

## **Section Development and Section Management Principles for Fall 2025 – Summer 2027**

The enclosed Section Development and Section Management Principles are intended to be utilized beginning Fall 2025 and will be reevaluated by the Enrollment Management Committee for the 2025-2026 and 2026-2027 academic school years.

### Development

1. Guided Pathways provide improved program access for all students, through aspirational Program Maps (based on fulltime enrollment with a fall start), to enable them to achieve their educational goals in a timely manner. Consideration in schedule development should be given (but not limited) to:
  - a. Full time/Part time/Evening/Weekend students
  - b. Canyon Country Campus/Del Valle Center/Advanced Technology Center/offsite locations
  - c. In-person/Online/OnlineLIVE/hyflex/correspondence education students
  - d. Honors students
  - e. Canyons Promise students
  - f. Dual-enrolled and Concurrently-enrolled students
  - g. Noncredit/Continuing Education students
  - h. Public safety students (e.g., Police, Sheriff)
  - i. International Services & Programs (ISP) students
  - j. Rising Scholars (currently and formerly incarcerated) students
  - k. Apprenticeship students
  - l. Baccalaureate students
  - m. Career Technical Education (CTE) students
  - n. Community education/Workforce & Economic Advancement students
  - o. Support courses for Staff Professional Development through CETL
  - p. Support courses for math and English students, now placed into transfer-level math and English, through additional Noncredit options
2. Department Chairs and Deans initially develop proposed schedules, based on enrollment and success data available from previous and planned terms with input from the Instruction Office, to determine the number of sections to offer, considering potential growth targets and available state funding where applicable. While this is not the sole determining factor, enrollment trends are important considerations when used to determine student demand for courses and sections. Student success and retention trends are also important considerations when considering sections to build, as Department Chairs and Deans should disaggregate available data to ascertain if disproportionate impact exists, and if so, formulate a plan to address this, recognizing that as an open access institution, we cannot dictate where students ultimately enroll.
3. Schedules are centered around local priorities, the mission of the California Community College System, and Vision 2030 goals in sustaining equitable access, equitable support,

equitable success, completion, certification, and transfer while promoting career technical education, continuing education, work experience education, apprenticeships, and other integrative learning, re-engagement opportunities. Department Chairs will build schedules that take into consideration past access, success, and retention data available by IRPIE.

4. The Chancellor's Office approved time blocks, published by the office of Instruction, should be used for credit-bearing courses whenever possible in order to assist with students' planning and to enable maximum facilities utilization and efficiency.
5. Annual FTES targets are established by the District with input from the Enrollment Management committee. Based on these targets, Department Chairs work with their Deans to best meet students' needs by initially proposing a core (*defined as the initial number of sections scheduled by the Office of Instruction per discipline*) Schedule of Classes, where additional sections may be added during student registration through the start of classes, based on student demand. Overall, the goal is to achieve at least 85% fill rate (*defined as the percentage of available seats in scheduled sections that are filled*) in discipline schedules, and additional class sections may be added to the core schedule, once the core section offerings reach full capacity, based on student need and consideration of available resources (e.g., instructors, facilities, budget).
6. Schedule Development should include consideration of other impacted areas of campus such as student services and support, public information, communications center/mailroom, facilities, campus safety, contracts & procurement, technology, and when services are available to students.

### Management

1. Department Chairs and Deans will collaborate on class cancellations, class additions, and strategize ways to best support student access and completion.
2. Each department should strive to achieve an average fill rate of at least 85% in their discipline schedules. Additional class sections may be added to the core schedule, once the core section offerings reach full capacity, based on student need.
3. For any **credit (non-capstone) classes** added to the core offerings, these courses should strive to achieve at least 50% enrollment (e.g., 18 out of 35) two weeks before the start of the course. Exceptions to this norm (e.g., career technical education courses run through the first scheduled week of instruction; courses for specialized populations such as Honors or ESL) may be merited and will be addressed by the office of Instruction in consultation with Department Chairs and Deans. Changes in the State's funding formula may also require revisiting this percentage.

4. For any **capstone credit classes** added to the core offerings, these courses should strive to achieve at least 40% enrollment (e.g., 14 out of 35) two weeks before the start of the course. Exceptions to this norm (e.g., career technical education courses run through the first scheduled week of instruction) may be merited and will be addressed by the office of Instruction in concert with Department Chairs and Deans. Changes in the State's funding formula may also require revisiting this percentage.
5. **Noncredit CDCP, Dual Enrollment, and Incarcerated classes** should strive to achieve at least 30% enrollment (e.g., 11 out of 35) one week before the start of the course. Exceptions to this norm (e.g., NC.EDUC or CETL, NC.ENGL, NC.MATH, and NC.NURS in order to allow for necessary skills building to occur) may be merited and will be addressed by the office of Instruction in concert with Department Chairs and Deans. Changes in the State's funding formula may also require revisiting this percentage.
6. **Noncredit (non-enhanced) classes** should strive to achieve at least 40% enrollment (e.g., 14 out of 35) one week before the start of the course.
7. The following may be exempt from the aforementioned suggested minima in order to help build and sustain the evolving program/mode/site:
  - a. New courses and programs seeking permanent status through the Academic Senate's Program Viability process
  - b. Delivery modes (such as onlineLIVE or hyflex) offered for the first time within a discipline
  - c. New educational sites where scheduled programming is offered for the first time
8. Enrollments are monitored carefully throughout the period of registration by Department Chairs, Deans, and the Office of Instruction, with targeted marketing and advertising generated through the Public Information Office for low-enrolled courses before cancellations are made. Every effort is made to cancel courses in a timely manner to allow students to find alternate options to satisfy pathway requirements. Course cancellations will be made in consultation with the Department Chair and Dean.
9. The decision to cancel class sections is based on multiple factors that may include (but are not limited to): the number of students currently enrolled in that section, the availability of other sections of that course, if the course is a capstone course or required for students to complete a pathway leading to a degree or certificate, if the course is required for transfer (e.g., Ethnic Studies), past enrollment trends and an assessment of the likelihood of the course reaching a minimally acceptable enrollment, where (e.g., CCC) and how (i.e., modality) the course is offered, and other factors.

10. After registration has begun, additional courses are added to the schedule as deemed necessary, based on student demand via waitlists and faculty input with consideration of available resources (e.g., instructors, facilities, budget).
11. Class cancellations are communicated by the Dean's office to students through email, and whenever possible or necessary, by phone. Students are informed about available alternatives to their cancelled class as well as prompted that a cancellation may impact their financial aid status, and that questions should be addressed to the Financial Aid office. Department Chairs and/or Deans notify impacted faculty and staff of course cancellations whenever they occur. Instruction regularly sends a summary list of additions and cancellations via a district distribution list to Deans, their Administrative Assistants, and the Bookstore, typically at the end of the day or at the start of the following day, in which cancellations occur.
12. During the 2025-2026 and 2026-2027 academic school years, focused (or short-term) experimental schedules at CCC may be afforded enrollment flexibility when scheduled at CCC, and departments requested to provide scheduled focused classes may be held harmless in the event of any cancellation(s) as future section requests are considered in preparation for 2027-2028.
  - a. **Credit (non-capstone) classes** should strive to achieve at least 33% enrollment (e.g., 12 out of 35) two weeks before the start of the course. Exceptions to this norm may be merited and will be addressed by the office of Instruction in concert with Department Chairs and Deans. Changes in the State's funding formula may also require revisiting this percentage.
  - b. **Credit (capstone) classes** should strive to achieve at least 20% enrollment (e.g., 7 out of 35) two weeks before the start of the course. Exceptions to this norm may be merited and will be addressed by the office of Instruction in concert with Department Chairs and Deans. Changes in the State's funding formula may also require revisiting this percentage.