



Scheduling Curricular Offerings

Historically, institutions have considered courses offered in three broad categories: transfer and degree applicable courses, career technical education (CTE) courses, and basic skills courses. Colleges have traditionally balanced the mix of the three categories based on the mission of the institution, the programs unique to that college, the anticipated demand, capacity (both physical space and human), and fiscal constraints. Colleges were funded primarily on students in seats and the natural underlying goal was to maximize this number as it translated into full-time equivalent students (FTES). Consequently, the decisions were impacted by high FTES generating courses. The implementation of Guided Pathways and other legislative changes have challenged that perspective; modifying the mix of offerings based upon program requirements as a package (or a group or bundle). In addition, the role of noncredit support courses, basic skills and short-term CTE, typically controlled by a separate scheduling and administrative group, are becoming more integrated with the overall institution in order to provide flexibility in scheduling. New factors, largely driven by legislation and funding changes, will influence enrollment management conversations and offerings. Many of these influences produce much-needed modifications to scheduling; others will be a challenge for the college and have potential unintended consequences. It is the role of faculty to maintain this curricular balance and focus on quality education.

Legislated Factors Influencing the Balance of Sections

Many new aspects of legislation have directly or indirectly mandated shifts in considerations for course offerings, such as SB 1440 (Transfer degrees), Guided Pathways (SB 85 Education Code Sections 88920-88922), AB 288 (Dual Enrollment), AB 705 (transfer mathematics and English), the Student Centered Funding Formula (AB 1809) and SB 850 (CCC Bachelor Degree Programs). This is not a comprehensive review of the factors but begins to address new perspectives and considerations that will be consequential.

Transfer and Articulation Influences Balanced Offerings

The California Community Colleges (CCC) Associate Degree for Transfer (AA-T/AS-T), two-year associate degrees with a guarantee of transfer to the California State University (CSU) and limited to no more than 60 semester units or 90 quarter units represented 45% of all associate degrees awarded in 2017-18¹. The challenge for balancing this legislation lies in the new perspective for general education (GE) offerings. This guarantee to the students requires that all components of these programs are available and balanced with regards to units and availability. At issue is that traditional GE has not been treated like a program, but rather a loose set of requirements independently scheduled and created by diverse disciplines, but required by students as a package with a limited number of total units for the transfer degrees. CSU GE Breadth requirements in areas A1 Oral communication, A2 Composition, A3 Critical Thinking and B4 Quantitative Reasoning are known as the **golden four** and considered foundational skills for college level outcomes that should be completed within the first year. Colleges need to consider whether they are offering adequate sections of EACH of the golden

¹ Datamart reports that in 2017-18 113 Baccalaureate, 49,715 AA-T/AS-T and 110,919 AA/AS were awarded.

four for students. AB 705 focuses only on areas A.2 and B.4 but many colleges have found the true gatekeeper is inadequate section offerings in area A.3. Next the program maps for each transfer degree must be scheduled with the maps in mind. Even if a specific course is a restricted elective in an ADT, adequate sections of that course based on the number of students declaring that major, should be offered according to the program maps.

Guided Pathways Influences on Balanced Offerings

Guided Pathways requires the colleges to balance course offerings based upon programs or metamajors (groupings of programs based on similarities) driven by a goal to reduce time to degree and accumulation of units. Many colleges have constructed Program Maps directing students to specific coursework during particular semesters in order to more clearly direct students to completion. Colleges must consider the ability for students in each program pathway, delivered through different modes or locations to complete not only the program's major courses, but also appropriate general education and other support components specific to the pathways. This places a greater significance on student education goals and majors as sources of information regarding the number and timing of section offerings.

Dual Enrollment Opportunities Influences Balanced Offerings

Dual or co-enrollment offers unique capability to help students engage early with college and complete pathways sooner. The significant research indicating the connection between dual enrollment and completion and transfer makes these courses important components of the overall balanced curricular offerings. To the extent that courses maintain rigor these experiences help students bridge to college-level expectations early and may provide opportunity to complete general education requirements and explore various higher education areas of interest before declaring majors. However, completion of English and math/quantitative reasoning requirements in these courses could negatively impact SCFF incentives for completion in the first year and AB705 accountability unless coding correctly indicates student's previous successful completion.

Math/Quantitative Reasoning and English/ESL Completion Influences Balanced Offerings

AB 705 has led to a significant reduction in the number of basic skills courses offered in mathematics/quantitative reasoning and English/ESL, while requiring adequate support courses, such as co-requisite and supplemental instruction to be jointly offered to ensure that a student can complete the appropriate college or transfer level courses within specified timeframes, such as 2 semesters or 3 quarters for mathematics and English. The co-requisite model must be carefully considered as it adds units and time to a student's schedule for a single course completion; for this reason, many colleges are using non-credit courses for co-requisites to make more flexible support, reduce non-transferable units and reduce cost. Some have mistakenly interpreted this legislation as prohibiting the offering of pre-transfer courses but in fact Ed Code section 66010.4 requires that colleges offer courses and instruction to achieve the provision of remedial education for those that need it.

The Student Centered Funding Formula (SCFF) Influences Balanced Offerings

The Student Centered Funding Formula (SCFF) rewards completion, transfer, reduced unit accumulation, workforce indicators and reducing equity gaps. Like the Guided Pathways legislation balancing courses for completion within pathways is crucial. In addition, the SCFF, as implemented by the CCCCO, incentivizes joint completion of transfer level math/quantitative

reasoning and English/composition courses in the first academic year a student attends substantially shifting the importance of providing first time students adequate sections to register for and complete. (n.b. AB 705 does not indicate a start date for completing these requirements but dictates the time to complete the requirements, SCFF rewards completion within the first year which is a different timeframe with a hard and fast start time.) This will require deep conversations about the effect of coupling these milestones within the first year and providing adequate types of courses that enable students to meet these milestones within their own educational goals and pathways. As required by AB 705 adequate support must be provided for students placed directly into college or transfer-level. This essentially increases the classroom space and faculty FTE required for a single course within the same semester.

Career Technical Innovations influencing Balance

Special attention should also be given to CTE programs where completion is rewarded through the SCFF. Faculty should recommend proper sequencing for CTE courses which often include sequential or scaffolded courses and may culminate in a capstone course or internship that prepares students for certification or licensure requirements; care should be taken to ensure that courses are scheduled to support the availability of those courses. Innovative scheduling such as compressed courses and weekend or hybrid courses has enabled the broader use of CTE equipment and labs. One proactive strategy is for faculty and deans to develop a 2- or 3-year schedule of offerings for all types of courses and pathways that informs students which term specific courses will be offered and, hopefully, in which modality (face-to-face, online, etc.). Counseling and advising faculty and staff can use this information to inform students during the educational planning process. By using such a strategy, the college can adjust for student demand by not committing to the number of sections that will be offered (thus not committing to additional section costs), but still provide a blueprint of timing for course offerings that can help students and counselors plan more effectively.

Baccalaureate Degrees influencing Balance

The approval of Bachelor’s programs at the CCC’s created a new perspective the system, as a whole, has not yet fully embraced; now CCC’s can transfer students within our own system for bachelor’s degrees. These programs provide affordable advanced higher education and transfer for AA/AS programs if we consider the prerequisite courses for the pathways. Alignment of existing CTE programs and courses with prerequisites for transfer to other CCC Bachelor’s programs could create great opportunities within CTE.

College	Degree
Antelope Valley	Airframe Manufacturing Technology
Bakersfield	Industrial Automation
Cypress	Mortuary Science
Feather River	Equine and Ranch Management
Foothill	Dental Hygiene
MiraCosta	Biomanufacturing
Modesto	Respiratory Care
Rio Hondo	Automotive Technology
San Diego Mesa	Health Information Management
Santa Ana	Occupational Studies
Santa Monica	Interaction Design
Shasta	Health Information Management
Skyline	Respiratory Care
Solano	Biomanufacturing
West Los Angeles	Dental Hygiene

Consideration for Incorporating Guided Pathways and other Legislation into Scheduling

1. Have you mapped out the best pattern for programs regarding the appropriate major-requirements, restricted electives and general education courses to complete within a reasonable timeline?
2. How do you decide which meta-majors and program pathways to offer? How are these processes connected to curriculum and program review processes?
3. How do you decide which CSU and UC general education courses to offer and when? Which constituent groups are involved in that process?
4. How do you decide which CTE courses to offer? How well are the CTE courses aligned with business and industry?
5. In what ways are issues of course sequencing addressed so that students can complete? Have you considered sequences and prerequisite course requirements (such as Calculus, Physics 1 and Physics 2)?
6. When was the last time the college critically reviewed its course offerings to conduct a gap analysis in CSU, UC, degree, and certificate requirements?
7. As colleges expand schedule planning efforts to cover a 1- 2-, or 3- year period, what requirements of a software tool emerge that will facilitate this task?
8. How well are CTE scheduling needs integrated with general education offerings?