**Schedule Development Guidelines 2017-18**

February 15, 2017 Update

1. **Strategic and Targeted Enrollment Growth**
2. In 2017-18, the college will no longer be on “stability” funding. That means we want **strategic** and **targeted** growth.
3. The goal is to ***very******strategically*** add classes for targeted populations that will result in increased apportionment funding based on FTES (full-time equivalent students).
4. Summer 2017 is critical because the college will borrow all eligible FTES apportionment funding. We will build a robust summer schedule with classes that are almost certain to fill.
5. **Plan for Targeted growth with healthy fill rates (85 – 90%)**
6. Cluster deans and chairs will work together to **strategically** add class sections in areas only where there is demonstrated need or to attract and serve new, different, or underserved populations.
7. Deans and chairs should meet or consult in **advance** of building Proof 1 to agree upon a strategy for each department and discipline.
8. **Add** classes that the data and experience suggest will fill to near capacity (not the bare minimum).
9. **Delete** classes when evidence from the previous like semester, indicates that too many sections were offered or when enrollment efficiency was less than 85% (with some exceptions). Exceptions might include when only a single class is offered in a rotation.
10. Analyze evening and weekend offerings to determine if additions or reductions need to be made. Consider whether or not an evening student is able to complete a degree or certificate solely in the evenings or weekends, or in combination with online classes.
11. **Create an *annual* enrollment strategy for 2017-18**
12. Deans and chairs should create an **annual** enrollmentstrategy for 2017-18 that encompasses summer, fall and spring offerings.
13. Use EMS to look at classes offered in summer 2016, fall 2016, and spring 2017 data as a **baseline** for thinking about 2017-18.
14. Check and update the **sequencing plans** for **every** certificate and major. (You will find the sequencing plan in a link on the certificate or major web page).
15. Assure that students in Petaluma are able to complete programs offered there (more online sections will help with that).
16. Deans and chairs should use EMS data for schedule planning (the dean can pull this data for chairs), using the previous like semester as a baseline, including the five data elements below:
	* **CAP (**capacity), the class limit
	* **Effective ENR** (enrollment) – previous enrollment in like semesters at first census
	* **Fill rate** – previous percentage of seats filled at first census
	* **SEC AVG** – previous average class size at first census
	* **FTES/FTEF** – previous productivity of each class and the discipline

**4. After reviewing the data, consider adding the following types of classes if there is a community need and strong indicators that the classes will fill:**

1. Online courses for students who need the flexibility due to work or family obligations (a high priority given the demand and full employment). Many general education courses are in high demand.
2. Classes in impacted disciplines such as English, Math, and sciences.
3. Classes for high school concurrent students (students entering grades 9 – 12). These classes should be offered at 4 pm, 5:30 pm, evenings or Saturdays. Popular classes include Art, ASL, Spanish, History and fitness.
4. Classes at High School sites and Dual Enrollment (classes offered for high school students by high school instructors that generate apportionment for SRJC). Contact Cathy Prince with any ideas.
5. Classes CTE students and “skill builders” seeking job skills.
6. ESL Classes needed by the adult Latino community and English Language Learners (ELL), many of whom need ESL and vocational ESL.
7. Older Adult classes at various locations in the county (contact Dean Abe Farkas with ideas or potential instructors).
8. “Enrichment” classes in demand by the community, such as fitness, dance, yoga, culinary cuisines, music, and studio art.
9. Summer Bridge classes targeting specific populations, such as math refresher classes.
10. Weekend classes to serve working adults, as demand warrants.
11. Classes specifically for adults, such as introductions to career fields or inmate education. Contact Nancy Miller, Director of Regional Adult Education with ideas. If new curriculum is needed, that will be fast tracked.

 **5. Address limiting factors and barriers to serving student needs**

1. In areas where impacted facilities are preventing your department from serving student needs, the chair/dean should look for ways to find facilities, including expanding into the weekends, going online, or utilizing local high school facilities.
2. For disciplines that need to increase labs, deans should request additional lab support from the VPAA as needed.
3. If you cannot meet student needs due to a shortage of adjunct faculty in the pool, work with your dean to address this and identify different ways to recruit.
4. For working students and students without access, schedule classes online or in the communities in which students live.

**6. Work closely with Petaluma**

* Chairs/coordinators should work with Catherine Williams with any ideas for Petaluma.

**7. Reminder about District Right of Assignment**

As a reminder to all, the **District has the right of assignment**. Chairs **recommend** a schedule, but deans and the VPAA make the final determination of what courses will be offered and at what days, times, and locations.