CCC Retreat Agenda

This is an open, editable document. It captures and organizes issues and ideas expressed by members of CCC on the topics of scheduling and enrollment management.

I. Welcome and Framing the Discussion

- Acknowledgement of current enrollment challenges and impacts on students, faculty, and programs
- Establishing goals:
    - Share and Communicate Best Practices across divisions and departments
    - Reduce class cancellations
    - Address dept concerns about Online vs. In-Person course offerings
    - Protect student access and equity
    - Protect faculty load stability
    - Align scheduling with student demand and institutional mission

II. Current Scheduling & Enrollment Practices and Data Sources

A. Documents

- Low-Enrolled Guidelines Jan 2 2025.pdf
- Time Blocks - Adopted for FA26.xlsx
- Block Scheduling Guidelines.docx

B. Existing Data and Data Sources

- FTES - Sections - Fill%.xlsx Fall-to-Fall, Spring-to-Spring, by Department
- FTEF by Modality.pdf Fall-to-Fall, Spring-to-Spring, by Department
- Spring-to-Spring FTEF by Modality by Division.pdf
- GCCCD Reports Server (only accessible on campus office computers or Splashtop)
- PowerBi: Enrollment Dashboard (Productivity Data– Updated)
- PowerBi: Program Review Dashboard

C. Information & Data that we wish we had

- Timing of student registration and enrollment spikes
- Equity gaps in course access across modalities and times
- Analysis of cancellation patterns and their impacts
- How many students did we lose with section cuts?
- Number of incoming students/new applicants with comparisons to prior semesters

D. Gathering Best Practices

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Discussion Questions/Prompts:
- How do departments/divisions review their enrollment trends? What data are you reviewing?
- How do you factor in considerations for instructional modality (in-person, online, hybrid, HyFlex)?
- At what point in the [Class Schedule Production Timeline](#) do chairs & deans meet to discuss/consult? Are these discussions face-to-face, over zoom, via email?
- Are the exceptions to low-enrolled cancelations being fairly granted?
- Do you look at historical patterns of enrollment growth and decline
- Are cancellation decisions being made too early? Too late? What is the optimal time?
- Are conversations about FTEF allocations happening too late?
- Which modalities show the strongest and weakest enrollment trends?
- Are certain student populations disproportionately impacted?

III. Instructional Modalities: In-Person vs. Online vs. Hybrid

A. Evaluating Modality Effectiveness
- Enrollment patterns across modalities
- Student preferences and barriers (transportation, childcare, work schedules, technology access)
- Course success and retention by modality
- Discipline-specific modality needs

B. Innovative Platform Strategies
- Expand HyFlex and hybrid options strategically
- Convert low-enrolled in-person courses to hybrid or online when appropriate
- Flexible room assignments based on enrollment demand
- Strategic use of asynchronous vs synchronous formats
- Pilot adaptive modality scheduling based on demand

C. Equity Considerations
- Ensuring online expansion does not disadvantage students without reliable internet access
- Ensuring in-person options remain available for students who benefit from face-to-face instruction
- Avoid modality decisions that disproportionately impact marginalized students

IV. Strategies to Reduce Class Cancellations

A. Structural Strategies
- Delay cancellation timelines to allow enrollment to build
- Establish enrollment "grace periods."
- Tiered enrollment review checkpoints rather than immediate cancellation
- Allow late-start or accelerated sections instead of cancellations
- Cross-listing or combining low-enrolled sections where pedagogically appropriate

B. Student-Centered Strategies
- Improve student awareness through targeted outreach, social media
- Counseling engagement in promoting needed courses
- Early registration incentives and communication campaigns
- Automated student alerts for low-enrolled courses

C. Institutional Scheduling Strategies
- Align course scheduling with historical demand patterns

- Block scheduling-avoid overscheduling duplicate sections in the same time block
- Ensure required courses are scheduled predictably

V. Class Cancellations Affecting Faculty Load

A. Faculty Load Protections (this enters into AFT territory)
- Establish clear policies protecting faculty load when courses are cancelled due to institutional decisions
- Priority reassignment to open sections when available
- Opportunity to convert modality instead of cancellation
- Development of contingency teaching assignments

B. Transparent and Equitable Cancellation Protocols
- Clear, published criteria for cancellation decisions
- Faculty consultation prior to cancellation decisions
- Department and Senate involvement in developing cancellation thresholds

C. Institutional Responsibility Framework
- Enrollment management as shared institutional responsibility—not borne solely by faculty
- Avoid disproportionate impact on part-time faculty and historically marginalized disciplines

VI. Equity-Centered Enrollment Strategy Framework

A. Equity Lens Review Questions
- Who is impacted when courses are cancelled?
- Which students lose access?
- Which disciplines or programs are disproportionately affected?
- How do cancellation decisions affect completion pathways?

B. Institutional Commitments
- Protect access for disproportionately impacted students
- Maintain pathway integrity for completion
- Avoid cancellation patterns that widen equity gaps

VII. Proposal Development and Next Steps

Action Items:
- Chair-to-chair training on best practices in schedule development
- Chair-to-chair training on data sources and enrollment data analysis
- Form Enrollment Strategy Workgroup
- Assess institutional cancellation guidelines
- Pilot innovative modality and scheduling strategies
- Develop an equity-centered enrollment review process
- Establish a timeline for recommendations