



INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

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Academic Academy

Strategic Scheduling – Break Out Session #2

September 14, 2018 – Embassy Suites – San Francisco



Strategic Scheduling: Meeting Students Needs and Involving the Faculty in the Process Break Out Session #2





Presenters

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



Expected Outcomes

- Describe core purposes of SEM and how they align with Guided Pathways.
- Discuss the purpose of the class schedule within the context of SEM and Guided Pathways.
- Reflect on the use of data to guide schedule development.
- Identify the elements of a student-centered class schedule.



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-ASK 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>



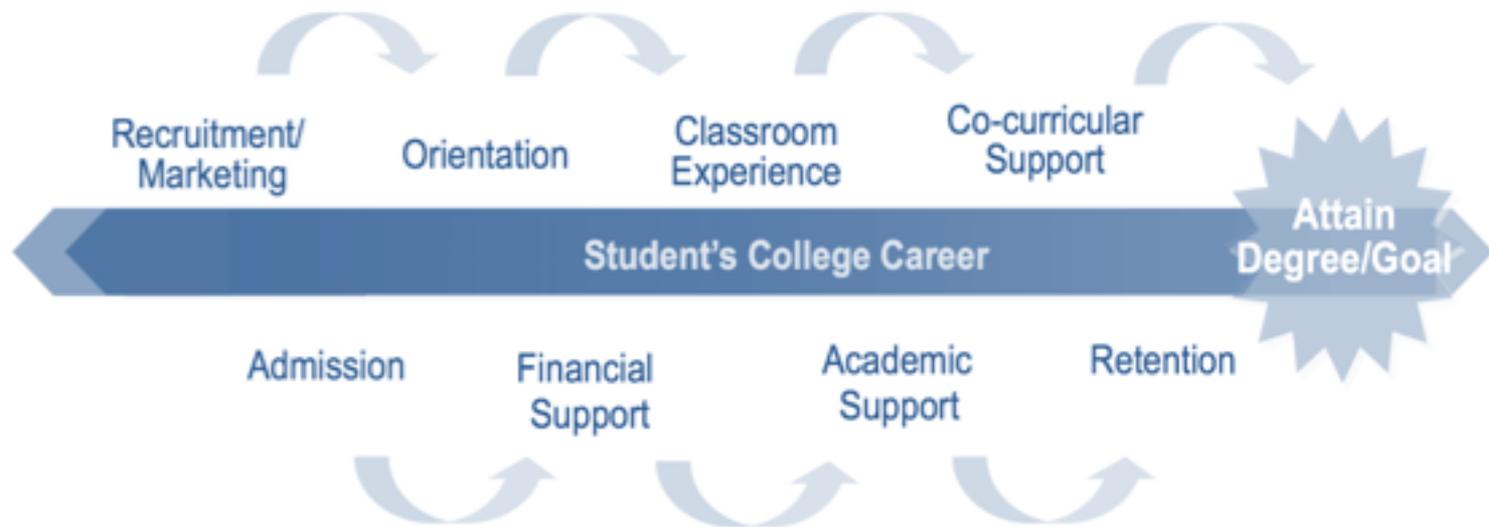
Guided Pathways and SEM

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



Strategic Scheduling In a Guided Pathways World



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



Impact of the Class Schedule

The Importance of the Class Schedule

The Student Perspective

TASK: Given a student profile, create their first semester schedule

MATERIALS: College Catalog, Fall Schedule of Classes, Schedule Template and Debrief sheet



Profile

STUDENT Circumstances

Drops off siblings in the morning at school at
7:30 a.m. every morning
Works 25 hours a week, 3 pm – 8 pm Mon - Fri

Educational Information

Career goal: Doctor
Major: Biology
Transfer goal: University of California
Placement:
Calculus BC (Math 141),
College Writing (English 100)



Debrief

- What were the most challenging aspects of this activity?
- What information did you wish you had, but didn't?
- If you were a student who still had questions on your fall schedule, where would you go next to find the answers?
- When thinking about developing a schedule from a student-centered perspective, what are some factors you would consider?



Guided Pathways And the Schedule

- Arizona State University
 - <https://www.asu.edu/>
- How can program maps and/or student maps inform scheduling?



Schedule Development An Evolving Perspective

- What questions guide the development or management of a class schedule at your college?
- How might these questions change over time as we implement Guided Pathways?



Broad Topic Areas in Scheduling

Setting District
and College
Fiscal Targets

Building
the Schedule

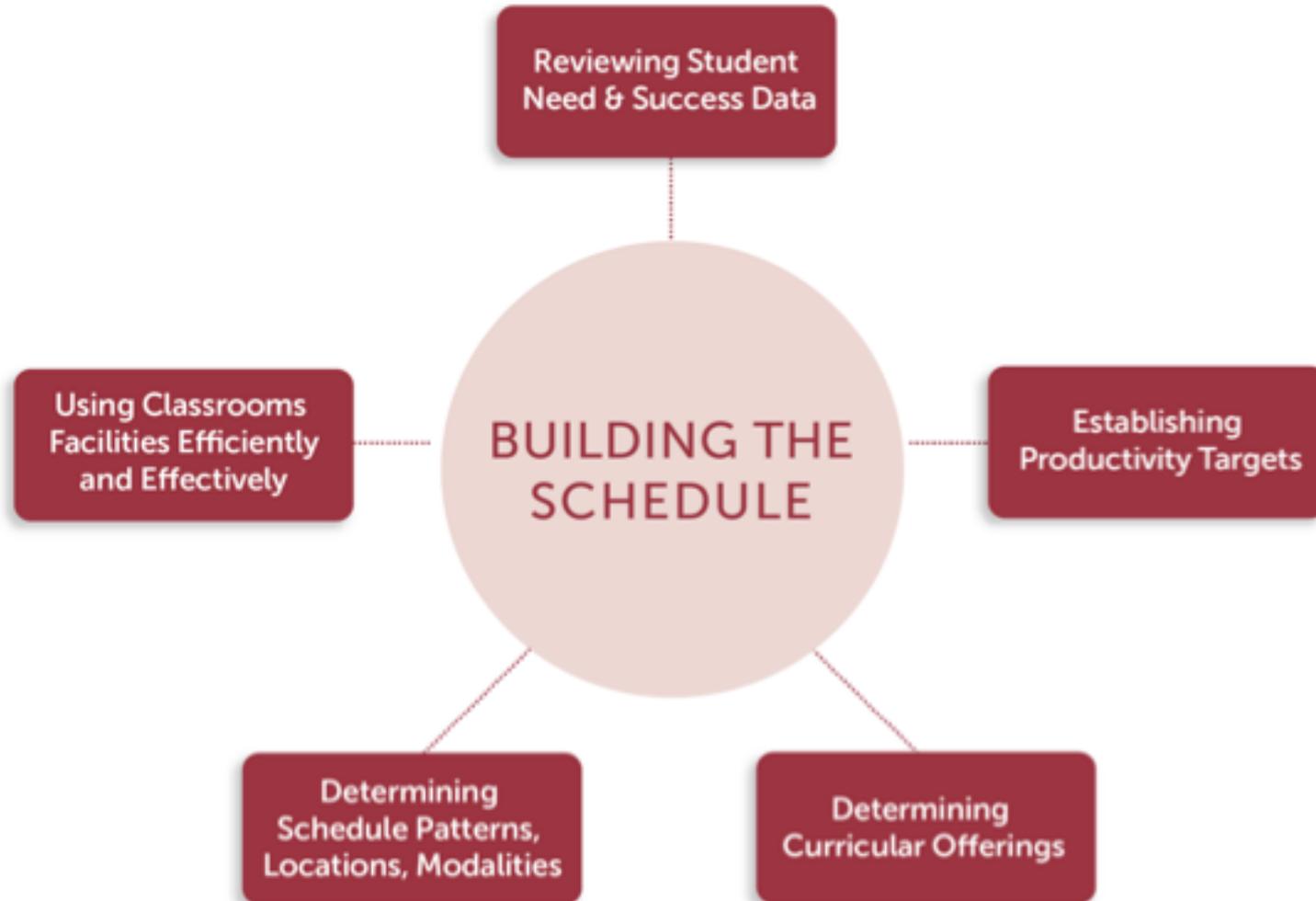
Estimating the
Cost of the
Schedule

Managing the
Schedule once
Enrollment Begins

Planning for
Future Schedules



Building the Schedule



Round Table Discussions And Activities



Data To Guide Decisions

*Building a
Student-Centered
Schedule*



Data to Guide Decisions



DATA



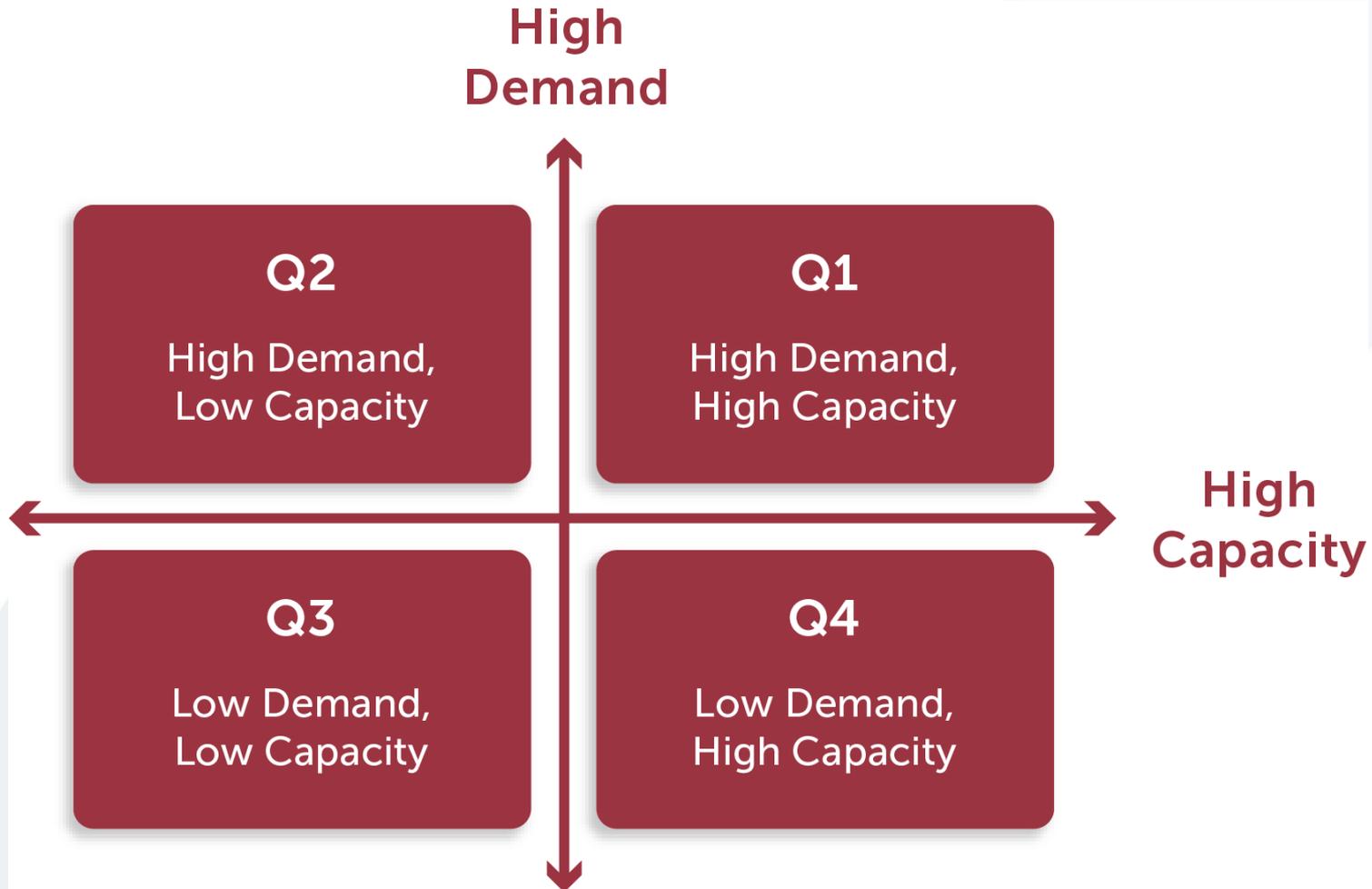
KNOWLEDGE



ACTION



Data to Guide Decisions Round Table





Data to Guide Decisions Round Table

- Given the 4-quadrant model, what type of data is needed to inform decisions about the class schedule
 - Class/Course information
 - Enrollment
 - Student Demand/Interest
 - Program information
 - Efficiency / Productivity
 - Facilities utilization



Data to Guide Decisions Round Table

Using Data to Inform the Schedule

TASK:

Given different class schedule scenarios

- 1) identify and discuss elements currently used in schedule development and their purposes.
- 2) identify other types of data/information that will be useful as your college transitions to guided pathways?

MATERIALS: Data Used in Scheduling Handout, Scenarios



Scenarios

- Examining Prior Performance
- Evaluating Student Interest/Demand
- Reviewing Courses Included in Program Maps



Data to Guide Decisions Round Table

- Additional Data/Information for Guided Pathways
 - Program maps
 - Student Education Plans
 - Student Success
 - Student Completion



Building a Student-Centered Schedule Round Table





Building a Student-Centered Schedule Round Table

The “Perfect” Schedule

TASK: In small groups:

- 1) Identify the guiding principles that a college would apply to create the “perfect” schedule.
- 2) How does your college measure up to the guiding principles you identified?
- 3) How will the process of building a class schedule evolve with Guided Pathways?



Building a Student-Centered Schedule Round Table

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



Building a Student-Centered Schedule Round Table

- 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?



Building a Student-Centered Schedule Round Table

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



Debrief



Debrief

- What might a perfect/ideal class schedule look like? What would it take to make it happen?
- What questions are there at your college regarding schedule development?
- What questions should be asked at your college?
- When developing a schedule, do the developers consider the 4 quadrants?
- Is your schedule developed in silos? Can that system be improved upon?
- How does viewing the Schedule through a Guided Pathways lens change how we think about the schedule?



Questions and Take-Aways