Course Schedule Development Handbook

A. Student-Centric Approach:

1. Design course sequences to ensure students can complete degrees/certificates within 2 years (full-time) or 4 years (part-time), prioritizing 'critical path' courses each semester.
2. Ensure consistency, predictability, and transparent communication for students, counselors, and program staff by minimizing changes once the schedule is live.
3. To ensure consistency for students and faculty, we uphold a Stable Schedule Commitment after publication. Changes require VP approval.

B. Faculty Considerations:

4. Provide consistency and early confirmations for adjunct faculty, including assignment offers, finalized teaching schedules, and minimized cancellations or revisions.
5. Conduct regular audits to reduce errors and revisions in faculty load and teaching assignments through proactive planning.

C. Operational Efficiency:

6. Streamline division assistant workflows through advanced planning, minimizing errors, redundant steps, and change forms.
7. Limit changes after the schedule is live, while proactively anticipating and managing unforeseen circumstances.
8. Establish clear and consistent processes for managing faculty expectations and addressing scheduling requests.

D. Measurable Goals:

9. Create an optimal course schedule that achieves institutional targets, including a **fill rate of 75%–80%** (percentage of available seats filled) and **a load of 450–500** (measure of instructional productivity).
10. Track and target 2-year graduation rates for full-time cohorts and 4-year rates for part-time cohorts.

E. Course Modalities:

11. Incorporate online and hybrid course options to meet evolving student preferences and maximize accessibility.
12. Strategically balance course modalities (in-person, online, hybrid) to align with student demand and institutional enrollment priorities. *Assign modalities based on: (1) historical success rates, (2) equity gaps, and (3) faculty training.*

F. Stakeholder Collaboration and Communication:

13. Share draft schedules with counselors 6 months pre-term; incorporate feedback into final schedule.
14. Enhance schedule predictability for counselors and program staff through clear and timely communication.
15. Foster interdepartmental collaboration and provide training workshops to ensure consistency and efficiency in scheduling practices.

Summer Semester Scheduling Timeline for Deans and VPI

November

1. VPI and Deans: **Allocate FTE, plan**, and develop the Summer schedule.
2. Deans to study the historical course section data for past 2 semesters.
3. Mayra to have a conversation with the deans on dual enrollment courses and work with high school vice principals to determine the final course offering.
4. **Distribute/collect Full-Time/Part-Time Faculty Availability and Preference forms & due to the dean's office before the semester ends.**
5. Hold Scheduling Meetings with department leads
6. Draft and confirm Full-Time teaching assignments, reassigned time, banking, and overload
7. Counselors' and Program Staff's Feedback for Summer Course Schedule
8. Interdepartmental collaboration on scheduling courses that meet degree/certificate requirements
9. Review Full-Time workload
10. Draft Summer schedule, **begin entry in Banner**

December

1. **Finish Summer Schedule Banner Entry by December 15 (1st Draft)**

January

1. Dual Enrollment to Frank to review
2. Enter the Summer term NIAs/complete change forms and submit PAFs
3. Draft Summer room charts/classroom requests (1st draft)
4. Review Full-Time and Part-Time workload (1st draft)
5. Send department leads the Summer draft schedule for review
6. VPI to Communicate with counselors and program staff the 1st draft schedule.

February

1. **Send out/confirm Summer Part-Time class assignment offers**
2. Complete/send Summer Part-Time contracts
3. Draft Summer room charts/classroom requests (final)
4. **Deans and VPI Review Full-Time and Part-Time workload (final)**
5. **February 18: Final Class Schedule Completed**

March

1. **Update seniority list—submit to HR by census**
2. **Schedule is LIVE! Make no changes**

April

1. Students **register** for Summer classes.

Fall Semester Scheduling Timeline for Deans and VPI

NOTE: Course schedule draft by department and FT workload (teaching assignments, non-instructional assignments (NIAs), banking, load balancing) must be confirmed before FT faculty leave for Winter Break.

November/December

1. VPI and Deans: **Allocate FTE, plan**, and develop Fall schedule.
2. Deans to study the historical course section data for past 2 semesters.
3. Mayra to have a conversation with deans on dual enrollment courses and work with high school vice principals to determine the final course offering.
4. **Distribute/collect Full-Time/Part-Time Faculty Availability and Preference forms & due to the dean's office before the semester ends.**
5. Hold Scheduling Meetings with department leads
6. Draft and confirm Full-Time teaching assignments, reassigned time, banking, and overload
7. Counselors' and Program Staff's Feedback for Fall Course Schedule
8. Interdepartmental collaboration on scheduling courses that meet degree/certificate requirements
9. Review Full-Time workload

January

1. Draft Fall schedule, **begin entry in Banner**
2. Dual Enrollment to Frank to review
3. Enter Fall term NIAs/complete change forms and submit PAFs
4. Draft Fall room charts/classroom requests (1st draft)
5. Review Full-Time and Part-Time workload (1st draft)
6. **Finish Fall Schedule Banner Entry by January 25 (1st Draft)**
7. VPI to Communicate with counselors and program staff the 1st draft schedule.

February

1. **Send out/confirm Fall Part-Time class assignment offers**
2. Complete/send Fall Part-Time contracts
3. Send department leads Fall draft schedule for review
4. Draft Fall room charts/classroom requests (final)
5. **Deans and VPI Review Full-Time and Part-Time workload (final)**
6. **February 28: Final Class Schedule Completed**
7.

March

1. **Update seniority list—submit to HR by census**

April

1. **Fall Schedule is LIVE! Make no changes.**

May

1. **May 1**: Students **register** for Fall classes

Spring Semester Scheduling Timeline for Deans and VPI

NOTE: Course schedule draft by department and FT workload (teaching assignments, non-instructional assignments (NIAs), banking, load balancing) must be confirmed before FT faculty leave for summer break.

April/May

1. VPI and Deans: **Allocate FTE, plan**, and develop SPRING schedule.
2. Deans to study the historical course section data for past 2 semesters.
3. Mayra to have a conversation with deans on dual enrollment courses and work with high school vice principals to determine the final course offering.
4. **Distribute/collect Full-Time/Part-Time Faculty Availability and Preference forms & due to the dean's office before the semester ends.**
5. Hold Scheduling Meetings with department leads
6. Draft and confirm Full-Time teaching assignments, reassigned time, banking, and overload
7. Counselor's and Program Staff's Feedback for Spring Course Schedule
8. Interdepartmental collaboration on scheduling courses that meet degree/certificate requirements
9. Review Full-Time workload

July

1. Draft Spring schedule, **begin entry in Banner**
2. Dual Enrollment to Frank to review
3. Enter Fall term NIAs/complete change forms and submit PAFs
4. Draft Spring room charts/classroom requests (1st draft)
5. Review Full-Time and Part-Time workload (1st draft)
6. **Finish Spring Schedule Banner Entry by July 25 (1st Draft)**
7. VPI to Communicate with counselors and program staff the 1st draft schedule.

August

1. **Send out/confirm Spring Part-Time class assignment offers**
2. Complete/send Fall Part-Time contracts
3. Send department leads Spring draft schedule for review
4. Draft Spring room charts/classroom requests (final)
5. **Deans and VPI Review Full-Time and Part-Time workload (final)**
6. **August 8: Final Class Schedule Completed**

September

- **Update seniority list—submit to HR by census**

October

1. **Spring Schedule is LIVE! Make no changes.**

November

1. **November 1:** Students **register** for Spring classes

Scheduling Meetings w/ Department Leads Objectives

- Scheduling Meetings take place at the end of the term.
  - November/December for Fall and Summer schedule development
  - April/May for Spring schedule development
- Review general program planning—course updates, new courses, degree completion, SLO assessment, program review, PD planning, tenure committees, and evaluations.
- Review enrollment data, modalities, FTEF targets, day/evening/weekend offerings, course removals and additions, F2F/Online ratios.
- Confirm FT assignments
  - Review FT faculty banking history and banking program planning.
  - Review/confirm long-term leave requests, e.g. PD or use of banked units.
  - Confirm non-instructional assignments.
  - Confirm overload payout, unit banking, load balancing.

Checklist for Consideration

Scheduling Meetings with Department Leads

Objectives and Detailed Checklist:

1. **Pre-Meeting Preparation**:

   ☐ Collect enrollment data and student feedback.
   ☐ Prepare a list of courses to be added, removed, or modified.
   ☐ Draft modality plans (e.g., F2F vs. online ratios).

2. **Meeting Agenda**:

   ☐ Map course offerings to 2-year completion pathways; identify/resolve bottlenecks.
   ☐ Review program-specific goals, including SLO assessments and accreditation needs.
   ☐ Confirm faculty assignments for teaching, banking, and reassigned duties.
   ☐ Align FTE allocation with institutional targets.

3. **Post-Meeting Tasks**:

   ☐ Update draft schedules based on meeting outcomes.
   ☐ Share updates with counselors and program staff for additional feedback.

Enhanced Master Checklist

Key:
= Task Completion | = Primary Owner | = Deadline

I. Pre-Scheduling Phase

1. **Data Review** (*Deans* | *Start of timeline*)
    - Analyze 2-semester historical enrollment, success rates, and modality performance.
    - Audit faculty banking/overload history.
2. **Stakeholder Consultation** (*Mayra/Deans*)
    - Finalize dual enrollment courses with high school partners.
    - Distribute/collect faculty preference forms (FT/PT).

II. Schedule Development

3. **Scheduling Meetings** (*Deans + Department Leads*)
    - Map critical-path courses to 2/4-year completion.
    - Assign modalities per: historical success, equity gaps, faculty training.
    - Confirm FT assignments (teaching, banking, NIAs, overload).
4. **Draft Schedule** (*Deans/VPI*)
    - Align with institutional targets (fill rate: 75–80%; load: 450–500).
    - Balance modalities (F2F/online/hybrid) and times (day/evening/weekend).
    - Submit to counselors for feedback (*Deans* | *6 months pre-term*).

III. Finalization & Entry

5. **Banner System Entry** (*Support Staff*)
    - Summer: Draft by Dec 15
    - Fall: Draft by Jan 25
    - Spring: Draft by Jul 25
6. **Faculty Contracts** (*Deans*)
    - Issue PT assignment offers/contracts by Feb (Summer), Feb (Fall), Aug (Spring).
    - Finalize FT/PT workload audits (*VPI/Deans*).

IV. Pre-Live Checks

7. ☑ **Room/Resource Allocation** (👤 *Operations*)
    - Draft room charts (1 month pre-final schedule).
8. ☑ **Risk Mitigation**
    - the District Cancellation Process and timeline for low-enrollment sections (<15 students—F2F, Hybrid and Syn online; <20 students—Asyn online).
    - Seniority list submitted to HR by census (👤 *HR*).

V. Post-Live Protocol

9. ☑ **Stable Schedule Commitment**
    - Summer: Live in March ☑
    - Fall: Live in April ☑
    - Spring: Live in October ☑
10. ☑ **Assessment** (👤 *VPI and Deans*)
    - Track graduation rates (2-year FT/4-year PT cohorts).
    - Compare actual vs. target fill rate/load.