

ENROLLMENT MANAGEMENT WORKSHEET



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

(extracted from Enrollment Management Revisited 2009)

https://www.asccc.org/sites/default/files/publications/Enrollment-Mgmt-Spring09_0.pdf

Questions	Data
Who is making the decisions about scheduling classes, including delivery mode and length of the courses?	
What is the faculty role?	
Why are courses scheduled in a particular mode or time frame? Is the decision based on academic judgment?	
Where and when are enrollment management and scheduling decisions made—in silos that do not communicate with one another, such as in administrator meetings and faculty department meetings separately? Or are decisions made in a concerted, thoughtful, data and policy-driven manner?	
What class schedule produces the most success for students?	
What effect on learning and student success might occur in any given scheduling scenario?	
What input is collected from students? When and how input collected and analyzed?	
How do student education plans inform the scheduling process?	
Does scheduling include consideration of program completions for all students (online, afternoon, evening, incarcerated, dual enrolled)?	
Does the schedule consist of one semester, one year or two years? Why?	

ENROLLMENT MANAGEMENT WORKSHEET

Flow Chart the Scheduling Process