



Pleasant Hill, CA 94523

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## ACADEMIC SENATE SCHEDULING COMMITTEE

April 15<sup>th</sup>, 2022

### APPROVED MINUTES

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

**ABSENT:** None

**GUESTS:** Beth McBrien, Bridgitte Schaffer, Jennifer Tejada, Melissa Jacobson, Mary Ann Irwin, Lindsay Kong, Ruth Miller, Joe Gorga,

#### 1. APPROVAL OF AGENDA OF April 15, 2022

**It was MSC to approve the agenda of April 15, 2022. All present voted aye. No abstentions. No nays. Approved.**

#### 2. APPROVAL OF MINUTES OF Previous Meeting (s)

None

#### 3. PUBLIC COMMENT

Jacobson is hesitant to schedule a hybrid history class in the fall since it will replace a class that she knows would fill if she were to offer it online. She wants confirmation from the committee that this is the direction that the college wants; to remove a class from the schedule that will completely fill in order to risk lower enrollments in the hybrid format. She requests to learn what the Scheduling Committee's goal is. She asked if the committee has considered scheduling in waves: the first wave would be regular loads, second wave would be short term classes that did not make the first wave, and the third wave would be holiday break classes.

Erikson requested to learn more about data to help guide scheduling decisions. For example, if we had 50 engineering students who needed to take the same course, is there data that can tell us that?

Schenk replied to Erikson that a SQL report is available that reveals student demand based on educational plans that are currently in the system. Departments have hesitated to rely heavily on it because the data is not necessarily accurate. Work is ongoing to improve the quality of the data to ensure the integrity of degree audits and student educational plans.

Miller expressed anxiousness about modalities and she requests an explicit statement from the Instruction Office stating that departments are at liberty to make decisions about which modalities to offer. She asked if it is possible to change modalities if classes are not filling. Freytag affirmed that there is an opportunity to change modalities based on analysis of enrollment trends.

Schenk said that if a department has sufficient sections of the same course, the college is eager to have as broad an array of modalities as possible to respond to differing student demands. Science and math departments, with the on-ground requirements, are hopeful that other disciplines will offer a breadth of in person and hybrid offerings for students so there are options for those students to enroll across the curriculum if they prefer those modalities.

Freytag said that by watching enrollment trends, our hope was not only to provide a range of modalities for our students, but also be able to monitor success and retention amongst different modalities within a particular course.

#### **4. COUNCIL COMMENT**

Levin said that there have been varying messages to departments from the Scheduling Committee and it has been difficult for departments to track what the Scheduling Committee is requesting. Initially, there was a strong recommendation around modality and then the recommendation pivoted to fill-rates. There are faculty that are willing to offer hybrid courses, but are worried about low enrollment and cancellations. If the committee puts a recommendation out, there needs to be a full plan from beginning to end so that people know what to expect.

Moultrie said that we need to have a long range look at how we are going to better implement strategic enrollment management and scheduling. The enrollment recovery recommendations that come from SIG (Strata Information Group), our enrollment recovery consultant, will help with that.

#### **5. ANNOUNCEMENTS**

None.

#### **6. Review of Fa '22 First Draft**

##### **a) Follow up on Recommendations from Scheduling Committee**

Schenk was happy to have been able to accept most of the recommendations from the Scheduling Committee's meeting on March 25th. The recommendations that ignored the methodology to reduce sections based on empty seats where there were multiple sections created inequity amongst programs. Many disciplines complied with the methodology to reduce and implement waitlists to gauge student demand. The recommendation to ignore the approach for certain disciplines and reinstate them in the schedule, with the caveat to "manage the schedule as we usually do" was not accepted because it would have created unequal treatment between the disciplines.

McBrien said that she is very sensitive to things being inequitable. She does not perceive inequity in this case because every department was given the opportunity to provide a justification. It is the justification process that allows for the nuances.

Schenk said that the recommendations that were accepted were because of the nuances and included 1. courses for which there was nowhere else for students to go 2. And courses that are intake courses for programs and if restricted would reduce flow of students into the program. If students return in sufficient numbers and we perceive demand, we will add sections and pivot the modalities. We want students in the classroom.

##### **b) Trends by modalities (Online, On Campus, Hybrid)**

Moultrie presented trends by modality for fall '22. The schedule will go live on Monday. The schedule is always published one week prior to the first priority registration group. There were two comparisons presented: 1. separate SRC (San Ramon Campus) and DVC campuses modality offerings for each campus; and 2. current fall totals (all sections and multiples were counted in the numbers section).

- We have 122 fewer sections in fall 2022 than in fall 2021
- 589 fewer online sections being offered
- 208 fewer online asynchronous courses
- 277 fewer online synchronous courses
- 107 fewer online combos (online asynchronous and online synchronous together)
- 186 more sections of hybrid being offered
- 281 more sections of in person being offered

Levin asked for data on the distributions by department or division because students who are taking in-person labs are having a tough time finding other in-person classes in other areas. Moultrie said that she can add this to the analysis on Monday when the final schedule is complete.

Martin wanted to know if a hybrid course is defined as such when it has at least one in-person class per week. Freytag said that was the recommendation of the Scheduling Committee because a lot of sections scheduled hybrid classes while only offering one or two in-person classes for the entire term or where students were only asked to come to campus to take exams.

Koblik wanted to clarify the goals of the fall reductions. How will we determine if fall reductions are successful? What are the impacts of reductions on student access? Are there trigger points or percentages for when we would add from a waitlist? She wants the Scheduling Committee to consider making a recommendation or resolution to departments to add sections for fall 2023 if there is a fall 2022 reduction and fill rates are at 90%.

Schenk mentioned that productivity and student success data will help measure if the reductions are successful.

## **7. Sp'22 Enrollment and Su' 22 Scheduling updates**

### **A) Trends by Modality (on campus/ Hybrid, Online)**

Moultrie presented a report of summer modality trends.

#### Summer 2022 Modality Trends (compared to summer 2021):

- There is currently a 22% fill rate
- We have 11 fewer sections offered
- 182 fewer sections of online sections
- 58 fewer sections of online asynchronous sections
- 96 fewer sections of online synchronous sections
- 22 more sections of online combos (online asynchronous and online synchronous together)
- 63 more hybrid sections
- 58 more face-to-face classes

## **8. Planning for Spring '23**

### **A) Reduction Goal for Spring '23**

Moultrie presented the current enrollment report with low enrolled sections separated out.

Sections with less than 20 students are considered low-enrolled.

There is a total of 349 low-enrolled sections that were kept during spring 2022. Moultrie said these are approximate numbers because we have not reached the end of the spring term. Courses with class maxes under 20 are also included in low-enrolled numbers. We have historically carried an average of 100-120 low enrolled courses.

Crouse asked for a copy of the FTS Goals spreadsheet and Freytag said that he will provide it.

Freytag asked the committee to voice their opinion regarding a "reasonable number" of low-enrolled sections to carry in spring '23. If we have 300 low enrolled courses and we are trying to get to 120, how do we start to step down to that? For spring 2022, the initial goal was to carry approximately 170 low-enrolled courses as we did in fall term. As spring enrollments did not meet targets, consultation with Susan Lamb moved the number up to 250. Yet, we are at approximately 300 low-enrolled sections for spring 2022. For fall 2022, the initial goal was to reduce 137 sections and today the reduction is less than that at 122.

McBrien recommends using the department-tiered method that was used in 2017-18. There were almost 200 classes that were reduced over a three-semester period. She mentioned that it was a great education tool for department chairs because they were given an enormous amount of information from the scheduling committee.

## **9. Ideal Scheduling Update**

**It was MSC to approve the creation of a workgroup to work on the waitlist. All present voted aye. No abstentions. No nays. Approved.**

## **10. Adjournment**

There being no further business the meeting was adjourned at 11:04 a.m. Next meeting May 20,2022, 9-11 a.m.