



City College of San Francisco

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MEMORANDUM

TO: Deans and Department Chairs

FROM: Kristina Whalen
Interim Associate Vice Chancellor of Enrollment Management and Instructional Support

Lillian Marrujo-Duck
Dean of Instruction

RE: Kickoff of the Spring 2019 Scheduling Processes

DATE: August 21, 2018

The 2018-19 schedule development process brings many opportunities and challenges. We have the opportunity to seize upon historic legislation, unique to City College of San Francisco, that allows unlimited growth funding. We have the opportunity to serve students and extend the reach and promise of Free City. We do, however, build these opportunities in the context of immediate budget challenges. Given these conditions, this memo provides direction on the process for developing the Spring 2019 schedule. This process relies heavily on *dialogue and collaboration* in order to serve students while maintaining the fiscal health of the College.

Scheduling Goals

- **In-Reach.** Build a schedule across the District that allows current students to take more units and the courses they desire.
- **Fill the seats.** Raise the productivity of each department so we can serve students now and in the future.
- **Optimal Options.** Offer students a choice of class times, semester start times and modalities.

To reach these goals, the following considerations are offered:

- **Model schedule.** An analysis of similar courses has produced a model capacity for course types. We will refine this document with productive input but ask for collaboration on implementing a model schedule so that the needed 2,500 FTES growth can be realized. See Model Schedule document (attached). Deans can assist Chairs in interpreting the document.
- **Coordinated class times.** Continue coordinating the start and end times of classes so that they do not overlap. Information about college-wide trends will be shared with Deans and Chairs between first and second draft. A set of suggested schedule options for typical course durations and meeting patterns is at the end of this memo.

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- **Late-start, short-term and half-term classes.** Marketing efforts will buoy these scheduling offerings.
- **Targeting FTES increases.** Working with recent FTEF allocations, Chairs and Deans should collaborate on ways to maximize increases during the period of unlimited growth.

Data Available to Inform Scheduling Decisions. When making scheduling decisions, Deans and Department Chairs should review data that is available in Argos under the Enrollment Management folder. This data includes:

- Section-level FTEF and FTES data
- Credit enrollment history, which shows census enrollments and fill rates on a per-course basis, and allows drilling down by campus/center
- Noncredit enrollment history, which shows a variety of statistics about noncredit attendance on a per-course basis, and also allows drilling down by campus/center.

Instructional Schedule Draft and Recommendation Process

1st Draft-- After the first week of class, Deans will meet with Chairs to discuss established FTES goals and share ideas for adapting the schedule to meet student demand within the limits of an FTEF allocation. We anticipate the allocation of FTEF for most departments to change given a slowdown in enrollment growth. Deans will share this information with Departments Chairs and it will be published on the Office of Instruction webpage. The first draft of the schedule is due to the Office of Instruction by **September 13th**. As a convenience, a past schedule has been uploaded to Schedulers Aide but will need to be reinterpreted with the model schedule and the FTES/FTEF targets communicated to you by your Dean.

If during the planning process both Chair and Dean determine a need exists to offer a course that not only falls below the suggested model, but also contract minimum, please document that exception [here](#) during the 1st Draft of the schedule.

2nd Draft-- Deans will review the recommendations of the Department Chair and continue to discuss schedule adaptations that maximize a student's ability to take as many units as desired. Chairs will submit a second recommendation to their Dean for review and signature before turning into the Office of Instruction by **October 12th**. The 2nd Draft should be the final version of the printed schedule. Galley Proof will be for data entry errors only.

QA Process--The Office of Instruction will run a series of quality assurance processes to help reduce scheduling errors. Your timely resolution of any errors is greatly appreciated.

Galley Proofs--The Office of Instruction will hold Galley Proof of the Spring 2019 schedule on **Thursday October 25th and Friday October 26th**. During that time, Deans and Department chairs will be able to review a copy of what would be sent to the printer for the production of the printed time schedule. The intent of Galley Proof is to identify *data entry issues*, where the information in Banner is different than what was submitted as the second draft. Galley proof will *not* be a time to make other schedule changes.

Technical Assistance. The [Scheduling Office web site](#) has many documents related to technical details of scheduling, including:

- Details on using Scheduler's Aide

- How to calculate class meeting times for full- and short-term classes

New Reassigned Time Schedule Development Timeline

Please note a new item in the Schedule Building Timeline: the Reassigned Time Schedule. In order for us to meet the Board of Trustees goal of increased budget discipline, we need to more intentionally plan our reassigned time resources. After the 1st and 2nd draft instructional schedules are completed, chairs and deans need to collaborate on the reassigned time assignments in each area and submit a draft to the Dean of Instruction. After galley proofs of the instructional schedule, a final reassigned time plan for each department should be submitted to the Dean of Instruction.

Coordinated Start Dates

Using coordinated start times to allow for more effective *Outreach and Marketing*

Full-term sections	Late Start sections	8 week sections	6 week sections
Jan. 14-May 22	Feb 4- May 22	Jan. 14-March 8 March 18-May 22	Jan. 14- Feb. 22 Feb. 25- April 5 April 8-May 22

Coordinated Time Slots

Maximizing Chances for Multiple Student Enrollments

Daytime Full-term Classes

Classes that meet 1 hour/week

Start on the hour (e.g., 8:10-9:00)

Classes that meet 2 hours/week

Choose a 1- or 2-day schedule as follows:

1-day schedule <i>2 hours/day</i>	2-day schedule (MW or TR) <i>1 hour/day</i>
8:10 – 10:00 10:10 – 12:00 12:10 – 2:00 2:10 – 4:00 4:10 – 6:00	Start on the hour, i.e., 8:10 – 9:00 9:10 – 10:00 10:10 – 11:00 etc.

Classes that meet 3 hours/week

Choose a schedule as follows:

1-day schedule <i>3 hours/day</i>	2-day schedule (MW or TR) <i>1.5 hours/day</i>	3-day schedule (MWF) <i>1 hour/day</i>
8:10 – 11:00 11:10 – 2:00 2:10 – 5:00	8:10 – 9:25 9:40 – 10:55 11:10 – 12:25 12:40 – 1:55 2:10 – 3:25 3:40 – 4:55	Start on the hour, i.e., 8:10 – 9:00 9:10 – 10:00 10:10 – 11:00 etc.

Consider carefully before choosing a 1-day schedule for a 3 hour/week class. Some science lab classes must be scheduled this way, but consider carefully the impact on student schedules before choosing this option for other classes.

Classes that meet 4 hours/week:

Choose a 2- or 4-day schedule as follows:

2-day schedule (MW or TR) <i>2 hours/day</i>	4-day schedule (MTWR) <i>1 hour/day</i>
8:10 – 10:00 10:10 – 12:00 12:10 – 2:00 2:10 – 4:00 4:10 – 6:00	Start on the hour, i.e., 8:10 – 9:00 9:10 – 10:00 10:10 – 11:00 etc.

Classes that meet 5 hours/week:

Choose a 2- or 5-day schedule as follows:

2-day schedule (MW or TR) <i>2.5 hours/day</i>	5-day schedule (MTWRF) <i>1 hour/day</i>
8:10 – 10:25 11:10 – 1:25 2:10 – 4:25	Start on the hour, i.e., 8:10 – 9:00 9:10 – 10:00 10:10 – 11:00 etc.

Classes that meet 6 hours/week:

Choose a 2-, 3-, or 4-day schedule as follows:

2-day schedule (MW or TR) <i>3 hours/day</i>	3-day schedule (MWF) <i>2 hours/day</i>	4-day schedule (MTWR) <i>1.5 hours/day</i>
8:10 – 11:00 11:10 – 2:00 2:10 – 5:00	8:10 – 10:00 10:10 – 12:00 12:10 – 2:00 2:10 – 4:00	8:10 – 9:25 9:40 – 10:55 11:10 – 12:25 12:40 – 1:55 2:10 – 3:25 3:40 – 4:55

Evening Full-term Classes

Note:

There is more flexibility in the time slots for evening classes that meet one day per week, since students will typically not take more than one 1-day class for a given evening.

Consider carefully when scheduling evening classes that meet twice per week.

Classes that meet 1 hour/week

Start on the hour (e.g., 6:10-7:00)

Classes that meet 2 hours/week

Choose a 1- or 2-day schedule as follows:

1-day schedule <i>2 hours/day</i>	2-day schedule (MW or TR) <i>1 hour/day</i>
6:10 – 8:00 8:10 – 10:00	Start on the hour, i.e., 6:10 – 7:00 7:10 – 8:00 etc.

Classes that meet 3 hours/week

Choose a schedule as follows:

1-day schedule <i>3 hours/day</i>	2-day schedule (MW or TR) <i>1.5 hours/day</i>
6:10 – 9:00	6:10 – 7:25 7:40 – 8:55

Classes that meet 4 hours/week:

Choose a 1- or 2-day schedule as follows:

1-day schedule <i>4 hours/day</i>	2-day schedule (MW or TR) <i>2 hours/day</i>
6:10 – 10:00	6:10 – 8:00 8:10 – 10:00

Classes that meet 5 hours/week:

Choose a 2-day schedule as follows:

2-day schedule (MW or TR) <i>2.5 hours/day</i>
6:10 – 8:25

Weekend Classes

When scheduling weekend classes, consider starting on the hour, and coordinate classes that students may take back-to-back. Also, be explicit about any extended lunch breaks in the schedule (e.g., don't schedule a 4 hour/week class from 10:10 – 2:30 with an assumed lunch; schedule it 10:10-12:00 and 12:40-2:30).

Short-term Classes

When scheduling short-term classes, attempt to schedule using one of the full-term time slots shown above.

