



**ACADEMIC SENATE SCHEDULING COMMITTEE
NOVEMBER 19, 2021
APPROVED MINUTES**

Present: Kris Koblik, Lisa Smiley-Ratchford, Shelly Pierson, Julie Walters, Arek Puzia, John Freytag, Nikki Moultrie, Kim Schenk, Anna Levin, Keith Mikolavich, Raine Dougan, John Corbally, Marina Crouse

Absent: Rick Gelinias (on sabbatical leave), John Rodriguez, Paul Pitner,

Guests:, Beth McBrien

Note-taker: Ann Patton

The meeting was called to order at 9:00 a.m.

1./2. Approval of Agenda and Minutes

It was MSC to approve the agenda of November 19, 2021. All present voted aye. Approved.

It was MSC to approve the minutes of October 22, 2021. All present voted aye. Approved.

3. Public Comment

None

4. Council Comment

None

5. Announcements

Pierson announced the men's and women's cross-country teams are headed to the state championships. She said it is especially exciting because they went for a whole year without any competitions. And the men's water polo team is in the final four.

Levin said there is a ribbon cutting scheduled later that day at 1pm for the 15-year anniversary of SRC and the opening of their new facilities.

6. Fall 2021 Enrollment updates

- a) Enrollment by modality (on campus/online/hybrid)**
- b) Short-term course enrollment**
 - a. Fall '21 Cyber-Session**

Moultrie shared a spreadsheet showing the modalities for Fall 21. Based on the recommendations of this committee to limit the percentage of online asynchronous sections, it looks like the majority have heeded the recommendation. She said this is the first time we've been able to break this data down in this type of detail. She said Tableau does a good job at some things but we are still working with District to refine the way we are coding. We were not required to code classes any differently when the pandemic first started. So, keep in mind when you are looking at data in Tableau, it's not taking into consideration F2F classes that we had to move to 100% online. But as we evolve as a college we will be able to refine this so the information is correct in Tableau and a little bit easier to access for faculty, deans, and administrators. So, this data will serve as our base point. She said she has received requests for a breakdown in modalities for previous years. She said she will work on that and have some data when we come back from break. Moultrie briefly reviewed the current data and said we were mostly online this semester but, when we do

start looking at spring 22, we will definitely will see a shift. She said she can put together a spreadsheet on productivity rates by department and send it out to this committee later in the day.

Freytag said in math and English there were enough sections in different modalities that we could take a look at and make some comparisons there. But one of his takeaways was that in many areas we simply didn't have enough sections spread out between the modalities. They were mostly online and asynchronous, and they were still bunched up so we don't see any significant differences between current fill rates and modalities. Fill rates gives do give us some indication of what will be the completion rates just a few weeks before the end of the semester, but not necessarily success rates.

Levin said this semester is a really difficult one to try to take lessons from going forward. She does not feel she can take a lot of information from this semester and apply it to future semesters.

Moultrie said we don't have a great way to do predictive analytics but we do know that we need to serve all types of our students and what we're seeing here is that by offering all types of modalities, the asynchronous and synchronous, the hybrid, and the face to face, we are giving opportunities for all of our students to take the courses that they want in the modality that they think is best for themselves. The key is the conversations the departments can have to determine what types of students they served prior to the pandemic, what we're seeing during this recovery phase and then, what can we plan for in the future. We are not going to swing the pendulum too far, we're trying to keep that spread so that we do have the opportunity to then collect the data from students as to what they're really drawn to or what kind of trends we're seeing. If we are able to spread out the different modalities, then we might be able to better track that.

Mikolavich said he is sure all the different areas are going through this frustrating process, but it has energized his department to have in depth conversations about this. But people feel the need for a concrete target on the percentages of online and F2F classes. Not a one size fits all but an assertive nudge in the direction towards the goals we set.

Moultrie shared the enrollment spreadsheet for cybersession. She said that we are very close to being full for cyber session. They have actually added waitlists so we can see how many additional students are trying to add. The only sections we might add are Counseling 95.

7. Scheduling Sp'22

a) Schedule by modality (on campus/online/hybrid)

Moultrie shared the spreadsheet for the spring '22 schedule by modality. She said after the last meeting when they gave the recommendation to limit synchronous sections to around 80%, she is happy to report that we hit those benchmarks. Moultrie pointed out a comparison between fall 21 and spring 22. We have a total of 92 more sections offered in spring than this fall. And we have 377 less online sections in spring than this fall. There are 32 less asynchronous sections than in fall, and 246 less of synchronous. And there are 239 more hybrid sections in spring than in fall. And lastly, 232 more F2F sections in spring than in fall. She said the changes areas made to their schedules from the previous draft based on this committee's recommendation, came in a lot of variations. A lot of them added 1 or 2 F2F meetings to asynchronous courses.

Levin said it would be helpful if this committee discussed what we mean by synchronous and hybrid. She said when she asked some courses to switch to synchronous, they just added a couple of meetings for exams. She said for example, PoliSci has a big split in terms of modality. She said it's a very strange approach to have students coming to campus for most of their science and math classes and then needing to take most of their language classes online.

Dougan said it will be interesting to look at different disciplines to see if the success rate online is different than F2F. She said there are students that want all F2F classes because that's their learning style. And there are some students who are going to want to learn entirely online. But, there are also

students who want certain classes F2F and others they prefer online. We definitely want to mix the modalities across all disciplines however, she thinks there will be some that are just more attractive online and some like the sciences are better F2F. Moultrie said when she does the next update for fall she can add the success rates and break them out by modality. Dougan said it would also be interesting to look at the reasons students dropped classes this semester. Moultrie said they have just started having conversations with student services about that and she can bring information to the next meeting and look at how we can use that information to help us look at our retention rates.

Corbally agreed with Levin that there is a palpable disparity between disciplines. He said it might not be a problem and maybe we should have to go through the spring to evaluate our approach. But there are disciplines, his included, that are having a hard time to get faculty to come back to campus. He said we should go through the deans to get the message out that we've got to have large numbers on campus.

Levin said she does not think we can do a comparison of success rates between online classes and in person classes. The amount of cheating in online classes is high. She is dealing with more cheating issues than she has ever had before. Partly why we're having this conversation is that there is concern about if online classes are preparing students to move to the next step. It will be a difficult transition and we are going to see an impact on our retention rates. Freytag agreed with Levin's statement about the inability to make reasonable comparisons now and for the short-term but we need to also be thinking about 5 years from now.

Koblik agrees it will be a rough transition especially for STEM students. We need to make sure they are ready for the next course in the sequence. However, in courses like Social Science and Humanities, it's easier to check for originality, authenticity and plagiarism online. She said this is an excellent chance for the success centers to be organizing study groups and sessions on how to study for STEM classes. We need a forum for having those conversations about how we might best leverage those centers and the capacity that we've built through the reassigned time positions to really benefit the most students that we possibly can. Walters agreed that we need to address students extra needs to help them transition back and it's going to happen very soon.

Levin said at the SRC division meeting the previous day during the second half they did breakouts to talk about how we can help students transition back into the classroom. She said there were some great ideas and they could share what came out of their conversations. One idea was to embed tutors in certain classes. Another was to have sort of traveling student success workshops where counselors would come into the classroom to present.

Mikolavich said he likes Koblik's idea for the learning centers. He suggested for fall 22 convocation maybe everyone could gather in their centers and then all walk down to the PAC at the same time.

Schenk said their will be videos and pictures taken to memorialize the day and to allow people online to see the event.

Freytag said at January All College day there will be panels of faculty, staff, and students that have already been back to campus talking about their strategies, success stories, challenges and experiences since their return. The first part of the event will be streamed or you can attend in person. It is being encouraged to have department and division meetings in person. They have been looking for large spaces to have those meetings. They could even take place outdoors. This gets to what Mikolavich was talking about providing those spaces for those connections and conversations to encourage people to reengage and step out of their at home comfort zone that many people are in right now.

8. Planning for Su' and Fa'22

- a) **Recommendations/directions for use of different modalities**
- b) **Shifting away from FTEF-focused scheduling**
- c) **Building a marketable schedule**

- a. **All programs (degrees/certificates), appropriate modalities**
- b. **Student profiles**
- c. **Criteria for scheduling (AM/PM, M/W or T/Th, 3 modalities, evening programs).**
- d. **Start dates/weeks for short-term sections.**

Freytag said we have discussed recommendations for the balance of modalities but it will be helpful for this body to be very specific with numbers. And we need to think about the message that goes out so we can close some of those loopholes that were creatively used this time around.

Moultrie said the schedulers will be sending out the requests for summer and fall drafts by December 1 to departments. These were what rolled over from last summer and fall. The first draft of the summer will be given to the schedulers by January 24. The drafts for fall 22 will go to the schedulers by February 7. She reminded this committee that we had postponed the start of scheduling for summer '22 to January so we could have this conversation and give clear guidelines to the departments.

Schenk reviewed the results of the student preference survey and overall students about 60% of respondents want live interactions with instructors.

Corbally said we need to lead rather than listen to 18-year old students. His sense is those numbers don't tell us much. He said that we can't ignore our students and their needs that are central to our mission.

Mikolavich said we should probably look to see what the CSUs are doing in the spring and what they are projecting in the fall. A lot of our students don't necessarily go to CSUs but' if that's normative behavior we should be part of that normative behavior.

Martin said the survey is just a snapshot in time and things are changing quickly and she thinks students' attitudes will change gradually. Overall, we will find that students are more likely to say that they want to be face to face, especially for hands on, in person types of classes, including laboratory classes.

Moultrie said we need to keep in mind that we have so many different student profiles and we need to meet the needs of all those profiles. We know have our high school students that are transitioning to us and they want to get to their four-year institution as quickly as possible. And they also want to be face to face because there are social beings at that age. But, then we have our working adults that can only come at nighttime or take online classes. She said based on the data that we have right now, as well as the trends that we have seen over these past four semesters, her opinion is to have 40% asynchronous and then 60% spread out in synchronous, hybrid and face to face, based on what the department's sees as their students' needs. She said there are many pieces to creating our schedules and there are some pieces that have historically been left out of our schedule creation. She said it would really help us to have these bigger conversations about what scheduling a one- or two-year schedule is going to look like for the future. We need a wrap around service team to aid departments in having these conversations including what counselors are hearing directly from students.

Freytag asked Moultrie if it is enough sections if we end up with something like 30% online and 70% on campus. Moultrie said based on what we're seeing it should be closer to 40%.

Schenk said we know one size does not fit all as each discipline is very unique and has their own unique students and unique needs. We have some programs that have always been 100% online. But 40% asynchronous feels high to her when you think about the issues with academic integrity. And what our students actually are learning or not learning is so important. She worries that students won't have the rich discussions, the construction of knowledge together, and the critical thinking aspects of being in a classroom.

Martin said that she knows it is important we listen to what students say they want but sometimes it is not what is best for them. She said if we set the bar too low in the number of F2F classes we offer, we are prolonging the impact of this further into the future.

Corbally said faculty need to get out of their homes and come back to campus. But for many students, they have adjusted their lives, and it could be difficult to go back to F2F. They may have issues with their work hours or child care or other obligations they have.

Smiley-Ratchford said she went to the 3S conference and a student on one of the panels asked that they not be forced back to in-person learning. They said while online learning could be difficult, they talked about all of the different ways in which it helped them learn about a different way of studying and participating in classes. She said we need to think about this as a gradual process. We may not make the right decisions this time but we can always go back and shift or adjust. She said students aren't telling us they don't want to be back face to face and they aren't telling us that they only want be online but, they are telling us to think about how their circumstances have changed over the last year or two.

Koblik said she feels conflicted in her role as a representative because she is feeling like her personal inclination towards returning to online might not be completely reflected by some of the other departments or disciplines that she is representing. She said she wonders if this committee is maybe not reflective of the full diversity of faculty opinions and she is trying to figure out how to serve all the voices in her division.

Freytag reminded the committee that when this committee was brought together initially, the intention was for all of us to have these conversations and make recommendations and decisions and not just to represent.

Beth McBrien, who was on the committee when it was first formed, said that Peter Garcia had said if you want faculty to have a voice in scheduling, because management owns the schedule, then faculty representatives have to take on the role of management to a certain extent. This committee needs to be fiduciarily responsible, and it has to look at the big picture. The committee's job is more to educate than to advocate.

Freytag said he is hearing that people want some solid direction and he is much more comfortable having the conversation at a committee like this rather than pointing at an administrator and asking them to tell us what to do.

The committee further discussed the balance of modalities to recommend. They agreed to set the recommendation and make a motion for summer. And then talk about and make a motion for fall that increases the recommendation for F2F classes.

Moultrie said she will have data on pre-pandemic modalities that we were offering previously and bring that data to the next meeting.

It was MSC to recommend for summer 2022 that each area schedule a minimum of 50% F2F or hybrid, and a maximum of 25% asynchronous online, or submit a request for consideration if an area wants to vary from the recommendations. The following members voted aye: Koblik, Smiley-Ratchford, Pierson, Walters, Puzia, Levin, Mikolavich, Dougan, Corbally, and Crouse. No nays. No abstentions. Approved.

The committee discussed modality recommendations for Fall 2022. Levin said she wants to make sure we can stipulate what hybrid means. It's not taking exams, it's in-person instruction.

It was MSC to recommend for fall 2022 that each area schedule a minimum of 75% F2F or hybrid, and a maximum of 25% asynchronous online, or submit a request for consideration if an area wants to vary from the recommendations. The following members voted aye: Koblik, Pierson,

Walters, Puzia, Levin, Mikolavich, Dougan, Corbally, and Crouse. No nays. Smiley-Ratchford abstained. Approved.

Schenk said we have had lots of conversations over the past 18 months thinking about our schedule in a different way; thinking about our student profiles, thinking about our modalities, and what our students need today; as well as what works for us as an institution. She said we have had some pretty dramatic decline in enrollment which we are hoping to reverse. The timeline in front of us is not very long so there is some urgency to these conversations. She is taking a to the Deans and Chairs to work with a few disciplines to start thinking about who their students are and, think about modalities and then do a hands-on mapping session of all their courses – times, modalities and breadth of offerings. Then lay out a schedule, depending on the program, over one or two years to make sure our students can get through those programs in those years. We need to think about night students, matriculating high school students and working students. So, the schedule would be guaranteed for over two years so students can depend on it from semester to semester no matter what the fill rate. Moultrie added that this would also help faculty plan ahead.

Mikolavich asked how much of a commitment it will be for an area to work on this. He said English has already been going in this direction but they are a big area so he is not sure English would be a good program to participate in this. Moultrie said because English is big and touches on almost every other discipline, if we get that set, then everything else kind of works around it. This work could begin as early as January. There is a Flex workshop on this on January 19.

9. ADJOURNMENT

The meeting was adjourned at 11 am.