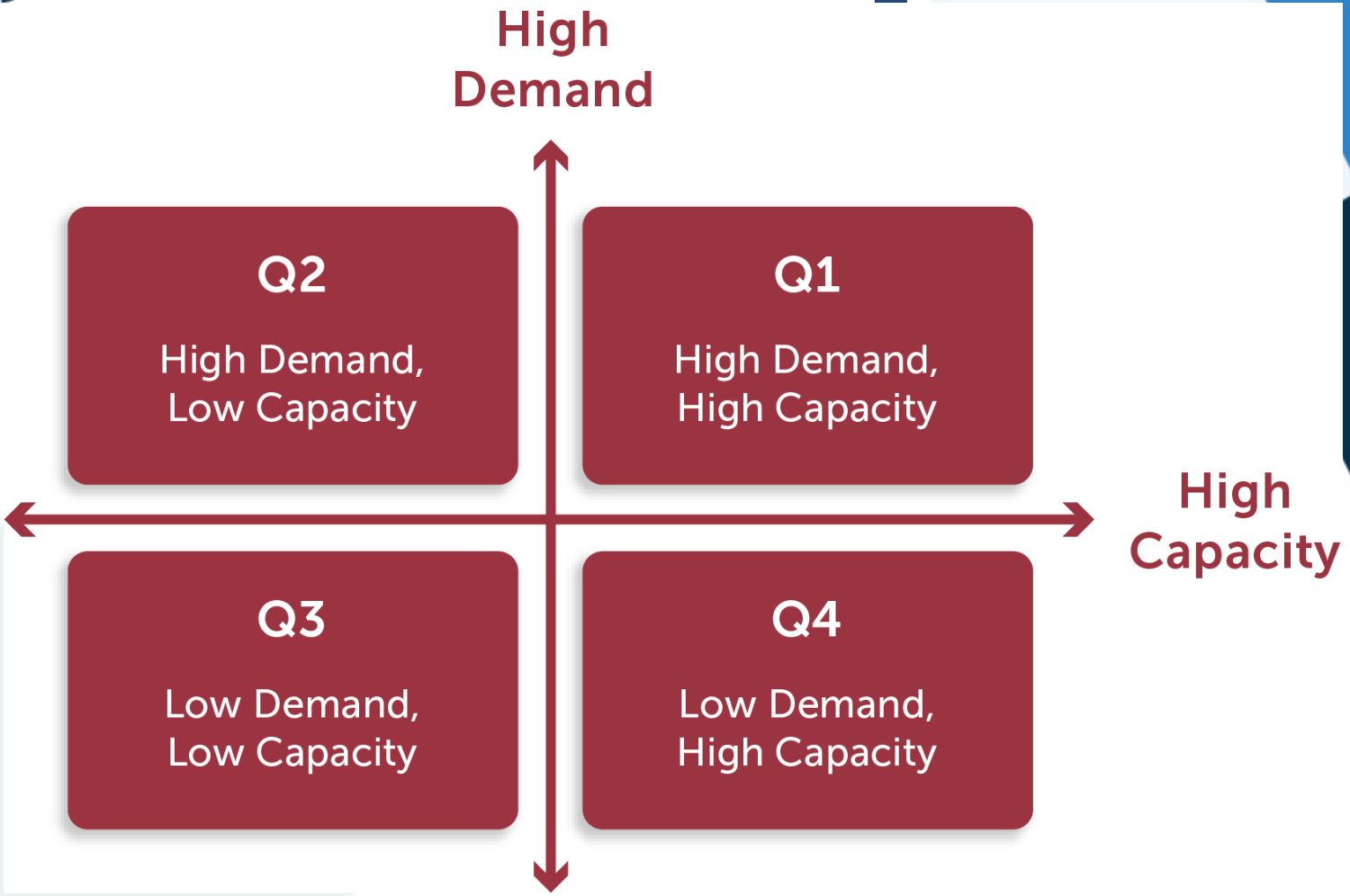
- Have department faculty planned out recommended sequences for their degrees and certificates?
- Who reviews degree and certificate offerings from a macro, multi-year perspective?
- How would you develop and adhere to two- or three-year plans?

Effective Use of Classroom Space

- Classroom “ownership”: division or campus?
- Non-prime time utilization of Classrooms
- Using “Block Schedules”
  - What are they?
  - How structured?

The Big Picture

The Big Picture
Balance and Completion



The Big Picture
Balance and Completion

- Student centered schedules
- Guided Pathways – Program Maps and Student Education Plans inform the Schedule!

Setting up the Next Session

How will Guided Pathways affect how we think about our class schedules?

- Information / data used
- Curricular and program offerings
- Use of facilities
- The process utilized for developing the schedule

See you for Breakout Session#2