

Section Development and Section Management Principles for Winter 2023 – Summer 2023

The enclosed Section Development and Section Management Principles are intended to be utilized beginning Winter 2023 and will be reevaluated by the Enrollment Management Committee in preparation for the 2023-2024 academic school year.

Development

1. Guided Pathways are scheduled for all students, based on approved Program Maps, 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 students
 - b. Part time students
 - c. Evening students
 - d. Weekend students
 - e. Canyon Country Campus
 - f. Del Valle Campus
 - g. Online students
 - h. OnlineLIVE students
 - i. Offsite locations
 - j. Honors students
 - k. Canyons Promise students
 - l. Dual-enrolled students
 - m. Concurrently-enrolled students
 - n. Noncredit and Continuing Education students
 - o. Public safety students (e.g., Police, Sheriff)
 - p. International Services & Programs (ISP) students
 - q. Rising Scholars (Incarcerated) students
 - r. Community education students
 - s. Support courses for Staff Professional Development through CETL
 - t. Support courses for math and English students, now placed into transfer-level math and English, though additional Noncredit options
2. Instruction develops schedules based on enrollment data available from previous and planned terms to determine the number of sections to offer, taking into account 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.
3. Schedules are centered around the mission of the California Community College System and Vision for Success goals in supporting access, equity, success, completion, transfer, career education, continuing education, work experience education, and apprenticeships.

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 requested 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 85 – 90% 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.
6. Schedule Development should include consideration of other impacted areas of campus such as student services and support, facilities, campus safety, contracts & procurement, and technology.

Management

1. Deans will inform department chairs of requests for class cancellations, class additions, and strategize ways to best support student access and completion.
2. Each department should strive to achieve an overall 85 – 90% fill rate 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) by the start of the semester or term. Exceptions to this norm (e.g., in-person, on-campus classes offered during the pandemic; career 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 concert 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) by the start of the semester or term. Exceptions to this norm (e.g., in-person, on-campus classes offered during the pandemic; career 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) by the start of the semester or term. Exceptions to this norm (e.g., in-person, on-campus classes offered during the pandemic) 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. NC.EDUC (CETL), NC.ENGL, NC.MATH, and NC.NURS are exempt in order to allow for necessary skills building to occur.
6. Noncredit (non-enhanced) classes should strive to achieve at least 40% enrollment (e.g., 14 out of 35) by the start of the semester or term.
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 within registration blocks are monitored carefully by Department Chairs, Deans, and the Office of Instruction 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 and required for students to complete a pathway leading to a degree or certificate, if the course is required for transfer, 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 with consideration of available resources (e.g., instructors, facilities).
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.